

# RTI FOR BEHAVIOR EVALUATION RUBRIC

School Name: \_\_\_\_\_

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

Completed by: \_\_\_\_\_

Ingredient	1—Exploring and Planning	2—Partial implementation	3—Full Implementation	4—Continuously Improving
<i>Vision, Beliefs, and Goals</i>				
<b>Vision</b> To what extent are the staff aware of and committed to carrying out the overarching RTI vision of addressing the social-emotional needs of ALL students?	We are in the process of developing a vision and preparing to communicate it with our staff?	We have developed and communicated the vision, but haven't done much to assess buy-in and commitment to carrying out the vision.	We have developed, communicated, and made efforts to obtain buy-in among staff to carry out the vision.	We are developing and implementing procedures for sustaining the support for carrying out the vision.
<b>Beliefs</b> To what extent are staff members' beliefs in alignment with the adoption of RTI concepts and practices?	We are planning how to address belief barriers within our school that run counter to the vision and interfere with the implementation of RTI practices.	We have held discussions with staff about their beliefs and the importance of aligning one's beliefs with evidence-based practices.	We have held discussions about beliefs and challenged staff to confront their beliefs and align them with effective practices. We have obtained 80% of staff's beliefs on-board with RTI.	Given staff's beliefs are on-board, we are now in the process of holding periodic belief check-ins to assess the overall mindset of staff to carry out the vision to meet the social-emotional needs of all students.
<b>Goals</b> To what extent have RTI goals been developed and data collected to monitor goal attainment?	We are in the process of developing site-based RTI goals that are consistent with the vision.	We have developed goals but have not yet started collecting data to evaluate whether goals are being met.	We have developed goals and begun collecting data to evaluate whether goals are being met.	We are in the process of standardizing this process and including additional sources of data to evaluate social, emotional, and academic success.
<i>Data-Based Decision Making</i>				
<b>Universal Screening</b> To what extent are valid universal screening procedures conducted 2 to 3 times per year to identify students who are in need of additional supports?	We have not yet adopted a screening tool but are in the process of researching and selecting one for use.	We have adopted a valid screener but only conducting it once a year, and/or not all staff currently participate in the screening process.	We have adopted a screener and we are conducting it 2 to 3 times per year with all staff participating in the process.	We are in the process of improving our screening process to minimize false positives/negatives and better use the data to examine the quality of the Tier 1 support system and inform which students receive Tier 2 supports.
<b>Progress Monitoring</b> To what are progress monitoring tools selected and used to monitor students' response to Tier 2 or 3 interventions?	We have not yet started systematically progress monitoring, but researching tools and planning on starting it in the future.	We have selected progress monitoring tools and begun the process for some students who are receiving Tier 2 and 3 interventions.	We have selected progress monitoring tools and are systematically monitoring all students' progress in response to Tier 2 and 3 interventions.	We are developing more efficient procedures for collecting and managing the data and generating graphs for the team meetings.
<b>Teaming</b> To what extent are streamlined problem-solving team meetings held to review data and make	We have not yet adopted a streamlined teaming process in which multiple students are discussed per meeting and data-	We have begun implementing a streamlined teaming process in which data-based decisions are made for some of the students	We have begun implementing a streamlined teaming process in which data-based decisions are made for all students receiving	We are expanding our problem-solving team, so more students can be discussed. We reflect on our teaming processes to make

