

Development and Initial Validation of a Measure to Assess Accessibility and Inclusion
Factors Related to Tier 1 in Schoolwide Positive Behavioral Interventions and Supports

by

Aaron James Mowery

A dissertation accepted and approved in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy

in Special Education

Dissertation Committee:

Dr. Kent McIntosh, Chair

Dr. Beth Harn, Advisor

Dr. Wendy Machalicek, Core Member

Dr. Chris Knowles, Core Member

Dr. Kathleen Scalise, Institutional Representative

University of Oregon

Spring 2024

© 2024 Aaron James Mowery
All Rights Reserved
This work is licensed via [CC BY-ND 4.0](https://creativecommons.org/licenses/by-nd/4.0/)



DISSERTATION ABSTRACT

Aaron James Mowery

Doctor of Philosophy in Special Education

Title: Development and Initial Validation of a Measure to Assess Accessibility and Inclusion Factors Related to Tier 1 in Schoolwide Positive Behavioral Interventions and Supports

Background: Schoolwide positive behavioral interventions and supports (PBIS) is an evidence-based framework for implementing a continuum of behavior support practices in schools to improve student outcomes. Research suggests that students with extensive support needs (ESN) may not have access to the complete continuum of behavioral supports within their schools or be included in the implementation of PBIS. Research also suggests that some special education teachers and other educators who work with students with ESN may be uninformed about PBIS initiatives or excluded from implementation and evaluation processes in their schools. Investigators have examined PBIS evaluation tools and found the measures contained exceptions to providing support and instruction to *all* students and staff, such that students with ESN and educators associated with these learners could be omitted when the tools were administered to evaluate implementation fidelity. **Purpose:** The purpose of this study was to develop and initially validate a new add-on scale for the Tiered Fidelity Inventory (TFI; version 3.0). The new add-on scale, titled the Tiered Fidelity Inventory-Accessibility & Inclusion Rating (TFI-AIR), was designed to measure the extent to which implementation of Tier 1 in PBIS is accessible for and inclusive of students with ESN. **Method:** This study was conducted in two phases. In Phase 1 we assessed the content validity of the TFI-AIR. In Phase 2 we pretested the TFI-AIR in schools and assessed the

measure's usability according to Tier 1 team members. **Results:** Results from Phase 1 indicated that the content of the TFI-AIR was valid for assessing fidelity related to students with ESN. Results from Phase 2 showed that all Tier 1 team members rated the TFI-AIR as an efficient and effective measure that teams should administer at least once or annually as part of their regular practice. **Conclusion:** Although future research is needed before disseminating the TFI-AIR, this study provides initial evidence that the content of the TFI-AIR is valid for assessing accessibility and inclusion factors related to Tier 1 implementation for students with ESN, and there may be demand for such a measure from implementation teams interested in developing their PBIS systems to be more equitable and inclusive for students who have been historically marginalized or underserved in schools.

ACKNOWLEDGMENTS

I would like to express my gratitude to Dr. Kent McIntosh, whose guidance and support has been invaluable throughout this study. I would also like to convey my appreciation for the guidance and support I received from Dr. Beth Harn and Dr. Wendy Machalicek. I wish to thank Dr. Sheldon Loman, Dr. Kathleen Strickland-Cohen, and Dr. Chris Knowles for their work in nominating experts and school districts to participate in this study. I also wish to thank each expert for their participation and invaluable feedback, which undoubtedly improved the product of this research, and each school and its educators for their vital work of serving our children and youth and the time and effort they dedicated to participating in this study. This study was supported by a Student Research Grant from the Association for Positive Behavior Support (APBS), and by a Doctoral Research Award from the College of Education at the University of Oregon.

DEDICATION

I dedicate this work to my mother, Susan K. Mowery, who has always been there for me.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION AND LITERATURE REVIEW	13
Historical Context.....	13
Schoolwide Positive Behavioral Interventions and Supports.....	15
Implementation Fidelity.....	17
Students with Extensive Support Needs	18
Significance of the Study	20
Purpose of the Study	22
Scale Construction	24
Construct Conceptualization.....	25
Accessibility	25
Universal Design for Learning.....	26
Visual Supports.....	27
Explicit/Systematic Instruction.....	27
Collaboration.....	29
Inclusion.....	29
Summary	30
TFI-AIR.....	31
Tier 1 Subscales	31
Initial Item Pool	31
Tier 1 Walkthrough Tool.....	32
Tier 1 Score Report.....	33

Content Validity	34
Usability	35
Research Questions.....	36
II. Method	37
Overview	37
Phase I.....	37
Participants.....	37
Recruitment.....	38
Content Validity Procedure	38
Tier 1 Subscales	38
Tier 1 Walkthrough Tool.....	39
Tier 1 Score Report.....	39
Data Analysis	40
Phase II	41
Participants.....	41
Recruitment.....	42
School 1.....	42
School 2.....	43
Pretesting Procedure	44
TFI-AIR Training.....	45
TFI-AIR Administration.....	45
TFI-AIR Scoring.....	46
TFI-AIR Usability Survey	46

Data Analysis	47
III. Results	48
Phase 1	48
Expert Panel	48
Content Validity	49
Changes to TFI-AIR	51
Second-Round Survey	52
Additional Analyses.....	54
Phase II	56
TFI-AIR Administration.....	56
TFI-AIR Usability Survey	57
IV. Discussion.....	60
APPENDICES.....	65
A. TFI-AIR	65
B. COMPARISON OF THE TFI 3.0 AND TFI-AIR	101
C. EXPERT PANEL RECRUITMENT EMAIL.....	102
D. EXPERT PANEL INFORMED CONSENT FORM	103
E. CONTENT VALIDITY SURVEY	107
F. SCHOOL RECRUITMENT EMAIL	160
G. SCHOOL PERSONNEL CONSENT FORM	161
H. TFI-AIR TRAINING SLIDES	164
I. TFI-AIR TRAINING FIDELITY TOOL	207
J. TFI-AIR SCORING FIDELITY TOOL	208

K. TFI-AIR USABILITY SURVEY	209
L. SECOND-ROUND CONTENT VALIDITY SURVEY	215
REFERENCES CITED	248

LIST OF TABLES

Table	Page
1. CVI Scores for the TFI-AIR.....	50
2. IRA for CVI Scores.....	51
3. Second-Round Survey CVI Scores	53
4. IRA for the Second-Round Survey CVI Scores	53
5. Results from the Construct Analyses.....	55
6. IRA for Expert Ratings of the Tier 1 Score Report	56
7. Open-Ended Feedback from the Usability Survey	58

LIST OF FIGURES

Figure	Page
1. TFI-AIR Logic Model	23
2. TFI-AIR Concept Map	34

CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

Historical Context

Schoolwide positive behavioral interventions and supports (PBIS) is an evidence-based, tiered framework for implementing a continuum of evidence-based behavior support practices in schools to improve student outcomes associated with social, emotional, and behavioral (SEB) and academic competencies (Center on PBIS, 2024). The theoretical and philosophical principles of PBIS can be traced back decades, to the emergence of positive behavior support (PBS). Dunlap and colleagues (2009) provided a compelling account of the history of PBS: During the 1960s and 1970s, researchers in the field of applied behavior analysis (ABA) generated scientific advancements in the treatment of severe behavior disorders among persons with disabilities who had been institutionalized. Yet, successful treatment often involved contingent punishment or the application of aversive stimuli to induce behavior change. As the deinstitutionalization and civil rights movements advanced during this time, there would be an increasing need for researchers and social service providers to develop and implement alternatives to aversive methods for modifying the behavior of persons with disabilities who exhibited dangerous or undesirable behavior in community-based settings. During subsequent decades, a similar paradigm shift emerged in public schools across the U.S.

In the early 1980s, as Dunlap and colleagues (2009) discussed, interested parties recognized the pressing need in schools to research and develop new, nonaversive (i.e., no pain, tissue damage, or humiliation; Sugai et al., 2000) behavioral management techniques to effectively serve—in a socially appropriate and acceptable manner—

students with disabilities who exhibited severe problem behavior. Foundational elements of PBS began to take shape. Special educators and behavioral psychologists contributed to research and conceptual literature that focused on environmental determinants of aberrant behavior and directly led to the development of functional analysis and functional assessment. Researchers Luana Meyer and Ian Evans devised the process for what is now referred to as functional behavioral assessment and advanced the application of function-based interventions. By 1987, a national center for research and training on nonaversive behavior management was established with funding from the U.S. Department of Education; soon thereafter, Robert Horner and colleagues at the national center published a seminal paper (Horner et al., 1990) that introduced and explicated a new term and associated technology: positive behavior support (Dunlap et al., 2009).

Around this period, during the late 1980s and early 1990s, researchers began to expand PBS beyond intensive, individualized intervention to systems-level implementation (Lewis & Sugai, 1999; Sugai & Horner, 1999; Sugai & Horner, 2009), with classrooms and schools as the units of analyses (Sugai & Horner, 2002b). Walker and colleagues' (1996) three-tiered model for preventing antisocial behavior in schools was formative to the schoolwide PBS framework (Bambara & Lohrmann, 2006). In 1997, within the reauthorization of Individuals with Disabilities Act (IDEA), the term positive behavioral interventions and supports (PBIS) was introduced (Sugai & Horner, 2020). Researchers outlined and actively disseminated the schoolwide PBIS framework (e.g., Sugai & Horner, 2002a; Sugai & Horner, 2002b; Sugai et al., 2000). In 1998, the U.S. Department of Education, Office of Special Education Programs (OSEP) awarded initial funding to researchers at the University of Oregon to develop the National Technical

Assistance (TA) Center on Positive Behavioral Interventions and Supports (Center on PBIS, 2024). The Center on PBIS, which included researchers and implementers from the Universities of Oregon, Kansas, Kentucky, Missouri, and South Florida, as well as leading organizations that provided specialized supports (e.g., Illinois Wraparound Network, May Institute, Sheppard Pratt Health Systems), contributed to further developing and diffusing the schoolwide PBIS systems approach, which is focused on establishing school cultures and behavioral supports that help all students experience social and academic success. By 2012, the Center on PBIS provided direct and indirect professional development and technical assistance to more than 16,000 schools (Sugai & Simonsen, 2012). In 2021, schoolwide PBIS was implemented in more than 29,000 schools in the U.S. and in 20 other countries (Horner & Kittelman, 2021).

Schoolwide Positive Behavioral Interventions and Supports

PBS (or PBIS) is a general term that was initially used to refer to the implementation of positive behavioral interventions and systems at the *level of the individual* to achieve behavior change that could be considered socially important (Sugai et al., 2000). Schoolwide positive behavioral interventions and supports was later used to refer to PBIS implemented at the *level of the school*. Four essential elements comprise the PBIS framework: outcomes, practices, systems, and data. The inherent flexibility of the framework enables schools to develop and implement the essential elements in ways that are meaningful and work for interested parties. School teams that implement PBIS focus on achieving equitable *outcomes* by writing observable and measurable goals related to areas of social competence, academic achievement, school-level implementation, or other areas associated with student and staff development and well-being. School teams are

able to freely select, implement, monitor, evaluate, and adapt evidence-based *practices* in ways that align with their cultural values, as they teach and acknowledge school-wide expectations and essential skills (viz., social, emotional, and behavioral competencies) and respond to student performance in targeted areas. School teams that adopt PBIS develop or adapt existing administrative, professional, and organizational *systems* to structure the delivery of services to students and staff. Teams are encouraged to collect and use *data* throughout decision-making processes to guide implementation and evaluate outcomes or monitor progress toward meeting their contextually-meaningful and culturally-relevant goals (Center on PBIS, 2024).

The four essential elements, along with implementation teams, are vital to the integrity of the PBIS framework, which is organized according to a response-to-intervention model of service delivery; educators implement research- and evidence-based practices along a continuum designed to match student level of need for behavioral and academic support (Sugai & Horner, 2020; Sugai & Simonsen, 2012). The continuum of support ranges from less to more intensive: Tier 1 (universal, primary prevention) teams, practices, systems, and data support all students across all school settings; Tier 2 (targeted, secondary prevention) teams, practices, systems, and data are added to those in Tier 1 for students who would benefit from additional support and focused on their specific needs; and Tier 3 (intensive and individualized, tertiary prevention) teams, practices, systems, and data are designed for students for whom less intensive or prior tiers of support have not produced desired outcomes (Center on PBIS, 2024). It is important to note that all three tiers in the schoolwide framework are available to all students, regardless of disability status or the presence or absence of diagnosed

disabilities. Tier 1 applies to all students in schools implementing PBIS, and any student who needs additional support moves sequentially through overlying tiers while continuing to receive the supports that are available or prescribed within underlying tiers. Thus, for example, a student who is provided Tier 2 supports continues to receive Tier 1 supports, and a student who is provided Tier 3 supports continues to receive Tier 2 supports and Tier 1 supports. Importantly, when the essential elements of PBIS are implemented with fidelity, schools are better positioned to provide more equitable and effective instruction, supports, interventions, and other services to their students.

Implementation Fidelity

Implementation fidelity refers to the extent to which a treatment, intervention, or program is implemented as intended or in accordance with its underlying theory, design, and philosophy (Sanetti & Kratochwill, 2009; Schulte et al., 2009). Sugai and Horner (2020) identified five validated tools that school teams across the U.S. have used during the past 20 years to assess fidelity of their schools' implementation of PBIS. The five fidelity measures include: (a) *School-wide Evaluation Tool* (SET; Sugai et al., 2001), (b) *Tier 1 Benchmarks of Quality* (BoQ; Kincaid et al., 2010), (c) *Benchmarks of Advanced Tiers* (BAT; Anderson et al., 2013), (d) *Individual Student Systems Evaluation Tool* (ISSET; Anderson et al., 2012), and (e) *Tiered Fidelity Inventory* (TFI; Algozzine et al., 2014). The TFI (version 2.1; Algozzine et al., 2014) is the primary assessment tool for which the Center on PBIS provides technical assistance to the approximately 29,000 schools implementing PBIS across the U.S. (Center on PBIS, 2024). The TFI was developed to “provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral

interventions and supports” (Algozzine et al., 2014, p. 3). The developers of the TFI (version 2.1) recommend that school teams administer the measure when they initially launch implementation of the PBIS framework, and then every third or fourth team meeting until at least 70% fidelity is attained for each tier across three consecutive administrations of the measure. For schools that are installing the PBIS framework, teams may choose to use only the Tier 1 section of the TFI and later assess Tier 2 and/or Tier 3 features as Tier 1 implementation is improved. After fidelity criteria for any given tier is met, teams may shift and administer the TFI once per school year to evaluate the extent to which their implementation fidelity has been sustained (Algozzine et al., 2014).

Students with Extensive Support Needs

The term *extensive support needs* (ESN) is used in education research literature to refer to students who require intensive, ongoing (usually life-long) support across academic and functional domains (e.g., cognition, communication, social/emotional/behavioral, mobility/motor, daily living) and have been diagnosed as having moderate-to-severe intellectual disabilities, developmental disabilities, autism, or multiple disabilities (Kurth et al., 2019; Taub et al., 2017). This definition of ESN is commensurate with definitions for *complex support needs* (e.g., Krishnan, 2021; Kurth & Jackson, 2022), *severe disabilities* (e.g., Alquraini & Gut, 2012; Browder et al., 2020), and *significant disabilities* (e.g., Kurth et al., 2012; Zagona et al., 2021), along with other terms used to describe the same, yet heterogeneous (Snell & Brown, 2000) population of learners. Students with extensive support needs commonly receive special education services under the Individuals with Disabilities Education Act (IDEA) categories of intellectual

disability, autism, and multiple disabilities, and are eligible to take their states alternate assessment based on alternate academic achievement standards (Taub et al., 2017).

Compared to students without disabilities and students with high-incidence disabilities, students with ESN are least likely to spend a majority of the school day in inclusive, general education settings (Morningstar et al., 2017; U.S. Department of Education, 2023), and more likely to have complex communication needs (Snell et al., 2010), need behavioral supports (Emerson et al., 2014; Jang et al., 2011), and receive lower-quality supports in their special education placement settings (Zagona et al., 2022). Further, students with ESN may experience risk of restraint and seclusion (Westling et al., 2010) and exclusion from general education settings due to concerns of interfering behavior (Kurth et al., 2019; Roberts & Simpson, 2016; Walker et al., 2018). Research has shown that individuals with ESN experience segregation, exclusion, and differential outcomes not only in primary and secondary education, but also in postsecondary education, employment, independent living, and other areas of community participation (e.g., see Human Services Research Institute & National Association of State Directors of Developmental Disabilities Services, 2015; National Association of State Directors of Developmental Disabilities Services & Human Services Research Institute, 2021; Newman et al., 2011; Shogren & Ward, 2018).

Although the extent to which students with ESN are included in PBIS is generally unknown (Kurth & Enyart, 2016), research suggests that these learners may be largely excluded in their schools' implementation of the framework (Carr, 2008; Kurth & Zagona, 2018; Kurth et al., 2023; Landers et al., 2012; Shuster et al., 2017; Walker et al., 2018). However, experts such as general education teachers and special education

teachers (Kurth et al., 2023; Walker et al., 2022), administrators (Walker et al., 2022), editorial board members of the *Journal of Positive Behavior Interventions* (JPBI; Zagona et al., 2021), and researchers (e.g., Bambara & Lohrmann, 2006; Freeman et al., 2006; Hawken & O’Neil, 2006) substantively agree that students with ESN should be formally and fully included in their schools’ implementation of PBIS, with access to services and supports within each tier in the framework and schoolwide PBIS related initiatives.

Significance of the Study

PBS emerged from the field associated with developmental disabilities (Carr et al., 1999; Dunlap & Carr, 2007) and the normalization/inclusion movement (Carr et al., 2002). PBS was developed to replace the use of aversive interventions with students who had severe disabilities and exhibited extreme self-injurious and aggressive behavior (e.g., Durand & Carr, 1985; Meyer & Evans, 1989, as cited in Sugai et al., 2000). The technology of PBS and its initial, primary focus on interventions for students with intellectual disabilities, severe developmental disabilities, and autism were extended to apply to students with emotional and behavioral challenges, students with mental health needs, students with significant academic deficits (Sugai & Horner, 2010), and students without disabilities (Bambara & Lohrmann, 2006). Over time, PBS evolved from an intervention approach for individual students to an intervention approach for entire schools (Sugai et al., 2000). Consequently, Hawken & O’Neill (2006) highlighted a notable discrepancy between the development of PBS and its schoolwide application:

There is some kind of an apparent paradox in the literature in that the foundation for PBS is based on research on students with severe disabilities and SWPBS is

supposed to be for all students; however, we are not thoroughly documenting how students with severe disabilities are part of the overall SWPBS process. (p. 46)

Indeed, research suggests that students with ESN may not have access to the complete continuum of behavioral supports within their schools or be included in the implementation of the essential elements (i.e., outcomes, practices, systems, data) of PBIS. Further, research suggests that some special education teachers and other professionals, such as those who primarily provide educational services to students with ESN, may be uninformed about PBIS initiatives within their schools or systemically excluded from PBIS implementation and evaluation processes (Shuster et al., 2017).

