

Instructions for Completing a TFI Universal Walkthrough

Purpose

The Tiered Fidelity Inventory (TFI) Universal Walkthrough form is used to evaluate Tier 1 PBIS implementation. The tool provides the observer with a quick glance to see if Tier 1 or School-wide PBIS (SWPBIS) is evident in the school. The form is designed to allow for feedback to the school's PBIS team and/or administration in ways to improve Tier 1 implementation. It is recommended that an external observer complete this form. A school-level PBIS team member or an external observer can use this form for progress monitoring and coaching. The expected time to complete the TFI Walkthrough is approximately 60-90 minutes.

Materials

❖ **SWPBIS TFI Walkthrough Tool Staff and Student *Interview questions:** (15-20 min)

***Staff Interview Questions:** (Interview a minimum of 5 or 10% of staff.)

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (If applicable)
(Define what the acronym means)
- 2) Have you taught the school rules/behavioral expectations this year?
- 3) Have you given out any _____ since _____?
(Acknowledgments for appropriate behavior) (2 months ago)

***Student interview Questions:** (Interview a minimum of 10 students.)

- 1) What are the _____ (school rules, high 5's, 3 bee's)?
(Ask for the name of the school rules, and what they look like in that setting where student is or pick a setting)
- 2) Have you received any _____ since _____?
(Acknowledgments for appropriate behavior) (2 months ago)

❖ **Product Book "look for" documents:** (30-60 min)

- 1) Team Operating Procedures and Composition: 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. Tier I team includes a school administrator, a family member (optional), 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, (e) student representation.
**Review the Action Plan the day of the walkthrough or at an earlier time*
- 2) Problem Behaviors: 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. School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school-wide rules matrix) in place. Expected behaviors are taught directly to all staff and students. Look for age and developmentally appropriate expectations on rules matrices and behavior flow charts (e.g., use of pictures and height placement of expectations/rules matrices are appropriate for early learners).
- 3) Discipline Data: Tier I team has convenient 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. Evidence of Tier I team review and use of discipline data and other relevant data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.
- 4) 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.
- 5) Annual Evaluation: (a) Tier I team documents and shares with stakeholders SWPBIS fidelity and effectiveness of Tier I practices, including year- by-year comparisons, (staff, families, community, and district) in a usable format at least annually. Faculty annually provides input on SWPBIS universal foundations (e.g., BoQ, SAS, Tiered Fidelity Inventory, GA Student Health Survey 2.0, expectations, definitions, consequences, acknowledgements).



PBIS Tiered Fidelity Inventory (TFI) Walkthrough Tool

Universal Tier Interview and Observation Form



Purpose: This tool is used as part of completing the PBIS TFI's Tier I subscale and gives a quick glance to see if Tier 1 PBIS is evident in the school. It will allow the observer to provide feedback to the PBIS team and administration.

Date _____ School _____ District _____

Name of Observer _____ Name of Progress Monitoring Data System _____

Name of School-wide Expectations: _____

Name of Acknowledgment System: _____

I. SCHOOL-WIDE EXPECTATIONS: VISIBILITY

1. _____
2. _____
3. _____
4. _____
5. _____

A) Expectations Posted:

<input type="checkbox"/> Hallways	<input type="checkbox"/> Main Office	<input type="checkbox"/> Classrooms	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Media Center	<input type="checkbox"/> Gym/Playground	<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Other
--------------------------------------	---	--	---------------------------------------	--	--	--	-----------------------------------

B) Rules Matrix Posted by Location in:

<input type="checkbox"/> Hallways	<input type="checkbox"/> Main Office	<input type="checkbox"/> Classrooms	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Media Center	<input type="checkbox"/> Gym/Playground	<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Other
--------------------------------------	---	--	---------------------------------------	--	--	--	-----------------------------------

II. STAFF AWARENESS:

Staff Questions (Interview at least 5 or 10% staff members.)					
	What are the school expectations? Record the # of expectations known.	Have you taught the School-wide expectations to students this year?	Do you have a school-wide team to address behavior/discipline across campus?	Have you seen the discipline data this year?	Have you given out any _____ since _____? (2 mos.)
1	Y N	Y N	Y N	Y N	Y N
2	Y N	Y N	Y N	Y N	Y N
3	Y N	Y N	Y N	Y N	Y N
4	Y N	Y N	Y N	Y N	Y N
5	Y N	Y N	Y N	Y N	Y N
6	Y N	Y N	Y N	Y N	Y N
7	Y N	Y N	Y N	Y N	Y N
8	Y N	Y N	Y N	Y N	Y N
9	Y N	Y N	Y N	Y N	Y N
10	Y N	Y N	Y N	Y N	Y N
11*	Y N	Y N	Y N	Y N	Y N
12*	Y N	Y N	Y N	Y N	Y N
13*	Y N	Y N	Y N	Y N	Y N
14*	Y N	Y N	Y N	Y N	Y N
15*	Y N	Y N	Y N	Y N	Y N
Total					

Coaching Tip for the Observer: Use probing follow-up questions to dig deeper when warranted.

III. STUDENT AWARENESS:

Student Questions (at least 10 students)		
	What are the school-wide expectations? Record the # of expectations known	Have you received a _____ since _____?
1	Y N	Y N
2	Y N	Y N
3	Y N	Y N
4	Y N	Y N
5	Y N	Y N
6	Y N	Y N
7	Y N	Y N
8	Y N	Y N
9	Y N	Y N
10	Y N	Y N
11*	Y N	Y N
12*	Y N	Y N
13*	Y N	Y N
14*	Y N	Y N
15*	Y N	Y N
Total		

*Optional

Notes:

IV. PRODUCT BOOK CONTAINS:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Year's Action Plan	PBIS Team members & roles	PBIS Team Meeting Agendas & Sign In Sheets	Expectations & Rules Matrix	Lesson Plans & Timeline for teaching	Data Summary & Data Sources(SWIS, IC, E-School, etc)	Acknowledgement Systems Explanation	Referral Process Flow Chart	Survey/ Feedback Results <input type="checkbox"/> Discipline Data & Other Sources	PBIS Embedded in School Improvement Plan (SIP)

V. PBIS WALKTHROUGH SUMMARY (By Observer):

Strengths:

Recommendations: