

School-wide PBIS Tiered Fidelity Inventory



Version 2.1



Intended Users of the Training Materials

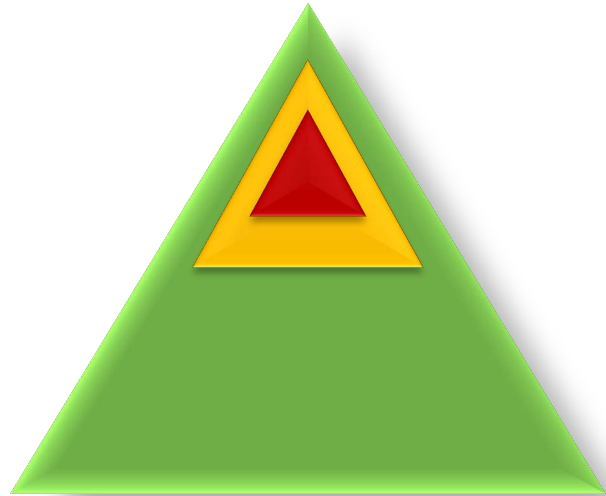
- Training materials and documents regarding administration of the School-wide PBIS Tiered Fidelity Inventory (TFI) are intended for preparing coaches and facilitators who will be guiding administration and use of the instrument with school teams.

Training Goals

- Define
 - **Purpose** of School-wide PBIS Tiered Fidelity Inventory
 - **Process**
 - Who participates
 - What pre-materials are needed
 - Duration and Data-collection protocol
 - Summary
 - **Item Analysis**
 - Considerations for each of the 43 items across the three tiers

Purpose of the School-wide PBIS Tiered Fidelity Inventory

- The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.
 - Tier I (Universal PBIS)
 - Whole School Universal Prevention
 - Tier II (Targeted PBIS)
 - Secondary, Small Group Prevention
 - Tier III (Intensive PBIS)
 - Tertiary, Individual Support Prevention



Fit with Existing Assessment Instruments

- The School-wide PBIS Tiered Fidelity Inventory (TFI) is intended to fulfill the same functions as the:
 - Team Implementation Checklist (TIC)
 - Benchmarks of Quality (BoQ)
 - Benchmarks of Advanced Tiers (BAT)
 - PBIS Self-Assessment Inventory (SAS)
 - Phases of Implementation (POI)
- The TFI addresses all three tiers, and focuses on those elements of PBIS that are most “core” to achieving student outcomes.
- There is no problem continuing to use prior measures. The TFI is intended to be more efficient, but other measures may be more comprehensive, and will remain available.

Note: At this time SET, ISSET and BoQ remain the preferred research-quality fidelity measures

SWPBIS Tiered Fidelity Inventory is a Self-Assessment

- Primary purpose of the instrument is to help school teams improve
- Primary audience for instrument results is the team, faculty, families and administrators of the school.
- Effective use of the instrument requires multiple administrations (progress monitoring)

Uses of the SWPBIS Tiered Fidelity Inventory

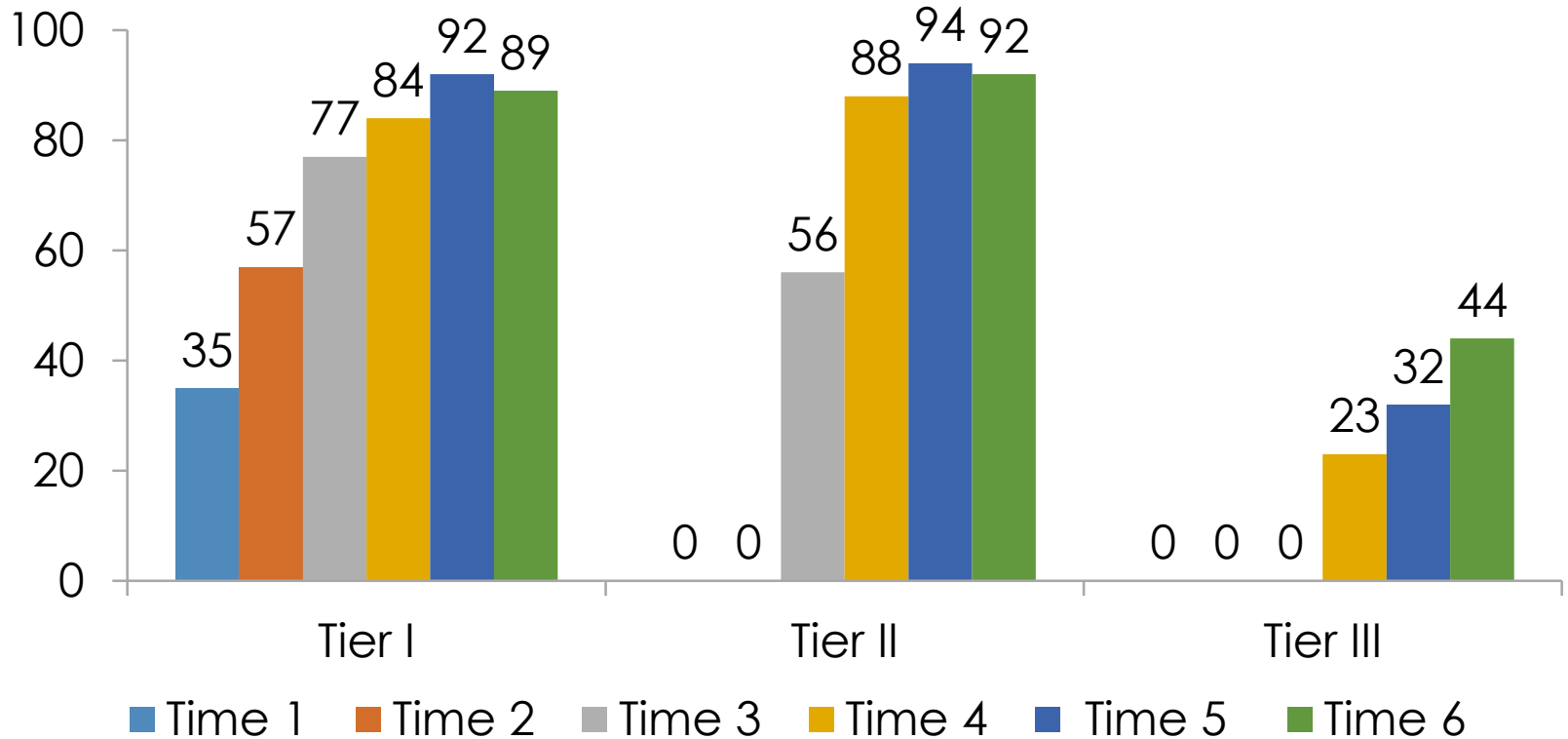
- Formative Assessment
 - Determine current PBIS practices in place and needed prior to launching implementation
- Progress monitoring
 - Self-assess PBIS practices by tier to guide implementation efforts, and assess progress by tier
 - Build action plan to focus implementation efforts
- Annual Self-Assessment
 - Self-assess annually to facilitate sustained implementation of PBIS
- State Recognition
 - Determine schools warranting recognition for their fidelity of PBIS implementation.

