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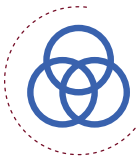
PBIS

Positive Behavioral
Interventions & Supports



TFI 3.0 ACTION PLANNING TOOL MANUAL

Version 1 | September 2026



TFI 3.0 Action Planning Tool Manual

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 | September 2026

www.pbis.org

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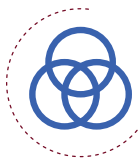


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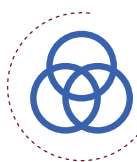


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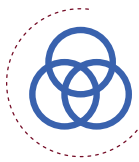


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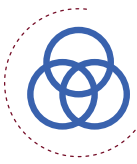
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Introduction & Purpose

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

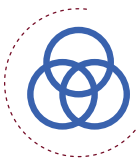
Time required for completion depends on the school team's familiarity with the TFI and fluency with action planning. To allow sufficient time, schedule approximately 30 minutes to complete each tier addressed in the TFI Action Planning Tool. Assembling relevant data (e.g., most recent TFI scores) prior 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 to prioritize for improvement. Next, identify the actions that would have the strongest effects on PBIS systems, either from the 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.



Item Prioritization Worksheet

Use this worksheet to help prioritize tiers and TFI items before using the action planning tool. Select one focus tier per team and an achievable number of items (e.g., 3 to 5) in that tier. Adding the score next to each item may be helpful.

Tier of Focus: ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Date: _____

Tier 1: Universal PBIS Features

- ☐ 1.1 Team Composition _____
- ☐ 1.2 Team Operating Procedures _____
- ☐ 1.3 Schoolwide Expectations _____
- ☐ 1.4 Schoolwide Expectations Taught _____
- ☐ 1.5 Schoolwide Acknowledgment _____
- ☐ 1.6 Contextually Inappropriate Behavior Definitions _____
- ☐ 1.7 Responses to Contextually Inappropriate Behavior _____
- ☐ 1.8 Crisis and Emergency Response Plan Linked to Schoolwide Supports _____
- ☐ 1.9 Schoolwide Practices Used in Classrooms _____
- ☐ 1.10 Classroom Practices _____
- ☐ 1.11 Established Priority _____
- ☐ 1.12 Schoolwide Professional Development and Coaching _____
- ☐ 1.13 Classroom Professional Development and Coaching _____
- ☐ 1.14 Faculty and Staff Engagement _____
- ☐ 1.15 Student Engagement _____
- ☐ 1.16 Family and Community Engagement _____
- ☐ 1.17 Decision Making with Behavior Data _____

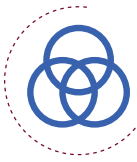
- ☐ 1.18 Using School and Community Data to Inform Tier 1 _____
- ☐ 1.19 Decision Making with Fidelity Data _____
- ☐ 1.20 Evaluation Plan _____

Tier 2: Targeted PBIS Features

- ☐ 2.1 Team Composition _____
- ☐ 2.2 Team Operating Procedures _____
- ☐ 2.3 Screening _____
- ☐ 2.4 Request for Assistance _____
- ☐ 2.5 Options for Tier 2 Interventions _____
- ☐ 2.6 Decision Rules for Assigning and Exiting Students for Intervention _____
- ☐ 2.7 Access to Tier 1 Supports _____
- ☐ 2.8 Orientation and Training _____
- ☐ 2.9 Level of Use _____
- ☐ 2.10 Student Engagement _____
- ☐ 2.11 Family and Community Engagement _____
- ☐ 2.12 Faculty and Staff Engagement _____
- ☐ 2.13 Decision Making with Student Performance Data _____
- ☐ 2.14 Decision Making with Fidelity Data _____
- ☐ 2.15 Evaluation Plan _____

