

## Designing Coaching Support

The coaching plan is used to guide coaching actions for supporting teams to implement meeting foundations and problem solving with fidelity, in the absence of coaching. Choose 1-3 things to focus on as the team builds fluency in using data for problem solving and decision making. Consider implementing fewer things that will have expected outcomes for students.

### Coaching Actions

#### **Prompting:**

Defined: Bringing new skills under stimulus control of natural context/activity

Examples: E-mail prompts to facilitator, minute taker, data analyst one week before meeting

#### **Providing Performance Feedback:**

Defined: Providing feedback on accuracy of new skill

Examples:

Solicit information using open ended questions: What did you think?; What did I miss?; Acknowledge Strengths & Successes regarding Meeting Foundations, Problem solving, & organizational-housekeeping items

#### **Facilitating Skill Fluency:**

Defined: Providing repeated opportunities to use new skills (preferably right after training)

Examples: Review data summaries with data analyst; help Minute taker get minutes ready & cleaned up

#### **Guiding Adaptation Considerations:**

Defined: Suggesting modifications to the trained skill to better fit culture and context

Examples: Team norms, selection of interventions, behavioral expectations

### Levels of Coaching Support

Each level of support is appropriate at each of the meeting phases (before/during/after meeting)

- **Full**-participating and modeling during the meeting
- **Partial**-prompting team members to do things to build fluency, during the meeting, while sitting outside the team
- **Passive**- observing the meeting & giving feedback within 24 hours of the meeting (either in person or remotely)
- **Remote**- provide feedback and prompts after meeting & before the next meeting through review of meeting minutes &/or self-assessment data before
  - Email
  - Phone call
  - Make comments and track changes on meeting minutes

## TIPS Coaches Fidelity Checklist

School: \_\_\_\_\_ Team: \_\_\_\_\_ Coach: \_\_\_\_\_

Meeting Dates: \_\_\_\_\_

Meeting time: \_\_\_\_\_ Meeting location: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Minute Taker: \_\_\_\_\_ Data Analyst: \_\_\_\_\_

Regular Team Members:

**Annually:** Prompt team to complete the TIPS Fidelity of Implementation Checklist 2-3 times/year

Date of meeting			
<b>Before the Meeting</b>			
1. Asked <u>facilitator</u> if s/he is prepared to assume facilitator responsibilities.			
2. Provided technical assistance to <u>facilitator</u> to prepare for the meeting, as needed.			
3. Reviewed previous meeting minutes and reminded <u>facilitator</u> to review previous meeting minutes, with team, at start of the meeting.			
4. Asked <u>data analyst</u> if s/he is prepared to assume data analyst responsibilities.			
5. Reminded/assisted <u>data analyst</u> to prepare (SWIS) data summary for the meeting to review progress of existing problem(s) and any other potential problems that are noticed.			
6. Provided technical assistance to <u>data analyst</u> to prepare data summary, as needed.			
7. Reminded <u>minute taker</u> to prepare meeting minute form.			
8. Asked <u>minute taker</u> if s/he is prepared to assume minute taker responsibilities.			
9. Reminded <u>minute taker</u> to review previous meeting minutes from laptop/projector with team at start of meeting.			
10. Provided technical assistance to <u>minute taker</u> to prepare meeting minute form, as needed.			
<b>During the Meeting</b>			
11. Attended the meeting until team becomes fluent with TIPS as a system. Using the TIPS-FC as an assessment/ feedback guide.			
12. Provided the least amount of feedback and guidance required to ensure that team uses the TIPS model and doesn't get "off track"; refer team to Problem-Solving "Mantra" if necessary.			
<b>After the Meeting</b>			
13. Provided assistance to <u>minute taker</u> to clean up and clarify meeting minutes, as needed.			
14. Requested electronic copy of completed Meeting Minutes and Problem-Solving Action Plan form.			
15. Provided feedback to <u>facilitator</u> on quality of meeting; provided suggestions and technical assistance for improvement as needed.			

## Coaching Planning Tool

The coaching planning tool is used to guide coaching actions for supporting teams to implement meeting foundations and problem solving with fidelity, in the absence of coaching.