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decisions?	based decisions are made.	receiving Tier 2 or 3 supports, and/or, we are currently only meeting once a month.	Tier 2 or 3 supports and meetings are held on an ongoing basis (i.e., weekly or bi-weekly).	sure it is operating as planned. A specific focus is on avoiding problem admiration and staying focused on implementing solutions to address students' needs.
<b>Fidelity Checks</b> To what extent are there periodic fidelity checks to collect data regarding whether the continuum of supports are being implemented as planned?	We have not yet begun a process of conducting fidelity checks but would like to start in the future.	We have begun conducting fidelity checks on some of the supports and not frequently enough.	We have begun conducting periodic fidelity checks on most of the supports within the continuum of services and providing informative reports back to the staff.	We are attempting to increase the frequency and quality of the fidelity checks. Our goal is to improve the feedback we provide to staff.
<b>Fidelity of Tier 1</b>				
<b>School-wide PBIS</b> To what extent have 3-5 behavioral expectations been established, posted, regularly taught, and reinforced?	We are in the process of selecting 3-5 behavioral expectations and creating a matrix to post in all settings. Developing a plan for teaching expectations and establishing a reinforcement system.	The 3-5 behavioral expectations have been established, posted, and taught, but ongoing teaching of expectations and a solid reinforcement system are lacking.	The 3-5 behavioral expectations have been established, posted and are taught on a regular basis by all teachers. A reinforcement system, including a school-based currency has been created to reinforce students for exhibiting behavioral expectations.	Data are collected to examine fidelity of implementation and pinpoint areas for further improving implementation of SW-PBIS. Site-based team meetings several times throughout the year to discuss sustaining SW-PBIS implementation.
<b>Proactive Classroom Management</b> To what extent are the 16 proactive classroom management strategies being implemented?	We are planning on holding a training with our staff to go over the 16 PCM strategies.	Some of the PCM strategies have been shared with the staff, but no specific expectations regarding implementation have been developed.	All 16 PCM strategies have been shared with teaching staff and expectations for implementing them has been communicated. Teachers are committed to implementing the 16 PCM strategies.	Ongoing support via coaching, peer assistance, and PLC meetings are being provided to incrementally improve fidelity of implementation. Data are collected to examine the extent to which PCM strategies are being implemented as planned.
<b>Good Behavior Game</b> To what extent is the GBG being implemented as a method to increase academic engagement and decrease disruptive behavior?	We are aware of the impact of the GBG, but are currently in the planning stage of presenting information on it and supporting teachers to use it in the classroom.	We have shared information on the use of the GBG and provide support to teachers who are interested in using it, but currently the GBG is only implemented in some classes.	We have provided information on the GBG and provide support to teachers to implement it and it is currently being implemented school-wide by the majority of teachers.	Resources are being developed for teachers to provide different ways to play the GBG and it is being incorporated into walk-throughs and PLC discussions.
<b>Social-Emotional Learning Curriculum</b> To what extent has an evidence-based SEL curriculum being implemented weekly for ALL students?	We are in the process of researching an SEL program to purchase and implement.	We have purchased an SEL program and it is implemented by some teachers OR is being implemented inconsistently (e.g., not on a weekly basis, not for all students, etc.)	All teachers are implementing an SEL program on a weekly basis for all students.	We are in the process of holding PLC meetings and conducting group walk-throughs to improve instructional delivery of the SEL curriculum.
<b>Positive Relationships</b> To what extent do the adults strive to build positive relationships with	We have not yet held discussions about the importance of positive relationships with all students. We	We have held discussions about the importance of building positive relationships with all students, but	Staff are committed to building positive relationships with all students, but no data are being	Staff are committed to building positive relationships with all students and data are collected to

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all students?	are planning on having this discussion and providing PD on this topic.	it is apparent that not all staff are bought into the idea.	collected to examine the extent to which staff have been successful at doing so.	examine the quality of relationships (e.g., student opinion surveys, randomly interviewing students, etc.).
<b>Supporting Students' Physiology to Learn and Behave Well</b> To what extent are their efforts to improve nutritional, exercise, and sleep habits of students and staff?	We understand the importance of working with students to establish healthy physiology that is conducive to learning, but we are in the process of devising how to do this.	We have held discussions with staff about the importance of supporting students' eating, exercise, and sleeping habits, but we have not made	We have made school-wide changes, provided resources, and/or implemented programs to better support students' eating, exercise, and sleeping habits.	We are in the process of making additional changes or providing other resources, and/or programs to address students' physiology.
<i>Fidelity of Tier 2</i>				
<b>Matching Students to Tier 2 Interventions</b> To what extent has a matching process been adopted to align characteristics of the intervention to characteristics of the student?	We have not yet implemented a matching process, but are planning to on adopting a procedure to figure out which students should receive particular interventions.	We started the collecting information for the matching process for some of the students receiving Tier 2 interventions, but have not done it for all the students who need Tier 2 interventions.	We use a matching process for all the students who receive Tier 2 interventions to figure out which interventions are best tailored to each student.	We are improving our matching process by gathering additional information that can be used to inform which Tier 2 interventions are most appropriate for each student. This process is becoming a standardized procedure when planning implementation of Tier 2 interventions.
<b>Mentor-Based Support (Check in/Check out)</b> To what extent is the CICO implemented with fidelity for Tier 2 students?	We have not yet implemented CICO for students at our school, but are planning to do so in the future.	We have begun implementing CICO for some students at our school, but are not implementing it with fidelity.	We have begun implementing CICO for some students at our school and are implementing it with good fidelity.	We attempting to: (1) recruit additional mentors to serve more students; (2) further improve fidelity of implementation; and/or (3) refining materials to increase staff and student buy-in and to make the process run more efficiently.
<b>Behavior Contracts</b> To what extent are behavior contracts implemented with fidelity for Tier 2 students?	We have not yet implemented BCs for students at our school, but are planning to do so in the future.	We have begun implementing BCs for some students at our school, but are not implementing it with fidelity.	We have begun implementing BCs for some students at our school and are implementing it with good fidelity (e.g., negotiated agreement and daily teacher precorrect/prompting).	We attempting to: (1) implement BCs for more students; (2) further improve fidelity of implementation; and/or (3) refining materials to increase staff and student buy-in and to make the process run more efficiently.
<b>Self-Monitoring</b> To what extent are self-monitoring interventions implemented with fidelity for Tier 2 students?	We have not yet implemented SM for students at our school, but are planning to do so in the future.	We have begun implementing SM for some students at our school, but are not implementing it with fidelity.	We have begun implementing SM for some students at our school and are implementing it with good fidelity (e.g., self reflect and self-recording behavior on a chart).	We attempting to: (1) implement SM for more students; (2) further improve fidelity of implementation; and/or (3) refining materials to increase staff and student buy-in and to make the process run more efficiently.
<b>School-home communication</b>	We have not yet implemented	We have begun implementing	We have begun implementing	We attempting to: (1) implement

