School: Date:

Directions: Please determine if each item is Not Implemented (NI), Partially Implemented (PI), or Fully Implemented (FI).

Subscale	Tiered Fidelity Inventory: Tier I Features
Teams	**1.1 Team Composition**: Tier I team includes a Tier I systems coordinator, a 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 the operations of the school across grade levels and programs, and for high schools, (e) student representation.
	PBIS Big Idea: Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. **ISF Big Idea:** Community Partners, including family representatives, can provide an expanded view/context of how the students' lives outside of school are to be considered and can enhance the Tier 1 Team's ability to promote healthy social emotional functioning for ALL students.
ISF Enhancement	*ISF leadership teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.*
	Community partners' roles at Tier 1 are clearly defined through a memorandum of understanding (MOU).

Directions: Please list at least 2 action statements for 1.1 Team Composition

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

Adapted, with permission, from *Benchmarks of Quality* (Kincaid, Childs, & George, 2010) and *Tiered Fidelity Inventory* (Algozzine et al., 2014)

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School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Teams	**1.2 Team Operating Procedures:** Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
	PBIS Big Idea: Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions. **ISF Big Idea:** Community partners, including family/student representatives, with clearly defined roles can improve ongoing action plans for efficient and effective improvement of social/emotional health of all students.
	Team review relevant community data, along with school data as they establish measureable goals that include mental health outcomes (climate data/ family and student surveys).
	Teams address potential barriers (funding, policy, roles of personnel) and engage in problem solving such as review role and utilization of school and community employed clinicians (e.g time studies to determine how school and community staff time is funded, prioritized and assigned).

Directions: Please list at least 2 action statements for 1.2 Team Operating Procedures

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.3 Behavioral Expectations**: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.
	PBIS Big Idea: School-wide expectations are a brief, memorable set of positively-stated expectations that create a school culture that is clear, positive, and consistent. **ISF Big Idea:** School-wide expectations foster skill building, positive relationships, and focus on teaching social and emotional competencies.
ISF Enhancements	*Families, students and community participate in development of the expectations*
	All elements of the social emotional curriculum including community enhancements are linked the behavioral expectations

Directions: Please list at least 2 action statements for 1.3 Behavioral Expectations

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.4 Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.
	PBIS Big Idea: Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school. **ISF Big Idea:** A review of both community and school data, supported by family input, leads to the selection of school-wide social emotional instruction that promotes overall wellness for all students.
ISF Enhancements	*Team uses community data and student and family perception data/focus groups to inform development of student expectations as well as staff expectations for the teaching matrix. Staff expectation should explicitly state how staff support ALL students develop social emotional skills*
	Social emotional instruction has an evidence base and is implemented with fidelity for all students

Directions: Please list at least 2 action statements for 1.4 Teaching Expectations

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.5 Problem Behavior Definitions**: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.
	PBIS Big Idea: Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively. **ISF Big Idea:**. Community, family/student input to the definitions of acceptable vs unacceptable behaviors expands the view of behavioral definitions and increases likelihood of cultural relevancy and student engagement.
ISF Enhancements	*The school team develops a clearly documented and predictable system for managing disruptive behavior that represent community family/student values and culture.*
	Referral procedures include ways to track students leaving their instructional environment (e.g., visits to the nurse or school counselor) so the needs of youth with internalizing as well as externalizing challenges inform the behavior definition process.

Directions: Please list at least 2 action statements for 1.5 Problem Behavior Definitions

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.6 Discipline Policies**: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.
	PBIS Big Idea: Proactive or instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions. **ISF Big Idea:** Policies and procedures that incorporate promotion of wellness and mental health can inform a more comprehensive system of support for ALL students.
ISF Enhancements	*The school is committed to having a clear, consistent, and positive discipline policy that encourages a safe environment where students' overall wellness, including social/emotional health, is a priority.*
	Policies and procedures are reviewed by the District/Community Leadership Team, where members with the authority to change policies or procedures review community and school data, and act accordingly.

