Tiered Fidelity Inventory 3.0-beta

Introduction and Purpose

The purpose of the PBIS Tiered Fidelity Inventory (TFI) 3.0 is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier 1: Universal PBIS Features; Tier 2: Targeted PBIS Features; and Tier 3: Intensive PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The TFI 3.0 is based on the features and items of existing SWPBIS fidelity measures (e.g., SET, BoQ, TIC, TFI 2.1, SAS, BAT, MATT). We revised the TFI 3.0 to prioritize content related to the integration of mental health supports, equity, and classroom implementation and to better align with current guidance and training content available through the national Center on PBIS.

The purpose of the TFI is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of PBIS. The TFI may be used (a) for initial assessment to determine if a school is using (or needs) PBIS, (b) as a guide for implementation of Tier 1, Tier 2, and Tier 3 practices, (c) as an index of sustained PBIS implementation, or (d) as a metric for identifying schools for recognition within their state implementation efforts.

The TFI is completed by a school's leadership Team or Systems Planning Team (typically 3-8 individuals including a building administrator and external coach or district coordinator), often with input from Tier 1, 2, and/or 3 teams if these are independent groups. It is strongly recommended that the TFI be completed with an external PBIS coach as a facilitator. Validity research on the TFI 3.0 shows that school teams are more accurate when an external coach facilitates TFI completion.

The first time the TFI 3.0 is used, we recommend that a team examine all three tiers. If the resulting action plan focuses only on one or two tiers, then progress monitoring (use of the TFI every 3-4 months) may only include those tiers addressed in the action plan. Note that the TFI may be used to assess only one or two of the tiers. In most cases, it will be useful to have the end-of-the-year administration of the TFI include scoring for all three tiers.

Completion of the TFI 3.0 produces scale and subscale scores, supported by initial validation research, indicating the extent to which Tier 1, Tier 2, and Tier 3 essentail elements are in place. The number of points considered implementing with fidelity was assessed through comparison to the TFI 2.1. Based on this analysis, our preliminary recommendation is a score of 50% of available points (e.g., 40 points on teir 1, 30 on tier 2, and 38 on tier 3) be considered implementing with fidelity pending future research.

The TFI is intended to guide both initial implementation and sustained use of PBIS. Each administration of the TFI results not only scale scores for Tier 1, Tier 2, and/or Tier 3 but also information for developing an action plan that guides implementation.

The TFI may be completed using paper and pencil or by accessing the forms on www.pbisapps.org. Any school working with a state PBIS coordinator may access the website, TFI content, and reports. The TFI may also be downloaded from www.pbis.org.

Cost
There is no cost to use the TFI or its online scoring and reporting features. The TFI is a product developed by the Center on Positive Behavioral Interventions and Supports, with funding from the Office of Special Education Programs and the Office of Elementary and Secondary Education.

Intended Participants
The TFI is intended to be completed by members of a school's Leadership Team or System Planning Team, including at least one school administrator, with the active presence and guidance of an external PBIS coach.

Schedule of Administration
School teams are encouraged to self-assess PBIS implementation when they initially launch implementation of PBIS and then every third or fourth meeting until they reach fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment to evaluate sustained implementation. Note that schools new to PBIS may start by using only the Tier 1 section of the TFI, and as they improve their implementation of Tier 1, they may add assessment of Tier 2 and/or Tier 3 features.

Preparation for Administration/Completion Time
School teams completing the Tier 1 scale should arrange a TFI Walkthrough (see Appendix A) before completing the TFI. We recommend that an external coach complete the TFI Walkthrough, although teams completing the Tier 1 scale more than once per year (i.e., for progress monitoring) may have a school staff member complete it.

The time to complete the TFI depends on (a) the experience that the team and coach have with the process, (b) the extent of preparation for TFI completion, and (c) the number of tiers assessed. The average time for completion during initial validation work was between 40-50 mins per tier. We expect the first completion to take more time than subsequent administrations.

Outcomes

Criteria for scoring each item of the TFI reflect degrees of implementation and range from 0 = Not implemented to 4= Fully implemented of Tier 1: Universal PBIS Features, Tier 2: Targeted PBIS Features, and Tier 3: Intensive PBIS Features. A complete administration of the TFI produces three scale scores: Percentage of PBIS implementation for Tier 1, Percentage of PBIS implementation for Tier 2, and Percentage of PBIS implementation for Tier 3, as well as subscale and item scores for each tier. The subscale and item reports are produced to guide coaching support and team action planning.

Glossary and Acronym Key

Aggregated data: Individual data averaged at the school or district level (e.g., the percent of all students on check-in check-out meeting their daily point goals).

Community Data: Data collected outside the school district to provide a deeper understanding of the community context in which the school is operating. These data may include community resource profiles, information about basic needs (e.g., food and housing), health care access, community events, or global events that may impact a large number of community members.

Contextually Inappropriate Behavior: Behaviors or actions that are inappropriate in a given context but may be appropriate in another context. For example, yelling may be inappropriate in a classroom context, but appropriate on the playground. We intentionally use the term contextually inappropriate behavior rather than unwanted or inappropriate behavior to emphasize the role of context in judgments about what behaviors are and are not accepted.

Culturally Responsive: "Cultural responsiveness includes (a) holding high expectations for all students, (b) using students' cultures and experience to enhance their learning and (c) providing all students with access to effective instruction and adequate resources for learning (Klinger et al., 2005)" (Leverson, Smith, McIntosh, Rose, & Pinkelman, 2021, p. 6). For more details, see the PBIS Cultural Responsiveness Field Guide.

Engagement: A process for two-way communication and data-based collaborative problem solving built on collaborative relationships, trust, mutual respect, understanding, and shared responsibility for student outcomes.

Equity: When "educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and makes progress in high-quality learning experiences

that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities."[12]

FTE (Full-time equivalent): Funding allocated to an individual for specific responsibilities (e.g., behavior consultant), with 1.0 = full-time work. Allocated FTE may be an individual's position or official release time for tasks.

Foundational Knowledge: An understanding of the essential elements of the PBIS framework (e.g., outcomes, data, practices, systems) and the behavioral science that underlies implementation.

Marginalized Groups: Specific student groups that receive disparate rates of exclusionary discipline (e.g., discipline referrals, suspensions), bullying, or access to resources based on their group membership (e.g., race/ethnicity, IEP/504, language status, gender, sexual orientation). Groups are identified based on school data and may change from year to year.

Partner: The broad term used throughout this tool when referring to many groups (i.e., interested/related/affected parties, consumers, or stakeholders) such as the students, families, educators and staff in the respective organization or communities. However, it is recommended that leadership teams be specific and identify the actual group(s) they intend to engage or impact.

Social Emotional Behavioral (SEB) Support: Comprehensive support that addresses how students interact (social), feel (emotional), and act (behavioral) as critical components of overall wellbeing and mental health[3].

Situational Appropriateness: The ability to determine what types of behavior will ensure positive outcomes in a given setting and demonstrate those skills with fluency. Situational appropriateness also includes altering one's behaviors when settings, contexts, or companions change.

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[1] Fraser, N. (2008) Social right and gender justice in the neoliberal movement: A conversation about welfare and transnational politics. *Feminist Theory, 9,*225-245.

[2] Great Lakes Equity Center (2012). Educational equity: What's it all about? An Equi-learn Webinar presentation by Skelton, S & Kigamwa, J., The Great Lakes Equity Center Retrieved from http://glec.education.iupui.edu/archived-webinar-events.html

[3] Chafouleas, S. (August 2020). Four questions to ask now in preparing your child for school. Psychology Today. https://www.psychologytoday.com/us/blog/promoting-student-well-being/202008/4-questions-ask-now-in-preparing-your-child-school; Centers for Disease Control and Prevention. (2020). Mental Health [webpage]. https://www.cdc.gov/mentalhealth/

Targeted Interventions Reference Guide: A matrix used to indicate a school's Tier 2 interventions and indicate which student needs (e.g., function of problem behavior) they can support. It is included in Appendix B.

Tiered Fidelity Inventory (TFI): A validated SWPBIS fidelity of implementation measure that assesses all three tiers of support (this measure).

TFI Behavior Support Plan Worksheet: A sheet used to score the school's existing behavior support plans for the Tier 3 scale. It is not needed for the Tier 1 or 2 scales. It is included in Appendix C.

TFI Walkthrough Tool: An interview form used for the Tier 1 scale that includes questions for randomly selected staff and students completed by an external reviewer (for evaluation purposes) or a member of the school team (for progress monitoring purposes). It is not needed for the Tier 2 or 3 scales. It is included in Appendix A.

Wraparound: A person-centered process for developing and implementing individualized care plans for youth at risk of emotional and behavioral disorders. Wraparound brings the student, family, school, agency staff members, and informal supporters together as a team to develop coordinated support.

Tier 1: Universal PBIS Features

NOTE: *This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

Subscale: Team

1.1 Team Composition:

Tier 1 leadership team includes the following roles: 1-2 Tier 1 system coordinators (i.e., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise the following areas:

- applied behavior support
- mental health and trauma
- academic instruction
- coaching
- equity
- physical health and wellness (e.g., nurse, health teacher)
- data systems and information regarding system and student academic and SEB strengths and needs
- operations of the school across grade levels and programs

0	1	2	3	4
Team **does not** exist or **does not** include a coordinator, school administrator, or individuals with applied behavioral expertise.	Team exists, but does not include all identified roles, or **participation of these members is below 80%.**	Team with all roles exists **and is actively engaged with participation of all roles at or above 80%.**	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and **either** a written process is followed for selecting, orienting, recruiting, and retaining team members **or** Tier 1 leadership team includes members from the group that is most exposed to disparate outcomes in this school (e.g., exclusionary	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and **both** a written process is followed for selecting, orienting, recruiting, and retaining team members **and** Tier 1 leadership team includes members from the group that is most exposed to

			discipline, bullying, mental health referrals)	disparate outcomes in this school

Possible Data Sources:
School organizational chart
Tier 1 team meeting minutes

1.2 Team Operating Procedures:
Tier 1 leadership team has (a) regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data, (b) minutes available to all staff for review, (c) established and regularly used team norms, (d) defined meeting roles (e.g., timekeeper, facilitator, recorder), (e) regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making, (f) a current action plan, (g) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (h) a formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners.

0	1	2	3	4
Team **does not** meet monthly, use regular meeting format/agenda, minutes, defined roles, or a current action plan.	Team **meets at least monthly** and has **at least three but not all six of the procedures listed a-f.**	Team meets at least monthly and has **at least four but not all six of the procedures listed a-f.**	Team meets at least monthly and has **at least five but not all six of the procedures listed a-f,** and **either g or h.**	Team meets at least monthly and has **all eight of the procedures listed a-h**.

Possible Data Sources:
Tier 1 team meeting agendas and minutes
Tier 1 meeting roles descriptions
Tier 1 action plan
Team Initiated Problem Solving (TIPS) fidelity checklist items 1-9

Subscale: Practices

1.3 Schoolwide Expectations:
The school has established a set of five or fewer positively stated schoolwide SEB expectations or values that are (a) aligned to the school vision for climate and culture (item 1.11), (b) posted accessibly (e.g., in at least the two most common home languages,

developmentally appropriate) around the school, (c) defined in a schoolwide teaching matrix with specific examples by setting and routine, (d) known by staff, (e) aligned to SEB standards or curriculum.

