

## TFI Companion Guide for Early Childhood

**Purpose:** This tool assists in scoring the **Tiered Fidelity Inventory (TFI)**. The requirements are outlined for each feature followed by considerations which take into consideration developmentally appropriate practices for young children (ages 3 through grade 3). The considerations do not invalidate the scoring of the TFI.

<b>TFI Tier 1 Early Childhood Companion Guide</b>		
<b>Feature</b>	<b>Possible Data Sources</b>	<b>Scoring Criteria</b>
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>1.1 Team Composition:</b> Tier I team includes a Tier I systems coordinator, a school administrator, a family member, 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.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Recommended additional Team Members:                             <ul style="list-style-type: none"> <li>○ Related service personnel</li> <li>○ Paraprofessional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School organizational chart</li> <li>• Tier I team meeting minutes</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• List of Team Members</li> <li>• Members' expertise</li> <li>• Attendance verification per meeting</li> </ul>	<p>0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>

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<p><b>1.2 Team Operating Procedures:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Tier I team meeting agendas and minutes</li> <li>• Tier I meeting roles descriptions</li> <li>• Tier I action plan</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Team meeting annual dates</li> </ul>	<p>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

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<p><b>1.3 Behavioral Expectations:</b> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Settings - different locations or activities (e.g. hallway, classroom, snack time, dismissal, assembly)</li> <li>• Behavioral expectations are developmentally appropriate.</li> <li>• For preschool, it is highly encouraged that there should be no more than 3 expectations. It is also a consideration for buildings that are PS-3rd grade.</li> <li>• If the preschool is housed within a school building that is currently implementing PBIS, expectations should be linked to those in the school age setting.</li> <li>• If the preschool is not housed within a school building, the preschool should be aware of any associated districts using PBIS so that they can link to expectations used in those school age settings.</li> </ul>	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool Interview &amp; Observation Form</li> <li>• Staff handbook</li> <li>• Student handbook</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Behavior expectation matrix</li> <li>• Setting expectation posters</li> <li>• Family handbook</li> </ul>	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p>

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		<p><b>1.4 Teaching Expectations:</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Settings - different locations or activities (e.g. hallway, classroom, snack time, dismissal, assembly)</li> <li>• Developmentally appropriate expectations are taught to all children across all settings and are embedded in routines, activities and interactions on a daily basis.</li> <li>• Instead of listing expectations, young children may demonstrate knowledge of expectations in a variety of ways, including but not limited to: pointing, using pictures, etc. Observers are encouraged to enlist classroom teachers to support children in demonstrating knowledge.</li> </ul>

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<p><b>1.5 Problem Behavior Definitions:</b>                      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.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• In preschool, it is expected that most, if not all, behavior is staff-managed rather than office-managed.</li> <li>• Challenging behavior should be defined within a developmentally appropriate context for young children.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Student Handbook</li> <li>• School Policy</li> <li>• Discipline flowchart</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Parent/family handbook</li> <li>• Behavior Flowchart</li> </ul>	<p>0 = No clear definitions exist and procedures to manage problems are not clearly documented</p> <p>1 = Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems.</p> <p>2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families.</p>

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<p><b>1.6 Discipline Policies:</b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Preschool Licensing Rules require that discipline and PBIS strategies are identified (ORC 3301-37-10)</li> <li>• In school age settings, consider developmentally appropriate discipline policies for children in Preschool-3rd grade. These policies may differ from, yet remain consistent with, school policies for older children.</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline policy</li> <li>• Code of conduct</li> <li>• Student handbook</li> <li>• Informal Administrator interview</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Parent/family handbook</li> </ul>	<p>0 = Documents contain only reactive and punitive consequences</p> <p>1 = Documentation includes and emphasizes proactive approaches</p> <p>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use</p>
<p><b>1.7 Professional Development:</b> A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</p>	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Staff handbook</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• SUTQ individual staff PD Plan</li> <li>• SUTQ Program Continuous Improvement Plan</li> </ul>	<p>0 = No process for teaching staff is in place</p> <p>1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices</p> <p>2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices</p>

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<p><b>1.8 Classroom Procedures:</b> Tier I features (school-wide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within <b>classrooms</b> and consistent with school-wide systems.</p>	<ul style="list-style-type: none"> <li>• Staff handbook</li> <li>• Informal walkthroughs</li> <li>• Progress monitoring</li> <li>• Individual classroom data</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Parent/family handbook</li> <li>• Core Feature Classroom Observation Tool</li> <li>• Evidence of SW expectations posted in classrooms</li> <li>• Evidence of an acknowledgment system in classrooms</li> <li>• Evidence of staff use of behavior flowchart</li> </ul>	<p>0 = Classrooms are not formally implementing Tier I</p> <p>1 = Classrooms are informally implementing Tier I but no formal system exists</p> <p>2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations</p>

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<p><b>1.9 Feedback and Acknowledgment:</b> 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.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• System developed to provide feedback/acknowledgment should be developmentally appropriate. For example, young children should not be expected to keep track of individual tickets/tokens.</li> <li>• TFI Walkthrough Tool Interview &amp; Observation:               <ul style="list-style-type: none"> <li>○ Classroom teachers should be enlisted to support children in demonstrating their understanding of the acknowledgment system.</li> <li>○ Observers should be familiar with the acknowledgment system and use language consistent with what is being used in the classroom.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool Interview &amp; Observation Form</li> <li>• Staff Handbook</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Family Handbook</li> <li>• Formal written set of procedures for staff to provide specific behavior feedback that is linked to school-wide expectations</li> </ul>	<p>0 = No formal system for acknowledging students</p> <p>1 = Formal system is in place and is used by at least 90% of staff or received by at least 50% of students</p> <p>2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students</p>



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<p><b>1.10 Faculty Involvement:</b> Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgments, definitions, consequences) at least every 12 months.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• PBIS Self-Assessment Survey Preschool Guidance</li> <li>• Data sources used should represent all student levels</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS Self-Assessment Survey</li> <li>• Informal Surveys</li> <li>• Staff meeting minutes</li> <li>• Team meeting minutes</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Adult implementation data</li> <li>• Acknowledgment Data</li> <li>• TFI</li> </ul>	<p>0 = Faculty are not shown data at least yearly and do not provide input</p> <p>1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both</p> <p>2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months</p>
<p><b>1.11 Student/Family/Community Involvement:</b> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgments) at least every 12 months.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Input/Feedback regarding Tier I practices is obtained from young children when possible and in a developmentally appropriate manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Voting results from parent/family meeting</li> <li>• Team meeting minutes</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Teacher interview</li> </ul>	<p>0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations</p> <p>1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders</p> <p>2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months</p>

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<p><b>1.12 Discipline Data:</b> Tier I team has instantaneous access to graphed reports summarizing discipline data organized by frequency of problem behavior events by behavior, location, time of day, and by individual student.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• In preschool, it is expected that most, if not all, behavior is staff-managed rather than office-managed.</li> <li>• Discipline data for early childhood is within the classroom that is recorded as part of the responding to challenging behavior system.</li> <li>• Behavior Incident Report (BIR) may be used for recording student behavior in early childhood programs.</li> </ul>	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Team meeting minutes</li> <li>• Student outcome data</li> </ul>	<p>0 = No centralized data system with ongoing decision making exists</p> <p>1 = Data system exists but does not allow instantaneous access to full set of graphed reports</p> <p>2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student</p>
<p><b>1.13 Data-based Decision Making:</b> Tier 1 team reviews and uses discipline data at least monthly for decision-making.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Discipline data for early childhood is within the classroom that is recorded as part of the responding to challenging behavior system</li> </ul>	<ul style="list-style-type: none"> <li>• Data decision rules</li> <li>• Staff professional development calendar</li> <li>• Staff handbook</li> <li>• Team meeting minutes</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Action plan</li> </ul>	<p>0 = No process/protocol exists, or data are reviewed but not used</p> <p>1 = Data reviewed and used for decision-making, but less than monthly</p> <p>2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports</p>

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<p><b>1.14 Fidelity Data:</b> Tier I team reviews and uses SWPBIS fidelity (e.g., SAS, Tiered Fidelity Inventory) data at least annually.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Early childhood versions of fidelity assessments should be used when available.</li> </ul>	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Staff handbook</li> <li>• School newsletters</li> <li>• School website</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Tier 1 fidelity data</li> <li>• Evidence of data used for decision making</li> <li>• Core Feature Classroom Observation Tool</li> </ul>	<p>0 = No Tier I SWPBIS fidelity data collected</p> <p>1 = Tier I fidelity collected informally and/or less often than annually</p> <p>2 = Tier I fidelity data collected and used for decision making annually</p>

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<p><b>1.15 Annual Evaluation:</b> Tier I team documents fidelity and effectiveness of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.</p>	<ul style="list-style-type: none"> <li>• Staff, student and family surveys</li> <li>• Tier 1 handbook</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcomes</li> <li>• District report</li> <li>• School newsletters</li> </ul> <p><u>Additional Sources:</u></p> <ul style="list-style-type: none"> <li>• Evidence of Evaluations Conducted</li> <li>• Evidence of Outcomes shared with stakeholders</li> <li>• Evidence of action steps/plan based on annual evaluation</li> </ul>	<p>0 = No evaluation takes place, or evaluation occurs without data</p> <p>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with stakeholders, with clear alterations in process based on evaluation</p>

## TFI Tier 2 Early Childhood Companion Guide

Feature	Possible Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.1 Team Composition:</b>                      Tier 2 (or combined Tier 2 &amp; 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• For preschool programs: Team membership will differ depending on the size and structure of the program.</li> <li>• Members for consideration on preschool teams:                             <ul style="list-style-type: none"> <li>○ Related service personnel</li> <li>○ Paraprofessional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School organizational chart</li> <li>• Tier 2 team meeting minutes</li> </ul>	<p>0 = Tier 2 team does not include coordinator or all 4 core areas of Tier 2 team expertise</p> <p>1 = Tier 2 team does not include coordinator and all 4 core areas of Tier 2 team expertise OR attendance of these members is below 80%</p> <p>2 = Tier 2 team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>

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		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.2 Team Operating Procedures:</b> Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> <li>• Tier 2 team meeting agendas and minutes</li> <li>• Tier 2 meeting roles descriptions Tier 2 action plan</li> </ul>	<p>0 = Tier 2 team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier 2 team has at least 2 but not all 4 features</p> <p>2 = Tier 2 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>
<p><b>2.3 Screening:</b> Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Some early childhood screening tools are completed at the start of the school year or upon enrollment into the program. Developmental screener may be required by SUTQ for preschool but not for school age.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple data sources used (e.g., ODRs, BIRS, time out of instruction, attendance, academic performance, screening tools, risk factors)</li> <li>• Team decision rubric</li> <li>• Team meeting minutes</li> <li>• School policy</li> </ul>	<p>0 = No specific rules for identifying students who qualify for Tier 2 supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier 2 supports</p>

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<p><b>2.4 Request for Assistance:</b> Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>In early childhood, a written request for assistance by the student would not be developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>School handbook</li> <li>Request for assistance form (Written request: Teacher/ Parent Observation)</li> <li>Family handbook</li> </ul>	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days
<p><b>2.5 Options for Tier 2 Interventions:</b> Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>In early childhood, the intervention chosen should be developmentally appropriate for young children.</li> </ul>	<ul style="list-style-type: none"> <li>School handbook</li> <li>School Tier 2</li> <li>Handbook</li> <li>Targeted Interventions Reference Guide</li> </ul>	0 = No Tier 2 interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier 2 intervention with documented evidence of effectiveness is in use 2 = Multiple Tier 2 interventions with documented evidence of effectiveness matched to student need

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<p><b>2.6 Tier 2 Critical Features:</b> Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>In early childhood, interventions typically occur during routines within the preschool environment instead of a specified school schedule with an allocated intervention time.</li> </ul>	<ul style="list-style-type: none"> <li>Universal lesson plan</li> <li>School Tier 2 Handbook</li> <li>Daily/weekly progress report</li> <li>School Schedule</li> <li>School Tier 2 Handbook</li> </ul>	<p>0 = Tier 2 interventions do not promote additional instruction/time, improved structure, or increased feedback</p> <p>1 = All Tier 2 interventions provide some but not all 3 core Tier 2 features</p> <p>2 = All Tier 2 interventions include all 3 core Tier 2 features</p>
<p><b>2.7 Practices Matched to Student Need:</b> A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p>	<ul style="list-style-type: none"> <li>Data sources used to identify interventions</li> <li>School policy</li> <li>Tier 2 handbook</li> <li>Needs assessment</li> <li>Targeted Interventions Reference Guide</li> </ul>	<p>0 = No process in place</p> <p>1 = Process for selecting Tier 2 interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>



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<b>2.8 Access to Tier 1 Supports:</b> Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.	<ul style="list-style-type: none"> <li>• Universal lesson plans and teaching schedule</li> <li>• Tier 2 lesson plans</li> <li>• Acknowledgment system</li> <li>• Student of the month documentation</li> <li>• Family communication</li> </ul>	0 = No evidence that students receiving Tier 2 interventions have access to Tier 1 supports  1 = Tier 2 supports are not explicitly linked to Tier 1 supports and/ or students receiving Tier 2 interventions have some, but not full access to Tier 1 supports  2 = Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 interventions have full access to all Tier 1 supports
<b>2.9 Professional Development:</b> A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Staff handbook</li> <li>• Lesson plans for teacher trainings</li> <li>• School policy</li> </ul>	0 = No process for teaching staff in place  1 = Professional development and orientation process is informal  2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress

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<b>2.10 Level of Use:</b> Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.	<ul style="list-style-type: none"> <li>• Tier 2 enrollment data</li> <li>• Tier 2 team meeting minutes</li> <li>• Progress monitoring tool</li> </ul>	0 = Team does not track number of students responding to Tier 2 interventions  1 = Team defines criteria for responding to each Tier 2 intervention and tracks students, but fewer than 5% of students are enrolled  2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier 2 supports
<b>2.11 Student Performance Data:</b> Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.	<ul style="list-style-type: none"> <li>• Student progress data (e.g., % of students meeting goals)</li> <li>• Intervention Tracking Tool</li> <li>• Daily/ weekly progress report sheets</li> <li>• Family communication</li> </ul>	0 = Student data not monitored  1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support  2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

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		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p><b>2.12 Fidelity Data:</b> Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.</p> <p><u>Considerations:</u></p> <ul style="list-style-type: none"> <li>• Standardized fidelity checklists for EC Tier II interventions may not be available and need to be developed by the leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 2 coordinator training</li> <li>• District technical assistance</li> <li>• Fidelity probes taken monthly by a Tier 2 team member</li> </ul>	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier 2 interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier 2 team for all Tier 2 interventions</p>
<p><b>2.13 Annual Evaluation:</b> At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and district leadership</p>	<ul style="list-style-type: none"> <li>• Staff and student surveys</li> <li>• Tier 2 handbook</li> <li>• Fidelity tools</li> <li>• School policy</li> <li>• Student outcome</li> <li>• District reports</li> </ul>	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, but outcomes not used to shape the Tier 2 process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation</p>

# Appendix A: PW/SWPBIS Tiered Fidelity Inventory Walkthrough Tool

## Overview

### Purpose

This form is used as part of completing the PW/SWPBIS Tiered Fidelity Inventory's Tier I subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

### Who Should Complete the Tool

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the program/school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

### Procedure

Prior to conducting the walkthrough, it is recommended that the external coach have a conversation with the internal coach and/or administrator regarding the instructional and acknowledgment systems (i.e., vocabulary, observable practices).

Randomly select staff (including paraprofessionals) and students as you walk through the program/school to interview and/or observe. **In early childhood settings, young children should be interviewed by familiar adults (such as the classroom teacher), while the observer records children's responses.** It is important that young children are observed and questioned during an authentic activity and that they are not asked questions in isolation.

Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

### Early Childhood & School-age Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

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

### School-age Student Interview Questions

Interview a minimum of 10 students

1. What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2. Have you received a (reward for appropriate behavior) since (2 months ago) ?

### Early Childhood Student Interview Questions

*(Remember that the goal of this item is to ascertain whether a child understands the acknowledgment system and if he/she has received an acknowledgment recently.)*

Select a minimum of 10 students to observe while the teacher/familiar adult shows visuals/acknowledgments and follows procedure 1 or 2 below. Any response that satisfies either 1 or 2 below is counted as a yes on the interview form.

1. The teacher/familiar adult asks the school-age student interview questions (as listed above) making modifications to language as needed.
2. Or use the following procedures as an alternative (for example, if children are unable to respond):
  - a. [Show a picture/visual of the expectations.] Tell me about this picture. (Acceptable responses: verbal response, physical demonstration either in isolation or within the context of a classroom routine)
  - b. [Show a sample of an acknowledgment.] How do we use this \_\_\_\_\_ (star)? [Or ask] What happens when we \_\_\_\_\_ (help a friend)? (Acceptable responses: verbal response, demonstration of feedback/acknowledgment (e.g., thumbs up, pat on back), takes acknowledgment and demonstrates what happens with it (e.g., puts star on bulletin board))
  - c. [Ask an adult to provide evidence or observe evidence in the classroom. (Acceptable responses: filled buckets, children's names on icon)]