Directions: Please list at least 2 action statements for 1.6 Discipline Policies

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.7 Professional Development**: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.
	PBIS Big Idea: Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices. **ISF Big Idea:** Cross training of school employed and community employed staff can ensure consistent implementation of the Tier I curriculum with staff feeling confident and competent to support the social/emotional health of all students.
ISF Enhancements	*Staff with mental health expertise assists team in determining needs of staff and faculty in regards to PBIS and how it supports MH conditions (e.g., trauma). School employed and community employed staff receive professional development on SWPBIS practices, effective mental health integration into their SWPBIS, as well as mental health awareness and the basics of behavioral health and wellness.*
	School employed and community employed staff receive professional development on SWPBIS practices, effective mental health integration into their SWPBIS, as well as mental health awareness and the basics of behavioral health and wellness.

Directions: Please list at least 2 action statements for 1.7 Professional Development

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.8 Classroom Procedures**: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.
	PBIS Big Idea: SWPBIS classroom systems that are aligned with school-wide systems improve student outcomes. **ISF Big Idea:** Classrooms that promote wellness and mental health through the integration of behavior management and social/emotional instruction (i.e. classroom management, , trauma, function-based thinking, etc.), provide preventative and proactive measures to improve student outcomes.
ISF Enhancements	Through professional development (offered by school-based clinicians, community partner agencies, etc.) teachers are more confident and competent to promote wellness and mental health, as well as, have an understanding of how to identify if a student may need additional support or intervention., and how to get him/her connected to those supports. For example, teachers trained in effects of trauma and proactive responses for the classroom.

Directions: Please list at least 2 action statements for 1.8 Classroom Procedures

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.9 Feedback and Acknowledgement**: A formal system (i.e., written set of procedures for specific behavior feedback that is (a) linked to school-wide expectations and (b) used across settings and within classrooms) 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.
	PBIS Big Idea: Attending to and acknowledging students' desired behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture. **ISF Big Idea:** Having a basic understanding of mental health and the needs of the school population allows the Tier I team to ensure contextual fit of the entire acknowledgement system.
ISF Enhancements	*The integrated Tier I team considers population and specific mental health needs when developing acknowledgement system.* *For example, students who tend to exhibit characteristics that are internalizing in nature (i.e., withdrawal, isolation, difficulty advocating for needs, etc.) may not feel that a large assembly or celebration is rewarding to them, rather it could actually make their symptoms worse. Instead, these students may prefer to play a board game with a friend or go to the art room, etc.*

Directions: Please list at least 2 action statements for 1.9 Feedback and Acknowledgement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

Adapted, with permission, from *Benchmarks of Quality* (Kincaid, Childs, & George, 2010) and *Tiered Fidelity Inventory* (Algozzine et al., 2014)   9

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.10 Faculty Involvement**: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.
	PBIS Big Idea: Faculty voice is essential in establishing and maintaining staff commitment and consistency in implementation. **ISF Big Idea:** Student, family, and community voice is essential in establishing and maintaining commitment and consistency in implementation from all.
ISF Enhancements	*School employed and community employed staff receive professional development to understand and interpret data from one another's systems.*
	Community data (e.g., food pantry visits, calls to crisis centers, juvenile arrests) are included in the review of data provided to all faculty.
	Families and students also have an opportunity to review data and provide feedback.

Directions: Please list at least 2 action statements for 1.10 Faculty Involvement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	**1.11 Student/Family/Community Involvement**: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.
	PBIS Big Idea: Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings. **ISF Big Idea: Having**: Family and community members as full and active team members expands the opportunities for cultural relevance and improved implementation.
ISF Enhancements	*Family and community members actively participate on the District and Community Leadership Team, as well as the building level Tier I systems team.*
	Family and community member perspectives on the components of ISF Implementation are solicited at least annually through a variety of methods.

Directions: Please list at least 2 action statements for 1.11 Student/Family/Community Involvement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Evaluation	**1.12 Discipline Data**: Tier I 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.
	PBIS Big Idea: Teams with access to current and reliable data are able to make more accurate and relevant decisions regarding staff and student instruction and support. **ISF Big Idea:** Reviewing community data provides a broader range of information to make more informed decisions regarding the interventions and supports that need to be put into place for all students in schools
ISF Enhancements	*School employed and community employed staff receive professional development to understand and interpret data from one another's systems.*
	Community data, from a variety of settings, are shared/reviewed, and analyzed at Tier I team meetings.

Directions: Please list at least 2 action statements for 1.12 Discipline Data

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Evaluation	**1.13 Data-based Decision Making**: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.
	PBIS Big Idea: Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable. **ISF Big Idea: Including**: community data as part of ongoing data review can expand and enhance relevant instruction and intervention.
ISF Enhancements	*School employed and community employed staff receive professional development to understand and interpret data from one another's systems.*
	Community data, from a variety of settings, inform action planning at the Tier 1 level .

Directions: Please list at least 2 action statements for 1.13 Data-based Decision Making

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Evaluation	**1.14 Fidelity Data**: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.
	PBIS Big Idea: Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation. **ISF Big Idea:** Community/mental health, family and student team members can provide an expanded perspective of how to assess and improve fidelity.
ISF Enhancements	*As fidelity assessment is conducted by coaches and teams, the input of students/families and community team members is directly solicited.*
	The team conducts fidelity assessment of the a) integration of mental health/community with the PBIS framework in the school; and b) the integrity of implementation of selected interventions at the school-wide/classroom level.

Directions: Please list at least 2 action statements for 1.14 Fidelity Data

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier I Features
Evaluation	**1.15 Annual Evaluation**: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.
	PBIS Big Idea: Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation. **ISF Big Idea:** As part of an integrated Tier 1 team, community partners, families/youth are active participants problem solving challenges with fidelity of implementation, progress monitoring, and outcomes that impact long-term sustainability
ISF Enhancements	*Families and community employed stakeholders actively participate in the evaluation, review of data, and action planning.*
	Community/family members provide annual community data summary of related community data to school staff.

Directions: Please list at least 2 action statements for 1.15 Annual Evaluation

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Teams	**2.1 Team Composition**: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.
	PBIS Big Idea: Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. **ISF Big Idea:** Community partners familiar with operations of school and work can san strengthen the promotion of healthy social/emotional functioning for all students.
ISF Enhancements	*Tier II teams include community employed and school employed staff with mental health expertise. Teams also include families and students as active leaders.*
	Tier II team includes those who have the authority to allocate resources, develop policies and commit to necessary and critical changes in how both school and community employed personnel function at the school and student level (i.e. school-based clinicians, etc).

Directions: Please list at least 2 action statements for 2.1 Team Composition

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Teams	**2.2 Team Operating Procedures**: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
	PBIS Big Idea: Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions. **ISF Big Idea:** The inclusion of community data can ensure that action planning is culturally relevant and considers home/school/community context of students.
ISF Enhancements	*Teams review community and school data to informs decisions regarding which evidence-based interventions are selected along the continuum of Tier II supports.*
	Teams review role and utilization of school and community employed clinician and Community partners' roles at Tier 2 are clearly defined through a memorandum of understanding (MOU).

Directions: Please list at least 2 action statements for 2.2 Team Operating Procedures

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Teams	**2.3 Screening**: 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.
	PBIS Big Idea: Quick access to additional supports increases the likelihood of student success. **ISF Big Idea:** Screening for social, emotional, and behavioral concerns; both internalizing and externalizing; allows students to be identified early and linked to the appropriate intervention.
ISF Enhancements	*School-wide screening protocol includes a process to identify both internalizers and externalizers.*
	Data from screening and Tier II decision rules are used to select appropriate evidence-based intervention (e.g., if a small group of students are experiencing anxiety, an intervention specifically aligned to teach coping skills is selected).

Directions: Please list at least 2 action statements for 2.3 Screening

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Teams	**2.4 Request for Assistance**: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.
	PBIS Big Idea: Communicating how to refer a student for additional supports allows all staff, families, and students to understand how to get help. **ISF Big Idea:** Promoting awareness of available interventions and their purpose (e.g., a group for students who have experienced trauma), as well as how to join the intervention, improves the knowledge of staff, families and students regarding how to access help.
ISF Enhancements	*There are written procedures that are shared with staff, families, and students regarding how to access the continuum of interventions.*
	ALL available interventions, regardless of who facilitates/delivers them, are included in one request for assistance process.

Directions: Please list at least 2 action statements for 2.4 Request for Assistance

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Interventions	**2.5 Options for Tier II Interventions**: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
	PBIS Big Idea: Using evidence-based interventions to address student need increases the likelihood of improved outcomes.
	ISF Big Idea: Implementing evidence-based interventions is ensured when a protocol for selection and assessment of fidelity are aligned with specific behavioral health challenges.
ISF Enhancements	*School employed and community employed staff develop a single continuum of interventions that is evidence-based, matches needs in a culturally appropriate way, increases to match intensity level, and prioritizes family perspective.*
	Which staff deliver which intervention is decided by the team based on skills/fluency of personnel with the each specific evidence-based intervention.