0	1	2	3	4
Schoolwide expectations **have not** been identified, are not all positive, or are more than five in number.	**Five or fewer positive schoolwide expectations exist** but may not be aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), or known by staff.	Five or fewer positive schoolwide expectations exist, **are aligned with the school vision, accessibly posted, and identified for specific settings and routines** (i.e., teaching matrix), **and at least 80% of staff can list at least 67% of the expectations.**	Five or fewer positive schoolwide expectations exist, are aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), **and at least 90% of staff can list at least 100% of the expectations**.	Five or fewer positive schoolwide expectations exist that are aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), and at least 90% of staff can list 100% of the expectations, **and SEB curriculum or standards are clearly aligned to the schoolwide expectations and explicit within teaching matrix.**

Possible Data Sources:
TFI 1 walkthrough tool
SEB standards/ Matrix alignment grid
Staff handbook
Student handbook

1.4 Schoolwide Expectations Taught:
Educators explicitly teach expectations through the established examples and routines reflected in the teaching matrix and integrate active supervision and prompting, reviewing, and reinforcing expectations within existing SEB or academic instruction.

0	1	2	3	4

Schoolwide expectations **are not taught**.	Schoolwide expectations are **taught informally or inconsistently**.	**A written process for scheduled delivery of lesson plans** is used to directly teach, practice, actively supervise, and prompt academic/SEB competencies and routines **as defined in the schoolwide teaching matrix across all settings**, **and at least 80% of students** can list at least 100% of the expectations **and give an example** of at least one expectation within a particular setting or routine.	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise and prompt, academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, at least 80% of students can list at least 100% of the expectations and give an example of at least one expectation within a particular setting or routine, **and at least 50% of educators can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.**	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise and prompt, academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, at least 80% of students can list 100% of the expectations and give an example of at least one expectation within a particular setting or routine, **and at least 80% of educators** can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.
Possible Data Sources: Lesson plans TFI walkthrough tool Professional development calendar Lesson plans				

1.5 Schoolwide Acknowledgement: Educators consistently and equitably implement a written process for delivering behavior-specific praise that is (a) linked to schoolwide expectations, (b) used across settings, (c) documented (e.g., electronically tracked, count of tokens) and (d) differentiated to meet students' needs to acknowledge students' academic and SEB skills in a manner valued by students.

0	1	2	3	4
No written process for acknowledging students is used; very few (<20%) educators consistently and equitably acknowledge students, OR very few (<20%) students experience acknowledgement in a manner they value.	**A written process for delivering acknowledgement with at least 2 of the 4 features a-d is used and few (20-40%) educators** consistently and equitably acknowledge students, **or few (20-40%) students** experience acknowledgement in a manner they value.	A written process for delivering acknowledgement with **all 4 features** a-d is used **and some (40-60%) educators** consistently and equitably acknowledge students, **or some (40-60%) students** experience acknowledgement in a manner they value.	A written process for delivering acknowledgement with all 4 features a-d is used **and most (60-80%) educators** consistently and equitably acknowledge students, **or most (60-80%) students** experience acknowledgement in a manner they value.	A written process for delivering acknowledgement with all 4 features a-d is used and **almost all (>80%) educators** consistently and equitably acknowledge students, **and almost all (>80%) students** experience acknowledgement in a manner they value.

Possible Data Sources:
TFI walkthrough tool
School handbook or documentation of acknowledgement system
Data on staff acknowledgement (e.g., feedback collected via Be+ app, count of positive/praise tickets)

1.6 Contextually Inappropriate Behavior Definitions:
The school has established, documented, and shared with staff, students and families clear definitions and a continuum of major to minor contextually inappropriate behaviors that interfere with academic and SEB access and success (e.g., T-chart of office-supported versus staff-supported behaviors), including examples and non-examples to clarify situational appropriateness, clear definitions of crisis behaviors, and reviewed to ensure behaviors deemed unacceptable in the school context are grounded in purpose.

0	1	2	3	4

Definitions **do not** exist or are not clearly documented.	**Definitions and documentation exist** but are not clear or not organized by office vs. staff supported.	Definitions of contextually inappropriate behavior are **clear** (i.e., include examples and non-examples to clarify situational variability), **documented**, **trained**, and **shared** with families, **and 80% of staff** agree about what behaviors are office vs. staff supported.	Definitions of contextually inappropriate behavior are clear, documented, trained, and shared with families, 80% of staff agree about what behaviors are office vs. staff supported including **either clearly defined crisis behaviors or behaviors determined to be unacceptable in the school setting are grounded in actual purpose** (i.e., to keep students safe, to enable learning).	Definitions of contextually inappropriate behavior are clear, documented, trained, and shared with families, 80% of staff agree about what behaviors are office vs. staff supported including clearly defined crisis behaviors, **and** behaviors determined to be unacceptable in the school setting are grounded in actual purpose (i.e., to keep students safe, to enable learning).

Possible Data Sources:
TFI walkthrough
Staff handbook
Student handbook
School policy
Discipline flowchart
Cultural Responsiveness Field Guide- Schoolwide expectations and matrix examination activity

1.7 Responses to Contextually Inappropriate Behavior:
Educators consistently and equitably implement a continuum of functionally-relevant, instructional, and restorative responses to contextually inappropriate behavior (e.g., response flowchart) that (a) reminds or (re)teaches expectations, as appropriate, to promote student SEB growth and wellness; (b) prioritizes student access to classroom instruction, and (c) emphasizes de-escalation and safety planning (e.g., a standard protocol for temporarily supporting students in crisis until more intensive supports can be implemented), when necessary, to reduce the need for crisis responses.

0	1	2	3	4

Continuum includes **only reactive and punitive** consequences.	Continuum includes and emphasizes **functionally-relevant, instructional, and restorative responses.**	Continuum includes and emphasizes functionally-relevant, instructional, and restorative responses, **and at least 70% of staff members report consistent and equitable use, and policies restrict the use of out-of-school suspensions only to behaviors with safety concerns.**	Continuum includes and emphasizes functionally-relevant, instructional, and restorative responses, at least 70% of staff members report consistent and equitable use, policies restrict the use of out-of-school suspensions only to behaviors with safety concerns, **and a standard protocol for supporting students in crisis until more intensive supports can be put in place exists with all staff trained and supported to deescalate crisis behaviors effectively.**	Continuum includes and emphasizes functionally-relevant, instructional, and restorative responses, at least 70% of staff members report consistent and equitable use, policies restrict the use of out-of-school suspensions only to behaviors with safety concerns, a standard protocol for supporting students in crisis until more intensive supports can be put in place exists with all staff trained and supported to deescalate crisis behaviors effectively, **and restrictive procedures such as restraint are eliminated or if used/allowed, actively monitored for reduction.**
Possible Data Sources: Discipline policy Student handbook Code of conduct TFI walkthrough interview				

1.8 Crisis and Emergency Response Plan Linked to Schoolwide Supports: Schoolwide expectations are explicitly defined for crisis response routines within the schoolwide matrix and the documented crisis and emergency response plan (e.g., evacuation, lockdown or shelter in place) includes plans to prompt and reinforce expectations during crisis drill activities and strategies to support student and staff wellness before, during, and after crisis drill or response.

0	1	2	3	4
No crisis response plan exists or **no** evidence of alignment to school-wide expectations evident.	A crisis response plan is **clearly documented, and procedures are informally linked to schoolwide expectations**.	Schoolwide expectations are explicitly defined for crisis response routines **within the school-wide matrix, expectations are actively taught, prompted, and reinforced during crisis drill activities.**	Schoolwide expectations are explicitly defined for crisis response routines within the schoolwide matrix, expectations are actively taught, prompted, and reinforced during crisis drill activities, **and crisis response plan includes strategies to promote student and staff wellness before, during, and after crisis drill or response.**	Schoolwide expectations are explicitly defined for crisis response routines within the schoolwide matrix, expectations are actively taught, prompted, and reinforced during crisis drill activities, and crisis response plan includes **differentiated** strategies to promote student and staff wellness before, during, and after crisis drill or response.

Possible Data Sources:
Crisis response plan documentation
Staff and student wellness plans
Team action plan

1.9 Schoolwide Practices used in Classrooms: Educators implement foundational Tier 1 practices (explicitly teach, prompt, and review schoolwide expectations as described in 1.4; implement schoolwide acknowledgements as described in 1.5; and respond to challenging behavior as described in 1.7) across all classroom locations and routines and integrate these supports within all academic and SEB instruction in a culturally responsive manner.

0	1	2	3	4
No or very few (<20%) educators consistently implement all foundational Tier 1 practices (schoolwide expectations, acknowledgements, and responses) in a culturally-responsive manner in the classroom.	**Few (20-39%)** educators consistently implement all foundational Tier 1 practices (schoolwide expectations, acknowledgements, and responses) in a culturally-responsive manner in the classroom.	**Some (40-60%)** educators are consistently implementing all foundational Tier 1 practices (schoolwide expectations, acknowledgements, and responses) in a culturally-responsive manner in the classroom.	**Most (61-80%)** educators are consistently implementing all foundational Tier 1 practices (schoolwide expectations, acknowledgements, and responses) in a culturally-responsive manner in the classroom **and some (40%-60%) educators report integrating these supports within academic and SEB instruction.**	**Almost all (>80%)** educators are consistently implementing all foundational Tier 1 practices (schoolwide expectations, acknowledgements, and responses) in a culturally-responsive manner in the classroom **and most (>61%) educators report integrating these supports within academic and SEB instruction.**

Possible Data Sources:
TFI Walkthrough Tool

1.10 Classroom Practices: Educators consistently and equitably implement positive and proactive classroom practices--including building relationships with students; developing a safe environment; prompting predictable routines and expected behavior; actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections); and ensuring a high ratio ($\geq$ 5:1) of positive to corrective feedback.

0	1	2	3	4
No or very few (<20%) educators consistently and equitably implement positive and proactive practices OR	**Few (20-39%)** educators consistently and equitably implement positive and proactive practices.	**Some (40-60%)** educators consistently and equitably implement positive and proactive practices.	**Most (61-80%)** educators consistently and equitably implement positive and proactive practices.	**Almost all (>80%)** educators consistently and equitably implement positive and proactive practices.

we **do not measure** this.				

Possible Data Sources:
TFI Classroom Data Summary Worksheet (Appendix B)

Subscale: Systems

1.11 Established Priority:
The school has a clear purpose statement and established priority for developing and implementing SEB support within a PBIS/MTSS framework aligned to key school and district initiatives and strategic plans and clearly communicated to all educators.

0	1	2	3	4
SEB support within a PBIS/MTSS framework is **not a documented school priority**.	Priority of SEB support within a PBIS/MTSS framework is **informally documented** (e.g., meeting minutes, administrator statement).	Priority of SEB support within a PBIS/MTSS framework is **clearly documented as one of top 3 school improvement goals** within school improvement plans.	Priority of SEB support within a PBIS/MTSS framework is clearly documented as one of the top 3 school improvement goals within school improvement plans, **and leadership team alignment with related initiatives has been assessed** (e.g., working smarter matrix).	Priority of SEB support within a PBIS/MTSS framework is clearly documented as one of the top 3 school improvement goals within school improvement plans, leadership team alignment with related initiatives has been assessed (e.g., working smarter matrix), and **at least 80% of staff can articulate how implementation supports school improvement goals.**

Possible Data Sources:
Working smarter matrix
School improvement plans

TFI walkthrough tool
School (student/parent) handbook
School website

1.12 Schoolwide Professional Development and Coaching: Tier 1 leadership team develops, documents, and implements a comprehensive, data-informed, and differentiated professional development system (PBIS/MTSS for staff), supported by adequate FTE and aligned to other relevant school initiatives, that includes initial and ongoing training, coaching, and supportive performance feedback to all school or community employed faculty/staff on foundational knowledge and Tier 1 practices (items 1.3-1.10).

