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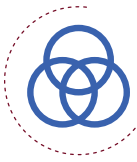
PBIS

Positive Behavioral
Interventions & Supports



TFI 3.0 ACTION PLANNING TOOL MANUAL

Version 1 | June 2026



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

Version 1 | June 2026

www.pbis.org

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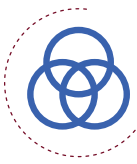


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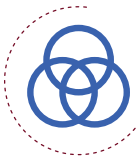


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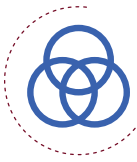
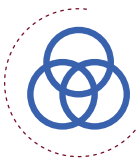


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Introduction & Purpose

The purpose of the TFI Action Planning Tool is to guide school teams implementing positive behavioral interventions and supports (PBIS) in developing action plans to enhance implementation. This tool serves as a companion to the PBIS Tiered Fidelity Inventory 3.0 (TFI) to assist school teams in moving from assessing fidelity (the TFI) to developing action plans based on their TFI results.

Intended Users

The TFI Action Planning Tool is intended for use by school teams. As with the TFI, it is recommended that the TFI Action Planning Tool be completed with an external PBIS coach as facilitator. The TFI Action Planning Tool is intended to be completed during or shortly after each TFI (e.g., at the next team meeting) to allow teams to create a TFI-informed action plan.

Schedule of Administration

It is recommended that the school team complete the TFI Action Planning Tool after each administration of the TFI so that the team always has an updated action plan based on their current status.

Preparation for Administration & Completion Time

As with the TFI, the TFI Action Planning Tool is divided into 3 categories:

1. Tier 1: Universal PBIS Features
2. Tier 2: Targeted PBIS Features
3. Tier 3: Intensive PBIS Features

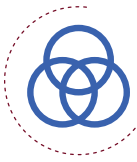
Time required for completion depends on the school team's familiarity with the TFI and fluency with action planning. To allow sufficient time, schedule approximately 30 minutes to complete each tier addressed in the TFI Action Planning Tool. Assembling relevant data (e.g., most recent TFI scores) prior to completing the TFI Action Planning Tool will maximize team members' time.

Directions

Teams should first review their TFI results and identify (a) which tier should be the focus tier for action planning and (b) which TFI items in the tier that most need attention. Next, identify the actions that would have the strongest effects on PBIS systems, either from the dropdown list or creating new actions. For each action, identify who will take responsibility for completing it and when it is to be completed.

Guidance

It is recommended to prioritize an achievable number of overall actions for implementation (e.g., 3 to 5 actions) instead of identifying an action for each TFI item. Consider picking a single tier of focus (e.g., Tier 1, 2, 3) per team. Schools with multiple teams (e.g., Tier 1, Tier 2/3) can consider separate action plans (i.e., complete one TFI Action Planning Tool for each team). Each team should have their own action plan.



Tier 1: Universal PBIS Features

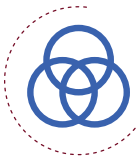
Subscale: Leadership Team

1.1 TEAM COMPOSITION

☒	Possible Action	Who	When
☐	Add team members with needed expertise/roles.		
☐	Add family member and/or student to team.		
☐	Identify and invite relevant community members to the team.		
☐	Ensure team is representative of student demographics.		
☐	Develop clear roles and processes for active participation of family, student, and community members.		
☐	Develop a system for maintaining attendance at meetings.		
☐	Other: _____ _____		

1.2 TEAM OPERATING PROCEDURES

☒	Possible Action	Who	When
☐	Set consistent team meeting schedule.		
☐	Use a standardized meeting agenda and minute-taking format.		
☐	Define and assign team roles and functions (including family, student, and community member roles).		
☐	Create or update action plan and post in accessible location.		
☐	Create and use a checklist to monitor fidelity of team operating procedures.		
☐	Establish plan to monitor equity in team member participation.		
☐	Other: _____ _____		