Team: \_\_\_\_\_ Point Person \_\_\_\_\_ Date of current meeting: \_\_\_\_\_ Date of next meeting: \_\_\_\_\_

### Data Sources (circle sources used)

#### Direct Observation, Review of Self-Assessment Data, Review of Meeting Minutes

Meeting Minute Location

<b>Coaching Actions Defined</b>	<b>My Coaching Actions BEFORE/AFTER NEXT meeting In Person or Remotely</b>	<b>My Coaching Actions DURING NEXT meeting Full, Partial, Passive</b>	<b>Notes: Skills/knowledge needed for implementation fidelity</b>
<b>General Notes &amp; Feedback</b> <i>Meeting Foundations</i> <i>Student Problem Solving</i> <i>Organizational Housekeeping</i>			
<b>Prompting</b> <i>What additional prompts are needed to increase the likelihood of skills being used?</i> <i>What is context where skill should occur?</i>			
<b>Providing Performance Feedback</b> <i>Place feedback in the context of the larger goal</i> <i>Provide sufficient feedback to get success</i>			
<b>Facilitating Skill Fluency</b> <i>What are fluency variables to make skill functional and applicable?</i> <i>What activities, practice and adaptations are needed?</i> <i>What level of support is needed during the meeting?</i>			
<b>Guiding Adaptation Considerations</b> <i>Help adapt to cultural variables</i> <i>Help adapt to organizational variables</i> <i>Help to adapt to other teams</i>			

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members & Attendance (Place "X" to left of name if present)						

Today's Agenda Items:	Agenda Items for Next Meeting
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	
5. _____	
6. _____	

**Systems Overview**

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate

**Problem Solving Process**

<b>Date of Initial Meeting:</b>				<b>Date(s) of Review Meetings</b>		
<b>Brief Problem Description</b> (e.g., student name, group identifier, brief item description):						
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>	IMPLEMENTATION SOLUTIONS	Did it work? <i>(Review current levels and compare to goal)</i>	
			<i>What fidelity data will we collect?</i> <i>What? When? Who?</i>		<b>Fidelity Data:</b>  <b>Level of Implementation</b> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	<b>Outcome Data (Current Levels):</b>  <b>Comparison to Goal</b> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes:
<i>Current Levels:</i>			<i>What outcome data will we collect?</i> <i>What? When? Who?</i>		<b>Next Steps</b> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:	

Notes:

Date of Initial Meeting: Brief Problem Description (e.g., student name, group identifier, brief item description)				Date(s) of Review Meetings		
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution → Actions <i>By Who? By When?</i>	Identify Fidelity → and Outcome Data <i>What? When? Who?</i>	IMPLEMENTATIONS	Did it work? <i>(Review current levels and compare to goal)</i> ↓	
			What <b>fidelity</b> data will we collect? <i>What? When? Who?</i>		<b>Fidelity Data:</b>  <b>Level of Implementation</b> <input type="checkbox"/> Not started <input type="checkbox"/> Partial implementation <input type="checkbox"/> Implemented with fidelity <input type="checkbox"/> Stopped Notes:	<b>Outcome Data (Current Levels):</b>  <b>Comparison to Goal</b> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes:
			What <b>outcome</b> data will we collect? <i>What? When? Who?</i>			
<b>Current Levels:</b>						<b>Next Steps</b> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes:

Notes:

[Paste new problem table(s) as needed]

**Organizational/Housekeeping Task List**

Item	Discussion	Decisions and Tasks	Who?	By When?

**Evaluation of Team Meeting (Mark your ratings with an “X”)**

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of **tracking** whether we’re completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually **completing** the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the **desired effects** on student behavior?

	Our Rating		
	Yes	So-So	No



## Measuring System Implementation & Student Outcomes Tiered Problem Solving & Decision Making Guidelines for Social and Academic Behavior

*This document provides a general framework for team organization, problem solving, and decision-making for both academic and social behavior/performance across the three Tiers of Support.*

To enhance the effectiveness and efficiency of decision-making, teams need a *tool for getting organized for team problem solving and decision making*. Team organization follows a similar format for teams across the tiers. Team organization begins by defining a set of meeting foundations that provide clarity of purpose, predictability for team meetings, and the decisions that the team needs to make. Even though teams across the tiers of support have different purposes and goals, each team needs to be organized *and* needs to be clear regarding what decisions they are able to make, the decision making cycle, the data source(s) used, and goal/benchmark levels. Every plan put in place, no matter the tier, needs to have two parts to the evaluation plan: 1) a plan and schedule for monitoring and reporting implementation fidelity at both systems and student intervention levels, and 2) a plan for monitoring student progress toward goals/benchmarks. Measuring student outcomes comes after reviewing implementation fidelity data for both systems features and intervention implementation (for specific problems).

