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IDD Program-wide PBIS (SWPBIS) Tiered Fidelity Inventory (Adapted from School wide PBIS (SWPBIS) Tiered Fidelity Inventory)

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports

2014

Beta Version

Currently under Technical Adequacy Review

V e r s i o n   2 . 0 b

SWPBIS Tiered Fidelity Inventory

V 2.0b

2014

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports

Contents

Introduction and Purpose

The purpose of the SWPBIS Tiered Fidelity Inventory (Inventory) is to provide a valid, reliable, and efficient measure of the extent to which program personnel are applying the core features of program-wide positive behavioral interventions and supports. The Inventory is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The Inventory is based on the factors and features of all earlier PBIS fidelity measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT, PoI). The purpose of the Inventory is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of program-wide PBIS. The Inventory may be used (a) for initial assessment to determine if a program is using (or needs) SWPBIS, (b) as a guide for implementation of Tier I, Tier II, and Tier III practices, (c) as an index of sustained SWPBIS implementation or (d) as a metric for identifying programs for recognition within their state implementation efforts.

The Inventory is completed by a program Systems Planning Team (individuals including a building administrator) or separately by Tier I, II and/or III teams. The Inventory is always completed by the program team, but it is recommended that it be used with the **program's PBIS Coach present to provide clarification and consultation**.

Completion of the Inventory produces three "scores" indicating the extent to which Tier I, Tier II and Tier III core features are in place. As a general rule, a score of 80% for each Tier is accepted as a level of implementation that will result in improved individual outcomes.

The Inventory is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the Inventory results not just in scores for Tier I, Tier II, and /or Tier III, but in developing an **action plan** that guides team allocation of effort and resources to improve implementation.

Intended Participants

The Inventory is intended to be completed by members of a program's System Planning Team, with the active presence and guidance of its PBIS Coach.

Schedule of Inventory Administration

Program teams are encouraged to self-assess SWPBIS implementation when they initially launch implementation of SWPBIS, and then **every third or fourth meeting** until they reach at least 80% fidelity across three consecutive administrations. Once fidelity on a Tier is met, the team may choose to shift the schedule of Inventory use to an annual assessment for the purpose of evaluating sustained implementation. Note that programs new to SWPBIS may start by using only the Tier I section of the Inventory, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

Preparation for the Inventory and Administration/Completion Time

The time to complete the Inventory depends on (a) the experience that the Team and Coach have with the process, (b) the extent to which preparation for Inventory review has occurred, and (c) the number of Tiers assessed.

Program teams new to the Inventory may require 30 min for Tier I, 30 min for Tier II and 30 min for Tier III. If team leaders have assembled relevant sources of information prior to the meeting, and, if the team and coach have already completed the Inventory at least twice, the time required for implementation may be approximately 15 min for each tier.

Outcomes from Inventory Completion

Criteria for scoring each item of the Inventory reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier 1: Universal SWPBIS Features, Tier II: Targeted SWPBIS Features, and Tier III: Intensive SWPBIS Features. A complete administration of the Inventory produces three scale scores: Percentage of SWPBIS implementation for Tier I, Percentage of SWPBIS implementation for Tier II, and Percentage of SWPBIS implementation for Tier III, as well as subscale and item scores for each Tier. The subscale and item reports are produced to guide coaching support and team action planning.

Tier I: Universal SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Teams	**1.1 Team Composition**: Tier I team includes a Tier I systems coordinator, a program administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of individual functional skill and behavior patterns, (d) knowledge about the operations of the program , and (e) individual representation.	• Program organizational chart • Tier I team meeting minutes	0 = Tier I team does not include coordinator, program administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, with attendance of all roles at or above 80%
	1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented **1 = Partially implemented** **2 = Fully implemented**
			2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation	**1.3 Behavioral Expectations**: Program has five or fewer positively stated behavioral expectations and examples by setting/location for individual and staff behaviors (i.e., program teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Individual handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations
	1.4 Teaching Expectations: Expected functional skill and social behaviors are taught directly to all individuals in programs and across other settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to individuals across program and other settings AND at least 70% of individuals can list at least 67% of the expectations
	1.5 Problem Behavior Definitions: Program has clear definitions for behaviors that interfere with functional skill and social success.	• Staff handbook • Individual handbook • Program policy • Discipline flowchart	0 = No clear definitions exist and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families
	1.6 Problem Behavior Policies: Program policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to individual behavior that are implemented consistently.	• Problem behavior policy • Individual handbook • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive

			approaches AND administrator reports consistent use
	1.7 Professional Development: A written process is used for orienting all staff on 4 core Tier I SWPBIS practices: (a) teaching program-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

Subscale	Feature	Possible Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Implementation	**1.8 Program Procedures**: Tier I features (program-wide expectations, routines, acknowledgements, continuum of consequences) are implemented within **programs** and consistent with program-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual program data	0 = Programs are not formally implementing Tier I 1 = Programs are informally implementing Tier I but no formal system exists 2 = Programs are formally implementing all core Tier I features, consistent with program-wide expectations
	1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to program-wide expectations and [b] used across settings and within programs) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of individuals.	• TFI Walkthrough Tool	0 = No formal system for acknowledging individuals 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of individuals 2 = Formal system for acknowledging individual behavior is used by at least 90% of staff AND received by at least 50% of individuals
	1.10 Staff Involvement: Staff are shown program-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Staff are not shown data at least yearly and do not provide input 1 = Staff have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Staff are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
	1.11 Individual/Family/Community Involvement: Stakeholders (individuals, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that individuals, families, and community members have provided feedback on Tier I practices within the past 12

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented **1 = Partially implemented** **2 = Fully implemented**
Evaluation	**1.12 Problem Behavior Data**: Tier I team has instantaneous access to graphed reports summarizing problem behavior data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual .	• Program policy • Team meeting minutes • Individual outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Problem behavior data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and individual
	1.13 Data-based Decision Making: Tier I team reviews and uses problem behavior data and functional skill outcome data (e.g., graphs,) at least monthly for decision-making.	• Data decision making for non-responders • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an functional skill or behavior problem, an action plan is developed to enhance or modify Tier I supports
	1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., Tiered Fidelity Inventory) data at least annually.	• Program policy • Staff handbook • Program newsletters • Program website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually
	1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on functional skill outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, agency) in a usable	• Staff, individual, and family surveys • Tier I handbook • Fidelity tools • Program policy • Individual outcomes • Program newsletters	0 = No evaluation takes place or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders 2 = Evaluation conducted at least

	format.		annually, and outcomes (including functional skills) shared with stakeholders, with clear alterations in process based on evaluation

Tier II: Targeted SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented **1 = Partially implemented** **2 = Fully implemented**
Teams	**2.1 Team Composition**: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of individuals, and (d) knowledge about operation of program and other programs.	• Program organizational chart • Tier II team meeting minutes	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Team identified, but without coordinator and all 4 core areas of Tier II team expertise OR attendance of these members below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise with attendance of these members at or above 80%
	2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
	2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., incident reports, functional skill progress, screening tools, teacher/family/individual nominations) to identify individuals who require Tier II supports.	• Multiple data sources used (e.g., incident reports, interval data, functional skill performance) • Team decision rubric • Team meeting minutes • Program policy	0 = No specific rules for identifying individuals who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying individuals, and (b) ensures that families are notified promptly when individuals enter Tier II supports

Subscale	Feature	Possible Data Sources	Scoring Criteria
			0 = Not implemented **1 = Partially implemented** **2 = Fully implemented**

	2.4	**Request for Assistance**: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and individuals.	• Program Handbook • Request for Assistance Form • Family Handbook	0 = No formal process 1 = Informal process in place for staff and families to request behavioral assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days
Interventions	**2.5**	**Options for Tier II Interventions**: Tier II team has multiple ongoing behavior support/medical interventions with documented evidence of effectiveness matched to individual need.	• Program Tier II Handbook • Targeted Interventions Reference Guide	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to individual need
	2.6	**Tier II Critical Features**: Tier II behavior support interventions provide (a) additional instruction/time for individual skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., Daily Progress Report).	• Universal Lesson Plans • Tier II Lesson Plans • Daily/Weekly Progress Report • Program Schedule • Program Tier II Handbook	0 = Tier II interventions do not promote 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 3 core Tier II features
	2.7	**Practices Matched to Individual Need**: A formal process is in place to select Tier II interventions that are (a) matched to individual need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	• Data sources used to identify interventions • Program policy • Tier II handbook • Needs assessment • Targeted Interventions Reference Guide	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to individual need 2 = Formal process in place to select practices that match individual need and have contextual fit (e.g., developmentally and culturally appropriate)

| | 2.8 | **Access to Tier I Supports**: Tier II supports are explicitly linked to Tier I supports, and individuals receiving Tier II supports have access to, and are included in, Tier I supports. | • Universal lesson plans & teaching schedule
• Tier II lesson plans
• Acknowledgement system
• Individual of the month documentation
• Family communication | 0 = No evidence that individuals receiving Tier II interventions have access to Tier I supports
1 = Tier II supports are not explicitly linked to Tier I supports and/or individuals receiving Tier II interventions have some, but not full access to Tier I supports
2 = Tier II supports are explicitly linked to Tier I supports, and individuals receiving Tier II interventions have full access to all Tier I supports |

Subscale	Feature	Possible Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer individuals and implement each Tier II intervention that is in place.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • Program policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring individual progress
Evaluation	**2.10 Level of Use**: Team follows a written process to track proportion of individuals participating in Tier II supports. .	• Tier II enrollment data • Tier II team meeting minutes • Progress monitoring tool	0 = Team does not track number of individuals responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention and tracks individuals 2 = Team defines criteria and tracks proportion.
	2.11 Individual Performance Data: Tier II team tracks proportion of individuals experiencing success (% of participating individuals being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	• Individual progress data (e.g., % of individuals meeting goals) • Intervention Tracking Tool • Daily/Weekly Progress Report sheets • Family communication	0 = Individual data not monitored 1 = Individual data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Individual data (% of individuals being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

Subscale	Feature	Possible Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	2.12 **Fidelity Data**: Tier II team has a protocol for on-going review of fidelity for each Tier II practice.	• Tier II coordinator training • Agency technical assistance • Fidelity probes taken monthly by a Tier II team member	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions 2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions
	2.13 **Annual Evaluation**: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify individuals, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and agency leadership.	• Staff and individual surveys • Tier II handbook • Fidelity tools • Program policy • Individual outcomes • Agency reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and agency leadership, clear alterations in process proposed based on evaluation

Tier III: Intensive SWPBIS Features

Subscale	Feature	Possible Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Teams	**3.1 Team Composition**: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning expertise, (d) knowledge of individuals, and (e) knowledge about the operations of the program across settings.	• Program organizational chart • Tier III team meeting minutes	0 = Tier III team does not include a trained systems coordinator or all 5 identified functions 1 = Tier III team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings 2 = Tier III team has a coordinator and all 5 functions and attendance of these members is at or above 80%
	3.2 Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier III team meeting agendas and minutes • Tier III meeting roles descriptions • Tier III action plan	0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier III team has at least 2 but not all 4 features 2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
	3.3 Screening: Tier III team uses decision rules and data (e.g., incident reports, Tier II performance, functional skill progress, teacher/family/individual nominations) to identify individuals who require Tier III supports.	• Program policy • Team decision rubric Team meeting minutes	0 = No decision rules for identifying individuals who should receive Tier III supports 1 = Informal process or one data source for identifying individuals who qualify for Tier III supports 2 = Written data decision rules used with multiple data sources for identifying individuals who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/individual nominations

3.4	**Individual Support Team**: For each **individual support plan**, a uniquely constructed team exists (with input/approval from individual/ family about who is on the team) to design, implement, monitor, and adapt the individual-specific support plan.	• Verbal report from team • Individual Tier III individual support plans developed in the past 12 months	0 = Individual support teams do not exist for all individuals who need them 1 = Individual support teams exist, but are not uniquely designed with input from individual/family and / or team membership has partial connection to strengths and needs 2 = Individual support teams exist, are uniquely designed with active input/approval from individual/family (with a clear link of team membership to individual strengths and needs), and meet regularly to review progress data

