**PBIS** Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

**September 2017**

# Facility-Wide Tiered Fidelity Inventory (FW-TFI)

(Facility-wide Positive Behavior Interventions and Supports for 24/7 Delivery Models)

version 0.1 [WORKING DRAFT*]

*We release this working version of the FW-TFI tool with the understanding that it is a draft as we intend to continue to gather stakeholder voice between now and August 2018. For FW-PBIS agencies and teams which use this instrument, if you have any feedback on the instrument, please email Kristine Jolivette, Ph.D. at jolivette@ua.edu before August 2018.

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**Introduction and Purpose**

The purpose of the FW-PBIS Tiered Fidelity Inventory (FW-TFI) is to provide a reliable and efficient measure of the extent to which facility personnel are applying the core features of facility-wide positive behavior interventions and supports (FW-PBIS) across the tiers and during all programming hours throughout an entire facility (i.e., 24/7 delivery model implemented by all staff). The FW-TFI is divided into three sections (Tier I: Universal FW-PBIS Features; Tier II: Targeted FW-PBIS Features; 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.

The FW-TFI is based on the multi-tiered PBIS framework and items in other schoolwide PBIS fidelity measures (e.g., SET, BoQ, TIC) with input through stakeholder voice (i.e., juvenile and education state agencies and administrators and staff; residential, hospital, shelter care, and group home staff; facility FW-PBIS team leaders and members; facility administrators and staff), this instrument was adapted from the SWPBIS TFI by incorporating contextual variables, semantics, processes, and policies of residential treatment and juvenile correction facilities which operate within a 24/7 delivery model for children, youth, and adults. Such facilities included secure and non-secure juvenile corrections, secure and non-secure residential schools and treatment centers, residential hospitals, children and adult group homes and shelter care, and transition/after-care homes. The purpose of the FW-TFI is to provide an efficient yet reliable instrument that can be used over time to guide both implementation and sustained use of FW-PBIS in residential and juvenile facilities. The FW-TFI may be used (a) for initial assessment to determine if a facility is using (or needs) FW-PBIS, (b) as a guide for implementation of Tier I, Tier II, and Tier III practices, and (c) as an index of sustained FW-PBIS implementation.

Completion of the FW-TFI produces scale and subscale scores indicate the extent to which Tier I, Tier II, and Tier III core features are in place. As a general rule, a score of 70% or higher for each tier is accepted as a level of implementation that will result in improved child, youth, and adult outcomes as based on the cutoff scores of the SWPBIS TFI.

The FW-TFI is intended to guide both initial implementation and sustained FW-PBIS. Each administration of the FW-TFI results not only in scale scores for Tier I, Tier II, and/or Tier III, but also information for developing an action plan that guides implementation. Some agencies/facilities have specifically tailored action plans which their teams must use per policy; however, we provide several sample action plan templates within the appendix.

**Cost**

The FW-TFI may be completed using paper and pencil, or by downloading the forms from www.pbis.org. 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.

**Intended Participants and Schedule of Administration**

For bi-annual or more frequent agency practice assessment, the FW-TFI is completed by the agency FW-PBIS Director/Coordinator/Consultant/Facilitator/Coach (individual states and agencies refer to this person using various terms) in tandem with the leads/co-leads from the FW-PBIS Leadership Team (Tier I) and leads/co-leads from the Tier II and/or Tier III Teams (individual states, agencies, and facilities have uniquely named these teams which are either separate or function for both tiers).

For ongoing progress monitoring (e.g., monthly, quarterly), the FW-TFI is completed by the leads/co-leads from the FW-PBIS Leadership Team and leads/co-leads from the Tier II and/or Tier III Teams.

We recommend that all three tiers be examined for each administration of the FW-TFI at least bi-annually; however, the FW-TFI may be used to assess only one or two of the tiers per agency policies. In addition, agency policy will guide the frequency of FW-TFI administration.

No matter the purpose – practice assessment or ongoing progress monitoring – an action plan for improvement, celebration, and sustainability should result.

**Preparation for Administration/Completion Time**

Prior to the administration of the FW-TFI, the agency FW-PBIS Director/Coordinator/Consultant/Facilitator/Coach will schedule and conduct the FW-TFI Walkthrough and prompt the FW-PBIS Leadership Team and Tiers II/III Teams for all policy-indicated data sources to be ready for the visit and/or uploaded into the agency electronic PBIS portal.

The time to complete the FW-TFI depends on (a) the experiences and familiarity of the instrument that the agency FW-PBIS Director/Coordinator/Consultant/Facilitator/Coach and Teams have with the process, (b) the extent of preparation and readiness of the requested data sources for FW-TFI completion, and (c) the number of tiers assessed.

If the FW-TFI Walkthrough has been completed and all requested data sources are available for the scheduled administration, approximated completion time is 30-45 minutes per tier for the first several administrations and 20-30 minutes per tier for subsequent administrations. Action planning is included in these approximate timeframes.

**Outcomes**

Criteria for scoring each item of the FW-TFI reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier I: Universal FW-PBIS Features, Tier II: Targeted FW-TFI Features, and Tier III: Intensive FW-PBIS Features. A complete administration of the FW-TFI produces three scale scores: Percentage of FW-PBIS implementation for Tier I, Percentage of FW-PBIS implementation for Tier II, and Percentage of

FW-PBIS implementation for Tier III, as well as subscale and item scores for each tier. The subscale and item reports are produced to guide agency-level support and team action planning.

**Glossary and Acronym Key**

**Facility-wide:** Settings in which 24/7 direct care is provided to children, youth, and adults and where all staff no matter their discipline, beyond just education staff, implement FW-PBIS across the tiers during working hours across all facility environments.

**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. Specific formats and required elements of such plans will be guided by the agency.

**FW-PBIS Local Operating Procedures:** A document which outlines all aspects of the FW-PBIS procedures for use by all staff during all programming hours across all facility environments and activities. The specific formatting of the document will be determined by the agency. The purpose of the document is to have all FW-PBIS procedures in one place which is accessible for training and usage by all staff at any time. There should be documents for each tier of FW-PBIS with some agencies also having a document per Tier II and Tier III practice. Sample elements of such documents are provided in the appendix.

**FW-TFI Walkthrough Tool:** An interview form used for the Tier I scale that includes questions for randomly selected staff and youth. This is completed by the agency FW-PBIS Director/Coordinator/Consultant/Facilitator/Coach for practice assessment purposes or may be implemented by FW-PBIS team leaders for ongoing progress monitoring purposes.

**Informal Walkthrough:** Any type of walkthrough used to assess quality of FW-PBIS instruction/implementation (not the FW-TFI Walkthrough Tool) conducted by the agency FW-PBIS Director/Coordinator/Consultant/Facilitator/Coach or FW-PBIS team leaders to assist with ongoing action planning.

**Person Centered Planning:** A 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.

**Policy:** A set of principal actions adopted and approved by the agency.

**Positively Stated:** Expectations are stated as positive behaviors (what youth/staff are to do) rather than as negative behaviors (what youth/staff should not exhibit).

**Practice:** A synonym of intervention, strategy, and method.

**Procedure:** An approved, written plan by the facility director (or others) for staff to conduct the policy(ies) of the agency. Some agency PBIS policies are broad with implementation details specific within the local facility operating procedures.

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

**Resource Guides:** Written details of how staff are to teach and model the FW-PBIS expectations and implement the FW-PBIS reinforcement system. These are referred to by agencies and facilities in other terms as well as such as handbooks, reference tools, and protocols.

**Targeted Interventions Reference Guide:** A matrix used to indicate which Tier II interventions are in place and indicate which child, youth, and adult needs (e.g., function of problem behavior) they can support.

**Tier I: Universal FW-PBIS**

*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:**<br><br>FW-PBIS[1] team includes a PBIS team leader and a representative from each discipline within the facility[2] with individuals present able to provide[3] (a) behavior support, (b) knowledge of youth academic and behavior patterns as well as other youth information, (c) knowledge about the facility operations, (d) safety/security expertise, and (e) youth voice[4] | *Facility organizational chart<br>*FW-PBIS team meeting minutes with attendance roster<br>*FW-PBIS action plans<br>*FW-PBIS Local Operating Procedures (policy) | 0=FW-PBIS team does not exist OR does not include a representative from each discipline with (a)-(d) expertise<br><br>1=FW-PBIS team exists, but does not include all identified discipline representatives OR attendance of these members is below 80% AND members do not stay for the whole meeting<br><br>2=FW-PBIS team exists with all discipline representatives, AND attendance of these members is at or above 80% with members staying the entire meeting duration |
| **1.2 Team Operating Procedures:**<br><br>FW-PBIS team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) a current action plan (updated at least twice per year), and (d) regional/state PBIS coordinator/consultant invited to attend | *FW-PBIS team meeting agendas and minutes<br>*FW-PBIS action plans<br>*Monthly behavioral data reports<br>*Email correspondence with PBIS coordinator/consultant | 0=FW-PBIS team does not use regular meeting format/agenda, and minutes OR have a current action plan<br><br>1=FW-PBIS team has at least 2 of (a)-(d)<br><br>2=FW-PBIS team meets at least monthly AND uses regular meeting format/agenda, minutes AND has a current action plan AND (d) has occurred |

Note: 1. this may be referred to as something different within your state/setting – it is your Tier 1 team; 2. disciplines may include security, education, mental health, food services, recreation, medical, case management, volunteer services, etc.; 3. at any given meeting, different people may assume these roles; 4. 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 counsel, survey data, informal formative assessment)

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Implementation** | | |
| **1.3 Behavioral Expectations:**<br><br>FW-PBIS plan has five or fewer[6] positively stated behavioral expectation action phrases with specific examples by location/activity for youth and staff behaviors (i.e., facility matrix) defined and posted in all locations encompassing all waking hour programming which are taught to all staff | *FW-TFI Walkthrough<br>*Staff handbook<br>*Youth handbook<br>*Employee orientation handbook/on-the-job training packets/sign-offs<br>*Matrices posters<br>*FW-PBIS brochure<br>*Calendar of FW-PBIS staff training | 0=Behavioral expectations have not been identified, are not all positively stated action phrases, or are more than 5 in number<br><br>1=Behavioral expectations identified but may not include a matrix OR be posted in all facility environments<br><br>2=Five or fewer behavioral expectations (action phrases) exist that are positive, posted in all facility environments, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations per the local operating procedures |
| **1.4 Teaching Expectations:**<br><br>Behavioral expectations are formally taught directly by all staff across all shifts to all youth across facility locations/activities per the matrix with regional/state PBIS coordinator/consultant invited to attend such teaching periodically | *FW-TFI Walkthrough Tool<br>*Resource guides<br>*Informal walkthroughs<br>*Master schedule of when, by whom, and how taught<br>*Youth in-take processes<br>*Calendar of booster trainings<br>*FW-PBIS action plan | 0=FW-PBIS expected behaviors are not taught<br><br>1=FW-PBIS expected behaviors are taught informally OR inconsistently across all facility staff<br><br>2=Formal systems with written schedules and materials are used to teach FW-PBIS expected behaviors directly to youth across all facility settings, days, shifts, and times with at least 80% staff teaching youth AND at least 70% of youth state they have been taught the expectations AND at least 70% of youth can list at least 67% of the expectations per the local operating procedures |

Note: 6. in some rare cases, the facility may have six behavioral expectations

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Implementation** | | |
| **1.5 Problem Behavior Definitions:**<br><br>Agency and/or facility has clear definitions for behaviors that interfere with facility operations and the FW-PBIS positive behaviors across locations/activities per the matrix and a clear policy/procedure for addressing problem behaviors of concern | *Youth handbook<br>*Staff handbook<br>*Agency policy<br>*Behavioral code posters/violation grid posters<br>*Informal walkthrough<br>*Family/guardian handbook<br>*Academy training materials<br>*On the Job Training materials<br>*Performance-based standards (PbS) data book | 0=No clear definitions exist AND procedures to manage problems are not clearly documented<br><br>1=Definitions and procedures exist but are not clear OR followed consistently by staff and administrators<br><br>2=Definitions and procedures for managing problem youth behavior are clearly defined, documented, trained, AND shared with youth and staff |
| **1.6 Discipline Policies:**<br><br>Agency and/or facility policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to youth behavior that are implemented consistently by all staff across shifts and locations | *Agency/facility discipline policy<br>*Youth handbook<br>*Informal administrator interview<br>*School-time out of room procedures<br>*Cool-off / self- or staff referral for time-out processes<br>*Disciplinary hearing paperwork | 0=Documents and policies only include reactive and punitive consequences<br><br>1=Documentation and policies include and emphasize proactive, instructive, or restorative approaches but are inconsistently used<br><br>2=Documentation and policies include and emphasize proactive, instructive, and restorative approaches AND administrators/PBIS Coordinators/Consultants reports consistent use |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Implementation** | | |
| **1.7 Staff Professional Development:**<br><br>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) correcting behavioral errors, and (d) requesting assistance | *FW-TFI Walkthrough Tool<br>*Resource guides<br>*Informal walkthroughs<br>*Master schedule of when, by whom, and how taught<br>*FW-PBIS action plans<br>*Calendar of booster trainings<br>*Staff orientation<br>*Training power points/materials | 0=No process for teaching staff FW-PBIS is in place<br><br>1=Process is informal/unwritten, not part of the professional development calendar, does not include tangible materials (e.g., power points), AND/OR does not include all staff OR all (a)-(d) core FW-PBIS practices<br><br>2=Formal, written process, including tangible training materials, for teaching all staff aspects of the FW-PBIS plan, including all (a)-(d) core FW-PBIS practices |
| **1.8 Facility Implementation Procedures:**<br><br>FW-PBIS features facility-wide expectations, routines, reinforcement, and a continuum of consequences are implemented throughout the facility across shifts | *Informal walkthroughs<br>*Progress monitoring<br>*FW-PBIS action plans<br>*FW-PBIS matrices/posters<br>*Resource guides<br>*Data reports | 0=Facility is not formally implementing FW-PBIS in all locations/activities<br><br>1=Facility is informally implementing FW-PBIS but no formal system exists<br><br>2=Facility is formally implementing all core FW-PBIS features, consistent with facility-wide expectations across all locations/activities |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Implementation** | | |
| **1.9 Youth Feedback and Reinforcement:**<br><br>A formal system (i.e., written and implemented set of procedures for specific behavior feedback that is (a) linked to facility-wide expectations and (b) used across locations/activities) is in place and used by staff members across disciplines, locations, and shifts | *FW-TFI Walkthrough Tool<br>*FW-PBIS local operating procedures<br>*FW-PBIS event calendar | 0=No formal AND consistent system for contingently reinforcing youth for displaying FW-PBIS expectations across all facility locations/activities<br><br>1=Formal system is in place but is used less than 89% of staff OR received only by at least 50%-79% of youth in at least one environment (school or non-school)<br><br>2=Formal system for contingently reinforcing youth for displaying FW-PBIS expectations across all facility locations/activities is used by at least 90% of staff AND received by at least 80% of youth in all environments (school and non-school) |
| **1.10 Staff Feedback and Reinforcement:**<br><br>A formal system (i.e., written and implemented) is in place to recognize staff members for implementing the entire facility-wide PBIS local operation procedures (e.g., teaching and modeling the expected behaviors, use of matrices and resource guides, error correction, reinforcement) | *FW-PBIS action plan<br>*Staff professional development plan<br>*FW-PBIS local operating procedures<br>*FW-TFI Walkthrough Tool | 0=No formal and consistent system for contingently reinforcing staff for implementing FW-PBIS with fidelity across all facility locations/activities<br><br>1=Formal system in policy but not used or implemented inconsistently<br><br>2=Formal system for contingently reinforcing staff for implementing FW-PBIS with fidelity across all facility locations/activities AND received by at least 50% of staff |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Implementation** | | |
| **1.11    Staff Involvement:**<br><br>All staff members are shown behavioral incident summaries (e.g., rate, type, location, time of day, day of week) of facility-wide data regularly and team solicits feedback from staff on FW-PBIS (e.g., expectations, reinforcements, definitions, consequences) for problem-solving discussions, program improvement, or celebrations at least every 12 months[7] | *Staff meeting notes<br>*Team meeting notes<br>*Staff debriefing documentation<br>*Data posters | 0=Facility staff are not shown FW-PBIS data at least yearly and do not provide input on practices<br><br>1=Facility staff have been shown FW-PBIS data at least yearly OR have provided feedback on FW-PBIS practices within the past 12 months but not both<br><br>2=Facility staff are shown FW-PBIS data more than once during a year AND have provided feedback on FW-PBIS practices within the past 12 months |

Note: 7. this timeframe is not based on youth length of stay; timeframe may be specific to agency policy

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Evaluation** | | |
| **1.12    Stakeholder Involvement:**<br><br>A variety of stakeholders[8] from both within and outside the facility are provided with information on FW-PBIS | *FW-PBIS brochures<br>*Family/Guardian Handbook<br>*Case Management Reports<br>*Surveys<br>*Transition plans<br>*FW-PBIS local operating procedures | 0=No documentation (or no opportunities) for stakeholder sharing of information on FW-PBIS foundations<br><br>1=Documentation of sharing FW-PBIS information, but not within the past 12 months OR sharing but not with all identified stakeholders<br><br>2=Documentation of sharing FW-PBIS information exists across all identified stakeholders within the past 12 months |
| **1.13    Discipline Data:**<br><br>FW-PBIS team has instantaneous access to behavioral reports in a useable format summarizing/visually representing facility-wide discipline data organized by frequency and/or rate[9] of problem behavior events by behavior, location, time of day, and by individual youth | *Agency policy<br>*FW-PBIS meeting minutes<br>*FW-PBIS data reports | 0=No centralized data system with ongoing decision making exists for FW-PBIS team<br><br>1=Data system exists but does not allow FW-PBIS team with instantaneous access to or summarized/visual reports of the data<br><br>2=Discipline data systems exists for FW-PBIS team with instantaneous access to summarized/visual reports on behavior, location, time of day, and youth |

Note: 8. stakeholders will be identified based on the goals of the agency/facility, stakeholders may include other individuals within and outside the facility or agency, families/guardians, community agency personnel, law enforcement, juvenile courts, etc.; 9. rate (incidents divided by time and average daily population) is more useful given that each month has different days of the month and the changing population census; a formula will need to be created to take this into account prior to the data being shared with the team for decision-making

