SWPBIS
Tiered Fidelity Inventory
Snapshots

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REACH MS Staff

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REACH MS’s School-wide Positive Behavior Interventions and Supports model is based on OSEP’s Technical Assistance Center on Positive Behavior Interventions and Supports.

Tier 1 Snapshots modified from the Maryland PBIS Project.

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www.usm.edu/reachms
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Implementation Snapshots: Tier 1

Tier 1 interventions are quality instruction which describes the school-wide efforts and practices that are available to all students; including universal screening of behavior, classroom and behavior management and systems of behavioral support at the school and district level.
Implementation Snapshots will be used during the implementation of SWPBIS in order to clearly define each critical element and the research that supports use and potential benefits to overall school climate. PBIS Team members should attend a Tier 1 SWPBIS training in order to learn how to implement each critical element of SWPBIS. Roles of each participant supporting implementation of the critical element are clearly described and included on the respective snapshots to ensure clear expectations. Administrators are expected to play an active role. Tier 1 Systems Coordinators are expected to guide the process, communicate with the district coordinator, and share implementation products/examples/resources as needed. Teams will walk away from the training with an action plan that will help guide implementation efforts.

**Tiered Fidelity Inventory (TFI):**
The purpose of the SWPBIS Tiered Fidelity Inventory is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports through all three tiers. The TFI for each tier may be used individually or in combination to assess the extent to which core features are in place. School teams should utilize the TFI as a progress monitoring tool in order to guide the initial and sustained implementation of SWPBIS. [https://www.pbis.org/.../D13_UsingTieredFidelityInventory.pptx](https://www.pbis.org/.../D13_UsingTieredFidelityInventory.pptx)

**Implementation Products and Outcomes:**
- Teams will develop products for each core feature
- Explicit documentation of the implementation effort is essential to sustain the effort and will be maintained in the school PBIS Product Book

**Research:**
A list of references including books and journal articles or specific research summaries will be listed to provide recommended readings for all key stakeholders. This will also be helpful for building a case for change at the school and district levels.

**What is it?**
Definitions and explanations of each core feature included in the TFI.

**Team Roles and Responsibilities:**
General guidelines are included here. Specific roles are defined in each snapshot.

**Role of District Coordinator (DC):**
- Familiar with training material and process
- Meet with school teams to review practice
- Review implementation outcomes and products for alignment with district strategic planning goals and social/behavioral needs

**Role of Administrator:**
- Active involvement in process (attend trainings and 90% of meetings)
- Serve as a role model for staff
- Communicate with DC who will support effort
- Share success and challenges with DC
- Include time during staff or grade level/core/department meetings to allow team to facilitate SWPBIS development
- Allocate resources (e.g., team meeting time, time for team to work with staff/students)
- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
- Review academic and social/behavioral data with school leadership teams
- Arrange for additional support as needed

**Role of Staff:**
- Participate, communicate and follow through with agreements

**Role of Student, Family and Community**
- Participate in school events throughout the year
- Provide feedback to leadership team

**Role of Tier 1 Systems Coordinator:**
- Attend team training with team
- Facilitate team action planning
- Communicate with administrator for necessary resources
- Review BoQ and relevant training tools to ensure fidelity
- Share implementation products and outcomes with DC
- Attend additional REACH MS trainings or meetings
- Visit other schools implementing SW-PBIS

**Role of Team:**
- Attend all training days, bring discipline and academic data, have awareness of staff concerns and needs
- Attend team training and follow up with action planning after training
- Review data and information from considerations provided with training
- With administrative support, draft action plan for implementing TFI

**Role of Staff:**
- Participate, communicate and follow through with agreements

**Role of Student, Family and Community**
- Participate in school events throughout the year
- Provide feedback to leadership team
**Snapshot: Teams**

**Tiered Fidelity Inventory (TFI):**

1. Tier I team includes a Tier 1 systems coordinator, 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 operations of school across grade levels/programs
   e.) student representative (for high schools)

1.2 Tier I team meets at least monthly and has:
   a.) regular meeting format/agenda
   b.) minutes
   c.) defined meeting roles
   d.) a current action plan

**Implementation Products and Outcomes:**

- Complete team roles and responsibilities
- All team members have 80% attendance at scheduled team meetings
- Uses a Problem Solving Model and Agenda
- Identifies meeting schedule and meeting times on school calendar
- Complete minutes for each monthly meeting and distributes to team members
- Complete action plan based on most recently completed TFI

**What is it?**
The Leadership team is a group of representative stakeholders (administrator, general and special education teachers, school support staff, families, students, etc.) who develop an annual action plan that drives the implementation of the TFI. This team meets at least monthly, reviews data, provides summaries to staff and responds to feedback to guide and improve process.

**Research:**
The research supports the use of problem solving teams to guide implementation


**Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Provide resources for teams to attend trainings and support school staff with district professional development time
- Meet with coordinators to celebrate and action plan
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

**Role of Administrator:**
- Attend and participate in all team trainings
- Empower team to lead effort
- Examine current team structures (Working Smarter)
- Study data and allow team access to data
- Identify protected team meeting times
- Provide time on school calendar for PBIS professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

**Role of Tier 1 Systems Coordinator:**
- Attend team trainings with team
- Support team action planning
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

**Role of Team:**
- Attend team training and follow up with action planning after training
- Work with coach and principal to plan professional learning for staff

**Role of Staff:**
- Provide honest feedback to leadership team
- Knowledge/awareness of behavior challenges across campus (intent for change)

**Role of Student, Family, Community**
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
### Snapshot: Behavioral Expectations

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 3-5 behavioral expectations and examples by setting/location are defined and in place</td>
<td>• Expectations and examples are posted throughout the school</td>
</tr>
<tr>
<td>• Expectations are stated in a positive manner</td>
<td>• Teaching Matrix with replacement behaviors defined based on data</td>
</tr>
<tr>
<td>• Expectations apply to all adults and students in building</td>
<td>• Classroom rules aligned with school-wide expectations</td>
</tr>
<tr>
<td>• Expectations and examples for specific settings are posted throughout the school including classrooms</td>
<td>• Documentation of staff, student, family and community input in the development of expectations</td>
</tr>
<tr>
<td>• Expectations and examples by setting are documented in a school teaching matrix</td>
<td></td>
</tr>
<tr>
<td>• Staff are involved in the development of the expectations (1.10)</td>
<td></td>
</tr>
<tr>
<td>• Students, families and community members are involved in the development of expectations (1.11)</td>
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### Research:
- A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks (Brophy, 1998).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher’s authority (Good & Brophy, 2000).
- Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards (Newcomer, 2009).

### What is it?
- Expectations are outcomes or the overarching umbrella in which all social behaviors would be included
- Examples are the specific criteria for meeting expectation outcomes
- Examples identify and define concepts of acceptable behavior
- Teaching matrix is a graphic organizer of expectations defined with examples location

### Team Roles and Responsibilities

#### Role of District Coordinator:
- Provide resources for production of teaching matrix and other visual communication tools for SW expectations (e.g., posters)
- Meet with coaches to review teaching matrices and classroom alignment
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Include time during staff/grade level/department meetings to allow coach and team to facilitate matrix development
- Include classroom alignment with school-wide expectations
- Allocate resources (e.g., team meeting time, time for team to work with staff/students, production of expectations for display around school)
- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
- Review academic and social/behavioral data with school leadership teams
- Arrange for additional support as needed

#### Role of Tier 1 System Coordinator:
- Support team action planning, provide team with sample teaching matrices
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources to create teaching matrices to display throughout school and relevant locations
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with division coordinator

#### Role of Team:
- Follow up with action planning after training
- Review information provided in training when developing teaching matrix
- Practice drafting expectations and example behaviors and review for accuracy using the Guidelines provided in training
- With Tier 1 system coordinator and administrative support, draft action plan for implementing the TFI elements that includes:
  - Time to provide professional development to staff on expectations and specific example behaviors
  - Time to facilitate staff/student input to develop teaching matrix (review sample structures to use with staff/students provided with training)
  - Time to compile student/staff input and present draft to all for review and input for final edits
- Complete teaching matrix
- Develop plan for displaying teaching matrix and/or school-wide expectations with rules/specifc behaviors in applicable locations
- Plan for including teaching matrix in school documents (e.g., family communication, student planners, school website)
- Plan for facilitating staff to align classroom rules with school-wide expectations
- Plan for ongoing review of teaching matrix to meet changing needs of school

#### Role of Staff:
- Participate in development of school-wide (SW) teaching matrix
- Elicit student input
- Align classroom rules/expectations with SW expectations and display in classroom

#### Role of Student, Family, and Community:
- Be familiar with school-wide expectations and rules by location and reinforce these outside of the school building
- Understand the process for communicating when problems do occur
- Provide feedback as necessary

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<table>
<thead>
<tr>
<th><strong>Tiered Fidelity Inventory (TFI):</strong></th>
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<tbody>
<tr>
<td>1.4 Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations</td>
</tr>
<tr>
<td>▪ Formal system with written scheduled to teach expected behaviors</td>
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<tr>
<td>▪ Lessons include examples and non-examples</td>
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<tr>
<td>▪ Lessons use a variety of teaching strategies</td>
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<tr>
<td>▪ Lessons are embedded into subject area curriculum</td>
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<tr>
<td>▪ Faculty/staff and students are involved in development &amp; delivery of lesson plans (1.10)</td>
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<tr>
<th><strong>Implementation Products and Outcomes:</strong></th>
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<tr>
<td>▪ System to support staff to teach school-wide expectations</td>
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<tr>
<td>▪ Collaboratively developed lesson plans for initial instruction, on-going booster sessions for reminding and re-teaching, embedded instruction within academic instruction</td>
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<td>▪ Professional development calendar</td>
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<tr>
<th><strong>Research:</strong></th>
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<tbody>
<tr>
<td>▪ Behaviors are prerequisites for academics</td>
</tr>
<tr>
<td>▪ Procedures and routines create structure</td>
</tr>
<tr>
<td>▪ Repetition is key to learning new skills:</td>
</tr>
<tr>
<td>For a child to learn something new, it needs to be repeated an average of 8 times</td>
</tr>
<tr>
<td>▪ For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (Harry Wong)</td>
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<tr>
<th><strong>What is it?</strong></th>
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<tbody>
<tr>
<td>▪ Lessons are developed to teach expectations and rules</td>
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<tr>
<td>▪ Lessons include examples and non-examples and a variety of instructional methods and are embedded within academic instruction</td>
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<tr>
<th><strong>Team Roles and Responsibilities</strong></th>
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<tr>
<td><strong>Role of Tier 1 Systems Coordinator:</strong></td>
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<tr>
<td>▪ Provide examples of lesson plans and lesson planning formats for specific behaviors and expectations. Resources: pbis.org; pbismaryland.org</td>
</tr>
<tr>
<td><strong>Role of District Coordinator:</strong></td>
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<tr>
<td>▪ Provide connections to community and school division resources (e.g., technology for creating school videos)</td>
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<tr>
<td><strong>Role of Administrator:</strong></td>
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<tr>
<td>▪ Include time during staff or grade level/core/department meetings to allow coach and team to facilitate the development and teaching</td>
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<tr>
<td>▪ Include lesson plans as part of “look for” on walk through</td>
</tr>
<tr>
<td>▪ Allocate resources (e.g., team meeting time, time for team to work with staff/students)</td>
</tr>
<tr>
<td>▪ Arrange for time to teach expectations to ALL students, school-wide</td>
</tr>
<tr>
<td>▪ Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs</td>
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<tr>
<td>▪ Review academic and social/behavioral data with school leadership teams</td>
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<tr>
<th><strong>Role of Team:</strong></th>
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<tbody>
<tr>
<td>▪ Review sample lesson plans and lesson planning formats for best contextual fit for your school</td>
</tr>
<tr>
<td>▪ With coach and administrative support, draft action plan to provide initial instruction, on-going instruction, and opportunities/examples of embedding within academic curriculum</td>
</tr>
<tr>
<td>▪ Develop a schedule for initial, on-going, and embedded instruction to teach expectations</td>
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<tr>
<td>▪ Plan for ways to teach students and adults new to the building (e.g. video models)</td>
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<th><strong>Role of Staff:</strong></th>
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<tr>
<td>▪ Participate in staff development to learn about developing lesson plans for teaching expectations and rules</td>
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<tr>
<td>▪ Contribute to developing lesson plans</td>
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<tr>
<td>▪ Commit to teaching expectations to ALL students</td>
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<tr>
<td>▪ Serve as a model to demonstrate expectations</td>
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<tr>
<td>▪ Working with colleagues during grade level/core/department meetings or other times to identify contextual fit for embedding instruction and practice for expectations into academic instruction</td>
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<tr>
<th><strong>Role of Students, Family, and Community</strong></th>
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<tbody>
<tr>
<td>▪ Model what is taught in the schools</td>
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<tr>
<td>▪ Provide feedback as necessary</td>
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</table>
## Tiered Fidelity Inventory (TFI):
**1.5** School has:
- Clear definitions for behaviors that interfere with academic and social success
- A clear policy/procedure (e.g. flowchart) for addressing office-managed (major) versus staff-managed problems (minor)

### Implementation Products and Outcomes:
- Updated Office Referral Form
- Minor and Major Behaviors Defined
- Plan for preventative and responsive practices to support student behavior
- A system of support for staff to implement practices
- Flowchart documenting procedures for supporting student behavior

### Research:

### What is it?
- Teacher expectations are clearly defined for reporting problem behaviors
- Teachers are trained in best practice and have behavioral basics

### Team Roles and Responsibilities

#### Role of District Coordinator:
- Understand purpose of Office Referral Form and provide resources and support for necessary revisions
- Use SWIS resources to align district forms
- Use SWIS if possible or as a model for IT personnel to align school district discipline data system

#### Role of Administrator:
- Understand purpose of office referral
- Allocate time in grade level and staff meetings to discuss current procedures (expectations, paperwork)
- Identify areas of improvement (ease of completing form, common approach to discipline, definition of problem behaviors)
- Allocate time in meetings for discussion to determine office managed behavior (majors) and classroom managed behaviors (minors)
- Establish and document expectations clearly in all handbooks, code of conduct, staff meetings, etc.
- Get feedback from staff and make improvements to process as needed
- Examine level of consistency among staff throughout the year

#### Role of Tier 1 Systems Coordinator:
- Work with team to ensure purpose of office referral form is clear
- Use SWIS resources and examples from which to build definitions and procedures
- Work with team and district coordinator to ensure professional development is provided to staff around appropriate responses and preventative approaches for supporting student behavior

#### Role of Team:
- Team will develop (with staff input and feedback):
  - Revised Office Referral Form
  - Optional Minor Incident Form
  - Clearly defined problem behaviors
  - Discipline process
  - Clearly defined office managed and classroom managed behaviors
  - Array of appropriate preventative and responsive practices to support student behavior
  - System of support for staff to implement practices is planned and provided

#### Role of Staff:
- Contribute and adhere to referral procedures
- Participate in skill development training (direct observation and performance feedback)

#### Role of Student, Family, and Community:
- Be familiar with referral procedures, including definitions of problem behavior, referral form and process for communicating with families when problems do occur
- Provide feedback as necessary
## Tiered Fidelity Inventory (TFI):

**1.6** School policies and procedures describe and emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently.

### Implementation Products and Outcomes:
- Discipline policies
- Student Handbook
- Code of Conduct
- Suggested array of consequences for major and minor behaviors

### What is it?
- Discipline practices are designed to help to keep children in school and in the classroom when possible and there is no overreliance on exclusionary practices
- There is clear documentation of discipline policies
- Administrator indicates that the school consistently uses proactive, preventative approaches

### Research:

## Team Roles and Responsibilities

### Role of District Coordinator:
- Understand purpose of proactive, preventative discipline policies and provide resources and support for revisions to the current policies

### Role of Administrator:
- Understand purpose of proactive, preventative discipline policies
- Allocate time in grade level and staff meetings to discuss current discipline practices and the need for more proactive strategies
- Identify areas of improvement
- Allocate time in meetings for discussion to identify proactive approaches to discipline
- Establish and document revised discipline policies clearly in all handbooks, code of conduct, staff meetings, etc.
- Get feedback from staff and make improvements to process as needed
- Examine level of consistency among staff throughout the year

### Role of Tier 1 Systems Coordinator:
- Work with team to ensure purpose of proactive, preventative discipline policies is clear
- Work with team and district coordinator to ensure professional development is provided to staff around appropriate responses and preventative approaches for supporting student behavior

### Role of Team:
- Team will develop (with staff input and feedback):
  - Array of appropriate preventative and responsive practices to support student behavior
  - System of support for staff to implement practices

### Role of Staff:
- Contribute and adhere to discipline policies
- Participate in skill development training (direct observation and performance feedback)

### Role of Student, Family, and Community:
- Be familiar with discipline policies
- Provide feedback as necessary
## Tiered Fidelity Inventory (TFI):

### 1.7 A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices:
- teaching school-wide expectations
- acknowledging appropriate behavior
- correcting errors
- requesting assistance

### Implementation Products and Outcomes:
- Professional development schedule that includes initial training on SWPBIS but also booster sessions throughout the year for faculty and staff
- Written process for training all staff on all aspects of the Tier 1 system including all 4 core SWPBIS practices
- During random interviews staff indicate that they have been trained on the Tier 1 system and 4 core SWPBIS practices

## What is it?
Professional development specifically related to the 4 core Tier 1 SWPBIS practices is crucial to the success of the SWPBIS system within the school. Just as we must teach students how to behave appropriately, we must teach the teachers how to implement the SWPBIS practices appropriately.

