

Fidelity Measures for the SHPG

Introduction and Purpose

The purpose of the Fidelity Measures for the SHPG is to evaluate the implementation of grants based on select features of school-wide positive behavioral interventions and supports (SWPBIS). It is a condensed version of the SWPBIS Tiered Fidelity Inventory¹, which assesses 45 features. Completing the Fidelity Measures allows for grantees to use “Turn the Curve Thinking” for data-driven quality improvement that can be used to improve implementation. This information can also be useful for the SHPG Work Plans.

The Fidelity Measures for the SHPG are divided into four sections that evaluate 2 to 5 features:

- All Tiers – 5 features
- Tier 1. Universal SWPBIS Features – 4 features
- Tier 2. Targeted SWPBIS Features – 2 features
- Tier 3. Intensive SWPBIS Features – 3 features

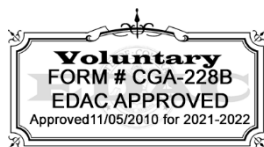
There is also a question about Screening Tools and a question about Student Concerns Addressed by the SHPG.

Who should complete the Fidelity Measures?

The Fidelity Measures for the SHPG should be completed with input from individuals involved in the grant. Working as a group that represents the SHPG, the Fidelity Measures can be completed by reviewing each feature to come to consensus on the Scoring Criteria for each feature.

What is the schedule and timeframe for completing this?

It is suggested that the group completes this before the mid-year and end-of year reports are due so that the results can be entered into the Results Report. Please complete the Fidelity Measures based on the first half of the school year for mid-year reporting and based on the entire school year for end-of-year reporting.



¹ Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

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All Tiers

Feature	Scoring Criteria (circle the score)
<p>1. <u>Team Composition</u> Team includes a systems coordinator, a school administrator, a family member, and individual(s) able to provide the team expertise in these core areas: (1) applied behavioral expertise (e.g., applied behavior analyst, PBIS Coordinator), (2) administrative authority, (3) knowledge of student academic and behavior patterns, and (4) knowledge about the operations of the school(s) across grade levels and programs.</p>	<p>0 = Team does not exist OR does not include a coordinator, school administrator, OR individual(s) with applied behavioral expertise (core area 1)</p> <p>1 = Team exists but does not include all identified roles AND does not include all 4 core areas of expertise</p> <p>2 = Team exists with all identified roles represented AND individuals with all 4 core areas of expertise</p>
<p>2. <u>Team Operating Procedures</u> Team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<p>0 = Team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Team has at least 2 but not all 4 features</p> <p>2 = Team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>
<p>3. <u>Data-based Decision Making</u> Team reviews and uses data at least monthly for decision-making. Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., office discipline referrals (ODR), attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.</p>	<p>0 = No process/protocol exists, OR data are reviewed but not used</p> <p>1 = Data reviewed and used for decision-making, but less than monthly</p> <p>2 = Team reviews and uses data for decision-making at least monthly. If data indicate a problem, an action plan is developed to enhance or modify service and supports</p>
<p>4. <u>Access to Tiered Supports</u> Tiered supports are explicitly linked meaning students receiving Tier 3 supports are still engaged in Tier 2 and Tier 1 supports, and students receiving Tier 2 supports are participatory in Tier 1 universal supports.</p>	<p>0 = No evidence that students receiving Tier 2 and/or Tier 3 supports have access to Tier 1 or 2 respectively</p> <p>1 = Students receiving Tier 2 and/or Tier 3 supports include some access to lower Tiers</p> <p>2 = Students receiving Tier 2 and/or Tier 3 supports have full access to lower Tiers</p>

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<p>5. <u>Screening</u> Team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier 2 and/or Tier 3 supports.</p>	<p>0 = No specific rules for identifying students who qualify for Tier 2 supports or should receive Tier 3 supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists with data decision rules that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier 2 supports or qualify for Tier 3 supports</p>
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Tier 1. Universal SWPBIS Features

Feature	Scoring Criteria (circle the score)
<p>1. <u>Behavioral Expectations</u> SHPG school(s) has/have five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<p>0 = Behavioral expectations have not been identified, are not all positive, or there are more than five</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least half of them</p>
<p>2. <u>Problem Behavior Definitions</u> SHPG school(s) has/have clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p>	<p>0 = No clear definitions exist, and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>
<p>3. <u>Discipline Policies</u> School policies and procedures describe and emphasize proactive, instructive, and/or</p>	<p>0 = Documents contain only reactive and punitive consequences</p>

