

TFI 3.0 Unpacked From Fidelity Check to High-Leverage Action

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Missouri School-Wide Positive Behavior Support

The Voices Behind the Learning



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Outcomes

Outcome 1: Deepen understanding of the rationale behind the revised TFI 3.0

- Be able to explain why the TFI was updated to 3.0 and identify the minor shifts from TFI 2.1.

Outcome 2: Explore new and enhanced features of the TFI 3.0

- Become familiar with the updated items and indicators.

Outcome 3: Apply the TFI 3.0 as both a fidelity measure and an action-planning tool

- Learn about scoring differences between versions and be able to identify common implementation barriers.

Outcome #1

Deepen understanding of the rationale behind the revised TFI 3.0

TIERED FIDELITY INVENTORY (TFI) MANUAL

Version 3 | February 2025

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

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!



Why the Shift? National Priorities Driving TFI 3.0

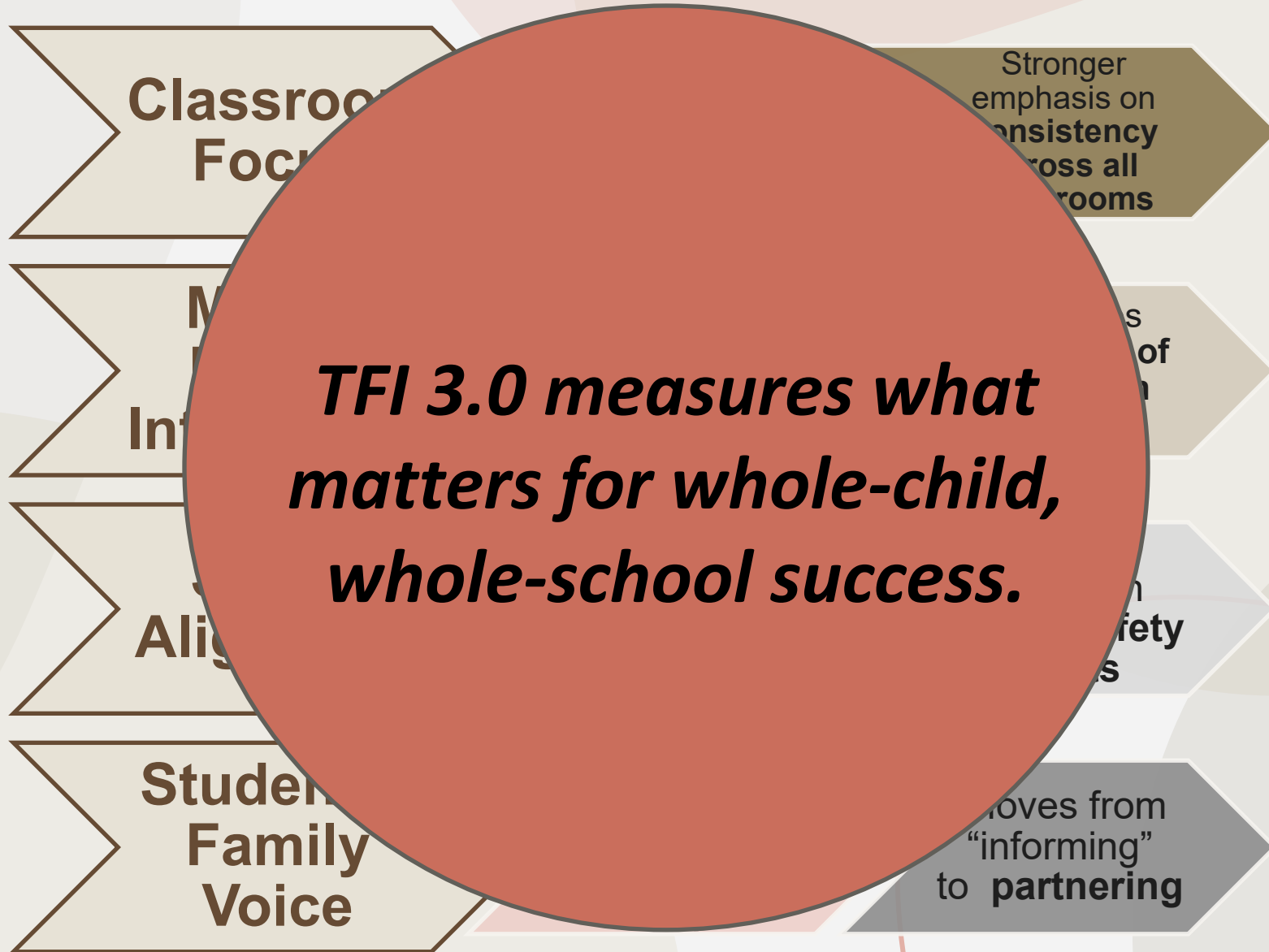
Evolving to Meet
Today

- **Classroom Practice**
 - Inconsistent at the classroom level
 - Impact on student learning
- **Rising Mental Health Concerns**
 - Schools are a point of focus
- **Integrated Approach**
 - Preventing alignment
- **Student & Family Voice**
 - Stronger outcomes when systems reflect lived experiences

