

Tiered Fidelity Inventory and Action Plan (TFI) - Tier II

Directions: The TFI is intended to be completed by members of a school’s System Planning Team, with the active presence and guidance of an external (district) SWPBIS Coach.

Tiered Fidelity Inventory – Tier II				
Tier II Subscale and Feature	Definition			Score 0, 1, 2
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 schools across grade levels and programs.	<ul style="list-style-type: none"> • School organizational chart • Staff to Support Tier 2 Graphic • Tier 2 Team Roles and Responsibilities 	0 = Tier II team does not include coordinator or all 4 core areas of Tier II expertise 1 = 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%	Score:
2.1 Action Steps:			By Who:	By When:
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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.	<ul style="list-style-type: none"> • Tier II team meeting agendas and minutes • Tier II action plan 	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	Score:
2.2 Action Steps:			By Who:	By When:
• •				
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.	<ul style="list-style-type: none"> • Student Identification Process Guide • Early Warning Indicator Data Tracking Form • Universal Screener (ie SRSS, Student Questionnaire etc..) 	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for	Score:

		<ul style="list-style-type: none"> • Sample Screening and Data Collection Calendar • Tier 1 & 2 Support Flow Chart & Interventions (2.8.22) • Team Decision Rubric • Universal Screener Timeline 	identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports	
<p style="text-align: center;">2.3 Action Steps:</p> <ul style="list-style-type: none"> • • 			By Who:	By When:
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	<ul style="list-style-type: none"> • Teacher Nomination and Team Data Form • Student Identification Process Guide • Family handbook with process identified • School handbook with process identified 	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days	Score:
<p style="text-align: center;">2.4 Action Steps:</p> <ul style="list-style-type: none"> • • 			By Who:	By When:
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	<ul style="list-style-type: none"> • Tier 2 Interventions Menu • Targeted Interventions Reference Guide, Binder, Google Drive or Overview Document (Intervention Grids for each intervention) 	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = 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	Score:
<p style="text-align: center;">2.5 Action Steps:</p> <ul style="list-style-type: none"> • • 			By Who:	By When:
2.6 Tier II Critical Features	Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional	<ul style="list-style-type: none"> • Tier 2 Interventions Menu (with Intervention Grids attached or 	0 = Tier II interventions do not promote additional instructional/time, improved structure or increased feedback	Score:

	structure/predictability, and/or (c) increased opportunity for feedback (e.g.: daily progress report).	<ul style="list-style-type: none"> Implementation plans for each Intervention) <ul style="list-style-type: none"> Blank Forced Copy of the Intervention Grid Tier 2 Student-Progress-Monitoring-Guide Intervention Fidelity Tracking Tools: <ul style="list-style-type: none"> Sensory Break Fidelity Tracking Form Intervention-Essential-Features-Rubric Tier 1 lesson plans that ties into Tier 2 lesson plans Daily/weekly progress report for the interventions 	<p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>	
•	2.6 Action Steps:		By Who:	By When:
	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, development level).	<ul style="list-style-type: none"> Data sources used to identify interventions (Behavior Referrals with Potential Motivation identified, Teacher input with potential motivation identified) Teacher Nomination and Team Data Form Tier 2 Interventions Menu (with potential motivation identified) Needs assessment or Reinforcement Survey 	<p>0 = No process in place</p> <p>1= Process for selecting Tier II interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g.: developmentally and culturally appropriate)</p>	Score:
•	2.7 Action Steps:		By Who:	By When:
	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.	<ul style="list-style-type: none"> Tier 1 lesson plans or curriculum resources Tier 1 teaching schedule Acknowledgement system reinforcing Tier 1 expectations 	<p>0 = No evidence that students receiving Tier II interventions have access to Tier I supports</p> <p>1 = 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 supports</p> <p>2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II</p>	Score:
	2.8 Access to Tier I Supports			

			interventions have full access to all Tier I supports	
• •	2.8 Action Steps:		By Who:	By When:
2.9 Professional Development	A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	<ul style="list-style-type: none"> Professional development calendar Training material for each interventions Staff handbook with Intervention menu included Visual Process for how to access the interventions: Tier 1 & 2 Support Flow Chart & Interventions (2.8.22) Student Identification Process Guide Teacher Nomination and Team Data Form 	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = 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	Score:
• •	2.9 Action Steps:		By Who:	By When:
EVALUATION				
2.10 Level of Use	Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate	<ul style="list-style-type: none"> Tier II team meeting minutes with overview of students in each intervention, graduation etc.. Tier 2: Pre-Meeting Organizer Tier 2 Outcomes-Evaluation-Tool 	0 = Team does not track number of students responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled 2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports	Score:
• •	2.10 Action Steps:		By Who:	By When:
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	<ul style="list-style-type: none"> Tier 2: Pre-Meeting Organizer Tier 2 Outcomes-Evaluation-Tool 	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensity or fade) support	Score:

	decision rules for progress monitoring and modification.	<ul style="list-style-type: none"> • Student progress data from interventions (e.g., % of students meeting goals) • Intervention Fidelity Tracking Tools • Daily/Weekly Progress Report sheets for interventions • Family, student and teacher input Social Validity Survey for Teachers Social Validity Rating Form Intervention Rating Profile Student Participant Interview	2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensity or fade) support, and shared with stakeholders	
2.11 Action Steps: <ul style="list-style-type: none"> • • 			By Who:	By When:
2.12 Fidelity Data	Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	<ul style="list-style-type: none"> • Tier II coordinator training • Tiered Fidelity inventory completed annual • Fidelity probes taken monthly by a Tier II team member 	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 interventions 2 = Periodic, direct assessments of fidelity by Tier II team for all Tier II interventions	Score:
2.12 Action Steps: <ul style="list-style-type: none"> • • 			By Who:	By When:
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 ongoing support to implementers; and evaluations are shared with staff and district leadership.	<ul style="list-style-type: none"> • Family, student and teacher input Social Validity Survey for Teachers Social Validity Rating Form Intervention Rating Profile Student Participant Interview <ul style="list-style-type: none"> • Tier II handbook adjustments • Fidelity tools for each intervention • Student outcome data (behavior, SEL, screeners etc..) 	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation	Score:
2.13 Action Steps: <ul style="list-style-type: none"> • • 			By Who:	By When:

TOTAL SCORE out of 26: _____ / 26	Percent of PBIS Tier 2 Implementation: _____ %
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Additional Tier 2 Action Items:

Action Items:	Who:	When :