The systems fidelity measure referenced in this document is the Tiered Fidelity Inventory (TFI) (citation). To monitor implementation fidelity of specific solutions to specific problems, teams use a variety of strategies ranging from a show of hands, verbal check-ins, and short survey's (public and/or private). Student performance is measured through a variety of tools that collect and summarize student academic and social performance. Within each tier, teams determine the status of student outcome data in relationship to national data and/or desired targets. Teams use those data for further queries as they drill down to determine if there are potential problems/referrals.

### Tier I Systems of Support include:

- 3-5 positively stated expectations/ academic curriculum with implementation plan for
- defining & teaching expectations/lesson plans,
- instructional schedule with explicit goals & strategies for meeting goals,
- acknowledgement system for student success,
- corrective processes and procedures for academic and social errors, and
- a schedule for using data to monitor implementation fidelity and effects on student outcomes/ progress toward goals.

### The purpose of the Tier I team is to:

- coordinate implementation of Tier I systems and supports,
- monitor fidelity of implementation & overall status of progress towards goals/grade level benchmarks.
- identify & develop data based plans for new problems.
- communicate with other school teams

### Tier II Systems of Supports include:

- interventions that provide supplemental support (additional instruction, additional structure & predictability, and increased opportunity for feedback) that is systematic, consistent and always available for student access.
- A link to Tier I supports
- Student plans, data collection and data entry are consistent across students accessing Tier II support(s).

### The purpose of a Tier II team is to:

- coordinate, identify & select students in need of Tier II supports,
- monitor progress for students receiving Tier II supports and,
- monitor fidelity of Implementation of Tier II supports.

### Tier III Systems of Supports include:

- interventions that provide & monitor intensive individualized support,
- a Systems Coordination Team to monitor systems implementation fidelity and student referrals for support,
- Individual Student Support Teams

*The purpose of the Tier III Systems Coordination Team is to:*

- Coordinate implementation of Tier III systems and supports
- Establish and facilitate individual support teams as needed
- Monitor systems & interventions for fidelity of implementation
- Monitor overall status of student progress towards goals.

*The purpose of an Individual Student Support Team is:*

- Recruit team members
- Complete functional behavior assessment
- Develop the competing behavior pathway and support plan strategies
- Implement plan and measure interventions for fidelity of implementation
- Monitor overall status of student progress towards goals.
- Report student progress to Tier III Coordination Team

The decision making guidelines outlined, are organized with both academic and social performance in mind, as well as system implementation. At set of decision guidelines, decision-making cycle and goals/benchmarks are provided for each of the four teams described above.



### Tier I Coordination and Problem Solving Team Meeting Foundations

Tier I Team Purpose	Team Agreements
1. Develop and implement Tier I systems & interventions for academic and social success 2. Monitor fidelity of implementation of Tier I systems & supports 3. Monitor academic and social progress for all students 4. Screen, select, & refer students in need of Tier II & III supports	<b>Respect</b> <ul style="list-style-type: none"> <li>• Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side talk</li> <li>• During meeting, avoid side talk, stay focused</li> <li>• Start and end meeting on time</li> </ul> <b>Relevance</b> <ul style="list-style-type: none"> <li>• Question fidelity of implementation</li> <li>• Make data based decisions based on precision statements (what, where, when, who, why &amp; how often)</li> </ul> <b>Reality</b> <ul style="list-style-type: none"> <li>• Think about feasibility, social acceptability, &amp; contextual fit</li> </ul>

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
<b>Primary</b>					
<b>Back Up</b>					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

	Question	Data Collection & Data Entry Schedule <i>What, Who &amp; When</i>	Report Generation <i>What, Who &amp; When</i>
<b>Fidelity of Implementation</b>	Are systems of support in place and being implemented as planned?		
<b>Student Outcomes</b>	How many months are problem levels at or below the national median or expected for each grade?		
	Is there a gradual increase or decrease in problem levels across a 4-month period of time?		
	Are there peaks in problem levels or dips in academic data that are 15-20% higher/lower?		
	Are Tier I interventions working for 80-85% of students? What percentage of students are receiving Tier II and Tier III supports?		
	Do any students need Tier II or Tier III supports?		

