

TFI District Coach's Guide

Tier I	
1.1	<p>Main Idea: Teams need people with multiple skills and perspectives to implement RTI²-B well.</p> <p>Quick Check: Are all necessary roles/functions represented on the team?</p> <ul style="list-style-type: none"> ○ Coordinator ○ Behavioral Expertise ○ Administrative authority ○ Coaching expertise ○ Knowledge about academic/behavior outcomes ○ Knowledge about school operations ○ Family/Student perspective included
1.2	<p>Main Idea: Specific features are necessary to ensure meetings are effective for action planning and tracking progress.</p> <p>Quick Check: What meeting procedures are currently in place at the Tier I level?</p> <ul style="list-style-type: none"> ○ 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
1.3	<p>Main Idea: Having school-wide, positive expectations is among the best ways to establish a positive social culture.</p> <p>Quick Check:</p> <ul style="list-style-type: none"> ○ Has the team identified five or fewer behavioral expectations? ○ Do they include examples by location/setting? ○ Are they posted publicly throughout the school?
1.4	<p>Main Idea: Behavioral expectations need to be taught to all students in order to be effective.</p> <p>Quick Check: What is the system for teaching behavioral expectations to all students?</p> <ul style="list-style-type: none"> ○ 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.)?
1.5	<p>Main Idea: Operational definitions of problem behavior and consistent processes for responding to problem behavior improve the “predictability” of social expectations in the school. Focus on reducing reward for problem behavior.</p> <p>Quick Check: What is the process for identifying problem behavior?</p> <ul style="list-style-type: none"> ○ 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?

<p>1.6</p>	<p>Main Idea: Preventative and positive approaches to discipline are the most effective.</p> <p>Quick Check: Do the discipline policies emphasize proactive, preventative disciplinary measures?</p> <ul style="list-style-type: none"> o Are disciplinary practices proactive and preventative? <ul style="list-style-type: none"> -Do they help keep children in school and the classroom or is there a reliance on exclusionary practices? o Is there clear documentation of discipline policies? o Do administrators report consistent use of proactive, preventative approaches?
<p>1.7</p>	<p>Main Idea: The key to PBIS implementation is staff consistency. All staff need to be informed and aware of goals, process, measures.</p> <p>Quick Check: What is the system for training all staff members?</p> <ul style="list-style-type: none"> o Are there scheduled trainings for school team members? o Is there a faculty-wide orientation led by the full Tier I team? o Is there a scheduled annual orientation for new faculty? o Are there documented strategies for orienting substitutes or volunteers? o Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?
<p>1.8</p>	<p>Main Idea: PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.</p> <p>Quick Check: How has the school-wide system translated to classrooms?</p> <ul style="list-style-type: none"> o Do classroom procedures match proactive school-wide disciplinary practices? o Are all core features of Tier I supports visible? <ul style="list-style-type: none"> -Positively stated expectations and consistent routines -System for acknowledging appropriate behavior -In-class system for responding to inappropriate behavior
<p>1.9</p>	<p>Main Idea: 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.</p> <p>Quick Check: What is the integrity of the school-wide system of acknowledgement?</p> <ul style="list-style-type: none"> o Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements? o Are those acknowledgements linked to school-wide expectations? o Are they distributed across school settings? o Do at least 80% of students interviewed report receiving them?
<p>1.10</p>	<p>Main Idea: Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.</p> <p>Quick Check: What are feedback systems to regularly involve faculty stakeholders?</p> <ul style="list-style-type: none"> o Is there documentation of a process for receiving feedback on Tier I supports? o Does that documentation include input from faculty? o Was the most recent feedback within the past 12 months? o How often is school-wide data shared with faculty?

