

3-10-2014 (PILOT VERSION WITH REVISED REPORTING SECTION)

# School-wide PBIS (SWPBIS) Tiered Fidelity Inventory

*OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*

2014

Beta Version

Currently under Technical Adequacy Review

Version 2.0b

# **SWPBIS Tiered Fidelity Inventory**

**V 2.0b**

**2014**

## **OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports**

Cite as:

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

The Center is supported by a grant from the Office of Special Education Programs, US Department of Education (H326S980003) Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

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## Introduction and Purpose

The purpose of the SWPBIS Tiered Fidelity Inventory (Inventory) 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. The Inventory is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The Inventory is based on the factors and features of all earlier PBIS fidelity measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT, PoI). The purpose of the Inventory is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of School-wide PBIS. The Inventory 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 I, Tier II and Tier III 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 Inventory is completed by a school System Planning Team (typically 3-8 individuals including a building administrator) or separately by Tier I, II and/or III teams. The Inventory is always completed by the school team, but it is recommended that it be used with the **school's PBIS Coach present to provide clarification and consultation.**

Completion of the Inventory produces three “scores” indicating the extent to which Tier I, Tier II and Tier III core features are in place. As a general rule, a score of 80% for each Tier is accepted as a level of implementation that will result in improved student outcomes.

The Inventory is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the Inventory results not just in scores for Tier I, Tier II, and /or Tier III, but in developing an **action plan** that guides team allocation of effort and resources to improve implementation.

The Inventory may be completed using paper and pencil, or by accessing the forms on [www.pbisassessment.org](http://www.pbisassessment.org). Any school working with a state PBIS coordinator may access the website, Inventory content, and reports. The Inventory may also be downloaded from [www.pbis.org](http://www.pbis.org).

## Cost

There is no cost to use the SWPBIS Tiered Fidelity Inventory either via paper or on the [www.pbisassessment.org](http://www.pbisassessment.org) website. The Inventory is a product developed as part of the U.S. Department of Education's Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports.

## Intended Participants

The Inventory is intended to be completed by members of a school's System Planning Team, with the active presence and guidance of its PBIS Coach.

## Schedule of Inventory 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 80% fidelity across three consecutive administrations. Once fidelity on a Tier is met, the team may choose to shift the schedule of Inventory use to an annual assessment for the purpose of evaluating sustainability. Note that schools new to SWPBIS may start by only using the Tier I section of the Inventory, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

## Preparation for the Inventory and Administration/Completion Time

The time to complete the Inventory depends on (a) the experience that the Team and Coach have with the process, (b) the extent to which preparation for Inventory review has occurred, and (c) the number of Tiers assessed.

School teams new to the Inventory may require 60 min for Tier I, 40 min for Tier II and 40 min for Tier III. If team leaders have assembled relevant sources of information prior to the meeting, and, if the team and coach have completed the Inventory at least twice before, the time required for implementation may be expected to approximate 30 min for Tier I, 20 min for Tier II and 20 min for Tier III.

## Outcomes from Inventory Completion

Criteria for scoring each item of the Inventory reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier I: Universal SWPBIS Features, Tier II: Targeted SWPBIS Features, and Tier III: Intensive SWPBIS Features. A complete administration of the Inventory produces three summary scores: Percentage of SWPBIS implementation for Tier I, Percentage of SWPBIS implementation for Tier II, and Percentage of SWPBIS implementation for Tier III 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.

## Acronym Key:

To be added

## Related Resources:

To be added

## Tier I: Universal SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Teams			
	<b>1.1 Team Composition:</b> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs, and for high schools, (5) student representation.	<ul style="list-style-type: none"><li>• School organizational chart</li><li>• Tier I team meeting minutes</li></ul>	0 = Tier I team does not include coordinator, school administrator, or individuals with applied behavioral expertise  1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  2 = Tier I team exists with coordinator, administrator, and all identified roles represented, with attendance of all roles at or above 80%
	<b>1.2 Team Operating Procedures:</b> Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"><li>• Tier I team meeting agendas and minutes</li><li>• Tier I meeting roles descriptions</li><li>• Tier I action plan</li></ul>	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  1= Tier I team has at least 2 but not all 4 features  2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation	<b>1.3 Behavioral Expectations:</b> 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.	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Student handbook</li> <li>• Walk through reports</li> </ul>	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)
	<b>1.4 Teaching Expectations:</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Lesson plans</li> <li>• Walk through reports</li> </ul>	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
	<b>1.5 Problem Behavior Definitions:</b> 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.	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Student handbook</li> <li>• School policy</li> <li>• Flowchart</li> </ul>	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
	<b>1.6 Discipline Policies:</b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	<ul style="list-style-type: none"> <li>• Discipline policy</li> <li>• Student handbook</li> <li>• Code of conduct</li> <li>• Administrator interview</li> </ul>	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

