Appendix 5: 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:

_____

1. _____
2. _____
3. _____

Name of Acknowledgment System:

4. _____
5. _____

_____

Staff Questions *(Interview 10% or at least 5 staff members)*				Student Questions *(at least 10 students)*		
	What are the school expectations? Record the # of expectations known.	Have you taught the school expectations/ behaviors to students this year?	Have you given out any ____ since ____? (last 2 mos.)		What are the school expectations? Record the # of expectations stated correctly	Have you received a ____ Since ____? (last 2 mos.)	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			

Locations expectations posted

☐ 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 Tier 1 Systems, Practices, and how you use behavioral data in your building.

Response Criteria (mark if they addressed

☐ Meeting Schedule

☐ Description of how administrator(s) or the Building Leadership Team communicates expectations for staff to teach and reinforce expected behaviors

☐ Description of how administrator(s) or the Building Leadership Team communicates expectations for staff to correct unexpected behaviors

☐ Description of how students are initially taught behavior expectations

☐ Description of encouragement/acknowledgement System

☐ Description of system for documenting classroom managed (minor) vs. Office managed (major) behaviors.

☐ Description of how data is/has been used to identify the need to reteach expectations or intensify Tier 1 Practices

☐ Description of the process to monitor the use of 8 ETLPs in classrooms

Artifacts Observed During the Building Walk/Interview:
(This section is merely to provide space to indicate that you reviewed artifacts not previously submitted)

☐ Implementation Improvement Plan

☐ Matrix

☐ Social Skills Lessons

☐ Social Skills Lesson Teaching Schedule (includes initial teaching and allows space to re-teach, based on data)

☐ Student/Family Handbook/Brochure/Website

☐ Solution Plans (1 per quarter)

☐ Schoolwide system to encourage expected behavior (continuum and description of who, what, how, and when)

☐ Major/Minor Behavior Definitions

☐ Schoolwide system to discourage unexpected behavior (Flow Chart; Levels Chart)

Is the school implementing Tier 2 interventions?

☐ Yes (proceed to the next page)   ☐ No (interview is complete)

Tier 2

Describe the process for identifying a student who may benefit from advanced tiers support.

Must include description of 2 of the following 3 methods for student identification:
- ☐ Criteria Measures (required)
- ☐ Nomination Form (option 1)
- ☐ Name of Universal Screener for Behavior (option 2)

What evidence-based Tier 2 interventions are being implemented at your school?

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

Describe the Tier 2 Interventions at your school.

Criteria (If the respondent does not address the criteria, consultants should ask probing questions)

☐ Combined, intervention(s) cover 2 or more of the 6 functions of behavior
- ☐ Gain Adult Attention
- ☐ Gain peer attention
- ☐ Gain access to object or activity
- ☐ Gain sensory stimulation

- ☐ Avoid adult attention
- ☐ Avoid peer attention
- ☐ Avoid object/activity
- ☐ Avoid sensory stimulation

☐ Indicates that they review intervention outcome and advanced tier implementation data *frequently* (at least bi-weekly)

☐ Indicates that they review intervention outcome and advanced tier implementation data *infrequently* (every three weeks or more)

☐ Describe intervention decision rules for maintaining interventions

☐ Describe intervention decision rules for intensifying interventions

☐ Describe intervention decision rules for fading interventions

☐ Describes systems for communicating with staff about:

- ☐ Tier 2 student outcomes
- ☐ Tier 2 systems
- ☐ Tier 2 data,
- ☐ Tier 2 practices

☐ Describes strategies for generalization and maintenance of skills across all settings

☐ States that generalization and maintenance occur, but does not describe strategies

☐ Describes how families and students are involved in setting goals and selecting Tier 2 interventions

☐ Describes how families and students are informed about goals and Tier 2 Intervention, but not involved in selection.

Tier 2 Artifacts

(This section is to provide space to record artifacts that have not already been submitted to the regional consultants)

☐ Advanced Tiers Meeting Agenda

☐ Student Identification (Submit criteria measures and either nomination form or name of screener.)

- ☐ Criteria Measures (Required)
- ☐ Nomination Form (optional if they administer a Universal Screener)

☐ DPR (Daily Progress Report)

☐ FACTS or other acceptable form (sections 1-6 for Tier 2, sections 1-9 for Tier 3, student name redacted)

Is your building implementing one or more Tier 3 intervention?

☐ Yes (continue to next section)   ☐ No (interview is complete

Tier 3

Describe the process used at your school to identify students who may benefit from Tier 3 support.

☐ Describes a process that identifies students with externalizing behavior (criteria measures, nomination form, and/or non-response to Tier 2)

☐ Describes a process that identifies students with internalizing behavior (nomination form, universal screener, nurse or counselor visits, and/or non-response to Tier 2)

Describe the process for implementing a Tier 3 intervention at your school.

