# **Appendix 4: Building Walk and Administrator and Team Member(s) Interview**

**Tiered Fidelity Inventory Walkthrough Tool**

Interview and Observation Form

|  |  |  |  |
| --- | --- | --- | --- |
| School:  |  | Date: |  |
| District: |  | State: |  |
| Data Collector: |  |

Name of Schoolwide Expectations: Schoolwide Expectations (**A.1.)**:

|  |  |
| --- | --- |
| 1. |   |
| 2. |   |
| 3. |   |
| 4. |   |
| 5. |   |
|  |  |

Name of Acknowledgment System:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Staff Questions*(Interview 10% or at least 5 staff members)* |  |  | Student Questions*(at least 10 students)* |
|  | What are the (school expectations)? Record the # of rules known.**(B.3.)** | Have you taught the school rules/ behavior expectations to students this year? **(B.1.)** | Have you given out anysince ?(2 mos.)**(C.2.)** |  |  | What are the (school expectations)? Record the # of rules **(B.2.)** | Have you received asince?**(C.1.)** | If yes, why did you receive a \_\_\_\_\_\_\_\_\_? |
| 1 |  | Y N | Y N |  | 1 |  | Y N | Y N |
| 2 |  | Y N | Y N |  | 2 |  | Y N | Y N |
| 3 |  | Y N | Y N |  | 3 |  | Y N | Y N |
| 4 |  | Y N | Y N |  | 4 |  | Y N | Y N |
| 5 |  | Y N | Y N |  | 5 |  | Y N | Y N |
| 6 |  | Y N | Y N |  | 6 |  | Y N | Y N |
| 7 |  | Y N | Y N |  | 7 |  | Y N | Y N |
| 8 |  | Y N | Y N |  | 8 |  | Y N | Y N |
| 9 |  | Y N | Y N |  | 9 |  | Y N | Y N |
| 10 |  | Y N | Y N |  | 10 |  | Y N | Y N |
| 11 |  | Y N | Y N |  | 11 |  | Y N | Y N |
| 12 |  | Y N | Y N |  | 12 |  | Y N | Y N |
| 13 |  | Y N | Y N |  | 13 |  | Y N | Y N |
| 14 |  | Y N | Y N |  | 14 |  | Y N | Y N |
| 15 |  | Y N | Y N |  | 15 |  | Y N | Y N |
| Total |  |  |  |  | Total |  |  |  |
|  |  |  |  |  |  |  |  |  |
| [ ] Location 1 [ ] Location 2 [ ]  Location 3 [ ]  Location 4 [ ]  Location 5 |

*Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh & Sugai (2014)*

Administrator and Team(s) Member Interview

## Tier 1

**Describe a time when your team used data to improve behavioral (attendance, ODRs, OSS/ISS, etc) outcomes for students.**

**D.1.** What behavioral data did you review, and what did you learn?

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| --- |
|  |

[ ]  Reviewed data [ ]  Identified an opportunity for growth

**D.2.** What was the S.M.A.R.T. goal that resulted from the data analysis?

|  |
| --- |
|  |

[ ]  Specific [ ]  Measurable [ ]  Achievable [ ]  Relevant [ ]  Time Bound

**D.3.** Describe the action steps taken by the school, and how it directly addressed the S.M.A.R.T. Goal.

|  |
| --- |
|  |

[ ]  Directly addresses the S.M.A.R.T. goal

**D.4.** What implementation data did you collect to ***progress monitor***, and how do you know the plan was implemented with fidelity, consistency, and equity?

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| --- |
|  |

[ ]  Progress monitoring data [ ]  Implementation data [ ]  Evidence of consistency and equity

**D.5.** How do you know that your action steps were implemented with fidelity and led to the desired outcome (include the post intervention data point; i.e., there were 5 ODRs for disruption during the month of November)?

|  |
| --- |
|  |

[ ]  Implementation data [ ]  Outcome data

## Tier 2

Are you implementing Tier 2 Interventions? [ ]  Yes [ ]  No (if the answer is no, you may stop the interview)

**A.1.** What are the evidence-based standard protocol Tier 2 interventions that are being implemented at the school?

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| --- |
|  |

[ ]  C&C [ ]  CICO [ ]  SSIG [ ]  Self-Monitoring [ ]  Other (evidence-based)

**B.1.** Describe the Process for Tier 2 Student Identification (include decision rules for determining eligibility for a Tier 2 intervention, and matching function to the intervention).