Subscale	Feature	Possible Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Resources	**3.5 Staffing**: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the individuals enrolled in Tier III supports.	• Administrative plan • Tier III team meeting minutes • FTE (i.e., paid time) allocated to Tier III supports	0 = Personnel are not assigned to facilitate individual support teams 1 = Personnel are assigned to facilitate some individual support teams 2 = Personnel are assigned to facilitate individualized plans for all individuals enrolled in Tier III supports
	3.6 Individual/Family/Community Involvement: Tier III team has agency contact person(s) with access to external support agencies and resources for planning and implementing non-program-based interventions (e.g., intensive mental health) as needed.	• Verbal report from Tier III team • Three randomly selected Tier III individual behavior support plans (or all current plans if fewer than 3 exist)	0 = Agency contact person not established 1 = Agency contact person established with external agencies, OR resources are available and documented in support plans 2 = Agency contact person established with external agencies, AND resources are available and documented in support plans
	3.7 Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • Program policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention
	3.8 Quality of Life Indicators: Assessment includes individual strengths and identification of individual/family preferences for individualized support options to meet their stated needs across life domains (e.g., functional skills, health, career, social).	• Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)	0 = Quality of life needs / goals and strengths not defined, or there are no Tier III support plans 1 = Strengths and larger quality of life needs and related goals defined, but not by individual/family or not reflected in the plan 2 = All plans document strengths and quality of life needs and related goals defined by

			individual/family

Subscale	Feature	Possible Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Support Plans	**3.9 Functional skill, Social, and Physical Indicators:** Assessment data are available for functional skill (e.g., communication, activity of daily living), behavioral (e.g., functional behavioral assessment, incident reports), medical, and mental health strengths and needs, across life domains where relevant.	• Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)	0 = Individual 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 (medical, mental health, behavioral, functional skill) 2 = All plans include medical, mental health information, and complete functional skill data where appropriate
	3.10 Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	• Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)	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
	3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	• Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)	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

Subscale	Feature	Possible Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
	3.12 **Formal and Natural Supports**: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning,) documents quality of life strengths and needs to be completed by formal (e.g., program/agency personnel) **and** natural (e.g., family, friends) supporters.	• At least one Tier III behavior support plan requiring extensive support	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 Support**: Individuals receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	• Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist)	0 = Individual support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans 1 = Individual 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
Evaluation	3.14 **Data System**: Aggregated (i.e., overall program-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on individual outcomes.	• Data summaries from three randomly selected Tier III behavior support plans with at least two months of implementation	0 = No quantifiable data 1 = Data are collected on outcomes and/or fidelity but not reported monthly 2 = Data are collected on individual outcomes AND fidelity and are reported to staff at least monthly
	3.15 **Data-based Decision Making:** Each individual's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, functional skill, and behavior outcomes.	• Three randomly selected Tier III behavior support plans (or all current plans if fewer than 3 exist) • Team meeting schedules	0 = Individual support teams do not review plans or use data 1 = Each individual's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans 2 = Each individual's individual support team continuously monitors data and reviews plan at least monthly, using

|			both fidelity and outcome data for decision making
3.16	**Level of Use**: Team follows written process to track proportion of individuals participating in Tier III supports and access is proportionate.	• Individual progress data • Tier III team meeting minutes	0 = Program does not track proportion or no individuals have Tier III plans 1 = Fewer than 1% of individuals have Tier III plans (if over 5%, review Tier I/II systems) 2 = All individuals (at least 1%) requiring Tier III supports have plans (if over 5%, review Tier I/II systems)
3.17	**Annual Evaluation**: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of individuals, families, and program personnel; and evaluations are used to guide action planning.	• Tier III team meeting minutes • Tier III team Action Plan • Team member verbal reports	0 = No annual review 1 = Review is conducted but less than annually, or done without impact on action planning 2 = Written documentation of an annual review of Tier III supports with specific decisions related to action planning

Scoring the SWPBIS Tiered Fidelity Inventory

The SWPBIS Tiered Fidelity Inventory generates scores reflecting the percentage of implementation for Tier I, Tier II, and Tier III core features. Scores are determined by calculating the percentage of possible points awarded for items in each Tier (section). No weighting of items is included in this calculation (see below).

