

School:

Date:

Directions: Please determine if each item is Not Implemented (NI), Partially Implemented (PI), or Fully Implemented (FI).

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Teams</b>	<p><b><u>1.1 Team Composition:</u></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> <p><b><u>PBIS Big Idea:</u></b> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p><b><u>ISF Big Idea:</u></b> Community partners are familiar with operations of school and work together with educators to promote healthy social emotional functioning for ALL students.</p>
<b>ISF Enhancement</b>	<p><i>ISF leadership teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.</i></p> <p><i>Resource Mapping of current practices, programs, initiatives includes current and potential collaborations and partnerships with community programs/initiatives (i.e. girls and boys clubs, parks and recreation, library, local mental health)</i></p>

Directions: Please list at least 2 action statements for 1.1 Team Composition

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<p><b>Teams</b></p>	<p><b><u>1.2 Team Operating Procedures:</u></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>
	<p><b><u>PBIS Big Idea:</u></b> Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p> <p><b><u>ISF Big Idea:</u></b> Community data is reflected in action planning process. Community partners role clearly defined through a memorandum of understanding (MOU).</p>
<p><i>ISF Enhancements</i></p>	<p>Teams review community data. Staff with mental health expertise assists team in determining needs of staff and faculty in regards to PBIS and how it supports MH conditions (trauma).</p>
	<p>Teams review role and utilization of school and community employed clinicians. Teams examine organizational barriers (funding, policy). Team establishes measureable goals that include mental health outcomes. (climate data/ family and student surveys)</p>

Directions: Please list at least 2 action statements for 1.2 Team Operating Procedures

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Implementation</b>	<p><b><u>1.3 Behavioral Expectations:</u></b> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.</p>
	<p><b><u>PBIS Big Idea:</u></b> School-wide expectations are a brief, memorable set of positively-stated expectations that create a school culture that is clear, positive, and consistent.</p> <p><b><u>ISF Big Idea:</u></b> School-wide expectations foster skill building, positive relationships, and focused on teaching social and emotional competencies.</p>
<i>ISF Enhancements</i>	<i>Families and students and community participate in development of the expectations</i>
	<i>Expanded social emotional curriculum connects to the SW expectations</i>
	<i>All elements of the social emotional curriculum including community enhancements are linked the behavioral expectations</i>

Directions: Please list at least 2 action statements for 1.3 Behavioral Expectations

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Implementation</b>	<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.
	<b>PBIS Big Idea</b> Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.
	<b>ISF Big Idea</b> A review of screening data, community and school data, and family input lead to the selection of a universal social emotional intervention that promotes overall wellness for all students.
<i>ISF Enhancements</i>	<i>“Guide me” matrix</i>
	<i>Universal screening and community data review occur.</i>
	<i>Social emotional intervention has an evidence base and is implemented with fidelity for all students.</i>

Directions: Please list at least 2 action statements for 1.4 Teaching Expectations

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<p><b><u>1.5 Problem Behavior Definitions:</u></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>
	<p><b><u>PBIS Big Idea</u></b> Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.</p> <p><b><u>ISF Big Idea:</u></b> All staff have received professional development in ISF, mental health awareness, and the basics of behavioral health and wellness. This understanding assists the team in determining function of a student’s time out of class and linking them to appropriate interventions and supports.</p>
ISF Enhancements	<p><i>The school is committed to having in place a clearly documented, predictable system for managing disruptive behavior (SWIS Readiness) and</i></p>
	<p><i>Referral procedures include ways to track students leaving their instructional environment (i.e. visits to the nurse or school counselor)</i></p>

Directions: Please list at least 2 action statements for 1.5 Problem Behavior Definitions

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

Family check up and Family screeners

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Implementation</b>	<p><b><u>1.6 Discipline Policies:</u></b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p>
	<p><b><u>PBIS Big Idea</u></b> Proactive or instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.</p>
	<p><b><u>ISF Big Idea:</u></b> Policies and procedures incorporate promotion of wellness and mental health.</p>
<i>ISF Enhancements</i>	<p><i>The school is committed to having clear, consistent, and positive discipline policy that encourages a safe environment where students overall wellness is a priority.</i></p>
	<p><i>Policies and procedures are reviewed by the District and Community Leadership Team, where members with the authority to change policies or procedures review community and school data and act accordingly.</i></p>