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| --- |
|  |

[ ]  Decision rule identified [ ]  Matches intervention to function

**Describe decision rules for determining the following**:

**C.1.** What is your decision rule for determining that a student is having a positive response to the tier 2 intervention; continue with current plan (include number of data points required and criteria that must be met before a decision is made).

|  |
| --- |
|  |

[ ]  4-10 Data points (days of data) [ ]  Clear decision rule

**C.2.** What is your decision rule for determining that a student is having a questionable response to the intervention; modify or intensify the current plan (include number of data points required and criteria that must be met before a decision is made).

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| --- |
|  |

[ ]  4-10 Data points (days of data) [ ]  Clear decision rule

**C.3.** What is your decision rule for determining that a student is having a poor response to the intervention; modify, intensify, or change the intervention (include number of data points required and criteria that must be met before a decision is made).

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| --- |
|  |

[ ]  4-10 data points (days of data) [ ]  Clear decision rule

**C.4.** What is your decision rule for determining that a student is ready to fade the intervention (include number of data points required and criteria that must be met before a decision is made).

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| --- |
|  |

[ ]  6-8 weeks [ ]  ≥ 4 days per week [ ]  ≥ 80% of points/at or above goal

**D.1.** Describe the process used to fade the intervention:

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|  |

[ ]  Self-Monitoring [ ]  Intermittent reinforcement [ ]  Time bound

**E.1.** Give an example from this year how you used data to select, intensify, change or fade a Tier 2 intervention.

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| --- |
|  |

[ ]  Gives example [ ]  Aligns to prior responses

## Tier 3

**Are you implementing Tier 3 Interventions?** [ ]  **Yes** [ ]  **No** (if the answer is no, you may stop the interview)

**A.1.** Describe the process used at your school to identify students who might benefit from Tier 3 support.

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| --- |
|  |

 [ ]  Identifies students with externalizing behavior [ ]  Identifies students with internalizing behavior

**Describe the decision rules for determining response to the Tier 3 intervention.**

**B.1.** What is your decision rule for determining a positive response to the Tier 3 intervention?

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| --- |
|  |

[ ]  4-10 data points (days of data) [ ]  Clear decision rule

**B.2.** What is your decision rule for determining a questionable response to the Tier 3 intervention?

|  |
| --- |
|  |

[ ]  4-10 data points (days of data) [ ]  Clear decision rule

**B.3.** How does your team respond when a student has a questionable response to the intervention?

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| --- |
|  |

[ ]  Review implementation data [ ]  Identified correct function [ ]  Implement/intensify/change

**B.4.** What is your decision rule for determining a poor response to the Tier 3 intervention?

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|  |

[ ]  4-10 Data points (days of data) [ ]  Clear decision rule

**B.5.** How does your team respond when a student has a poor response to the intervention?

|  |
| --- |
|  |

[ ]  Review implementation data [ ]  Identified correct function [ ]  Implement/intensify/change

