PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

SWPBIS Tiered Fidelity Inventory
version 2.1

Table of Contents

Introduction and Purpose

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

The TFI is based on the features and items of existing SWPBIS fidelity measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT). The purpose of the TFI is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of SWPBIS. The TFI may be used (a) for initial assessment to determine if a school is using (or needs) SWPBIS, (b) as a guide for implementation of Tier 1, Tier 2, and Tier 3 practices, (c) as an index of sustained SWPBIS implementation, or (d) as a metric for identifying schools for recognition within their state implementation efforts.

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

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

Completion of the TFI produces scale and subscale scores indicating the extent to which Tier 1, Tier 2, and Tier 3 core features are in place. As a general rule, a score of 70% for each tier is accepted as a level of implementation that will result in improved student outcomes, but research is currently underway to identify a specific criterion for each tier of the TFI.

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

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

Cost

There is no cost to use the TFI or its online scoring and reporting features. The TFI is a product developed as part of the U.S. Department of Education's Office of Special Education Programs National Technical Assistance Center on Positive Behavioral Interventions and Supports.

Intended Participants

The TFI is intended to be completed by members of a school's System Planning Team, with the active presence and guidance of an external SWPBIS coach.

Schedule of Administration

School teams are encouraged to self-assess SWPBIS implementation when they initially launch implementation of SWPBIS, and then **every third or fourth meeting** until they reach at least 70% fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment for the purpose of evaluating sustained implementation. Note that schools new to SWPBIS may start by using only the Tier 1 section of

the TFI, and as they improve their implementation of Tier 1, they may add assessment of Tier 2 and/or Tier 3 features.

Preparation for Administration/Completion Time

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

The time to complete the TFI depends on (a) the experience that the team and coach have with the process, (b) the extent of preparation for TFI completion , and (c) the number of tiers assessed.

School teams new to the TFI should schedule 30 min for Tier 1, 30 min for Tier 2, and 30 min for Tier 3. If team leaders have assembled relevant sources of information prior to the meeting, and, if the team and coach have already completed the TFI at least twice, the time required for implementation may be approximately 15 min for each tier.

Outcomes

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

Glossary and Acronym Key

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

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

Life Domain: Each area of a student's life to consider when planning comprehensive support, such as educational/vocational, emotional/psychological, family, medical, residence, safety, and social.

Natural and Formal Supports: Natural supports are the relationships that occur in everyday life, usually involving relationships with family, friends, co-workers, neighbors, and acquaintances. Formal Supports usually involve some sort of payment and may include relationships with service providers such as teachers, other school staff, or community agency representatives.

Person Centered Planning: A team-based approach involving a range of strategies and activities designed to help assist students in planning their life and supports. The focus is on personal self-determination and enhancing independence.

Quality of Life: The extent to which physical, mental, social, and emotional functioning is consistent with personal preferences. It is determined by the student and family.

RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work): A wraparound-based process specifically designed for adolescents and young adults that emphasizes self-determination and student voice. The focus of RENEW is on high school completion, employment, post-secondary education and training, and community integration.

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

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

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

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

Walkthrough (informal): Any type of walkthrough used to assess quality of instruction (not the TFI Walkthrough Tool).

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

Tier 1: Universal SWPBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 **Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	• School organizational chart • Tier 1 team meeting minutes	0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 **Team Operating Procedures:** Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier 1 team meeting agendas and minutes • Tier 1 meeting roles descriptions • Tier 1 action plan	0 = Tier 1 team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier 1 team has at least 2 but not all 4 features 2 = Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.3 **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations
1.4 **Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations
1.5 **Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
1.6 **Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/ or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier 1 practices 2 = Formal process for teaching all staff all aspects of Tier 1 system, including all 4 core Tier 1 practices
1.8 **Classroom Procedures:** Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not implementing Tier 1 1 = Classrooms are informally implementing Tier 1 but no formal system exists 2 = Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
1.9 **Feedback and Acknowledgement:** A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool • Staff handbook	0 = No formal system for acknowledging students 1 = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
1.10 **Faculty Involvement:** Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier 1 foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier 1 practices within the past 12 months
1.11 **Student/Family/Community Involvement:** Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier 1 foundations 1 = Documentation of input on Tier 1 foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
1.12 **Discipline Data:** Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 **Data-based Decision Making:** Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier 1 supports
1.14 **Fidelity Data:** Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier 1 SWPBIS fidelity data collected 1 = Tier 1 fidelity collected informally and/or less often than annually 2 = Tier 1 fidelity data collected and used for decision making annually

