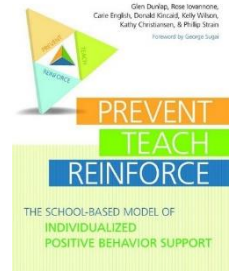


## Evaluation

Tier III teams establish a system to monitor the implementation of positive behavioral support plans. This includes identify a method of evaluating the student's progress using outcome data to determine if target behaviors are improving, remaining the same or getting worse. In addition, teams follow a process to make data-based decisions:

- Review baseline data
  - Determine selected behaviors were truly significant
  - Determine accuracy of anchor points
- Evaluate post intervention data-information obtained after intervention strategies implemented
  - Improvement, staying the same, or deteriorating



## SWPBIS Tiered Fidelity Inventory EVALUATION

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

### 3.14 Data System

Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.

**Main Idea:** *Teams need the right information in the right form at the right time to make effective decisions.*

### 3.15 Data-based Decision Making

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.

**Main Idea:** *Teams need to regularly review fidelity/outcome data to identify how Tier III supports should be altered.*

### 3.16 Level of Use

Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.

**Main Idea:** *Tier III supports that are used too little (e.g. fewer than 1%) or too much (e.g. more than 5%) are not sustainable.*