

## Tiered Fidelity Inventory (TFI) Scoring Guide

*Virginia Tiered Systems of Supports (VTSS)*

*Positive Behavioral Interventions and Supports (PBIS)*

Feature	Possible Data Sources	2 Points Fully Implemented	1 Point Partially Implemented	0 Points Not Implemented
<b>Subscale: Teams</b>				
<p><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 (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.</p>	<ul style="list-style-type: none"> <li>• School Organizational Chart</li> <li>• Tier I team meeting minutes</li> </ul>	Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%	Tier I team exists, but does not include all identified roles or attendance of these members is below 80%	Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise
<p><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.</p>	<ul style="list-style-type: none"> <li>• Tier I team meeting agendas and minutes</li> <li>• Tier I meeting roles and descriptions</li> <li>• Tier I action plan</li> </ul>	Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	Tier I team has at least 2 but not all 4 features	Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan
<b>Subscale: Implementation</b>				
<p><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.</p>	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool</li> <li>• Staff handbook</li> <li>• Student handbook</li> </ul>	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.	Behavioral expectations identified but may not include a matrix or be posted	Behavioral expectations have not been identified, are not all positive, or are more than 5 in number

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<p><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.</p>	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool</li> <li>• Professional development calendar</li> <li>• Lesson plans</li> <li>• Informal walkthroughs</li> </ul>	<p>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</p>	<p>Expected behaviors are taught informally or inconsistently</p>	<p>Expected behaviors are not taught</p>
<p><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.</p>	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Student handbook</li> <li>• School policy</li> <li>• Discipline flowchart</li> </ul>	<p>Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families</p>	<p>Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems</p>	<p>No clear definitions exist, and procedures to manage problems are not clearly documented</p>
<p><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</p>	<ul style="list-style-type: none"> <li>• Discipline policy</li> <li>• Student handbook</li> <li>• Code of conduct</li> <li>• Informal administrator interview</li> </ul>	<p>Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>	<p>Documentation includes and emphasizes proactive approaches</p>	<p>Documents contain only reactive and punitive consequences</p>
<p><b>1.7 Professional Development:</b> A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (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>Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices</p>	<p>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>No process for teaching staff is in place</p>

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<p><b>1.8 Classroom Procedures:</b> Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Informal walkthroughs</li> <li>• Progress monitoring</li> <li>• Individual classroom data</li> </ul>	Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations	Classrooms are informally implementing Tier I but no formal system exists	Classrooms are not implementing Tier I
<p><b>1.9 Feedback and Acknowledgement:</b> 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.</p>	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool</li> <li>• Staff Handbook</li> </ul>	Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students	Formal system is in place, is used by at least 90% of staff, OR received by at least 50% of students	No formal system for acknowledging students
<p><b>1.10 Faculty Involvement:</b> Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</p>	<ul style="list-style-type: none"> <li>• PBIS Self-Assessment Survey</li> <li>• Informal surveys</li> <li>• Staff meeting minutes</li> <li>• Team meeting minutes</li> </ul>	Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months	Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both	Faculty are not shown data at least yearly and do not provide input

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<b>1.11 Student/Family/Community Involvement:</b> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, 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>	Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months	Documentation of input on Tier I foundations exists but not within the past 12 months or input but not from all types of stakeholders	No documentation (or no opportunities) for stakeholder feedback on Tier I foundations
<b>Subscale: Evaluation</b>				
<b>1.12 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>	Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student	Data system exists but does not allow instantaneous access to full set of graphed reports	No centralized data system with ongoing decision making exists
<b>1.13 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 rules</li> <li>• Staff professional development calendar</li> <li>• Staff handbook</li> <li>• Team meeting minutes</li> </ul>	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	Data reviewed and used for decision-making but less than monthly	No process/protocol exists, or data are reviewed but not used
<b>1.14 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>	Tier I fidelity data is collected and used for decision making annually	Tier I fidelity is collected informally and/or less often than annually	No Tier I SWPBIS fidelity data collected

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<b>1.15 Annual Evaluation:</b> Tier I 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, division) in a usable format.	<ul style="list-style-type: none"> <li>• Staff, student, and family surveys</li> <li>• Tier I handbook</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcomes</li> <li>• Division reports</li> <li>• School newsletters</li> </ul>	Evaluation is conducted at least annually, and outcomes (including academics) are shared with stakeholders, with clear alterations in process based on evaluation	Evaluation is conducted, but not annually, or outcomes are not used to shape Tier I process and/or not shared with stakeholders	No evaluation takes place, or evaluation occurs without data
<b>Subscale: Teams</b>				
<b>2.1 Team Composition:</b> Tier II (or combined Tier II/III) team includes a Tier II 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.	<ul style="list-style-type: none"> <li>• School organizational chart</li> <li>• Tier II team meeting minutes</li> </ul>	Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%	Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%	Tier II team does not include coordinator or all 4 core areas of Tier II team expertise
<b>2.2 Team Operating Procedures:</b> 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 role descriptions</li> <li>• Tier II action plan</li> </ul>	Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined meeting roles, AND has a current action plan	Tier II team has at least 2 but not all 4 features	Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan

Feature	Possible Data Sources	2 Points Fully Implemented	1 Point Partially Implemented	0 Points Not Implemented
<p><b>2.3 Screening:</b> 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.</p>	<ul style="list-style-type: none"> <li>Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> <li>School policy</li> </ul>	<p>Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports</p>	<p>Data decision rules established but not consistently followed or used with only one data source</p>	<p>No specific rules for identifying students who qualify for Tier II supports</p>
<p><b>2.4 Request for Assistance:</b> Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.</p>	<ul style="list-style-type: none"> <li>School handbook</li> <li>Request for assistance form</li> <li>Family handbook</li> </ul>	<p>Written request for assistance form and process are in place and team responds to request within 3 days</p>	<p>Informal process in place for staff and families to request assistance</p>	<p>No formal process</p>
<p><b>Subscale: Interventions</b></p>				
<p><b>2.5 Options for Tier II Interventions:</b> Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>	<ul style="list-style-type: none"> <li>School Tier II handbook</li> <li>Targeted Interventions Reference Guide</li> </ul>	<p>Multiple Tier II interventions with documented evidence of effectiveness matched to student need</p>	<p>Only 1 Tier II intervention with documented evidence of effectiveness is in use</p>	<p>No Tier II interventions with documented evidence of effectiveness are in use</p>

Feature	Possible Data Sources	2 Points Fully Implemented	1 Point Partially Implemented	0 Points Not Implemented
<p><b>2.6 Tier II Critical Features:</b> Tier II 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).</p>	<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>	All Tier II interventions include all 3 core Tier II features	All Tier II interventions provide some but not all 3 core Tier II features	Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback
<p><b>2.7 Practices Matched to Student Need:</b> A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p>	<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>	Formal process in place select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)	Process for selecting Tier II interventions does not include documentation that interventions are matched to student need	No process in place
<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 and 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>	Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports	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	No evidence that students receiving Tier II interventions have access to Tier I supports

Feature	Possible Data Sources	2 Points Fully Implemented	1 Point Partially Implemented	0 Points Not Implemented
<p><b>2.9 Professional Development:</b> A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</p>	<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>	<p>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</p>	<p>Professional development and orientation process is informal</p>	<p>No process for teaching staff in place</p>
<b>Subscale: Evaluation</b>				
<p><b>2.10 Level of Use:</b> Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>	<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>	<p>Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</p>	<p>Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled</p>	<p>Team does not track number of students responding to Tier II interventions</p>
<p><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.</p>	<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>	<p>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</p>	<p>Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support</p>	<p>Student data not monitored</p>