0	1	2	3	4
Process for training, coaching, and providing feedback is **informal** (i.e., does not include all staff or all schoolwide Tier 1 practices, is not written, and/or is not part of PD calendar).	**A written process** for training, coaching, and providing feedback exists and includes all staff and all schoolwide Tier 1 practices.	**A** written process for training, coaching, and providing feedback includes all staff and all schoolwide Tier 1 practices and is **used as part of continuous PD cycle,** (i.e., is part of PD calendar).	A written process for training, coaching, and providing feedback includes all staff and all schoolwide Tier 1 practices, is used as part of continuous PD cycle, **and** additional supports are differentiated based on data-informed need**, or** PD is aligned with other school initiatives and supports**.**	A written process for training, coaching, and providing feedback includes all staff and all schoolwide Tier 1 practices, is used as part of continuous PD cycle, additional supports are differentiated based on data-informed need, **and** PD is aligned with other school initiatives and supports.

Possible Data Sources:
Professional development calendar
Coaching logs
Staff handbook

1.13 Classroom Professional Development and Coaching: Tier 1 leadership team develops, documents, and implements a comprehensive, data-driven, and differentiated professional development system (multi-tiered system of support for staff), supported by adequate FTE and aligned to other relevant school initiatives, that includes initial and ongoing training, coaching, and supportive performance feedback to support educators' implementation of positive and proactive classroom practices (described in item 1.10).

0	1	2	3	4
Process for training, coaching, and providing feedback is **informal** (i.e., does not include all staff or all classwide Tier 1 practices, is not written, and/or is not part of PD calendar).	**A written process** for training, coaching, and providing feedback exists and includes all staff and all classwide Tier 1 practices.	**A** written process for training, coaching, and providing feedback includes all staff and all classwide Tier 1 practices and is **used as part of continuous PD cycle,** (i.e., is part of PD calendar).	A written process for training, coaching, and providing feedback includes all staff and all classwide Tier 1 practices, is used as part of continuous PD cycle, **and** additional supports are differentiated based on data-informed need**, or** PD is aligned with other school initiatives and supports**.**	A written process for training, coaching, and providing feedback includes all staff and all classwide Tier 1 practices, is used as part of continuous PD cycle, additional supports are differentiated based on data-informed need, **and** PD is aligned with other school initiatives and supports.

Possible Data Sources:
Professional development calendar
Coaching logs
Staff handbook

1.14 Faculty and Staff Engagement: Tier 1 leadership teams purposefully and regularly engage all faculty and staff in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) and systems (items 1.12-1.13) based on the regular review of schoolwide and community data.

0	1	2	3	4
No documentation or no opportunities exist for engaging faculty and staff on examining data or developing/revising foundational Tier 1 practices.	Faculty and staff **are engaged in providing input on foundational Tier 1 practices** based on a review of school and community data, **within the past 12 months**.	Faculty and staff are actively engaged in the **selection and interpretation of school and community data and** provide input on the development or implementation of foundational Tier 1	Faculty and staff are actively engaged in the selection and interpretation of school and community data, and**,** and provide input on the development or implementation of foundational Tier 1	Faculty and staff are actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice

		practices **within the past 12 months**.	practices, at least **twice per year.**	per year**, and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.**

Possible Data Sources:
PBIS Self-assessment Survey
Feedback and Input Survey (FIS)
Informal Surveys
Staff meeting minutes
Team meeting minutes
Social validity surveys

1.15 Student Engagement: Tier 1 leadership teams purposefully and regularly engage students that are representative of (a) the schools' demographics and (b) any marginalized groups in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) based on the regular review of schoolwide and community data.

0	1	2	3	4
No documentation or no opportunities exist to engage students in examining data or developing/revising foundational Tier 1 practices.	Some students **are engaged in providing input on foundational Tier 1 practices** based in a review of school and community data, **within the past 12 months**.	A representative group of students is actively engaged in the **selection and interpretation of school and community data and** provide input on the development or implementation of foundational Tier 1 practices **within the past 12 months**.	A representative group of students is actively engaged in the selection and interpretation of school and community data, and provide input on the development or implementation of foundational Tier 1 practices at least **twice per year.**	A representative group of students is actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice per year, **and if data indicate a problem, an action plan is developed to enhance**

				or modify foundational Tier 1 practices.

Possible Data Sources:
Feedback and Input Survey (FIS)
Social validity surveys

1.16 Family and Community Engagement: Tier 1 leadership teams purposefully and regularly engage families and community members that are representative of (a) the schools' demographics and (b) any marginalized groups in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) based on the regular review of schoolwide and community data.

0	1	2	3	4
No documentation or no opportunities exist to engage families and community members in examining data or developing/revising foundational Tier 1 practices.	**Some** families and community members **are engaged in providing input on foundational Tier 1 practices** based in a review of school and community data, **within the past 12 months**.	A **representative group(s)** of families and community members is **actively engaged in the selection and interpretation of school and community data and** provide input on the development or implementation of foundational Tier 1 practices, **within the past 12 months**.	A representative group(s) of families and community members are actively engaged in the selection and interpretation of school and community data, and provide input on the development or implementation of foundational Tier 1 practices, at least **twice per year.**	A representative group(s) of families and community members are actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice per year, **and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.**

Possible Data Sources:
Voting results from parent/family meeting
Feedback and Input Survey (FIS)
Team meeting minutes

Social validity surveys

Subscale: Data				

1.17 Decision making with Behavior Data: Tier 1 leadership team has access to behavior data (e.g., discipline referrals, removal from assigned instructional environment, suspensions, expulsions) that includes (a) all information relevant for decision making (e.g., behavior, date/time, location, student), (b) perceived function, and (c) disciplinary actions organized by the behavior type, frequency of events over time (per day per month), location, time of day, consequence, and by individual student, and uses discipline data at least monthly to develop and regularly re-evaluate a profile of overall strengths and needs that inform the development and delivery of equitable Tier 1 foundational and classroom practices (Items 1.3-1.10).

0	1	2	3	4
Behavior data sources **cannot be accessed by leadership team and/or are not used** for data-informed actions	**Behavior data sources exist and are accessible and team reviews and uses discipline data** for data-informed actions, but **less than monthly.**	Behavior data sources exist, are accessible, **the team reports data accurately reflect behavior in the building and data can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns.**	Behavior data sources exist, are accessible, are **shared with staff at least monthly**, the team reports data accurately reflect behavior in the building, data can be **aggregated and disaggregated** (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, **and team reviews and uses discipline data for data-informed actions at least monthly.**	Behavior data sources exist, are accessible, are shared with staff at least monthly, the team reports data accurately reflect behavior in the building, data can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, team reviews and uses discipline data for data-informed actions at least monthly **including monitoring for equitable implementation and outcomes. If data indicate a problem, an**

				action plan is developed to enhance or modify foundational Tier 1 practices.

Possible Data Sources:
Data reports
Team meeting minutes and action plans

1.18 Using School and Community Data to inform Tier 1: Tier 1 leadership team has regular access to and uses a variety of additional schoolwide (e.g., school climate surveys, attendance, nurse or counselor visit logs, universal screening) and community data sources (e.g., community resource profiles, basic needs [e.g., food and housing], health care access, community events), to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices (Items 1.4-1.10).

0	1	2	3	4
School and community data sources do not exist or cannot be accessed and are not used to develop and re-evaluate a profile of overall strengths and needs.	School or community data sources **exist and can be accessed and at least 1 school or community data source is used** to develop and re-evaluate a profile of overall strengths and needs.	**Multiple** school and community data sources exist and can be accessed and **can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns.**	Multiple school and community data sources exist, can be accessed, can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, **and multiple school and community data sources are used to develop and re-evaluate a profile of overall strengths and needs at least annually.**	Multiple school and community data sources exist, can be accessed, can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, and multiple school and community data sources are used to develop and re-evaluate a profile of overall strengths and needs, **at least quarterly.**

			If data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.	If data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.

Possible Data Sources
Data reports
Team meeting minutes
Action plan

1.19 Decision Making with Fidelity Data: Tier 1 leadership team reviews and uses schoolwide (e.g., TFI, BoQ, TIC, SAS, SET) and other fidelity data (e.g., classroom implementation, Tier 1 SEB curriculum, staff wellness systems) at least annually.

0	1	2	3	4
Tier 1 fidelity collected **informally** and/or **less than annually.**	Tier 1 fidelity data is collected and used for decision making **annually.**	**Multiple** Tier 1 fidelity assessments are collected and used for decision making **annually.**	Multiple Tier 1 fidelity assessments are conducted, **including at least one classroom fidelity measure,** and used for decision making **more than once each year.**	Multiple Tier 1 fidelity assessments are conducted and used for decision making **at least three times** in the past year, including fidelity assessments in **at least 50% of classrooms.**

Possible Data Sources:
Data reports
Team meeting minutes and action plans
Action plan

1.20 Evaluation Plan: Tier 1 leadership team establishes a plan and then documents the fidelity and effectiveness of equitable Tier 1 practices at least annually (including year-by-year comparisons) that are (a) integrated with other data to inform overall school improvement efforts and (b) shared with partners (staff, families, community, district) in a usable format.

0	1	2	3	4
Tier 1 leadership team **does not** document fidelity and effectiveness of Tier 1 practices at least annually.	Tier 1 leadership team documents **fidelity or effectiveness** of Tier 1 practices at least annually.	Tier 1 leadership team documents fidelity **and** effectiveness of Tier 1 practices at least annually.	Tier 1 leadership team documents fidelity and effectiveness of Tier 1 practices at least annually **and data is integrated with other data sources** to inform overall school improvement efforts and **partners are informed**.	Tier 1 leadership team documents fidelity and effectiveness of Tier 1 practices at least annually and data is integrated with other data sources to inform overall school improvement efforts, partners are informed, **clear action items and alterations are in process based on evaluation.**

Possible Data Sources:
Action plan
School Evaluation reports
District evaluation reports
School newspapers
School webpage

Tier 2: Targeted PBIS Features
NOTE: *This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

Subscale: Team

2.1 Team Composition: Tier 2 leadership team (or Tier 2 and 3 combined team) includes the following roles: 1-2 Tier 2 system coordinators (e.g., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise the following areas:
- applied behavior support
- mental health and trauma
- academic instruction
- coaching
- equity
- physical health and wellness (e.g., nurse, health teacher)
- data systems and information regarding system and student academic and SEB strengths and needs
- operations of the school across grade levels and programs

0	1	2	3	4
Team **does not** exist or **does not** include a coordinator, school administrator, or individuals with applied behavioral expertise.	Team exists, but does not include all identified roles, or **participation of these members is below 80%.**	Team with all roles exists **and is actively engaged with participation of all roles at or above 80%.**	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and **either** a written process is followed for selecting, orienting, recruiting, and retaining team members **or** Tier 2 leadership team includes members from the group that is most exposed to disparate outcomes in this school (e.g., exclusionary	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and **both** a written process is followed for selecting, orienting, recruiting, and retaining team members **and** Tier 2 leadership team includes members from the group that is most exposed to disparate outcomes in this school

			discipline, bullying, mental health referrals)	

Possible Data Sources:
School organizational chart
Tier 2 team meeting minutes

2.2 Team Operating Procedures: Tier 2 leadership team has (a) regular meeting format/agenda, that prompts the regular review of Tier 2 practices, systems, and data, (b) established and regularly used team norms, (c) defined meeting roles (e.g., timekeeper, facilitator, recorder), (d) regular (e.g., quarterly) two-way data sharing and communication with Tier 1 and Tier 3 teams to inform decision making, and (e) a current action plan, (f) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (g) a formal process to monitor the impact of team norms and (h) procedures on ensuring all team members are able to participate as equal partners.

