Tier 2 Fidelity Data:

Strengthening your Tier 2 PBIS Implementation: Using Fidelity Measures to Promote Growth in Tier 2 Implementation

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University of Oregon
Introductions and Welcome

- School Staff Member
- PBIS Coach
- Family Member
- Tier 2 Team Facilitator
- Tier 2 Team Member
- Other?
Objectives for today:

- Understand the importance of fidelity data
  - Tier 2 Systems
  - Tier 2 Interventions
- Understand how to use the TFI Tier 2 data for action planning
- Become knowledgeable about various Tier 2 Interventions fidelity assessments
Multi-Tiered System of Supports (MTSS)

Tertiary — intensive, individualized supports
5% of student population at high risk

Secondary — targeted, group-based supports
5% - 15% of student population at risk

Universal — primary prevention provided to all students, effective for approximately 80%

All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.
Overarching Goals at Tier 2 *(across interventions)*

Provide students with:

- More time and instruction for skill development
- More structure and predictability *(during a routine/subject or across the day)*
- Structured performance feedback
- Self-management skills *(self-monitoring, self-instruction, self-correction)*
Critical Components of Tier 2

1. **Standardized routines and procedures**
   - Aligned with school-wide expectations
   - All school staff trained

2. **Continuously available with rapid student access**
   - Standard is within 3 days of identification

3. **Low teacher/staff effort**
   - Typically, less than 10 minutes per teacher per day

4. **Home/school linkage**
Types of Information (Data)

Fidelity Data

Did we implement the systems and strategies we agreed upon?

Outcome Data

Is the plan resulting in progress toward our goals?
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Lucky</th>
<th>Sustaining</th>
<th>Losing Ground</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity</td>
<td>Positive outcomes, low understanding of how they were achieved</td>
<td>Positive outcomes, high understanding of how they were achieved</td>
<td>Undesired outcomes, low understanding of how they were achieved</td>
<td>Undesired outcomes, high understanding of how they were achieved</td>
</tr>
<tr>
<td></td>
<td><em>Replication of success is unlikely</em></td>
<td><em>Replication of success likely</em></td>
<td><em>Replication of failure likely</em></td>
<td><em>Replication of mistakes unlikely</em></td>
</tr>
</tbody>
</table>
Fidelity Data at Tier 2 Examples

Fidelity to SWPBIS Framework at Tier 2
- Tiered Fidelity Inventory (TFI) – Tier 2 section
- Benchmark of Advanced Tiers (BAT)

Fidelity to specific Tier 2 interventions
- CICO Self-Assessment
- Group Assessments
- Counseling Group Lesson Plan

Quick “Micro” Checks
- Observations, interviews, surveys
How often should we collect & analyze fidelity?

It depends....
- Initial implementation
- Restarting or indications of low fidelity
- Recent student and staff turn-over

The long-term goal is to move to annual fidelity checks for big picture and weekly/monthly or quarterly checks in-between.
Fidelity Assessment of the Tier 2 System
How do you currently assess the fidelity of your Tier 2 system?

- Tiered Fidelity Inventory (TFI)
- Benchmarks of Advanced Tiers (BAT)
- We use a different assessment
- We aren’t currently assessing Tier 2
- I don’t know

www.menti.com
TFI is available FREE at pbisapps.org (Applications > PBIS Assessment)

### Action Planning Form

<table>
<thead>
<tr>
<th>Item</th>
<th>Current Score</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Team Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Team Operating Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Behavioral Expectations</td>
<td></td>
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<tr>
<td>1.4 Teaching Expectations</td>
<td></td>
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<td></td>
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<tr>
<td>1.5 Problem Behavior Definitions</td>
<td></td>
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<tr>
<td>1.6 Discipline Policies</td>
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<tr>
<td>1.7 Professional Development</td>
<td></td>
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<tr>
<td>1.8 Classroom Procedures</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>1.9 Feedback and Acknowledgement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.10 Faculty Involvement</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.11 Student/Family/Community/Involvement</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.12 Discipline Data</td>
<td></td>
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</tr>
</tbody>
</table>
The TFI was developed to provide one assessment across all three tiers that could be used for progress monitoring and annual evaluation.

