

TIER 1 Tiered Fidelity Inventory (TFI) Scoring Rubric

School/Program _____

Date _____

TFI Total Score ____ /30

Reviewer (applicable if applying for PBIS Recognition) _____

Percentage _____

TFI Tier 1 Feature (Subscale: Teams)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.1 Team Composition: Tier I Team includes: <ul style="list-style-type: none"> • Tier I Systems Coordinator • School Administrator • Family Member • Individuals able to provide: <ul style="list-style-type: none"> ○ Applied behavioral expertise ○ Coaching expertise ○ Knowledge of student academic and behavior patterns ○ Knowledge about the operations of the school across grade levels and programs • Student representative (High School Only) 	Tier I team exists with: <ul style="list-style-type: none"> • Coordinator • Administrator • Family member • Individuals with: <ul style="list-style-type: none"> *Applied behavioral expertise *Coaching expertise *Knowledge of student academic and behavior patterns *Knowledge about the operations of the school across grade levels and 	All identified roles are not represented OR Attendance at meetings of all members is less than 80% of the time	Tier I Team does not exist OR Tier I Team does not include: <ul style="list-style-type: none"> • Coordinator • Administrator • Family member • Individuals with: <ul style="list-style-type: none"> *Applied behavioral expertise *Coaching expertise *Knowledge 	<ul style="list-style-type: none"> • Attendance verification per meeting • Tier I team roster with all identified Tier I team members' expertise 	

	<p>programs</p> <ul style="list-style-type: none"> • Student representative (High school only) <p>AND</p> <p>Attendance at meetings of all roles is at or above 80%</p>		<p>of student academic and behavior patterns</p> <p>*Knowledge about the operations of the school across grade levels and programs</p> <ul style="list-style-type: none"> • Student representative (High school only) 		
Notes:					

TFI Tier 1 Feature (Subscale: Teams)	2 Points	1 Point	0 Points	Required Data Sources	Score
<p>1.2 Team Operating Procedures:</p> <p>Tier I Team meets at least monthly</p> <ul style="list-style-type: none"> • Has regular meeting format/agenda 	<p>Tier I Team meets at least monthly</p> <p>AND</p> <p>All 4 features are in</p>	<p>Tier I Team meets at least monthly</p> <p>AND</p> <p>At least 2 of the 4 features are in</p>	<p>Tier I Team does not use regular meeting format/agenda, minutes, defined roles</p>	<ul style="list-style-type: none"> • All Tier I team meeting agendas and minutes • Tier I team meeting roles descriptions • Current Tier I action plan 	

<ul style="list-style-type: none"> Minutes taken at each meeting Participant roles are defined (e.g., facilitator, recorder, timekeeper, data manager etc.) Current action plan 	place <ul style="list-style-type: none"> Has regular meeting format/agenda Minutes taken at each meeting Participant roles are defined (e.g., facilitator, recorder, timekeeper, data manager etc.) Current action plan 	place <ul style="list-style-type: none"> Has regular meeting format/agenda Minutes taken at each meeting Participant roles are defined (e.g., facilitator, recorder, timekeeper, data manager etc.) Current action plan 	OR A current action plan		
Notes:					

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.3 Behavioral Expectations: School has <ul style="list-style-type: none"> Five or fewer positively stated school-wide behavioral expectations Setting/location expectations and examples (e.g., cafeteria, hallway) for student and staff behaviors defined 	All features are in place <ul style="list-style-type: none"> Five or fewer positively stated school-wide behavioral expectations Setting/location expectations and examples (e.g., cafeteria, 	School-wide behavior expectations are identified BUT Matrix is not	Behavioral expectations have not been identified AND Behavioral expectations are not all positively stated	<ul style="list-style-type: none"> SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form Behavioral expectations matrix Evidence that behavioral expectations for specific settings are posted throughout the school 	

<p>(i.e. behavioral expectations matrix)</p> <ul style="list-style-type: none"> Setting specific expectations are posted throughout the school 	<p>hallway) for student and staff behaviors defined (i.e. school teaching matrix)</p> <ul style="list-style-type: none"> Setting specific expectations are posted throughout the school <p>AND</p> <p>TFI Walkthrough Tool data shows evidence that at least 90% of staff could name 67% of expectations</p> <p>*Calculations dependent upon total # of Expectations</p> <p>2/3 expectations = (67%) 3/4 expectations = (75%) 4/5 expectations = (80%)</p>	<p>developed</p> <p>OR</p> <p>Setting specific expectations are not posted</p> <p>OR</p> <p>TFI Walkthrough Tool data shows less than 90% of staff could name at least 67% of expectations</p>	<p>OR</p> <p>More than 5 school-wide behavioral expectations</p>		
<p>Notes:</p>					