Directions: Please list at least 2 action statements for 2.5 Options for Tier II Interventions

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

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School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Interventions	**2.6 Tier II Critical Features**: 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).
	PBIS Big Idea: When critical features are in place, students are more likely to respond and have improved success. **ISF Big Idea:** When critical features include both internalizing and externalizing needs, a broader range of interventions will be available to address the needs of ALL students.
ISF Enhancements	*School employed and community employed staff receive professional development regarding their role in Tier II critical features, including the teacher's role in providing prompts, pre-corrects and reinforcement of skills being taught in Tier 2 interventions (e.g. using the Daily Progress Report with all Tier2 interventions)*
	As interventions are selected through a team-based protocol, critical features are addressed specific to each intervention before implementation begins. Linkage to Tier 1 expectations and progress monitoring are clarified.

Directions: Please list at least 2 action statements for 2.6 Tier II Critical Features

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Interventions	**2.7 Practices Matched to Student Need**: 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).
	PBIS Big Idea: Interventions are selected through data-based decisions and explicit to all faculty and staff in order to appropriately address student need. **ISF Big Idea:** A more robust continuum can be delivered in a more efficient and effective manner if, in addition to behavioral function and contextual fit, interventions are available for social/emotional need, at varying intensity of need, and involve family perspective.
ISF Enhancements	*Decisions/selection of all interventions, regardless of delivered by school or community employed personnel, are made though one team at the Tier 2 level*
	Interventions are matched to how a student responds to a life event, rather than because they experienced a life event (e.g., a student's parents get divorced, the student is not automatically placed in an intervention for students whose parents get divorced; rather students are assigned to groups based on a specific presenting/problem and skill needed)

Directions: Please list at least 2 action statements for 2.7 Practices Matched to Student Need

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Interventions	**2.8 Access to Tier I Supports**: 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.
	PBIS Big Idea: Interventions that are layered and continuously available allow students the opportunity to receive additional teaching, practice, and acknowledgement of skills, while preventing them from being excluded from their peers. **ISF Big Idea:** The availability of Interventions that foster pro-social and coping skills, emotional regulation and management, allow students more opportunities for success across settings.
ISF Enhancements	*All staff, families, and students are aware of interventions, understand their role and actively participate in the intervention, and encourage the transfer of knowledge of key aspects of the intervention across home, school, and community.*
	Resource Mapping of current practices, programs, initiatives includes current and potential collaborations and partnerships with community programs/initiatives (e.g., girls and boys clubs, parks and recreation, library, local mental health).

Directions: Please list at least 2 action statements for 2.8 Access to Tier I Supports

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Interventions	**2.9 Professional Development**: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place. **PBIS Big Idea:** Explicit descriptions of both the referral process and implementation process for interventions ensure timely access to interventions that are more likely to be implemented with fidelity. **ISF Big Idea:** Cross training on interventions and referral process for school employed and community employed staff allows for open communication and collaboration regarding intervention process and implementation.
ISF Enhancements	*Professional development is available for both school and community staff on how to identify students who display internalizing behavior/needs (e.g nurses office visits, attendance, time out of class to seek clinician, etc.)*
	Professional development is available for both school and community employed staff on understanding function-based problem-solving.

Directions: Please list at least 2 action statements for 2.9 Professional Development

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Evaluation	**2.10 Level of Use**: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.
	PBIS Big Idea: Approximately 5-15% of students would benefit from Tier II interventions. **ISF Big Idea:** A review of cross-system data can increase the likelihood that students will receive early access to a wider array of appropriate interventions.
ISF Enhancements	*All Tier II interventions, regardless of if they are delivered by school or community employed, are progress monitored for fidelity and impact through an integrated tier II systems team.*
	School employed and community employed staff install interventions according to data and need (e.g., if a large percentage of students within a building have experienced trauma, a trauma-informed intervention would be appropriate at Tier I vs. a smaller percentage (5-15%) of students, who might receive a targeted intervention within the Tier II continuum).

