**Directions:** Team members may use this to record individual scores **prior to completing team voting** for consensus. Team members should use the “quick check” boxes to inform the score. If all the boxes cannot be checked off, the score is likely **not a 2**. The TFI is intended to be completed by members of a school’s System Planning Team, with the active presence and guidance of an external [district] coach.

|  |
| --- |
| **Tiered Fidelity Inventory – Tier 3** |
| **Tier 3 Subscale and Feature** | **Definition** | **Possible Data Sources** | **Criteria***0=Not implemented; 1=Partially implemented; 2=Fully implemented*  | **Score 0, 1, 2** |
| ***TEAMS*** |  |  |  |  |
| * 1. **Team Composition**

**Quick Check:*** Coordinator
* Applied behavioral expertise
* Administrative authority
* Intensive support expertise
* Knowledge about students
* Knowledge about school operations
 | 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 € knowledge about the operations of the school across grade levels and programs.  | * School organizational chart
* Tier III team meeting minutes
 | 0 = Tier III team does not include a trained systems coordinator or all 5 identified functions1 = 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 meetings2 = Tier III team has a coordinator and all 5 functions, **AND** attendance of these members is at or above 80%  |  |
| * 1. **Team Operating Procedures**

**Quick Check:*** 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
 | 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.  | * Tier III team meeting agendas and minutes
* Tier III meeting roles descriptions
* Tier III action plan
 | 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  |  |
| * 1. **Screening**

**Quick Check:*** Written policy or rubric for identifying students in need of assistance
* Multiple data sources for identifying students
* Process for including family perspectives in the identification process
 | 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. | * School Policy
* Team decision rubric
* Team meeting minutes
 | 0 = No decision rules for identifying students who should receive Tier III supports1 = 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  |  |
| * 1. **Student Support Team**

**Quick Check:*** 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.)?
 | 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  | * Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)
 | 0 = Individual student support teams do not exist for all students who need them1 = Individual student support teams exist, but are not uniquely designed with input form student/family and/or team membership has partial connection to strengths and needs2 = 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  |  |
| ***RESOURCES*** |  |  |  |  |
| * 1. **Staffing**

**Quick Check:*** Are there designated personnel with the responsibility of coordinating student-specific, Tier III teams?
* Are there personnel assigned to facilitate implementation of Tier III supports for students?
 | An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports | * Administrative plan
* Tier III team meeting minutes
* FTE (i.e., paid time) allocated to Tier III supports
 | 0 = Personnel are not assigned to facilitate individual student support teams1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports |  |
| * 1. **Student/Family/Community Involvement**

**Quick Check:*** Is there a person responsible for connecting with external agencies?
* Does the school have a process for accessing external resources?
 | 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 | * Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)
 | 0 = District contact person not established1 = District contact person established with external agencies, **OR** resources are available and documented in support plans2 = District contact person established with external agencies, **AND** resources are available and documented in support plans |  |
| * 1. **Professional Development**

**Quick Check:*** 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?
 | A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention | * Professional development calendar
* Staff handbook
* Lesson plans for teacher trainings
* School policy
 | 0 = No process for teaching staff in place1 = Professional development and orientation process is informal2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention |  |
| ***SUPPORT PLANS*** |  |  |  |  |
| * 1. **Quality of Life Indicators**

**Quick Check:*** 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?
 | 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). | * Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)
 | 0 = Quality of life needs/goals and strengths not defined, or there are no Tier III support plans1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan2 = All plans document strengths and quality of life needs and related goals defined by student/family |  |
| * 1. **Academic, Social, and Physical Indicators**

**Quick Check:*** 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?
 | Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant. | * Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)
 | 0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)2 = All plans include medical, mental health information, and complete academic data where appropriate |  |
| * 1. **Hypothesis Statement**

**Quick Check:*** 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?
 | 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. | * Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)
 | 0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans1 = 1 or 2 plans include a hypothesis statement with all 3 components2 = All plans include a hypothesis statement with all 3 components |  |
| * 1. **Comprehensive Support**