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<p>restorative approaches to student behavior that are implemented consistently.</p>	<p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>
<p>4. <u>Student/Family/Community Involvement</u> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>	<p>0 = No documentation (or no opportunities) for stakeholder feedback on Tier 1 foundations</p> <p>1 = Documentation of input on Tier 1 foundations, but not within the past 12 months or input but not from all types of stakeholders</p> <p>2 = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months</p>

Tier 2. Targeted SWPBIS Features

Feature	Scoring Criteria (circle the score)
<p>1. <u>Request for Assistance</u> Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.</p>	<p>0 = No formal process</p> <p>1 = Informal process in place for staff and families to request assistance</p> <p>2 = Written request for assistance form and process are in place and team responds to request within 3 days</p>
<p>2. <u>Practices Matched to Student Need and Options for Tier 2 Support Interventions</u> A formal process is in place to select Tier 2 support interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level) AND team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>	<p>0 = No process in place to select Tier 2 support interventions AND no documented evidence of effectiveness are in use</p> <p>1 = Process for selecting Tier 2 support interventions does not include documentation that interventions are matched to student need AND only one Tier 2 support intervention with documented evidence of effectiveness is in use</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate) AND Multiple Tier 2 interventions with</p>

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	documented evidence of effectiveness matched to student need
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Tier 3. Intensive SWPBIS Features

Feature	Scoring Criteria (circle the score)
<p>1. <u>Staffing</u> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier 3 supports.</p>	<p>0 = Personnel are not assigned to facilitate individual student support teams</p> <p>1 = Personnel are assigned to facilitate some individual support teams</p> <p>2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier 3 supports</p>
<p>2. <u>Comprehensive Support</u> Behavior support plans include or consider these core features(1) prevention strategies, (2) teaching strategies, (3) strategies for removing rewards for problem behavior, (4) specific rewards for desired behavior, (5) safety elements where needed, (6) a systematic process for assessing fidelity and impact, and (7) the action plan for putting the support plan in place.</p>	<p>0 = No plans include all 7 core support plan features, or there are no Tier 3 support plans</p> <p>1 = 1 or 2 plans include all 7 core support plan features (from three randomly selected plans created in the last 12 months)</p> <p>2 = All plans include all 7 core support plan features</p>
<p>3. <u>Data-based Decision Making</u> Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p>	<p>0 = Student individual support teams do not review plans or use data</p> <p>1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans</p> <p>2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making</p>

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Screening Tools and Student Concerns Addressed by the SHPG

1. Select the universal screening tool(s) that you use (check all that apply)

- Brief Problem Checklist (BPC)
- Child and Adolescent Needs and Strengths: An Information Integration Tool for Children and Adolescents with Mental Health Challenges (CANS-MH)
- CRAFFT
- The Global Appraisal of Individual Needs-Short Screener (GAIN-SS)
- The Problem Oriented Screening Instrument for Teenagers (POSIT1)
- Pediatric Symptom Checklist (PSC & Y-PSC)
- Strengths and Difficulties Questionnaire (SDQ)
- Student Engagement Instrument (SEI)
- Youth Top Problems (YTP)
- Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)
- Universal Behavior Screener (UBS)
- Behavior Intervention Monitoring Assessment System (BIMAS-2)
- Others, specify _____
- None, we currently do not use a universal screening tool

2. Services and Supports

Indicate if your School Health Professional Grant provided tiered services and supports or referral for the student concerns listed below.

Student Concerns	Service/support/referral was provided for this concern (Select all that apply)
Anxiety	<input type="checkbox"/>
Attention/ Hyperactivity	<input type="checkbox"/>
Bullying	<input type="checkbox"/>
Depression/ Suicidal ideation	<input type="checkbox"/>
Disordered eating	<input type="checkbox"/>
Grief/Loss	<input type="checkbox"/>
Oppositional or conduct problems/ Anger management	<input type="checkbox"/>
Psychosis (hallucinations, delusions)	<input type="checkbox"/>
Healthy relationships	<input type="checkbox"/>
Social and emotional skills/ Character development	<input type="checkbox"/>
Substance use (alcohol, tobacco, drugs)	<input type="checkbox"/>
Trauma/PTSD/ Abuse/Neglect/ Exposure to violence	<input type="checkbox"/>
Other	<input type="checkbox"/>