

BRIDGES TIER 2 FRAMEWORK QUALITY INDICATORS

Utilize the Bridges Quality Indicators as a tool to monitor the fidelity of the Tier 2 Bridges framework. The Quality Indicators may be used to identify areas of success or components in need of further refinement and help to ensure sustainability of the framework over time.

Category	Mastery	Developing	Emerging
Check-in/ Check-out	Check-in occurs for all students daily.	Check-in occurs for some students or less than daily.	Check-in does not occur.
	Check-in occurs with a consistent mentor and location.	Check-in occurs with a consistent mentor or location.	Check-in does not occur.
	Check-in includes all 3 essential components: connection, goal setting & skill practice.	Check-in includes at least 2 of the 3 essential components.	Check-in includes only 1 of the 3 essential components or does not occur.
	Check-out occurs for all students daily.	Check-out occurs for some students or less than daily.	Check-out does not occur.
	Check-out occurs with a consistent mentor and location.	Check-out occurs with a consistent mentor or location.	Check-out does not occur.
	Check-out includes all 3 essential components: connection, reflection & goal review.	Check-out includes at least 2 of the 3 essential components.	Check-out includes only 1 of the 3 essential components or does not occur.
Skill Instruction	Small group behavior skill instruction is scheduled and occurs on at least a weekly basis for all students.	Small group behavior skill instruction is scheduled and occurs less than weekly or for only some students.	Skill instruction does not occur.
	Skill instruction focuses on the skills and strategies linked to the safe, respectful, and responsible core values. .	Skill instruction is not linked to the safe, respectful, and responsible core values.	Skill instruction does not occur.
	Skill instruction includes a planned lesson with a clear objective, direct instruction, and practice activities.	Skill instruction includes a planned lesson, but lacks a clear objective, direct instruction or practice activities.	Skill instruction does not occur.
	Instructor develops lessons using the Emergent Tree Skill Building resources or similar research-based materials.	Instructor develops lessons without the use of the Emergent Tree Skill Building resources or similar research-based materials.	Skill instruction does not occur.
Feedback with DBRC	All students are scheduled to receive explicit feedback on behavior goals at least 4 times daily.	Some students are scheduled to receive explicit feedback on behavior goals at least 4 times daily.	Explicit feedback on behavior goals does not take place.
	A DBRC tool is created and distributed to guide feedback for every student based on the safe, respectful and responsible core values.	A DBRC tool is created and distributed to guide feedback for some students but is not based on safe, respectful and responsible core values.	A DBRC tool is not utilized, or explicit feedback does not take place.
	Students are provided feedback through a direct meeting format with the teacher of record at the conclusion of each time period.	Students are provided feedback with an indirect method such as written note or through another staff member.	Explicit feedback does not take place.
	Feedback includes description of desired behaviors as well as behaviors to target for improvement.	Feedback only includes observations of behaviors to target for improvement.	Explicit feedback does not take place.



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Student Identification & Needs	There is a clearly defined and documented process to identify students for behavior intervention.	Staff verbalize a defined process to identify students, but it is not clearly documented.	There is no defined process for student identification.
	Identification of students for behavior intervention is a multi-gated process that includes an option for staff to refer a student for consideration.	Identification of students for intervention is a singular process of staff referral or screening.	There is no defined process for student identification.
	Universal screening for behavior takes place by the end of the first month of the school year.	Universal screening for behavior takes place by the end of the first semester.	Universal screening for behavior does not occur.
	Students who received intervention the previous year are immediately eligible and start receiving intervention support w/in the first week.	Students who received intervention the previous year are still eligible and start receiving intervention support w/in the first month of the new school year.	Students who received intervention the previous year are not automatically eligible to continue intervention.
	Fewer than 10% of the school population has been identified for Tier 2 behavior interventions.	Fewer than 15% of the school population has been identified for Tier 2 behavior interventions.	More than 15% of the school population has been identified for Tier 2 behavior interventions.
	The MTSS /SST team reviews multiple sources of data that are both quantitative and qualitative to make decisions about entry, adjustment, or exit from interventions for individual students.	The MTSS/SST team utilizes limited sources of data such as office referrals to make decisions about entry, adjustment, or exit from interventions for individual students.	The MTSS/SST team does not use data to make decisions for individual students.
Progress Monitoring	DBRC data is collected for all students in a 1-5 scale format.	DBRC data is collected for some students in a 1-5 scale format.	DBRC data is not collected.
	DBRC data is collected at least 4 times each day and updated daily.	DBRC data is collected less than 4 times each day or updated less than daily.	DBRC data is not collected.
	DBRC data is recorded immediately after the designated time period and reflects the most accurate representation of behavior.	DBRC data is recorded, but not immediately after the designated time period.	DBRC data is not collected.
	DBRC data is graphed in a format that allows for visual analysis.	DBRC data is collected but not graphed in a format that allows visual analysis.	DBRC data is not collected.
	Behavior staff analyze DBRC data at least once every 6-12 weeks to inform adjustments to student interventions.	Behavior staff analyze DBRC data at least once every semester to inform adjustments to student interventions.	DBRC data is not used by behavior staff to inform adjustments to student interventions.
	The fidelity of interventions is measured utilizing the fidelity checklists every 6-9 weeks & considered when evaluating student progress.	The fidelity of interventions is measured utilizing the fidelity checklists at least 2 times each year & considered when evaluating student progress.	The fidelity of interventions is not measured in a formal way or is not considered when evaluating student progress.



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Process & Procedures	The campus has a clearly defined MTSS for behavioral needs at Tiers 1, 2 & 3.	The campus has a partially defined MTSS for behavioral needs but still lacks a Tier 1 or Tier 3.	The campus has not defined a MTSS for behavioral needs.
	The MTSS process includes evidence of collaborative problem-solving and documentation of efforts at the Tier 1 level before beginning behavior interventions.	The MTSS process includes documentation of Tier 1 efforts but does not include evidence of collaborative problem-solving before beginning behavior interventions.	There is not a defined MTSS process for access to behavior interventions.
	A MTSS/SST team meets at least once every 6 weeks to discuss intervention needs.	A MTSS/SST team meets at least twice each semester to discuss interventions needs.	A MTSS/SST team does not exist or meets less than twice each semester.
	The MTSS/SST team discusses new students in need of intervention as well as the progress of students currently receiving intervention.	The MTSS/SST team only discusses new students in need of intervention.	A MTSS/SST team does not exist.
	The MTSS process considers the whole child and plans address academic and behavioral needs in tandem.	The MTSS process isolates academic and behavioral discussions separately, rather than in tandem.	There is not a defined MTSS process.
	There is a shared source for MTSS documentation of individual student plans, and all necessary staff have access to plans for students they support.	There is a shared source for MTSS documentation of individual student plans, but only some staff, such as counselors or administrators, have access to student plans.	There is not a shared source for MTSS documentation.
	MTSS documentation for each student includes specific behavior concerns, goals for intervention, and documentation of progress after each meeting.	MTSS documentation for each student the area of behavior is very broad and lacks specificity in behavior concerns, goals, or progress.	There is no MTSS documentation in the areas of behavior.
	All students receiving Tier 2 behavior intervention have MTSS documentation that is up to date.	Some students have MTSS documentation, or it is not currently up to date.	There is no MTSS documentation in the areas of behavior.
Building Capacity	All campus staff are trained (or provided review) in Tier 2 behavior interventions and procedures annually.	New campus staff are trained in Tier 2 behavior interventions and procedures.	There is not training for campus staff in Tier 2 behavior interventions or procedures.
	All staff responsible for facilitating interventions and data collection have been trained in the Bridges framework.	Lead staff responsible for facilitating interventions and data collection have been trained in the Bridges framework.	Staff have not been trained in the Bridges framework.
	In addition to MTSS team meetings, a campus team meets to discuss and make adjustments to Tier 2 behavior systems several times each year.	In addition to MTSS team meetings, a campus team meets to discuss Tier 2 behavior systems and make adjustments on an annual basis.	A campus team does not meet to discuss Tier 2 systems after the initial training or implementation.
Collaboration & Communication	Communication with student families is proactively initiated each grading period. Communication includes celebrations and sharing progress data.	Communication with student families is initiated at least once each semester or contact with families is primarily in response to behavior concerns.	Communication with student families is rarely initiated.
	Intervention providers meet with classroom teachers at least once each grading period and share DBRC data to determine needs/adjustments for students.	Intervention providers meet with classroom teachers but do not review DBRC data.	Behavior staff do not intentionally meet with teachers (takes place only as needed or randomly).
	The administrator and behavior intervention providers intentionally meet to collaborate and debrief successes and needs at least once per grading period.	The administrator and behavior intervention providers intentionally meet at least annually to collaborate and debrief successes and needs.	Meetings between the administrator and behavior intervention providers occur on a spontaneous or as needed basis.
	Progress data is shared with students directly. Students are encouraged to take an active role in reviewing data and brainstorming needs or adjustments for the future.	Progress data is shared with students, but they are not solicited to take an active role in reviewing the data or making plans for future supports.	Progress data is not intentionally shared with students.