<b>Tier I / Primary Level of Support</b>			
<b>Social and Academic Performance &amp; System Evaluation and Student Outcome Guidelines</b>			
<i>Used for monitoring system implementation &amp; effectiveness of school wide academic and social performance</i>			
Measure	Questions to Answer <i>per plan/goal</i>	Target (Goal)/Review Cycle	
		Behavior Monthly review cycle	Academic Quarterly/benchmark review
<b>Implementation Fidelity</b>	Are systems of support in place and being implemented as planned?	<i>Aim for 70% implementation fidelity (e.g., TFI-I review quarterly, staff reporting 80% implementation fidelity/ review monthly, students/families/ community members' input/ review annually)</i>	<i>Aim for 80% implementation fidelity on R-TFI/quarterly, and staff reporting 80% implementation fidelity/review monthly</i>
<b>Current Problem Levels</b>	How many months are problem levels at or below the national median or expected for each grade?	<i>Aim for 8 of 10 months to be at or below the national median across a school year/review monthly</i>	<i>Aim for 8 of 10 months to be at or above the expected level for each grade level/review monthly</i>
<b>Trends</b>	Is there a gradual increase or decrease in problem levels across a 4-month period of time?	<i>Aim for consistent and/or decrease in problem levels across time and grade levels/ review monthly</i>	<i>Aim for consistent increase in growth toward benchmark/ review monthly</i>
	Are there peaks in problem levels or dips in academic data that are 15-20% higher/lower?	<i>Aim for consistent and/or decrease in problem levels across time and grade levels/review monthly</i>	<i>Aim for all grade levels being within the benchmark range across time/ review monthly</i>
<b>Student Proportions</b>	Are Tier I interventions working for 80-85% of students? What percentage of students are receiving Tier II and Tier III supports?	<i>Aim for 85% of students having no more than one major ODR across time and grade levels/review monthly</i>	<i>Aim for 80% emerging/on grade level, 15% strategic, and 5% intensive/ review monthly</i>
<b>Groups and Individual Students</b>	Do any students need Tier II or Tier III supports?	<i>Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III supports/review monthly</i>	<i>Aim for no more than 15% students requiring Tier II supports and no more than 5% of student requiring Tier III support/review monthly</i>
<i>Use information to create A Big Picture-Overall Status Statement (Primary Statement) regarding Behavior and Academic performance in relationship to national data and to trigger further queries of data.</i>			

<b>Tier I New Problem</b>	<b>Tier I Progress Monitoring Guidelines</b>
<ul style="list-style-type: none"> <li>• Check levels of implementation fidelity</li> <li>• Look for increase/spike in errors/problem behaviors</li> <li>• Review of skills &amp; expectations after extended absences</li> <li>• Use previous year's data trends for prevention planning</li> </ul>	<p><u>Fidelity of Implementation</u></p> <ul style="list-style-type: none"> <li>• TFI-Tier I to measure the systems procedures &amp; processes</li> <li>• Fidelity checklist for participating staff</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>• If less than 85% of students are succeeding review implementation fidelity before adjusting the plan</li> <li>• Make sure the problem is defined with precision and solutions with contextual fit</li> <li>• Consider Tier II or III supports for students with 2+ referrals</li> </ul>

## Tier II Coordination and Problem Solving Team Meeting Foundations

Tier II Team Purpose	Team Agreements
<ul style="list-style-type: none"> <li>• Identify &amp; select students in need of Tier II supports</li> <li>• Monitor progress for students receiving Tier II supports</li> <li>• Monitor fidelity of Implementation of Tier II supports</li> </ul>	<ul style="list-style-type: none"> <li>• Inform facilitator of absence/tardy before meeting</li> <li>• Avoid side talk</li> <li>• Stay focused &amp; active</li> <li>• Start and end on time</li> </ul>

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
<b>Primary</b>					
<b>Back Up</b>					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

Question	Data Collection & Data Entry Schedule <i>What, Who &amp; When</i>	Report Generation <i>What, Who &amp; When</i>
<b>Fidelity of Implementation</b>		
<b>Student Outcomes</b>		