Summary Data and Reports

- Total Score
- Subscale
- Sub-subscale
- Individual Items

Note: Pending Beta Test we continue to use the 80% benchmark at each tier to indicate “implementation at criterion”

Subscale Reports



Sub-subscale and Item Reports

- Sub-subscale

- Tier I

- Teams
 - Implementation
 - Evaluation

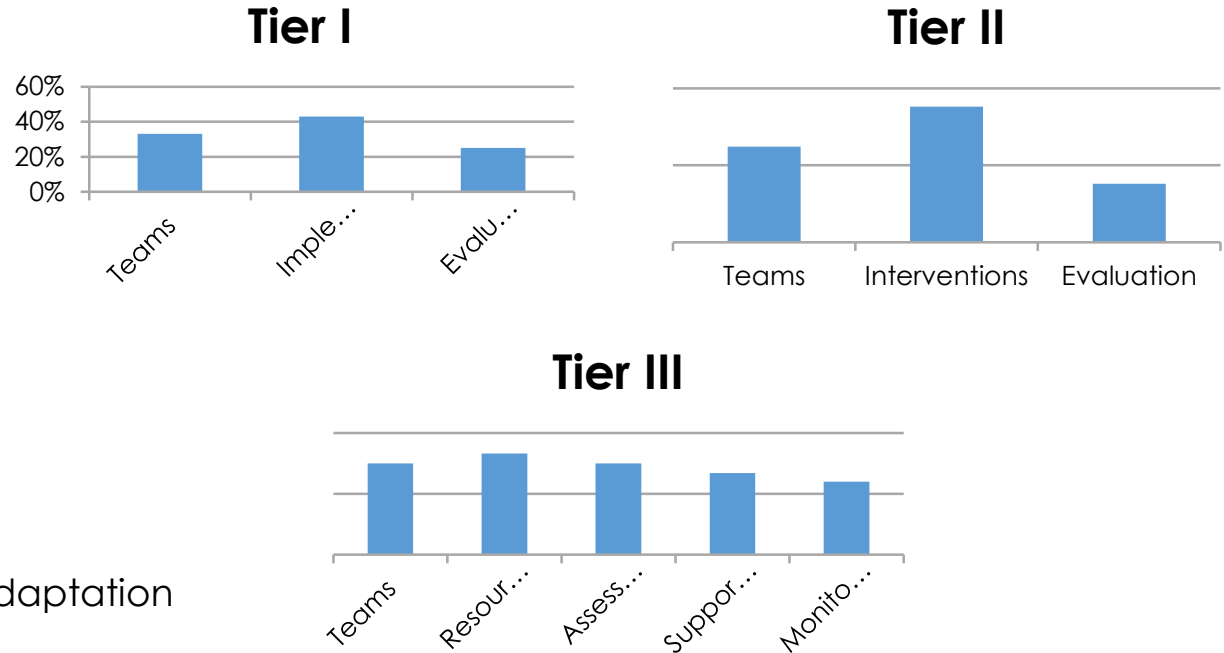
- Tier II

- Teams
 - Interventions
 - Evaluation

- Tier III

- Teams
 - Resources
 - Assessment
 - Support plan
 - Monitoring and adaptation

- Item Report



Orientation of Administration



School-wide PBIS Tiered Fidelity Inventory

Administration Protocol

- School-wide PBIS Tiered Fidelity Inventory is completed by a school team with a PBIS coach/facilitator.
- **Before Inventory Assessment:** Define schedule, personnel, review existing fidelity and impact data, and obtain relevant permanent products. Conduct a building walkthrough to identify data related to the school-wide acknowledgement system.
- **During Inventory Assessment:** For each item, review purpose, data sources, and standard. All team members vote to whether the item is not implemented, partially implemented, or fully implemented. The majority vote is recorded following an opportunity for discussion. Data are recorded on pbis.assessment.org
- **After Inventory Assessment:** At least one item is identified for active action planning to improve or sustain implementation.

Typical Sequence of Administration

- Schedule date and define expectations—time, people, materials
 - Determine at this point which tiers will be reviewed
- Administration of Inventory
 - Coach walkthrough
 - 30-60 min per tier reviewed
- Action Plan Development
 - May be done at same time or at a later meeting
 - 20 min per tier reviewed

Possible Pre-Administration Documentation

- Tier I
 - School team organizational chart (if available)
 - School/ District policies on social behavior/support
 - Team meeting minutes (last 3 meetings)
 - Student handbook
 - Professional development plan for past year
 - Prior PBIS fidelity measures (last two years)
 - Student behavioral data summary for past month
 - Major ODR/Day/Month compared to the national median
 - Universal screening measures and process
 - Any prior evaluation reports focused on social behavior
 - Any reports to school administration or board focused on social behavior

Possible Pre-Administration Documentation

- Tier II

- Tier II team meeting minutes (last two)
- Rubric for selecting students for Tier II support
- Tier II strategy handbooks, or procedures (i.e., CICO)
- Available Tier II data summaries (if possible for 2 months)
- Family communication systems
- Most recent fidelity measures for Tier II strategies

Possible Pre-Administration Documentation

- Tier III

- Tier III team meeting minutes (last two meetings)
- Decision rules for selecting students for Tier III
- Assessment tools for Tier III (i.e., functional behavioral assessment, mental health, medical records, etc.)
- Three student support plans (randomly selected)
- Tier III data summary (last two reports)

Feature Name

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>Feature Name: Detailed description of the feature.</p> <p>Main Idea: the essence of the feature.</p>	<ul style="list-style-type: none"> Possible data sources 	<p>0 = descriptors of the feature not being implemented</p> <p>1 = descriptors of the feature being partially implemented</p> <p>2 = descriptors of the feature being fully implemented</p>

Quick Check: Feature Name

Reflective question to focus the conversation?

■ Self-Assessment

- Question
- Documentation
- Process
- Product
- Data

■ Scoring

0 = descriptors of the feature not being implemented

1 = descriptors of the feature being partially implemented

2 = descriptors of the feature being fully implemented

Tier I



School-wide PBIS Tiered Fidelity Inventory

1.1 Team Composition

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.1 Team Composition: Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.</p>	<ul style="list-style-type: none"> School organizational chart Tier I team meeting minutes 	<p>0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>

Main Idea: Teams need people with multiple skills and perspectives to implement PBIS well.



Quick Check: Team Composition

Are all necessary roles/functions represented on the team?

■ Self-Assessment

- Coordinator
- Behavioral expertise
- Administrative authority
- Coaching expertise
- Knowledge about academic/behavior outcomes
- Knowledge about school operations
- Family/Student perspective included

■ Scoring

0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise

1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%

2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%

1.2 Team Operating Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan 	<p>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Main Idea: Specific features are necessary to ensure meetings are effective for action planning and tracking progress.

Quick Check: Team Operating Procedures

What meeting procedures are currently in place at the Tier I level?

■ Self-Assessment

- Regular, monthly meetings
- Consistently followed meeting format
- Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)
- Participant roles are clearly defined
- Action plan current to the school year

■ Scoring

- 0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan
- 1 = Tier I team has at least 2 but not all 4 features
- 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

1.3 Behavioral Expectations

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Staff handbook • Student handbook 	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p>

Main Idea: Having school-wide, positive expectations is among the best ways to establish a positive social culture.

Quick Check: Behavioral Expectations

■ Self-Assessment

- Has the team identified five or fewer behavioral expectations?
- Do they include examples by location / setting?
- Are they posted publically throughout the school?

■ Scoring

0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number

1 = Behavioral expectations identified but may not include a matrix or be posted

2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations

1.4 Teaching Expectations

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs 	<p>0 = Expected behaviors are not taught</p> <p>1 = Expected behaviors are taught informally or inconsistently</p> <p>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations</p>

Main Idea: Behavioral expectations need to be taught to all students in order to be effective.

Quick Check: Teaching Expectations

What is the system for teaching behavioral expectations to all students?

■ Self-Assessment

- Are regularly scheduled times identified for teaching expectations at least once per school year?
- Is there a documented teaching schedule?
- Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?

■ Scoring

0 = Expected behaviors are not taught

1 = Expected behaviors are taught informally or inconsistently

2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations

1.5 Problem Behavior Definitions

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</p>	<ul style="list-style-type: none"> • Staff handbook • Student handbook • School policy • Discipline flowchart 	<p>0 = No clear definitions exist, and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>

Main Idea: Operational definitions of problem behavior and consistent processes for responding to problem behavior improve the “predictability” of social expectations in the school. *Focus on reducing reward for problem behavior.*

Quick Check: Problem Behavior Definitions

What is the process for identifying problem behavior?

■ Self-Assessment

- Are problem behavior definitions written down and documented?
- Do the definitions clearly differentiate between staff-managed and office-managed problem behaviors?
- Are all staff and faculty members trained on the definitions?
- Are the definitions shared with families and students?

■ Scoring

0 = No clear definitions exist, and procedures to manage problems are not clearly documented

1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems

2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families

1.6 Discipline Policies

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p>	<ul style="list-style-type: none"> • Discipline policy • Student handbook • Code of conduct • Informal administrator interview 	<p>0 = Documents contain only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>

Main Idea: Preventative and positive approaches to discipline are the most effective.

Quick Check: Discipline Policies

Do the discipline policies emphasize proactive, preventative disciplinary measures?

■ Self-Assessment

- Are disciplinary practices proactive and preventative?
 - Do they help keep children in school and the classroom or is there a reliance on exclusionary practices?
- Is there clear documentation of discipline policies?
- Do administrators report consistent use of proactive, preventative approaches?

■ Scoring

0 = Documents contain only reactive and punitive consequences

1 = Documentation includes and emphasizes proactive approaches

2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use

1.7 Professional Development

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none"> Professional development calendar Staff handbook 	<p>0 = No process for teaching staff is in place</p> <p>1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices</p> <p>2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices</p>

Main Idea: The key to PBIS implementation is staff consistency. All staff need to be informed and aware of goals, process, measures.

Quick Check: Professional Development

What is the system for training all staff members?

■ Self-Assessment

- Are there scheduled trainings for school team members?
- Is there a faculty-wide orientation led by the full Tier I team?
- Is there a scheduled annual orientation for new faculty?
- Are there documented strategies for orienting substitutes or volunteers?
- Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?

■ Scoring

0 = No process for teaching staff is in place

1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices

2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

1.8 Classroom Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	<p>0 = Classrooms are not formally implementing Tier I</p> <p>1 = Classrooms are informally implementing Tier I but no formal system exists</p> <p>2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations</p>

Main Idea: PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.

Quick Check: Classroom Procedures

How has the school-wide system translated to classrooms?

■ Self-Assessment

- Do classroom procedures match proactive school-wide disciplinary practices?
- Are all core features of Tier I supports visible?
 - Positively stated expectations and consistent routines
 - System for acknowledging appropriate behavior
 - In-class system for responding to inappropriate behavior

■ Scoring

0 = Classrooms are not formally implementing Tier I

1 = Classrooms are informally implementing Tier I but no formal system exists

2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations

1.9 Feedback and Acknowledgement

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</p>	<ul style="list-style-type: none"> TFI Walkthrough Tool 	<p>0 = No formal system for acknowledging students</p> <p>1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students</p> <p>2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</p>

Main Idea: Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.

Quick Check: Feedback and Acknowledgement

What is the integrity of the school-wide system of acknowledgement?

■ Self-Assessment

- Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements?
- Are those acknowledgements linked to school-wide expectations?
- Are they distributed across school settings?
- Do at least 80% of students interviewed report receiving them?

■ Scoring

0 = No formal system for acknowledging students

1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students

2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students

1.10 Faculty Involvement

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p>	<ul style="list-style-type: none"> • PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes 	<p>0 = Faculty are not shown data at least yearly and do not provide input</p> <p>1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both</p> <p>2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months</p>

Main Idea: Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.

Quick Check: Faculty Involvement

What are feedback systems to regularly involve faculty stakeholders?

■ Self-Assessment

- Is there documentation of a process for receiving feedback on Tier I supports?
- Does that documentation include input from faculty?
- Was the most recent feedback within the past 12 months?
- How often is school-wide data shared with faculty?

■ Scoring

0 = Faculty are not shown data at least yearly and do not provide input

1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both

2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months

1.11 Student/Family/Community Involvement

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>	<ul style="list-style-type: none"> • Surveys • Voting results from parent/family meeting • Team meeting minutes 	<p>0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations</p> <p>1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders</p> <p>2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months</p>

Main Idea: Schools need active engagement of students, families and the community to be successful.

Quick Check:

Student/Family/Community Involvement

What are feedback systems to regularly involve stakeholders?

■ Self-Assessment

- Is there documentation of a process for receiving feedback on Tier I supports?
- Does that documentation include input from faculty, students and families?
- Was the most recent feedback within the past 12 months?

■ Scoring

0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations

1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders

2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months

1.12 Discipline Data

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.</p>	<ul style="list-style-type: none"> School policy Team meeting minutes Student outcome data 	<p>0 = No centralized data system with ongoing decision making exists</p> <p>1 = Data system exists but does not allow instantaneous access to full set of graphed reports</p> <p>2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student</p>

Main Idea: Teams need the right information in the right form at the right time to make effective decisions.

Quick Check: Discipline Data

How is data collected, organized, and summarized for decision making?

■ Self-Assessment

- Is there a centralized data system to collect and organize behavior incident data?
- Does the Tier I team have instantaneous access to graphed reports summarizing discipline data?
- Are those data organized to review all of the following:
frequency of problem behavior events by behavior, location, time of day and student?

■ Scoring

0= No centralized data system with ongoing decision making exists

1 = Data system exists but does not allow instantaneous access to full set of graphed reports

2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student

1.13 Data-Based Decision Making

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making.</p>	<ul style="list-style-type: none"> • Data decision making for non-responders • Staff professional development calendar • Staff handbook • Team meeting minutes 	<p>0 = No process/protocol exists or data are reviewed but not used</p> <p>1 = Data reviewed and used for decision making, but less than monthly</p> <p>2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports</p>

Main Idea: Teams need the right information in the right form at the right time to make effective decisions.

Quick Check: Data-Based Decision Making

What is the system for accessing data necessary for decision making?

■ Self-Assessment

- Does the team have access to discipline data for the entire student body (school-wide)?
- Does the team have access to academic data for the entire student body?
- Are those data clearly and logically linked to the annual action plan for Tier I?
- Are those data reviewed at least monthly?

■ Scoring

0 = No process/protocol exists or data are reviewed but not used

1 = Data reviewed and used for decision-making, but less than monthly

2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports

1.14 Fidelity Data

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	<ul style="list-style-type: none"> School policy Staff handbook School newsletters School website 	<p>0 = No Tier I SWPBIS fidelity data collected</p> <p>1 = Tier I fidelity collected informally and/or less often than annually</p> <p>2 = Tier I fidelity data collected and used for decision making annually</p>

Main Idea: Measuring fidelity is essential for maintaining high-criterion use of PBIS. Any Tier I fidelity measure is acceptable. Completing this inventory meets the criterion for a “2” score.

Quick Check: Fidelity Data

What role does fidelity data play in the actions of the Tier I team?

■ Self-Assessment

- Is the team assessing fidelity of implementation at Tier I?
- Is there regular assessment of fidelity?
- Are the fidelity data used for decision making and action planning at Tier I?

■ Scoring

0 = No Tier I SWPBIS fidelity data collected

1 = Tier I fidelity collected informally and/or less often than annually

2 = Tier I fidelity data collected and used for decision making annually

1.15 Annual Evaluation

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<ul style="list-style-type: none"> • Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters 	<p>0 = No evaluation takes place, or evaluation occurs without data</p> <p>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders</p> <p>2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation</p>

Main Idea: Implementation of the core components of PBIS is more likely if the Tier I team both self-assesses implementation status at least annually AND reports their status to relevant stakeholders (i.e., school community, school board, etc.)

Quick Check: Annual Evaluation

What is the process for regularly examining Tier I systems?

■ Self-Assessment

- Is there an evaluation conducted for Tier I systems?
- Does this happen annually?
- Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)?
- Are the outcomes clearly linked to a Tier I action plan?

■ Scoring

0 = No evaluation takes place, or evaluation occurs without data

1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders

2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

Tier II



School-wide PBIS Tiered Fidelity Inventory

2.1 Team Composition

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</p>	<ul style="list-style-type: none"> School organizational chart Tier II team meeting minutes 	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise</p> <p>1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%</p> <p>2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>

Main Idea: Tier II team needs individuals with specific skills and perspectives to implement Tier II supports.

Quick Check: Team Composition

Are all necessary roles/functions represented on the team?

■ Self-Assessment

- Coordinator
- Applied behavioral expertise
- Administrative authority
- Knowledge about students
- Knowledge about school operations

■ Scoring

0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise

1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%

2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%

Item Considerations

- Tier II team does not need to be large. Even 2-4 people may be sufficient.
- The key is to ensure that the authority to make decisions exist, and the behavioral expertise is present to guide adaptations.

2.2 Team Operating Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan 	<p>0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1= Tier II team has at least 2 but not all 4 features</p> <p>2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Main Idea: Tier II teams need meeting foundations in order operate efficiently and to implement effective supports.

Quick Check: Team Operating Procedures

What meeting procedures are currently in place at the Tier II level?

■ Self-Assessment

- Regular, monthly meetings
- Consistently followed meeting format
- Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)
- Participant roles are clearly defined
- Action plan current to the school year

■ Scoring

0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan

1 = Tier II team has at least 2 but not all 4 features

2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Item Considerations

- Tier II team may be part of Tier I team, but a regular meeting typically is needed to review Tier II data, and needed for new students nominated for Tier II.
- Clarify with teams if and how the decision is made to transition from Tier I meeting items to Tier II meeting items.

2.3 Screening

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</p>	<ul style="list-style-type: none"> Multiple data sources used (<i>ODRs/Time out of instruction, Attendance, Academic performance</i>) Team Decision Rubric Team meeting minutes School Policy 	<p>0 = No specific rules for identifying students who qualify for Tier II supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports</p>

Main Idea: Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.



Quick Check: Screening

What is the process for identifying students who may need Tier II supports?

■ Self-Assessment

- Written policy or rubric for identifying students in need of assistance
- Multiple data sources
- Process for notifying and including families

■ Scoring

0 = No specific rules for identifying students who qualify for Tier II supports

1 = Data decision rules established but not consistently followed or used with only one data source

2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports

2.4 Request for Assistance

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.</p>	<ul style="list-style-type: none"> • School Handbook • Request for Assistance Form • Family Handbook 	<p>0 = No formal process</p> <p>1 = Informal process in place for staff and families to request behavioral assistance</p> <p>2 = Written request for assistance process is in place and team responds to request within 3 days</p>

Main Idea: Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.



Quick Check: Request for Assistance

What is the process for requesting assistance with behavior support?

■ Self-Assessment

- Written policy or rubric for identifying students in need of assistance
- Multiple data sources
- Process for notifying and including families

■ Scoring

0 = No formal process

1 = Informal process in place for staff and families to request behavioral assistance

2 = Written request for assistance process is in place and team responds to request within 3 days

Item Considerations

- The process for nominating a student should be easily understood and easily accessed by all.
- Families should know how to nominate a student and know the process when a student is nominated.
- Emphasis should be given on the success of the process when done early.

2.5 Sufficient Array of Tier II Interventions

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.5 Sufficient Array of Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>	<ul style="list-style-type: none"> School Tier II Handbook Targeted Interventions Reference Guide 	<p>0 = No Tier II interventions with documented evidence of effectiveness are in use</p> <p>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</p> <p>2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need</p>

Main Idea: A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.

Quick Check: Sufficient Array of Tier II Interventions

What intervention options are available at the Tier II level?

■ Self-Assessment

- Are there multiple Tier II interventions readily available?
- Do they have an evidence base of effectiveness with students?

■ Scoring

0 = No Tier II interventions with documented evidence of effectiveness are in use

1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use

2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need

Item Considerations

- Standard modifications of existing interventions meet the criteria for sufficient array.
 - CICO for peer attention
 - CICO for academic task avoidance
- Many approaches for Tier II support
- Focus on Tier II supports that improve student success (e.g., do more than simply remove or control the student)
- Combinations of support strategies may be very appropriate and efficient.

2.6 Tier II Critical Features

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p>	<ul style="list-style-type: none"> • Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook 	<p>0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback</p> <p>1 = All Tier II interventions provide some but not all 3 core Tier II features</p> <p>2 = All Tier II interventions include all 3 core Tier II features</p>

Main Idea: Tier II supports should focus on improving the skills and context needed for student success.

Quick Check: Tier II Critical Features

What critical features are embedded in Tier II supports?

■ Self-Assessment

- Do all Tier II interventions include additional instruction/time for student skill development?
- Do all Tier II interventions include additional structure/predictability?
- Do all Tier II interventions include increased opportunities for feedback?

■ Scoring

0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback

1 = All Tier II interventions provide some but not all 3 core Tier II features

2 = All Tier II interventions include all 3 core Tier II features

2.7 Practices Matched to Student Need

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<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"> • Data sources used to identify interventions • School Policy • Tier II Handbook • Needs assessment • Targeted Interventions Reference Guide 	<p>0 = No process in place</p> <p>1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>

Main Idea: Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.



Quick Check: Practices Matched to Student Need

What is the process for identifying appropriate Tier II supports?

■ Self-Assessment

- Is there a formalized process to select Tier II supports?
- Does the process take into account student need and contextual fit?

■ Scoring

0 = No process in place

1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need

2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)

2.8 Access to Tier I Supports

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.8 Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p>	<ul style="list-style-type: none"> • Universal Lesson plans & teaching schedule • Acknowledgement system • Student of the month documentation • Family communication 	<p>0 = No evidence that students receiving Tier II interventions have access to Tier I supports</p> <p>1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports</p> <p>2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports</p>

Main Idea: Tier II supports are more effective when layered within Tier I.



Quick Check: Access to Tier I Supports

How do students receiving Tier II supports benefit from the Tier I system?

■ Self-Assessment

- Are the school's Tier II supports linked/layered/aligned with the school-wide, universal system?
- Do students receiving Tier II supports still receive full access to Tier I systems?

