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Mississippi's State Personnel Development Grant

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Realizing Excellence for ALL Children in Mississippi

MTSS PBIS
Tier 2 Evaluation Tool
(T2ET)

***This fidelity of implementation tool was adapted from the
Tiered Fidelity Inventory and the School Evaluation Tools
(PBIS.Org)***

Purpose of the T2ET

The Tier 2 Evaluation Tool is designed to assess and evaluate the critical features of Tier 2 behavioral interventions and supports; i.e. systems and implementation:

1. determine annual goals for Tier 2 behavior support,
2. evaluate on-going Tier 2 efforts and behavior support,
3. design and revise procedures as needed, and
4. compare efforts toward Tier 2 effective behavior support from year to year.

Information necessary for this assessment tool is gathered through review of permanent products and administrative and staff (minimum of 10) interviews. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products and to identify a time for the T2ET data collector to review the products and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the T2ET averages takes two to three hours.

Using T2ET Results

The results of the T2ET will provide schools with a measure of the proportion of features that are: not targeted or started, in the planning phase, and in the implementation/ maintenance phases of development toward a systems approach to Tier 2 effective behavior support. The T2ET is designed to provide trend lines of improvement and sustainability over time.

**MTSS PBIS
Tier 2 Evaluation Tool
(T2ET)**

School: _____

District: _____

Address: _____

Principal: _____

Email: _____

Phone: _____

FAX: _____

Step 1: Make Initial Contact

Contact Person: _____ Position: _____

Email: _____ Phone: _____

Date of T2ET: _____

Products to Collect:

- Tiered Fidelity Inventory
- Tier 1 Data (previous year's quarterly ODRs, suspensions, and expulsions)
- Universal Screener(s)
- Minor Tracking Form
- Action Plan for meeting Tier 2 behavior supports
- Tier 2 permanent products (i.e. policies and procedures)
- Tier 2 data (progress monitoring)
- Fidelity Checks
- Other related information

Step 2: Conduct T2ET

- Conduct Administrator Interview
- Tour school and randomly select a minimum of 10 staff to interview
- Review permanent products

Step 3: Summarize and Report Results

- Summarize survey and complete T2ET scoring guide
- Update school graph
- Review results with team and make recommendations to improve Tier 2 process

**MTSS PBIS
Tier 2 Evaluation Tool
(T2ET)
Scoring Guide**

School: _____

Date: _____

District: _____

Pre: _____

Post: _____

T2ET Data Collector: _____

Critical Element	Evaluation Question	Data Source	Score: 0 - 2
A. Readiness	A. Tier 1 Systems are in place with documentation readily available. (i.e. 80% on the SET or TFI) (0=no; 1=less than 80%; 2=80% or above)	<ul style="list-style-type: none"> • TFI • SET • Interview 	
	B. Tier 2 Team	<ol style="list-style-type: none"> 1. An administrator is an active team member. (0=no; 1=yes, but not consistently; 2=yes) 2. Team includes members with behavioral expertise, knowledge of student, and knowledge of school operations. (0=no; 1=yes, but not consistently; 2=yes) 3. Team holds team meetings at least monthly with agenda, minutes, and defined meeting roles. (0=no; 1=yes, but not consistently; 2=yes) 4. Team members are trained on Tier 2 systems and interventions. (0=no; 2=yes) 	<ul style="list-style-type: none"> • School organizational chart • Sign in sheets • Meeting minutes and agenda • Roles and responsibilities form • Meeting minutes and agenda • Sign in sheets • Agendas • PowerPoints • PD Calendar
C. Universal Screening	<ol style="list-style-type: none"> 1. A clearly defined data decision rule exist with multiple sources of data (ODRs, screening tools, attendance, academic performance, and teacher or family nomination) for identifying and documenting students in need of Tier 2 behavioral supports. (0=no; 1=screeners are conducted; 2=yes, and students are identified for Tier 2 supports and services) 	<ul style="list-style-type: none"> • Multiple data sources are used • Team decision rubric • Team meeting minutes • School policy 	

	Evaluation Question	Data Source	Score: 0 - 2
C. Universal Screening	2. Tier 2 team uses a written request form and process that are timely and available to all staff, families and students. (0=no; 2=yes)	<ul style="list-style-type: none"> School handbook Request for assistance form 	
	3. Do 90% of the staff members agree with administration on the system for identifying students in need of Tier 2 behavioral supports? (0=50%; 1=51% - 89%; 2=90%-100%)	<ul style="list-style-type: none"> Interviews 	
	4. Do 90% of the staff asked state that teaching of screening procedures for behavioral system has been taught to staff this year? (0=50%; 1=51%-89%; 2=90%-100%)	<ul style="list-style-type: none"> Interviews 	
D. Tier 2 Interventions	1. Tier 2 behavior supports and interventions provide (a) additional instruction/time for student skill development, (b) additional structure and/or predictability, and/or (c) increased opportunity for feedback. (0=no; 1=yes, but not all three; 2=yes)	<ul style="list-style-type: none"> Universal lesson plans Tier 2 lesson plans Daily/weekly progress report Daily schedule Tier 2 handbook 	
	2. The Tier 2 interventions have written materials that describe the core features, functions, and systems of the intervention. (0=no; 2=yes)	<ul style="list-style-type: none"> Tier 2 handbook Targeted intervention resource guide 	
	3. A formal process is in place to select interventions that are matched to student need (function) and to improve social skills. (0=no; 1=process is in place but no written procedure; 2=yes with written procedure)	<ul style="list-style-type: none"> Tier 2 handbook Targeted intervention resource guide 	
	4. 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. (0=no; 1=process is in place but no written procedure; 2=yes with written procedure)	<ul style="list-style-type: none"> Acknowledgement system Universal and targeted teaching schedule Family communication Student of the Month documentation 	

Critical Element	Evaluation Question	Data Source	Score: 0 - 2		
E. Tier 2 Documentation (Progress Monitoring)	1. Documented, data based decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 intervention within timelines. (0=no; 2=yes)	<ul style="list-style-type: none"> • Interview • Tier 2 team meetings 			
	2. Fidelity of Tier 2 intervention is assessed and documented. (0=no; 2=yes)	<ul style="list-style-type: none"> • Interview • Completed fidelity check 			
	3. Teachers directly involved with students receiving Tier 2 interventions are notified about impact and changes to intervention. (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> • Tier 2 meeting minutes • Written report • Documentation of verbal report 			
	4. Teachers directly involved with students receiving Tier 2 interventions are provided professional development and ongoing coaching for targeted intervention. (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> • Interview • Professional development calendar • Sign in sheets 			
F. Evaluation	1. Percentage of students successful in Tier 2 interventions is assessed. (# students meeting goals / # referred) (0=no; 2=yes)	<ul style="list-style-type: none"> • Student progress data • Intervention tracking tool • Daily/weekly progress report sheets 			
	2. Percentage of Tier 2 referrals with completed referral packets are assessed. (0=no; 2=yes)	<ul style="list-style-type: none"> • Number of referrals / number of packets 			
	3. A current MTSS PBIS Tier 2 action plan is used to drive implementation. (0=no; 1=exist but not used; 2=yes)	<ul style="list-style-type: none"> • Product book • Tier 2 handbook 			
Summary Scores	A = /2	B = /8	C = /8	D = /8	E = /8
	F = /6	Mean = /		Percent =	

Administrator Interview Questions

Tier 2 Readiness

1. Is your school implementing MTSS PBIS Tier 1 with 80% fidelity? **Yes No**
2. If so, what tool(s) are you using to evaluate implementation?

Tier 2 Team

1. Are you an active member of the Tier 2 team? **Yes No**
2. Who is the Tier 2 Team Leader/Coordinator? _____
3. How often does the Tier 2 team meet? _____
4. Are there agendas, minutes and defined roles for each meeting? **Yes No**
5. Are team members knowledgeable about behavior, the student and the school's policies and procedures regarding Tier 2 interventions and supports? **Yes No**

Universal Screener

6. What is the process for requesting Tier 2 supports and interventions for school staff as well as family members?

7. Are there clearly defined data decision rules with multiple sources of data (ODRs, screening tools, attendance, academic performance, and teacher or family nomination) for identifying and documenting students in need of Tier 2 behavioral supports?

8. What professional development was provided to faculty/staff regarding using the school's universal screening procedures?

Intervention Systems

1. Do the Tier 2 behavior support and interventions being implemented provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback. **Yes No**
2. Are there written materials that describe the core features, functions and systems of Tier 2 strategies? **Yes No**
3. Is there a formal process in place to select interventions that are matched to student need (function) and to improve social skills? **Yes No**
4. Are the Tier 2 supports explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to and are included in Tier 1 supports? **Yes No**

Tier 2 Documentation (Progress Monitoring)

1. Is there documented data based decision rules used to monitor, modify or discontinue student involvement in the Tier 2 strategy? **Yes No**
2. How often are interventions progress monitored, reviewed and evaluated?

3. Are you conducting fidelity checks on the implementation of Tier 2 interventions? If so, how often? _____
4. How are teachers, directly involved with students receiving Tier 2 interventions, notified about impact or changes to the interventions? _____

Evaluation

1. # of students meeting goals/number of students referred to Tier 2 _____
2. What is your percentage of completed Tier 2 referral packets? _____
3. Do you have a current Tier 2 action plan used to drive implementation? **Yes No**

**MTSS PBIS Tier 2
Staff Interviews**

Position	How does the school identify students that may be in need of Tier 2 supports?	What are the school's data decision rules?	Faculty and staff participated in professional development regarding policies and procedures for screening of behavior.	How often do you conduct formal screenings of behavior?	As an implementer of Tier 2 supports were you provided written materials that describe the core features, functions, and systems of the intervention.	As an implementer are you notified about impact and changes to interventions.	As an Implementer are you provided professional development and ongoing coaching for targeted interventions.	At least annually are you presented with data that includes the percentage of students successful in Tier 2 interventions.
1.			Y N		Y N	Y N	Y N	Y N
2.			Y N		Y N	Y N	Y N	Y N
3.			Y N		Y N	Y N	Y N	Y N
4.			Y N		Y N	Y N	Y N	Y N
5.			Y N		Y N	Y N	Y N	Y N
6.			Y N		Y N	Y N	Y N	Y N
7.			Y N		Y N	Y N	Y N	Y N
8.			Y N		Y N	Y N	Y N	Y N
9.			Y N		Y N	Y N	Y N	Y N
10			Y N		Y N	Y N	Y N	Y N
Summary	/10	/10	/10	/10	/10	/10	/10	/10