Directions: Please list at least 2 action statements for 1.6 Discipline Policies

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<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>
	<p><b>PBIS Big Idea</b> Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.</p> <p><b>ISF Big Idea:</b> Cross training of school employed and community employed staff are more likely to result in staff feeling more confident and competent to support all students.</p>
ISF Enhancements	<p><i>School employed and community employed staff receive professional development on ISF and mental health awareness and the basics of behavioral health and wellness.</i></p>

Directions: Please list at least 2 action statements for 1.7 Professional Development

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<p><b><u>1.8 Classroom Procedures:</u></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>
	<p><b><u>PBIS Big Idea</u></b> SWPBIS classroom systems that are aligned with school-wide systems improve student outcomes.</p> <p><b><u>ISF Big Idea:</u></b> Classrooms that promote wellness and mental health provide preventative and proactive measures to improve student outcomes.</p>
ISF Enhancements	<p><i>Teachers who are confident and competent to promote wellness and mental health, as well as, have an understanding how to identify if a student may need additional support or intervention.</i></p>

Directions: Please list at least 2 action statements for 1.8 Classroom Procedures

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			



School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<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>
	<p><b>PBIS Big Idea</b> Attending to and acknowledging students’ desired behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture.</p> <p><b>ISF Big Idea:</b> Having a basic understanding of mental health and the needs of the school population allows the Tier I team to incorporate contextual fit with acknowledgement system.</p>
ISF Enhancements	<p><i>ISF Tier I team considers population and specific mental health needs when developing acknowledgement system. For example, if many students in the building have experienced a trauma where loud noise may be a trigger, they would not want to have a celebration that included loud noise.</i></p>

Directions: Please list at least 2 action statements for 1.9 Feedback and Acknowledgement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Implementation</b>	<p><b><u>1.10 Faculty Involvement:</u></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>
	<p><b><u>PBIS Big Idea</u></b> Faculty voice is essential to establishing and maintaining staff commitment and consistency in implementation.</p>
	<p><b><u>ISF Big Idea:</u></b> Student, family, and community voice is essential to establishing and maintaining commitment and consistency in implementation from all.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff receive professional development to understand and interpret data from one another's systems.</i></p>
	<p><i>Community data (e.g. food pantry visits, calls to crisis centers, juvenile arrests) are included in the review of data provided to all faculty.</i></p>
	<p><i>Families and students also have an opportunity to review data and provide feedback.</i></p>

Directions: Please list at least 2 action statements for 1.10 Faculty Involvement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Implementation</b>	<p><b><u>1.11 Student/Family/Community Involvement:</u></b> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>
	<p><b><u>PBIS Big Idea</u></b> Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.</p> <p><b><u>ISF Big Idea:</u></b> Family and community members actively participate on the District and Community Leadership Team, as well as the building level Tier I systems team.</p>
<i>ISF Enhancements</i>	<p><i>Family and community member perspectives on the components of ISF Implementation are solicited at least annually through a variety of methods.</i></p>
	<p><i>ISF practices are communicated to families of all students several times per year.</i></p>

Directions: Please list at least 2 action statements for 1.11 Student/Family/Community Involvement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Evaluation</b>	<p><b><u>1.12 Discipline Data:</u></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.</p>
	<p><b><u>PBIS Big Idea</u></b> Teams with access to current and reliable data are able to make more accurate and relevant decisions regarding staff and student instruction and support.</p> <p><b><u>ISF Big Idea:</u></b> Reviewing community data provides a broader range of information to make more informed decisions regarding the interventions and supports that need to be put into place for all students.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff receive professional development to understand and interpret data from one another's systems.</i></p>
	<p><i>Community data, from a variety of settings, are presented, reviewed, and analyzed at Tier I team meetings.</i></p>

Directions: Please list at least 2 action statements for 1.12 Discipline Data

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Evaluation</b>	<p><b><u>1.13 Data-based Decision Making:</u></b> Tier I team review and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.</p>
	<p><b><u>PBIS Big Idea</u></b> Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.</p> <p><b><u>ISF Big Idea:</u></b> Community data is included and reviewed.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff receive professional development to understand and interpret data from one another's systems.</i></p>
	<p><i>Community data, from a variety of settings, are presented, reviewed, and analyzed at Tier I team meetings.</i></p>

Directions: Please list at least 2 action statements for 1.13 Data-based Decision Making

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<b>Evaluation</b>	<p><b><u>1.14 Fidelity Data:</u></b> Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</p>
	<p><b><u>PBIS Big Idea</u></b> Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation.</p> <p><b><u>ISF Big Idea:</u></b> Universal school-wide interventions delivered follow an evidence based protocol to fidelity, and are selected based on assessment of the needs of students.</p>
<i>ISF Enhancements</i>	<p><i>Interventions selected based on an identified need (data) are put into place school-wide. Tier I team is responsible for ensuring fidelity and integrity of intervention through a written protocol.</i></p>

Directions: Please list at least 2 action statements for 1.14 Fidelity Data

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
<p><b>Evaluation</b></p>	<p><b><u>1.15 Annual Evaluation:</u></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, district) in a usable format.</p>
	<p><b><u>PBIS Big Idea:</u></b> Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.</p> <p><b><u>ISF Big Idea:</u></b> Community partners who are part of the child serving system, are accountable to the school, families, and stakeholders and have an obligation to report on the fidelity and effectiveness of their implementation of practices.</p>
<p><i>ISF Enhancements</i></p>	<p><i>Families and community employed stakeholders actively participate in the evaluation, review of data, and action planning.</i></p>

Directions: Please list at least 2 action statements for 1.15 Annual Evaluation

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Teams</b>	<p><b><u>2.1 Team Composition:</u></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.</p>
	<p><b><u>PBIS Big Idea:</u></b> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p><b><u>ISF Big Idea:</u></b> Community partners are familiar with operations of school and work together with educators to promote healthy social emotional functioning for ALL students.</p>
<i>ISF Enhancements</i>	<p><i>ISF Tier II teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.</i></p>
	<p><i>Resource Mapping of current practices, programs, initiatives includes current and potential collaborations and partnerships with community programs/initiatives (e.g., girls and boys clubs, parks and recreation, library, local mental health).</i></p>

Directions: Please list at least 2 action statements for 2.1 Team Composition

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			



School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Teams</b>	<p><b><u>2.2 Team Operating Procedures:</u></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.</p>
	<p><b><u>PBIS Big Idea:</u></b> Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p> <p><b><u>ISF Big Idea:</u></b> Community data is reflected in action planning process. Community partners roles are clearly defined through a memorandum of understanding (MOU).</p>
<i>ISF Enhancements</i>	<p><i>Teams review community and school data. This informs the teams decisions regarding which evidence-based interventions are selected along the continuum of Tier II supports.</i></p>
	<p><i>Teams review role and utilization of school and community employed clinicians. Staff responsible for implementing Tier II interventions receives appropriate profession development to implement the intervention.</i></p>

Directions: Please list at least 2 action statements for 2.2 Team Operating Procedures

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Teams</b>	<p><b><u>2.3 Screening:</u></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>
	<p><b><u>PBIS Big Idea:</u></b> Quick access to additional supports increases the likelihood of student success.</p> <p><b><u>ISF Big Idea:</u></b> Screening for social, emotional, and behavioral concerns; both internalizing and externalizing; allows students to be identified early and linked to the appropriate intervention.</p>
<i>ISF Enhancements</i>	<p><i>Data from screening and Tier II decision rules are used to select appropriate evidence-based intervention (e.g., if a student is experiencing anxiety, the intervention Coping Cat may be selected).</i></p>

Directions: Please list at least 2 action statements for 2.3 Screening

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Teams</b>	<p><b><u>2.4 Request for Assistance:</u></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>
	<p><b><u>PBIS Big Idea:</u></b> Communicating how to refer a student for additional supports allows all staff, families, and students to understand how to get help.</p> <p><b><u>ISF Big Idea:</u></b> Promoting awareness of available interventions and their purpose (e.g., SPARKS is a group for students who have experienced trauma), as well as how to join the intervention, improves the knowledge of staff, families and students regarding how to access help.</p>
<i>ISF Enhancements</i>	
	<p><i>There are written procedures that are shared with staff, families, and students regarding how to access the continuum of interventions.</i></p>

