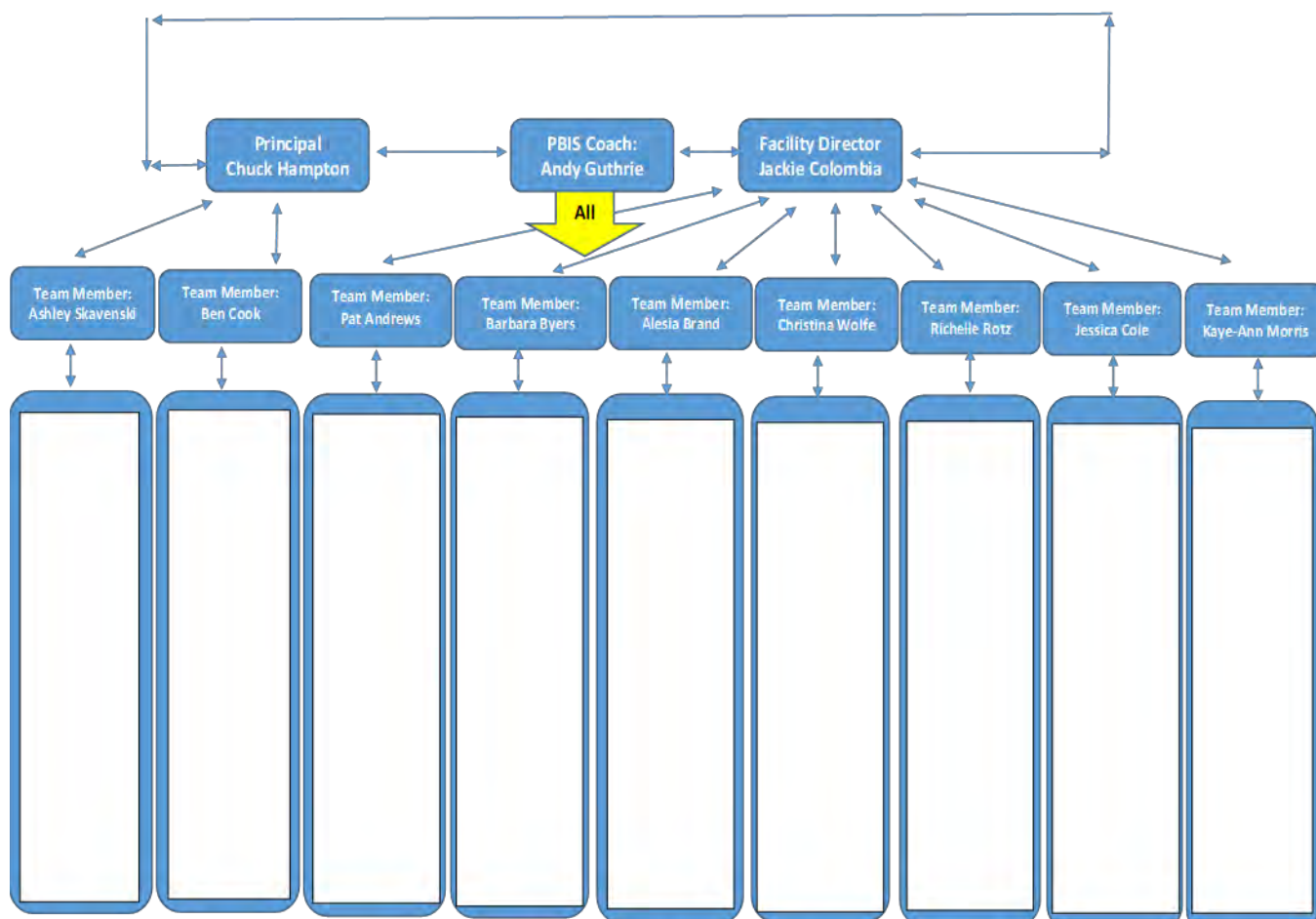


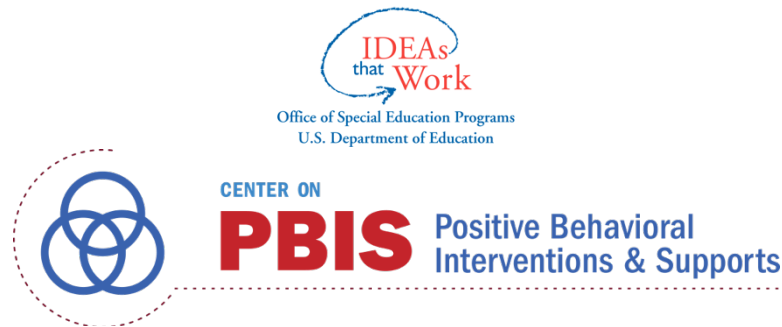


West Virginia Schools of Diversion and Transition
Jacob C. Green, Superintendent
W. Clayton Burch, West Virginia Superintendent of Schools
Miller L. Hall, President, West Virginia Board of Education



PBIS Leadership Team Representation Chart

- Communicate and solicit information with staff the team member represents (point of contact)
 - Communicate & facilitate training with PBIS coach
- Helps to ensure the group the team member represents carries out PBIS with fidelity



Facility-Wide Tiered Fidelity Inventory FW-TFI

Technical Assistance Center on Positive Behavioral Interventions and Supports
U. S. Department of Education, Office of Special Education Programs

Version 0.2, 2020 September 1

*We release this working version of the FW-TFI tool with the understanding that it is a draft. Any feedback from agencies and facilities which use this instrument, please email Brenda Scheuermann, Ph.D. at brenda@txstate.edu.

The FW-TFI was adapted from:

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

We thank the many state agency personnel and PBIS facility team leaders across the country from the residential and juvenile corrections community, including residential hospitals, group homes, shelter care, and secure and non-secure juvenile facilities, who provided ideas and feedback in this adaptation as well as facilities for field-testing. Your input was instrumental.

Disclaimer

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Introduction and Purpose

With demonstrated promise of effectiveness of Positive Behavioral Interventions and Supports (SWPBIS) in typical school settings, interest has extended to application of PBIS in alternative settings such as correctional facilities, residential schools and treatment facilities, residential hospitals, children and adult group homes, shelter care, and transition/aftercare homes. With a growing number of these types of facilities and agencies pursuing PBIS, there is a need for instruments to assess implementation fidelity that reflect the unique characteristics of residential care.

This version of the Facility-Wide Tiered Fidelity Inventory (FW-TFI) addresses a key limitation in the previous version. That is, this version, encourages PBIS implementation throughout the facility. If facility-wide implementation is not yet in place, items in this FW-TFI encourage PBIS teams to make efforts to build understanding and buy-in for PBIS facility-wide.

The general purpose of the Facility Wide Tiered Fidelity Inventory (FW-TFI) is to provide an efficient instrument that can be used to guide both implementation and sustained use of Facility Wide Positive Behavioral Interventions and Supports (FW-PBIS) in residential facilities. The FW-TFI is based on the multi-tiered PBIS framework and mirrors the structure and format of the Schoolwide Tiered Fidelity Inventory. However, items and scoring criteria in the FW-TFI have been modified to reflect the goals and challenges of implementing PBIS in secure care residential settings. The FW-TFI was developed with input from stakeholders in residential settings and agencies (i.e., administrators in state education, juvenile justice, and mental health agencies; staff and administrators in secure care, residential, hospital, shelter care, and group homes).

The FW-TFI measures the extent to which residential care facility personnel are applying core features of Tier 1, Tier II, and Tier III FW-PBIS throughout an entire facility. The FW-TFI is divided into three sections (Tier I: Universal FW-PBIS Features; Tier II: Targeted FW-PBIS Features; and Tier III: Intensive FW-PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place for each tier. The FW-TFI may be used (a) for initial assessment to determine features that are already in place, (b) as a guide for implementing practices across tiers, (c) as an index of sustained FW-PBIS implementation, and (d) as a guide for action planning.

The FW-TFI is designed to be completed by a facility-level PBIS leadership team, school or facility leadership team, or other group charged with program improvement. This is typically a group of 3-8 individuals including an administrator and representatives from program divisions within the facility. It is strongly recommended that the FW-TFI be completed with an external FW-PBIS coach as facilitator.

The first time the FW-TFI is used, we recommend that the team complete the FW-TFI for all tiers. If the resulting action plan focuses only on one tier, then progress monitoring during the first months of PBIS implementation (e.g., use of the FW-TFI every 3-4 months) might only include the tiers addressed in the initial action plan.

Cost

There is no cost to use the FW-TFI. The FW-TFI is a product developed as part of the U.S. Department of Education's Office of Special Education Programs National Technical Assistance Center on Positive Behavioral Interventions and Supports (Grant # **H326S130004**).

Intended Participants and Schedule of Administration

State juvenile justice agencies, and juvenile justice residential facilities typically have a person who is responsible for leading, supporting, and providing oversight of PBIS implementation across the facility or facilities. This individual may be titled the PBIS Director, Specialist, Consultant, Facilitator, Liaison, or Coach. Also, agencies and facilities may have unique names for PBIS team(s). Sometimes, only one PBIS team is in place, and that team leads activities for all tiers. Alternatively, Tier II and/or Tier III supports may be led by separate teams.

Typically, the lead(s) for the PBIS team(s) are responsible for completing the FW-TFI. For ongoing progress monitoring (e.g., monthly, quarterly) of PBIS implementation, the FW-TFI is completed by the leads for each PBIS team. We recommend that the agency PBIS Coordinator or external PBIS coach be involved in at least some of these FW-TFI assessments.

For use as progress monitoring, the FW-TFI should be completed every third or fourth meeting of the PBIS team until they reach at least 70% fidelity across three consecutive administrations of the Tier I and/or Tier II sections of the FW-TFI. Once fidelity on a tier is met, the team may choose to shift to annual FW-TFI assessment for the purpose of evaluating sustained implementation and identifying annual goals. Note that facilities that are new to PBIS may start by using only the Tier I section of FW-TFI.

The FW-TFI also may be used for annual, formal assessment. The agency PBIS Coordinator should complete the FW-TFI with the PBIS leads or coaches from the local PBIS team(s). Results of the annual assessment using the FW-TFI should be used to develop the facility-wide PBIS action plan for the next year.

Preparation for Administration/Completion Time

Prior to administration of the FW-TFI, the agency or facility PBIS Coordinator, or other person external to the facility, will conduct the FW-TFI Tier 1 Walkthrough, which is included as part of the FW-TFI. The Tier 1 Walkthrough collects data sources (brief interviews with staff and youth) that will be used to complete certain items in the Tier 1 section of the FW-TFI.

Next, persons responsible for completing the FW-TFI should collect data sources to document scoring throughout the instrument. Each item includes a list of possible data sources for this purpose.

For teams familiar with PBIS, the approximate completion time should be less than 30 minutes per tier for the first administration, assuming the Tier 1 Walkthrough is completed and all requested data sources are gathered in advance. Subsequent administrations should take no more than 15 minutes per tier.

Outcomes

Criteria for scoring each item of the FW-TFI reflect degrees of implementation using a rubric scoring format (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier I: Universal FW-PBIS Features, and Tier II: Targeted FW-TFI Features. A complete administration of the FW-TFI produces scores for each tier as a percentage of FW-PBIS implementation for Tier I, Tier II, and Tier III. A complete administration also results in subscale and item scores for each tier. The subscale and item reports are produced to guide agency-level support, coaching support, and team action planning. Subscale and item detail are provided in the scoring rubric below.

GLOSSARY AND ACRONYM KEY BY TIER

Tiers I, II, and III

Acknowledgement systems: Incentive programs in which youth or staff members earn desired activities or items contingent upon exhibiting a predetermined level of specified behaviors. For example, youth may earn incentives for exhibiting behaviors consistent with rules defined in the rules charts (also called 'rules matrices' - see below). Staff members may earn incentives for correctly using the components of PBIS that staff are expected to implement.

FW-PBIS Action Plan: The FW-PBIS Action Plan lists duties, assignments and deadlines for planning and implementing FW-PBIS.

Agency PBIS Coordinator: A person designated with agency-wide leadership of PBIS. Typically, this person oversees PBIS implementation across multiple facilities, and plans training and support activities to meet needs of each facility.

Core Practices of FW-PBIS: Components considered fundamental to Tier 1 FW-PBIS; includes establishing and defining facility-wide expectations (e.g., developing teaching matrices), procedures for teaching youth the FW-behavioral expectations, acknowledgment systems for youth, and following procedures for responding to minor and major rule violations.

Facility PBIS Liaison or Coach: A person designated to lead and coordinate PBIS activities. While PBIS responsibilities should be shared across staff, the PBIS Liaison can responsible for ensuring PBIS systems (team meetings, data preparation) and activities are carried out with fidelity.

Facility-wide: Settings in which 24/7 direct care is provided to children, youth, and young adults and where all staff (education, treatment, case management, security) implement FW-PBIS across all facility environments where services are provided for youth.

Facility Wide (FW) Behavioral Expectations: Three to five broadly stated and easy-to-remember expectations that apply throughout the facility.

FW Behavioral Expectations Matrix: Also called a teaching matrix or rules matrix. The purpose of the teaching matrix is to define behaviors for success in all areas and activities that involve youth throughout the facility. For each area or activity, specific behaviors that we want youth to exhibit are listed for each broadly stated expectation.

Formal Teaching: Scheduled and planned activities, where expected behaviors (as defined in the matrices) are taught using explanation, demonstrations of examples and non-examples, and role-play of expected behaviors.

FW-TFI Tier 1 Walkthrough Tool: A brief, structured set of questions used for the Tier I portion of the FW-TFI that includes questions for randomly selected staff and youth. Ideally, this is completed by the agency FW-PBIS Coordinator, external coach, or anyone familiar with PBIS from outside the facility.

Policy: A set of guiding rules adopted and approved by the agency. A policy is a statement of intent and is implemented as a procedure or protocol. Policies are generally adopted by a governance body that is responsible for oversight of the agency.

Positively Stated: Expectations written in behavioral matrices and spoken in an affirmative voice that delineate behaviors to do rather than actions to avoid. (Notwithstanding, note that during proactive

teaching of behavioral expectations, demonstration of non-examples of desired behavior may be productive).

Practice: A synonym for intervention, strategy, and method.

Procedure: An approved, written plan to conduct the policy(ies) of the agency. Some agency PBIS policies may be broad, complemented by implementation procedures specified in local facility operating procedures.

Terms Specific to Tier II and/or III

Formal and Natural Supports: Formal Supports usually involve some sort of payment and may include relationships with service providers such as mental health counselors, tutors, after-care specialists, parole/probation officers, or other community agency representatives. Natural Supports are the relationships that occur in everyday life, usually involving relationships with family/guardians, friends/peers, staff, co-workers/supervisors, case managers, and acquaintances.

FW-TFI Behavior Support Plan Worksheet: A sheet used to score behavior support plans from the facility for the Tier III scale.

Person Centered Planning: A wraparound, team-based approach involving a range of strategies and activities designed to assist youth in planning their life and supports, both in and outside the facility. The focus is on personal self-determination and enhancing independence and success in the community.

Quality of Life: The extent to which physical, mental, social, and emotional functioning is consistent with personal preferences of the client. It is determined by the child, youth, adult, their family/guardians, and case managers.

Targeted Interventions Reference Guide: A matrix used to indicate which Tier II and/or Tier III interventions are available and indicate which child, youth, adult needs (e.g., functions of problem behavior) they can support.

Tier I: Universal FW-PBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 Team Composition: FW-PBIS ¹ Leadership Team includes a PBIS team leader and 6 to 8 representatives from youth care disciplines within the facility ^{2, 3} with individuals present able to provide ⁴ (a) behavior support; (b) knowledge of youth academic and behavior patterns, and status regarding disability, primary language, and medical and behavioral health needs; (c) knowledge and authority involving the facility operations; (d) safety/security expertise; and (e) youth voice. ⁵	<ul style="list-style-type: none"> • Facility organizational chart • FW-PBIS Leadership Team meeting minutes with attendance roster • FW-PBIS action plans • FW-PBIS Local Operating Procedures (policy) • FW-PBIS Handbook 	<p>0=FW-PBIS Leadership Team does not exist</p> <p>1=FW-PBIS Leadership Team exists without all disciplines represented (a – e); if implementing in a single program only, representatives from other disciplines have not been invited to join the team</p> <p>2=FW-PBIS Leadership Team exists with all disciplines represented (a – e); if implementing in a single program only, representatives from other disciplines have been invited to join the team</p>
<p>Notes: 1. This may be referred to as something different within your state/setting – it is your Tier 1 team;</p> <p>2. Disciplines may include security, education, mental health, food services, recreation, medical, case management, volunteer services, etc. Facilities often have multiple teams that address youth behavior. We encourage assessing existing facility teams in terms of purpose, function, and membership to determine if any of those teams could be integrated with the PBIS team's purpose, functions, and membership.</p> <p>3. If you are currently implementing only in a single program, representatives from other youth care disciplines within the facility should be invited to be a part of the team;</p> <p>4. At any given meeting, different people may assume these roles;</p> <p>5. In some cases it is not feasible or appropriate for a youth to physically attend a meeting but their voice can be heard from other sources (e.g., youth council, survey data, informal formative assessment)</p>		