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Evaluation** | | |
| **1.14    Data-based Decision Making:**<br><br>FW-PBIS team reviews, analyzes, and uses the universal tier discipline data for patterns and trends at least monthly for decision-making | *Data decision-making questions<br>*Team meeting notes<br>*Data posters<br>*FW-PBIS local operating procedures<br>*FW-PBIS action plans<br>*PbS data codes/reports | 0=No process/protocol exists OR data are reviewed but not analyzed or used by FW-PBIS team for decision-making<br><br>1=Data reviewed AND used for decision-making by FW-PBIS team, but less than monthly<br><br>2=FW-PBIS team reviews the discipline data AND uses data for decision-making at least monthly, AND, if data indicate a problem trend or pattern, an action plan item is developed to enhance or modify the current FW-PBIS plan |
| **1.15    Fidelity Data:**<br><br>FW-PBIS team reviews and uses FW-PBIS fidelity (e.g., adapted TIC, FW-TFI) data for action planning at least annually[10] | *FW-PBIS local operating procedures<br>*Agency policy<br>*FW-PBIS action plans<br>*Fidelity data | 0=No FW-PBIS fidelity data are collected<br><br>1=FW-PBIS fidelity data collected informally and/or less often than annually<br><br>2=FW-PBIS fidelity data collected AND used for decision-making at the time it is collected by the FW-PBIS team |

10. the specific schedule will be determined by your agency/facility

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Evaluation** | | |
| **1.16    Annual Evaluation:**<br><br>FW-PBIS team documents fidelity and effectiveness of FW-PBIS practices at least annually (including year-by-year[11] comparisons for patterns and trends) that are shared with stakeholders[12] | *Agency/facility policy<br>*Copies of fidelity tools and reports<br>*Strategic plan<br>*Agency social media<br>*FW-PBIS data reports | 0=No evaluation takes place OR evaluation occurs without data<br><br>1=Evaluation conducted, but not annually, OR outcomes are not used to shape the FW-PBIS processes AND/OR not shared with identified stakeholders<br><br>2=Evaluation conducted at least annually, AND outcomes shared with identified stakeholders with clear alterations in process based on evaluation |

Note: 11. the schedule is based on agency/facility policy; 12. the stakeholders will be defined by the agency and/or facility

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

**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 per Policy: _____

FW-PBIS Expectations per Policy:        1. _____
                                        2. _____
                                        3. _____
                                        4. _____
                                        5. _____

FW-PBIS Youth **Reinforcer** (coupon, ticket, point, gotcha, etc.) per Policy: _____

| | Staff Questions (Interview 10% or at least 5 staff - whichever is feasible)[1] | | | |
|---|---|---|---|---|
| **BOLD – use words from above** | What are the **FW-PBIS expectations** (record the # which verbatim match policy)? | Have you taught the **FW-PBIS expectations** (insert from above) to youth this year? | Have you given youth any **reinforcer** (insert from above) for displaying the FW-PBIS expectations in the past 2 months? | Have you personally been reinforced/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 |
| 11 | | Yes    No | Yes    No | Yes    No |
| 12 | | Yes    No | Yes    No | Yes    No |
| Total/% | | | | |
| | Can at least 90% of staff list at least 67% of the expectations? YES  NO Item 1.3 | Have at least 80% of staff taught youth the FW-PBIS expectations? YES  NO Item 1.5 | Have at least 90% of staff reinforced youth for FW-PBIS expectations? YES  NO Item 1.9 | Have at least 50% of staff been reinforced for FW-PBIS implementation? YES  NO Item 1.10 |

| | Youth Questions (Interview at least 5 youth)[2] | | | |
|---|---|---|---|---|
| | What are the **FW-PBIS expectations** (record the # which verbatim match those from policy) | Have staff taught you the **FW-PBIS expectations** (insert from above) in the past month? | Have you received any **reinforcer** (insert here) for displaying the FW-PBIS expectations during school hours in the past 2 months? | Have you received any **reinforcer** (insert here) for displaying the FW-PBIS expectations during non-school hours 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 |
| 11 | | Yes    No | Yes    No | Yes    No |
| 12 | | Yes    No | Yes    No | Yes    No |
| Total/% | | | | |
| | Can at least 70% of youth list at least 67% of the expectations? YES  NO    Item 1.4 | Have at least 70% of youth been taught the FW-PBIS expectations? YES  NO Item 1.4 | Have 49% or fewer, 50%-79%, or 80% or higher of youth been reinforced for displaying FW-PBIS expectations? Circle the range    Item 1.9 | Have 49% or fewer, 50%-79%, or 80% or higher of youth been reinforced for displaying FW-PBIS expectations? Circle the range    Item 1.9 |

Note: 1=this takes into account small facilities where there may be 8 or fewer total staff on shift; 2=this takes into account small facilities where there may be 10 or fewer accessible youth that day (e.g., at court, youth who have been on campus less than 48 hours, those in disciplinary those in medical)

**Scoring**

**Tier I: Universal FW-PBIS**

| Core Features | Items/Total Points | Points Award/Possible Points | Percentage of FW-PBIS Implementation (per feature) |
|---|---|---|---|
| Teams | Items 1.1+1.2  /  4 | **/ 4** | % |
| Implementation | Items 1.3+1.4+1.5+1.6+1.7+1.8+1.9+1.10+1.11 /  18 | **/ 18** | % |
| Evaluation | Items 1.12+1.13+1.14+1.15+1.16  /  10 | **/ 10** | % |
|  |  |  |  |
| **Percentage of FW-PBIS Implementation**  (*what is typically graphed) | | | |
| **Total Tier I** | **1 – 16  /  32 points** | **/  32** | **%*** |

**Criteria Goal: ≥70% for Total Tier I**

**Tier II: Targeted 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** | | |
| **2.1 Team Composition:**<br><br>Tier II (or combined Tier II/III) team[1] 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, (d) knowledge about the facility operations, and (e) safety/security expertise | *Agency/facility organizational chart<br>*Tier II team meeting minutes | 0=Tier II team does not exist OR does not include all 5 core areas of Tier II team expertise<br><br>1=Tier II team exists but does not all 5 core areas of Tier II team expertise OR attendance of these members is below 80% AND they do not stay for the whole meeting<br><br>2=Tier II team exists AND includes individuals with all 5 areas of expertise AND attendance of these members is at or above 80% with members staying the entire meeting duration |
| **2.2 Team Operating Procedures:**<br><br>Tier II team meets at least bi-monthly and has (a) regular meeting format/agenda, (b) minutes, (c) a current action plan, and (d) regional/state PBIS coordinator/consultant invited to attend | *Tier II team meeting agendas and minutes<br>*Tier II action plan<br>*Tier II data reports<br>*Tier II local operating procedures | 0=Tier II team does not use regular meeting format/agenda, minutes, OR have a current action plan<br><br>1=Tier II team has at least 2 but not all 4 features<br><br>2=Tier II team meets at least monthly AND uses regular meeting format/agenda, minutes, AND has a current action plan |

