Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 9
Assessment and Evaluation for PBIS Tier II

RTI Arkansas

Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

State Personnel Development Grant
Arkansas
Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Assessment and Evaluation of PBIS Tier II

Title of Training:

Module 9: Assessment and Evaluation for PBIS Tier II

Suggested Training Time: 1-2 hours

About this guide:

       This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

     What is included?
- The first part of this guide (pgs. 1 – 3) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star.** ⭐
  - Examples will appear in a **blue text box** with a smiley face. 🙂
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:
- Tier I Modules
- Tier II Modules 1-8

Training Description:

This presentation is a brief overview of how to evaluate Tier II implementation. It is designed to give administrators, schools, districts, or other personnel an introduction to assessment and evaluation as they begin the Tier II implementation process.

Module Sections:

Introduction – Purpose and objectives (slides 1 – 4) pgs. 4 – 8
Training Sections

Section 1 – Evaluation is Important (Slides 5 – 8) pgs. 9 – 14
Section 2 – Evaluation of Tier II (Slides 9 – 37) pgs. 15 – 47
Conclusion – Summary and resources (slides 38 – 41) pgs. 48 – 52
Discussion questions, homework, resources – pgs. 53 – 54

Training Materials/Equipment:

PowerPoint for Module 9: Assessment and Evaluation for PBIS Tier II
- Equipment needed/recommended to project the PowerPoint:
  - Laptop computer
  - Access to PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - "Clicker" to advance slides
- Showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
  - Note that it may take a minute for the video to load.
  - Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
  - Click on arrow to check that the video works with your Wi-Fi.

- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:
- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:
Physical and/or electronic copies of:
- Intervention Implementation Fidelity Checklist (pg. 14)
- Items 2.12 and 2.13 (pg. 33)
- Action Plan Form (pg. 34)
- SAS Summary (pg. 44)

Activities in this Training:
- Tier II Action Planning (pg. 32)
- Action Planning with the SAS (pg. 43)

Essential Questions:
These essential questions will be addressed in this training module:
- Why is it important to regularly evaluate the implementation of PBIS Tier II?
- What are some good fidelity tools to use in Tier II evaluation?
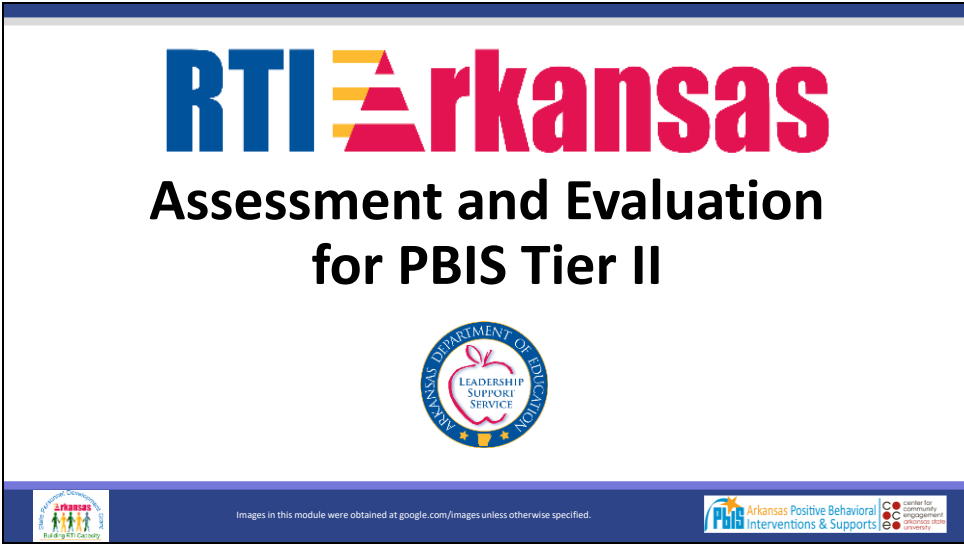
Trainer Tip:
- As schools are implementing Tier II, it's important to use a fidelity tool and have an action plan that gets revisited on a regular basis. As schools work towards fidelity of implementation, they can be looking for ways to make things more efficient and effective – work smarter, not harder!

Introduction

Slides 1 - 4

- Purpose of this module
- Objectives of this module

Slide #1

[Assessment and Evaluation for PBIS Tier II]

Slide #2

[Purpose of This Module]

Slide #3

[Objectives]

Slide #4

[The Tiered Fidelity Inventory (TFI) Tier II Planning Tool]

Trainer Notes:

- The TFI will be used throughout the PBIS modules. Each module aligns with one or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, items 2.12 and 2.13 will be addressed.

Training Section One

Evaluation is Important

Slides 5 - 8

Goal

Participants will learn why evaluation is important.

Slide #5

[Evaluation is Important]

Why is Evaluation Important?

- How will you know if PBIS is responsible for outcomes (positive or negative) if you don't evaluate the fidelity of implementation?
- Through evaluation, schools can…
  - Show stakeholders that PBIS is worth sustaining
  - Identify areas where improvements can be made
  - Evaluate whether the practices and interventions are effective
  - Develop action plans to address areas of concern

Slide #6
[Why is Evaluation Important?]

Trainer Notes:
If a large percentage of students are not having successful, positive outcomes with interventions, it is important to determine if the interventions are being implemented as intended and if all the Tier II components are being implemented as intended (e.g., are students being correctly identified, are data being collected to match the appropriate intervention to perceived function of behavior, etc.).

Slide #7
[Assessing Fidelity at Tier II]

Trainer Notes:

- Checking the percentage of successful students (students that are meeting their goals) gives a big picture view of fidelity.
- When implementing specific interventions, it's important to develop fidelity checks to make sure everything is being implemented the way it was intended.
- Teacher assessments can be used, as well as self-reporting, observation, feedback from teachers or facilitators, etc. The next slide gives an example.

Slide #8
[Example: Fidelity Check]

Trainer Notes:

- This is an example of a template that can be used to observe whether all steps are being properly carried out for an intervention. It has been adapted from a template found on the website of the Delaware Positive Behavior Support Project.
- When the slide is advanced, the template is filled with an example of what a checklist might look like for Check-in, Check-out. This check can be done to make sure students are receiving the intervention the way it was intended.
- The CICO facilitator(s) will go through this checklist for all the kids they are checking in and out each day.
- "Group size" means the number of students this facilitator sees each day.
- The Tier II Coordinator would check the fidelity of CICO on the facilitator(s).

☺ **EXAMPLES**

Intervention Implementation Fidelity Checklist

The following page (pg. 14) contains the example of the Intervention Implementation Fidelity Checklist, used for Check-in Check-out. This checklist can be used for other interventions by simply filling in the steps that need to be completed for fidelity of implementation.

Intervention Implementation Fidelity Checklist
(example for Check-in Check-out)

Teacher/Facilitator:	Grade:	Date:
Intervention: Check-in Check-out	Location:	Group size:

| Step	Checklist: Description of Step	Completed?		Notes
		Yes	No	
1	The student was matched with an adult mentor with which the student has a good relationship			
2	The mentor provided unconditional positive encouragement to the student			
3	The mentor checked in with the student in the morning, daily, to pre-correct problems and to give the student positive encouragement for the day			
4	The student gave their Daily Progress Report to each teacher at the beginning of the class			
5	Teachers gave positive, corrective feedback to the student at the end of the class			
6	Teachers completed the Daily Progress Report by indicating a rating for each behavior expectation			
7	Student received positive reinforcement for improved behavior (e.g., privileges, praise, public recognition, rewards)			
8	The mentor checked out with the student in the afternoon, daily, to offer advice and encouragement			
9	Daily points were calculated, graphed and submitted daily and reviewed by the Tier II team bi-weekly			
10	Student took the Daily Progress Report home each night for parent signature			

Training Section Two

Evaluation of Tier II
Slides 9 - 37

Goals

Participants will learn

- Why to do evaluation
- How to do evaluation
- About the TFI
- About the SAS
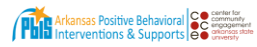
Slide #9
[Evaluation of Tier II]

Evaluation Helps Determine the Impact of Tier II Implementation

Is PBIS benefiting students?
- Social behavior
- Academic gains

Slide #10

[Evaluation Helps Determine the Impact of Tier II Implementation]

Trainer Notes:

Is PBIS implementation benefiting students? What are the outcomes?

- Social behavior: ODR rates; patterns, spikes, etc.; absenteeism; suspensions
- Academic gains: math, reading, etc.; test scores

How Do We Evaluate Tier II?