Feature	Possible Data Sources	Scoring Criteria
1.2 Team Operating Procedures: FW-PBIS Leadership Team (a) meets at least monthly; (b) has regular meeting format/agenda; (c) keeps meeting minutes; (d) meeting minutes are shared with youth care staff; (e) required team members attend regularly, staying for the entire meeting, and (f) maintains a current action plan	<ul style="list-style-type: none"> FW-PBIS Handbook FW-PBIS Leadership Team meeting agendas and minutes FW-PBIS action plans Email correspondence with PBIS coordinator/consultant 	<p>0=FW-PBIS Leadership Team meets 2 or fewer of procedures (a) – (f)</p> <p>1=FW-PBIS Leadership Team meets at least 3 of procedures (a)-(f)</p> <p>2=FW-PBIS Leadership Team meets all procedures (a) – (f)</p>
Subscale: Implementation		
1.3 Facility-Wide (FW) Behavioral Expectations: FW-PBIS Action Plan has five or fewer positively stated, overarching FW behavioral expectation phrases for all locations/activities that involve youth. Specific behavior examples by location/activity are defined for youth behaviors (this is called the FW Behavioral Expectations Matrix) and posted in all locations/activities that involve youth.	<ul style="list-style-type: none"> FW-TFI Walkthrough data Employee orientation handbook/on-the-job training packets/sign-offs FW Behavioral Expectations matrices posters FW-PBIS brochure Calendar of FW-PBIS staff training FW-PBIS Handbook 	<p>0=Positively stated, overarching FW behavioral expectations do not exist or include more than 5 in number or fewer than 80% of staff interviewed can name the majority of the overarching, FW behavioral expectations⁶</p> <p>1= Up to five overarching, positively-stated, FW behavioral expectations align with or match facility-wide expectations, are defined for all locations/activities that involve youth, and 80% - 89% of staff interviewed can name the majority of the facility-wide expectations</p> <p>2= Five or fewer positively stated, overarching FW behavioral expectations align with or match facility-wide expectations, are defined for all locations/activities that involve youth, AND at least 90% OR MORE of staff interviewed can state all of the overarching, FW behavioral expectations</p>
<p>Note 6. For scoring item 1.3, use summary information of staff responses to questions about stating expectations in the FW-Tier 1 Walkthrough.</p>		

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.4 Teaching FW Behavioral Expectations to Youth: FW Behavioral Expectations are taught to all youth, including new admissions, for all locations/activities identified on the FW Behavioral Expectations Matrix.	<ul style="list-style-type: none"> FW-TFI Tier 1 Walkthrough Tool data Resource guides Informal walkthroughs Master schedule of when, by whom, and how taught Youth in-take processes Calendar of booster trainings FW-PBIS action plan FW-PBIS Handbook 	<p>0= Formal procedures are in place to directly teach FW behavioral expectations to youth AND fewer than 70% of youth can state most of the overarching, FW behavioral expectations⁷</p> <p>1= Formal procedures are in place to directly teach FW behavioral expectations to youth, AND at least 70% of youth can state most of the overarching, FW behavioral expectations</p> <p>2=FW behavioral expectations are taught consistently to youth across all matrix settings AND at least 70% of youth can state all of the overarching, FW behavioral expectations</p>
Note 7. For scoring item 1.4, use summary information of youth responses to questions about stating FW behavioral expectations in the FW-TFI Tier 1 Walkthrough.		
1.5 Challenging Behavior Definitions: Agency and/or facility makes a clear distinction between major and minor rule violations by youth, with major violations reserved for behaviors that significantly interfere with facility operations and/or safety, and the agency or facility has clearly differentiated policies/procedures for major versus minor challenging behaviors.	<ul style="list-style-type: none"> Youth and/or Staff handbook Agency policy Behavioral code posters/violation grid posters Family/guardian handbook Formal training materials Staff training materials FW-PBIS Handbook 	<p>0= Definitions and procedures to manage major vs. minor challenging behaviors are not documented</p> <p>1=Definitions of major vs. minor challenging behaviors exist but do not include procedures to manage both major and minor challenging behaviors</p> <p>2=Definitions and procedures to manage major vs. minor challenging behaviors are clearly defined, documented, trained, AND shared with youth and staff</p>

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.6 Policies to Address Youth Challenging Behaviors: Agency and/or facility policies and procedures describe and emphasize proactive, instructive, or restorative approaches to youth behavior that are implemented consistently, and that utilize developmentally-appropriate practices that balance youth needs with safety of youth, staff, and visitors.	<ul style="list-style-type: none"> Agency/facility discipline policy FW-PBIS Handbook Staff training materials Youth handbook Informal administrator interview 	<p>0= Policies and procedures emphasize reactive and punitive consequences, OR positive, proactive policies are not implemented consistently throughout the facility.</p> <p>1= Policies and procedures emphasize proactive, instructive approaches to balance punitive consequences but are used inconsistently.</p> <p>2= Policies and procedures emphasize proactive, instructive approaches AND administrators or PBIS Coordinators, Consultants, or Coaches report consistent use.</p>
1.7 Staff Professional Development: Ongoing, formal written and delivered processes are used for orienting all staff on core FW-PBIS practices: (a) teaching facility-wide expectations, (b) acknowledging appropriate behavior, (c) responding to major versus minor rule violations, and (d) requesting assistance	<ul style="list-style-type: none"> FW-PBIS Handbook Master schedule of training topics FW-PBIS action plans Calendar of booster trainings Staff orientation Staff training materials 	<p>0=No process for teaching all staff FW-PBIS is in place</p> <p>1=Process is informal/unwritten, is not included in new staff training, is not included in the professional development calendar, does not include tangible materials (e.g., PBIS artifacts, power points), or does not include all staff, or does not include all (a)-(d) core FW-PBIS practices</p> <p>2=Formal, written process exists, including tangible training materials, for teaching all staff the FW-PBIS plan, including all (a)-(d) core FW-PBIS practices</p>

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.8 Youth Feedback and Acknowledgement: A formal system (e.g., written and implemented set of procedures) is in place as part of Tier 1 Facility Wide core PBIS features to provide specific behavior feedback that is linked to facility-wide behavioral expectations and used across locations/activities involving youth.	<ul style="list-style-type: none"> FW-TFI Walkthrough Tool FW-PBIS Handbook FW-PBIS local operating procedures (policy) FW-PBIS event calendar Records of reinforcers earned and/or spent by youth Records of tokens given by staff 	0=No formal system for acknowledging youth behavior is in place as part of Tier 1 PBIS features 1= Formal system for acknowledging youth behavior is in place and is used by at least 90% of staff OR at least 50% of youth report they received a reward for displaying FW behavioral expectations. ⁸ 2= Formal system for acknowledging youth behavior is used by at least 90% of staff AND at least 50% of youth report they received a reward for displaying FW behavioral expectations.
Note 8. For scoring item 1.8, use summary information of staff and youth responses to reinforcement questions in the Tier 1 Walkthrough.		
1.9 Staff Feedback and Acknowledgment: A formal system is in place to recognize staff members for implementing at least the core facility PBIS practices (e.g., teaching the FW behavioral expectations, implementing acknowledgment systems, following procedures for responding to major and minor rule violations)	<ul style="list-style-type: none"> FW-PBIS action plan FW-PBIS Handbook FW-TFI Walkthrough Tool Evidence of staff recognition Minutes from staff meetings 	0=No formal system exists for contingently acknowledging staff for implementing at least, the core FW-PBIS practices with fidelity throughout the facility 1=Formal acknowledgment system exists in policy for at least the core FW-PBIS practices, but is not used or is implemented inconsistently 2=Formal acknowledgment system contingently reinforces staff for implementing at least the core FW-PBIS practices with fidelity AND is received by at least 50% of staff ⁹
Note 9. For scoring item 1.9, use summary information of staff responses to question about being recognized for implementing PBIS practices in the FW-PBIS Tier 1 Walkthrough.		

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.10 Staff Involvement: Facility-wide staff are involved with FW-PBIS in the following ways: (a) Summaries of minor and major rule violations facility-wide (e.g., rate, type, location, time of day, day of week, function of the behavior) are shared with all staff regularly (at least monthly); (b) FW-PBIS Leadership Team provides opportunities for all staff to provide input on, at least, the core FW-PBIS practices as part of ongoing program improvement (e.g., expectations, reinforcements, definitions, consequences); and (c) Staff are included in problem-solving discussions or celebrations	<ul style="list-style-type: none"> • Staff meeting notes • FW-PBIS Handbook • Team meeting notes • Staff debriefing documentation • Data posters 	<p>0=One of the three activities described for staff involvement are used, and/or those activities are used once per year or less</p> <p>1= Two of the three activities described for staff involvement are used, AND those activities are used more than once per year</p> <p>2= All of the activities described for staff involvement are used. Minor and major rule violations data are shared with staff at least quarterly AND other activities (opportunities for staff input and participation in discussions or celebrations) are provided at least once per year</p>
1.11 Access to Training, Coaching and Technical Assistance: Sources for training, coaching and technical assistance are available inside and outside the facility to assist with building capacity.	<ul style="list-style-type: none"> • Organization charts • FW-PBIS Handbook • Training catalog and/or schedules • Contractual agreement(s) • FW-PBIS action plans • FW-PBIS Local Operating Procedures • FW-PBIS implementation reports 	<p>0 = The facility or agency has no on-going access to FW-PBIS training, coaching or technical assistance as needed.</p> <p>1 = The facility or agency has limited access to FW-PBIS training AND coaching AND technical assistance to build capacity</p> <p>2 = The facility or agency has routine access to comprehensive FW-PBIS support, including training, coaching, and technical assistance to build capacity</p>

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.12 Complete only one of the following items: <ul style="list-style-type: none"> Complete 1.12a if your facility is currently implementing PBIS throughout the facility; if you answer the item in 1.12a, skip 1.12b Complete 1.12b if your facility is currently implementing PBIS less than facility-wide, such as in the Education program only; if you answer 1.12b, skip 1.12a 		
1.12a Facility-wide Implementation Procedures: Tier 1 core features (facility-wide behavioral expectations, procedures for teaching expectations, youth feedback linked to behavioral expectations, and continuum of developmentally appropriate responses to youth challenging behaviors) are implemented in all locations and activities throughout the facility (day rooms, dining hall, movement, morning routines, etc.), and features are consistent throughout the facility.	<ul style="list-style-type: none"> Informal walkthroughs FW-PBIS Handbook Progress monitoring FW-PBIS action plans FW-PBIS matrices/posters Resource guides Data reports 	0= No formal Tier 1 system exists or Tier I features are used in isolation (e.g., not as part of an integrated FW-PBIS framework) 1=A formal Tier 1 system exists, but all features are not implemented in all locations 2=A formal Tier 1 system exists and is implemented (e.g., all core Tier I features) across all facility-wide locations/activities involving youth
1.12b Actions Taken with Aspiration of Extending PBIS Facility-wide: Formal action steps are pursued with an aim toward raising awareness and interest in extending PBIS implementation to all settings and programs within the facility (e.g., facility-wide implementation).	<ul style="list-style-type: none"> Education program's PBIS action plans Informational materials shared with agency and facility administrators (e.g., presentations, data charts) Invitations extended to agency and facility administrators to attend Education PBIS meetings or training events 	0 = No formal action steps are planned or implemented with the aim toward extending PBIS throughout the facility 1 = Action steps to pursue the aim toward facility-wide implementation reflect a one-time, not ongoing, effort 2 = Multiple, specific, and sustained action steps are pursued and are adapted to reflect progress (or lack of) toward facility-wide implementation

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
1.13 Discipline Data: FW-PBIS Leadership Team has access to readily available behavioral reports in a graphic format showing trends in minor and major rule violations organized by frequency and/or rate ¹⁰ of problem behavior and/or responses to minor and major rule violations broken down by behavior, location, time of day, and by individual youth	<ul style="list-style-type: none"> Agency policy FW-PBIS meeting minutes FW-PBIS data reports 	<p>0=No centralized data system exists for ongoing decision making by FW-PBIS Leadership Team OR little or no summarized, graphed data is readily available</p> <p>1=Data system exists but ready access to a full set of graphed reports is unavailable to the FW-PBIS Leadership Team OR data do not account for variations in facility population</p> <p>2=Data systems exists for FW-PBIS Leadership Team with ready access to summarized/visual reports on frequency or rates of behavior by location, time of day, and youth</p>
Note 10. Data are summarized in ways that account for unique characteristics of residential facilities. For example, residential facilities often have frequent and/or significant variations in population census, aside from differences in the number of days across months. To account for the changes, rate (i.e., total number of incidents in a cohort/reporting period divided by the number of youth-days in the cohort/reporting period) is the preferred way to report PBIS data, especially data related to minor and major rule violations. Rates provide a standard unit of analysis useful for a variety of comparisons and trendlines, e.g., by behavior, month, grade level or living unit, location, time of day, by individual youth or groups of youth, etc.		
1.14 Data-based Decision Making: FW-PBIS Leadership Team reviews and analyzes the universal tier discipline data for patterns and trends at least monthly for decision-making	<ul style="list-style-type: none"> Data decision-making rules FW-PBIS Handbook Team meeting notes Data posters FW-PBIS local operating procedures FW-PBIS action plans 	<p>0=No process/protocol exists OR data are reviewed but not used by FW-PBIS Leadership Team for decision-making</p> <p>1=Data are reviewed and used for decision-making by FW-PBIS Leadership Team, but less than monthly OR the data is older than the previous month</p> <p>2=FW-PBIS Leadership Team reviews discipline data reflecting activity from the last month AND uses the data for decision-making at least monthly. If data indicate a problem, an action plan is developed to modify or enhance Tier I supports</p>

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
1.15 Fidelity Data: FW-PBIS Leadership Team conducts FW-PBIS fidelity assessments (e.g., FW-TFI) and analyses, and uses fidelity results for action planning at least annually	<ul style="list-style-type: none"> FW-PBIS local operating procedures FW-PBIS Handbook Agency policy FW-PBIS action plans FW-TFI results 	0=No FW-PBIS fidelity data are collected at least annually 1=FW-PBIS fidelity data are collected informally and/or less often than annually 2=FW-PBIS fidelity data are collected at least annually AND used for decision-making at the time it is collected by the FW-PBIS Leadership Team
1.16 Annual Evaluation: FW-PBIS Leadership Team documents effectiveness of FW-PBIS practices on youth behavior at least annually (including year-by-year ¹¹ comparisons for patterns and trends) that are shared with staff ¹² to celebrate implementation successes and to problem-solve implementation issues.	<ul style="list-style-type: none"> Agency/facility policy FW-PBIS Handbook Copies of fidelity tools and reports Strategic plan Agency social media Annual summaries of discipline infractions and/or actions 	0=No evaluation takes place OR evaluation occurs without data 1= Evaluation conducted less than annually, OR outcomes are not used to shape the FW-PBIS processes AND/OR are not shared with staff 2= Evaluation conducted at least annually, AND outcomes are shared with staff with clear decisions regarding processes based on evaluation
Note 11. The schedule is based on agency/facility policy. Note 12. The agency implementing FW-PBIS determines which staff receive or are notified about select types of data.		

Instructions for Tier 1 Walkthrough Tool

The Tier 1 Walkthrough Tool should be completed by someone external to the facility (e.g., agency PBIS Coordinator, coach, specialist, director, or external consultant)

The goal is to ask randomly selected youth and staff members a few questions about PBIS. Necessary permissions (facility and/or agency permissions) should be obtained prior to conducting the Walkthrough. The person conducting the Walkthrough should select randomly choose each youth and staff and ask if they are willing to answer a few questions about PBIS. Choose youth and staff who are not engaged in other activities (i.e., do not interrupt programming, instruction, movement, or other facility activities).

First, note approximately how many staff members and youth are present on the day that the Walkthrough is completed. Next, note the name of the FW-PBIS motto or acronym, if one exists. Next, list the FW-PBIS expectations using the PBIS handbook, posted rules matrices, training materials or another source. Finally, note the name of the PBIS incentive system, if it is named (e.g., Cougar Cash, PRIDE points, Tickets).

During the walkthrough, try to visit a variety of areas or locations (e.g., cafeteria, dorm, recreation), and/or activities (movement, nighttime routine, etc.).

When asking the questions noted on the Walkthrough form, insert the name of the FW-PBIS expectations and/or the name of the PBIS incentive system where indicated.

No names are recorded on the Walkthrough form. For staff, it may be useful to note the staff's role (e.g., security officer, educator, case manager, treatment provider). However, the purpose is not to assess individual staff or youth, so ensure that respondents may not be identified from anything recorded on the Walkthrough.

For staff questions, circle 'yes' or 'no' responses for each respondent as appropriate. For youth questions, note how many FW-PBIS expectations each respondent is able to state, and circle 'yes' or 'no' responses for the other two questions.

Figure the percentage of staff members who can name all the FW-PBIS expectations and percentage of youth who can name the majority of the FW-PBIS expectations (i.e., number of staff members who could name all of the expectations, divided by total number of staff interviewed, X 100; and number of youth who could name the majority of expectations, divided by the number of youth interviewed, X 100).

Figure the percentage of staff members/youth who have given or received a reward (e.g., number of staff members/youths who responded 'yes', divided by total number of staff members/youths interviewed, X 100).