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
1.15 **Annual Evaluation:** Tier 1 team documents fidelity and effectiveness (including on academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier 1 handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier 1 process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier 2: Targeted SWPBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
2.1 **Team Composition:** Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	• School organizational chart • Tier 2 team meeting minutes	0 = Tier 2 team does not include coordinator or all 4 core areas of Tier 2 team expertise 1 = Tier 2 team does not include coordinator and all 4 core areas of Tier 2 team expertise OR attendance of these members is below 80% 2 = Tier 2 team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%
2.2 **Team Operating Procedures:** Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier 2 team meeting agendas and minutes • Tier 2 meeting roles descriptions • Tier 2 action plan	0 = Tier 2 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier 2 team has at least 2 but not all 4 features 2 = Tier 2 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.3 **Screening:** Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.	• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric • Team meeting minutes • School policy	0 = No specific rules for identifying students who qualify for Tier 2 supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier 2 supports
2.4 **Request for Assistance:** Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	• School handbook • Request for assistance form • Family handbook	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days
Subscale: Interventions		
2.5 **Options for Tier 2 Interventions:** Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	• School Tier 2 handbook • Targeted Interventions Reference Guide	0 = No Tier 2 interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier 2 intervention with documented evidence of effectiveness is in use 2 = Multiple Tier 2 interventions with documented evidence of effectiveness matched to student need

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.6 **Tier 2 Critical Features:** Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	• Universal lesson plans • Tier 2 lesson plans • Daily/weekly progress report • School schedule • School Tier 2 handbook	0 = Tier 2 interventions do not promote additional instruction/time, improved structure, or increased feedback 1 = All Tier 2 interventions provide some but not all 3 core Tier 2 features 2 = All Tier 2 interventions include all 3 core Tier 2 features
2.7 **Practices Matched to Student Need:** A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	• Data sources used to identify interventions • School policy • Tier 2 handbook • Needs assessment • Targeted Interventions Reference Guide	0 = No process in place 1 = Process for selecting Tier 2 interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)
2.8 **Access to Tier 1 Supports:** Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.	• Universal lesson plans and teaching schedule • Tier 2 lesson plans • Acknowledgement system • Student of the month documentation • Family communication	0 = No evidence that students receiving Tier 2 interventions have access to Tier 1 supports 1 = Tier 2 supports are not explicitly linked to Tier 1 supports and/or students receiving Tier 2 interventions have some, but not full access to Tier 1 supports 2 = Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 interventions have full access to all Tier 1 supports

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.9 **Professional Development:** A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress
Subscale: Evaluation		
2.10 **Level of Use:** Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.	• Tier 2 enrollment data • Tier 2 team meeting minutes • Progress monitoring tool	0 = Team does not track number of students responding to Tier 2 interventions 1 = Team defines criteria for responding to each Tier 2 intervention and tracks students, but fewer than 5% of students are enrolled 2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier 2 supports
2.11 **Student Performance Data:** Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.	• Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool • Daily/Weekly Progress Report sheets • Family communication	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.12 **Fidelity Data:** Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.	• Tier 2 coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier 2 team member	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier 2 interventions 2 = Periodic, direct assessments of fidelity collected by Tier 2 team for all Tier 2 interventions
2.13 **Annual Evaluation:** At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	• Staff and student surveys • Tier 2 handbook • Fidelity tools • School policy • Student outcomes • District reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier 2 process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier 3: Intensive SWPBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
3.1 **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.	• School organizational chart • Tier 3 team meeting minutes	0 = Tier 3 team does not include a trained systems coordinator or all 5 identified functions 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 2 = Tier 3 team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%
3.2 **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.	• 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 2 but not all 4 features 2 = Tier 3 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
3.3 **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.	• School policy • Team decision rubric • Team meeting minutes	0 = No decision rules for identifying students who should receive Tier 3 supports 1 = Informal process or one data source for identifying students who qualify for Tier 3 supports 2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier 3 supports, and evidence the policy/rubric includes option for teacher/family/student nominations
3.4 **Student Support Team:** For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	• Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see 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