Investigators have examined PBIS evaluation tools and determined that the measures contained many exceptions to providing support and instruction to *all* students and staff, such that students with ESN and educators associated with these learners could be omitted when the tools were administered to evaluate implementation fidelity (Kurth & Zagona, 2018; Kurth et al., 2017). In the spring of 2023 the Center on PBIS began piloting and validating an updated version (3.0) of the TFI. However, similar to previous iterations of the measure, the TFI 3.0 was not specifically designed to provide educators with data on the extent to which their implementation of PBIS Tier 1 essential elements is accessible for and inclusive of students with ESN. Researchers have developed supplemental resources for the TFI (version 2.1), which include add-on scales (e.g., *Tiered Fidelity Inventory-Restorative Practices* [TFI-RP]; Sprague & Tobin, 2017), stand-alone measures (e.g., *Reading Tiered Fidelity Inventory* [R-TFI]; St. Martin et al., 2022), and companion guides (e.g., *Interconnected Systems Framework* [ISF] *Action Planning Companion Guide to the SWPBIS TFI*; Barrett et al., 2015). Supplemental

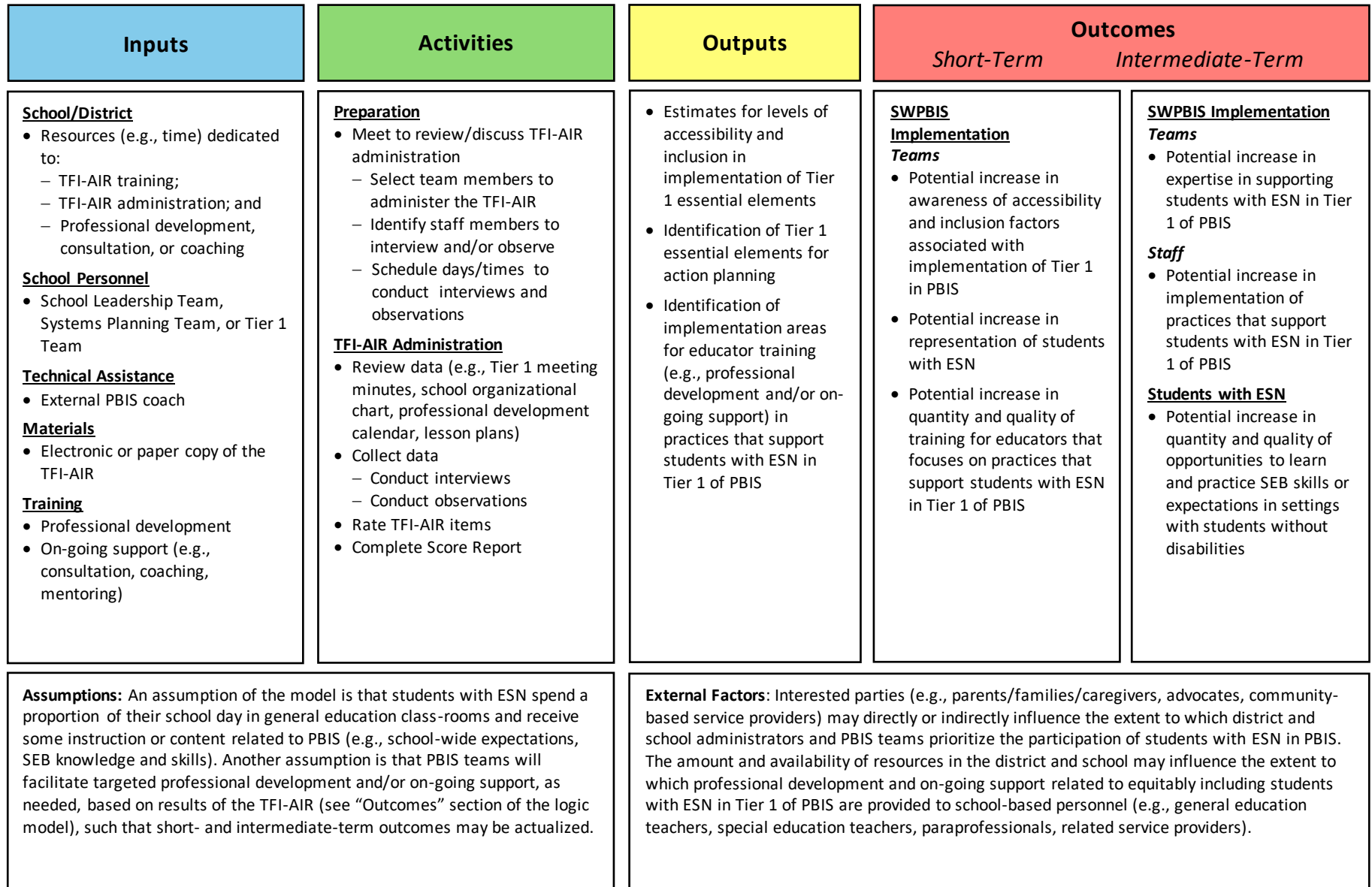
resources for the TFI may be developed to extend the measure or spotlight areas and provide related information and resources that educators may consider when evaluating PBIS or address in their implementation of the framework. Currently, it does not appear that supplemental resources for the TFI that focus on PBIS implementation and students with ESN have been developed or disseminated, which is a need this study addressed.

Purpose of the Study

The purpose of this study was to develop and initially validate a new add-on scale for the TFI (version 3.0). The new add-on scale, titled the Tiered Fidelity Inventory-Accessibility & Inclusion Rating (TFI-AIR), was designed to measure the extent to which implementation of Tier 1 essential elements is accessible for and inclusive of students with ESN. Figure 1 shows a logic model of the TFI-AIR. The inputs section of the model lists examples of resources, people, materials, and other supports needed to administer the TFI-AIR. The activities section outlines actions that are involved in administering the measure. The outputs section lists results of activities, which include estimates of accessibility and inclusion levels in Tier 1 implementation. The outcomes section of the model lists examples of short-term and intermediate-term outcomes that may be actualized under certain conditions (e.g., see assumptions section of the model). Although not included in the model, long-term outcomes may be realized, such as increases in positive cultures and climates in schools or classrooms, and increases in social, emotional, behavioral, and/or academic knowledge and skills for students with ESN; students without disabilities may experience similar benefits. Additionally, greater and more effective inclusion of students with ESN in Tier 1 of PBIS may decrease the probability that these learners will need Tier 2 or Tier 3 supports or interventions.

Figure 1

Logic Model of the Tiered Fidelity Inventory-Accessibility & Inclusion Rating (TFI-AIR)



Scale Construction

We conducted a non-exhaustive review of literature to identify research that has attempted to conceptualize and measure the target constructs—*accessibility* and *inclusion*—for the add-on scale. We sought to (a) explicate the nature and range of the content subsumed within the target constructs, (b) identify (for the purpose of avoiding) potential problems in existent measures (e.g., confusing instructions, suboptimal response formats, poorly functioning item content), and (c) determine whether the proposed add-on scale is actually needed (Watson, 2023). Examples of relevant measures that were reviewed included the *Ecobehavioral Classroom Assessment Tool* (Toews et al., 2020), *Classroom Ecobehavioral Assessment Instrument* (Scott & Sugai, 1994), *Inclusive Classroom Profile* (Soukakou, in press; Soukakou, 2012), *Quality of Inclusive Experiences Measure* (Wolery et al., 2000), and the *Autism Program Environment Rating Scale* (Odom et al., 2018), as well as an educator survey (Walker et al., 2018) related to PBIS core features and students with severe disabilities; a copy of the unpublished survey was obtained from the second author. Other relevant literature was reviewed and included, for example, a scoping review of PBIS and students with ESN (Walker et al., 2023), a scoping review of inclusive practices of classroom teachers (Finkelstein et al., 2021), systematic literature reviews (e.g., Ballard & Dymond, 2017; Conradi et al., 2022), conceptual articles (e.g., Lansey et al., 2023; Qvortrup & Qvortrup, 2018; Stauber & Parreira do Amaral, 2015), experimental studies (e.g., Loman et al., 2018), qualitative studies (e.g., Kurth et al., 2015), and strategy guides (e.g., Altieri & Minarik, 2019; Walker & Loman, 2022). Additionally, each of the previously cited PBIS evaluation tools, including prior versions of the TFI and supplemental resources, were reviewed to identify information related to the target constructs. We found that none of the reviewed measures directly addressed accessibility or inclusion

factors related to implementation fidelity of all essential elements in PBIS for students with ESN. Next, according to Watson (2023), we aimed to clarify the nature and scope of the content domain.

Construct Conceptualization

The purpose the TFI-AIR is to provide school-based teams with a measure of the extent to which their implementation of the Tier 1 essential elements is accessible for and inclusive of students with ESN. Inclusion and accessibility are closely related concepts. In some contexts, inclusion as a concept and in practice may necessarily encompass dimensions of accessibility as a concept and in practice, and vice versa, although the constructs may also be sufficiently distinct for the purpose of measurement. The next sections are intended to clarify or define the nature and scope of *accessibility* and *inclusion* as constructs in the TFI-AIR.

Accessibility. Accessibility in education may be defined as the extent to which schools arrange information, activities, and/or environments such that students with disabilities can acquire the same information, engage in the same interactions and activities, and enjoy the same services in an equally effective, equally integrated manner, with substantially equivalent ease of use, as compared to students without disabilities (National Center on Accessible Education Materials, n.d.). We used this definition for the TFI-AIR; specifically, in relation to students with ESN and Tier 1 essential elements—as designed and implemented by educators and associated professionals in primary and secondary schools. The following sections outline examples of reviewed approaches and practices that have been designed or used to increase accessibility in educational contexts for students, including learners with disabilities and those who have extensive support needs, in order to further explicate the nature and scope of the construct in the context of Tier 1 essential elements (i.e., outcomes, practices, systems, data) and the TFI-AIR.

Universal Design for Learning. Universal Design for Learning (UDL) is a research-based framework that educators leverage to help ensure all students are able to access and participate in opportunities to learn. The UDL framework is used by educators to remove barriers to instruction and learning and provide appropriate accommodations and supports, while maintaining high achievement expectations for all students (Meyer et al., 2014). Taub et al. (2017) highlighted the critical importance of integrating principles of UDL into educational programming for students with ESN and noted that:

When applying the UDL principles, the understanding is that the curriculum, instruction, and materials themselves might present barriers to a student's understanding and acquisition of the content. This belief is in stark juxtaposition to the predominant thinking that a student is the primary barrier to learning, due to a lack of skills, a lack of background knowledge, inappropriate behaviors, level of capability, and so on. (p. 129)

Educators who proactively apply UDL principles in the design and delivery of their instruction, as well as in the assessment of student outcomes, intentionally integrate or provide (a) multiple means of engaging students' interest, motivation, and investment in learning and lesson objectives; (b) multiple means of representing the content that is to be taught/learned; and (c) multiple means of student action and expression, or options for how students physically interact with learning materials and communicate what they know and understand (CAST, 2018).

Integrating UDL principles within the design and delivery of instruction enables teachers to leverage the strengths and address the needs of all students in their classrooms, thereby promoting educational accessibility and potentially increasing the probability that all learners in the classroom will be able to access and benefit from instruction.

Visual Supports. Jaime and Knowlton (2007) defined visual supports as “any visually perceived stimuli that assists us in comprehending environmental information and demands” (p. 260). Steinbrenner et al. (2020) defined visual supports as “a visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts” (p. 29). Visual supports may be considered an intervention or evidence-based practice (EBP) per se, or an integral component of an intervention or EBP. For example, Steinbrenner et al. (2020) determined visual supports to be an EBP for autistic individuals; for example, in the outcome areas of *Communication* (age range = 3-14 years), *Social* (age range = 3-22 years), *Cognitive* (age range = 3-11 years), *School Readiness* (age range = 3-14 years), *Academic/Pre-Academic* (age range = 3-22 years), and *Challenging/Interfering Behavior* (age range = 3-14 years). The National Autism Center (NAC; 2015) identified visual supports as a component of, or strategy associated with, *Behavioral Interventions* (see NAC [2015] for examples of the multi-component interventions), *Schedules* (i.e., a stimulus that identifies activities that must be completed during a given time period and their order of completion), and *Scripting* (i.e., providing language/guidance for how to complete an activity or interaction), each of which the NAC determined to have evidence of effectiveness (NAC, 2015). Research has also documented positive effects of visual supports (e.g., increasing expressive and receptive communication, increasing socially appropriate behavior, decreasing interfering behavior) for students with ESN when used as an antecedent strategy or a component of interventions, and as a strategy to promote generalization (Browder et al., 2014).

Explicit/Systematic Instruction. According to McLeskey et al. (2017), explicit instruction is a high-leverage practice that “allows teachers to use research-based underlying principles of effective instruction, active student engagement, promoting high levels of success,

increasing content coverage, instructional grouping, scaffolding instruction, and addressing different forms of knowledge” (p. 80). Explicit instruction, which is sometimes referred to as systematic instruction (Bradford et al., 2006), explicit and systematic instruction (Stockard et al., 2018), or direct instruction (McMullen & Madelaine, 2014), is derived from principles of ABA and an effective instructional approach for working with students with severe disabilities, students with high-incidence disabilities (e.g., specific learning disability), and students without disabilities, across a range of domains and content areas (Browder et al., 2020; Browder et al., 2014; Hughes et al., 2017; Steinbrenner et al., 2020). Explicit, systematic instruction can be designed to help learners—including those with severe disabilities—acquire, maintain, and generalize (Horner & Albin, 1988) targeted knowledge and skills. Hughes et al. (2017) outlined the critical components of explicit instruction, which include:

- a. segmenting and logically sequencing complex information, instructions, or tasks into smaller units of instruction;
- b. modeling while thinking aloud with clear, consistent, and concise language to describe and demonstrate the information, instructions, or tasks being presented;
- c. guiding students in opportunities to practice by using an appropriate level of prompts (e.g., physical, visual, and/or verbal) and fading prompts as students increasingly demonstrate independence or success;
- d. providing opportunities for independent practice; and
- e. monitoring student responses (e.g., individual, partner, group) during opportunities to practice and providing affirmative and corrective feedback based on students’ demonstration of targeted knowledge and skills (Hughes et al., 2017).

Additional components of explicit instruction commonly found in published sources include selecting critical content, developing background knowledge, ensuring students have prerequisite skills or knowledge, providing clear statements of learner goals or expectations, presenting a wide range of examples and nonexamples, maintaining a brisk instructional pace, and facilitating student understanding of how information is organized (Hughes et al., 2017).

Collaboration. Snell and Janney (2005) defined collaboration as two or more people interdependently working together to assess students' needs and skills, set goals, identify problems, brainstorm, problem-solve, reach consensus, design plans, and implement and evaluate plans (p. 6). Collaboration among interested parties (e.g., general education teachers, special education teachers, related service providers, paraeducators, caregivers/parents/family member, school administrators) is a high-leverage practice (McLeskey et al., 2017) and critical component of effective systems development and educational programming for students with ESN (Jackson et al., 2000; Kozleski et al., 2015; Kurth et al., 2015; Morningstar et al., 2015; Olson et al., 2016). Collaboration, similar to other practices, may be considered to be a component of an intervention (e.g., Tier 1), such that its presence or absence could affect the intervention's effectiveness in one or more outcome areas for a target population. Indeed, collaboration among educators may facilitate or be used to increase both accessibility *and* inclusion or inclusive practices within school settings.

Inclusion. Manchester (2012) provided a definition of inclusion that states: "Inclusion is the continual process of increasing the presence, participation, and achievement of all children and young people in local community schools" (as cited in Qvortrup and Qvortrup, 2018, p. 803). Ainscow and Miles (2009) expanded upon this definition by defining inclusion as a continuous process concerned with the identification and removal of barriers and about the

presence, participation, and achievement of all students, with particular emphasis on groups of learners who may experience greater than ordinary risk of marginalization, exclusion, or under-achievement. McLeskey et al. (2014) defined inclusive schools as “places where students with disabilities are valued and active participants and where they are provided supports needed to succeed in the academic, social, and extra-curricular activities of the school” (p. 4). Further, the authors outlined six components of a working definition of inclusion intended to be used as a framework to develop inclusive schools that serve all students with disabilities:

- a. Schools provide ongoing and comprehensive support to better meet the needs of a diverse range of students;
 - b. Professionals work collaboratively to provide support and effective instruction;
 - c. Students are educated in natural settings that are highly effective in meeting their needs;
 - d. Students are valued members of all classrooms; and
 - e. Students are provided supports to meet individual needs and achieve valued outcomes
- (McLeskey et al., 2014, pp. 4-5).

The preceding definitions of inclusion align well with PBIS and its underlying theory, design, and philosophy (e.g., see Carr et al., 2002; Center on PBIS, July 2023; Horner et al., 1999; Sugai et al., 2000).

Summary

In the context of the TFI-AIR and implementation of Tier 1 essential elements, we define *inclusion* as a continuous process of increasing the representation, participation, and achievement of students with ESN in Tier 1 of PBIS. This definition of inclusion goes beyond the physical presence or participation of individuals to encompass representation—for example, students with ESN may be represented by associated educators who actively participate in the Teams core

feature as members of a school’s PBIS Leadership Team. We define *accessibility* as a continuous process of arranging PBIS-related information, activities, and environments such that students with ESN can acquire the same information, engage in the same interactions and activities, and enjoy the same services in an equally effective, equally integrated manner, with substantially equivalent ease of use or access, as compared to students without disabilities. We developed these definitions of the target constructs to guide our development and initial validation of the add-on scale for the TFI 3.0.

TFI-AIR

The TFI-AIR is an add-on scale for the TFI 3.0. An add-on scale is a measure that is developed to supplement (and not supplant) an existent, validated measure; add-on scales should be used in conjunction with their associated standard measures and described as optional or experimental for potential users of the tools. Add-on scales for the TFI are, in general, developed as subsets of scored items for administration to assess implementation of specific practices or sets of strategies to address specific outcomes. The TFI-AIR is comprised of three sections: (1) Tier 1 Subscales, (2) Tier 1 Walkthrough Tool, and (3) Tier 1 Score Report (see [Appendix A](#) for a copy of the measure).

Tier 1 Subscales

Initial Item Pool. After conducting a literature review and clarifying the nature and scope of the content domain, we developed an initial item pool for the TFI-AIR. According to Watson (2023), during this stage of development key considerations in establishing content validity include *comprehensiveness*, *representativeness*, and *relevance* (Watson, 2023). For the add-on scale, we chose to exclusively focus on Tier 1 because it serves as the foundation upon which all other tiers are developed (Center on PBIS, 2024), and research has shown that students

with ESN and associated educators may be systemically excluded from PBIS implementation within their schools (e.g., see Carr, 2008; Kurth & Zagona, 2018; Kurth et al., 2023; Walker et al., 2018). The Tier 1 section of the TFI 3.0, which may be completed individually or with Tier 2 and Tier 3 as part of the full TFI (Algozinne et al., 2014), includes four subscales (i.e., Teams, Practices, Systems, and Data) with 20 items across the subscales. We closely reviewed the TFI 3.0 Tier 1 subscale items and considered the extent to which the items were representative of and relevant to *accessibility* and *inclusion* as constructs. We also considered the extent to which the Tier 1 subscale items were comprehensive in terms of covering the target constructs. Based on our review, we selected eight items across the four subscales to include in the Tier 1 Subscales section of the add-on scale (see [Appendix B](#) for a comparison of Tier 1 subscales and subscale items in the TFI 3.0 and TFI-AIR). We modified the eight subscale items and their associated scoring criteria to provide a measure of the extent to which implementation of PBIS Tier 1 core features, represented by the four subscales, is accessible for and inclusive of students with ESN. Each TFI-AIR subscale item is scored on a 0-4 scale with specific criteria for each score level. Each item lists examples of data sources that may be used to score the subscales; the data sources (e.g., school organizational chart, Tier 1 team meeting minutes, data on staff acknowledgement, lesson plans, PBIS Self-Assessment Survey) for TFI-AIR subscale items correspond to the data sources for TFI 3.0 subscale items.

Tier 1 Walkthrough Tool

We developed the Tier 1 Walkthrough Tool to be a major source of data for scoring the TFI-AIR subscale items. The walkthrough tool is comprised of two parts. Part 1 includes seven interview forms. Each interview form includes pre-specified, close-ended questions for select staff members; specifically, three general education teachers, one special education teacher, three

paraeducators, and one related service provider. The staff interview questions are scored on a dichotomous (*yes/no*) scale. Part 2 of the walkthrough tool includes five observation forms. Four observation forms are identical and used for observing classroom instruction—three of these forms are for general education classrooms and one of the forms is for a special education classroom. Classroom observation forms include general focus areas (e.g., PBIS, design of instruction, delivery of instruction, Universal Design for Learning), with specific items under each focus area. Across classroom observation forms, under each focus area, users rate the items on a dichotomous (*yes/no*) scale or a 1-4 scale with one set of criteria for the score levels and are able to indicate *not applicable* (*N/A*). Part II also includes a form for observing and rating the accessibility of posted school-wide expectations/values in common areas of schools, such as hallways and cafeterias. Items for this form are rated on a 0-3 scale with one set of criteria for the score levels.

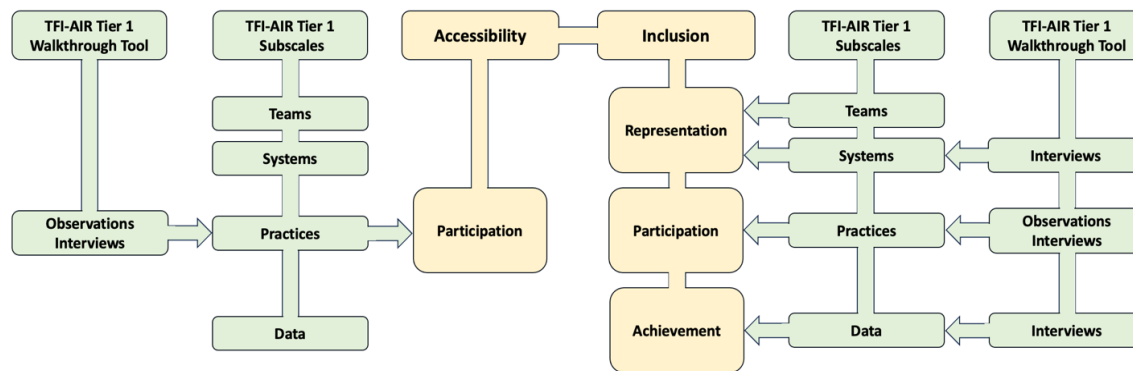
Figure 2 shows a concept map of the TFI-AIR. The Tier 1 Subscales are scored, in part, using data collected via observations and interviews conducted as part of completing the Tier 1 Walkthrough Tool. As the concept map shows, accessibility is measured by the extent to which TFI-AIR subscale (e.g., Practices) item ratings indicate that PBIS-related information, activities, and/or environments are arranged to facilitate or promote access for students with ESN. Inclusion is measured by the extent to which Tier 1 subscale (i.e., Teams, Practices, Systems, and Data) item ratings indicate that students with ESN are represented, included, and for whom achievement is documented in the implementation of PBIS Tier 1 essential elements.

Tier 1 Score Report

The Tier 1 Score Report has three sections in the following order: (1) Staff Interviews Report, (2) Observations Report, and (3) Tier 1 Subscales Report. The score report is used to

Figure 2

TFI-AIR Concept Map



collate ratings and obtain percentage scores for the Tier 1 Subscales and each part of the Tier 1 Walkthrough Tool. The Tier 1 Score Report and data from each section of the TFI-AIR provide PBIS leadership teams with information that may be used to target specific areas for action planning, professional development, or ongoing support to increase implementation fidelity of accessibility and inclusion factors associated with PBIS Tier 1 essential elements.

Content Validity

Haynes et al. (1995) defined content validity as “the degree to which elements of an assessment instrument are relevant to and representative of the targeted construct for a particular assessment purpose” (p. 238). As Haynes et al. (1995) further discussed, content validity is a single category of construct validity (i.e., the extent to which an assessment measures the targeted construct), which subsumes all other categories (e.g., predictive, concurrent, discriminant, divergent). However, assessing content validity is an important (and logical; Sireci, 1998) initial step in instrument development and validation, as the purpose of content validation is to minimize error variance and increase the probability of subsequently obtaining supportive evidence of construct validity according to other indices. Indeed, for a

given assessment instrument, evidence of content validity can indicate evidence of construct validity and strengthen the confidence of clinical inferences derived from data obtained via administration of the instrument (Haynes et al., 1995). The procedures involved in conducting a content validity study generally include (a) developing a content validity survey; (b) recruiting a panel of content experts; (c) having experts complete the content validity survey, in which they evaluate test items and rate the items according to their relevance and representativeness to the content domain; (d) analyzing survey data via one or more methods (e.g., content validity index [CVI], content validity ratio [CVR], interrater agreement or reliability [IRA or IRR]); and (e) revising the measure if the researcher determines that revisions are needed based on experts' ratings and feedback (Haynes et al., 1995; Rubio et al., 2003; Sireci, 1998). Additionally, if survey results indicate or researchers determine that major revisions to the instrument are needed, researchers may choose to repeat the process (Rubio et al., 2003). The literature suggests a minimum of 2 and up to 20 experts are needed to assess content validity, although what qualifies as an adequate number of content experts depends on the desired level of expertise and diversity of knowledge (McIntosh et al., 2011). A recent meta-analysis of response rates for online surveys in published research indicated that the average response rate was 44.1% for online surveys (Wu et al., 2022).

Usability

According to Geisen and Bergstrom (2017), the concept of usability emanated from the field of human factors (also known as human factors psychology), which is an applied discipline focused on the relation between human characteristics, abilities, limitations, behaviors, processes, etc., and the design and creation of objects, products, equipment, facilities, and environments for people to use in their work and everyday lives (Licht et al., 1993). The

International Standards Organization (2018) defined usability as “The extent to which a system, product, or service can be used by specified users to achieve specified goals with effectiveness, efficiency, and satisfaction, in a specified context of use” (p. 6). There are three primary measures of evaluation in usability tests: (1) effectiveness, which refers to whether or the extent to which users are able to successfully complete specific tasks, such that results or outputs are accurate and valid; (2) efficiency, which refers to the time, number of steps, or amount of resources required to complete specific tasks or achieve certain goals; and (3) satisfaction, which refers to users' comfort with and positive attitudes towards the use of a system, product, or service, as indicated via self-rated measures or qualitative comments. Increasing effectiveness is associated with improving data quality by reducing error rates or the potential for user error, and improving efficiency and satisfaction is associated with reducing user burden in completing specific tasks (Frøkjær et al., 2000; Geisen & Bergstrom 2017).

Research Questions

The following are the study’s research questions:

1. To what extent does the TFI-AIR demonstrate content validity according to a panel of individuals with expertise in the areas of PBIS, students with ESN, accessibility, and/or inclusive practices?
2. To what extent do school personnel find the TFI-AIR usable in terms of perceived efficiency, effectiveness, and satisfaction?

CHAPTER II

METHOD

Overview

The study was conducted in two phases. In Phase I we assessed the content validity of the TFI-AIR via a panel of individuals who had expertise in one or more of the following areas: PBIS, students with ESN, accessibility, and inclusive practices. In Phase II we pretested the TFI-AIR in schools and assessed the measure's usability. Our research methods for both phases largely followed the methods used by McIntosh et al. (2011) and McIntosh et al. (2017).

Phase I

Participants

We aimed to recruit 15-20 experts to participate in the first phase of the study. Experts were required to meet the following eligibility criteria: (a) had published at least two studies using and reporting PBIS fidelity of implementation data in the past 10 years; (b) had published at least two studies or peer-reviewed articles that focused on areas of accessibility, inclusion, and/or evidence-based practices to support students with ESN in developing academic, social, emotional, and/or behavioral skills; (c) had at least 10 years of experience as a school- and district-level PBIS implementer and team trainer; or (d) had worked for at least 5 years as district- or school-based personnel, such as general education teachers, special education teachers, teachers on special assignment (TOSAs), and PBIS coaches. At least one expert according to each eligibility criterion had to be included in the final sample of participants. Individuals who had assisted in developing any version of the TFI or shared an institutional affiliation with developers were not eligible to participate in the content validity assessment.

Recruitment. We developed a list of known experts and evaluated the list for demographic diversity, in order to recruit a panel that was diverse in gender, race, and ethnicity. Non-probability and purposive sampling was used to recruit at least 15 and no more than 20 experts to participate in assessing the content validity of the TFI-AIR. Experts were recruited via email (see [Appendix C](#)) and those who were interested in participating and met eligibility criteria completed a consent form (see [Appendix D](#)) embedded within the online survey to assess content validity of the TFI-AIR.

Content Validity Procedure

Experts who met inclusion criteria and indicated interest were sent electronic copies of the TFI-AIR and TFI 3.0 via their preferred emails and invited to confidentially complete a content validity survey (see [Appendix E](#)) via Qualtrics®. The survey was designed to require approximately 60 minutes to complete and covered each section of the TFI-AIR: Tier 1 Subscales, Tier 1 Walkthrough Tool, and Tier 1 Score Report.

Tier 1 Subscales. For each subscale item, experts used a six-point, Likert-type scale (*strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree*) to rate (a) the extent to which the item addressed important aspects of accessibility and/or inclusion in PBIS Tier 1 implementation for students with ESN (to assess item validity), (b) the extent to which the item was related to the applicable subscale (to indicate factor structure), and (c) the extent to which the item's scoring criteria were valid (to assess validity of scoring). We asked experts to indicate the construct(s) they believed each subscale item measured and provided a set of categories (accessibility, inclusion, accessibility and inclusion, none of the above) from which to choose. Experts also used a six-point, Likert-type scale (*very unimportant, unimportant, slightly unimportant, slightly important, important, very important*) to rate each subscale item according

to the extent to which they believed it is important to include the item in the TFI-AIR. We asked experts to provide open-ended feedback and specific suggestions (e.g., rewording item descriptions, revising scoring criteria, adding or removing items) for each subscale item.

Tier 1 Walkthrough Tool. For each staff interview form and school settings observation form, experts used a six-point, Likert-type scale (*strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree*) to rate (a) the extent to which the questions or items addressed important aspects of accessibility and/or inclusion in PBIS Tier 1 implementation for students with ESN (to assess item validity), (b) the extent to which the questions or items were related to the applicable subscale (to indicate factor structure), and (c) the extent to which the scoring criteria were valid (to assess validity of scoring). We asked experts to indicate the construct(s) they believed each interview form or observation form measured and provided a set of categories (accessibility, inclusion, accessibility and inclusion, none of the above) from which to choose. Experts also used a six-point, Likert-type scale (*very unimportant, unimportant, slightly unimportant, slightly important, important, very important*) to rate each interview form or observation form according to the extent to which they believed it is important to include the form in the TFI-AIR. We asked experts to provide open-ended feedback and specific suggestions (e.g., rewording interview questions or observation items, revising scoring criteria, adding or removing items) for each form in the TFI-AIR.

Tier 1 Score Report. The Tier 1 Score Report includes three reports: Staff Interviews Report, Observations Report, and Tier 1 Subscales Report. For each report, experts used a six-point, Likert-type scale (*strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree*) to rate the extent to which the report provides useful data for PBIS implementation teams. Experts also used a six-point, Likert-type scale (*very unimportant,*

unimportant, slightly unimportant, slightly important, important, very important) to rate the extent to which they believed it is important to include the report in the TFI-AIR. We asked experts to provide open-ended feedback and specific suggestions for each of the three reports included in the Tier 1 Score Report.

Data Analysis. We calculated Content Validity Index (CVI) scores for each item in the Tier 1 Subscales and each interview form and observation form in the Tier 1 Walkthrough Tool. We also calculated overall CVI scores for the add-on scale by averaging the CVI scores for the Tier 1 Subscales and the Tier 1 Walkthrough Tool. To calculate CVI values, given that our panel had more than five experts, we dichotomized (Davis, 1992; Lynn 1986) the Likert-type scales by combining *strongly disagree, disagree, and slightly disagree* as one rating and combining *slightly agree, agree, and strongly agree* as one rating, or by combining *very unimportant, unimportant, and slightly unimportant* as one rating and combining *slightly important, important, and very important* as one rating. We then counted the number of experts who rated a survey item as *slightly agree, agree, or strongly agree, or slightly important, important, and very important*, and divided the summed total by the number of experts to derive the CVI values. A CVI of .80 or higher is recommended for new assessment measures. Items with a CVI below .80 should be examined for revision (Davis, 1992).

We also assessed interrater agreement (IRA) to determine the consistency of experts' ratings. After dichotomizing the data, we used Fleiss' kappa (Fleiss, 1971; Fleiss et al., 2003) to calculate IRA. Fleiss' kappa adjusts for chance agreement and is an appropriate reliability index for samples with more than two raters and nominal data. Kappa values are considered excellent, good, or fair if they are above 0.74, between 0.60-0.74, or between 0.40-0.59, respectively (Cicchetti & Sparrow, 1981). We used an online kappa calculator at datatab.net to calculate IRA

values for the Tier 1 Subscales and Tier 1 Walkthrough Tool, both independently and combined. For each survey item that asked experts to identify the construct(s) measured by the item or form in the Tier 1 Subscales and Tier 1 Walkthrough Tool, we calculated a percentage agreement by dividing the number of responses for each option (i.e., accessibility, inclusion, accessibility and inclusion, neither accessibility nor inclusion) by the total number of responses. For the Tier 1 Score Report, we analyzed the data descriptively and used Fleiss' kappa to assess IRA.

We exported the content validity survey data from Qualtrics® into Microsoft® Excel®. For the Tier 1 Subscales and Tier 1 Walkthrough Tool, expert ratings and open-ended feedback were used to assess whether items or questions should be retained, revised, or removed, and to what extent the Tier 1 Subscales, Tier 1 Walkthrough Tool, and overall measure (subscales and walkthrough tool) were valid. For the Tier 1 Score Report, expert ratings and open-ended feedback were used to assess whether each reports should be retained, revised, or removed.

Phase II

Participants

We aimed to recruit 3-5 schools to participate in the second phase of the study. Schools were required to meet the following inclusion criteria: (1) must serve students in grades K-5; (2) must be currently implementing Tier 1 of PBIS; (3) must have a PBIS leadership team or Tier 1 team in place; (4) must currently enroll students with ESN (e.g., individuals diagnosed with moderate-to-severe intellectual or developmental disabilities who receive special education services); and (5) must have administered the TFI (version 2.1 or 3.0) at least once during the previous and/or current academic years (i.e., 2022-2023 and 2023-2024). Within each school, we aimed to recruit educators to pretest the TFI-AIR, including three general education teachers, one special education teacher, three paraeducators, and one related service provider. Educators were

eligible to participate if they provided direct or indirect services to students with ESN. We also aimed to recruit each school's Tier 1 team to attend a TFI-AIR training session, scoring session, and to complete a survey to assess the usability of the measure.

Recruitment. Prior to attempts at recruitment, a list of known schools that implement PBIS was developed and then evaluated for demographic diversity to recruit a sample that was diverse in terms of geographic location (e.g., rural, suburban, urban), socioeconomics, racial and ethnic makeup of students and staff, etc. Non-probability and purposive sampling was used to recruit schools in administering the TFI-AIR and assessing its usability. Schools were recruited via email (see [Appendix F](#)). School personnel interested in participating and met eligibility criteria completed a consent form (see [Appendix G](#)) prior to enrollment in the study.

We recruited two schools from a district located in the northwest region of the contiguous U.S. The District's service delivery model included special education programs that ranged from less intensive resource classrooms to more intensive extended resource classrooms, structured learning classrooms, and self-contained or life skills classrooms.

School 1. The first school met all inclusion criteria. During the 2023-2024 academic year, the school enrolled 569 students, with comparable percentages of girls (49.0%) and boys (51.0%). Most students were classified as White (47.6%) or Hispanic/Lato of any race(s) (44.3%), followed by students who were classified as Two or More Races (5.4%), Asian (1.1%), Black/African American (0.9%), American Indian/Alaska Native (0.5%), or Native American/Other Pacific Islander (0.2%). Most (94.2%) of the students were classified as Non-English Language Learners. Approximately half of the students were classified as living in Non-Low Income (50.6%) or Low-Income (49.4%) households. The school's learners were classified as Students without Disabilities (87.5%) or Students with Disabilities (12.5%). During the 2022-

2023 academic year, in terms of the school's discipline rates for out-of-school exclusionary actions (e.g., short-term suspension, long-term suspension, emergency expulsion, expulsion), students classified as Two or More Races were most likely to be excluded in response to behavioral violation, followed by students who were classified as Hispanic/Latino of any race(s), and students who were classified as White. Students who had Section 504 plans were more likely to be excluded for behavioral violation compared to students who did not have Section 504 plans, and learners who were classified as Students with Disabilities were more likely to be excluded than those classified as Students without Disabilities. During the 2022-2023 academic year, the school employed 36 classroom teachers with an average class size of 19 students and a student-to-teacher ratio of 32:1. Most (80.6%) of the teachers were classified as White, followed by teachers who were classified as Hispanic/Latino of any race(s) (11.1%), or American Indian/Alaska Native (2.8%); the classification Not Provided accounted for 5.6% of teachers. Teachers had an average of 14 years of teaching experience.

The school's Tier 1 team members who participated in the research activities included the Principal, a 2nd grade general education teacher, 3rd grade general education teacher, 4th grade general education teacher, a special education teacher who taught students with ESN who were in grades K-2, and the school's behavior intervention specialist.

School 2. The second school met all inclusion criteria. During the 2023-2024 academic year, the school enrolled 611 students, with comparable percentages of girls (50.1%) and boys (49.9%). Most students were classified as Hispanic/Lato of any race(s) (59.9%), followed by students who were classified as White (33.7%), Two or More Races (2.6%), Asian (2.0%), Native American/Other Pacific Islander (1.0%), Black/African American (0.7%), or American Indian/Alaska Native (0.2%). Most (75.8%) of the students were classified as Non-English

Language Learners. Over half (58.9%) of the students were classified as living in Low-Income households. The school's learners were classified as Students without Disabilities (88.1%) or Students with Disabilities (11.9%). During the 2022-2023 academic year, in terms of the school's discipline rates for out-of-school exclusionary actions (e.g., short-term suspension, long-term suspension, emergency expulsion, expulsion), students classified as Black/African American were most likely to be excluded in response to behavioral violation, followed by students who were classified as Asian, and students who were classified as Two or More Races. Students who had Section 504 plans were more likely to be excluded for behavioral violation compared to students who did not have Section 504 plans, and learners who were classified as Students with Disabilities were more likely to be excluded than those classified as Students without Disabilities. During the 2022-2023 academic year, the school employed 38 classroom teachers with an average class size of 19 students and a student-to-teacher ratio of 28:1. Most (71.1%) of the teachers were classified as White, followed by teachers who were classified as Hispanic/ Latino of any race(s) (10.5%), American Indian/Alaska Native (2.6%), or Black/ African American (2.6%); the classification Not Provided accounted for 13.2% of teachers. Teachers had an average of 9 years of teaching experience. School 2 was a dual language school.

The school's Tier 1 team members who participated in the research activities included the Principal, Assistant Principal, a 1st grade general education teacher, 2nd grade general education teacher, 3rd grade Spanish teacher, 4th grade general education teacher, 4th grade Spanish teacher, a special education teacher who taught students with ESN who were in grades K-5, Counselor, Instructional Coach, and the school's behavior intervention specialist.

Pretesting Procedure

The research activities for the second phase of the study involved (a) providing a TFI-AIR training session to the members of schools' Tier 1 team, (b) administering the TFI-AIR in the participating schools, (c) scoring the TFI-AIR with members of the schools' Tier 1 teams, and (d) administering an online survey to members of the schools' Tier 1 teams to assess the usability of the TFI-AIR.

TFI-AIR Training. We provided a TFI-AIR training session to each school's Tier 1 team. Training sessions were delivered in person and lasted approximately 30 minutes. During each session we provided an overview of the TFI-AIR, including its purposes, objectives and definitions, and explained each section of the measure. Training materials included the TFI-AIR Training Slides (see [Appendix H](#)) and a paper copy of the TFI-AIR for each team member. All training sessions were conducted by the study's principal investigator (PI). We planned to have a second member of the research team use the TFI-AIR Training Fidelity Tool (see [Appendix I](#)) to measure training fidelity during Tier 1 team trainings. However, due to logistical circumstances, we were unable to have a second researcher attend the training sessions and measure fidelity.

TFI-AIR Administration. The study's PI administered the TFI-AIR in each participating school. Administration of the measure for each school involved using the TFI-AIR to conduct interviews with specified school staff (viz., three general education teachers, a special education teacher, three paraeducators, and a related service provider), observations of schoolwide expectations posted in common areas of the school (e.g., classrooms, hallways, cafeteria, gymnasium), and observations of classroom teachers (viz., three general education teachers and one special education teacher) leading instruction. The TFI-AIR was administered in paper and pencil format. We planned to have a second member of the research team concurrently administer the TFI-AIR in each school for reliability purposes. However, due to

logistical circumstances, we were unable to have a second researcher concurrently administer the TFI-AIR for reliability purposes.

TFI-AIR Scoring. After administering the TFI-AIR, the PI met with each school's Tier 1 team in person for approximately 30 minutes to discuss scoring the completed measure. The PI provided data from the completed measure, including all data from interviews and observations transferred to the TFI-AIR's Tier 1 Score Report. The PI and Tier 1 teams reviewed and discussed data from the Staff Interviews Report and the Observations Report, and then reviewed the Tier 1 Subscales Report and discussed scoring individual subscales items. We planned to have a second member of the research team use the TFI-AIR Scoring Fidelity Tool (see [Appendix J](#)) to measure the extent to which the PI followed the procedure for scoring the measure with Tier 1 teams. However, due to logistical circumstances, we were unable to have a second researcher attend the meetings and measure procedural fidelity.