## Research:

## Team Roles and Responsibilities

### Role of District Coordinator:
- Ensure that time is allocated for ongoing professional development, coaching support and resources related to Tier 1 systems and SWPBIS core practices

### Role of Administrator:
- Ensure that all staff are provided initial training and ongoing support in Tier 1 systems and the core SWPBIS practices
- Ensure booster sessions are scheduled to continue building staff knowledge of the Tier 1 systems and core SWPBIS practices

### Role of Tier 1 Systems Coordinator:
- Work as a partner with building administrator to provide initial and ongoing professional development related to Tier 1 systems and core SWPBIS practices
- Share implementation products and outcomes with District Coordinator
- Provide feedback to team and/or staff members related to the implementation of SWBPIS
- Observe in settings throughout the school to provide prompts and feedback to teachers/staff related to core SWPBIS practices

### Role of Team:
- Develop and implement initial professional development regarding Tier 1 systems and core SWPBIS practices
- Plan for ongoing professional development regarding Tier 1 systems and core SWPBIS practices
- Gather data and feedback from staff to determine professional development needs related to Tier 1 and SWPBIS practices
- Provide examples and resources related on core SWPBIS practices to staff
- Plan for annual review of Tier 1 systems to meet the changing needs to school staff and students

### Role of Staff:
- Participate in initial training and ongoing professional development related to Tier 1 and SWPBIS practices
- Provide feedback regarding problems or questions pertaining to Tier 1 systems or SWPBIS practices

### Role of Student, Family, Community
- Be familiar with and reinforce Tier 1 systems and core SWPBIS practices outside of the school building
- Provide feedback as necessary
### Snapshot: Classroom Procedures

#### Tiered Fidelity Inventory (TFI):
1.8 Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

#### Implementation Products and Outcomes:
- Classroom rules that align with school-wide expectations are posted in each classroom
- Each classroom has developed an expectations matrix (from the school-wide expectations) that explicitly identifies routines and procedures for classroom activities and transitions
- Lesson plans are created and used for teaching expectations related to identified routines and procedures for classroom activities and transitions
- Each classroom teacher utilizes the school-wide acknowledgement system within the classroom
- Each classroom teacher has a system for tracking minor behavior concerns within the classroom and utilizes the ODR form and procedures for major behavior concerns
- A plan for preventative and responsive practices to support student behavior that includes predictable system for managing difficult behaviors is in place

#### What is it?
Classroom systems are considered part of universal, school-wide PBIS and include: (a) opportunities for each classroom teacher to define and each school-wide expectations within his/her classroom related to the routines and procedures of the classroom; (b) acknowledge and correct student behavior; (c) system for tracking minor classroom behavior concerns.

#### Research:

#### Team Roles and Responsibilities:
**Role of District Coordinator:**
- Ensure that time is allocated for ongoing professional development, coaching support and resources related to classroom management practices

**Role of Administrator:**
- Ensure that all staff are provided initial training and ongoing support in classroom management practices (e.g., coaching, professional learning communities)
- Ensure that all classroom teachers are completing classroom expectations matrices and that related lesson plans are written and used to teach classroom expectations
- Include use of acknowledgement system as part of “what to look for” on principal walk through

**Role of Tier 1 Systems Coordinator:**
- Work as a partner with building administrator to provide necessary resources and examples for classroom systems
- Share implementation products and outcomes with District Coordinator
- Provide feedback to team and/or staff members related to the classroom expectations matrices, lesson plans, and correction procedures
- Observe in classroom settings to provide prompts and feedback to teachers related to classroom systems (e.g., rules, lesson plans, correction procedures)

**Role of Team:**
- Gather data and feedback from staff to determine professional development needs related to classroom systems
- Provide examples and resources related to classroom systems to staff for reference
- Plan for annual review of classroom systems to meet the changing needs of school staff and students

**Role of Staff:**
- Participate in initial training and ongoing support in classroom management practices
- Define the school-wide expectations for each routine and procedure within his/her classroom
- Develop and deliver explicit lesson plans related to teaching school-wide expectations for each routine and procedure in his/her classroom
- Utilize the acknowledgement system
- Utilize the school-wide system for tracking minor behavior concerns within the classroom
- Utilize the pre-established array of appropriate preventative and responsive practices to support student behavior that includes a predictable system for managing disruptive behavior

**Role of Student, Family, Community**
- Be familiar with and reinforce classroom expectations outside of the school building
- Provide feedback as necessary

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**Tiered Fidelity Inventory (TFI):**

1.9  
A formal system (i.e., written set of procedures) for specific behavior feedback is:  
   a) linked to school-wide expectations  
   b) used across settings and within classrooms  

The system of specific behavior feedback 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.

**Implementation Products and Outcomes:**

- School-wide use of Behavior Specific Praise Statements using the wording on the teaching matrix  
- Consistent implementation of minimum of 4:1 ratio of positive statements to negative statements among staff

**What is it?**  
- A consistent system for acknowledging students’ appropriate behavior.

**Research:**

- To learn, humans require regular and frequent feedback on their actions  
- Humans experience frequent feedback from others, self, & environment (planned/unplanned, desirable/undesirable)  
- Without formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors  
- More positive reinforcement for appropriate school behaviors is needed  
- Students needing additional support benefit from clear, salient, formal feedback  
- Increases the likelihood that desired behaviors will be repeated and focuses attention on desired behaviors  
- Fosters a positive school climate  
- Reduces the need for engaging in time consuming disciplinary measures  
- Create positive interactions and rapport with students  
- Overall, we earn time back to teach and keep kids in the classroom where they can learn from us! (Cameron, 2002; Cameron & Pierce, 1994, 2002; Cameron, Banko, & Pierce, 2001; OSEP)

**Team Roles and Responsibilities:**

**Role of District Coordinator:**

- Provide connections to community and school division resources

**Role of Administrator:**

- Include time during staff or grade level/core/department meetings to allow team to facilitate teaching the acknowledgment procedures  
- Include recognition at 4:1 ratio as part of school and classroom observation  
- Allocate resources (e.g., team meeting time, time for team to work with staff/students)  
- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs  
- Review academic and social/behavioral data with school leadership teams  
- Arrange for additional support as needed

**Role of Team Leader:**

- Attend team training  
- Facilitate team action planning  
- Communicate with administrator for necessary resources  
- Review TFI and relevant training tools to ensure fidelity  
- Share implementation products and outcomes with division coordinator

**Role of Team:**

- Attend team training and follow up with action planning after training  
- Review data and information from considerations provided with training  
- Practice drafting expectations and rules/behaviors and review for accuracy using the guidelines provided within training  
- With administrative support, develop and provide training to staff on the Acknowledgement System  
- With administrative support, facilitate staff/student input to identify preferred ways to acknowledge  
- Plan for on-going review of ways to acknowledge appropriate student behavior

**Role of Staff:**

- Participate in staff development to learn about the Acknowledgement System  
- Increase ratio of positives to negatives to a minimum of 4:1  
- Use the teaching matrix to develop acknowledgment

**Role of Student, Family, and Community:**

- Support this practice through modeling outside of the school building  
- Provide feedback as necessary
## Tiered Fidelity Inventory (TFI):

1.10 Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

1.11 Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

## Implementation Products and Outcomes:

- Surveys and results shared
- Data shared with faculty at least one time/month
- Feedback and input is facilitated throughout implementation

## Research:


## What is it?

Open and honest feedback and communication is established among stakeholders to secure buy-in and commitment to change.