Directions: Please list at least 2 action statements for 2.10 Level of Use

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

25

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Evaluation	**2.11 Student Performance Data**: 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.
	PBIS Big Idea: Making decisions based on data allow the Tier II team to efficiently and effectively monitor intervention fidelity and student outcomes. **ISF Big Idea:** Cross system collaboration and communication enhances the use of student performance data.
ISF Enhancements	*School and community employed staff are proficient at using consistent data gathering tools and processes where possible (e.g. daily progress report) so that communication, systems, and processes can be streamlined.*
	Barriers to intervention success (e.g., that a student was able to access/participate in the intervention) are reviewed and discussed.

Directions: Please list at least 2 action statements for 2.11 Student Performance Data

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Evaluation	**2.12 Fidelity Data**: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.
	PBIS Big Idea: Teams assess fidelity of implementation of the core components of each intervention in order to eliminate barriers and increase the likelihood of positive student outcomes. **ISF Big Idea:** Evaluation of fidelity of implementation can help in the selection/maintenance of interventions and the cancellation of other interventions, thus ensuring that all interventions are carefully matched to data indicating need.
ISF Enhancements	*School employed and community employed staff are in the process of gathering process data for identified evidence-based interventions.*
	School and community employed staff use process/performance data to determine the overall effectiveness of interventions. Both school and community employed staff use a similar process of gathering and analyzing data so that decisions regarding intervention effectiveness can be streamlined.

Directions: Please list at least 2 action statements for 2.12 Fidelity Data

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier II Features
Evaluation	**2.13 Annual Evaluation**: 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; evaluations are shared with staff and district leadership.
	PBIS Big Idea: Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation. **ISF Big Idea:** Community partners, as integral members of Tier II systems teams, add a necessary perspective for accountability a fidelity of implementation and student outcomes are assessed.
ISF Enhancements	*Families and community stakeholders actively participate in the evaluation, review of data, and action planning. The evaluation/assessment of fidelity of implementation guides decisions regarding which interventions to continue and which to remove.*
	The evaluation/assessment of fidelity of implementation guides decisions regarding which interventions to continue and which to remove.

Directions: Please list at least 2 action statements for 2.13 Annual Evaluation

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

28

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Teams	**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 (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs. **PBIS Big Idea:** Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. **ISF Big Idea:** Community partners who are familiar with operations of school can enhance the school-based team to promote healthy social emotional functioning for ALL students.
ISF Enhancements	*Tier III systems planning teams include community employed and school employed staff with mental health expertise.*
	These teams include a family and student as active team members.

Directions: Please list at least 2 action statements for 3.1 Team Composition

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Teams	**3.2 Team Operating Procedures**: Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting notes, and (d) a current action plan.
	PBIS Big Idea: Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions. **ISF Big Idea:** When community data is reflected in action planning process, this broader context can support the needs of students across home, school and community.
ISF Enhancements	*Community partner roles at Tier III are clearly defined through a MOU.*
	Teams review role and utilization of school and community employed clinicians. Staff responsible for implementing individualized Tier III interventions have the credentials, expertise, skill sets needed, and/or receive appropriate professional development.

Directions: Please list at least 2 action statements for 3.2 Team Operating Procedures

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Teams	**3.3 Screening**: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nomination) to identify students who require Tier III supports.
	PBIS Big Idea: Quick access to additional supports increases the likelihood of student success. **ISF Big Idea:** Mental health/community and family/student participation in data review can a) provide a broader perspective and b) offer additional screening tools, for ensuring all youth in need of Tier III are identified as soon as possible.
ISF Enhancements	*School and community employed staff participate on Tier III systems teams, along with family/youth, to consider possible screening data, additional screening tools (e.g. trauma screening for individual students) and to review data for students in need of Tier III supports.*
	The integrated Tier III systems team is trained to fluency in and available to facilitate screening tools with individual families (e.g. "Family Check-up") to assess individualized needs for either school or community-based supports.

Directions: Please list at least 2 action statements for 3.3 Screening

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Teams	**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.
	PBIS Big Idea: A multi-disciplinary approach guided by student and family input and approval is more likely to result in a plan that all will buy-into, actively participate in, thus increasing the likelihood of successful outcomes. **ISF Big Idea:** Having one comprehensive plan for each student/familythat represents input from all stakeholders ensures ease of understanding, increases communication and collaboration, and improves the efficiency and effectiveness of the plan.
ISF Enhancements	*Student support teams include both natural and professional (child serving systems such as child welfare or juvenile justice) support partners who are selected by/agreed upon by the student/family.*
	Personnel from both school and community agencies are trained, fluent and available to lead/facilitate individualized youth/family teams.