Two primary tools are used to evaluate Tier II implementation (as well as Tier I):
- Tiered Fidelity Inventory (TFI)
- Self-Assessment Survey (SAS)

Slide #11
[How Do We Evaluate Tier II?]

Trainer Notes:

- How well are we implementing PBIS at Tier I and Tier II? What are the smallest changes we can make in the next three months to improve implementation?
- Tier II will be more successful if Tier I is fully implemented, including and especially in classroom settings. Therefore, it is important to evaluate Tier I regularly; at least yearly.
- The TFI measures fidelity of implementation, while the SAS measures staff perception of implementation. Both will be discussed in this section. While the SAS doesn't look specifically at Tier II interventions, it does contain questions about support beyond Tier I, and it also focuses questions on classroom implementation.

Slide #12
[The Tiered Fidelity Inventory (TFI)]

Trainer Notes:

- To get more depth on the how to use the TFI, see Tier I Module 15.
- The TFI can be used by the team for most of their assessment and evaluation needs.
- This provides a single, efficient, valid, reliable survey to guide PBIS implementation. It measures the extent to which school personnel apply core features of PBIS. It is completed by a small team that includes administrator, coach, and others with input from team. The walkthrough tool is for assessing visual displays and student/staff understanding of PBIS.
- This page has links to the TFI, supporting materials, training slides for the TFI, and videos of how to use the TFI: https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx

Uses of the TFI

The TFI can be used to…

- Determine what is in place and what is needed
- Guide implementation efforts
- Assess progress
- Build an action plan
- Self-assess annually to sustain implementation of PBIS
- Determine the smallest changes needed to improve implementation

Slide #13

[Uses of the TFI]

Trainer Notes:

- Formative assessment: Determine current PBIS practices in place and needed prior to launching implementation
- Progress monitoring: Self-assess PBIS practices to guide implementation efforts, and assess progress
- Build an action plan to focus implementation efforts
- Annual self-assessment: Self-assess annually to facilitate sustained implementation of PBIS

Tier II: When to Administer the TFI

- During initial implementation of Tier II, every three or four meetings
- Once 70% is met three times in a row, administer annually

Slide #14
[Tier II: When to Administer the TFI]

Trainer Notes:

- During initial implementation, complete the TFI every three or four meetings until you reach 70% fidelity three times in a row.
- Once that is met, you can complete annually.

Slide #15
[How to Administer the TFI]

Trainer Notes:

- Before meeting, give team members the Tier II section of the TFI and scoresheet a week in advance so that each person may come to the meeting with their scores written ahead of time.
- At the meeting, go through each item and vote. For instance, on item 2.1, have team members hold up a fist for 0, one finger for 1, or two fingers for 2. There should be NO half scores (e.g., 1.5 is not a valid score).
- If the vote is not unanimous, each person explains their score. The team discusses whether the scoring criteria have been met.
- The final score is entered into PBIS Applications once consensus is reached.
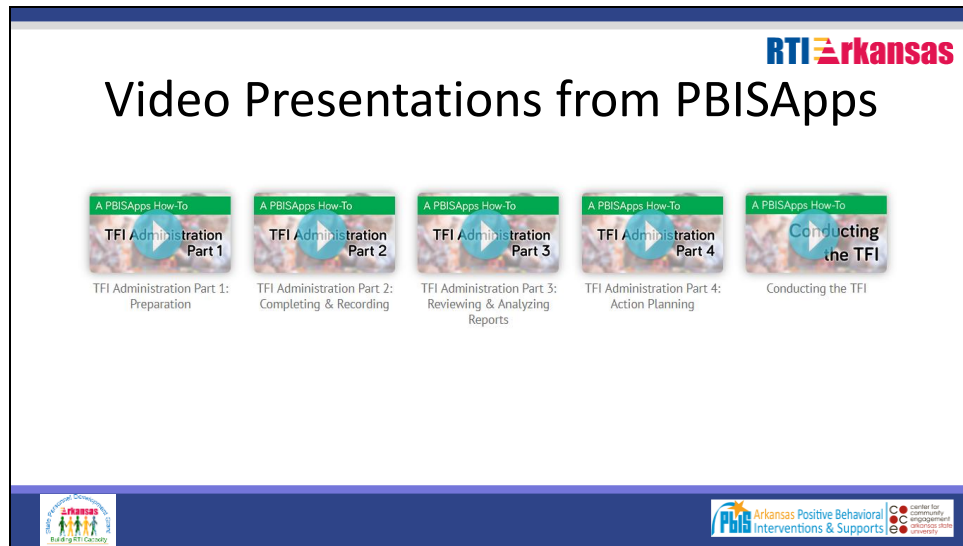
Slide #16
[Video Presentations from PBISApps]