## Team Roles and Responsibilities:

### Role of District Coordinator:

- Attend initial team meetings
- Be available to answer questions
- Listen for red flags in team discussions
- Work closely with team leaders during trainings
- Track common discussion points (strengths and roadblocks)
- Review relevant surveys
- Share sample ideas for facilitating staff, student, family and community involvement with team leaders and teams
- Understand cost benefit analysis (time saved for decrease behavior problems) at division and school level
- Ensure district strategic plan is aligned with PBIS (e.g., PBIS implementation is included as part of strategic plan to support district goals)

### Role of Administrator:

- Ensure climate/discipline is one of top school improvement goals
- Ensure school strategic plan includes implementation of PBIS
- Model appropriate staff behavior
- Ensure all staff are part of the change process (open and honest communication, support, performance feedback essential)
- Identify time on school calendar to provide updates, professional development, action planning with faculty on behavior
- Empower PBIS team to facilitate change
- Encourage student, family and community involvement

### Role of Tier 1 Systems Coordinator:

- Work with team to survey faculty, student, families and community
- Facilitate team in development of SW-PBIS presentations for stakeholders
- Understand current staff morale, school culture (use recent staff, student, and/or student school culture surveys)
- Keep inquiry at the heart of group facilitation
- Ensure data is utilized during team meetings and shared with staff

### Role of Team:

- Understand why staff need to be committed to decreasing problem behaviors and increasing academic behaviors
- Understand why students, families and community members need to be involved in the development of the PBIS systems
- Develop a plan to build ownership across faculty
- Review and use data to facilitate involvement & commitment
- Identify strengths and areas of concern
- Use relevant surveys and share applicable data to stakeholders
- Enlist peer leaders to gain support (distributive leadership)
- Develop on-going plan to facilitate input and feedback from staff
- Develop presentation for stakeholders about PBIS that clearly defines their role in the process

### Role of Staff:

- Provide input to define school problems using data and identify action goals
- Follow through with all school-wide decisions, regardless of personal feelings for any particular decision
- Commit to positive behavior support systems allowing performance toward our goal to determine future plans

### Role of Student, Family, Community

- Participate/complete relevant surveys
- Review results, gain knowledge about community perceptions versus data
### Snapshot: Discipline Data and Data-Based Decision Making

#### Tiered Fidelity Inventory (TFI):

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.12</td>
<td>Tier 1 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.</td>
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<tr>
<td>1.13</td>
<td>Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.</td>
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</tbody>
</table>

#### Implementation Products and Outcomes:

- School has computer application to get access to critical local information (Big 5 reports, ODR by ethnicity, teacher, students with IEP, etc.).
- Team gets the information in picture (graphical) form.
- School team is able to progress monitor impact of SWPBIS implementation (ODR, suspension, attendance, time recovered, academic benchmarks).
- Team has data analyst who is skilled at report generation and team problem solving logic.
- Team provides data summaries to school community and district.

### Research:

The research supports use of office referral patterns data analysis:


### What is it?

Schools need an efficient system for gathering information, a web-based computer application for data entry and report generation, and a practical process for using information for decision-making. These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. Data reports need to indicate times and/or locations prone to elicit problem behaviors and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

### Team Roles and Responsibilities:

#### Role of District Coordinator:
- Work with division IT personnel to determine best way to get access to school based information.
- Share SWIS demo site to district level leadership (pbisapps.org).
- Share success and challenges to improve best way to showcase and support schools.

#### Role of Administrator:
- Promote use of data that is reliable and represents climate in building.
- Support staff to consistently report data accurately.
- Work with district to understand school based need for progress monitoring.
- Work with district, team, and faculty to understand use of data to screen students who may need additional supports (team should have access to data that is current and relevant to school based needs).
- Allocate time for data entry and report generation.
- Allocate time needed for team to build skills for running problem solving meetings based on the data.
- Allow time in meetings, newsletter, etc., for data summaries.
- Celebrate success with team, faculty, community and district.

#### Role of Tier 1 Systems Coordinator:
- Ensure the purpose of office referral form is clear.
- Use SWIS demo site to get more information about school level computer application (pbisapps.org).
- Use examples to show how data is used, analyzed, and presented.
- Ensure team uses data and problem-solving logic during team meetings and staff facilitation activities.

#### Role of Team:
- Identify data analyst on team (maybe 3 core team members analyze data prior to each meeting).
- Become fluent with problem solving process (using data to build precision statements, build solutions, monitor and evaluate implementation).
- Use all available data sources to screen students who may need additional supports and to target specific areas of the building.
- Share results with school community on a monthly basis.

#### Role of Staff:
- Provide feedback.
- Be consistent in reporting problem behaviors.

#### Role of Student, Family, Community:
- Read school updates.
- Become involved in Parent, Student, Teacher organization.

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### Tiered Fidelity Inventory (TFI):

1.14 Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.

1.15 Tier 1 team documents fidelity and effectiveness (including academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

### Implementation Products and Outcomes:

- Fidelity tool(s) used to guide annual action planning
- Critical features become standard practice over 3-5 years
- Faculty feedback obtained throughout process
- Outcomes are always used to evaluate impact
- Data used to determine when new evidence based practices are needed - resources needed to install new practices examined - new practices integrated with tiered logic

### Research:

The research supports use of evaluation for improvement of effectiveness, efficiency and sustainability.


### What is it?

Evaluation is the process of collecting and using information for decision-making.

### Team Roles and Responsibilities:

**Role of District Coordinator:**

- Training examples used to guide data summaries
- Provides end of year report using PBIS evaluation
- District superintendent is informed about impact

**Role of Administrator:**

- Promote use of implementation checklists, surveys and data summaries to provide assessment of implementation status
- Allocate minutes for faculty to complete surveys at least annually
- Use annual data summaries to guide school improvement, action planning
- Use annual data summaries for social marketing
- Promote atmosphere of continuous improvement
- Ensure staff get access to peer coaching and performance feedback (staff have time to observe other faculty)

**Role of Tier 1 Systems Coordinator:**

- Coordinate site visits to other schools which helps broaden understanding
- Ensure fidelity tools are completed annually by team

**Role of Team:**

- Ensure that team represents school community, follows through with responsibilities, meeting process stays consistent over time
- School community gets access to annual report
- Data used for social marketing
- Data used to plan for next school year

**Role of Staff:**

- Participate in surveys
- Communicate with team

**Role of Student, Family, Community**

- Participate in surveys
- Communicate with team, provide input and feedback throughout the year, attend school functions
Implementation Snapshots: Tier 2

Tier 2 interventions are strategic/targeted intervention and/or supplemental instruction that is designed for those students who are not progressing or responding to Tier 1 efforts as expected.
Snapshot: Teams

Tiered Fidelity Inventory (TFI):

2.1 Tier II team includes a Tier 2 systems coordinator, school administrator, a family member, and individuals able to provide:
   a.) applied behavioral expertise
   b.) administrative authority
   c.) knowledge of student
   d.) knowledge about operations of school across grade levels/programs

2.2 Tier II team meets at least monthly and has:
   a.) regular meeting format/agenda
   b.) minutes
   c.) defined meeting roles
   d.) a current action plan

Implementation Products and Outcomes:

- Complete team roles and responsibilities
- All team members have 80% attendance at scheduled team meetings
- Uses a Problem Solving Model and Agenda
- Identifies meeting schedule and meeting times on school calendar
- Complete minutes for each monthly meeting and distribute to team members
- Complete action plan based on most recently completed TFI

What Is It?
The Leadership team is a group of representative stakeholders (administrator, general and/or special education teachers, school support staff, etc.) who develop an annual action plan that drives the implementation of the TFI. This team meets at least monthly, reviews Tier II data, develops interventions and monitors progress.

Research:
The research supports the use of problem solving teams to guide implementation


Additional Team Roles and Responsibilities:

Role of District Coordinator:
- Provide resources for teams to attend trainings and support school staff with district professional development time
- Meet with coordinators to action plan
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

Role of Administrator:
- Attend and participate in all team trainings
- Empower team to lead effort
- Examine current team structures (Working Smarter)
- Study data, allow team access to data
- Identify protected team meeting times
- Provide time on school calendar for Tier II professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

Role of Tier II Systems Coordinator:
- Attend team trainings with team
- Support team action planning
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

Role of Team:
- Attend team training and follow up with action planning after training
- Work with coach and principal to plan professional development for staff
- Respond to Tier II requests within 3 days

Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions
- Complete Request Form in order to obtain Tier II assistance

Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
- Complete Request Form in order to obtain Tier II assistance
### Tiered Fidelity Inventory (TFI):

2.3 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.

### Implementation Products and Outcomes:

- Multiple data sources used *(ODRs/Time out of instruction, Attendance, Academic performance)*
- Team Decision Rubric
- Team meeting minutes
- School Policy

### What Is It?

A written system should be in place for early identification of students who need additional support beyond Tier 1. Multiple data sources should be used such as Office Referrals, screening tools, attendance, etc. The system should include a process for notifying families when a student enters Tier II supports.

### Research:


### Additional Team Roles and Responsibilities:

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<th>Role of District Coordinator:</th>
<th>Role of Administrator:</th>
</tr>
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<tbody>
<tr>
<td>- Meet with coordinators to action plan</td>
<td>- Work with team to develop a written system or rubric for identification of students needing Tier 2 support</td>
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<tr>
<td>- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs</td>
<td>- Work with team to ensure multiple data sources are utilized for the identification of students needing Tier 2 supports</td>
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<td>- Provide time on school calendar for Tier II professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)</td>
<td>- Work with coach and principal to plan professional learning for staff regarding the identification of students needing Tier 2 supports</td>
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<td>- Provide honest feedback to leadership team</td>
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<td>- Attend professional development related to Tier II systems and interventions</td>
<td>- Be aware of team purpose and mission</td>
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### Tiered Fidelity Inventory (TFI):

**2.4 Tier II planning team uses written request for assistance form and process that are available to all staff, families, and students.**

### Implementation Products and Outcomes:

- School Handbook
- Request for Assistance Form
- Family Handbook

### What Is It?

Leadership team has a process and form for teachers and parents to request assistance. The process and form should be easy to understand and use. Team should respond within 3 days of receiving the request.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to action plan
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Attend and participate in all team meetings
- Work with team to develop an easy to use request form for staff and families
- Provide time on school calendar for Tier II professional development, updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

#### Role of Tier II Systems Coordinator:
- Attend team meetings
- Work with team to develop an easy to use request form for staff and families
- Ensure that the team responds to requests within 3 days
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Attend team meetings
- Develop an easy to use request form for staff and families
- Respond to requests within 3 days
- Work with coach and principal to plan professional learning for staff regarding the utilization of the request form

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions
- Complete request form when needed

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
- Complete request form when needed
### Tiered Fidelity Inventory (TFI):

**2.5 Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.**

### Implementation Products and Outcomes:

- School Handbook
- Tier II Intervention Handbook

### What Is It?

- Multiple Tier II interventions that are readily available with documented evidence of effectiveness matched to student need. Having options for Tier II interventions increases the likelihood that the students’ needs will be met in a timely manner. Standard modifications of existing interventions meet the criteria for sufficient array.
  - CICO for peer attention
  - CICO for academic task avoidance

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:

- Provide resources for teams to attend Tier II trainings and support school staff with district professional development time
- Meet with coordinators to identify possible Tier II interventions
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:

- Attend and participate in all team meetings
- Empower team to lead effort
- Work with team to identify and implement a wide array of Tier II interventions
- Work with team to develop a plan to provide professional development to staff regarding the identified Tier II interventions

#### Role of Tier II Systems Coordinator:

- Work with team to identify and implement a wide array of Tier II interventions
- Work with team to develop a plan to provide professional development to staff regarding the identified Tier II interventions
- Work as a partner with administration to provide necessary resources to team and staff
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:

- Work with team to identify and implement a wide array of Tier II interventions
- Work with team to develop a plan to provide professional development to staff regarding the identified Tier II interventions
- Work with coach and principal to plan professional development for staff regarding the identified Tier II interventions

#### Role of Staff:

- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

#### Role of Student, Family, Community

- Provide honest feedback to leadership team
- Be aware of team purpose and mission
### Tiered Fidelity Inventory (TFI):

2.6 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).

### Implementation Products and Outcomes:
- SWPBIS lesson plans
- Tier II lesson plans
- Daily/weekly progress report
- School schedule
- School Tier II handbook

### What Is It?
Tier II behavior interventions should focus on improving the skills needed for student success. In order to meet this goal, each Tier II intervention should include all core Tier II features.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to assist in identifying Tier II interventions that include all core features
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Work with team to identify Tier II interventions that include all core features

#### Role of Tier II Systems Coordinator:
- Work with team to identify Tier II interventions that include all core features
- Work as a partner with administration to provide necessary resources for the implementation on Tier II systems
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Identify Tier II interventions that include all core features
- Work with coach and principal to plan professional learning for staff regarding the identification of students needing Tier 2 supports

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
**Tiered Fidelity Inventory (TFI):**

2.7 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).

**Implementation Products and Outcomes:**
- School Policy
- Tier II Handbook
- Needs assessment
- Targeted Interventions Reference Guide

**What Is It?**
Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate). Tier II interventions must be evidence-based and selected based on assessment information (or assumptions) about student need.

**Research:**

**Additional Team Roles and Responsibilities:**

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### Tiered Fidelity Inventory (TFI):

2.8 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.

### Implementation Products and Outcomes:
- Universal Lesson plans & teaching schedule
- Acknowledgement system
- Student of the month documentation
- Family communication

### What Is It?
Tier II supports are more effective when implemented in conjunction with Tier I supports. Students receiving Tier II supports should have access to all facets of the Tier I system.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to ensure that systems are in place for students receiving Tier II supports to also continue receiving Tier I supports
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Work with team to develop a procedure to ensure that systems are in place for students receiving Tier II supports to also continue receiving Tier I supports
- Provide time on school calendar for professional development regarding the importance of students receiving Tier II supports to also continue receiving Tier I supports

#### Role of Tier II Systems Coordinator:
- Work with team to develop a procedure to ensure that systems are in place for students receiving Tier II supports to also continue receiving Tier I supports
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Develop a procedure to ensure that systems are in place for students receiving Tier II supports to also continue receiving Tier I supports
- Work with coach and principal to plan professional learning for staff

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
**Tiered Fidelity Inventory (TFI):**

2.9 A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.

**Implementation Products and Outcomes:**

- Professional Development Calendar
- Staff Handbook
- Lesson plans for teacher trainings
- School policy

**What Is It?**

Many adults within the school environment are needed to ensure Tier II interventions are implemented with fidelity. A written process should be in place to teach and coach all relevant staff in all aspects of each intervention, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress.

**Research:**


**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**

- Meet with coordinators to assist in developing an action plan for professional development regarding Tier II interventions
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

**Role of Administrator:**

- Work with team to develop an action plan for professional development regarding Tier II interventions
- Provide time on school calendar for Tier II professional development

**Role of Tier II Systems Coordinator:**

- Work with team to develop an action plan for professional development regarding Tier II interventions
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

**Role of Team:**

- Develop an action plan for professional development regarding Tier II interventions
- Work with coach and principal to plan professional learning for staff regarding the process to request assistance and how to implement Tier II interventions

**Role of Staff:**

- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

**Role of Student, Family, Community**

- Provide honest feedback to leadership team
- Be aware of team purpose and mission
Tiered Fidelity Inventory (TFI):

2.10 Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.

Implementation Products and Outcomes:
- Tier II enrollment data
- Tier II team meeting minutes
- Progress monitoring tool

What Is It?
- Tier II supports cannot be sustained if they are used too much or too infrequently.
- The level of Tier II supports should be between 3% and 17% to be effective.
- At least 70% of students should succeed on initial Tier II supports. If success rate is lower, elements of the Tier II interventions may be missing or ineffective.

Research:

Additional Team Roles and Responsibilities:

Role of District Coordinator:
- Meet with coordinators to develop a plan to monitor the level of use of Tier II supports
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

Role of Administrator:
- Work with team to develop a plan to monitor the level of use of Tier II supports

Role of Tier II Systems Coordinator:
- Work with team to develop a plan to monitor the level of use of Tier II supports
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

Role of Team:
- Develop a plan to monitor the level of use of Tier II supports

Role of Staff:
- Provide honest feedback to leadership team

Role of Student, Family, Community:
- Provide honest feedback to leadership team

Snapshot: Level of Use

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### Tiered Fidelity Inventory (TFI):

2.11 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.

### Implementation Products and Outcomes:
- Student progress data (e.g., % of students meeting goals)
- Intervention Tracking Tool
- Daily/Weekly Progress Report sheets
- Family communication

### What Is It?
The team must review the success rate of the interventions on a regular basis in order to modify and improve the interventions. The team should develop data decision rules and review this data monthly to make modifications as necessary to ensure the effectiveness of the interventions. In addition, the team should share this data with stakeholders.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Meet with coordinators to develop data decision rules and plan for review of success rate data
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Work with team to develop data decision rules and plan for review of success rate data
- Provide time in staff meetings once a month for team to review success rate data with staff

#### Role of Tier II Systems Coordinator:
- Work with team to develop data decision rules and plan for review of success rate data
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:
- Ensure that the success data of each Tier II intervention is available and reviewed on a monthly basis
- Develop data decision rules based on the success rate data
- Work with coach and principal to provide a review of the success rate data monthly during staff meetings

#### Role of Staff:
- Provide honest feedback to leadership team

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
## Tiered Fidelity Inventory (TFI):

2.12 Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.