<b>Tier II (Secondary Level):</b>		
<b>Social and Academic Performance &amp; System Evaluation and Student Outcome Guidelines</b>		
<i>Used for monitoring system implementation and effectiveness of Tier II academic and social supports</i>		
<b>Questions to Answer per plan/goal</b>		<b>Target (Goal)/ Monthly Review Cycle</b>
<b>Implementati on Fidelity</b>	Are systems of support in place and being implemented as planned?	<i>Aim for 70% systems implementation fidelity on TFI-II, quarterly &amp; staff reporting 80% implementation fidelity, monthly</i>
<b>Current Level of student proportion</b>	How many students are receiving Tier II supports?	<i>Aim for no more than 15% of student population (at one time) requiring Tier II supports, monthly</i>
<b>Trends in student proportion</b>	What proportion of our students is receiving Tier II supports?	<i>Aim for no more than 15% of student population (at one time) requiring Tier II supports, monthly</i>
<b>Trends in overall student progress</b>	What are the trends of overall progress across students with Tier II supports?	<i>At least 70% of students receiving Tier III supports are starting or progressing, monthly</i>
	What proportion of students receiving Tier II support for 6 weeks are progressing and have met goals?	<i>Aim for 80% of students receiving Tier II support for at least 6 week to be progressing, monthly</i>
<b>Trends in individual student data</b>	Do any students need to be referred for Tier III supports?	<i>Aim for no more than 5% of student population (at one time) requiring Tier III supports, monthly</i>
<i>Use information to create an Overall Status Statement regarding fidelity of implementation and student progress toward goals &amp; to trigger further queries of the data.</i>		

<b>Tier II New Problem/ New Referral Triggers</b>	<b>Tier II Progress Monitoring Guidelines</b>
<ul style="list-style-type: none"> <li>• Student was receiving Tier II support in prior placement</li> <li>• Students who enroll in school after the first 3 weeks of the school year participate in CICO for the first 2-5 days of attendance as an orientation to school expectations, procedures and locations</li> <li>• Student receives 2 or more office discipline referrals</li> <li>• Student has more than 5 absences in a 30-day period</li> <li>• There is significant concern regarding mental health issues, anti-social behavior, or serious concerns about family support</li> <li>• Student has a 504 plan</li> <li>• Student, teacher and/or family request</li> <li>• Student is not in crisis</li> <li>• Instructional staff are trained to implement Tier II interventions (fidelity of implementation)</li> </ul>	<p><u>Fidelity of Implementation Measures</u></p> <ul style="list-style-type: none"> <li>• Tiered Fidelity Inventory for Tier II (TFI-Tier II) to measure the systems procedures and processes</li> <li>• Fidelity Checklist for participating staff</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>• As defined by student support plan/IEP</li> <li>• After documenting fidelity of implementation                             <ul style="list-style-type: none"> <li><u>Retain</u> intervention for at least 6 weeks of success or upward trend toward goal</li> <li><u>Modify</u> intervention with more intensive supports if after two weeks of implementation, there is no improvement                                     <ul style="list-style-type: none"> <li>• add to basic CICO, or</li> <li>• move to Tier III supports &amp; create a student support team</li> </ul> </li> <li><u>Fade</u> supports to a self management system when student has been successful 4 days a week (80% of time) for at least 6 weeks</li> <li><u>Graduate</u> off Tier II intervention with self management success for 4-6 weeks</li> </ul> </li> </ul>

### Tier III Coordination Team Meeting Foundations

Tier III Team Purpose	Team Agreements
<ul style="list-style-type: none"> <li>• Coordinate implementation of Tier III systems and supports</li> <li>• Establish and facilitate individual support teams as needed</li> <li>• Monitor systems &amp; interventions for fidelity of implementation</li> <li>• Monitor overall status of student progress towards goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform facilitator of absence/tardy before meeting</li> <li>• Avoid side talk</li> <li>• Stay focused &amp; active</li> <li>• Start and end on time</li> </ul>

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
<b>Primary</b>					
<b>Back Up</b>					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

Question	Data Collection & Data Entry Schedule <i>What, Who &amp; When</i>	Report Generation <i>What, Who &amp; When</i>
<b>Fidelity of Implementation</b>		
<b>Student Outcomes</b>		