Directions: Please list at least 2 action statements for 2.4 Request for Assistance

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Interventions</b>	<p><b><u>2.5 Options for Tier II Interventions:</u></b> Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p>
	<p><b><u>PBIS Big Idea:</u></b> Using evidence-based interventions to address student need increases the likelihood of improved outcomes.</p> <p><b><u>ISF Big Idea:</u></b> Implementing evidence-based interventions follow a protocol to fidelity and are designed to address certain behavioral health challenges.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff develop continuum of interventions that is evidence-based, matches needs in a culturally appropriate way, increases to match intensity level, and prioritizes family perspective.</i></p>

Directions: Please list at least 2 action statements for 2.5 Options for Tier II Interventions

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Interventions</b>	<p><b><u>2.6 Tier II Critical Features:</u></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>
	<p><b><u>PBIS Big Idea:</u></b> When critical features are in place, students are more likely to respond and have improved success.</p> <p><b><u>ISF Big Idea:</u></b> Critical features include mental health considerations, including both internalizing and externalizing needs.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff receive professional development regarding their role in Tier II critical features (e.g., a teacher knows what their role in Coping Cat intervention will be).</i></p>

Directions: Please list at least 2 action statements for 2.6 Tier II Critical Features

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Interventions	<p><b><u>2.7 Practices Matched to Student Need:</u></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>
	<p><b><u>PBIS Big Idea:</u></b> Interventions are selected through data-based decisions and explicit to all faculty and staff in order to appropriately address student need.</p> <p><b><u>ISF Big Idea:</u></b> Interventions are matched to how a student responds to a life event, rather than because they experienced a life event. (e.g., a student’s parents get divorced, the student is not automatically placed in an intervention for students who’s parents get divorced; rather only if the student is experiencing an adverse response to the event).</p>
ISF Enhancements	<p><i>In addition to behavioral function and contextual fit, interventions are available for social/emotional need; varying intensity of need; and involve family perspective.</i></p>

Directions: Please list at least 2 action statements for 2.7 Practices Matched to Student Need

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Interventions</b>	<p><b><u>2.8 Access to Tier I Supports:</u></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>
	<p><b><u>PBIS Big Idea:</u></b> Interventions that are layered and continuously available allow students the opportunity to receive additional teaching, practice, and acknowledgement of skills; while preventing them from being excluded from their peers.</p> <p><b><u>ISF Big Idea:</u></b> Interventions foster prosocial and coping skills, emotional regulation and management, and allow students more opportunities for success across settings.</p>
<i>ISF Enhancements</i>	<p><i>All staff, families, and students are aware of interventions, understand their role and actively participate in the intervention, and encourage the transfer of knowledge of key aspects of the intervention across home, school, and community.</i></p>

Directions: Please list at least 2 action statements for 2.8 Access to Tier I Supports

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Interventions	<p><b><u>2.9 Professional Development:</u></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>
	<p><b><u>PBIS Big Idea:</u></b> Explicit descriptions of both the referral process and implementation process for interventions ensure timely access to interventions that are more likely to be implemented with fidelity.</p> <p><b><u>ISF Big Idea:</u></b> Cross training on interventions for school employed and community employed staff allow for open communication and collaboration regarding intervention process and implementation.</p>
ISF Enhancements	<p><i>Tier II team progress monitors interventions to assess both fidelity and outcome data.</i></p>

Directions: Please list at least 2 action statements for 2.9 Professional Development

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			



School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Evaluation</b>	<p><b><u>2.10 Level of Use:</u></b> Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</p>
	<p><b><u>PBIS Big Idea:</u></b> Approximately 5-15% of students would benefit from Tier II interventions.</p> <p><b><u>ISF Big Idea:</u></b> Process includes a review of cross-system data, with the goal of students receiving early access to appropriate interventions.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff install interventions within MTSS according to data and need (e.g., if a large percentage of students within a building have experienced trauma, a trauma-informed intervention would be appropriate at Tier I vs. a smaller percentage (5-15%) of students, who might receive a targeted intervention within the Tier II continuum).</i></p>