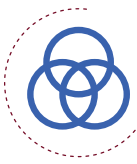
Subscale: Practices

1.3 SCHOOLWIDE EXPECTATIONS

☒	Possible Action	Who	When
☐	Define or revise schoolwide expectations through input from students, families, and community members.		
☐	Create or revise teaching matrix with schoolwide expectations by setting/location.		
☐	Post schoolwide expectations in classrooms and common areas.		
☐	Post schoolwide expectations in the community's most common home languages.		
☐	Ensure expectations posters are accessible (e.g., with visuals) and representative.		
☐	Clarify that expectations and matrices pertain to faculty/staff as well as students.		
☐	Align expectations with existing social-emotional-behavioral (SEB) language and standards.		
☐	Other: _____ _____		

1.4 SCHOOLWIDE EXPECTATIONS TAUGHT

☒	Possible Action	Who	When
☐	Develop lesson plans for teaching expectations in common settings/locations.		
☐	Make lesson plans available to school personnel.		
☐	Identify common schedule for teaching of expectations and routines.		
☐	Involve students actively in designing and teaching lessons.		
☐	Identify SEB competencies to include in expectations instruction.		
☐	Use data to identify specific expectations for reteaching.		
☐	Other: _____ _____		

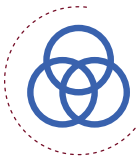


1.5 SCHOOLWIDE ACKNOWLEDGMENT

☒	Possible Action	Who	When
☐	Create or revise written procedures for schoolwide acknowledgement systems with student and family input.		
☐	Develop a continuum of acknowledgement strategies (e.g., type, frequency, intended recipients).		
☐	Provide clear guidelines and incentives for regular use of acknowledgement systems.		
☐	Use systems for notifying families when students are acknowledged.		
☐	Assess and monitor equity in receipt of acknowledgments.		
☐	Use data to identify specific locations or expectations where additional acknowledgement is needed.		
☐	Implement active supervision for acknowledgement and instructional responses.		
☐	Other: _____ _____		

1.6 CONTEXTUALLY INAPPROPRIATE BEHAVIOR DEFINITIONS

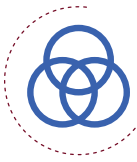
☒	Possible Action	Who	When
☐	Define or refine common problem behaviors with student, family, and community feedback.		
☐	Create distinction between office-managed and staff-managed behaviors (e.g., T-chart, Pi-chart).		
☐	Create regular process for sharing definitions and procedures with families.		
☐	Complete the personal matrix activity with faculty/staff.		
☐	Other: _____ _____		

**1.7 RESPONSES TO CONTEXTUALLY INAPPROPRIATE BEHAVIOR**

☒	Possible Action	Who	When
☐	Create flowchart of discipline processes.		
☐	Develop and document a list of recommended instructional responses to student behavior.		
☐	Remove strategies that publicly shame students (e.g., clip charts).		
☐	Share discipline policies and procedures with students, staff, and families.		
☐	Design a plan for increasing consistency in staff responses to student behavior.		
☐	Limit the use of exclusionary discipline to only situations with safety concerns.		
☐	Other: _____ _____		

1.8 CRISIS AND EMERGENCY RESPONSE PLAN LINKED TO SCHOOLWIDE SUPPORTS

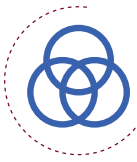
☒	Possible Action	Who	When
☐	Develop an emergency response plan.		
☐	Define and teach crisis response routines explicitly.		
☐	Identify common schedule for teaching crisis response routines.		
☐	Develop differentiated mental health support plans for students and faculty/staff before, during, and after crisis drills/responses.		
☐	Other: _____ _____		

**1.9 SCHOOLWIDE PRACTICES USED IN CLASSROOMS**

☒	Possible Action	Who	When
☐	Have faculty develop classroom matrices aligned with school-wide expectations and matrix.		
☐	Have staff members develop a continuum of response strategies for contextually-inappropriate behavior in the classroom.		
☐	Conduct classroom management self-assessment with faculty.		
☐	Conduct classroom walkthroughs to assess alignment between classroom and schoolwide systems.		
☐	Other: _____ _____		

1.10 CLASSROOM PRACTICES

☒	Possible Action	Who	When
☐	Have personnel identify positive and proactive classroom practices for implementation.		
☐	Establish and use a system for gathering classroom practices data.		
☐	Complete classroom practices self-assessments for every classroom.		
☐	Conduct classroom walkthroughs for performance feedback on effective instructional practices.		
☐	Develop a system for faculty/staff to self-assess their use of acknowledgement systems.		
☐	Other: _____ _____		