Three separate studies show:

- **Reliability**: Consistent results among raters
- **Validity**: Significant correlation with other measures (BoQ, TIC, SAS, and BAT)
- **Usability**: Teams reported the TFI as efficient & useful for decision making
Preparing to Complete the TFI

Time & Place
  - Schedule a time and place to complete the TFI
  - Allow approximately 30 minutes per tier

Team Members & Coach
  - Be sure the correct team members are present and the coach is available

Complete Interventions Reference Map
  - Appendix B
  - Complete before the meeting
Tier II: Targeted Interventions Reference Map
(Appendix B)

Targeted Interventions Reference Map Description

Complete the Reference Map as a team

- List the targeted interventions across the top row
- Check off each of the functions provided by the intervention in the columns below
- Allow 15-30 minutes to complete
- Use the information to complete items 2.5 and 2.7 of the TFI
<table>
<thead>
<tr>
<th>Targeted Intervention</th>
<th>Check in, Check out</th>
<th>Social Skills Club</th>
<th>Reading Buddies</th>
<th>Homework Club</th>
<th>Lunch Buddies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Adult Attention</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Access to Peer Attention</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Access to Choice of Alternatives/Activities</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Option for Avoiding Aversive Activities</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Option for Avoiding Aversive Social Peer/Adult Attention</td>
<td>yes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Structural Prompts for ‘What To Do’ Throughout the Day</td>
<td>yes</td>
<td>yes</td>
<td></td>
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<tr>
<td>At Least 5 Times During the Day When Positive Feedback is Set Up</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A School-Home Communication System</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td></td>
<td></td>
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<tr>
<td>Opportunity for Adaptation into a Self-Management System</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
Tier 2: TFI

Feature: 13 Items

Possible Data Sources

Scoring Criteria: 0-2
# Possible Data Sources for the TFI

## Tier I: Universal SWPBIS Features

**NOTE:** This section may be completed individually or with others as part of the full Tier Fidelity Inventory.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale: Teams</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Team Composition:</td>
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<td></td>
</tr>
</tbody>
</table>
| Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. | - School organizational chart  
- Tier I team meeting minutes                 | 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  
1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  
2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% |
| 1.2 Team Operating Procedures:               |                                                            |                                                                                  |
| Tier I 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 I team meeting agendas and minutes  
- Tier I meeting roles descriptions  
- Tier I action plan                      | 0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  
1 = Tier I team has at least 2 but not all 4 features  
2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |

**Scoring Criteria:** 0=Not implemented, 1=Partially implemented, 2=Fully implemented
Possible Data Sources for Tier 2

- Tier 2 team meeting minutes (last two)
- Rubric for selecting students for Tier 2 support
- Tier 2 strategy handbooks, or procedures (i.e., CICO)
- Available Tier 2 data summaries (if possible for 2 months)
- Family communication systems
- Most recent fidelity measures for Tier 2 strategies
- Intervention Tracking Tool*
Intervention Tracking Tool Examples
Total Score Report:
Overall implementation percentage for Tiers 1-3

This is most helpful when the team is implementing all three tiers.
1. Is Tier 1 SWPBIS being implemented with high fidelity (at least 70%)?
2. If yes, is Tier 2 SWPBIS being implemented with high fidelity (at least 70%)?
3. If yes to both, is Tier 3 SWPBIS being implemented with high fidelity (at least 70%)?
TFI: Subscale Report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Exemplar
5/5/2019

<table>
<thead>
<tr>
<th>Category</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Implementation</td>
<td>100%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Teams</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Interventions</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Teams</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Resources</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Support Plan</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
</tbody>
</table>
TFI Tier 2 Team Subscales

- Team Composition
- Team Operating Procedures
- Screening
- Request for Assistance
TFI Reports: Evaluation Subscales:

- Level of Use
- Student Performance Data
- Fidelity Data
- Annual Evaluation
### Tier II: Targeted SWPBIS Features

**Teams**

1. **Team Composition:** Tier II (or combined Tier 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.
2. **Team Operating Procedures:** Tier II team meets at least monthly and has (a) regular meeting form/minutes, (b) minutes, (c) defined meeting role, and (d) a current action plan.
3. **Screening:** Tier II team uses decision rules and multiple sources of data (e.g., ODDS, academic progress, screening tools, attendance, teacher family/student nominations) to identify students who require Tier II supports.
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.

**Interventions**

1. **Options for Tier II Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
2. **Tier II Critical Features:** Tier II behavior support interventions provide (a) additional instruction/tone for student skill development, (b) additional structured predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).
3. **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) adopted to improve contextual fit (e.g., culture, developmental level).
4. **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.
5. **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.

**Evaluation**

1. **Level of Use:** Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.
2. **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.
3. **Fidelity Data:** Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.
4. **Annual Evaluation:** At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-driven decisions to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and district leadership.

**Feature 4 Total:** 5 of 8

**Feature 5 Total:** 5 of 10

**Feature 6 Total:** 3 of 8

*Use for team action planning*
Action Planning Meeting

- Provide Items Report for all participants to review
  - On paper or electronically
- Celebrate all the 2’s!
  - Develop way to share results with staff & stakeholders
- Choose 1-3 Items for Action Planning
  - < 2
  - Priority for the team
  - Easier items first can be helpful
What Tier 2 subscales and items on the TFI have the highest and lowest scores?
Tier 2 Items

Tier 2: Highest: Team Composition
Tier 2: Lowest: Fidelity Data

Figure 4: Scores across items within Tier 2 subscales.
## TFI Tier 2:12 Fidelity Data

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| 2.12 The Tier 2 Team has a protocol for ongoing review of a fidelity for each practice | • Tier 2 Coordinator training  
• District technical assistance  
• Fidelity probes taken monthly by a Tier 2 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 2 interventions  
2= Periodic, direct assessments of fidelity collected by Tier 2 team for all Tier 2 interventions |
Our TFI Tier 2 Total Score was below 70%  
- Which subscale(s)?  
- Which items?  
- Which item(s) do you want to focus on?

“Our Tier 2 Scale score is below 70%. The subscale of Evaluation is the area we need to focus on, specifically with Item 2:12 on fidelity data for our Tier 2 interventions. We aren’t doing the fidelity checks for our Tier 2 interventions consistently. The staff are reporting that the fidelity checks take too much time to complete.”
Evaluation Item 2:12 (fidelity data for our Tier 2 interventions scored 1.0). We aren’t doing the weekly Tier 2 fidelity checks consistently. The staff are reporting that the fidelity checks take too much time to complete.

<table>
<thead>
<tr>
<th>Items</th>
<th>Actions</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Item 2:12 (fidelity data for our Tier 2 interventions scored 1.0). We aren’t doing the weekly Tier 2 fidelity checks consistently. The staff are reporting that the fidelity checks take too much time to complete.</td>
<td>Group to revise fidelity check; put in teacher’s boxes each Friday</td>
<td>Susan, Michael &amp; Rachelle</td>
<td>Friday</td>
</tr>
<tr>
<td></td>
<td>Put the current checks in teacher’s boxes quarterly</td>
<td>Paloma</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
TFI Activity

1. Review the TFI Items & Information
2. Choose up to 3 items (0 or 1) for action planning
3. Look at the information sheet for additional resources
4. Develop an Action Plan with specific information
5. Be ready to share out your action plan items

10 minutes
Fidelity Assessments for Tier 2 Interventions
How do you mainly assess fidelity of Tier 2 interventions?

