This guidance can be used as a companion guide to the TFI to help meet the Fully Implementing criteria or to enhance current implementation practices when action planning.

TFI Team Items

1.1 Team Composition: 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, programs, and for high schools, (e) student representation.

Guidance for Action Planning

1. Ensure the team is representative of the school community. Consider whether it might be beneficial to include parent and/or student members.
2. Have back-up members identified for all team functions (coach, data-analyst, recorder, data-entry, etc.).
3. Have the team form sub-committees to assist with Tier 1 implementation and to build capacity towards sustainability (i.e. teaching/lessons plans, family engagement, etc.).
4. Ensure regular attendance of each team member.

1.2 Team Operating Procedures: 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.

Guidance for Action Planning

1. Review Team Operating Procedures twice a year to ensure they are a consistent implementation practice.
2. Ensure meeting minutes are disseminated to team meetings after each meeting with clear action steps.
3. Ensure accountability of team members for action item responsibilities, inclusive of timelines.
4. Have the team establish a clear mission/purpose.
5. Consider ways to address potential barriers (funding, policies, roles of personnel).
6. Have the team complete a quick "Audit" or Resource Map of current school practices, programs or initiatives. Are there ways to increase efficiency? Work smarter?
7. Ensure each meeting is a priority of its membership and that meeting time is protected.

TFI Implementation Items

1.3 Behavioral Expectations: 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.

Guidance for Action Planning

1. Review rules twice a year to ensure that they are still relevant, based on data and agreed upon by the staff.
2. The school-wide matrix is accessible to learners from a variety of language and ability backgrounds.

3. The rules matrix is posted publicly throughout the school.
   a. For Elementary Schools:
      i. Posters should be posted at eye-level.
      ii. Posters should have visual icons for PreK-3rd grade.
4. Expectations are defined and developmentally appropriate, so that students, staff, and parents understand.

1.4 *Teaching Expectations:* Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

Guidance for Action Planning

1. Create a system (including dates) for teaching behavioral expectations and rules to all students that includes:
   - Examples and non-examples (student/staff practice examples only)
   - A variety of teaching strategies
   - Lessons embedded into subject area curriculum
   - Lessons taught and re-taught throughout the school year
   - Staff and students involved in the development & delivery of the behavioral curriculum
   - Behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)
2. Develop and implement strategies to share key features of PBIS with families/community.
3. Develop a process for introducing new students to the school-wide expectations and rules.

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.

Guidance for Action Planning

1. Establish a narrative and/or flowchart outlining discipline procedures.
   a. The narrative and/or flowchart should reflect a developmentally appropriate process for early learners (i.e., sending students to office v. administrator coming to the classroom).
2. Develop data collection forms for office-managed and classroom-managed behaviors.
   a. Train staff in completing the forms.
   b. Ensure data form fields exist for meaningful decision-making.
3. Develop a defined continuum of appropriate instructional responses to office-managed and classroom-managed behavior.

1.6 *Discipline Policies:* School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

Guidance for Action Planning

1. Ensure that discipline practices include a process for reintegrating students returning to the classroom following disciplinary action.
2. Consider the inclusion of trauma-informed and/or restorative practices.
3. Review systems and data quarterly to ensure consistent implementation of approaches across all faculty and staff. Adjust policies and procedures as needed.

1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 of the core Tier I PBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

Guidance for Action Planning

1. Develop a written process for orienting, training, coaching and providing refresher/booster training to all school or community employed staff.
2. Create a schedule for acknowledgments for the year.
3. Develop and implement a plan for orienting incoming staff, substitute teachers and students.
4. Develop and implement plans for involving families/communities.
5. Provide staff with training on mental health awareness, restorative practices and/or trauma and resilience.

1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

Guidance for Action Planning

1. At the beginning of each year ensure that classroom rules are defined for each of the school-wide expectations posted in classrooms.
   a. For elementary schools:
      i. Rules posted at eye-level
      ii. Rules have visual icons for Pre-K-3rd grade
2. Ensure that classroom routines and procedures are explicitly identified for activities where problems often occur.
3. Create a plan for expected classroom behaviors and routines to be taught.
4. Develop procedures for tracking classroom behavior problems.
5. Ensure that classrooms have a range of developmentally appropriate consequences/interventions for problem behavior that are consistently delivered.
6. Determine a method for monitoring progress in the classrooms.
7. Develop a system for staff to access support in the classroom when needed.
8. Ensure staff have been taught and equipped with various developmentally appropriate teacher managed strategies to use in the classroom.

1.9 Feedback and 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.

Guidance for Action Planning

1. Review current acknowledge system to determine its continued fit with the culture, community, and student mental health needs.
   a. Are there a variety of methods used to acknowledge students?
   b. Are acknowledgements linked to expectations and rules?
   c. Are acknowledgements varied to maintain student interest?

d. Are ratios of acknowledgement to corrections high?
e. Are students involved in identifying/developing incentives?
f. Does the system include incentives for staff/faculty?
g. Does the system consider mental health needs? (i.e., students with internalizing characteristics or regulation difficulties may not do well with a large assembly celebration)

1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

Guidance for Action Planning

1. Involve faculty in establishing and reviewing annual goals.
2. Develop ways to prioritize staff wellness to support faculty involvement.
3. Create a plan for faculty feedback to be obtained throughout the year.
   a. Are changes made based on faculty feedback?
   b. What is the feedback loop to grade level, department, and other teams in the schools about PBIS implementation?

1.11 Student, Family, Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

Guidance for Action Planning

1. Develop and implement strategies to share key features with families/community.
2. Establish a student PBIS team to help with implementation.
3. Review community data (e.g., food pantry visits, calls to crisis centers, juvenile arrests) to provide a broader range of understanding of community needs.

TFI Evaluation Items

1.12 Discipline Data: Tier 1 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.

Guidance for Action Planning

1. Plan to periodically review additional data points (attendance, grades, faculty attendance, surveys) that can be used by the PBIS Team.

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) at least monthly for decision-making.

Guidance for Action Planning

1. Regularly share data with the faculty at least monthly.

2. Develop a plan for the team to disaggregate data to inform and monitor equitable practices.
3. Provide training on data analysis and problem-solving.

1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SAS, Tiered Fidelity Inventory) data at least annually.

Guidance for Action Planning

1. Monitor student and staff ability to identify expectations and rules.
2. Monitor implementation fidelity of all added practices and interventions at the school-wide/classroom level to ensure equitable access for all students.
3. Evaluate staff use of the referral process (including which behaviors are office-managed vs. teacher-managed) and forms.
4. Monitor staff use of the acknowledgment system.
5. Ensure that outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan.

1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) 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.

Guidance for Action Planning

1. Identify, administer, and use fidelity tools to inform action planning.
2. Create a template for an End of Year Report created to share outcomes with stakeholders that can be used yearly.

Notes