**Appendix F: Phone Interview Administrator and Behavior Team Leader in Program Schools (Spring 2016, Spring 2017)**
*Note that questions about Tier I activities are organized by the CSBS fidelity tool (Tiered Fidelity Inventory).*

Date:

Interviewer_ID:      District_ID:    School_ID:    STAFF_ID:

**Introduction (Introduction Will Be Repeated Each Wave)**
Good morning/good afternoon. My name is [name] and I work with the Multi-Tiered Systems of Support for Behavior (MTSS-B) study team.

We are conducting interviews with Behavior Team Leaders to learn their thoughts about how MTSS-B implementation is going, and about the training and support you have received from the Center for Social Behavior Supports (CSBS). We hope you will participate because your perspective is essential to understanding how to improve behavior support practices in schools across the country. We anticipate the interview will take no more than 45 minutes.

Before we begin, I would like to ask you if I can record our conversation. We record the interviews to ensure that we do not miss any relevant information. All the information we collect is confidential, and you, your school, or anyone working at or attending your school will not be identified by name. You can ask me to stop recording at any time. (*Review consent form.)*

Do you have any questions before we begin?

**AGREEMENT TO COMPLETE INTERVIEW FOR THE EVALUATION OF MULTI-TIERED SYSTEMS OF SUPPORT FOR BEHAVIOR (MTSS-B)**

**What is the purpose of the study?**

This study is evaluating Multi-Tiered Systems of Support for Behavior (MTSS-B), an approach to teaching and reinforcing appropriate behavior for all students and providing additional supports for students with greater needs. Some schools in the study have been randomly selected to receive training and support in MTSS-B and other schools in the study were randomly selected to continue with their existing behavior support practices. Data is being collected to understand how this program works across schools and districts; it will not be used to evaluate individual schools, teachers, or staff members.

The U.S. Department of Education has picked MDRC, a research group, to carry out the study. MDRC is working with partner organizations to collect data for this research study—American Institutes of Research (AIR), Decisions Information Resources (DIR) and Harvard Graduate School of Education. These four organizations make up the MTSS-B study team.

**What am I being asked to do?**

You are invited to complete a phone interview about MTSS-B implementation as well as CSBS training and support. It will take up to 45 minutes. We will field this interview in the Spring of 2016 and Spring of 2017

**What are the benefits from taking part in this interview?**

We hope that you will feel satisfied knowing that you are helping to improve teaching and learning in your school and throughout the country.

**What are the possible risks of this interview?**

There are no anticipated risks of participating in this interview. Your responses and personal information will be stored securely and will not be released to any person outside of the research team. Information collected will not be used to evaluate you or other individuals in your school.

**Who will know about my participation in this interview?**

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences. All information from this study will be kept confidential as required by the Education Sciences Reform Act of 2002 (Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. Personally identifiable information about individual respondents will not be reported. We will not provide information that identifies you, your school, or your district to anyone outside the study team, except as required by law.

**Is my participation in this interview voluntary?**

Your participation in the interview is completely voluntary and your decision will not affect your current or future status in your school. We hope you will participate because your views and experiences are very important to us. If you begin the interview and change your mind, you can withdraw at any time.

**If I have additional questions, how can I get them answered?**
You can contact Fred Doolittle of MDRC at (212) 340-8638 or fred.doolittle@mdrc.org.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number.  The valid OMB control number for this information collection is #1850-NEW.  The time to complete this survey is estimated to average 30 minutes, including time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is voluntary.  If you have comments or concerns regarding the status of your individual submission of this form, application or survey, please write directly to Lauren Angelo, U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Suite 502h, Washington, D.C. 20208 or email lauren.angelo@ed.gov.

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**VOLUNTARY CONSENT**
*I have read this form, and all of my current questions have been answered. I understand that I am encouraged to ask questions about any aspect of this research during the course of the study, and that such future questions will be answered by a qualified individual. Any questions I have about either the study or my rights as a research participant will be answered by the Project Director at MDRC (Fred Doolittle) – (212) 340-8638 or* fred.doolittle@mdrc.org.

*By signing this form, I agree to participate in this interview.  A copy of this consent form will be given to me. I know that participation in these data collection activities is voluntary and that all information about me will be kept private to the extent allowed by law. I know that I can refuse to provide any information or stop participating in data collection activities at any time.*

_____   _____   _____

Name of Participant   (please print)          District                        School

_____   _____

Participant's Signature                        Date

**I.      Team Operating Procedures and Data-Based Decision Making**
Please describe the frequency with which the school is fully using the CSBS TIPS process for school leadership team meetings. (never, sometimes, always)

Has your team encountered any challenges in using the TIPS process? (Yes, No)

If yes, please describe the challenges your team has encountered in using the TIPS process. (e.g. team members reluctant to follow the process; technology problems with the TIPS online meeting form; not enough time to complete the process; team does not like the process; other)

How helpful have the CSBS trainers been in addressing these challenges?  (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g. additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the teams in their use of the TIPS process? (e.g. additional time, additional content, additional opportunities to practice)

**II.      Behavior Expectations**
Has your school developed 3-5 positively stated expectations? (No, somewhat, Yes)

To what extent has your school defined what those expectations look like in different settings? (fully, somewhat, not at all)

Has your school encountered any challenges in the establishment of the behavioral expectations and definitions for different settings? (yes, no)

If yes, please describe the challenges your school has encountered so far in the establishment of the behavioral expectations and definitions for different settings. (e.g., no challenges; no resources for posters; no time to teach expectations to staff; matrix of examples in different settings not created)

How helpful have the CSBS trainers been in addressing these challenges?  (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g. additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the teams in the establishment of behavioral expectations? (e.g. additional time, additional content, additional opportunities to practice)

**III.      Teaching Expectations**
Please describe the extent to which teachers at this school are teaching expectations in ways that align with the school action plan. (e.g. none, less than half, more than half, all)

Has your school encountered any challenges so far in teaching expectations to students? (yes, no)

If yes, please describe the challenges your school has encountered so far in teaching expectations to students. (e.g., no challenges; lesson plans not created, teachers don't like lesson plans; no time to implement lesson plans; teachers don't re-teach expectations)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the teaching of behavior expectations? (e.g., additional time, additional content, opportunities to practice)


## IV.     Classroom Procedures

To what extent are teachers implementing the CSBS classroom procedures (rules, routines, acknowledgement, and consequences) that align with your school expectations? (e.g., none, less than half, more than half, all)

Has your school encountered any challenges so far in regards to implementing classroom procedures? (yes, no)

If yes, please describe the challenges your school has encountered so far in regards to implementing classroom procedures. (e.g., no challenges; no time to teach teachers; teachers resistant; coach not available to support teachers)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainer have provided to help you support the implementation of classroom procedures? (e.g., additional time, additional content, opportunities to practice)

How helpful has the MTSS-B Coach been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What has the Coach done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the MTSS-B Coach have provided to help you support the implementation of classroom procedures? (e.g., additional time, additional content, opportunities to practice)


## V.     Feedback and Acknowledgement

To what extent are school staff implementing your school's acknowledgement and rewards system? (none, less than half, more than half, all)

Has your school encountered any challenges so far in setting up and implementing this system? (yes, no)

If yes, please describe the challenges your school encountered in setting up and implementing this system. (e.g., no challenges; rewards too expensive; staff not trained to implement in non-classroom settings; no time to provide rewards; students not interested in rewards)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the use of appropriate feedback to students? (e.g., additional time, additional content, opportunities to practice)

## VI.  Faculty, Student, Family, and Community Involvement
To what extent has your school solicited input from staff? (a great deal, some, not at all, not sure)

To what extent has your school solicited input from students? (a great deal, some, not at all, not sure)

To what extent has your school solicited input from family/community? (a great deal, some, not at all, not sure)

Has your school encountered any challenges in soliciting input from other parties? (yes, no)

If yes, please describe any challenges your school has encountered so far soliciting this input from other parties. (e.g., no time to share practices; parents are hard to reach; informal feedback provided; low responsiveness to requests)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support seeking involvement from faculty, students, families, and the community? (e.g., additional time, additional content, opportunities to practice)

## VII.  Fidelity Data
How consistently have you and the Behavior Team collected fidelity data? (not at all, once this year, two or more times)

Have you and the Behavior Team encountered any challenges in collecting fidelity data? (yes, no)

If yes, please describe the challenges your school has encountered so far in collecting this data.

