| TFI External Coach’s Guide | |
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| **Tier I** | |
| **1.1** | **Main Idea**: Teams need people with multiple skills and perspectives.  **Quick Check**: Are all necessary roles/functions represented on the team?  o Coordinator  o Behavioral Expertise  o Administrative authority  o Coaching expertise  o Knowledge about academic/behavior outcomes  o Knowledge about school operations  o Family/Student perspective included |
| **1.2** | **Main Idea**: Specific features are necessary to ensure meetings are effective for action planning and tracking progress.  **Quick Check**: What meeting procedures are currently in place at the Tier I level?  o Regular, monthly meetings  o Consistently followed meeting format  o Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)  o Participant roles are clearly defined  o Action plan current to the school year |
| **1.3** | **Main Idea**: Having school-wide, positive expectations is among the best ways to establish a positive social culture.  **Quick Check**:  o Has the team identified five or fewer behavioral expectations?  o Do they include examples by location/setting?  o Are they posted publicly throughout the school? |
| **1.4** | **Main Idea**: Behavioral expectations need to be taught to all students in order to be effective.  **Quick Check**: What is the system for teaching behavioral expectations to all students?  o Are regularly scheduled times identified for teaching expectations at least once per school year?  o Is there a documented teaching schedule?  o Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)? |
| **1.5** | **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.  **Quick Check**: What is the process for identifying problem behavior?  o Are problem behavior definitions written down and documented?  o Do the definitions clearly differentiate between staff-managed and office-managed problem behaviors  o Are all staff and faculty members trained on the definitions?  o Are the definitions shared with families and students? |
| **1.6** | **Main Idea**: Preventative and positive approaches to discipline are the most effective.  **Quick Check**: Do the discipline policies emphasize proactive, preventative disciplinary measures?  o Are disciplinary practices proactive and preventative?  -Do they help keep children in school and the classroom or is there a reliance on exclusionary practices?  o Is there clear documentation of discipline policies?  o Do administrators report consistent use of proactive, preventative approaches? |
| **1.7** | **Main Idea**: The key to PBIS implementation is staff consistency. All staff need to be informed and aware of goals, process, measures.  **Quick Check**: What is the system for training all staff members?  o Are there scheduled trainings for school team members?  o Is there a faculty-wide orientation led by the full Tier I team?  o Is there a scheduled annual orientation for new faculty?  o Are there documented strategies for orienting substitutes or volunteers?  o Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged? |
| **1.8** | **Main Idea**: PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.  **Quick Check**: How has the school-wide system translated to classrooms?  o Do classroom procedures match proactive school-wide disciplinary practices?  o 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 |
| **1.9** | **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.  **Quick Check**: What is the integrity of the school-wide system of acknowledgement?  o Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements?  o Are those acknowledgements linked to school-wide expectations?  o Are they distributed across school settings?  o Do at least 80% of students interviewed report receiving them? |
| **1.10** | **Main Idea**: Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.  **Quick Check**: What are feedback systems to regularly involve faculty stakeholders?  o Is there documentation of a process for receiving feedback on Tier I supports?  o Does that documentation include input from faculty?  o Was the most recent feedback within the past 12 months?  o How often is school-wide data shared with faculty? |
| **1.11** | **Main Idea**: Schools need active engagement of students, families and the community to be successful.  **Quick Check**: What are feedback systems to regularly involve stakeholders?  o Is there documentation of a process for receiving feedback on Tier I supports?  o Does that documentation include input from faculty, students and families?  o Was the most recent feedback within the past 12 months? |
| **1.12** | **Main Idea**: Teams need the right information in the right form at the right time to make effective decisions.  **Quick Check**: How is data collected, organized, and summarized for decision making?  o Is there a centralized data system to collect and organize behavior incident data?  o Does the Tier I team have instantaneous access to graphed reports summarizing discipline data?  o Are those data organized to review all of the following: frequency of problem behavior events by behavior, location, time of day and student? |
| **1.13** | **Main Idea**: Teams need the right information in the right form at the right time to make effective decisions.  **Quick Check**: What is the system for accessing data necessary for decision making?  o Does the team have access to discipline data for the entire student body (school-wide)?  o Does the team have access to academic data for the entire student body?  o Are those data clearly and logically linked to the annual action plan for Tier I?  o Are those data reviewed at least monthly? |
| **1.14** | **Main Idea**: Measuring fidelity is essential for implementation. Any Tier I fidelity measure is acceptable. Completing this inventory meets the criterion for a “2” score.  **Quick Check**: What role does fidelity data play in the actions of the Tier I team?  o Is the team assessing fidelity of implementation at Tier I?  o Is there regular assessment of fidelity?  o Are the fidelity data used for decision making and action planning at Tier I? |
| **1.15** | **Main Idea**: Implementation of the core components 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.)  **Quick Check**: What is the process for regularly examining Tier I systems?  o Is there an evaluation conducted for Tier I systems?  o Does this happen annually?  o Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)?  o Are the outcomes clearly linked to a Tier I action plan |
| Tier II | |
| **2.1** | **Main Idea**: Tier II team needs individuals with specific skills and perspectives to implement Tier II supports.  **Quick Check**: Are all necessary roles/functions represented on the team?  o Coordinator  o Applied behavioral expertise  o Administrative authority  o Knowledge about students  o Knowledge about school operations  **Item Considerations**:  o Tier II team does not need to be large. Even 2-4 people may be sufficient.  o The key is to ensure that the authority to make decisions exist, and the behavioral expertise is present to guide adaptations. |
| **2.2** | **Main Idea**: Tier II teams need meeting foundations in order operate efficiently and to implement effective supports.  **Quick Check**: What meeting procedures are currently in place at the Tier II level?  o Regular, monthly meetings  o Consistently followed meeting format  o Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)  o Participant roles are clearly defined  o Action plan current to the school year  **Item Considerations**:  o Tier II team may be part of Tier I team, but a regular meeting typically is needed to review Tier II data, and needed for new students nominated for Tier II.  o Clarify with teams if and how the decision is made to transition from Tier I meeting items to Tier II meeting items. |
| **2.3** | **Main Idea**: Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.  **Quick Check**: What is the process for identifying students who may need Tier II supports?  o Written policy or rubric for identifying students in need of assistance  o Multiple data sources  o Process for notifying and including families |
| **2.4** | **Main Idea**: Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.  **Quick Check**: What is the process for requesting assistance with behavior support?  o Written policy or rubric for identifying students in need of assistance  o Multiple data sources  o Process for notifying and including families  **Item Considerations**:  o The process for nominating a student should be easily understood and easily accessed by all.  o Families should know how to nominate a student and know the process when a student is nominated.  o Emphasis should be given on the success of the process when done early. |
| **2.5** | **Main Idea**: A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.  **Quick Check**: What intervention options are available at the Tier II level?  o Are there multiple Tier II interventions readily available?  o Do they have an evidence base of effectiveness with students?  **Item Considerations:**  o Standard modifications of existing interventions meet the criteria for sufficient array.  -CICO for peer attention  -CICO for academic task avoidance  o Many approaches for Tier II support  o Focus on Tier II supports that improve student success (e.g., do more than simply remove or control the student)  o Combinations of support strategies may be very appropriate and efficient. |
| **2.6** | **Main Idea**: Tier II supports should focus on improving the skills and context needed for student success.  **Quick Check**: What critical features are embedded in Tier II supports?  o Do all Tier II interventions include additional instruction/time for student skill development?  o Do all Tier II interventions include additional structure/predictability?  o Do all Tier II interventions include increased opportunities for feedback? |
| **2.7** | **Main Idea**: Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.  **Quick Check**: What is the process for identifying appropriate Tier II supports?  o Is there a formalized process to select Tier II supports?  o Does the process take into account student need and contextual fit? |
| **2.8** | **Main Idea**: Tier II supports are more effective when layered within Tier I.  **Quick Check**: How do students receiving Tier II supports benefit from the Tier I system?  o Are the school’s Tier II supports linked/layered/aligned with the school-wide, universal system?  o Do students receiving Tier II supports still receive full access to Tier I systems? |
| **2.9** | **Main Idea**: Effective Tier II supports require participation of many adults in the school.  **Quick Check**: What is the process for training staff members providing Tier II supports?  o Are there scheduled trainings for school team members?  o Is there a faculty-wide orientation led by the Tier II Team?  o Is there a scheduled annual orientation for new faculty?  o Are there documented strategies for orienting substitutes or volunteers?  o Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged? |
| **2.10** | **Main Idea**: Tier II supports that are used too little (e.g. 1%) or too much (e.g. 20%) are not sustainable.  **Quick Check**: What proportion of students are receiving Tier II supports?  o Is at least 5% of the total population receiving Tier II supports?  o Does the school have the capacity to sustain effective supports for this proportion of students?  **Item Considerations**  o Tier II team and administration should know the proportion of students on Tier II supports.  o The level of Tier II supports should be between 3% and 17% to be effective and worth the organizational costs.  o At least 70% of students should succeed on initial Tier II supports. If lower, consider if Tier III supports are missing, or ineffective. |
| **2.11** | **Main Idea**: Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.  **Quick Check**: How is Tier II outcome data used to provide effective supports?  o Is there a system to collect and organize intervention outcome data?  o Does the Tier II team have access to reports summarizing intervention outcome data?  o Does the Tier II team have a system with data decision rules to identify how Tier II supports should be altered? |
| **2.12** | **Main Idea**: Fidelity assessments should always be included as part of implementation practice.  **Quick Check:** What role does fidelity data play in the actions of the Tier II team?  o Is the team assessing fidelity of implementation at Tier II?  o Is there regular assessment of fidelity?  o Are the fidelity data used for decision making and action planning at Tier II? |
| **2.13** | **Main Idea**: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.  **Quick Check**: What is the process for regularly examining Tier II systems?  o Is there an evaluation conducted for Tier II systems?  o Does this happen annually?  o Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)?  o Are the outcomes clearly linked to a Tier II action plan? |
| Tier III | |
| **3.1** | **Main Idea**: Tier III teams need individuals with specific skills and perspectives to effectively provide and implement Tier III supports.  **Quick Check**: Are all necessary roles/functions represented on the team?  o Coordinator  o Applied behavioral expertise  o Administrative authority   * Multi-agency supports (e.g., person-centered planning or wrap around supports offered)   o Intensive support expertise  o Knowledge about students  o Knowledge about school operations |
| **3.2** | **Main Idea**: Tier III teams need meeting foundations in order operate efficiently and to implement effective supports.  **Quick Check**: What meeting procedures are currently in place at the Tier III level?  o Regular, monthly meetings  o Consistently followed meeting format  o Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)  o Participant roles are clearly defined  o Action plan current to the school year |
| **3.3** | **Main Idea**: Timely selection of students for Tier III supports improves the effectiveness of Tier III implementation.  ***Data Source:*** *Data Cut-off Score Grid*  **Quick Check**: What is the process for identifying students who may need Tier III supports?  o Written policy or rubric for identifying students in need of assistance  o Multiple data sources (e.g., attendance, academics, ODRs, Tier II performance, nomination forms)  o Process for including family and student perspectives in the identification process |
| **3.4** | **Main Idea**: Each student receiving Tier III supports benefits from having an individualized team comprised of relevant stakeholders.  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score (located at back of TFI)***  Quick Check: What is the composition of Tier III, student-level support teams?  o Does each student receiving Tier III supports have a unique support team?  o Is membership of the team representative of all relevant stakeholders (i.e., case manager, teacher, family, etc.)?   * Are strengths identified from student/family? |
| **3.5** | **Main Idea**: Each Tier III student support team needs a person responsible for coordinating implementation efforts.  **Quick Check**: Who is responsible for facilitating implementation of Tier III supports?  o Is there designated personnel with the responsibility of coordinating student-specific, Tier III teams?  o Is there personnel assigned to facilitate implementation of Tier III supports for students? |
| **3.6** | **Main Idea**: Accessing external supports and resources, as needed, can enhance individual student support plans.  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score***  **Quick Check**: How are resources outside the school accessed when needed?  o Is there a person responsible for connecting with external agencies?  o Does the school have a process for accessing external resources |
| **3.7** | **Main Idea**: Effective implementation of Tier III supports requires that relevant staff have the knowledge base necessary for success.  **Quick Check**: What is the process for training staff members providing Tier III supports?  o Are there scheduled trainings for Tier III team members?  o Is there a process to train/coach Tier III staff on basic behavioral theory?  o Is there a process to train/coach Tier III staff on function of behavior?  o Is there a process to train/coach Tier III staff on function-based interventions? |
| **3.8** | **Main Idea**: Intensive student support plans should capitalize on skill strengths and include student/family perspectives.  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score***  ***Data Source:*** Replacement Behavior Goals in BSP, Student/Caregiver Interview, Competing Behavior Pathway on FBA Summary Sheet  **Quick Check**: How are the students’ strengths and quality of life needs incorporated in Tier III support plans?  o Do Tier III support plans include student strengths and skills?  o Do Tier III support plans include quality of life needs defined by the student/family? |
| **3.9** | **Main Idea**: Tier III supports are more effective when designed with information related to student strengths and needs in all areas including academics, social skills, medical and mental health needs.  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score***  **Data Source:** Student/Caregiver Interviews – check if strengths are documented  **Quick Check**: What information and data is included in Tier III support plans?  o Do Tier III support plans include medical information, as appropriate?  o Do Tier III support plans include mental health information, as appropriate?  o Do Tier III support plans include complete academic data, as appropriate? |
| **3.10** | **Main Idea**: An applicable hypothesis statement is a determining factor in intervention effectiveness.  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score***  **Data Source: FBA Summary Sheet Step 4 matches FACTS Step 11**  **Quick Check**:  o Do Tier III support plans include a hypothesis statement?  o If yes, does the hypothesis statement include:  -An operational description of the problem behavior?  -Identification of the context where the problem is most likely?  -Identification of maintaining reinforcers? |
| **3.11** | **Main Idea**: Individualized interventions need specific components in order to be most effective.  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score***  **Data Source:** Behavior Support Plan, graphs of individual student data, BSP Fidelity Sheet  **Quick Check**: What critical features are embedded in Tier III supports?  o Do Tier III support plans include:  -Prevention strategies?  -Teaching strategies?  -Strategies for removing rewards for problem behavior?  -Specific rewards for desired behavior?  -Safety elements where needed?  -A systematic process for assessing fidelity and impact?  -An action plan? (*Embedded in the Behavior Support Plan, if all components are completed)* |
| **3.12** | **Main Idea**: Some Tier III plans may need to include professionals, service providers, and individuals who are familiar with the strengths and needs of the student.  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score***  **Quick Check**:  o Are individuals familiar with the strengths and needs of the student included in the support plan?  o Are quality of life needs represented with specific actions in the support plan?  o Are natural supports (i.e., peer, relative, neighbor, etc.) included in the plan as appropriate? |
| **3.13** | **Main Idea**: Tier III supports are more effective when layered within Tiers I and II.  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score***  **Quick Check**: How do students receiving Tier III supports benefit from the Tier I and Tier II systems?  o Are Tier III support plans linked/layered/aligned with the school-wide, universal system?  o Do students receiving Tier III supports still receive full access to Tier I and Tier II systems? |
| **3.14** | **Main Idea**: Teams need the right information in the right form at the right time to make effective decisions.  **Quick Check**: How are Tier III fidelity and outcome data used to provide effective supports?  o Is there a system to collect and organize intervention outcome data?  o Does the Tier III team have access to reports summarizing intervention outcome data?  o Is the team assessing fidelity of implementation at Tier III?  o Is there regular assessment of fidelity?   * Are data reviewed at least monthly?   o Are the fidelity data used for decision making and action planning at Tier III? |
| **3.15** | **Main Idea**: Teams need to regularly review (at least monthly) fidelity/outcome data to identify how Tier III supports should be altered.  ***Data Source:*** Behavior Support Plan Fidelity Sheet  ***Use Appendix C: TFI Tier III Support Plan Worksheet to determine score***  **Quick Check**: How are Tier III fidelity and outcome data used to provide effective supports?  o Do Tier III support teams have access to reports summarizing intervention outcome/fidelity data?  o How do Tier III support teams use data to identify how Tier II supports should be altered? |
| **3.16** | **Main Idea**: Tier III supports that are used too little (e.g. fewer than1%) or too much (e.g. more than 5%) are not sustainable.  **Quick Check:** What proportion of students are receiving Tier III supports?  o Are between 1% and 5% of the total population receiving Tier III supports?  o Does the school have the capacity to sustain effective supports for this proportion of students? |
| **3.17** | **Main Idea**: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.  **Quick Check**: What is the process for regularly examining Tier III systems?  o Is there an evaluation conducted for Tier III systems?  o Does this happen annually?  o Are outcomes shared with relevant stakeholders (faculty, students, family, etc.)?  o Are the outcomes clearly linked to a Tier III action plan? |