# 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 |  |  |  |