**Quick Check:*** 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?
 | 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. | * Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)
 | 0 = No plans include all 7 core support plan features, or there are no Tier III support plans1 = 1 or 2 plans include all 7 core support plan features2 = All plans include all 7 core support plan features |  |
| * 1. **Formal and Natural Supports**

**Quick Check:*** 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?
 | 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. | * At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet)
 | 0 = Plan does not include specific actions, or there are no plans with extensive support1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports |  |
| * 1. **Access to Tier I and Tier II Supports**

**Quick Check:*** 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?
 | Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports. | * Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)
 | 0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans1 = Individual supports include some access to Tier I and/or Tier II supports2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur |  |
| ***EVALUATION*** |  |  |  |  |
| * 1. **Data System**

**Quick Check:*** 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?
 | 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. | * Reports to staff
* Staff meeting minutes
* Staff report
 | 0 = No quantifiable data1 = Data are collected on outcomes and/or fidelity but not reported monthly2 = Data are collected on student outcomes **AND** fidelity and are reported to staff at least monthly for all plans |  |
| * 1. **Data-based Decision Making**

**Quick Check:*** 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?
 | 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. | * Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)
 | 0 = Student individual support teams do not review plans or use data1 = 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 plans2 = Each student’s individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcome data for decision making |  |
| * 1. **Level of Use**

**Quick Check:*** 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?
 | Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate. | * Student progress data
* Tier III team meeting minutes
 | 0 = School does not track proportion, or no students have Tier III plans1 = Fewer than 1% of students have Tier III plans2 = All students requiring Tier III supports (and at least 1% of students) have plans |  |
| * 1. **Annual Evaluation**

**Quick Check:*** 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?
 | 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. | * Tier III team meeting minutes
* Tier III team action plan
* Team member verbal reports
 | 0 = No annual review1 = Review is conducted but less than annually, or done without impact on action planning2 = Written documentation of an annual review of Tier III supports, with specific decisions related to action planning |  |
| **Total Score** | **Items/Points** | **Points Award/Points Possible** | **Percentage of PBIS Implementation** |
| Tier 3 | 1-17/34 Points | \_\_\_\_/34 |  |

***PBIS Action Plan:***

**Directions:**

1. Fill in the final scores from the team-completed TFI in column 2 below.
2. Each team member should choose/circle their top 3 action items from items with scores of 0 or 1.
3. The team should action plan on the top 3 items based on team member input.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subscale and Tier 1 Features** | ***Score from TFI: 0, 1, 2*** | ***Action Steps:*** | ***Who?*** | ***When?*** |
| **TEAMS** |  |  |  |  |
| 3.1 Team Composition |  | 1. 2.  |  |  |
| 3.2 Team Operating Procedures |  | 1. 2.  |  |  |
| 3.3 Screening |  | 1.2. |  |  |
| 3.4 Student Support Team |  | 1.2. |  |  |
| **RESOURCES** |  |  |  |  |
| 3.5 Staffing |  | 1. 2.   |  |  |
| 3.6 Student/ Family/ Community Involvement |  | 1. 2.  |  |  |
| 3.7 Professional Development |  | 1. 2.  |  |  |
| **SUPPORT PLANS** |  |  |  |  |
| 3.8 Quality of Life Indicators |  | 1. 2.   |  |  |
| 3.9 Academic, Social, and Physical Indicators |  | 1. 2.  |  |  |
| 3.10 Hypothesis Statement |  | 1. 2. |  |  |
| 3.11 Comprehensive Support |  | 1. 2.  |  |  |
| 3.12 Formal and Natural Supports |  | 1. 2. |  |  |
| 3.13 Access to Tier I and Tier II Supports |  | 1. 2. |  |  |
| **EVALUATION** |  |  |  |  |
| 3.14 Data System |  |  |  |  |
| 3.15 Data-based Decision Making |  |  |  |  |
| 3.16 Level of Use |  |  |  |  |
| 3.17 Annual Evaluation |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **OTHER ACTION STEPS:** | ***Who?***  | ***When?*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |