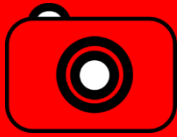




Capacity Building

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Students in Need of Tier 3 Systems

- △ Tier 3 supports are aimed at students in need of individualized, immediate or long-term supports due to the predominance of social-behavioral problems and/or mental health support needs. Within a results-driven system, Tier 3 supports target **all** students in need of individualized, intensive strategies to sufficiently achieve or maintain desired student outcomes and prevent future problems.
- △ Tier 3 supports are not based on categorical service options or requirements (e.g., whether a student has qualified for exceptional education services or meets criteria for a specific disability), but provide individualized, intensive supports matched to a range of specific student needs. The array of behavior problems requiring Tier 3 supports may include externalizing behavior problems (e.g., disruptive behaviors, aggression) and internalizing behavior problems (e.g., suicidal ideation, depression, anxiety).
- △ Tier 3 behavioral supports may be delivered to students whose behaviors may be impacted by trauma or crisis situations, whether they are temporary or permanent in nature. Engagement in Tier 3 supports may also include collaboration with family members in gathering information to address challenging behavior and implementation of behavior support across school and home settings.
- △ Tier 3 behavioral supports may be necessary for students who are transitioning from segregated placements (e.g., alternative schools, residential hospital treatment facilities) to less restrictive placements (e.g., neighborhood school).



Defining Tier 3 Behavior Support Systems

- △ Function-based Assessment is the process driving a function-based Behavior Plan and provides the foundation for a systematic, coordinated, data-driven problem-solving process, which in turn ensures interventions lead to improved student outcomes.
- △ The array of supports at Tier 3 include increased, individualized assessment and intervention within a collaborative problem-solving framework and development of a support team with the requisite skills to assess, identify interventions, and plan for coordinated implementation and monitoring of supports. Regardless of the complexity of behaviors presented by students, this FBA and BIP process is crucial to: (a) understand the variables associated with or maintaining a student's behavior; (b) develop strategies to prevent challenging behavior; and (c) determine interventions teaching and reinforcing appropriate or prosocial behaviors.
- △ The function-based thinking process guides assessment, intervention planning, implementation, and monitoring of interventions within a data-based problem-solving framework. Foundational to the individualized level of intervention at Tier 3 is the importance of understanding *why* behaviors are occurring. The process provides the student's team with information needed to analyze the problem behavior in a manner linking assessment to intervention and, thereby, informing the team as they identify which interventions are most likely to be effective for the individual student. This process can be used to target a range of social-behavioral, academic, and mental health concerns (e.g., anxiety, substance abuse, and trauma). In addition, the process aligns behavior supports with contextual factors, by examining the goals and strengths of the student and the strengths and resources of the setting.



Results Driven Tier 3 Systems



A shift to a results-driven Tier 3 system will involve substantial systemic change to ensure **outcomes** for all students who require intensive, individualized intervention are maximized. Foundational to Tier 3 redesign is the significant shift from the traditional focus on compliance procedures (e.g., completing an FBA/BIP form) to demonstrations of improved student outcomes (e.g., monitoring the progress of students receiving Tier 3 supports to show improved behavioral and academic outcomes).

The student outcomes monitored include observable and measurable behaviors (frequency, duration, intensity, permanent products, etc.), and thereby, provide quantifiable information about increases in desired behaviors (e.g., academic performance, social skills) and decreases in negative student outcomes (e.g., targeted problem behaviors, suspensions). Monitoring student outcomes is an essential component of the Tier 3 process and determining if the adoption of Tier 3 redesign practices result in intended academic, social, and emotional improvements for students with behavioral issues. Monitoring of student outcomes is also critical because data-based decision-making guides the problem-solving process at both the individual student and at the systems (school, district, and state) level as educators make important decisions about the adoption of evidence-based practices.

Tier 3 outcome data are essential to:

- △ Supporting data-based decision making and problem solving
- △ Determining sufficiency of implementation integrity
- △ Facilitating identification of, as well as the process of, implementing any adjustments to Tier 3 practices
- △ Maximizing resources and ensuring efficient supports are provided to all students
- △ Evaluating the effectiveness of evidence-based interventions
- △ Evaluating the equity of services and supports provided to students
- △ Evaluating the effectiveness of Tier 3 practices
- △ Determining eligibility for Special Education services and evaluation of individual education programs.

Tier 3 Features

Team

- △ At least one person with knowledge of the student and the behavioral context and curriculum, including academic instruction and intervention (e.g., teacher, parent)
- △ At least one person with knowledge and proficiency in MTSS/problem-solving framework and behavioral principles underlying assessment and intervention planning
- △ Someone with knowledge of school/district resources and policies
- △ Family member(s) in discussions regarding behavior function and support strategies across home and school settings, student preferences/interests, and intervention history
- △ A plan for collaboration when additional expertise is needed (e.g., social work, mental health, medical)

Function-based Thinking Assessment

- △ Target behaviors (academic, social, emotional, etc.) identified and defined in measurable and objective terms
- △ Replacement/alternative behaviors:
 - △ identified and defined in measurable and objective terms
 - △ include: (a) functional equivalent replacement behavior (e.g., teach the student to ask for a break if escape is the function); (b) academic skill (i.e., teaching specific academic strategy if problem behavior occurs due to an academic skill deficit); (c) communication strategy (e.g., teach the student to communicate for help when confronted with a difficult task); or (d) self-management strategy (e.g., teach student ways of managing their behaviors in response to difficult situations)
- △ Antecedent events triggering behavior incidents are identified
- △ Consequences or responses immediately follow problem behavior are identified
- △ Hypothesis or summary statement developed based on FBA data

Function-based Thinking Behavior Plan

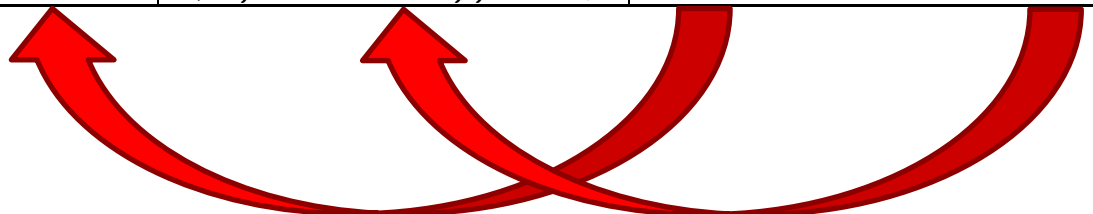
- △ Multiple component intervention/support plan linked to the hypothesis with Instructional method to teach and reinforce replacement/alternative behavior
 - △ interventions prevent problem behavior by modifying the environmental events identified in hypothesis
 - △ Interventions change responses of others to targeted problem behavior, so the problem behavior is no longer effective in obtaining reinforcing outcome (i.e., function-obtain/escape)
 - △ Intervention has home components as appropriate
- △ Determining if replacement/alternative behavior is a skill or performance deficit
- △ Consideration of culture and context in the selection, development and implementation of interventions
- △ Access to a continuum of supports (e.g., school-wide, classroom, etc.)
- △ Integration of academic and behavioral supports
- △ Intervention plan matches teacher context, is feasible for implementation, and is acceptable to the teacher or implementer

Progress Monitoring & Follow Up

- △ Timeline for follow-up (reviewing data, making decisions)
- △ Plan for providing coaching and support to the implementer(s)
- △ Data plan and decision rules to determine effectiveness of intervention, include:
 - Student behavior data
 - Student academic data
 - Teacher implementation fidelity data
- △ Plans for extending behavior interventions to ensure generalization of skills across multiple environments (e.g., school, home, community)

Continuum of Tier 3 Supports

Level 1: Efficient	Level 2: Comprehensive	Level 3: Wrap Around
<p>At an entry level, a simple Function-based Thinking process is conducted in a brief, efficient method, often as a collaborative approach with a facilitator and teacher(s) (and student, particularly at the middle and high-school level) working together to identify contextual events related to behavior occurrences through indirect methods and developing a positive behavior intervention plan. The plan focuses on teaching appropriate replacement or alternative behaviors naturally reinforced (i.e. with the function) and addressing environmental features preventing behavior plan failure and increasing success.</p> <p>A simple PTR process can involve Tier 2/3 team-driven assessments and strategies aimed at students who have mild to moderate behavior problems and whose behaviors did not occur in multiple settings.</p>	<p>The second level, a comprehensive Function-based Thinking process, would involve an increasingly comprehensive team approach addressing students who have chronic and durable behavior issues. The team-based would require more resources for activities as well as use both direct and indirect methods of gathering assessment data and would include strategies addressing antecedent events, teach and reinforce new behaviors, and discontinue reinforcing problem behaviors.</p> <p>A comprehensive PTR process can involve Tier 2/3 team-driven assessments and strategies aimed at students who have chronic and durable behavior issues and whose behaviors can occur in multiple settings.</p>	<p>The third level would be dedicated to support a small subset of students within Tier 3 whose behaviors are impacted by multi-faceted and complex physical, mental health, environmental, and behavioral issues. These students' needs may best be met through a "wrap-around" process in which a team collaborates on an individualized plan of care implemented and evaluated consistently across time.</p>
<p style="text-align: center;">Examples:</p> <p style="text-align: center;">KEEP IT SIMPLE: Simple PTR Process</p> <p style="text-align: center;">ROUTINE-BASED SUPPORT GUIDE (Early Childhood/Elementary)</p> <p style="text-align: center;">FACTS with Competing Pathways</p>	<p style="text-align: center;">Examples:</p> <p style="text-align: center;">Comprehensive PTR Process (Team Approach)</p> <p style="text-align: center;">FUNCTION-BASED ASSESSMENT and BEHAVIOR INTERVENTION PLAN (Expert-based Approach)</p>	<p style="text-align: center;">Examples:</p> <p style="text-align: center;">RENEW</p> <p style="text-align: center;">Student-Centered Planning with Outside Agency Support</p>



Tier 3 Implementation Barriers

SYSTEMIC

<p>Training staff to support students with severe behavior problems</p>	<ul style="list-style-type: none"> △ Teachers report they are unprepared to deal with behavior problems △ School/teacher use of reactive, punitive practices as primary response to problem behaviors (e.g., in-school, out-of-school suspensions, crisis plans, zero tolerance policies, school to alternative education placements to prison pipeline) △ Focus on student traits, family dynamics, and ethnicity/race rather than engaging in problem-solving process 	<p>Christle, Jolivette, & Nelson, 2005 Coalition for Psychology in Schools and Education, 2006, August Fenning & Rose, 2007 Hatt, 2011 Raible & Irizarry, 2010 Nicholson-Crotty, Birchmeier, & Valentine, 2009</p>
<p>Adult behavior change process</p>	<p>Lack of practices that impact adult willingness to change practices and implement interventions with fidelity:</p> <ul style="list-style-type: none"> △ Few compelling motivators for change and to implement new strategies △ Lack of positive outcomes contingent upon implementing new strategy △ Absence of rationale and support for change from leaders △ Training and coaching activities do not consistently address: (a) training within actual context; (b) obtaining input from the adult who will be implementing the strategies, (c) providing manualized scripts of interventions; (d) coaching adults through a variety of methods including modeling, role playing, performance feedback; and (e) planning for events that may cause failure 	<p>Codding, Feinberg, Dunn, & Pace, 2005 Noell, et al., 2005 Sanetti, Fallon, & Collier-Meek, 2013 Sanetti, Kratochwill, & Long, 2013</p>
<p>System and district supports</p>	<p>Educators are not consistently provided with the necessary level of support (e.g., resources, professional development) to enhance fluent implementation of Tier 3 behavior supports including:</p> <ul style="list-style-type: none"> △ Routines and structures allowing time for staff to: (a) practice implementing trained strategies, (b) meet/network to review cases and problem-solve, and (c) provide coaching support to guide individuals implementing strategies through performance feedback △ Clear processes and procedures supported by leadership (district and school) that provide structure and incentives for performance △ Team-based problem-solving processes using data to develop effective interventions that result in positive outcomes for students and decrease the need to refer students for special education services △ Multiple trainings for different groups and purposes developed and provided (e.g., overview for administrators identifying supports and resources essential for staff to implement effective FBA process). △ Provision of professional development that takes into consideration how it is delivered, who receives training, and what levels of training are required 	<p>Luiselli, Putman, & Sunderland, 2002 Nelson, Martella, & Galand, 1998 Scott, 2001 Scott, Alter, Rosenberg, & Borgmeier, 2010 Sugai, Sprague, Horner, & Walker, 2000</p>

Tier 3 Implementation Barriers

SKILL BASED

<p>Complexity of Tier 3</p>	<ul style="list-style-type: none"> △ Districts may not have skilled staff to implement the FBA/BIP process with adequacy. △ Current training methods (e.g., in-services, one-shot presentations) have not adequately addressed the level of professional development and coaching support necessary to build skill capacity. 	<p>Conroy, Clark, Fox, & Gable, 2000 Scott & Kamps, 2007</p>
<p>Culturally responsive practices</p>	<ul style="list-style-type: none"> △ Districts may not have skilled staff to support students from linguistically and culturally diverse backgrounds and to ensure (monitor) equity and implementation of culturally and contextually relevant practices. 	<p>Artiles, Kozleski, Trent, Osher, & Ortiz, 2010 Fallon, O'Keeffe, & Sugai, 2012 Sugai, O'Keeffe, & Fallon, 2012 Vincent, Randall, Carteledge, Tobin, & Swain-Bradway, 2011</p>
<p>Technically adequate application of skills to authentic settings</p>	<ul style="list-style-type: none"> △ The field continues to struggle with determining how to apply the FBA/BIP process originally implemented and studied in clinical settings by highly skilled professionals to authentic school settings by typical practitioners, who may have a considerable diversity in level of skills. △ The process must be efficient, feasible, and effective and may require schools to re-conceptualize Tier 3 as a continuum of support intensity within the tier. 	<p>Scott, Alter, Rosenberg, & Borgmeier, 2010 Scott & Kamps, 2007</p>

Tier 3 DISTRICT Readiness Gap Analysis

Adapted from Midwest PBIS Network March 2018

Purpose: In order to expedite Tier III implementation and sustain outcomes from training and coaching, districts will commit to progress towards having all items in place before training and support commences.

Directions: Reflect on the expectations below with district, school and family stakeholder's team. Indicate status of items (current state), including reference to evidence of completion. Reach agreement on desired state and action plan for improvement where necessary.

1. District Community Leadership Team

- ▲ Establishes and uses a protocol to identify interventions matched to students' needs for all schools in the district
- ▲ Monitors implementation and outcomes of interventions for all schools in the district
- ▲ Makes district policy changes as needed to support implementation
- ▲ Conducts a resource map of local community partners. Consider partnerships with community agencies, that would be guided by a Memorandum of Understanding. Consider collaborative training with partner agencies.
- ▲ Building leaders are active participants on Tier II/Tier III district planning teams,
- ▲ Team members are informed and knowledgeable of Tier II/Tier III systems and practices.
- ▲ Has established an action plan for Tier II/III implementation and regularly revisits to update progress.

Current State & Data Sources:

Desired State:

Closing the Gap Action Plan/Next Steps:

2. District Team Access and Use of Data

- ▲ The district has accessible data systems allowing decision-making based on fidelity and outcome data.
- ▲ Identify, implement, and monitor a screening process to identify students non-responsive to Tier 1 supports, who require Tier II or III supports
- ▲ Examines effectiveness of advanced systems by monitoring and action planning using district level data including: Least Restrictive Environment Data, Disproportionality Data, Community data, Student/family perception data, and student outcomes not limited to but including number of crisis referrals, number of students on probation, psychiatric hospitalizations, etc.
- ▲ Monitors and action plans around aggregated fidelity of implementation data (e.g. RIT, WIT, TATE, etc.)

Current State & Data Sources:

Desired State:

Closing the Gap Action Plan/Next Steps:

3. District Allocated Resources, Coaching, and Facilitation

- ▲ District coaching allocation commensurate with need: District and/or Building based Coach could support a facilitator 1 hour per week based on intervention phase and fidelity of implementation.
- ▲ Has capacity to expand Tier III implementation and, commit additional district and/or school based FTE for larger schools/schools with additional needs.
- ▲ Supports use of flexible resource allocation and flexible programming.
- ▲ Allocates facilitators commensurate with need: 1-3% of a given population will require Tier III supports, (ex. 5-15 students out of 500).
- ▲ Estimated time per student/family team is 2 hours per week initially, fading to 1 hour per week as plan is implemented.
- ▲ 1-3 teams/plans per facilitator is recommended, dependent on other roles.
- ▲ Co-facilitating student/family teams and using data for intervention planning, monitoring, and problem-solving progress.
- ▲ Observing and providing feedback to Tier III Facilitators
- ▲ Supporting facilitators to organize 'whole student' support (i.e.: before/after school, summer, vacation/breaks, transitions between grades/schools)
- ▲ District identifies a mechanism for all staff PD on Tier III interventions, and staff role supporting Tier III.
- ▲ Supporting community partner collaborations at the school level.

Current State & Data Sources:

Desired State:

Closing the Gap Action Plan/Next Steps:

District Resource Alignment Mapping

Adapted from the District Systems Fidelity Inventory (DSFI) Version January 19, 2019

DSFI 2.3 Alignment to District Outcomes

Academic, social, emotional, and behavioral frameworks are aligned with key district outcomes/improvement goals.

DSFI 2.4 Alignment of Initiatives

Clear description of initiative alignment (e.g., graphic organizer, organizational chart, conceptual map) displays integrated and/or collaborative implementation of SWPBS with existing initiatives having similar goals, outcomes, systems, and practices.

- ▲ Identify evidence-based initiatives/programs currently in place in your district supporting MTSS Behavior, Academics and Social Emotional Development.
- ▲ Indicate the tier(s) the program or initiative supports.
- ▲ Note the level of implementation (Currently Using)
- ▲ Include the name of person(s) department responsible for supporting initiatives/programs.
- ▲ Indicate the data source(s) used to evaluate if the initiative/program is working.

Initiative/Program	Tier(s)	Currently Using Y/N/P	Support Person(s)/ Department	How do you know it's working? (Data Source)

Tier 3 SCHOOL SITE Readiness Checklist

Adapted from Midwest PBIS Network March 2018

Purpose: In order to expedite the fidelity of Tier III implementation and sustain outcomes from training and technical assistance, buildings will commit to working on these items within the first year of Tier II/Tier III training.

Directions: Reflect on the expectations below with a school and family stakeholder's team. Indicate status of items (current state), including evidence of completion. Reach agreement on desired state and action plan for improvement where necessary.