	<p><b>1.7 Professional Development:</b> A written process is used for orienting all faculty/staff on Tier I SWPBIS practices, including (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Staff handbook</li> </ul>	<p>0 = No process for teaching staff is in place</p> <p>1 = Process is informal/unwritten, not part of professional development calendar and/or does not include all staff or all 4 core Tier I practices</p> <p>2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices</p>
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Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation	<b>1.8 Classroom Procedures:</b> Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within <b>classrooms</b> and consistent with school-wide systems.	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Walk through reports</li> <li>• Progress monitoring</li> <li>• Individual classroom data</li> </ul>	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations
	<b>1.9 Feedback and Acknowledgement:</b> At least 80% of a sample of staff (interview at least 10% of staff or at least 5 for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (b) used across settings and within classrooms, and (c) received by at least 80% of students (interview at least 10 students).	<ul style="list-style-type: none"> <li>• Walk through with 10% of staff and at least 10 students.</li> </ul>	0 = Student behavior is not formally acknowledged 1 = Student behavior is formally acknowledged but system is used by <80% of staff and/or received by <80% of students 2 = Student behavior is formally acknowledged by at least 80% of staff and received by at least 80% of students in a system with all 4 components
	<b>1.10 Student/Family/Community Involvement:</b> Stakeholders (faculty, families, and students) provide input on universal foundations (e.g., expectations, consequences, and acknowledgements at least every 12 months).	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Voting results from parent/family meeting</li> <li>• Team meeting minutes</li> </ul>	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Evaluation	<b>1.11 Discipline Data:</b> Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	<ul style="list-style-type: none"> <li>School policy</li> <li>Team meeting minutes</li> <li>Student outcome data</li> </ul>	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
	<b>1.12 Data-based Decision Making:</b> Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	<ul style="list-style-type: none"> <li>Data decision making for non-responders</li> <li>Staff professional development calendar</li> <li>Staff handbook</li> <li>Team meeting minutes</li> </ul>	0 = No process/protocol exists or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports
	<b>1.13 Fidelity Data:</b> Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	<ul style="list-style-type: none"> <li>School policy</li> <li>Staff handbook</li> <li>School newsletters</li> <li>School website</li> </ul>	0 = No Tier I PBIS fidelity data collected 1 = Tier I PBIS fidelity collected informally and/or less often than annually 2 = Tier I PBIS fidelity data collected and used for decision making annually
	<b>1.14 Annual Evaluation:</b> Tier I planning team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	<ul style="list-style-type: none"> <li>Staff and student surveys</li> <li>Tier I handbook</li> <li>Fidelity tools</li> <li>School policy</li> <li>Student outcomes</li> <li>District reports</li> <li>School newsletters</li> </ul>	0 = No evaluation takes place or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear

			alterations in process based on evaluation
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## Tier II: Targeted SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Teams			
	2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (1) applied behavioral expertise, (2) administrative authority, (3) knowledge of students, and (4) knowledge about operation of school across grade levels and programs.	<ul style="list-style-type: none"><li>School organizational chart</li><li>Tier II team meeting minutes</li></ul>	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Team identified, but without coordinator and all 4 core areas of Tier II team expertise OR attendance of these members below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise with attendance of these members at or above 80%
	2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"><li>Tier II team meeting agendas and minutes</li><li>Tier II meeting roles descriptions</li><li>Tier II action plan</li></ul>	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
	2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.	<ul style="list-style-type: none"><li>Multiple data sources used (ODRs/Time out of instruction, Attendance, Academic performance)</li><li>Team Decision Rubric</li><li>Team meeting minutes</li><li>School Policy</li></ul>	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports
Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented

	<b>2.4 Request for Assistance:</b> Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.	<ul style="list-style-type: none"> <li>School Handbook</li> <li>Request for Assistance Form</li> <li>Family Handbook</li> </ul>	0 = No formal process 1 = Informal process in place for staff and families to request behavioral assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days
Interventions	<b>2.5 Sufficient Array of Tier II Interventions:</b> Tier II team has a range of ongoing interventions with documented evidence of effectiveness matched to student need.	<ul style="list-style-type: none"> <li>School Tier II Handbook</li> <li>Targeted Interventions Reference Guide</li> </ul>	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Sufficient array of Tier II interventions with documented evidence of effectiveness matched to student need
	<b>2.6 Tier II Critical Features:</b> Tier II 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).	<ul style="list-style-type: none"> <li>Universal Lesson Plans</li> <li>Tier II Lesson Plans</li> <li>Daily/Weekly Progress Report</li> <li>School Schedule</li> <li>School Tier II Handbook</li> </ul>	0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback 1 = The array of Tier II interventions provide some but not all 3 core Tier II features 2 = The array of Tier II interventions include all 3 core Tier II features
	<b>2.7 Practices Matched to Student Need:</b> A formal process is in place for efficient selection of Tier II interventions that are matched to student need (e.g., behavioral function), and have contextual fit (e.g., culture, developmental level).	<ul style="list-style-type: none"> <li>Data sources used to identify interventions</li> <li>School Policy</li> <li>Tier II Handbook</li> <li>Needs assessment</li> <li>Targeted Interventions Reference Guide</li> </ul>	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)

	<p><b>2.8 Access to Tier I Supports:</b> Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</p>	<ul style="list-style-type: none"> <li>• Universal Lesson plans &amp; teaching schedule</li> <li>• Tier II Lesson Plans</li> <li>• Acknowledgement system</li> <li>• Student of the month documentation</li> <li>• Family communication</li> </ul>	<p>0 = No evidence that students receiving Tier II interventions have access to Tier I supports</p> <p>1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports</p> <p>2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports</p>
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Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	<b>2.9 Professional Development:</b> A written process is followed for teaching all relevant staff the process for and how to implement each Tier II intervention that is in place.	<ul style="list-style-type: none"> <li>Professional Development Calendar</li> <li>Staff Handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	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
	<b>2.10 Level of Use:</b> Team follows a written process to track proportion of students participating in Tier II supports, with at least 3% of students participating.	<ul style="list-style-type: none"> <li>Tier II enrollment data</li> <li>Tier II team meeting minutes</li> <li>Progress monitoring tool</li> </ul>	0 = Team does not track number of students responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention, but fewer than 3% of students are enrolled 2 = At least 3% of students in the school are receiving Tier II supports
<b>Evaluation</b>	<b>2.11 Student Performance Data:</b> Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	<ul style="list-style-type: none"> <li>Student progress data (e.g., % of students meeting goals)</li> <li>Intervention Tracking Tool</li> <li>Daily/Weekly Progress Report sheets</li> <li>Family communication</li> </ul>	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

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	<b>2.12 Fidelity Data:</b> Tier II team has a protocol for on-going review of fidelity for each Tier II practice.	<ul style="list-style-type: none"> <li>Tier II Coordinator training/ Technical assistance</li> <li>Fidelity probes taken monthly by a Tier II team member</li> </ul>	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions 2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions
	<b>2.13 Annual Evaluation:</b> At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers, and evaluations are shared with staff and district leadership.	<ul style="list-style-type: none"> <li>Staff and student surveys</li> <li>Tier II handbook</li> <li>Fidelity tools</li> <li>School Policy</li> <li>Student outcomes</li> <li>District Reports</li> </ul>	0 = No data-based evaluation takes place 1 = Evaluation conducted, outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, clear alterations in process proposed based on evaluation



### Tier III: Intensive SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Teams</b>	<b>3.1 Team Composition:</b> Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (1) applied behavioral expertise, (2) administrative authority, (3) intensive support (e.g., person centered planning, wrap around, RENEW) expertise, (4) detailed knowledge of students, and (5) knowledge about the operations of the school across grade levels and programs.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier III team meeting minutes</li> </ul>	<p>0 = Tier III team does not include a trained systems coordinator or all 5 identified functions</p> <p>1 = Tier III team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings</p> <p>2 = Tier III team has a coordinator and all 5 functions and attendance of these members is at or above 80%</p>
	<b>3.2 Team Operating Procedures:</b> Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> <li>Tier III team meeting agendas and minutes</li> <li>Tier III meeting roles descriptions</li> <li>Tier III action plan</li> </ul>	<p>0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier III team has at least 2 but not all 4 features</p> <p>2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>
	<b>3.3 Screening:</b> Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	<ul style="list-style-type: none"> <li>School policy</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> </ul>	<p>0 = No decision rules for identifying students who should receive Tier III supports</p> <p>1 = Informal process or one data source for identifying students who qualify for Tier III supports</p> <p>2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations</p>

	<p><b>3.4 Student Support Team:</b> For each <b>individual student support plan</b>, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.</p>	<ul style="list-style-type: none"> <li>• Verbal report from team</li> <li>• Individual Tier III student support plans developed in the past 12 months</li> </ul>	<p>0 = Individual student support teams do not exist for all students who need them</p> <p>1 = Individual student support teams exist, but are not uniquely designed with input from student/family and / or team membership has partial connection to strengths and needs</p> <p>2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data</p>
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Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>Resources</b>	<b>3.5 Staffing:</b> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	<ul style="list-style-type: none"> <li>Administrative plan</li> <li>Tier III team meeting minutes</li> <li>FTE allocated to Tier III supports</li> </ul>	0 = Personnel are not assigned to facilitate individual student support teams 1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment 2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports
	<b>3.6 Student/Family/Community Involvement:</b> Tier III team has a contact person with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., mental health) as needed.	<ul style="list-style-type: none"> <li>Verbal report from Tier III team</li> <li>Three randomly selected Tier III student support plans</li> </ul>	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
	<b>3.7 Professional Development:</b> 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"> <li>Professional Development Calendar</li> <li>Staff Handbook</li> <li>Lesson plans for teacher trainings</li> <li>School policy</li> </ul>	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
	<b>3.8 Quality of Life Indicators:</b> Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = Quality of life needs / goals and strengths not defined, or there are no Tier III support plans 1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan 2 = All plans document strengths and quality of life needs and related goals defined by

			student/family
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Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Support Plans	<b>3.9 Academic, Social, and Physical Indicators:</b> Assessment data are available for academic (reading, math, writing), behavioral (attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans 1 = Plans include some but not all relevant life-domain information (medical, mental health, behavioral, academic) 2 = All plans include medical, mental health information, and complete academic data where appropriate
	<b>3.10 Hypothesis Statement:</b> 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"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans 1 = 1 or 2 plans include a hypothesis statement with all 3 components 2 = All plans include a hypothesis statement with all 3 components
	<b>3.11 Comprehensive Support:</b> 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"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = No plans include all 7 core support plan features, or there are no Tier III support plans 1 = 1 or 2 plans include all 7 core support plan features 2 = All plans include all 7 core support plan features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	<b>3.12 Natural and Formal Supports:</b> 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 natural <b>and</b> formal supporters.	<ul style="list-style-type: none"> <li>At least one Tier III behavior support plan requiring extensive support</li> </ul>	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
	<b>3.13 Access to Tier I and Tier II Support:</b> Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> </ul>	0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans 1 = Individual supports include some access to Tier I and/or Tier II supports 2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur
<b>Evaluation</b>	<b>3.14 Data System:</b> Aggregated 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.	<ul style="list-style-type: none"> <li>Data summaries from three randomly selected Tier III behavior support plans with at least two months of implementation</li> </ul>	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
	<b>3.15 Data-based Decision Making:</b> 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"> <li>Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)</li> <li>Team meeting schedules</li> </ul>	0 = Student individual support teams do not review plans or use data 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans 2 = Each student's individual support team continuously

			monitors data and reviews plan at least monthly, using both fidelity and outcome data for decision making
<b>3.16 Level of Use:</b> Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	<ul style="list-style-type: none"><li>• Student progress data</li><li>• Tier III team meeting minutes</li></ul>	0 = No students have Tier III plans 1 = Fewer than 1% or more than 5% of students have Tier III plans 2 = 1%-5% of students have Tier III plans	
<b>3.17 Annual Evaluation:</b> At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel and this information is used to guide action planning.	<ul style="list-style-type: none"><li>• Tier III team meeting minutes</li><li>• Tier III team Action Plan</li><li>• Team member verbal reports</li></ul>	0 = No annual review 1 = Review is conducted but less than annually, or done without impact on action planning 2 = Written documentation of an annual review of Tier III supports with specific decisions related to action planning	