Note: 1. it is possible that within your agency that there are multiple Tier II teams and may be named something different than Tier II

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Teams** | | |
| **2.3 Screening:**<br><br>Tier II team uses decision rules and multiple sources of data to identify youth exhibiting behaviors indicative of additional intervention(s) with communications to youth case managers/juvenile counselors | *Multiple data sources used (e.g., behavioral incidents, time out of instruction, attendance, youth specific data reports, staff nominations)<br>*Team meeting minutes<br>*Tier II local operating procedures | 0=No specific criteria for identifying youth who may qualify for Tier II supports<br><br>1=Eligibility criteria established but not consistently followed or used with only one data source<br><br>2=Written policy exists AND uses multiple data sources for identifying youth needing Tier II supports AND communicates decisions to youth case manager/juvenile counselor |
| **2.4 Request for Assistance:**<br><br>Tier II team uses written nominations for assistance, a process that is timely and available to all staff | *Staff orientation<br>*Staff nomination form[2]<br>*Behavioral incident report summaries | 0=No formal process<br><br>1=Informal process in place for staff to request assistance<br><br>2=Written request for assistance form AND process are in place AND team responds to request within agency timeline |
| **Subscale: Interventions** | | |
| **2.5 Options for Tier II Interventions:**<br><br>Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to youth need | *Tier II local operating procedures<br>*Case management notes<br>*Documentation of prior interventions implemented and effectiveness<br>*Behavioral incident summary reports<br>*Tier II team meeting minutes | 0=No Tier II interventions with documented evidence of effectiveness are in use<br><br>1=Only one Tier II intervention with documented evidence of effectiveness is in use<br><br>2=Multiple Tier II interventions with documented evidence of effectiveness are matched to youth need |

Note: 2. agencies may create a staff nomination form for staff to express concerns related to youth, types of problem behaviors being exhibited, when they occur, etc. which are not captured through other means.

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Interventions** | | |
| **2.6 Tier II Critical Features:**<br><br>Tier II behavior support interventions provide (a) additional instruction/time for youth skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback | *Resource guides for Tier II interventions<br>*Daily/weekly progress data summaries<br>*Master schedule paired with youth individual schedule<br>* Tier II local operating procedures | 0=Tier II interventions do not schedule/provide additional instruction/time, improved structure, or increased feedback<br><br>1=All Tier II interventions provide some but not all 3 core Tier II features<br><br>2=All Tier II interventions include all features (a)-(c) |
| **2.7 Practices Matched to Youth Need:**<br><br>A formal process is in place to select Tier II interventions that are (a) matched to youth need (e.g., behavioral function, issues of concern), and (b) adapted to improve contextual fit (e.g., culture, development level) | *Data sources used to identify interventions<br>*Tier II local operating procedures<br>*Youth needs assessment<br>*Tier II meeting minutes and behavioral incident summaries | 0=No process in place<br><br>1=Process for selecting Tier II interventions does not include documentation that interventions are matched to youth need<br><br>2=Formal process in place to select practices that match youth need and have contextual fit (e.g., developmentally and culturally appropriate) |
| **2.8 Access to Tier I Supports:**<br><br>Tier II supports are explicitly linked to Tier I supports, and youth receiving Tier II supports have access to, and are receiving, Tier I supports | *FW-PBIS resource guides and teaching schedule<br>*Tier II resource guides<br>*Reinforcement system including activity calendars and participants<br>*Tier II local operating procedures | 0=No evidence that youth receiving Tier II interventions have access to Tier I supports<br><br>1=Tier II supports are not explicitly linked to Tier I supports AND/OR youth receiving Tier II interventions have some but not full access to Tier I supports<br><br>2=Tier II supports are explicitly linked to Tier I supports AND youth receiving Tier II interventions have full access to all Tier I supports |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Interventions** | | |
| **2.9 Professional Development:**<br><br>A written process is followed for teaching all relevant staff how to refer youth and implement each Tier II intervention that is in place | *Professional development calendar<br>*Tier II local operating procedures<br>*Staff briefing minutes<br>*Monthly departmental meeting minutes | 0=No process for teaching staff is in place<br><br>1=Professional development and orientation process is informal<br><br>2=Written process used to teach and all relevant staff in all aspects of Tier II intervention delivery, including nomination process, using data as an instructional prompt, delivering feedback, and monitoring youth progress |
| **Subscale: Evaluation** | | |
| **2.10    Level of Use:**<br><br>Tier II team follows written process to track proportion of youth participating in Tier II supports, and meets expectations for Tier II proportionality | *Tier II enrollment data<br>*Tier II team meeting minutes<br>*Behavioral incident summary reports<br>*FW-PBIS data reports | 0=Team does not track number of youth receiving/responding to Tier II interventions<br><br>1=Team defines criteria for responding to each Tier II intervention AND tracks youth, but fewer than 5% of youth are enrolled<br><br>2=Team defines criteria AND tracks proportion, with at least 5% of youth receiving Tier II supports |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Evaluation** | | |
| **2.11 Youth Performance Data:**<br><br>Tier II team tracks proportion of youth experiencing success (% of participating youth being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification (e.g., adjusting Tier II interventions) that is shared with stakeholders | *Youth progress data (e.g., % of youth meeting goals)<br>*Tier II progress monitoring data per Tier II intervention<br>*FW-PBIS data reports | 0=Youth data not monitored<br><br>1=Youth data monitored but no data decision rules established to alter (e.g., intensify or fade) support<br><br>2=Youth data (% of youth being successful;) monitored AND used at least monthly, with data decision rules established to alter (e.g., intensity or fade) support, AND shared with stakeholders |
| **2.12 Fidelity Data:**<br><br>Tier II team uses fidelity checklists for each Tier II intervention from either the published empirical literature or one designed by the agency per the procedural steps of the practice | *Tier II team training<br>*Regional technical assistance documents/training<br>*Fidelity probes taken monthly by a Tier II team member<br>*Tier II action plan | 0=Fidelity data are not collected for any practice<br><br>1=Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions<br><br>2=Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions |
| **2.13 Quarterly Evaluation:**<br><br>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 leadership | *Staff and youth surveys<br>*Tier II local operating procedures<br>*Fidelity checklists<br>*Agency policy<br>*Youth outcome data<br>*Behavioral incident summary reports<br>*Regional reports<br>*Tier II action plan | 0=No data-based evaluation takes place<br><br>1=Evaluation conducted, but outcomes not used to shape the Tier II process<br><br>2=Evaluation conducted at least annually AND outcomes shared with staff and regional leadership plus clear alterations in process proposed based on evaluation |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