TFI-AIR Usability Survey. We asked the members of each schools' Tier 1 team to anonymously complete the TFI-AIR Usability Survey (see [Appendix K](#)). Participants completed the survey online via Qualtrics®. The fourteen survey items focused on Tier 1 team members' perceptions of the TFI-AIR's efficiency (e.g., Is administration of the TFI-AIR feasible; can the tool be completed in a reasonable amount of time?), effectiveness (e.g., Does the TFI-AIR measure areas that users and implementers consider important; does the tool provide actionable data or information?), and their satisfaction with the add-on scale (e.g., Do respondents report they would actually use the measure one or more times annually as part of their regular practice?). Respondents used a six-point, Likert-type scale (*strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree*) to rate each survey item. Respondents were given

the opportunity to provide open-ended feedback or specific suggestions within the survey for each usability area (e.g., efficiency, effectiveness, satisfaction).

Data Analysis. . For each administration of the TFI-AIR, the PI recorded the amount of time required to conduct each staff interview, each observation of classroom instruction, and each observation of postings of schoolwide expectations throughout the schools. We exported the usability survey data from Qualtrics® into Microsoft® Excel®; data from the Likert-type scale ratings were dichotomized (Davis, 1992; Lynn 1986) by combining *strongly disagree*, *disagree*, and *slightly disagree* into one rating, and combining *slightly agree*, *agree*, and *strongly agree* into one rating. The data was then will imported into IBM® SPSS® and analyzed using descriptive statistics. We used Fleiss' kappa (Fleiss, 1971; Fleiss et al., 2003) to calculate IRA for survey responses within schools and across schools. We used an online kappa calculator at datatab.net to calculate IRA values. We reviewed respondents open-ended feedback and specific suggestions to identify common themes and areas to address in the TFI-AIR.

CHAPTER III

RESULTS

Phase 1

Expert Panel

A total of 17 experts responded to our recruitment emails and agreed to participate in assessing the content validity of the TFI-AIR. We emailed electronic copies of the TFI 3.0 and TFI-AIR and a link to the online content validity survey with an embedded consent form to each expert. Sixteen experts provided consent and completed the survey, indicating a 94% response rate. At least one expert according to each eligibility criterion was included in the final sample of participants, and most participants met multiple eligibility criteria. The majority of experts were researchers/university faculty ($n = 9$). The expert panel also included a special education teacher and a teacher on special assignment (TOSA). Five experts, not described above, indicated their positions via open-ended responses—(1) Executive Director [of prevention and supports in an office/department of education], (2) Student Services Instructional Coordinator, (3) Expanded Learning Coordinator, (4) PBIS Coach and Career Non-Tenure Track Faculty, and (5) Regional PBIS Trainer and Program Coordinator and Statewide Autism Technical Assistance Center Coordinator. In reporting the years of experience they had in their current positions as district- or school-based personnel, one expert indicated 1-4 years, two experts indicated 5-9 years, and four experts indicated 10 or more years.

In terms of participants' areas of expertise, 81% indicated *PBIS*, 31% indicated *Accessibility*, 88% indicated *Inclusion/Inclusive Practices*, 75% indicated *Extensive Support Needs*, and 19% indicated *Other* (e.g., applied behavior analysis, functional behavior assessment, evidence-based practices for autism, multi-tiered systems of support). For the participants ($n =$

15) who provided the number of research studies they had conducted in the past 10 years that used and reported PBIS fidelity of implementation data, 33% indicated zero studies, 27% indicated 1-2 studies, 27% indicated 3-5 studies, 7% indicated 6-9 studies, and 7% indicated 10 or more studies. For the participants ($n = 11$) who provided the number of peer-reviewed studies or articles they had published that focused on areas of accessibility, inclusion, and/or evidence-based practices and supporting students with ESN, 27% indicated zero publications, 27% indicated 1-4 publications, 13% indicated 5-9 publications, and 33% indicated 10 or more publications. In terms of the participants ($n = 15$) who provided the number of years of experience they had as school- and district-level PBIS implementers and team trainers, 13% indicated zero years, 20% indicated 1-4 years, 7% indicated 5-9 years, and 60% indicated 10 or more years. For the participants ($n = 15$) who provided the number of years of experience they had as school- and district-level PBIS implementers or coaches who focused on supporting students with ESN, 13% indicated zero years, 33% indicated 1-4 years, 7% indicated 5-9 years, and 47% indicated 10 or more years.

Content Validity

Scores from the CVI analyses are provided in Table 1. Results for the Tier 1 Subscales indicated that each area assessed (viz., item validity, factor structure, scoring validity, importance) for each subscale item was rated above the 0.80 criterion. Regarding the Tier 1 Walkthrough Tool, results for the interview forms indicated that each area assessed (viz., item validity, factor structure, scoring validity, importance) for each subscale item was rated above the 0.80 criterion. For the observation forms, only the scoring validity of one form (e.g., Posted Schoolwide Expectations/Values) was rated below (0.75) the 0.80 criterion; all other areas

Table 1*CVI Scores for the TFI-AIR*

	CVI Scores	
	Mean	Range
Tier 1 Subscales		
Item Validity	0.97	0.07 (0.93-1.00)
Factor Structure	0.99	0.07 (0.93-1.00)
Scoring Validity	0.87	0.12 (0.81-0.93)
Importance	0.92	0.06 (0.87-0.93)
Interview Forms		
Item Validity	0.97	0.07 (0.93-1.00)
Factor Structure	0.95	0.07 (0.93-1.00)
Scoring Validity	0.92	0.14 (0.86-1.00)
Importance	0.93	0.15 (0.85-1.00)
Observation Forms		
Item Validity	1.00	0.00 (1.00–1.00)
Factor Structure	1.00	0.00 (1.00–1.00)
Scoring Validity	0.84	0.18 (0.75-0.93)
Importance	1.00	0.00 (1.00-1.00)
Overall CVI		
Tier 1 Subscales	0.93	0.12 (0.87-0.99)
Tier 1 Walkthrough Tool	0.95	-
Interview Forms	0.94	0.05 (0.92-0.97)
Observation Forms	0.96	0.16 (0.84–1.00)
Item Validity	0.98	0.03 (0.97-1.00)
Factor Structure	0.98	0.05 (0.95-1.00)
Scoring Validity	0.87	0.08 (0.84-0.92)
Importance	0.95	0.08 (0.92-1.00)
Total Measure	0.94	-

Table 2*Interrater Agreement for CVI Scores*

	Fleiss' Kappa	SE	Lower 95% CI	Upper 95% CI	P Value
Tier 1 Subscales	0.77	0.02	0.74	0.81	<.001
Interview Forms	0.87	0.02	0.83	0.91	<.001
Observation Forms	0.80	0.06	0.68	0.92	<.001
Tier 1 Walkthrough Tool	0.86	0.02	0.82	0.90	<.001
Overall	0.82	0.01	0.79	0.85	<.001

assessed (item validity, factor structure, importance) were rated above the 0.80 criterion. For all other observation forms in the walkthrough tool, results indicated that each area assessed (viz., item validity, factor structure, scoring validity, importance) was rated above the 0.80 criterion. The CVI for the add-on scale as a whole was 0.94.

Values from the reliability analyses are provided in Table 2. Fleiss' kappa values for each area assessed (viz., item validity, factor structure, scoring validity, importance) for the Tier 1 Subscales and the Tier 1 Walkthrough Tool were above 0.74 and statistically significant at $p < .001$, indicating excellent reliability or that experts provided highly similar ratings and CVI results could be interpreted with confidence.

Changes to TFI-AIR. To address the CVI score that fell below the 0.80 criterion, we changed the scoring for one observation form: Posted Schoolwide Expectations/Values. Specifically, we changed the scoring from dichotomous ("Yes" or "No") to ordinal ("0 = No observed locations are accessible", "1 = Some [$<50\%$] locations are accessible", "2 = Most [$>50\%$] locations are accessible", "3 = All observed locations are accessible"). We made changes to seven of the eight items in the Tier 1 subscales, based on experts' feedback. For six subscale items (1.1, 1.3, 1.4, 1.5, 1.9, 1.10, 1.14, 1.17) we changed the format of item descriptions, made

alterations to item wording, and revised the scoring criteria. For one subscale item (1.10), we made alterations to item wording and revised the scoring criteria. No changes were made to one subscale item (1.3). After making changes to the observation form and subscale items, we developed a second-round content validity survey (See [Appendix L](#)).

Second-Round Survey. The second-round survey included a section with the seven subscale items that were changed, another section included a section with the observation form that was changed, and the format of both sections was identical to the respective sections in the initial survey. Given some experts' concerns about the length of the add-on scale, we included a section in the second-round survey in which we asked experts to rank order the interview questions for each interview form in order of importance; we also asked experts to provide open-ended feedback (e.g., revise the wording of a specific interview question, add or replace a specific interview question, remove a specific interview question) on the interview questions for each interview form. A total of 10 experts completed the survey, indicating a 62% response rate.

Scores for the CVI analyses for the second-round survey are provided in Table 3. Results for the Tier 1 Subscales indicated that each area assessed (viz., item validity, factor structure, scoring validity, importance) for each of the seven subscale items was rated above the 0.80 criterion. Results for the observation form indicated that each area assessed (viz., item validity, factor structure, scoring validity, importance) was rated above the 0.80 criterion. Values from the reliability analyses are provided in Table 4. Fleiss' kappa values for each area assessed (viz., item validity, factor structure, scoring validity, importance) for the seven subscale items was 0.46 and statistically significant at $p < .001$, indicating fair reliability or that experts provided somewhat similar ratings and CVI results could be interpreted with confidence. We had insufficient data to run an analysis using Fleiss' kappa for the observation form; however, for

Table 3*Second-Round Survey CVI Scores*

	CVI Scores	
	Mean	Range
Tier 1 Subscales		
Item Validity	1.00	0.00 (1.00-1.00)
Factor Structure	0.98	0.10 (0.90-1.00)
Scoring Validity	0.92	0.10 (0.90-1.00)
Importance	0.92	0.12 (0.88-1.00)
Observation Form		
Item Validity	1.00	0.00 (1.00–1.00)
Factor Structure	1.00	0.00 (1.00–1.00)
Scoring Validity	1.00	0.00 (1.00–1.00)
Importance	1.00	0.00 (1.00–1.00)
Overall CVI		
Tier 1 Subscales	0.95	0.08 (0.92-1.00)
Tier 1 Walkthrough Tool	-	-
Observation Form	1.00	0.00 (1.00-1.00)
Item Validity	1.00	0.00 (1.00-1.00)
Factor Structure	0.99	0.02 (0.98-1.00)
Scoring Validity	0.96	0.08 (0.92-1.00)
Importance	0.96	0.08 (0.92-1.00)

Table 4*Interrater Agreement for the Second-Round Survey CVI Scores*

	Fleiss' Kappa	SE	Lower 95% CI	Upper 95% CI	P Value
Tier 1 Subscales	0.46	0.05	0.35	0.56	<.001
Observation Form	-	-	-	-	-
Overall	0.46	0.05	0.36	0.56	<.001

Note. There were insufficient data to calculate Fleiss' kappa for the observation form—all experts rated all survey items as 1 (*slightly agree, agree, or strongly agree*).

each area assessed (viz., item validity, factor structure, scoring validity, importance), experts rated all survey items as 1 (*slightly agree, agree, or strongly agree*).

Additional Analyses

Construct Analyses. Results from the initial survey and second-round survey construct analyses are shown in Table 5. Results from the initial survey indicated there were only two subscale items with perfect agreement; all experts believed Item 1.1 measured the construct *accessibility*, and all experts believed Item 1.5 measured both constructs or *accessibility* and *inclusion*. For the remaining subscale items, most experts believed the items measured both constructs. For the Tier 1 Walkthrough Tool, which includes staff interview forms and school settings observation forms, most experts believed all forms except Form 1.17 measured both constructs or *accessibility* and *inclusion*; for Form 1.17, most experts believed the form measured only *accessibility*. Results from the second-round survey indicated that most experts believed all subscale items and the observation form measured both constructs or *accessibility* and *inclusion*, with the exception of Item 1.14, which most experts believed measured only *inclusion*. Across both surveys, there was only instance in which an expert believed a subscale item, interview form, or observation form measured neither *accessibility* nor *inclusion*; for the second-round survey, one expert indicated that Item 1.17 did not measure *accessibility* or *inclusion*.

Tier 1 Score Report Analysis. Within the initial survey, for each of the three reports that comprise the Tier 1 Score Report in the TFI-AIR, we asked experts to rate the extent to which they agreed or believed that (a) the report provides useful data for PBIS implementation teams and (b) is important to include the report in the TFI-AIR. Note the three reports that comprise the Tier 1 Score Report: (1) Staff Interviews Report, (2) Observations Report, and (3) Tier 1

Table 5*Results from the Construct Analyses*

	Expert Agreement (%)			
	Accessibility	Inclusion	Both	Neither
Initial Survey				
Tier 1 Subscales				
Item 1.1	100%	-	-	-
Item 1.3	37%	-	63%	-
Item 1.4	25%	-	75%	-
Item 1.5	-	-	100%	-
Item 1.9	6%	19%	75%	-
Item 1.10	6%	38%	56%	-
Item 1.14	7%	33%	80%	-
Item 1.17	-	33%	67%	-
Tier 1 Walkthrough Tool				
Interview Forms				
Form 1.3	40%	-	60%	-
Form 1.4	13%	-	87%	-
Form 1.5	7%	-	93%	-
Form 1.9	7%	29%	64%	-
Form 1.10	-	25%	75%	-
Form 1.14	38%	-	62%	-
Form 1.17	57%	-	43%	-
Observation Forms				
Form 1.3	37%	-	63%	-
Forms 1.4/1.9/1.10	6%	-	94%	-
Second Survey				
Tier 1 Subscales				
Item 1.1	-	30%	70%	-
Item 1.4	10%	-	90%	-
Item 1.5	-	10%	90%	-
Item 1.9	10%	30%	60%	-
Item 1.10	-	40%	60%	-
Item 1.14	10%	50%	40%	-
Item 1.17	10%	10%	70%	10%
Tier 1 Walkthrough Tool				
Observation Form				
Form 1.3	30%	-	70%	-

Note. “Both” = Accessibility and Inclusion, “Neither” = neither Accessibility nor Inclusion.

Subscales Report. Results indicated that one expert did not agree that two of the reports—Staff Interviews Report and Observations Report—provide useful data for PBIS implementation teams, although the expert agreed that it is important to include both reports in the TFI-AIR; the expert indicated that the Tier 1 Subscales Report provides useful data for PBIS implementation teams but did not rate the importance of including the report in the TFI-AIR. Another expert did not rate the items for the Tier 1 Subscales Report but did indicate that the Staff Interviews Report and the Observations Report provide useful data for PBIS implementation teams and are important to include in the TFI-AIR. All other experts ($n = 14$) indicated that each report provides useful data for PBIS implementation teams and is important to include in the TFI-AIR. Results from the IRR analysis are shown in Table 6. Fleiss' kappa values were above 0.74 and statistically significant at $p < .001$, indicating excellent reliability or that experts provided highly similar ratings and the results could be interpreted with confidence. Therefore, we did not make changes to the Tier 1 Subscales Report.

Table 6

Interrater Agreement for Expert Ratings of the Tier 1 Score Report

	Fleiss' Kappa	SE	Lower 95% CI	Upper 95% CI	P Value
Tier 1 Score Report	0.89	0.05	0.79	0.98	<.001

Phase II

TFI-AIR Administration

For School 1, conducting interviews with the eight staff members required 1 hour 19 minutes, with an average time of 10 minutes per interview and range of 8-12 minutes. The observation of postings of schoolwide expectations required 8 minutes to complete. Conducting observations of the three general education teachers and one special education teacher leading

instruction required 1 hour 17 minutes, with an average time of 19 minutes and a range of 15-22 minutes. For School 2, conducting interviews with the eight staff members required 1 hour 18 minutes, with an average time of 10 minutes per interview and range of 8-12 minutes. The observation of postings of schoolwide expectations required 10 minutes to complete. Conducting observations of the three general education teachers and one special education teacher as they led classroom instruction in their classrooms required 1 hour 17 minutes, with an average time of 20 minutes and a range of 15-23 minutes. For both School 1 and School 2, the TFI-AIR was administered over the course of one full school day, from approximately 9:00 a.m. to 3:40 p.m.

TFI-AIR Usability Survey

We had a 100% response rate for School 1 participants ($n = 6$) and School 2 participants ($n = 10$). For all items in the usability survey, participants from both schools provided ratings of *slightly agree*, *agree*, or *strongly agree*. In other words, all participants rated each item favorably. As such, we were unable to analyze the dichotomized data ($0 = \textit{slightly disagree}$, *disagree*, or *strongly disagree* | $1 = \textit{slightly agree}$, *agree*, or *strongly agree*) using Fleiss' kappa. However, the survey data indicated that all members from each Tier 1 team perceived the TFI-AIR to be an efficient and effective tool for measuring accessibility and inclusion factors related to Tier 1 implementation for students with ESN, and that team members were satisfied with the measure. Table 7 shows participants' open-ended feedback from the TFI-AIR usability survey. Feedback on the efficiency of the TFI-AIR was positive; for example, one respondent indicated the measure was straightforward, and another indicated that the measure was easy and did not require a lot of time to complete. Feedback on the effectiveness of the measure was similarly positive, with some respondents indicating that the TFI-AIR provides data that enables users to easily identify areas for improvement in Tier 1 implementation, or that the measure may be

Table 7*Open-Ended Feedback from the TFI-AIR Usability Survey*

	Efficiency	Effectiveness	Satisfaction
School 1			
Participant 2	<i>I liked the classroom observation component.</i>	-	-
Participant 4	<i>Seems straight forward and usable.</i>	<i>It may help to ensure high needs kiddos are included more often and not forgotten.</i>	<i>We should do this!</i>
School 2			
Participant 4	<i>I think that the process for the TFI-AIR is extremely efficient which is important when working within a school. Very easily done in an efficient manner.</i>	<i>The way that the data was presented, makes it very easy to understand areas that we need to work on.</i>	<i>I think this would be a great tool to use for our PBIS team. We have done a similar TFI and the data that we get from it is really beneficial.</i>
Participant 6	<i>It was easy and didn't take a lot of time to complete.</i>	<i>It helps to see where schools could increase the effectiveness of PBIS in the classrooms. It was easy to understand the score.</i>	<i>Very satisfying.</i>
Participant 7	<i>Having examples of what scoring would look like would be helpful especially when using a new system.</i>	-	<i>This is a great opportunity to be more well-rounded in making sure we are serving 'all' students. Using this would be helpful to assist students as there are more diverse needs coming in year after year.</i>
Participant 10	<i>Seems like it is not meant for the whole school but more like only for the self-contained classrooms.</i>	<i>If it wasn't just geared towards ESN students, then this system actually seems easier to use and more concise for all Tier 1 students.</i>	<i>Pretty easy and straightforward to use.</i>

Note. Participants from each school are numbered according to the order in which they completed the usability survey.

helpful in ensuring that students with ESN are included in Tier 1 implementation. Respondents also conveyed their satisfaction with the measure, comparing it favorably to a PBIS evaluation tool that is widely used in schools. Importantly, some respondents indicated that clarification is needed or would be beneficial; for example, one person noted that providing examples for scoring would be helpful, and another person's responses indicated that we may need to improve how we communicate the purpose of the TFI-AIR and its applicability to Tier 1 implementation.

CHAPTER IV

DISCUSSION

The purpose of this study was to assess the content validity and usability of the TFI-AIR, a measure to assess accessibility and inclusion factors related Tier 1 implementation in PBIS. The measure's content validity was assessed during two survey rounds via a panel of individuals who had expertise in areas of PBIS, students with ESN, accessibility, and/or inclusive practices. Expert ratings during the initial survey and second-round survey consistently indicated the TFI-AIR was a valid tool for measuring factors that affect accessibility and inclusion in Tier 1 implementation for students with ESN. When pretesting the measure in schools, Tier 1 team members who completed the usability survey consistently rated the TFI-AIR as an efficient and effective measure, and one that PBIS teams should administer at least once or annually as part of their regular practice. Overall, these results provide an initial demonstration that the TFI-AIR is a valid measure for assessing factors that affect the extent to which Tier 1 implementation is accessible for and inclusive of students with ESN. The tool shows promise as an applied measure that educators may use to identify areas for improvement in Tier 1 implementation, specifically to support students with ESN, who represent an historically marginalized or underserved population of learners in schools across the U.S.

