

PBIS Tier 1 Product Book

Aligned with Tiered Fidelity Inventory (TFI)

Tab	Label / Description	Possible Artifacts
1.1	<p>Team Composition <i>Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide</i></p> <ul style="list-style-type: none"> (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 (e) for secondary schools, student representation. 	<ul style="list-style-type: none"> ● List of current team members with role indicated
1.2	<p>Team Operating Procedures <i>Tier 1 team meets at least monthly and has</i></p> <ul style="list-style-type: none"> (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. 	<ul style="list-style-type: none"> ● PBIS mission/vision ● Team norms ● Current action plan with revision date ● PBIS team meeting agendas, sign-in sheets, minutes, admin present
1.3	<p>Behavioral Expectations <i>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.</i></p>	<ul style="list-style-type: none"> ● 3 to 5 school-wide expectations ● Rules matrix for common areas
1.4	<p>Teaching Expectations <i>Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</i></p>	<ul style="list-style-type: none"> ● Sample lesson plans for teaching school-wide expectations and rules ● Sample lesson plans for teaching area-specific expectations and rules ● Teaching calendar
1.5	<p>Problem Behavior Definitions <i>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.</i></p>	<ul style="list-style-type: none"> ● Major (office-managed referrals) problem behaviors clearly defined ● Minor (classroom-managed) problem behaviors clearly defined
1.6	<p>Discipline Policies <i>School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</i></p>	<ul style="list-style-type: none"> ● Copy of minor/major referral form(s) ● List of behavior interventions/strategies/consequences utilized
1.7	<p>Professional Development <i>A written process is used for orienting all faculty/staff on four core Tier 1 SWPBIS practices:</i></p> <ul style="list-style-type: none"> (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. 	<ul style="list-style-type: none"> ● Sign-in sheets ● Agendas ● PPT slides ● Handouts showing evidence of PBIS PD
1.8	<p>Classroom Procedures <i>Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</i></p>	<ul style="list-style-type: none"> ● Samples of classroom rules matrices and classroom procedures matrices ● Classroom walkthroughs, observations, feedback, or other documentation supporting PBIS in the classroom
1.9	<p>Feedback and Acknowledgement <i>A formal system (i.e., written set of procedures for specific behavior feedback that is</i></p> <ul style="list-style-type: none"> (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. 	<ul style="list-style-type: none"> ● Description of student acknowledgement system procedures to recognize school-wide behavioral expectations, including how and when these are given

<p>1.10</p>	<p>Faculty Involvement <i>Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</i></p>	<ul style="list-style-type: none"> ● Faculty memos, newsletters, email blast communicating PBIS information to staff ● Agendas documenting when PBIS data are shared with staff ● Feedback from staff regarding PBIS practices and systems
<p>1.11</p>	<p>Student/Family/Community Involvement <i>Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</i></p>	<ul style="list-style-type: none"> ● Plan for PBIS family/community outreach ● Communications shared with family/community members regarding PBIS ● Feedback from students regarding PBIS practice and acknowledgements
<p>1.12</p>	<p>Discipline Data <i>Tier 1 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.</i></p>	<ul style="list-style-type: none"> ● SWIS data reports ● Summary of SWIS data ● School/district portal reports ● Summaries of school/district portal reports
<p>1.13</p>	<p>Data-based Decision Making <i>Tier 1 team reviews and uses discipline data at least monthly for decision-making.</i></p>	<ul style="list-style-type: none"> ● SWIS drill-down worksheets ● Precise problem statements ● Analysis of discipline problems and possible solutions
<p>1.14</p>	<p>Fidelity Data <i>Tier 1 team reviews and uses SWPBIS fidelity (e.g., SAS, TFI) data at least annually.</i></p>	<ul style="list-style-type: none"> ● Item reports in color for SAS ● Item reports for each TFI administration ● School-wide walkthrough feedback
<p>1.15</p>	<p>Annual Evaluation <i>Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</i></p>	<ul style="list-style-type: none"> ● Memo, newsletter, handout, and/or presentation summarizing PBIS fidelity and outcomes for the entire school year ● SWIS year-end review data report ● GaDOE EOY data report