# TFI Action Plan with Data Sources

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| **Tier I** | | | | | | |
| **Sub-scale** | **Item** | **Current Score** | **Possible**  **Data Sources** | **Notes/Action(s)** | **Person(s) Responsible** | **Timeline** |
| **Teams** | * 1. **Team Composition**   Self-Assessment   * Coordinator * Behavioral expertise * Administrative authority * Coaching expertise * Knowledge about academic/behavior outcomes * Knowledge about school operations * Family/Student perspective included |  | School organizational chart  Tier 1 team meeting minutes |  |  |  |
| * 1. **Team Operating Procedures**   Self-Assessment   * Regular, monthly meetings * Consistently followed meeting format * Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) * Participant roles are clearly defined * Action plan current to the school year |  | Tier 1 team meeting agendas and minutes  Tier 1 meeting roles and descriptions  Tier 1 action plan |  |  |  |
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| **Implementation** | * 1. **Behavioral Expectations**   Self-Assessment   * Has the team identified five or fewer behavioral expectations? * Do they include examples by location / setting? * Are they posted publically throughout the school? |  | TFI Walkthrough Tool  Staff handbook  Student handbook |  |  |  |
| * 1. **Teaching Expectations**   Self-Assessment   * Are regularly scheduled times identified for teaching expectations at least once per school year? * Is there a documented teaching schedule? * Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)? |  | TFI Walkthrough Tool  Professional development calendar  Lesson plans  Informal walkthroughs |  |  |  |
| * 1. **Problem Behavior Definitions**   Self-Assessment   * Are problem behavior definitions written down and documented? * Do the definitions clearly differentiate between staff- managed and office-managed problem behaviors? * Are all staff and faculty members trained on the definitions? * Are the definitions shared with families and students? |  | Staff handbook  Student handbook  School policy  Discipline flowchart |  |  |  |
| * 1. **Discipline Policies**   Self-Assessment   * Are disciplinary practices proactive and preventative? *and -* Do they help keep children in school and the classroom or is there a reliance on exclusionary practices? * Is there clear documentation of discipline policies? * Do administrators report consistent use of proactive, preventative approaches? |  | Discipline policy  Student handbook  Code of conduct  Informal administrative interview |  |  |  |
| * 1. **Professional Development**   Self-Assessment   * Are there scheduled trainings for school team members? * Is there a faculty-wide orientation led by the full Tier I team? * Is there a scheduled annual orientation for new faculty? * Are there documented strategies for orienting substitutes or volunteers? * Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged? |  | Professional development calendar  Staff handbook |  |  |  |
| * 1. **Classroom Procedures**   Self-Assessment   * Do classroom procedures match proactive school-wide disciplinary practices? * 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 |  | Staff handbook  Informal walkthroughs  Progress monitoring  Individual classroom data |  |  |  |
| * 1. **Feedback and Acknowledgment**   Self-Assessment   * Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements? * Are those acknowledgements linked to school-wide expectations? * Are they distributed across school settings? * Do at least 80% of students interviewed report receiving them? |  | TFI walkthrough tool |  |  |  |
| * 1. **Faculty Involvement**   Self-Assessment   * Is there documentation of a process for receiving feedback on Tier I supports? * Does that documentation include input from faculty? * Was the most recent feedback within the past 12 months? * How often is school-wide data shared with faculty? |  | PBIS Self-Assessment Survey  Informal surveys  Staff meeting minutes  Team meeting minutes |  |  |  |
| * 1. **Student/Family/Community Involvement**   Self-Assessment   * Is there documentation of a process for receiving feedback on Tier I supports? * Does that documentation include input from faculty, students and families? * Was the most recent feedback within the past 12 months? |  | Surveys  Voting results from parent/family meetings  Team meeting minutes |  |  |  |
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| **Evaluation** | * 1. **Discipline Data**   Self-Assessment   * Is there a centralized data system to collect and organize behavior incident data? * Does the Tier I team have instantaneous access to graphed reports summarizing discipline data? * Are those data organized to review all of the following: frequency of problem behavior events by behavior, location, time of day and student? |  | School policy  Team meeting minutes  Student outcome data |  |  |  |
| * 1. **Data-based Decision Making**   Self-Assessment   * Does the team have access to discipline data for the entire student body (school-wide)? * Does the team have access to academic data for the entire student body? * Are those data clearly and logically linked to the annual action plan for Tier I? * Are those data reviewed at least monthly? |  | Data decision rules  Staff professional development calendar  Staff handbook  Team meeting minutes |  |  |  |
| * 1. **Fidelity Data**   Self-Assessment   * Is the team assessing fidelity of implementation at Tier I? * Is there regular assessment of fidelity? * Are the fidelity data used for decision making and action planning at Tier I? |  | School policy  Staff handbook  School newsletters  School website |  |  |  |
| * 1. **Annual Evaluation**   Self-Assessment   * Is there an evaluation conducted for Tier I systems? * Does this happen annually? * Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)? * Are the outcomes clearly linked to a Tier I action plan? |  | Staff, student, and family surveys  Tier 1 handbook  Fidelity tools  School policy  Student outcomes  District reports  School newsletters |  |  |  |

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| **Tier II** | | | | | | | | | |
| **Sub-scale** | **Item** | **Current Score** | **Possible**  **Data Sources** | **Notes/Action(s)** | **Person(s) Responsible** | | **Timeline** | |
| **Teams** | **2.1 Team Composition**  Self-Assessment   * Coordinator * Applied behavioral expertise * Administrative authority * Knowledge about students * Knowledge about school operations   Item Considerations   * Tier II team does not need to be large. Even 2-4 people may be sufficient. * The key is to ensure that the authority to make decisions exist, and the behavioral expertise is present to guide adaptations. |  | School organizational chart  Tier II team meeting minutes |  | |  | |  | |
| **2.2 Team Operating Procedures**  Self-Assessment   * Regular, monthly meetings * Consistently followed meeting format * Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) * Participant roles are clearly defined * Action plan current to the school year   Item Considerations   * 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. * Clarify with teams if and how the decision is made to transition from Tier I meeting items to Tier II meeting items. |  | Tier II team meeting agendas and minutes  Tier II meeting roles descriptions  Tier II action plan |  | |  | |  | |
| **2.3 Screening**  Self-Assessment   * Written policy or rubric for identifying students in need of assistance * Multiple data sources * Process for notifying and including families |  | Multiple data sources used *(ODRs/Time out of instruction, Attendance, Academic performance)*  Team Decision Rubric  Team meeting minutes  School Policy |  | |  | |  | |
| **2.4 Request for Assistance**  Self-Assessment   * Written policy or rubric for identifying students in need of assistance * Multiple data sources * Process for notifying and including families   Item Considerations   * The process for nominating a student should be easily understood and easily accessed by all. * Families should know how to nominate a student and know the process when a student is nominated. * Emphasis should be given on the success of the process when done early. |  | School Handbook  Request for Assistance Form  Family Handbook |  | |  | |  | |
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| **Interventions** | **2.5 Options for Tier II Interventions**  Self-Assessment   * Are there multiple Tier II interventions readily available? * Do they have an evidence base of effectiveness with students?   Item Considerations   * Standard modifications of existing interventions meet the criteria for sufficient array.   + CICO for peer attention   + CICO for academic task avoidance * Many approaches for Tier II support * Focus on Tier II supports that improve student success (e.g., do more than simply remove or control the student) * Combinations of support strategies may be very appropriate and efficient. |  | School Tier II Handbook  Targeted Interventions Reference Guide |  | |  | |  | |
| **2.6 Tier II Critical Features**  Self-Assessment   * Do all Tier II interventions include additional instruction/time for student skill development? * Do all Tier II interventions include additional structure/predictability? * Do all Tier II interventions include increased opportunities for feedback? |  | Universal lesson plans  Tier II lesson plans  Daily/weekly progress report  School schedule  School Tier II handbook |  | |  | |  | |
| **2.7 Practices Matched to Student Need**  Self-Assessment   * Is there a formalized process to select Tier II supports? * Does the process take into account student need and contextual fit? |  | Data sources used to identify interventions  School Policy  Tier II Handbook  Needs assessment  Targeted Interventions Reference Guide |  | |  | |  | |
| **2.8 Access to Tier I Supports**  Self-Assessment   * Are the school’s Tier II supports linked/layered/aligned with the school-wide, universal system? * Do students receiving Tier II supports still receive full access to Tier I systems? |  | Universal Lesson plans  & teaching schedule  Acknowledgement system  Student of the month documentation  Family communication |  | |  | |  | |
| **2.9 Professional Development**  Self-Assessment   * Are there scheduled trainings for school team members? * Is there a faculty-wide orientation led by the Tier II Team? * Is there a scheduled annual orientation for new faculty? * Are there documented strategies for orienting substitutes or volunteers? * Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged? |  | Professional Development Calendar  Staff Handbook  Lesson plans for teacher trainings  School policy |  | |  | |  | |
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| **Evaluation** | **2.10 Level of Use**  Self-Assessment   * Is at least 5% of the total population receiving Tier II supports? * Does the school have the capacity to sustain effective supports for this proportion of students?   Item Considerations   * Tier II team and administration should know the proportion of students on Tier II supports. * The level of Tier II supports should be between 3% and 17% to be effective and worth the organizational costs. * At least 70% of students should succeed on initial Tier II supports. If lower, consider if Tier III supports are missing, or ineffective. |  | Tier II enrollment data  Tier II team meeting minutes  Progress monitoring tool |  | |  | |  | |
| **2.11 Student Performance Data**  Self-Assessment   * Is there a system to collect and organize intervention outcome data? * Does the Tier II team have access to reports summarizing intervention outcome data? * Does the Tier II team have a system with data decision rules to identify how Tier II supports should be altered? |  | Student progress data (e.g., % of students meeting goals)  Intervention Tracking Tool  Daily/Weekly Progress  Report sheets  Family communication |  | |  | |  | |
| **2.12 Fidelity Data**  Self-Assessment   * Is the team assessing fidelity of implementation at Tier II? * Is there regular assessment of fidelity? * Are the fidelity data used for decision making and action planning at Tier II? |  | Tier II coordinator training  District technical assistance  Fidelity probes taken monthly by a Tier II team member |  | |  | |  | |
| **2.13 Annual Evaluation**  Self-Assessment   * Is there an evaluation conducted for Tier II systems? * Does this happen annually? * Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)? * Are the outcomes clearly linked to a Tier II action plan? |  | Staff and student surveys  Tier II handbook  Fidelity tools  School Policy  Student outcomes  District Reports |  | |  | |  | |

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| **Tier III** | | | | | | | | | |
| **Sub-scale** | **Item** | **Current Score** | **Possible**  **Data Sources** | **Notes/Action(s)** | **Person(s) Responsible** | | **Timeline** | |
| **Teams** | **3.1 Team Composition**  Self-Assessment   * Coordinator * Applied behavioral expertise * Administrative authority * Intensive support expertise * Knowledge about students * Knowledge about school operations |  | School organizational chart  Tier III team meeting minutes |  | |  | |  | |
| **3.2 Team Operating Procedures**  Self-Assessment   * Regular, monthly meetings * Consistently followed meeting format * Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated) * Participant roles are clearly defined * Action plan current to the school year |  | Tier III team meeting agendas and minutes  Tier III meeting roles descriptions  Tier III action plan |  | |  | |  | |
| **3.3 Screening**  Self-Assessment   * Written policy or rubric for identifying students in need of assistance * Multiple data sources * Process for including family perspectives in the identification process |  | School policy  Team decision rubric  Team meeting minutes |  | |  | |  | |
| **3.4 Student Support Team**  Self-Assessment   * Does each student receiving Tier III supports have a unique support team? * Is membership of the team representative of all relevant stakeholders (i.e., case manager, teacher, family, etc.)? |  | Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) |  | |  | |  | |