■ Scoring

0 = No evidence that students receiving Tier II interventions have access to Tier I supports

1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports

2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports

2.9 Professional Development

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</p>	<ul style="list-style-type: none"> Professional Development Calendar Staff Handbook Lesson plans for teacher trainings School policy 	<p>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress</p>

Main Idea: Effective Tier II supports require participation of many adults in the school.

Quick Check: Professional Development

What is the process for training staff members providing Tier II supports?

■ Self-Assessment

- Are there scheduled trainings for school team members?
- Is there a faculty-wide orientation led by the Tier II Team?
- Is there a scheduled annual orientation for new faculty?
- Are there documented strategies for orienting substitutes or volunteers?
- Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?

■ Scoring

0 = No process for teaching staff in place

1 = Professional development and orientation process is informal

2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress

2.10 Level of Use

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.10 Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>	<ul style="list-style-type: none"> • Tier II enrollment data • Tier II team meeting minutes • Progress monitoring tool 	<p>0 = Team does not track number of students responding to Tier II interventions</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</p>

Main Idea: Tier II supports that are used too little (e.g. 1%) or too much (e.g. 20%) are not sustainable.

Quick Check: Level of Use

What proportion of students are receiving Tier II supports?

■ Self-Assessment

- Is at least 5% of the total population receiving Tier II supports?
- Does the school have the capacity to sustain effective supports for this proportion of students?

■ Scoring

0 = Team does not track number of students responding to Tier II interventions

1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support

2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports

Item Considerations

- Tier II team and administration should know the proportion of students on Tier II supports.
- The level of Tier II supports should be between 3% and 17% to be effective and worth the organizational costs.
- At least 70% of students should succeed on initial Tier II supports. If lower, consider if Tier III supports are missing, or ineffective.

2.11 Student Performance Data

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.11 Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.</p>	<ul style="list-style-type: none"> • Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool • Daily/Weekly Progress Report sheets • Family communication 	<p>0 = Student data not monitored</p> <p>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p> <p>2 = Student data (% of students being successful) monitored and used at least monthly , with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders</p>

Main Idea: Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.

Quick Check: Student Performance Data

How is Tier II outcome data used to provide effective supports?

■ Self-Assessment

- Is there a system to collect and organize intervention outcome data?
- Does the Tier II team have access to reports summarizing intervention outcome data?
- Does the Tier II team have a system with data decision rules to identify how Tier II supports should be altered?

■ Scoring

0 = Student data not monitored

1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support

2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

2.12 Fidelity Data

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.12 Fidelity Data: Tier II team has a protocol for on-going review of fidelity for each Tier II practice.</p>	<ul style="list-style-type: none"> • Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member 	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</p>

Main Idea: Fidelity assessments should always be included as part of implementation practice.



Quick Check: Fidelity Data

What role does fidelity data play in the actions of the Tier II team?

■ Self-Assessment

- Is the team assessing fidelity of implementation at Tier II?
- Is there regular assessment of fidelity?
- Are the fidelity data used for decision making and action planning at Tier II?

■ Scoring

0 = Fidelity data are not collected for any practice

1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions

2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions

2.13 Evaluation

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers, and evaluations are shared with staff and district leadership.</p>	<ul style="list-style-type: none"> • Staff and student surveys • Tier II handbook • Fidelity tools • School Policy • Student outcomes • District Reports 	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, outcomes not used to shape the Tier II process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation</p>

Main Idea: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.



Quick Check: Evaluation

What is the process for regularly examining Tier II systems?

■ Self-Assessment

- Is there an evaluation conducted for Tier II systems?
- Does this happen annually?
- Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)?
- Are the outcomes clearly linked to a Tier II action plan?

■ Scoring

0 = No data-based evaluation takes place

1 = Evaluation conducted, outcomes not used to shape the Tier II process

2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation

Tier III



School-wide PBIS Tiered Fidelity Inventory

3.1 Team Composition

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.1 Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p>	<ul style="list-style-type: none"> School organizational chart Tier III team meeting minutes 	<p>0 = Tier III team does not include a trained systems coordinator or all 5 identified functions</p> <p>1 = Tier III team members have some but not all 5 functions, and /or some but not all members have relevant training or attend at least 80% of meetings</p> <p>2 = Tier III team has a coordinator and all 5 functions and attendance of these members is at or above 80%</p>

Main Idea: Tier III teams need individuals with specific skills and perspectives to effectively provide and implement Tier III supports.

Quick Check: Team Composition

Are all necessary roles/functions represented on the team?

■ Self-Assessment

- Coordinator
- Applied behavioral expertise
- Administrative authority
- Intensive support expertise
- Knowledge about students
- Knowledge about school operations

■ Scoring

0 = Tier III team does not include a trained systems coordinator or all 5 identified functions

1 = Tier III team members have some but not all 5 functions, and /or some but not all members have relevant training or attend at least 80% of meetings

2 = Tier III team has a coordinator and all 5 functions and attendance of these members is at or above 80%

3.2 Team Operating Procedures

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.2 Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier III team meeting agendas and minutes • Tier III meeting roles descriptions • Tier III action plan 	<p>0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier III team has at least 2 but not all 4 features</p> <p>2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Main Idea: Tier III teams need meeting foundations in order operate efficiently and to implement effective supports.

Quick Check: Team Operating Procedures

What meeting procedures are currently in place at the Tier III level?

■ Self-Assessment

- Regular, monthly meetings
- Consistently followed meeting format
- Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)
- Participant roles are clearly defined
- Action plan current to the school year

■ Scoring

0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan

1 = Tier III team has at least 2 but not all 4 features

2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

3.3 Screening

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.3 Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.</p>	<ul style="list-style-type: none"> School policy Team decision rubric Team meeting minutes 	<p>0 = No decision rules for identifying students who should receive Tier III supports</p> <p>1 = Informal process or one data source for identifying students who qualify for Tier III supports</p> <p>2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations</p>

Main Idea: Timely selection of students for Tier III supports improves the effectiveness of Tier III implementation.