1.11	<p>Main Idea: Schools need active engagement of students, families and the community to be successful.</p> <p>Quick Check: What are feedback systems to regularly involve stakeholders?</p> <ul style="list-style-type: none"> o Is there documentation of a process for receiving feedback on Tier I supports? o Does that documentation include input from faculty, students and families? o Was the most recent feedback within the past 12 months?
1.12	<p>Main Idea: Teams need the right information in the right form at the right time to make effective decisions.</p> <p>Quick Check: How is data collected, organized, and summarized for decision making?</p> <ul style="list-style-type: none"> o Is there a centralized data system to collect and organize behavior incident data? o Does the Tier I team have instantaneous access to graphed reports summarizing discipline data? o Are those data organized to review all of the following: frequency of problem behavior events by behavior, location, time of day and student?
1.13	<p>Main Idea: Teams need the right information in the right form at the right time to make effective decisions.</p> <p>Quick Check: What is the system for accessing data necessary for decision making?</p> <ul style="list-style-type: none"> o Does the team have access to discipline data for the entire student body (school-wide)? o Does the team have access to academic data for the entire student body? o Are those data clearly and logically linked to the annual action plan for Tier I? o Are those data reviewed at least monthly?
1.14	<p>Main Idea: Measuring fidelity is essential for maintaining high-criterion use of RTI²-B. Any Tier I fidelity measure is acceptable. Completing this inventory meets the criterion for a "2" score.</p> <p>Quick Check: What role does fidelity data play in the actions of the Tier I team?</p> <ul style="list-style-type: none"> o Is the team assessing fidelity of implementation at Tier I? o Is there regular assessment of fidelity? o Are the fidelity data used for decision making and action planning at Tier I?
1.15	<p>Main Idea: Implementation of the core components of RTI²-B is more likely if the Tier I team both self-assesses implementation status at least annually AND reports their status to relevant stakeholders (i.e., school community, school board, etc.)</p> <p>Quick Check: What is the process for regularly examining Tier I systems?</p> <ul style="list-style-type: none"> o Is there an evaluation conducted for Tier I systems? o Does this happen annually? o Are the outcomes shared with all stakeholders (faculty, students, family, board members, superintendent, etc.)? o Are the outcomes clearly linked to a Tier I action plan

Tier II

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| 2.1 | <p>Main Idea: Tier II team needs individuals with specific skills and perspectives to implement Tier II supports.</p> <p>Quick Check: Are all necessary roles/functions represented on the team?</p> <ul style="list-style-type: none">o Coordinatoro Applied behavioral expertiseo Administrative authorityo Knowledge about studentso Knowledge about school operations <p>Item Considerations:</p> <ul style="list-style-type: none">o Tier II team does not need to be large. Even 2-4 people may be sufficient.o The key is to ensure that the authority to make decisions exist, and the behavioral expertise is present to guide adaptations. |
| 2.2 | <p>Main Idea: Tier II teams need meeting foundations in order operate efficiently and to implement effective supports.</p> <p>Quick Check: What meeting procedures are currently in place at the Tier II level?</p> <ul style="list-style-type: none">o Regular, monthly meetingso Consistently followed meeting formato Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)o Participant roles are clearly definedo Action plan current to the school year <p>Item Considerations:</p> <ul style="list-style-type: none">o 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.o Clarify with teams if and how the decision is made to transition from Tier I meeting items to Tier II meeting items. |
| 2.3 | <p>Main Idea: Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.</p> <p>Quick Check: What is the process for identifying students who may need Tier II supports?</p> <ul style="list-style-type: none">o Written policy or rubric for identifying students in need of assistanceo Multiple data sourceso Process for notifying and including families |
| 2.4 | <p>Main Idea: Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.</p> <p>Quick Check: What is the process for requesting assistance with behavior support?</p> <ul style="list-style-type: none">o Written policy or rubric for identifying students in need of assistanceo Multiple data sourceso Process for notifying and including families <p>Item Considerations:</p> <ul style="list-style-type: none">o The process for nominating a student should be easily understood and easily accessed by all.o Families should know how to nominate a student and know the process when a student is nominated.o Emphasis should be given on the success of the process when done early. |

<p>2.5</p>	<p>Main Idea: A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.</p> <p>Quick Check: What intervention options are available at the Tier II level?</p> <ul style="list-style-type: none"> o Are there multiple Tier II interventions readily available? o Do they have an evidence base of effectiveness with students? <p>Item Considerations</p> <ul style="list-style-type: none"> o Standard modifications of existing interventions meet the criteria for sufficient array. <ul style="list-style-type: none"> -CICO for peer attention -CICO for academic task avoidance o Many approaches for Tier II support o Focus on Tier II supports that improve student success (e.g., do more than simply remove or control the student) o Combinations of support strategies may be very appropriate and efficient.
<p>2.6</p>	<p>Main Idea: Tier II supports should focus on improving the skills and context needed for student success.</p> <p>Quick Check: What critical features are embedded in Tier II supports?</p> <ul style="list-style-type: none"> o Do all Tier II interventions include additional instruction/time for student skill development? o Do all Tier II interventions include additional structure/predictability? o Do all Tier II interventions include increased opportunities for feedback?
<p>2.7</p>	<p>Main Idea: Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.</p> <p>Quick Check: What is the process for identifying appropriate Tier II supports?</p> <ul style="list-style-type: none"> o Is there a formalized process to select Tier II supports? o Does the process take into account student need and contextual fit?
<p>2.8</p>	<p>Main Idea: Tier II supports are more effective when layered within Tier I.</p> <p>Quick Check: How do students receiving Tier II supports benefit from the Tier I system?</p> <ul style="list-style-type: none"> o Are the school's Tier II supports linked/layered/aligned with the school-wide, universal system? o Do students receiving Tier II supports still receive full access to Tier I systems?
<p>2.9</p>	<p>Main Idea: Effective Tier II supports require participation of many adults in the school.</p> <p>Quick Check: What is the process for training staff members providing Tier II supports?</p> <ul style="list-style-type: none"> o Are there scheduled trainings for school team members? o Is there a faculty-wide orientation led by the Tier II Team? o Is there a scheduled annual orientation for new faculty? o Are there documented strategies for orienting substitutes or volunteers? o Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?

<p>2.10</p>	<p>Main Idea: Tier II supports that are used too little (e.g. 1%) or too much (e.g. 20%) are not sustainable.</p> <p>Quick Check: What proportion of students are receiving Tier II supports?</p> <ul style="list-style-type: none"> ○ 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? <p>Item Considerations</p> <ul style="list-style-type: none"> ○ 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.
<p>2.11</p>	<p>Main Idea: Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.</p> <p>Quick Check: How is Tier II outcome data used to provide effective supports?</p> <ul style="list-style-type: none"> ○ 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?
<p>2.12</p>	<p>Main Idea: Fidelity assessments should always be included as part of implementation practice.</p> <p>Quick Check: What role does fidelity data play in the actions of the Tier II team?</p> <ul style="list-style-type: none"> ○ 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?
<p>2.13</p>	<p>Main Idea: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.</p> <p>Quick Check: What is the process for regularly examining Tier II systems?</p> <ul style="list-style-type: none"> ○ 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?

Tier III

3.1	<p>Main Idea: Tier III teams need individuals with specific skills and perspectives to effectively provide and implement Tier III supports.</p> <p>Quick Check: Are all necessary roles/functions represented on the team?</p> <ul style="list-style-type: none">○ Coordinator○ Applied behavioral expertise○ Administrative authority○ Intensive support expertise○ Knowledge about students○ Knowledge about school operations
3.2	<p>Main Idea: Tier III teams need meeting foundations in order operate efficiently and to implement effective supports.</p> <p>Quick Check: What meeting procedures are currently in place at the Tier III level?</p> <ul style="list-style-type: none">○ 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
3.3	<p>Main Idea: Timely selection of students for Tier III supports improves the effectiveness of Tier III implementation.</p> <p>Quick Check: What is the process for identifying students who may need Tier III supports?</p> <ul style="list-style-type: none">○ Written policy or rubric for identifying students in need of assistance○ Multiple data sources○ Process for including family perspectives in the identification process
3.4	<p>Main Idea: Each student receiving Tier III supports benefits from having an individualized team comprised of relevant stakeholders.</p> <p>Quick Check: What is the composition of Tier III, student-level support teams?</p> <ul style="list-style-type: none">○ 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.)?
3.5	<p>Main Idea: Each Tier III student support team needs a person responsible for coordinating implementation efforts.</p> <p>Quick Check: Who is responsible for facilitating implementation of Tier III supports?</p> <ul style="list-style-type: none">○ 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?
3.6	<p>Main Idea: Accessing external supports and resources, as needed, can enhance individual student support plans.</p> <p>Quick Check: How are resources outside the school accessed when needed?</p> <ul style="list-style-type: none">○ Is there a person responsible for connecting with external agencies?○ Does the school have a process for accessing external resources

<p>3.7</p>	<p>Main Idea: Effective implementation of Tier III supports requires that relevant staff have the knowledge base necessary for success.</p> <p>Quick Check: What is the process for training staff members providing Tier III supports?</p> <ul style="list-style-type: none"> o Are there scheduled trainings for Tier III team members? o Is there a process to train/coach Tier III staff on basic behavioral theory? o Is there a process to train/coach Tier III staff on function of behavior? o Is there a process to train/coach Tier III staff on function-based interventions?
<p>3.8</p>	<p>Main Idea: Intensive student support plans should capitalize on skill strengths and include student/family perspectives.</p> <p>Quick Check: How are the students' strengths and quality of life needs incorporated in Tier III support plans?</p> <ul style="list-style-type: none"> o Do Tier III support plans include student strengths and skills? o Do Tier III support plans include quality of life needs defined by the student/family?
<p>3.9</p>	<p>Main Idea: Tier III supports are more effective when designed with information related to student strengths and needs.</p> <p>Quick Check: What information and data is included in Tier III support plans?</p> <ul style="list-style-type: none"> o Do Tier III support plans include medical information, as appropriate? o Do Tier III support plans include mental health information, as appropriate? o Do Tier III support plans include complete academic data, as appropriate?
<p>3.10</p>	<p>Main Idea: An applicable hypothesis statement is a determining factor in intervention effectiveness.</p> <p>Quick Check:</p> <ul style="list-style-type: none"> o Do Tier III support plans include a hypothesis statement? o If yes, does the hypothesis statement include: <ul style="list-style-type: none"> -An operational description of the problem behavior? -Identification of the context where the problem is most likely? -Identification of maintaining reinforcers?
<p>3.11</p>	<p>Main Idea: Individualized interventions need specific components in order to be most effective.</p> <p>Quick Check: What critical features are embedded in Tier III supports?</p> <ul style="list-style-type: none"> o Do Tier III support plans include: <ul style="list-style-type: none"> -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?



3.12	<p>Main Idea: Some Tier III plans may need to include professionals, service providers, and individuals who are familiar with the strengths and needs of the student.</p> <p>Quick Check:</p> <ul style="list-style-type: none"> ○ 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?
3.13	<p>Main Idea: Tier III supports are more effective when layered within Tiers I and II.</p> <p>Quick Check: How do students receiving Tier III supports benefit from the Tier I and Tier II systems?</p> <ul style="list-style-type: none"> ○ 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?
3.14	<p>Main Idea: Teams need the right information in the right form at the right time to make effective decisions.</p> <p>Quick Check: How are Tier III fidelity and outcome data used to provide effective supports?</p> <ul style="list-style-type: none"> ○ 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?
3.15	<p>Main Idea: Teams need to regularly review fidelity/outcome data to identify how Tier III supports should be altered.</p> <p>Quick Check: How are Tier III fidelity and outcome data used to provide effective supports?</p> <ul style="list-style-type: none"> ○ 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?
3.16	<p>Main Idea: Tier III supports that are used too little (e.g. fewer than 1%) or too much (e.g. more than 5%) are not sustainable.</p> <p>Quick Check: What proportion of students are receiving Tier III supports?</p> <ul style="list-style-type: none"> ○ 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?

3.17 **Main Idea:** Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.

Quick Check: What is the process for regularly examining Tier III systems?

- 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?