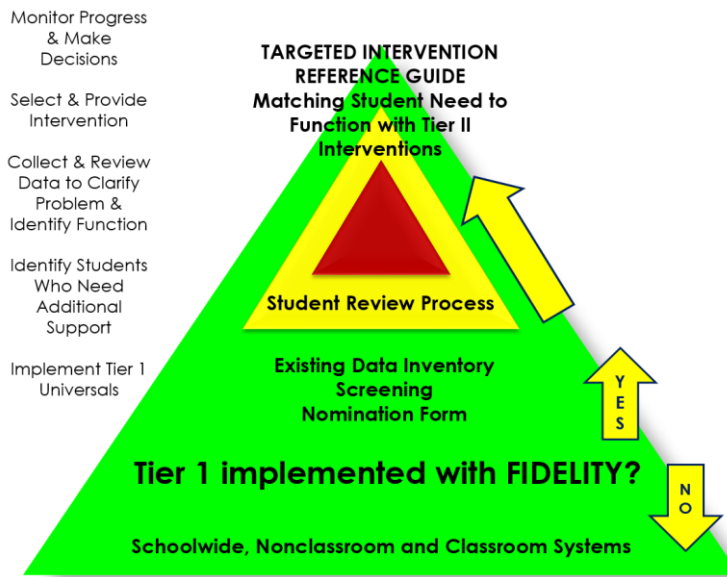


Student Review Process



Student Support Model
Example

SWPBIS Tiered Fidelity Inventory

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

<p>2.4 Request for Assistance: Tier II planning team uses a written request for assistance form and process that are available to all staff, families, and students.</p> <ul style="list-style-type: none"> Δ The process for nominating a student should be easily understood and easily accessed by all. Δ Families should know how to nominate a student and know the process when a student is nominated. Δ Emphasis should be given on the success of the process when done early. 	<p><i>Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.</i></p>
<p>2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p> <ul style="list-style-type: none"> Δ Is there a formalized process to select Tier II supports? Δ Does the process take into account student need and contextual fit? 	<p><i>Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.</i></p>