## Tiered Fidelity Inventory: Tier 3 Table

| Feature | Possible Data/Evidence Sources | Scoring Criteria (2=Fully implemented; 1=Partially implemented; 0=Not implemented) |
|---|---|---|
| **Teams** | | |
| **3.1** **Team Composition:** <br><br> Team includes individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs. | • School organizational chart <br><br> • Tier 3 team meeting minutes | **2** = Tier 3 team has a coordinator and all 5 functions, AND attendance of these members is at or above 80% <br><br> **1** = Tier 3 team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings <br><br> **0** = Tier 3 team does not include a trained systems coordinator or all 5 identified functions |
| **3.2** **Team Operating Procedures:** <br><br> Team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles and (d) a current action plan. | • Tier 3 team meeting agendas and minutes <br><br> • Tier 3 meeting roles descriptions <br><br> • Tier 3 action plan | **2** = Tier 3 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan <br><br> **1** = Tier 3 team has at least 2 but not all 4 features <br><br> **0** = Tier 3 team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan |
| **3.3** **Screening:** <br><br> Tier 3 team uses decision rules and data (e.g., ODRs, Tier 2 performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier 3 supports. | • School policy <br><br> • Team decision rubric <br><br> • Team meeting minutes | **2** = Written data decision rules used with multiple data sources for identifying students who qualify for Tier 3 supports, and evidence the policy/rubric includes option for teacher/family/student nominations <br><br> **1** = Informal process or one data source for identifying students who qualify for Tier 3 supports <br><br> **0** = No decision rules for identifying students who should receive Tier 3 supports |

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| 3.4 **Student Support Team:**<br><br>For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student specific support plan. | • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) | **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<br><br>**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<br><br>**0** = Individual student support teams do not exist for all students who need them |
| **Resources** | | |
| 3.5 **Staffing:**<br><br>An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier 3 supports. | • Administrative plan<br><br>• Tier 3 team meeting minutes<br><br>• FTE (i.e., paid time) allocated to Tier 3 supports | **2** = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier 3 supports<br><br>**1** = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment<br><br>**0** = Personnel are not assigned to facilitate individual student support teams |
| 3.6 **Student/Family/Community Involvement:**<br><br>Team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed. | • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) | **2** = District contact person established with external agencies, AND resources are available and documented in support plans<br><br>**1** = District contact person established with external agencies, OR resources are available and documented in support plans<br><br>**0** = District contact person not established |

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| **Support Plans** | | |
| **3.7**<br><br>**Professional Development:**<br><br>A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention. | • Professional development calendar<br><br>• Staff handbook<br><br>• Lesson plans for teacher trainings<br><br>• School policy | **2** = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention<br><br>**1** = Professional development and orientation process is informal<br><br>**0** = No process for teaching staff in place |
| **3.8**<br><br>**Quality of Life Indicators:**<br><br>Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social). | • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) | Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)<br><br>**2** = All plans document strengths and quality of life needs and related goals defined by student/family<br><br>**1** = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan<br><br>**0** = Quality of life needs/goals and strengths not defined, or there are no Tier 3 support plans |
| **3.9**<br><br>**Academic, Social, and Physical Indicators:**<br><br>Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant. | • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) | **2** = All plans include medical, mental health information, and complete academic data where appropriate<br><br>**1** = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)<br><br>**0** = Student assessment is subjective or done without formal data sources, or there are no Tier 3 support plans |

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| 3.10 | **Hypothesis Statement:**<br><br>Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context. | • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) | **2** = All plans include a hypothesis statement with all 3 components<br><br>**1** = 1 or 2 plans include a hypothesis statement with all 3 components<br><br>**0** = No plans include a hypothesis statement with all 3 components, or there are no Tier 3 support plans |
| 3.11 | **Comprehensive Support:**<br><br>Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) reactive strategies, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) an action plan for putting the support plan in place. | • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) | **2** = All plans include all 7 core support plan features<br><br>**1** = 1 or 2 plans include all 7 core support plan features<br><br>**0** = No plans include all 7 core support plan features, or there are no Tier 3 support plans |
| 3.12 | **Formal and Informal/Natural Supports:**<br><br>Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound) documents quality of life strengths and needs to be completed by formal/professional (e.g., school/district personnel) and natural/informal? (e.g., family, friends) supporters. | • At least one Tier 3 behavior support plan requiring extensive support | **2** = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports<br><br>**1** = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports<br><br>**0** = Plan does not include specific actions, or there are no plans with extensive support |

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| 3.13 | **Access to Tier 1 and Tier 2 Supports:**<br><br>Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports. | • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) | **2** = Tier 3 supports include full access to any appropriate Tier 1 and Tier 2 supports and document how access will occur<br><br>**1** = Individual supports include some access to Tier 1 and/or Tier 2 supports<br><br>**0** = Individual student support plans do not mention Tier 1 and/or Tier 2 supports, or there are no Tier 3 support plans |
| **Evaluation** | | |
| 3.14 | **Data System:**<br><br>Aggregated (i.e., overall school-level) Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes. | • Reports to staff<br><br>• Staff meeting minutes<br><br>• Staff report/survey | **2** = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans<br><br>**1** = Data are collected on outcomes and/or fidelity but not reported monthly<br><br>**0** = No quantifiable data |
| 3.15 | **Data-based Decision Making:**<br><br>Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes. | • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) | **2** = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making<br><br>**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<br><br>**0** = Student individual support teams do not review plans or use data |

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| 3.16 | **Level of Use Team:**<br><br>Follows written process to track proportion of students participating in Tier 3 supports, and ensures access is proportionate. | • Student progress data<br><br>• Tier 3 team meeting minutes | **2** = All students requiring Tier 3 supports (and at least 1% of students) have plans<br><br>**1** = Fewer than 1% of students have Tier 3 plans<br><br>**0** = School does not track proportion or no students have Tier 3 plans |
| 3.17 | **Annual Evaluation:**<br><br>At least annually, the Tier 3 systems team assesses the extent to which Tier 3 supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning. | • Tier 3 team meeting minutes<br><br>• Tier 3 team action plan<br><br>• Team member verbal reports | **2** = Written documentation of an annual review of Tier 3 supports, with specific decisions related to action planning<br><br>**1** = Review is conducted but less than annually, or done without impact on action planning<br><br>**0** = No annual review |

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