

The PBIS Resource Center at Arkansas State University

## Positive Behavioral Interventions & Supports

# Facilitator's Guide to PBIS Training

### Module 14: *PBIS Assessment & Evaluation*

**RTI**  **arkansas**



# Arkansas State Personnel Development Grant

**Focus Area:** Assessment and Evaluation in PBIS

**Title of Training:**



## Module 14: PBIS Assessment & Evaluation

**Suggested Training Time:** 1-2 Hours

### About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star**. 
  - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are “homework assignments” (preparing for next steps), discussion questions, and resources for attendees.

### Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Module 9 (Collecting and Using Data for PBIS Tier I Decision Making) will guide attendees through the process of using discipline and other data to make informed decisions about PBIS action plans.

**Training Description:**

This training module has been developed to highlight the importance of conducting regular evaluation to ensure fidelity when implementing Tier I and to provide implementers with information on PBIS assessment tools.

**Training Sections:**

Section 1 – Introduction to Evaluation and Data Sources (Slides 3 - 7)  
pgs. 5 – 12

Section 2 – Assessment Tools (Slides 8 - 22) pgs. 13 – 28

Section 3 – Evaluation Planning and Sharing (Slides 23 - 24) pgs. 29 – 36

**Training Materials/Equipment Needed:****PowerPoint for Module 14: PBIS Assessment & Evaluation**

- Equipment to project the PowerPoint
  - Laptop computer
  - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
  - It may take a minute for video to load. Be patient.
  - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
  - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

**Suggested Materials:**

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

**Handouts:**

Physical and/or electronic copies of

- The Tiered Fidelity Inventory (TFI); download here:  
<https://www.pbisapps.org/resource/tfi>

**Activities in this Training:**

- TFI Practice (pg. 22)
  - Distribute copies of the TFI

**Essential Questions:**

These essential questions will be addressed in this training module:

- Why is it important to use evaluation to monitor progress and ensure fidelity when implementing PBIS?
- How do you use assessments to make decisions about PBIS implementation?

**Trainer Tips:**

- Be sure to stress that evaluation is an important part of implementing PBIS because we (schools, districts, regions, states) are always striving for improvement in efficiency and effectiveness. Even when things appear to be going well, it is important to look at the data.
- Administrators change, staff members change, students change, communities change, and families change. Regular evaluation will help schools sustain PBIS through these changes.

## **Training Section One**

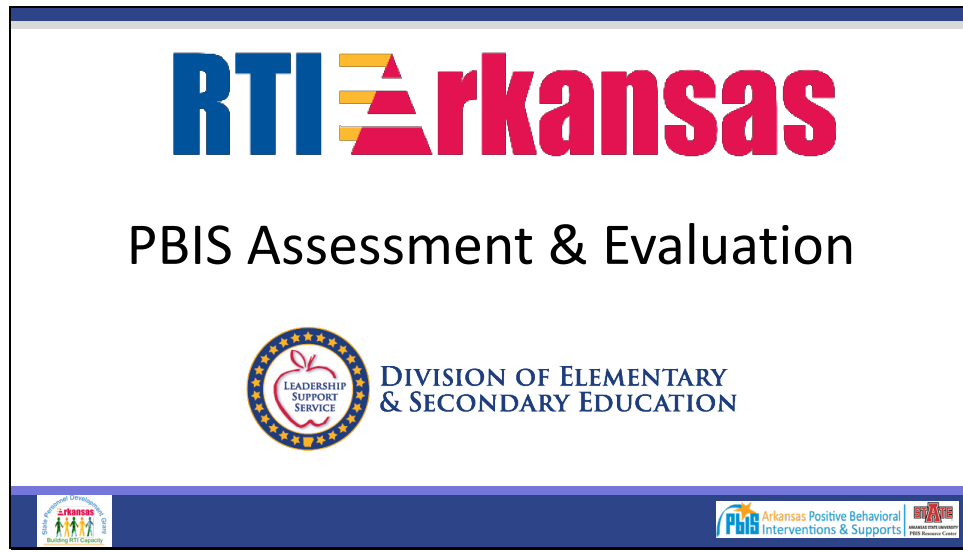
### **Introduction to Evaluation and Data Sources**

**Slides 3 - 7**

#### **Goals**

Participants will understand

- Why evaluation is important
- What we evaluate in PBIS
- Which data are used in evaluating PBIS




## Slide #1

### [ PBIS Assessment & Evaluation ]




#### Trainer Notes:

- Images in this module were obtained at [google.com/images](http://google.com/images) unless otherwise specified.