Tier 3: Individualized PBIS Features

- ☐ 3.1 Team Composition _____
- ☐ 3.2 Team Operating Procedures _____
- ☐ 3.3 Screening _____
- ☐ 3.4 Comprehensive Assessment Protocol _____
- ☐ 3.5 Individual Support Plan Protocol _____
- ☐ 3.6 Access to Tier 1 and Tier 2 Supports _____
- ☐ 3.7 Leadership Team Professional Development and Coaching _____
- ☐ 3.8 Level of Use _____
- ☐ 3.9 Staffing _____
- ☐ 3.10 Student Engagement _____
- ☐ 3.11 Family and Community Engagement _____
- ☐ 3.12 Faculty and Staff Engagement _____
- ☐ 3.13 Decision Making with Aggregated Student Performance Data and Fidelity Data _____
- ☐ 3.14 Evaluation Plan _____
- ☐ 3.15 Individual Support Team _____
- ☐ 3.16 Individual Assessment Plans _____
- ☐ 3.17 Individual Support Plans _____
- ☐ 3.18 Individual Support Plan Orientation and Training _____
- ☐ 3.19 Individualized Data-based Decision Making _____



Tier 1: Universal PBIS Features

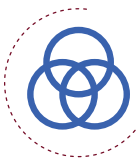
Subscale: Leadership Team

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 marginalized student groups.		
☐	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
☐	Create and agree on team norms.		
☐	Follow consistent team meeting schedule, 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 ensure and monitor equity in team member participation.		
☐	Create or update procedural manual to document team procedures.		
☐	Other: _____ _____		



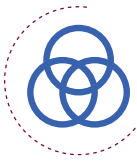
Subscale: Practices

1.3 SCHOOLWIDE EXPECTATIONS

☒	Possible Action	Who	When
☐	Define or revise schoolwide expectations through input from students, families, and community members, especially marginalized groups.		
☐	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 school personnel as well as students.		
☐	Align expectations with existing social-emotional-behavioral (SEB) language and standards.		
☐	Other: _____ _____		

1.4 SCHOOLWIDE EXPECTATIONS TAUGHT

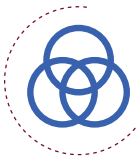
☒	Possible Action	Who	When
☐	Develop lesson plans for teaching expectations in common settings/locations.		
☐	Make lesson plans available to school personnel.		
☐	Identify common schedule for teaching of expectations and routines.		
☐	Involve students actively in designing and teaching lessons.		
☐	Identify 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

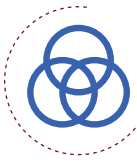
☒	Possible Action	Who	When
☐	Define or refine common contextually inappropriate behaviors with student, family, and community feedback.		
☐	Create distinction between administrator-managed and staff-managed behaviors (e.g., T-chart, Pi-chart).		
☐	Create regular process for sharing definitions and procedures with students and families.		
☐	Complete the personal matrix activity with school personnel.		
☐	Review behavior definitions to determine they are grounded in actual purpose (i.e., to keep students safe, to enable learning).		
☐	Other: _____ _____		

**1.7 RESPONSES TO CONTEXTUALLY INAPPROPRIATE BEHAVIOR**

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

1.8 CRISIS AND EMERGENCY RESPONSE PLAN LINKED TO SCHOOLWIDE SUPPORTS

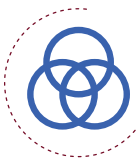
☒	Possible Action	Who	When
☐	Develop an emergency response plan that is aligned to schoolwide expectations..		
☐	Define and teach crisis response routines explicitly.		
☐	Implement common schedule for teaching crisis response routines.		
☐	Develop differentiated mental health support plans for students and school personnel 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 schoolwide expectations and matrix with input from students and families.		
☐	Have faculty develop a plan for using schoolwide and classroom acknowledgment systems in the classroom.		
☐	Have classroom personnel develop a continuum of response strategies for contextually inappropriate behavior in the classroom.		
☐	Conduct classroom practices 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 school personnel identify positive and proactive classroom practices for implementation (e.g., positive greetings).		
☐	Establish and use a system for collecting 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 school personnel to self-assess their use of acknowledgement systems and rates of specific praise.		
☐	Other: _____ _____		



