



TIER III Tiered Fidelity Inventory (TFI) Scoring Rubric

School/District _____ Date _____ TFI Total Score ___/34

Reviewer Name _____ Date of Review _____ Reviewer Total Score ___/34

TFI Item/Feature	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p>3.1 Team Composition</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of PBIS team members includes: <ul style="list-style-type: none"> <input type="checkbox"/> Administrative authority <input type="checkbox"/> Tier III Systems coordinator/lead staff <input type="checkbox"/> Knowledge of students <input type="checkbox"/> Knowledge about operation of school across grade levels and programs <input type="checkbox"/> Attendance at meetings of all members is at or above 80% 	<p>Tier III team has a coordinator and all identified roles are represented</p> <p style="text-align: center;">AND</p> <p>Attendance at meetings of all members is at or above 80%</p>	<p>All identified roles are not represented</p> <p style="text-align: center;">AND/OR</p> <p>Attendance at meetings of all members is less than 80% of the time</p>	<p>Team does not include 1.) a Tier III systems coordinator, a) applied behavioral expertise, b) administrative authority c) multi agency supports d) knowledge of students e) knowledge about school operations across grade levels and programs</p>	<ul style="list-style-type: none"> • School organizational chart • Tier III team meeting minutes • List of team members and roles • Sign-in sheets • PBIS Handbook 	
<p>Notes:</p>					



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<p>3.2 Team Operating Procedure</p> <p><input type="checkbox"/> Tier III team meets at least monthly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular meeting format/agenda <input type="checkbox"/> Minutes <input type="checkbox"/> Participant roles are clearly defined (facilitator, recorder, timekeeper, data manager, monitor) <input type="checkbox"/> Action plan current to the school year 	<p>Tier III Team meets at least monthly uses regular meeting format/agenda, minutes, has defined roles</p> <p style="text-align: center;">AND</p> <p>has a current action plan</p>	<p>Team III has at least 2 of the 4 features are in place</p>	<p>Team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p>	<ul style="list-style-type: none"> • Sign-in sheets • Team agenda • Meeting roles descriptions • Tier III Meeting minutes • Participant roles • Tier III Action Plan • PBIS Handbook 	
<p>Notes:</p>					



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<p>3.3 Screening</p> <p>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>	<p>Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports AND</p> <p>Evidence the policy/rubric includes option for teacher/student/family nominations</p>	<p>Informal Process Used OR</p> <p>only one data source for identifying students who qualify for Tier III supports</p>	<p>No specific rules for identifying students who qualify for Tier III supports.</p>	<ul style="list-style-type: none"> • Multiple data sources used (ODR's, time out of instruction, attendance, and academic performance). • Team decision rubric/flow chart • Tier III Team meeting minutes • PBIS Handbook • School Policy • Family Contact Log 	
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<p>3.4 Student Support Team</p> <p>❑ 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"> • Individual student support teams exist, are uniquely designed with active input from student/family • There is a clear link of team membership to student strengths and needs <p style="text-align: center;">AND</p> <p>Team meets regularly to review progress data</p>	<ul style="list-style-type: none"> • 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>Individual student support teams do not exist for all students who need them</p>	<ul style="list-style-type: none"> • Three randomly selected student behavior support plans created in the last 12 months • Complete Appendix C - TFI Tier III student Support Plan Worksheet 	
<p>Notes:</p>					



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3.5 Staffing <input type="checkbox"/> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III	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 are not at least 1% of enrollment	Personnel are not assigned to facilitate individual student support teams	<ul style="list-style-type: none"> Administrative Plan Tier III Meeting Minutes FTE (i.e paid time) allocated to Tier III supports 	
Notes:					
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3.6 Student/Family/Community Involvement <input type="checkbox"/> 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	<ul style="list-style-type: none"> District contact person established with external agencies, AND Resources are available and documented in support plans 	District contact person established with external agencies, OR resources are available and documented in support plans	District contact person not established	<ul style="list-style-type: none"> Three randomly selected student behavior support plans created in the last 12 months Complete Appendix C - TFI Tier III student Support Plan Worksheet 	
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3.7 Professional Development <input type="checkbox"/> A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	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	<ul style="list-style-type: none"> Professional Development calendar Staff Handbook Lesson Plans for teacher trainings School Policy 	
Notes:					
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3.8 Quality of Life Indicators <input type="checkbox"/> 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)	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 are not defined, or there are no Tier III support plans	<ul style="list-style-type: none"> Three randomly selected student behavior support plans created in the last 12 months Completed Appendix C - TFI Tier III student Support Plan Worksheet 	
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<p>3.9 Academic, Social, and Physical Indicators</p> <p>▶▶ 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>	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	<ul style="list-style-type: none"> Three randomly selected student behavior support plans created in the last 12 months Completed Appendix C - TFI Tier III student Support Plan Worksheet 	
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<p>3.10 Hypothesis Statement</p> <p>▶▶ 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>	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	<ul style="list-style-type: none"> Three randomly selected student behavior support plans created in the last 12 months Completed Appendix C - TFI Tier III student Support Plan Worksheet 	
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<p>3.11 Comprehensive Support</p> <p>▶▶ 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 systemic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place</p>	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	<ul style="list-style-type: none"> Three randomly selected student behavior support plans created in the last 12 months Completed Appendix C - TFI Tier III student Support Plan Worksheet 	
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<p>3.12 Formal and Natural Supports</p> <p>▶▶ Behavior support plans(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>	Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports	Plans include 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	At least one Tier III behavior support plan requiring extensive support (see TFI Tier III support plan worksheet)	
Notes:					



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<p>3.13 Access to Tier I and Tier II Supports</p> <p>▶ Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports</p>	<p>Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur</p>	<p>Individual Supports include some access to Tier I and/or Tier II supports</p>	<p>Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans</p>	<ul style="list-style-type: none"> • Three randomly selected student behavior support plans created in the last 12 months Completed • Appendix C - TFI Tier III student Support Plan Worksheet 	
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<p>3.14 Data System</p> <p>▶ 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 student outcomes.</p>	<ul style="list-style-type: none"> • Data are collected on student outcomes And fidelity • Data is reported to staff at least monthly for all plans 	<p>Data are collected on outcomes and/or fidelity but not reported monthly</p>	<p>No quantifiable data</p>	<ul style="list-style-type: none"> • Reports to staff • Staff meeting minutes • Staff Reports 	
Notes:					



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<p>3.15 Data Based Decision Making</p> <p>▶▶ 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 behavioral outcomes</p>	Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcome 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	<ul style="list-style-type: none"> • Three randomly selected student behavior support plans created in the last 12 months Completed • Appendix C - TFI Tier III student Support Plan Worksheet 	
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<p>3.16 Level of Use</p> <p>▶▶ Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate</p>	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	<ul style="list-style-type: none"> • Student progress data • Tier III team meeting minutes 	
Notes:					
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<p>3.17 Annual Evaluation</p> <p>☐ 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>Written documentation of an annual review of Tier III supports, with specific decisions related to action planning</p>	<p>Review is conducted but less annually, or done without impact on action planning</p>	<p>No annual review</p>	<ul style="list-style-type: none"> • Tier III team meeting minutes • Tier III team action plan • Team member verbal reports 	
<p>Notes:</p>					