

TFI Tier 1 Feature

1.1 Team Composition:

Tier I Team includes:

- Tier I Systems Coordinator
- School Administrator
- Family Member
- Individuals able to provide:
 - 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)

Required Data Sources For This Feature:

- ☐ Attendance verification per meeting
- ☐ Tier I team roster with all identified
- ☐ Tier I team members' expertise

1.2 Team Operating Procedures

- Team meets monthly
- Sign in sheets
- Meetings are set for the school year
- Regular meeting format/agenda
- Minutes taken during and disseminated after each meeting
- Defined meeting roles to include
 - Facilitator/Leader
 - Recorder
 - Time keeper

Required Data Sources For This Feature:

- ☐ All Tier 1 meeting agendas and minutes
- ☐ Tier I meeting roles descriptions within minute
- ☐ Current Tier 1 Action Plan

1.3 Behavioral Expectations

- Five or fewer positively stated school-wide behavioral expectations
- Setting/location expectations and examples (e.g., cafeteria, hallway) for student and staff behaviors defined (i.e. behavioral expectations matrix)
- Setting specific expectations are posted throughout the school

Required Data Sources For This Feature:

- ☐ **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**

1.4 Teaching Expectations

- 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

Required Data Sources For This Item/Feature:

- ☐ **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**

1.5 Problem Behavior Definitions

- 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

Required Data Sources For This Item/Feature:

- ☐ **Discipline section of student handbook**
- ☐ **Discipline flowchart**
- ☐ **Evidence of discipline definitions and procedures that are:**
 - ☐ **clearly defined**
 - ☐ **documented**
 - ☐ **trained**
 - ☐ **shared with families**

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1.6 Discipline Policy

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- School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

Required Data Sources For This Item/Feature:

- ☐ Discipline section of student handbook
- ☐ Evidence that policies and procedures are proactive, instructive and/or restorative AND used consistently.

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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:

- Teaching school-wide expectations
- Acknowledging appropriate behavior
- Correcting errors
- Requesting assistance

Required Data Sources

- ☐ Evidence of a current formal written process used to orient all staff on the 4 core Tier I practice

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1.8 Classroom Procedures

Tier I features are implemented within classrooms and consistent with school-wide systems

- School-wide expectations
- Routines
- Acknowledgements
- In-class continuum of consequences

Required Data Sources For This Item/Feature:

- ☐ Evidence of school-wide expectations posted in classrooms.
- ☐ Evidence of an acknowledgement system in classrooms.
- ☐ Evidence of classroom responses to challenging behavior.

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1.9 Feedback and Acknowledgement

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A formal system (i.e., written set of procedures for specific behavior feedback) that is:

- Linked to school-wide expectations
- Is in place and used across settings and within classrooms
- Used by at least 90% of a sample of staff
- Received by at least 50% of a sample of students

Required Data Sources For This Item/Feature:

- ☐ 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

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1.10 Faculty Involvement

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- 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
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Required Data Sources

- ☐ Staff meeting agendas/minutes where behavioral data was discussed
- ☐ Evidence that staff provided feedback on tier I practices

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1.11 Student/Family/Community Involvement

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- Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months

Required Data Sources

- ☐ Evidence that ALL stakeholders have provided feedback on current Tier I practices within the past 12 months

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1.12 Discipline Data

- ☐ 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:
 - ☐ Behavior
 - ☐ Location
 - ☐ Time of day
 - ☐ Individual student
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Required Data Sources

- ☐ **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.**

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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, etc.) for decision-making at least monthly

Required Data Sources For This Item/Feature:

- ☐ Tier I team meeting minutes
- ☐ If data indicates a problem, submit an action plan

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1.14 Fidelity Data

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- Tier I team reviews and uses SWPBIS fidelity (e.g., SAS, TFI, BoQ, SET) data at least annually
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Required Data Sources For This Item/Feature:

- ☐ Tier I fidelity data
- ☐ Evidence of use of the data for decision making annually.

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1.15 Annual Evaluation

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- 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

Required Data Sources For This Item/Feature:

- ☐ 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.