



Florida's Positive Behavioral Interventions & Support Project

Fidelity of Tiered Interventions

In November 2022, FLPBIS District Coordinators statewide met virtually to discuss the fidelity of intervention implementation across the continuum of support (Tier 1, Tier 2, Tier 3). As a result of a small group discussion with District Coordinators, concerns across the tiers were identified. The purpose of this document is to share (a) the key concern regarding the fidelity of intervention implementation for Tier 1, Tier 2, and Tier 3, and (b) provide corresponding resources that District Coordinators can use to provide supports to schools in addressing each concern.

Introduction

Implementation Fidelity is defined by the National Center on Intensive Intervention (NCII) as, “how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended.” In terms of Positive Behavioral Interventions and Supports (PBIS), implementation fidelity is the “measure of the extent to which school personnel are applying the core features of” PBIS (Algozzine, Barrett, et al., 2014). For more information on Fidelity Data, check out [Collecting Fidelity Data to Support and Sustain PBIS/MTSS in Schools](#) and [Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation](#) from the National Technical Assistance [Center on PBIS](#).

Accuracy of Implementation Fidelity Data. When using implementation evaluation data for decision-making, the first step is to ensure teams are completing the tools with accuracy. Some recommended strategies to promote accurate use of fidelity tools for Tier 2 and Tier 3 systems include:

- Review the purpose of the tools used for continuous improvement.
- Identify the Tier 2 and 3 system elements “in place” and provide support to areas indicated as, “needs improvement” and/or “not in place.” Site visits from external district support can provide objective feedback.
- Schools should be applauded for using the fidelity tool(s) as intended (i.e., rather than focused only on obtaining an overall score).
- Team-based support may be needed to complete tools. Network with others, share successes, and review [FLPBIS: MTSS Project](#) resources.

Tier 1 – Classroom Systems

Key Concern: *Need to increase new and/or out of field teachers' knowledge of classroom management.*

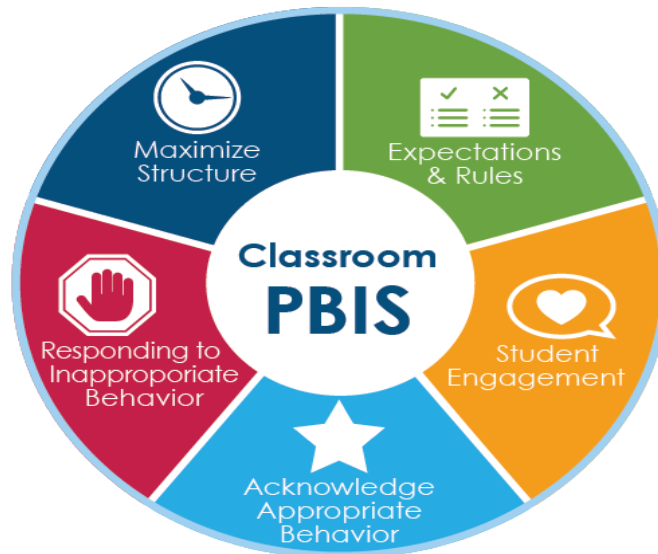


Figure 1: Five Essential PBIS Classroom Supports

Resources:

1. Tier 1 Classroom Level Supports: Five Essential PBIS Classroom Supports (see Figure 1)
 - a. [Tip Sheets](#)
 - b. [Online Learning Module](#)
2. Classroom Level Supports: Individual Classroom Teacher
 - a. [Classroom Assistance Tool Tip Sheets, Tools, and Forms](#)
 - b. [Classroom Problem-Solving: A Guide for Teachers](#)
3. New Teacher Supports: Coming Soon!!!!
4. [Center on PBIS Resources](#)
 - a. [Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data](#)
 - b. [Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators](#)
 - c. [Multi-Tiered System of Supports \(MTSS\) in the Classroom](#)

Tier 2

Key Concern: *Identifying ways to measure implementation fidelity of specific Tier 2 Interventions.*

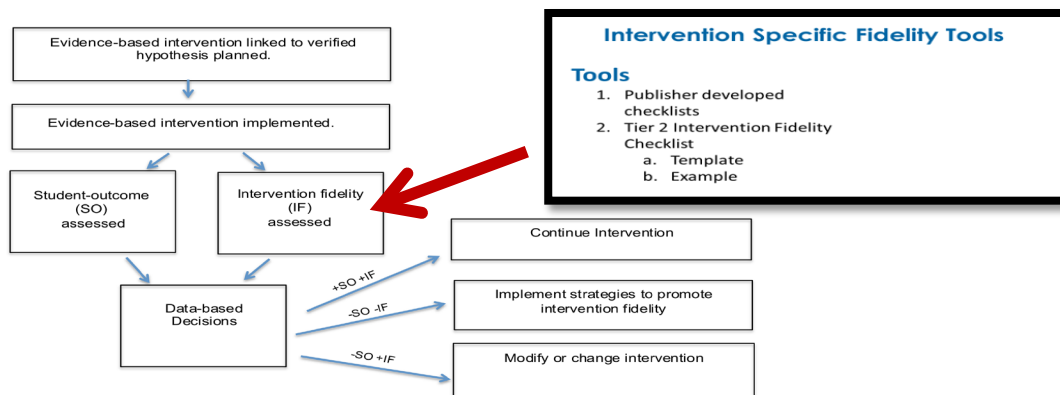


Figure 2: Systems Considerations for Tier 2 Interventions

Considerations:

Figure 2 above provides a description of the systems considerations for Tier 2 interventions.