Figure the percentage of staff members/youth who have given or received a reward (i.e., number of staff members/youth who responded 'yes', divided by total number of staff members/youth interviewed, X 100).

Figure the percentage of youth who have received a reward inside and outside of school (i.e., number of youths who responded 'yes', divided by total number of youths interviewed, X 100).

Use these percentages for scoring the Tier 1 FW-TFI items indicated (i.e., items 1.3, 1.4, 1.8, and 1.9).

FW-PBIS TIERED FIDELITY INVENTORY WALKTHROUGH TOOL

Interview and Observation Form for Tier I

Facility: _____ Date: _____

Data Collector: _____ and Their Role: _____

Number of Accessible Staff on Shift Today: _____ Number of Accessible Youth Today: _____

FW-PBIS Expectations Acronym/Motto: _____

FW-PBIS Expectations:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Name of FW-PBIS Acknowledgment (**Reward**) System: _____

Staff Questions (Interview 10% of staff, or at least 5 staff) ¹						
(BOLD = use name of system from above)	(Number of FW-PBIS expectations: _____) Can you name all the (FW-PBIS expectations)?	Have you given youth any (Reward) for displaying the FW-PBIS expectations in the past 2 months?	Have you personally been rewarded/recognized for implementing FW-PBIS in the past 2 months?			
1	Yes No	Yes No	Yes No			
2	Yes No	Yes No	Yes No			
3	Yes No	Yes No	Yes No			
4	Yes No	Yes No	Yes No			
5	Yes No	Yes No	Yes No			
6	Yes No	Yes No	Yes No			
7	Yes No	Yes No	Yes No			
8	Yes No	Yes No	Yes No			
9	Yes No	Yes No	Yes No			
10	Yes No	Yes No	Yes No			
Total/%						
	What percentage of staff can name the majority of the facility-wide expectations? < 80% of staff can name the majority of the FW expectations → 0 on item 1.3 80% - 89% of staff can name the majority of the FW expectations → 1 on item 1.3 90% of staff can name all expectations → 2 on item 1.3	Have at least 90% of staff rewarded youth for FW-PBIS expectations? YES NO (Use for Item 1.8)	Have at least 50% of staff been recognized for FW-PBIS implementation? YES NO (Use for Item 1.9)			

Note 1. This takes into account small facilities where there may be 8 or fewer total staff on shift;

Youth Questions (Interview at least 5 youth) ²		
	What are the (FW-PBIS Expectations) ? (Record the number of rules stated correctly)	Have you received any (Reward) for displaying the (FW-PBIS Expectations) in school within the past 2 months?
1		Yes No
2		Yes No
3		Yes No
4		Yes No
5		Yes No
6		Yes No
7		Yes No
8		Yes No
9		Yes No
10		Yes No
Total/%		
	Can at least 70% of youth list most or all facility-wide expectations.	Have at least 50% of youth been rewarded for displaying FW-PBIS expectations in school?
	YES NO Item 1.4	YES NO (Use for Item 1.8)

Note 2. This takes into account small facilities where 10 or fewer youth may be accessible that day (e.g., due to court, youth who have been on campus less than 48 hours, youth in disciplinary or medical).

Scoring

Tier I: Universal FW-PBIS

Core Features	Items	Points Award/Possible Points	Percentage of FW-PBIS Implementation (per feature)
Teams	Items 1.1 + 1.2	/ 4	%
Implementation	Items 1.3 + 1.4 + 1.5 + 1.6 + 1.7 + 1.8 + 1.9 + 1.10 + 1.11 + 1.12(a OR b)	/ 20	%
Evaluation	Items 1.13 + 1.14 + 1.15 + 1.16	/ 8	%
Percentage of FW-PBIS Implementation (*percentage is typically graphed)			
Total Tier I	1 - 16	/ 32	%*

Criteria Goal: ≥70% for Total Tier I

Tier II: Targeted FW-PBIS Practices

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

Subscale: Teams		
Practice	Possible Data Sources	Scoring Criteria
<p>2.1 Team Composition:</p> <p>Tier II (or combined Tier II/III) team¹³ includes a Tier II team leader and individuals present to provide (a) applied behavioral expertise, (b) mental health and/or programming specific expertise, (c) knowledge of individual youth academic and behavior patterns, and status regarding disabilities and IEP goals, primary language, medical and behavioral health needs, (d) knowledge and authority involving the facility operations, and (e) safety/security expertise.</p>	<ul style="list-style-type: none"> Agency/facility organizational chart Tier II team meeting minutes PBIS handbook or Tier II handbook 	<p>0= Tier II team does not exist</p> <p>1= Tier II team does not include all 5 core areas (a – e) of Tier II team expertise</p> <p>2= Tier II team includes individuals with all 5 areas of expertise (a – e)</p>
Note 13. "Tier II teams" may be referred to by a different title.		
<p>2.2 Team Operating Procedures:</p> <p>Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) a current action plan, (d) reviews youth progress data at each meeting; and (e) members attend regularly, staying for the entire meeting.</p>	<ul style="list-style-type: none"> Tier II team meeting agendas and minutes Tier II action plan Tier II data reports Tier II local operating procedures 	<p>0= Tier II team meets 2 or fewer of procedures (a) – (e)</p> <p>1= Tier II team meets at least 3 of procedures (a) – (e)</p> <p>2= Tier II team meets all procedures (a) – (e)</p>

Practice	Possible Data Sources	Scoring Criteria
<p>2.3 Screening:</p> <p>Tier II team uses decision rules and multiple sources of data to identify youth who may need Tier II supports.</p>	<ul style="list-style-type: none"> Multiple data sources are used (e.g., behavioral incidents, time out of instruction, attendance, refusal to attend school, youth specific data reports, staff nominations) Team meeting minutes Tier II local operating procedures Tier II handbook 	<p>0=No specific criteria for identifying youth who may qualify for Tier II supports</p> <p>1=Eligibility criteria established but not consistently followed or used with only one data source</p> <p>2=Tier II team uses multiple data sources for identifying youth needing Tier II supports</p>
<p>2.4 Referrals for Additional Support:</p> <p>Tier II team has written procedures for staff members to submit referrals for additional support, and Tier II team responds in a timely fashion.</p>	<ul style="list-style-type: none"> Staff orientation training materials Staff referral form¹⁴ Behavioral incident report summaries Tier II handbook 	<p>0=No formal procedures or forms for referring youth for Tier II consideration</p> <p>1=Referral procedures are in place, but not followed consistently.</p> <p>2=Written Tier II referral procedures and form are in place AND team responds to request within agency timeline</p>
<p>Note 14. Agencies may create a referral form for staff to express concerns related to youth, types of problem behaviors being exhibited, when they occur, etc. which are not captured through the behavioral incident systems.</p>		

Practice	Possible Data Sources	Scoring Criteria
Subscale: Interventions		
2.5 Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to youth need.	<ul style="list-style-type: none"> • Tier II local operating procedures • Case management notes • Documentation of prior interventions implemented and effectiveness • Behavioral incident summary reports • Tier II team meeting minutes 	0=No Tier II interventions with documented evidence of effectiveness are in use 1=Only one Tier II intervention with documented evidence of effectiveness is in use 2=Multiple Tier II interventions with documented evidence of effectiveness are available and selected with consideration for youth need
2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for youth skill development, (b) additional structure/predictability, and (c) increased opportunity for feedback.	<ul style="list-style-type: none"> • Tier II resource guides or handbook • Daily/weekly progress data summaries • Master schedule paired with youth individual schedule • Tier II local operating procedures 	0=Tier II interventions do not schedule/provide additional instruction/time, improved structure, or increased feedback 1=All Tier II interventions provide some but not all 3 core Tier II features 2=All Tier II interventions include all features (a)-(c)
2.7 Practices Matched to Youth Need: A formal process is in place to select Tier II interventions that are (a) matched to youth need (e.g., behavioral function, mental health, IEP goals, issues of concern), and (b) adapted to improve contextual fit (e.g., developmentally and culturally appropriate).	<ul style="list-style-type: none"> • Data sources used to identify interventions • Tier II local operating procedures • Youth needs assessment • Tier II meeting minutes and behavioral incident summaries • Tier II action plans 	0=No process in place 1=Process for selecting Tier II interventions does not include documentation that interventions are matched to youth need or needed adaptations 2=Formal process in place to select practices that match youth need and have contextual fit (e.g., developmentally and culturally appropriate)

Practice	Possible Data Sources	Scoring Criteria
<p>2.8 Access to Tier I Supports:</p> <p>Tier II supports are consistent with Tier I supports (e.g., facility-wide expectations and defined rules), and youth receiving Tier II supports continue to participate in Tier I supports as well.</p>	<ul style="list-style-type: none"> FW-PBIS resource guides and teaching schedule Tier II resource guides or handbook Reinforcement system including activity calendars and participants Tier II local operating procedures Youth-specific Tier 1 data (e.g., number of teaching activities youth has participated in, number of reinforcement activities the youth has participated in) PBIS or Tier II handbook 	<p>0=No evidence that youth receiving Tier II interventions have access to Tier I supports</p> <p>1=Tier II supports are not consistent with Tier I supports AND/OR youth receiving Tier II interventions have some but not full access to Tier I supports (e.g., participation in teaching and acknowledgment activities)</p> <p>2=Tier II supports are consistent with Tier I supports AND youth receiving Tier II interventions participate in all Tier I supports</p>
<p>2.9 Professional Development:</p> <p>A written process is followed for teaching all relevant staff how to refer youth and implement each Tier II intervention that is in place</p>	<ul style="list-style-type: none"> Professional development calendar Tier II local operating procedures Staff briefing minutes Monthly departmental meeting minutes 	<p>0=No process for teaching staff Tier II procedures is in place</p> <p>1=Tier II professional development and orientation process is informal</p> <p>2=Written process is used to teach all relevant staff all aspects of Tier II intervention delivery, including nomination process, using daily progress report form as an instructional prompt, delivering feedback, and monitoring youth progress</p>

Practice	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
2.10 Level of Use: Tier II team follows written process to track number of youths participating in Tier II supports, and the number meets expectations for Tier II proportionality as compared to Tier I and Tier III.	<ul style="list-style-type: none"> • Tier II data • Tier II team meeting minutes • Roster of youth receiving Tier II supports 	0=Team does not track number of youth receiving/responding to Tier II interventions and monitor proportionality across tiers 1=Team tracks youth receiving Tier II supports, and the percentage of youth receiving Tier II supports is greater than 20% of the population ¹⁵ 2= Team tracks youth receiving Tier II supports, and the percentage of youth receiving Tier II supports is less than 20% of the population ¹⁵
Note 15. While there is no validated, widely accepted level for percentage of youth who can be expected to need Tier II supports, facilities are encouraged to strive for the vast majority of students (e.g., 80% or more) being successful with Tier I only, with a much smaller percentage (e.g., 10 – 15%) of the total population requiring Tier II supports, and an even smaller percentage (e.g., less than 10%) of the population requiring Tier III supports.		
2.11 Youth Performance Data: Tier II team tracks data to monitor youths' Tier II progress and uses Tier II intervention outcomes data and decision rules for adjusting Tier II interventions as needed.	<ul style="list-style-type: none"> • Individual youth progress data (e.g., percentage of days each youth receiving Tier II supports meets daily goals) • Overall youth progress data (e.g., percent of youth meeting goals) 	0=Youth Tier II progress data not monitored 1=Youth Tier II progress data are monitored, but no data decision rules are established to alter (e.g., intensify or fade) support 2=Individual progress data for each youth receiving Tier II supports is monitored at least twice per month AND data decision rules are used to determine needed adjustments to interventions, i.e., to alter (intensity or fade) support

Practice	Possible Data Sources	Scoring Criteria
<p>2.12 Fidelity Data:</p> <p>Tier II team uses fidelity checklists for each Tier II intervention from either the published empirical literature or one designed by the agency.</p>	<ul style="list-style-type: none"> Fidelity probes taken monthly by a Tier II team member Tier II action plan 	<p>0=Fidelity data are not collected for any Tier II intervention</p> <p>1=Fidelity data (e.g., direct, self-report) are collected for some but not all Tier II interventions</p> <p>2= Direct assessments of fidelity are collected by Tier II team for all Tier II interventions multiple times per year</p>
<p>2.13 Quarterly Evaluation:</p> <p>At least quarterly, Tier II team assesses overall effectiveness and efficiency of interventions, including data-decision criteria to identify youth, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and regional or state leadership.</p>	<ul style="list-style-type: none"> Staff and youth surveys Fidelity checklists Agency policy Youth outcome data Regional reports Tier II action plan Tier II handbook 	<p>0=No data-based evaluation takes place</p> <p>1=Evaluation conducted less than quarterly, OR outcomes are not used to shape the Tier II process OR evaluation is not based on Tier II data</p> <p>2=Evaluation conducted at least quarterly AND outcomes are shared with staff and regional or state leadership AND evaluation data are reflected in action plans and/or Tier II supports in use</p>

Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Purpose of Reference Guide

This Reference Guide is designed to be used as a map when discussing function-based support needs for students. Use this reference guide when trying to determine intervention options for individual students or small groups of students who have similar needs.

Targeted Interventions Defined

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at any time.

Instructions

List the targeted interventions that are available in your program or facility. Identify the possible functions or supports that the intervention is designed to address by putting an X in the cell of the matrix.

Examples

- Check In-Check Out may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- Anger management group participation may offer opportunities for instruction and practice on anger management and self-control skills.
- Mentors may offer access to adult attention.
- Positive Peer Support groups may offer access to peer attention

Targeted Intervention	Check in, Check out	Anger Management group	Mentors	Positive Peer Support
Access to adult attention	X	X	X	
Access to peer attention	X	X		X
Access to choices during day	X		X	X
Option for avoiding aversive activities	X			
Option for avoiding aversive social peer/adult attention	X			
Structural prompts for 'what to do' throughout the day	X	X	X	X
Opportunities for positive feedback at least 5 times during the day	X			X
A communication system that allows staff across divisions or programs to communicate about youth successes and needs	X			
Opportunity to incorporate a self-management system	X	X		X

FW-Targeted Interventions Support Options Reference Guide Map

(Horner & Todd, 2002)

Facility:

Date:

FW-Targeted Interventions Defined

Components of a targeted intervention implemented within the FW-PBIS framework at Tier II include (a) increased structure and prompts, (b) instruction on social/behavioral skills, (c) increased feedback about behavior, and (d) the intervention is available to anyone at any time who is not successful with FW- PBIS at Tier I. This same map may be used at Tier III as well.

Instructions

List the facility-wide targeted interventions that are available at your facility. These may be interventions specifically designed for PBIS, or facility programs that are available for Tier II (or Tier III). Identify the possible functions or supports that the intervention is designed to address by putting an X in the cell of the matrix.

Targeted Intervention				
Access to adult attention				
Access to peer attention				
Access to choices during day				
Option for avoiding aversive activities				
Option for avoiding aversive social peer/adult attention				
Structural prompts for 'what to do' throughout the day				
Opportunities for positive feedback at least 5 times during the day				
A communication system that allows staff across divisions or programs to communicate about youth successes and needs				
Opportunity to incorporate a self-management system				

Scoring

Tier II: Targeted FW-PBIS

Core Features	Items	Points Award/Possible Points	Percentage of FW-PBIS Implementation (per feature)
Teams	Items 2.1 + 2.2 + 2.3 + 2.4	/ 8	%
Interventions	Items 2.5 + 2.6 + 2.7 + 2.8 + 2.9	/ 10	%
Evaluation	Items 2.10 + 2.11 + 2.12 + 2.13	/ 8	%
Percentage of Tier II Implementation (*percentage is typically graphed)			
Total Tier II	1 – 13 / 26 points	/ 26	%*

Criteria Goal: ≥70% for Total Tier II

Tier III: Intensive FW-PBIS Features

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

Practice	Possible Data Sources	Scoring Criteria
Subscale: Teams		
3.1 Team Composition: Tier III (or combined Tier II/III) team includes a Tier III team leader and individuals present to provide (a) applied behavioral expertise, (b) mental health and/or programming specific expertise, (c) knowledge of youth academic and behavior patterns, and status regarding disability and IEP goals, primary language, and medical and behavioral health needs; (d) knowledge and authority regarding facility operations, (e) safety/security expertise, and (f) care coordinator (if different than c)	<ul style="list-style-type: none"> Agency/facility organizational chart Tier III team meeting minutes Tier 3 Handbook 	0= Tier III team does not exist OR does not include all 5 core areas of Tier III team expertise 1= Tier III team exists but does not include all 5 core areas of Tier III team expertise 2= Tier III team exists AND includes individuals with all 5 areas of expertise
3.2 Team Operating Procedures: Tier III team holds regular meetings at least weekly and has (a) regular meeting format/agenda, (b) minutes, and (c) a current action plan. Tier III team may also need to meet as needed in response to a behavioral emergency or crisis involving a youth who is receiving Tier III supports.	<ul style="list-style-type: none"> Tier III team meeting agendas and minutes Tier III action plan Tier III data reports Tier III local operating procedures 	0= Tier III team does not use regular meeting format/agenda, minutes, OR have a current action plan 1= Tier III team has at least 2 but not all 3 features OR attendance of required members is below 80% 2= Tier III team meets at least monthly AND uses regular meeting format/agenda, minutes, AND has a current action plan AND attendance of required members is at or above