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| **Resources** | **3.5 Staffing**  Self-Assessment   * Is there designated personnel with the responsibility of coordinating student-specific, Tier III teams? * Is there personnel assigned to facilitate implementation of Tier III supports for students? |  | Administrative plan  Tier III team meeting minutes  FTE (i.e., paid time) allocated to Tier III supports |  | |  | |  | |
| **3.6 Student/Family/Community Involvement**  Self-Assessment   * Is there a person responsible for connecting with external agencies? * Does the school have a process for accessing external resources? |  | Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) |  | |  | |  | |
| **3.7 Professional Development**  Self-Assessment   * Are there scheduled trainings for Tier III team members? * Is there a process to train/coach Tier III staff on basic behavioral theory? * Is there a process to train/coach Tier III staff on function of behavior? * Is there a process to train/coach Tier III staff on function-based interventions? |  | Professional Development Calendar  Staff Handbook  Lesson plans for teacher trainings  School policy |  | |  | |  | |
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| **Support Plans** | **3.8 Quality of Life Indicators**  Self-Assessment   * Do Tier III support plans include student strengths and skills? * Do Tier III support plans include quality of life needs defined by the student/family? |  | Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) |  | |  | |  | |
| **3.9 Academic, Social, and Physical Indicators**  Self-Assessment   * Do Tier III support plans include medical information, as appropriate? * Do Tier III support plans include mental health information, as appropriate? * Do Tier III support plans include complete academic data, as appropriate? |  | Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) |  | |  | |  | |
| **3.10 Hypothesis Statement**  Self-Assessment   * Do Tier III support plans include a hypothesis statement? * 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? |  | Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) |  | |  | |  | |
| **3.11 Comprehensive Support**  Self-Assessment   * 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? |  | Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) |  | |  | |  | |
| **3.12 Formal and Natural Supports**  Self-Assessment   * Are individuals familiar with the strengths and needs of the student included in the support plan? * Are quality of life needs represented with specific actions in the support plan? * Are natural supports (i.e., peer, relative, neighbor, etc.) included in the plan as appropriate? |  | At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet) |  | |  | |  | |
| **3.13 Access to Tier I and Tier II Supports**  Self-Assessment   * Are Tier III support plans linked/layered/aligned with the school-wide, universal system? * Do students receiving Tier III supports still receive full access to Tier I and Tier II systems? |  | Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) |  | |  | |  | |
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| **Evaluation** | **3.14 Data System**  Self-Assessment   * Is there a system to collect and organize intervention outcome data? * Does the Tier III team have access to reports summarizing intervention outcome data? * Is the team assessing fidelity of implementation at Tier III? * Is there regular assessment of fidelity? * Are the fidelity data used for decision making and action planning at Tier III? |  | Reports to staff  Staff meeting minutes  Staff report |  | |  | |  | |
| **3.15 Data-based Decision Making**  Self-Assessment   * Do Tier III support teams have access to reports summarizing intervention outcome/fidelity data? * How do Tier III support teams use data to identify how Tier II supports should be altered? |  | Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)  Team meeting schedules |  | |  | |  | |
| **3.16 Level of Use**  Self-Assessment   * Are between 1% and 5% of the total population receiving Tier III supports? * Does the school have the capacity to sustain effective supports for this proportion of students? |  | Student progress data  Tier III team meeting minutes |  | |  | |  | |
| **3.17 Annual Evaluation**  Self-Assessment   * Is there an evaluation conducted for Tier III systems? * Does this happen annually? * Are the outcomes shared with relevant stakeholders (faculty, students, family, etc.)? * Are the outcomes clearly linked to a Tier III action plan? |  | Tier III team meeting minutes  Tier III team Action Plan  Team member verbal reports |  | |  | |  | |