

## To be completed by the WV ATC staff:

TY Current Year BL EOY	
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% of PBIS Implantation

School Name: County :	Soding slings					CAT OF EL			
To be completed with your team.  Based on your observations and available data, read the TFI Scoring Guide and come to consensus on point values for each item. Score each item according to its current status in your school – do not base your score on future plans for implementation (e.g., after you present your drafts to your staff). When you have finished the assigned items, add up your score for each. The total TFI Score is not important for this activity. When the activity is complete, your team can use this information to prioritize plans for problem solving and implementation.  Critical Features  TFI Item  Critical Feature Score  Subscale: Teams  3.1 Team Composition  0 1 2 /2  3.2 Team Operating Procedures  0 1 2 /2  3.3 Screening  0 1 2 /2  3.4 Student Support Team  0 1 2 /2  3.5 Staffing  0 1 2 /2  3.6 Student/Family/Community Involvement  0 1 2 /2  3.7 Professional Development  0 1 2 /2  3.8 Quality of Life Indicators  0 1 2 /2  3.9 Academic, Social, and Physical Indicators  0 1 2 /2  3.10 Hypothesis Statement  0 1 2 /2  3.12 Formal and Natural Supports  0 1 2 /2  3.13 Access to Tier I and Tier II Supports  0 1 2 /2  3.14 Data System  0 1 2 /2  3.15 Data-based Decision Making  0 1 2 /2  3.15 Data-based Decision Making	BASELINE (PBIS) Tiered Fidelity Inventory Tier 3: Version 2.1 Targeted Features								
Based on your observations and available data, read the TFI Scoring Guide and come to consensus on point values for each item. Score each item according to its <u>current</u> status in your school – do not base your score on future plans for implementation (e.g., after you present your drafts to your staff). When you have finished the assigned items, add up your score for each. The total TFI Score is not important for this activity. When the activity is complete, your team can use this information to prioritize plans for problem solving and implementation.    Critical Features	School Name:	County :							
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Subscale: Teams	Based on your of Score each item after you preser Score is not imp	observations and available data, read according to its <u>current</u> status in yount your drafts to your staff). When yourtant for this activity. When the again and implementation.	our school – do no you have finished	t base your s the assigned , your team	score on future items, add up	plans for implementation (e.g., your score for each. The total TFI ormation to prioritize plans for			
3.1 Team Composition       0       1       2       /2         3.2 Team Operating Procedures       0       1       2       /2         3.3 Screening       0       1       2       /2         3.4 Student Support Team       0       1       2       /2         3.5 Staffing       0       1       2       /2         3.6 Student/Family/Community Involvement       0       1       2       /2         3.7 Professional Development       0       1       2       /2         3.8 Quality of Life Indicators       0       1       2       /2         3.9 Academic, Social, and Physical Indicators       0       1       2       /2         3.10 Hypothesis Statement       0       1       2       /2         3.11 Comprehensive Support       0       1       2       /2         3.12 Formal and Natural Supports       0       1       2       /2         3.13 Access to Tier I and Tier II Supports       0       1       2       /2         3.14 Data System       0       1       2       /2         3.15 Data-based Decision Making       0       1       2       /2						Critical Feature Score			
3.2 Team Operating Procedures 0 1 2 /2 3.3 Screening 0 1 2 /2 3.4 Student Support Team 0 1 2 /2 3.5 Staffing 0 1 2 /2 3.6 Student/Family/Community Involvement 0 1 2 /2 3.7 Professional Development 0 1 2 /2 3.8 Quality of Life Indicators 0 1 2 /2 3.9 Academic, Social, and Physical Indicators 0 1 2 /2 3.10 Hypothesis Statement 0 1 2 /2 3.11 Comprehensive Support 0 1 2 /2 3.12 Formal and Natural Supports 0 1 2 /2 3.13 Access to Tier I and Tier II Supports 0 1 2 /2 3.14 Data System 0 1 2 /2 3.15 Data-based Decision Making 0 1 2 /2									
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3.4 Student Support Team 0 1 2 /2 3.5 Staffing 0 1 2 /2 3.6 Student/Family/Community Involvement 0 1 2 /2 3.7 Professional Development 0 1 2 /2 3.8 Quality of Life Indicators 0 1 2 /2 3.9 Academic, Social, and Physical Indicators 0 1 2 /2 3.10 Hypothesis Statement 0 1 2 /2 3.11 Comprehensive Support 0 1 2 /2 3.12 Formal and Natural Supports 0 1 2 /2 3.13 Access to Tier I and Tier II Supports 0 1 2 /2 3.14 Data System 0 1 2 /2 3.15 Data-based Decision Making 0 1 2 /2	3.2 Team Operating Procedures		0	1	2	/2			
3.5 Staffing 0 1 2 /2 3.6 Student/Family/Community Involvement 0 1 2 /2 3.7 Professional Development 0 1 2 /2 3.8 Quality of Life Indicators 0 1 2 /2 3.9 Academic, Social, and Physical Indicators 0 1 2 /2 3.10 Hypothesis Statement 0 1 2 /2 3.11 Comprehensive Support 0 1 2 /2 3.12 Formal and Natural Supports 0 1 2 /2 3.13 Access to Tier I and Tier II Supports 0 1 2 /2 3.14 Data System 0 1 2 /2 3.15 Data-based Decision Making 0 1 2 /2	3.3 Screening		0	1	2	/2			
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3.7 Professional Development       0       1       2       /2         3.8 Quality of Life Indicators       0       1       2       /2         3.9 Academic, Social, and Physical Indicators       0       1       2       /2         3.10 Hypothesis Statement       0       1       2       /2         3.11 Comprehensive Support       0       1       2       /2         3.12 Formal and Natural Supports       0       1       2       /2         3.13 Access to Tier I and Tier II Supports       0       1       2       /2         3.14 Data System       0       1       2       /2         3.15 Data-based Decision Making       0       1       2       /2	3.5 Staffing		0	1	2	/2			
3.8 Quality of Life Indicators       0       1       2       /2         3.9 Academic, Social, and Physical Indicators       0       1       2       /2         3.10 Hypothesis Statement       0       1       2       /2         3.11 Comprehensive Support       0       1       2       /2         3.12 Formal and Natural Supports       0       1       2       /2         3.13 Access to Tier I and Tier II Supports       0       1       2       /2         3.14 Data System       0       1       2       /2         3.15 Data-based Decision Making       0       1       2       /2	3.6 Student/Family/Community Involvement		0	1	2	/2			
3.9 Academic, Social, and Physical Indicators       0       1       2       /2         3.10 Hypothesis Statement       0       1       2       /2         3.11 Comprehensive Support       0       1       2       /2         3.12 Formal and Natural Supports       0       1       2       /2         3.13 Access to Tier I and Tier II Supports       0       1       2       /2         3.14 Data System       0       1       2       /2         3.15 Data-based Decision Making       0       1       2       /2	3.7 Professional Development		0	1	2	/2			
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3.15 Data-based Decision Making 0 1 2 /2	3.13 Access to Tier I and Tier II Supports		0	1	2	/2			
· ·	3.14 Data System		0	1	2	/2			
3.16 Level of Use 0 1 2 /2	3.15 Data-based Decision Making		0	1	2	/2			
	3.16 Level of Use		0	1	2	/2			

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Scoring the PBIS Tiered Fidelity Inventory: 3.1-16 / 32 points possible \_\_\_