



FIDELITY RATING FORM: RESPONSE TO INTERVENTION (RTI)

Assess the RTI Program by selecting one rating for each Fidelity Element. Use the following Fidelity Rating Rubrics to make your ratings. There are no scores to calculate. The intention is that users will identify elements without high fidelity and make changes in future implementation leading to higher fidelity.

Please note: This fidelity assessment is in no way an endorsement by CDE or WestEd of the RTI Program.

Fidelity Rating Rubrics

High: The element as implemented was a precise match to the program element described, or varied in a small way that could be reasonably interpreted to match the general intent of the program designers. An example is a program designed for drug user intervention directed to drug users; or, for numerical elements (number of lessons, sessions, time on task, etc.) the program was within 10% of the recommendation.

Moderate: The element as implemented was somewhat different from the program element described. An example is a program designed for drug user intervention directed to groups with both drug users and nonusers; or, for numerical elements (number of lessons, sessions, time on task, etc.) the program was between 50% and 90% of the recommendation.

Low: The element as implemented was very different from the program element described. An example would be a program designed for drug user intervention directed instead to general population students; or, for numerical elements (number of lessons, sessions, time on task, etc.) the program was below 50% of the recommendation.

(A) Audience Category and Characteristics <i>Fidelity Elements</i>	Match to Ideal Program Element was...		
	High	Moderate	Low
Students are identified and served via RTI in three groups: Tier one: Positive universal instruction and positive behavioral supports Tier two: "At risk" students (about 7-10% of students per year) Tier three: "High Risk" students (about 2-5% of students per year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe program reasons for any "Low" rating: _____			

(B) Setting size (Individual or certain group size)	Match to Ideal Program Element was...		
<i>Fidelity Elements</i>	High	Moderate	Low
Tier Two: small groups or individual problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier Three: individual assistance; or rare very small groups (2-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe program reasons for any "Low" rating: _____			

(C) Provider Characteristics	Match to Ideal Program Element was...		
<i>Fidelity Elements</i>	High	Moderate	Low
No Specific Characteristics Required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(D) Provider Training	Match to Ideal Program Element was...		
<i>Fidelity Elements</i>	High	Moderate	Low
All school staff trained about RTI overall and their role in it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier Two providers have received some training in the interventions used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier Three providers are specialists in their intervention, or have received extensive training in their interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe program reasons for any "Low" rating: _____			

(E) Topic Content	Match to Ideal Program Element was...		
	High	Moderate	Low
<i>Fidelity Elements</i>			
School-wide behavior expectations are defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-wide behavior expectations are taught directly and formally to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reward/ acknowledgment for positive behavior in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly defined and consistently applied consequences for negative behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignment to Tier 2 or 3 is based on a formal and consistently applied student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A service plan is developed for each student in Tier 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A service plan is developed for each student in Tier 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe program reasons for any "Low" rating: _____			

(F) Dosage	Match to Ideal Program Element was...		
	High	Moderate	Low
<i>Fidelity Elements</i>			
Students move into and out of Tiers 2 and 3 based on individual need; not "labeled"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe program reasons for any "Low" rating: _____			