

# Are We Doing It Yet?

*Using the New TFI 3.0 to Guide  
and Enhance Your Tier 1  
Implementation*

Karen Robbie, Ph.D.

Nicole Peterson, Ph.D.

University of  
Connecticut

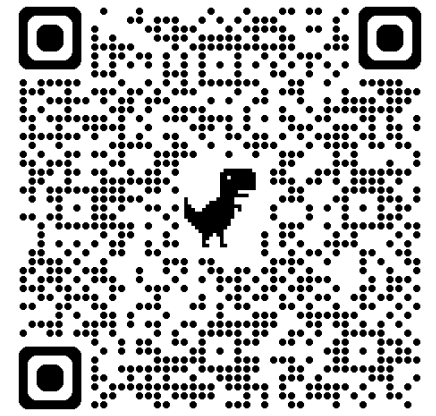
# Learning Objectives

1. *Learn how to use fidelity data to support action planning to achieve desired outcomes*
2. *Explore the features and scoring criteria of the TFI 3.0*
3. *Recognize how the TFI 3.0 offers a roadmap towards effective and sustainable implementation*



5 = Our team has used the TFI 3.0 multiple times.





## Announcing the Release of the Tiered Fidelity Inventory (TFI) 3.0 on April 14

[Link](#)

*We are excited to announce the release of the Tiered Fidelity Inventory (TFI) 3.0, a significant update providing schools with a valid, reliable, and efficient way to measure their implementation of the core features of PBIS!*

**PBIS** Positive Behavioral Interventions & Supports

# TIERED FIDELITY INVENTORY (TFI) MANUAL

[Link to Manual](#)

Version 3 | February 2025

**PBIS Apps**

# EQUITY



**Classroom**



**Mental  
Health**



**Crisis  
Response**



**Voice**

*and... it offers better alignment with current guidance and training content available through the National Center on PBIS*

**Key Areas Highlighted in the TFI 3.0**



# Item Crosswalk of TFI 2.1 and TFI 3.0 Items

Modified on Wed, 2 Apr at 8:16 AM

[Link](#)

TFI 2.1 Tier 1	TFI 3.0 Tier 1
1.1 Team Composition	1.1 Team Composition
1.2 Team Operating Procedures	1.2 Team Operating Procedures
1.3 Behavioral Expectations	1.3 Schoolwide Expectations
1.4 Teaching Expectations	1.4 Schoolwide Expectations Taught
1.5 Problem Behavior Definitions	1.6 Contextually Inappropriate Behavior Definitions
1.6 Discipline Policies	1.7 Responses to Contextually Inappropriate Behavior
	1.8 Crisis and Emergency Response Plan Linked to Schoolwide Supports
1.7 Professional Development	1.12 Schoolwide Professional Development and Coaching
	1.13 Classroom Professional Development and Coaching
1.8 Classroom Procedures	1.9 Schoolwide Practices used in Classrooms
	1.10 Classroom Practices
	1.11 Established Priority
1.9 Feedback and Acknowledgement	1.5 Schoolwide Acknowledgement
1.10 Faculty Involvement	1.14 Faculty and Staff Engagement
1.11 Student/Family/Community Involvement	1.15 Student Engagement
	1.16 Family and Community Engagement
1.12 Discipline Data	1.17 Decision making with Behavior Data
1.13 Data-based Decision Making	1.18 Using School and Community Data to inform Tier 1
1.14 Fidelity Data	1.19 Decision Making with Fidelity Data
1.15 Annual Evaluation	1.20 Evaluation Plan

1.3

What are the schoolwide expectations or values ?

1.4

Have you taught the behavioral expectations defined in the schoolwide matrix this year?

1.9

*If staff person is a classroom teacher:*

- Have you also defined and taught these behavioral expectations for each of your classroom routines (Classroom Matrix)?
- Have you integrated the schoolwide expectations into your academic and social emotional behavioral (SEB) curriculum
  - If yes, can you give an example of one way you have done this?

1.5

Have you acknowledged students for demonstrating behaviors or skills reflected on the schoolwide matrix within **the last week**?

1.6

Do you know the schoolwide procedures for handling contextually inappropriate behavior, including what behaviors are office supported vs. teacher/staff supported?

1.7

Are the established procedures for responding to contextually inappropriate behavior used consistently across the school?

1.11

Does PBIS implementation support school improvement goals?



## WALKTHROUGH – STUDENT QUESTIONS

TFI Item	Question
1.4	What are the schoolwide expectations or values ?
1.4	Can you give an example of _____(school expectation) in the _____ (current setting or routine)?
1.5	Have you been acknowledged (or earned _____) for demonstrating the schoolwide expectations or values in the last 2 weeks?
1.5	Are you acknowledged or rewarded in ways that you like (elementary) or are meaningful to you (secondary)?

# WALKTHROUGH – STUDENT QUESTIONS

## Student Questions

	Schoolwide Expectations		Schoolwide Acknowledgment	
	# Known	Example?	within the last 2 weeks?	Valued?
1		Y N	Y N	Y N
2		Y N	Y N	Y N
3		Y N	Y N	Y N
4		Y N	Y N	Y N



# Classroom PBIS

Implementation

## Non-evaluative Classroom Observation Tools

Gathering non-evaluative data on educator use of Classroom PBIS practices promotes data-based decisions at both a school-wide and individual educator level. By gathering snapshots of classroom data, school leaders can use the data to determine professional development and coaching needs. Individual educators can use performance feedback to strengthen their practices and monitor their implementation.

[Classroom Management Observation Tool \(CMOT\)](#)

[Track Positive Reinforcement with Our Be+ App](#)

[Florida PBIS: Classroom Data Collection Tools](#)



## How do I know Classroom PBIS are being implemented equitably throughout my school?

Whether you are a classroom teacher or school leader, it is important to understand the use of Classroom PBIS and its impact on student outcomes. Explore the following resources: Supporting and Responding to Educators' Classroom PBIS Implementation, Classroom Systems and Data.

[Supporting and Responding to Educators' Classroom PBIS Implementation](#)

[Classroom Systems and Data](#)

## Educator Self-monitoring Tools

Whether you are looking to gather a comprehensive understanding of your learning environment or to focus on a specific practice, these tools allow you to self-assess your implementation.

[Classroom Management Self-Assessment \(Revised\)](#)

[MO SW-PBIS Educator Self-Assessment of the Effective Classroom Practices \(2017\)](#)

[Supporting and Responding to Students' Social, Emotional, and Behavioral Needs Guide \(Self-Assessment Tool\)](#)



# HOW HAS SCORING CHANGED?

2.1: 3-point scale (0-2)

3.0: 5-point scale (0-4)

<p>1.4 Teaching Expectations: Expected academic and</p>	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool</li> <li>• Professional development</li> </ul>	<p>0 = Expected behaviors are not taught</p>
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**Scoring Criteria**

0	Schoolwide expectations <b>are not</b> taught.
1	Schoolwide expectations are <b>taught informally or inconsistently</b> .
2	<b>A written process for scheduled delivery of lesson plans</b> is used to directly teach, practice, actively supervise, and prompt academic/SEB competencies and routines <b>as defined in the schoolwide teaching matrix across all settings, and at least 80% of students</b> can list all of the expectations <b>and give an example</b> of at least one expectation within a particular setting or routine.
3	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise and prompt, academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine, <b>and at least 50% of educators can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.</b>
4	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise and prompt, academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine, <b>and at least 80% of educators</b> can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.

2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations

# HOW HAS FIDELITY % CHANGED?

More items + 5-point scale = more possible points

	TFI 2.1	Possible points per item	Total Possible Points	TFI 3.0	Possible points per item	Total Possible Points
Tier 1	15	2	30	20	4	80
Tier 2	13	2	26	15	4	60
Tier 3	17	2	34	19	4	76

*Your points total may be similar to the 2.1, however, your % of implementation will drop!*



# TFI 3.0 Conversion Tables and Formulas

Modified on Wed, 2 Apr at 8:16 AM

## Tier 1

TFI 2.1 Percent	TFI 2.1 Points	TFI 3.0 Percent	TFI 3.0 Points
25%	7.5	11%	8
50%	15	29%	23
<b>70%</b>	<b>21</b>	<b>44%</b>	<b>35</b>
80%	24	52%	41

To calculate related percent scores across measures, use the following formulas:

Subscale	Converting percent from 2.1 to 3.0	Converting percent from 3.0 to 2.1
Tier 1	$3.0\% = (2.1\% \times 0.75) - 8.23$	$2.1\% = 3.0\% / 0.75 + 10.97$
Tier 2	$3.0\% = (2.1\% \times 0.63) - 0.9$	$2.1\% = 3.0\% / 0.63 + 0.57$
Tier 3	$3.0\% = (2.1\% \times 0.66) + 0.9$	$2.1\% = 3.0\% / 0.66 - 1.36$

# TFI 3.0 Tier 1: Preparing for Administration and Scoring Items

This presentation prepares coaches and facilitators who will be guiding administration and use of the TFI 3 Tier 1 with school teams.



Published

April 1, 2025

Last Updated

April 1, 2025



## Training Material: TFI 3.0 Tier 2: Preparing for Administration and Scoring Items

This presentation prepares coaches and facilitators who will be guiding administration and use of the TFI 3 Tier 2 with school teams.

[www.pbisapps.org/resource/tfi-3-tier-2-preparing-for-administration-and-scoring-items](http://www.pbisapps.org/resource/tfi-3-tier-2-preparing-for-administration-and-scoring-items)



## Training Material: TFI 3.0 Tier 3: Preparing for Administration and Scoring Items

This presentation prepares coaches and facilitators who will be guiding administration and use of the TFI 3 Tier 3 with school teams.

[www.pbisapps.org/resource/tfi-3-tier-3-preparing-for-administration-and-scoring-items](http://www.pbisapps.org/resource/tfi-3-tier-3-preparing-for-administration-and-scoring-items)

What excites you about  
the TFI 3.0?

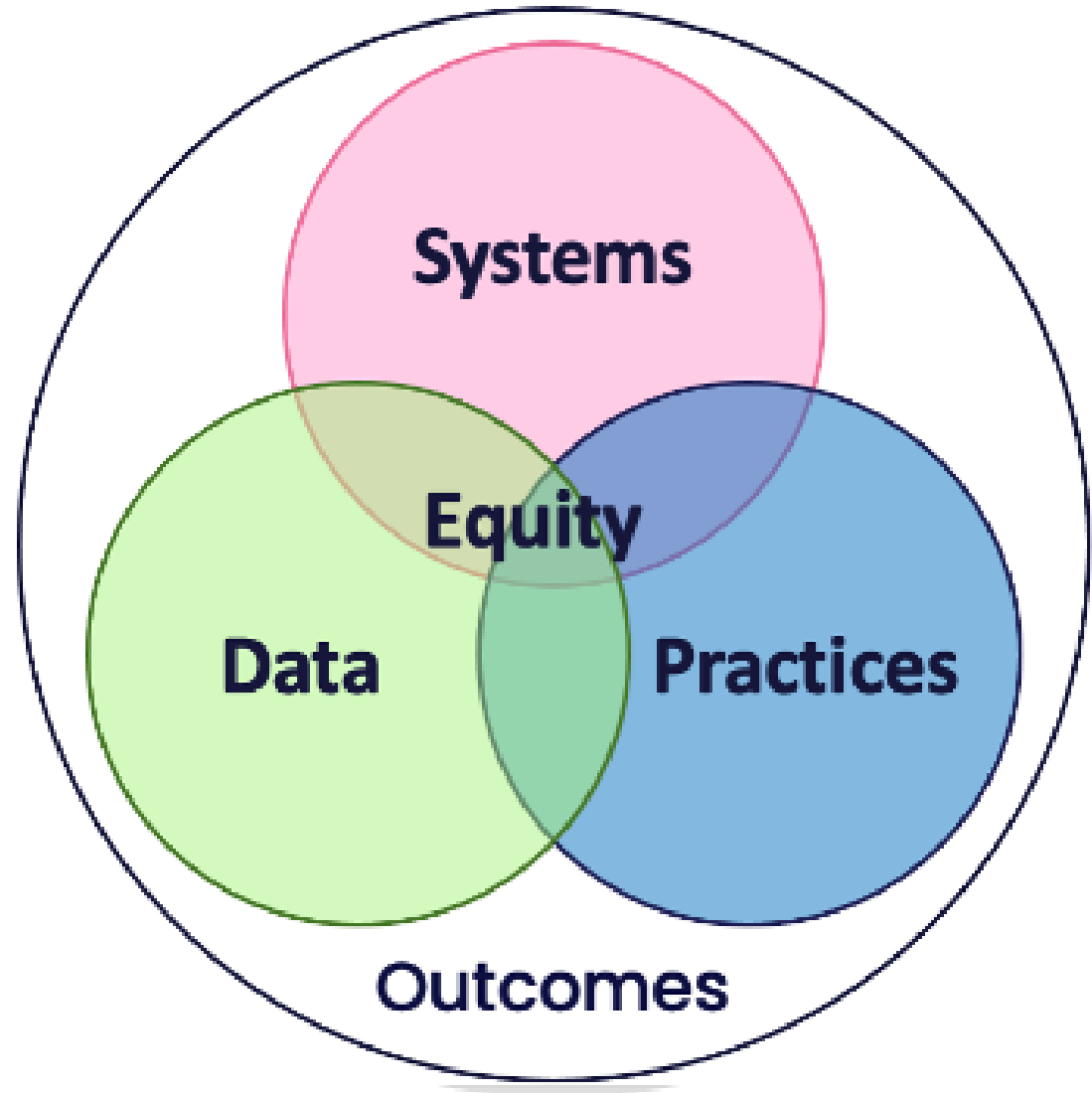
What are you still  
wondering about?



# EQUITY

*Centered in*

- *every system we create*
- *every data set we analyze*
- *every practice we employ*
- *every outcome we aim to achieve*
- *every decision we make*





It's not another thing...

# What is *EQUITY* in Education?

Educational policies,  
practices,  
interactions, and  
resources are

representative  
of

constructed  
by

responsive  
to

**ALL**

**ALL** includes each  
and every individual  
irrespective of:

- race/ethnicity
- class
- gender
- sexual orientation
- country of origin
- dis/ability
- cultural
- political
- religious
- or other group affiliations



**EQUITY**

# RESOURCES



**February 2018**

## A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillepie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltebauer & McLoughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

**Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality**

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce discipline disproportionality in schools.

**1. Collect, Use, and Report Disaggregated Discipline Data**

Any school or district committed to reducing discipline disproportionality should adopt data systems that can disaggregate student data by race, ethnicity, and disability and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

Positive Behavioral Interventions & Supports (PBIS) 1

Educational types of fostering safe opportunities most P

**October 2023**

## DISCIPLINE DISPROPORTIONALITY PROBLEM SOLVING: A DATA GUIDE FOR SCHOOL TEAMS

October 2023

if they are effective private, and public student and staff member strengths and need to have more equitable schools implementing equitable school disc

**September 2015**

## Examples of Engaging Instruction to Increase Equity in Education

Erin A. Chaparro, Rhonda N. T. Nese, & Kent McIntosh

Racial discrimination in our education system is well documented and undisputed. The U.S. Departments of Justice and Education have jointly acknowledged a link between discriminatory discipline practices and negative behavioral, social, and academic outcomes for students (U.S. Department of Education, 2014). Educators across the country are seeking solutions to address racial and ethnic disproportionality in discipline practices in their schools. An intentional data-based focus provides one promising solution to increase equity in our schools. Engaging instructional strategies provide another promising solution. This technical brief is based on the 5-point multicomponent approach to reduce disproportionality (McIntosh, Girvan, Horner, & Sugai, 2014). This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices, providing examples of each of the defined principles, and describing how academic instruction is related to equity in school discipline.

The education ecosystem is complex for students and educators alike. To that end, school-wide positive behavioral interventions and supports and other evidence-based practices can help to create a predictable environment that is both safe and beneficial for each participant. The information offered here will guide educators to shape the instructional ecosystem and its impact on student achievement. The focus of this brief is on culturally responsive instruction in that we discuss instructional strategies that are known to be engaging for a wide range of students by providing opportunities

for students to be academically successful in the classroom. The strategies presented here encourage educators to build off the strengths of students and capitalize on student cultural knowledge or provide critical knowledge when students lack foundational knowledge. The success of all students is partially dependent upon teachers and leaders believing that all students can learn.

**Instructional Strategies**

This brief introduces four instructional delivery strategies that teachers can use everyday to help maximize learning for each of their students. The overarching principle guiding

1. SWPBS, Sugai & Horner, 2010  
2. Sugai, 2008

Positive Behavioral Interventions & Supports (PBIS) 1

# CLASSROOM IMPLEMENTATION





“If PBIS practices are not happening in the classroom, you are not doing PBIS in your school.”

## 1.9 Schoolwide Practices used in Classrooms



Educators implement foundational Tier 1 practices (explicitly teach, prompt, and review schoolwide expectations as described in 1.4; implement schoolwide acknowledgements as described in 1.5; and respond to challenging behavior as described in 1.7) across all classroom locations and routines and integrate these supports within all academic and SEB instruction **in a culturally responsive manner.**

4

**Almost all (>80%)** educators are consistently implementing all foundational Tier 1 practices (schoolwide expectations, acknowledgements, and responses) in a **culturally-responsive manner in the classroom** and **most (>61%)** educators report integrating these supports within **academic and SEB instruction.**

## 1.10 Classroom Practices



Educators consistently and equitably implement positive and proactive classroom practices--including building relationships with students; developing a safe environment; prompting predictable routines and expected behavior; actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections); and ensuring a high ratio ( $\geq 5:1$ ) of positive to corrective feedback.

4

**Almost all (>80%)** educators consistently and equitably implement positive and proactive practices.

## 1.13 Classroom Professional Development & Coaching

Tier 1 leadership team develops, documents, and implements a comprehensive, data-driven, and **differentiated professional development system** (PBIS/MTSS for staff), supported by adequate FTE and aligned to other relevant school initiatives, that includes initial and ongoing training, coaching, and supportive performance feedback to support educators' implementation of positive and proactive classroom practices (described in item 1.10).

4

A written process for training, coaching, and providing feedback includes all staff and all classroom Tier 1 practices, is used as part of continuous PD cycle, additional supports are **differentiated based on data-informed need**, and PD is aligned with other school initiatives and supports.

EXAMPLE:

# Sullivan Middle School



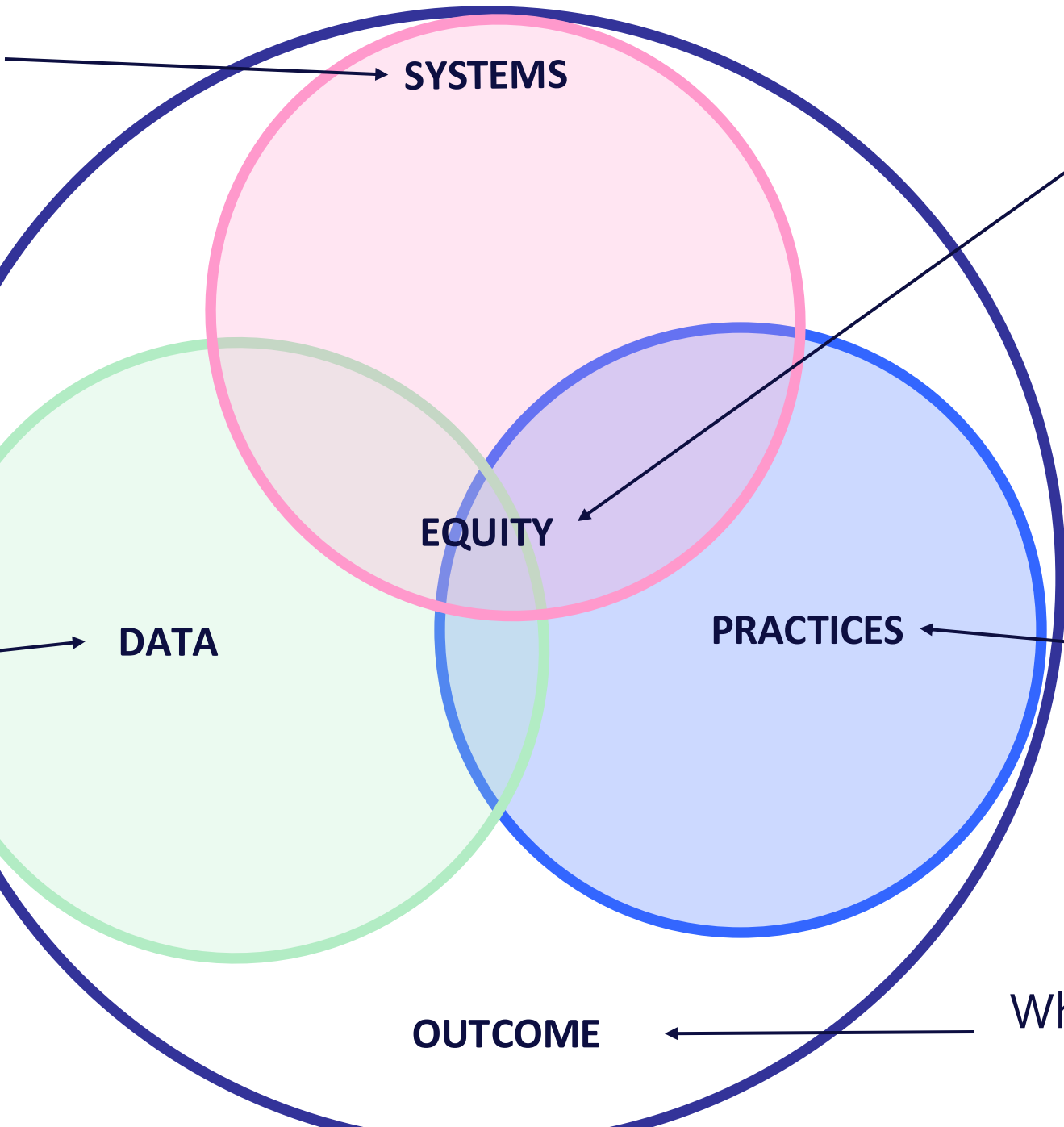


After several years of implementation, the Sullivan Middle School team began using the TFI 3.0 to measure their fidelity.

Tier 1 was strong in most areas but when the external coach asked them to complete the Classroom Data sheet, they realized they did not have any data to accurately assess use of positive, proactive practices in classroom settings.

They used the essential elements of PBIS to guide their process.

How do we support staff to implement this with fidelity?



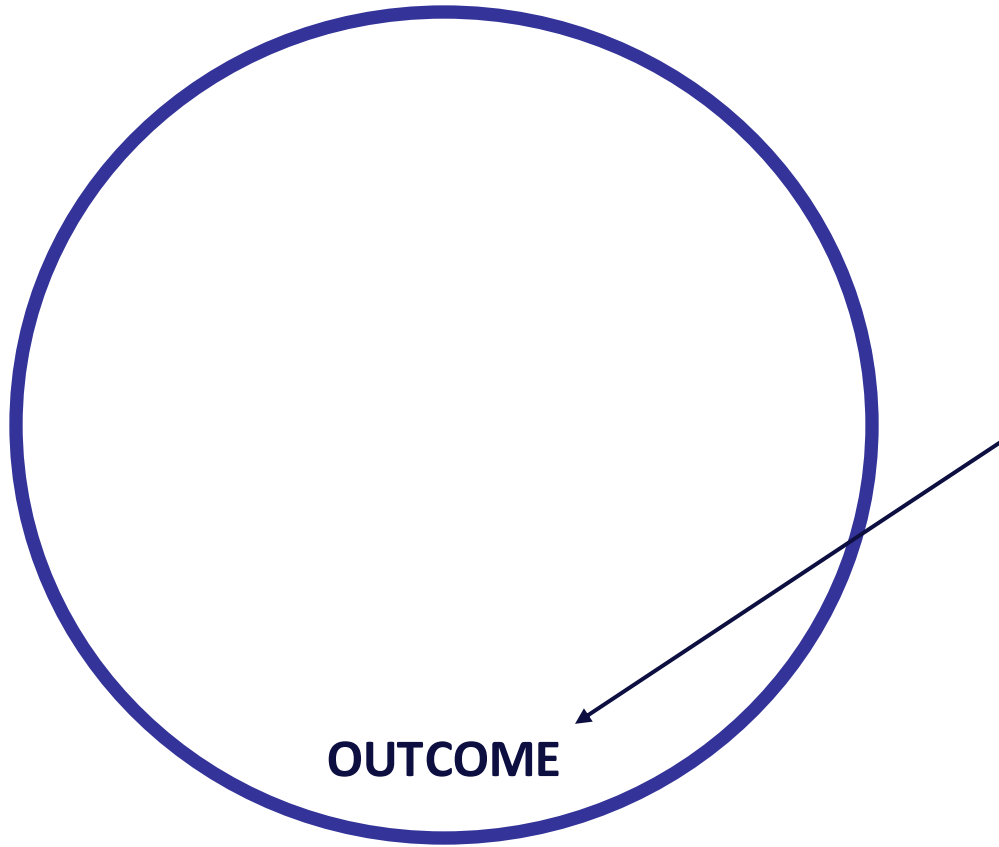
How will we ensure equitable access and outcomes for all?