Quick Check: Screening

What is the process for identifying students who may need Tier III supports?

■ Self-Assessment

- Written policy or rubric for identifying students in need of assistance
- Multiple data sources
- Process for including family perspectives in the identification process

■ Scoring

0 = No decision rules for identifying students who should receive Tier III supports

1 = Informal process or one data source for identifying students who qualify for Tier III supports

2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations

3.4 Student Support Team

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = Individual student support teams do not exist for all students who need them</p> <p>1 = Individual student support teams exist, but are not uniquely designed with input from student/family and / or team membership has partial connection to strengths and needs</p> <p>2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data</p>

Main Idea: Each student receiving Tier III supports benefits from having an individualized team comprised of relevant stakeholders.

Quick Check: Student Support Team

What is the composition of Tier III, student-level support teams?

■ Self-Assessment

- Does each student receiving Tier III supports have a unique support team?
- Is membership of the team representative of all relevant stakeholders (i.e., case manager, teacher, family, etc.)?

■ Scoring

0 = Individual student support teams do not exist for all students who need them

1 = Individual student support teams exist, but are not uniquely designed with input from student/family and / or team membership has partial connection to strengths and needs

2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data

3.5 Staffing

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.5 Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.</p>	<ul style="list-style-type: none"> • Administrative plan • Tier III team meeting minutes • FTE (i.e., paid time) allocated to Tier III supports 	<p>0 = Personnel are not assigned to facilitate individual student support teams</p> <p>1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment</p> <p>2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports</p>

Main Idea: Each Tier III student support team needs a person responsible for coordinating implementation efforts.

Quick Check: Staffing

Who is responsible for facilitating implementation of Tier III supports?

■ Self-Assessment

- Is there designated personnel with the responsibility of coordinating student-specific, Tier III teams?
- Is there personnel assigned to facilitate implementation of Tier III supports for students?

■ Scoring

0 = Personnel are not assigned to facilitate individual student support teams

1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment

2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports

3.6 Student/Family/Community Involvement

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = District contact person not established</p> <p>1 = District contact person established with external agencies, OR resources are available and documented in support plans</p> <p>2 = District contact person established with external agencies, AND resources are available and documented in support plans</p>

Main Idea: Accessing external supports and resources, as needed, can enhance individual student support plans.

Quick Check: Student/Family/Community Involvement

How are resources outside the school accessed when needed?

■ Self-Assessment

- Is there a person responsible for connecting with external agencies?
- Does the school have a process for accessing external resources?

■ Scoring

0 = District contact person not established

1 = District contact person established with external agencies, OR resources are available and documented in support plans

2 = District contact person established with external agencies, AND resources are available and documented in support plans

3.7 Professional Development

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.7 Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.</p>	<ul style="list-style-type: none"> • Professional Development Calendar • Staff Handbook • Lesson plans for teacher trainings • School policy 	<p>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention</p>

Main Idea: Effective implementation of Tier III supports requires that relevant staff have the knowledge base necessary for success.

Quick Check: Professional Development

What is the process for training staff members providing Tier III supports?

■ Self-Assessment

- Are there scheduled trainings for Tier III team members?
- Is there a process to train/coach Tier III staff on basic behavioral theory?
- Is there a process to train/coach Tier III staff on function of behavior?
- Is there a process to train/coach Tier III staff on function-based interventions?

■ Scoring

0 = No process for teaching staff in place

1 = Professional development and orientation process is informal

2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention

3.8 Quality of Life Indicators

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = Quality of life needs / goals and strengths not defined, or there are no Tier III support plans</p> <p>1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan</p> <p>2 = All plans document strengths and quality of life needs and related goals defined by student/family</p>

Main Idea: Intensive student support plans should capitalize on skill strengths and include student/family perspectives.

Quick Check: Quality of Life Indicators

How are the students' strengths and quality of life needs incorporated in Tier III support plans?

■ Self-Assessment

- Do Tier III support plans include student strengths and skills?
- Do Tier III support plans include quality of life needs defined by the student/family?

■ Scoring

0 = Quality of life needs / goals and strengths not defined, or there are no Tier III support plans

1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan

2 = All plans document strengths and quality of life needs and related goals defined by student/family

3.9 Academic, Social, and Physical Indicators

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.9 Academic, Social, and Physical Indicators: Assessment data are available for academic (reading, math, writing), behavioral (attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.</p>	<ul style="list-style-type: none">Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	<p>0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans</p> <p>1 = Plans include some but not all relevant life-domain information (medical, mental health, behavioral, academic)</p> <p>2 = All plans include medical, mental health information and complete academic data where appropriate</p>

Main Idea: Tier III supports are more effective when designed with information related to student strengths and needs.

Quick Check: Academic, Social, and Physical Indicators

What information and data is included in Tier III support plans?

■ Self-Assessment

- Do Tier III support plans include medical information, as appropriate?
- Do Tier III support plans include mental health information, as appropriate?
- Do Tier III support plans include complete academic data, as appropriate?

■ Scoring

0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans

1 = Plans include some but not all relevant life-domain information (medical, mental health, behavioral, academic)

2 = All plans include medical, mental health information and complete academic data where appropriate

3.10 Hypothesis Statement

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.10 Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans</p> <p>1 = 1 or 2 plans include a hypothesis statement with all 3 components</p> <p>2 = All plans include a hypothesis statement with all 3 components</p>

Main Idea: An applicable hypothesis statement is a determining factor in intervention effectiveness.

Quick Check: Hypothesis Statement

■ Self-Assessment

- ❑ Do Tier III support plans include a hypothesis statement?
- ❑ If yes, does the hypothesis statement include:
 - An operational description of the problem behavior?
 - Identification of the context where the problem is most likely?
 - Identification of maintaining reinforcers?

