

# \*Data is King

## Tier II School-wide PBIS Tiered Fidelity Inventory

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Schools

Adapted from SWPBIS Tiered Fidelity Inventory Version 2.1 February 2017

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\*PBIS is Great, but.....  
what about "those" kids?

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\*Be prepared to tell us.....

\*Your favorite color

\*Favorite animal

\*Favorite superhero

\*Life goals & dreams .....

\*1<sup>st</sup> Activity

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PHIS TIER II: Targeted Features		
Data to King		
Critical Feature	What's Working..... Use Something to Share	What's a Challenge? Use Something to Help
PHIS Tier II Coordinator		
PHIS Tier II Support Personnel		
PHIS Tier II		
PHIS Tier II Support Personnel		
PHIS Tier II Support Personnel		
PHIS Tier II Support Personnel		
PHIS Tier II Support Personnel		

Please feel free to take notes, either by yourself or in a group

- This is intended to help facilitate conversation along with providing some talking points with your respective staff

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## \* 2.1 Team Composition

Feature	Data Sources	Scoring Criteria
<b>2.1 Team Composition:</b> Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) <b>applied behavioral expertise</b> , (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier II team meeting minutes</li> </ul>	<b>0 = Not implemented</b> <b>1 = Partially implemented</b> <b>2 = Fully implemented</b>  0 = Tier II team does not include coordinator or all 4 core areas of Tier II team 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%

*Main Idea: Tier II team needs individuals with specific skills and perspectives to implement Tier II supports.*  
*- Need behavioral expertise along with someone knowledgeable with the SAT process (1.1)*

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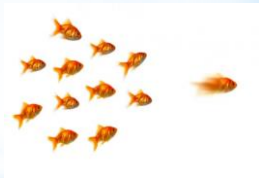
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\* May increase membership from Tier 1 to include individuals skilled in behavioral interventions

\* Maintain momentum with students, staff, & families



## \* Key Points 2.1

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## \*2.2 Team Operating Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>2.2 Team Operating Procedures:</b> 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"> <li>Tier II team meeting agendas and minutes</li> <li>Tier II meeting roles descriptions</li> <li>Tier II action plan</li> </ul>	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

**Main Idea: Tier II teams need meeting foundations in order operate efficiently and to implement effective supports. (1.2)**

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\*No written agenda = No meeting, No Action Plan = ?

\*Tier II team may be part of Tier I team, need to review Tier II data, and discuss student movement from and to Tiers

\*Time to dial down on “those” kids



## \*Key Points 2.2

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## \*2.3 Screening

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>2.3 Screening:</b> 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"> <li>Multiple data sources used (ODRs/Time out of Instruction, Attendance, Academic performance)</li> <li><b>Team Decision Rubric</b></li> <li>Team meeting minutes</li> <li>School Policy</li> </ul>	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 identifying students, and (b) ensures that families are notified when a student enters Tier II supports

**Main Idea: Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.**

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\*Screening mechanism may be your schools SAT/MDT process

\*Treat student behavior similar to student academic performance

\*ODR=Office Discipline Referral



### \*Key Points 2.3

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## \*2.4 Request for Assistance

Feature	Data Sources	Scoring Criteria
		0 = Not Implemented 1 = Partially Implemented 2 = Fully Implemented
2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.	<ul style="list-style-type: none"> <li>School Handbook</li> <li>Request for Assistance Form</li> <li>Family Handbook</li> </ul>	0 = No formal process  1 = Informal process in place for staff and families to request behavioral assistance  2 = Written request for assistance process is in place and team responds to request within 3 days

**Main Idea:** Faculty, staff, **families** should have a highly predictable, and low-effort strategy for requesting behavior assistance.

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\*Identify resources that are readily available at the school level

\*What community resources are available? Families?

\*Request needs to be in documented & be realistic with time frame



### \*Key Points 2.4

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## \* 2.5 Options for Tier II Interventions

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
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"> <li>School Tier II Handbook</li> <li>Targeted Interventions Reference Guide</li> </ul>	<p>0 = No Tier II interventions with documented evidence of effectiveness are in use</p> <p>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</p> <p>2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need</p>

*Main Idea: A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.*

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\*Behavior Intervention Plans (who, what, when, why)

\*Large tool box required, what works today.....may not tomorrow

\*Focus on supports that improve student success not simply remove/control the student

\*ID supports that do more than Create systems to re-teach skill deficits



## \*Key Points 2.5

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## \* 2.6 Tier II Critical Features

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	<ul style="list-style-type: none"> <li>Universal lesson plans</li> <li>Tier II lesson plans</li> <li>Daily/weekly progress report</li> <li>School schedule</li> <li>School Tier II handbook</li> </ul>	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback</p> <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>

*Main Idea: Tier II supports should focus on improving the skills and context needed for student success.*

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\*When can you provide additional time for skill development?