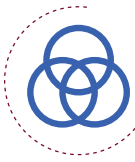
Subscale: Systems

1.11 ESTABLISHED PRIORITY

☒	Possible Action	Who	When
☐	Develop clear purpose statement for supporting SEB development within the PBIS framework.		
☐	Share purpose statement with all faculty/staff.		
☐	Establish priority for implementation of SEB support within a PBIS/MTSS framework by incorporating PBIS/MTSS essential elements into current initiatives and strategic plans.		
☐	Other: _____ _____		

1.12 SCHOOLWIDE PROFESSIONAL DEVELOPMENT AND COACHING

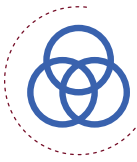
☒	Possible Action	Who	When
☐	Develop lesson plans for orienting all faculty/staff on Tier 1 PBIS practices.		
☐	Create or revise written PBIS practices resources for staff.		
☐	Schedule professional development throughout the year on school calendar.		
☐	Provide professional development on educational equity.		
☐	Develop a written process for training and coaching.		
☐	Identify sources of necessary FTE.		
☐	Develop a process for teaching substitutes and new personnel.		
☐	Other: _____ _____		

**1.13 CLASSROOM PROFESSIONAL DEVELOPMENT AND COACHING**

☒	Possible Action	Who	When
☐	Develop lesson plans for orienting all faculty/staff on positive classroom practices.		
☐	Create or revise written positive classroom practices resources for staff.		
☐	Schedule professional development throughout the year on school calendar.		
☐	Provide professional development on educational equity in positive classroom practices.		
☐	Develop a written process for training and coaching.		
☐	Other: _____ _____		

1.14 FACULTY AND STAFF ENGAGEMENT

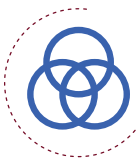
☒	Possible Action	Who	When
☐	Share implementation and outcome data with faculty/staff.		
☐	Develop regular processes for feedback and communication with faculty/staff.		
☐	Conduct survey to solicit input and feedback on Tier 1 PBIS systems from faculty/staff.		
☐	Document and share with faculty/staff how their input is used for continuous improvement.		
☐	Other: _____ _____		

**1.15 STUDENT ENGAGEMENT**

☒	Possible Action	Who	When
☐	Share information on implementation in various locations (e.g., website, newsletter, family handbook).		
☐	Develop regular processes and/or events for feedback and communication with students.		
☐	Conduct survey to solicit input and feedback on Tier 1 PBIS practices from students.		
☐	Document and share with students how their input is used for continuous improvement.		
☐	Other: _____ _____		

1.16 FAMILY AND COMMUNITY ENGAGEMENT

☒	Possible Action	Who	When
☐	Share information on implementation in various locations (e.g., website, newsletter, family handbook).		
☐	Develop regular processes and/or events for feedback and communication with families and communities.		
☐	Conduct survey to solicit input and feedback on Tier 1 PBIS practices from families and communities.		
☐	Document and share with families and community members how their input is used for continuous improvement.		
☐	Other: _____ _____		



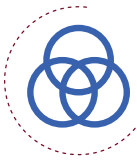
Subscale: Data

1.17 DECISION MAKING WITH BEHAVIOR DATA

☒	Possible Action	Who	When
☐	Adopt and use discipline data system to collect and summarize data.		
☐	Use graphing features and data dashboards to allow for effective and efficient decision making.		
☐	Use systems that can disaggregate discipline data by group (e.g., race/ethnicity, disability status, English Learner status).		
☐	Provide staff with an understanding of data systems and how behavior data are used.		
☐	Teach and follow problem-solving routine/steps for team to use data.		
☐	Create clear decision rules for identifying when to adjust systems and practices.		
☐	Review schoolwide discipline data at least monthly.		
☐	Review disaggregated discipline data for inequities.		
☐	Create action plan to enhance Tier 1 implementation and address specific challenges identified through data.		
☐	Use a consistent problem-solving model (e.g. TIPS) for data-based decision making.		
☐	Other: _____ _____		