Trainer Notes:
- The videos are not embedded in this slide – this is just a screenshot. Follow the link if you want to show any of the videos: https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx
- The videos go through each step: preparing for the TFI, completing the TFI, analyzing reports, and action planning. The last video pulls everything together and shows what a team meeting might look like while completing the TFI.

Example of Items and Scoring Criteria

Feature	Possible Data Sources	Scoring Criteria
Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (1) applied behavioral expertise, (2) administrative authority, (3) knowledge of students, and (4) knowledge about operation of school across grade levels and programs.	• School organizational chart • Tier II team meeting minutes	• 0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise • 1 = Team identified, but without coordinator and all 4 core areas of Tier II team expertise OR attendance of these members below 80% • 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise with attendance of these members at or above 80%

Slide #17

[Example of Items and Scoring Criteria]

Trainer Notes:

- This is an item from the Teams category of the Tier II section of the TFI.
- The item is described, and the criteria show how to score this item based on what is in place.
- The middle column shows possible sources for collecting data that will verify the score.

Slide #18
[Using the Scoring Criteria]

Trainer Notes:

- TFI scores need to be based on data.
- The TFI lists possible data sources for each item so that teams have an idea of where to look for data to justify their score.
- The scoring criteria for each TFI item lists objective data that need to be evidenced before a particular score can be given.
- One reason a team approach to the TFI is recommended is that the ensuing team discussion makes it more likely the team will rely on evidence that supports the scoring criteria rather than one person's subjective opinion of whether that item is fully in place. Multiple perspectives help the team have a clearer, more accurate picture.

TFI Tier II Reports

- Total score
- Scale scores: Tier I, Tier II, Tier III
- Subscale scores for Tier II*: Team, Interventions, Evaluation
- Items scores (the number varies for each tier and subscale)

For Tier I: Teams, Implementation, Evaluation; for Tier III: Teams, Resources, Support Plan, Evaluation

Slide #19
[TFI Tier II Reports]

Trainer Notes:

- The TFI can assess implementation for all three tiers. Each tier has items in each of three or four subscales.
- There is also a walkthrough tool to get an understanding of how PBIS is visually represented around the school, and to get feedback from staff and students on their understanding of PBIS.
- The next three slides show examples of the four reports that are generated when data are entered on www.PBISApps.org
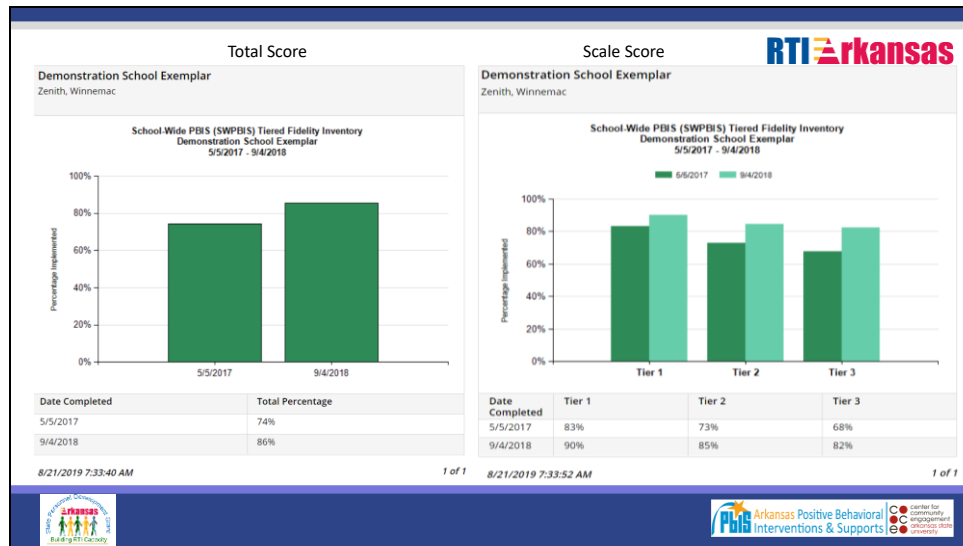
Slide #20

[Example: Total Score and Scale Score]

Trainer Notes:

- Here are examples of what reports will look like after completing the TFI and entering data at www.PBISApps.org
- The example on the left shows the change in total score from spring of 2017 to fall of 2018. (You can generate scores for up to four administrations on one report.)
- The example on the right shows the change in score for each tier, using the same dates.

Slide #21

[Example: Subscale Score]

Trainer Notes:

This slide shows the same school's scores by subscale for each tier, using the same dates.

Slide #22

[Example: Items Report]

Trainer Notes:

- This shows item scores from the Teams subscale of Tier II. The report generated shows all items from all three tiers.
- This report also shows how scores have changed from spring 2017 to fall 2018.

Slide #23

[TFI Subscales and Items]

Trainer Notes:

These are all the subscales and items in Tier II of the TFI.

Slide #24
[Action Planning With the TFI]

Trainer Notes:
- Once you have evaluation data, use those data to develop plans for improvement.
- Identify an area or two with scores lower than desired on the assessment.
- Identify individual items that you want to address in those areas.
- Develop action steps to address the items, along with a timeline and the individuals responsible for each step.

⭐ ACTIVITY

Tier II Action Planning

Follow the steps on slide 24 to begin Tier II action planning:

- Review TFI items 2.12 and 2.13. (Items 2.12 and 2.13 are presented on page 33, complete with scoring criteria.)
- Assess where you are right now.
- Score these items on the Action Plan Form (see page 34).
- Use the Action Plan Form to record any actions that need to be taken to improve your score for these items.
- Assign personnel to each task.
- Create a timeline for completion of each task.

Slide #25
[TFI Tier II Action Plan Template]

Trainer Notes:

- This is part of the TFI action planning worksheet developed for Tier II of the TFI.
- School teams can choose one or two areas that need improvement and develop a detailed action plan that includes action steps, who will be responsible for each, and a timeline for completion. This action plan can be reviewed and updated.
- The full worksheet is included in this guide.

☺ **EXAMPLES**

Action Planning

The following pages (pgs. 33 – 34) contain the scoring criteria for items 2.12 and 2.13 and the Action Plan Template presented on this slide. You can also access these handouts by printing them from the TFI at https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf. (You will be able to download items 2.12 and 2.13 on page 16 of the TFI and an Action Planning Form can be found on pages 25 – 26.)

Feature	Possible Data Sources	Scoring Criteria
2.12 **Fidelity Data:** Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 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
2.13 **Annual Evaluation:** At least annually, Tier 2 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 evaluations are shared with staff and district leadership.	• Staff and student surveys • Tier 2 handbook • Fidelity tools • School policy • Student outcomes • District reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier 2 process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tiered Fidelity Inventory – Tier II – Score and Action Plan

Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Item 2.12 Fidelity Data A score of 2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions				
Item 2.13 Annual Evaluation A score of 2 = • Evaluation conducted at least annually, • and outcomes shared with staff and district leadership, • clear alterations in process proposed based on evaluation				

Slide #26
[What is the Self-Assessment Survey (SAS)?]

Trainer Notes:

- The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school.
- Although it doesn't specifically assess Tier II interventions, the last section of the SAS contains questions about **support beyond Tier I**.
- Also, the SAS contains a section on **classroom implementation**, which is important when implementing Tier II. If classroom practices are not in place, teachers will not be able to provide proper support to students receiving Tier II interventions (as well as maintain and generalize new skills).

Slide #27
[What Does the SAS Assess?]

Trainer Notes:

- This is staff perception of school-wide discipline systems. It assesses school-wide, classroom, non-classroom and individual student systems. The SAS also identifies the staff priorities for action planning (what areas do staff indicate are not fully in place – prioritized).
- This is an annual assessment. It is recommended that it is completed by at least 80% of staff.

More About the SAS

- When?
  - Once a year (spring is recommended)
  - Schedule time at a staff meeting, or allow staff a small window of time
- How?
  - Staff complete the SAS independently (electronic link from PBIS Apps):
    - Allow 20-30 minutes
    - Staff answer only the questions that are applicable to their own experience
    - Staff assess the status of each item (in place, partially in place, not in place)
    - Staff assess priority for each item (high, medium, low)

Slide #28
**[More About the SAS]**

Trainer Notes:

- Because survey results are used for decision making and developing an annual action plan for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.