Results from both survey rounds were encouraging and useful for further developing the TFI-AIR. During the initial survey, experts rated nearly all items as valid, and the one item rated below the criterion was revised. Experts provided extensive open-ended feedback and specific suggestions related to each element of the measure, which was used to revise the organization and wording of subscale item descriptions and the subscale item scoring criteria. Given the changes that were made, we administered a second content validity survey to assess the revised

subscale items and the scoring criteria for one observation form. Experts rated the content of all revised items as valid for assessing accessibility and inclusion factors associated with Tier 1 implementation for students with ESN. We also asked experts to rank in order of importance the questions within each staff interview form and provide open-ended feedback or specific suggestions related to the questions. Based on the results, we removed four questions across the interview forms and revised the wording of some of the questions that were retained. Given experts' ratings of the measure before and after we made changes, there is adequate evidence of content validity.

After iteratively refining the TFI-AIR, pretesting the measure in schools and assessing its usability with Tier 1 teams provided encouraging data with regard to potential uptake in the future with intended users. Results from the usability survey indicated that all Tier 1 team members perceived the TFI-AIR to be efficient, or that the measure could be completed by implementation teams in a reasonable amount of time; that scoring the measure is easy and straightforward; and that administration of the measure is feasible for implementation teams. Tier 1 team members also perceived the TFI-AIR to be effective, or that the tool measures what it was designed to measure; that it may be useful for supporting and improving Tier 1 implementation; and that it may be useful in addressing socially important outcomes in PBIS for students with extensive support needs, teachers and other educators, and schools' PBIS systems. Indeed, all Tier 1 team members agreed that PBIS teams should administer the TFI-AIR at least one time and that they would advocate for their team to administer the measure annually as part of their regular practice.

Limitations

It is important to note that our study had a number of limitations. The majority of experts who participated in assessing the content validity of the TFI-AIR were researchers ($n = 9$), compared to those who were district- or school-based personnel ($n = 7$), and all experts had substantial interest or experience in PBIS and supporting students with ESN. Researchers may be more likely than practitioners to accept long, complex measures such as the TFI-AIR, and all experts may have been enthused to participate in the study and inclined to provide favorable assessments of the add-on scale, although participants in the first phase of the study were asked to assess the content and not the usability of the tool. Additional limitations concern the second phase of the study. We were able to recruit only a relatively small sample of schools to pretest and assess the usability of the measure. Further, we used purposive sampling and both schools were in the same district, had self-contained or life skills classrooms, and each school was very willing to participate in the study. Other limitations are that the measure was administered by a researcher rather than practitioners or implementation teams, and the Tier 1 team members who participated in the study did not fully score the Tier 1 subscale items. Therefore, the overwhelmingly positive results from the usability assessment may have been influenced by the schools or participants' high motivation to participate in the study, potential social desirability bias in ratings from Tier 1 team members, and/or the absence of time and effort or resource required for the schools to administer and score the TFI-AIR. Thus, the results of the usability assessment may not be widely generalizable to other districts and schools. Future studies that focus on assessing the usability of the TFI-AIR should include larger and more diverse samples of schools, in order to more fully sample the range of special education service delivery models and Tier 1 systems that exist in districts and schools. Such sampling is needed to measure the variability that may exist across Tier 1 team members' perceptions of the usability of the tool and

generalize the extent to which implementation teams perceive the TFI-AIR to be an efficient and effective measure that they would actually use as part of their regular practices. Another limitation is that a second person did not concurrently administer the measure in schools for reliability purposes, although our research questions were narrowly focused on assessing content validity and usability, and in administering the measure we were able to identify potential changes that may improve the tool, such as revising the number and wording of interview questions and certain items in the classroom observation forms which may not be applicable or necessarily observable during some observations of classroom teachers leading instruction.

Future Directions

Additional research is needed to further evaluate the TFI-AIR's psychometric properties or technical adequacy for assessing accessibility and inclusion factors related to Tier 1 implementation for students with ESN. In evaluating the technical adequacy of the TFI (version 2.1; Algozzine et al., 2014), McIntosh and colleagues (2017) conducted a series of studies that included a content validity study, usability and reliability study, and a large-scale validation study. For example, the researchers evaluated interrater reliability, test-retest reliability, internal consistency, and concurrent validity, demonstrating that the TFI had strong technical adequacy for measuring implementation fidelity in all three tiers of PBIS (McIntosh et al., 2017). Similar research is needed to demonstrate the technical adequacy of the TFI-AIR for measuring implementation fidelity in Tier 1 for students with ESN, in order to validate the measure.

A validated version of the TFI-AIR may be useful in future research that focuses on associations between implementation fidelity in Tier 1 for students with ESN and improved outcomes. Research studies have shown that implementing Tier 1 with fidelity resulted in improved outcomes for students and educators, such as lower (compared to non-PBIS schools) or

reduced office disciplinary referrals (ODRs) and suspensions (e.g., Childs et al., 2016; Gage et al., 2018; Simonsen et al., 2012), increased academic achievement (e.g., Angus & Nelson, 2021; Horner et al., 2009), higher levels of self-efficacy and lower levels of burnout among teachers (e.g., Ross et al., 2011), and improvements in areas of school climate (e.g., Elrod et al., 2021; McIntosh et al., 2021) and school organizational health (e.g., Bradshaw et al., 2008). Future research with a validated TFI-AIR may demonstrate if or to what extent implementing Tier 1 with fidelity for students with ESN improves outcomes for these learners and the educators who provide them services. For example, increased fidelity in Tier 1 implementation may decrease the rates that students with ESN are subjected to ODRs or removal—formal or informal—from classrooms and schools. Greater fidelity in Tier 1 implementation may be associated with increased SEB knowledge and skills among students with ESN and decrease the probability that these learners will need Tier 2 or Tier 3 supports or interventions. Educators who receive professional development or ongoing support in implementing Tier 1 effectively and with fidelity when working with students with ESN may experience increased self-efficacy as a result of positively affecting student outcomes. Future research into products such as companion guides and action plan resources for a validated TFI-AIR may assist leadership teams in developing action plans to improve implementation of the essential elements of Tier 1, with particular focus on students with ESN, who represent an historically marginalized or underserved population of learners, and the educators that serve and support them in schools. There has been widespread interest in the U.S. in promoting diversity, equity, inclusion, and justice within social systems. The TFI-AIR is designed to promote system change in schools that aligns with these values. Future research may demonstrate that the measure is associated with improved outcomes for students, educators, and the systems in which they learn and work.

APPENDIX A

TFI-AIR

SWPBIS TFI-AIR

1

Tiered Fidelity Inventory: Accessibility & Inclusion Rating (TFI-AIR)

Introduction and Purpose

School-wide positive behavioral interventions and supports (SWPBIS) is a multi-tiered framework that was developed to improve social, emotional, behavioral, and academic outcomes for *all* students in grades K-12. Yet, research has shown that students with extensive support needs (ESN) have largely been excluded from participating in SWPBIS.^{1, 2} Importantly, experts substantively agree that students with ESN should be included in all tiers of SWPBIS.^{3, 4}

In general, students with ESN have moderate-to-severe developmental disabilities. The term developmental disabilities refers to a group of conditions due to impairment in physical, learning, language, and/or behavioral areas. Examples of developmental disabilities include intellectual disability, autism, Down syndrome, cerebral palsy, vision impairment, and hearing loss, among others. Students with ESN may receive special education services under the primary eligibility category of intellectual disability, autism, or multiple disabilities, and are eligible to take their state's alternate assessment. Students with ESN need ongoing supports across academic and functional domains (e.g., cognition, communication, social/emotional/behavioral, mobility/motor, daily living).⁵

Accessibility and Inclusion Rating

The SWPBIS Accessibility & Inclusion Rating (AIR) is an add-on scale for the SWPBIS Tiered Fidelity Inventory (TFI) 3.0. The TFI-AIR focuses on the essential elements of Tier 1 in SWPBIS. The purpose of the TFI-AIR is to provide a measure of the extent to which implementation of Tier 1 in SWPBIS is accessible for and inclusive of students with disabilities, particularly those with ESN.

The TFI-AIR has three sections: (1) Tier 1 Subscales, (2) Tier 1 Walkthrough Tool, and (3) Tier 1 Score Report. The TFI-AIR was designed to provide PBIS teams with actionable data for team action planning, professional development, or ongoing support (e.g., consultation, coaching, mentoring) focused on increasing accessibility and inclusion in Tier 1. The TFI-AIR is formatted to be electronically fillable and may be completed using a computer, tablet, or paper and pencil. The TFI-AIR should be considered optional or experimental and administered with the standard TFI 3.0. The TFI-AIR should be completed by a School Leadership Team, Systems Planning Team, or Tier 1 Team. It is recommended that an external PBIS coach serve to facilitate administering the TFI-AIR.

Intended Participants

As part of scoring the TFI-AIR Tier 1 Subscales, staff interviews and classroom observations are conducted with specified staff

members in the school, including (a) three general education teachers, (b) one special education teacher, (c) three paraprofessionals, and (d) one related service provider. Each of these staff members should be educators who work with students with ESN.

Important: Staff members who are interviewed and/or observed should work directly or indirectly with students with ESN, and the same staff members should be included across all applicable interview forms and observation forms.

Schedule of Administration

Schools are encouraged to administer the TFI-AIR in accordance with the schedule of administration described in the TFI 3.0. However, schools that have reached fidelity on the TFI 3.0 assessment may benefit from administering the TFI-AIR at least once each school year or more than one point in time (e.g., once in the fall and once in the spring).

Preparation for Administration/Completion Time

The Tier 1 Walkthrough Tool (Section 2) provides information needed to score the TFI-AIR Tier 1 Subscales (Section 1). School teams should prioritize scheduling the walkthrough; an important part of this process is identifying and selecting school staff members who are eligible to be interviewed and classroom teachers who are eligible (see Intended Participants) to be observed as they lead instruction. The time to complete the TFI-AIR may be variable and dependent on school-level factors, such as level of experience that teams and coaches have with measuring fidelity of PBIS implementation and the extent of preparation for TFI-AIR completion.

General Administration Procedure

1. Arrange a Tier 1 walkthrough with three general education teachers (interviews and observations), one special education teacher (interview and observation), three paraprofessional (interviews), and one related service provider (interview)
2. Review the Tier 1 Subscales (Section 1) and Tier 1 Walkthrough Tool (Section 2); carefully read items and scoring criteria
3. Complete Tier 1 Walkthrough Tool:
 - ⇒ Conduct staff interviews
 - ⇒ Conduct school settings observations
4. Transfer ratings from the Tier 1 Walkthrough Tool (interview forms and observation forms) to the Tier 1 Score Report
5. Review data sources listed in Tier 1 Subscales to gather additional data or information for scoring subscale items
6. Use obtained and reviewed data to score each item in the Tier 1 Subscales; transfer item scores to the Tier 1 Score Report
7. Review the Tier 1 Score Report to identify areas for team action planning, professional development, or ongoing support

Note. If completing in a digital format, every check box (☐) in the TFI-AIR can be checked or unchecked by clicking or tapping to select.

Outcomes

Criteria for scoring each item in the TFI-AIR Tier 1 Subscales reflect degrees of implementation of Tier 1 universal PBIS elements and range from 0 = Not implemented to 4 = Fully implemented. Staff interview questions are rated using a dichotomous (Yes/No) scale. School settings observations are rated using a dichotomous (Yes/No) scale and/or a continuous scale that ranges from 1 = No evidence/not implemented to 4 = Mastered/implemented in more than 90% of opportunities. The ratings for these scales reflect the degree of implementation of evidence-based and best practices associated with accessibility and inclusive practices in education.

Glossary and Acronym Key

Accessible: In the context of SWPBIS and administering the TFI-AIR, the term ‘accessible’ is defined as the extent to which schools arrange information, activities, and/or environments such that students with disabilities can acquire the same information, engage in the same interactions and activities, and enjoy the same services in an equally effective, equally integrated manner, with substantially equivalent ease of use, as compared to students without disabilities.

Assistive Technology: Assistive technology is any item, piece of equipment, software program, or product that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.⁶

Culturally Responsive: Culturally responsive practice in education involves (a) holding high expectations for all students, (b) using students’ cultures and experience to enhance their learning, and (c) providing all students with access to effective instruction and adequate resources for learning.⁷

Equity: When “educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and makes progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities.”⁸

Evidence-Based Practice: A program, intervention, activity, instructional method, or technique/strategy that has been evaluated via research methodology, published in peer-reviewed journals, and determined to be effective for a specific population by meeting rigorous standards.

Explicit/Systematic Instruction: A high-leverage practice that incorporates research-based principles of effective instruction and has been shown to promote active student engagement and high levels of success. The teaching method involves:

- a. segmenting and logically sequencing complex information, instructions, or tasks into smaller units of instruction;
- b. modeling while thinking aloud with clear, consistent, and concise language to describe and demonstrate the information, instructions, or tasks being presented;
- c. guiding students in opportunities to practice by using an appropriate level of prompts (e.g., physical, visual, and/or verbal) and fading prompts as students increasingly demonstrate independence or success;
- d. providing opportunities for independent practice; and
- e. monitoring student responses (e.g., individual, partner, group) during opportunities to practice and providing affirmative and corrective feedback

Additional components of explicit/systematic instruction include selecting critical content, developing background knowledge, ensuring students have prerequisite skills or knowledge, providing clear statements of learner goals or expectations, presenting a wide range of examples and nonexamples, and maintaining a brisk instructional pace.^{9, 10}

Extensive Support Needs (ESN): Students who need ongoing support across academic and functional domains (e.g., cognition, communication, social/emotional/behavioral, mobility/motor, daily living). Students with ESN may have moderate-to-severe intellectual and developmental disabilities (e.g., autism, Down syndrome, cerebral palsy). In general, students with ESN receive special education services under a primary eligibility of autism, intellectual disability, or multiple disabilities.¹¹ Historically, people with ESN have experienced exclusion and segregation, as well as systemic barriers and differential outcomes in primary education, secondary education, postsecondary education, employment, independent living, and other areas of community participation.

High Leverage Practices in Special Education: A set of practical, foundational, research-based practices related to collaboration, assessment, social/emotional/behavioral learning, and instruction; identified by experts as critical to the effectiveness of special education teachers.¹²

Individualized Education Program (IEP): A legal document required for each child with a disability who receives special education services. An IEP details the present levels of performance, target goals and objectives, service times and locations, and accommodations and modifications provided by the school to ensure equal access to a free and appropriate public education.

Inclusion: For the purpose of the TFI-AIR and in the context of SWPBIS and educators' implementation of Tier 1 essential elements, inclusion is defined as a continuous process of increasing the representation, participation, and achievement of students with ESN in

Tier 1 of SWPBIS. This definition of inclusion goes beyond the physical presence or participation of individuals to encompass representation—for example, students with ESN may be represented by associated educators who actively participate in the Teams element (See Tier 1 Subscales Item 1.1 – Team Composition) as members of a school’s SWPBIS implementation team.

Instructional Methods: Techniques/strategies used by teachers to support students’ acquisition, mastery, maintenance, and generalization of skills across social/emotional/behavioral competencies and academic content areas.

Educational Technology: Educational technology may provide another mechanism to overcome obstacles encountered during instruction such as outdated content, damaged resources, lack of opportunities for writing and communication, and inaccessible features or formats. Educational technology enables teachers to create a student-centered classroom and deviate from conventional methods of delivery such as lecture and worksheets.¹³

Paraprofessional: A non-licensed educator—also known as a paraeducator, educational assistant (EA), instructional assistant (IA), teacher aide, or instructional aide—who works under the supervision of certified or licensed teachers to support students across a wide range of domains (e.g., academics, social, emotional, behavioral, communication).

Peer Mediation: Students working together to support one another’s learning.

Related Service Provider: A person who provides supportive services as are required to assist a student with a disability to benefit from special education. Examples of supportive services include speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), counseling services (including rehabilitation counseling), orientation and mobility services, school health services (including school nurse services), social work services in schools, and parent counseling and training.

Separate Special Education (SPED) Classroom: These classrooms, such as self-contained or life-skills classrooms, are separate from general education settings. Students with ESN typically spend a proportion of each school day in these classrooms per their IEPs.

Social/Emotional/Behavioral (SEB): SEB skills in education include a range of competencies related to how students develop and maintain relationships with peers and adults, understand and manage their emotions, set and pursue goals, and learn from their experiences.¹⁴ SEB is one of four areas of practice in K-12 education that the Council for Exceptional Children (CEC) uses to organize high-leverage practices (HLPs), which are fundamental to effective teaching. SEB practices for educators emphasize the importance of establishing consistent, organized, and respectful learning environments.¹⁵

Special Education: A system of services and supports for providing specially-designed instruction to students with disabilities, according to the Individuals with Disabilities Education Act (IDEA).

Technology Aided Instruction and Intervention (TAII): Instruction or intervention in which technology is the central feature and the technology is specifically designed or employed to support the learning or performance of a behavior or skill for the learner.⁹

Tiered Fidelity Inventory (TFI): A validated SWPBIS fidelity of implementation measure that assesses all three tiers of support.

Universal Design for Learning (UDL): A framework for designing instructional methods and materials that meet the needs of a wide range of students. UDL is often utilized to provide students with special needs full access to instruction, but its application also provides benefits to all students.^{16, 17}

Visual Support: A visual display of information that supports the learner engaging in a desired behavior or skills independent of additional prompts.⁹

¹ Kurth, J. A., & Zagona, A. L. (2018). Involvement and participation of students with severe disabilities in SWPBIS. *The Journal of Special Education*, 52(3), 131-141.

² Walker, V. L., Loman, S. L., Mickelson, A. M., & Lyon, K. J. (2022). Participation of students with extensive support needs in SWPBIS: Administrator and educator perspectives. *Psychology in the Schools*, 59(8), 1623-1642. <https://onlinelibrary.wiley.com/doi/full/10.1002/pits.22711>

³ Hawken, L. S., & O'Neill, R. E. (2006). Including students with severe disabilities in all levels of school-wide positive behavior support. *Research and Practice for Persons with Severe Disabilities*, 31(1), 46-53.

⁴ Zagona, A. L., Walker, V. L., Lansey, K. R., & Kurth, J. (2021). Expert perspectives on the inclusion of students with significant disabilities in schoolwide positive behavioral interventions and supports. *Inclusion*, 9(4), 276-289.

⁵ Odom, S. L., Horner, R. H., Snell, M. E., & Blacher, J. (2009). The construct of developmental disabilities. In S. L. Odom, R. H. Horner, M. E. Snell, & J. Blacher (Eds.), *Handbook of developmental disabilities* (pp. 3-14). Guilford Press.

⁶ Assistive Technology Industry Association (n.d.). *What is AT?* Retrieved July 20, 2023, from <https://www.atia.org/home/at-resources/what-is-at/>

⁷ Klingner, J. K., Artiles, A. J., Kozleski, E., Harry, B., Zion, S., Tate, W., Riley, D. (2005). Addressing the disproportionate representation of culturally and linguistically diverse students in special education through culturally responsive educational systems. *Education Policy Analysis Archives*, 13(38), 1-40. <https://epaa.asu.edu/index.php/epaa/article/view/143>

- ⁸ Great Lakes Equity Center (2012). Educational equity: What's it all about? An Equi-learn Webinar presentation by Skelton, S & Kigamwa, J., The Great Lakes Equity Center. <http://glec.education.iupui.edu/archived-webinar-events.html>
- ⁹ Steinbrenner, Jessica R., Kara Hume, Samuel L. Odom, Kristi L. Morin, Sallie W. Nowell, Brianne Tomaszewski, Susan Szendrey, Nancy S. McIntyre, Serife Yücesoy-Özkan, and Melissa N. Savage. (2022). Evidence-Based Practices for Children, Youth, and Young Adults with Autism. *FPG child development institute*. <https://files.eric.ed.gov/fulltext/ED609029.pdf>
- ¹⁰ Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). Explicit instruction: Historical and contemporary contexts. *Learning Disabilities Research & Practice*, 32(3), 140-148. <https://doi.org/10.1111/ldrp.12142>
- ¹¹ Taub, D. A., McCord, J. A., & Ryndak, D. L. (2017). Opportunities to learn for students with extensive support needs: A context of research-supported practices for all in general education classes. *The Journal of Special Education*, 51(3), 127-137.
- ¹² McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). High-leverage practices in special education. Council for Exceptional Children & CEEDAR Center. <https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>
- ¹³ U.S. Department of Education (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update. Office of Educational Technology. <https://tech.ed.gov/files/2017/01/NETP17.pdf>
- ¹⁴ Napolitano, C. M., Sewell, M. N., Yoon, H. J., Soto, C. J., & Roberts, B. W. (2021). Social, emotional, and behavioral skills: An integrative model of the skills associated with success during adolescence and across the life span. *Frontiers in Education*, 6, 1-10.
- ¹⁵ Council for Exceptional Children. (2023). Social/Emotional/Behavioral [Webpage]. <https://highleveragepractices.org/four-areas-practice-k-12/social-emotional-behavioral>
- ¹⁶ Gronneberg, J., & Johnston, S. (2015). 7 things you should know about universal design for learning [Brief]. <https://library.educase.edu/-/media/files/library/2015/4/eli7119-pdf.pdf>
- ¹⁷ Loman, S. L., Strickland-Cohen, M. K., & Walker, V. L. (2018). Promoting the accessibility of SWPBIS for students with severe disabilities. *Journal of Positive Behavior Interventions*, 20(2), 113-123. <https://doi.org/10.1177/1098300717733976>

Section One**Tier 1 Subscales**SWPBIS pbis.org **Procedure**

The Tier 1 Subscales includes eight items (1.1, 1.3, 1.4, 1.5, 1.9, 1.10, 1.14, 1.17). Review each item's description, criteria for scoring, and Data Sources section. To score each item according to its 0-4 scale, obtain relevant data from the sources listed in the Data Sources section. After each item has been scored, transfer the scores to the Tier 1 Score Report (Section 3).

Scoring Rubric

The scale for scoring items ranges from 0 = Not implemented to 4 = Fully implemented and reflects degrees of implementation of Tier 1 universal PBIS elements. Each level of the 0-4 scale has specific criteria for scoring. Each item lists data sources that may be used for scoring or determining the extent that the school's implementation of Tier 1 universal PBIS elements meets the specific criteria.

School: _____

District: _____

Start Date: _____

End Date: _____

Name of person(s) completing the TFI-AIR:

1. _____ Position: _____

2. _____ Position: _____

3. _____ Position: _____

4. _____ Position: _____

Subscales Items (check as completed):

- | | | |
|------|---|--------------------------|
| 1.1 | Team Composition | ☐ |
| 1.3 | Schoolwide Expectations | ☐ |
| 1.4 | Schoolwide Expectations Taught | ☐ |
| 1.5 | Schoolwide Acknowledgement | ☐ |
| 1.9 | Schoolwide Practices Used in Classrooms | ☐ |
| 1.10 | Classroom Practices | ☐ |
| 1.14 | Faculty and Staff Engagement | ☐ |
| 1.17 | Decision Making with Behavior Data | ☐ |

Tier 1: Universal PBIS Elements

Subscale: Teams

1.1 Team Composition: Tier 1 leadership team includes at least one team member who is

- (a) knowledgeable about the accessibility and inclusion needs of all students in the school..... ☐
- (b) actively engaged in delivering accessibility and inclusion supports..... ☐
- (c) knowledgeable about the extent to which students with ESN are included in Tier 1 implementation..... ☐

Note. Check each ☐ above (a-c) as evidenced through applicable data sources.

Examples of accessibility and inclusion supports:

- Universal Design for Learning (UDL)
- Assistive technology (high- or low-tech)
- Educational technology
- Peer-mediated support strategies
- Explicit/systematic instruction
- Differentiated instruction
- High-leverage practices for students with disabilities
- Evidence-based practices for students with disabilities

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
The Tier 1 leadership team does not include at least one team member who meets the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets some (1/3) of the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets most (2/3) of the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets all (3/3) of the criteria (a-c) listed above.	Tier 1 leadership team has demonstrated consistent, sustained participation of team members who meet criteria (a-c) as indicated by their participation in 90% or more of Tier 1 team meetings during the last 6 months of school.

Data Sources:

School organizational chart
Tier 1 team meeting minutes

Subscale: Practices				
1.3 Schoolwide Expectations: Schoolwide expectations or values are (a) posted around the school in accessible locations..... ☐ (b) posted in formats or integrate features that increase accessibility..... ☐ (c) known by school staff who support students with ESN..... ☐ (d) periodically reviewed by students with ESN with support from school staff..... ☐ Note. Check each ☐ above (a-c) as evidenced through applicable data sources. <u>Examples of formats or integrated features that increase accessibility</u> • Visual supports (e.g., colored signs, images, photos, symbols) • High-contrast font and visual support colors • Tactile symbols/objects of reference • Short videos • Large font • Braille • Clear language • Concise language • Consistent language <u>Examples of accessible locations:</u> • Common hallways • Cafeteria • Library • Gymnasium • General education classroom • Special education classroom <u>Non-examples of accessible locations:</u> • Substantially above or below eye level for most students with ESN in the school • Staircase or stairway				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by educators, for students with ESN.	There is evidence that some (1/4) of the above practices (a-d) are implemented by educators, for students with ESN.	There is evidence that many (2/4) of the above practices (a-d) are implemented by educators, for students with ESN.	There is evidence that most (3/4) of the above practices (a-d) are implemented by educators, for students with ESN.	There is evidence that all (4/4) of the above practices (a-d) are implemented by educators, for students with ESN.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms				

Subscale: Practices				
1.4 Schoolwide Expectations Taught: General education teachers and special education teachers consistently:				
(a) use evidence-based practices in teaching schoolwide expectations..... ☐				
(b) integrate accessibility strategies to meet the learning needs of all students..... ☐				
(c) use lesson plans or materials that have been adapted to support students with ESN..... ☐				
(d) gather assessment data on student knowledge of schoolwide expectations that includes sampling from students with ESN..... ☐				
Note. Consistency is defined in terms of at least 75% of educators observed or interviewed implementing practices (a-d) listed above. Check each ☐ above (a-d) as evidenced through applicable data sources (e.g., staff interviews, classroom observations, lesson plans).				
<u>Examples of evidence-based practices:</u> • Explicit/systematic instruction • Technology aided instruction and intervention (TAII) • Peer-based instruction and intervention (PBII) • Social narratives/story-based intervention		<u>Examples of accessibility supports:</u> • Universal design for learning (UDL) • Assistive technology (high- or low-tech) • Peer-mediated support strategies • High-leverage practices in special education		
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by general education teachers and special education teachers.	There is evidence that some (1/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that many (2/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that most (3/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that all (4/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms		Additional Data Sources: Lesson plans Professional development calendar		

Subscale: Practices				
1.5 Schoolwide Acknowledgement: Educators consistently and equitably include students with ESN in the schoolwide acknowledgement system and activities by implementing the following practices: (a) delivering behavior-specific praise linked to schoolwide expectations across settings..... ☐ (b) delivering schoolwide acknowledgement tokens/tickets (differentiated or adapted as needed for students)... ☐ (c) aligning individualized reinforcement systems with the schoolwide acknowledgement system..... ☐ (d) documenting the delivery of schoolwide acknowledgement tokens/tickets..... ☐ (d) facilitating student access to schoolwide rewards (e.g., school store, raffles)..... ☐ (e) facilitating student participation in SWPBIS celebrations (e.g., award assemblies)..... ☐ <i>Note.</i> Consistency is defined in terms of at least 75% of educators observed or interviewed implementing practices (a-e) listed above. Check each ☐ above (a-e) as evidenced through applicable data sources. Students should regularly participate or always have the option to participate in SWPBIS celebrations, with accessibility strategies and other supports provided as needed to facilitate their participation.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that that the above practices (a-e) are implemented by educators, for students with ESN.	There is evidence that some (1 or 2/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that many (3/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that most (4 or 5/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that all (6/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms		Additional Data Sources: Data on staff acknowledgement (e.g., feedback collected via Be+ app, count of positive/praise tickets)		

Subscale: Practices				
1.9 Schoolwide Practices Used in Classrooms: Educators who work directly or indirectly with students with ESN implement foundational Tier 1 practices (as described in 1.4) and schoolwide acknowledgement (as described in 1.5) in the following settings: (a) general education classrooms..... ☐ (b) special education classrooms..... ☐ (c) specials classes (e.g., Music, Library, Physical Education, Art, Technology)..... ☐ (d) non-academic settings (e.g., hallways, cafeteria, playground)..... ☐ Note: Check each ☐ above (a-d) as evidenced through applicable data sources. Educators who work directly or indirectly with students with ESN include general education teachers, special education teachers, paraprofessionals, and related service providers. <u>Examples of foundational Tier 1 practices:</u> • Explicitly teach, prompt, and review schoolwide expectations • Provide frequent opportunities to respond or practice • Provide at least 5:1 praise to error corrections • Provide active supervision • Acknowledge positive SEB skills • Document student acknowledgements				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in few (1/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in some (2/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in most (3/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in all (4/4) of the above settings (a-d).
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms				

Subscale: Practices				
1.10 Classroom Practices: In working with students with ESN, educators (a) use positive and proactive practices and (b) provide opportunities for students with ESN to learn and practice expectations with students without disabilities in classrooms and other school settings (e.g., library, cafeteria, gymnasium, playground). <u>Examples of positive and proactive practices:</u> • Building relationships with students • Developing a safe and welcoming environment • Prompting predictable routines and expected behavior • Actively supervising students in all school settings • Actively providing opportunities to respond (OTRs) or practice • Utilizing natural supports (e.g., peers) in all school settings • Providing specific feedback (i.e., praise and supportive corrections) • Ensuring a high ratio ($\geq 5:1$) of positive to corrective feedback				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that educators use positive and proactive practices <u>OR</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that educators use positive and proactive practices <u>OR</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that educators use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that most (>50%) of the educators interviewed or observed use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that all (100%) of the educators interviewed or observed use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms				

Subscale: Systems				
1.14 Faculty and Staff Engagement: Tier 1 leadership team purposefully engages all faculty and staff who work with or support students with ESN by implementing the following practices: (a) reviewing schoolwide data..... ☐ (b) soliciting input on the implementation or development of Tier 1 foundations..... ☐ (c) evaluating the implementation of Tier 1 foundations..... ☐ (d) providing training, professional development, or ongoing support in implementing Tier 1 foundations..... ☐ <i>Note.</i> Check each ☐ above (a-d) as evidenced through applicable data sources. Examples of faculty and staff who work with or support students with ESN include general education teachers, special education teachers, paraprofessional, and related service providers.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that some (1/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that many (2/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that most (3/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that all (4/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms		Additional Data Sources: PBIS Self-Assessment Survey Formative Input Survey (FIS) Informal Surveys Staff meeting minutes Team meeting minutes Social validity surveys		

Subscale: Data				
1.17 Decision Making with Behavior Data: Tier 1 leadership team implements the following data practices for students with ESN:				
(a) collecting behavior data..... ☐				
(b) disaggregating behavior data in data reports..... ☐				
(c) developing profiles of overall strengths and needs for students who may need additional behavior support... ☐				
(d) utilizing student profiles to develop and deliver equitable Tier 1 foundational and classroom practices..... ☐				
<i>Note.</i> Check each ☐ above (a-d) as evidenced through applicable data sources.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that some (1/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that many (2/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that most (3/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that all (4/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms		Additional Data Sources: Data reports Team meeting minutes and action plans		

Section Two**Tier 1 Walkthrough Tool**SWPBIS pbis.org **Purpose**

The Tier 1 Walkthrough Tool is used as part of scoring the items in the Tier 1 Subscales (Section 1). The Tier 1 Walkthrough Tool has two parts: (1) Staff Interviews, and (2) School Settings Observations. Ratings and information obtained from the Tier 1 Walkthrough Tool and Tier 1 Subscales should be used to complete the Tier 1 Score Report (Section 3).

Procedure

There are seven staff interview forms and five school settings observation forms. Complete all forms for Part 1 (Staff Interviews) and rate each item within each interview form; it is **important** that the same staff members are interviewed across all interview forms. Complete all forms for Part 2 (School Settings Observations) and rate each item within each observation form. Use the obtained ratings from the staff interview forms and school settings observation forms as part of scoring the items in the Tier 1 Subscales.

School: _____

Start date: _____

District: _____

End date: _____

Schoolwide Expectations:

1. _____
2. _____
3. _____
4. _____
5. _____

Name of schoolwide expectations:

Name of acknowledgement system:

Tier 1 Walkthrough Tool: Part 1 - Staff Interviews

Procedure

This part of the Tier 1 Walkthrough Tool has seven interview forms. Each interview form includes specific questions for select staff members—all should regularly work with students with ESN. **Important:** The same staff members should be interviewed for all interview forms. Begin each interview by stating the purpose of administering the TFI-AIR and conducting the interview. After interviewing all staff members, proceed to Part 2 of the Tier 1 Walkthrough Tool.

Rating Responses to Interview Form Questions

All staff interview form questions are rated using a dichotomous (Yes/No) scale. **Important:** If an interviewee responds other than ‘Yes’ or ‘No’ to any question (e.g., “I don’t know,” “I’m not sure”), mark ‘No’ for the question and make a note.

Person(s) conducting staff interviews:

1. _____
2. _____

Start Date: _____

End Date: _____

Staff members to interview:

General education teacher: _____

General education teacher: _____

General education teacher: _____

Special education teacher: _____

Paraprofessional: _____

Paraprofessional: _____

Paraprofessional: _____

Related service provider: _____

Interview Forms (check as completed)

1. Posted SEB Values/Expectations ☐
2. Teaching Expectations ☐
3. Acknowledging Behavior ☐
4. Schoolwide Practices ☐
5. Classroom Practices ☐
6. Faculty and Staff Engagement ☐
7. Behavior Data ☐

Staff Interview Form: Posted Schoolwide Values/Expectations		TFI-AIR Subscale Item 1.3 (Schoolwide Expectations)			
Question 1:	What are the schoolwide expectations or values? [e.g., high 5's, 3 bee's; use the name of school acronym for the behavioral expectations if there is one]				
Question 2:	Are the schoolwide expectations posted in classrooms accessible for all students, including students with extensive support needs [ESN]?				
Question 3:	Are the schoolwide expectations posted in other school areas [provide examples such as hallways, cafeteria, gymnasium] accessible for all students ?				
Question 4:	In working with students with ESN, do you periodically review schoolwide expectations, in both classrooms <u>and</u> other school areas [provide examples]?				
Staff Members	Question 1	Question 2	Question 3	Question 4	
<u>General Education Teacher 1:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>General Education Teacher 2:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>General Education Teacher 3:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Special Education Teacher:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Paraprofessional 1:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Paraprofessional 2:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Paraprofessional 3:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Related service provider:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
Rating 1	_____	_____	_____	_____	/32
Notes: 					
Notes for interviewer: For Question 1, mark 'Yes' if the interviewee names all expectations or values, and 'No' if the interviewee names none or some of the expectations or values. If an interviewee responds other than 'Yes' or 'No' to Questions 2 - 4 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note. It may be helpful to define 'ESN' and 'accessible' and provide examples of formats, features or locations of postings that increase (or decrease) accessibility for students.					

Staff Interview Form: Teaching Expectations		TFI-AIR Subscale Item 1.4 (Schoolwide Expectations Taught)						
Question 1:	Do you utilize evidence-based practices [provide relevant examples] in teaching schoolwide expectations to all students, including students with ESN?							
Question 2:	Have you incorporated accessibility strategies [provide relevant examples] in the design and delivery of instruction in schoolwide expectations to meet the needs of all learners?							
Question 3:	Do you use lesson plans or materials that are adapted to support students with ESN?							
Question 4:	Do you collect assessment data on student understanding of schoolwide expectations that includes data from students with ESN?							
Staff Members	Question 1		Question 2		Question 3		Question 4	
<u>General Education Teacher 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>General Education Teacher 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>General Education Teacher 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Special Education Teacher:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
Rating 1	_____		_____		_____		_____	
Notes: _____ _____ _____ _____ _____ _____ _____ _____								
Note for interviewer: If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, 'I'm not sure'"), mark 'No' for the question and make a note.								

Staff Interview Form: Acknowledging Behavior		TFI-AIR Subscale Item 1.5 (Schoolwide Acknowledgement)									
Question 1:	Do you provide [name of school's SWPBIS acknowledgement system] to students with ESN?										
Question 2:	Do you document the [name of school's SWPBIS acknowledgement system] that you provide to students with ESN?										
Question 3:	Do you provide behavior-specific praise to students with ESN when they demonstrate schoolwide expectations, across school settings [provide examples]?										
Question 4:	Are students' individualized systems of reinforcement aligned to the school's SWPBIS expectations and acknowledgement system?										
Question 5:	Do all students with ESN have access to schoolwide rewards and participate in SWPBIS celebrations?										
Staff Members	Question 1		Question 2		Question 3		Question 4		Question 5		
<u>General Education Teacher 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
<u>General Education Teacher 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
<u>General Education Teacher 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
<u>Special Education Teacher:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
<u>Paraprofessional 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
<u>Paraprofessional 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
<u>Paraprofessional 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
<u>Related service provider:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
Rating 1											/40
Notes: 											
Note for interviewer: If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note.											

Staff Interview Form: Schoolwide Practices		TFI-AIR Subscale Item 1.9 (Schoolwide Practices Used in Classrooms)			
Question 1:	In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices [provide examples] in the general education classroom(s)?				
Question 2:	In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in the special education classroom(s)?				
Question 3:	In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in specials classes [provide examples]?				
Question 4:	In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in non-academic settings [provide examples]?				
Staff Members	Question 1	Question 2	Question 3	Question 4	
<u>General Education Teacher 1:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>General Education Teacher 2:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>General Education Teacher 3:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Special Education Teacher:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Paraprofessional 1:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Paraprofessional 2:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Paraprofessional 3:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
<u>Related service provider:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	
Ratings 1					/32
Notes: 					

Notes for interviewer: Each interview question is designed to be applicable to each staff member listed in the interview form. Examples of foundational Tier 1 practices include teaching, prompting, reviewing, and acknowledging schoolwide expectations and integrating needed supports in all academic and social/emotional/behavioral instruction in a culturally responsive manner. Specials classes include music, PE, library, art, etc. If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 4 (e.g., "I don't know, 'I'm not sure'"), mark 'No' for the question and make a note.

Staff Interview Form: Classroom Practices		TFI-AIR Subscale Item 1.10 (Classroom Practices)			
Question 1:	In working with students with ESN, do you use positive and proactive behavior support practices [provide examples]?				
Question 2:	Do students with ESN learn and practice school and classroom expectations with peers without disabilities in classrooms and other school settings?				
Question 3:	Are opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities planned and scheduled in advance?				
Staff Members		Question 1	Question 2	Question 3	
<u>General Education Teacher 1:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐		
<u>General Education Teacher 2:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐		
<u>General Education Teacher 3:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐		
<u>Special Education Teacher:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐		
<u>Paraprofessional 1:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐		
<u>Paraprofessional 2:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐		
<u>Paraprofessional 3:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐		
<u>Related service provider:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐		
Rating 1		_____	_____	_____	/24
Notes: _____ _____ _____					

Notes for interviewer: Examples of positive and proactive behavior support practices include actively supervising students, prompting expected behavior, providing specific praise and supportive corrections (at a high ratio of positive to corrective feedback), actively providing opportunities to practice or respond, etc. If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, 'I'm not sure'"), mark 'No' for the question and make a note.

Staff Interview Form: Engagement in Tier 1 Foundations		TFI-AIR Subscale Item 1.14 (Faculty and Staff Engagement)						
Question 1: Are you provided opportunities to review schoolwide data for students with ESN?								
Question 2: Have you been provided opportunities to give your input on implementing or developing Tier 1 foundations [provide examples], at least once during the past 12 months?								
Question 3: Have you been included in evaluations of the school's Tier 1 foundations?								
Question 4: Have you been provided training, professional development, or ongoing support in implementing Tier 1 foundations, at least once during the past 12 months?								
Staff Members	Question 1		Question 2		Question 3		Question 4	
<u>General Education Teacher 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>General Education Teacher 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>General Education Teacher 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Special Education Teacher:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Paraprofessional 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Paraprofessional 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Paraprofessional 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Related service provider:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
Rating 1								
Notes: _____ _____ _____ _____								

Note for interviewer: Examples of Tier 1 foundations include procedures for defining school expectations and teaching school expectations and SEB skills, acknowledging appropriate behavior, responding instructionally to unwanted behaviors, using data for decision making, and schoolwide or classroom professional development plans. If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note.