1.18 USING SCHOOL AND COMMUNITY DATA TO INFORM TIER 1

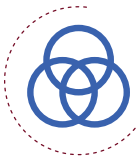
☒	Possible Action	Who	When
☐	Review additional school data (e.g., school climate surveys, attendance, counselor/nurse visits).		
☐	Disaggregate school and community data for student groups to identify any inequities.		
☐	Use a consistent problem-solving model (e.g. TIPS) to implement solutions as needed.		
☐	Review school and community data at least quarterly.		
☐	Other: _____ _____		

**1.19 DECISION MAKING WITH FIDELITY DATA**

☒	Possible Action	Who	When
☐	Complete TFI again in the next 6 months.		
☐	Use TFI data to prioritize action plan items.		
☐	Review action plan to assess progress in implementation.		
☐	Examine other fidelity data (e.g., classroom implementation, SEB curriculum, staff wellness systems).		
☐	Other: _____ _____		

1.20 EVALUATION PLAN

☒	Possible Action	Who	When
☐	Identify who will conduct evaluation.		
☐	Create standard template for evaluation reports.		
☐	Develop annual evaluation report.		
☐	Share annual evaluation report, including any planned changes, with families.		
☐	Use a consistent problem-solving model (e.g. TIPS) to implement solutions as needed.		
☐	Create an evaluation plan that identifies assessment/survey windows on the calendar.		
☐	Other: _____ _____		



Tier 2: Targeted PBIS Features

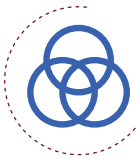
Subscale: Leadership Team

2.1 TEAM COMPOSITION

☒	Possible Action	Who	When
☐	Identify and obtain training for Tier 2 team members.		
☐	Add team members with needed expertise or roles.		
☐	Ensure team is representative of student demographics.		
☐	Other: _____ _____		

2.2 TEAM OPERATING PROCEDURES

☒	Possible Action	Who	When
☐	Follow consistent team meeting schedule, meeting agenda, and minute-taking format.		
☐	Ensure data and agenda are accessible by team members.		
☐	Define and assign team roles and functions.		
☐	Create or update action plan and post in accessible location.		
☐	Other: _____ _____		



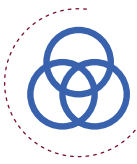
Subscale: Leadership Team Practices

2.3 SCREENING

☒	Possible Action	Who	When
☐	Identify and document screening data sources (e.g., ODR data points, attendance, mental health screening).		
☐	Determine and document decision rules (e.g., entry and exit criteria for Tier 2 support).		
☐	Develop and distribute written screening procedures and policies to school personnel and families.		
☐	Include screening measures for identifying students with internalizing behavior needs.		
☐	Other: _____ _____		

2.4 REQUEST FOR ASSISTANCE

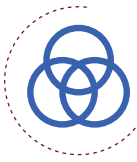
☒	Possible Action	Who	When
☐	Develop and distribute written request for assistance to school personnel.		
☐	Develop and distribute written request for assistance process to families.		
☐	Other: _____ _____		

**2.5 OPTIONS FOR TIER 2 INTERVENTIONS**

☒	Possible Action	Who	When
☐	Implement multiple evidence-based Tier 2 interventions that address different functions (e.g., obtain peer attention, avoid task).		
☐	Organize and document existing Tier 2 interventions in a matrix format.		
☐	Use matrix identifying function/features of interventions to determine if there are any gaps in currently available Tier 2 interventions.		
☐	Identify ineffective interventions for possible removal and replacement with evidence-based interventions.		
☐	Ensure that all current Tier 2 interventions include the three core Tier 2 features (addl. instruction, structure, feedback).		
☐	Identify and implement new Tier 2 interventions that include the three core Tier 2 features.		
☐	Other: _____ _____		

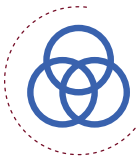
2.6 DECISION RULES FOR ASSIGNING AND EXITING STUDENTS FOR INTERVENTION

☒	Possible Action	Who	When
☐	Identify the behavioral function that each Tier 2 intervention targets.		
☐	Identify behavioral functions that do not have a specified Tier 2 intervention currently implemented.		
☐	Identify and follow systematic process for assigning students to Tier 2 interventions.		
☐	Other: _____ _____		



