SW Tiered Fidelity Inventory **Elaborations**

+ High School Elaborations

TFI 1.1 Team Composition

Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, € student representation.

- Δ Tier 1 team membership is a cross representation of staff and students that includes but not limited to: multiple content area teams, department representatives, student council/clubs/organizations representatives, parent/community representatives.
- Δ Consider inviting the voice of those youth typically who are not engaged.
- Δ Various faculty are involved in roles other than the Tier 1 team.
- Δ A Freshman Leadership Team may be a separate of sub-team from the Schoolwide Tier 1 team.
- Δ Distributive leadership puts more adults to work and thus familiarize them with the initiative thereby improving buy-in

TFI 1.2 Team Operating Procedures

Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions. Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

- Δ Leadership teams are facilitated by multiple administrators, deans and team leaders who establish policies supporting social behavior.
- Δ Teams use an effective meeting format focusing on implementation fidelity and data-based decision making for critical warning indicators (academics, behavior, coursework).
- Δ Teams communicate meeting minutes across and within departments and stakeholders.

TFI 1.3 Behavioral Expectations

School-wide expectations are a brief, memorable set of positively-stated expectations that create a school culture that is clear, positive, and consistent. School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.

- Δ Establish SW expectations to support a positive predictable environment.
- Δ Selection requires active student/staff involvement.
- Δ Social expectations are linked to academic competencies which support academic self-managers.
- Δ Expectations should be culturally relevant and inclusive of all student 'groups'.
- Δ Expectations are a means for incorporating social emotional wellness.

TFI 1.4 Teaching Expectations

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.

- Δ Teaching of SW behavioral expectations starts small and simple (i.e. target one location, one behavior, Freshman class).
- Δ Student involvement is crucial in both the development and implementation of the SW behavioral teaching matrix.
- Δ Plans are created for teaching expectations which include: *What will be done? How will it be done? When will it be done?*
- Δ Consider students teaching the lessons (e.g. students enroll in a leadership course and that is one of the expectations (assignments) of the course)

TFI 1.5 Problem Behavior Definitions

School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.

- Δ   School has clear definitions for behaviors that interfere with contextual academic and social success for addressing office-managed versus staff-managed problems.
- Δ   Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.
- Δ   What % of the staff would you estimate agree upon the definition of a tardy?
- Δ   What % of the staff know the consequences (acknowledgement and discipline)?
- Δ   What % of the staff follow through when students do/do not exhibit the behavior?

TFI 1.6 Discipline Policies

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. Preventative and positive approaches to discipline are the most effective. Proactive or instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.

- Δ   Discipline practices are consistent and predictable.
- Δ   Consequences are function-based; they are instructional, prevent escalation, allow instruction to continue and avoid inadvertent reward of the problem behavior.
- Δ   Documented guidelines for responding to problem behaviors include restorative conversations.

TFI 1.7 Professional Development

A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.

- Δ   Professional development is ongoing and not a one-time event.
- Δ   Professional development provides opportunities to boost staff buy-in through building relationships and planting seeds of trust.
- Δ   Processes which allow for staff to express belief systems and establish individual "WHYS" will support the implementation process.
- Δ   PD is delivered by department to ensure all know the role they play in SW implementation (e.g. large high school… they are working with the counseling department to support their role which is a bit unique because they have flexibility of schedule).

TFI 1.8 Classroom Practices

Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.

- Δ   Classrooms have a climate that support active participation, student self-advocacy, academic risk taking and cooperative group work.
- Δ   Students are actively involved in the development of classroom routine matrices which are aligned with schoolwide expectations and include routines which support academic self-managers (i.e agenda, entering the classroom, turning in assignments, tracking assignments).
    There is an emphasis on Increasing positive student-teacher interactions with:
    5:1 positive to negative teacher statements;
    Praise statements to acknowledge appropriate behaviors:
    Error correction procedures to address misbehavior;
    Active supervision (e.g., circulating, scanning, encouraging);
    Providing choice

TFI 1.9 Feedback & Acknowledgement

A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. 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. Attending to and acknowledging students' desired behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture.

- Δ Acknowledgements are age appropriate and developed by both student/staff.
- Δ Adolescents may need acknowledgements that are more *frequent* (daily as well as layered: daily, weekly, monthly, quarterly). *varied* (tangible, privilege, social with a greater emphasis on social) and meaningful (valued by both student/staff).
- Δ Acknowledgements are designed to be opportunities to build internal regulation, teach self-determination skills and meet the developmental needs of the adolescent brain which requires more intense structure, reinforcement, and relationship building.

TFI 1.10 Faculty Involvement

Faculty voice is essential in establishing and maintaining staff commitment and consistency in implementation. Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.

- Δ All faculty are involved in the exploration and implementation process through input, dialogue and clarifying opportunities.
- Δ Common agreements are created for teacher practices which are predictable for all students and consistent across classrooms, especially for teachers of Freshman.

TFI 1.11 Student, Faculty, Community Involvement

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.

- Δ Stakeholder involvement insures ALL voices have dialogued around the issues and have created a perception of "doing it together".
- Δ Student involvement through forums and/or opportunities (i.e. youth empowerment summit) allow student to connect and increase consistency across school and other settings.
- Δ Family involvement through focus groups/ surveys provides a bridge to cultural competence.
- Δ Data from focus groups and survey can also help initiate or support local and state commitment to SWPBIS.

TFI 1.12 Discipline Data

Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Teams need the right information in the right form at the right time to make effective decisions. Teams with access to current and reliable data are able to make more accurate and relevant decisions regarding staff and student instruction and support.

- Δ Data is collected for achievement (i.e. failed classes, homework completion, GPA, core classes), engagement (i.e. attendance/skip/tardy, school climate/engagement surveys, on track/drop out) and behavior (i.e. office discipline referrals, suspensions/expulsions, behavioral health surveys).

TFI 1.13 Data-based Decision Making

Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.

- Δ Data-based problem-solving focuses on defining precision statements around achievement, engagement and behavioral data.
- Δ Disproportionality and equity issues are examined at a systems level first before considering individual behavior interventions.
- Δ Data are viewed in aggregate by race and ethnicity.

TFI 1.14 Fidelity Data

Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation.

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- Δ Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation.

TFI 1.15 Annual Evaluation

Tier I team documents fidelity and effectiveness of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.

- Δ Tier I team documents fidelity and effectiveness of Tier I practices which includes assessment results for school climate, student engagement, and the school environment.
- Δ Annual reports are with stakeholders (staff, families, community, district) in a usable format.