- Assessment Tool
- Observation
- Survey
- Feedback
- We don’t have Tier 2 interventions
- We don’t assess fidelity
- Other
Which Tier 2 Interventions does your school use?

List the Tier 2 interventions at your school.

| Interventions | Weekly | | | | Quarterly | | | | Annually | | | | |
|---------------|-------|---|---|---|--------|---|---|---|---|---|---|---|---|---|---|

**Intervention Fidelity:** List your Tier 2 interventions across the top. List the current fidelity assessments you use.
Fidelity Check Examples
# Check-In/Check-Out Self-Assessment and Action Plan

Instructions: As a team, review each of the following essential elements for Check-In/Check-Out (CICO) and record their current status. For all elements that are rated as "In Progress" or "Not in Place" establish an action plan.

<table>
<thead>
<tr>
<th>CICO Element</th>
<th>In Place</th>
<th>In Progress</th>
<th>Not In Place</th>
<th>What work needs to be completed?</th>
<th>Who will help complete the work?</th>
<th>When will the work be completed by?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty and staff commitment for CICO</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is problem behavior a major concern?</td>
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<tr>
<td>• Is staff willing to commit 5 minutes per day?</td>
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<tr>
<td>• Is CICO a reasonable option?</td>
<td></td>
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<tr>
<td>2. Tier II team defined and CICO coordinator identified</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3. School-wide PBIS in place</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Student identification process for CICO</td>
<td></td>
<td>0</td>
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<tr>
<td>• What is the student nomination process?</td>
<td></td>
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</tr>
<tr>
<td>• How are students enrolled in CICO?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Daily CICO progress report card</td>
<td></td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>• A standardized point card based upon the school-wide expectations</td>
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</tbody>
</table>
BEP/CICO Fidelity Measure

- Formal evaluation of the critical features of CICO (formerly known as the BEP)
- There are 13 items scored from 0-2 based on review of permanent products, interviews, and observations

Free Online Download
Search term: BEP-FIM
CICO Self Assessment & Action Plan

Check-In / Check-Out Self-Assessment

School: _____________________  Date: ________________

Instructions: As a team, review and record each of the CICO elements. For all elements that are rated as “in progress” or “not in place” build action planning steps.

<table>
<thead>
<tr>
<th>CICO Element</th>
<th>In Place</th>
<th>In Progress</th>
<th>Not In Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Staff Commitment for CICO</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Team Defined and Coordinator Available</td>
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<tr>
<td>School-wide PBIS in place</td>
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<td></td>
</tr>
<tr>
<td>Student Identification Process for CICO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily CICO progress report card developed</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Home report process defined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point Trading System established</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Action Plan for Completion of Start-Up Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Task Analysis</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty and Staff Commitment</td>
<td></td>
<td></td>
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<tr>
<td>Establish Team</td>
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</tbody>
</table>
Quick “Micro” Checks of CICO fidelity

- Observations
  - Morning & Afternoon Checks
  - Teacher Checks
  - Team Meetings

- Review permanent products (e.g., point cards)

- Quick surveys or interviews
## CICO: Staff Weekly Fidelity Check

<table>
<thead>
<tr>
<th>For the students I have on CICO, I have:</th>
<th>All the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a positive contact at the beginning of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided feedback at the end of class</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Linked the feedback to the school-wide expectations</td>
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<tr>
<td>Provided feedback in 30 seconds or less</td>
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</tbody>
</table>
Tier 2 - Staff Weekly Fidelity Check

"Are we doing what we said we would do?" We know things come up and we are not expecting perfection on our part. Understanding how well we are attempting to implement CICO is key to maintaining an effective intervention. Don’t forget to include any comments about how we can make this process more systematic and effective for staff as well as for students.