- Staff should complete the assessment independently, through a link provided through PBISApps.org. It is recommended that at least 80% of staff participate, so scheduling it during a staff meeting, or giving a small window of time to complete it (e.g., one week) are good options (and possibly even providing a reinforcer for completing it!).

  - The school or district may have a staff member that is a PBIS Assessment Coordinator who can open the SAS and provide a link for staff. If the school does not have a PBIS Assessment Coordinator, contact the A-State PBIS Resource Center at cce@astate.edu.

- Staff should answer questions based on their own experience. Therefore, if the person is not a classroom teacher, they should skip the classroom section.

- Each item is assessed on how the person perceives it to be implemented: in place, partially in place, or not in place.

- Each item is also assessed on how the person prioritizes the <u>improved implementation</u> of that item: high priority, medium priority, or low priority.

Slide #29
[SAS Example]

Trainer Notes:

• This slide shows the Classroom Systems section of the SAS (this is just one of the sections). Note the checklists on each side; current status on the left and priority for improvement on the right. This is where staff will note their choices for each item.

• When you advance the slide, there is an enlarged view of the header, and then advance again to see some of the questions enlarged.

• The full assessment can be found here: https://www.pbisapps.org/Resources/SWIS%20Publications/Self-Assessment%20Survey.rtf
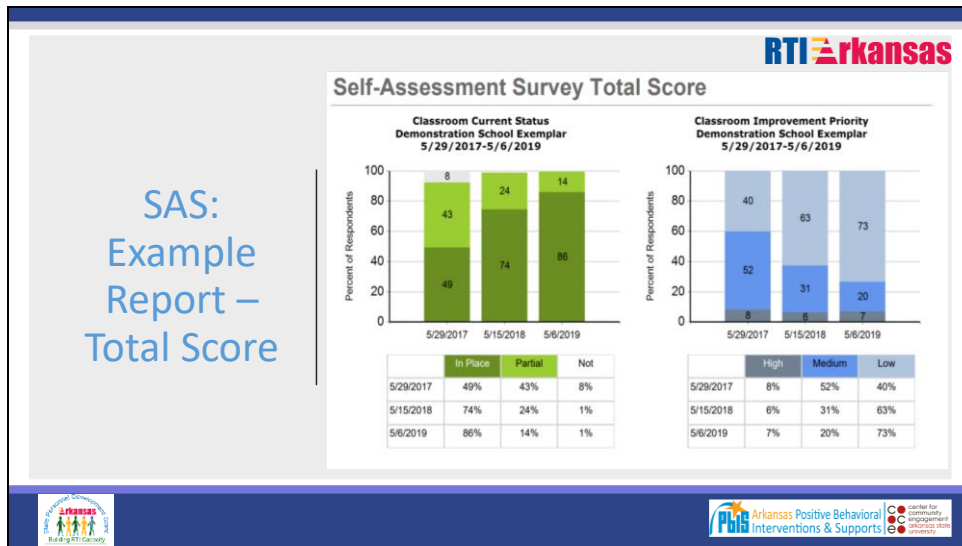
Slide #30

[SAS: Example Report – Total Score]

Trainer Notes:

- This is what a Total Score report looks like when generated from PBIS Apps.
- Teams can use this information to see how things have changed over the years. This example shows just the Classroom section of the report.

Slide #31
[SAS: Subscales Report]

Trainer Notes:

- The Subscales Report breaks PBIS implementation into seven categories, then gives an overall implementation average.
- This report shows schools where their Tier I system may need improvement.
- This is important to Tier II because fidelity of Tier I is an important indicator of readiness for Tier II.
- It's important to look at both the TFI and the SAS for different perspectives. Looking at the example on this slide, the staff view Tier I implementation is 44%. If the TFI score shows overall implementation is higher than what the SAS score reflects, this could indicate that the team views strength in implementation but the staff view otherwise.

Slide #32

[SAS Example Report: Items]

Trainer Notes:

- This is what the Items report looks like when generated by PBIS Apps.
- Teams can use this information to pick an item or two in need of improvement and build action plans for the next year.