Practice	Possible Data Sources	Scoring Criteria
3.3 Screening: Tier III team uses decision rules and multiple sources of data to identify youth needing Tier III intervention(s)	<ul style="list-style-type: none"> Multiple data sources used (e.g., behavioral incidents, time out of instruction, attendance, refusal to attend school, youth specific data reports, nominations) Team meeting minutes Tier III local operating procedures 	0=No specific criteria for identifying youth who may qualify for Tier III supports 1=Data decision criteria established but not consistently followed or used with only one data source 2=Written policy exists AND uses multiple data sources for identifying youth AND communicates decisions to youth case manager/juvenile counselor
3.4 Youth Support Team: For each individual youth support plan, a team exists to design, implement, monitor, and adapt the individualized support plan	<ul style="list-style-type: none"> Three randomly selected Tier III individualized youth support plans¹⁶ created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet) 	0=Individual youth support teams do not exist for all youth receiving Tier III supports 1=Individual youth support teams exist but are not uniquely designed with input from other staff AND/OR team membership does not reflect all of each youth's identified needs 2=Individual youth support teams exist, are uniquely designed with active input/approval from staff, (team membership clearly reflects youth strengths and needs) AND teams meet regularly to review progress data
Note 16. Individualized youth support plans maybe named something different within your facility (e.g., safety plans, behavior intervention plans, treatment plans.		

Practice	Possible Data Sources	Scoring Criteria
Subscale: Resources		
3.5 Tier III Staffing per Youth: A process is used to ensure adequate staff are assigned to facilitate implementation of individualized plans for the youth enrolled in Tier III supports	<ul style="list-style-type: none"> • Tier III local operating procedures • Tier III team meeting minutes • Staff assignments to Tier III intervention implementation • Individualized youth support plans 	0=Staff are not assigned to lead individual youth support teams 1=Staff are assigned to lead some, but not all, individual youth support teams 2=Staff are assigned to lead individualized youth plans for all youth enrolled in Tier III supports
3.6 Professional Development: A written process is followed for teaching all relevant staff about basic behavioral principles, function of behavior, and function-based intervention related to individualized youth support plans, and youth developmental needs of youth in their care	<ul style="list-style-type: none"> • Professional development calendar • Staff orientation • Agency policy • Tier III local operating procedures • Tier II meeting minutes • Departmental meeting minutes • Staff briefing minutes 	0=No process for teaching staff is in place 1=Professional development AND orientation process is informal 2=Written process used to teach all relevant staff in basic behavioral principles, function of behavior, function-based intervention, AND developmental needs of youth in their care
Subscale: Support Plans		
3.7 Quality of Life Indicators: Assessment includes youth strengths and identification of youth preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social, mental health)	<ul style="list-style-type: none"> • Three randomly selected Tier III individualized youth support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet) 	0=Quality of life needs/goals AND strengths not defined OR there are no Tier III support plans 1=Strengths and quality of life needs AND related goals defined but not by youth OR reflected in the plan 2=All plans document strengths AND quality of life needs AND goals defined by youth

Practice	Possible Data Sources	Scoring Criteria
Subscale: Support Plans		
3.8 Academic, Social, and Physical Indicators: Current assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, rewards and disciplinary records), medical, trauma, and mental health strengths and needs, across life domains where relevant	<ul style="list-style-type: none"> Three randomly selected Tier III individualized youth support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet) Intake data Case management notes 	0=Youth assessment is subjective OR done without formal data sources OR there are no Tier III support plans 1=Plans include some but not all relevant life-domain information (e.g., medical, mental health, trauma informed care, behavioral, academic) 2=All plans include medical, mental health information, trauma informed care, behavioral AND complete academic data where appropriate
3.9 Functional Behavior Assessment: Current assessment data are available from a recent functional behavior assessment.	<ul style="list-style-type: none"> Three randomly selected Tier III individualized youth support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet) Intake data Case management notes 	0=Results from a current [within six months) functional behavior assessment are unavailable 1=A functional behavior assessment is available, but is out of date OR lacks reference to relevant life-domain information (e.g., medical, mental health, behavioral, academic) 2= A timely functional behavior assessment is available AND addresses all relevant life-domain information (e.g., medical, mental health, behavioral, academic)
3.10 Hypothesis Statement: Individualized support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where and with whom, when, etc., problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context	<ul style="list-style-type: none"> Three randomly selected Tier III individualized youth support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet) 	0=No plans include a hypothesis statement with all 3 components OR there are no Tier III support plans 1=1 or 2 plans include a hypothesis statement with all 3 components 2=All plans include a hypothesis statement with all 3 components

Practice	Possible Data Sources	Scoring Criteria
3.11 Comprehensive Support: Individualized 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 effectiveness, and (g) the action plan for putting the support plan in place	<ul style="list-style-type: none"> Three randomly selected Tier III individualized youth support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet) 	0=No plans include all 7 core support plan features OR there are no Tier III support plans 1=1 or 2 plans include all 7 core support plan features 2=All plans include all 7 core support plan features
3.12 Formal and Natural Supports: Individualized youth support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, self-determination) documents quality of life strengths and address formal (e.g., agency/facility personnel) and natural (e.g., family, approved contacts) supports	<ul style="list-style-type: none"> At least one Tier III behavior support plan requiring extensive support (see FW-TFI III Support Plan Worksheet) 	0=Plan does not include specific actions OR there are no plans with extensive support 1=Plan includes specific actions, but they are not related to the quality of life needs AND/OR do not include natural supports 2=Plan includes specific actions, linked logically to the quality of life needs AND they include natural supports
3.13 Access to Tier I and Tier II Supports: Youth receiving Tier III supports are included in available Tier I and Tier II supports	<ul style="list-style-type: none"> Three randomly selected Tier III individualized youth support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet) Tiers I, II, III local operating procedures Tier 1 and II data documenting receipt of services (e.g., records of participation in teaching activities or receipt of incentives, Tier II progress data) 	0=Individual youth support plans do not mention Tier I AND/OR Tier II supports OR there are no Tier III support plans 1=Individualized supports include some access to Tier I AND/OR Tier II supports 2=Tier III supports include full access to any appropriate Tier I and Tier II supports AND document how access will occur

Practice	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
3.14 Data System: Aggregated (i.e., overall facility-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on youth outcomes	<ul style="list-style-type: none"> • Reports to staff • Staff meeting minutes • Tier III meeting minutes • Completed fidelity data collection forms 	0=No quantifiable data 1=Data are collected on outcomes AND/OR fidelity but not reported monthly 2=Data are collected on youth outcomes AND fidelity AND are reported to staff at least monthly for all plans
3.15 Data-based decision-making: Each youth's individual support team meets at least weekly (or more frequently if needed) and uses individual youth progress data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, mental health, academic, and behavior outcomes	<ul style="list-style-type: none"> • Three randomly selected Tier III individualized youth support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet) 	0=Youth individual support teams do not review plans OR use data 1=Each youth's individual support team reviews plan but fidelity AND outcome data are not both used for decision making OR not all teams review plans at least weekly 2=Each youth's individual's support team continuously monitors data AND reviews plan at least weekly using both fidelity AND outcomes data for decision making

Practice	Possible Data Sources	Scoring Criteria
3.16 Level of Use: Team follows written process to track number of youths participating in Tier III supports, and percentage of youth receiving Tier III supports meets expectations for Tier III proportionality	<ul style="list-style-type: none"> Youth progress data Tier III team meeting minutes Graphic display of percentage of youth meeting criteria for Tiers I, II, and III 	0= Team does not track number of youth receiving/responding to Tier III interventions and monitor proportionality across tiers OR no youth have Tier III support plans 1=Team tracks youth receiving Tier III supports and proportionality across tiers AND the percentage of youth receiving Tier III supports is greater than 10% of the population ¹⁷ 2=Team tracks youth receiving Tier III supports, and the percentage of youth receiving Tier II supports is less than 10% of the population ¹⁷
Note 17. While there is no validated, widely accepted level for percentage of youth who can be expected to need Tier III supports, facilities are encouraged to strive for the vast majority of students (e.g., 80% or more) being successful with Tier I only, with a much smaller percentage (e.g., 10 – 15%) of the total population requiring Tier II supports, and an even smaller percentage (e.g., less than 10%) of the population requiring Tier III supports.		
3.17 Quarterly Evaluation: At least quarterly, the Tier III team assesses the extent to which Tier III supports are meeting the needs of youth and evaluations are used to guide action planning	<ul style="list-style-type: none"> Tier III team meeting minutes Tier III team action plan Staff and youth voice surveys Tier III local operating procedures Regional reports 	0=No quarterly review 1=Review is conducted but less than quarterly OR done without impact on action planning 2=Written documentation of quarterly review of Tier III supports with specific decisions related to action planning