Core Features	Items/ Points	Points Award/ Possible Points	Percentage of SWPBIS Implementation
Tier I	1-15 / 30 points	_____/ 30	
Tier II	1-13 / 26 points	_____/ 26	
Tier III	1-16 / 32 points	_____/ 32	

Across time, a program may monitor progress on implementation of SWPBIS by Tier as depicted in the simulated data for a program in the figure below. This sample program used the Inventory 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.

Implementation Inventory Scores for One program across six administrations of the survey.
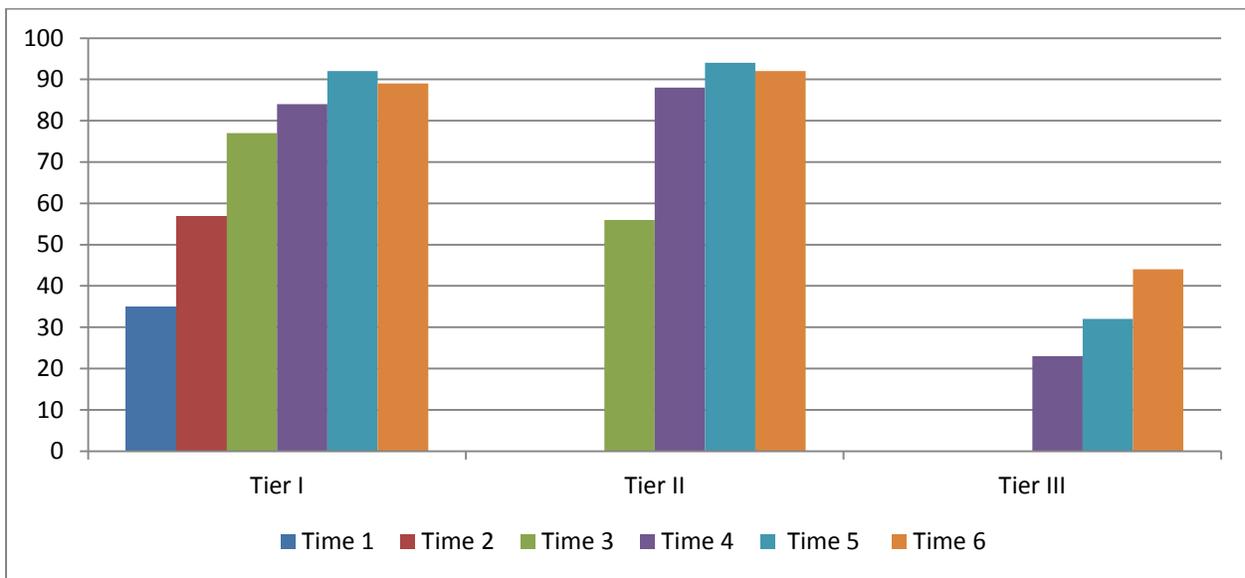
This Item Report is the basis for Action Planning, and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.

Action Planning Form

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 Professional Development				
1.8 Program Procedures				
1.9 Feedback and Acknowledgement				
1.10 Staff Involvement				
1.11 Individual/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				
Item	**Current Score**	**Action**	**Who**	**When**
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 Individual Need				
2.8 Access to Tier I Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Individual Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				

Item	Current Score	Action	Who	When
Tier III				
3.1 Team Composition				
3.2 Team Operating Procedures				
3.3 Screening				
3.4 Individual Support Team				
3.5 Staffing				
3.6 Individual/ Family/ Community Involvement				
3.7 Professional Development				
3.8 Quality of Life Indicators				
3.9 Functional skill, 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 System				
3.15 Data-Based Decision Making				
3.16 Level of Use				
3.17 Annual Evaluation				