How do we know we need to do it?  
How do we know we are doing what we say we are doing?  
How do we know it is working?

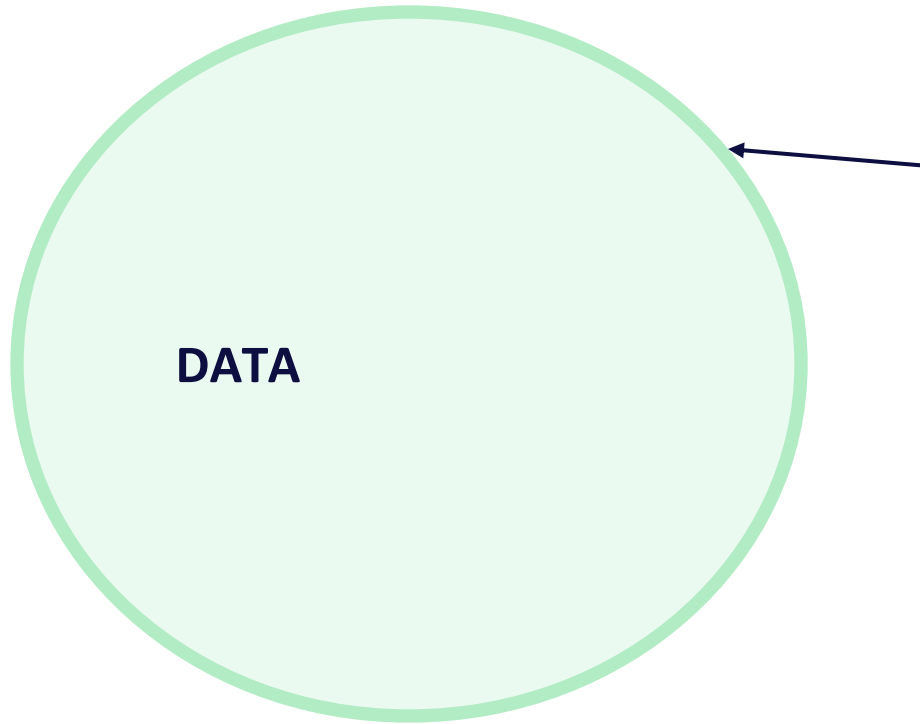
What do we need to do to achieve our desired outcome?

What do we want to happen?

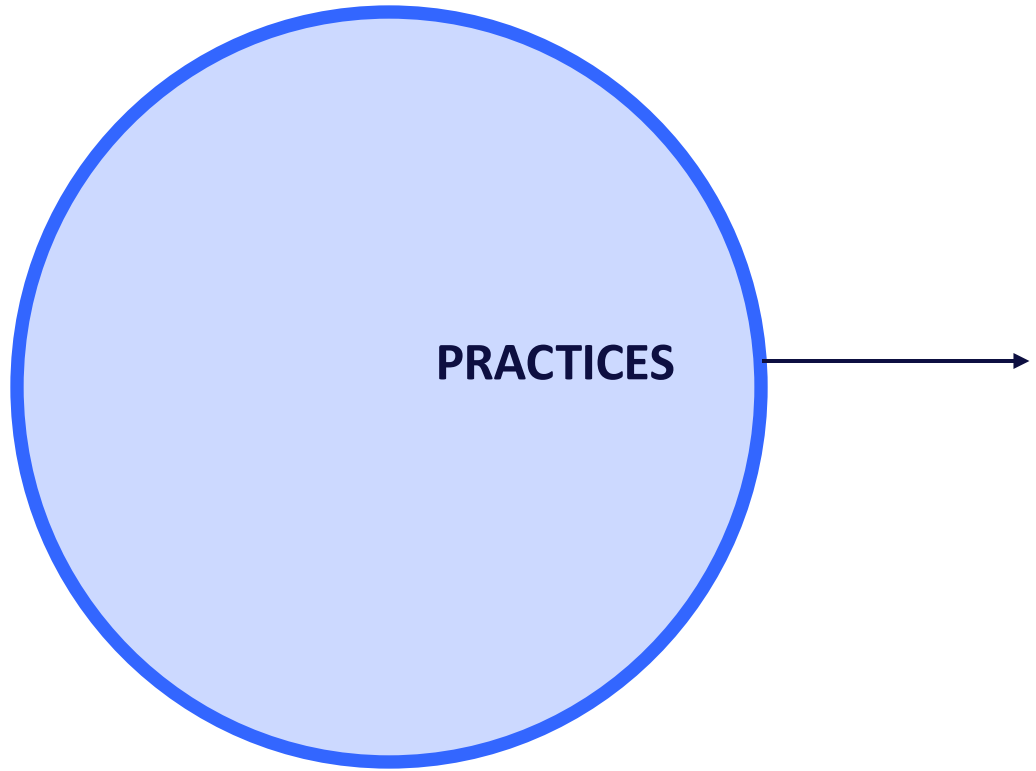




By the end of the next academic year,  
100% of students will experience classroom  
environments with more positive feedback  
than negative/corrective feedback  
(e.g. 5+ : 1- )  
regardless of where they are in the school.



- Gather baseline data in a representative sample of classrooms (~25%) by the end of September
- 2 weeks after PD about specific feedback/5+ :1- is provided, collect another round of data from a representative sample of classrooms (~25%)
- Continue to gather and analyze data monthly
- Add opportunities to analyze data to identify:
  - if **all** student groups are benefitting equitably
  - if **all** educators are able to successfully implement the practice



Educators will use specific feedback  
and aim for a 5+ : 1- ratio



**SYSTEMS**

- Baseline data will be gathered and shared with staff
- Following baseline data collection, the PBIS Leadership team will provide staff explicit training in specific feedback with a 5+ : 1- ratio
- Visual prompts about 5+ : 1- will be posted throughout the school
- Each week's staff news email will prompt staff to implement a 5+ : 1- ratio of specific feedback and offer examples and resources
- Leadership team members will gather data monthly
- Data will be used to differentiate support through coaching and performance feedback
- Gathered aggregate data will be shared quarterly at staff meetings and monthly through email



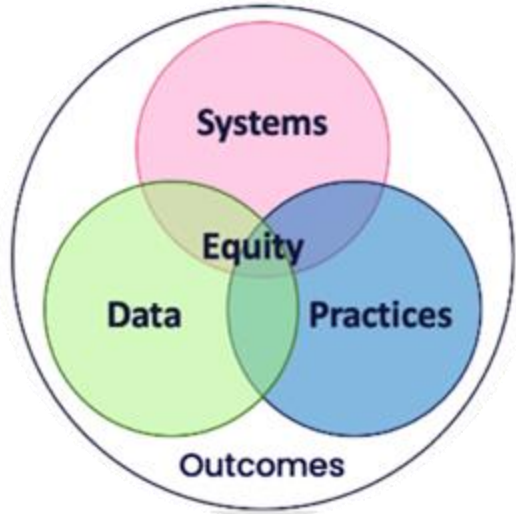
- In addition to gathering educator behavior data, the team will gather data that can be disaggregated by student groups to ensure all students are benefiting equitably
- The team will also analyze patterns across educator groups (e.g. new teachers, demographics, grade levels/departments)
- If educators are absent during PD sessions, a team member will follow up with the educator and offer support and/or the educator can watch the recorded PD session

