



# 2020 Early Childhood PBIS RECOGNITION CRITERIA

## AT-A-GLANCE

				
<p><b>1. Tiered Fidelity Inventory (TFI) entered online at PBIS Assessment.</b></p> <p>*TFI must be completed with an authorized External Reviewer (the TFI must be completed after the ERATS training date).</p> <p>*TFI must be completed within academic year (2019-20).</p> <p>*External Reviewer must have completed ERATS Training during the 2017-18 or 2019-20 School year).</p> <p><a href="#">Criteria 1 Video Link</a></p>	<p>Submit TFI online through PBIS Assessment account with an External Reviewer.</p> <p>Tier 1 TFI score of 40% or higher.</p>	<p>Submit TFI online through PBIS Assessment account with an External Reviewer.</p> <p>Tier 1 TFI score of 70% or higher.</p>	<p>Submit TFI online through PBIS Assessment account with an External Reviewer.</p> <p>Tier 1 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 2 <b>or</b> 3 TFI score of 70% or higher.</p>	<p>Submit TFI online through PBIS Assessment account with an External Reviewer.</p> <p>Tier 1 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 2 TFI score of 70% or higher.</p> <p>AND</p> <p>Tier 3 TFI score of 70% or higher.</p>
<p><b>2. Provide Current Year Major Behavior Observation Form (BOF)/Behavior Incident Report (BIR)% Data (0-1, 2-5, 6+)</b></p> <ul style="list-style-type: none"> <li>▲ <a href="#">SWIS Users</a></li> <li>▲ <a href="#">Non-SWIS Users</a></li> </ul>	<p>Provide % of total population with major BOF/BIRs:</p> <ul style="list-style-type: none"> <li>● 0-1 BOF/BIR</li> <li>● 2-5 BOF/BIRs</li> <li>● 6+ BOF/BIRs</li> </ul>	<p>Provide % of total population with major BOF/BIRs:</p> <ul style="list-style-type: none"> <li>● 0-1 BOF/BIR</li> <li>● 2-5 BOF/BIRs</li> <li>● 6+ BOF/BIRs</li> </ul>	<p>The percentage of the school/classroom population with major BOF/BIRs must be as follows:</p> <ul style="list-style-type: none"> <li>● 80-100% of total population with 0-1 BOF/BIR</li> <li>● 0-15% of total population with 2-5 BOF/BIRs</li> </ul>	<p>The percentage of the school/classroom population with major BOF/BIRs must be as follows:</p> <ul style="list-style-type: none"> <li>● 80-100% of total population with 0-1 BOF/BIR</li> <li>● 0-15% of total population with 2-5 BOF/BIRs</li> </ul>



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<p>*Note, percentage must add up to 100%. EXAMPLE:</p> <ul style="list-style-type: none"> <li>• 0-1 BOF/BIR = 82%</li> <li>• 2-5 BOF/BIRs = 15%</li> <li>• 6+ BOF/BIRs = 3%</li> </ul> <p>Total student population = 100%</p> <p><a href="#">Criteria 2 Video Link</a></p>			<ul style="list-style-type: none"> <li>• 0-5% of total population with 6 or more BOF/BIRs</li> </ul>	<ul style="list-style-type: none"> <li>• 0-5% of total population with 6 or more BOF/BIRs</li> </ul>
<p><b>3. School or Program suspension/expulsion</b></p> <p>*Note: Describe a downward suspension trend .This narrative must include suspension/expulsion data and must represent multiple consecutive years ending in the 2019-20 school year.</p> <p><a href="#">Example Narrative</a></p> <p><a href="#">Criteria 3 Video Link</a></p>	NA	NA	<p>Include a narrative that describes a downward trend that includes suspension/expulsion data and t represents two consecutive years ending in the 2019-20 school year.</p>	<p>Include a narrative that describes a downward trend that includes suspension/expulsion data and represents three consecutive years ending in the 2019-20 school year.</p>
<p><b>4. Action Plan Documentation</b></p> <p>*Note: The <b>TFI item identified for improvement must align with the action steps</b>. For example, item 1.1 address team composition, the action steps should address team composition</p> <p>*Example: <i>Our Tier 1 Team will expand our operating procedures to address item 1.1. Deane will invite a classified staff representative to Tier 1 meetings and will recruit multiple parents by June 1, 2020</i></p> <p><a href="#">Criteria 4 Video Link</a></p>	<p>Report one TFI feature from <b>Tier 1</b> the PBIS team has identified to improve.</p> <p>Report the steps/action item(s) the team has identified to improve that feature (note the steps/action must align with identified TFI feature and must include who will do what when).</p>	<p>Report one TFI feature from <b>Tier 1</b> the PBIS team has identified to improve.</p> <p>Report the steps/action item(s) the team has identified to improve that feature (note the steps/action must align with identified TFI feature and must include who will do what when).</p>	<p>Report one TFI feature from <b>Tier 1</b> &amp; one feature from <b>Tier 2 OR 3</b> the PBIS team has identified to improve.</p> <p>Report the steps/action item(s) the team has identified to improve <b>each</b> feature (note the steps/action must align with identified TFI feature and must include who will do what when).</p>	<p>Report one TFI feature from each tier (<b>Tier 1, 2, AND, 3</b>) the PBIS team has identified to improve.</p> <p>Report the steps/action item(s) the team has identified to improve <b>each</b> feature (note the steps/action must align with identified TFI feature and must include who will do what when).</p>



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<p><b>5. Identify current advanced Tier (i.e., Tier 2/3) intervention(s), how intervention progress is monitored, number of students receiving this intervention and percentage of those students responding to this intervention.</b></p> <p><i>EC Tier 2 <b>Example:</b> a) social emotional small group instruction b) progress is monitored by summarizing daily progress c) 4 out of 20 students (20 %) participated in social-emotional small group and 80% responded.</i></p> <p><i>EC Tier 3 <b>Example:</b> a) social emotional individual instruction b) progress is monitored by summarizing daily progress c) 1 out of 20 students (5%) participated in individualized instruction and they responded 70% of the time.</i></p> <p><a href="#">Criteria 5 Video Link</a></p>	NA	NA	<p>A. Report <b>ONE</b> Tier 2 or 3 intervention</p> <p>B. Define how progress is monitored for the identified intervention</p> <p>C. Report the number of students participating in the identified intervention</p> <p>D. Report the percentage of students responding to the identified intervention AND 70% of those students have responded to the above intervention.</p>	<p><b>For Tier 2</b></p> <p>A. Report <b>ONE</b> Tier 2 intervention</p> <p>B. Define how progress is monitored for the identified intervention</p> <p>C. Report the number of students participating in the identified intervention</p> <p>D. Report the percentage of students responding to the identified intervention AND 70% of those students have responded to the above intervention.</p> <p><b>For Tier 3</b></p> <p>A. Report <b>ONE</b> Tier 3 intervention</p> <p>B. Define how progress is monitored for the identified intervention</p> <p>C. Report the number of students participating in the identified intervention</p> <p>D. Report the percentage of students responding to the identified intervention AND 70% of those students have responded to the above intervention.</p>
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<p><b>6. Report evidence of developmental/ academic growth on annual assessment as measured by pre and post data.</b></p> <p>*Note: Data trends must include consecutive years and must end in current school year.</p> <p>*Note Example data can include DRDP, ASQ 3, PALS or any other specific developmental/academic based measures</p> <p><a href="#">Criteria 6 Video Link</a></p>	<p>NA</p>	<p>NA</p>	<p>A. Identify a consistent measure (e.g., DRDP) that the school/classroom has shown developmental/academic improvement on (e.g., DRDP, ASQ 3, PALS or any other specific development/academic based measures)</p> <p>B. Identify scope of measure (e.g. targeted measure from DRDP)</p> <p>C. Report pre and post data on 2019-2020 annual assessments that demonstrates sustaining or improving trends.</p>	<p>A. Identify a consistent measure (e.g., DRDP) that the school/classroom has shown developmental/academic improvement on (e.g., DRDP, ASQ 3, PALS or any other specific development/academic based measures)</p> <p>B. Identify scope of measure (e.g. targeted measure from DRDP)</p> <p>C. Report two years, 2018-2019 and 2019-2020 of pre and post data on annual assessments that demonstrates sustaining or improving trends.</p>
<p><b>7. School and Classroom Walkthrough</b></p> <p><a href="#">Criteria 7 Video Link</a></p>	<p>External Reviewer has visited classrooms.</p> <p><b>Samples of an EBP Classroom Walkthrough</b> Tool can be found <a href="#">HERE</a>.</p> <p>EBP Classroom Assessments are based on the <i>Supporting and Responding to Behavior</i> document found <a href="#">HERE</a>.</p>	<p>External Reviewer has visited classrooms.</p> <p><b>Samples of an EBP Classroom Walkthrough</b> Tool can be found <a href="#">HERE</a>.</p> <p>EBP Classroom Assessments are based on the <i>Supporting and Responding to Behavior</i> document found <a href="#">HERE</a>.</p>	<p>External Reviewer has visited at least 10% of classrooms.</p> <p>Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices.</p> <p><b>Samples of an EBP Classroom Walkthrough</b> Tool can be found <a href="#">HERE</a>.</p> <p>D. EBP Classroom Assessments are based on the <i>Supporting and Responding to Behavior</i> document found <a href="#">HERE</a>.</p>	<p>External Reviewer has visited at least 10% of classrooms.</p> <p>All classrooms visited demonstrated 4 or more evidence-based classroom practices.</p> <p><b>Samples of an EBP Classroom Walkthrough</b> Tool can be found <a href="#">HERE</a>.</p> <p>EBP Classroom Assessments are based on the <i>Supporting and Responding to Behavior</i> document found <a href="#">HERE</a>.</p>