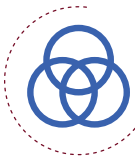
Subscale: Systems

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 school personnel.		
☐	Establish priority for implementation of SEB support within a PBIS/MTSS framework by incorporating PBIS/MTSS essential elements into current initiatives and strategic plans.		
☐	Identify a rationale (i.e., compelling why) for implementing PBIS and share data that demonstrates its value.		
☐	Align PBIS explicitly with the language of current district initiatives.		
☐	Other: _____ _____		

1.12 SCHOOLWIDE PROFESSIONAL DEVELOPMENT AND COACHING

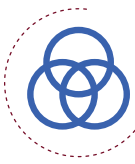
☒	Possible Action	Who	When
☐	Develop lesson plans for orienting all school personnel and community-employed providers on Tier 1 PBIS practices.		
☐	Create or revise written PBIS practices resources for school personnel.		
☐	Schedule professional development throughout the year on school calendar.		
☐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

**1.13 CLASSROOM PROFESSIONAL DEVELOPMENT AND COACHING**

☒	Possible Action	Who	When
☐	Develop lesson plans for training all school personnel on positive classroom practices.		
☐	Create or revise written positive classroom practices resources for school personnel.		
☐	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 school personnel.		
☐	Develop a written coaching plan for school personnel.		
☐	Other: _____ _____		

1.14 FACULTY AND STAFF ENGAGEMENT

☒	Possible Action	Who	When
☐	Share implementation and outcome data with school personnel.		
☐	Develop regular processes for bi-directional feedback and communication with school personnel.		
☐	Conduct survey to solicit input and feedback on Tier 1 PBIS systems from school personnel.		
☐	Document and share with school personnel how their input is used for continuous improvement.		
☐	Review discrepancies between TFI scores and school personnel perceptions of implementation (e.g., Self-Assessment Survey).		
☐	Other: _____ _____		

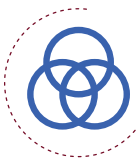


1.15 STUDENT ENGAGEMENT

☒	Possible Action	Who	When
☐	Share information on implementation in various locations (e.g., website, newsletter, family handbook).		
☐	Develop regular processes and/or events for bi-directional 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.		
☐	Ensure input and feedback is obtained from students from marginalized groups.		
☐	Other: _____ _____		

1.16 FAMILY AND COMMUNITY ENGAGEMENT

☒	Possible Action	Who	When
☐	Share information on implementation in various locations (e.g., website, newsletter, family handbook).		
☐	Utilize regular school events for bi-directional feedback and communication with families and communities.		
☐	Develop a plan to receive input about Tier 1 efforts from families and community members.		
☐	Create structures for families and community members to contribute to or inform school systems in locations where they congregate before or after school.		
☐	Conduct survey to solicit input and feedback on Tier 1 PBIS practices from families and communities.		
☐	Conduct focus groups to obtain perspectives of families from marginalized groups.		
☐	Document and share with families and community members how their input is used for continuous improvement.		
☐	Other: _____ _____		



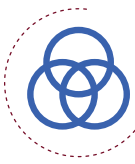
Subscale: Data

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

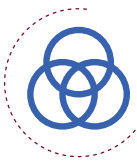
☒	Possible Action	Who	When
☐	Review additional school data (e.g., school climate surveys, attendance, counselor/nurse visits).		
☐	Disaggregate school and community data by student group to identify any inequities.		
☐	Use a consistent problem-solving model (e.g. TIPS) to implement solutions as needed.		
☐	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 TFI data with family and community members from marginalized groups for their input and perspective.		
☐	Review action plan quarterly 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.		
☐	Include data that will determine if valued community outcomes are being met.		
☐	Develop annual evaluation report.		
☐	Share annual evaluation report, including any planned changes, with school personnel, families, community members, and district administrators.		
☐	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

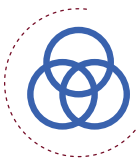
Subscale: Leadership Team

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 marginalized student groups.		
☐	Develop clear roles and processes for active participation of members.		
☐	Develop a system for maintaining attendance at meetings.		
☐	Identify and obtain training for Tier 2 systems coordinator.		
☐	Other: _____ _____		