## Baseline (September)

Class	+	-	Ratio
1	6	2	3:1
2	9	9	1:1
3	8	4	2:1
4	3	6	1:2
5	10	5	2:1
6	7	7	1:1
7	3	12	1:4
8	12	6	2:1
Totals	58	51	<b>1:1</b>

## March

Class	+	-	Ratio
1	18	3	6:1
2	9	3	3:1
3	16	4	4:1
4	4	8	1:2
5	12	4	3:1
6	20	4	5:1
7	14	7	2:1
8	24	4	6:1
Totals	117	37	<b>3:1</b>



## 1.10 Classroom Practices



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4

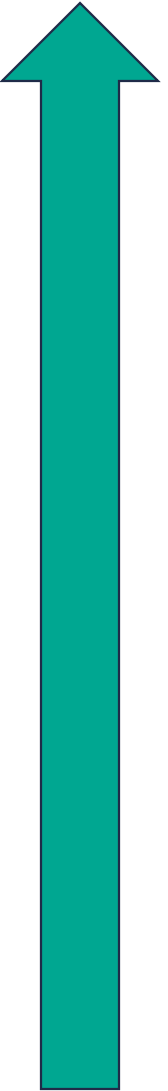
Almost all (>80%) educators consistently and equitably implement positive and proactive practices.

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4

A written process for training, coaching, and providing feedback includes all staff and all classroom Tier 1 practices, is used as part of continuous PD cycle, additional supports are differentiated based on data-informed need, and PD is aligned with other school initiatives and supports.



# RESOURCES



## Classroom PBIS

**SUPPORTING AND RESPONDING TO STUDENTS' SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS:**  
Evidence-Based Practices for Educators

revised **April 2025**

Students in a classroom context for emotional and behavioral needs framework practices.

**Habits of Effective Classroom Practice**

Habits are predictable and regular responses to cues in our environment. In "The Power of Habit," Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (responses) based on unique combinations of letters or sounds (cues), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
<b>Example 1</b>	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
<b>Example 2</b>	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
<b>Example 3</b>	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.

**How can we develop habits of effective classroom practice?**

Although we can develop habits accidentally (e.g., give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage in a different behavior, and experience a different consequence (see example below).

	Antecedent	Behavior	Consequence
<b>Example 3 (revised)</b>	Parent chooses candy-free check-out line at store	Parent engages child in "line game" while waiting	Parent avoids screaming and enjoys child's attention

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success, building effective habits, celebrating accomplishments, and sharing with others.

Positive Behavioral Interventions & Supports (PBIS)  
www.pbis.org

Inside classroom demonstrated to enhance practices are implementation. Educators support their students.

**SUPPORTING AND RESPONDING TO EDUCATORS' CLASSROOM PBIS IMPLEMENTATION NEEDS:**  
Guide to Classroom Systems and Data

January 2023

What does classroom data collection and use currently look like in your school?

How might you strengthen it?



# INTEGRATION OF MENTAL HEALTH SUPPORT



## 1.18 Using School & Community Data to Inform Tier 1

Tier 1 leadership team has regular access to and uses a variety of additional schoolwide (e.g., school climate surveys, attendance, nurse or counselor visit logs, universal screening) and community data sources (e.g., community resource profiles, basic needs [e.g., food and housing], health care access, community events), to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of **equitable Tier 1 foundational and classroom practices** (Items 1.4-1.10).

4

Multiple school and community data sources exist, can be accessed, **can be aggregated and disaggregated** (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, and **multiple school and community data sources are used** to develop and re-evaluate a profile of overall strengths and needs, **at least quarterly**. If data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.

# Sources of Mental Health Needs Data

Attendance

Universal screening

School Climate  
Surveys

Visits to the  
nurse/counselor

Rates of students  
referred for  
additional support  
and/or identified  
with disabilities

Academic  
performance

Community Data  
(e.g. calls to crisis  
lines, basic needs  
profile)

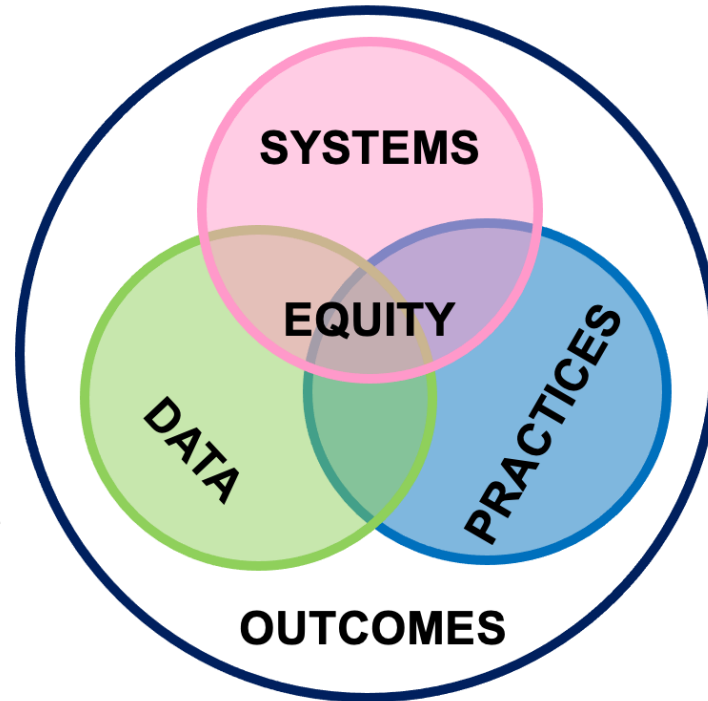
# EXAMPLE: MENTAL HEALTH SUPPORT

## EQUITY

1. Disaggregate SRSS-IE results by student sub-groups including grade level, gender identity, sexual orientation, race/ethnicity, SES to identify trends and/or disproportionality

## DATA

1. Universal screening tool including internalizing behaviors (e.g. SRSS-IE) completed by teachers in September and May



## SYSTEMS

1. Provide PD to staff about recognizing and supporting loneliness, building community, promoting inclusivity and belonging in their classrooms.
2. A member of the Tier 1 committee serves as a liaison/advisor for the "New Student" committee

## PRACTICES

1. Develop a student-led "New Student" orientation committee
2. Prompt staff to use teacher-assigned groupings rather than self-selected groups for group work
3. Use community circles in advisory at least once a week to promote friendships and inclusivity

## OUTCOME


*By the end of the school year, less than 10% of students will be identified as frequently lonely by their teachers.*

# RESOURCES





## Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS

### Volume 2: An Implementation Guide



By: Lucille Eber  
Susan Barrett  
Kelly Perales  
Jennifer Jeffrey-Pearsall  
Katie Pohlman  
Robert Putnam  
Joni Splett  
Mark D. Weist




November 2021


## Interpreting Universal Behavior Screening Data: Questions to Consider

Universal behavior screening data can be used with other school data to provide educators with valuable information about the overall level of students' performance at Tier 1 as well as an indicator of students who may need additional supports. In a previous brief in this series, *Installing a Universal Behavior Screening Tool: Questions to Consider*, we offered guiding questions for installing a universal behavior screening tool in your school or district centered around five topics: setting up structures, providing professional learning, and suggestions for before you screen, during your screening window, and following your screening window. Following successful installation of the selected screening tool and completion of screening processes, school-site leaders and educators can review screening data along with other data collected as part of regular school practice to inform instruction. For school-wide decision making, behavior screening data are usually prepared in the aggregated format of percentage of students in each risk category (e.g., low, moderate, or high) according to information provided in the screening tool's technical manual. Leadership teams can use this information to make data-informed decisions such as (a) increasing the fidelity of Tier 1 efforts in instances where large proportions of students are rated with elevated risk, (b) increasing the use of low-intensity, teacher-delivered strategies within classrooms where large numbers of students are rated with elevated risk, (c) providing students with Tier 2 and Tier 3 supports according to individual student needs, and (d) planning of professional learning experiences (e.g., learning opportunities for adults as they refine their knowledge and confidence of data-informed decision making practices).

Before beginning the interpreting process, we encourage leadership teams to check for completion of screening data. For example, were all students who were enrolled for the previous 30 days screened? Were there any teachers' classrooms not screened due to the teacher being out on leave or other special circumstances? If there is missing information, leadership teams can develop a plan to ensure all students are screened if the window is still open. If the window was closed, we encourage school leaders to determine where the challenge occurred and build additional supports prior to the opening of the next screening window. In addition, it is important educators get other school- and student-level data ready to examine alongside screening data so the data can be used together to make better informed decisions. For example, under optimal conditions, leadership teams can support teachers in accessing data for their students in their class via a data dashboard. Educators would ideally also examine treatment integrity data at Tier 1 to ensure practices are in place and implemented consistently and with fidelity. If Tier 1 efforts are not implemented as planned (i.e., low treatment integrity), educators do not want to conclude Tier 1 is insufficient to meet the student's needs as the student has not had full benefit of Tier 1. Educators can also examine stakeholders' views about the goals, procedures, and intended outcomes (i.e., social validity data) of Tier 1 efforts to ensure they are acceptable, feasible, and sustainable. Other data sources such as



Positive Behavioral Interventions & Supports (PBIS)  
www.pbis.org



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## Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network  
Lucille Eber, Midwest PBIS Network  
Kent McIntosh, University of Oregon  
Kelly Perales, Midwest PBIS Network  
Natalie Romer, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

### Context

PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation science (Hersen, Suga, & Fixsen, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on meeting the needs of all students through a continuum (i.e., tiers) of supports.

In this continuous improvement model, teams develop a strategic plan that is anchored to core features or guiding principles, including: (a) a prevention-focused continuum of supports, (b) data-based decision-making, (c) regular universal screening and progress monitoring, (d) systems change through ongoing professional development and

Positive Behavioral Interventions & Supports (PBIS)

# CRISIS RESPONSE



## 1.8 Crisis & Emergency Response Plan Linked to Schoolwide Supports

Schoolwide expectations are explicitly defined for crisis response routines within the schoolwide matrix and the documented crisis and emergency response plan (e.g., evacuation, lockdown or shelter in place) includes plans to prompt and reinforce expectations during crisis drill activities and strategies to support student and staff wellness before, during, and after crisis drill or response.

4

Schoolwide expectations are explicitly defined for crisis response routines within the schoolwide matrix, expectations are actively taught, prompted, and reinforced during crisis drill activities, and crisis response plan **includes differentiated strategies** to promote student and staff wellness before, during, and after crisis drill or response.

# Preparing for School Crisis and Emergencies

## Before

Define and teach schoolwide crisis response routines

Develop a wellness support plan

## During

Prompt expectations

Enact wellness support plan

## After

Reinforce expectations

Evaluate wellness support plan

# EXAMPLE: CRISIS RESPONSE

## EQUITY

1. Ensure all students, including those in special education classrooms, receive explicit instruction of safety drill procedures
2. Provide educators with targeted/individualized support if teaching safety procedures is triggering for them

## DATA

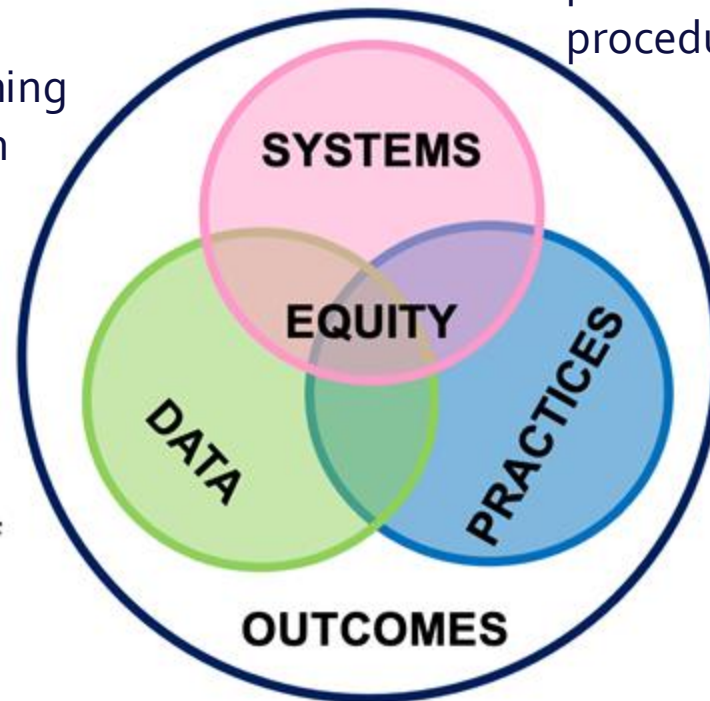
1. Ask a representative group of students to explain safety drill procedures and routines
2. Direct observation during drills
3. Survey educators to determine % of educators who taught safety procedures and routines

## SYSTEMS

1. Provide PD for staff related to safety drill procedures.
2. Prompt staff to teach safety drill procedures to students after PD.
3. Provide opportunities for educators to identify and problem-solve barriers to teaching the safety drill procedures.

## PRACTICES

1. Add safety drill routines to school-wide teaching matrix.
2. Explicitly teach, prompt, and provide students with feedback on use of safety drill routines.
3. Reinforce use of routines across all safety drills.
4. Communicate procedures to the community (handbook, website, at home support).



## OUTCOME

*By the end of the school year, 90% of students will demonstrate safety drill procedures successfully.*

# RESOURCES



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## Supporting Students Who Need Additional Assistance During Safety Drills

Safety drills, including active shooter drills, are one part of a comprehensive multi-tiered system of prevention and preparation. Preventing school violence begins with creating a positive school climate and cultivating a sense of belonging for all students and staff. This positive school environment provides the foundation for recognizing warning signs and providing effective and timely supports. Comprehensive school safety plans should include relevant safety drills alongside other evidence-based practices for supporting student wellbeing and implementing physical safety measures<sup>1</sup> including classroom safety procedures,<sup>2</sup> communication systems,<sup>3</sup> and outdoor and entrance safety procedures.<sup>4</sup>

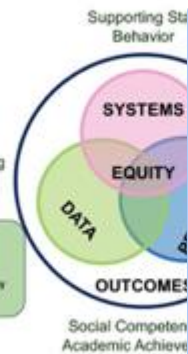
### Why Focus on Students Who Need Additional Assistance?

Schools have a responsibility under federal law to consider the unique needs of students with disabilities in safety planning. For example, students with mobility challenges, communication, hearing or sight impairments, heightened sensory or distress reactions, or cognitive impairments may need additional support to fully participate in and benefit from drills. Similarly, students who are English Learners may need support to access instruction and contextual information related to the drill. Finally, active

The purpose of this resource is to support schools and districts in providing specific considerations for students who may need additional supports. Additional related guidance is available in the brief:

- ▶ [Communicating with Families about School Safety Drills<sup>5</sup>](#)
- ▶ [Considerations for Decision Makers in Drafting/Selecting Active Shooter Drill Protocols<sup>6</sup>](#)

## A Resource for Gun Violence Prevention, Preparedness, Response, and Recovery



## A SCHOOL GUIDE FOR RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS  
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER  
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK  
NATIONAL CENTER ON IMPROVING LITERACY  
LEAD FOR LITERACY CENTER

revised March 2021



MARCH 2021

## Building a Culture of Staff Wellness Through Multi-Tiered System of Supports

Schools everywhere are facing teacher shortages due to a shrinking pool of applicants and a growing number of teachers leaving the profession. If we are going to attract and retain highly qualified effective teachers, we will need to be more intentional in designing systems that support a healthy workforce. PBIS has a long tradition of creating effective teaching and learning environments by focusing on supporting adult behavior through (a) ongoing staff input and feedback, (b) ongoing professional learning, and (c) a phased based approach to implementation. The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of the Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and wellbeing.

Implementation of PBIS has been shown to improve overall organizational health with the most significant impacts identified in shared commitment to student success, an increased sense of warmth for staff, positive relationships with colleagues, and improved school leader ability to advocate for necessary resources at the district level to support staff and students (Bradshaw et al., 2008). These noted impacts on organizational health and other outcomes of PBIS implementation (e.g., reducing disruptive behaviors, building social emotional skills and improving teacher self-efficacy) are significantly related to improved job satisfaction and reduction of emotional exhaustion/stress for educators (Grayson & Alvarez, 2008; Brouwers & Tomic, 2000; Skaavik & Skaavik, 2011). Many communities are addressing significant social issues (e.g., social inequality, drug addiction, environmental impacts, public health concerns) affecting large groups of school community members. Education systems implementing multi-tiered system of support (MTSS) frameworks, like PBIS, are positioned to respond more effectively to the increasing needs of children and educators impacted by trauma and stress (Johnson et al., 2005; Wildeman et al., 2014).

### Impact of Occupational Stress for Educators and Students

The American Institute of Stress identifies that an individual's perceived level of occupational stress is strongly impacted by (a) the intensity of the demands being placed on them paired with (b) their sense of control or decision-making in dealing with these demands (American Institute of Stress, retrieved from <https://www.stress.org/>). Occupational stress adversely affects teachers and students in the following ways.

- Teachers who provide emotional support and have positive relationships with their students influence their health across the age span, thus promoting overall mental wellness and life

VOICE



## 1.15 Student Engagement

Tier 1 leadership teams purposefully and regularly engage students that are representative of (a) the schools' demographics and (b) **any marginalized groups** in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) based on the regular review of schoolwide and community data.

4

A **representative group** of students is actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice per year, **and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.**

## 1.16 Family & Community Engagement

Tier 1 leadership teams purposefully and regularly engage families and community members that are representative of (a) the schools' demographics and (b) **any marginalized groups** in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) based on the regular review of schoolwide and community data.

4

A **representative group(s)** of families and community members are actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice per year, **and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.**

# Continuously engage partners

Effective Messenger(s)



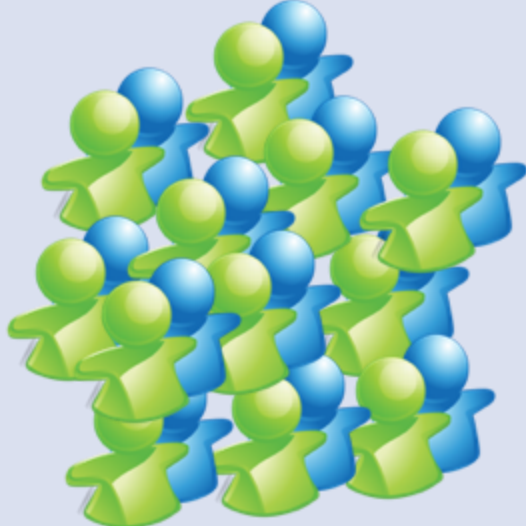
Effective Team...



**Info & Drafts**

Staff  
Students  
Families

**Engagement!**

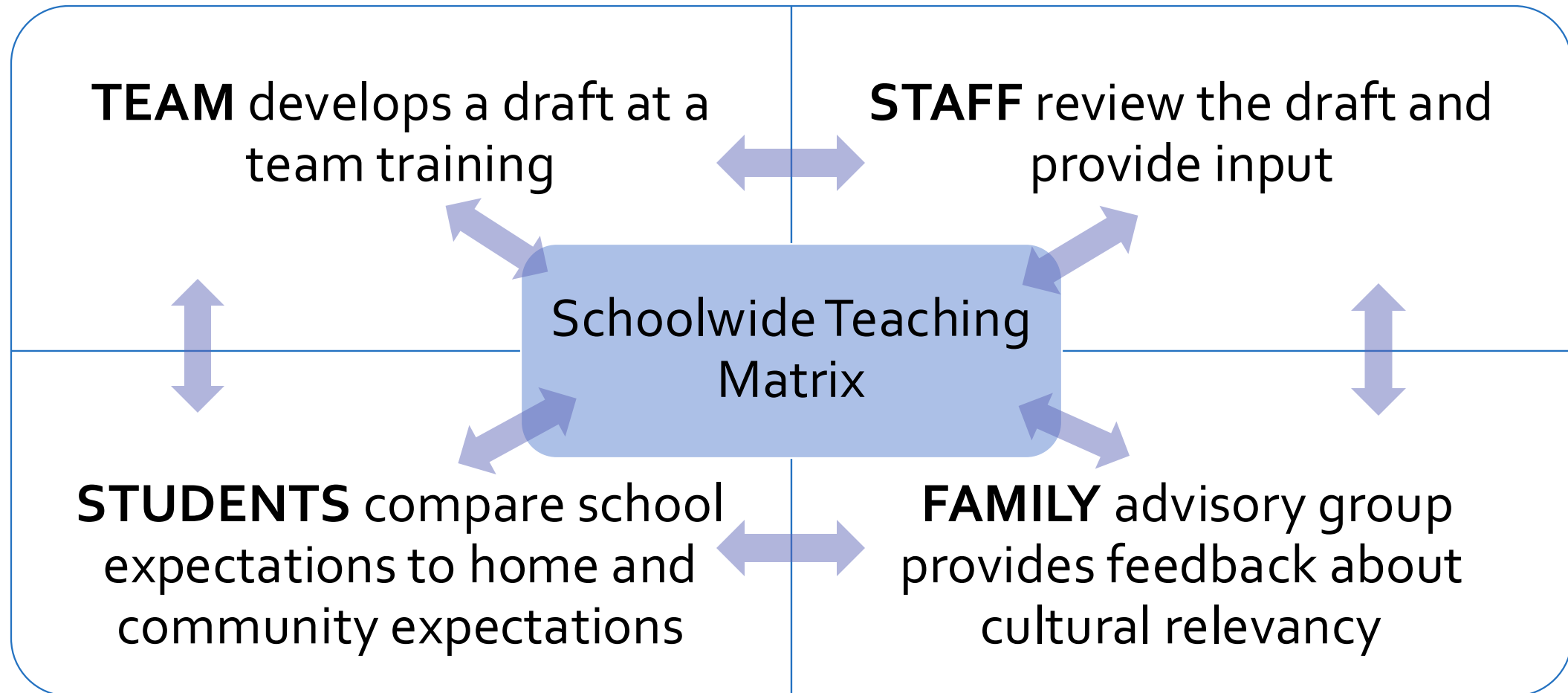


...powered  
by Data

**Feedback**

Effective Leadership

# Engage partners by co-designing and revising features based on data



# EXAMPLE: VOICE

## EQUITY

1. Ensure family representation opportunities are available to all families regardless of background and/or competencies
2. Provide a Zoom link to meetings so family members can join meetings from work/home

## DATA

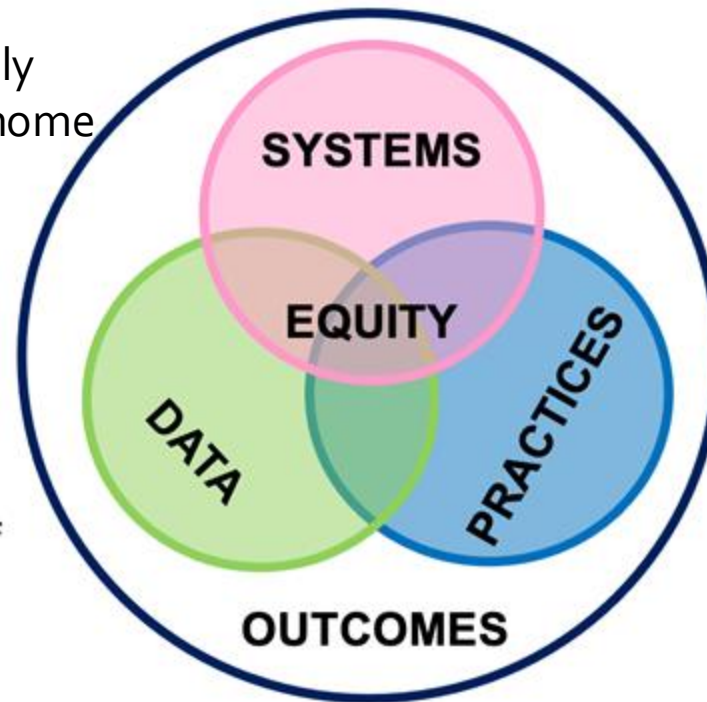
1. Climate Survey
2. Parent-Relationships Survey
3. Focus group feedback
4. Responsiveness rate

