Tiered Fidelity Inventory Quick Check Tip Sheet

This Tiered Fidelity Inventory (TFI) Quick Check Tip Sheet was created to facilitate TFI administration. The first part deals with the TFI feature and the grayed out portion allows you to dig a little deeper and helps answer the question of whether or not the feature is being fully implemented, partially implemented or not implemented at all.

Feature	Possible Data Sources	Scoring Criteria 0 = Not Implemented 1 = Partially Implemented 2 = Fully implemented
1.1 Team Composition: 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. *Main Idea: Teams need people with multiple skills and perspectives to implement PBIS well.*	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.1 Quick Check: Team Composition: Are all necessary roles/functions represented on the team?		
Self-Assessment ❑ Coordinator ❑ Behavioral expertise ❑ Administrative authority ❑ Coaching expertise ❑ Knowledge about academic/behavior outcomes ❑ Knowledge about school operations ❑ Family/Student perspective included		Scoring 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: 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. *Main Idea: Specific features are necessary to ensure meetings are effective for action planning and tracking progress.*	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features

	• Tier I action plan	2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

1.2 Quick Check: Team Operating Procedures: What meeting procedures are currently in place at the Tier I level?

Self-Assessment		Scoring
❑ 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 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

| **1.3 Behavioral Expectations:** 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.

Main Idea: Having school-wide, positive expectations is among the best ways to establish a positive social culture. | • TFI Walkthrough Tool
• Staff handbook
• Student handbook | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number

1 = Behavioral expectations identified but may not include a matrix or be posted

2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations |

1.3 Quick Check: Behavioral Expectations

Self-Assessment		Scoring
❑ Has the team identified five or fewer behavioral expectations? ❑ Do they include examples by location / setting? ❑ Are they posted publically throughout the school?		0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations
1.4 Teaching Expectations:	• TFI Walkthrough Tool	0 = Expected behaviors are not taught

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. *Main Idea: Behavioral expectations need to be taught to all students in order to be effective.*	• Professional development calendar • Lesson plans • Informal walkthroughs	1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations

1.4 Quick Check: Teaching Expectations: What is the system for teaching behavioral expectations to all students?

<u>Self-Assessment</u> ❑ Are regularly scheduled times identified for teaching expectations at least once per school year? ❑ Is there a documented teaching schedule? ❑ Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?		<u>Scoring</u> 0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations
1.5 Problem Behavior Definitions: 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. *Main Idea: Operational definitions of problem behavior and consistent processes for responding to problem behavior improve the "predictability" of social expectations in the school. Focus on reducing reward for problem behavior.*	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families

1.5 Quick Check: Problem Behavior Definitions: What is the process for identifying problem behavior?

<u>Self-Assessment</u> ❑ 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?		<u>Scoring</u> 0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined,

		documented, trained, and shared with families
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. *Main Idea: Preventative and positive approaches to discipline are the most effective.*	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use

1.6 Quick Check: Discipline Policies: Do the discipline policies emphasize proactive, preventative disciplinary measures?

Self-Assessment		Scoring
❑ 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 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. *Main Idea: The key to PBIS implementation is staff consistency. All staff need to be informed and aware of goals, process, and measures.*	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

1.7 Quick Check: Professional Development: What is the system for training all staff members?

Self-Assessment		Scoring
❑ 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 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

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. Main Idea: PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations

1.8 Quick Check: Classroom Procedures: How has the school-wide system translated to classrooms?

Self-Assessment ❑ Do classroom procedures match proactive school-wide disciplinary practices? ❑ Are all core features of Tier I supports visible? ▪ Positively stated expectations and consistent routines ▪ System for acknowledging appropriate behavior ▪ In-class system for responding to inappropriate behavior		Scoring 0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations
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. Main Idea: Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students

1.9 Quick Check: Feedback and Acknowledgement: What is the integrity of the school-wide system of acknowledgement?

Self-Assessment ❑ Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements? ❑ Are those acknowledgements linked to school-wide expectations? ❑ Are they distributed across school settings?		Scoring 0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students

❑ Do at least 80% of students interviewed report receiving them?		2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
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. *Main Idea: Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.*	• PBIS Self-Assessment Survey • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months

1.10 Quick Check: Faculty Involvement: What are feedback systems to regularly involve faculty stakeholders?

<u>Self-Assessment</u> ❑ Is there documentation of a process for receiving feedback on Tier I supports? ❑ Does that documentation include input from faculty? ❑ Was the most recent feedback within the past 12 months? ❑ How often is school-wide data shared with faculty?		<u>Scoring</u> 0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
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. *Main Idea: Schools need active engagement of students, families and the community to be successful.*	• Surveys • Voting results from parent/family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months

1.11 Quick Check: Student/Family/Community Involvement: What are feedback systems to regularly involve stakeholders?

Self-Assessment		Scoring
❑ Is there documentation of a process for receiving feedback on Tier I supports? ❑ Does that documentation include input from faculty, students and families? ❑ Was the most recent feedback within the past 12 months?		0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months
1.12 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. *Main Idea: Teams need the right information in the right form at the right time to make effective decisions.*	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student
1.12 Quick Check: Discipline Data: How is data collected, organized, and summarized for decision making?		
Self-Assessment		Scoring
❑ 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 all of the following: frequency of problem behavior events by behavior, location, time of day and student?		0= No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day and student
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. *Main Idea: Teams need the right information in the right form at the right time to make effective decisions.*	• Data decision making for non-responders • Staff professional development calendar • Staff handbook	0 = No process/protocol exists or data are reviewed but not used 1 = Data reviewed and used for decision making, but less than monthly 2 = Team reviews discipline data and uses data for decision making at least monthly.

	• Team meeting minutes	If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports

1.13 Quick Check: Data-Based Decision Making: What is the system for accessing data necessary for decision making?

Self-Assessment		Scoring
❑ 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 = No process/protocol exists or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports

1.14 Fidelity Data:		
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. *Main Idea: 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.*	• School policy • Staff handbook • School newsletters • School website	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

1.14 Quick Check: Fidelity Data: What role does fidelity data play in the actions of the Tier I team?

Self-Assessment		Scoring
❑ 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 = 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

1.15 Annual Evaluation		
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. *Main Idea: 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.)*	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	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

1.15 Quick Check: Annual Evaluation: What is the process for regularly examining Tier I systems?		
Self-Assessment ❑ 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?		Scoring 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

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