

**TFI Item**  
**Tier III**

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### 3.1 Team Composition

- List of team members
- Coordinator
- Knowledge/expertise
  - Applied behavioral expertise
  - Administrative authority
  - Multi-agency supports
  - Knowledge about students
  - Knowledge of school operations

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### Possible Supporting Evidence

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- School organizational chart
- Tier III team meeting minutes**
- Other:

**TFI Item**  
**Tier III**

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### **3.2 Team Operating Procedures**

- Meets at least monthly
  - Agendas (consistent format)
  - Meeting minutes
  - Participants roles defined (coordinator, admin authority, behavior expertise)
  - Meeting roles are defined (facilitator, recorder, time keeper, etc.)
  - Action Plan (disseminate to staff)
- \*Action plan is student centered)
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### **Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Tier III team meeting agendas and minutes**
- Tier III meeting roles descriptions
- Tier III action plan**
- Other:

**TFI Item**  
**Tier III**

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### 3.3 Screening

- Written policy for screening students exists
  - Timely selection process
  - Decision rules
  - Nomination process in place
- Multiple data sources for identifying students
  - ODR's, academics, attendance, teacher/family nominations, screening tools, etc.)
- Process for notifying families

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### Possible Supporting Evidence

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- School policy
- Team decision rubric**
- Team meeting minutes
- Other:

**TFI Item**  
**Tier III**

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### 3.4 Student Support Team

- Individual student support teams
  - Unique to student
  - Input and approval from student and family
- Student behavior Support Plan in place and reviewed regularly
  - Plan is monitored and adapt to the specific student's needs

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### Possible Supporting Evidence

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Three randomly selected Tier III student behavior support plans in the last 12 months (see TFI Tier III Support Plan Worksheet)**
- Other:

**TFI Item**  
**Tier III**

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**3.5 Staffing**

- Administrative plan in place to ensure staff is assigned to facilitate plans

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Administrative plan**
- Tier III team meeting minutes
- FTE (i.e., paid time) allocated to Tier III supports**
- Other:

**TFI Item**  
**Tier III**

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**3.6 Student/Family/Community Involvement**

- District contact person(s) has access to external support agencies
  - Support resources
    - Planning and implementing non-school based interventions
    - Documentation of those supports in plan
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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Three randomly selected Tier III student behavior support plans in the last 12 months (see TFI Tier III Support Plan Worksheet)**
- Other:

**TFI Item**  
**Tier III**

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### 3.7 Professional Development

- Written process for teaching/coaching relevant staff in intervention delivery
  - Request for assistance process
  - Using progress report as an instructional prompt
  - Delivering feedback
  - Monitoring student progress
    - Function of behavior
    - Function-based intervention
- Lesson plans for teaching trainings

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### Possible Supporting Evidence

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Professional development calendar**
- Staff handbook**
- Lesson plans for teacher training**
- School policy
- Other:

**TFI Item**  
**Tier III**

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### 3.8 Quality of Life Indicators

- Assessment includes student strengths and preferences
  - To meet their stated needs across life domains.
  - Academics
  - Health
  - Career
  - Social

\*All plans clearly document strengths and quality of life needs and related goals defined by student/family

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#### **Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)**
- Other:



**TFI Item**  
**Tier III**

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**3.9 Academic, Social and Physical Indicators**

- System to collect and organize intervention outcome data across all life domains
  - Academics
  - Medical
  - Behavioral
    - Attendance
    - Functional behavioral assessment
    - Suspension/expulsion

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)**
- Other:

**TFI Item**  
**Tier III**

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### **3.10 Hypothesis Statement**

- Plan includes a hypothesis statement that includes
  - Operational description of problem behavior
  - Identification of context where problem behavior is most likely
  - Maintaining reinforcers

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### **Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)**
- Other:

**TFI Item**  
**Tier III**

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### **3.11 Comprehensive Supports**

- All plans include all 7 components
  - Prevention strategies
  - Teaching strategies
  - Strategies for removing rewards for problem behavior
  - Specific rewards for desired behavior
  - Safety elements
  - Systematic process for assessing fidelity and impact
  - Action plan

\*Linked to Action Plan

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### **Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)**
- Other:

**TFI Item**  
**Tier III**

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**3.12 Formal and Natural Supports**

- Plan includes specific actions, linked logically to the quality of life needs and they include natural supports
  - Person centered planning
  - Documents quality of life strengths
  - Includes family and friends

\*Linked to Action Plan

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- At least one Tier III behavior support plan requiring extensive support (see GRI Tier III Support Plan Worksheet)**
- Other:

**TFI Item**  
**Tier III**

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**3.13 Access to Tier I and Tier II Supports**

- Evidence that students that are receiving Tier III supports have access to Tier I and Tier II supports
  - Directly aligned to Support plan
  - Strategies for removing rewards for problem behavior
  - Specific rewards for desired behavior
  - Safety elements
  - Systematic process for assessing fidelity and impact

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)**
- Other:

**TFI Item**  
**Tier III**

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### **3.14 Data System**

- Data are collected on student outcomes
- Data is summarized and analyzed
- Data is reported monthly as it aligns to the fidelity of support plan implementation
- Focus on student outcomes

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### **Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Reports to staff**
- Staff meeting minutes
- Staff reports
- Other:

**TFI Item**  
**Tier III**

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### 3.15 Data-Based Decision Making

- Student Support Team meets monthly and
  - Monitors data
    - Fidelity data
    - Outcome data

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#### **Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)**
- Other:

**TFI Item**  
**Tier III**

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**3.16 Level of Use**

- Team follows written process to track proportion of students participating in Tier II supports
  - Student progress data
  - Evidence of Support Plans
  - Evaluates their team progress

**3.16 Level of Use**

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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Student progress data**
- Tier III team meeting minutes
- Other:



**TFI Item**  
**Tier III**

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**3.17 Annual Evaluation**

- At least annually, Tier III systems team assesses the extent to which Tier III supports are meeting the needs of the students, families, and school personnel; and evaluations are used to guide action planning
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**Possible Supporting Evidence**

**BOLD ITEMS ARE HIGHLY RECOMMENDED (please check)**

- Tier III team meeting minutes
- Tier III team action plan
- Team member verbal reports
- Other: