

<b>TFI Team Items</b>
<b>1.1 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, programs, and for high schools, (e) student representation.
<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>1. Are all necessary roles/functions represented on the team?               <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinator</li> <li><input type="checkbox"/> Behavioral expertise</li> <li><input type="checkbox"/> Administrative authority</li> <li><input type="checkbox"/> Coaching expertise</li> <li><input type="checkbox"/> Knowledge about academic/behavior outcomes</li> <li><input type="checkbox"/> Knowledge of social emotional developmentally appropriate behaviors</li> <li><input type="checkbox"/> Knowledge about school operations</li> <li><input type="checkbox"/> Family/Student perspective included</li> </ul> </li> <li>2. Does the team have administrative support and represents school community?</li> <li>3. Back-up members are identified for all team functions (coach, data-analyst, recorder, data-entry, etc.)</li> <li>4. Is the team starting to form sub-committees to assist with Tier 1 implementation and to build capacity towards sustainability?</li> </ol>
<b>1.2 Team Operating Procedures:</b> Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>1. What meeting procedures are currently in place at the Tier I level?               <ul style="list-style-type: none"> <li><input type="checkbox"/> Regular, monthly meetings</li> <li><input type="checkbox"/> Consistently followed meeting format</li> <li><input type="checkbox"/> Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)</li> <li><input type="checkbox"/> Participant roles are clearly defined</li> <li><input type="checkbox"/> Action plan current to the school year</li> </ul> </li> <li>2. Has the team established a clear mission/purpose and current action plan?</li> <li>3. Does the team run efficient and effective regular meetings (at least monthly) with agenda and meeting minutes?</li> <li>4. Has the school administrator participated in 90% of meetings, protected meeting time, and disseminated information during grade level/department meetings, faculty meetings, and parent/family meetings?</li> <li>5. Has the team completed <i>Working Smarter</i> activity?</li> <li>6. Has the team completed a quick "Audit" or Resource Map of current practices, programs, or initiatives?</li> </ol>

<b>TFI Implementation Items</b>
<p><b>1.3 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.</p>
<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>1. Has the team identified five or fewer behavioral expectations?</li> <li>2. Have rules been developed by location / setting and agreed upon?</li> <li>3. Are they posted publically throughout the school?               <ol style="list-style-type: none"> <li>a. For Elementary Schools:                   <ol style="list-style-type: none"> <li>i. Are the posters posted at eye-level?</li> <li>ii. Do the posters have visual icons for PreK-3<sup>rd</sup> grade?</li> </ol> </li> </ol> </li> <li>4. Have staff been involved in the development of expectations and rules?</li> <li>5. Do the expectations apply to both students and staff?</li> <li>6. Have the expectations been defined and are developmentally appropriate, so that students, staff, and parents understand?</li> <li>7. For early learners, have pictures been used to express the expectations and rules?</li> </ol>
<p><b>1.4 Teaching Expectations:</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</p>
<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>1. What is the system for teaching behavioral expectations to all students?</li> <li>2. Does the behavioral curriculum include teaching expectations and rules?</li> <li>3. Do lessons include examples and non-examples (student/staff practice examples only)?</li> <li>4. Do lessons use a variety of teaching strategies?</li> <li>5. Are lessons embedded into subject area curriculum?</li> <li>6. Are lessons taught and re-taught throughout the school year?</li> <li>7. Are staff and students involved in the development &amp; delivery of behavioral curriculum?</li> <li>8. Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?</li> <li>9. Are strategies to share key features of PBIS with families/community developed and implemented?</li> <li>10. Have identified dates on the school's professional development calendar been identified for when the expectations will be formally taught to all students?</li> </ol>

<b>TFI Implementation Items</b>
<p><b>1.5 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.</p>
<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>1. What is the process for identifying problem behavior?               <ol style="list-style-type: none"> <li>a. Are problem behavior definitions written down and documented?</li> <li>b. Do the definitions clearly differentiate between staff-managed and office-managed problem behaviors?</li> <li>c. Are all staff and faculty members trained on the definitions?</li> <li>d. Are the definitions shared with families and students?</li> </ol> </li> <li>2. Engage staff in facilitated process to define behaviors and differentiate between office-managed and classroom-managed behavioral examples</li> <li>3. Create a narrative and/or flowchart to establish discipline procedures               <ol style="list-style-type: none"> <li>a. Ensure the narrative and/or flowchart reflects a developmentally appropriate process for early learners (i.e. sending students to office v. administrator coming to the classroom)</li> </ol> </li> <li>4. Develop data collection forms for office-managed and classroom-managed behavioral examples and plan for training staff</li> <li>5. Ensure data form fields exist for meaningful decision-making</li> <li>6. Define a continuum of appropriate instructional responses to office-managed and classroom-managed behavioral examples</li> </ol>
<p><b>1.6 Discipline Policies:</b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p>
<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>1. Do the discipline policies emphasize proactive, preventative disciplinary measures?               <ol style="list-style-type: none"> <li>a. Are disciplinary practices proactive and preventative?</li> <li>b. Do they help keep children in school and the classroom or is there a reliance on exclusionary practices?</li> <li>c. Is there clear documentation of discipline policies?</li> <li>d. Do administrators report consistent use of proactive, preventative approaches?</li> <li>e. Are the approaches to student behavior implemented consistently? How do you know?</li> </ol> </li> </ol>