Directions: Please list at least 2 action statements for 2.10 Level of Use

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<p><b>Evaluation</b></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>
	<p><b>PBIS Big Idea:</b> Making decisions based on data allow the Tier II team to efficiently and effectively monitor intervention fidelity and student outcomes.</p> <p><b>ISF Big Idea:</b> Cross system collaboration and communication enhances student performance data.</p>
<p><i>ISF Enhancements</i></p>	<p><i>School employed and community employed staff receive adequate training, coaching, and technical assistance in the implementation of evidence-based interventions.</i></p>
	<p><i>Barriers to intervention success (e.g., that a student was present to receive access to the intervention) are reviewed and discussed.</i></p>

Directions: Please list at least 2 action statements for 2.11 Student Performance Data

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Evaluation</b>	<p><b><u>2.12 Fidelity Data:</u></b> Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.</p>
	<p><b><u>PBIS Big Idea:</u></b> Teams assess fidelity of implementation of the core components of each intervention in order to eliminate barriers and increase the likelihood of positive student outcomes.</p> <p><b><u>ISF Big Idea:</u></b> Evidence-based interventions are selected based on assessment of need.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff receive adequate training, coaching, and technical assistance in the implementation of evidence-based interventions.</i></p>
	<p><i>Barriers to intervention success (e.g., that a student was present to receive access to the intervention) are reviewed and discussed.</i></p>

Directions: Please list at least 2 action statements for 2.12 Fidelity Data

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
<b>Evaluation</b>	<p><b><u>2.13 Annual Evaluation:</u></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.</p>
	<p><b><u>PBIS Big Idea:</u></b> Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.</p> <p><b><u>ISF Big Idea:</u></b> Community partners who are part of the child serving system, are accountable to the school, families, and stakeholders and have an obligation to report on the fidelity and effectiveness of their implementation of practices.</p>
<i>ISF Enhancements</i>	<p><i>Families and community employed stakeholders actively participate in the evaluation, review of data, and action planning.</i></p>

Directions: Please list at least 2 action statements for 2.13 Annual Evaluation

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Teams</b>	<p><b>3.1 Team Composition:</b> Tier III systems planning team (or combined Tier II/II team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p>
	<p><b>PBIS Big Idea:</b> Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.</p> <p><b>ISF Big Idea:</b> Community partners are familiar with operations of school and work together with educators to promote healthy social emotional functioning for ALL students.</p>
<i>ISF Enhancements</i>	<p><i>ISF Tier III teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.</i></p>

Directions: Please list at least 2 action statements for 3.1 Team Composition

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Teams</b>	<p><b><u>3.2 Team Operating Procedures:</u></b> Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting notes, and (d) a current action plan.</p>
	<p><b><u>PBIS Big Idea:</u></b> Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.</p> <p><b><u>ISF Big Idea:</u></b> Community data is reflected in action planning process. Community partners roles are clearly defined through a MOU.</p>
<i>ISF Enhancements</i>	<p><i>Teams review community and school data. This informs the teams decisions regarding which students would benefit from individual student teams.</i></p>
	<p><i>Teams review role and utilization of school and community employed clinicians. Staff responsible for implementing individualized Tier III interventions have the credentials, expertise, skill sets needed, and/or receive appropriate professional development.</i></p>

Directions: Please list at least 2 action statements for 3.2 Team Operating Procedures

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<p style="text-align: center;"><b>Teams</b></p>	<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 nomination) to identify students who require Tier III supports.</p>
	<p><b>PBIS Big Idea:</b> Quick access to additional supports increases the likelihood of student success.</p> <p><b>ISF Big Idea:</b> Comprehensive bio-psycho-social assessment, complete with functional assessment are included for individual student interventions.</p>
<p style="text-align: center;"><i>ISF Enhancements</i></p>	<p><i>School employed and community employed staff work with student/family voice and choice to develop one comprehensive plan based on data and comprehensive assessment.</i></p>

Directions: Please list at least 2 action statements for 3.3 Screening

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Teams</b>	<p><b><u>3.4 Student Support Team:</u></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.</p>
	<p><b><u>PBIS Big Idea:</u></b> A multi-disciplinary approach guided by student and family input and approval is more likely to result in a plan that all will buy-into, actively participate, and increase the likelihood of successful outcomes.</p> <p><b><u>ISF Big Idea:</u></b> Having one comprehensive plan that represents input from all stakeholders ensures ease of understanding; increases communication and collaboration; and improves the efficiency and effectiveness of the plan.</p>
<i>ISF Enhancements</i>	<p><i>Student support teams include both natural and professional (child serving systems such as child welfare or juvenile justice) support partners who are agreed upon by the student/family.</i></p>

Directions: Please list at least 2 action statements for 3.4 Student Support Team

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			



School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Resources</b>	<p><b><u>3.5 Staffing:</u></b> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.</p>
	<p><b><u>PBIS Big Idea:</u></b> Adequate resources need to be allocated in order to ensure interventions are put into place with fidelity.</p> <p><b><u>ISF Big Idea:</u></b> Community providers ensure adequate staff is available to deliver individualized interventions with fidelity.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed clinicians have adequate FTE to deliver evidence-based interventions.</i></p>
	<p><i>School employed and community employed clinicians have job descriptions that indicate their involvement and participation in Tier III interventions, including conducting function based assessments, developing and implementing behavior support plans, and facilitating individualized interventions (e.g., person center planning, wraparound, RENEW).</i></p>

Directions: Please list at least 2 action statements for 3.5 Staffing

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Resources</b>	<p><b><u>3.6 Student/Family/Community Involvement:</u></b> Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.</p>
	<p><b><u>PBIS Big Idea:</u></b> Individual student support plans require a multi-disciplinary approach that spans home, school, and community.</p> <p><b><u>ISF Big Idea:</u></b> Community partners have established meaningful collaborative relationships with school district and buildings and have a MOU to provide additional resources and interventions as needed.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff work collaboratively with students/families and other natural and community supports to provide adequate resources and interventions across home, school, and community.</i></p>

Directions: Please list at least 2 action statements for 3.6 Student/Family/Community Involvement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Resources</b>	<p><b><u>3.7 Professional Development:</u></b> A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.</p>
	<p><b><u>PBIS Big Idea:</u></b> Explicit descriptions and professional development ensure a more accurate assessment and that behavior support plans will be implemented with fidelity.</p> <p><b><u>ISF Big Idea:</u></b> Cross training with community employed and school employed staff assists everyone in being confident and competent to deliver interventions.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff agree to the use of the same format/type of FBA/BIP.</i></p>

Directions: Please list at least 2 action statements for 3.7 Professional Development

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Support Plans</b>	<p><b><u>3.8 Quality of Life Indicators:</u></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>
	<p><b><u>PBIS Big Idea:</u></b> Having a strength based approach with student/family voice and choice encourages a positive and proactive support plan.</p> <p><b><u>ISF Big Idea:</u></b> Involving community partners encourages inclusion of goals across home, school, and community.</p>
<i>ISF Enhancements</i>	<p><i>School, community partners, and natural supports work with the student/family to identify strengths and needs across life domains and settings.</i></p>

Directions: Please list at least 2 action statements for 3.8 Quality of Life Indicators

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<p><b>Support Plans</b></p>	<p><b><u>3.9 Academic, Social, and Physical Indicators:</u></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 domains where relevant.</p>
	<p><b><u>PBIS Big Idea:</u></b> Using comprehensive data across domains allows the individual student team to develop measurable goals.</p> <p><b><u>ISF Big Idea:</u></b> Community partners can provide important data for assessment that might not have been previously available to school partners.</p>
<p><i>ISF Enhancements</i></p>	

Directions: Please list at least 2 action statements for 3.9 Academic, Social, and Physical Indicators

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Support Plans</b>	<p><b><u>3.10 Hypothesis Statement:</u></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>
	<p><b><u>PBIS Big Idea:</u></b></p> <p><b><u>ISF Big Idea:</u></b></p>
<i>ISF Enhancements</i>	