Staff Interview Form: Behavior Data		TFI-AIR Subscale Item 1.17 (Decision Making with Behavior Data)								
Question 1: Are behavior data for students with ESN collected in the general education classroom(s)?										
Question 2: Are behavior data for students with ESN collected in the special education classroom(s)?										
Question 3: Are behavior data for students with ESN collected in other school settings [provide examples]?										
Question 4: Is behavior data for students with ESN collected using (or transferred to) the schoolwide format for Tier 1?										
Question 5: Is behavior data for students with ESN entered into the school's SWPBIS data system?										
Staff Members	Question 1		Question 2		Question 3		Question 4		Question 5	
<u>General Education Teacher 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>General Education Teacher 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>General Education Teacher 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Special Education Teacher:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Paraprofessional 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Paraprofessional 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Paraprofessional 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
<u>Related service provider:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐
Rating 1										
Notes: 										
Notes for interviewer: If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note; educator awareness of data and data systems may be an area to target for faculty/staff training.										

Tier 1 Walkthrough Tool:

Part 2 - School Settings Observations

Procedure

This part of the Tier 1 Walkthrough Tool has five observation forms. Observations should be conducted in classrooms that include students with ESN. Observations and ratings should consider all learners with an emphasis on students with ESN and the extent to which they are included in and able to access—based on instructional and behavioral supports—the instruction delivered to the class.

Rating Observation Form Items

Items in the form for observing posted schoolwide expectations are rated on a continuous scale from 0-3. Classroom observation form items are rated using a dichotomous (Yes/No) scale or a continuous scale from 1-4 with the option to indicate not applicable or N/A.

Rating Scale for Observing Posted Expectations

- 0 = No observed locations are accessible
- 1 = Some (<50%) locations are accessible
- 2 = Most (>50%) locations are accessible
- 3 = All observed locations are accessible

Rating Scale for Observing Classroom Instruction

- 1 = No evidence/not implemented
- 2 = Early-stage evidence/implemented less than 50% of opportunities
- 3 = Moderate-stage evidence/implemented more than 50% of opportunities
- 4 = Mastered/implemented in more than 90% of opportunities
- N/A = Not applicable

Person(s) conducting staff interviews:

1. _____
2. _____

Start Date: _____

End Date: _____

Staff members to observe leading instruction:

General education teacher: _____

General education teacher: _____

General education teacher: _____

Special education teacher: _____

Observation Forms (check as completed)

1. Posted SEB Values/Expectations ☐
2. General Education Classroom 1 ☐
3. General Education Classroom 2 ☐
4. General Education Classroom 3 ☐
5. Special Education Classroom ☐

Observation Form: Posted Schoolwide Values/Expectations		TFI-AIR Subscale Item 1.3 (Schoolwide Expectations)
Directions: Observe postings of schoolwide expectations or values throughout the school and rate Item 1 and Item 2 below. For Item 2, consider the cognitive accessibility of postings and the extent to which students with ESN who have intellectual disabilities would be able to access the information. For both items, record observational notes for areas to address or improve.		
Locations	Rating	
1. To what extent are schoolwide values or expectations posted in locations that are accessible? ☐ Hallways ☐ Library ☐ Other: _____ ☐ Other: _____ ☐ Cafeteria ☐ Gym ☐ Other: _____ ☐ Other: _____	☐ 0 No observed locations are accessible ☐ 1 Some (<50%) locations are accessible ☐ 2 Most (>50%) locations are accessible ☐ 3 All observed locations are accessible	
Notes:		
Formats/Features	Rating	
2. To what extent do postings of schoolwide values or expectations integrate accessible formats/features? ☐ Clear language ☐ Video ☐ Concise language ☐ Large font ☐ Consistent language ☐ High contrast colors ☐ Visual supports (should be relevant to values or expectations)	☐ 0 No observed postings integrate accessible formats/features ☐ 1 Some (<50%) postings integrate accessible formats/features ☐ 2 Most (>50%) postings integrate accessible formats/features ☐ 3 All observed postings integrate accessible formats/features	
Notes:		
Total Rating:		_____/6 _____%

Observation Form: General Education Classroom 1		TFI-AIR Subscale Item 1.4, Item 1.9, and Item 1.10	
Grade: _____		Observer: _____	
Teacher: _____		Start time: _____	
Lesson/Activity _____		End time: _____	
Positive Behavior Interventions and Supports		Ratings	
1. Classroom expectations are visible and accessible to all students		Yes ☐ No ☐	
2. Classroom expectations are reviewed before transitions		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
3. Classwide behavior management system is implemented		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
4. Behavior specific praise is provided and at a ratio of at least 5:1		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
5. Individualized behavioral supports or interventions are provided		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
6. Supports or interventions are implemented with fidelity		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
Design of Instruction		Ratings	
1. SWPBIS lessons plans are adapted to support students with ESN		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
2. Student materials are adapted and/or integrate visual supports		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
3. Technology is integrated to increase accessibility		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
Delivery of Instruction		Ratings	
1. Instruction is explicit/systematic		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
2. Opportunities to respond are provided and match student level		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
3. Specific feedback (related to successes and errors) is provided		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
4. Opportunities for peer interaction or support are provided		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
Universal Design for Learning (UDL)		Ratings	
1. The lesson integrated multiple means of engagement		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
2. The lesson integrated multiple means of representation		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
3. The lesson integrated multiple means of action and expression		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
Totals:		Ones: _____ Twos: _____ Threes: _____ Fours: _____ N/As: _____	
Notes:			

Rating Scale: 1 = No evidence/not implemented; 2 = Implemented less than 50% of opportunities; 3 = Implemented more than 50% of opportunities; 4 = Implemented more than 90% of opportunities.

Observation Form: General Education Classroom 2	TFI-AIR Subscale Item 1.4, Item 1.9, and Item 1.10
Grade: _____ Teacher: _____ Lesson/Activity _____	Observer: _____ Start time: _____ End time: _____
Positive Behavior Interventions and Supports	Ratings
1. Classroom expectations are visible and accessible to all students	Yes ☐ No ☐
2. Classroom expectations are reviewed before transitions	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
3. Classwide behavior management system is implemented	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
4. Behavior specific praise is provided and at a ratio of at least 5:1	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
5. Individualized behavioral supports or interventions are provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
6. Supports or interventions are implemented with fidelity	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
Design of Instruction	Ratings
1. SWPBIS lessons plans are adapted to support students with ESN	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
2. Student materials are adapted and/or integrate visual supports	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
3. Technology is integrated to increase accessibility	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
Delivery of Instruction	Ratings
1. Instruction is explicit/systematic	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
2. Opportunities to respond are provided and match student level	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
3. Specific feedback (related to successes and errors) is provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
4. Opportunities for peer interaction or support are provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
Universal Design for Learning (UDL)	Ratings
1. The lesson integrated multiple means of engagement	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
2. The lesson integrated multiple means of representation	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
3. The lesson integrated multiple means of action and expression	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐
Totals:	Ones: _____ Twos: _____ Threes: _____ Fours: _____ N/As: _____
Notes:	

Rating Scale: 1 = No evidence/not implemented; 2 = Implemented less than 50% of opportunities; 3 = Implemented more than 50% of opportunities; 4 = Implemented more than 90% of opportunities.

Observation Form: General Education Classroom 3		TFI-AIR Subscale Item 1.4, Item 1.9, and Item 1.10	
Grade: _____	Observer: _____		
Teacher: _____	Start time: _____		
Lesson/Activity: _____	End time: _____		
Positive Behavior Interventions and Supports	Ratings		
1. Classroom expectations are visible and accessible to all students	Yes ☐	No ☐	
2. Classroom expectations are reviewed before transitions	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Classwide behavior management system is implemented	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
4. Behavior specific praise is provided and at a ratio of at least 5:1	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
5. Individualized behavioral supports or interventions are provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
6. Supports or interventions are implemented with fidelity	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Design of Instruction	Ratings		
1. SWPBIS lessons plans are adapted to support students with ESN	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. Student materials are adapted and/or integrate visual supports	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Technology is integrated to increase accessibility	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Delivery of Instruction	Ratings		
1. Instruction is explicit/systematic	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. Opportunities to respond are provided and match student level	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Specific feedback (related to successes and errors) is provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
4. Opportunities for peer interaction or support are provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Universal Design for Learning (UDL)	Ratings		
1. The lesson integrated multiple means of engagement	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. The lesson integrated multiple means of representation	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. The lesson integrated multiple means of action and expression	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Totals:	Ones: _____	Twos: _____	Threes: _____
	Fours: _____	N/As: _____	
Notes:			

Rating Scale: 1 = No evidence/not implemented; 2 = Implemented less than 50% of opportunities; 3 = Implemented more than 50% of opportunities; 4 = Implemented more than 90% of opportunities.

Observation Form: Special Education Classroom		TFI-AIR Subscale Item 1.4, Item 1.9, and Item 1.10	
Grade: _____	Observer: _____		
Teacher: _____	Start time: _____		
Lesson/Activity: _____	End time: _____		
Positive Behavior Interventions and Supports	Ratings		
1. Classroom expectations are visible and accessible to all students	Yes ☐	No ☐	
2. Classroom expectations are reviewed before transitions	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Classwide behavior management system is implemented	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
4. Behavior specific praise is provided and at a ratio of at least 5:1	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
5. Individualized behavioral supports or interventions are provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
6. Supports or interventions are implemented with fidelity	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Design of Instruction	Ratings		
1. SWPBIS lessons plans are adapted to support students with ESN	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. Student materials are adapted and/or integrate visual supports	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Technology is integrated to increase accessibility	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Delivery of Instruction	Ratings		
1. Instruction is explicit/systematic	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. Opportunities to respond are provided and match student level	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Specific feedback (related to successes and errors) is provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
4. Opportunities for peer interaction or support are provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Universal Design for Learning (UDL)	Ratings		
1. The lesson integrated multiple means of engagement	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. The lesson integrated multiple means of representation	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. The lesson integrated multiple means of action and expression	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Totals:	Ones: _____	Twos: _____	Threes: _____
	Fours: _____	N/As: _____	
Notes:			

Rating Scale: 1 = No evidence/not implemented; 2 = Implemented less than 50% of opportunities; 3 = Implemented more than 50% of opportunities; 4 = Implemented more than 90% of opportunities.

Section Three

Tier 1 Score Report

SWPBIS pbis.org

Purpose

This section includes three reports: (a) Staff Interviews Report, (b) Observations Report, and (c) Tier 1 Subscales Report. The purpose of the Tier 1 Score Report is to provide summaries of ratings or scores and guidance for interpreting the results.

Procedure

After completing the Tier 1 Walkthrough Tool, the obtained ratings from each staff interview form should be transferred to the Staff Interviews Report, and the obtained ratings from each classroom observation form should be transferred to the Observations Report. Review the ratings in the Staff Interviews Report, Observations Report, and additional data sources listed for subscale items (Section 1); use this information to score the Tier 1 Subscales. Each subscale item score can then be transferred to the Tier 1 Subscales Report.

Staff Interviews Report

The Staff Interviews Report enables users to easily review staff interview data. The Rating 1 section shows data from responses across the educators who were interviewed, for each interview form and associated subscale item. Review the percentage scores and use the scores as data sources for scoring the Tier 1 Subscales. Completed interview forms may have important notes that were recorded during interviews.

Observations Report

The Observations Report enables users to view the distribution of ratings across the 0-4 scale for each classroom observed. The Total Ratings section of the report enables users to view the distribution of ratings across all classrooms observed.

Note. The ‘Yes/No’ ratings from the classroom observation forms and the Posted SEB Values/Expectations observation form are not included in the Observations Report. Users of the TFI-AIR should review the ‘Yes/No’ ratings in each observation form to determine the accessibility of posted expectations in the sample of classrooms and school settings that were observed during the walkthrough.

Tier 1 Subscales Report

The Tier 1 Subscales Report enables users to easily view the score for each subscale item. The Total Ratings section shows the distribution of 0-4 scores across all subscale items. The Overall Score section provides an overall, percentage estimate of the extent to which Tier 1 implementation is accessible for and inclusive of students with ESN.

Staff Interviews Report		
Staff Interview Forms	Rating 1	
Posted SEB Values/Expectations (Item 1.3)	<u> /32 </u>	<u> % </u>
Teaching Expectations (Item 1.4)	<u> /16 </u>	<u> % </u>
Acknowledging Behavior (Item 1.5)	<u> /40 </u>	<u> % </u>
Schoolwide Practices (Item 1.9)	<u> /32 </u>	<u> % </u>
Classroom Practices (Item 1.10)	<u> /24 </u>	<u> % </u>
Faculty and Staff Engagement (Item 1.14)	<u> /32 </u>	<u> % </u>
Behavior Data (Item 1.17)	<u> /40 </u>	<u> % </u>
	Rating 1 Total:	<u> /216 </u> <u> % </u>
Directions: 1. Transfer the obtained ratings for Rating 1 from each completed staff interview form (pp. 19-25). 2. Divide the obtained ratings by the points available (e.g., 32, 16, 40) to calculate percentages. 3. Sum the obtained ratings under Rating 1 and enter the summed values in the Rating 1 Total section. 4. Divide the Rating 1 Total by 280 to calculate an overall percentage. Interpretation: The Rating 1 section of the report shows the percentage of ‘Yes’ responses to interview questions for individual subscale items. Higher percentages of ‘Yes’ responses indicate that Tier 1 implementation of the target area is more accessible for and/or inclusive of students with ESN, compared to lower percentages of ‘Yes’ responses. The Rating 1 Total section of the report shows the overall percentage of ‘Yes’ responses to interview questions, across the subscale items. Use these data as part of scoring the Tier 1 Subscales (Section 1).		

Observations Report					
Observation Forms	'1' Ratings	'2' Ratings	'3' Ratings	'4' Ratings	'N/A' Ratings
General Education Classroom 1	_____	_____	_____	_____	_____
General Education Classroom 2	_____	_____	_____	_____	_____
General Education Classroom 3	_____	_____	_____	_____	_____
Special Education Classroom	_____	_____	_____	_____	_____
	Total Ratings: _____				

Directions:

1. For each classroom observation form (pp. 28-31), sum the obtained ratings for each level of the rating scale (1, 2, 3, 4, N/A).
2. Enter the totals under each level of the rating scale here in the Observations Report.
3. Sum the ratings under each level of the rating scale and enter the summed values in the Total Ratings section.

Interpretation:

The Observations Report enables users to easily view the distribution of ratings across the 0-4 scale for each classroom observed. For example, a classroom with more '1' or '2' ratings than '3' or '4' ratings may indicate a need to review the classroom's observation form to identify areas to address or collect additional data.

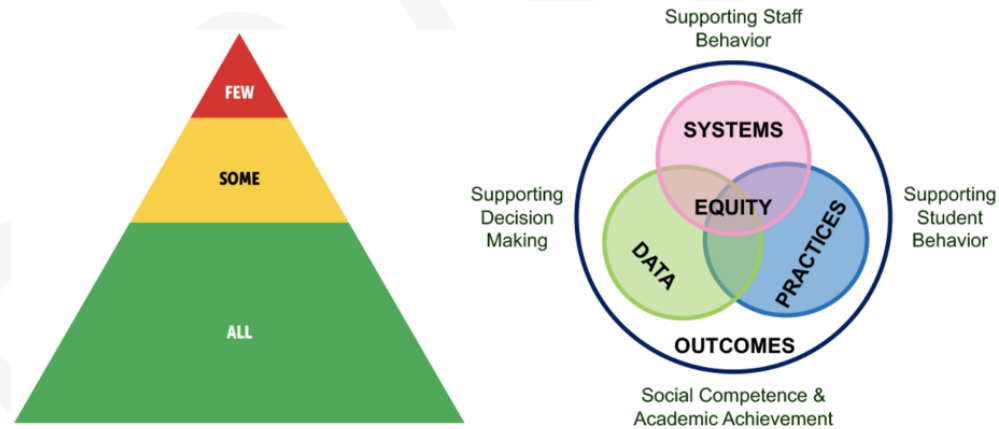
The Total Ratings section enables users to easily view the distribution of ratings across all classrooms observed. If the Total Ratings distribution shows more '1' or '2' ratings than '3' or '4' ratings, it may indicate a need to review the classroom observation forms to identify areas to address across observed classrooms and, potentially, in other classrooms in the school. Additional data collection in the observed classrooms and other classrooms may be helpful to identify areas to address in Tier 1 implementation to support students. Use these data as part of scoring the Tier 1 Subscales (Section 1).

Note. The 'Yes/No' ratings from the classroom observation forms and the Posted Schoolwide Values/Expectations observation form are not included in the Observations Report. Review the 'Yes/No' ratings in each form to determine the accessibility of posted expectations in the sample of observed classrooms and school settings and score the Tier 1 Subscales (Section 1).

Tier 1 Subscales Report					
Subscale Items	Subscale Scores				
Item 1.1 (Team Composition)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.3 (Schoolwide Expectations)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.4 (Schoolwide Expectations Taught)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.5 (Schoolwide Acknowledgement)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.9 (Schoolwide Practices Used in Classrooms)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.10 (Classroom Practices)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.14 (Faculty and Staff Engagement)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.17 (Decision Making with Behavior Data)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
	Totals: _____				
	Overall Score: <u> /32 </u> <u> % </u>				
Directions: 1. Transfer the 0-4 score for each item in the Tier 1 Subscales (Section 1). 2. Sum the scores for each level in the 0-4 scale and enter the summed values within the Totals section. 3. Sum the scores within the Totals section, enter the summed values within the Overall Score section, and divide the value by 32. Interpretation: The Tier 1 Subscales Report enables users to easily view the score for each subscale item. The Totals section shows the distribution of 0-4 scores across all subscale items. The Overall Score section provides an overall, percentage estimate of the extent to which Tier 1 implementation is accessible for and inclusive of students with ESN.					

SWPBIS

TFI-AIR



APPENDIX B

Comparison of Tier 1 Subscales and Subscale Items in the TFI 3.0 and TFI-AIR

TFI 3.0	TFI-AIR
<i>Subscale: Teams</i>	<i>Subscale: Teams</i>
1.1 Team Composition	1.1 Team Composition
1.2 Team Operating Procedures	
<i>Subscale: Practices</i>	<i>Subscale: Practices</i>
1.3 Schoolwide Expectations	1.3 Schoolwide Expectations
1.4 Schoolwide Expectations Taught	1.4 Schoolwide Expectations Taught
1.5 Schoolwide Acknowledgement	1.5 Schoolwide Acknowledgement
1.6 Contextually Inappropriate Definition	
1.7 Responses to Contextually Inappropriate Behavior	
1.8 Crisis and Emergency Response Plan	
1.9 Schoolwide Practices Used in Classrooms	1.9 Schoolwide Practices Used in Classrooms
1.10 Classroom Practices	1.10 Classroom Practices
<i>Subscale: Systems</i>	<i>Subscale: Systems</i>
1.11 Established Priority	
1.12 Schoolwide Professional Development and Coaching	
1.13 Classroom Professional Development and Coaching	
1.14 Faculty and Staff Engagement	1.14 Faculty and Staff Engagement
1.15 Student Engagement	
1.16 Family and Community Engagement	
<i>Subscale: Data</i>	<i>Subscale: Data</i>
1.17 Decision Making with Behavior Data	1.17 Decision Making with Behavior Data
1.18 Using School and Community Data to Inform Tier 1	
1.19 Decision Making with Fidelity Data	
1.20 Evaluation Plan	

APPENDIX C

Expert Panel Recruitment Email

Email Script: Dear _____,

You are being invited to participate in a research study, **Development and Initial Validation of a Measure to Assess Accessibility and Inclusion Factors Related to Schoolwide Positive Behavioral Interventions and Supports** (SWPBIS), based on your expertise and experience in the area(s) of SWPBIS, supporting students with extensive support needs (ESN), accessibility in education, and/or inclusive practices in schools.

The **purpose** of this research is to assess the **content validity** of an **add-on scale** for the Tiered Fidelity Inventory (Version 3.0). The title of the add-on scale: Tiered Fidelity Inventory–Accessibility & Inclusion Rating (**TFI-AIR**). The TFI-AIR’s purpose is to assist educators in developing their SWPBIS programs to be more inclusive and accessible for students, especially those who need more extensive support. The TFI-AIR aims to provide actionable data that implementation teams and other school personnel can use to identify areas for team action planning, coaching support, or professional development in the use of evidence-based practices to **include and support students with ESN in Tier 1 of SWPBIS**.