FW-TFI Tier III Support Plan Worksheet

FW-TFI Feature	Scoring Criteria	Plan #1	Plan #2	Plan #3	Sum of Points	FW-TFI Score
3.4 For each individual youth support plan, a team exists to design, implement, monitor, and adapt the youth-specific support plan	0=Plan does not identify the individual youth's team					0 = 0
	1=Plan identifies team, but no evidence it was designed with input from staff or connected to strengths/needs	0	0	0		1-5 = 1
	2=Plan identifies team designed with input from staff, connected to strengths/needs, and meets regularly	1	1	1		6 = 2
		2	2	2		
3.6 Tier III team has access to external support agencies and/or resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed	0=No contact person or resources documented	0	0	0		0 = 0
	1=Contact person OR resources documented	1	1	1		1-5 = 1
	2=Contact person AND resources documented	2	2	2		6 = 2
3.8 Assessment includes youth strengths and identification of youth preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social, mental health)	0=No QOL needs/goals or strengths defined	0	0	0		0 = 0
	1=QOL needs/goals or strengths defined, but not by youth or reflected in plan	1	1	1		1-5 = 1
	2=QOL needs/goals or strengths defined by youth AND reflected in plan	2	2	2		6 = 2
3.8 Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavior assessment), medical, trauma, and mental health strengths and needs, across life domains where relevant	0=No formal data sources for youth assessment	0	0	0		0 = 0
	1=Includes some but not all relevant life-domain information	1	1	1		1-5 = 1
	2=Includes medical, mental health information, trauma informed care, behavioral and complete academic data where appropriate	2	2	2		6 = 2
3.10 Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where and with whom, when, etc., problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context	0=Hypothesis statement does not include all 3 parts (or is missing)	0	0	0		0 = 0
	2=Hypothesis statement includes all 3 parts	2	2	2		2 - 4 = 1
						6 = 2
3.11 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 effectiveness, and (g) the action plan for putting the support plan in place	0=Plan does not include all 7 parts	0	0	0		0 = 0
	2=Plan includes all 7 parts	2	2	2		2 - 4 = 1
						6 = 2
3.12 Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, self-determination) documents quality of life strengths and needs to be completed by formal (e.g., agency/facility personnel) and natural (e.g., family, approved contacts) supporters	0=Plan does not include specific actions, or there are no plans with extensive support	0	Only one plan needed			0 = 0
	1=Plan includes specific actions, but unrelated to the QOL needs AND/OR do not include natural supports	1				1 = 1
	2=Plan includes specific actions, linked logically to the quality of life needs AND they include natural supports	2				2 = 2
3.13 Youth receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports	0=Plan does not mention Tier I/II supports	0	0	0		0 = 0
	1=Plan notes access to Tier I/II supports	1	1	1		1-5 = 1
	2=Plan includes specific actions related to QOL needs and include natural supports	2	2	2		6 = 2
3.15 Each youth's individual support team meets at least weekly (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, mental health, academic, and behavior outcomes	0=No evidence of meetings, plan review, or use of data	0	0	0		0 = 0
	1=Evidence of review, but no use of both fidelity and outcome data	1	1	1		1-5 = 1
	2=Evidence of at least monthly review, with use of both fidelity and outcome data	2	2	2		6 = 2

Scoring

Tier III: Intensive FW-PBIS

Core Features	Items	Points Award/Possible Points	Percentage of FW-PBIS Implementation (per feature)
Teams	Items 3.1 + 3.2 + 3.3 + 3.4	/ 8	%
Resources	Items 3.5 + 3.6	/ 4	%
Support Plans	Items 3.7 + 3.8 + 3.9 + 3.10 + 3.11 + 3.12 + 3.13	/ 14	%
Evaluation	Items 3.14 + 3.15 + 3.16 + 3.17	/ 8	%
Percentage of Tier III Implementation (*percentage is typically graphed)			
Total Tier III	1 – 17 / 34 points	/ 34	%*

Criteria Goal: ≥70% for Total Tier III

Scoring the Facility-Wide Tiered Fidelity Inventory

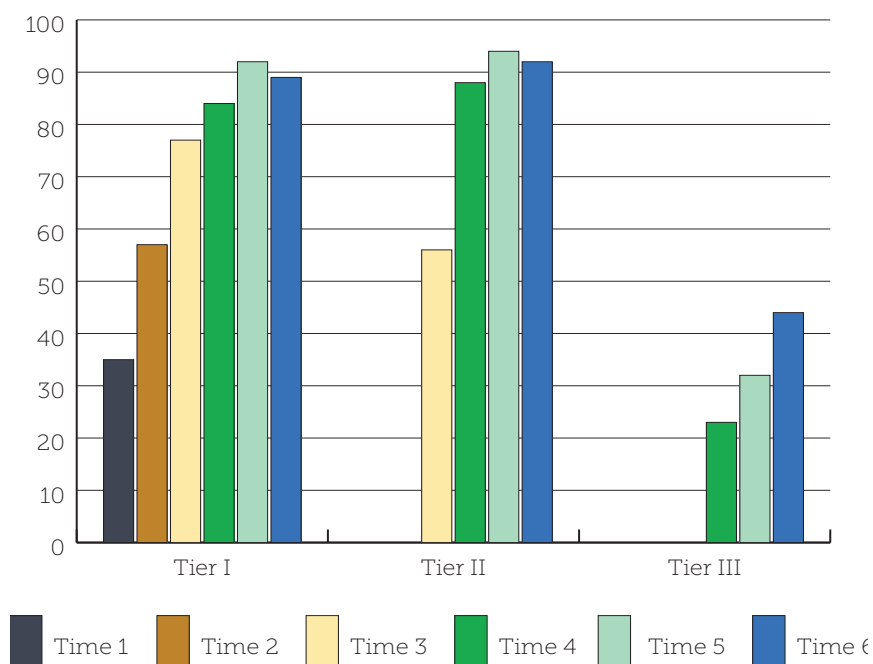
The FW-TFI generates scores reflecting the percentage of implementation for Tier I, Tier II, and Tier III core features or practices. Scores are determined by calculating the percentage of possible points awarded for items in each tier (section).

Core Features/Practices	Items/ Points	Points Award/ Possible Points	Percentage of FWPBIS Implementation
Tier I	1-16 / 32 points	_____/ 32	
Tier II	1-13 / 26 points	_____/ 26	
Tier III	1-17 / 34 points	_____/ 34	

Across time, a facility or program may monitor progress on implementation of FWPBIS by tier as depicted in the simulated data for a facility in the figure below. This sample facility used the FW-TFI to assess Tier I at six different points in time, Tier II during the last four points in time, and Tier III during the last three points in time.

FW-Tiered Fidelity Inventory Scores for One Facility Across Six Administrations

The following graph depicts how FW-TFI data can be graphed to analyze progress across categories and over time.



This Item Report is the basis for Action Planning and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action,

and a date by which the action is expected to be completed. A sample action planning format is provided below.

Action Planning Form Example

Item	Current score	Action	Who	When
Tier I				
1.1 Team composition				
1.2 Team procedures				
1.3 Facility-wide behavioral expectations				
1.4 Teaching expectations				
1.5 Challenging behavior definitions				
1.6 Discipline policies				
1.7 Staff professional development				
1.8 Facility-wide implementation procedures				
1.9 Youth feedback and acknowledgment				
1.10 Staff feedback and acknowledgment				
1.11 Staff involvement				
1.12 Access to training, coaching, and technical assistance				
1.13 Discipline data				
1.14 Data-based decision making				
1.15 Fidelity data				
1.16 Annual evaluation				

Item	Current score	Action	Who	When
Tier II				
2.1 Team composition				
2.2 Team operating procedures				
2.3 Screening				
2.4 Referrals for additional support				
2.5 Options for Tier II interventions				
2.6 Tier II critical features				
2.7 Practices matched to youth need				
2.8 Access to Tier 1 supports				
2.9 Professional development				
2.10 Level of use				
2.11 Youth performance data				
2.12 Fidelity data				
2.13 Quarterly evaluation				

Item	Current score	Action	Who	When
Tier III				
3.1 Team composition				
3.2 Team operating procedures				
3.3 Screening				
3.4 Youth support team				
3.5 Tier III staffing per youth				
3.6 Professional development				
3.7 Quality of life indicators				
3.8 Academic, social, and physical indicators				
3.9 Functional behavior assessment				
3.10 Hypothesis statement				
3.11 Comprehensive support				
3.12 formal and natural supports				
3.13 Access to Tier 1 and Tier II supports				
3.14 Data system				
3.15 Data-based decision making				
3.16 Level of use				
3.17 Quarterly evaluation				