- Check-in/check-out, Social Skills Groups, Intervention time, Be creative

\*Lesson Plans, improves uniformity among teachers/grade levels



## \*Key Points 2.6

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## \* 2.7 Practices Matched to Student Need

Feature	Data Sources	Scoring Criteria
		0 = Not Implemented 1 = Partially Implemented 2 = Fully Implemented
<b>2.7 Practices Matched to Student Need:</b> 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, developmental level).	<ul style="list-style-type: none"> <li>• Data sources used to identify interventions</li> <li>• School Policy</li> <li>• Tier II Handbook</li> <li>• Needs assessment</li> <li>• Targeted Interventions Reference Guide</li> </ul>	0 = No process in place  1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need  2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)

**Main Idea:** Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.

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\*Interventions can't be one size fits all

\*Time to shine for team members who love behavior!



## \*Key Points 2.7

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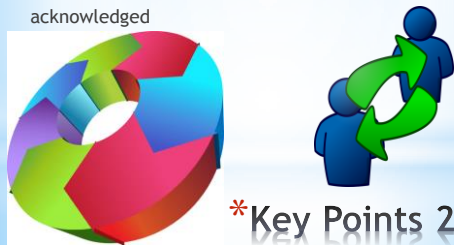
## \*2.8 Access to Tier I Supports

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
2.8 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.	<ul style="list-style-type: none"> <li>Universal Lesson plans &amp; teaching schedule</li> <li>Tier II lesson plans</li> <li>Acknowledgement system</li> <li>Student of the month documentation</li> <li>Family communication</li> </ul>	<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 interventions have full access to all Tier I supports</p>

**Main Idea: Tier II supports are more effective when layered within Tier I.**

\*Fluid process, students should have the ability to move between tiers

\*Important that positive behavior continues to be acknowledged



## \*Key Points 2.8

## \*2.9 Professional Development

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
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"> <li>Professional Development Calendar</li> <li>Staff Handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	<p>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>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</p>

**Main Idea: Effective Tier II supports require participation of many adults in the school. (1.7)**

\*Be specific, be certain all staff members have the same understanding

\*Include with Tier 1 process of including new staff members/subs



\*Key Points 2.9

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## \*2.10 Level of Use

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
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"> <li>Tier II enrollment data</li> <li>Tier II team meeting minutes</li> <li>Progress monitoring tool</li> </ul>	<p>0 = Team does not track number of students responding to Tier II interventions</p> <p>1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students enrolled</p> <p>2 = Team defines criteria and tracks proportion, with <b>at least 5% of students receiving Tier II supports</b></p>

*Main Idea: Tier II supports that are used too little (e.g. 1%) or too much (e.g. 20%) are not sustainable.*

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\*Muck like academic intervention groups, keep an eye on core instruction

\*Should know the proportion of students receiving Tier II supports - Too few, may get out of practice.....too many and it may be burdensome on the system



\*Key Points 2.10

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## \*2.11 Student Performance Data

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>2.11 Student Performance Data:</b> 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.	<ul style="list-style-type: none"> <li>Student progress data (e.g., % of students meeting goals)</li> <li>Intervention Tracking Tool</li> <li>Daily/Weekly Progress Report sheets</li> <li>Family communication</li> </ul>	0 = Student data not monitored  1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support  2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

**Main Idea: Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.**

\*Must link the goal with the data.....how did they get to Tier II and how do they get out?

\*Establish what data to review and when



## \*Key Points 2.11

## \*2.12 Fidelity Data

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>2.12 Fidelity Data:</b> Tier II team has a protocol for on-going review of fidelity for each Tier II practice.	<ul style="list-style-type: none"> <li>Tier II coordinator training</li> <li>District technical assistance</li> <li>Fidelity probes taken monthly by a Tier II team member</li> </ul>	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 collected by Tier II team for all Tier II interventions

**Main Idea: Fidelity assessments should always be included as part of implementation practice. (1.14)**

\*Ongoing review, communicate findings



\*Key Points 2.12

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## \*2.13 Annual Evaluation

Feature	Data Sources	Scoring Criteria
		0 = Not Implemented 1 = Partially Implemented 2 = Fully Implemented
<b>2.13 Annual Evaluation:</b> 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 on-going support to implementers, and <b>evaluations are shared with staff and district leadership.</b>	<ul style="list-style-type: none"> <li>Staff and student surveys</li> <li>Tier II handbook</li> <li>Fidelity tools</li> <li>School Policy</li> <li>Student outcomes</li> <li>District Reports</li> </ul>	0 = No data-based evaluation takes place  1 = Evaluation conducted, outcomes not used to shape the Tier II process  2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation

*Main Idea: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.*  
(1.15)

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\*Review results and link challenges with solutions

\*Don't forget about success areas

\*Don't be "that secret group that meets down the hall"

Share results & involve all staff

\*Key Points 2.13

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\*Tier I took time to fine tune & develop, Tier II will also

\*Data is king

\*Family communication is critical

\*It takes a village, identify and utilize all available resources, including those outside the school

## \*Tier II Overall Summary

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