1. This week I have documented the performance of students on CICO across periods approximately:
   - Less than 60% of the time
   - 60-69% of the time
   - 70-79% of the time
   - 80-89% of the time
   - 90-100% of the time

2. This week, I have provided explicit feedback, linked to classroom expectations, after each period to students on CICO approximately:
   - Less than 60% of the time
   - 60-69% of the time
   - 70-79% of the time
   - 80-89% of the time
   - 90-100% of the time

3. This week, the explicit feedback I provided to students on CICO was shared in 30 seconds or less approximately:
   - More than one week
   - Less than 60% of the time
   - 60-69% of the time
   - 70-79% of the time
   - 80-89% of the time
   - 90-100% of the time

Adapted from Jennifer Collins, NWEA PBIS Coordinator, Northwest Iowa April, 2017
Other Tier 2 Intervention Fidelity Examples
Counseling Group Fidelity Checklist

Counseling Group
End of Sessions Fidelity Checklist

Today’s Date: _____________________________ Group Name: _____________________________

Group Members Present: _____________________________

Use the chart below to indicate how the components were accomplished after each session:

<table>
<thead>
<tr>
<th>Component</th>
<th>Not Completed</th>
<th>Partial Completion</th>
<th>Full Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used evidence based information and/or curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administered pre-test before first lesson</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Introduced the purpose of the group and outcomes expected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicated lesson objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taught skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided opportunities for students to practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarized at the end of each session and provided practice activity/task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided closure/next steps at end of sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administered post-test after last lesson of unit/group session</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments: ______________________________________________________

Based on ASCA National Model templates, American School Counselor Association, 2019
Mentor Program Fidelity Checklist

Mentoring Program Weekly Report

Thank you for your participation as a mentor in our program this year! This greatly helps our students be more successful. We ask that you complete this form after each session and leave it in the office in the Mentor tray.

Name: 
Date: 

Mentor Responsibilities

- Show up on time for each meeting
- Engage in a positive relationship with the student
- Listen well and pay attention to the student
- Be non-judgmental of the student
- Reinforce the student’s success
- Encourage the student

1. How well were you able to communicate with your student? (please circle)
   - Excellent
   - Good
   - Okay
   - Need Assistance

2. Do you have any concerns and want to talk with the Mentor Coordinator? Yes  No

3. Comments:
Fidelity Checks: Social Skills Groups

Skillstreaming Fidelity Form

Instructions - Pages 1 & 2 filled out by Trainer/Co-trainer following group

Facility: ___________________  Observer: ___________________  Title: ___________________
Date: _____________  Trainer: ___________________  Title: ___________________
Time Session Began: _____________  Co-Trainer: ___________________  Time Session Ended: _____________
Number of Youth Attending: _____________

Skillstreaming Skill: ___________________

1. Were any issues from last skillstreaming group reviewed (i.e., homework difficulties; group member(s) needing more role-playing)? Yes ____  No ____
Comments: ___________________

2. Were group norms reviewed? Yes ____  No ____
Comments: ___________________

3. What visual aids were used?  
   - Poster of the skill of the week
   - Skill cards for groups
   - Other visual aid: ___________________

4. Was the skill introduced, steps read and briefly explained? Yes ____  No ____
Comments: ___________________

5. Was skill modeled by Trainer/Co-trainer? Yes ____  No ____

6. Were all the steps for performing the skill identified during modeling? Yes ____  No ____

7. Were the modeling demonstrations relevant to the youth (i.e., adolescent situations)?  
   Yes ____  No ____

8. Did the Trainer establish each young person's need for the skill? Yes ____  No ____
Comments: ___________________

9. Did each youth role-play the skill of the session as the Main Actor? Yes ____  No ____

10. Did each youth provide performance feedback to role-play of the other youth? Yes ____  No ____
Comments: ___________________

Life
Skills Training  Level One: Grades 3/4

Self-Esteem

Reviewer/Teacher's Name: ___________________  Date: _____________
School: ___________________  Date: _____________

Implementation Checklist

1. For each Major Objective, Activity, or Point to Make listed below, please check “yes” or “no” to indicate if it was covered when the session was taught.
   - Yes ____  No ____