■ Scoring

0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans

1 = 1 or 2 plans include a hypothesis statement with all 3 components

2 = All plans include a hypothesis statement with all 3 components

3.11 Comprehensive Support

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = No plans include all 7 core support plan features, or there are no Tier III support plans</p> <p>1 = 1 or 2 plans include all 7 core support plan features</p> <p>2 = All plans include all 7 core support plan features</p>

Main Idea: Individualized interventions need specific components in order to be most effective.

Quick Check: Comprehensive Support

What critical features are embedded in Tier III supports?

■ Self-Assessment

□ Do Tier III support plans include:

- Prevention strategies?
- Teaching strategies?
- Strategies for removing rewards for problem behavior?
- Specific rewards for desired behavior?
- Safety elements where needed?
- A systematic process for assessing fidelity and impact?
- An action plan?

■ Scoring

0 = No plans include all 7 core support plan features, or there are no Tier III support plans

1 = 1 or 2 plans include all 7 core support plan features

2 = All plans include all 7 core support plan features

3.12 Natural and Formal Supports

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.</p>	<ul style="list-style-type: none"> At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet) 	<p>0 = Plan does not include specific actions, or there are no plans with extensive support</p> <p>1 = Plan includes specific actions, but they are not related to the quality of life needs and / or do not include natural supports</p> <p>2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports</p>

Main Idea: Some Tier III plans may need to include professionals, service providers, and individuals who are familiar with the strengths and needs of the student.

Quick Check: Natural and Formal Supports

■ Self-Assessment

- Are individuals familiar with the strengths and needs of the student included in the support plan?
- Are quality of life needs represented with specific actions in the support plan?
- Are natural supports (i.e., peer, relative, neighbor, etc.) included in the plan as appropriate?

■ Scoring

0 = Plan does not include specific actions, or there are no plans with extensive support

1 = Plan includes specific actions, but they are not related to the quality of life needs and / or do not include natural supports

2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports

3.13 Access to Tier I and Tier II Support

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.13 Access to Tier I and Tier II Support: Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans</p> <p>1 = Individual supports include some access to Tier I and/or Tier II supports</p> <p>2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur</p>

Main Idea: Tier III supports are more effective when layered within Tiers I and II.

Quick Check: Access to Tier I and Tier II Support

How do students receiving Tier III supports benefit from the Tier I and Tier II systems?

■ Self-Assessment

- Are Tier III support plans linked/layered/aligned with the school-wide, universal system?
- Do students receiving Tier III supports still receive full access to Tier I and Tier II systems?

■ Scoring

0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans

1 = Individual supports include some access to Tier I and/or Tier II supports

2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur

3.14 Data System

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.14 Data System: Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.</p>	<ul style="list-style-type: none"> • Reports to staff • Staff meeting minutes • Staff report 	<p>0 = No quantifiable data</p> <p>1 = Data are collected on outcomes and/or fidelity but not reported monthly</p> <p>2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly</p>

Main Idea: Teams need the right information in the right form at the right time to make effective decisions.

Quick Check: Data System

How are Tier III fidelity and outcome data used to provide effective supports?

■ Self-Assessment

- Is there a system to collect and organize intervention outcome data?
- Does the Tier III team have access to reports summarizing intervention outcome data?
- Is the team assessing fidelity of implementation at Tier III?
- Is there regular assessment of fidelity?
- Are the fidelity data used for decision making and action planning at Tier III?

■ Scoring

0 = No quantifiable data

1 = Data are collected on outcomes and/or fidelity but not reported monthly

2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly

3.15 Data-based Decision Making

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) Team meeting schedules 	<p>0 = Student individual support teams do not review plans or use data</p> <p>1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans</p> <p>2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcome data for decision making</p>

Main Idea: Teams need to regularly review fidelity/outcome data to identify how Tier III supports should be altered.

Quick Check: Data-based Decision Making

How are Tier III fidelity and outcome data used to provide effective supports?

■ Self-Assessment

- Do Tier III support teams have access to reports summarizing intervention outcome/fidelity data?
- How do Tier III support teams use data to identify how Tier II supports should be altered?

■ Scoring

0 = Student individual support teams do not review plans or use data

1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans

2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcome data for decision making

3.16 Level of Use

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.16 Level of Use: Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.</p>	<ul style="list-style-type: none"> • Student progress data • Tier III team meeting minutes 	<p>0 = School does not track proportion or no students have Tier III plans</p> <p>1 = Fewer than 1% of students have Tier III plans</p> <p>2 = All students requiring Tier III supports (and at least 1% of students) have plans</p>

Main Idea: Tier III supports that are used too little (e.g. fewer than 1%) or too much (e.g. more than 5%) are not sustainable.

Quick Check: Level of Use

What proportion of students are receiving Tier III supports?

■ Self-Assessment

- Are between 1% and 5% of the total population receiving Tier III supports?
- Does the school have the capacity to sustain effective supports for this proportion of students?

■ Scoring

0 = School does not track proportion or no students have Tier III plans

1 = Fewer than 1% of students have Tier III plans

2 = All students requiring Tier III supports (and at least 1% of students) have plans

3.17 Annual Evaluation

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.17 Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.</p>	<ul style="list-style-type: none"> • Tier III team meeting minutes • Tier III team Action Plan • Team member verbal reports 	0 = No annual review 1 = Review is conducted but less than annually, or done without impact on action planning 2 = Written documentation of an annual review of Tier III supports with specific decisions related to action planning

Main Idea: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.



Quick Check: Annual Evaluation

What is the process for regularly examining Tier III systems?

■ Self-Assessment

- Is there an evaluation conducted for Tier III systems?
- Does this happen annually?
- Are the outcomes shared with relevant stakeholders (faculty, students, family, etc.)?
- Are the outcomes clearly linked to a Tier III action plan?

■ Scoring

0 = No annual review

1 = Review is conducted but less than annually, or done without impact on action planning

2 = Written documentation of an annual review of Tier III supports with specific decisions related to action planning

School-wide PBIS Tiered Fidelity Inventory



Version 2.1