2.2 TEAM OPERATING PROCEDURES

☒	Possible Action	Who	When
☐	Create and agree on team norms.		
☐	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.		
☐	Create and use a checklist to monitor fidelity of team operating procedures.		
☐	Establish plan to monitor equity in team member participation.		
☐	Create or update procedural manual to document team procedures.		
☐	Establish a bi-directional communication plan with Tier 1 and 3 teams.		
☐	Other: _____ _____		



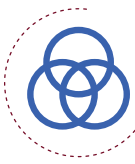
Subscale: Leadership Team Practices

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, fading, and exit criteria for Tier 2 support in a decision matrix).		
☐	Develop and distribute written screening procedures and policies to school personnel, students, and families.		
☐	Include screening measures for identifying students with internalizing behavior needs.		
☐	Other: _____ _____		

2.4 REQUEST FOR ASSISTANCE

☒	Possible Action	Who	When
☐	Develop a process for receiving and reviewing request for assistance forms.		
☐	Develop and distribute request for assistance forms and instructions to school personnel.		
☐	Have request for assistance forms and instructions translated to home languages.		
☐	Review request for assistance forms for alignment with Tier 2 decision-making needs.		
☐	Obtain feedback from school personnel and families about the user experience.		
☐	Monitor time from submission of request to team's response (with a goal of within 3 days).		
☐	Develop and distribute request for assistance forms and instructions to families (and students in secondary schools).		
☐	Other: _____ _____		

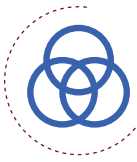


2.5 OPTIONS FOR TIER 2 INTERVENTIONS

☒	Possible Action	Who	When
☐	Implement multiple evidence-based Tier 2 interventions that address different functions (e.g., obtain peer attention, avoid task) and both externalizing and internalizing behaviors.		
☐	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 five Tier 2 critical features (additional instruction, structure, feedback, communication, and planned modifications).		
☐	Identify and implement new Tier 2 interventions that include the five Tier 2 critical features (additional instruction, structure, feedback, communication, and planned modifications).		
☐	Identify the behavioral function that each Tier 2 intervention addresses.		
☐	Identify behavioral functions that do not have a specified Tier 2 intervention currently implemented.		
☐	Other: _____ _____		

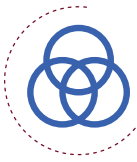
2.6 DECISION RULES FOR ASSIGNING AND EXITING STUDENTS FOR INTERVENTION

☒	Possible Action	Who	When
☐	Identify criteria for assigning and exiting students from Tier 2 interventions.		
☐	Develop and follow a process for matching students to Tier 2 interventions based on student need.		
☐	Develop and follow a process for assigning interventions based on student and family preference.		
☐	Create written process to monitor, assess, and improve student match to intervention as needed.		
☐	Develop and distribute written process about assigning and exiting students from Tier 2 interventions.		
☐	Complete or update the Targeted Interventions Reference Guide (Appendix C).		
☐	Other: _____ _____		



2.7 ACCESS TO TIER 1 SUPPORTS

☒	Possible Action	Who	When
☐	Clarify access to Tier 1 supports in school PBIS handbook.		
☐	Ensure that Tier 2 interventions are aligned with Tier 1 systems (e.g., expectation language, acknowledgement systems).		
	Provide a brief description of each Tier 2 intervention and how it aligns with Tier 1 in the school PBIS handbook.		
	Modify or develop Tier 2 lesson plans to explicitly link to Tier 1 supports.		
	Develop a written process to track the proportion of students receiving Tier 2 supports who are also regularly receiving Tier 1 supports (e.g., acknowledgments).		
☐	Other: _____ _____		



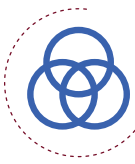
Subscale: Systems

2.8 ORIENTATION AND TRAINING

☒	Possible Action	Who	When
☐	Develop and deliver orientations to school personnel and families on Tier 2 interventions and how to request assistance.		
☐	Develop and deliver training to school personnel on their roles in Tier 2 interventions.		
☐	Include role-relevant Tier 2 trainings in professional development calendar.		
☐	Identify and address Tier 2 professional development needs for new staff, returning staff, substitutes, students, and families.		
☐	Create and follow a plan to communicate professional development needs to district office if additional resources are needed.		
☐	Develop training materials for each Tier 2 intervention for students, staff running the intervention, teachers of students receiving the intervention, and family members.		
☐	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 level of use on a regular basis (e.g., biannually).		
☐	Review data for each Tier 2 intervention to determine effectiveness on a regular basis (e.g., biannually).		
☐	Review data for each Tier 2 intervention to determine if access is equitable 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 level of use in forms or meeting notes.		
☐	Communicate level of use and success data with Tier 1 and Tier 3 teams.		
☐	Other: _____ _____		

**2.10 STUDENT ENGAGEMENT**

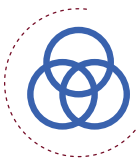
☒	Possible Action	Who	When
☐	Develop regular processes and/or events for feedback and communication with students.		
☐	Conduct survey to solicit input and feedback on Tier 2 PBIS systems from students.		
☐	Document and share with students how their input is used for continuous improvement.		
☐	Involve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



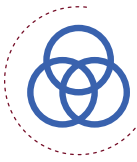
Subscale: Data

2.13 DECISION MAKING WITH STUDENT PERFORMANCE DATA

☒	Possible Action	Who	When
☐	Identify and use tools for monitoring effectiveness of each Tier 2 intervention.		
☐	Review data for each Tier 2 intervention to determine effectiveness of each intervention strategy, overall and by marginalized groups.		
☐	Identify protocol for providing school personnel access to student data.		
☐	Adjust implementation to improve Tier 2 student outcomes.		
☐	Other: _____ _____		

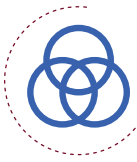
2.14 DECISION MAKING WITH FIDELITY DATA

☒	Possible Action	Who	When
☐	Complete TFI Tier 2 scale quarterly.		
☐	Identify and use fidelity measures for each Tier 2 intervention.		
☐	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).		
☐	Adjust implementation support to improve Tier 2 fidelity.		
☐	Other: _____ _____		



2.15 EVALUATION PLAN

☒	Possible Action	Who	When
☐	Identify who will conduct Tier 2 evaluation.		
☐	Create standard template for Tier 2 evaluation reports.		
☐	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 needed changes in Tier 2 interventions.		
☐	Develop annual Tier 2 evaluation report (or section of overall evaluation report).		
☐	Share annual Tier 2 evaluation report, including any planned changes, with school personnel, families, community members, and district administrators.		
☐	Use a consistent problem-solving model (e.g. TIPS) to implement solutions as needed.		
☐	Create a Tier 2 evaluation plan that identifies assessment/survey windows on the calendar.		
☐	Review disaggregated Tier 2 data (e.g., screening, selection, effectiveness) across student groups and discuss need to make Tier I supports more culturally responsive.		
☐	Other: _____ _____		



Tier 3: Individualized PBIS Features

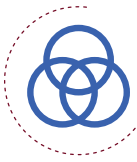
Subscale: Leadership Team

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 marginalized student groups.		
☐	Identify needs and obtain training for Tier 3 systems coordinator.		
☐	Develop clear roles and processes for active participation of members.		
☐	Develop a system for maintaining attendance at meetings.		
☐	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.		
☐	Establish plan to monitor equity in team member participation.		
☐	Create or update procedural manual to document team procedures.		
☐	Create and use a checklist to monitor fidelity of team operating procedures.		
☐	Establish a bi-directional communication plan with Tier 1 and 2 teams.		
☐	Other: _____ _____		



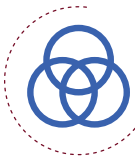
Subscale: Leadership Team Practices

3.3 SCREENING

☒	Possible Action	Who	When
☐	Identify and document decision rules and specify data sources used to identify students who require Tier 3 support.		
☐	Determine and document decision rules (e.g., entry and exit criteria for Tier 3 support).		
☐	Develop and distribute written procedures and policies for Tier 3 identification to school personnel and families.		
☐	Other: _____ _____		

3.4 COMPREHENSIVE ASSESSMENT PROTOCOL

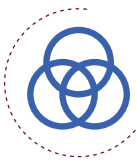
☒	Possible Action	Who	When
☐	Create standardized behavior support plan format for consistency across student support teams.		
☐	Ensure Tier 3 teams have access to individual student assessment data (e.g., academic, behavioral, mental health).		
☐	Review all plans to ensure they include all relevant life-domain information (e.g., academic, behavioral, medical, mental health).		
☐	Develop and implement a written protocol for conducting comprehensive assessments.		
☐	Develop and implement a plan to actively monitor adherence to protocol elements.		
☐	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.		
☐	Develop and follow decision rules for matching student level of need.		
☐	Other: _____ _____		

3.6 ACCESS TO TIER 1 AND TIER 2 SUPPORTS

☒	Possible Action	Who	When
☐	Provide a brief description of each Tier 3 intervention and how it aligns with Tier 1 and 2 in the school PBIS handbook.		
☐	Develop a written process to track the proportion of students receiving Tier 3 supports who are also regularly receiving Tier 1 supports (e.g., acknowledgments).		
☐	Document a plan for ensuring that all students receiving Tier 3 supports have access to and are included as part of Tier 1 and 2 support.		
☐	Ensure that Tier 3 goals, strategies, and supports are explicitly linked to supports at Tiers 1 and 2.		
☐	Other: _____ _____		



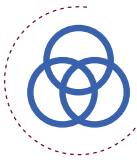
Subscale: Systems

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.		
☐	Ensure all Tier 3 leadership team members have had access to professional development within the last 12 months.		
☐	Other: _____ _____		

3.8 LEVEL OF USE

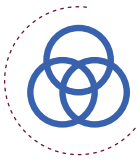
☒	Possible Action	Who	When
☐	Identify and use tools for monitoring use of each Tier 3 intervention.		
☐	Review data for each Tier 3 intervention to determine level of use on a regular basis (e.g., biannually).		
☐	Review data for each Tier 3 intervention to determine effectiveness on a regular basis (e.g., biannually).		
☐	Review data for each Tier 3 intervention to determine if access is equitable on a regular basis (e.g., biannually).		
☐	Identify additional 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).		
☐	Document level of use in forms or meeting notes.		
☐	Communicate level of use and success data with Tier 1 and Tier 2 teams.		
☐	Other: _____ _____		

**3.9 STAFFING**

☒	Possible Action	Who	When
☐	Identify school 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.		
☐	Develop and follow a plan to ensure that student support isn't impacted by absences of school personnel.		
☐	Other: _____ _____		

3.10 STUDENT ENGAGEMENT

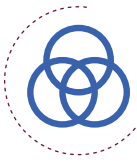
☒	Possible Action	Who	When
☐	Create an assessment plan for student input/voice.		
☐	Identify ways to include student input on strengths and quality of life goals and needs.		
☐	Document and share with students how their input is used for continuous improvement.		
☐	Involve students in selection, adaptation, and implementation of Tier 3 practices.		
☐	Develop and follow a plan to obtain input and feedback from students receiving Tier 3 support from marginalized groups.		
☐	Other: _____ _____		

**3.11 FAMILY AND COMMUNITY ENGAGEMENT**

☒	Possible Action	Who	When
☐	Create an assessment plan for family and community input/voice.		
☐	Develop regular processes and/or events for feedback and communication with families of students receiving Tier 3 support.		
☐	Conduct survey to solicit input and feedback on Tier 3 PBIS systems from families/communities.		
☐	Involve community members in selection, adaptation, and implementation of Tier 3 practices		
☐	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

