

SW PBIS Tiered Fidelity Inventory + BULLY PREVENTION Elaborations

Adapted from:
School-wide PBIS Tiered Fidelity Inventory
Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports
Bully Prevention in Positive Behavior Support: Stop, Walk, Talk
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Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect
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TFI 1.1 Team Composition

Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority. 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, € student representation.

Designated staff with Bully Prevention PBIS (BP-PBIS) expertise reports to the Tier 1 team regarding training, implementation and evaluation of BP-PBIS features. BP-PBIS advisors work with the student forum/advisory team and provide progress reports to Tier 1 team.

TFI 1.2 Team Operating Procedures

Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions. 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.

A BP-PBIS planning guide is used by teams implementing bully prevention as part of their existing school-wide positive behavior support framework. The guide defines steps that will increase the likelihood the bully prevention effort will be implemented well, sustained, and a benefit to students, families and faculty. Team evaluates BP-PBIS outcomes and guide interventions for promoting a positive and proactive school climate/culture.

TFI 1.3 Behavioral Expectations

School-wide expectations are a brief, memorable set of positively-stated expectations that create a school culture that is clear, positive, and consistent. 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.

Established schoolwide expectations are used to redefine the bullying construct by operationalizing respectful, appropriate behaviors for both adults and students. BP-PBIS focuses on the improvement of behaviors that are specific, observable, and measurable.

TFI 1.4 Teaching Expectations

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school.

BP-PBIS teaches a common strategy for preventing and responding to disrespectful (bullying) behavior across ALL settings giving students and adults the following tools: (1) avoid situations where bullying behavior is likely to occur; (2) empowering with response strategies to remove the social rewards of the disrespectful behavior and prevent the behavior from escalating; (3) removing what triggers/maintains the disrespectful behavior and; (4) reporting disrespectful behavior.

TFI 1.5 Problem Behavior Definitions

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. Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.

By redefining the bullying construct, BP-PBIS focuses on operationalizing disrespectful behaviors that are specific, observable, and measurable. The definitions of these behaviors will not speculate on the intent of the behavior, the power of the individuals involved, or the frequency of its occurrence.

TFI 1.6 Discipline Policies

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. Preventative and positive approaches to discipline are the most effective. Proactive or instructive responses to problem behavior are more likely to lead to improved student outcomes than exclusionary practices such as office referrals or suspensions.

The school is committed to having a clear, consistent, and positive discipline policy encouraging a perception of a safe school environment by addressing issues of disrespect and harassment through a BP-PBIS campaign.

TFI 1.7 Professional Development

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. Formal processes for providing training and practice to staff on implementing SWPBIS increases fidelity and consistency in SWPBIS practices.

All staff receive training to use a school-wide “Adult Providing Support” strategy and refine their reflective listening and conflict mediation skills. Staff practice procedures for consistently reporting “bullying” incidents. Additional training includes classroom lessons plans and active supervision.

TFI 1.8 Classroom Practices

Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.

The primary focus of classroom lessons is understanding the function-based concept of peer attention maintaining the “disrespectful” behavior.

Curriculum for STOP WALK TALK (Preschool – Elementary) includes:

- △ **7 Lessons with the first lesson including most of the curriculum components including Stop/Walk/Talk responses (RESPECT Routines), teaching socially responsible skills.**
- △ **Content for the remaining lessons include: practice for RESPECT Routines; Gossip; Inappropriate Remarks; Cyber Bullying; Supervising Behavior; and Faculty Follow-up.**

EXPECT RESPECT curriculum lessons are divided into Year One and Year Two.

- △ **Year One lessons include student practice and coaching for RESPECT Routines through simulations and role playing for targeted settings.**
- △ **Year Two lessons include interrupting disrespectful behavior in the classroom and practice seeking adult support.**
- △ **Supplemental Lessons are available which include student projects.**
- △ **Repeat and Repairs are used to reteach RESPECT Routines**

TFI 1.9 Feedback & Acknowledgement

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. Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement. Attending to and acknowledging students' desired behaviors increases the likelihood of these behaviors recurring and promotes a positive school culture.

Students are acknowledged for doing the expected thing – therefore the student with bullying behavior tendencies always has a chance to receive a positive affirmation. For BP-PBIS, we must also analyze the causal variables maintaining the problem behavior. All Staff understand a high percentage of socially aggressive behavior is maintained or reinforced by attention from peers. Students are acknowledged for responding appropriately to problem behavior, intervening to help other students in need, stopping own behavior when asked and/or seeking adult support.

TFI 1.10 Faculty Involvement

Faculty voice is essential in establishing and maintaining staff commitment and consistency in implementation. Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.

Staff is involved with the development and consistent use of the “Adult Providing Support Strategy”; the steps of the Respect Routine used when a student approaches with a problem involving disrespectful behavior.

TFI 1.11 Student, Faculty, Community Involvement

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.

Initially, a student focus board is developed which transitions into a student advisory board or student forum for decision-making. Students are provided an opportunity to: contribute to and share their experiences for identifying examples of respectful and disrespectful behavior; identify motivations or functions of disrespectful behavior; and provide input for and development of a delivery model for “Respect Routines”. Student, faculty and community involvement contribute to school climate surveys and needs assessments.

TFI 1.12 Discipline Data

Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Teams need the right information in the right form at the right time to make effective decisions. Teams with access to current and reliable data are able to make more accurate and relevant decisions regarding staff and student instruction and support.

Primary problem behaviors for disrespect and harassment identified from office discipline referral data is mined down to form precise problem statements.

TFI 1.13 Data-based Decision Making

Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.

Tier I teams use school climate surveys and implementation fidelity data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.

TFI 1.14 Fidelity Data

Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. Teams assess fidelity of implementation to understand the extent to which they are implementing the core components of SWPBIS and identify next steps for implementation.

Fidelity Checklist for Trainers tracks the implementation of the different components of the BP-PBIS campaign throughout the school year. Fidelity Checklist for Staff Members serves as a reminder of the different steps staff members should take when bullying incidents occur. The Lesson Preparation Evaluation gives teacher feedback by a peer coach on presenting lessons and can also be used by teachers for self-evaluations.

TFI 1.15 Annual Evaluation

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. Schools are accountable to their communities and stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.

School climate and student surveys assess adults' and students' perceptions of their school environment and their responses to bullying and harassment behaviors.