☐ Describes creation of Action Teams (who is invited; how are teams formed)

☐ Identifies individual who conducts behavior observations (by name or role)

☐ Describes how observations conducted

Tier 3 Artifacts
(This section is to provide space to record artifacts that have not already been submitted to the regional consultants)

☐ FACTS or other acceptable form (sections 1-6 for Tier 2, sections 1-9 for Tier 3, student name redacted)

☐ Behavior Intervention Plan (BIP), student name redacted or Alternative BIP (See Appendix 7)

Feedback to the applicant

Celebrations

Opportunities for growth

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

Tier 1

Feature	Evaluation Question	Criteria	Score: 0-2
A. Expectations Defined	**A.1.** Are the agreed upon rules & expectations publicly posted in at least 5 locations?	2 = 4-5 1 = 2-3 0 = 0-2	☐ = 2 ☐ = 1 ☐ = 0
B. Behavioral Expectations are taught	**B.1** Administrator/Team Member describes how students are initially taught behavior expectations.	2 = Describes the system for teaching Expected Behavior 0 = Does not describe the system for teaching expected behavior, even when prompted	☐ = 2 ☐ = 0
	B.2. 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%)	2 = 90-100% 1 = 51-89% 0 = 0-50%	☐ = 2 ☐ = 1 ☐ = 0
	B.3. Can at least 70% of 15 or more students state 67% of the school expectations? (0= 0-50%; 1= 51-69%; 2= 70-100%)	2 = 70-100% 1 = 51-69% 0 = 0-50%	☐ = 2 ☐ = 1 ☐ = 0
	B.4. Can 90% or more of the staff asked list 67% of the school expectations? (0= 0-50%; 1= 51-89%; 2=90%-100%)	2 = 90-100% 1 = 51-89% 0 = 0-50%	☐ = 2 ☐ = 1 ☐ = 0
C. Expected Behavior Encouraged	**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%)	2 = 50-100% 1 = 26-49% 0 = 0-25%	☐ = 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%)	2 = 90-100% 1 = 51-89% 0 = 0-50%	☐ = 2 ☐ = 1 ☐ = 0
	C.3. Administrator/Team Member can describe the systems at the school for recognizing students.	2 = Can describe the recognition system 0 = Does not describe the recognition system. Even when prompted	☐ = 2 ☐ = 0
D. Unexpected Behavior Discouraged	**D.1.** Administrator/Team Member describes system for documenting classroom managed (minor) vs. Office managed (major) behaviors.	2 = Describes system for documenting majors and minors 0 = Does not describe process for documenting majors and minors even when prompted	☐ = 2 ☐ = 0
E. Team Function	**E.1.** Administrator/Team Member describes meeting Schedule.	2 = Describes leadership team meeting schedule 0 = Does not describe meeting schedule, even when prompted	☐ = 2 ☐ = 0

Feature	Evaluation Question	Criteria	Score: 0-2
F. Professional Learning	**F.1.** Administrator/Team Member describes how Administrator(s) or the Building Leadership Team communicates expectations for staff to teach and reinforce expected behaviors, and correct unexpected behaviors at the beginning of the school year	2 = Describes communication of staff expectations to teach expectations, reinforce expectations, and discourage unexpected behavior 1 = Describes communication of staff expectations to teach expected behavior, reinforce expectations, *or* discourage unexpected behavior 0 = Does not describe communication of staff expectations to teach, reinforce, or correct	☐ = 2 ☐ = 1 ☐ = 0
	F.2. Administrator/Team Member describes process used to verify implementation of 8 ETLPs in the classrooms.	2 = Describes process of verification of implementation 0 = Does not describe process of verification of implementation, even when prompted	☐ = 2 ☐ = 0
G. Use of Data	**G.1.** Administrator/Team Member describes how data is/has been used to identify the need to reteach expectations or intensify Tier 1 Practices.	2 = Describes how use of data leads to intensification of at least one of the following Tier 1 practices (teach, reinforce, and/or correct) 0 = Does not describe how use of data leads to reteaching behavior expectations, even when prompted	☐ = 2 ☐ = 0