2.7 ACCESS TO TIER 1 SUPPORTS

☒	Possible Action	Who	When
☐	Review Tier 2 intervention procedures to ensure alignment with Tier 1 language and practices.		
☐	Clarify access to Tier 1 supports in school-wide PBIS handbook.		
☐	Ensure that Tier 2 interventions are aligned with Tier 1 systems (e.g., expectation language, acknowledgement systems).		
☐	Other: _____ _____		



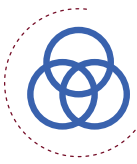
Subscale: Systems

2.8 ORIENTATION AND TRAINING

☒	Possible Action	Who	When
☐	Develop and distribute professional development calendar.		
☐	Identify and address Tier 2 professional development needs for new staff, returning staff, substitutes, and families.		
☐	Create and follow a plan to communicate professional development needs to district office if additional resources are needed.		
☐	Other: _____ _____		

2.9 LEVEL OF USE

☒	Possible Action	Who	When
☐	Identify and use tools for monitoring use of each Tier 2 intervention.		
☐	Review data for each Tier 2 intervention to determine effectiveness of each intervention strategy on a regular basis (e.g., biannually).		
☐	Identify needed changes to Tier 1 support (if over 20% of students are receiving Tier 2 supports).		
☐	Document use of decision rules in meeting notes.		
☐	Other: _____ _____		



2.10 STUDENT ENGAGEMENT

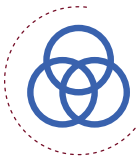
☒	Possible Action	Who	When
☐	Develop regular processes and/or events for feedback and communication with students.		
☐	Conduct survey to solicit input and feedback on Tier 2 PBIS systems from students.		
☐	Document and share with students how their input is used for continuous improvement.		
☐	Involve students in selection, adaptation, and implementation of Tier 2 practices.		
☐	Other: _____ _____		

2.11 FAMILY AND COMMUNITY ENGAGEMENT

☒	Possible Action	Who	When
☐	Share information on implementation through various communication channels (e.g., website, newsletter, family handbook).		
☐	Develop regular processes and/or events for feedback and communication with families/communities.		
☐	Conduct survey to solicit input and feedback on Tier 2 PBIS systems from families/communities.		
☐	Document and share with community members how their input is used for continuous improvement.		
☐	Involve community members in selection, adaptation, and implementation of Tier 2 practices		
☐	Other: _____ _____		

2.12 FACULTY AND STAFF ENGAGEMENT

☒	Possible Action	Who	When
☐	Share implementation and systems outcome data with faculty/staff at least quarterly.		
☐	Develop regular processes for feedback and communication with faculty/staff.		
☐	Conduct survey to solicit input and feedback on Tier 2 PBIS systems from faculty/staff.		
☐	Document and share with faculty/staff how their input is used for continuous improvement.		
☐	Other: _____ _____		



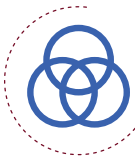
Subscale: Data

2.13 DECISION MAKING WITH STUDENT PERFORMANCE DATA

☒	Possible Action	Who	When
☐	Identify and use tools for monitoring effectiveness of each Tier 2 intervention.		
☐	Create and follow decision rules (e.g., entry, intensify/modifying/fading, exit criteria for Tier 2 interventions).		
☐	Review data for each Tier 2 intervention to determine effectiveness of each intervention strategy.		
☐	Share Tier 2 systems data with staff, parents, and district office at least annually.		
☐	Identify protocol for providing school personnel access to student data.		
☐	Other: _____ _____		

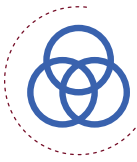
2.14 DECISION MAKING WITH FIDELITY DATA

☒	Possible Action	Who	When
☐	Conduct TFI Tier 2 scale quarterly.		
☐	Collect and analyze fidelity data for each Tier 2 intervention.		
☐	Develop and distribute calendar for Tier 2 intervention fidelity data collection.		
☐	Distribute findings of Tier 2 fidelity checks with interested parties (e.g., Tier 2 team, school personnel, district coaches).		
☐	Other: _____ _____		