1. Building Leadership Teams

- ▲ Can document at least two (2) years of fidelity of Tier I implementation, as measured by the Tiered Fidelity Inventory (TFI)
- ▲ Team members are informed and knowledgeable of Tier II/Tier III systems and practices
- ▲ Includes Tier III building coach/coordinator and individuals who can provide i) applied behavioral expertise, ii) administrative authority, iii) multi-agency supports iv) knowledge of students and v) knowledge about the operations of the school across grade levels and programs
- ▲ Building leaders participate in 80% or more of Tier III systems team meetings
- ▲ Is committed to, and accountable for, implementing and monitoring fidelity and outcomes for full continuum of interventions (i.e. Tier I, II, III)
- ▲ Follows district protocol to determine which Tier III interventions need to be in place within the school
- ▲ Has at least two (2) Tier II interventions in place before moving to Tier III practice installation
- ▲ Team considers flexible educational options to support student success (credit recovery, schedule changes, work study for credit, etc.)
- ▲ Has established an action plan for Tier III implementation and regularly revisits to update progress

Current State & Data Sources:

Desired State:

Closing the Gap Action Plan/Next Steps:

2. Building Team Access and Use of Data

- ▲ Teams implement and monitor a screening process to identify students not responsive to Tier I support, who require Tier II or III supports
- ▲ Teams have data systems that are accessible and allow decision-making based on fidelity and outcomes data for Tier II and III interventions
- ▲ Monitors **fidelity** of implementation data and action plans for the specific interventions in place in the school
 - △ Wraparound Integrity Tool (WIT)
 - △ RENEW Integrity Tool (RIT)
 - △ FBA/BIP Technical Adequacy Tool for Evaluation (TATE)
 - △ Other
- ▲ Examines effectiveness of advanced systems by monitoring and action planning using **school level data** including:
 - △ Tier II/III Tracking Tool
 - △ Systems Response Tool
 - △ Least Restrictive Environment Data
 - △ Disproportionality Data
 - △ Community data
 - △ Number of students referred for crisis, on probation, psychiatric hospitalizations, etc.
- ▲ Examines effectiveness of advanced systems by monitoring and action planning using **student level data** including:
 - △ Grades, attendance, office referrals,
 - △ Visits to the school nurse, time out of class
 - △ Daily Progress Report (DPR/CICO) data
 - △ Perception data from student, family, and team

Current State & Data Sources:

Desired State:

Closing the Gap Action Plan/Next Steps:

3. Building Allocated Resources, Coaching, and Facilitation

- ▲ Building team prioritizes time and resources to necessary trainings(s). *Suggested time allocations for phases of training and planning.*
- ▲ Training for Building Readiness (assessment and planning)
- ▲ Training for each prioritized Tier III practice (RENEW, wrap and complex FBA/BIP)
- ▲ Booster training at least annually for fluency
- ▲ Participation in T2/3 Community of Practice
- ▲ Building team and leadership support the use of flexible resource allocation to meet training and coaching needs
- ▲ Coach uses resource mapping to help find community partners, mentors, interventions, as well as identify current staff members to find "hidden talents" or internal resources of staff members that can be utilized for individual youth plans
- ▲ Building coach has a plan for building capacity using fidelity measures (and modeling) to provide regular feedback to facilitators.
- ▲ Facilitators are allocated sufficient time to implement individual plans, with a minimum of 2 hours per week per individual student action plan.
- ▲ 1-5% of a given population will require Tier III supports, (ex. 5-15 students out of 500).
- ▲ Estimated time per student/family team is 2 hours per week initially, fading to 1 hour per week as plan is implemented.
- ▲ 1-3 teams/plans per facilitator is recommended, dependent on other roles
- ▲ Facilitator role is flexible enough to allow facilitators to leave the building in order to provide interventions, work with students in different buildings/districts, work after hours to facilitate team meetings, etc.

Current State & Data Sources:

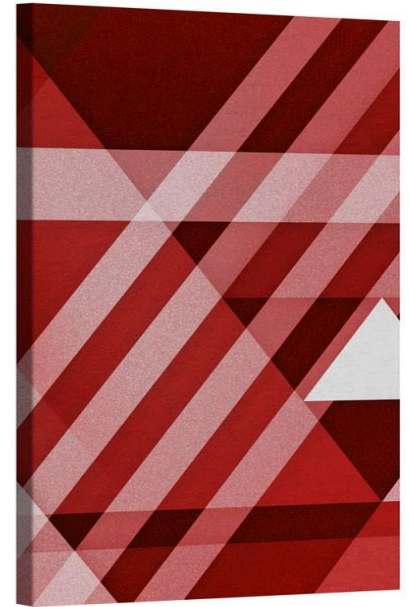
Desired State:

Closing the Gap Action Plan/Next Steps:

School Site RESOURCE MAPPING

Level 1: Efficient	Level 2: Comprehensive	Level 3: Wrap Around
Description:	Description:	Description:
Outcome:	Outcome:	Outcome:
Coordinator:	Coordinator:	Coordinator:
Data System:	Data System:	Data System:
# of Student Participating:	# of Student Participating:	# of Student Participating:
% of goals met:	% of goals met:	% of goals met:

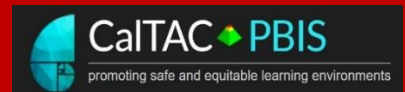
Tiered Fidelity Inventory



TFI Tier 3

CROSSWALK

Academics
Behavior
Early Childhood
High School
Mental Health



Tiered Fidelity Inventories (TFI)

Behavior (SWPBIS-TFI)	<p><i>School-wide PBIS Tiered Fidelity Inventory.</i> OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014) https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#tfi</p>
+ ELABORATIONS	
Academics (R-TFI)	<p>Reading Tiered Fidelity Inventory Elementary Level & Secondary Level, Version 1.3, January 2018 St. Martin, K., Nantais, M., Harms, A. https://miblsi.org/sites/default/files/Documents/Evaluation/Fidelity/RTFI</p>
Early Childhood	<p><i>Facilitating Individualized Interventions to Address Challenging Behavior</i>, 2011 Kwang-Sun Cho Blair, Ph.D. & Lise Fox, Ph.D.</p> <p><i>Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support.</i> Dunlap, et al. Paul H. Brooks Publishing Co., Baltimore, Maryland, 2013.</p> <p><i>Prevent-Teach-Reinforce for Families: The Model of Individualized Positive Behavior Support for Home and Community.</i> Dunlap, et al. Paul H. Brooks Publishing Co., Baltimore, Maryland, 2017.</p>
High School	<p><i>Evaluating Prevent-Teach-Reinforce (PTR) in a High School Setting</i>, Kaitlin Sullivan-Sullivan. University of South Florida, 2016</p> <p><i>Tiered Intervention in High School, USING PRELIMINARY 'LESSONS LEARNED' TO GUIDE ONGOING DISCUSSION</i> MAY 2010</p> <p><i>Prevent-Teach-Reinforce 2nd edition (in print)</i> Rose Iovanonne PTR presentation at APBS. PTR-Secondary adaptation of assessment PTR forms and interventions aligned with typically occurring events in high school.</p> <p><i>Prevent-Teach-Reinforce.</i> Glen Dunlap, Rose Iovanonne, Donald Kincaid, Kelly Wilson, Kathy Christiansen, Philip Strain, Carie English. Brooks Publishing, 2010.</p>
Mental Health Integration	<p><i>ISF Action Planning Companion Guide to SWPBIS-Tiered Fidelity Inventory, v.2.0</i>, February 2016, www.midwestpbis.org</p>

3.1 Team Composition

3.2 Team Operating Procedures

Behavior (SWPBIS-TFI)	<p>Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p> <p>PBIS Big Idea: Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p>Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting notes, and (d) a current action plan.</p> <p>PBIS Big Idea: Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p>
+ ELABORATIONS	
Academics (R-TFI)	<p>Elementary: Grade-Level Teams continue to use a problem-solving process to support ALL students with intensive reading needs.</p> <p>Secondary: A School Leadership Team defines a process for students with reading skill deficits to access interventions.</p> <p>Both Grade-Level Teams and School Leadership Teams use an effective team meeting process.</p>
Early Childhood	<p>The established Leadership Team examines data monthly and makes decisions resulting in greater implementation and intervention fidelity. This data-decision making team "asks questions" using multiple data sources to identify and understand the complexity of factors influencing an issue or concern identified by examining data. Decision-making, based on data, is best conducted by a team, as multiple perspectives are needed to ensure interpretations of the data are carefully considered.</p>
High School	<p>In High School, a Tier 2/3 systems team includes a coordinator and individuals who have behavioral expertise, administrative authority, multi-agency representation and knowledge about the operations of the school across departments and programs. The Tier 2/3 systems team in high school is responsible for:</p> <ol style="list-style-type: none"> 1) Identifying students who need additional behavior/academic/social emotional support, as well as those students who have the most significant emotional and behavioral challenges 2) Designing a continuum of Tier 2/3 interventions 3) Identifying, training and coaching school staff member to be building-level coaches, 4) Receiving and providing ongoing technical support and training 5) Creating entry/exit criteria based on screening data 6) Using data-based decision making to monitor student progress, <p>All team members need to be involved and committed to a systematic process for team meeting foundations and problem solving.</p>
Mental Health Integration	<p>Tier III systems planning teams include community employed and school employed staff with mental health expertise. These teams include a family and student as active team members</p> <p>Community partner roles at Tier III are clearly defined through MOU's. Teams review role and utilization of school and community employed clinicians. Staff responsible for implementing individualized Tier III interventions have the credentials, expertise, skill sets needed, and/or receive appropriate professional development.</p> <p>ISF Big Idea: Community partners who are familiar with operations of school can enhance the school-based team to promote healthy social emotional functioning for ALL students.</p> <p>ISF Big Idea: When community data is reflected in action planning process, this broader context can support the needs of students across home, school and community.</p>

3.3 Screening

Behavior (SWPBIS-TFI)	<p>Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nomination) to identify students who require Tier III supports.</p> <p>PBIS Big Idea: Quick access to additional supports increases the likelihood of student success.</p>
+ ELABORATIONS	
Academics (R-TFI)	<p>The school has a formal process, initiated by a students' lack of response to previous interventions, for requesting assistance from the Student Support Team. Teachers use the process for ALL student who have not responded to previous intensive interventions.</p>
Early Childhood	<p>A Decision Tree is used to determine if additional teaching tools are needed for students who are exhibiting challenging behaviors:</p> <ol style="list-style-type: none"> 1) Gather information and Determine Student Need 2) Identify Problematic Routines and Determine the levels of Problem Behavior and Engagement 3) Identify Environmental Stimuli and Determine Functions of Problem Behavior and Child's Preferences 4) Design a Support Plan by Selecting Strategies from Routine Based Support Guide 5) Implement the Support Plan and Monitor Child Progress <p>Early Childhood programs develop a mechanism for identifying when a child is having troubling behavior incidents (either internalizing or externalizing). Behavior Incident Reports (BIR) are used to gather initial information about the context surrounding the behavior incident. Data is also collected on the child in collaboration with classroom teacher and family to determine the child's support needs.</p>
High School	<p>High School Tier 2/3 systems team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, community issues, teacher/family/student nomination) to identify students who require Tier III supports. Additional screening data is collected from the student. Quick access to additional supports and student involvement in the screening process increases the likelihood of student success.</p>
Mental Health Integration	<p>School and community employed staff participate on Tier III Systems teams, along with family/youth, to consider possible screening data, additional screening tools (e.g. trauma screening for individual students) and to review data for students in need of Tier III supports. The integrated Tier III Systems team is trained to fluency in and available to facilitate screening tools with individual families (e.g. "Family Check-up") to assess individualized needs for either school or community-based supports.</p> <p>ISF Big Idea: Mental health/community and family/student participation in data review can a) provide a broader perspective and b) offer additional screening tools, for ensuring all youth in need of Tier III are identified as soon as possible.</p>

3.4 Student Support Team

Behavior (SWPBIS-TFI)	<p>For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student specific support plan.</p> <p>PBIS Big Idea: A multi-disciplinary approach guided by student and family input and approval is more likely to result in a plan that all will buy-into, actively participate in, thus increasing the likelihood of successful outcomes.</p>
+ ELABORATIONS	
Academics (R-TFI)	<p>A Student Support Team is established for each student who has not responded to previous intensive interventions and includes team members with reading and behavior expertise, a classroom teacher, parent and staff providing intensive intervention support. There is a feedback loop established with the school principal to communicate decisions from Student Support Team meetings.</p> <p>Teams use an effective team meeting process: 1) team meets in person weekly, meeting roles are assigned and used, absent team members receive updates promptly following the meeting, team completed assignments and documents progress outlined on an action plan within designated timelines.</p>
Early Childhood	<p>A cohesive team is established committed to being involved in a process to help the child with significant challenging behaviors. Team composition involves family members, teachers, and other stakeholders who are responsible for intervention and who exert direct or indirect influence on the life of the child. The size of the team is determined by the needs of the child, the classroom teacher, and available resources/supports in and outside of the program or school.</p> <p>The primary responsibilities of all team members are to:</p> <ol style="list-style-type: none"> 1) attend and participate with team meetings 2) contribute to the function-based assessment and intervention planning 3) contribute to the implementation of the plan, data collection, progress monitoring and decision-making <p>Collaborative meetings guide team members in making decisions based on data and provide opportunities for consensus building. Although not all members will be directly involved in the intervention implementation and monitoring process, all members should be responsible for participation in the intervention plan development and evaluation of the child progress and intervention outcome.</p> <p>The team assigns and rotates key roles by designating different members at each team meeting to ensure team decisions reflect everyone's contribution and that meetings proceed as efficiently and effectively as possible. Roles include facilitator, timekeeper, recorder, observer, and developer of the next meeting's agenda.</p>
High School	<p>Individual student support teams include the student, family, identifying teacher(s), and behavior specialist, a facilitator, multi-agency representation and administration. The facilitator is responsible for guiding the teachers and student through the process.</p> <p>These student-specific teams contribute information to an FBA, inform intervention choices in the development of the BIP, and review data following implementation in order to assess the effectiveness of Tier 3 intervention.</p> <p>All team members need to be involved in the steps and become committed to following through and frequent team meetings. Implementation is an extensive strength-based process and requires effective collaboration between the school-based team and the student. The identified student plays a major role in the screening, assessment, intervention and evaluation process of the behavior intervention plan implementation.</p>
Mental Health Integration	<p>Student support teams include both natural and professional (child serving systems such as child welfare or juvenile justice) support partners who are selected by/agreed upon by the student/family, personnel from both school and community agencies are trained, fluent and available to lead/facilitate individualized youth/family teams.</p> <p>ISF Big Idea: Having one comprehensive plan for each student/family representing input from all stakeholders ensures ease of understanding, increases communication and collaboration, and improves the efficiency and effectiveness of the plan.</p>

3.5 STAFFING

Behavior (SWPBIS-TFI)	<p>Staffing: an administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.</p> <p>PBIS Big Idea: There is an administrative plan with proper FTE allocations for Tier III supports</p>
+ ELABORATIONS	
Academics (R-TFI)	<p>The school has an individual(s) to support the use of reading assessments for students with reading deficits. These individuals train appropriate staff in administration and scoring procedures, provide administration and scoring refresher trainings, schedule assessments, ensure teachers have access to usable data reports and assist with data interpretation and analysis.</p>
Early Childhood	<p>Staffing should consist of a team member who is:</p> <ol style="list-style-type: none"> 1) committed to unifying a team to make the plan work 2) knowledgeable and experienced with respect to functional assessment, problem solving strategies, activity-based instruction and implementation of behavior intervention plans.
High School	<p>It is important there is allocation for staffing to support FBA/BSP development and implementation requiring team-driven assessments and strategies aimed at students who have mild to moderate behavior problems and for those students who have more complex problems are provided with more complex behavioral support plans.</p>
Mental Health Integration	<p>School employed and community employed clinicians have adequate FTE to deliver evidence-based interventions and ensure adequate supervision to ensure fidelity of delivery of interventions.</p> <p>School employed and community employed clinicians have job descriptions and time allocation/flexible funding that indicate their involvement and participation in Tier III interventions, including conducting function based assessments, developing and implementing behavior support plans, and facilitating individualized interventions (e.g., person center planning, wraparound, RENEW).</p> <p>ISF Big Idea: Community providers full participation in the Tier III system can ensure adequate staff are available to partner with school staff to facilitate/deliver individualized interventions with fidelity.</p>

3.6 Student/Family/Community Involvement

Behavior (SWPBIS-TFI)	Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed. PBIS Big Idea: Individual student support plans require a multi-disciplinary approach that spans home, school, and community.
+ ELABORATIONS	
Academics R-TFI	The school invites parents/guardians to collaborate on intervention plans for their child through opportunities for active input/approval of the intervention plan at least two to three times per year, written notification of student intervention plan and updates on the student's progress and changes to the intervention at least monthly.
Early Childhood	<p>Families can serve as partners, consultants, informants, teachers and collaborators. The more involved family members are in the process, the better the overall outcomes. Parents and family members have useful tips and results of previous interventions to contribute. To promote transfer and generalization of the new behavior, families should be part of the development and implementation process. There should be a family or caregiver representative on the team; if they are unable to attend team meetings, they can still be informed of the discussions, decisions and actions related to the process. Involving families as partners not only allows families to contribute valuable information, but it can also help staff build more positive relationships with families.</p> <p>While active coordinator with outsider services in not essential (due to logistics complications), it is still encouraged to purposely consider strategies that serve to promote communication and carryover across providers and other settings.</p>
High School	<p>Family members who know the student well are invaluable members of team. family members provide a unique perspective including information regarding transition goals and objectives.</p> <p>Student are also active contributors and participants of the team. The identified student plays a major role in the screening, assessment, intervention and evaluation process of the behavior intervention plan implementation.</p>
Mental Health Integration	<p>School and community employed staff work collaboratively with students/families and other natural and community supports to facilitate comprehensive individualized plans with identified resources and interventions across home, school, and community. MOU's are established to clarify delivery of resources and interventions through community agencies as needed.</p> <p>ISF Big Idea: Community partners with established collaborative relationships with school district and buildings can enhance full engagement of students/families and increase opportunity for interventions and support.</p>

3.7 PROFESSIONAL DEVELOPMENT

Behavior (SWPBIS-TFI)	<p>A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.</p> <p>PBIS Big Idea: All staff members understand and apply basic behavioral principals when interacting with students.</p>
Academics (R-TFI)	<p>All staff supporting students with an intensive reading intervention plan receive implementation supports and training which includes: how to implement the use of the intensive reading intervention plan, access to a writing protocol for implementation, coaching support through observation, modeling, co-teaching and feedback over time to ensure the reading intervention is implemented accurately and independently before implementation supports fade.</p>
Early Childhood	<p>Team members are trained and knowledgeable regarding the natural laws that explained on how the environment influences behavior. Effective behavior interventions are based on the principles that define the relationships between events in the environment and occurrences of a child's behavior. Professional development focuses on the following principles:</p> <ol style="list-style-type: none"> 1) Challenging behaviors are communicative 2) Challenging behaviors are maintained by their consequences 3) Challenging behavior occurs in context
High School	<p>Opportunities for training and coaching are organized by the district behavior support specialist. Staff members involved in the development of an individualized behavior plan receive training prior to the implementation. Coaching is available to support the primary implementer through reflective coaching conversations.</p>
Mental Health Integration	<p>Both school employed and community employed staff qualifications/skills are assessed to determine Professional development plan and resulting common PD calendar for common trainings.</p> <p>Treatment fidelity is used to evaluate the extent to which both school and community employed staff require additional training and support/supervision.</p> <p>ISF Big Idea: Cross training with community employed and school employed staff assists everyone in being confident, competent and fluent to consistently deliver evidence-based interventions.</p>

3.8 Quality of Life Indicators

Behavior (SWPBIS-TFI)	<p>Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).</p> <p>PBIS Big Idea: Having a strength-based approach with student/family voice and choice encourages a positive, proactive, and contextually relevant support plan.</p>
Early Childhood	<p>Assessment questions from a person-centered approach (the whole child) are used to allow for strengths as well as what each individual wants for the child to learn or achieve over a period of years. Questions for long term goals might include: "what skills would we like child to learn before kindergarten?" "what kinds of social relationships should student enjoy 3 years from now?" The team devotes a great deal of time to discuss the "big picture" of the child's developmental trajectory. Including family with the assessment process helps understand family priorities and cultural influences that might affect such priorities. Families have valuable contributions in identifying functional goals for their child.</p>
High School	<p>It is important to gather data regarding student perceptions. Providing a checklist prior to the meeting and/or engaging in a short Q/A conversation with priming questions can help guide the student with quality of life indicators. Questions might include:</p> <ol style="list-style-type: none"> 1) What is your dream? What do you want to be doing 3-5 years from now? 2) What could help you reach your dream? What could school, family, or other people do and what could you do? What opportunities are already available to help? 3) What is keeping you from your dream? What are the challenges making it hard? What are some of your fears if you don't get to reach your dream? 4) What choices do you get to make most days? What choices do you wish you could make most days? <p>Family input can also help to identify the scope and topography of a behavior as well as factors that influence the presence of the behavior and affect emotional well-being.</p>
Mental Health Integration	<p>School, student/family and community partners work together to identify strengths and needs across life domains and settings.</p> <p>ISF Big Idea: Involving community partners increases access to resources and encourages inclusion of student and family community experiences that assist in developing list of strengths/preferences to expedite achieving goals across home, school, and community.</p>

3.9 Academic, Social & Physical Indicators

Behavior (SWPBIS-TFI)	Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant. PBIS Big Idea: Using comprehensive data across life domains allows the individual student team to develop measurable and relevant goals.
+ ELABORATIONS	
Academics (R-TFI)	The school uses a variety of data sources to design intensive reading interventions. Data is reviewed to inform interventions plans: student progress with previous interventions, data on previous intervention fidelity, reading diagnostic assessments, behavior assessment data (attendance, ODRs, Student risk Screening Scale)
Early Childhood	Organizing assessment data helps to understand how the challenging behavior is influenced by the environment, which is the key to developing effective and efficient intervention plans. Three categories of function-based questions are addressed. <ol style="list-style-type: none"> 1) PREVENT – questions relating to antecedent variables 2) TEACH – questions relating to function and replacement variables 3) REINFORCE -questions relating to consequence variables
High School	Gathering critical warning indicators as data points assists with team development of measurable and relevant goals. These indicators include attendance, behavior and coursework. When asking function-based questions, information regarding antecedents, function, replacement behavior and consequence variable should be obtained.
Mental Health Integration	School, family, community partners participate together on individual student team share and review physical, social, emotional, behavioral, academic and community data. ISF Big Idea: Community partners can provide additional perspectives on data sets and provide broader context for considering assessment data.

3.10 Hypothesis Statement

Behavior (SWPBIS-TFI)	Behavior support plans include a hypothesis statement including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcement (e.g., behavioral function) in this context. PBIS Big Idea: FBA data and hypothesis statement are used to develop a personalized plan.
+ ELABORATIONS	
Academics (R-TFI)	The school uses a variety of data sources to design intensive reading interventions. Data is reviewed to inform interventions plans: student progress with previous interventions, data on previous intervention fidelity, reading diagnostic assessments, behavior assessment data (attendance, ODRs, Student risk Screening Scale)
Early Childhood	Functional assessment is used to determine the “why,” “purpose,” or “function” of a child’s challenging behavior. Information is collected about the classroom, home and community and is completed by family members and teachers who work directly with the student. This information is used to determine the conditions under which challenging behavior is likely to occur. Data is used to create a hypothesis which includes: <ol style="list-style-type: none"> 1) Triggering events (antecedents) 2) Description of the challenging behavior 3) Responses (consequences) 4) Purpose (function) of the behavior 5) Influential environmental setting events
High School	<p>A Function-based Assessment is completed by multiple teachers and includes questions relating to three categories: antecedent variables (Prevent), function and replacement variables (Teach), and consequence variables (Reinforce). Students also complete the FBA-Student Version, either written or verbally depending on student preference.</p> <p>Implementation of a high school behavior intervention plan focuses on how the environment affects behavioral outcomes and is specifically designed to affect student outcomes by targeting and influencing teacher behaviors for high fidelity and positive results. Results from the FBA is used to develop a summary statement of the problem behavior.</p>
Mental Health Integration	Community partners, school, family and students collectively participate in the design of the hypothesis statement and use the information to develop the behavior support plan. The teams are encouraged to focus on the community context and potential impact of the problem behavior occurring in school. ISF Big Idea: Community partners provide a broader perspective to ensure development of an accurate hypothesis statement.

3.11 Comprehensive Supports

Behavior (SWPBIS-TFI)	Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place. PBIS Big Idea: Behavior Support Plan needs to include multiple components.
Academics (R-TFI)	Secondary. The school alters intervention variables to intensify reading intervention supports. The potential impact is addressed when intensifying reading intervention supports such as increased instructional time, smaller group size, increased opportunities to respond with feedback, increased explicitness of instruction, changing intervention program, changing intervention skill focus.
Early Childhood	The team follows a prescribed process for selecting interventions from each of the three categories (PREVENT-TEACH-REINFORCE), matching assessment data with intervention strategies. High quality supportive classroom practices are incorporated into the behavior intervention plan. Intervention strategies are organized into a behavior intervention plan and specify how, when and by whom the strategies will be carried out. To support successful implementation of the behavior support plan, a coaching process is established, and a fidelity checklist is developed.
High School	Consensus on appropriate secondary strategies (which matches hypothesis) is agreed upon by all team member, with teacher and student given priority in decision-making. Prevent-Teach-Reinforce strategies are determined and implemented in the classroom during the targeted class period/routine. The facilitator provides support and coaching to the teachers through modeling implementation of the behavior plan and providing performance feedback on each component of the behavior plan. Self-determination plays a large role for high school students and plans should support the utilization of newly found skills as they take a more active and direct role in their own education,
Mental Health Integration	Community partners are fluent with FBA process and actively engage in process of developing support plans. Community partners are actively participating in development of a comprehensive behavior support plan. ISF Big Idea: Community partners can contribute a needed perspective in development of a comprehensive behavior support plan.

3.12 Formal and Natural Supports

<p>Behavior (SWPBIS-TFI)</p>	<p>Behavior support plan(s) requiring extensive and coordinated support (e.g., person center planning, wraparound, RENEW) documents quality of life strengths and need to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.</p> <p>PBIS Big Idea: Behavior Support Plan fits unique context of the individual with a person-centered lens.</p>
<p>Early Childhood</p>	<p>The values of an individual student behavior plan are centered on the importance of helping individuals with challenging behavior and the families or persons who support them achieve a quality of life that is defined by their personal choices. Families of young children with challenging behavior often express that their hopes and dreams for their child and family is for their child to be happy, have friends, and for the family to enjoy simple everyday activities free of the stress of challenging behavior. These wishes can be incorporated within selected strategies that can be implemented both at school and home.</p>
<p>High School</p>	<p>In high school, a student may play a more active role as change agents for their own supports as they develop improved skills in self-management, problem solving, cognitive coping, and other skills. Tier 3 supports may include intensive and individualized support to help students develop life skills in order to prepare for college, jobs, and adult life. It is vital for a student's post-school success that all parties who are familiar with the student work together in a planning process.</p> <p>Person-centered planning builds collaboration between student, family, and school; with the student's voice at the center of the process. Preference assessments included in person-centered transition planning have the ability to produce long-term goals that encompass and reflect the needs as well as the lifestyle of the student. Students can also be given opportunities to draw on supports and resources from family as they identify their interests, set goals, communicate their choices, take steps to achieve their plans, and evaluate their own progress.</p>
<p>Mental Health Integration</p>	<p>Community partners continuously inform the team of strengths and community resources. The school can consider conducting an internal resource map of the school to identify adults in the building who have skills/interests/hobbies (e.g., tennis, cars, sewing, fashion, etc.) that can be utilized when matching strengths/needs to help meet student goals. If a student presents a goal and a staff member has expertise in this area, he/she could be invited to the team as a fluid team member.</p> <p>ISF Big Idea: Active participation of community partners provides the expanded view to help guide how other life domains impact the school setting.</p>

3.13 Access to Tier 1 and 2 Supports

<p>Behavior (SWPBIS-TFI)</p>	<p>Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.</p> <p>PBIS Big Idea: Interventions are layered, continuously available and allow students full participation in the school. Students benefit from the Tier I social core curriculum as well as the opportunity to receive additional teaching, practice, and acknowledgement of skills.</p>
<p>Early Childhood</p>	<p>Following the Pyramid Model, the multi-tiered framework for developing social emotional competence, includes universal, high quality and supportive classrooms focusing on:</p> <ol style="list-style-type: none"> 1) 5 to 1 ratio 2) Predictable visual schedules 3) Teaching routines within routines within routines 4) Explicit teaching of positive behavioral expectations 5) Embedding peer-related activities <p>Secondary interventions focus on intentional instruction for ALL children with social rules, self-regulation, and peer interaction.</p>
<p>High School</p>	<p>At a Tier 1 level, classroom-based interventions focus on:</p> <ol style="list-style-type: none"> 1) increasing student engagement with school through mentoring relationships 2) positive interactions with teachers 3) active engagement with the curriculum. <p>In addition, student competence and academic independence is enhanced by teaching organizational strategies and study skills.</p> <p>At a Tier 2 level, students participate in social skill targeted group interventions, such as Check-in Check-out. Additionally, students might receive extra instruction with career to college readiness behaviors.</p>
<p>Mental Health Integration</p>	<p>All staff, families, and students are aware of interventions, understand their role and actively participate in the intervention, and encourage the transfer of knowledge of key aspects of the intervention across home, school, and community.</p> <p>Community Partners assist with installing broader range of interventions that foster pro-social and coping skills, emotional regulation and management, and the team can articulate how they are linked to lower level tiers.</p> <p>ISF Big Idea: Community partners' participation on teams can provide a broader context to ensure linkage of tiered interventions and full access of school and community learning environments for all students.</p>

3.14 Data System

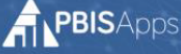
Behavior (SWPBIS-TFI)	<p>Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.</p> <p>PBIS Big Idea: Sharing data with staff increases staff buy-in and leads to their willingness to participate in interventions when appropriate.</p>
Academics (R-TFI)	<p>Elementary. Staff collects diagnostic data with fidelity. Diagnostic data are gathered when more in-depth information is needed to inform intensive intervention plans. Staff adhere to standard test administration and data collection protocols.</p> <p>Secondary. The school uses a data system to display student reading progress. The data visually displays small group and individual students' progress and student groups compared to a goal. The data is able to denote intervention changes and easily accessible to teaching staff. There is a protocol to monitor fidelity of intervention. Data is collected for student attendance, intervention duration and frequency, and implementation quality. Staff collects and progress monitors diagnostic data with fidelity.</p>
Early Childhood	<p>Team establishes a practical system of data collection for measuring levels at which the challenging behavior and the desirable behaviors are occurring. Using a 5-point, individualized behavior rating scale (IBRST) is recommended. Data collection should NOT be complicated and difficult. It should be SIMPLE and VALUABLE to both the team and teacher collecting the data. Data collected should be reasonably accurate, reliable and valid.</p>
High School	<p>The Individual Behavior Rating Scale Tool (IBRST) can be utilized as a measurement tool to monitor progress from the teacher's perspective. It uses a 5-point Likert-type scale developed to guide the teacher in selecting the most appropriate measurement (e.g., frequency, duration, percentage of time) for each operationally defined behavior and to establish the behavior range for each Likert point. The teacher decides if they want to utilize the IBRST during a targeted period/routine or throughout the entire day. It can be utilized by the student as a self-regulation tool when indicated during the fading process. Teacher initially rate the target and replacement behaviors using the IBRST. After the last data point of intervention is collected, teachers and student complete a social validity form to assess the effectiveness and acceptability of the behavior intervention.</p>
Mental Health Integration	<p>School employed and community employed staff review data from interventions both for fidelity and impact.</p> <p>This data review informs decisions regarding changes in the goals or plan.</p> <p>ISF Big Idea: Sharing data with community partners increases buy-in and leads to their willingness to participate in and expand options of interventions when appropriate.</p>

3.15 Data Based Decision Making

Behavior (SWPBIS-TFI)	<p>Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p> <p>PBIS Big Idea: Making decisions based on data allows the Tier III team to efficiently and effectively monitor intervention fidelity and student outcomes.</p>
Academics (R-TFI)	<p>Reading intervention plans are adjusted based on decision rules to maintain, adapt, modify and improve support for student receiving Tier 3 reading intervention. Decisions are made as soon as data indicates a change or modification.</p>
Early Childhood	<p>Progress monitoring of data includes outcome and fidelity data. Outcome data is usually the IBRST and the fidelity data is usually the Fidelity Checklist created by the classroom teacher and coach.</p> <p>Data-based decision making depends on comparative data trends from intervention and baseline information. Teams follow a decision-making tree which establishes what to do if progress is good and what to do if progress is unsatisfactory.</p>
High School	<p>A process is established for teams to make effective data-based decision. Typically, the following data decision rules apply:</p> <ol style="list-style-type: none"> 1) At a minimum, the team should review the post-intervention data every two weeks. 2) Review baseline data <ol style="list-style-type: none"> i. Determine selected behaviors were truly significant ii. Determine accuracy of anchor points 3) Evaluate postintervention data-information obtained after intervention strategies implemented <ol style="list-style-type: none"> i. Improvement, staying the same, or deteriorating 4) Behavior improvement does not signal the termination of the plan, only a change in focus from skill acquisition to mastery and maintenance.
Mental Health Integration	<p>School employed and community employed staff receive adequate training, coaching, and technical assistance in the implementation of individual student interventions. Barriers to intervention success (e.g., a student was present to receive access to the intervention) are reviewed and discussed.</p> <p>ISF Big Idea: Cross system collaboration and communication enhances student performance data.</p>

3.16 Level of Use




Behavior (SWPBIS-TFI)	<p>Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.</p> <p>PBIS Big Idea: Approximately 1-5% of students would benefit from Tier III interventions.</p>
Academics (R-TFI)	<p>Secondary. The school monitors data on student access to reading intervention supports. Student support teams gather data on the percent of students with reading skill deficits who are accessing reading interventions at the beginning of each marking period. The school Leadership Team uses the aggregated data to determine when problem solving is needed to ensure all student with reading skill deficits are receiving reading intervention supports. The school also monitors the percent of student who are responding to reading interventions using pre-identified decision rules and progress monitoring data.</p>
Early Childhood	<p>A simple Implementation Checklist for teacher to self-record their implementation of the plan or strategies is developed to facilitate teacher's consistent and correct implementation of the Routine-based Support Plan across time and routines. The self-recorded implementation data should be reviewed with the teacher to provide feedback on their levels of implementation and to suggest strategies to increase consistency of implementation.</p> <p>Daily Routine and Behavior Rating Scales are used to monitoring data on the child's target behaviors and skills. A plan is developed to monitor the child's progress in the target areas is developed during the plan implementation is and while evaluating the outcome at the end of the implementation phase. Teachers record target behaviors and skills within challenging or problematic routines or activities to track the child's progress toward an expected outcome.</p>
High School	<p>Evaluation guidelines are used to monitor systems implementation and effectiveness of student support plan. Team determine implementation fidelity, current level of student proportions, trends in student proportions and trends in overall progress. Questions that are asked include:</p> <ol style="list-style-type: none"> 1) What percentage of system features is in place? 2) What proportion of our students is receiving Tier III supports? 3) What are the trends of overall progress across students with Tier 3 supports? 4) What percentage of students receiving Tier 3 support for 6 weeks are progressing and have met goals?
Mental Health Integration	<p>School employed and community employed clinicians have dedicated time and resources to assess individual students and provide individual interventions according to data and need.</p> <p>ISF Big Idea: A review of cross-system data (i.e., school and community) can enhance the team's ability to connect students with the greatest need and/or risk to individual support teams.</p>



Tiered Fidelity Inventory (TFI) Tier 3 Slide Deck

Version 3.0 January, 2019

Access the audio on the slides by clicking on the audio icon

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TFI Tier 3 Items

Subscale: Teams

- Item 3.1: Team Composition
- Item 3.2: Team Operating Procedures
- Item 3.3: Screening
- Item 3.4: Student Support Team

Subscale: Resources


- Item 3.5: Staffing
- Item 3.6: Student/Family/Community Involvement
- Item 3.7: Professional Development

Subscale: Support Plans


- Item 3.8: Quality of Life Indicators
- Item 3.9: Academic, Social, and Physical Indicators
- Item 3.10: Hypothesis Statement
- Item 3.11: Comprehensive Support
- Item 3.12: Formal & Natural Supports
- Item 3.13: Access to Tier 1 & II Supports

Subscale: Evaluation


- Item 3.14: Data System
- Item 3.15: Data-based Decision Making
- Item 3.16: Level of Use
- Item 3.17: Annual Evaluation




4



TFI Format: Feature Name

Feature	Possible Data Sources	Scoring Criteria
<p>Feature Name: Detailed description of the feature</p>	Data sources that may be helpful in scoring	<p>0 = Description of feature not being implemented</p> <p>1 = Description of feature being partially implemented</p> <p>2 = Description of the feature being fully implemented</p> 


2



3.1 Team Composition

Feature	Possible Data Sources	Scoring Criteria
<p>Team Composition: Tier 3 systems planning team (or combined Tier 2/3 team) includes a Tier 3 systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p>	<ul style="list-style-type: none"> School organizational chart Tier 3 team meeting minutes 	<p>0 = Tier 3 team does not include a trained systems coordinator or all 5 identified functions</p> <p>1 = Tier 3 team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings</p> <p>2 = Tier 3 team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%</p>

5



Quick Check:

Reflective questions to focus the conversation:

Team Assessment:


- Question
- Documentation
- Process
- Product
- Data

Scoring:


0 = Description of feature not being implemented

1 = Description of feature being partially implemented

2 = Description of the feature being fully implemented



2



Quick Check: Team Composition

Are all necessary roles/functions represented on the team?

