



Instructions for Completing a Tiered Fidelity Inventory (TFI) Universal Walkthrough for Pre-K - 12th Grade



Purpose

The Tiered Fidelity Inventory (TFI) Universal Walkthrough form for Pre-K through 12th Grade is used to evaluate Tier 1 PBIS implementation. The tool provides the observer with a quick glance to see if Tier 1 or School-wide PBIS (SWPBIS) is evident in the school. The form is designed to allow for feedback to the school's PBIS team and/or administration in ways to improve Tier I implementation. It is recommended that an external observer complete this form. A school-level PBIS team member or an external observer can use this form for progress monitoring and coaching. The expected time to complete the TFI Walkthrough is approximately 60-90 minutes. You can access an electronic version of this walkthrough tool [here](#).

Instructions

PBIS Coach and Administrator Interview

It is important to start your walkthrough with a brief sit down interview with the PBIS Administrator and PBIS coach. This will help provide further context for what you will see as well as provide additional information on PBIS implementation efforts that will not be visual during your visit. Responses received will also aid in completing various parts of the walkthrough form such as items you will need in the general information section. Finally, the interview allows for some coaching to take place which may further benefit the school's implementation. Access the [interview questions here](#).

General Information

Please note the name of your progress monitoring data system (SWIS, Eschool, Infinite Campus, PowerSchool, etc.), the name of your School-wide expectations (if applicable – note that you do not have to have an acronym or name for your expectations), and the name of your acknowledgement system. For schools who have completed Universal Classroom Systems Training, list the current classroom practice that they are focusing on school-wide.

I. School-Wide Expectations - Visibility

Expectations and rules can be posted together as a matrix or separately as long as there is always an expectation clearly linked to a rule. It is also acceptable to see expectations posted around the school in various areas without the rules for extra publicity. Visuals are not required for expectations, but are highly recommended for rules in elementary schools. Ideally, expectations and rules should be posted at student eye level.

II. Staff Awareness

Interview at least 10 staff members. As you interview them, make sure you note their role (i.e. 7th grade teacher, custodian, 2nd grade paraprofessional). The following provide more details regarding the staff questions and additional follow-up questions that may be used to probe for more understanding:

1. What are the school expectations? On average, how many times do you refer to them a day?
2. Have you taught the School-wide expectations to students this year? When was the last time you taught the School-wide expectations? What was your lesson about? How often do you teach the School-wide expectations?
3. Is there a school-wide team to address school climate across campus? Who is the PBIS Coach? What does the team do?
4. Have you seen discipline data this year? When was the last time you saw it and how was it shared?
5. Have you given out any (*Acknowledgments for appropriate behavior*) since (*Last week – or determine most appropriate timeframe*)? What was the acknowledgement you gave? Why did you give it? How did you deliver the acknowledgement (i.e. what words did you use to acknowledge the student?) How often do you give acknowledgements to students?

For PBIS in the Classroom Schools Only:

6. Are you working on the current PBIS Classroom Practice? Which One? (Please note that they should state the classroom practice that you notated in the General Information part at the top of the form, not any classroom practice.) How is it going? What are you doing to implement it?
7. Do you receive prompts from the PBIS team on _____ (current classroom practice)? What are they and how often?

III. Student Awareness

Interview a minimum of 10 students. The following provide more details regarding the student questions and additional follow-up questions that may be used to probe for more understanding:

1. What are the school expectations? Ask students to tell you what an expectation looks like (i.e. What does being responsible mean?) If they struggle, ask what it looks like in a particular area (i.e. What does being responsible look like in the hallway? Can you name a hallway rule?)
2. Have you received a (PBIS Incentive/Acknowledgement/) recently? When did you get it? What was it for? (Note: Remember Pre-K and K students should only receive group contingencies.)

IV. Positive Feedback

While conducting the walkthrough, take note of the general language you hear teachers and administrators using throughout the school. Did you hear teachers referring to expectations and rules in a positive manner? Did you hear teachers using specific verbal praise with students? Record any notes as necessary.

VI. PBIS Product Book-Review TFI Artifacts

Review the School PBIS Leadership Team's product book either prior to the walkthrough or during. The product book should be well kept and provide evidence of implementation for each TFI critical element. This detailed [Product Book Checklist](#) provides a thorough list to ensure that all artifacts and evidence are present.