**B.6.** What is your decision rule for determining a student is ready to fade the Tier 3 intervention?

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| --- |
|  |

[ ]  6-8 Weeks [ ]  ≥ 4 days per week [ ]  ≥ 80% of points/at or above goal

**B.7.** Describe your process for fading the Tier 3 Intervention.

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| --- |
|  |

[ ]  Self-Monitoring [ ]  Intermittent reinforcement [ ]  Time bound

**D.1.** Give an example from this year how you used data to select, intensify, modify or fade a Tier 3 intervention.

|  |
| --- |
|  |

[ ]  Gives Example [ ]  Aligns to prior responses

**Feedback to the applicant**

Celebrations

|  |
| --- |
|  |

Opportunities for growth

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| --- |
|  |

# **Building Walk and Administrator and Team Member(s) Interview Scoring Sheet**

## Tier 1

| **Feature** | Evaluation Question | **Check the box indicating level of criteria met.** | **Score: 0-2** |
| --- | --- | --- | --- |
| **A.****Expectations Defined** | **A.1.** Are the agreed upon rules & expectations publicly posted in at least 5 locations? | [ ]  4-5 = 2[ ]  2-3 = 1[ ]  0-2 = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.****Behavioral Expectations Taught** | **B.1**. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year?(0= 0-50%; 1= 51-89%; 2=90%-100%) | [ ]  90-100% = 2[ ]  51-89% = 1[ ]  0-50% = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.2.** Can at least 70% of 15 or more students state 67% of the school expectations? (0= 0-50%; 1= 51-69%; 2= 70-100%) | [ ]  70-100% = 2[ ]  51-69% = 1[ ]  0-50% = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.3.** Can 90% or more of the staff asked list 67% of the school expectations? (0= 0-50%; 1= 51-89%; 2=90%-100%) | [ ]  90-100% = 2[ ]  51-89% = 1[ ]  0-50% = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **C.****On-going System for Rewarding Behavioral Expectations** | **C.1.** Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months?(0= 0-25%; 1= 26-49%; 2= 50-100%) | [ ]  50-100% = 2[ ]  26-49% = 1[ ]  0-25% = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **C.2.** Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months?(0= 0-50%; 1= 51-89%; 2= 90-100%) | [ ]  90-100% = 2[ ]  51-89% = 1[ ]  0-50% = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **D.** **Tier 1 Use of Data** | **D.1.** Behavior data was reviewed, and the team identified an opportunity for growth from this data. | [ ]  Reviewed data ***and*** identified an opportunity for growth = 2[ ]  Reviewed data ***or*** identified an opportunity for growth = 1[ ]  Did not review data ***or*** identify an opportunity for growth = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **D.2.** S.M.A.R.T. Goal is 1specific, 2measurable, 3achievable, 4relevant, and 5time bound.(**Note**: superscript numbers the criteria for scoring) | [ ]  5 of criteria = 2[ ]  3-4 of the criteria = 1[ ]  0-2 of the criteria = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **D.3.** Action steps described directly address the S.M.A.R.T. Goal. | [ ]  Action steps directly address the S.M.A.R.T. Goal = 2[ ]  Action steps do not address the S.M.A.R.T. Goal = 0 | [ ]  = 2[ ]  = 0 |
| **D.4.** The team 1identified data to progress monitor, the data was 2implementation data (described adult actions), and 3they could describe evidence that the action steps were implemented consistently and equitably.  | [ ]  3 of criteria = 2[ ]  2 of the criteria = 1[ ]  0-1 of the criteria = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **D.5.** The team used both implementation (adult actions) and impact data (student outcomes) to evaluate whether the plan was successful. | [ ]  2 of criteria = 2[ ]  1 of the criteria = 1[ ]  Plan was not evaluated = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
|  |  | Total Points |  |
|  |  | Points Possible | 22 |
|  |  | Score | =  |

Recognition criteria ≥ 80%

## Tier 2

| Feature | Evaluation Question | **Check the box indicating level of criteria met.** | **Score: 0-2** |
| --- | --- | --- | --- |
| **A. Interventions** | **A.1.** What are the evidence-based Tier 2 targeted interventions that are in place at your school? | [ ]  Describes 2 evidence-based interventions = 2[ ]  Describes 1 evidence-based intervention = 1[ ]  Describes no interventions, or interventions are not evidence-based = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.** **Student Identification** | **B.1.** Describe the Process for Tier 2 Student Identification. | [ ]  Includes both decision rules for student identification ***and*** aligns intervention with function = 2[ ]  Includes either decision rules for student identification **or** aligns intervention with function, but not both = 1[ ]  Includes neither decision rules for student identification ***nor*** aligns intervention with function = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **C. Data Decision Rules** | **C.1.** Student is having a positive response to the tier 2 intervention; continue with current plan (include number of data points required and criteria that must be met before a decision is made). | [ ]  Describes data decision rule for determining positive response that requires 4-10 data points, ***and*** clear criteria for determining a positive response = 2[ ]  Describes data decision rule for determining positive response that requires 4-10 data points, ***or*** clear criteria for determining a positive response, but not both = 1[ ]  Does not have a data decision rule for determining a positive response = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **C.2.** Student is having a questionable response to the intervention; modify or intensify the current plan (include number of data points required and criteria that must be met before a decision is made). | [ ]  Describes data decision rule for determining questionable response that requires 4-10 data points, ***and*** clear criteria for determining a questionable response = 2[ ]  Describes data decision rule for determining questionable response that requires 4-10 data points, ***or***clear criteria for determining a questionable response, but not both = 1[ ]  Does not have a data decision rule for determining a questionable response = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **C.3.** Student is having a poor response to the intervention; modify, intensify, or change the intervention (include number of data points required and criteria that must be met before a decision is made). | [ ]  Describes data decision rule for determining poor response that requires 4-10 data points, ***and*** clear criteria for determining a poor response = 2[ ]  Describes data decision rule for determining poor response that requires 4-10 data points ***or***clear criteria for determining a poor response, but not both = 1[ ]  Does not have a data decision rule for determining a poor response = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **C.4.** Student is ready to fade the intervention (include number of data points required and criteria that must be met before a decision is made). | [ ]  Describes a decision rule that includes 6-8 weeks of at least 4 days per week scoring ≥ 80% of possible points = 2[ ]  Describes a decision rule that has one or two of the above criteria, but not all three = 1[ ]  The school does not have a decision rule for fading, or it does not meet any of the above criteria = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **D. Fading** | **D.1.** Describe the process used to fade the intervention: | [ ]  School has a process of fading that includes a method for the student to self-monitor, provides intermittent reinforcement, and is timebound = 2[ ]  Has a fading process, but the process lacks self-monitoring ***and/or*** does not shift from frequent reinforcement to intermittent reinforcement = 1[ ]  School does not have a process for fading interventions = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **E. Application** | **E.1.** Give an example from this year how you used data to select, intensify, modify or fade a Tier 2 intervention. | [ ]  Provides an example that aligns with response to prior response questions = 2[ ]  Provides an example, but does not align to prior response to questions = 1[ ]  Cannot provide an example = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
|  |  | Total Points |  |
|  |  | Points Possible | 16 |
|  |  | Score | =  |

