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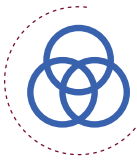
PBIS

Positive Behavioral
Interventions & Supports

ADVANCED TIERS SCHOOL-LEVEL SYSTEMS READINESS GUIDE

CENTER ON PBIS

October 2026



Advanced Tiers School-Level Systems Readiness Guide

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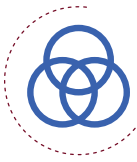
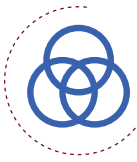


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Purpose

School-based leadership teams can use this resource as they consider implementation of Tier 2 or Tier 3 systems to self-assess their readiness for each tier.

Readiness for Advanced Tiers (Tiers 2 and 3)

Implementation happens in stages, and getting ready is the first stage. See the PBIS Implementation Blueprint (Center on PBIS, 2023) for more information on the stages of implementation. This resource includes considerations and checklists for school leadership teams to self-assess readiness to implement Tiers 2 or 3. These checklists have been combined into one guide because Tier 3 systems build upon Tier 2 systems and there are parallels in the readiness process. However, it is not recommended that schools attempt to implement Tier 2 and 3 simultaneously; rather, we recommend teams install Tier 2 systems before training in Tier 3 systems. Additionally, it is recommended schools collaborate with the district whenever possible to support efficient, coordinated development and provision of Tier 2 and 3 systems.

Considerations for Tier 2

Before engaging in team training on Tier 2 PBIS, it is helpful to ensure necessary elements are in place to support Tier 2 implementation and prevent false starts. Research indicates installation of Tier 2 is more likely to be effective and efficient when:

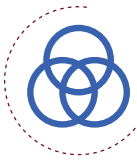
- Tier 1 is implemented with high fidelity (Kittelman et al., 2021)



- Tier 2 systems are purposefully and intentionally phased in (Kittelman & Horner, 2026)
- There is a commitment to allocating the necessary resources to data systems that support decision-making (Kittelman & Horner, 2026)
- Teams include personnel with behavior expertise (Kittelman & Horner, 2026)
- Districts/schools select evidence-based practices (Kittelman & Horner, 2026)

Considerations for Tier 3

Once Tier 2 is in place, schools may consider readiness for Tier 3 PBIS. Out of necessity, schools provide Tier 3 interventions and supports to students regardless of training in Tier 3 PBIS systems. Tier 3 PBIS enhances the efficiency and effectiveness of those Tier 3 interventions. Before engaging in team training on Tier 3 PBIS, it is helpful to ensure necessary elements are

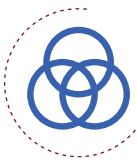


in place to support implementation. Research indicates installation of Tier 3 is more likely to be effective and efficient when:

- Tier 1 is implemented with high fidelity (Kittelman et al., 2021)
- Tier 2 has been implemented for at least 1 year (Kittelman et al., 2022)
- At least two Tier 2 interventions are implemented and scaled and all school personnel are trained in implementing Tier 2 interventions (Kittelman et al., 2022)
- A district team is training in Advanced Tiers PBIS and is involved in coordinating Tier 2 and 3 systems (Derian-Toth et al., 2025; Kittelman & Horner, 2026)

Introduction to Readiness Checklists

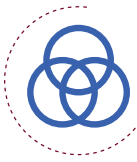
This resource includes a 14-item Tier 2 Readiness Checklist followed by a 12-item Tier 3 Readiness Checklist for PBIS leadership teams to complete to document readiness for Tier 2 or Tier 3, respectively. The checklists are followed by a Signature Page used to communicate and document school and district leadership commitment to implementing Tier 2 or Tier 3 once teams feel confident in their readiness.



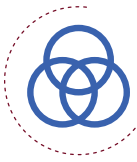
Tier 2 School Readiness Checklist

We recommend the school complete the checklist below before engaging in Tier 2 school team training. **This document is not intended to be a prescriptive list of requirements. Rather, it is a guide to help teams prepare for successful Tier 2 implementation. Tier 2 implementation decisions should be based on the local context and in coordination with local coaches and TA providers. Consider developing an action plan to complete items checked “no” and updating the checklist once completed.**

Item	In Place	Additional Information	Notes
Tier 1 Implementation Duration: The school has implemented Tier 1 PBIS for at least 2 years (e.g., received training, has a team, and measures Tier 1 fidelity).	☐ Yes ☐ In Progress ☐ No	Date of initial Tier 1 training: _____	
Tier 1 Implementation Fidelity: Tier 1 PBIS is currently implemented with fidelity as measured by a score of 50% or greater on the TFI 3.0, 70% or greater on the TFI 2.1 or BOQ, and/or 80% or greater on the Schoolwide and Classrooms subscale of the SAS in the last 6 months.	☐ Yes ☐ In Progress ☐ No	Fidelity Measure: _____ Date: _____ Score: _____	
Classroom PBIS: Tier 1 classroom systems are in place (e.g., defining, teaching, acknowledging student behaviors) and used by school personnel as indicated by TFI 3.0 items 1.9 & 1.10 or SAS Tier 1 Classroom Systems subscale.	☐ Yes ☐ In Progress ☐ No		
Reduction of Reactive Practice: At least 80% of students are in the 0-1 Administrator Managed ODR range or within national range for school's grade levels.	☐ Yes ☐ In Progress ☐ No	% of students 0-1 referral: _____ % of students 2-5 referral: _____ % of students 6+ referral: _____	
Principal Commitment: The principal commits to school-wide PBIS and is aware that PBIS is a 3-5-year process that requires ongoing training across the continuum of behavior support.	☐ Yes ☐ In Progress ☐ No	See signature below	
Administrator Participation: The principal or assistant principal responsible for making discipline decisions is an active participant on the PBIS Tier 1 team and agrees to actively participate in Tier 2/Advanced Tiers team meetings consistently.	☐ Yes ☐ In Progress ☐ No	Admin Name: _____	

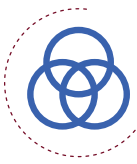
**Tier 2 School Readiness Checklist** *continued*

Item	In Place	Additional Information	Notes
Team Membership: A PBIS Tier 2 Team (or combined Tier 2 and Tier 3 Team) has been formed. The team includes a building administrator; special and general ed teachers; a social worker and/or psychologist; applied behavior analysis expertise; support staff; relevant community partners; and parent(s).	☐ Yes ☐ In Progress ☐ No	Name/Position: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	
Tier 2 Overview: The Tier 2 Team (or combined Tier 2 and Tier 3 Team) has attended a Tier 2 overview training.	☐ Yes ☐ In Progress ☐ No	Date of training: _____	
Team Coordination: This team includes staff who will be able to coordinate Tier 2 interventions (e.g., CICO, SEB Groups, Brief FBA-BIPs) and commit to participating in the sequence of Tier 2 Trainings.	☐ Yes ☐ In Progress ☐ No	Name/Position: 1. _____ 2. _____ 3. _____ 4. _____	
Team Routines: The PBIS Tier 2 Team (or combined Tier 2 and Tier 3 Team) commits to meet at least monthly to develop, monitor, and revise Tier 2 interventions.	☐ Yes ☐ In Progress ☐ No	Proposed Meeting Dates/Time: _____	
Coaching Time: The school has identified and allocated time for a person(s) to lead and coordinate Tier 2 systems (e.g., Tier 2 PBIS Coach).	☐ Yes ☐ In Progress ☐ No	Name/Position: _____ _____	
Ongoing Training and Coaching for Tier 2: The school/district secures coaching—either through internal capacity or external providers—specializing in applied behavioral expertise and MTSS/PBIS. This supports effective installation and utilization of system tools and data sources.	☐ Yes ☐ In Progress ☐ No	Name/Position: _____	



Tier 2 School Readiness Checklist *continued*

Item	In Place	Additional Information	Notes
Resource Commitment: The school/district commits to providing adequate resources (e.g., teaming, coaching, data systems), priority, and time for Tier 2 implementation.	☐ Yes ☐ In Progress ☐ No	See signatures below	
Data System and Routines for Decision Making: The school/district commits to ensuring access to a data system that supports decisions related to student screening (e.g., Tier 1 data sources, universal SEB screening), progress monitoring (e.g., daily progress report data, Tier 1 data sources), and fidelity of implementation (e.g., TFI, SAS, individual intervention fidelity measures).	☐ Yes ☐ In Progress ☐ No	See signatures below	Note any already in place: Data system for screening: Data system for progress monitoring: Data system for fidelity:



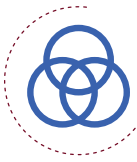
Tier 3 School Readiness Checklist

We recommend the school complete the checklist below before engaging in Tier 3 school team training.

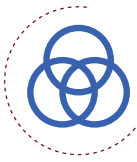
District systems and commitment are critical to efficient, coordinated provision of Tier 3 supports. Therefore, we recommend the school use this checklist in conjunction with the District Tier 3 Readiness Checklist. **This document is not intended to be a prescriptive list of requirements. Rather, it is a guide to help teams prepare for successful Tier 3 implementation. Tier 3 implementation decisions should be based on the local context and in coordination with local coaches and TA providers. Consider developing an action plan to complete items checked “no” and updating the checklist once completed.**

Many of the same systems supporting Tier 3 are also necessary for successful Tier 2 implementation. Therefore, in addition to the items listed in the Tier 2 Readiness Checklist above, consider the following prior to implementing Tier 3.

Item	In Place	Additional Information	Notes
Implementation Duration: The school has implemented Tier 1 PBIS for at least 2 years (e.g., received training, has a team, and measures Tier 1 fidelity) and Tier 2 for at least 1 year.	☐ Yes ☐ In Progress ☐ No	Date of initial Tier 1 training: _____ Date of initial Tier 2 training: _____	
Tier 2 Implementation Fidelity: Tier 2 PBIS is currently implemented with fidelity as measured by a score of 50% or greater on the TFI 3.0, 70% or greater on the TFI 2.1, or Advanced Tier BOQ in the last 6 months.	☐ Yes ☐ In Progress ☐ No	Fidelity Measure: _____ Date: _____ Score: _____	
Tier 2 Intervention Options: At least two Tier 2 interventions are implemented and scaled and all school personnel are trained in implementing Tier 2 interventions.	☐ Yes ☐ In Progress ☐ No		
Individualized Teams: The school/district commits to providing adequate staff, time, and training for individualized teams to design, implement, monitor, and adapt Tier 3 support plans for each student receiving Tier 3 support.	☐ Yes ☐ In Progress ☐ No	See signatures below	
Data System and Routines for Decision Making: The school/district commits to ensuring access to a data system that supports decisions related to progress monitoring (e.g., daily behavior ratings, direct observation), and fidelity of implementation (e.g., TFI, TATE) of intensive, individualized interventions for individual students.	☐ Yes ☐ In Progress ☐ No	See signatures below	

**Tier 3 School Readiness Checklist** *continued*

Item	In Place	Additional Information	Notes
Team Membership: A PBIS Tier 3 team (or combined Tier 2 and Tier 3 Team) has been formed. The team includes a building administrator; special and general ed teachers; relevant community partners; and individuals with expertise in applied behavior support mental health and trauma, academic instruction, data systems, and school operations.	☐ Yes ☐ In Progress ☐ No	Name/Position: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	
Team Coordination: This team includes staff who can coordinate Tier 3 interventions (e.g., FBA-BIPs, wraparound) and commit to participating in the Tier 3 training sequence.	☐ Yes ☐ In Progress ☐ No	Name/Position: 1. _____ 2. _____ 3. _____ 4. _____	
Tier 3 Overview: The Tier 3 Team (or combined Tier 2 and Tier 3 Team) has attended a Tier 3 overview training.	☐ Yes ☐ In Progress ☐ No	Date of training: _____	
Team Routines: The Tier 3 Team (or combined Tier 2 and Tier 3 Team) commits to meet at least monthly to develop, monitor, and revise Tier 3 interventions.	☐ Yes ☐ In Progress ☐ No	Proposed Meeting Dates/Time: _____	
Coaching Time: The school has identified and allocated time for a person(s) to lead and coordinate Tier 3 systems (e.g., Tier 3 PBIS Coach).	☐ Yes ☐ In Progress ☐ No	Name/Position: _____ _____	
Ongoing Training and Coaching for Tier 3: The school/district secures coaching—either through internal capacity or external providers—specializing in applied behavior expertise and MTSS/PBIS. This supports effective installation and utilization of system tools and data sources.	☐ Yes ☐ In Progress ☐ No	Name/Position: _____	
Resource Commitment: The school/district commits to providing adequate resources (e.g., teaming, coaching, data systems), priority, and time for Tier 3 implementation.	☐ Yes ☐ In Progress ☐ No	See signatures below	



Signature Page

To document district and school leadership readiness and commitment to PBIS training and implementation at Tier 2 or Tier 3, please review the implementation readiness checklist above, then sign/initial below.

School Name: _____ **Date:** _____

Superintendent or Assistant Superintendent

Print Name: _____ Signature: _____

District Coordinator

Print Name: _____ Signature: _____

School Principal

Print Name: _____ Signature: _____

Person(s) providing coaching & TA

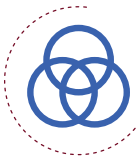
Print Name: _____ Signature: _____

School Tier 2/Advanced Tiers Coach/Facilitator

Print Name: _____ Signature: _____

School Tier 3/Advanced Tiers Coach/Facilitator

Print Name: _____ Signature: _____



References

Center on PBIS. (July 2023). *Positive behavioral interventions and supports (PBIS) implementation blueprint*.

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Derian-Toth, M., Williamson, K., Meyer, K., & Robert, A. (September 2025). *Effective district supports for advanced tiers implementation*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/effective-district-supports-for-advanced-tiers-implementation>

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