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Resources		
3.5 **Staffing:** An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier 3 supports.	• 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
3.6 **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.	• Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)	0 = District contact person not established 1 = District contact person established with external agencies, OR resources are available and documented in support plans 2 = District contact person established with external agencies, AND resources are available and documented in support plans
3.7 **Professional Development:** A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Support Plans		
3.8 **Quality of Life Indicators:** Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	• Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)	• Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 0 = Quality of life needs/goals and strengths not defined, or there are no Tier 3 support plans 1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan 2 = All plans document strengths and quality of life needs and related goals defined by student/family
3.9 **Academic, Social, and Physical Indicators:** Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	• Three randomly selected Tier 3 student 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 (e.g., medical, mental health, behavioral, academic) 2 = All plans include medical, mental health information, and complete academic data where appropriate
3.10 **Hypothesis Statement:** Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	• Three randomly selected Tier 3 student 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 3 components, or there are no Tier 3 support plans 1 = 1 or 2 plans include a hypothesis statement with all 3 components 2 = All plans include a hypothesis statement with all 3 components

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
3.11 **Comprehensive Support:** Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	• Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)	0 = No plans include all 7 core support plan features, or there are no Tier 3 support plans 1 = 1 or 2 plans include all 7 core support plan features 2 = All plans include all 7 core support plan features
3.12 **Formal and Natural Supports:** Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	• 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
3.13 **Access to Tier 1 and Tier 2 Supports:** Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports.	• Three randomly selected Tier 3 student 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

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
3.14 **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.	• Reports to staff • Staff meeting minutes • Staff report	0 = No quantifiable data 1 = Data are collected on outcomes and/or fidelity but not reported monthly 2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans
3.15 **Data-based Decision Making:** Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	• Three randomly selected Tier 3 student 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 plan at least monthly, using both fidelity and outcomes data for decision making
3.16 **Level of Use:** Team follows written process to track proportion of students participating in Tier 3 supports, and access is proportionate.	• Student progress data • Tier 3 team meeting minutes	0 = School does not track proportion or no students have Tier 3 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 plans

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
3.17 **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 evaluations are used to guide action planning.	• Tier 3 team meeting minutes • Tier 3 team action plan • Team member verbal reports	0 = No annual review 1 = Review is conducted but less than annually, or done without impact on action planning 2 = Written documentation of an annual review of Tier 3 supports, with specific decisions related to action planning

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Scoring the SWPBIS Tiered Fidelity Inventory

The TFI generates scores reflecting the percentage of implementation for Tier 1, Tier 2, and Tier 3 core features. Scores are determined by calculating the percentage of possible points awarded for items in each tier (section). No weighting of items is included in this calculation (see below).

Core Features	Items/ Points	Points Award/ Possible Points	Percentage of SWPBIS Implementation
Tier 1	1-15 / 30 points	_____/ 30	
Tier 2	1-13 / 26 points	_____/ 26	
Tier 3	1-17 / 34 points	_____/ 34	

Across time, a school may monitor progress on implementation of SWPBIS by tier as depicted in the simulated data for a school in the figure below. This sample school used the TFI to assess Tier 1 at six different points in time, Tier 2 during the last four points in time, and Tier 3 during the last three points in time.

