

## Tier III: Intensive SWPBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<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>	<p>0 = Tier III team does not include a trained systems coordinator or all 5 identified functions</p> <p>1 = Tier III team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings</p> <p>2 = Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%</p>
<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>	<p>0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier III team has at least 2 but not all 4 features</p> <p>2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

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

Feature	Possible Data Sources	Scoring Criteria
<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>	<p>0 = No decision rules for identifying students who should receive Tier III supports</p> <p>1 = Informal process or one data source for identifying students who qualify for Tier III supports</p> <p>2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations</p>
<p><b>3.4 Student Support Team:</b> For each 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>	<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>	<p>0 = Individual student support teams do not exist for all students who need them</p> <p>1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/or team membership has partial connection to strengths and needs</p> <p>2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data</p>

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Resources		
<p><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.</p>	<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>	<p>0 = Personnel are not assigned to facilitate individual student support teams</p> <p>1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment</p> <p>2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports</p>
<p><b>3.6 Student/Family/Community Involvement:</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>	<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>	<p>0 = District contact person not established</p> <p>1 = District contact person established with external agencies, OR resources are available and documented in support plans</p> <p>2 = District contact person established with external agencies, AND resources are available and documented in support plans</p>
<p><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.</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>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention</p>

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Feature	Possible Data Sources	Scoring Criteria
<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>	<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> <p>0 = Quality of life needs/goals and strengths not defined, or there are no Tier III support plans</p> <p>1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan</p> <p>2 = All plans document strengths and quality of life needs and related goals defined by student/family</p>
<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 domains 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>	<p>0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans</p> <p>1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)</p> <p>2 = All plans include medical, mental health information, and complete academic data where appropriate</p>
<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>	<p>0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans</p> <p>1 = 1 or 2 plans include a hypothesis statement with all 3 components</p> <p>2 = All plans include a hypothesis statement with all 3 components</p>

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Feature	Possible Data Sources	Scoring Criteria
<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>	<p>0 = No plans include all 7 core support plan features, or there are no Tier III support plans</p> <p>1 = 1 or 2 plans include all 7 core support plan features</p> <p>2 = All plans include all 7 core support plan features</p>
<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/district 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>	<p>0 = Plan does not include specific actions, or there are no plans with extensive support</p> <p>1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports</p> <p>2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports</p>
<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 Tier 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>	<p>0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans</p> <p>1 = Individual supports include some access to Tier I and/or Tier II supports</p> <p>2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur</p>

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Feature	Possible Data Sources	Scoring Criteria
<b>Subscale: Evaluation</b>		
<p><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.</p>	<ul style="list-style-type: none"> <li>• Reports to staff</li> <li>• Staff meeting minutes</li> <li>• Staff report</li> </ul>	<p>0 = No quantifiable data</p> <p>1 = Data are collected on outcomes and/or fidelity but not reported monthly</p> <p>2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans</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>	<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>	<p>0 = Student individual support teams do not review plans or use data</p> <p>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</p> <p>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</p>
<p><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.</p>	<ul style="list-style-type: none"> <li>• Student progress data</li> <li>• Tier III team meeting minutes</li> </ul>	<p>0 = School does not track proportion or no students have Tier III plans</p> <p>1 = Fewer than 1% of students have Tier III plans</p> <p>2 = All students requiring Tier III supports (and at least 1% of students) have plans</p>

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Feature	Possible Data Sources	Scoring Criteria
<p><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.</p>	<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>	<p>0 = No annual review</p> <p>1 = Review is conducted but less than annually, or done without impact on action planning</p> <p>2 = Written documentation of an annual review of Tier III supports, with specific decisions related to action planning</p>

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