Recognition criteria ≥ 80%

## Tier 3

| Feature | Evaluation Question | **Check the box indicating level of criteria met.** | **Score: 0-2** |
| --- | --- | --- | --- |
| **A.** **Student Identification** | **A.1.** Describe the process used at your school to identify students who might benefit from Tier 3 support. | [ ]  Describes a process that identifies students with externalizing ***and*** internalizing behaviors = 2[ ]  Describes a process that identifies students with externalizing ***or*** internalizing behaviors = 1[ ]  Describes no process or one based solely on anecdotal or subjective data = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.****Response to Intervention** | **B.1.** What is your decision rule for determining a positive response to the Tier 3 intervention? | [ ]  Describes data decision rule for determining positive response that requires 4-10 data points, ***and*** clear criteria for determining a positive response = 2[ ]  Describes data decision rule for determining positive response that requires 4-10 data points, ***or*** clear criteria for determining a positive response, but not both = 1[ ]  Does not have a data decision rule for determining a positive response = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.2.** What is your decision rule for determining a questionable response to the Tier 3 intervention? | [ ]  Describes data decision rule for determining questionable response that requires 4-10 data points, ***and*** clear criteria for determining a questionable response = 2[ ]  Describes data decision rule for determining questionable response that requires 4-10 data points, ***or*** clear criteria for determining a questionable response, but not both = 1[ ]  Does not have a data decision rule for determining a questionable response = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.3.** How does your team respond when a student has a questionable response to the intervention? | [ ]  Team determines whether they implemented the plan, whether they identified the correct function, ***and*** whether the intervention matches the function = 2[ ]  Team determines whether they implemented the plan, whether they identified the correct function, ***or*** whether the intervention matches the function, but not all three = 1[ ]  Team does not progress monitor intervention = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.4.** What is your decision rule for determining a poor response to the Tier 3 intervention? | [ ]  Describes data decision rule for determining poor response that requires 4-10 data points, ***and*** clear criteria for determining a poor response = 2[ ]  Describes data decision rule for determining poor response that requires 4-10 data points, ***or*** clear criteria for determining a poor response, but not both = 1[ ]  Does not have a data decision rule for determining a poor response = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.5.** How does your team respond when a student has a poor response to the intervention? | [ ]  Team determines whether they implemented the plan, whether they identified the correct function, ***and*** whether the intervention matches the function = 2[ ]  Team determines whether they implemented the plan, whether they identified the correct function, **or**whether the intervention matches the function = 1[ ]  Team does not progress monitor intervention = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.6.** What is your decision rule for determining a student is ready to fade the Tier 3 intervention? | [ ]  Describes a decision rule that includes 6-8 weeks of at least 4 days per week scoring ≥ 80% of possible points = 2[ ]  Describes a decision rule that has one or two of the above criteria, but not all three = 1[ ]  The school does not have a decision rule for fading, or it does not meet any of the above criteria = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **B.7.** Describe your process for fading the Tier 3 Intervention. | [ ]  School has a process of fading that includes a method for the student to self-monitor, provides intermittent reinforcement, and is timebound = 2[ ]  Has a fading process, but the process lacks self-monitoring ***and/or*** does not shift from frequent reinforcement to intermittent reinforcement = 1[ ]  School does not have a process for fading interventions = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
| **D.** **Application** | **D.1.** Give an example from this year how you used data to select, intensify, modify or fade a Tier 3 intervention.**(Note:** if the school has fewer than 5% of their students with ≥ 6 ODRs, use their response to question E.1. in the Tier 2 section to score this item). | [ ]  Provides an example that aligns with response to prior response questions = 2[ ]  Provides an example, but does not align to prior response to questions = 1[ ]  Cannot provide an example = 0 | [ ]  = 2[ ]  = 1[ ]  = 0 |
|  |  | Total Points |  |
|  |  | Points Possible | 18 |
|  |  | Score | =  |