0	1	2	3	4
Team **does not** meet monthly, use regular meeting format/agenda, minutes, defined roles, or a current action plan.	Team **meets at least monthly** and has **at least three but not all six of the procedures listed a-f.**	Team meets at least monthly and has **at least four but not all six of the procedures listed a-f.**	Team meets at least monthly and has **at least five but not all six of the procedures listed a-f, and either g or h.**	Team meets at least monthly and has **all eight of the procedures listed a-h.**

Possible Data Sources:
Tier 2 team meeting agendas and minutes
Tier 2 meeting roles descriptions
Tier 2 action plan
Team Initiated Problem Solving (TIPS) fidelity checklist items 1-9

Subscale: Practices

2.3 Screening: Tier 2 leadership team uses decision rules and multiple sources of data (e.g., discipline referrals, academic progress, screening tools, attendance, nominations), available from multiple informants (e.g., teacher, family, student), at multiple points in time (e.g., screening at identified points, on-going data review, on-going access to nomination process) to identify students who require Tier 2 internalizing or externalizing supports and to inform the modification or intensification of Tier 1 supports as needed.

0	1	2	3	4

No specific rules exist for identifying students who qualify for Tier 2 supports.	**Decision rules are established** but **not** consistently followed.	Decision rules are established but the team **uses only 1** of the following: multiple data sources, multiple informant options, or multiple points in time.	Decision rules are established but the team **uses only 2** of the following: multiple data sources, multiple informant options, or multiple points in time, and **aggregate data is shared** with the Tier 1 team to inform modification or intensification Tier 1 practices.	Decision rules are established with the team using **all** of the following: multiple data sources, multiple informant options, and multiple points in time, and aggregate data is shared with the Tier 1 team to inform modification or intensification Tier 1 practices.

Possible Data Sources:
Multiple data sources used (e.g., discipline referrals, time out of instruction, attendance, academic performance)
Team decision rubric
Team meeting minutes
School policy

2.4 Request for Assistance: Tier 2 leadership team uses a written request for assistance form and process that are timely and available and accessible to all staff, families, and students.

0	1	2	3	4
There is no request for assistance process.	A written request for assistance form and process are in place but are not available to all staff, or the **team's response is not timely (longer than 3 days).**	A written request for assistance form and process are in place and **is available to all staff,** and the **team's response is timely (within 3 days).**	A written request for assistance form and process are in place, is available **and accessible (e.g., most common home languages)** to all staff, **families, and students,** and the team's response is timely (within 3 days).	A written request for assistance form and process are in place, is available and accessible (e.g., most common home languages) to all staff, families, and students, the team's response is timely (within 3 days), and

				administrator **reports consistent use.**

Possible Data Sources:
School handbook
Request for assistance form
Family handbook

2.5 Options for Tier 2 Interventions: Tier 2 continuum has multiple ongoing SEB support interventions available schoolwide that meet a range of student SEB internalizing or externalizing needs and behavioral functions, are designed to support groups of students, have documented evidence of effectiveness, and provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, (c) increased opportunity for feedback (e.g., daily progress report), and (d) increased communication with families, and (e) include planned modifications to address a range of behavioral function, mental health needs, or academic skills.

0	1	2	3	4
No Tier 2 interventions are in use or interventions do not include all four critical features.	**Only 1** Tier 2 intervention with **all critical features** and documented evidence of effectiveness is in use.	**Multiple** Tier 2 interventions with all critical features and documented evidence of effectiveness are in use.	**Multiple** Tier 2 interventions with all critical features and documented evidence of effectiveness are in use, **and interventions are available to meet behavioral functions and both internalizing or externalizing needs.**	**Multiple** Tier 2 interventions with all critical features and documented evidence of effectiveness are in use, interventions are available to meet behavioral functions and both internalizing or externalizing needs, **and planned adaptations are documented for relevant interventions** (e.g., CICO modified to support students with escape maintained behaviors, skills group modified to prompt

				coping strategies to address anxiety)

Possible Data Sources
School Tier 2 handbook
Targeted Interventions Reference Guide

2.6 Decision Rules for Assigning and Exiting Students for Intervention: A written process and set of decision rules is used for (a) matching students to Tier 2 interventions that are aligned to student need, cultural fit, and family and student preference and (b) exiting students from intervention after reaching pre-determined levels of performance.

0	1	2	3	4
No process in place	**Informal process** for selecting and exiting students for Tier 2 interventions occurs but is not documented.	**A written process** for selecting and exiting students for Tier 2 interventions is used, but **does not** describe how interventions are matched to student need, cultural fit, and aligned with family and student preference.	A written process is used for selecting and exiting students for Tier 2 interventions that are **matched to student need,** cultural fit, and aligned with family and student preference.	A written process is used for selecting and exiting students for Tier 2 interventions that are matched to student need, cultural fit, and aligned with family and student preference **and a written process is used to monitor, assess, and improve student match to intervention as needed.**

Possible Data Sources:
Data sources used to identify interventions
School policy
Tier 2 handbook
Needs assessment
Targeted Interventions Reference Guide

2.7 Access to Tier 1 Supports: Tier 2 supports are explicitly linked to Tier 1 supports (items 1.3-1.10), and students receiving Tier 2 supports have access to and are included in Tier 1 supports.

0	1	2	3	4

No evidence exists that students receiving Tier 2 interventions have **access to Tier 1 supports.**	Teams collect and review evidence to show students have **some (not full) access** to Tier 1 supports.	Evidence shows students have **full access** to **(i.e., students are *not* excluded)** Tier 1 supports, but Tier 2 interventions are **not explicitly linked (**e.g., intensify existing Tier 1 supports or use same language) to Tier 1 supports.	Evidence shows students have full access to Tier 1 supports, **and** most Tier 2 interventions are **explicitly linked (**e.g., intensify existing Tier 1 supports or use same language) **to Tier 1 supports.**	Evidence shows students have full access to Tier 1 supports, and **all** Tier 2 interventions are explicitly linked (e.g., intensify existing Tier 1 supports or use same language) to Tier 1 supports

Possible Data Sources
Data demonstrating student access to Tier 1 expectations lesson plans, teaching schedules and Tier 1 acknowledgement systems
Tier 2 lesson plans
Family communication

Subscale: Systems

2.8 Orientation and Training: A written process is used for teaching all relevant staff, families, and students how to (a) request assistance and (b) implement or support each Tier 2 intervention that is in place.

0	1	2	3	4
No process is in place to teach relevant staff, families, and/or students to (a) request assistance and/or (b) implement/ support Tier 2 interventions.	**Informal process** exists to teach relevant staff, families, and/or students to (a) request assistance and/or (b) implement/ support Tier 2 interventions.	**A written process** is used to teach relevant staff, families, and/or students to (a) request assistance and/or (b) implement/ support **some** Tier 2 interventions.	A written process is used to teach relevant staff, families, **and** students to (a) request assistance **and** (b) implement/ support **some** Tier 2 interventions.	A written process is used to teach relevant staff, families, and students to (a) request assistance and (b) implement/ support **all** Tier 2 interventions,

Possible Data Sources
Professional development calendar
Staff/Family handbook
Staff/Family orientation
Lesson plans for teacher trainings

School policy

2.9 Level of Use: Tier 2 leadership team follows written process to track proportion of students participating and experiencing success in Tier 2 supports, determining if access is appropriate (i.e., % of total student population supported by Tier 2 is reasonable given context), and equitable (i.e., disaggregated data demonstrate equitable representation in Tier 2 support by group [e.g., race/ethnicity, IEP/504, language status, gender]) and disaggregated data are used for decision making and shared with Tier 1 and Tier 3 teams to inform distribution of tiered supports.

0	1	2	3	4
Team **does not have criteria** for or track the number of students participating or experiencing success in Tier 2 interventions.	Team has **defined criteria** for counting a student as participating and experiencing success in Tier 2 **and** uses criteria to report the **number and percentage** of students participating and experiencing success in Tier 2 interventions **overall to Tier 1 and 3 teams at least annually.**	Team has defined criteria for counting a student as participating and experiencing success in Tier 2 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 2 interventions overall **and by group** to Tier 1 and 3 teams at least annually	Team has defined criteria for counting a student as participating and experiencing success in Tier 2 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 2 interventions overall and by group **and examines data to determine whether access is appropriate and equitable** and shares data with Tier 1 and 3 teams at least annually.	Team has defined criteria for counting a student as participating and experiencing success in Tier 2 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 2 interventions overall and by group and examines data to determine whether access is appropriate and equitable and shares data with Tier 1 and 3 teams at **least quarterly**.

Possible Data Sources
Tier 2 enrollment data
Tier 2 team meeting minutes
Progress monitoring tools
Data-based Action Plan

Staff feedback

2.10 Student Engagement: Tier 2 leadership team purposefully and regularly engages students that are (a) representative of the schools' demographics and (b) any marginalized groups in the regular review of schoolwide and community data in order to (1) identify systemic barriers that may contribute to over or under representation of student groups in Tier 2 supports, and (2) co-design and actively revise the selection and adaptation Tier 2 interventions and the implementation of Tier 2 foundational practices (items 2.3-2.9).

0	1	2	3	4
No documentation or **no** opportunities exist for students to engage in examining data or developing/revising foundational Tier 2 practices.	Some students **are engaged in providing input on some foundational Tier 2 practices** based on a review of school and community data, **within the past 12 months**.	A representative group(s) of students is actively engaged in the **selection and interpretation of school and community data to identify potential systemic barriers and** provide input on the selection, implementation, and adaptation of some foundational Tier 2 practices and interventions within the past 12 months.	A representative group(s) of students is actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of **all** foundational Tier 2 practices and interventions within the past 12 months**, and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 2 practices.**	A representative group(s) of students is actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of all foundational Tier 2 practices and interventions **at least twice per year,** and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 2 practices.