(e.g., no challenges, no time, protocols too long, don't understand protocols, technical difficulties)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the use of fidelity data? (e.g., additional time, additional content, opportunities to practice)

## VIII.  Tier II Team
Has your school established a Targeted Team? (yes, no, not sure)

Has your school encountered any challenges in establishing a Targeted Team? (yes, no)

If yes, please describe the challenges your school has encountered so far in establishing a Targeted Team. (e.g., no challenges; people stretched too thin; don't have staff appropriate for positions; no time to establish team)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the creating of a Targeted Team? (e.g., additional time, additional content, opportunities to practice)

## IX.     Tier II Team Operation Procedures (spring 2017 only)
Please describe the frequency with which the Targeted Team is fully using the CSBS TIPS process for Targeted Team meetings. (never, sometimes, always)

Has the Targeted Team encountered any challenges in implementing the TIPS process? (yes, no)

If yes, please describe the challenges your team has encountered in using the TIPS process. (e.g., no challenges; team members reluctant to follow the process; technology problems with the TIPS online meeting form; not enough time to complete the process; team does not like the process)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the use of TIPS for the targeted team? (e.g., additional time, additional content, opportunities to practice)

## X.      Screening and Requests for Assistance (spring 2017 only)
Can you describe to what extent the Targeted Team is using the screening process recommended by CSBS for identifying students for Tier II [review of data, teacher/family referral]? (not at all,

somewhat, fully)

Has your school encountered any challenges in using this process? (yes, no)

If yes, please describe the challenges your school has encountered so far in using this process. (e.g., no challenges; data not accessible; requests for assistance are overwhelming; data decision making rules not relevant)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support student screening processes? (e.g., additional time, additional content, opportunities to practice)

## XI.    Implementation of CICO (spring 2017 only)
To what extent are designated adults fulfilling their role in checking in and checking out Tier II students? (none, less than half, more than half, all)

To what extent are teachers providing students on CICO with feedback? (none, less than half, more than half, all)

Has your school encountered any challenges in training staff in CICO? (yes, no)

If yes, please describe the challenges your school has encountered in training staff in CICO. (e.g., no challenges; no time to train staff in CICO; staff overwhelmed by CICO)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the implementation of CICO? (e.g., additional time, additional content, opportunities to practice)

## XII.    Use of Student Performance Data (spring 2017 only)
How consistently is the Targeted Team tracking the performance of students on CICO? (not at all, rarely, every couple weeks, every week, every day)

Has the targeted team encountered any challenges in tracking the performance of CICO students? (yes, no)

If yes, can you describe any challenges your school has encountered so far in tracking the performance of students? (e.g., no challenges; no time to meet; data not reliable; data not entered; teachers not giving points)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful,

somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support efforts to track student behavior? (e.g., additional time, additional content, opportunities to practice)

**XIII.  Tier II Fidelity Data (spring 2017 only)**
How regularly is your team tracking the fidelity of CICO implementation? (never collected, once a semester, two or more times this year)

Has the Targeted Team encountered any challenges in tracking the fidelity of CICO implementation? (yes, no)

If yes, please describe the challenges your school has encountered so far in the collection of CICO fidelity data. (e.g., no challenges; no time to collect fidelity data; don't understand protocol; not trained in protocol)

How helpful have the CSBS trainers been in addressing these challenges? (not at all helpful, somewhat helpful, very helpful) What have they done to help? (e.g., additional training, individualized coaching, sharing of materials)

What additional supports could the CSBS trainers have provided to help you support the use of CICO fidelity data? (e.g., additional time, additional content, opportunities to practice)

**XIV.  CSBS Training**
On a scale of 1-5, with 1 being not at all helpful and 5 being very helpful, please rate and then describe how helpful you found the following components of CSBS training in fulfilling your role in MTSS-B implementation.
- Summer team training
- School-year site visits
- Monthly webinars
- As-needed video conferences, phone calls, and emails
- Direct training from MTSS-B Coach
- Individual or small group consultation with MTSS-B Coach

What could be improved in future CSBS trainings that would help you fulfill your role in MTSS-B implementation? (e.g., more customized training and support; more time to practice and plan; more engaging material; more emphasis on a particular topic [indicate topic])