

TIER I Tiered Fidelity Inventory (TFI) Scoring Rubric

School/District: Union Grove Middle School

Date _____

TFI Total Score _____/30

Reviewer (applicable if applying for PBIS Recognition): Ms. J Scott

Date: December 20, 2022

TFI Item/Feature (Subscale: Teams)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.1 Team Composition Tier I Team includes: <input checked="" type="checkbox"/> Tier I Systems Coordinator (Coley) <input checked="" type="checkbox"/> School Administrator (Richards) <input checked="" type="checkbox"/> Family Member <input type="checkbox"/> Student representative (11 Middle Schoolers) Individuals able to provide: (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic/behavior patterns, (d) knowledge about operations of school across grade levels & programs	Tier I team exists with coordinator, administrator, and all identified roles represented AND Attendance at meetings of all roles is at or above 80%	All identified roles are not represented OR Attendance at meetings of all members is less than 80% of the time	Team does not exist OR Does not include a coordinator, school administrator or individuals with behavior expertise	<ul style="list-style-type: none"> School organizational chart Tier I team meeting minutes List of team members and roles Sign-in sheets 	
Notes: I am unable to determine if a parent is on the board (preferably not a teacher that is a parent). I see that the meetings are on the calendar but I only see agendas for Sept and Oct which, if accurate, shows that meetings are not consistently happening with 80% of members.					
TFI Item/Feature (Subscale: Teams)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.2 Team Operating Procedures Tier I Team meets at least monthly <input checked="" type="checkbox"/> Has regular meeting format/agenda <input checked="" type="checkbox"/> Minutes taken at each meeting <input type="checkbox"/> Participant roles are defined (e.g., facilitator, recorder, timekeeper, data manager etc.) <input type="checkbox"/> Current action plan	Team meets at least monthly AND All 4 features are in place	Team meets at least monthly AND At least 2 of the 4 features are in place	Team does not use regular meeting format/agenda, minutes, defined roles OR A current action plan	<ul style="list-style-type: none"> Tier I team meeting agendas & minutes with team roles listed Tier I Action Plan 	
Notes: Missing a data manager which is extremely important when viewing discipline data, unless role is not explicitly designated. Again, agendas for Sept & Oct are present, however there are none posted for Nov & Dec.					



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TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.3 Behavioral Expectations School has <input type="checkbox"/> Five or fewer positively stated school-wide behavioral expectations (Be Present, Purposeful and Powerful) <input type="checkbox"/> Setting/location expectations and examples (e.g., cafeteria, hallway) for student and staff behaviors defined (i.e. school teaching matrix) Setting specific expectations are posted throughout the school	All features are in place AND Staff walkthrough data shows evidence that at least 90% of staff could name 67% of expectations <i>*Calculations dependent upon total # of expectations</i> 2/3 expectations = (67%) 3/4 expectations = (75%) 4/5 expectations = (80%)	School-wide behavior expectations are identified BUT Matrix is not developed OR Setting specific expectations are not posted OR Walkthrough data shows less than 90% of staff could name at least 67% of expectations	Behavioral expectations have not been identified AND Are not all positive OR Are more than 5 in number	<ul style="list-style-type: none"> • TFI Walkthrough Tool/Data • Handbook(s) • Matrix • Posters 	
Notes/Actions: The expectations should be posted throughout the school and be spoken about in a consistent manner. Students should be able to explain these expectations and what they mean in different locations. I would suggest having more common locations like media center, gym, and even the bus. Faculty should also be able to determine what the expectations are and what they mean in general. That should be defined.					



TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.4 Teaching Expectations <input type="checkbox"/> Lesson plans are developed across classroom and school settings/locations <input type="checkbox"/> 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	All features are in place AND Student walkthrough data shows evidence at least 70% of students could name at least 67% of expectations 2/3 expectations = (67%) 3/4 expectations = (75%) 4/5 expectations = (80%)	Expected behaviors are taught informally or inconsistently OR Student walkthrough data shows evidence that less than 70% of students could name at least 67% of expectations	Expected behaviors are not taught	<ul style="list-style-type: none"> • TFI Walkthrough Tool/Data • PD calendar • Teaching expectations schedule • Lesson plans • Videos • Booster schedule 	
Notes: Lessons should be posted somewhere for easy access for both teachers and students. The lessons can be taught biweekly or once a week, depending on data from TFI walkthrough. This means that when a TFI walkthrough is conducted by the coach, the students and staff are able to list evidence of knowing expectations throughout all grade levels. A lesson calendar would be appropriate.					



TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.5 Problem Behavior Definition School has clear definitions for behaviors that interfere with academic and social success <input type="checkbox"/> Behaviors are clearly defined as either minor (staff-managed) or major (office-managed) <input type="checkbox"/> 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 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"> Handbook(s) School Website Flowchart, t-chart School Policy Office Referral Form 	
Notes: I'm not sure I see where this is listed for both families and students. A good practice, if not already done, is to have these posted in every teacher's classroom, as it is a focal point when dealing with behaviors and allows it to be followed with fidelity. The staff should be reminded of this flowchart and it should be discussed often at biweekly or monthly pbis data reports.					
TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.6 Discipline Policies <input type="checkbox"/> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior Proactive approaches are implemented consistently	Documentation includes and emphasizes proactive approaches AND Administrator reports consistent use	Documentation includes and emphasizes proactive approaches but is not used consistently by staff	Documents contain only reactive and punitive consequences	<ul style="list-style-type: none"> Discipline policy Handbook(s) Code of conduct Flowchart, t-chart Informal adminis. interview 	
Notes: This would be helpful with professional development regarding how to deal with unwanted behaviors. Again, this is presented by pbis coach and/or team in a consistent manner to ensure understanding. This might be done, and I am possibly unaware.					



TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.7 Professional Development A written process is used for orienting all faculty/staff (e.g., teachers, custodians, secretaries, paraprofessionals, etc.) on all four core Tier I School-Wide PBIS practices: <input type="checkbox"/> Teaching school-wide expectations <input type="checkbox"/> Acknowledging appropriate behavior <input type="checkbox"/> Correcting errors <input type="checkbox"/> Requesting assistance	Formal process for teaching ALL staff ALL aspects of Tier I system including all 4 core Tier I practices are in place	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	NO process for teaching staff is in place	<ul style="list-style-type: none"> • PD calendar • Handbook(s) 	
Notes: This is the biggest opportunity to improve the implementation of PBIS through constant and consistent PD concerning behaviors, expectations and how to gain assistance. A request assistant forms would be beneficial to help staff gain help with interventions for students who are consistently referred or who's data shows that they need behavioral remediation. Acknowledging positive behaviors typically begins with a point system or reward/incentive system. Students should be able to see, through data, if they are exhibiting positive behavior.					
TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.8 Classroom Procedures Tier I features are implemented within classrooms and consistent with school-wide systems <input type="checkbox"/> Positively stated expectations <input type="checkbox"/> Consistent routines <input type="checkbox"/> System for acknowledging appropriate behavior <input type="checkbox"/> In-class continuum of consequences	Classrooms are formally implementing ALL core Tier I features, consistent with school-wide expectations	Classrooms are implementing SOME core Tier I features, consistent with school-wide expectations	Classrooms are NOT implementing core Tier I features	<ul style="list-style-type: none"> • Handbook(s) • Informal walkthroughs • Progress monitoring • Classroom data 	
Notes: I have not seen "Be Present, Purposeful and Powerful" posted in every classroom or consistently around the school. This should be said daily by teachers and administrators as part of the culture of UGMS. This can be done typically during Morning Announcements or during the News show, however showing the show could be monitored to ensure students are consistently viewing.					
TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score



<p>1.9 Feedback and Acknowledgement</p> <p>A formal system for acknowledging appropriate student behavior is in place and includes:</p> <p><input type="checkbox"/> Written set of procedures for specific behavior feedback that is:</p> <p><input type="checkbox"/> Linked to school-wide expectations</p> <p>Used across all settings and within classrooms</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</p> <p>AND</p> <p>Received by at least 50% of students</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</p> <p>OR</p> <p>Received by at least 50% of students</p>	<p>NO formal system is in place for acknowledging appropriate student behavior</p>	<ul style="list-style-type: none"> TFI Walkthrough tool Handbook(s) School newsletters, websites, etc. 	
<p>Notes: Students do not seem to consistently be provided with feedback aligned to the expectations on a consistent basis. They are acknowledged during Student of the Month. However, they should be able to receive feedback daily based on acknowledgement of following expectations with reward/incentive system.</p>					
TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p>1.10 Faculty Involvement</p> <p><input type="checkbox"/> Faculty are shown school-wide behavioral data regularly</p> <p>Faculty provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months</p>	<p>Staff are shown discipline data at least 4 times per year</p> <p>AND</p> <p>Has provided feedback on Tier I practices within the past 12 months</p>	<p>Staff are shown discipline data more than yearly</p> <p>OR</p> <p>Has provided feedback on Tier I practices within the past 12 months</p>	<p>Staff have not been shown data at least yearly</p> <p>AND</p> <p>Do not provide feedback</p>	<ul style="list-style-type: none"> PBIS SAS Informal surveys Staff meeting minutes Team meeting minutes 	
<p>Notes:</p> <p>This should be happening at least monthly at faculty meeting to provide feedback to teachers/staff on intervention practices for negative behaviors. This will help staff buy-in to see that the school will follow the implementation of school expectations related to pbis. This will also let each grade level see the areas of need, location of most problematic behaviors, time of day of negative behaviors, etc.</p>					

TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.11 Student/Family/Community <input type="checkbox"/> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months	Documentation exists that students, families and community members have provided feedback on Tier I practices within the past 12 months	Documentation of input on Tier I foundations exists BUT NOT Within the past 12 months OR Input but not from all types of stakeholders	NO documentation (or no opportunities) for stakeholder feedback on Tier I foundations	<ul style="list-style-type: none"> • Surveys • Voting results from parent/ family meetings • Team meeting minutes 	
Notes: I do not see where this is notated. This should happen during monthly PBIS meetings including stakeholders mentioned above. Students should also be provided surveys to provide feedback as well.					
TFI Item/Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.12 Discipline Data <input type="checkbox"/> There is a centralized data system to collect and organize behavior incident data <input type="checkbox"/> Tier I team has instantaneous access to graphed reports summarizing discipline data organized by frequency of problem behavior events by: <input type="checkbox"/> Behavior <input type="checkbox"/> Location <input type="checkbox"/> Time of day <input type="checkbox"/> Individual student	Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by: <ul style="list-style-type: none"> • Behavior • Location • Time of day Student	Data system exists BUT Does not allow instantaneous access to full set of graphed reports	Data system exists BUT Does not allow instantaneous access to full set of graphed reports	<ul style="list-style-type: none"> • School policy • Team meeting minutes • Student outcome data 	
Notes: I see that there was data posted for August but I am not sure what system or platform this was from. **Suggestion**Typically, a SWIS account is used to determine the referrals based on minors and majors. Having this in one central area makes it easier for implementation with teachers. Currently- Minors are done in a Citations Form and Majors are input in IC.					

TFI Item/Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.13 Data Based Decision Making <input type="checkbox"/> 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	Team reviews discipline data AND Uses data for decision-making at least monthly <i>*If data indicate an academic or behavior problem, an action plan is developed to enhance and modify Tier I supports</i>	Data is reviewed AND Used for decision-making BUT LESS THAN Monthly	NO process/protocol exists OR Data are reviewed but not used	<ul style="list-style-type: none"> • Data decision rules • Staff PD calendar • Handbook(s) • Team meeting minutes 	
Notes: Data reviews should again, happen once a month with data drill downs done by the data manager. This is key to deciding what future decisions should be made regarding discipline, pd for staff and overall interventions.					
TFI Item/Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.14 Fidelity Data Tier I team reviews and uses SWPBIS fidelity (e.g., SAS, TFI, BoQ, SET) data at least annually for decision making	Tier I fidelity data collected AND Used for decision making annually	Tier I fidelity collected informally AND/OR Less than annually	NO Tier I School-wide PBIS fidelity data collected	<ul style="list-style-type: none"> • Handbook(s) • Newsletter • School Website • School policy 	
Notes: Staff should complete TFI twice a year. Usually done in the beginning of the school year and at the end to see what has been improved or what areas are needing improvement I did not see this posted, however it could be done. This is done as a group by the PBIS team.					



TFI Item/Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
1.15 Annual Evaluation <input checked="" type="checkbox"/> Tier I team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) <input type="checkbox"/> 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"> • Staff, student, family surveys • Handbook(s) • Fidelity tools • Student outcomes • District reports • Newsletters 	
Notes: Again, I do not see an evaluation, however it could have been completed. This is completed by all stakeholders to provide feedback on outcomes.					