Slide #33

[Action Planning With the SAS]

Trainer Notes:

- Once you have assessment data, use those data to develop plans for improvement.
- Identify an area or two with scores lower than desired on the assessment.
- Identify individual items that you want to address in those areas.
- Develop action steps to address the items, along with a timeline and the individuals responsible for each step.

Slide #34

[SAS Summary]

Trainer Notes:

- This is part of the SAS which summarizes the results.
- School teams can choose one or two areas that need improvement and develop a detailed action plan that includes action steps, who will be responsible for each, and a timeline for completion. This action plan can be reviewed and updated.

⭐ **ACTIVITY (Optional)**

Action Planning with the SAS

This activity is for schools who have completed the SAS in the last year. Retrieve your SAS report and do the activities below:

- Review the SAS reports (School-wide, Non-classroom, Classroom, and Individual Student).
- Use the SAS Summary form (on page 44 or on page 8 of the SAS tool) to list areas of strength and areas that need improvement. (Follow the steps in the leftmost column of the form for each section of the SAS.)
- Develop action plans to improve 1 or 2 items in the areas of your choosing. Be sure to include personnel responsible for tasks and a timeline for completion of tasks.

SAS Summary

School: _____   Date: _____

Use the SAS Tally page and the SAS Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use *SAS Summary Graph* to rate overall perspective of PBIS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using *SAS Tally Pages*, list three major strengths	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the SAS Tally pages, list three major areas in need of development. 4. For each system, circle one priority area for focusing development activities	a b. c.	a. b c	a. b. c.	Targeted group or Individual interventions a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).				

7. Use the PBIS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.

Do it With Fidelity!

Tiered Fidelity Inventory (TFI)

- Section 2.12: Fidelity Data
- Section 2.13: Annual Evaluation

Slide #35

[Do it With Fidelity!]

2.12 Fidelity Data

Feature	Possible Data Sources	Scoring Criteria
Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	• Tier II coordinator training • District technical assistance • 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 are collected by Tier II team for all Tier II interventions.

Main Idea: Fidelity assessments should always be included as part of implementation practice.

Slide #36

[2.12 Fidelity Data]

2.13 Annual Evaluation

Feature	Possible Data Sources	Scoring Criteria
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.	• Staff and student surveys • Tier II handbook • Fidelity tools • School policy • Student outcomes • District reports **Main Idea:** Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.	0 = No data-based evaluation takes place. 1 = Evaluation is conducted, but outcomes are not used to shape the Tier II process. 2 = Evaluation is conducted at least annually, outcomes are shared with staff and district leadership, and clear alterations in process are proposed based upon evaluation.

Slide #37

[2.13 Annual Evaluation]

Conclusion

Slides 38 - 41

- Summary
- Resources
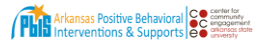
Slide #38

[Summary and Resources]

Slide #39
[Summary]

Tier II Assessment Resources

PBIS Applications (www.pbisapps.org):
- PBIS Assessments
- Video tutorials

Slide #40

[Tier II Assessment Resources]

Slide #41

[Thank you]

Discussion Questions:

The following questions will help schools start planning for evaluation of PBIS Tier II. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. How often will you complete a fidelity assessment of PBIS implementation? Will you use the TFI? Who will complete the Tier II portion?

2. How often will you assess staff perception of PBIS implementation using the Self-Assessment Survey (SAS)?

3. When and how will you provide updates for staff on the results of PBIS evaluations? What other stakeholders need to receive updates? How will they be provided?

Homework:

- Plan a date and time for completing the TFI. Coordinate with the A-State PBIS Resource Center, if needed.
- Plan a window of time (e.g., a week) for staff to complete the SAS. It's important to get feedback from a large percentage of staff, so make it convenient for them. Coordinate with A-State if you do not yet have a coordinator for PBIS Applications.
- Once you have completed the assessments and have data, use the Action Plan forms to address a few key items. Make sure your plan is complete with timeline, specific goals, and personnel assigned to tasks. Again A-State can support you through learning this process!

Resources:

The following resources will give attendees more information on collecting and using data.

- [Arkansas State University CCE PBIS Resource Center](#)
- [PBIS Applications](#) – PBIS Assessments

Next Module:

The suggested next module is Module 10: Professional Learning for PBIS Tier II.