Appendix C: TFI Tier 3 Support Plan Worksheet

(used for scoring features 3.4, 3.6, 3.8-3.13, and 3.15)

**Directions**: Select 3 current Tier 3 plans created in the last 12 months for students needing behavior support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all TFI feature scores. If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.

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| TFI Feature | Scoring Criteria | Plan #1 | Plan #2 | Plan #3 | Sum of Points | TFI Score |
| 3.4 Plans include uniquely con- structed team (with input/approval from student/ family about who is on the team). | 0 = Plan does not identify the individual student’s team  1 = Plan identifies team, but no evidence it was de- signed with input from student/family or connected to strengths/needs  2 = Plan identifies team designed with input from student/family, connected to strengths/needs, and meets regularly | 0 1 2 | 0 1 2 | 0 1 2 |  | 0=0 1-5 = 1 6=2 |
| 3.6 Plans document (a) district contact person for external agency support and (b) external resources available. | 0 = No contact person or resources documented 1 = Contact person OR resources documented 2 = Contact person AND resources documented | 0 1 2 | 0 1 2 | 0 1 2 |  | 0=0 1-5 = 1 6=2 |
| 3.8 Plans include quality of life (QOL) needs/goals and strengths. | 0 = No QOL needs/goals or strengths defined  1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan  2 = QOL needs/goals or strengths defined by student/ family AND reflected in plan | 0 1 2 | 0 1 2 | 0 1 2 |  | 0=0 1-5 = 1 6=2 |
| 3.9 Assessment data are available for academic, behavioral, medical, and mental health strengths and needs, where relevant. | 0 = No formal data sources for student assessment  1 = Includes some but not all relevant life-domain information  2 = Includes medical, mental health information, and complete academic data where appropriate | 0 1 2 | 0 1 2 | 0 1 2 |  | 0=0 1-5 = 1 6=2 |
| 3.10 Plans include a hypothesis statement, including (a) opera- tional description, (b) identification of antecedents, and (c) behavioral function. | 0 = Hypothesis statement does not include all 3 parts (or is missing)  2 = Hypothesis statement includes all 3 parts | 0 2 | 0 2 | 0 2 |  | 0=0 2-4 = 1 6=2 |
| 3.11 Plans include or consider (a) prevention, (b) teaching, (c) remov- ing rewards for problem behavior, (d) rewards for desired behavior, (e) safety, (f) process for assessing fidel- ity and impact, and (g) action plan. | 0 = Plan does not include all 7 parts 2 = Plan includes all 7 parts | 0 2 | 0 2 | 0 2 |  | 0=0 2-4 = 1 6=2 |
| 3.12 Plans requiring extensive support include specific actions linked to quality of life (QOL) for formal supporters (e.g., school/district personnel) and natural supporters (e.g., family, friends). | 0 = Plan does not include specific actions, or there are no plans with extensive support  1 = Plan includes specific actions, but unrelated to QOL needs and/or do not include natural supports  2 = Plan includes specific actions related to QOL needs and include natural supports | 0 1 2 | Only one plan needed. | |  | 0=0 1=1 2=2 |
| 3.13 Plans include access to Tier 1/2 supports. | 0 = Plan does not mention Tier 1/2 supports 1 = Plan notes access to Tier 1/2 supports  2 = Plan documents how access to Tier 1/2 supports occurs | 0 1 2 | 0 1 2 | 0 1 2 |  | 0=0 1-5 = 1 6=2 |
| 3.15 Each student’s individual team meets at least monthly and uses data to modify plan to improve fidelity or outcomes. | 0 = No evidence of meetings, plan review, or use of data  1 = Evidence of review, but no use of both fidelity and outcomes data  2 = Evidence of at least monthly review, with use of both fidelity and outcomes data | 0 1 2 | 0 1 2 | 0 1 2 |  | 0=0 1-5 = 1 6=2 |

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