

**Indicators of Tier II Targeted Schoolwide Positive Behavioral Interventions
and Supports Implementation with Fidelity**

Muscott (2011)

Role	Indicators of Tier II SWPBIS Implementation with Fidelity
<p>Administrator</p> <p><i>The building administrator actively supports the Targeted Tier II SWPBIS program</i></p>	<ol style="list-style-type: none"> 1. <i>Organizes school schedule to allow for Targeted Tier II team to meet regularly.</i> 2. <i>Makes time at faculty and/or other school meetings to share data, discuss implementation, and refine program.</i> 3. <i>Participates in Targeted Tier II meetings.</i> 4. <i>Supports team in developing, implementing and monitoring Tier II interventions and supports.</i> 5. <i>Organizes school schedule to allow for targeted interventions to be implemented.</i> 6. <i>Organizes school resources for SWPBIS including screening materials, etc.</i> 7. <i>Supports professional development activities for coach, teams, and faculty.</i> 8. <i>Supports on-going assessment of whether Targeted Tier II of SWPBIS is being implemented as designed.</i> 9. <i>Makes PBIS visible by regularly communicating with and engaging families and central office in the program.</i>
<p>Targeted Behavior Support Team</p> <p><i>There is a Tier II Targeted Problem Solving Team in place which is responsible for overseeing the Tier II SWPBIS program</i></p>	<ol style="list-style-type: none"> 1. <i>Targeted Tier II behavior support team meets at least monthly.</i> 2. <i>Targeted Tier II behavior support team is knowledgeable and skilled in addressing the needs of students at risk of school failure due to mild to moderate behavior problems.</i> 3. <i>Targeted Tier II behavior support team is well organized (e.g., regular meeting schedule, effective operating procedures, effective systems for communicating with staff, families, students etc.).</i> 4. <i>There is at least one trained and skilled person on the Targeted Tier II behavior support team who serves as behavior coach and takes a lead role in supporting the work of the team.</i> 5. <i>There is a formal process for teachers to request behavior support from the Targeted Tier II behavior support team which is consistently followed (e.g., targeted team flowchart, written procedures, referral form, etc).</i> 6. <i>There is a formal process for systematically screening the entire student body, at least once a year, to identify students who might benefit from additional behavior support which is consistently followed (e.g., results summarized by team, process for team-based determination of behavior supports, etc.).</i> 7. <i>There are pre-determined behavioral benchmarks within certain timeframes to identify students who are in need of additional behavioral supports (e.g., more than a certain number of office discipline referrals or absences by October 31st, etc.).</i> 8. <i>There are at least two effective early behavioral interventions and supports that are used consistently to improve the behavior of students referred to the Targeted Tier 2 behavior support team (e.g., behavioral contracting, Check In, Check-Out type program, group interventions, function-based behavior plans, etc.).</i> 9. <i>There are written decision rules that are consistently used to monitor, modify, or discontinue student involvement in our initial targeted Tier 2 behavior support strategies.</i> 10. <i>Quantifiable data on the progress of students receiving Targeted Tier 2 behavior supports (e.g., behavioral contracting, Check In, Check Out-type programs, group interventions, behavior plans, etc.) are collected daily and monitored for instructional decision-making purposes at least monthly by the Targeted Tier II behavior support team.</i> 11. <i>The Targeted Tier II behavior support team formally assesses, at least annually,</i>

whether Universal Tier 1 of SWPBIS is being implemented as designed (e.g., completion of action planning checklists, other fidelity measures, etc).

12. The Targeted Tier II behavior team informs families about relevant features of the Targeted Tier II SWPBIS program at least annually.