Georgia Positive Behavioral Interventions and Supports (PBIS)
FY19 Tiered Fidelity Inventory (TFI) Team Member Scoring Form

RECOMMENDATION #1: USE THIS FORM TO COACH TEAMS THROUGH THE TFI. ***Approximate 1 ½ hour session***

STEP 0:

- Create TFI Rating Cards that can be used each time the team takes the TFI or the team may hold their fingers up when voting.
- Provide each team member a copy of this **Team Member Scoring Form** during the meeting prior to the scheduled TFI meeting. Explain that it is each team member's responsibility to ask clarifying questions during the time leading up to the TFI meeting. Each member will need to bring their completed form and be ready to move through the voting process quickly with limited questions or discussion. If the team will be completing Tiers II or III along with Tier I during the scoring meeting, be sure staff who coordinate and monitor those advanced tiers of support are given scoring forms, instructed on how to complete and invited to the TFI meeting.

STEP 1

- Show the Conducting the TFI Video ***ask them to take notes on things they notice about how the team operates, and makes decisions. Let them know they will be conducting a real TFI meeting following the video in the very same format.***
- Process the video. Have them share the notes they took on what they saw in the video.
    - Questions to consider if they didn't bring some important points up:
        1. What did they make sure they had at the meeting?
        2. How did they share the work?
        3. Did they have a parent or student?
        4. Did they have someone facilitate/lead?
        5. Who kept the team on track and how did she keep them on track?
        6. How did they work to come to consensus?
        7. They had a split vote when the family member hadn't seen the behavior expectations. How did they handle that split vote?
        8. Who helped them when they didn't understand the last TFI question about the annual evaluation? (external coach like your DC or SCS)
        9. Who was confused or uncertain about the classroom procedures (the only classroom question on the TFI)? How did the principal clear that confusion up?
        10. When the principal tried to start creating a committee to work on the annual report what happened? What is the significance of the team leader stopping the principal? Why does she feel comfortable doing that?

STEP 2

- Pull www.PBISapps.org up on the board so scores are entered as they vote.
- Prompt the team lead to get them started by explaining the process and leading the first vote (model "#1.1 Team Composition, ready?, 1, 2, 3 vote") Remind of the need to keep moving and the lead's responsibility to stop the team and take down notes regarding what they need to cover at another time so they can continue the voting process.

STEP 3

- Pull the **scale** report up on the screen, then the items report so you can scroll through the scores pointing out how sometimes it's best to start working on moving 1s to 2s "low hanging fruit" and maybe selecting completion dates in the future for some of the more difficult items.
- Decide on a date/time/location for the action planning meeting
- Collect the scoring sheets to help inform action planning by taking note of "unmarked" boxes.
- Decide who will send out the items report to team members so they have plenty of time before the action planning meeting to review the answers and choose their top 3 they would like to discuss.
- Ask, was this a good use of our time? Did we start on time? Did we end on time? Yes, So-So, or No?

RECOMMENDATION #2: USE THIS PROCESS AS A BOOSTER TRAINING FOR TEAMS BY COACHING THEM THROUGH THE New Teaming Packet under "New for FY19" PRIOR TO STEP 1 ABOVE. ***Approximate 3 hour session***

TIP FROM www.PBISapps.org: "This meeting should be a conversation guided by a series of questions aimed at finding consensus."

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School Name:	Date:

Subscale	Tier I	0 - Not in Place 1 - Partially in Place 2 - Fully in Place
Teams	**1.1 Team Composition**: ❑ Coordinator ❑ Behavioral expertise ❑ Administrative authority ❑ Coaching expertise ❑ Knowledge about academic/behavior outcomes ❑ Knowledge about school operations ❑ Family perspective included (Student perspective included in high schools)	0 1 2
	1.2 Team Operating Procedures: ❑ Regular, monthly meetings ❑ Consistently followed meeting format ❑ Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) ❑ Participant roles are clearly defined ❑ Action plan current to the school year	0 1 2
Implementation	**1.3 Behavioral Expectations:** ❑ Has the team identified five or fewer behavioral expectations? ❑ Do they include examples by location / setting? ❑ Are they posted publicly throughout the school?	0 1 2
	1.4 Teaching Expectations: ❑ Are regularly scheduled times identified for teaching all expectations at least once per school year? ❑ Is there a documented teaching schedule? ❑ Are behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?	0 1 2
	1.5 Problem Behavior Definitions: ❑ Are problem behavior definitions written down and documented? ❑ Do the definitions clearly differentiate between staff-managed and office-managed problem behaviors? ❑ Are all staff and faculty members trained on the definitions? ❑ Are the definitions shared with families and students?	0 1 2

Implementation		0 1 2
	1.6 Discipline Policies: ❑ Are disciplinary practices proactive and preventative? • Do they help keep children in school and the classroom or is there a reliance on exclusionary practices? ❑ Is there clear documentation of discipline policies? ❑ Do administrators report consistent use of proactive, preventative approaches?	**0 1 2**
	1.7 Professional Development: ❑ Are there scheduled trainings for school team members? ❑ Is there a faculty-wide orientation led by the full Tier I team? ❑ Is there a scheduled annual orientation for new faculty? ❑ Are there documented strategies for orienting substitutes or volunteers? ❑ Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?	**0 1 2**

	1.8 Classroom Procedures:
	❑ Do classroom procedures match proactive school-wide disciplinary practices?
	❑ Are all core features of Tier I supports visible in classrooms? (formal/informal walkthrough data)
	    • Positively stated expectations and consistent routines
	    • System for acknowledging appropriate behavior
	    • In-class system for responding to inappropriate behavior
		0 1 2

	1.9 Feedback and Acknowledgment: ❑ Are students and staff interviewed at least once a year (i.e., walkthrough) to see if they are receiving and distributing acknowledgements? ❑ Are those acknowledgements linked to school-wide expectations? ❑ Are they distributed across school settings? ❑ Do at least 50% of students interviewed report receiving them?	**0 1 2**
	1.10 Faculty Involvement: ❑ Is there documentation of <u>a process</u> for receiving feedback on Tier I supports? ❑ Does that documentation include input from faculty (i.e., SAS)? ❑ Is the feedback utilized to improve systems/practices? If so, do the faculty know? ❑ Was the most recent feedback within the past 12 months? ❑ How often is school-wide data shared with faculty?	**0 1 2**
	1.11 Student/Family/Community Involvement: ❑ Is there documentation of a process for receiving feedback on Tier I supports? ❑ Does that documentation include input from students, families and the community? ❑ Is the feedback utilized to improve systems/practices? If so, do the students, families and community know? ❑ Was the most recent feedback within the past 12 months?	**0 1 2**

Evaluation	**1.12 Discipline Data**: ❑ Is there a centralized data system to collect and organize behavior incident data? ❑ Does the Tier I team have instantaneous access to graphed reports summarizing discipline data? ❑ Are those data organized to review: frequency of problem behavior by behavior, location, time of day and student? ❑ Can the team drill down on data to create precision statements? (who, what, when, where, why)	**0**	**1**	**2**
	1.13 Data-based Decision Making: ❑ Does the team have access to discipline data for the entire student body (school-wide)? ❑ Does the team have access to academic data for the entire student body? ❑ Are those data clearly and logically linked to the annual action plan for Tier I? ❑ Are those data reviewed at least monthly?	**0**	**1**	**2**
	1.14 Fidelity Data (TFI/SAS/Walkthrough) ❑ Is the team assessing fidelity of implementation at Tier I? ❑ Is there regular assessment of fidelity? ❑ Are the fidelity data used for decision making and action planning at Tier I?	**0**	**1**	**2**
	1.15 Annual Evaluation: ❑ Is there an evaluation conducted for Tier I systems? ❑ Does this happen annually? ❑ Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)? ❑ Are the outcomes clearly linked to a Tier I action plan?	**0**	**1**	**2**