**FW-Targeted Interventions Function-Based 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 regular feedback about feedback, 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 FW-targeted interventions that are available at your facility. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix. Attach the facility FW-PBIS Framework Triangle.

| Function/Intervention | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Access to Adult/Staff Attention | | | | | | | | | | |
| Access to Peer Attention | | | | | | | | | | |
| Access to Choice of Alternatives/Activities | | | | | | | | | | |
| Option for Avoiding Aversive Activities | | | | | | | | | | |
| Option for Avoiding Aversive Social Peer/Adult/Staff Attention | | | | | | | | | | |
| Structural Prompts for 'What To Do' Throughout the Day | | | | | | | | | | |
| At Least 5 Times During Waking Hours When Positive Feedback is Purposefully Delivered | | | | | | | | | | |
| A Within Facility Unit-Education, Facility-Home, or Facility-Community Communication System | | | | | | | | | | |
| Opportunity for Adaptation into a Self-Management System | | | | | | | | | | |

**Scoring**

**Tier II: Targeted FW-PBIS**

| Core Features | Items/Total Points | Points Award/Possible Points | Percentage of FW-PBIS Implementation (per feature) |
|---|---|---|---|
| Teams | Items 2.1+2.2+2.3+2.4 /  8 | **/ 8** | % |
| Interventions | Items 2.5+2.6+2.7+2.8+2.9 /  10 | **/ 10** | % |
| Evaluation | Items 2.10+2.11+2.12+2.13  /  8 | **/ 8** | % |
| | | | |
| **Percentage of Tier II Implementation**  (*what 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*

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Teams** | | |
| **3.1 Team Composition:**<br><br>Tier III (or combined Tier II/III) team[1] 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, (d) knowledge about the facility operations, and (e) safety/security expertise | *Agency/facility organizational chart<br>*Tier III team meeting minutes | 0=Tier III team does not exist OR does not include all 5 core areas of Tier III team expertise<br><br>1=Tier III team exists but does not all 5 core areas of Tier III team expertise OR attendance of these members is below 80% AND they do not stay for the whole meeting<br><br>2=Tier III team exists AND includes individuals with all 5 areas of expertise AND attendance of these members is at or above 80% with members staying the entire meeting duration |
| **3.2 Team Operating Procedures:**<br><br>Tier III team meets at least weekly and has (a) regular meeting format/agenda, (b) minutes, (c) a current action plan, and (d) regional/state PBIS coordinator/consultant invited to attend | *Tier III team meeting agendas and minutes<br>*Tier III action plan<br>*Tier III data reports<br>*Tier III local operating procedures | 0=Tier III team does not use regular meeting format/agenda, minutes, OR have a current action plan<br><br>1=Tier III team has at least 2 but not all 4 features<br><br>2=Tier III team meets at least monthly AND uses regular meeting format/agenda, minutes, AND has a current action plan |

Note: 1. it is possible that within your agency that there are multiple Tier II teams and may be named something different than Tier II

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---------|----------------------|------------------|
| **Subscale: Teams** | | |
| **3.3 Screening:**<br><br>Tier III team uses decision rules and multiple sources of data to identify youth needing Tier III intervention(s) | *Multiple data sources used (e.g., behavioral incidents, time out of instruction, attendance, youth specific data reports, nominations)<br>*Team meeting minutes<br>*Tier III local operating procedures | 0=No specific criteria for identifying youth who may qualify for Tier III supports<br><br>1=Data decision criteria established but not consistently followed or used with only one data source<br><br>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:**<br><br>For each individual youth support plan, a mentor/team exists to design, implement, monitor, and adapt the youth-specific support plan | *Three randomly selected Tier III youth behavior support plans[2] 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 who need them at Tier III<br><br>1=Individual youth support teams exist but are not uniquely designed with input from other staff AND/OR team membership has partial connection to strengthen youth needs<br><br>2=Individual youth support teams exist, are uniquely designed with active input/approval from staff (with a clear link of team membership to youth strengths and needs) AND teams meet regularly to review progress data |

Note: 2. youth behavioral support plans maybe named something different within your facility (e.g., safety plans, behavior intervention plans, treatment plans, etc.)