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.4 Teaching Expectations: <ul style="list-style-type: none"> Lesson plans are developed across classroom and school settings/locations Expected academic and social behaviors are taught directly to ALL students in classrooms and school settings/locations Written schedules are developed to teach expected behaviors across all settings/locations 	<p>All features are in place:</p> <ul style="list-style-type: none"> Lesson plans are developed across classroom and school settings/locations Expected academic and social behaviors are taught directly to ALL students in classrooms and school settings/locations Written schedules are developed to teach expected behaviors across all settings/locations <p>AND</p> <p>TFI Walkthrough Tool student data shows evidence at least 70% of students could name at least 67% of expectations</p> <p>2/3 expectations = (67%) 3/4 expectations = (75%) 4/5 expectations = (80%)</p>	<p>Expected Behaviors are taught informally or inconsistently</p> <p>OR</p> <p>TFI Walkthrough Tool data shows evidence that less than 70% of students could name at least 67% of expectations</p>	<p>Expected behaviors are not taught</p>	<ul style="list-style-type: none"> SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form Schedule for teaching the expectations Lesson plans for teaching expectations across classrooms and school settings 	
Notes:					

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.5 Behavioral Expectations: <ul style="list-style-type: none"> School has clear definitions for behaviors that interfere with academic and social success Behaviors are clearly defined as either staff-managed (minor) or office-managed (major) School has clear policy/procedure (e.g., flowchart) for addressing staff-managed or office-managed problem behaviors Definitions/procedures shared with families/students 	Definitions and procedures for Managing staff-managed (minor) or office-managed (major) problems are: <ul style="list-style-type: none"> clearly defined documented trained shared with families 	Definitions and procedures exist BUT ARE NOT Clearly defined AND/OR Not organized by staff-versus office-managed problem behaviors	NO clear definitions exist AND Procedures to manage problems are not clearly documented	<ul style="list-style-type: none"> Discipline section of student handbook Discipline flowchart Evidence of discipline definitions and procedures that are: <ul style="list-style-type: none"> clearly defined documented trained shared with families 	
Notes:					

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.6 Discipline Policies:	Documentation includes and emphasizes proactive	Documentation includes and	Documents contain only reactive and	<ul style="list-style-type: none"> Discipline section of student handbook Evidence that policies and procedures 	

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	approaches AND Administrator reports consistent use	emphasizes proactive approaches BUT Is not used consistently by staff	punitive consequences	are proactive, instructive and/or restorative AND used consistently.	
Notes:					

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.7 Professional Development: A written process is used for orienting all faculty/staff (e.g., teachers, custodians, secretaries, paraprofessionals, etc.) on all 4 core Tier I School-Wide PBIS practices: <ul style="list-style-type: none"> • Teaching school-wide expectations • Acknowledging appropriate behavior • Correcting errors • Requesting assistance 	Formal process for teaching ALL staff ALL aspects of Tier I system including all 4 core Tier I practices are in place. 4 core Tier I Practices: <ul style="list-style-type: none"> • Teaching school-wide expectations • Acknowledging appropriate behavior • Correcting errors • Requesting assistance 	Process is informal/ unwritten AND Not part of professional development calendar AND/ OR Does not include all staff or all 4 core Tier I practices <ul style="list-style-type: none"> • Teaching school-wide expectations 	NO process for teaching staff is in place	<ul style="list-style-type: none"> • Evidence of a current formal written process used to orient all staff on the 4 core Tier I practices 	

		<ul style="list-style-type: none"> • Acknowledging appropriate behavior • Correcting errors • Requesting assistance 			
Notes:					

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.8 Classroom Procedure: Tier I features are implemented within classrooms and consistent with school-wide systems <ul style="list-style-type: none"> • School-wide expectations • Routines • Acknowledgements • In-class continuum of consequences 	Classrooms are implementing ALL core Tier I features, consistent with school-wide expectations <u>Tier I Features</u> School- wide expectations Routines Acknowledgements In-class continuum of consequences	Classrooms are implementing SOME core Tier I features, consistent with school-wide expectations <u>Tier I Features</u> School- wide expectations Routines Acknowledgements In-class continuum of consequences	Classrooms are NOT implementing core Tier I features	<ul style="list-style-type: none"> • Evidence of school-wide expectations posted in classrooms. • Evidence of an acknowledgement system in classrooms. • Evidence of classroom responses to challenging behavior. 	
Notes:					

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback) that is: <ul style="list-style-type: none"> • Linked to school-wide expectations AND <ul style="list-style-type: none"> • Is in place and used across settings and within classrooms AND <ul style="list-style-type: none"> • Used by at least 90% of a sample of staff AND <ul style="list-style-type: none"> • Received by at least 50% of a sample of students 	<p>Formal system for acknowledging appropriate student behavior is in place</p> <p>AND</p> <p>Is used by at least 90% of staff as evident through the TFI Walkthrough Tool</p> <p>AND</p> <p>Received by at least 50% of students as evident through the TFI Walkthrough Tool</p>	<p>Formal system for acknowledging appropriate student behavior is in place</p> <p>AND</p> <p>Is used by at least 90% of staff as evident through the TFI Walkthrough Tool</p> <p>OR</p> <p>Received by at least 50% of students as evident through the TFI Walkthrough Tool</p>	<p>NO formal system is in place for acknowledging appropriate student behavior</p>	<ul style="list-style-type: none"> • Evidence of a formal written set of procedures for staff to provide specific behavior feedback that is linked to school-wide expectations • SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form 	
Notes:					

--

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.10 Faculty Involvement: <ul style="list-style-type: none"> Faculty are shown school-wide behavioral data regularly Faculty provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months 	Staff are shown discipline data at least 4 times per year AND Staff have provided feedback on Tier I practices within the past 12 months	Staff are shown discipline data more than yearly OR Staff have provided feedback on Tier I foundations within the past 12 months	Staff have not been shown data at least yearly AND Staff do not provide feedback	<ul style="list-style-type: none"> Staff meeting agendas/minutes where behavioral data was discussed Evidence that staff provided feedback on tier I practices 	
Notes:					

TFI Tier 1 Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.11 Student/ Family/ Community Involvement:	Documentation exists that ALL stakeholders have provided feedback on Tier I practices within the past 12	Documentation of input on Tier I foundations exists	NO documentation (or no opportunities) for stakeholder feedback on Tier I	<ul style="list-style-type: none"> Evidence that ALL stakeholders have provided feedback on current Tier I practices within the past 12 months 	

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months	months. <ul style="list-style-type: none"> • Students • Families • Community Members 	BUT NOT Within the past 12 months OR Input but not from all types of stakeholders <ul style="list-style-type: none"> • Students • Families • Community Members 	foundations		
Notes:					

TFI Tier 1 Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.12 Discipline Data: <ul style="list-style-type: none"> • There is a centralized data system to collect and organize behavior incident data • Tier I team has instantaneous access to graphed reports summarizing discipline data organized by frequency of problem behavior events by: <ul style="list-style-type: none"> ◦ Behavior 	Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by: <ul style="list-style-type: none"> • Behavior AND <ul style="list-style-type: none"> • Location AND	Data system exists BUT Does not allow instantaneous access to full set of graphed reports	No centralized data system with ongoing decision making exists	<ul style="list-style-type: none"> • Evidence of a current centralized data system being utilized • Evidence that the centralized data system has instantaneous access to graphs of frequency of problem behavior events by behavior, location time of day, and individual student. 	

<ul style="list-style-type: none"> Location Time of day Individual student 	<ul style="list-style-type: none"> Time of day <p>AND</p> <ul style="list-style-type: none"> Student 				
Notes:					

TFI Tier 1 Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Required Data Sources	Score
<p>1.13 Data- based Decision Making:</p> <p>Tier I Team reviews and uses discipline data and academic outcome data (e.g., Curriculum- Based Measures, state tests, etc.) for decision-making at least monthly</p>	<p>Tier I Team reviews discipline data</p> <p>AND</p> <p>Uses data for decision-making at least monthly</p> <p>*If data indicates an academic or behavior problem, an action plan is developed to enhance and modify Tier I supports</p>	<p>Tier I Team reviews discipline data</p> <p>AND</p> <p>Uses data for decision-making but less than monthly</p>	<p>NO process/protocol exists</p> <p>OR</p> <p>Data is reviewed but not used for decision-making</p>	<ul style="list-style-type: none"> Tier I team meeting minutes If data indicates a problem, submit an action plan 	
Notes:					

TFI Tier 1 Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.14 Fidelity Data Tier I team reviews and uses SWPBIS fidelity (e.g., SAS, TFI, BoQ, SET) data at least annually	Tier I fidelity data collected annually AND Used for decision making annually	Tier I fidelity collected informally AND/ OR Less often than annually	NO Tier I School-wide PBIS fidelity data collected	<ul style="list-style-type: none"> Tier I fidelity data Evidence of use of the data for decision making annually. 	
Notes:					

TFI Tier 1 Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Required Data Sources	Score
1.15 Annual Evaluation: <ul style="list-style-type: none"> Tier I Team documents fidelity and effectiveness of Tier I practices at least annually including academic outcomes and year-by-year comparisons Outcomes/reports are shared with stakeholders at least annually (staff, families, community, Board) in a usable format 	Evaluation conducted at least annually AND Outcomes (including academics) are shared with stakeholders, with clear alterations in process based on evaluation	Evaluation, conducted, but not annually OR Outcomes are not used to shape Tier I process AND/ OR Not shared with stakeholders	NO evaluation takes place OR Evaluation occurs without data	<ul style="list-style-type: none"> Evidence of evaluations conducted Evidence of how the outcomes are shared with stakeholders annually Evidence of Action Steps or action plan based on annual evaluation. 	

Notes:					