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School Name:	Date:

Subscale	Tier II	0 - Not in Place 1 - Partially in Place 2 - Fully in Place
Teams	**2.1 Team Composition**: ❑ Coordinator ❑ Applied behavioral expertise ❑ Administrative authority ❑ Knowledge about students ❑ Knowledge about school operations	0 1 2
	2.2 Team Operating Procedures: ❑ Regular, monthly meetings ❑ Consistently followed meeting format ❑ Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) ❑ Participant roles are clearly defined ❑ Action plan current to the school year	0 1 2
	2.3 Screening: ❑ Written policy or rubric for identifying students in need of assistance ❑ Multiple data sources for identifying students ❑ Process for notifying and including families	0 1 2

	2.4 Request for Assistance:
	❑ Formal and written process for requesting behavior assistance in place for all staff, families, and students
	    • Highly predictable
	    • Low-effort
	❑ Written request for assistance form
	❑ Tier II team responds to requests within 3 days
		0 1 2

Interventions	**2.5 Options for Tier II Interventions**: ❑ Are there multiple Tier II interventions readily available? ❑ Do they have an evidence base of effectiveness with students?	0 1 2
	2.6 Tier II Critical Features: ❑ Do all Tier II interventions include additional instruction/time for student skill development? ❑ Do all Tier II interventions include additional structure/predictability? ❑ Do all Tier II interventions include increased opportunities for feedback?	0 1 2

	2.7 Practices Matched to Student Need: ❑ Is there a formalized process to select Tier II supports? ❑ Does the process consider student need and contextual fit?	**0**	**1**	**2**
	2.8 Access to Tier I Supports: ❑ Are the school's Tier II supports linked/layered/aligned with the school-wide, universal system? ❑ Do students receiving Tier II supports still receive full access to Tier I systems?	**0**	**1**	**2**
	2.9 Professional Development: ❑ Are there scheduled trainings for school team members? ❑ Is there a faculty-wide orientation led by the Tier II Team? ❑ Is there a scheduled annual orientation for new faculty? ❑ Are there documented strategies for orienting substitutes or volunteers? ❑ Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?	**0**	**1**	**2**
Evaluation	**2.10 Level of Use**: ❑ Is at least 5% of the total population receiving Tier II supports? ❑ Does the school have the capacity to sustain effective supports for this proportion of students?	**0**	**1**	**2**
	2.11 Student Performance Data: ❑ Is there a system to collect and organize intervention outcome data? ❑ Does the Tier II team have access to reports summarizing intervention outcome data? ❑ Does the Tier II team have a system with data decision rules to identify how Tier II supports should be altered?	**0**	**1**	**2**
	2.12 Fidelity Data: ❑ Is the team assessing fidelity of implementation at Tier II? ❑ Is there regular assessment of fidelity? ❑ Are the fidelity data used for decision making and action planning at Tier II?	**0**	**1**	**2**
	2.13 Annual Evaluation: ❑ Is there an evaluation conducted for Tier II systems? ❑ Does this happen annually? ❑ Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)? ❑ Are the outcomes clearly linked to a Tier II action plan?	**0**	**1**	**2**

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School Name:	Date:

Subscale	Tier III	0 - Not in Place 1 - Partially in Place 2 - Fully in Place
Teams	**3.1 Team Composition**: ❑ Coordinator ❑ Applied behavioral expertise ❑ Administrative authority ❑ Intensive support expertise ❑ Knowledge about students ❑ Knowledge about school operations	0 1 2
	3.2 Team Operating Procedures: ❑ Regular, monthly meetings ❑ Consistently followed meeting format ❑ Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) ❑ Participant roles are clearly defined ❑ Action plan current to the school year	0 1 2
	3.3 Screening: ❑ Written policy or rubric for identifying students in need of assistance ❑ Multiple data sources for identifying students ❑ Process for including family perspectives in the identification process	0 1 2
	3.4 Student Support Team: ❑ Does each student receiving Tier III supports have a unique support team? ❑ Is membership of the team representative of all relevant stakeholders (i.e., case manager, teacher, family, etc.)?	0 1 2
Resources	**3.5 Staffing**: ❑ Are there designated personnel with the responsibility of coordinating student-specific, Tier III teams? ❑ Are there personnel assigned to facilitate implementation of Tier III supports for students?	0 1 2
	3.6 Student/Family/Community Involvement: ❑ Is there a person responsible for connecting with external agencies? ❑ Does the school have a process for accessing external resources?	0 1 2
	3.7 Professional Development: ❑ Are there scheduled trainings for Tier III team members? ❑ Is there a process to train/coach Tier III staff on basic behavioral theory? ❑ Is there a process to train/coach Tier III staff on function of behavior? ❑ Is there a process to train/coach Tier III staff on function-based interventions?	0 1 2

Adapted from: *Tiered Fidelity Inventory Action Plan*

Support Plans	**3.8 Quality of Life Indicators**: ❑ Do Tier III support plans include student strengths and skills? ❑ Do Tier III support plans include quality of life needs defined by the student/family?	**0**	**1**	**2**
	3.9 Academic, Social, and Physical Indicators: ❑ Do Tier III support plans include medical information, as appropriate? ❑ Do Tier III support plans include mental health information, as appropriate? ❑ Do Tier III support plans include complete academic data, as appropriate?	**0**	**1**	**2**

	3.10 Hypothesis Statement:
	❑ Do Tier III support plans include a hypothesis statement?
	❑ If yes, does the hypothesis statement include:
	   • An operational description of the problem behavior?
	   • Identification of the context where the problem is most likely?
	   • Identification of maintaining reinforcers?
		0	**1**	**2**

	3.11 Comprehensive Support:
	❑ Do Tier III support plans include:
	   • Prevention strategies?
	   • Teaching strategies?
	   • Strategies for removing rewards for problem behavior?
	   • Specific rewards for desired behavior?
	   • Safety elements where needed?
	   • A systematic process for assessing fidelity and impact?
	   • An action plan?
		0	**1**	**2**

	3.12 Formal and Natural Supports: ❑ Are individuals familiar with the strengths and needs of the student included in the support plan? ❑ Are quality of life needs represented with specific actions in the support plan? ❑ Are natural supports (i.e., peer, relative, neighbor, etc.) included in the plan as appropriate?	**0**	**1**	**2**
	3.13 Access to Tier I and Tier II Supports: ❑ Are Tier III support plans linked/layered/aligned with the school-wide, universal system? ❑ Do students receiving Tier III supports still receive full access to Tier I and Tier II systems?	**0**	**1**	**2**
Evaluation	**3.14 Data System**: ❑ Is there a system to collect and organize intervention outcome data? ❑ Does the Tier III team have access to reports summarizing intervention outcome data? ❑ Is the team assessing fidelity of implementation at Tier III? ❑ Is there regular assessment of fidelity? ❑ Are the fidelity data used for decision making and action planning at Tier III?	**0**	**1**	**2**

3.15 Data-based Decision Making: ❑ Do Tier III support teams have access to reports summarizing intervention outcome/fidelity data? ❑ How do Tier III support teams use data to identify how Tier II supports should be altered?	**0 1 2**	
3.16 Level of Use: ❑ Are between 1% and 5% of the total population receiving Tier III supports? ❑ Does the school have the capacity to sustain effective supports for this proportion of students?	**0 1 2**	
3.17 Annual Evaluation: ❑ Is there an evaluation conducted for Tier III systems? ❑ Does this happen annually? ❑ Are the outcomes shared with relevant stakeholders (faculty, students, family, etc.)? ❑ Are the outcomes clearly linked to a Tier III action plan?	**0 1 2**	