## SYSTEMS

1. Develop a protocol to recruit family members
2. Connect with PTO/local parent centers for support

## PRACTICES

1. Expand the tier 1 leadership team to members from marginalized groups
2. Increase accessibility to surveys by including translation options and text-to-speech tools
3. Hold a focus group to better understand how families are experiencing school



## OUTCOME

*By the end of the school year, we will increase family voice in Tier 1 decision making as measured by a 20% increase in Family Climate Survey response rates AND 10% increase on Items 11, 13, 19, and 20*

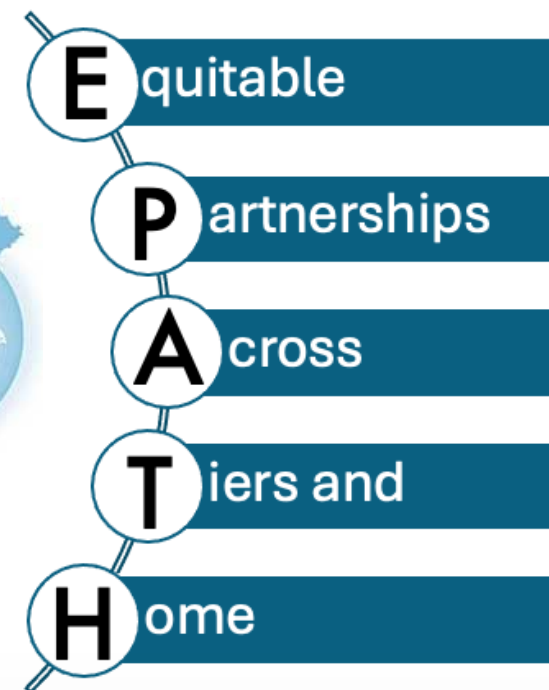
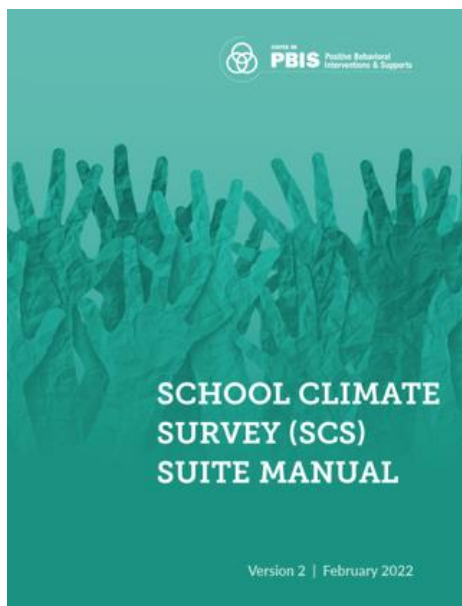
# RESOURCES



We think of family as the people in a child's life with a vested interest in their well-being and educational success. Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. However, authentic partnerships continue to be a challenging reality for educators and families alike; schools must be creative in their efforts to reach out to and engage with their stakeholders so that positive, trusting relationships serve as the foundation of ongoing collaboration and problem-solving.

## **Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)**

Concepts and Strategies for Families and Schools in Key Contexts



How can the TFI 3.0  
inspire your team to  
enhance and deepen your  
implementation?



# Please Complete this Session's Evaluation

10/22

**2H** – Are We Doing It Yet?: Using the New TFI 3.0 to Guide & Enhance Your Tier 1 Implementation

## Four options, pick one!

### 1. Mobile App

Click "Take Survey" under the session description.

### 2. QR Code

Scan the code on this slide.



### 3. Online

Click on the link located next to the downloadable session materials posted online at:

[www.pbis.org/conference-and-presentations/pbis-leadership-forum](http://www.pbis.org/conference-and-presentations/pbis-leadership-forum)

### 4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

**National PBIS Leadership Forum**



THANK YOU!

**Reach Out  
Anytime**

Karen Robbie: [karen.robby@uconn.edu](mailto:karen.robby@uconn.edu)

Nicole Peterson: [nicole.peterson@uconn.edu](mailto:nicole.peterson@uconn.edu)

# RESOURCE HYPERLINKS

## **TFI 3.0 Information**

- TFI 3.0 Manual: <https://www.pbis.org/resource/tfi-3>
- TFI 3.0 Release Info: <https://www.pbisapps.org/articles/announcing-the-release-of-the-tiered-fidelity-inventory-tfi-3-0-on-april-14>
- Items Crosswalk: <https://support.pbisapps.org/support/solutions/articles/151000209970-item-crosswalk-of-tfi-2-1-and-tfi-3-0-items>
- Conversion Tables & Formulas: <https://support.pbisapps.org/support/solutions/articles/151000209971-tfi-3-0-conversion-tables-and-formulas>
- TFI 3.0 Slidedecks: <https://www.pbisapps.org/products/tfi>

## **Essential Elements Planning Tool:**

[https://docs.google.com/presentation/d/12ITgZli8XB1LAKrlnXPW6j67tEHYq\\_l-zUekDbJCw8M/copy](https://docs.google.com/presentation/d/12ITgZli8XB1LAKrlnXPW6j67tEHYq_l-zUekDbJCw8M/copy)

## **Equity Resources**

- Equitable Supports: <https://www.pbis.org/equitable-supports>
- Discipline Disproportionality Problem Solving: A Data Guide for School Teams: <https://www.pbis.org/resource/discipline-disproportionality-problem-solving-a-data-guide-for-school-teams>
- A 5-Point Intervention Approach for Enhancing Equity in School Discipline: <https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline>
- Examples of Engaging Instruction to Increase Equity in Education: <https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>

# RESOURCE HYPERLINKS

## **Classroom Practices Resources:**

- Classroom PBIS: <https://www.pbis.org/classroom-pbis>
- Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators: <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>
- Supporting and Responding to Educators' Classroom PBIS Implementation Needs: Guide to Classroom Systems and Data: <https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data>
- Habits of Effective Classroom Practice: <https://www.pbis.org/resource/habits-of-effective-classroom-practice>

## **Mental Health Support Resources:**

- Mental Health/Social-Emotional-Behavioral Well-Being: <https://www.pbis.org/mental-health-social-emotional-well-being>
- Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide: <https://www.pbis.org/resource/interconnecting-school-mental-health-and-pbis-volume-2>
- Teaching Social-Emotional Competencies within a PBIS Framework: <https://www.pbis.org/resource/teaching-social-emotional-competencies-within-a-pbis-framework>
- Interpreting Universal Behavior Screening Data: Questions to Consider: <https://www.pbis.org/resource/interpreting-universal-behavior-screening-data-questions-to-consider>

# RESOURCE HYPERLINKS

## Crisis Recovery Resources:

- Crisis Recovery: <https://www.pbis.org/crisis-recovery>
- Building a Culture of Staff Wellness Through Multi-Tiered System of Supports: <https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-multi-tiered-system-of-supports>
- Supporting Students Who Need Additional Assistance During Safety Drills: <https://www.pbis.org/resource/supporting-students-who-need-additional-assistance-during-safety-drills>
- A School Guide for Returning to School During and After Crisis: A Guide to Supporting Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework: <https://www.pbis.org/resource/a-school-guide-for-returning-to-school-during-and-after-crisis>

## Voice:

- Family: <https://www.pbis.org/topics/family>
- Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and Strategies for Families and Schools in Key Contexts (eBook): <https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>
- Climate Survey Suite (pbis.org): <https://www.pbis.org/resource/school-climate-survey-suite>
- Northeast PBIS Network Equitable Family Engagement Project: <https://nepbis.org/equitable-family-engagement/>