

Tier 2 Fidelity Check

A 16-point check before you decide whether a student is responding

When a student isn't responding to a Tier 2 intervention, the first question isn't "what's wrong with the student?" — it's "was the intervention actually delivered as designed?" Work through the items below before changing a student's plan. If most answers are "No," fix implementation before judging response.

Student / Group: _____ **Intervention:** _____
Reviewer: _____ **Date:** _____

1. The intervention is well-defined

	Yes	No	N/A
There is a written protocol: what is done, by whom, where, how long, and how often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff delivering it were trained on that protocol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student met data-based entry criteria, and that was documented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Dosage — delivered as often as planned

	Yes	No	N/A
Sessions occurred at the planned frequency. <i>e.g., 4–5x per week for CICO</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sessions ran for the planned duration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group size matched the plan. <i>e.g., 5 or fewer students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance/participation is logged and is at least ~80% of planned sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Delivery — delivered as designed

	Yes	No	N/A
Each core component was delivered as written. <i>e.g., CICO: morning check-in, feedback each period, check-out, home report</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intended positive-to-corrective feedback ratio was maintained. <i>aim ~5:1</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required materials were used as intended. <i>e.g., point cards, scripts, manipulatives</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one direct observation of delivery has been completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Progress monitoring

	Yes	No	N/A
A valid progress measure is collected on schedule. <i>Tier 2: about every 1–2 weeks</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data are graphed against a goal or aimline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are enough data points to judge the trend. <i>plan on 8–14</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Data-based decision-making

	Yes	No	N/A
The team reviewed the data on a set schedule and applied a decision rule (keep / adjust / intensify / exit).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The decision, rationale, and family communication were documented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring & what to do

80%+ — Strong fidelity

Delivered largely as designed. If progress is still flat, it's fair to adjust or intensify — the student is genuinely not responding.

60–79% — Partial

Close the gaps marked "No" (especially dosage and core components) before changing the plan. A few weeks of full delivery yields data you can trust.

Below 60% — Low fidelity

Not delivered as designed often enough to interpret the data. Fix implementation (training, scheduling, materials) before considering a Tier change.

Fidelity = the intervention was delivered as designed and at the planned dosage. Drawn from established MTSS/RTI implementation practice (Center on PBIS; IES What Works Clearinghouse). Adapt to your district's adopted protocols.