# Context

- Why do assessment/evaluation?
- Data sources
- Evaluation tools
- Planning
- Sharing outcomes



## Slide #2 [ Context ]

### Trainer Notes:

- In this training, we will discuss the need for, and uses of, evaluation and assessment and learn about some tools to use for assessment and evaluation. Also, we will talk about the importance of planning evaluation and sharing results.





### Slide #3

## [ What Can Happen If You Don't Use Assessment ]

#### Trainer Notes:

- This comic strip shows what can happen if you don't use assessment. We can teach something, but that doesn't mean the student learned! By using assessment and evaluation, you can use the information gained to make decisions about current actions and strategies and make a plan for going forward.

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## Why Evaluate PBIS Implementation?

- Ensure accuracy and consistency in implementation.
- Identify strengths and weaknesses in implementation.

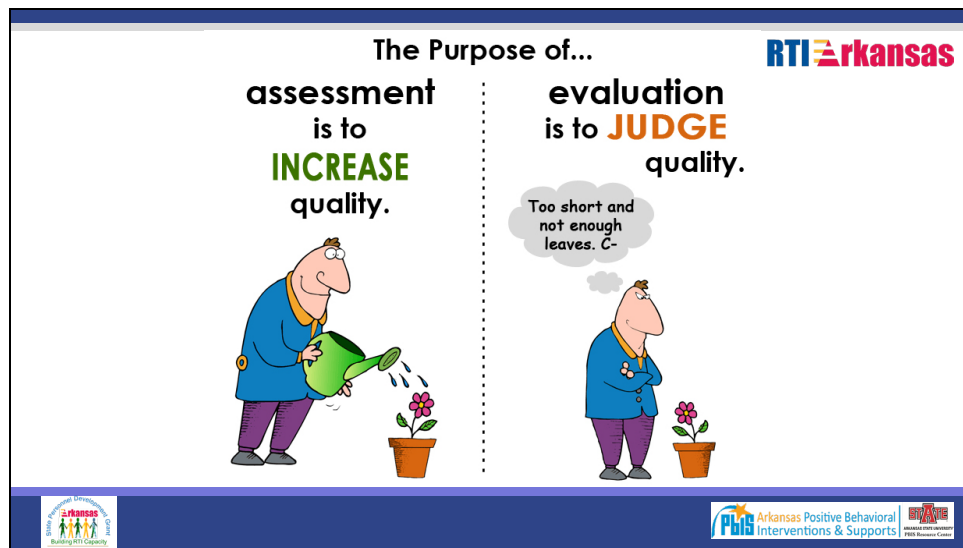
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### Slide #4

## [ Why Evaluate PBIS Implementation? ]

### Trainer Notes:

- How will you know if you are implementing PBIS systems and practices consistently and accurately? Evaluate the “glows” and “grows” (see your strengths and your areas in need of more work).



## Slide #5

### [ The Purpose of Assessment and Evaluation ]

#### Trainer Notes:

- Assessment and evaluation are often used interchangeably, but generally, assessments are used formatively and evaluations are used in a summative way. So, you could say that an evaluation is a summative assessment. The tools we will look at later in this presentation can be used in both ways.

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## Evaluating PBIS

- Fidelity of implementation of core elements
- Outcomes – behavior, academics, school climate, etc.

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**Slide #6**  
**[ Evaluating PBIS ]**

**Trainer Notes:**

- When we evaluate PBIS, we are asking two overarching questions: 1) how well are we implementing the core elements of PBIS, and 2) are we getting the outcomes that we wanted to get? We then use this information to develop action plans to address areas of need and to find ways to make systems and practices more efficient. Evaluation can also help schools prepare for implementing Tiers II and III.

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## Some Data Sources

- School-wide academic data
- School-wide discipline data
- Attendance data
- Special education data
- PBIS assessments
- Climate surveys
- Needs surveys
- Incentive surveys
- Involvement surveys

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**Slide #7**  
**[ Some Data Sources ]**

**Trainer Notes:**

- Data sources serve different purposes in evaluation. School-wide academic and discipline data show big picture, important outcomes. This may include office referrals, suspensions, standardized testing, grades, etc. You can also look at groups within the school, such as students with disabilities, male students, Hispanic students, ESL learners, etc. to show disproportionality data (for example, what percent of students receiving special education are receiving discipline referrals, suspensions, and expulsions)? PBIS assessments help teams implement the core elements of PBIS and continuously improve the effectiveness and efficiency of implementation of those elements. For example, the PBIS Self-Assessment Survey can show staff perspective on how well PBIS is being implemented in the school. Other surveys can be given to look at specific topics, such as those listed above.