<b>Tier III System Evaluation Guidelines</b>		
<i>Used for monitoring system implementation and effectiveness of individual student support plans</i>		
<b>Questions to Answer</b>		<b>Target (Goal)/ Bi-Weekly Review Cycle</b>
<b>Implementation Fidelity</b>	What percentage of system features is in place?	<i>Aim for 70% on TFI-Tier III or equivalent measure, quarterly &amp; staff reporting 80% implementation fidelity, weekly</i>
<b>Current Level of student proportions</b>	What proportion of our students is receiving Tier III supports?	<i>Aim for no more than 5% of student population (at one time) requiring Tier III supports, monthly</i>
<b>Trends in student proportions</b>	What are the trends of overall progress across students with Tier III supports?	<i>At least 70% of students receiving Tier III supports are starting or progressing, monthly</i>
<b>Trends in overall progress</b>	What percentage of students receiving Tier III support for 6 weeks are progressing and have met goals?	<i>Aim for 80% of students receiving Tier III support for at least 6 week to be progressing, bi-weekly</i>
<i>Use information to create A Big Picture- Overall Status Statement (Primary Statement) regarding Tier III systems &amp; to trigger further queries of the data.</i>		

<b>Tier III New Problem/ New Referral Triggers</b>	<b>Tier III Progress Monitoring Guidelines</b>
<ul style="list-style-type: none"> <li>• Progress is below the expected rate after 2-6 weeks of receiving Tier II supports</li> <li>• Student receives 6 office discipline referrals</li> <li>• Student has more than 5 absences in a 30-day period</li> <li>• There is significant concern regarding mental health issues, anti-social behavior, or serious concerns about family support</li> <li>• Student’s behavior poses a potential risk to self or others.</li> <li>• Student has an IEP</li> <li>• Teacher and/or family request</li> </ul>	<p><u>Fidelity of Implementation</u></p> <ul style="list-style-type: none"> <li>• Tiered Fidelity Inventory for Tier III (TFI-Tier III) to measure the systems procedures and processes</li> <li>• Fidelity Checklist for staff participating in Tier III intervention implementation as defined by student support plan</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>• Use goals defined in student support plan</li> <li>• <i>After documenting fidelity of implementation</i>  <u>Retain</u> intervention for at least 6 weeks of success or upward trend toward goal  <u>Modify</u> intervention if after two weeks of implementation, there is no improvement  <u>Fade</u> supports to an individualized self management system or Tier II Check In Check Out system when student has been successful 4 days a week (80% of time) for at least 6 weeks</li> </ul>

### Tier III Individual Student Support Team Meeting Foundations

Tier III Individual Student Support Team Purpose	Team Agreements
<ul style="list-style-type: none"> <li>• Recruit team members</li> <li>• Complete functional behavior assessment</li> <li>• Develop the competing behavior pathway and support plan strategies</li> <li>• Implement plan and measure interventions for fidelity of implementation</li> <li>• Monitor overall status of student progress towards goals.</li> <li>• Report student progress to Tier III Coordination Team</li> </ul>	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side talk</li> <li>• During meeting, avoid side talk, stay focused</li> <li>• Start and end meeting on time</li> </ul> <p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>• Question fidelity of implementation</li> <li>• Make data based decisions based on precision statements (what, where, when, who, why &amp; how often)</li> </ul> <p><b>Reality</b></p> <ul style="list-style-type: none"> <li>• Think about feasibility, social acceptability, &amp; contextual fit</li> </ul>

**Student Information    Name    Grade    IEP?    504?**

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
<b>Primary</b>					
<b>Back Up</b>					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

Question	Data Collection & Data Entry Schedule <i>What, Who &amp; When</i>	Report Generation <i>What, Who &amp; When</i>
<b>Fidelity of Implementation</b>		

<b>Student Outcomes</b>		
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<b>Tier III Individual Student Support Evaluation Guidelines</b> <i>Used for monitoring individual student progress toward goals</i>		
<b>Questions to Answer per plan/goal</b>		<b>Target (Goal)/ Weekly Review Cycle</b>
<b>Implementation Fidelity</b>	Was the plan implemented as planned?	<i>Aim for 80% implementation fidelity, weekly</i>
<b>Current Level of student problem</b>	What is the current status of problem in relationship to previous review and goal?	<i>Aim for making progress toward goal, weekly</i>
<b>Trends in frequency</b>	What are the trends of overall progress toward goal(s)?	<i>Aim for increasing trend toward goal, weekly</i>
<b>Peaks in frequency</b>	Are there peaks in problem behavior across time	<i>Aim for consistent and/or decrease in problem level across time (or increase in skill level), weekly</i>