VII. TFI Walkthrough Summary

Provide strengths and recommendations noticed during the walkthrough that the school can use to inform their TFI action planning. Utilize the additional notes column to capture any qualitative data* observed during interviews, etc. Once the walkthrough form is complete make sure to send to the District Coordinator (if an external observer) to share with the school.

**PBIS Tier I System: Supplemental Questions for the PBIS Tier I Walkthrough - Coaching Tool utilized during the PBIS Coach and PBIS Administrator interview.*

For Schools Implementing PBIS in the Classroom:

In addition to asking the applicable PBIS Coach/Admin and Staff Interview questions, you may also want to observe a few classrooms to see evidence of the practices. Classroom observations should last at least 10 minutes. When conducting a classroom observation there are two tools we recommend choosing from:

- [Classroom Data Collection Tool](#)
- [PBIS Classroom Observation Tool](#)

Furthermore, if the school is currently working on a particular practice make sure to pay particular attention to its utilization during the observation and notate feedback.



PBIS TFI Universal Walkthrough Tool

Pre-K - 12th Grade Universal Tier I Interview and Observation Form



Purpose

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

Date: _____ School: _____ District: _____
 Name of Observer: _____ Name of Progress Monitoring Data System: _____
 Name of School-wide Expectations: _____ Name of Acknowledgment System: _____
 Current Classroom Practice Focus (PBIS in the Classroom Schools Only) _____

I. School-wide Expectations: Visibility (list the school-wide expectations)

1.	2.	3.
4.	5.	

A. Expectations and Rules Posted at Students' Eye Level

Expectations	Hallway	Main Office	Classrooms	Cafeteria	Media Center	Gym/ Playground	Restroom	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules	Hallway	Main Office	Classrooms	Cafeteria	Media Center	Gym/ Playground	Restroom	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Staff Awareness

Staff Questions (Interview at least 10 staff members.)

Role of Staff Member Interviewed	What are the school expectations? Circle the # of expectations known.	Have you taught the School-wide expectations to students this year?	Is there a school-wide team to address school climate across campus?	Have you seen the discipline data this year?	Have you given out any _____ (Incentives) since _____ (Last Week)?	Classroom PBIS Schools Only: Are you working on the current PBIS Classroom Practice? Which One?	Classroom PBIS Schools Only: Do you receive prompts from the PBIS team on _____ (practice)? How often?
1.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
2.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
3.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
4.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
5.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
6.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
7.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
8.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
9.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
10.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Total							

III. Student Awareness				IV. Positive Feedback			
Student Questions (A minimum of 10 students)				Walking through the school did you hear a majority of the teachers you encountered referring to the school-wide expectations and rules?			
Grade Level	What are the school-wide expectations? Circle the # of expectations known.	Have you received a _____ (PBIS Acknowledgement) recently? When was the last time you received one?	Other Comments or Observations	<input type="checkbox"/> Y <input type="checkbox"/> N			
1.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>		Walking through the school did you hear a majority of teachers you encountered using specific verbal praise?			
2.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>		<input type="checkbox"/> Y <input type="checkbox"/> N			
3.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>		Notes:			
4.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>					
5.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>					
6.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>					
7.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>					
8.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>					
9.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>					
10.	1 2 3 4 5	Y <input type="checkbox"/> N <input type="checkbox"/>					
Total							

VI. PBIS Product Book (TFI Artifacts)

1.1 Team Composition Y N	1.2 Team Operating Procedures Y N	1.3 Behavior Expectations Y N	1.4 Teaching Expectations Y N	1.5 Problem Solving Definitions Y N	1.6 Discipline Policies Y N	1.7 Professional Development Y N	1.8 Classroom Procedures Y N
1.9 Feedback & Acknowledgement Y N	1.10 Faculty Involvement Y N	1.11 Student/Family/Community Involvement Y N	1.12 Discipline Data Y N	1.13 Data Based Decision Making Y N	1.14 Fidelity Data Y N	1.15 Annual Evaluation Y N	PBIS Action Plan Y N

VII. TFI Walkthrough Summary

Strengths	
Recommendations	