## Tiered Fidelity Inventory

### Guiding Questions

**1.7 Professional Development:** A written process is used for orienting all faculty/staff on 4 of the core Tier I PBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

#### Guiding Questions

1. Does the curriculum teach the components of the discipline system to all staff and is used by all staff?
2. How will the staff be taught on how to teach expectations/rules/acknowledgments?
3. A plan for teaching students expectations/rules/acknowledgments is developed, scheduled, and delivered.
4. Are booster sessions for students and staff planned, scheduled, and delivered (holidays, January, before testing, etc.)?
5. Is a schedule planned for acknowledgments for the year ?
6. Are plans developed and implemented for orienting incoming staff, substitute teachers and students?
7. Are plans developed and implemented for involving families/communities?
8. Have staff been taught and equipped with various developmentally appropriate teacher managed strategies to use in the classroom?

#### TFI Implementation Items

**1.8 Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

#### Guiding Questions

1. Have classroom rules defined for each of the school-wide expectations posted in classrooms?
  - a. For Elementary Schools:
    - i. Are the rules posted at eye-level?
    - ii. Do the rules have visual icons for Pre-K-3<sup>rd</sup> grade?
2. Have classroom routines and procedures explicitly identified for activities where problems often occur?
3. Are expected classroom behaviors and routines taught?
4. Do procedures exist for tracking classroom behavior problems?
5. Do classrooms have a range of developmentally appropriate consequences/interventions for problem behavior that are documented and consistently delivered?
6. Do classroom teachers use immediate and specific praise?
7. Do acknowledgements of students demonstrating adherence to classroom rules occur more frequently than acknowledgement of inappropriate behavior?
8. Has the PBIS team or administration determined a method for monitoring progress in the classrooms?
9. Has a system been develop for staff to access support in the classroom?

**1.9 Feedback and Acknowledgement:** 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.

**Guiding Questions**

1. Is there a system of acknowledgements with elements that are implemented consistently across campus?
  - a. For elementary schools, do Pre-K and K students only receive group contingency acknowledgements and/or individual verbal praise?
2. Are there a variety of methods used to reward students?
3. Are acknowledgements linked to expectations and rules?
4. Are acknowledgements varied to maintain student interest?
5. Are ratios of acknowledgement to corrections are high?
6. Are students involved in identifying/developing incentives?
7. Does the system include incentives for staff/faculty?

**1.10 Faculty Involvement:** Faculty are shown school- wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

**Guiding Questions**

1. Is behavioral data shared with faculty regularly?
2. Are faculty involved in establishing and reviewing goals?
3. Does data inform decisions (e.g., staff surveys, fidelity assessments, climate surveys, etc.)
4. Is faculty feedback obtained throughout the year? How?
  - a. Are changes made based on faculty feedback?
  - b. What is the feedback loop to grade level, department, and other teams in the schools about PBIS implementation?

**1.11 Student, Family, Community Involvement:** Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

**Guiding Questions**

1. Are plans for involving families/communities developed and implemented?
2. Are surveys developed with dates to administer to staff, students, and families?
3. Is feedback obtained from school community (e.g., staff, students, families) to ensure cultural relevancy?
4. Are strategies to share key features with families/community developed and implemented?
5. Has a student PBIS team been established to help with implementation?

## Tiered Fidelity Inventory

### Guiding Questions

**1.12 Discipline Data:** Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.

#### Guiding Questions

1. Are data systems used to collect and analyze Office Discipline Referral (ODR) data?
2. Are additional data collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team?

**1.13 Data-based Decision Making:** Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.

#### Guiding Questions

1. Is data analyzed at least monthly?
2. Is data shared with team and faculty monthly (minimum)?
3. Does the team disaggregate data to inform and monitor equitable practices?

**1.14 Fidelity Data:** Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.

#### Guiding Questions

1. Are students and staff surveyed?
2. Can students and staff identify expectations and rules?
3. Do staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately?
4. Do staff use acknowledgment system appropriately?
5. Are outcomes (behavior problems, attendance, morale) documented and used to evaluate plan?
6. Are staff, student and family surveys developed, used and interpreted with timelines?
7. Are intended student outcomes identified and monitored?

**1.15 Annual Evaluation:** 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.

#### Guiding Questions

1. Are fidelity tools identified, administered and used to inform action planning?