Team Name : \_\_\_\_\_

Date: \_\_\_\_\_

Team Purpose	Team Agreements

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
Primary					
Back Up					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

Question	Data Collection & Data Entry Schedule <i>What, Who &amp; When</i>	Report Generation <i>What, Who &amp; When</i>
Fidelity of Implementation		
Student Outcomes		

**TIPS-Fidelity Checklist Enhanced (T-FCE)-Brief**

School \_\_\_\_\_

Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation If a team exceeds the criteria, they should score a “2” for the item. If they do not meet the criteria described as a “1” a score of 0 should be entered. TIPS has been implemented with fidelity when the team scores 90% Overall AND 90% on Problem Solving.

Meeting Foundations			Problem Solving		
Item	Criteria for Median Score of 1	Prompts & Score	Item	Criteria for Median Score of 1	Prompts & Score
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst. <input type="checkbox"/> Fac:P BU <input type="checkbox"/> MT:P BU <input type="checkbox"/> DA: P BU	1= Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.		10. Team uses TIPS Meeting Minutes form or equivalent*.	1= Team uses part of TIPS Meeting Minutes form or equivalent*.	
2. Meeting participants have the authority to develop and implement problem-solving solutions.	1= Meeting participants have the authority to develop but not implement problem solving solutions.		11. Status of all previous solutions was reviewed.	1= Status of some previous solutions was reviewed.	
3. Meeting started on time.	1 = Meeting stated less than 10 minutes late.		12. Quantitative data were available and reviewed.	1= Quantitative data were available but not reviewed.	
4. Meeting ended on time, or members agreed to extend meeting time.	1 = Meeting ended 10 minutes over scheduled time.		13. A least one problem was defined with precision <input type="checkbox"/> what <input type="checkbox"/> where <input type="checkbox"/> when <input type="checkbox"/> who <input type="checkbox"/> why	1= At least one problem is defined but lack one or more precision elements.	
5. Team members attend meetings promptly and regularly. <input type="checkbox"/> 75% of team members on time	1 = <u>Although</u> team members (with exception of administrator) attend meetings regularly, they are not always prompt and/or they leave early.		14. All documented active problems have documented solutions. <input type="checkbox"/> problem 1 <input type="checkbox"/> problem 2 <input type="checkbox"/> problem 3	1 = Some documented active problems (s) have documented solutions.	
6. Public agenda format was used to define topics and guide meeting discussion <u>and</u> was available for all participants to refer to during the meeting.	1= Public agenda format was not used to define topics and guide meeting discussion but agenda was available for participants to refer to during the meeting.		15. A full action plan is documented for at least one documented solution. <input type="checkbox"/> who will do it <input type="checkbox"/> by when	1= Partial action plan is documented for at least one documented solution.	
7. Previous meeting minutes were present and available during meeting.	1= Previous meeting minutes were present but not reviewed at start of the meeting.		16. Problems that have solutions defined have a goal defined. <input type="checkbox"/> what <input type="checkbox"/> by how much <input type="checkbox"/> by when	1= Some problems that have solutions defined have a goal defined.	
8. Next meeting was scheduled by the conclusion of the meeting.	1= Next meeting was referred to but not scheduled.		17. A fidelity of implementation measure is documented for each solution, along with a schedule for gathering those data. <input type="checkbox"/> doc <input type="checkbox"/> gathered <input type="checkbox"/> reported	1= Fidelity measure and schedule are defined and documented for some solutions.	
9. Meeting Minutes are distributed to all team members within 24 hours of the conclusion of the meeting. <input type="checkbox"/> received/have access to meeting minutes within 24 hrs of meeting	1= Meeting minutes are distributed to all team members but not within 24-36 hours of the meeting.		18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data. <input type="checkbox"/> doc <input type="checkbox"/> gathered <input type="checkbox"/> reported	1= Measure and regular schedule for student behavior /performance are documented for some solutions.	
<b>Meeting Foundations Total Score</b>			<b>Problem Solving Total Score</b>		
<b>Percentage (out of 18)</b>			<b>Percentage (out of 18)</b>		