## Implementation Products and Outcomes:

- Tier II team minutes
- Fidelity probes

## What Is It?
Tier II teams should be monitoring the fidelity of the Tier II interventions. Are they being implemented the way they were designed? Most evidence-based program or strategy should come with a protocol for monitoring fidelity. Measuring fidelity should be done more frequently when first adopting, but at least annually once adoption meets criterion.

## Research:

## Additional Team Roles and Responsibilities:

### Role of District Coordinator:
- Meet with coordinators to action plan procedures for monitoring fidelity of Tier II interventions
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

### Role of Administrator:
- Work with team to develop procedures for monitoring fidelity of Tier II interventions
- Provide time on school calendar for Tier II professional development and updates based on the fidelity assessments

### Role of Tier II Systems Coordinator:
- Work with team to develop procedures for monitoring fidelity of Tier II interventions
- Ensure that the team is monitoring fidelity on a monthly basis in the beginning of the implementation of a new Tier II
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

### Role of Team:
- Develop procedures for monitoring fidelity of Tier II interventions
- Ensure that fidelity is assessed on a monthly basis in the beginning of the implementation of a new Tier II
- Work with coach and principal to plan and implement professional development and updates based on the fidelity assessments

### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier II systems and interventions

### Role of Student, Family, Community:
- Provide honest feedback to leadership team

---

**Snapshot: Fidelity Data**

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
</table>
| 2.12 Tier II team has a protocol for ongoing review of fidelity for each Tier II practice. | - Tier II team minutes  
- Fidelity probes |

---

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### Tiered Fidelity Inventory (TFI):

2.13 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.

### Implementation Products and Outcomes:

- Staff and student surveys
- Tier II handbook
- Fidelity tools
- School Policy
- Student outcomes
- District Reports

### What Is It?

Tier II systems and interventions should be reviewed at least annually. Evaluation results should be used to revise systems and interventions to ensure they remain effective in light of any changes in the school. The evaluation results should be shared with stakeholders.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:

- Meet with coordinators to action plan how and when to conduct an evaluation of Tier II systems
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:

- Work with team to develop a plan for the evaluation of Tier II systems
- Provide time on school calendar for a discussion of Tier II evaluation results

#### Role of Tier II Systems Coordinator:

- Work with team to develop a plan for the evaluation of Tier II systems
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:

- Develop a plan for the evaluation of Tier II systems on an annual basis
- Work with coach and principal to plan professional development for staff regarding the Tier II evaluation results

#### Role of Staff:

- Provide honest feedback to leadership team
- Attend professional development related to evaluation of Tier II systems and interventions

#### Role of Student, Family, Community

- Provide honest feedback to leadership team
- Attend meetings that include a review of Tier II evaluation data
Implementation Snapshots: Tier 3

Tier 3 interventions are behavioral strategies developed for students who are having significant difficulties with emotion, behavior, and/or social interactions and who failed to make progress while receiving Tier 2 interventions or have not narrowed the performance gaps. Tier 3 interventions are more intensive than those in Tier 2 and are developed specifically for individual students in order to weaken inappropriate behaviors and strengthen appropriate replacement behaviors.
**Snapshot: Teams**

### Tiered Fidelity Inventory (TFI):

#### 3.1 Team Composition:
Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide:
- applied behavioral expertise
- administrative authority
- multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise
- knowledge of students
- knowledge about the operations of the school across grade levels and programs

#### 3.2 Team Operating Procedures:
Tier III team meets at least monthly and has:
- a) regular meeting format/agenda
- b) minutes
- c) defined meeting roles
- d) a current action plan

#### 3.4 Student Support Team:
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

#### 3.5 Staffing:
An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports

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**Implementation Products and Outcomes:**

- Complete team roles and responsibilities
- All team members have 80% attendance at scheduled team meetings
- Uses a Problem Solving Model and Agenda
- Identifies Problem Solving Model and Agenda
- Identifies meeting schedule and meeting times on school calendar
- Complete minutes for each monthly meeting and distribute to team members
- Complete action plan based on most recently completed TFI
- Written request form and process for Tier III assistance

**What Is It?**

The Leadership team is a group of representative stakeholders (administrator, general and/or special education teachers, school support staff, etc.) with specific skills and perspectives that increase the likelihood that Tier III interventions and supports will be implemented effectively. This team meets at least monthly, reviews Tier III data, develops interventions and monitors progress. In addition, each student receiving Tier III supports should have a unique team membership linked to the student’s strengths and needs and one staff who is responsible for coordinating the implementation of the student’s Tier III plan.

**Research:**

The research supports the use of problem solving teams to guide implementation


**Additional Team Roles and Responsibilities:**

#### Role of District Coordinator:
- Provide resources for teams to attend trainings and support school staff with district professional development time
- Meet with coordinators to action plan
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:
- Attend and participate in all team trainings
- Empower team to lead effort
- Examine current team structures (Working Smarter)
- Study data, allow team access to data
- Identify protected team meeting times
- Provide time on school calendar for Tier III professional development updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)
- Ensure one staff is assigned to coordinate the implementation of each Tier III plan

#### Role of Tier III Systems Coordinator:
- Attend team trainings with team
- Support team action planning
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator
- Work with principal to ensure Tier III teams are unique to each Tier III student and that one staff is assigned to coordinate implementation of each plan

#### Role of Team:
- Attend team training and follow up with action planning after training
- Work with coach and principal to plan professional development for staff

#### Role of Staff:
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student, Family, Community:
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
- Student and family should be a member of the Tier III team and attend all meetings

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### Tiered Fidelity Inventory (TFI):

3.3 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.

### Implementation Products and Outcomes:

- Multiple data sources used *(Tier II progress monitoring data, ODRs/time out of instruction, attendance, academic performance)*
- Team decision rubric
- Team meeting minutes
- School policy

### What Is It?

A written system should be in place for identification of students who need additional support beyond Tier II. Multiple data sources should be used such as Office Referrals, Tier II progress monitoring, academic progress, attendance, etc. The system should include a process for notifying families when a student enters Tier III supports.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:

- Meet with coordinators to action plan
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:

- Work with team to develop a written system or rubric for identification of students needing Tier III supports
- Work with team to ensure multiple data sources are utilized for the identification of students needing Tier III supports
- Work with team to develop a plan for notification of parents/guardians when a student enters Tier III supports
- Provide time on school calendar for Tier III professional development updates (staff meetings, grade level/core/department meetings, newsletters, announcements, virtual communication venues)

#### Role of Tier III Systems Coordinator:

- Work with team to develop a written system or rubric for identification of students needing Tier III support
- Work with team to ensure multiple data sources are utilized for the identification of students needing Tier III supports
- Work with team to develop a plan for notification of parents/guardians when a student enters Tier III supports
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:

- Develop a written system or rubric for identification of students needing Tier III support
- Ensure multiple data sources are utilized for the identification of students needing Tier III supports
- Develop a plan for notification of parents/guardians when a student enters Tier III supports
- Work with coach and principal to plan professional development for staff regarding the identification of students needing Tier III supports

#### Role of Staff:

- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student, Family, Community

- Provide honest feedback to leadership team
- Be aware of team purpose and mission
### Tiered Fidelity Inventory (TFI):

| 3.6 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. |

### Implementation Products and Outcomes:

- Tier III manual
- Three randomly selected Tier III plans

### What Is It?

Utilizing external resources can enhance individual student support plans. Contact should be developed and maintained so that supports are available when needed.