Feature	Possible Data Sources	2 Points Fully Implemented	1 Point Partially Implemented	0 Points Not Implemented
<p><b>2.12 Fidelity Data:</b> Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.</p>	<ul style="list-style-type: none"> <li>• Tier II coordinator training</li> <li>• Division technical assistance</li> <li>• Fidelity probes taken monthly by a Tier II team member</li> </ul>	<p>Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</p>	<p>Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</p>	<p>Fidelity data are not collected for any practice</p>
<p><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 division leadership.</p>	<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>• Division reports</li> </ul>	<p>Evaluation conducted at least annually, and outcomes shared with staff and division leadership, plus clear alterations in process proposed based on evaluation</p>	<p>Evaluation conducted, but outcomes not used to shape the Tier II process</p>	<p>No data-based evaluation takes place</p>

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<b>Subscale: Teams</b>				
<p><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 (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p>	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier III team meeting minutes</li> </ul>	Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%	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	Tier III team does not include a trained systems coordinator or all 5 identified functions
<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.</p>	<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>	Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	Tier III team has at least 2 but not all 4 features	Tier III team does not use regular meeting format/agenda, minutes, defined roles, or 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.</p>	<ul style="list-style-type: none"> <li>School policy</li> <li>Team decision rubric</li> <li>Team meeting minutes</li> </ul>	Written data decision rules use 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	Informal process or one data source for identifying students who qualifying for Tier III supports	No decision rules for identifying students who should receive Tier III supports

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<b>3.4 Student Support Team:</b> For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	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	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	Individual student support teams do not exist for all students who need them
<b>Subscale: 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 (i.e., paid time) allocated to Tier III supports</li> </ul>	Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports	Personnel are assigned to facilitate some individual support teams, but not at a least 1% of enrollment	Personnel are not assigned to facilitate individual student support teams
<b>3.6 Student/Family/Community Involvement:</b> Tier III team has division contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	Division contact person established with external agencies, AND resources are available and documented in support plans	Division contact person established with external agencies, OR resources are available and documented in support plans	Division contact person not established
<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>	Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention	Professional development and orientation process is informal	No process for teaching staff in place

Feature	Possible Data Sources	2 Points Fully Implemented	1 Point Partially Implemented	0 Points Not Implemented
<b>Subscale: Support Plans</b>				
<p><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 (e.g., academics, health, career, social).</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	All plans document strengths and quality of life needs and related goals defined by student/family	Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan	Quality of life needs/goals and strengths not defined, or there are not Tier III supports plans
<p><b>3.9 Academic, Social, and Physical Indicators:</b> 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 domain where relevant.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	All plans include medical, mental health information, and complete academic data where appropriate	Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)	Student assessment is subjective or done without formal data sources, or there are no Tier III support plans
<p><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.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	All plans include a hypothesis statement with all 3 components	1 or 2 plans include a hypothesis statement with all 3 components	No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans

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<p><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.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	All plans include all 7 core support plan features	1 or 2 plans include all 7 core support plan features	No plans include all 7 core support plan features, or there are no Tier III support plans
<p><b>3.12 Formal and Natural Supports:</b> 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/division personnel) and natural (e.g., family, friends) supporters.</p>	<ul style="list-style-type: none"> <li>At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet)</li> </ul>	Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports	Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports	Plan does not include specific actions, or there are no plans with extensive support
<p><b>3.13 Access to Tier I and Tier II Supports:</b> Students receiving Tier III supports have access to, and are included in, available Tier I and II supports.</p>	<ul style="list-style-type: none"> <li>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur	Individual supports include some access to Tier I and/or Tier II supports	Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans

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<b>Subscale: Evaluation</b>				
<b>3.14 Data System:</b> Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	<ul style="list-style-type: none"> <li>• Reports to staff</li> <li>• Staff meeting minutes</li> <li>• Staff report</li> </ul>	Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans	Data are collected on outcomes and/or fidelity but not reported monthly	No quantifiable data
<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 student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</li> </ul>	Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making	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	Student individual support teams do not review plans or use data
<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>	All students requiring Tier III supports (and at least 1% of students) have plans	Fewer than 1% of students have Tier III plans	School does not track proportion or no 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 evaluations are 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>	Written documentation of annual review of Tier III supports, with specific decisions related to action planning	Review is conducted but less than annually, or done without impact on action planning	No annual review