2.15 EVALUATION PLAN

☒	Possible Action	Who	When
☐	Identify data sources for Tier 2 systems evaluation (e.g., ODRs, % of students enrolled, intervention fidelity, TFI Tier 2 scale).		
☐	Use evaluation results to identify changes in Tier 2 interventions.		
☐	Distribute findings of Tier 2 annual review with interested parties (e.g., Tier 2 team, building staff, district coaches).		
☐	Dedicate action planning time to use data and make alterations before next TFI administration.		
☐	Other: _____ _____		



Tier 3: Individualized PBIS Features

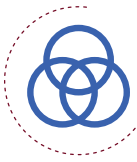
Subscale: Leadership Team

3.1 TEAM COMPOSITION

☒	Possible Action	Who	When
☐	Add team members with needed expertise.		
☐	Provide training for team members with key roles.		
☐	Ensure team is representative of student demographics.		
☐	Identify and obtain training for Tier 3 systems coordinator.		
☐	Other: _____ _____		

3.2 TEAM OPERATING PROCEDURES

☒	Possible Action	Who	When
☐	Follow consistent team meeting schedule, meeting agenda, and minute-taking format.		
☐	Ensure data and agenda are accessible by team members.		
☐	Define and assign team roles and functions.		
☐	Create or update action plan and post in accessible location.		
☐	Other: _____ _____		



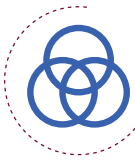
Subscale: Leadership Team Practices

3.3 SCREENING

☒	Possible Action	Who	When
☐	Document decision rules and specify data sources used to identify students who require Tier 3 support.		
☐	Develop and distribute written procedures and policies for Tier 3 identification to school personnel and families.		
☐	Include screening measures for identifying students with internalizing behavior needs.		
☐	Other: _____ _____		

3.4 COMPREHENSIVE ASSESSMENT PROTOCOL

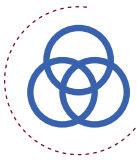
☒	Possible Action	Who	When
☐	Create standardized behavior support plan format for consistency across student support teams.		
☐	Ensure Tier 3 teams have access to individual student assessment data (e.g., academic, behavioral, mental health).		
☐	Review all plans to ensure they include all relevant life-domain information (e.g., academic, behavioral, medical, mental health).		
☐	Other: _____ _____		

**3.5 INDIVIDUAL SUPPORT PLAN PROTOCOL**

☒	Possible Action	Who	When
☐	Develop a written protocol for implementing individual support plans.		
☐	Ensure that the protocol includes decision rules for matching student level of need.		
☐	Actively monitor adherence to protocol elements of support plan.		
☐	Other: _____ _____		

3.6 ACCESS TO TIER 1 AND TIER 2 SUPPORTS

☒	Possible Action	Who	When
☐	Document a plan for ensuring that all students have access to and are included as part of Tier 1 support.		
☐	Ensure that Tier 3 goals, strategies, and supports are explicitly linked to supports at Tiers 1 and 2.		
☐	Identify or create related professional development and coaching opportunities for team leads and members.		
☐	Other: _____ _____		



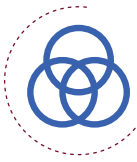
Subscale: Systems

3.7 LEADERSHIP TEAM PROFESSIONAL DEVELOPMENT AND COACHING

☒	Possible Action	Who	When
☐	Schedule opportunities to provide relevant professional development to build internal capacity.		
☐	Identify or create professional development and coaching opportunities for team leads and members.		
☐	Document process for training and coaching all relevant staff in function-based thinking and Tier 3 interventions.		
☐	Document professional development opportunities and make information available to relevant staff.		
☐	Other: _____ _____		

3.8 LEVEL OF USE

☒	Possible Action	Who	When
☐	Identify system to collect and summarize schoolwide and individual student discipline data.		
☐	Identify and use tools for monitoring use of each Tier 3 intervention.		
☐	Identify students who may benefit from Tier 3 support (if under 1% of students are receiving Tier 3 supports).		
☐	Identify needed changes to Tier 1 or 2 support (if over 5% of students are receiving Tier 3 supports).		
☐	Other: _____ _____		