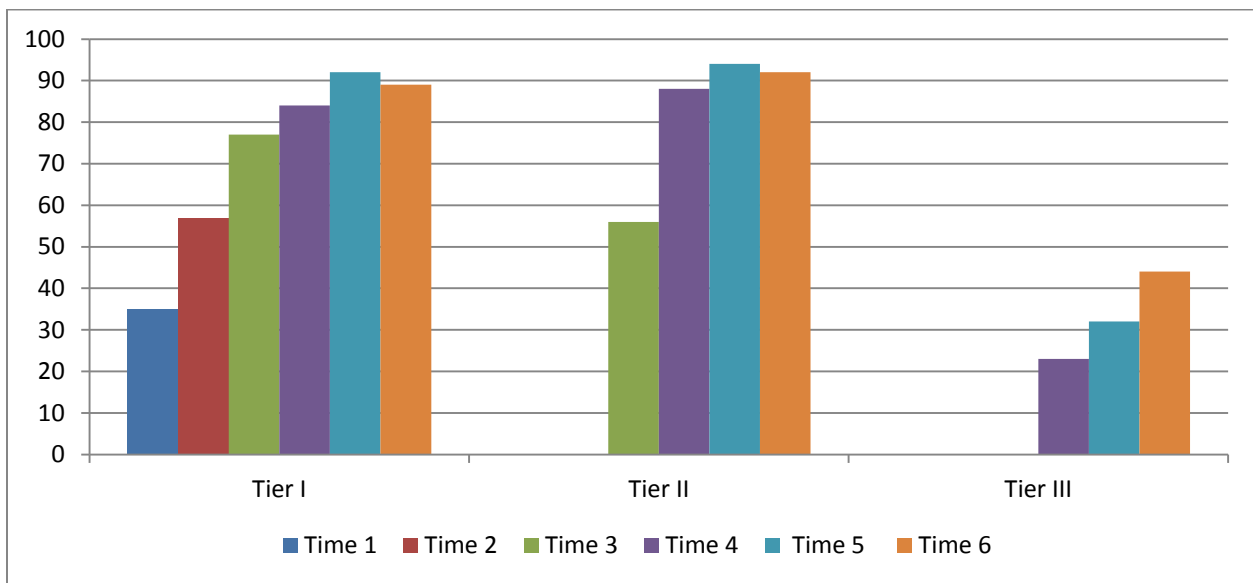
## Scoring the PBIS Tiered Fidelity Inventory

The PBIS Tiered Fidelity Inventory generates scores reflecting the percentage of implementation for Tier I, Tier II, and Tier III 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 I	1-14 / 28 points	_____/ 28	
Tier II	1-12 / 24 points	_____/ 24	
Tier III	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 Inventory to assess Tier I at six different points in time, Tier II during the last four points in time, and Tier III during the last three points in time.

Implementation Inventory Scores for One school across six administrations of the survey.



The Inventory also provides a “by Item” report from the [www.pbisassessment.org](http://www.pbisassessment.org) website. 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 Format.

Item	Current Score	Action	Who	When
<b>Tier I</b>				
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 Student/ Family/ Community/ Involvement				
1.11 Discipline Data				
1.12 Data-Based Decision Making				
1.13 Fidelity Data				
1.14 Annual Evaluation				
Item	Current Score	Action	Who	When
<b>Tier II</b>				
2.1 Team Composition				
2.2 Team Operating Procedures				
2.3 Screening				
2.4 Request for Assistance				
2.5 Sufficient Array of Tier II Interventions				
2.6 Tier II Critical Features				
2.7 Practices Matched to Student Need				
2.8 Access to Tier I Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Student Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				
Item	Current	Action	Who	When



	Score			
<b>Tier III</b>				
<b>3.1 Team Composition</b>				
<b>3.2 Team Operating Procedures</b>				
<b>3.3 Screening</b>				
<b>3.4 Student Support Team</b>				
<b>3.5 Staffing</b>				
<b>3.6 Student/ Family/ Community Involvement</b>				
<b>3.7 Professional Development</b>				
<b>3.8 Quality of Life Indicators</b>				
<b>3.9 Academic, Social, and Physical Indicators</b>				
<b>3.10 Hypothesis Statement</b>				
<b>3.11 Comprehensive Support</b>				
<b>3.12 Natural and Formal Supports</b>				
<b>3.13 Access to Tier I and Tier II Supports</b>				
<b>3.14 Data System</b>				
<b>3.15 Data-Based Decision Making</b>				
<b>3.16 Level of Use</b>				
<b>3.17 Annual Evaluation</b>				

## Implementation Checklist

To Be Developed.