Possible Data Sources
Surveys
Team meeting minutes

2.11 Family and Community Engagement: Tier 2 leadership team purposefully and regularly engages families and community members that are (a) representative of the school's demographics and (b) any marginalized groups in the regular review of schoolwide and community data in order to (1) identify systemic barriers that may contribute to over or under representation of student groups in Tier 2 supports, and (2) co-design and actively revise the selection and adaptation Tier 2 interventions and the implementation of Tier 2 foundational practices (items 2.3-2.9).				
0	1	2	3	4
No documentation or **no** opportunities exist for families and community members to engage in examining data or developing/revising Tier 2 practices.	Some families and community members **are engaged in providing input on some foundational Tier 2 practices** based on a review of school and community data, **within the past 12 months**.	A representative group(s) of families and community members is actively engaged in the **selection and interpretation of school and community data to identify potential systemic barriers and** provide input on the selection, implementation, and adaptation of some foundational Tier 2 practices and interventions within the past 12 months.	A representative group(s) of families and community members is actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of **all** foundational Tier 2 practices and interventions within the past 12 months**, and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 2 practices.**	A representative group(s) of families and community members is actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of all foundational Tier 2 practices and interventions **at least twice per year,** and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 2 practices.
Possible Data Sources Surveys Team meeting minutes				

2.12 Faculty and Staff Engagement: Tier 2 leadership team purposefully and regularly engages all faculty and staff in the regular review of schoolwide and community data in order to (1) identify systemic barriers that may contribute to over or under representation of student groups in Tier 2 supports, and (2) co-design and actively revise the selection and adaptation Tier 2 interventions and the implementation of Tier 2 foundational practices (items 2.3-2.9).

0	1	2	3	4
No documentation or **no** opportunities exist for faculty and staff to engage in examining data or developing/revising foundational Tier 2 practices.	Faculty and staff **are engaged in providing input on some foundational Tier 2 practices** based on a review of school and community data, **within the past 12 months**.	Faculty and staff are actively engaged in the **selection and interpretation of school and community data to identify potential systemic barriers and** provide input on the selection, implementation, and adaptation of some foundational Tier 2 practices and interventions within the past 12 months.	Faculty and staff are actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers AND provide input on the selection, implementation, and adaptation of **all** foundational Tier 2 practices and interventions within the past 12 months**, and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 2 practices.**	Faculty and staff are actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers AND provide input on the selection, implementation, and adaptation of all foundational Tier 2 practices and interventions **at least twice per year,** and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 2 practices.

Possible Data Sources
Feedback and Input Survey (FIS)
Informal Surveys
Staff meeting minutes
Team meeting minutes
Social validity surveys
Action plan

Subscale: Data				
2.13 Decision Making with Student Performance Data: Tier 2 leadership team establishes and uses decision rules and a written process for regular data review to (a) monitor benefit overall, by group, and for individual students and (b) adjust support (e.g., intensify, modify, or fade) to increase responsiveness.				
0	1	2	3	4
Team **does not have** a written process for monitoring student benefit in all Tier 2 interventions.	Team **uses a written process for monitoring student benefit** in all Tier 2 interventions and uses criteria to review the number and percent of students responding to Tier 2 interventions.	Team uses a written process for monitoring student benefit in all Tier 2 interventions and uses criteria to review the number and percent of students responding to Tier 2 interventions overall and **by group** (i.e., race/ethnicity, gender, disability).	Team uses a written process for monitoring student benefit in all Tier 2 interventions and uses criteria to (a) review the number and percent of students responding to Tier 2 interventions overall and **by group** (i.e., race/ethnicity, gender, disability) and (b) **adjust support** (e.g., intensify, modify, or fade) to increase responsiveness across some Tier 2 interventions.	Team uses a written process for monitoring student benefit in all Tier 2 interventions and uses criteria to (a) review the number and percent of students responding to Tier 2 interventions overall and by group (i.e., race/ethnicity, gender, disability) and (b) adjust support (e.g., intensify, modify, or fade) to increase responsiveness **across all Tier 2 interventions**.
Possible Data Sources Student progress data (e.g., % of students meeting goals) Intervention Tracking Tool Daily/Weekly Progress Report sheets Family communication				
2.14 Decision Making with Fidelity Data: Tier 2 leadership team uses a protocol for ongoing review of fidelity for each Tier 2 practice.				

0	1	2	3	4
No protocol exists to collect and review fidelity of each Tier 2 practice.	**Informal approach** used to monitor fidelity of each Tier 2 practice.	**Protocol developed** to collect and monitor fidelity data (e.g. direct, self-report) for Tier 2 practices, **and is implemented for some but not all** Tier 2 interventions.	**Periodic, direct assessments of fidelity data are collected** by Tier 2 team for **all** Tier 2 interventions in accordance with established protocol	Periodic, direct assessments of fidelity data are collected by Tier 2 team for all Tier 2 interventions in accordance with protocol, **and used to make adjustments to implementation support.**

Data Sources
Tier 2 coordinator meeting
District technical assistance
Fidelity probes taken monthly by Tier 2 team member
Fidelity measures

2.15 Evaluation Plan: Tier 2 leadership team uses a written process to document the fidelity, effectiveness, and equitable use of Tier 2 practices at least annually (including year-by-year comparisons) that are (a) integrated with other data to inform overall school improvement efforts and (b) shared with partners (staff, families, community, district) in a usable format.

0	1	2	3	4
Tier 2 leadership team **does not** document fidelity and effectiveness of Tier 2 practices at least annually.	Tier 2 leadership team documents **fidelity or effectiveness** of Tier 2 practices at least annually.	Tier 2 leadership team documents fidelity **and** effectiveness of Tier 2 practices at least annually.	Tier 2 leadership team documents fidelity and effectiveness of Tier 2 practices at least annually **and data is integrated with other data sources** to inform overall school improvement efforts and **partners are informed**.	Tier 2 leadership team documents fidelity and effectiveness of Tier 2 practices at least annually and data is integrated with other data sources to inform overall school improvement efforts, partners are informed, **clear action items and alterations are in**

				process based on evaluation.

Possible Data Sources
Action plan
School or district evaluation reports
School newspapers
School webpage

Tier 3: Individualized PBIS Features

NOTE: *This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

Subscale: Leadership Team

3.1 Team Composition: Tier 3 leadership team (or combined Tier 2 and Tier 3 Team) includes the following roles: 1-2 Tier 3 systems coordinators (i.e., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise in the following areas:
- applied behavior support
- mental health and trauma
- academic instruction
- coaching
- equity
- physical health and wellness (e.g., nurse, health teacher)
- data systems and information regarding system and student academic and SEB strengths and needs
- operations of the school across grade levels and programs

0	1	2	3	4
Team **does not** exist or **does not** include a coordinator, school administrator, or individuals with applied behavioral expertise.	Team exists, but does not include all identified roles, or **participation of these members is below 80%.**	Team with all roles exists **and is actively engaged with participation of all roles at or above 80%.**	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and **either** a written process exists for selecting, orienting, recruiting,	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and **both** a written process exists for selecting, orienting,

| | | | and retaining team members **or** Tier 3 leadership team includes members from the group that is most exposed to disparate outcomes in your school (e.g., exclusionary discipline, bullying, mental health referrals) | recruiting, and retaining team members **and** Tier 3 leadership team includes members from the group that is most exposed to disparate outcomes in your school |

Possible Data Sources:
School organizational chart
Tier 3 team meeting minutes
District capacity assessment

3.2 Team Operating Procedures: Tier 3 leadership team has (a) regular meeting format/agenda that prompts the regular review of Tier 3 practices, systems, and data, (b) established and regularly used team norms, (c) defined meeting roles (e.g., timekeeper, facilitator, recorder), (d) regular (e.g., quarterly) two-way data sharing and communication with Tier 1 and Tier 2 teams to inform decision making, and (e) a current action plan, (f) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (g) a formal process to monitor the impact of team norms and (h) procedures on ensuring all team members are able to participate as equal partners.

0	1	2	3	4
Team **does not** meet monthly, use regular meeting format/agenda, minutes, defined roles, or a current action plan.	Team **meets at least monthly** and has **at least three but not all six of the procedures listed a-f.**	Team meets at least monthly and has **at least four but not all six of the procedures listed a-f.**	Team meets at least monthly and has **at least five but not all six of the procedures listed a-f,** and **either g or h.**	Team meets at least monthly and has **all eight of the procedures listed a-h.**

Possible Data Sources:
Tier 3 team meeting agendas and minutes
Tier 3 meeting roles descriptions
Tier 3 action plan

Team Initiated Problem Solving (TIPS) fidelity checklist items 1-9

Subscale: Leadership Team Practices

3.3 Screening: Tier 3 leadership team uses decision rules and multiple sources of data (e.g., discipline referrals, Tier 2 performance, request for assistance process, academic progress, screening tools, attendance, nominations, crisis/safety plan development) to identify students with internalizing or externalizing needs who require Tier 3 supports. Data are available from multiple informants (e.g., teacher, family, student) and at multiple points in time (e.g., screening at identified points, ongoing data review, ongoing access to request for assistance process).

0	1	2	3	4
No specific rules for identifying students who qualify for Tier 3 supports.	**Decision rules established** but **NOT** consistently followed.	Decision rules established with teams **using only 1 of the following:** multiple data sources, multiple informant options, multiple points in time.	Decision rules established with teams **using only 2 of the following**: multiple data sources, multiple informant options, multiple points in time.	Decision rules established with teams **using ALL of the following:** multiple data sources, multiple informant options, multiple points in time.

Possible Data Sources:
Multiple data sources used (e.g., discipline referrals, time out of assigned instruction, attendance, academic performance)
Team decision rubric
Team meeting minutes
School policy

3.4 Comprehensive Assessment Protocol: Tier 3 leadership team (defined in item 3.1) develops, implements, and monitors the use of a comprehensive assessment (e.g., functional behavioral assessment [FBA]) protocol to guide consideration of all data gathered in the context of Tiers 1 and 2, information uncovered during screening (item 3.3), and other relevant data sources on strengths and needs across life domains including behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), academic (e.g., reading, math, writing), medical, and mental health data. The protocol prompts the examination of the following student-specific elements:

    (a) strengths: data-based statement of the student's SEB strengths that honors student and family values, student identity, and lived experiences

(b) needs: operational description of internalizing or externalizing SEB need (e.g., chronic or significant display of contextually inappropriate behavior)

(c) hypothesis statement: data-based identification of situations (antecedents) that predict and reinforcers that maintain these behaviors (i.e., statement of behavioral function)

(d) additional information: other relevant indicators of strength and need relevant to developing an individual support plan (e.g., diagnostic academic data, attendance, mental health/wellness, physical health/wellness, basic needs across life domains)

0	1	2	3	4
No protocol for conducting a comprehensive assessment exists.	A **protocol** exists for conducting assessments in Tier 3, but the protocol **does not** include all data sources listed, **or** prompt all student specific elements.	A **written protocol for conducting comprehensive assessment exists**, **includes all data sources listed and prompts all student-specific elements**, but the **leadership team does not actively monitor adherence to protocol elements.**	A written protocol for conducting comprehensive assessment exists, includes all data sources listed, prompts all student-specific elements and it is used across **most** student support teams **and** the **leadership team actively monitors adherence to protocol elements.**	A written protocol for conducting comprehensive assessment exists, includes all data sources listed and prompts all student-specific elements, and it is implemented consistently across **all** student support teams. and the leadership team actively monitors adherence to protocol elements.

Possible Data Sources:
Review of comprehensive assessment protocol

3.5 Individual Support Plan Protocol: Tier 3 leadership team develops, implements and monitors the use of an individual support plan protocol to guide the development of individualized support plans based on individualized assessment data (item 3.16), including decision rules for matching plan to student level of need (e.g., brief, comprehensive, wrap-around) and all of the following plan elements:

(a) prevention strategies

(b) teaching strategies

(c) consequence strategies

    a. to encourage or reinforce contextually appropriate behaviors

b. to prevent reinforcement of and respond to contextually inappropriate behaviors
(d) safety elements that prioritize alternatives to restraint where needed
(e) systematic process for assessing fidelity and impact
(f) action plan for putting the comprehensive support plan in place
(g) adaptations or modifications to Tier 1 and 2 supports are prioritized before adding new interventions

0	1	2	3	4
No protocol for developing and implementing individualized Tier 3 support exists.	A **written protocol** exists for developing and implementing individual support plans, but the protocol does **not** include decision rules for matching to student level of need or include all plan elements (a-g)	A written protocol exists for developing and implementing individual support plans, and the protocol includes decision rules for matching to student level of need **and** includes all plan elements (a-g) but the **leadership team does not actively monitor adherence to protocol elements.**	A written protocol exists for developing and implementing individual support plans, and the protocol includes decision rules for matching to student level of need **and** includes all plan elements (a-g) and it is implemented consistently across **some** student support teams and the **leadership team actively monitors adherence to protocol elements.**	A written protocol exists for developing and implementing individual support plans, and the protocol includes decision rules for matching to student level of need and includes all plan elements (a-g) and it is implemented consistently across **all** student support teams and the leadership team actively monitors adherence to protocol elements.

Possible Data Sources:
Review of comprehensive individual support protocol

3.6 Access to Tier 1 and Tier 2 Supports: Tier 3 supports are explicitly linked to Tier 1 and Tier 2 supports, and all students receiving Tier 3 supports have access to and are included in Tier 1 and Tier 2 supports.

0	1	2	3	4

| No evidence exists that students receiving Tier 3 interventions have **access to Tier 1 and Tier 2 supports.** | Evidence shows students have **some (not full) access** to Tier 1 and Tier 2 supports. | Evidence shows students have **full access** to Tier 1 and Tier 2 supports, but Tier 3 supports are **not explicitly linked** to Tier 1 and Tier 2 supports. | Evidence shows students have full access to Tier 1 and Tier 2 supports, **and** most Tier 3 support plans are **explicitly linked to Tier 1 and Tier 2 supports.** | Evidence shows students have full access to Tier 1 and Tier 2 supports, and **all** Tier 3 support plans are explicitly linked to Tier 1 and Tier 2 supports. |

Possible Data Sources:
Tier 1 lesson plans and teaching schedules
Tier 2 lesson plans
Acknowledgement system
Family communication

<div align="center">

Subscale: Leadership Team Systems

</div>

3.7 Leadership Team Professional Development and Coaching: Tier 3 leadership team and Tier 3 facilitators have access to ongoing professional development and coaching on comprehensive assessment and individualized support plan development guided by the review of fidelity and student performance data.

0	1	2	3	4
No process for training leadership team members in place.	Professional development and coaching process is **informal.**	Professional development and coaching process is **formal** but **does not include both** comprehensive assessment and individualized support plan development.	Professional development and coaching process is formal, **includes both comprehensive assessment and individualized support plan development, and ongoing training and coaching needs are determined through fidelity and student performance data review.**	Professional development and coaching process is formal, includes both comprehensive assessment and individualized support plan development, ongoing training and coaching needs are determined through fidelity and student performance data review, **and all**

				leadership team members have had access within the last 12 months.

Possible Data Sources:
Professional development calendar

3.8 Level of Use: Tier 3 leadership team follows a written process to track the proportion of students participating in and experiencing success in Tier 3 supports, determining if access is appropriate (i.e., % of total student population supported by Tier 3 is reasonable given context) and equitable (i.e., disaggregated data demonstrate equitable representation in Tier 2 support by group [e.g., race/ethnicity, IEP/504, language status, gender]), and disaggregated data are examined and shared with Tier 1 and Tier 2 teams to inform the distribution of tiered supports.

0	1	2	3	4
Team **does not have criteria** for or track the number of students participating or experiencing success in Tier 3 interventions.	Team has **defined criteria** for counting a student as participating and experiencing success in Tier 3 **and** uses criteria to report the **number and percentage** of students participating and experiencing success in Tier 3 interventions **overall to Tier 1 and 3 teams at least annually.**	Team has defined criteria for counting a student as participating and experiencing success in Tier 3 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 3 interventions overall **and by group** to Tier 1 and 2 teams at least annually.	Team has defined criteria for counting a student as participating and experiencing success in Tier 3 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 3 interventions overall and by group **and examines data to determine whether access is appropriate and equitable** and shares data with Tier 1 and 2 teams at least annually.	Team has defined criteria for counting a student as participating and experiencing success in Tier 3 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 3 interventions overall and by group **and examines data to determine whether access is appropriate and equitable** and shares data with Tier 1 and 2 teams at least quarterly.

Possible Data Sources:
Tier 3 enrollment data
Tier 3 team meeting minutes
Progress monitoring tools

3.9 Staffing: A written administrative plan is used to ensure staff with adequate FTE, training, and support are available to consistently facilitate individualized plans for the students enrolled in Tier 3 supports.

0	1	2	3	4
Personnel **are not assigned** to facilitate student support teams.	Personnel are available but do not have adequate FTE or there is **no system for assigning staff to facilitate student support teams or no evidence of adequate training and support.**	Personnel are available, have adequate FTE, and, **an administrator assigns them to facilitate student support teams and there is evidence of adequate training and staffing for some but not all student support plans.**	Personnel are available, have adequate FTE, and an administrator assigns them to facilitate student support teams and there is evidence of adequate training and staffing for **all student support plans.**	Personnel are available, have adequate FTE, and an administrator assigns them to facilitate student support teams, there is evidence of adequate training and staffing for all student support plans**, and clear protocols are in place to ensure student support is not impacted by staff absences.**

Data Sources:
Administrative plan
Tier 3 team meeting minutes
FTE (i.e., paid time) allocated to Tier 3 supports

3.10 Student Engagement: Tier 3 leadership team purposefully and regularly engages students that are (a) representative of the school's demographics and (b) any marginalized groups in the regular review of schoolwide and community data in order to (1) identify systemic barriers that may contribute to over or under representation of student groups in Tier 3 supports, and (2) co-design and actively revise the selection and adaptation of interventions and the implementation of Tier 3 foundational practices (items 3.3-3.6).

0	1	2	3	4
No documentation or **no** opportunities exist for students to engage in examining data or developing/revising foundational Tier 3 practices.	Some students **are engaged in providing input on some foundational Tier 3 practices** based on a review of school and community data, **within the past 12 months**.	A representative group(s) of students is actively engaged in the **selection and interpretation of school and community data to identify potential systemic barriers and** provide input on the selection, implementation, and adaptation of some foundational Tier 3 practices and interventions within the past 12 months.	A representative group(s) of students is actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of **all** foundational Tier 3 practices and interventions within the past 12 months, **and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 3 practices.**	A representative group(s) of students is actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of all foundational Tier 3 practices and interventions **at least twice per year,** and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 3 practices.

Possible Data Sources:
Social validity surveys
Team meeting minutes

3.11 Family and Community Engagement: Tier 3 leadership team purposefully and regularly engages families and community members that are (a) representative of the school's demographics and (b) any marginalized groups in the regular review of schoolwide and community data in order to (1) identify systemic barriers that may contribute to over or under representation of student groups in Tier 3 supports, and (2) co-design and actively revise the selection and adaptation of interventions and the implementation of Tier 3 foundational practices (items 3.3-3.6).

0	1	2	3	4
No documentation or **no** opportunities exist for families to engage in examining data or developing/revising foundational Tier 3 practices.	Some families and community members **are engaged in providing input on some foundational Tier 3 practices** based on a review of school and community data, **within the past 12 months**.	A representative group(s) of families and community members is actively engaged in the **selection and interpretation of school and community data to identify potential systemic barriers and** provide input on the selection, implementation, and adaptation of some foundational Tier 3 practices within the past 12 months.	A representative group(s) of families and community members is actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of **all** foundational Tier 3 practices within the past 12 months., **and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 3 practices.**	A representative group(s) of families and community members is actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of all foundational Tier 3 practices **at least twice per year,** and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 3 practices.

Possible Data Sources:
Social validity surveys
Team meeting minutes

3.12 Faculty and Staff Engagement: Tier 3 leadership team purposefully and regularly engages all faculty and staff in the regular review of schoolwide and community data in order to (1) identify systemic barriers that may contribute to over or under representation of student groups in Tier 2 supports, and (2) co-design and actively revise the selection and adaptation Tier 2 interventions and the implementation of Tier 2 foundational practices (items 3.3-3.6).

0	1	2	3	4

No documentation or **no** opportunities exist for faculty and staff to engage in examining data or developing/revising Tier 3 foundational practices.	Faculty and staff **are engaged in providing input on some Tier 3 foundational practices** based on a review of school and community data, **within the past 12 months**.	Faculty and staff are actively engaged in the **selection and interpretation of school and community data to identify potential systemic barriers and** provide input on the selection, implementation, and adaptation of some Tier 3 foundational practices within the past 12 months.	Faculty and staff are actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of **all** Tier 3 foundational practices within the past 12 months**, and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 3 practices.**	Faculty and staff are actively engaged in the selection and interpretation of school and community data to identify potential systemic barriers and provide input on the selection, implementation, and adaptation of all Tier 3 foundational practices **at least twice per year,** and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 3 practices.

Data Sources:
Feedback and Input Survey (FIS)
Informal Surveys
Staff meeting minutes
Team meeting minutes
Social validity surveys

Subscale: Leadership Team Data

3.13 Decision Making with Aggregated Student Performance Data and Fidelity Data: Tier 3 leadership team has a protocol for ongoing review of aggregated student performance data and fidelity of Tier 3 systems and each Tier 3 practice, including those implemented by school-based and natural (e.g., family, friend) supporters and uses this data to monitor the effectiveness of Tier 3 foundational practices (items 3.3-3.6) and systems (items 3.7-3.12) overall and by group and to adjust supports (e.g., referral pathways, range of supports, training and coaching) to increase student benefit.

0	1	2	3	4

No protocol exists to collect and review fidelity and aggregate student outcome data of Tier 3 system or each Tier 3 practice (documented in comprehensive support plan).	**Informal approach** used to monitor aggregate outcomes and fidelity of Tier 3 system and each Tier 3 practice.	Student benefit overall and **by group** (i.e., race/ethnicity, gender, disability) and fidelity of Tier 3 systems is **monitored at least annually**, **protocol is developed to collect and monitor fidelity data** (e.g., direct, self-report) **for Tier 3 practices, and is implemented for some but not all Tier 3 interventions.**	Student benefit overall and by group (i.e., race/ethnicity, gender, disability) and fidelity of Tier 3 systems is monitored at least annually **and periodic, direct assessments of fidelity are collected by Tier 3 team for all Tier 3 interventions in accordance with established protocol**.	Student benefit overall and by group (i.e., race/ethnicity, gender, disability) and fidelity of Tier 3 systems is monitored at least annually, and periodic, direct assessments of fidelity are collected by Tier 3 team for all Tier 3 interventions in accordance with protocol, **and used to make adjustments to implementation support.**

Data Sources
Data reports
Team meeting minutes
Action plan

3.14 Evaluation Plan: Tier 3 leadership team uses a written plan to document the fidelity, effectiveness, and equity of Tier 3 practices at least annually (including year- by-year comparisons) that are (a) integrated with other data to inform overall school improvement efforts and (b) shared with partners (staff, families, community, district) in a usable format.

0	1	2	3	4
Team **does not** document fidelity and effectiveness of Tier 3 practices (documented on comprehensive support plans) at least annually.	Team documents **fidelity or effectiveness** of Tier 3 practices at least annually.	Team documents fidelity **and** effectiveness of Tier 3 practices at least annually.	Team documents fidelity and effectiveness of Tier 3 practices at least annually **and data is integrated with other data sources** to inform overall school	Team documents fidelity and effectiveness of Tier 3 practices at least annually and data is integrated with other data sources to inform overall school

			improvement efforts and **partners are informed**.	improvement efforts, partners are informed, **clear action items and alterations are in process based on evaluation.**

Data Sources
Staff and student surveys
Tier 3 handbook
Fidelity tools
School policy
Student outcomes
District reports

Subscale: Individualized Support

3.15 Individual Support Team: For each individual support plan, a unique team exists to design, implement, monitor, and adapt the student-specific support, including input/approval from student/family about team membership and individuals who actively provide expertise in each relevant area:
- applied behavioral expertise
- mental health and trauma expertise
- access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health)
- academic expertise
- physical health and wellness (e.g., nurse, health teacher)
- knowledge of data systems and information regarding system and student academic and SEB strengths and needs
- knowledge about the operations of the school across grade levels and programs

0	1	2	3	4
Individual support teams do not exist for all students who need them.	Individual **support teams exist**, but student support teams **do not** include all relevant areas of expertise.	Individual support teams exist **and include input/approval from student/family about who is on the team,**	Individual support teams exist, include input/approval from student/family about who is on the team, **and**	Individual support teams exist, include all relevant areas of expertise for each student, **and all**

		and team includes some but not all relevant areas of expertise.	team includes all relevant areas of expertise for each student.	members are actively engaged in the design, implementation, and monitoring of student specific support plans with participation of all roles at or above 80%.

Data Sources:
A sample of 30% or a minimum of three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)

3.16 Individual Assessment Plans:
Individual Support Teams (defined in item 3.15) follow comprehensive assessment protocol (defined in item 3.4) to document individualized comprehensive assessment for each student receiving Tier 3 support that includes all relevant data sources and each student specific element.

0	1	2	3	4
Sampled comprehensive assessments do not follow a comprehensive assessment protocol and do not include elements of comprehensive assessment described in item 3.4 (i.e., strengths, precise statement of needs, hypothesis statement, and relevant additional information).	**Some** sampled comprehensive assessments follow a **comprehensive assessment protocol** and include observable, measurable, and specific descriptions of **some, but not all, elements** of comprehensive assessment described in item 3.4.	Each Student Support Team **consistently uses** Tier 3 comprehensive assessment protocol to conduct and document a comprehensive assessment plan and sampled comprehensive assessments include observable, measurable, and specific **descriptions of all elements** of comprehensive assessment described in item 3.4.	Each Student Support Team consistently uses Tier 3 comprehensive assessment protocol to conduct and document a comprehensive assessment plan and sampled comprehensive assessments include observable, measurable, and specific descriptions of all elements of comprehensive assessment described in item 3.4 **and data to**	Each Student Support Team consistently uses Tier 3 comprehensive assessment protocol to conduct and document a comprehensive assessment plan and sampled comprehensive assessments include observable, measurable, and specific descriptions of all elements of comprehensive assessment described in item 3.4 and **data to support all** elements.

			support some, but not all, elements.	

Data Sources:
A sample of 30% or a minimum of three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)

3.17 Individual Support Plans: Individual Support Teams (defined in item 3.15) follow Tier 3 individual support plan protocols (defined in item 3.5) to document individualized support plans for all students receiving Tier 3 support.

0	1	2	3	4
Sampled individual support plans do not follow an individual support protocol and do not include elements a-g of individual support plan protocol described in item 3.5 (i.e., prevention strategies, teaching strategies, response strategies, safety when needed, a process for monitoring fidelity and impact, action plan).	**Some** sampled individual support plans follow an individual support plan **protocol** and include observable, measurable, and specific descriptions of **some, but not all, elements** a-g of individual support plan protocol described in item 3.5.	Each Student Support Team **consistently uses** an individual support plan protocol and sampled plans include observable, measurable, and specific descriptions of **all, elements** a-g of individual support plan protocol described in item 3.5 but plans are **not consistently based on a recent comprehensive assessment** (e.g., do not match complexity/ intensity of need; do not address behavioral function; were not conducted within the past 12 months)	Each Student Support Team **consistently uses** an individual support plan protocol and sampled plans include observable, measurable, and specific descriptions of all, elements a-g of individual support plan protocol described in item 3.5 and **most but not all plans are based on a recent comprehensive assessment** (e.g., match complexity/ intensity of need; address behavioral function; were conducted within the past 12 months)	Each Student Support Team consistently uses an individual support plan protocol and sampled plans include observable, measurable, and specific descriptions of all, elements a-g of individual support plan protocol described in item 3.5 and **all plans are based on a recent comprehensive assessment** (e.g., match complexity/ intensity of need; address behavioral function; were conducted within the past 12 months).

Data Sources:
A sample of 30% or a minimum of three randomly selected Tier 3 student individual support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)

3.18 Individual Support Plan Orientation and Training: A written process is followed for teaching all relevant staff, families, and students how to implement or support each individual support plan that is in place.

0	1	2	3	4
No process in place to teach relevant staff, families, or students.	**Informal process** exists to teach relevant staff, families, and/or students.	**Formal process** exists to teach relevant staff, families, **and/or** students to implement/ support **some** Tier 3 plans.	Formal process exists to teach relevant staff, families, **and** students to implement/ support some Tier 3 plans.	Formal process to teach relevant staff, families, and students to implement/ support **all** Tier 3 plans.

Data Sources
A sample of 30% or a minimum of three randomly selected Tier 3 student individual support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)

3.19 Individualized Data-based Decision Making: Each Individualized Support Team meets at least monthly (or more frequently if needed) and uses data to modify the support plan across all relevant plan areas to improve fidelity of plan implementation and impact on quality of life, academic, SEB, and other relevant outcomes.

0	1	2	3	4
There is **no evidence** that teams meet to monitor individualized support plan implementation fidelity or impact (i.e., academic, SEB, quality of life, other relevant outcomes).	Individual student teams **inconsistently meet to monitor** individualized support plan implementation **fidelity and/or impact.**	Individual student teams **regularly meet** (at least monthly) to monitor individualized support plan implementation **fidelity and impact**, but **do not modify** (i.e., intensify, change strategies, and/or fade) individualized support plan **or** implementation supports based on data.	Individual student teams regularly meet to monitor individualized support plan implementation fidelity and impact, **and systematically modify** individualized support plan **and/or** implementation supports based on data.	Individual student teams monitor individualized support plan implementation fidelity and impact, and systematically modify individualized support plan, **and** implementation supports based on data.

Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Purpose
This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier 1 subscale. This walkthrough provides a snapshot of schoolwide implementation, informs team scoring of key fidelity items on the TFI rubric, and may identify implementation areas for teams to explore more in-depth.

How long is the walkthrough?
This process should take no more than 20-30 minutes.

Who should complete the walkthrough?
An individual who is external to the school (e.g., external coach, coordinator, etc.) completes this walkthrough as part of formal fidelity monitoring. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between more formal, formative assessment.

Procedure
Use this form to interview a random selection of staff and students. That is, randomly select staff and students as you walk through the school. Use this page as a reference for interview questions. Use the interview form to record staff and student responses. Ensure that the sample includes staff and student representation from across the school (e.g., all grade levels, demographic characteristics, roles).

Staff Interview Questions
Interview at least 10% of staff or at least staff members 5 for smaller schools

1. What are the schoolwide expectations or values (e.g., high 5's, 3 bee's; use the name of school acronym for the behavioral expectations if there is one)? [*Use to score TFI Item 1.3 Schoolwide Expectations*]

2. Have you taught the behavioral expectations defined in the schoolwide matrix this year? Y or N. [*Use to score TFI Item 1.4 Schoolwide Expectations Taught*]

If staff person is a classroom teacher:

2a. Have you also defined and taught these behavioral expectations for each of your classroom routines (Classroom Matrix)? Y or N. [*Use to score TFI Item 1.9 Schoolwide Practices used in Classrooms*]

2b. Have you integrated the schoolwide expectations into your academic and social emotional behavioral (SEB) curriculum? Y or N. [*Use to score TFI Item 1.9 Schoolwide Practices used in Classrooms*]

If yes, can you give an example of one way you have done this? Check any categories provided:
- ☐ embedding prompts for expectations during lesson introductions,
- ☐ highlighting examples and non-examples of expectations found in curricular materials,
- ☐ providing structured opportunities to demonstrate expectations within academic routines, and
- ☐ delivering student feedback and acknowledgement for demonstrating expectations across instructional activities.

3. Have you acknowledged students for demonstrating behaviors or skills reflected on the schoolwide matrix within the last week? Y or N. [*Use to score TFI Item 1.5 Schoolwide Acknowledgement*]

4. Do you know the schoolwide procedures for handling contextually inappropriate behavior, including what behaviors are office supported vs. teacher/staff supported? Y or N. [*Use to score TFI Item 1.6 Contextually Inappropriate Behavior Definitions*]

5. Are the established procedures for responding to contextually inappropriate behavior used consistently across the school? Y or N. [*Use to score TFI Item 1.7 Responses to Contextually Inappropriate Behavior*]

6. Does PBIS implementation support school improvement goals? Y or N. If yes, how? [*Use to score TFI Item 1.11 Established Priority*]

Student Interview Questions
Interview a minimum of 10 students

1. What are the schoolwide expectations or values (e.g., high 5's, 3 bee's; use the school acronym for the behavioral expectations if there is one)? [*Use to score TFI Item 1.4 Schoolwide Expectations Taught*]

2. Can you give an example of _____(school expectation) in the _____ (current setting or routine)? Y or N. [*Use to score TFI Item 1.4 Schoolwide Expectations Taught*]

3. Have you been acknowledged (or earned _____) for demonstrating the schoolwide expectations or values in the last 2 weeks? Y or N. [*Use to score TFI Item 1.5 Schoolwide Acknowledgement*]

4. Are you acknowledged or rewarded in ways that you like (elementary) or are meaningful to you (secondary)? Y or N. [*Use to score TFI Item 1.5 Schoolwide Acknowledgement*]

Tiered Fidelity Inventory Walkthrough
Interview and Observation Form

School_____   **Date**_____
District_____   **State**_____
                                                      Data Collector_____

Schoolwide Expectations   **Name of Schoolwide Expectations**
1._____
2._____   _____
3._____
4._____   **Name of Acknowledgement System**
5._____   _____

Faculty/Staff Questions

	Schoolwide expectations		Classroom Implementation (classroom teachers only)		Schoolwide Acknowledgement	Contextually inappropriate behaviors		Priority
	# known	Taught	Matrix defined and taught	*Integrated expectations	Within the last week	Know procedures	Used consistently	*Support school improvement
1		Y N	Y N	Y N	Y N	Y N	Y N	Y N
2		Y N	Y N	Y N	Y N	Y N	Y N	Y N
3		Y N	Y N	Y N	Y N	Y N	Y N	Y N
4		Y N	Y N	Y N	Y N	Y N	Y N	Y N
5		Y N	Y N	Y N	Y N	Y N	Y N	Y N
6		Y N	Y N	Y N	Y N	Y N	Y N	Y N