### Research:


### Additional Team Roles and Responsibilities:

<table>
<thead>
<tr>
<th>Role of District Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop and maintain contacts with external resources</td>
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<tr>
<td>- Ensure teams are familiar with the external resources that are available</td>
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</table>

<table>
<thead>
<tr>
<th>Role of Administrator:</th>
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<tbody>
<tr>
<td>- Work with teams to ensure external resources are utilized when needed for individual students receiving Tier III supports</td>
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</table>

<table>
<thead>
<tr>
<th>Role of Tier III Systems Coordinator:</th>
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<tbody>
<tr>
<td>- Work with teams to ensure external resources are utilized when needed for individual students receiving Tier III supports</td>
</tr>
<tr>
<td>- Ensure teams are familiar with the external resources that are available</td>
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<tbody>
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<td>- Work with teams to ensure external resources are utilized when needed for individual students receiving Tier III support</td>
</tr>
<tr>
<td>- Ensure multiple data sources are utilized for the identification of students needing Tier III supports</td>
</tr>
<tr>
<td>- Ensure familiarity with external resources that are available</td>
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<tr>
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<tbody>
<tr>
<td>- Provide honest feedback to leadership team</td>
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<tr>
<td>- Attend professional development related to Tier III systems and interventions</td>
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</table>

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<thead>
<tr>
<th>Role of Student, Family, Community:</th>
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</thead>
<tbody>
<tr>
<td>- Provide honest feedback to leadership team</td>
</tr>
<tr>
<td>- Be aware external resources that are available if needed</td>
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</tbody>
</table>
### Tiered Fidelity Inventory (TFI):

3.7 A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.

### Implementation Products and Outcomes:

- Professional Development Calendar
- Staff Handbook
- Lesson plans for teacher trainings
- School policy

### What is it?

Many adults within the school environment are needed to ensure Tier III interventions are implemented with fidelity. A written process should be in place to teach and coach all relevant staff in all aspects of each intervention, including behavior theory, function of behavior and function-based interventions.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:

- Meet with coordinators to assist in developing an action plan for professional development regarding Tier III interventions
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

#### Role of Administrator:

- Work with team to develop an action plan for professional development regarding Tier III interventions
- Provide time on school calendar for Tier III professional development

#### Role of Tier II Systems Coordinator:

- Work with team to develop an action plan for professional development regarding Tier III interventions
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Review TFI and relevant training tools to ensure fidelity
- Share implementation products and outcomes with district coordinator

#### Role of Team:

- Develop an action plan for professional development regarding Tier III interventions
- Work with coach and principal to plan professional learning for staff regarding the process to request assistance and how to implement Tier III interventions.

#### Role of Staff:

- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student and Family

- Provide honest feedback to leadership team
- Be aware of team purpose and mission

#### Role of Student, Family, Community

- Provide honest feedback to leadership team
- Be aware of team purpose and mission
**Snapshot: Quality of Life Indicators**

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
</table>
| 3.8 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). | - Assessment data  
- Team minutes  
- Tier III policies and procedures |

**What is it?**
Tier III student support plans should utilize student’s skill strengths and include student/family perspectives regarding academic, health, career and social goals. A strengths-based approach that includes the families’ involvement leads to a more positive support plan.

**Research:**

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**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Work with teams to ensure that student strengths and quality of life goals are defined during the assessment phase

**Role of Administrator:**
- Work with teams to ensure that student strengths and quality of life goals are defined during the assessment phase
- Ensure team has necessary information and resources to assess strengths and quality of life goals

---

**Role of Tier II Systems Coordinator:**
- Work with teams to ensure that student strengths and quality of life goals are defined during the assessment phase
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Share implementation products and outcomes with district coordinator

**Role of Team:**
- Ensure that student strengths and quality of life goals are defined during the assessment phase

**Role of Staff:**
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

**Role of Student and Family**
- Assist in identifying strengths and quality of life goals
- Maintain open and honest communication with team

**Role of Student, Family, Community**
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
**Tiered Fidelity Inventory (TFI):**

3.9 Assessment data are available for academic (reading, math, writing), behavioral (attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs across life domains where relevant.

**Implementation Products and Outcomes:**

- Assessment data
- Team minutes
- Tier III policies and procedures

**What is it?**

Tier III student support plans should utilize student’s skill strengths and needs in the following areas: academic, behavior, medical, and mental health. Measurable goals are more likely to be developed when team utilize data from multiple skill domains.

**Research:**


**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Work with teams to ensure that student strengths and needs are assessed and defined in life areas such as academics, behavior, medical and mental health

**Role of Administrator:**
- Work with teams to ensure that student strengths and needs are assessed and defined in life areas such as academics, behavior, medical and mental health during the assessment phase
- Ensure team has necessary information and resources to assess strengths and needs in the different life areas

**Role of Tier II Systems Coordinator:**
- Work with teams to ensure that student strengths and needs are assessed and defined in life areas such as academics, behavior, medical and mental health
- Work as a partner with administration to provide necessary resources
- Communicate with district coordinator for necessary resources
- Share implementation products and outcomes with district coordinator

**Role of Team:**
- Ensure that student strengths and needs are assessed and defined in life areas such as academics, behavior, medical and mental health during the assessment phase

**Role of Staff:**
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

**Role of Student and Family**
- Assist in identifying strengths and needs in academics, behavior, medical, and mental health areas.
- Maintain open and honest communication with team

**Role of Student, Family, Community**
- Provide honest feedback to leadership team
- Be aware of team purpose and mission
**Snapshot: Hypothesis Statement**

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
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</thead>
</table>
| 3.10 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. | ▪ Behavior Support Plans  
▪ Tier III Policies and Procedures |

**What is it?**
An accurate hypothesis statement is critical in determining the effectiveness of the intervention(s).

**Research:**

**Additional Team Roles and Responsibilities:**

<table>
<thead>
<tr>
<th>Role of District Coordinator:</th>
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<tbody>
<tr>
<td>▪ Work with teams to ensure that hypothesis statements are developed that include all necessary information.</td>
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<table>
<thead>
<tr>
<th>Role of Administrator:</th>
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<tbody>
<tr>
<td>▪ Work with teams to ensure that hypothesis statements are developed that include all necessary information.</td>
</tr>
<tr>
<td>▪ Ensure team has necessary information and resources to develop hypothesis statements for each Tier III FBA.</td>
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</table>

<table>
<thead>
<tr>
<th>Role of Tier II Systems Coordinator:</th>
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<tbody>
<tr>
<td>▪ Work with teams to ensure that hypothesis statements are developed that include all necessary information.</td>
</tr>
<tr>
<td>▪ Work as a partner with administration to provide necessary resources</td>
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<td>▪ Communicate with district coordinator for necessary resources</td>
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<tr>
<th>Role of Team:</th>
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<tbody>
<tr>
<td>▪ Ensure that hypothesis statements are developed for each Tier III FBA and that all necessary information is included.</td>
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<th>Role of Staff:</th>
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<td>▪ Provide honest feedback to leadership team</td>
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<td>▪ Attend professional development related to Tier III systems and interventions</td>
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<tr>
<th>Role of Student and Family</th>
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<tbody>
<tr>
<td>▪ Maintain open and honest communication with team</td>
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<tbody>
<tr>
<td>▪ Provide honest feedback to leadership team</td>
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<tr>
<td>▪ Be aware of team purpose and mission</td>
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</tbody>
</table>
## Tiered Fidelity Inventory (TFI):

3.11 Behavior support plans include or consider:
- prevention strategies
- teaching strategies
- strategies for removing rewards for problem behavior
- specific rewards for desired behavior
- safety elements where needed
- a systematic process for assessing fidelity and impact
- the action plan for putting the support plan in place.

## Implementation Products and Outcomes:

- Behavior Support Plans
- Tier III policies and procedures

### What is it?

Tier 3 Behavior support plans require these specific components in order to be most effective.

## Research:


## Additional Team Roles and Responsibilities:

### Role of District Coordinator:

- Work with teams to ensure that behavior support plans include all necessary components

### Role of Administrator:

- Work with teams to ensure that behavior support plans include all necessary components
- Ensure team has time necessary to obtain all necessary information in order to develop the components of the behavior support plans
- Allow team to attend professional development pertaining to functional behavior assessment and behavior support planning

### Role of Tier II Systems Coordinator:

- Work with teams to ensure that behavior support plans include all necessary components
- Work as a partner with administration to provide necessary resources and time for professional development and behavior support planning
- Communicate with district coordinator for necessary resources

### Role of Team:

- Ensure that all behavior support plans include all necessary components

### Role of Staff:

- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

### Role of Student and Family

- Maintain open and honest communication with team

### Role of Student, Family, Community

- Provide honest feedback to leadership team
- Be aware of team purpose and mission

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**Snapshot: Comprehensive Support**

**Tiered Fidelity Inventory (TFI):**

3.11 Behavior support plans include or consider:
- prevention strategies
- teaching strategies
- strategies for removing rewards for problem behavior
- specific rewards for desired behavior
- safety elements where needed
- a systematic process for assessing fidelity and impact
- the action plan for putting the support plan in place.

**Implementation Products and Outcomes:**

- Behavior Support Plans
- Tier III policies and procedures

**What is it?**

Tier 3 Behavior support plans require these specific components in order to be most effective.