Team Assessment:

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

Scoring:

0 = Tier 3 team does not include a trained systems coordinator or all five identified functions.

1 = Tier 3 team members have some but not all five functions and/or some but not all members have relevant training or attend at least 80% of meetings.

2 = Tier 3 team has a coordinator and all five functions, AND attendance of these members is at or above 80%.

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3.2 Team Operating Procedures



Feature	Possible Data Sources	Scoring Criteria
Team Operating Procedures: Tier 3 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier 3 team meeting agendas and minutes Tier 3 meeting roles descriptions Tier 3 action plan 	0 = Tier 3 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan. 1 = Tier 3 team has at least two but not all four features. 2 = Tier 3 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles; AND team has a current action plan.

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Quick Check: Screening



What is the process for identifying students who may need Tier 3 supports?

Team Assessment:

- Do you have a written policy or rubric for identifying students in need of assistance?
- Do you use multiple data sources in identifying students for Tier 3 interventions?
- Are there options for staff/family/student nominations for Tier 3 supports?

Scoring:

0 = No decision rules exist for identifying students who should receive Tier 3 supports.

 1 = Informal process or one data source is used for identifying students who qualify for Tier 3 supports.

 2 = Written data decision rules are used with multiple data sources for identifying students who qualify for Tier 3 supports, and the policy/rubric includes option for teacher/family/student nominations.

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Quick Check: Team Operating Procedures



Reflective questions to focus the conversation:

Team Assessment:

- Do you have regular monthly meetings?
- Do you consistently follow a meeting format/agenda?
- Are minutes taken during each meeting?
- Are participant roles clearly defined?
- Do you have a current action plan?

Scoring:

0 = Tier 3 team does not use regular meeting format/agenda, minutes, defined roles, or have a current action plan.

 1 = Tier 3 team has at least two but not all four features.

 2 = Tier 3 team meets at least monthly and uses regular meeting format/agenda, minutes, and defined roles; AND team has a current action plan.

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3.4 Student Support Team



Feature	Possible Data Sources	Scoring Criteria
Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	<ul style="list-style-type: none"> Three randomly selected Tier 3 student support plans developed in the past 12 months (see Appendix C: TFI Tier 3 Support Plan Worksheet) 	0 = Individual student support teams do not exist for all students who need them. 1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/or team membership has partial connection to strengths and needs. 2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data.

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3.3 Screening



Feature	Possible Data Sources	Scoring Criteria
Screening: Tier 3 team uses decision rules and data (e.g., ODRs, Tier 2 performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier 3 supports.	<ul style="list-style-type: none"> School policy Team decision rubric Team meeting minutes 	0 = No decision rules are used for identifying students who should receive Tier 3 supports. 1 = Informal process or one data source is used for identifying students who qualify for Tier 3 supports. 2 = Written data decision rules exist for identifying students who qualify for Tier 3 supports, and the policy/rubric includes option for teacher/family/student nominations.

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Appendix C: Tier 3 Support Plan Worksheet



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Quick Check: Student Support Team



What is the composition of Tier 3 student-level support teams?

Team Assessment:

- Does each student receiving Tier 3 supports have a unique support team?
- Is membership of the team representative of all relevant stakeholders (e.g., case manager, teacher, family, etc.)?

Scoring:

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

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

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

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3.6 Student/Family/Community Involvement



Feature	Possible Data Sources	Scoring Criteria
Student/Family/Community Involvement: Tier 3 team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	<ul style="list-style-type: none"> Three randomly selected Tier 3 student support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	0 = District contact person is not established. 1 = District contact person established with external agencies, OR resources are available and documented in support plans. 2 = District contact person established with external agencies, AND resources are available and documented in support plans.

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3.5 Staffing



Feature	Possible Data Sources	Scoring Criteria
Staffing: An administrative plan is used to ensure adequate staffing is assigned to facilitate individualized plans for the students enrolled in Tier 3 supports.	<ul style="list-style-type: none"> Administrative plan Tier 3 team meeting minutes FTE (i.e., paid time) allocated to Tier 3 supports 	0 = Personnel are not assigned to facilitate individual student support teams. 1 = Personnel are assigned to facilitate some individual support teams but not at least 1% of enrollment. 2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier 3 supports.

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Quick Check: Student/Family/Community Involvement



How are resources outside the school accessed when needed?

Team Assessment:

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

Scoring:

0 = District contact person is not established.

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

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

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Quick Check: Staffing



Who is responsible for facilitating implementation of Tier 3 supports?

Team Assessment:

- Are there designated personnel with the responsibility of coordinating student-specific, Tier 3 teams?
- Are there personnel assigned to facilitate implementation of Tier 3 supports for students?

Scoring:

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

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

2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier 3 supports.

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3.7 Professional Development



Feature	Possible Data Sources	Scoring Criteria
Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	<ul style="list-style-type: none"> Professional development calendar Staff handbook Lesson plans for teacher trainings School policy 	0 = No process is in place for teaching staff. 1 = Professional development and orientation process is informal. 2 = Written process is used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention.

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Quick Check: Professional Development

What is the process for training staff members providing Tier 3 supports?

Team Assessment:

- Are there scheduled trainings for Tier 3 team members?
- Is there a process to train/coach Tier 3 staff on basic behavioral theory?
- Is there a process to train/coach Tier 3 staff on function of behavior?
- Is there a process to train/coach Tier 3 staff on function-based interventions?

Scoring:

- 0 = No process for teaching staff is in place.
- 1 = Professional development and orientation process is informal.
- 2 = Written process is used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based interventions.

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3.9 Academic, Social, and Physical Indicators

Feature	Possible Data Sources	Scoring Criteria
Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	<ul style="list-style-type: none"> Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	0 = Student assessment is subjective or done without formal data sources, or there are no Tier 3 support plans. 1 = Plans include some but not all relevant life-domain information (medical, mental health, behavioral, academic). 2 = All plans include medical, mental health information and complete academic data where appropriate.

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3.8 Quality of Life Indicators

Feature	Possible Data Sources	Scoring Criteria
Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	<ul style="list-style-type: none"> Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	0 = Quality of life needs/goals and strengths are not defined, or there are no Tier 3 support plans. 1 = Strengths and larger quality of life needs and related goals are defined but not by student/family, or quality of life needs are not reflected in the plan. 2 = All plans document strengths and quality of life needs and related goals defined by the student/family.

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Quick Check: Academic, Social, and Physical Indicators

What information and data are included in Tier 3 support plans?

Team Assessment:

- Do Tier 3 support plans include medical information, as appropriate?
- Do Tier 3 support plans include mental health information, as appropriate?
- Do Tier 3 support plans include complete academic data, as appropriate?

Scoring:

- 0 = Student assessment is subjective or done without formal data sources, or there are no Tier 3 support plans.
- 1 = Plans include some but not all relevant life-domain information (medical, mental health, behavioral, academic).
- 2 = All plans include medical, mental health information and complete academic data where appropriate.

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Quick Check: Quality of Life Indicators

How are the students' strengths and quality of life needs incorporated in Tier 3 support plans?

Team Assessment:

- Do Tier 3 support plans include student strengths and skills?
- Do Tier 3 support plans include quality of life needs defined by the student/family?

Scoring:

- 0 = Quality of life needs/goals and strengths are not defined, or there are no Tier 3 support plans.
- 1 = Strengths and larger quality of life needs and related goals are defined but not by student/family, or needs and goals are not reflected in the plan.
- 2 = All plans document strengths and quality of life needs and related goals as defined by the student/family.

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3.10 Hypothesis Statement

Feature	Possible Data Sources	Scoring Criteria
Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	<ul style="list-style-type: none"> Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	0 = No plans include a hypothesis statement with all three components, or there are no Tier 3 support plans. 1 = One or two plans include a hypothesis statement with all three components. 2 = All plans include a hypothesis statement with all three components.

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Quick Check: Hypothesis Statement



Do Tier 3 support plans include a hypothesis statement covering three components?

Team Assessment:

- Does the hypothesis statement include an operational description of the problem behavior?
- Does the hypothesis statement include identification of the context where the problem is most likely?
- Does the hypothesis statement include identification of maintaining reinforcers?

Scoring:

- 0 = No plans include a hypothesis statement with all three components, or there are no Tier 3 support plans.
- 1 = One or two plans include a hypothesis statement with all three components.
- 2 = All plans include a hypothesis statement with all three components.

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Quick Check: Comprehensive Support



What critical features are embedded in Tier 3 supports?

Team Assessment:

- Do Tier 3 support plans include:
 - Prevention strategies?
 - Teaching strategies?
 - Strategies for removing rewards for problem behavior?
 - Specific rewards for desired behavior?
 - Safety elements where needed?
 - A systematic process for assessing fidelity and impact?
 - An action plan?

Scoring:

- 0 = No plans include all seven core support plan features, or there are no Tier 3 support plans.
- 1 = One or two plans include all seven core support plan features.
- 2 = All plans include all seven core support plan features.

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Sample Hypothesis Statements:



- Edith doesn't line up on time when the bell rings and morning recess is over. She continues to play on the slide until the EA comes to get her. The function of her behavior is adult attention.
- Rogelio repeatedly talks out in Math class and interrupts the teacher and students. He is sent to a buddy classroom to complete his work. Rogelio is avoiding Math and gaining peer attention.

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3.11 Comprehensive Support Considerations



Strategies:	Description/Examples
Prevention	Focus on prevention first: reducing the situations that lead to these behaviors? (e.g. change seat, morning check-in, etc.)
Teaching	Ensure students know the correct behavior by teaching and re-teaching: (e.g. school-wide expectations, routine, social skills)
Removing rewards for problem behavior	Ensure that problem behavior isn't rewarded: (e.g. student who wants to be sent out of class – provide consequence that doesn't remove student from class)
Specific rewards for desired behavior	Ensure that appropriate behavior is rewarded and strive for 5:1 positives to corrections
Safety elements (when needed)	If safety is a concern, develop a plan that includes prevention and a system for de-escalation and/or responding to the issue.
Systems:	
Assess fidelity & impact	Ensure assessment for fidelity of implementation to the plan and the impact on student behavior
Action plan	Develop an action plan for putting the plan in place (What, Who, When)

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3.11 Comprehensive Support



Feature	Possible Data Sources	Scoring Criteria
Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	<ul style="list-style-type: none"> ▪ Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	0 = No plans include all seven core support plan features, or there are no Tier 3 support plans. 1 = One or two plans include all seven core support plan features. 2 = All plans include all seven core support plan features.

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3.12 Formal and Natural Supports



Feature	Possible Data Sources	Scoring Criteria
Natural and Formal Supports: Behavior Support Plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	<ul style="list-style-type: none"> ▪ At least one Tier 3 behavior support plan requiring extensive support (see TFI Tier 3 Support Plan Worksheet) 	0 = Plan does not include specific actions, or there are no plans with extensive support. 1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports. 2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports.

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Quick Check: Formal and Natural Supports



Reflective questions to focus the conversation:

Team Assessment:

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

Scoring:

- 0 = Plan does not include specific actions, or there are no plans with extensive support needs addressed.
- 1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports.
- 2 = Plan includes specific actions linked logically to the quality of life needs, and they include natural supports.

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3.14 Data System



Feature	Possible Data Sources	Scoring Criteria
Data System: Aggregated (i.e., overall school-level) Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	<ul style="list-style-type: none"> ▪ Reports to staff ▪ Staff meeting minutes ▪ Staff report 	0 = No quantifiable data exists. 1 = Data are collected on outcomes and/or fidelity but are not reported monthly. 2 = Data are collected on student outcomes AND fidelity, and data are reported to staff at least monthly.

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3.13 Access to Tier 1 and Tier 2 Support



Feature	Possible Data Sources	Scoring Criteria
Access to Tier 1 and Tier 2 Support: Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports.	<ul style="list-style-type: none"> ▪ Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	0 = Individual student support plans do not mention Tier 1 and/or Tier 2 supports, or there are no Tier 3 support plans. 1 = Individual supports include some access to Tier 1 and/or Tier 2 supports. 2 = Tier 3 supports include full access to any appropriate Tier 1 and Tier 2 supports and document how access will occur.

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Quick Check: Data System



How are Tier 3 fidelity and outcome data used to provide effective supports?

Team Assessment:

- Is there a system to collect and organize intervention outcome and fidelity data?
- Does the Tier 3 team have access to reports summarizing intervention outcome and fidelity data?
- Are the outcome and fidelity data used for decision making and action planning at Tier 3?

Scoring:

- 0 = No quantifiable data exists.
- 1 = Data are collected on outcomes and/or fidelity but are not reported monthly.
- 2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly.

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Quick Check: Access to Tier 1 and Tier 2 Support



How do students receiving Tier 3 supports benefit from the Tier 1 and Tier 2 systems?

Team Assessment:

- Are Tier 3 support plans linked/layered/aligned with the school-wide, universal system?
- Do students receiving Tier 3 supports still receive full access to Tier 1 and Tier 2 systems?

Scoring:

- 0 = Individual student support plans do not mention Tier 1 and/or Tier 2 supports, or there are no Tier 3 support plans.
- 1 = Individual supports include some access to Tier 1 and/or Tier 2 supports.
- 2 = Tier 3 supports include full access to any appropriate Tier 1 and Tier 2 supports and document how access will occur.

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3.15 Data-based Decision Making



Feature	Possible Data Sources	Scoring Criteria
Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	<ul style="list-style-type: none"> ▪ Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	0 = Student individual support teams do not review plans or use data. 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans. 2 = Each student's individual support team continuously monitors data and reviews the plan at least monthly, using both fidelity and outcome data for decision making.

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Quick Check: Data Based Decision Making

How are Tier 3 fidelity and outcome data used to provide effective supports?

Team Assessment:

- Do Tier 3 support teams have access to reports summarizing intervention outcome and fidelity data?
- Do Tier 3 support teams access Tier 1 and Tier 2 supports when appropriate?
- Are access to Tier 1 and Tier 2 supports documented in the student's plan when appropriate?

Scoring:

0 = Individual student support plans do not mention Tier 1 and/or Tier 2 supports, or there are no Tier 3 support plans.
 1 = Individual supports include some access to Tier 1 and/or Tier 2 supports.
 2 = Tier 3 supports include full access to any appropriate Tier 1 and Tier 2 supports and document how access will occur.

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3.17 Annual Evaluation

Feature	Possible Data Sources	Scoring Criteria
Annual Evaluation: At least annually, the Tier 3 systems team assesses the extent to which Tier 3 supports are meeting the needs of students, families, and school personnel, and this information is used to guide action planning.	<ul style="list-style-type: none"> ▪ Tier 3 team meeting minutes ▪ Tier 3 team Action Plan ▪ Team member verbal reports 	0 = No annual review takes place. 1 = Review is conducted but less than annually, or the review is done without impact on action planning. 2 = Written documentation of an annual review of Tier 3 supports with specific decisions related to action planning.

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3.16 Level of Use

Feature	Possible Data Sources	Scoring Criteria
Level of Use: Team follows written process to track proportion of students participating in Tier 3 supports, and access is proportionate.	<ul style="list-style-type: none"> ▪ Student progress data ▪ Tier 3 team meeting minutes 	0 = No students have Tier 3 support plans. 1 = Fewer than 1% of students have Tier 3 plans. 2 = All students requiring Tier 3 supports (and at least 1% of students) have Tier 3 support plans.

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Quick Check: Annual Evaluation

What is the process for regularly examining Tier 3 systems?

Team Assessment:

- Is there an evaluation conducted for Tier 3 systems?
- Does this happen annually?
- Are the outcomes clearly linked to a Tier 3 action plan?

Scoring:

0 = No annual review takes place.
 1 = Review is conducted but less than annually, or the review is done without impact on action planning.
 2 = Written documentation shows an annual review of Tier 3 supports exists, and the review includes specific decisions related to action planning.

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Quick Check: Level of Use

What proportion of students are receiving Tier 3 supports?

Team Assessment:

- Does at least 1% of total population of students receive Tier 3 supports?
- Do the students requiring Tier 3 supports have plans?

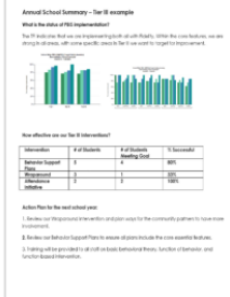
Scoring:

0 = No students have Tier 3 plans.
 1 = Fewer than 1% of the total school population have Tier 3 plans.
 2 = All students requiring Tier 3 supports (and at least 1% of all students) have Tier 3 support plans.

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Example Evaluation: Tier 3



Annual School Summary - Tier 3 example

What is the value of PBIS implementation?
 How do you know that you are implementing PBIS with fidelity? What are your indicators, and how do you track them? What are some specific needs in Tier 3 that you want to target for improvement?

How effective are our Tier 3 supports?

Indicator	# of Students	% of Total Population	# of Schools
Students Requiring	1	1%	100%
Students Receiving	1	1%	100%
Students with Plans	1	1%	100%
Students with Support Plans	1	1%	100%

Action Plans for the next school year:

- Develop a PBIS implementation plan for the community partner to support implementation.
- Develop a PBIS Support Plan to ensure all schools include the core essential features.
- Implement the plan and track progress on all critical areas: fidelity of implementation, and student outcomes.

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