Instructions for Completing a TFI Universal Walkthrough for Elementary Schools

Purpose

The Tiered Fidelity Inventory (TFI) Universal Walkthrough form for Pre-K through Grade 5 elementary schools is used to evaluate Tier 1 PBIS implementation. The tool provides the observer with a quick glance to see if Tier 1 or School-wide PBIS (SWPBIS) is evident in the school. The form is designed to allow for feedback to the school's PBIS team and/or administration in ways to improve Tier I implementation. It is recommended that an external observer complete this form. A school-level PBIS team member or an external observer can use this form for progress monitoring and coaching. The expected time to complete the TFI Walkthrough is approximately 60-90 minutes.

Materials

SWPBIS TFI Walkthrough Tool Staff and Student *Interview questions: (15-20 min)

*__*Staff Interview Questions__*: (*Interview a minimum of 5 or 10% of staff.*)

1. What are the _____ (school expectations, high 5's, 3 bee's)? (If applicable)
(Define what the acronym means)

2. Have taught the school rules/behavior expectations this year?

3. Have you given out any _____ since _____?
(Acknowledgements for appropriate behavior)   (2 months ago)

*__*Student interview Questions__*: (*Interview a minimum of 10 students.*)

1.   What are the _____ (school rules, high 5's, 3 bee's)?
(Ask for the name of the school rules, and what they look like in that setting where student is <u>or</u> pick a setting)

2. Have you received any_____ since _____?
(Acknowledgments for appropriate behavior)   (2 months ago)

General Information

Please note the name of your progress monitoring data system (SWIS, Eschool, Infinite Campus. PowerSchool, etc.), the name of your School-wide expectations (if applicable – note that you do not have to have an acronym or name for your expectations), and the name of your acknowledgement system.

I. School-Wide Expectations - Visibility

Expectations and rules can be posted together as a matrix or separately as long as there is always an expectation clearly linked to a rule. It is also acceptable to see expectations posted around the school in various areas without the rules for extra publicity. Visuals are not required for expectations, but should be present for rules. In particular expectations and rules, should be posted at student eye level.

II. Staff Awareness (5-10 min)

Interview a minimum of 5 or 10% of staff. The following provide more details regarding the staff questions and additional follow-up questions that may be used to probe for more understanding:

1.   What are the school expectations? On average, how many times do you refer to them a day?

2.   Have you taught the School-wide expectations to students this year? When was the last time you taught the School-wide expectations? What was your lesson about? How often do you teach the School-wide expectations?

3.   Do you have a school-wide team to address behavior/discipline across campus? Who is the PBIS Internal Coach? What does the team do?

4.   Have you seen discipline data this year? When was the last time you saw it and how was it shared?

5.   Have you given out any (*Acknowledgments for appropriate behavior*) since (*Last week – or determine most appropriate timeframe*)? What was the acknowledgement you gave? Why did you give it? How did you deliver the acknowledgement (i.e. what words did you use to acknowledge the student?) How often do you give acknowledgements to students? (Note: Remember Pre-K and K students should only receive group contingencies).

III. <u>Student Awareness (5-10 min)</u>

Interview a minimum of 10 students. The following provide more details regarding the student questions and additional follow-up questions that may be used to probe for more understanding:

> What are the school expectations? Ask students to tell you what an expectation looks like (i.e. What does being responsible mean?) If they struggle, ask what it looks like in a particular area (i.e. What does being responsible look like in the hallway? Can you name a hallway rule?)

> Have you *(or your class for Pre-K and K students)* received a (PBIS Incentive/Acknowledgement/) recently? When did you get it? What was it for? (Note: Remember Pre-K and K students should only receive group contingencies.)

IV. <u>Positive Feedback</u>

While conducting the walkthrough, take note of the general language you hear teachers and administrators using throughout the school. Did you hear teachers referring to expectations and rules in a positive manner? Did you hear teachers using specific verbal praise with students? Record any notes as necessary.

V. <u>Behavior Lesson Plan</u>

Ask one of the teachers interviewed to see one of their PBIS lesson plans that teaches an expectation and/or rules from their School-wide matrix. Follow-up with questions as necessary regarding the lesson.

VI. <u>PBIS Product Book-Review TFI Artifacts (30-60 mins)</u>

1. Team Operating Procedures and Composition: 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. Tier I team includes a school administrator, a family member (optional), 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. *Review the Action Plan the day of the walkthrough or at an earlier time.

2. Problem Behaviors: School has clear definitions for behaviors that interfere with academic and social success and clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff -managed problems. School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school-wide rules matrix) in place. Expected behaviors are taught directly to all staff and students. Look for age and developmentally appropriate expectations on rules matrices and behavior flow charts (e.g., use of pictures and height placement of expectations/rules matrices are appropriate for early learners).

3. Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Evidence of Tier I team review and use of discipline data and other relevant data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.

4. 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.

5. Annual Evaluation: (a) Tier I team documents and shares with stakeholders SWPBIS fidelity and effectiveness of Tier I practices, including year- by-year comparisons, (staff, families, community, and district) in a usable format at least annually. Faculty annually provides input on SWPBIS universal foundations (e.g., SET, SAS, Tiered Fidelity Inventory, GA Health Survey, expectations, definitions, consequences, acknowledgements).

6. Family and Community Outreach: There is a clear plan for how families and community stakeholders will be notified of and included in the development/revision of PBIS expectations, as well as their use between home and school.

<u>TFI Walkthrough Summary</u>

Provide strengths and recommendations noticed during the walkthrough that the school can use to inform their TFI action planning. Utilize the additional notes column to capture any qualitative data observed during interviews, etc.

Purpose	This tool is used as part of completing the PBIS TFI's Tier I subscale and gives a quick glance to see if Tier 1 PBIS is evident in the school. It will allow the observer to provide feedback to the PBIS team and administration.

Date: _____ School: _____ District: _____

Name of Observer: _____ Name of Progress Monitoring Data System: _____

Name of School-wide Expectations (applicable if the expectations are an acronym): _____

Name of Acknowledgment System: _____

I. School-wide Expectations: Visibility (list the school-wide expectations)

1.	2.	3.
4.	5.	

A. Expectations and Rules Posted at Students' Eye Level

Expectations	Hallway	Main Office	Classrooms (3)	Cafeteria	Media Center	Gym/ Playground	Restroom	Computer Lab
☑	☐	☐	☐	☐	☐	☐	☐	☐
Rules	Hallway	Main Office	Classrooms (3)	Cafeteria	Media Center	Gym/ Playground	Restroom	Computer Lab
☑	☐	☐	☐	☐	☐	☐	☐	☐

II. Staff Awareness

Staff Questions (Interview 5 or 10% staff members)

	What are the school expectations? Record the # of expectations known.	Have you taught the School-wide expectations to students this year?	Do you have a school-wide team to address behavior/ discipline across campus?	Have you seen the discipline data this year?	Have you given out any _____ (PBIS Incentives) since _____ (Last Week)?
1.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
2.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
3.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
4.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
5.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
6.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
7.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
8.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
9.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
10.	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N	☐Y ☐N
Total					

III. Staff Awareness				

<table>
<tr><th colspan="3">Student Questions
(A minimum of 10 students)</th><th colspan="2">IV. Positive Feedback</th></tr>
<tr>
<td>Grade Level</td>
<td>What are the school-wide expectations? Record the # of expectations known.</td>
<td>Have you (or your class for Pre-K and Kindergarten students) received a _____(PBIS Incentive/Acknowledgement) recently? When was the last time you received one?</td>
<td>Walking through the school did you hear a majority of the teachers you encountered referring to the school-wide expectations and rules?</td>
<td>☐Y   ☐N</td>
</tr>
<tr>
<td>1.</td>
<td>☐1 ☐2 ☐3 ☐4 ☐5</td>
<td>☐Y ☐N</td>
<td>Walking through the school did you hear a majority of teachers you encountered using specific verbal praise?</td>
<td>☐Y   ☐N</td>
</tr>
</table>

IV. Positive Feedback

Question	Y	N
Walking through the school did you hear a majority of the teachers you encountered referring to the school-wide expectations and rules?	☐Y	☐N
Walking through the school did you hear a majority of teachers you encountered using specific verbal praise?	☐Y	☐N

Student Questions (A minimum of 10 students)

Grade Level	What are the school-wide expectations? Record the # of expectations known.	Have you (or your class for Pre-K and Kindergarten students) received a _____(PBIS Incentive/Acknowledgement) recently? When was the last time you received one?
1.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
2.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
3.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
4.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
5.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
6.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
7.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
8.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
9.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
10.	☐1 ☐2 ☐3 ☐4 ☐5	☐Y ☐N
Total		

V. Behavior Lesson Plan

Question	Y	N
Did you see one of the teachers interviewed PBIS lesson plans?	☐Y	☐N

Notes:

VI. PBIS Product Book (TFI Artifacts)

1.1 Team Composition	1.2 Team Operating Procedures	1.3 Behavior Expectations	1.4 Teaching Expectations	1.5 Problem Solving Definitions	1.6 Discipline Policies	1.7 Professional Development	1.8 Classroom Procedures
Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
1.9 Feedback & Acknowledgement	1.10 Faculty Involvement	1.11 Student/ Family/ Community Involvement	1.12 Discipline Data	1.13 Data Based Decision Making	1.14 Fidelity Data	1.15 Annual Evaluation	
Y N	Y N	Y N	Y N	Y N	Y N	Y N	

TFI Feature	PBIS Artifact	Y	N
1.1 Team Composition	• List of Current Team Members with Role Indicated	☐	☐
	• Administrator is and Active Member on the PBIS Team	☐	☐
1.2 Team Operating Procedures	• PBIS Mission Statement	☐	☐
	• Team Norms	☐	☐
	• Current Action Plan with Revision Date	☐	☐
	• PBIS Team Meeting Agendas, Sign-in Sheets and Minutes from August—May (Administrator was present at each meeting?).	☐	☐

TFI Feature	PBIS Artifact	Y	N
1.3 Behavior Expectations	• 3-5 Behavior Positively Stated Expectations	☐	☐
	• Rules/Norms for Specific Locations (pictures attached to rules)	☐	☐
1.4 Teaching Expectations	• Lesson Plans for Teaching School-wide Expectations and Rules	☐	☐
	• Lesson Plans for Teaching Location Specific Expectations and Rules	☐	☐
	• Lesson Plan Teaching Calendar: Specifying When & How Often Teachers will Teach PBIS Expectations/ Rules as well as What they will Teach	☐	☐
1.5 Problem Solving Definitions	• Major (Office-Managed Referrals) and Minor (Classroom-Managed Referrals) Problem Behaviors are Clearly Defined	☐	☐
	• Minor Early Behaviors added are Clearly Defined	☐	☐
	• Current Behavior Flow Chart has Procedures to Address Early Learning Minor Behaviors	☐	☐
1.6 Discipline Policies	• Copy of Minor Office Referral (includes early learning behaviors) and Major Office Referral Form (s)	☐	☐
	• List of Behavior Interventions/Strategies/ Consequences Utilized	☐	☐
1.7 Professional Development	• Staff PBIS Professional Development Calendar (Evidence of Professional Development: Training Agenda, Sign-in Sheets, PowerPoint Slides, etc.).	☐	☐
	• Students PBIS Training Calendar (Evidence of Training: PBIS Assembly, PBIS Kick-Off Celebration, Agenda, Power Point Slides, etc.	☐	☐
1.8 Classroom Procedures	• Classroom Behavior Expectation Matrix (One Primary Grade Matrix and One Intermediate Grade Matrix)	☐	☐
	• Classroom Walkthroughs, Observations or Feedback (Documentation that supports implementation of PBIS classroom system practices)	☐	☐
1.9 Feedback & Acknowledgement	• Description of Student Acknowledgement System Procedures to Recognize School-wide Behavioral Expectations	☐	☐

TFI Feature	PBIS Artifact	Y	N
1.9 Feedback & Acknowledgement	1. How and When Acknowledgements are Given to Pre-K through 5th Grade Students	☐	☐
	2. Differentiate How Pre-K/K Students will be Acknowledged Using Group Contingencies **(No Individual Tangible Rewards: Tokens, Tickets, etc.)**	☐	☐
	3. Set Goals for classes/students to Participate in School-wide Celebration	☐	☐
	• Description of Teacher/Staff Acknowledgement System Procedures	☐	☐
	Goals for teacher/staff of how often and when students should be acknowledged for following SW-PBIS Expectations/Rules	☐	☐
	• Description of Bucks, Tickets, Tokens- (If Physical Acknowledgement is Given)	☐	☐
1.10 Faculty Involvement	• Staff PBIS Communication: Emails, Newsletters, Faculty Memos,.	☐	☐
	• Agendas Notating When PBIS Data is Shared with Staff (at Least Monthly)	☐	☐
	• Feedback from Staff Regarding PBIS System Practices	☐	☐
1.11 Student/Family/ Community Involvement	• Plan for PBIS Family/Community Outreach	☐	☐
	• Communications Shared with Family/Community Members	☐	☐
	• Feedback from Students Regarding PBIS Practices and Acknowledgements (Survey)	☐	☐
1.12 Discipline Data	• Discipline Data Monthly Summary Reports (August - May)	☐	☐
1.13 Data Based Decision Making	• SWIS Drill-Down Worksheets (August –May)	☐	☐
1.14 Fidelity Data	• Item Reports in Color for the SAS	☐	☐
	• Item Reports for each TFI & EC-BoQ Addendum *(Include a Copy of the EC-BoQ Addendum only if the PBIS School Team Attended the GaDOE Early Learning Classroom Training)*	☐	☐
	• School-wide Walkthrough Feedback	☐	☐
1.15 Annual Evaluation	• End-of-the-Year Discipline Data Report	☐	☐
	• GaDOE End-of-the-Year Data Report	☐	☐

VII. TFI Walkthrough Summary

Strengths

Recommendations