Directions: Please list at least 2 action statements for 3.10 Hypothesis Statement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<p><b>Support Plans</b></p>	<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>
	<p><b>PBIS Big Idea:</b></p> <p><b>ISF Big Idea:</b></p>
<p><i>ISF Enhancements</i></p>	

Directions: Please list at least 2 action statements for 3.11 Comprehensive Support

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<p><b>Support Plans</b></p>	<p><b><u>3.12 Formal and Natural Supports:</u></b>                      Behavior support plan(s) requiring extensive and coordinated support (e.g., person center planning, wraparound, RENEW) documents quality of life strengths and need to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.</p>
	<p><b><u>PBIS Big Idea:</u></b></p> <p><b><u>ISF Big Idea:</u></b></p>
<p><i>ISF Enhancements</i></p>	

Directions: Please list at least 2 action statements for 3.12 Formal and Natural Supports

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			



School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Support Plans</b>	<p><b><u>3.13 Access to Tier I and Tier II Supports:</u></b> Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.</p>
	<p><b><u>PBIS Big Idea:</u></b> Interventions that are layered and continuously available allow students the opportunity to receive additional teaching, practice, and acknowledgement of skills; while preventing them from being excluded from their peers.</p> <p><b><u>ISF Big Idea:</u></b> Interventions foster prosocial and coping skills, emotional regulation and management, and allow students more opportunities for success across domain.</p>
<i>ISF Enhancements</i>	<p><i>All staff, families, and students are aware of interventions, understand their role and actively participate in the intervention, and encourage the transfer of knowledge of key aspects of the intervention across home, school, and community.</i></p>

Directions: Please list at least 2 action statements for 3.13 Access to Tier I and Tier II Supports

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Evaluation</b>	<p><b><u>3.14 Data System:</u></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.</p>
	<p><b><u>PBIS Big Idea:</u></b> Sharing data with staff increases staff buy-in and leads to their willingness to participate in interventions when appropriate.</p> <p><b><u>ISF Big Idea:</u></b> Sharing data with community partners increases buy-in and leads to their willingness to participate in interventions when appropriate.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed staff review data from interventions both for fidelity and impact. This review informs decisions regarding changes in the goals or plan.</i></p>

Directions: Please list at least 2 action statements for 3.14 Data System

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<p><b>Evaluation</b></p>	<p><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.</p>
	<p><b>PBIS Big Idea:</b> Making decisions based on data allow the Tier III team to efficiently and effectively monitor intervention fidelity and student outcomes.</p> <p><b>ISF Big Idea:</b> Cross system collaboration and communication enhances student performance data.</p>
<p><i>ISF Enhancements</i></p>	<p><i>School employed and community employed staff receive adequate training, coaching, and technical assistance in the implementation of individual student interventions.</i></p>
	<p><i>Barriers to intervention success (e.g., that a student was present to receive access to the intervention) are reviewed and discussed.</i></p>

Directions: Please list at least 2 action statements for 3.15 Data-Based Decision Making

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Evaluation</b>	<p><b><u>3.16 Level of Use:</u></b> Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.</p>
	<p><b><u>PBIS Big Idea:</u></b> Approximately 1-5% of students would benefit from Tier III interventions.</p> <p><b><u>ISF Big Idea:</u></b> The process includes a review of cross-system data, with the goal of connecting those students with the greatest need and/or risk to individual support teams.</p>
<i>ISF Enhancements</i>	<p><i>School employed and community employed clinicians have dedicated time and resources to assess individual students and provide individual interventions according to data and need.</i></p>

Directions: Please list at least 2 action statements for 3.16 Level of Use

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School:

Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
<b>Evaluation</b>	<p><b><u>3.17 Annual Evaluation:</u></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.</p>
	<p><b><u>PBIS Big Idea:</u></b> Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.</p> <p><b><u>ISF Big Idea:</u></b> Community partners who are part of the child serving system, are accountable to the school, families, and stakeholders and have an obligation to report on the fidelity and effectiveness of their implementation of interventions.</p>
<i>ISF Enhancements</i>	<p><i>Families and community employed stakeholders actively participate in the evaluation, review of data, and action planning.</i></p>

Directions: Please list at least 2 action statements for 3.17 Annual Evaluation

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			