Schools are finding it validating to get “credit” for things they have been implementing but were not previously represented in the TFI.

table

How these priorities show up in the TFI 3.0
From Priorities → Practice: What's New in TFI 3.0





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

RESOURCES



Classroom PBIS

CENTER ON PBIS Positive Behavioral Interventions & Supports

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

CENTER ON PBIS

revised April 2025

CENTER ON PBIS Positive Behavioral Interventions & Supports

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
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
Example 3	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
Example 3 (revised)	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

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CENTER ON PBIS Positive Behavioral Interventions & Supports

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

CENTER ON PBIS

January 2023

INTEGRATION OF MENTAL HEALTH SUPPORT



RESOURCES




Mental Health/Social-Emotional-Behavioral Well-Being


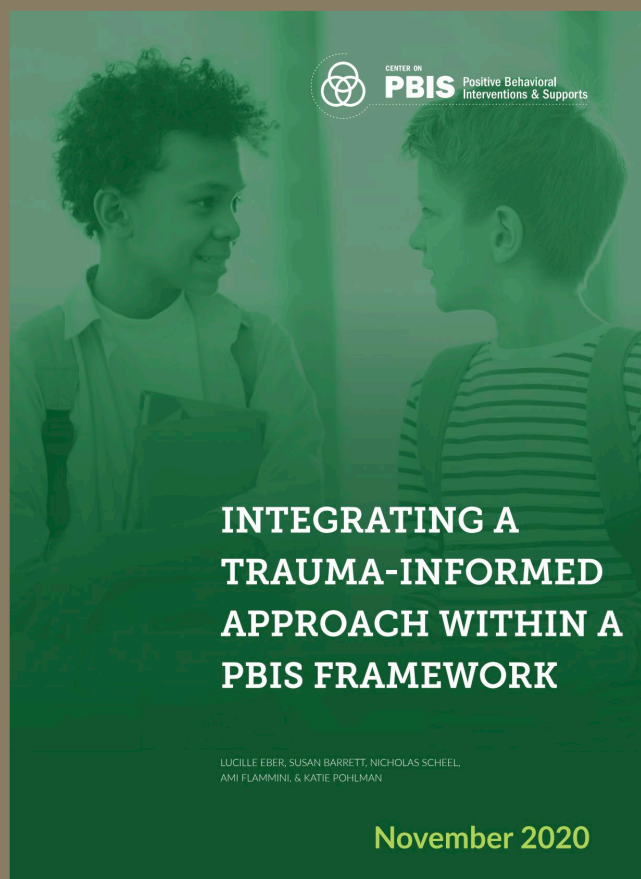



**Advancing Education Effectiveness:
Interconnecting School Mental
Health and School-Wide PBIS**

Volume 2: An Implementation Guide




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



**INTEGRATING A
TRAUMA-INFORMED
APPROACH WITHIN A
PBIS FRAMEWORK**

LUCILLE EBER, SUSAN BARRETT, NICHOLAS SCHEEL,
AMI FLAMMINI, & KATIE POHLMAN

November 2020



April 2018

**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 (Homer, Sugai, & 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) 1

CRISIS RESPONSE



RESOURCES



Crisis Recovery



March 2, 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; Skaalvik & Skaalvik, 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

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 including classroom safety procedures,² communication systems,³ and outdoor and entrance safety procedures.⁴

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 briefs:

- Communicating with Families about School Safety Drills⁵
- Considerations for Decision Makers in Creating/Selecting Active Shooter Drill Processes⁶

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

VOICE




RESOURCES




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

Concepts and Strategies for Families and Schools in Key Contexts


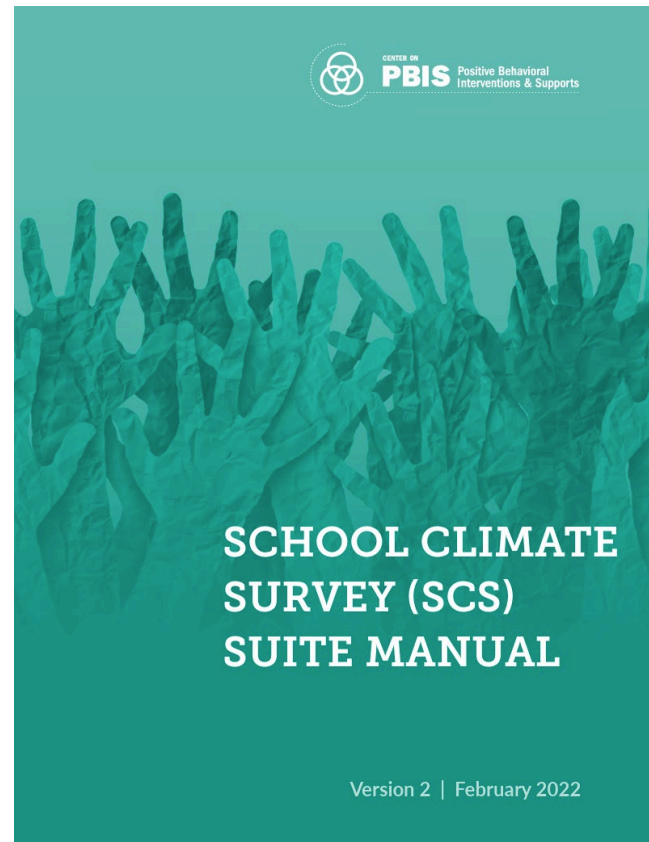


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SCHOOL CLIMATE SURVEY (SCS) SUITE MANUAL

Version 2 | February 2022



USER GUIDE
Family-School Relationships Survey



www.panoramaed.com

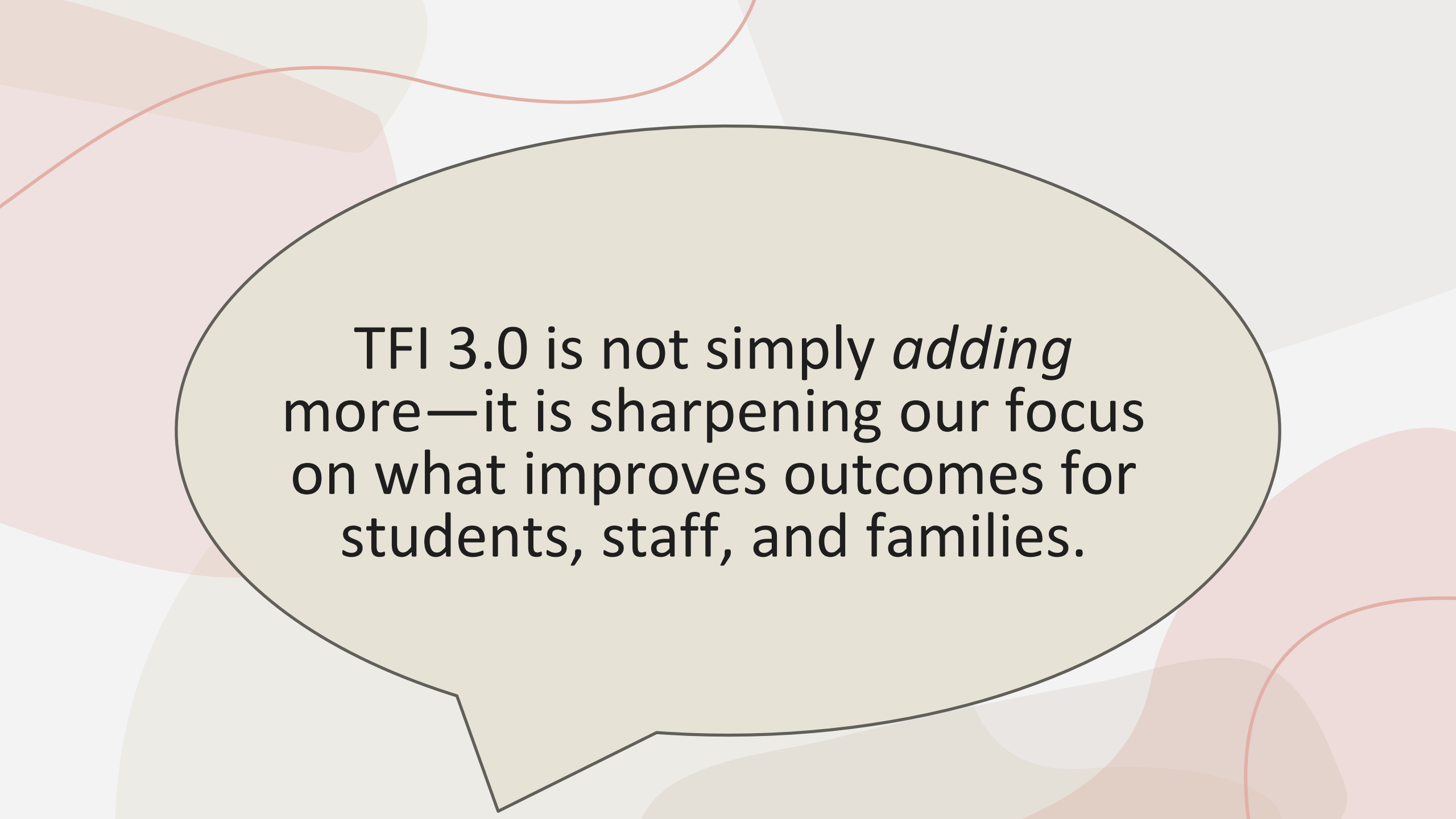
Turn and Talk

- Where do you see the strongest connection to your current work—and where do you feel the biggest gap when it comes to integrating these areas?

OR

- If you had to prioritize one area—classroom, mental health, safety, or voice—where would focusing next make the biggest impact for students in your system? Why?





TFI 3.0 is not simply *adding* more—it is sharpening our focus on what improves outcomes for students, staff, and families.

Outcome #2

**Explore new and enhanced features
of the TFI 3.0**

Same Work, New Lens



- We adjust academic measures – this is a similar process
- TFI 2.1 no longer match what we know is needed with respect to mental health, crisis response, de-escalation across tiers, wellness & classroom supports
- We are prioritizing time for teams to explore & plan with this revised tool – before using it for accountability or recognition—and encourage you to consider the same approach.



Item Crosswalk of TFI 2.1 and TFI 3.0 Items

Modified on Wed, 2 Apr at 8:16 AM

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

How Has Scoring Changed?

2.1:3-Point Scale
(0-2)

3.0: 5-Point Scale (0-4)

1.4 Teaching Expectations:
Expected academic and

• TFI Walkthrough Tool

0 = Expected behaviors
are not taught

Scoring Criteria

- 0 Schoolwide expectations **are not** taught.
- 1 Schoolwide expectations are **taught informally or inconsistently**.
- 2 **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, and 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.
- 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, **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.**
- 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, **and at least 80% of educators** can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.

Expected behaviors are taught
formally or inconsistently

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

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

WALKTHROUGH – STAFF QUESTIONS

TFI Item	Question
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	<p><i>If staff person is a classroom teacher:</i></p> <ul style="list-style-type: none">• 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<ul style="list-style-type: none">• 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)?

1.10 Classroom Practices

Review data from a representative sample of most (>60%) classrooms

collected at **multiple time points**

Sampled data may include:

- counts of identified skills
 - greetings
 - prompts,
 - OTRs
 - specific praise
 - supportive corrections
- observations or rating scales that consider quality or effectiveness of implementation to supplement counts of skills

Classroom	Multiple data sources across multiple time points indicate educator 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 (≥ 5:1) of positive to corrective feedback.	
1	Y	N
2	Y	N
3	Y	N
4	Y	N
5	Y	N
6	Y	N
7	Y	N
8	Y	N
9	Y	N
10	Y	N
Total:		
Percent:	_____ (Total # of Y / Total number of classrooms observed)	

Turn and Talk



What does data collection & use look like at the classroom level in your school right now?

How might you strengthen it?

Outcome #3

Apply the TFI 3.0 as both a fidelity measure & action planning tool

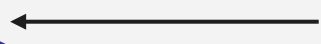
How do we support staff to implement this with fidelity?



SYSTEMS

OUTCOME

What do we want to happen?



DATA

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's working?



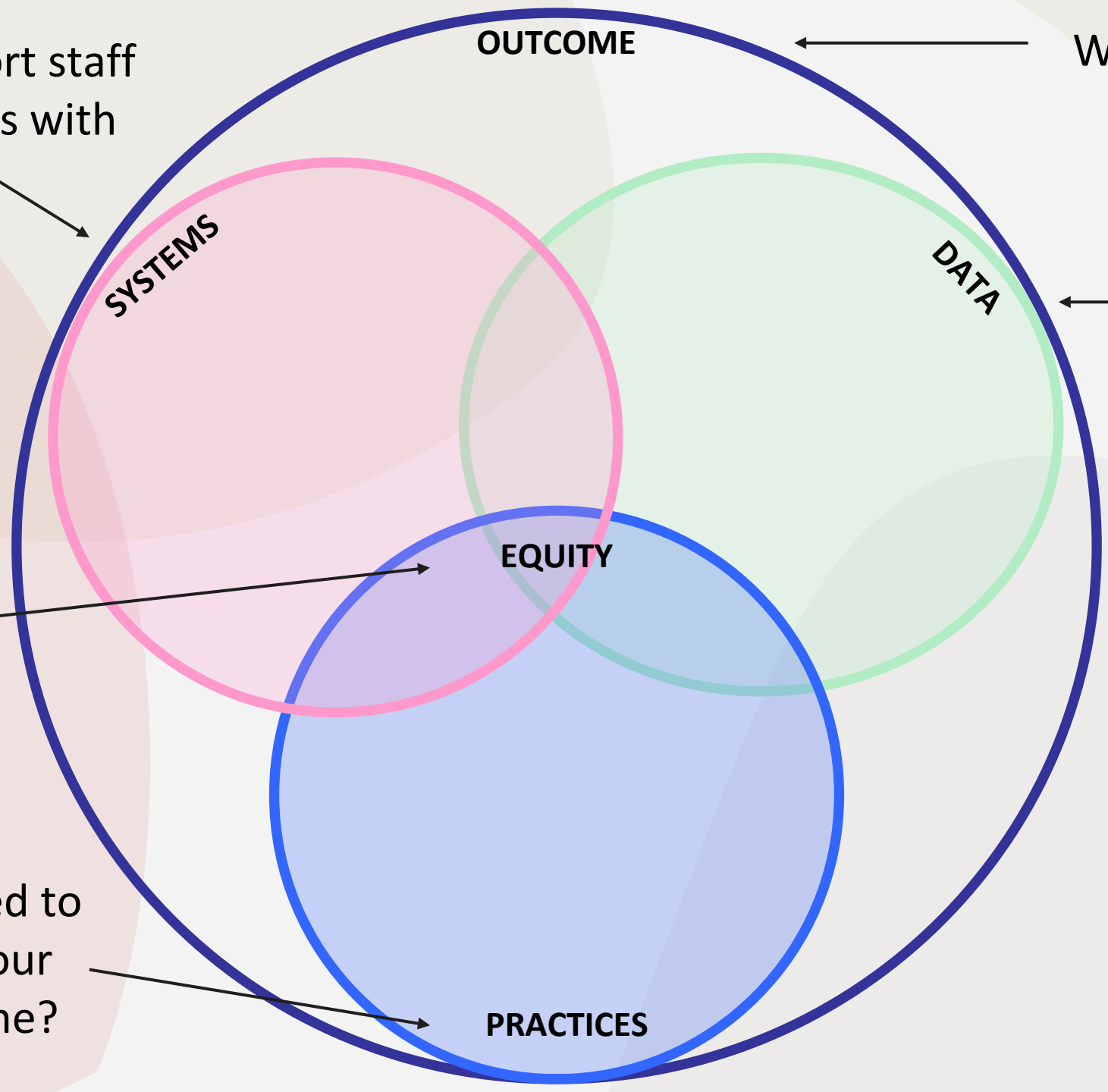
EQUITY

How will we ensure equitable access and outcomes for all?



PRACTICES

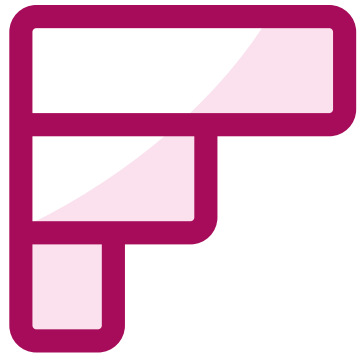
What do we need to do to achieve our desired outcome?



Sample TFI 3.0 Implementation Plan

Year 1

- June or July: Explore the TFI 3.0
- August: Each Tier Coach look over items in TFI and mark questions or wonderings
- Sept - Nov: Meet with RPDC consultant to go over questions or wonderings – create a plan for administering TFI based on questions.
- Nov - Jan: Tiered Teams take TFI 3.0 and enter scores into PBISApps.
- February: Review the data & create an action plan. Focus on one or two areas for growth!
- March – May: Implement & evaluate priority areas.
- June or July: Celebrate, reflect, adjust & communicate next steps!



**Which option feels most valuable
for where you'd like to go next?**

Did We Meet the Mark?



Outcome 1: Deepen understanding of the rationale behind the revised TFI 3.0

Be able to explain why the TFI was updated to 3.0 and identify the minor shifts from TFI 2.1.

Outcome 2: Explore new and enhanced features of the TFI 3.0

Become familiar with the updated items and indicators.

Outcome 3: Apply the TFI 3.0 as both a fidelity measure and an action-planning tool

Learn about scoring differences between versions and be able to identify common implementation barriers.

Q & A

No question is too small – what are you wondering?



TFI 3.0

Resource List

Handout linked on Guidebook

Thanks for Joining Us Today

Stay Connected. Keep Growing.



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PLEASE COMPLETE THE
EVALUATION IN GUIDEBOOK!
SESSION 2F

Want to Learn More?

The following slides are optional and designed for deeper exploration beyond today's session. Feel free to review them on your own—and do not hesitate to reach out with any questions!

Shout out to our amazing colleagues who developed the original Power Point. Thank you, **Dr. Lisa Powers** with MU Center, in partnership with **Karen Robbie** and **Nicole Peterson** from the University of Connecticut, for your research and collaboration in this work.

Classroom Example

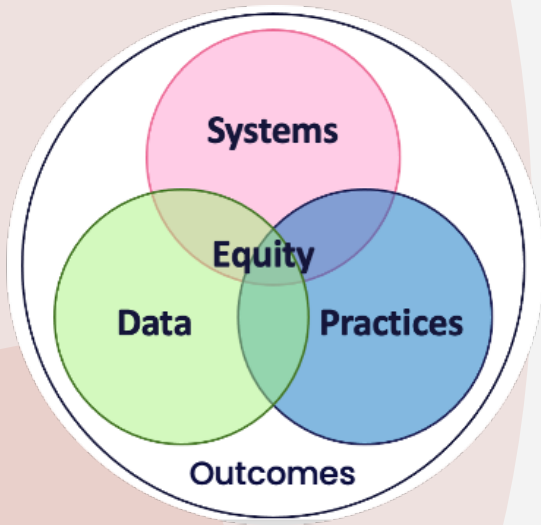
1.9 Schoolwide Practices used in Classrooms

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

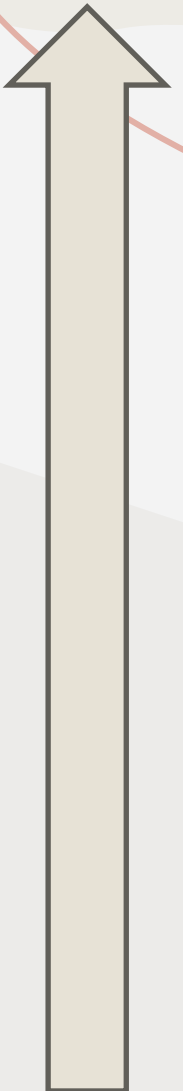
Almost all (>80%) educators consistently and **equitably implement** positive and proactive practices.

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.



OUTCOME

By the end of the next academic year, all 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.



DATA

- 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 review:
 - if all students 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



Mental Health Sources

Sources of Mental Health Needs

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)

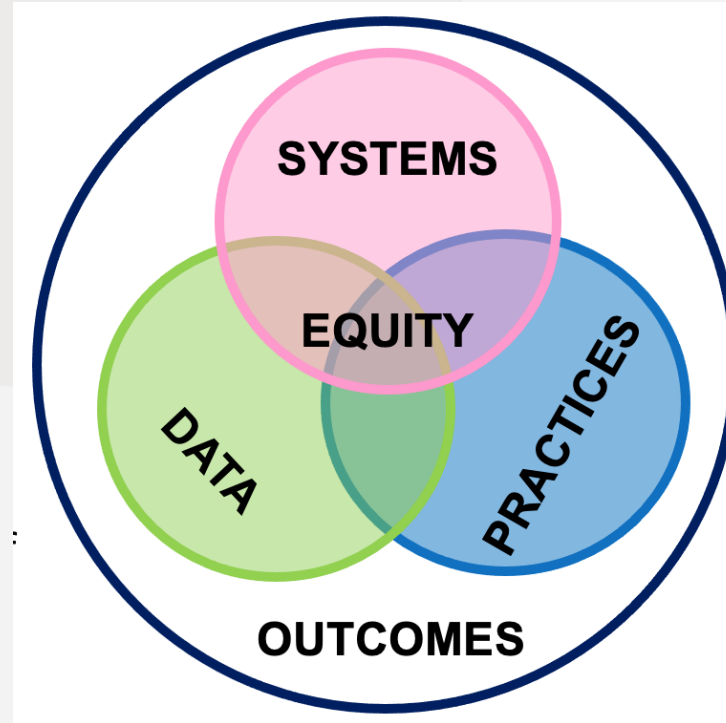
EXAMPLE: MENTAL HEALTH SUPPORT

EQUITY

1. Disaggregate screening data and examine patterns to evaluate proportional outcomes.
2. Ensure focus groups are representative of the school community

DATA

1. Universal SEB screening completed at the start and the end of each year
2. Results of surveys and focus groups
3. Website metrics associated with contacts to resource hub



OUTCOMES

By the end of the school year, all families of students needing mental health support will be connected to relevant school and/or community resources.

SYSTEMS

1. Identify a facilitator within the Tier 1 team to drive action items
2. Connect with local town/city organizations to understand available supports.

PRACTICES

1. Expand the tier 1 leadership team to include an outside community member within the mental health field.
2. Increase understanding of mental health needs (survey, focus group, town hall meeting).
3. Establish a resource hub that is accessible to all school families.



Crisis Response Integration

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

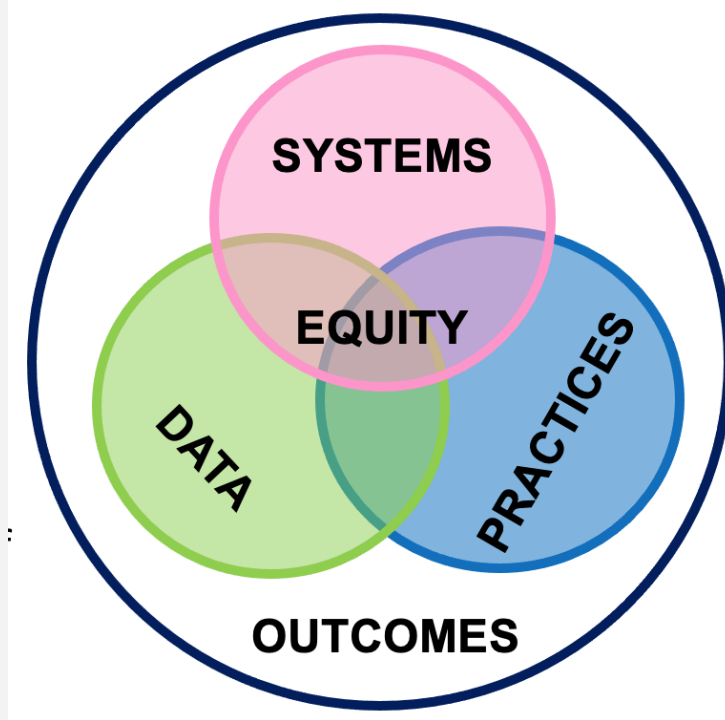
1. Ensure all students received explicit instruction to teaching of safety drill procedures
2. Provide educators targeted/universal support if teaching safety procedures is triggering for them

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

OUTCOME

By the end of the school year, we will strengthen universal procedures and routines during safety drills so that at all students can demonstrate safety drill procedures successfully.



SYSTEMS

1. Provide PD for staff related to crisis response and recovery.
2. Follow-up prompting after the PD to strengthen implementation
3. Provide opportunities for educators to identify and problem-solve barriers to implementation.

PRACTICES

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



Voice

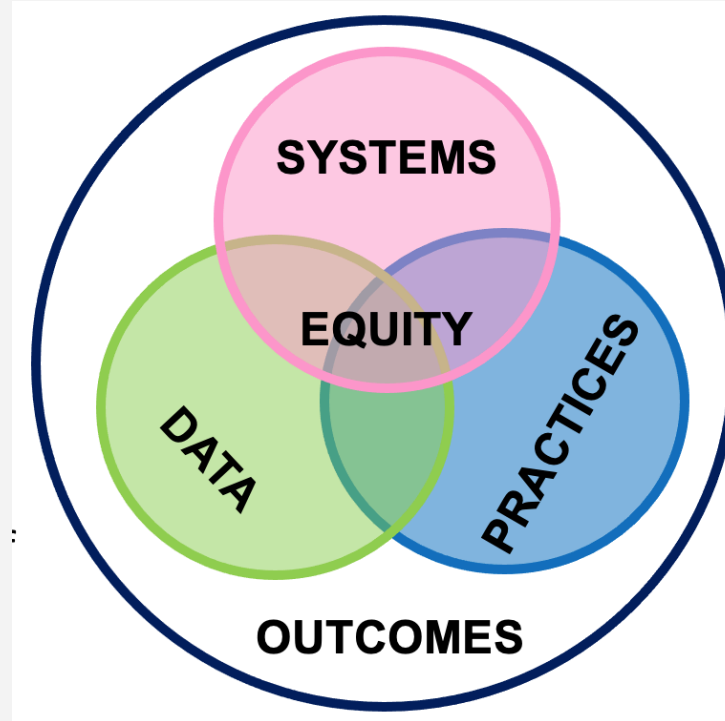
EXAMPLE: VOICE

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 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

OUTCOMES

By the end of the school year, we will increase family voice in Tier 1 decision making as measured by enactment of identified practices.

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.**

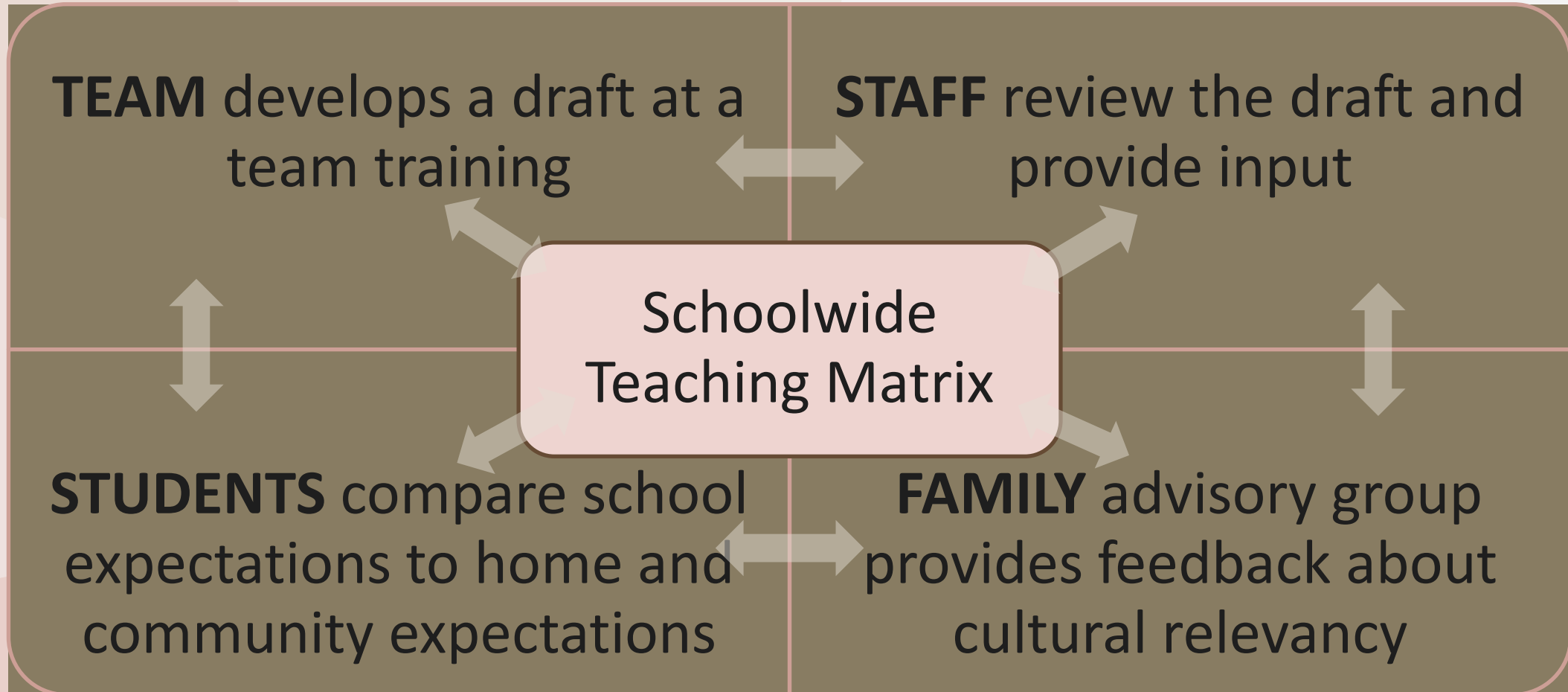
1.16 Family & Community Engagement

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

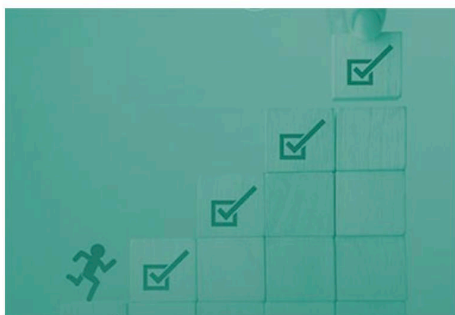
A **representative group(s)** of families and community members are actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice per year, **and if data indicate a problem, an action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

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



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

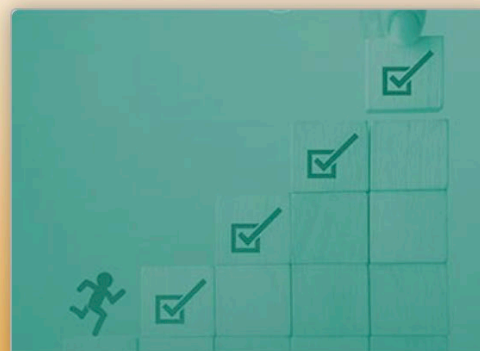
April 1, 2025

Last Updated

April 1, 2025



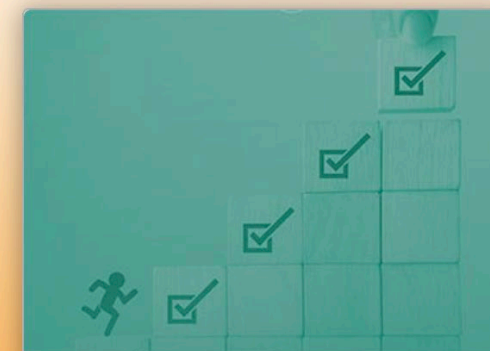
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Training Material: TFI 3.0 Tier 3: Preparing for Administration and Scoring Items

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