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Resources** | | |
| **3.5 Tier III Staffing per Youth:**<br><br>A process is used to ensure adequate staff are assigned to facilitate implementation of individualized plans for the youth enrolled in Tier III supports | *Tier III local operating procedures<br>*Tier III team meeting minutes<br>*Staff assignments to Tier III intervention implementation<br>*Youth behavior support plans | 0=Staff are not assigned to lead individual youth support teams<br><br>1=Staff are assigned to lead some individual youth support teams but less than 1% youth receive Tier III supports<br><br>2=Staff are assigned to lead individualized youth plans for all youth enrolled in Tier III supports |
| **3.6 Involvement of Others:**<br><br>Tier III team has regional 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 | *Three randomly selected Tier III youth behavior support plans created in the last 12 months (see FW-TFI Tier III support plan worksheet) | 0=Regional contact person not established<br><br>1=Regional contact person established with external agencies OR resources are available AND documented in support plans<br><br>2=Regional contact person established with external agencies AND resources are available AND documented in support plans |
| **3.7 Professional Development:**<br><br>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 | *Professional development calendar<br>*Staff orientation<br>*Agency policy<br>*Tier III local operating procedures<br>*Tier II meeting minutes<br>*Departmental meeting minutes<br>*Staff briefing minutes | 0=No process for teaching staff is in place<br><br>1=Professional development AND orientation process is informal<br><br>2=Written process used to teach all relevant staff in basic behavioral principles, function of behavior, AND function-based intervention |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Support Plans** | | |
| **3.8 Quality of Life Indicators:**<br><br>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) | *Three randomly selected Tier III youth behavior 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<br><br>1=Strengths and quality of life needs AND related goals defined but not by youth OR reflected in the plan<br><br>2=All plans document strengths AND quality of life needs AND goals defined by youth |
| **3.9 Academic, Social, and Physical Indicators:**<br><br>Current assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavior assessment), medical, and mental health strengths and needs, across life domains where relevant | *Three randomly selected Tier III youth behavior support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet)<br>*Intake data<br>*Case management notes | 0=Youth assessment is subjective OR done without formal data sources OR there are no Tier III support plans<br><br>1=Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)<br><br>2=All plans include medical, mental health information, AND complete academic data where appropriate |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Support Plans** | | |
| **3.10 Hypothesis Statement:**<br><br>Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context | *Three randomly selected Tier III youth behavior 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<br><br>1=1 or 2 plans include a hypothesis statement with all 3 components<br><br>2=All plans include a hypothesis statement with all 3 components |
| **3.11 Comprehensive Support**:<br><br>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 | *Three randomly selected Tier III youth behavior 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<br><br>1=1 or 2 plans include all 7 core support plan features<br><br>2=All plans include all 7 core support plan features |
| **3.12 Formal and Natural Supports:**<br><br>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 | *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<br><br>1=Plan includes specific actions but they are not related to the quality of life needs AND/OR do not include natural supports<br><br>2=Plan includes specific actions, linked logically to the quality of life needs AND they include natural supports |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Support Plans** | | |
| **3.13 Access to Tier I and Tier II Supports**:<br><br>Youth receiving Tier III supports have access to, and are receiving, available Tier I and Tier II supports | *Three randomly selected Tier III youth behavior support plans created in the last 2 months (see FW-TFI Tier III Support Plan Worksheet)<br>*Tiers I, II, III local operating procedures | 0=Individual youth support plans do not mention Tier I AND/OR Tier II supports OR there are no Tier III support plans<br><br>1=Individualized supports include some access to Tier I AND/OR Tier II supports<br><br>2=Tier III supports include full access to any appropriate Tier I and Tier II supports AND document how access will occur |
| **Subscale: Evaluation** | | |
| **3.14 Data System:**<br><br>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 | *Reports to staff<br>*Staff meeting minutes<br>*Tier III meeting minutes | 0=No quantifiable data<br><br>1=Data are collected on outcomes AND/OR fidelity but not reported monthly<br><br>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:**<br><br>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 | *Three randomly selected Tier III youth behavior 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<br><br>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<br><br>2=Each youth's individual's support team continuously monitors data AND reviews plan at least monthly using both fidelity AND outcomes data for decision making |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| Feature | Possible Data Sources | Scoring Criteria |
|---|---|---|
| **Subscale: Evaluation** | | |
| **3.16 Level of Use:**<br><br>Tier II teams follow written process to track proportion of youths participating in Tier III supports, and meets expectations for Tier III proportionality | *Youth progress data<br>*Tier III team meeting minutes<br>*FW-PBIS data reports | 0=Facility does not track proportion OR no youth have Tier III plans<br><br>1=Fewer than 1% of youths have Tier III plans<br><br>2=All youth requiring Tier III supports have plans AND at least 1% of the youth population has plans |
| **3.17 Quarterly Evaluation:**<br><br>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 | *Tier III team meeting minutes<br>*Tier III team action plan<br>*Staff and youth voice surveys<br>*Tier III local operating procedures<br>*Regional reports | 0=No quarterly review<br><br>1=Review is conducted but less than quarterly OR done without impact on action planning<br><br>2=Written documentation of quarterly review of Tier III supports with specific decisions related to action planning |

**Scoring Criteria**: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

## FW-TFI Tier III Support Plan Worksheet (the specific format of a support plan will be agency specific)

| 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 mentor/team exists to design, implement, monitor, and adapt the youth-specific support plan | 0=Plan does not identify the individual youth's team<br><br>1=Plan identifies team, but no evidence it was designed with input from staff or connected to strengths/needs<br><br>2=Plan identifies team designed with input from staff, connected to strengths/needs, and meets regularly | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | | 0 = 0<br><br>1-5 = 1<br><br>6 = 2 |
| **3.6** Tier III team has regional 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 | 0=No contact person or resources documented<br><br>1=Contact person OR resources documented<br><br>2=Contact person AND resources documented | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | | 0 = 0<br><br>1-5 =1<br><br>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<br><br>1=QOL needs/goals or strengths defined, but not by youth or reflected in plan<br><br>2=QOL needs/goals or strengths defined by youth AND reflected in plan | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | | 0 = 0<br><br>1-5 =1<br><br>6 = 2 |
| **3.9** Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavior assessment), medical, and mental health strengths and needs, across life domains where relevant | 0=No formal data sources for youth assessment<br><br>1=Includes some but not all relevant life-domain information<br><br>2=Includes medical, mental health information, and complete academic data where appropriate | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | | 0 = 0<br><br>1-5 = 1<br><br>6 = 2 |
| **3.10** Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context | 0=Hypothesis statement does not include all 3 parts (or is missing)<br><br>2=Hypothesis statement includes all 3 parts | 0<br><br>2 | 0<br><br>2 | 0<br><br>2 | | 0 = 0<br><br>2 - 4 = 1<br><br>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 impact, and (g) the action plan for putting the support plan in place | 0=Plan does not include all 7 parts<br><br>2=Plan includes all 7 parts | 0<br><br>2 | 0<br><br>2 | 0<br><br>2 | | 0 = 0<br><br>2 - 4 = 1<br><br>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<br><br>1=Plan includes specific actions, but unrelated to the QOL needs AND/OR do not include natural supports<br><br>2=Plan includes specific actions, linked logically to the quality of life needs AND they include natural supports | 0<br><br>1<br><br>2 | **Only one plan needed** | | | 0 = 0<br><br>1 = 1<br><br>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<br><br>1=Plan notes access to Tier I/II supports<br><br>2=Plan includes specific actions related to QOL needs and include natural supports | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | | 0 = 0<br><br>1-5 = 1<br><br>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<br><br>1=Evidence of review, but no use of both fidelity and outcome data<br><br>2=Evidence of at least monthly review, with use of both fidelity and outcome data | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | 0<br><br>1<br><br>2 | | 0 = 0<br><br>1-5 = 1<br><br>6 = 2 |