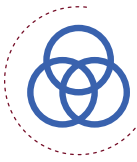
☒	Possible Action	Who	When
☐	Share Tier 3 implementation and systems outcome data with faculty/staff at least quarterly.		
☐	Develop and follow regular processes for feedback and communication with school personnel.		
☐	Conduct survey to solicit input and feedback on Tier 3 PBIS systems from school personnel.		
☐	Document and share with school personnel how their input is used for continuous improvement.		
☐	Identify ways to include school personnel 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

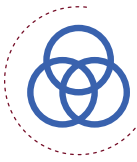
3.13 DECISION MAKING WITH AGGREGATED STUDENT PERFORMANCE DATA AND FIDELITY DATA

☒	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.		
☐	Develop and follow a written protocol to monitor Tier 3 outcomes and fidelity.		
☐	Review data for each Tier 3 intervention to determine effectiveness of each intervention strategy, overall and by marginalized groups.		
☐	Adjust supports (e.g., referral pathways, range of supports, training and coaching) to increase student benefit.		
☐	Provide school personnel with an overview of Tier 3 data systems and how they are used to increase quality of data.		
☐	Adjust implementation support to improve Tier 3 outcomes and fidelity.		
☐	Other: _____ _____		



3.14 EVALUATION PLAN

☒	Possible Action	Who	When
☐	Identify who will conduct Tier 3 evaluation.		
☐	Create standard template for Tier 3 evaluation reports.		
☐	Identify data sources for Tier 3 systems evaluation (e.g., % of students enrolled, intervention fidelity, TFI Tier 3 scale, student outcomes).		
☐	Use evaluation results to identify needed changes in Tier 3 interventions.		
☐	Develop annual Tier 3 evaluation report (or section of overall evaluation report).		
☐	Share annual Tier 3 evaluation report, including any planned changes, with school personnel, families, community members, and district administrators.		
☐	Use a consistent problem-solving model (e.g. TIPS) to implement solutions as needed.		
☐	Create a Tier 3 evaluation plan that identifies assessment/survey windows on the calendar.		
☐	Review disaggregated Tier 3 data (e.g., screening, selection, effectiveness) across student groups and discuss need to make Tier 1 and 2 supports more culturally responsive.		
☐	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

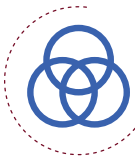
☒	Possible Action	Who	When
☐	Allocate time for individual student support team meetings in addition to Tier 3 systems planning meetings.		
☐	Identify barriers and ways to enhance participation of school personnel, families, and students.		
☐	Include individual support team members with connection to student strengths and needs.		
☐	Other: _____ _____		

3.16 INDIVIDUAL ASSESSMENT PLANS

☒	Possible Action	Who	When
☐	Create standardized functional behavior assessment format for consistency across individual student teams.		
☐	Review all plans to ensure they include a hypothesis statement with antecedents, behaviors, and maintaining consequences.		
☐	Develop and follow a process to improve the quality of individual assessment plans.		
☐	Other: _____ _____		

3.17 INDIVIDUAL SUPPORT PLANS

☒	Possible Action	Who	When
☐	Create standardized behavior support plan format for consistency across individual student teams.		
☐	Review all plans to ensure they include all required elements of individual support plans.		
☐	Review all plans to ensure they include specific actions and natural supports linked logically to the quality of life needs.		
	Develop and follow a process to improve the quality of individual support plans.		
☐	Other: _____ _____		



3.18 INDIVIDUAL SUPPORT PLAN ORIENTATION AND TRAINING

☒	Possible Action	Who	When
☐	Develop a formal process to teach school personnel, families, and students about the rationale and basics of function-based support and function-based thinking.		
☐	Develop a formal process to teach school personnel, families, and students how to implement each individual support plan.		
☐	Provide ongoing coaching on how to implement 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.		
☐	Develop and follow a process to modify individual support plans when data indicate the need.		
☐	Other: _____ _____		