



**Tiered Fidelity Inventory: Tier 2 Table**

Feature		Possible Data/Evidence Sources	Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented)
<b>Teams</b>			
2.1	<p><b>Team Composition:</b></p> <p>Team includes individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about the operation of school across grade levels and programs.</p>	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier 2 team meeting minutes</li> </ul>	<p><b>2</b> = Tier 2 team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p> <p><b>1</b> = Tier 2 team does not include coordinator and all 4 core areas of Tier 2 team expertise OR attendance of these members is below 80%</p> <p><b>0</b> = Tier 2 team does not include coordinator or all 4 core areas of Tier 2 team expertise</p>
2.2	<p><b>Team Operating Procedures:</b></p> <p>Team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> <li>Tier 2 team meeting agendas and minutes</li> <li>Tier 2 meeting roles descriptions</li> <li>Tier 2 action plan</li> </ul>	<p><b>2</b> = Tier 2 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p> <p><b>1</b> = Tier 2 team has at least 2 but not all 4 features</p> <p><b>0</b> = Tier 2 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p>
2.3	<p><b>Screening:</b></p> <p>Team uses decision rules and multiple sources of data (e.g., Office Discipline Referrals, academic progress, attendance, teacher/ family/student nominations) to identify students who require Tier 2 supports.</p>	<ul style="list-style-type: none"> <li>Multiple data sources used (e.g., Office Discipline Referrals, time out of instruction, attendance, academic performance)</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> <li>School policy</li> </ul>	<p><b>2</b> = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier 2 supports</p> <p><b>1</b> = Data decision rules established but not consistently followed or used with only one data source</p> <p><b>0</b> = No specific rules for identifying students who qualify for Tier 2 supports</p>

*Adapted from SWISBIS Tiered Fidelity Inventory version 2.1*



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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2.4	<p><b>Request for Assistance:</b></p> <p>Team uses written request for assistance forms and processes that are timely and available to all staff, families, and students.</p>	<ul style="list-style-type: none"> <li>School handbook</li> <li>Request for assistance form</li> <li>Family handbook</li> </ul>	<p><b>2</b> = Written request for assistance form and process are in place and team responds to request within 3 days</p> <p><b>1</b> = Informal process in place for staff and families to request assistance</p> <p><b>0</b> = No formal process</p>
<b>Interventions</b>			
2.5	<p><b>Options for Tier 2 Interventions:</b></p> <p>Team has multiple ongoing behavior support interventions matched to student need with documented evidence of effectiveness matched to student need. 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).</p>	<ul style="list-style-type: none"> <li>Targeted Interventions Reference Guide</li> </ul>	<p><b>2</b> = Multiple Tier 2 interventions matched to student need with documented evidence of effectiveness</p> <p><b>1</b> = Only 1 Tier 2 intervention with documented evidence of effectiveness is in use</p> <p><b>0</b> = No Tier 2 interventions with documented evidence of effectiveness are in use</p>
2.6	<p><b>Tier 2 Critical Features:</b></p> <p>Tier 2 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).</p>	<ul style="list-style-type: none"> <li>Universal lesson plans</li> <li>Tier 2 lesson plans</li> <li>Daily/weekly progress report</li> <li>School schedule</li> </ul>	<p><b>2</b> = All Tier 2 interventions include all 3 core Tier 2 features</p> <p><b>1</b> = All Tier 2 interventions provide some but not all 3 core Tier 2 features</p> <p><b>0</b> = Tier 2 interventions do not promote additional instruction/ time, improved structure, or increased feedback</p>

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2.7	<p><b>Practices Matched to Student Need:</b></p> <p>A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve the contextual fit (e.g., culture, developmental level).</p>	<ul style="list-style-type: none"> <li>Data sources used to identify interventions</li> <li>School policy</li> <li>Needs assessment</li> <li>Targeted Interventions Reference Guide</li> </ul>	<p><b>2</b> = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p> <p><b>1</b> = Process for selecting Tier 2 interventions does not include documentation that interventions are matched to student need</p> <p><b>0</b> = No process in place</p>
2.8	<p><b>Access to Tier 1 Supports:</b></p> <p>Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.</p>	<ul style="list-style-type: none"> <li>Universal lesson plans and teaching schedule</li> <li>Tier 2 lesson plans</li> <li>Acknowledgement system</li> <li>Student of the month documentation</li> <li>Family communication</li> </ul>	<p><b>2</b> = Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 interventions have full access to all Tier 1 supports</p> <p><b>1</b> = Tier 2 supports are not explicitly linked to Tier 1 supports and/or students receiving Tier 2 interventions have some, but not full access to Tier 1 supports</p> <p><b>0</b> = No evidence that students receiving Tier 2 interventions have access to Tier 1 supports</p>
2.9	<p><b>Professional Development:</b></p> <p>A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place</p>	<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><b>2</b> = 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> <p><b>1</b> = Professional development and orientation process is informal</p> <p><b>0</b> = No process for teaching staff in place</p>

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Evaluation			
2.10	<p><b>Level of Use:</b></p> <p>Team follows a written process to track the percentage proportion of students participating in Tier 2 supports, and access is proportionate.</p>	<ul style="list-style-type: none"> <li>• Tier 2 enrollment data</li> <li>• Tier 2 team meeting minutes</li> <li>• Progress monitoring tool</li> </ul>	<p><b>2</b> = Team defines criteria and tracks proportion of students, with at least 5% of students receiving Tier 2 supports</p> <p><b>1</b> = Team defines criteria for responding to each Tier 2 intervention and tracks proportion of students, but fewer than 5% of students are enrolled</p> <p><b>0</b> = Team does not track number of students responding to Tier 2 interventions</p>
2.11	<p><b>Student Performance Data:</b></p> <p>Team tracks the proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.</p>	<ul style="list-style-type: none"> <li>• Student progress data (e.g., % of students meeting goals)</li> <li>• Intervention Tracking Tool</li> <li>• Family communication</li> </ul>	<p><b>2</b> = 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</p> <p><b>1</b> = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p><b>0</b> = Student data not monitored</p>
2.12	<p><b>Fidelity Data:</b></p> <p>Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.</p>	<ul style="list-style-type: none"> <li>• Tier 2 training</li> <li>• District technical assistance</li> <li>• Fidelity probes taken monthly by a Tier 2 team member</li> </ul>	<p><b>2</b> = Periodic, direct assessments of fidelity collected by Tier 2 team for all Tier 2 interventions</p> <p><b>1</b> = Fidelity data (e.g., direct, self- report) collected for some but not all Tier 2 interventions</p> <p><b>0</b> = Fidelity data are not collected for any practice</p>

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2.13	<p><b>Annual Evaluation:</b></p> <p>At least annually, Team assesses the overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, the fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and District Leadership.</p>	<ul style="list-style-type: none"> <li>• Staff and student surveys</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcomes</li> <li>• District reports</li> </ul>	<p><b>2</b> = Evaluation conducted at least annually, and outcomes shared with staff and District Leadership, plus clear alterations in process proposed based on evaluation</p> <p><b>1</b> = Evaluation conducted, but outcomes not used to shape the Tier 2 process</p> <p><b>0</b> = No data-based evaluation takes place</p>

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