**Scoring**

**Tier III: Intensive FW-PBIS**

| Core Features | Items/Total Points | Points Award/Possible Points | Percentage of FW-PBIS Implementation (per feature) |
|---|---|---|---|
| Teams | Items 3.1+3.2+3.3+3.4 / 8 | **/ 8** | % |
| Resources | Items 3.5+3.6+3.7 / 6 | **/ 6** | % |
| Support Plans | Items 3.8+3.9+3.10+3.11+3.12+3.13 / 12 | **/ 12** | % |
| Evaluation | Items 3.14+3.15+3.16+3.17 / 8 | **/ 8** | % |
| | | | |
| **Percentage of Tier III Implementation** (*what is typically graphed) | | | |
| **Total Tier III** | **1 – 17 / 34 points** | **/ 34** | **%*** |

**Criteria Goal: ≥70% for Total Tier III**

## FW-PBIS Leadership Team Continuous Action Plan Example

**Facility:** _____    **Month:** _____    **Date Reviewed:** _____

**Persons Present:** _____

| Action Item | Carry-over from Previous Month | Data Sources Indicating Change is Needed | How It Will Be Addressed | Was PBIS Coord. Contacted | Who is Responsible | Timeline for Completion | FW-PBIS LOP Edits Made to Reflect Changes | Completed |
|---|---|---|---|---|---|---|---|---|
| | YES<br><br>NO | *FW-PBIS Data Report<br>*TIC<br>*FW-TFI<br>Other: | | YES  NO | | | YES  NO<br><br>By Whom: | YES  NO<br><br>Date: |
| | YES<br><br>NO | *FW-PBIS Data Report<br>*TIC<br>*FW-TFI<br>Other: | | YES  NO | | | YES  NO<br><br>By Whom: | YES  NO<br><br>Date: |
| | YES<br><br>NO | *FW-PBIS Data Report<br>*TIC<br>*FW-TFI<br>Other: | | YES  NO | | | YES  NO<br><br>By Whom: | YES  NO<br><br>Date: |

**All Action Plans need to be filed with the corresponding month's agenda and minutes.**

**Action Planning Form Example**

| Item | Current Score | Action | Who | When |
|---|---|---|---|---|
| **Tier I** | | | | |
| 1.1 Team Composition | | | | |
| 1.2 Team Operating Procedures | | | | |
| 1.3 Behavioral Expectations | | | | |
| 1.4 Teaching Expectations | | | | |
| 1.5 Problem Behavior Definitions | | | | |
| 1.6 Discipline Policies | | | | |
| 1.7 Staff Professional Development | | | | |
| 1.8 Facility Implementation Procedures | | | | |
| 1.9 Youth Feedback and Reinforcement | | | | |
| 1.10 Staff Feedback and Reinforcement | | | | |
| 1.11 Staff Involvement | | | | |
| 1.12 Stakeholder Involvement | | | | |
| 1.13 Discipline Data | | | | |
| 1.14 Data-Based Decision Making | | | | |
| 1.15 Fidelity Data | | | | |
| 1.16 Annual Evaluation | | | | |
| **Tier II** | | | | |
| 2.1 Team Composition | | | | |
| 2.2 Team Operating Procedures | | | | |
| 2.3 Screening | | | | |
| 2.4 Request for Assistance | | | | |
| 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 I Supports | | | | |
| 2.9 Professional Development | | | | |
| 2.10 Level of Use | | | | |
| 2.11 Youth Performance Data | | | | |
| 2.12 Fidelity Data | | | | |
| 2.13 Quarterly Evaluation | | | | |
| **Tier III** | | | | |
| 3.1 Team Composition | | | | |
| 3.2 Team Operating Procedures | | | | |
| 3.3 Screening | | | | |
| 3.4 Youth Support Team | | | | |

| Item | Current Score | Action | Who | When |
|---|---|---|---|---|
| 3.5 Tier III Staffing per Youth | | | | |
| 3.6 Involvement of Others | | | | |
| 3.7 Professional Development | | | | |
| 3.8 Quality of Life Indicators | | | | |
| 3.9 Academic, Social, and Physical Indicators | | | | |
| 3.10 Hypothesis Statement | | | | |
| 3.11 Comprehensive Support | | | | |
| 3.12 Formal and Natural Supports | | | | |
| 3.13 Access to Tier I and Tier II Supports | | | | |
| 3.14 Data Systems | | | | |
| 3.15 Data-Based Decision-Making | | | | |
| 3.16 Level of Use | | | | |
| 3.17 Quarterly Evaluation | | | | |

**FW-PBIS Local Operating Procedures Example**

# [FACILITY NAME]
## [FACILITY ADDRESS]
### [AGENCY NAME}

## Director:

# FW-PBIS Local Operating Procedures
## (Facility-Wide Positive Behavior Interventions and Supports)

## FW-PBIS Leadership Team and Contact Information
[name; email; phone number]

## Leader:
## Members:

## Facility Mission
[text]

## FW-PBIS Purpose
[text; borrow information from training]

## FW-PBIS Expectations and Acronym
[text]

## FW-PBIS Behavioral Matrix
[text description of matrix]
[embed matrix here]

## Supporting FW-PBIS Posters and Visuals Based on the Matrix
[embed posters here – both staff and youth created]

## FW-PBIS Resource Guides
[text description of why and how all staff will use resource guides]
[embed here – one per box; all materials included that go with each]

### FW-PBIS Youth Reinforcement System

[text description of system (how, by whom, when, what) linked to expectations– keep it simple – add that it will change per the data]

[embed any posters or other supporting materials (donation letters)]


### FW-PBIS Staff Reinforcement System

[text description of system linked to staff implementing FW-PBIS – keep it simple – add that it will change per the data]

[embed any posters or other supporting materials (donation letters)]


### FW-PBIS Data for Decision-Making at the Facility-Wide Level

[text on data sources, process for decision-making, types of graphs to generate; facility goals related to FW-PBIS data improvement; etc.]


### FW-PBIS Youth Handbook Insert Specific to [Facility Name]

[embed page(s) here]


### FW-PBIS Brochure for Dissemination to Families and Other Facilities

[embed brochure here]


### Youth Voice

[how youth are to provide active and ongoing ideas to the FW-PBIS plan]


### Supporting FW-PBIS Materials

[embed here – pledge cards, PBIS is coming teaser posters; staff and youth surveys; powerpoints; skits; songs; murals)