   - Discuss how self-esteem is developed.
   - Differentiate between high self-esteem and low self-esteem.
   - Define self-esteem.
   - Copy the definition of self-esteem into “My LST Dictionary”.
   - Discuss how self-esteem is variant, from person to person and from situation to situation.
   - Discuss how self-esteem affects behavior.
   - Identify things students would like to improve about themselves.
   - Discuss how identifying achievements can help students improve their self-esteem.
   - Session Summary

2. Please check “yes” or “no” if the activities listed below were included in the lesson.
   - Worksheet #1: Things I Can Do
   - Worksheet #2: Look What I Can Do
   - Worksheet #3: Self Esteem Journal Topic
   - Distribution of the Parent Letter
   - Yes ____  No ____
Social Skills Intervention Group
Session Fidelity Checklist

Today’s Date: ____________________ Social Skills Unit: ____________________

Group Members Present: ____________________

Group Facilitator(s): ____________________

Observer: ____________________

Use the chart below to rate the degree to which each component was implemented.

<table>
<thead>
<tr>
<th>Component</th>
<th>Not Implemented</th>
<th>Limited Implementation</th>
<th>Partial Implementation</th>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed previously learned skills and discussed student homework assignment.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Taught new skill using structured lesson plan format.</td>
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<tr>
<td>Provided opportunities for students to practice new skill.</td>
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<tr>
<td>Set goal for use of new skill and assigned homework.</td>
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</tr>
</tbody>
</table>

Comments:

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Social Skills Intervention Group
Lesson Plan Fidelity Checklist

Today’s Date: ____________________ Group Facilitators: ____________________

Lesson Plan Reviewer: ____________________

Social Skills Unit: Use the chart below to rate the degree to which each component was implemented.

<table>
<thead>
<tr>
<th>Component</th>
<th>Not Evident</th>
<th>Limited Evident</th>
<th>Partially Evident</th>
<th>Fully Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes activities for reviewing previously learned skills.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Introduces the new skill.</td>
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<td></td>
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<tr>
<td>Defines the skill and key vocabulary.</td>
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<tr>
<td>Explains why the skill is important.</td>
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<tr>
<td>Identifies steps for using the skill. Gives opportunity for students to repeat the skill steps.</td>
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<tr>
<td>Includes modeling and role-play opportunities.</td>
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<tr>
<td>Lists procedures for reinforcing occurrences of the skill during the session.</td>
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<tr>
<td>Provides specific examples and non-examples of the expected skill.</td>
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<tr>
<td>Includes time for goal setting and an explicit homework assignment.</td>
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<tr>
<td>Has materials that can be used to communicate skills and steps students are working on so that other adults can prompt, cue, and recognize students for using skills.</td>
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</tbody>
</table>

Comments about implementation:

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Missouri School-wide Positive Behavior Support MO SW-PBIS Tier 2 Workbook 2018-2019
You can use common free and low-cost technologies to create informal and quick assessments for interventions.
Intervention Fidelity Activity

List the Tier 2 interventions at your school

List any fidelity measures used for the interventions

List any fidelity measures to consider adding at your school:

### Intervention Fidelity

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Weekly</th>
<th>Quarterly</th>
<th>Annually</th>
</tr>
</thead>
</table>

### Fidelity Assessments that are needed:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Fidelity Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Continuous Quality Improvement

Identify problems with precision

Establish goal(s)

Develop solution(s)

Implement solution(s) with integrity and fidelity

Monitor outcomes and compare to goal(s)

Reassess and revise solution(s) as needed

Evaluate

DATA

Plan

Implement

Develop solution(s)

Establish goal(s)

Identify problems with precision

Reassess and revise solution(s) as needed

Monitor outcomes and compare to goal(s)

Implement solution(s) with integrity and fidelity

Evaluate

DATA

Plan

Implement
Questions & Comments?

Celeste Rossetto Dickey
University of Oregon
training@pbisapps.org