Tiered Fidelity Inventory Scores for One School Across Six Administrations of the Survey
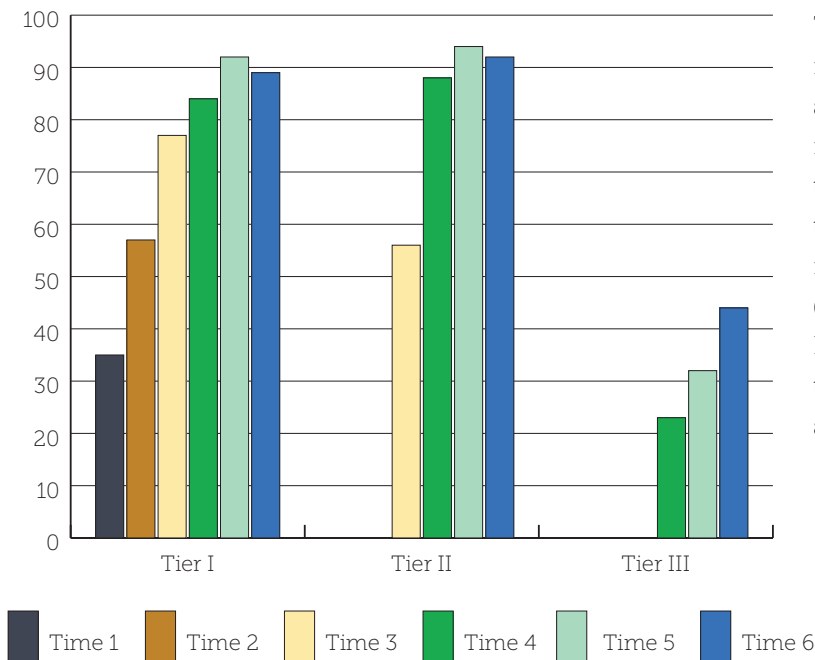
The Inventory also provides a "by Item" report in the PBIS Assessment application, available at www.pbisassessment.org. This Item Report is the basis for Action Planning and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.

Action Planning Form

Item	Current Score	Action	Who	When
Tier 1				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				
Tier 2				
2.1 Team Composition				
2.2 Team Operating Procedures				
2.3 Screening				
2.4 Request for Assistance				
2.5 Options for Tier 2 Interventions				
2.6 Tier 2 Critical Features				
2.7 Practices Matched to Student Need				

Item	Current Score	Action	Who	When
2.8 Access to Tier 1 Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Student Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				
Tier 3				
3.1 Team Composition				
3.2 Team Operating Procedures				
3.3 Screening				
3.4 Student Support Team				
3.5 Staffing				
3.6 Student/ Family/ Community Involvement				
3.7 Professional Development				
3.8 Quality of Life Indicators				
3.9 Academic, Social, and Physical Indicators				
3.10 Hypothesis Statement				
3.11 Comprehensive Support				
3.12 Formal and Natural Supports				
3.13 Access to Tier 1 and Tier 2 Supports				
3.14 Data System				
3.15 Data-Based Decision Making				
3.16 Level of Use				
3.17 Annual Evaluation				

Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Overview

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier 1 subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

Staff Interview Questions

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

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)

2. Have you taught the school rules/behavioral expectations this year?

3. Have you given out any _____ since _____?
   (rewards for appropriate behavior)   (2 months ago)

Student interview Questions

Interview a minimum of 10 students

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)

2. Have you received a _____ since _____?
   (reward for appropriate behavior)   (2 months ago)

SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form

School _____   Date _____

District _____   State _____

Data collector _____

School-wide Expectations: Name of School-wide Expectations:

1. _____   _____

2. _____   Name of Acknowledgment System:

3. _____   _____

4. _____

5. _____

Staff Questions (Interview 10% or at least 5 staff members)			
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?	Have you given out any _____ since _____? (2 mos.)
1		Y N	Y N
2		Y N	Y N
3		Y N	Y N
4		Y N	Y N
5		Y N	Y N
6		Y N	Y N
7		Y N	Y N
8		Y N	Y N
9		Y N	Y N
10		Y N	Y N
11		Y N	Y N
12		Y N	Y N
13		Y N	Y N
14		Y N	Y N
15		Y N	Y N
Total			

Student Questions (at least 10 students)		
	What are the (school rules)? Record the # of rules known	Have you received a _____ since _____?
1		Y N
2		Y N
3		Y N
4		Y N
5		Y N
6		Y N
7		Y N
8		Y N
9		Y N
10		Y N
11		Y N
12		Y N
13		Y N
14		Y N
15		Y N
Total		

Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Purpose of Reference Guide

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

Targeted Interventions Defined

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

Instructions

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples

- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.

- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.

- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peer/Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

Targeted Interventions Reference Guide Map

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

School: _____ Date: _____

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternatives/Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/ Adult Attention					
Structural Prompts for 'What To Do' Throughout the Day					
At Least 5 Times During the Day When Positive Feedback is Set Up					
A School-Home Communication System					
Opportunity for Adaptation into a Self-Management System					

Appendix C: TFI Tier 3 Support Plan Worksheet

(used for scoring features 3.4, 3.6, 3.8-3.13, and 3.15)

Directions: Select 3 current Tier 3 plans created in the last 12 months for students needing behavior support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all TFI feature scores. If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.

TFI Feature	Scoring Criteria	Plan #1	Plan #2	Plan #3	Sum of Points	TFI Score
3.4 Plans include uniquely con-structed team (with input/approval from student/ family about who is on the team).	0 = Plan does not identify the individual student's team 1 = Plan identifies team, but no evidence it was de-signed with input from student/family or connected to strengths/needs 2 = Plan identifies team designed with input from student/family, connected to strengths/needs, and meets regularly	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.6 Plans document (a) district contact person for external agency support and (b) external resources available.	0 = No contact person or resources documented 1 = Contact person OR resources documented 2 = Contact person AND resources documented	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.8 Plans include quality of life (QOL) needs/goals and strengths.	0 = No QOL needs/goals or strengths defined 1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan 2 = QOL needs/goals or strengths defined by student/family AND reflected in plan	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.9 Assessment data are available for academic, behavioral, medical, and mental health strengths and needs, where relevant.	0 = No formal data sources for student assessment 1 = Includes some but not all relevant life-domain information 2 = Includes medical, mental health information, and complete academic data where appropriate	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.10 Plans include a hypothesis statement, including (a) opera-tional description, (b) identification of antecedents, and (c) behavioral function.	0 = Hypothesis statement does not include all 3 parts (or is missing) 2 = Hypothesis statement includes all 3 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
3.11 Plans include or consider (a) prevention, (b) teaching, (c) remov-ing rewards for problem behavior, (d) rewards for desired behavior, (e) safety, (f) process for assessing fidel-ity and impact, and (g) action plan.	0 = Plan does not include all 7 parts 2 = Plan includes all 7 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
3.12 Plans requiring extensive support include specific actions linked to quality of life (QOL) for formal supporters (e.g., school/district personnel) and natural supporters (e.g., family, friends).	0 = Plan does not include specific actions, or there are no plans with extensive support 1 = Plan includes specific actions, but unrelated to QOL needs and/or do not include natural supports 2 = Plan includes specific actions related to QOL needs and include natural supports	0 1 2	Only one plan needed.			0 = 0 1 = 1 2 = 2
3.13 Plans include access to Tier 1/2 supports.	0 = Plan does not mention Tier 1/2 supports 1 = Plan notes access to Tier 1/2 supports 2 = Plan documents how access to Tier 1/2 supports occurs	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.15 Each student's individual team meets at least monthly and uses data to modify plan to improve fidelity or outcomes.	0 = No evidence of meetings, plan review, or use of data 1 = Evidence of review, but no use of both fidelity and outcomes data 2 = Evidence of at least monthly review, with use of both fidelity and outcomes data	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2