**Research:**


**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**

- Work with teams to ensure that behavior support plans include all necessary components

**Role of Administrator:**

- Work with teams to ensure that behavior support plans include all necessary components
- Ensure team has time necessary to obtain all necessary information in order to develop the components of the behavior support plans
- Allow team to attend professional development pertaining to functional behavior assessment and behavior support planning

**Role of Tier II Systems Coordinator:**

- Work with teams to ensure that behavior support plans include all necessary components
- Work as a partner with administration to provide necessary resources and time for professional development and behavior support planning
- Communicate with district coordinator for necessary resources

**Role of Team:**

- Ensure that all behavior support plans include all necessary components

**Role of Staff:**

- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

**Role of Student and Family**

- Maintain open and honest communication with team

**Role of Student, Family, Community**

- Provide honest feedback to leadership team
- Be aware of team purpose and mission

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<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Data Source:</th>
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</thead>
<tbody>
<tr>
<td>3.12 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</td>
<td>- At least one Tier III behavior support plan requiring extensive support</td>
</tr>
</tbody>
</table>

**What is it?**
Some intensive behavior support plans may need information from professionals, service providers, as well as family members who are familiar with the strengths and needs of the student.

**Research:**

**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Work with teams to ensure that plans include specific actions that are linked to the quality of life needs and include natural supports
- Identify and develop relationships with professionals in the area who are available to assist in behavior support planning for students needing more coordinated supports
- Ensure teams include family members in the Tier 3 process

**Role of Administrator:**
- Work with teams to ensure that plans include specific actions that are linked to the quality of life needs and include natural supports
- Ensure team has time necessary to work with professionals and family members in order to develop more coordinated supports, when needed
- Allow team to attend professional development pertaining to functional behavior assessment and behavior support planning

**Role of Tier II Systems Coordinator:**
- Work with teams to ensure that plans includes specific actions that are linked to the quality of life needs and include natural supports
- Work as a partner with administration to provide necessary resources and time for professional development and behavior support planning
- Communicate with district coordinator for necessary resources

**Role of Team:**
- Ensure that plans include specific actions that are linked to the quality of life needs and include natural supports
- Ensure that family members and necessary professionals participate in behavior support planning for students who need more coordinated supports

**Role of Staff:**
- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

**Role of Student and Family**
- Participate in the development of student’s behavior support plan
### Tiered Fidelity Inventory (TFI):

**3.13** Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.

### Implementation Products and Outcomes:

- Behavior Support Plans
- SWPBIS Policies and Procedures

### What is it?

Tier III supports include full access to any appropriate Tier I and Tier II supports. Intensive interventions are more effective when layered with Tiers I and II.

### Research:


### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:

- Work with teams to ensure that Tier III plans include documentation of how Tier I and Tier II systems will be accessed

#### Role of Administrator:

- Work with teams to ensure that Tier III plans include documentation of how Tier I and Tier II systems will be accessed
- Work with teams to ensure that Tier III plans are linked or aligned with Tier I systems

#### Role of Tier II Systems Coordinator:

- Work with teams to ensure that Tier III plans include documentation of how Tier I and Tier II systems will be accessed
- Work with teams to ensure that Tier III plans are linked or aligned with Tier I systems
- Work as a partner with administration to provide necessary resources and time for professional development and behavior support planning
- Communicate with district coordinator for necessary resources

#### Role of Team:

- Ensure that plans include documentation of how students receiving Tier III interventions will access Tier 1 and Tier 2 interventions
- Ensure that Tier III plans are linked or aligned with Tier I systems

#### Role of Staff:

- Provide honest feedback to leadership team
- Attend professional development related to Tier III systems and interventions

#### Role of Student and Family:

- Participate in the development of student’s behavior support plan
**Snapshot: Data System**

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
</table>
| **3.14** 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. | - Tier III Policies and Procedures  
- Staff Meeting Minutes  
- Team Meeting Minutes |

**What is it?**
Decisions are more effective when based on the right data. Student outcomes and fidelity of Tier III implementation are important pieces of data to review monthly as a team. Sharing data with staff on a regular basis increases staff buy-in and their willingness to implement interventions with fidelity.

**Research:**

**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Ensure that teams have a data collection system in place to gather and organize fidelity and student outcome data

**Role of Administrator:**
- Ensure that teams have a data collection system in place to gather and organize fidelity and student outcome data  
- Work with teams to ensure that data is shared with staff on a monthly basis

**Role of Tier II Systems Coordinator:**
- Ensure that teams have a data collection system in place to gather and organize fidelity and student outcome data  
- Ensure that teams are collecting fidelity data on a regular basis  
- Ensure that teams are utilizing student outcome and fidelity data to make decisions and action plans  
- Ensure that aggregated fidelity and student outcome data are being shared with staff on a monthly basis

**Role of Team:**
- Utilize a data collection system to gather and organize fidelity and student outcome data  
- Ensure that fidelity data are collected on a regular basis  
- Utilizing student outcome and fidelity data to make decisions and action plans  
- Ensure that aggregated fidelity and student outcome data are being shared with staff on a monthly basis

**Role of Staff:**
- Provide honest feedback when data is shared monthly  
- Attend professional development related to Tier III systems and interventions

**Role of Student and Family**
- Provide honest feedback to leadership team
**Snapshot: Data-based Decision Making**

<table>
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<tr>
<th>Tiered Fidelity Inventory (TFI):</th>
<th>Implementation Products and Outcomes:</th>
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| **3.15** 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. | ▪ Behavior Support Plans  
▪ Tier III Policies and Procedures  
▪ Team Meeting Minutes |

**Research:**

**Additional Team Roles and Responsibilities:**

**Role of District Coordinator:**
- Ensure that teams have access to student outcome and fidelity data in order to make effective modifications to the Tier III plans
- Ensure schools teams have scheduled monthly meetings

**Role of Administrator:**
- Ensure that teams have access to student outcome and fidelity data in order to make effective modifications to the Tier III plans
- Ensure schools teams have scheduled monthly meetings

**Role of Tier III Systems Coordinator:**
- Ensure that teams have access to student outcome and fidelity data in order to make effective modifications to the Tier III plans
- Ensure schools teams are meeting at least monthly

**Role of Team:**
- Review student fidelity and outcome data in order to make effective modifications to the student’s plan
- Schedule monthly meetings to monitor student data

**Role of Staff:**
- Provide honest feedback to leadership team regarding Tier III support plans

**Role of Student and Family**
- Provide honest feedback to leadership team
# Tiered Fidelity Inventory (TFI):

### 3.16 Level of Use:
Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.

## Implementation Products and Outcomes:
- Tier III Policies and Procedures
- Team Minutes

### What is it?
Students who need Tier III support (at least 1% of the school population) have Tier III plans in place. Tier III supports systems that are used too little (e.g. fewer than 1%) or too much (e.g. more than 5%) will not be sustainable.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Ensure that teams have access to a data collection system that generates proportionality data (percentage of students receiving Tier III supports out of the entire student population)
- Ensure schools have the resources needed to sustain Tier III supports

#### Role of Administrator:
- Ensure that teams are reviewing proportionality data on a regular basis
- Ensure schools have the resources needed to sustain Tier III supports

#### Role of Team:
- Review Tier III proportions in order to ensure that 1%-5% of the student body is receiving Tier III supports

#### Role of Staff:
- Provide honest feedback to leadership team regarding Tier III support plans

#### Role of Student and Family:
- Provide honest feedback to leadership team
## Tiered Fidelity Inventory (TFI):

3.17 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.

### Implementation Products and Outcomes:
- Tier III Policies and Procedures
- Team Minutes
- Annual Evaluation data

### What is it?
Tier III systems need to be reviewed at least annually in order to identify modifications that are necessary to remain effective.

### Research:

### Additional Team Roles and Responsibilities:

#### Role of District Coordinator:
- Ensure that teams have received professional development regarding annual evaluation tools and action planning
- Ensure school teams have scheduled annual evaluation
- Participate in the annual evaluation as needed

#### Role of Administrator:
- Ensure that team is allowed time for professional development around annual evaluation and action planning
- Ensure school team has scheduled an annual evaluation
- Participate in the annual evaluation as needed

#### Role of Tier III Systems Coordinator:
- Ensure that team is allowed time for professional development around annual evaluation and action planning
- Ensure school team has scheduled an annual evaluation
- Participate in the annual evaluation as needed

#### Role of Team:
- Attend professional development regarding annual evaluation tools and action planning
- Schedule and implement annual evaluation
- Develop an action plan based on the annual evaluation

#### Role of Staff:
- Provide honest feedback to leadership team regarding Tier III systems

#### Role of Student and Family:
- Provide honest feedback to leadership team regarding effectiveness of plan