## **Training Section Two**

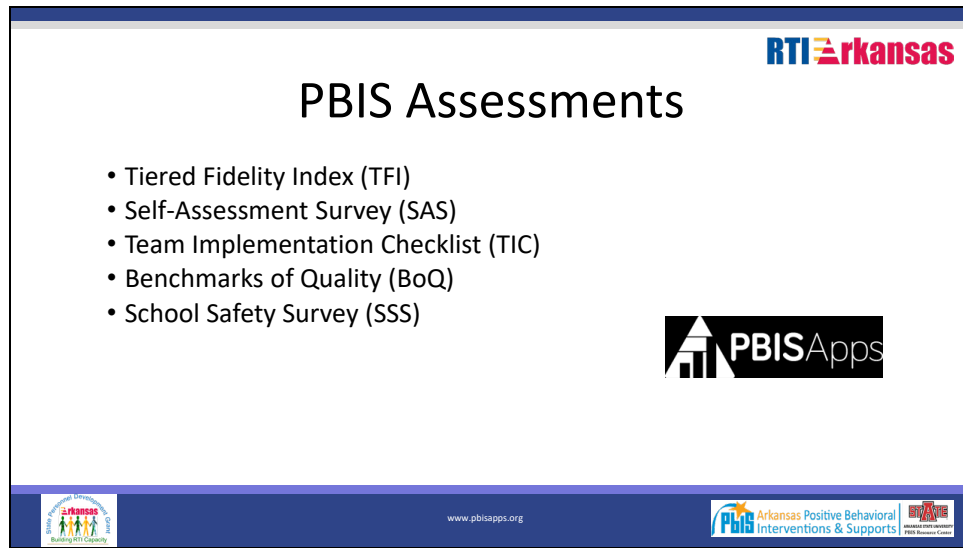
### **Assessment Tools**

Slides 8 - 22

#### **Goals**

Participants will understand

- What assessments are available from PBIS Apps
- How PBIS assessments are used
- How and when to use other assessments

A presentation slide titled "PBIS Assessments" with the RTI Arkansas logo in the top right. The slide lists five assessment tools: Tiered Fidelity Index (TFI), Self-Assessment Survey (SAS), Team Implementation Checklist (TIC), Benchmarks of Quality (BoQ), and School Safety Survey (SSS). The PBIS Apps logo is on the right. The footer contains the Arkansas Department of Education logo, the website www.pbisapps.org, and logos for PBIS Arkansas Positive Behavioral Interventions & Supports and the Arkansas Department of Education.

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## PBIS Assessments

- Tiered Fidelity Index (TFI)
- Self-Assessment Survey (SAS)
- Team Implementation Checklist (TIC)
- Benchmarks of Quality (BoQ)
- School Safety Survey (SSS)

**PBIS Apps**

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### Slide #8

### [ PBIS Assessments ]

#### Trainer Notes:

- PBIS assessments are specifically for assessing how well PBIS is being implemented from different perspectives. The **TFI** can be used as a formative assessment as well as an annual evaluation. It is designed to assess all three tiers. The **SAS** is recommended as a yearly assessment of how well staff feel PBIS is being implemented. This helps to inform the team on various areas of need, such as communication and professional development. The **TIC** is a good tool for teams to use often when first implementing PBIS. It will help them identify Tier I components that need to be addressed. The **BoQ** is a tool for teams to assess implementation of Tier I and what impact it is having. The **SSS** assesses safety from the perspective of various staff and students. All of these tools and others are online and free at [www.pbisapps.org](http://www.pbisapps.org).

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## The Tiered Fidelity Inventory (TFI)

- Single, efficient, valid, reliable survey
- Measures application of core features of PBIS (three tiers)
- Completed by small team (administrator, coach, others)
- Includes a walkthrough tool

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### Slide #9

## [ The Tiered Fidelity Inventory (TFI) ]

### Trainer Notes:

- We will go into a little more depth with the TFI, as it can be used by the team for most of their assessment and evaluation needs. Teams can still use the TIC or BoQ, but the TFI can also be used for their purposes. The TFI can evaluate all three tiers of PBIS. This provides a single, efficient, valid, and reliable survey to guide PBIS implementation. It measures the extent to which school personnel apply core features of PBIS. It is completed by a small team that includes administrator, coach, and others, with input from team. The walkthrough tool is for assessing visual displays and student and staff understanding of PBIS.



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## Uses Of The TFI

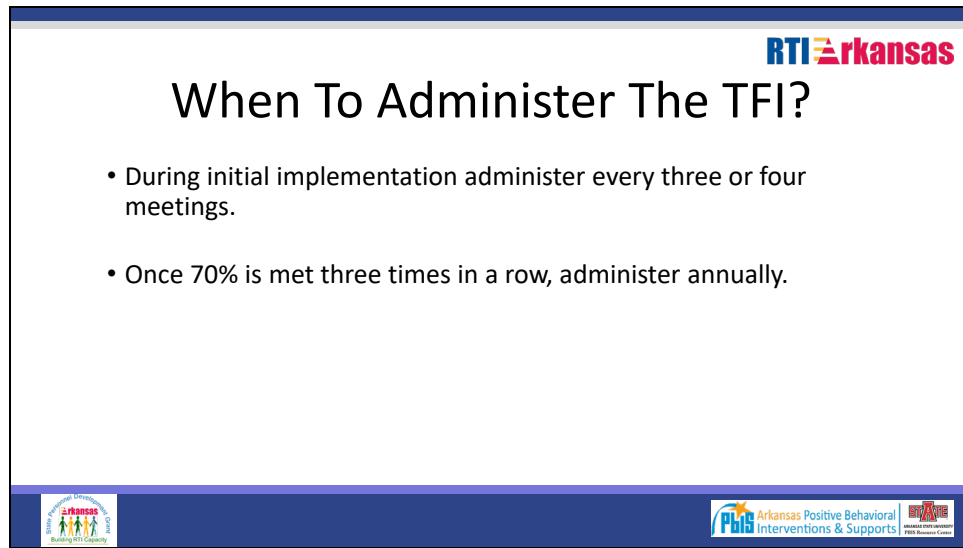
- Determine what is in place & what is needed
- Guide implementation efforts
- Assess progress
- Build action plan
- Self-assess annually to sustain implementation of PBIS

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**Slide #10**  
**[ Uses Of The TFI ]**

**Trainer Notes:**

- Use formative assessment to determine current PBIS practices in place and needed prior to launching implementation. Use progress monitoring to self-assess PBIS practices to guide implementation efforts and assess progress. Build an action plan to focus implementation efforts. Use an annual self-assessment to self-assess annually to facilitate sustained implementation of PBIS.



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## When To Administer The TFI?

- During initial implementation administer every three or four meetings.
- Once 70% is met three times in a row, administer annually.

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**Slide #11**  
**[ When To Administer The TFI? ]**

**Trainer Notes:**

- During initial implementation, complete the TFI every three or four meetings until you reach 70% fidelity three times in a row. Once that is met, you can complete the TFI annually.

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## TFI Categories


- Section for each tier
- Sub-divided into: teams, implementation, evaluation
- Individual items in each area above
- Walkthrough tool

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**Slide #12**  
**[ TFI Categories ]**




**Trainer Notes:**

- The TFI can assess implementation for all three tiers. Each tier has items in three categories – teams, implementation, and evaluation. There is also a walkthrough tool to get an understanding of how PBIS is visually represented around the school and to get feedback from staff and students on their understanding of PBIS.



## Example Of Items & Scoring Criteria

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<b>11 Team Composition:</b> Tier I team includes a Tier I 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.	<ul style="list-style-type: none"> <li>School organizational chart</li> <li>Tier I team meeting minutes</li> </ul>	<p>0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>

### Slide #13

### [ Example Of Items & Scoring Criteria ]


#### Trainer Notes:

- These are items from the “Teams” category of the Tier I section of the TFI. The item is described, and the criteria show how to score this item based on what is in place. The middle column shows possible sources for collecting data that will verify the score.

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## Action Planning With The TFI

- Identify area(s) of need.
- Identify individual items to address.
- Develop actions and timeline; assign personnel.



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**Slide #14**  
**[ Action Planning With The TFI ]**

**Trainer Notes:**

- Once you have evaluation/assessment data, use those data to develop plans for improvement. Identify an area or two that scored lower than desired on the assessment. Identify individual items that you want to address in those areas. Develop action steps to address the items, along with a timeline and individuals responsible for each step.

Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				
	1.10 Faculty Involvement				
	1.11 Student/Family/Community Involvement				
Evaluation	1.12 Discipline Data				
	1.13 Data-based Decision Making				
	1.14 Fidelity Data				
	1.15 Annual Evaluation				

## Slide #15

### [ TFI Action Planning Worksheet For Tier I ]

#### Trainer Notes:

- This is the TFI action planning worksheet for Tier I of the TFI.

Action Plan (Based on what source?)	What needs to be done	Who will do what	When completed
1. Train all staff to work collaboratively and respectfully with families. (Family Survey questions 9, 10, 13)	Create a monthly newsletter to keep parents informed of PBIS/RTI data/events. Include volunteer portion for parents to be involved.	Tier I team will create a sub-team dedicated to communicating with staff and parents.	September 2017
2. Assess parents' opinions of how well schools communicate with them. (Family Survey)	Continue using Survey Monkey Parent Survey in 1 <sup>st</sup> and 3 <sup>rd</sup> quarters.	Tier I sub-committee will review results of surveys.	Fall and spring 2017/2018
3. Share school-wide expectations, t-chart, school matrix, strategies for acknowledging, and the acknowledgement system. (Family Survey questions 4 & 15)	Expand current brochure given out at beginning of the year to include more info on PBIS/RTI and the benefits of implementing them.	Tier I sub-committee will make changes to brochure and to displays that will be posted at open house.	Summer 2017 – ready to use at open house night.

## Slide #16

### [ Action Plan Around A Parent Engagement Survey ]

#### Trainer Notes:


- Here is an example of an action plan around a parent engagement survey. This spreadsheet is a generic example that can be used to action plan using results from any type of assessment.



### ACTIVITY

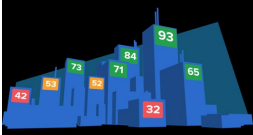
#### TFI Practice




Hand out the TFI to attendees (you can download it here: <https://www.pbisapps.org/resource/tfi>). Have attendees turn to page 6 and complete items 1.1 (Team Composition) and 1.2 (Team Operating Procedures). Then, have attendees turn to page 25 and record the scores for 1.1 and 1.2. Develop an action plan for any incomplete items.



## Self-Assessment Survey (SAS)

- Staff perception/priorities
- School-wide, classroom, non-classroom and individual student systems
- Identifies staff priorities
- Annual




### Slide #17

### [ Self-Assessment Survey (SAS) ]

#### Trainer Notes:


- The SAS is a staff perception of school-wide discipline systems. It assesses school-wide, classroom, non-classroom, and individual student systems and identifies the staff priorities for action planning (what areas do staff feel are not fully in place – prioritized). This is an annual assessment. It is recommended that it is completed by at least 80% of staff.








## Team Implementation Checklist (TIC)

- Team completes
- Tier I implementation
- Done every three or four months





### Slide #18

## [ Team Implementation Checklist (TIC) ]

#### Trainer Notes:

- The TIC is a team progress monitoring tool that the team completes collectively, allowing them to identify what is or isn't in place in Tier I implementation. It is conducted every three or four months while first implementing Tier I; other assessments can be used on an annual basis after this.

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## Benchmarks Of Quality (BoQ)

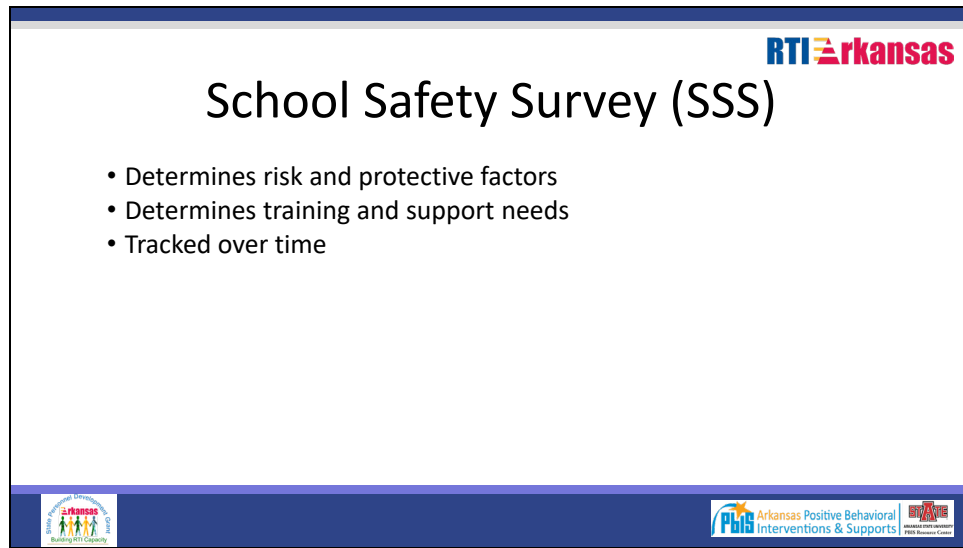
- Team members & coach give input
- Identifies Tier I strengths & needs
- Completed once per year

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**Slide #19**  
**[ Benchmarks Of Quality (BoQ) ]**

**Trainer Notes:**

- The BoQ assesses Tier I implementation. Team members and the coach give input to identify strengths and areas of need. It is completed once per year (typically in the spring).

The slide features a blue header with the RTI Arkansas logo in the top right corner. The title "School Safety Survey (SSS)" is centered in a large, black, sans-serif font. Below the title, there is a bulleted list of three points: "Determines risk and protective factors", "Determines training and support needs", and "Tracked over time". The footer consists of a dark blue bar containing three logos on the left: the Arkansas Department of Education logo, the Arkansas Department of Health logo, and the Arkansas Department of Social Services logo. On the right side of the footer bar, there are two logos: the "Arkansas Positive Behavioral Interventions & Supports" logo and the "Arkansas Department of Education" logo.

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## School Safety Survey (SSS)

- Determines risk and protective factors
- Determines training and support needs
- Tracked over time

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**Slide #20**  
**[ School Safety Survey (SSS) ]**

**Trainer Notes:**

- The SSS determines risk and protective factors for the school and what training and support may be needed in the areas of safety and security to make staff and students feel safe at school. It is tracked over time to see changes.

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## Other Assessments

- Surveys to determine direction and actions needed (e.g., climate surveys & parent engagement surveys)
- Surveys to determine how well students, parents, and the community understand PBIS

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**Slide #21**  
**[ Other Assessments ]**

**Trainer Notes:**

- Results from the surveys on the previous slides can help direct the team to other surveys that support the development of action steps. For example, if question 13 on the SAS (school has formal strategies for informing families about expected student behaviors at school) was identified as “not in place” and “high priority”, you may consider conducting a parent survey to get their perspective and then develop an action plan for this item.

**Example**

**2. Students at Page Street Elementary School treat each other:**

	Most of the time	Sometimes	Not at all
Politely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a friendly way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a helpful way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With kindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Do you understand school rules?**

☐ Yes

☐ No

**4. I know what behaviors are expected from me in the identified areas.**

	I know the expectations	I sometimes know the expectations	I do NOT know the expectations
In the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the hallway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In "special" classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Slide #22

### [ Example ]

#### Trainer Notes:

- This is an example of part of a survey for students to understand how they perceive the climate and how much they know about the rules and expectations in their school.

## **Training Section Three**

### **Evaluation Planning and Sharing**

**Slides 23 - 24**

#### **Goals**

Participants will understand

- How to plan evaluation throughout the year
- The importance of sharing evaluation information

## Plan For Evaluation (Example)

Measure/Tool	Year One			Year Two			Year Three		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
TFI	Sept		April/May			April/May			April/May
SAS	Oct			Oct			Oct		
TIC		Jan							
Parent Survey	Aug			Aug			Aug		
Climate Survey for students	Sept		April			April			April
Teacher survey		Feb			Feb			Feb	
SSS					Dec				

### Slide #23

### [ Plan For Evaluation (Example) ]


#### Trainer Notes:




- Some districts may have a schedule for some of the evaluations, especially the TFI, but building teams should have a schedule in place at the beginning of the year. Decide what tools you want to use and when you will administer them. Typically, you should assess staff using the SAS once a year and complete the TFI once a year after the first year of implementation. Other assessments or surveys can be added as needed. The example above shows plans to collect some baseline data and then compare data year to year. This can always be amended, but it's good to have a plan in place.

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## Share Your Results

- Share with staff & district coach
- Annual update to school board
- Newsletters
- Info on website
- Local media



### Slide #24 [ Share Your Results ]

#### Trainer Notes:

- Show staff the progress on action plans to let them see that their efforts are paying off. The school board is also more likely to be supportive and positive about PBIS when they see what you have accomplished over the year. This is where the district coach can play a role; they can present a snapshot of the district to show where you are making improvements and where you want to keep improving. The school board will see that you are dedicated to improvement and will likely continue to make sure you have the resources and money that you need. Having informed parents is a great thing! If they are on board with PBIS they will be more likely to encourage their kids and remind their kids of the expectations. Media are often looking for stories that highlight local schools, so reach out to them! Report to the community what you've accomplished and what you have planned.



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# Let's Practice!

**Tiered Fidelity Inventory (TFI)**

- Section 1.14 Fidelity Data
- Section 1.15 Annual Evaluation

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## Slide #25

### [ Let's Practice! ]

#### Trainer Notes:

- The items of the TFI that assess how well a team is doing in the area of evaluation are 1.14 (Fidelity Data) and 1.15 (Annual Evaluation). The following slides can guide the team in their implementation of the evaluation portion of PBIS.

## 1.14 Fidelity Data

Subscale: Evaluation

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>1.14 Fidelity Data:</b> Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.  <b>Main Idea:</b> Measuring fidelity is essential for maintaining high-criterion use of PBIS. Any Tier I fidelity measure is acceptable. Completing this inventory meets the criterion for a “2” score.	<ul style="list-style-type: none"><li>• School policy</li><li>• Staff handbook</li><li>• School newsletters</li><li>• School website</li></ul>	0 = No Tier I SWPBIS fidelity data collected.  1 = Tier I fidelity collected informally and/or less often than annually.  2 = Tier I fidelity data collected and used for decision making annually.



### Slide #26

### [ 1.14 Fidelity Data ]

<div> <div>RTI <b>Arkansas</b></div> <div>Subscale: Evaluation</div> </div>		
1.15 Annual Evaluation		
Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>1.15 Annual Evaluation:</b> Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	<ul style="list-style-type: none"> <li>Staff, student, and family surveys</li> <li>Tier I handbook</li> <li>Fidelity tools</li> <li>School policy</li> <li>Student outcomes</li> <li>District reports</li> <li>School newsletters</li> </ul>	0 = No evaluation takes place, or evaluation occurs without data.  1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders.  2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation.
<div> <div> <b>Main Idea:</b> Implementation of the core components of PBIS is more likely if the Tier I team both self-assesses implementation status at least annually AND reports their status to relevant stakeholders (i.e., school community, school board, etc.)           </div> </div>		

## Slide #27

### [ 1.15 Annual Evaluation ]

## Summary

- Conduct regular assessments and surveys.
  - Monitor fidelity of implementation.
  - Assess satisfaction and buy-in.
- Do evaluations regularly (at least annually).
  - See the big picture.
  - Report to stakeholders.



## Slide #28 [ Summary ]

## Resources

- PBIS Apps - Assessment Overview  
<https://www.pbisapps.org/products/pbis-assessment>
- PBIS Evaluation Blueprint  
<https://www.pbis.org/resource/pbis-evaluation-blueprint>



**Slide #29**  
**[ Resources ]**

**Discussion Questions:**

1. How will you ensure that staff are engaged in, and understand, the importance of the evaluation process?
2. How will you use evaluation data to address sustainability of PBIS at your school?
3. Do you have long-term plans for evaluation? What goals will you set (these will determine the types of evaluation you will do)?
4. Does your team have a master plan for the year that includes...
  - a. Plans and dates for evaluation?
  - b. Plans for communicating assessment info and data to staff?

**Resources:**

- Missouri PBIS Website – Ongoing Monitoring:  
[http://pbismissouri.org/wp-content/uploads/2018/08/Tier-1-2018\\_Ch.-7.pdf?x30198](http://pbismissouri.org/wp-content/uploads/2018/08/Tier-1-2018_Ch.-7.pdf?x30198)
- Arkansas PBIS Resource Center – Assessments:  
<https://pbis.astate.edu/resources/pbis-assessments/>
- PBIS Apps – Assessments:  
<https://www.pbisapps.org/products/pbis-assessment>

**Next Module:**

The suggested next module is Module 15: Tiered Fidelity Inventory (TFI). This module will guide school and district implementers in using the TFI.