1. First, determine if the program/curriculum has its own fidelity tool. Most evidence-based programs/curricula include one. If one exists, use the tool developed to measure the fidelity of implementation of the specific program/curriculum.
2. If the program/curriculum does not provide a tool to measure fidelity of implementation, then consider using this [sample template](https://www.livebinders.com/b/2289152?tabid=4c59f2df-2123-1c5a-1dc3-1c617a22e712). Identify the steps for the specific intervention, add to the template, and begin to measure the fidelity of implementation. <https://www.livebinders.com/b/2289152?tabid=4c59f2df-2123-1c5a-1dc3-1c617a22e712>

For example, Figure 3 below provides an example of using this template with the intervention steps of Check-In/Check-Out (CICO).

Tier 2 Intervention Fidelity Checklist

Teacher _____ Student: _____ Date: _____

Intervention	Was the intervention implemented as intended?	Fidelity Score Y = 1 N = 0 NA = Not Applicable
1.	Yes / No NA	
2.	Yes / No NA	
3.	Yes / No NA	
4.	Yes / No NA	
5.	Yes / No NA	
6.	Yes / No NA	
7.	Yes / No NA	
8.	Yes / No NA	
Implementation Score (Total Y's/Total Y's + N's)		

Figure 3: Tier 2 Intervention Fidelity Checklist

- Consider the fidelity of the dosage - how much of the intervention has the student received? Be cautious; dosage fidelity **only measures access to an intervention**, not the essential features implemented as intended. At least once during the intervention, consider measuring the fidelity implementation of the core features of the intervention as well (see #2 above). Figure 4 provides an example of an individual student's attendance sheet that tracks both the (a) dosage of intervention received and (b) percent of points earned on their daily progress report.

NOTE: If another format is used to capture the fidelity and results of the intervention, be sure to evaluate the accuracy at least every six weeks and attach to the front page of this form.

pg 1 of 2

Student Name: <i>Kyle H.</i>	Date	Intervention Participation				Summary / Notes	Program Monitoring Score	
		Monday	Tuesday	Wednesday	Thursday		Friday	Individual Score
Week 1	Nov 11-15, 2020	✓	✓	✓	✓	✓	45%	
Week 2	11/18/20	← Absent	←	←	←	←	68%	
Week 3	11/25/20	←	←	←	←	←	55%	
Week 4	12/2/20	✓	✓	✓	✓	✓	60%	
Week 5	12/9/20	✓	✓	✓	✓	✓	62%	
Week 6	12/16/20	✓	✓	Absent	✓	✓		
Review Date (if 9 weeks)	12/19/20	Intervention Results (attach graphs): weekly average improved, Avg = 58%						
Fidelity Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> On-schedule <input type="checkbox"/> Off-schedule <input type="checkbox"/> Poor <input checked="" type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative				Interventionist's Signature: <i>Mrs. Brown</i>			
Additional Notes & Next Steps: <i>Showing a little improvement. Holiday events may have impacted performance. Keep going.</i>								
Date	Monday	Tuesday	Wednesday	Thursday	Friday	Summary / Notes	Individual Score	Group Average
Week 7	1/6/21	✓	✓	✓	✓		65%	
Week 8	1/13/21	✓	✓	✓	✓	Absent	73	
Week 9	1/20/21	✓	✓	✓	✓		70	
Week 10	1/27/21	✓	✓	✓	✓		80	
Week 11	2/3/21	✓	✓	✓	✓		85	
Week 12	2/10/21	✓	✓	✓	✓		82	
Review Date (if 9 weeks)	2/11/21	Intervention Results (attach graphs): Improved in weekly average. Met goal three times!						
Fidelity Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> On-schedule <input type="checkbox"/> Off-schedule <input type="checkbox"/> Poor <input checked="" type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative				Interventionist's Signature: <i>Mrs. Brown</i>			
Additional Notes & Next Steps: <i>Kyle met his goal 3x the last 3 weeks. He has better self-confidence; asks for help more often. Continue for 4 more weeks & take weekly average.</i>								
*If intervention should continue beyond 12 weeks, attach additional copies of this page. If an alternate intervention is needed, a new documentation form should be completed.								

MTSS #3 Page 2 of 2

Figure 4: Example Individual Student Attendance Sheet Tracking Dosage and Daily Progress Report

Tier 3

Key Concern: *Having a resource tool to monitor fidelity of implementation of the Behavior Intervention Plan (BIP).*

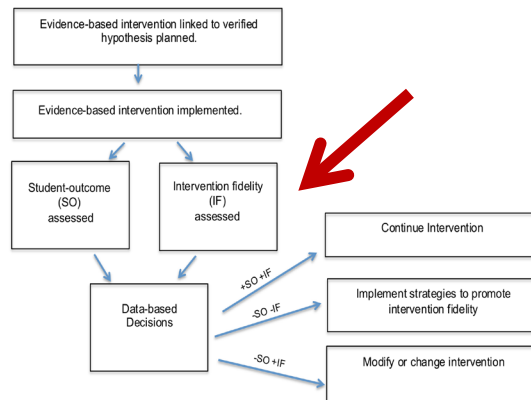


Figure 5: Systems Considerations for Tier 3 Interventions

As described in Figure 5, fidelity of implementation for individual Behavior Intervention Plans (BIPs) should include antecedent strategies (to **prevent**), replacement behaviors (that **teach** new skills), and consequences (that **reinforce** desired behaviors) and describe the acceptable and/or desired level of implementation. Fidelity tools should measure if educators implemented the strategies during the specified times or routines, utilized prevention strategies as described in the plan, provided necessary prompts and opportunities for using replacement skills, delivered reinforcement as outlined in the plan, and responded to problem behaviors as described.

Considerations:

1. First, consult your district's MTSS process/manual/guide to identify if a specific tool is suggested/recommended to measure the fidelity of implementation of Behavior Intervention Plans (BIP). If one exists, use your district's tool.
2. If the district does not provide a specific tool to measure fidelity of implementation of the BIP, then consider using this sample [template](#). This template measures adherence to each component of the plan and the quality of intervention delivery during the observation session. There is also an [Excel tool](#) available to graph the data collected.
3. For further coaching supports related to fidelity it may be beneficial to develop a detailed checklist that outlines each component of the plan (prevention, teaching, and reinforcement) that indicates if it (a) was observed, (b) not observed or (c) not applicable, and (d) it's impact on desired behavior. As depicted in Figure 6, a detailed

breakdown allows for team decision making on what components of the individual intervention plan are necessary for maintaining behavior change.

PTR-SEC Implementation Fidelity

Teacher Code: ___ Student Code: ___ Observation Date: ___ Observer: _____

Adherence Scoring:
 NA = Not applicable NO = Not observed 0 = Not completed/error 1 = Minimally completed 2 = Mostly completed
 3 = Full adherence

Student Responsiveness:
 0 = Negative response; 1 = No or neutral response; 2 = Some response-positive; 3 = Mostly positive response

Interventions	Adherence Score	Student Responsiveness
PREVENT		
Name of intervention strategy:		
1. Educator implemented the intervention during the time/routine specified in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
2. Educator implemented antecedent strategies as outlined in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
TEACH		
Name of intervention strategy:		
1. Educator implemented the intervention during the time/routine specified in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
2. The stimulus prompt was present in the environment/provided to the student when necessary.	0 1 2 3 NA NO	0 1 2 3 4
3. Educator provided the necessary prompt level, as outlined in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
4. Educator provided the student with specific opportunities to use replacement skill/behavior.	0 1 2 3 NA NO	0 1 2 3 4
REINFORCE		
Name of intervention strategy:		
1. Educator delivered the reinforcement during the time/routine specified in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
2. Educator provided the reinforcement as outlined in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
3. Educator responded to the problem behavior as outlined in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
Adherence and Responsiveness Fidelity Scores: Total Points Earned/Total Points Possible = %		

Quality Scoring:
 0 = Seldom (<25% of session) 1 = Sometimes (25-50%) 2 = Often (51%-75%) 3 = Always >75%
 Provide ratings across the following quality domains (how the educator delivers the interventions) based on the observation session as a whole

Figure 6: PTR-SEC Implementation Fidelity

Other Considerations: Tier 2 and Tier 3

1. Complete the [PBIS Implementation Checklist \(PIC\)](#) (Fall/Spring) or [Tiered Fidelity Inventory \(TFI\)](#) (Spring/Summer). The results of the PIC or TFI should **accurately** reflect the systems level of implementation of Tier 2 and Tier 3 in a school. If the school team has recently completed the PIC or TFI, review the most recent results. More information on these self-assessments can be found [here](#).
2. Once a tool is identified to measure intervention fidelity, the team identifies the following:
 - ✓ Frequency for collecting the data?
 - ✓ Who will collect the data?
 - ✓ Who will graph the data?
 - ✓ What happens with the data collected?
 - Who reviews the results (i.e., team)?
 - How frequent are data reviewed?
 - Determine the level of progress: positive, questionable, or poor?
 - Next steps?