

# School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

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High School  
Chino, California

School Year: 2023-24

Date Completed: 11/8/2023 - 5/1/2024

## Tier 1: Universal SWPBIS Features

Teams	11/8/23	2/9/24	5/1/24
<b>1. Team Composition:</b> Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	2	2	2
<b>2. Team Operating Procedures:</b> Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2	2	1
<b>Feature 1 Total: 4 of 4 4 of 4 3 of 4</b>			
Implementation	11/8/23	2/9/24	5/1/24
<b>3. Behavioral Expectations:</b> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	2	2	2
<b>4. Teaching Expectations:</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	2	2	2
<b>5. Problem Behavior Definitions:</b> : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	2	2	2
<b>6. Discipline Policies:</b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	2	2	2
<b>7. Professional Development:</b> A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	2	2	1
<b>8. Classroom Procedures:</b> Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	2	2	2
<b>9. Feedback and Acknowledgement:</b> A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	2	2	2
<b>10. Faculty Involvement:</b> Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	2	2	2
<b>11. Student/Family/Community Involvement:</b> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	0	2	1

<b>Feature 2 Total:</b>				<b>16 of 18</b>	<b>18 of 18</b>	<b>16 of 18</b>
<b>Evaluation</b>				<b>11/8/23</b>	<b>2/9/24</b>	<b>5/1/24</b>
<b>12. Discipline Data:</b> Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.				2	2	2
<b>13. Data-Based Decision Making:</b> Tier 1 team reviews and uses discipline data at least monthly for decision-making.				2	2	1
<b>14. Fidelity Data:</b> Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.				2	2	2
<b>15. Annual Evaluation:</b> Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.				2	2	2
<b>Feature 3 Total:</b>				<b>8 of 8</b>	<b>8 of 8</b>	<b>7 of 8</b>
<b>Tier 2: Targeted SWPBIS Features</b>						
<b>Teams</b>				<b>11/8/23</b>	<b>2/9/24</b>	<b>5/1/24</b>
<b>1. Team Composition:</b> Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.				2	2	2
<b>2. Team Operating Procedures:</b> Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.				2	2	2
<b>3. Screening:</b> Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.				2	2	2
<b>4. Request for Assistance:</b> Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.				2	2	2
<b>Feature 4 Total:</b>				<b>8 of 8</b>	<b>8 of 8</b>	<b>8 of 8</b>
<b>Interventions</b>				<b>11/8/23</b>	<b>2/9/24</b>	<b>5/1/24</b>
<b>5. Options for Tier 2 Interventions:</b> Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.				2	2	2
<b>6. Tier 2 Critical Features:</b> Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).				2	2	2
<b>7. Practices Matched to Student Need:</b> A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).				2	2	2
<b>8. Access to Tier 1 Supports:</b> Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.				2	2	2
<b>9. Professional Development:</b> A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.				2	2	2

<b>Feature 5 Total:</b> 10 of 10 10 of 10 10 of 10			
<b>Evaluation</b>	<b>11/8/23</b>	<b>2/9/24</b>	<b>5/1/24</b>
<b>10. Level of Use:</b> Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.	2	2	1
<b>11. Student Performance Data:</b> Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.	2	2	1
<b>12. Fidelity Data:</b> Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.	2	2	2
<b>13. Annual Evaluation:</b> At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	2	2	2
<b>Feature 6 Total:</b> 8 of 8 8 of 8 6 of 8			
<b>Tier 3: Intensive SWPBIS Features</b>			
<b>Teams</b>	<b>11/8/23</b>	<b>2/9/24</b>	<b>5/1/24</b>
<b>1. Team Composition:</b> Tier 3 systems planning team (or combined Tier 2 & 3 team) includes a Tier 3 systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	NA	1	2
<b>2. Team Operating Procedures:</b> Tier 3 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	NA	0	2
<b>3. Screening:</b> Tier 3 team uses decision rules and data (e.g., ODRs, Tier 2 performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier 3 supports.	NA	2	2
<b>4. Student Support Team:</b> For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	NA	1	2
<b>Feature 7 Total:</b> 0 of 8 4 of 8 8 of 8			
<b>Resources</b>	<b>11/8/23</b>	<b>2/9/24</b>	<b>5/1/24</b>
<b>5. Staffing:</b> An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier 3 supports.	NA	0	2
<b>6. Student/Family/Community Involvement:</b> Tier 3 team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	NA	1	2
<b>7. Professional Development</b> A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	NA	0	0
<b>Feature 8 Total:</b> 0 of 6 1 of 6 4 of 6			

Support Plan	11/8/23	2/9/24	5/1/24
<b>8. Quality of Life Indicators:</b> Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	NA	0	2
<b>9. Academic, Social, and Physical Indicators:</b> Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	NA	0	2
<b>10. Hypothesis Statement:</b> Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	NA	0	2
<b>11. Comprehensive Support:</b> Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	NA	0	2
<b>12. Formal and Natural Supports:</b> Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	NA	0	2
<b>13. Access to Tier 1 and Tier 2 Support:</b> Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports.	NA	2	2
Feature 9 Total: 0 of 12 2 of 12 12 of 12			
Evaluation	11/8/23	2/9/24	5/1/24
<b>14. Data System:</b> Aggregated (i.e., overall school-level) Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	NA	1	1
<b>15. Data-Based Decision Making:</b> Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	NA	0	2
<b>16. Level of Use:</b> Team follows written process to track proportion of students participating in Tier 3 supports, and access is proportionate.	NA	1	1
<b>17. Annual Evaluation:</b> At least annually, the Tier 3 systems team assesses the extent to which Tier 3 supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	NA	1	1
Feature 10 Total: 0 of 8 3 of 8 5 of 8			