OUTCOME GOAL TO ADDRESS:
INTERVENTION (Name):

Tier (circle/highlight):   1 (all students 80-100%)   2 (some students 10-15%)   3 (few students 1-5%)

Fidelity Guiding Questions	Answers to Fidelity Questions	Fidelity Rating Scale		
WHO will implement? (Name or Role teacher, counselor, admin?)		2	1	0
WHO will be targeted? (audience: all students, specific grade, specific classrooms, specific group of students, individual student?)		2	1	0
WHAT is being targeted/taught/addressed? (specific skills, function of behavior/purpose of intervention?)		2	1	0
WHAT is the outcome goal? (student, staff and/or parent/ family outcome?)		2	1	0
WHAT are the key components of the Intervention? What things do we need to do to ensure it is effective? What are 3-5 critical defining features?	1.	2	1	0
	2.	2	1	0
	3.	2	1	0
	4.	2	1	0
	5.	2	1	0
WHERE will it be implemented? (Location: classroom, guidance office, hallway, cafeteria, bus etc.)		2	1	0
WHEN will it be implemented? (monthly, weekly, daily?, specific times of the day?)		2	1	0
HOW MUCH? (to what extent/intensity? duration (e.g.,minutes) of intervention?		2	1	0
HOW OFTEN and what **DATA SOURCE** will be used to **PROGRESS MONITOR**? (annually, quarterly, monthly, bi-weekly, weekly,		2	1	0

<u>Fidelity Rating Scale Definitions:</u>
2 = full implementation (every time the opportunity arose the component was implemented as intended according to fidelity questions)
1 = partial implementation (component was intermittently or not entirely implemented according to fidelity questions)
0 = not implemented (according to fidelity questions)

daily? using CICO, BESS, ODR, Attendance, pre/post test/assessment, failures, other data?)				
HOW OFTEN and what **DATA SOURCE** will be used to measure **FIDELITY**? *To what extent are we doing what we said we would do?* (annually, quarterly, monthly?, using fidelity scale, TFI, TFI walkthrough, curriculum specific fidelity tool etc.)		2	1	0
WHO will conduct **Fidelity Checks?** (Name or Role teacher, counselor, admin?)		**Total %** (total score/ total possible score)_____		

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Step 1: **Define,** in objective and measurable terms, the goal(s) to be obtained. (What is it we want students/educators/system to know and be able to do?)

Step 2: **Identify** and **analyze** possible reasons for why the desired goal(s) are not being met.

HAVE WE...	Yes/No?
Defined (in measurable terms) the **Problem?** (e.g., Attendance, Engagement, On Task Behavior, ODR (major vs. minor), Internalizing, Externalizing, Adaptive, Social Skills etc.)	Y/N
Identified the **Data Source** to track the extent of the problem?	Y/N
Identified **Data Points** to review (e.g. % whole school per month, by grade, by classroom, by subgroups (IEP/504, SEI, ELL, Race/Ethnicity), by location, by time, by perceived motivation, by decision making points/criteria (e.g. 2+ ODR/ 5+ absences etc.)	Y/N
Analyzed the data by asking specific **Guiding Questions** (e.g., who, what, where, when, why) to drill down the data to a more precise problem statement/hypothesis?	Y/N
Developed a precise **Problem Statement?**	Y/N

Step 3: **Develop** outcome goals and **implement** a well-supported plan using evidenced based strategies to obtain the goal(s) (based on data that verified the reasons identified in step 2)

Step 4: **Evaluate** the effectiveness of the plan in relation to stated goals.

HAVE WE...	Yes/No?
Established written, agreed upon **Criteria/Decision Making Points** for when to intervene at Tier 1, Tier 2, Tier 3?	Y/N
Turned our problem statement into **Outcome Goals?**	Y/N
Prioritized our Outcome Goals for Intervention? *Questions to consider* ❑ Which goals will address most students? ❑ Which goals will be easiest to address? ❑ What is the most important outcome?	Y/N

MTSS SEL 4-Step (Data Based) Decision Making Process CHECKLIST

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❑ What would make the biggest difference for students and staff? ❑ Are there many students or just a few affected by the problem? ❑ What is the most effective use of our resources to address this problem?	
Resource Mapped Interventions that we already do or say we do, related to our outcome goals?	Y/N
Completed the intervention Matrix to ensure critical components of our intervention(s)?	Y/N
Identified a **Progress Monitoring Tool** (data source) to measure effectiveness of our intervention(s)? How will we know we are making progress towards or meeting our outcome goals?	Y/N
Completed the **Intervention Fidelity Checklist** to outline core components of the intervention and to ensure we are doing what we said we were going to do?	Y/N
→ If Answered **Yes** to **ALL** of the questions above you are now <mark>READY</mark> to begin implementing the intervention → If Answered **No** to **ANY** of the questions above **STOP!** You are not ready to implement the intervention	
★ Once the intervention is implemented, using the identified progress monitoring tool (Data Source) and Intervention Fidelity Checklist, <mark>**Evaluate**</mark> the effectiveness of the plan in relation to stated goals.	