7		Y N	Y N	Y N	Y N	Y N	Y N	Y N
8		Y N	Y N	Y N	Y N	Y N	Y N	Y N
9		Y N	Y N	Y N	Y N	Y N	Y N	Y N
10		Y N	Y N	Y N	Y N	Y N	Y N	Y N
Total								

*Tally provided examples of integrating expectations within academic and SEB instruction

_____embedding prompts for expectations during lesson introductions

_____highlighting examples and non-examples of expectations found in curricular materials

_____providing structured opportunities to demonstrate expectations within academic routines

_____delivering student feedback and acknowledgement for demonstrating expectations across instructional activities

Capture examples of how PBIS implementation supports school improvement goals (optional)

Student Questions

	Schoolwide expectations		Schoolwide Acknowledgement	
	# known	Example?	Within the last 2 weeks?	Valued?
1		Y N	Y N	Y N
2		Y N	Y N	Y N
3		Y N	Y N	Y N
4		Y N	Y N	Y N
5		Y N	Y N	Y N
6		Y N	Y N	Y N
7		Y N	Y N	Y N

8		Y N	Y N	Y N
9		Y N	Y N	Y N
10		Y N	Y N	Y N
Total				

Appendix B: TFI Classroom Data Summary Worksheet [*Use to score TFI Item 1.10 Classroom Practices*]

Review data from a representative sample of most (>60%) of classrooms collected at multiple time points. Sampled observation data may be collected by each teacher (self-monitored), peers (peer observation), coaches or mentor teachers, or during administrator walkthroughs using a variety of methods (e.g., paper-and-pencil, Be+ App, brief rating scale)

Sampled data may include:
- counts of identified skills (e.g., greetings, prompts, OTRs, specific praise, supportive corrections) by student or group to examine an equitable distribution of practices
- observations or rating scales that consider quality or effectiveness of implementation to supplement counts of skills

Total Number of Classrooms _____   Number of Classrooms Observed _____

Classroom	**Multiple data sources across multiple time points** indicate educator consistently and equitably implement positive and proactive classroom practices--including building relationships with students, developing a safe environment, prompting predictable routines, and expected behavior, actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections), and ensuring a high ratio (≥ 5:1) of positive to corrective feedback.	
1	Y	N
2	Y	N
3	Y	N
4	Y	N
5	Y	N
6	Y	N
7	Y	N

	Y	N
8	Y	N
9	Y	N
10	Y	N
Total		
Percent	Total # of Y/ Total number of classrooms observed	

Appendix C: Targeted Interventions Reference Guide[4]

Purpose of Reference Guide
This Reference Guide is designed to be used as a map when discussing function-based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

Targeted Interventions Defined
Components of a targeted intervention include (a) increased structure and prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at any time.

Instructions
List the targeted interventions that are available in your school. Identify the features that the intervention is designed to deliver by putting a mark in the cell of the matrix to indicate whether the feature is (a) addressed as part of typical implementation, (b) addressed with planned adaptations, or (c) not part of typical implementation.

Examples
- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices throughout the day.
- **Social skills groups** provide explicit, evidence-based social skills instruction to small groups of students with identified social, emotional, and behavioral (SEB) needs; participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention, and individualized support.
- **Self-management interventions** may include paper and pencil or app-based approaches to students to (a) self-deliver prompts, (b) monitor their own skills/behavior, and (c) self-deliver (or recruit) reinforcement.
- **Targeted academic support** may include explicit, evidence-based instruction in one or more identified academic need areas.

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[4] (Adapted from *A Reference Guide for Function-Based Support Options*; Horner & Todd, 2002)

Common Tier 2 Intervention Features	Check in, Check out	Social Skills Groups	Self-Management Intervention	Targeted Academic Support
Access to Adult Attention	¢	¢	©	¢
Access to Peer Attention	¢	¢	©	¢
Access to Choice of Alternatives/Activities	©	£	©	©
Option for Avoiding Aversive Activities	©	£	©	©
Option for Avoiding Aversive Social Peer/ Adult Attention	©	£	©	£
Structural Prompts for 'What To Do' Throughout the Day	¢	©	¢	©
Explicitly teaches SEB skills to address identified SEB or mental health needs	£	¢	©	£
Addresses identified academic needs	£	£	©	¢
At Least 5 Times During the Day When Positive Feedback is Set Up	¢	£	¢	£
A School-Home Communication System	¢	©	¢	©
Opportunity for Adaptation into a Self-Management System	©	£	¢	£

¢ = part of typical implementation © = adaptation possible £ = not part of typical implementation

Targeted Interventions Reference Guide Map
This reference guide is designed to be used as a map when discussing function-based support needs for students. Use this Reference Guide when trying to determine if your school's Tier 2 interventions meet a range of student needs.

School: _____   Date_____

Access to Adult Attention			
Access to Peer Attention			
Access to Choice of Alternatives/Activities			
Option for Avoiding Aversive Activities			
Option for Avoiding Aversive Social Peer/ Adult Attention			
Structural Prompts for 'What To Do' Throughout the Day			

Explicitly Teaches SEB skills to Address Identified SEB or Mental Health Needs				
Addresses Identified Academic Needs				
At Least 5 Times During the Day When Positive Feedback is Set Up				
A School-Home Communication System				
Opportunity for Adaptation into a Self-Management System				

__ = part of typical implementation __ = adaptation possible __ = not part of typical implementation

Appendix D: TFI Tier 3 Support Plan Worksheet

Directions:
Select 3 current Tier 3 plans created in the last 12 months for students needing SEB support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all individual tier 3 items (3.16-3.20). If there are only 1 or 2 plans available, score a TFI feature at the highest level for which all plans meet the criteria. For each plan selected, request additional records of individual support team meetings as needed to allow for review of whether teams met and reviewed data (3.19).

		Plan 1	Plan 2	Plan 3	Sum of Points	TFI Score
3.15 Individual Support Team: For each individual support plan, a uniquely constructed team exists to design, implement, monitor, and adapt the student-specific support, including input/approval from student/family about who is on the team and individuals who actively provide expertise in each relevant area: ● applied behavioral expertise, ● mental health and trauma expertise, ● access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) ● academic expertise ● physical health and wellness (e.g., nurse, health teacher), ● knowledge of data systems and information regarding system and student academic and SEB strengths and needs, and, ● knowledge about the operations of the school across grade levels and programs	0=Plan does not identify the individual student support team 1=Individual support team exists but does not include all relevant areas of expertise. 2=Individual support team exists and includes documented input/approval from student/family about who is on the team, and team includes some but not all relevant areas of expertise 3=Individual support team exists and includes documented input/approval from student/family about who is on the team, and team includes all relevant areas of expertise 4=Individual support team exists, includes all relevant areas of expertise, and evidence exists that all members are actively engaged in the design, implementation, and monitoring of student specific support plans with participation of all roles at or above 80%	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		0=0 1-4=1 4-6=2 7-12=3 12=4
3.16 Individual Assessment Plans: Individual Support Team (defined in item 3.15) follows comprehensive assessment protocol (defined in item 3.4) to document	0= Sampled comprehensive assessment does not follow a comprehensive assessment protocol and does not include elements of comprehensive assessment described in 3.4					

individualized comprehensive assessment for each student receiving Tier 3 support that includes all relevant data sources and each student specific element.	(i.e., strengths, precise statement of needs, hypothesis statement, and relevant additional information).					
	1= Sampled comprehensive assessment follows a comprehensive assessment protocol and includes observable, measurable, and specific descriptions of some, but not all, elements of comprehensive assessment described in 3.4.	0 1 2	0 1 2	0 1 2		0=0 1-4=1 4-6=2
	2= Sampled comprehensive assessment follows a comprehensive assessment protocol to conduct and document a comprehensive assessment plan and sampled comprehensive assessment includes observable, measurable, and specific descriptions of all elements of comprehensive assessment.	3 4	3 4	3 4		7-12=3 12=4
	3= Sampled comprehensive assessment follows a comprehensive assessment protocol to conduct and document a comprehensive assessment plan and sampled comprehensive assessment includes observable, measurable, and specific descriptions of all elements of comprehensive assessment and data to support some, but not all, elements.					
	4= Sampled comprehensive assessment follows a comprehensive assessment protocol to conduct and document a comprehensive assessment plan and sampled comprehensive assessment includes observable, measurable, and specific descriptions of all elements of comprehensive assessment and data to support all elements.					
3.17 Individual Support Plans: Individual Support Team (defined in item 3.15) follows Tier 3 comprehensive support protocol (defined in item 3.5) to document an individualized support plan for each student receiving Tier 3 support.	0= Individual support plan does not follow an individual support protocol and does not include elements a-g of individual support plan protocol described in 3.5 (i.e., prevention strategies, teaching strategies, response strategies, safety when needed, a process for monitoring fidelity and impact, action plan).					

	1=Individual support plan follows an individual support plan protocol and includes observable, measurable, and specific descriptions of some, but not all, elements a-g of individual support plan protocol described in 3.5.				
	2= Individual support plan follows an individual support plan protocol and plan includes observable, measurable, and specific descriptions of all, elements a-g of individual support plan protocol described in 3.5 but plan is not based on a recent comprehensive assessment (e.g., do not match complexity/ intensity of need; do not address behavioral function; were not conducted within the past 12 months).	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		0=0 1-4=1 4-6=2 7-12=3 12=4
	3= Individual support plan follows an individual support plan protocol and plan includes observable, measurable, and specific descriptions of all, elements a-g of individual support plan protocol described in 3.5 and plan is partially based on a recent comprehensive assessment (e.g., match complexity/ intensity of need; address behavioral function; were conducted within the past 12 months).				
	4= Individual support plan follows an individual support plan protocol and plan includes observable, measurable, and specific descriptions of all, elements a-g of individual support plan protocol described in 3.5 and plan is clearly based on a recent comprehensive assessment (e.g., match complexity/ intensity of need; address behavioral function; were conducted within the past 12 months).				
3.18 Individual Support Plan Orientation and Training: A written process is	0=No process documented in plan to teach relevant staff, families, or students.	0	0	0		0= 0

followed for teaching all relevant staff, families, and students how to implement or support each individualized student intervention plan that is in place.	1=Informal process documented in plan to teach relevant staff, families, and/or students.	1 2	1 2	1 2	1= all plans score 1 2= 1 plan scores 2 3= 2 plans score 2 4= all 3 plans score 2
	2=Formal process documented in plan to teach relevant staff, families, and/or students to implement/ support.				
3.19 Individualized Data-based Decision Making: Each Individualized Support Team meets at least monthly (or more frequently if needed) and uses data to modify the support plan across all relevant plan areas to improve fidelity of plan implementation and impact on quality of life, academic, SEB, and other relevant outcomes.	0= There is no evidence that team meets to monitor individualized support plan implementation fidelity or impact (i.e., academic, SEB, quality of life, other relevant outcomes).	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0=0 1-4=1 4-6=2 7-12=3 12=4
	1=Individual student team inconsistently meets to monitor individualized support plan implementation fidelity and/or impact.				
	2=Individual student team regularly meets (at least monthly) to monitor individualized support plan implementation fidelity and impact, but does not modify (i.e., intensify, change strategies, and/or fade) individualized support plan or implementation supports based on data.				
	3=Individual student team regularly meets to monitor individualized support plan implementation fidelity and impact, and systematically modifies individualized support plan or implementation supports based on data.				
	4= Individual student team monitors individualized support plan implementation fidelity and impact, and systematically modifies individualized support plan, and implementation supports based on data.				