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<b>system</b> To what extent are school-home communication systems implemented with fidelity for Tier 2 students?	SHCS for students at our school, but are planning to do so in the future.	SHCS for some students at our school, but are not implementing it with fidelity.	SHCS for some students at our school and are implementing it with good fidelity (e.g., parent training of what to do with the information).	SHCS for more students; (2) further improve fidelity of implementation; and/or (3) refining materials to increase staff and parent buy-in and to make the process run more efficiently.
<b>Class Pass Intervention</b> To what extent are school-home communication systems implemented with fidelity for Tier 2 students?	We have not yet implemented CPI for students at our school, but are planning to do so in the future.	We have begun implementing CPI for some students at our school, but are not implementing it with fidelity.	We have begun implementing CPI for some students at our school and are implementing it with good fidelity (e.g., child can use a pass to take a break but can also hold on to them to exchange for a reinforcer).	We attempting to: (1) implement CPI for more students; (2) further improve fidelity of implementation; and/or (3) refining materials to increase staff and student buy-in and to make the process run more efficiently.
<b>Small group social skills or social-emotional skills training</b> To what extent are small groups SS or SEL groups implemented with fidelity for Tier 2 students?	We have not yet implemented small groups skills trainings for students with social-emotional deficits, but we are in the process of doing so.	We have begun implementing small groups for some students at our school, but are not implementing it on a consistent basis nor using an evidence-based program.	We have begun implementing small groups for some students at our school on a weekly basis and are using an evidence-based program (e.g., Coping Power, SSIS).	We attempting to: (1) implement small groups for more students; (2) further improve fidelity of implementation; and/or (3) adopting additional evidence-based materials to support implementation.
<b>Tier 2 Capacity</b> To what extent are all students identified by the universal screening process being served in Tier 2?	We have not yet begun implementing Tier 2 interventions for students identified by the universal screening process, but we have identified case managers and are preparing to implement some Tier 2 interventions.	We have begun implementing Tier 2 interventions for some of the students identified by the universal screening process, but there are several other students who need Tier 2 interventions but are not receiving them.	We are implementing Tier 2 interventions for all the students identified by the universal screening process.	We are solidifying roles and responsibilities so we can continue to implement Tier 2 interventions year-after-year for students who are identified by the universal screening process.
<b>Fidelity of Tier 3</b>				
<b>Counseling</b> To what extent are evidence-based counseling supports implemented for students who have emotional problems?	We have been trained in evidence-based counseling and are developing a plan to begin implementing it for some Tier 3 students.	We have begun implementing evidence-based counseling for some students who are struggling with managing their emotions, but not on a consistent basis nor all students who could benefit from it.	We have begun implementing evidence-based counseling for some students who are struggling with managing their emotions on a consistent basis.	We are in the process of continuing PD for specialized staff in the area of evidence-based counseling to address a wider range of emotional needs. We are developing better methods of communicating counseling objectives with teachers, administrators, and parents while maintaining confidentiality.
<b>FBA-based BIPs</b> To what extent are FBAs conducted and high quality BIP developed for students with chronic or intense behavior	We have been trained in the evidence-based FBA-BIP process and are developing a plan to begin implementing it for some Tier 3 students.	We have begun implementing the evidence-based FBA-BIP for some students, but it is not being implemented with fidelity or for all students who could benefit from it.	We have begun implementing the evidence-based FBA-BIP process with good fidelity for most students who could benefit from it.	We are in the process of improving the quality of our FBA-BIP meetings and increasing the coordination and communication around implementation.

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problems?				
<b>Parent Support</b> To what extent does the school reach out and provide supports to the parents of Tier 3 students?	We are very aware of the need to provide parent-based supports, but are just in the process of planning what this would entail.	We implement some supports for a few of the parents of Tier 3 students, but do so inconsistently and/or have not adopted an evidence-based approach to doing so.	We implement supports for several of the parents of Tier 3 students and have adopted an evidence-based approach to doing so.	We are in the process of expanding our parent support tool kit to provide additional resources and training to parents.
<b>Tier 3 Capacity</b> To what extent are all students who did not respond well to Tier 2 interventions receiving Tier 3 interventions?	We have not yet begun implementing Tier 3 interventions for students who did not respond to Tier 2 interventions, but we preparing to implement them for some students.	We have begun implementing Tier 3 interventions for some of the students who did not respond well to the Tier 2 interventions, but there are several other students who need Tier 2 interventions but are not receiving them.	We are implementing Tier 3 interventions for all the students who did not respond well to the Tier 2 interventions.	We are solidifying roles and responsibilities, as well as expertise, so we can continue to implement Tier 3 interventions year-after-year for students who do not respond well to Tier 2 interventions.
<b>Cultural Competence</b>				
<b>Multicultural Awareness</b> To what extent are the staff knowledgeable about the different cultural backgrounds of the students and families they serve?	We have not yet held discussions or shared resources about students' cultural background nor assigned readings or activities to explore issues of cultural awareness. We are in the process of developing a plan.	We have held one or two discussions &/or activities around the cultural backgrounds of our students, but there is more work that needs to be done.	We hold ongoing conversations about students' cultural backgrounds to develop a deep understanding of how culture plays out in school. Staff are aware of multicultural issues of the students they serve.	We are committed to continuously improving our staff's multicultural awareness and emphasizing the importance of it when interpreting behavior and supporting student wellbeing.
<b>Culturally Responsive Approach</b> To what extent do staff emphasize a culturally responsive approach to their practices and decision-making within RTI?	We have not held discussions or shared resources about adopting a culturally responsive approach to practice and decision-making within RTI. This is something we are planning to get to in the future.	We have started to share information about a culturally responsive approach that emphasizes awareness and reflective decision making, as well as the implementation of effective practices for all students, but staff are not consistently using this approach.	Staff are actively aware of the impact of cultural-mismatch and committed to delivering practices and making decisions from a lens of cultural responsiveness.	We are in the process of continuously improving the degree to which decisions are made from a culturally responsive perspective and focusing on what all students need to be successful rather than labeling them or utilizing ineffective practices for students.
<b>Monitoring of Disproportionality</b> To what extent are issues of disproportionality in punitive discipline, sped referral, and restrictive placement monitored within the school?	We do not currently monitor disproportionality within our school, but we are developing the capacity to do so in the future.	We have held one or two data discussions regarding disproportionality and are developing a plan to make it an ongoing process.	We regularly monitor disproportionality data and hold data discussions around this information in order to evaluate our effectiveness or develop solutions to address disproportionality.	We are in the process of incorporating disproportionality monitoring into our school plan for each year and continuing to improve upon the data that are collected and interpreted.

# RTI FOR BEHAVIOR SCORING SHEET

Ingredient	1—Exploring and Planning	2—Partial implementation	3—Full Implementation	4—Continuously Improving
<b>Vision, Beliefs, and Goals</b>				
Vision				
Beliefs				
Goals				
<b>Data-based Decision Making</b>				
Universal Screening				
Progress Monitoring				
Teaming				
Fidelity Checks				
<b>Tier 1</b>				
School-wide PBIS				
Proactive Classroom Management				
Good Behavior Game				
Social-Emotional Learning Curriculum				
Positive Relationships				
Supporting Students' Physiology to Learn and Behave Well				
<b>Tier 2</b>				
Matching Tier 2 Interventions to Students				
Mentor-Based Support (Check in/Check out)				
Behavior Contracts				

Self-Monitoring				
School-home communication system				
Class Pass Intervention				
Small group social skills or social-emotional skills training				
Tier 2 Capacity				
<b>Tier 3</b>				
Counseling				
FBA-based BIPs				
Parent Support				
Tier 3 Capacity				
<b>Cultural Competency</b>				
Multicultural awareness				
Culturally responsive approach				
Monitoring disproportionality				
<b>TOTAL SCORES</b>				

**Overall Score** (total possible score 112): \_\_\_\_\_

**Capacity building efforts at Tier 2:**

The percentages and numbers of students being served with Tier 2 Interventions that were identified by universal screening and team confirmed.

Total Number of Students: \_\_\_\_\_

Percentage of students at risk: \_\_\_\_\_

Total number of students now in Tier 2 Interventions: \_\_\_\_\_

**Capacity building efforts at Tier 3:**

Number of students who are non-responders to Tier 2: \_\_\_\_\_

Total number of students now in Tier 3 Interventions: \_\_\_\_\_