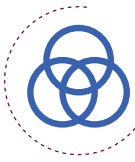


3.9 STAFFING

☒	Possible Action	Who	When
☐	Identify personnel with expertise and flexibility needed to facilitate Tier 3 support.		
☐	Schedule staff facilitation of individualized support and related tasks (i.e., who, what, when, where).		
☐	Document administrative plan for ensuring that teams are adequately staffed and have time to meet regularly.		
☐	Other: _____ _____		

3.10 STUDENT ENGAGEMENT

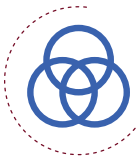
☒	Possible Action	Who	When
☐	Create an assessment plan for student input/voice.		
☐	Identify ways to include student input on strengths and quality of life goals and needs.		
☐	Other: _____ _____		

**3.11 FAMILY AND COMMUNITY ENGAGEMENT**

☒	Possible Action	Who	When
☐	Create an assessment plan for family and community input/voice.		
☐	Identify ways to include family input on strengths and quality of life goals and needs.		
☐	Identify member of the system planning team to communicate with district resource coordinator regularly.		
☐	Advocate for district support and resources to be allocated for non-school-based connections.		
☐	Create and follow a plan for obtaining additional district resources as needed.		
☐	Other: _____ _____		

3.12 FACULTY AND STAFF ENGAGEMENT

☒	Possible Action	Who	When
☐	Create an assessment plan for faculty/staff input/voice.		
☐	Identify ways to include faculty/staff input on strengths and quality of life goals and needs.		
☐	Identify or create related professional development and coaching opportunities for school personnel and team members.		
☐	Other: _____ _____		



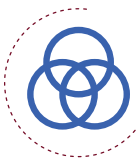
Subscale: Data

3.13 DECISION MAKING WITH AGGREGATED STUDENT PERFORMANCE DATA AND FIDELITY DATA

☒	Possible Action	Who	When
☐	Identify data system to collect and summarize behavior data for individual student progress monitoring.		
☐	Ensure that data systems are sensitive enough to allow for effective and efficient decision making.		
☐	Provide staff with an understanding of Tier 3 data systems and how they are used.		
☐	Other: _____ _____		

3.14 EVALUATION PLAN

☒	Possible Action	Who	When
☐	Identify who will gather and review data for the annual evaluation.		
☐	Create standard template for annual evaluation reports.		
☐	Develop annual evaluation report.		
☐	Share annual evaluation report, including any planned changes, with families.		
☐	Other: _____ _____		



Subscale: Individualized Support

3.15 INDIVIDUAL SUPPORT TEAM

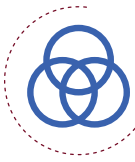
☒	Possible Action	Who	When
☐	Allocate time for individual student support team meetings separate from Tier 3 systems planning meetings.		
☐	Identify barriers and ways to enhance staff/family/student participation.		
☐	Include individual support team members with connection to student strengths and needs.		
☐	Other: _____ _____		

3.16 INDIVIDUAL ASSESSMENT PLANS

☒	Possible Action	Who	When
☐	Create standardized functional behavior assessment format for consistency across student support teams.		
☐	Review all plans to ensure they include a hypothesis statement with all 3 critical features (behavior, antecedents, reinforcers).		
☐	Other: _____ _____		

3.17 INDIVIDUAL SUPPORT PLANS

☒	Possible Action	Who	When
☐	Create standardized behavior support plan format for consistency across individual student teams.		
☐	Identify and provide professional development and coaching for team leads and members.		
☐	Review all plans to ensure they include specific actions and natural supports linked logically to the quality of life needs.		
☐	Other: _____ _____		



3.18 INDIVIDUAL SUPPORT PLAN ORIENTATION AND TRAINING

☒	Possible Action	Who	When
☐	Develop an informal process to teach staff, families, and students to implement individual support plans.		
☐	Develop a formal process to teach staff, families, and students about individual support plans.		
☐	Other: _____ _____		

3.19 INDIVIDUALIZED DATA-BASED DECISION MAKING

☒	Possible Action	Who	When
☐	Develop regular (e.g., bi-weekly, monthly) meeting schedule for teams.		
☐	Use standardized implementation plan that specifies data to be collected.		
☐	Provide all team members with access to relevant data prior to meetings.		
☐	Ensure teams are reviewing both fidelity and outcome data for decision making.		
☐	Other: _____ _____		