Directions: Please list at least 2 action statements for 3.4 Student Support Team

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Resources	**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.
	PBIS Big Idea: Adequate resources need to be allocated in order to ensure interventions are put into place with fidelity. **ISF Big Idea:** Community providers full participation in the Tier III system can ensure adequate staff are available to partner with school staff to facilitate/deliver individualized interventions with fidelity.
ISF Enhancements	*School employed and community employed clinicians have adequate FTE to deliver evidence-based interventions and ensure adequate supervision to ensure fidelity of delivery of interventions.*
	School employed and community employed clinicians have job descriptions and time allocation/flexible funding that indicate their involvement and participation in Tier III interventions, including conducting function based assessments, developing and implementing behavior support plans, and facilitating individualized interventions (e.g., person center planning, wraparound, RENEW).

Directions: Please list at least 2 action statements for 3.5 Staffing

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Resources	**3.6 Student/Family/Community Involvement**: 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.
	PBIS Big Idea: Individual student support plans require a multi-disciplinary approach that spans home, school, and community. **ISF Big Idea:** Community partners with established collaborative relationships with school district and buildings can enhance full engagement of students/families and increase opportunity for interventions and support.
ISF Enhancements	*School employed and community employed staff work collaboratively with students/families and other natural and community supports to facilitate comprehensive individualized plans with identified resources and interventions across home, school, and community.*
	MOU's are established to clarify delivery of resources and interventions through community agencies as needed.

Directions: Please list at least 2 action statements for 3.6 Student/Family/Community Involvement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Resources	**3.7 Professional Development**: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.
	PBIS Big Idea: Explicit descriptions and professional development ensure a more accurate assessment and that behavior support plans will be implemented with fidelity. **ISF Big Idea:** Cross training with community employed and school employed staff assists everyone in being confident, competent and fluent to consistently deliver evidence-based interventions.
ISF Enhancements	*Both school employed and community employed staff qualifications/skills are assessed to determine Professional development plan and resulting common PD calendar for common trainings.*
	Treatment fidelity is used to evaluate the extent to which both school and community employed staff require additional training and support/supervision.

Directions: Please list at least 2 action statements for 3.7 Professional Development

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Support Plans	**3.8 Quality of Life Indicators:** 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).
	PBIS Big Idea: Having a strength-based approach with student/family voice and choice encourages a positive, proactive, and contextually relevant support plan. **ISF Big Idea:** Involving community partners increases access to resources and encourages inclusion of student and family community experiences that assist in developing list of strengths/preferences to expedite achieving goals across home, school, and community.
ISF Enhancements	*School, student/family and community partners, work together to identify strengths and needs across life domains and settings.*

Directions: Please list at least 2 action statements for 3.8 Quality of Life Indicators

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Support Plans	**3.9 Academic, Social, and Physical Indicators:** Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.
	PBIS Big Idea: Using comprehensive data across life domains allows the individual student team to develop measurable and relevant goals. **ISF Big Idea:** Community partners can provide additional perspectives on data sets and provide broader context for considering assessment data.
ISF Enhancements	*School, family, community partners participate together on individual student team share and review physical, social, emotional, behavioral, academic and community data.*

Directions: Please list at least 2 action statements for 3.9 Academic, Social, and Physical Indicators

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Support Plans	**3.10 Hypothesis Statement:** 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 reinforcement (e.g., behavioral function) in this context.
	PBIS Big Idea: FBA data and hypothesis statement is used to develop a personalized plan. **ISF Big Idea:** Community partners provide a broader perspective to ensure development of an accurate hypothesis statement.
ISF Enhancements	*Community partners, school, family and students collectively participate in the design of the hypothesis statement and use the information to develop the behavior support plan.*
	The teams are encouraged to focus on the community context and potential impact of the problem behavior occurring in school.

Directions: Please list at least 2 action statements for 3.10 Hypothesis Statement

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Support Plans	**3.11 Comprehensive Support:** Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.
	PBIS Big Idea: Behavior Support Plan needs to include multiple components. **ISF Big Idea:** Community partners can contribute a needed perspective in development of a comprehensive behavior support plan.
ISF Enhancements	*Community partners are fluent with FBA process and actively engage in process of developing support plans.*
	Community partners are actively participating in development of a comprehensive behavior support plan.

Directions: Please list at least 2 action statements for 3.11 Comprehensive Support

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

Adapted, with permission, from *Benchmarks of Quality* (Kincaid, Childs, & George, 2010) and *Tiered Fidelity Inventory* (Algozzine et al., 2014)   39

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Support Plans	**3.12 Formal and Natural Supports:** Behavior support plan(s) requiring extensive and coordinated support (e.g., person center planning, wraparound, RENEW) documents quality of life strengths and need to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.
	PBIS Big Idea: Behavior Support Plan fits unique context of the individual with a person- centered lens. **ISF Big Idea:** Active participation of community partners provides the expanded view to help guide how other life domains impact the school setting.
ISF Enhancements	*Community partners continuously inform the team of strengths and community resources.*
	The school can consider conducting an internal resource map of the school to identify adults in the building who have skills/interests/hobbies (e.g., tennis, cars, sewing, fashion, etc.) that can be utilized when matching strengths/needs to help meet student goals. If a student presents a goal and a staff member has expertise in this area, he/she could be invited to the team as a fluid team member.

Directions: Please list at least 2 action statements for 3.12 Formal and Natural Supports

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Support Plans	**3.13 Access to Tier I and Tier II Supports:** Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.
	PBIS Big Idea: Interventions are layered, continuously available and allow students full participation in the school. Students benefit from the Tier I social core curriculum as well as the opportunity to receive additional teaching, practice, and acknowledgement of skills. **ISF Big Idea:** Community partners' participation on teams can provide a broader context to ensure linkage of tiered interventions and full access of school and community learning environments for all students.
ISF Enhancements	*All staff, families, and students are aware of interventions, understand their role and actively participate in the intervention, and encourage the transfer of knowledge of key aspects of the intervention across home, school, and community.*
	Community Partners assist with installing broader range of interventions that foster pro-social and coping skills, emotional regulation and management, and the team can articulate how they are linked to lower level tiers.

Directions: Please list at least 2 action statements for 3.13 Access to Tier I and Tier II Supports

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Evaluation	**3.14 Data System:** 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.
	PBIS Big Idea: Sharing data with staff increases staff buy-in and leads to their willingness to participate in interventions when appropriate. **ISF Big Idea:** Sharing data with community partners increases buy-in and leads to their willingness to participate in and expand options of interventions when appropriate.
ISF Enhancements	*School employed and community employed staff review data from interventions both for fidelity and impact.*
	This data review informs decisions regarding changes in the goals or plan.

Directions: Please list at least 2 action statements for 3.14 Data System

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Evaluation	**3.15 Data-Based Decision Making:** 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.
	PBIS Big Idea: Making decisions based on data allows the Tier III team to efficiently and effectively monitor intervention fidelity and student outcomes. **ISF Big Idea:** Cross system collaboration and communication enhances student performance data.
ISF Enhancements	*School employed and community employed staff receive adequate training, coaching, and technical assistance in the implementation of individual student interventions.*
	Barriers to intervention success (e.g., that a student was present to receive access to the intervention) are reviewed and discussed.

Directions: Please list at least 2 action statements for 3.15 Data-Based Decision Making

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Evaluation	**3.16 Level of Use:** Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate. **PBIS Big Idea:** Approximately 1-5% of students would benefit from Tier III interventions. **ISF Big Idea:** A review of cross-system data (i.e., school and community) can enhance the team's ability to connect students with the greatest need and/or risk to individual support teams.
ISF Enhancements	*School employed and community employed clinicians have dedicated time and resources to assess individual students and provide individual interventions according to data and need.*

Directions: Please list at least 2 action statements for 3.16 Level of Use

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			

School: Date:

Subscale	Tiered Fidelity Inventory: Tier III Features
Evaluation	**3.17 Annual Evaluation:** 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; evaluations are used to guide action planning.
	PBIS Big Idea: Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation. **ISF Big Idea:** Community partners, as integral members of Tier II systems teams, add a necessary perspective for accountability a fidelity of implementation and student outcomes are assessed.
ISF Enhancements	*Students, families and community stakeholders actively participate in the evaluation, review of data, and action planning.*
	The evaluation/assessment of fidelity of implementation guides decisions regarding which interventions to continue and which to remove.

Directions: Please list at least 2 action statements for 3.17 Annual Evaluation

Action Steps?	RESOURCES NEEDED?	WHO?	WHEN?
A.			
B.			