

## TIER I Tiered Fidelity Inventory (TFI) Scoring Rubric

School/District \_\_\_\_\_

Date \_\_\_\_\_

TFI Total Score \_\_\_\_\_ /30

Reviewer (applicable if applying for PBIS Recognition) \_\_\_\_\_

Date \_\_\_\_\_

TFI Item/Feature (Subscale: Teams)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.1 Team Composition</b></p> <p>Tier I Team includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier I Systems Coordinator</li> <li><input type="checkbox"/> School Administrator</li> <li><input type="checkbox"/> Family Member</li> <li><input type="checkbox"/> Student representative (High School)</li> </ul> <p>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 &amp; programs</p>	<p>Tier I team exists with coordinator, administrator, and all identified roles represented</p> <p style="text-align: center;"><b>AND</b></p> <p>Attendance at meetings of all roles is at or above 80%</p>	<p>All identified roles are not represented</p> <p style="text-align: center;"><b>OR</b></p> <p>Attendance at meetings of all members is less than 80% of the time</p>	<p>Team does not exist</p> <p style="text-align: center;"><b>OR</b></p> <p>Does not include a coordinator, school administrator or individuals with behavior expertise</p>	<ul style="list-style-type: none"> <li>● School organizational chart</li> <li>● Tier I team meeting minutes</li> <li>● List of team members and roles</li> <li>● Sign-in sheets</li> </ul>	
Notes:					
TFI Item/Feature (Subscale: Teams)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.2 Team Operating Procedures</b></p> <p>Tier I Team meets at least monthly</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has regular meeting format/agenda</li> <li><input type="checkbox"/> Minutes taken at each meeting</li> <li><input type="checkbox"/> Participant roles are defined (e.g., facilitator, recorder, timekeeper, data manager etc.)</li> <li><input type="checkbox"/> Current action plan</li> </ul>	<p>Team meets at least monthly</p> <p style="text-align: center;"><b>AND</b></p> <p>All 4 features are in place</p>	<p>Team meets at least monthly</p> <p style="text-align: center;"><b>AND</b></p> <p>At least 2 of the 4 features are in place</p>	<p>Team does not use regular meeting format/agenda, minutes, defined roles</p> <p style="text-align: center;"><b>OR</b></p> <p>A current action plan</p>	<ul style="list-style-type: none"> <li>● Tier I team meeting agendas &amp; minutes with team roles listed</li> <li>● Tier I Action Plan</li> </ul>	
Notes:					

TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.3 Behavioral Expectations</b></p> <p>School has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Five or fewer positively stated school-wide behavioral expectations</li> <li><input type="checkbox"/> Setting/location expectations and examples (e.g., cafeteria, hallway) for student and staff behaviors defined (i.e. school teaching matrix)</li> </ul> <p>Setting specific expectations are posted throughout the school</p>	<p>All features are in place</p> <p><b>AND</b></p> <p>Staff walkthrough data shows evidence that at least 90% of staff could name 67% of expectations</p> <p><i>*Calculations dependent upon total # of expectations</i></p> <p>2/3 expectations = (67%)</p> <p>3/4 expectations = (75%)</p> <p>4/5 expectations = (80%)</p>	<p>School-wide behavior expectations are identified</p> <p><b>BUT</b></p> <p>Matrix is not developed</p> <p><b>OR</b></p> <p>Setting specific expectations are not posted</p> <p><b>OR</b></p> <p>Walkthrough data shows less than 90% of staff could name at least 67% of expectations</p>	<p>Behavioral expectations have not been identified</p> <p><b>AND</b></p> <p>Are not all positive</p> <p><b>OR</b></p> <p>Are more than 5 in number</p>	<ul style="list-style-type: none"> <li>● TFI Walkthrough Tool/Data</li> <li>● Handbook(s)</li> <li>● Matrix</li> <li>● Posters</li> </ul>	
<p>Notes/Actions:</p>					

TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.4 Teaching Expectations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans are developed across classroom and school settings/locations</li> <li><input type="checkbox"/> Expected academic and social behaviors are taught directly to ALL students in classrooms and school settings/locations</li> </ul> <p>Written schedules are developed to teach expected behaviors across all settings/locations</p>	<p>All features are in place</p> <p style="text-align: center;"><b>AND</b></p> <p>Student walkthrough data shows evidence at least 70% of students could name at least 67% of expectations</p> <p>2/3 expectations = (67%)</p> <p>3/4 expectations = (75%)</p> <p>4/5 expectations = (80%)</p>	<p>Expected behaviors are taught informally or inconsistently</p> <p style="text-align: center;"><b>OR</b></p> <p>Student walkthrough 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"> <li>● TFI Walkthrough Tool/Data</li> <li>● PD calendar</li> <li>● Teaching expectations schedule</li> <li>● Lesson plans</li> <li>● Videos</li> <li>● Booster schedule</li> </ul>	
<p>Notes:</p>					

TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.5 Problem Behavior Definition</b></p> <p>School has clear definitions for behaviors that interfere with academic and social success</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Behaviors are clearly defined as either minor (staff-managed) or major (office-managed)</li> <li><input type="checkbox"/> School has clear policy/procedure (e.g., flowchart) for addressing staff-managed or office-managed problem behaviors</li> </ul> <p>Definitions/procedures shared with families/students</p>	<p>Definitions and procedures for managing problems are:</p> <ul style="list-style-type: none"> <li>● clearly defined</li> <li>● documented</li> <li>● trained</li> <li>● shared with families</li> </ul>	<p>Definitions and procedures exist</p> <p><b>BUT ARE NOT</b></p> <p>Clearly defined</p> <p><b>AND/OR</b></p> <p>Not organized by staff-versus office-managed problem behaviors</p>	<p><b>NO</b> clear definitions exist</p> <p><b>AND</b></p> <p>Procedures to manage problems are not clearly documented</p>	<ul style="list-style-type: none"> <li>● Handbook(s)</li> <li>● School Website</li> <li>● Flowchart, t-chart</li> <li>● School Policy</li> <li>● Office Referral Form</li> </ul>	
Notes:					
TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.6 Discipline Policies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior</li> </ul> <p>Proactive approaches are implemented consistently</p>	<p>Documentation includes and emphasizes proactive approaches</p> <p><b>AND</b></p> <p>Administrator reports consistent use</p>	<p>Documentation includes and emphasizes proactive approaches but is not used consistently by staff</p>	<p>Documents contain only reactive and punitive consequences</p>	<ul style="list-style-type: none"> <li>● Discipline policy</li> <li>● Handbook(s)</li> <li>● Code of conduct</li> <li>● Flowchart, t-chart</li> <li>● Informal adminis. interview</li> </ul>	
Notes:					

TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.7 Professional Development</b></p> <p>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:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching school-wide expectations</li> <li><input type="checkbox"/> Acknowledging appropriate behavior</li> <li><input type="checkbox"/> Correcting errors</li> </ul> <p>Requesting assistance</p>	<p>Formal process for teaching <b>ALL</b> staff <b>ALL</b> aspects of Tier I system including all 4 core Tier I practices are in place</p>	<p>Process is informal/unwritten</p> <p><b>AND</b></p> <p>Not part of professional development calendar</p> <p><b>AND/OR</b></p> <p>Does not include all staff or all 4 core Tier I practices</p>	<p><b>NO</b> process for teaching staff is in place</p>	<ul style="list-style-type: none"> <li>• PD calendar</li> <li>• Handbook(s)</li> </ul>	
Notes:					
TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.8 Classroom Procedures</b></p> <p>Tier I features are implemented within classrooms and consistent with school-wide systems</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positively stated expectations</li> <li><input type="checkbox"/> Consistent routines</li> <li><input type="checkbox"/> System for acknowledging appropriate behavior</li> </ul> <p>In-class continuum of consequences</p>	<p>Classrooms are formally implementing <b>ALL</b> core Tier I features, consistent with school-wide expectations</p>	<p>Classrooms are implementing <b>SOME</b> core Tier I features, consistent with school-wide expectations</p>	<p>Classrooms are <b>NOT</b> implementing core Tier I features</p>	<ul style="list-style-type: none"> <li>• Handbook(s)</li> <li>• Informal walkthroughs</li> <li>• Progress monitoring</li> <li>• Classroom data</li> </ul>	
Notes:					
TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score

<p><b>1.9 Feedback and Acknowledgement</b></p> <p>A formal system for acknowledging appropriate student behavior is in place and includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written set of procedures for specific behavior feedback that is:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Linked to school-wide expectations</li> </ul> </li> </ul> <p>Used across all settings and within classrooms</p>	<p>Formal system for acknowledging appropriate student behavior is in place</p> <p style="text-align: center;"><b>AND</b></p> <p>Is used by at least 90% of staff</p> <p style="text-align: center;"><b>AND</b></p> <p>Received by at least 50% of students</p>	<p>Formal system for acknowledging appropriate student behavior is in place</p> <p style="text-align: center;"><b>AND</b></p> <p>Is used by at least 90% of staff</p> <p style="text-align: center;"><b>OR</b></p> <p>Received by at least 50% of students</p>	<p><b>NO</b> formal system is in place for acknowledging appropriate student behavior</p>	<ul style="list-style-type: none"> <li>• TFI Walkthrough tool</li> <li>• Handbook(s)</li> <li>• School newsletters, websites, etc.</li> </ul>	
Notes:					
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	<b>Possible Data Source(s)</b>	<b>Score</b>
<p><b>1.10 Faculty Involvement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty are shown school-wide behavioral data regularly</li> </ul> <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 <b>at least</b> 4 times per year</p> <p style="text-align: center;"><b>AND</b></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 style="text-align: center;"><b>OR</b></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 style="text-align: center;"><b>AND</b></p> <p>Do not provide feedback</p>	<ul style="list-style-type: none"> <li>• PBIS SAS</li> <li>• Informal surveys</li> <li>• Staff meeting minutes</li> <li>• Team meeting minutes</li> </ul>	
Notes:					

TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.11 Student/Family/Community</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months</li> </ul>	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  <b>BUT NOT</b>  Within the past 12 months  <b>OR</b>  Input but not from all types of stakeholders	<b>NO</b> documentation (or no opportunities) for stakeholder feedback on Tier I foundations	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Voting results from parent/ family meetings</li> <li>• Team meeting minutes</li> </ul>	
Notes:					
TFI Item/Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.12 Discipline Data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is a centralized data system to collect and organize behavior incident data</li> <li><input type="checkbox"/> 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"> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Location</li> <li><input type="checkbox"/> Time of day</li> <li><input type="checkbox"/> Individual student</li> </ul> </li> </ul>	Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by: <ul style="list-style-type: none"> <li>• Behavior</li> <li>• Location</li> <li>• Time of day</li> </ul> Student	Data system exists  <b>BUT</b>  Does not allow instantaneous access to full set of graphed reports	Data system exists  <b>BUT</b>  Does not allow instantaneous access to full set of graphed reports	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Team meeting minutes</li> <li>• Student outcome data</li> </ul>	
Notes:					

TFI Item/Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.13 Data Based Decision Making</b></p> <p><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</p>	<p>Team reviews discipline data</p> <p><b>AND</b></p> <p>Uses data for decision-making at least monthly</p> <p><i>*If data indicate an academic or behavior problem, an action plan is developed to enhance and modify Tier I supports</i></p>	<p>Data is reviewed</p> <p><b>AND</b></p> <p>Used for decision-making</p> <p><b>BUT LESS THAN</b></p> <p>Monthly</p>	<p><b>NO</b> process/protocol exists</p> <p><b>OR</b></p> <p>Data are reviewed but not used</p>	<ul style="list-style-type: none"> <li>• Data decision rules</li> <li>• Staff PD calendar</li> <li>• Handbook(s)</li> <li>• Team meeting minutes</li> </ul>	
Notes:					
TFI Item/Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.14 Fidelity Data</b></p> <p>Tier I team reviews and uses SWPBIS fidelity (e.g., SAS, TFI, BoQ, SET) data at least annually for decision making</p>	<p>Tier I fidelity data collected</p> <p><b>AND</b></p> <p>Used for decision making annually</p>	<p>Tier I fidelity collected informally</p> <p><b>AND/OR</b></p> <p>Less than annually</p>	<p><b>NO</b> Tier I School-wide PBIS fidelity data collected</p>	<ul style="list-style-type: none"> <li>• Handbook(s)</li> <li>• Newsletter</li> <li>• School Website</li> <li>• School policy</li> </ul>	
Notes:					



TFI Item/Feature (Subscale: Evaluation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.15 Annual Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier I team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including year-by-year comparisons)</li> <li><input type="checkbox"/> Outcomes/reports are shared with stakeholders at least annually (staff, families, community, Board) in a usable format</li> </ul>	<p>Evaluation conducted at least annually</p> <p style="text-align: center;"><b>AND</b></p> <p>Outcomes (including academics) are shared with stakeholders, with clear alterations in process based on evaluation</p>	<p>Evaluation conducted, but not annually</p> <p style="text-align: center;"><b>OR</b></p> <p>Outcomes are not used to shape Tier I process</p> <p style="text-align: center;"><b>AND/OR</b></p> <p>Not shared with stakeholders</p>	<p><b>NO</b> evaluation takes place</p> <p style="text-align: center;"><b>OR</b></p> <p>Evaluation occurs without data</p>	<ul style="list-style-type: none"> <li>• Staff, student, family surveys</li> <li>• Handbook(s)</li> <li>• Fidelity tools</li> <li>• Student outcomes</li> <li>• District reports</li> <li>• Newsletters</li> </ul>	
Notes:					