Total Points Earned _____

Total Points Possible   26

Score _____

Recognition criteria ≥ 80%

Tier 2

Feature	Evaluation Question	Criteria	Score: 0-2
A. Student Identification	**A.1.** Administrator/Team Member describes process for identifying students for advanced tiers supports.	2 = Describes criteria measures **and** either nomination form or universal screener 1 = Describes **only** criteria measures, **or** only describes nomination form **and** universal screener 0 = Describes **only** nomination form **or** universal screener, or discusses process **other than** criteria measures, nomination form and/or universal screener, even after prompting	☐ = 2 ☐ = 1 ☐ = 0
B. Interventions	**B.1.** Administrator/Team Member describes two or more evidence-based Tier 2 Interventions that align with SW-PBS and the science of behavior. Preferred are C&C, CICO, SSIG, SM or other evidence based Tier 2 intervention that meets What Works Criteria for evidence-based.	2 = Describes two or more evidence based, tier 2 interventions that meet WWC criteria and align with FBT and the science of behavior 1= Describes one evidence-based tier 2 intervention that meets WWC criteria and aligns with FBT and the science of behavior 0 = Either cannot describe a tier 2 intervention in place at the school, or the Tier 2 intervention(s) do not meet WWC criteria or do not align with FBT and the science of behavior	☐ = 2 ☐ = 1 ☐ = 0
	B.2. Collectively, the interventions described above address two or more functions of behavior (gain adult or peer attention, gain access to an object or activity, gain sensory stimulation, or avoid adult or peer attention, avoid access to an object or activity, or avoid sensory stimulation)	2= Collectively, Tier 2 interventions described address two or more of the identified functions of behavior. 1= Collectively, Tier 2 interventions described above only addresses one of the identified functions of behavior. 0 = Does not describe a Tier 2 intervention, or intervention(s) does/do not address any of the identified functions of behavior	☐ = 2 ☐ = 1 ☐ = 0

Appendix 5: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Criteria	Score: 0-2
C. Partner Engagement	**C.1.** Administrator/Team Member describes how families have input into goal selection and intervention	2 = Families have input into goal selection and intervention 1 = Families are informed of goal selection and intervention, but have no input 0 = Does not describe if or how families are engaged in Tier 2, even when prompted	☐ = 2 ☐ = 1 ☐ = 0
	C.2. Administrator/Team Member describes communication with staff about Tier 2 interventions	2 = Describes communication with staff regarding Tier 2 student outcomes, systems, data, ***and*** practices 1 = Describes communication with staff regarding Tier 2 student outcomes, systems, data, ***or*** practices 0 = Does not describe communication with staff related to Tier 2 outcomes, systems, data, or practices, even when prompted	☐ = 2 ☐ = 1 ☐ = 0
D. Progress Monitoring/ Use of Data	**D.1.** Administrator/Team Member indicates that the advanced tiers team reviews intervention implementation and outcome data at least bi-weekly for students receiving advanced tiers support	2 = Team reviews intervention implementation and outcome data at least bi-weekly 1 = Team reviews intervention implementation and outcome data less frequently than bi-weekly, or only reviews intervention implementation ***or*** outcome data 0 = Does not describe review of intervention implementation and/or outcome data, even when prompted	☐ = 2 ☐ = 1 ☐ = 0
	D.2. Administrator/Team Member describes decision rules for maintaining, intensifying, and fading interventions	2 = Describes data decision rules for maintaining, intensifying, and fading interventions 1 = Describes data decision rules for maintaining, intensifying or fading interventions, but not all three 0 = Does not describe data decision rules when discussing how decisions are made related to maintaining, intensifying, of fading an intervention, even when prompted	☐ = 2 ☐ = 1 ☐ = 0

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Feature	Evaluation Question	Criteria	Score: 0-2
E. Generalization & Maintenance	**E.1.** Administrator/Team Member describes strategies for generalization and maintenance across all settings	2= Describes strategies for generalization and maintenance 1= States that generalization and maintenance occur, but does not describe the strategies used 0 = Does not state that generalization and maintenance occur even when prompted	☐ = 2 ☐ = 1 ☐ = 0

Total Points Earned _____

Total Points Possible ___16___

Recognition criteria ≥ 80%   Score _____

Appendix 5: Building Walk & Administrator and Team Member Interview

Tier 3

Feature	Evaluation Question	Criteria	Score: 0-2
A. Student Identification	**A.1.** Administrator/Team Member describes process for identifying students for Tier 3 support that takes into account both internalizing and externalizing behaviors	2 = Describes process to identify students with internalizing **and** externalizing behaviors 1 = Describes process to identify students with internalizing **or** internalizing behavior. 0= Does not describe process for student identification even when prompted	☐ = 2 ☐ = 1 ☐ = 0
B. Action teams	**B.1.** Administrator/Team Member describes how action teams are developed, and who is included on the team	2 = Describes how action teams are developed **and** who are invited/included 1 = Describes how action teams are developed **or** who is included/invited 0 = Does not describe action teams, even when prompted	☐ = 2 ☐ = 1 ☐ = 0
C. Behavior Observations	**C.1.** Administrator/Team Member describes process for completing behavior observations to confirm function and inform BIP	2 = Describes **who** conducts behavior observations, **and how** observations are conducted 1 = Describes **who** conducts observations, **or how** observations are conducted 0 = Does not describe behavior observations even when prompted	☐ = 2 ☐ = 1 ☐ = 0

Total Points Earned _____

Total Points Possible ____6____

Score _____

Recognition criteria ≥ 80%