There are **qualifications** required to participate in this study. You are being invited to participate because the researchers have identified that you may meet the following criteria. About 15 participants are expected. Participants are required to

1. Have published at least two studies using and reporting SWPBIS fidelity of implementation data in the past 10 years;
2. Have at least 10 years of experience as a school- and district-level SWPBIS implementer and team trainer;
3. Have published at least two studies or peer-reviewed articles that focus on areas of accessibility, inclusion, and/or evidence-based practices as they relate to supporting students with ESN in developing academic and/or social, emotional, and behavioral (SEB) skills; **or**
4. Have at least 5 years of experience as district- or school-based personnel (e.g., general education teachers, special education teachers, teachers on special assignment [TOSAs], PBIS coaches).

Experts who participate will be asked to complete an initial survey, requiring approximately 60 minutes to complete. Based on results of the initial survey, you may be asked to complete up to two additional rounds of the survey. Thus, participants may be asked to complete up to three surveys.

As a participant, you will rate the extent to which the **TFI-AIR subscale items** (a) address important aspects of accessibility or inclusion in SWPBIS Tier 1 implementation for students with ESN (to assess item validity), (b) are related to the proposed subscale (to indicate factor structure); and (c) the extent to which the scoring criteria are valid (to assess validity of scoring).

The TFI-AIR also includes a **Tier 1 Walkthrough Tool**. The walkthrough tool includes staff interview questions and observation form items. As a participant, for each staff interview question and observation form item, you will be asked to rate the extent to which (a) the question or item addresses important aspects of accessibility or inclusion in SWPBIS Tier 1 implementation for students with ESN (to assess item validity); (b) the extent to which the question or item is related to the applicable subscale (to indicate factor structure); and (c) the extent to which the scoring criteria are valid (to assess validity of scoring).

You will also be asked to rate the importance of including in the TFI-AIR the specific subscales, subscale items, interview forms, interview questions, observation forms, observation form items, and score report.

If you are interested in participating in this study, please reply to this email. You will be provided with additional information about your participation, including a formal consent process. Participation is voluntary and may be withdrawn at any time.

We value your time and consideration of this project and believe that this important work will have a meaningful impact in the area of SWPBIS. Please reach out to the research team with any questions.

Sincerely,

Aaron Mowery, M.S., University of Oregon
Dr. Kent McIntosh, Ph.D., University of Oregon
Sarah Quinn, M.Ed., University of Oregon
Menaka De Alwis, University of Oregon

APPENDIX D

Expert Panel Informed Consent Form

Consent for Research Participation

Title: *Development and Initial Validation of a Measure to Assess Accessibility and Inclusion*

Sponsor: The Association for Positive Behavior Support (APBS)

Researcher(s): Aaron Mowery, University of Oregon
Kent McIntosh, University of Oregon
Sarah Quinn, University of Oregon
Menaka De Alwis, University of Oregon

Researcher Contact Info: 503-869-6808

amowery2@uoregon.edu

You are being asked to participate in a research study. The box below highlights key information about this research for you to consider when making a decision whether or not to participate. Carefully consider this information and the more detailed information provided below the box. Please ask questions about any of the information you do not understand before you decide whether to participate.

Key Information for You to Consider
• Voluntary Consent. You are being asked to volunteer for a research study. It is up to you whether you choose to participate or not. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate or discontinue participation. • Purpose. The purpose of this research is to assess, via a panel of experts, the content validity of a new add-on scale for the Tiered Fidelity Inventory (TFI; Version 3.0). The title of the add-on scale: Tiered Fidelity Inventory-Accessibility & Inclusion Rating (TFI-AIR). The TFI-AIR aims to provide actionable data that implementation teams and other school personnel can use to identify areas for team action planning, coaching support, or professional development in the use of evidence-based practices to include and support students with extensive support needs (ESN) in Tier 1 of schoolwide positive behavioral interventions and supports (SWPBIS). • Duration. It is expected that your participation will involve the completion an initial survey, requiring approximately 60 minutes to complete. Based on results of the initial survey, you may be asked to complete up to two additional rounds of the survey. Thus, participants may be asked to complete up to three surveys. • Procedures and Activities. You will be asked to complete a survey via Qualtrics®, a secure online platform. As an expert in the area(s) of SWPBIS, supporting students with ESN, accessibility in education, and/or inclusive practices in schools, you will be asked to rate the extent to which the TFI-AIR subscale items and walkthrough tool questions and items (a) address important aspects of accessibility or inclusion in SWPBIS Tier 1 implementation for students with ESN (to assess item validity), (b) are related to the proposed subscale (to indicate factor structure); and (c) the extent to which the scoring

criteria are valid (to assess validity of scoring). You will also be asked to rate the importance of including in the TFI-AIR the specific subscales, subscale items, interview forms, interview questions, observation forms, observation form items, and score report.

- **Risks.** Some of the foreseeable risks or discomforts of your participation include any strain on your schedule because of time spent on this survey. While the investigators will keep your information confidential based on your indication in the survey, there are some inherent risks of data breaches when sending information over the internet that are beyond control of the investigators.
- **Benefits.** You may not personally benefit from this research.
- **Alternatives.** Participation is voluntary and the only alternative is to not participate.

Who is conducting this research?

The researchers Aaron Mowery, Dr. Kent McIntosh, Sarah Quinn, and Menaka De Alwis from the University of Oregon are asking for your consent to this research.

Why is this research being done?

The purpose of the research is to assess, via a panel of experts, the content validity of a new add-on scale for the TFI (Version 3.0). The add-on scale is the TFI-AIR. The TFI-AIR's purpose is to provide schools implementing SWPBIS with a measure to assess the extent to which their implementation of Tier 1 is accessible for and inclusive of students with ESN. The TFI-AIR aims to provide actionable data that implementation teams and other school personnel can use to identify areas for team action planning, coaching support, or professional development in the use of evidence-based practices to include and support students with ESN in Tier 1 of SWPBIS.

About 15 participants are expected. There are qualifications required to participate in this study. You are being invited to participate because the researchers have identified that you may meet the following criteria. Panelists are required to

5. Have published at least two studies using and reporting SWPBIS fidelity of implementation data in the past 10 years;
6. Have at least 10 years of experience as a school- and district-level SWPBIS implementer and team trainer;
7. Have published at least two studies or peer-reviewed articles that focus on areas of accessibility, inclusion, and/or evidence-based practices as they relate to supporting students with ESN in developing academic and/or social, emotional, and behavioral (SEB) skills; **or**
8. Have at least 5 years of experience as district- or school-based personnel (e.g., general education teachers, special education teachers, teachers on special assignment [TOSAs], PBIS coaches).

Please note that individuals who have assisted in developing any version of the TFI or share an institutional affiliation with any developers of the measure are not eligible to participate in the survey.

What happens if I agree to participate in this research?

If you agree to be in this research, your participation will include participation in the above-described survey. You will be given the option to keep your identity confidential or provide your name and contact information to receive a gift card in an amount up to \$50.00 for your contribution to the survey and the future work that the survey will inform. If choose not to disclose your personal identification in the survey,

the data collected will remain anonymous. We will tell you about any new information that may affect your willingness to continue participation in this research.

What happens to the information collected for this research?

Information collected for this research will be used to assess interrater agreement (IRA) to determine the consistency of experts' ratings. IRA will be calculated for each survey item and for the survey as a whole. We will also calculate a *Content Validity Index* (CVI) score for each TFI-AIR item based on the representativeness of the measure. After assessing the content validity of the TFI-AIR, we may revise the measure based on experts' ratings and open-ended feedback. The obtained IRA and CVI values will be reported in the principal investigator's dissertation, which may be subsequently published in a peer-reviewed journal. In the future, the TFI-AIR may be publicly available or administered in schools implementing SWPBIS.

How will my privacy and data confidentiality be protected?

We will take measures to protect your privacy including using a secure data collection site and ensuring that only the research team has access to collected data. Data will be reported in summary form and deidentified in generated papers and reports. Despite taking steps to protect your privacy, we can never fully guarantee your privacy will be protected.

We will take measures to protect the security of all your personal information including survey responses. Despite these precautions to protect the confidentiality of your information, we can never fully guarantee confidentiality of all study information.

If you opt to include your name to receive a gift card in an amount up to \$50.00 for your contribution to this work, identifiers will be removed from individual responses. After removal of identifiers, the information may be used for future research or distributed to another investigator for future research without obtaining additional consent.

What if I want to stop participating in this research?

Taking part in this research study is your decision. Your participation in this study is voluntary. You do not have to take part in this study, but if you do, you can stop at any time. You have the right to choose not to participate in any study activity or completely withdraw from continued participation at any point in this study without penalty or loss of benefits to which you are otherwise entitled. Your decision whether or not to participate will not affect your relationship with the researchers or the University of Oregon.

Will I be paid for participating in this research?

For taking part in this research, you may be paid up to a total of \$50.00 gift card. Your compensation will be broken down as follows:

- Payment for completing 75% or more of the survey items will be \$50.00.
- Payment for completing less than 75% but more than 50% of the survey items will be \$25.00.
- Payment for completing less than 50% but more than 0% of the survey items will be \$15.00.
- Payment will not be provided when 0% of the survey items are completed.
- Payment will be provided via email within 14 days after the survey has been submitted.

Please be aware, compensation for participation in research studies may be considered taxable income.

Who can answer my questions about this research?

If you have questions, concerns, or have experienced a research related injury, contact the research team at:

Aaron Mowery
503-869-6808
amowery2@uoregon.edu

An Institutional Review Board ("IRB") is overseeing this research. An IRB is a group of people who perform independent review of research studies to ensure the rights and welfare of participants are protected. UO Research Compliance Services is the office that supports the IRB. If you have questions about your rights or wish to speak with someone other than the research team, you may contact:

Research Compliance Services
5237 University of Oregon
Eugene, OR 97403-5237
(541) 346-2510
ResearchCompliance@uoregon.edu

STATEMENT OF CONSENT

If you would like to save a copy of this consent form, please use the print functionality of your web browser to print or save this page.

I have had the opportunity to read and consider the information in this form. I have asked any questions necessary to make a decision about my participation. I understand that I can ask additional questions throughout my participation.

I understand that by checking the box below, I volunteer to participate in this research. I understand that I am not waiving any legal rights. I understand that if my ability to consent or assent for myself changes, either I or my legal representative may be asked to re-consent prior to my continued participation in this study.

I consent to participate in this study.

[Participants will indicate consent by clicking "I consent" or "I do not consent" buttons in the Qualtrics® platform].

APPENDIX E

Content Validity Survey

Thank you for your willingness to participate in the following study: "**Development and Initial Validation of a Measure to Assess Accessibility and Inclusion Factors Related to Tier 1 in Schoolwide Positive Behavioral Interventions and Supports.**"

You are being asked to complete a **Content Validity Survey** to assess the content validity of a new add-on scale for the TFI 3.0. The add-on scale is titled: Tiered Fidelity Inventory - Accessibility & Inclusion Rating (TFI-AIR). You should have received via email electronic copies of the TFI 3.0 and the TFI-AIR; it is not necessary but may be helpful to refer to the electronic copies as you complete the survey.

The survey consists of consent information, a demographics section, an instrument purpose and concepts section, a survey organization section, an instructions section, and sections to assess the content validity of the TFI-AIR.

Your responses to the survey will be used calculate interrater agreement (IRA) and a *Content Validity Index* (CVI) for each section of the TFI-AIR and for the instrument as a whole. Your closed- or open-ended responses to the survey may be used to make revisions to the TFI-AIR; for example, we may reword subscale items and scoring criteria, add or remove subscale items; reword, add, or remove staff interview questions; or reword, add, or remove observation form items or scoring criteria.

Depending on the IRA and CVI results, as well as revisions made to the TFI-AIR based on survey responses, you may be asked to complete a second survey and, potentially, a third survey; this study will not administer more than three surveys. Please carefully read the consent information.

Proceed to the next page to view the survey's consent information and begin the survey.

Note: You may exit the survey at any point and return to finish; please **select the next button on a given page to save** your answers for that page, and **use the same browser** to return to the survey to start from where you left off. Please reach out to the research team with any questions.

Thank you,

Aaron Mowery, M.S., University of Oregon, amowery2@uoregon.edu

Kent McIntosh, Ph.D., University of Oregon, kentm@uoregon.edu

Sarah Quinn, M.Ed., University of Oregon, seq@uoregon.edu

Menaka De Alwis, M.A., BCBA, University of Oregon, mdealwis@uoregon.edu

Title: *Development and Initial Validation of a Measure to Assess Accessibility and Inclusion Factors Related to Schoolwide Positive Behavioral Interventions and Supports*

Sponsor: The Association for Positive Behavior Support (APBS)

Researchers: Aaron Mowery, University of Oregon; Kent McIntosh, University of Oregon; Sarah Quinn, University of Oregon; Menaka De Alwis, University of Oregon

Researcher Contact Info: Phone: 503-869-6808 | Email: amowery2@uoregon.edu

Key Information for You to Consider
• Voluntary Consent. You are being asked to volunteer for a research study. It is up to you whether you choose to participate or not. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate or discontinue participation. • Purpose. The purpose of this research is to assess, via a panel of experts, the content validity of a new add-on scale for the Tiered Fidelity Inventory (TFI; Version 3.0). The title of the add-on scale: Tiered Fidelity Inventory-Accessibility & Inclusion Rating (TFI-AIR). The TFI-AIR aims to provide actionable data that implementation teams and other school personnel can use to identify areas for team action planning, coaching support, or professional development in the use of evidence-based practices to include and support students with extensive support needs (ESN) in Tier 1 of schoolwide positive behavioral interventions and supports (SWPBIS). • Duration. It is expected that your participation will involve the completion of one survey, requiring approximately 60 minutes to complete. • Procedures and Activities. You will be asked to complete a survey via Qualtrics, a secure online platform. As an expert in the area(s) of SWPBIS, supporting students with ESN, accessibility in education, and/or inclusive practices in schools, you will be asked to rate the extent to which the TFI-AIR subscale items and walkthrough tool questions and items (a) address important aspects of accessibility or inclusion in SWPBIS Tier 1 implementation for students with ESN (to assess item validity), (b) are related to the proposed subscale (to indicate factor structure); and (c) the extent to which the scoring criteria are valid (to assess validity of scoring). • Risks. Some of the foreseeable risks or discomforts of your participation include any strain on your schedule because of time spent on this survey. While the investigators will keep your information confidential based on your indication in the survey, there are some inherent risks of data breaches when sending information over the internet that are beyond control of the investigators. • Benefits. You may not personally benefit from this research. • Alternatives. Participation is voluntary and the only alternative is to not participate.

Who is conducting this research?

The researchers Aaron Mowery, Dr. Kent McIntosh, Sarah Quinn, and Menaka De Alwis from the University of Oregon are asking for your consent to this research.

Why is this research being done?

The purpose of the research is to assess, via a panel of experts, the content validity of a new add-on scale for the TFI (Version 3.0). The add-on scale is the TFI-AIR. The TFI-AIR's purpose is to provide schools implementing SWPBIS with a measure to assess the extent to which their implementation of Tier 1 is accessible for and inclusive of students with ESN. The TFI-AIR aims to provide actionable data that implementation teams and other school personnel can use to identify areas for team action planning, coaching support, or professional development in the use of evidence-based practices to include and support students with ESN in Tier 1 of SWPBIS.

About 15 participants are expected. There are qualifications required to participate in this study. You are being invited to participate because the researchers have identified that you may meet the following criteria.

Panelists are required to:

1. have published at least two studies using and reporting SWPBIS fidelity of implementation data in the past 10 years;
2. have at least 10 years of experience as a school- and district-level SWPBIS implementer and team trainer;
3. have published at least two studies or peer-reviewed articles that focus on areas of accessibility, inclusion, and/or evidence-based practices as they relate to supporting students with ESN in developing academic and/or social, emotional, and behavioral (SEB) skills; **or**
4. have at least 5 years of experience in their current positions as district- or school-based personnel—such as general education teachers, special education teachers, teachers on special assignment (TOSAs), and PBIS coaches.

Please note that individuals who have assisted in developing any version of the TFI or share an institutional affiliation with any developers of the measure are not eligible to participate in the survey.

What happens if I agree to participate in this research?

If you agree to be in this research, your participation will include participation in the above-described survey. You will be given the option to keep your identity confidential or provide your name and contact information to receive a gift card in an amount up to \$50.00 for your contribution to the survey and the future work that the survey will inform. If you choose not to disclose your personal identification in the survey, the data collected will remain anonymous. We will tell you about any new information that may affect your willingness to continue participation in this research.

What happens to the information collected for this research?

Information collected for this research will be used to assess interrater agreement (IRA) to determine the consistency of experts' ratings. IRA will be calculated for each survey item and for the survey as a whole. We will also calculate a *Content Validity Index* (CVI) score for each TFI-AIR item based on the representativeness of the measure. After assessing the content validity of the TFI-AIR, we may revise the measure based on

experts' ratings and open-ended feedback. The obtained IRA and CVI values will be reported in the principal investigator's dissertation, which may be subsequently published in a peer-reviewed journal. In the future, the TFI-AIR may be publicly available or administered in schools implementing SWPBIS.

How will my privacy and data confidentiality be protected?

We will take measures to protect your privacy, including the use of a secure data collection site and ensuring that only the research team has access to collected data. Data will be reported in summary form and de-identified in generated papers and reports. Despite taking steps to protect your privacy, we can never fully guarantee your privacy will be protected.

We will take measures to protect the security of all your personal information including survey responses. Despite these precautions to protect the confidentiality of your information, we can never fully guarantee confidentiality of all study information.

If you opt to include your name to receive a gift card in an amount up to \$50.00 for your contribution to this work, identifiers will be removed from individual responses. After removal of identifiers, the information may be used for future research or distributed to another investigator for future research without obtaining additional consent.

What if I want to stop participating in this research?

Taking part in this research study is your decision. Your participation in this study is voluntary. You do not have to take part in this study, but if you do, you can stop at any time. You have the right to choose not to participate in any study activity or completely withdraw from continued participation at any point in this study without penalty or loss of benefits to which you are otherwise entitled. Your decision whether or not to participate will not affect your relationship with the researchers or the University of Oregon.

Will I be paid for participating in this research?

For taking part in this research, you may be paid up to a total of \$50.00 gift card. Your compensation will be broken down as follows:

- Payment for completing 75% or more of the survey items will be \$50.00.
- Payment for completing less than 75% but more than 50% of the survey items will be \$25.00.
- Payment for completing less than 50% but more than 0% of the survey items will be \$15.00.
- Payment will not be provided when 0% of the survey items are completed.
- Payment will be provided via email within 14 days after the survey has been submitted.

Please be aware, compensation for participation in research studies may be considered taxable income.

Who can answer my questions about this research?

If you have questions, concerns, or have experienced a research related injury, contact the research team at:

Aaron Mowery
503-869-6808
amowery2@uoregon.edu

An Institutional Review Board ("IRB") is overseeing this research. An IRB is a group of people who perform independent review of research studies to ensure the rights and welfare of participants are protected. UO Research Compliance Services is the office that supports the IRB. If you have questions about your rights or wish to speak with someone other than the research team, you may contact:

Research Compliance Services
5237 University of Oregon
Eugene, OR 97403-5237
(541) 346-2510
ResearchCompliance@uoregon.edu

STATEMENT OF CONSENT

If you would like to save a copy of this consent form, please use the print functionality of your web browser to print or save this page.

I have had the opportunity to read and consider the information in this form. I have asked any questions necessary to make a decision about my participation. I understand that I can ask additional questions throughout my participation.

I understand that by checking the box below, I volunteer to participate in this research. I understand that I am not waiving any legal rights. I understand that if my ability to consent or assent for myself changes, either I or my legal representative may be asked to re-consent prior to my continued participation in this study. Click to write the question text

"I consent to participate in this study"

"I do not consent to participate in this study"

TFI-AIR Content Validity Survey

Expert Panel Member Information

Instructions

The following items are related to inclusion criteria for participation as a member of the expert panel. Please complete each item by selecting the response option that best describes your expertise or experience. In order to be compensated for completing this survey, you will need to provide your first and last name and an email address for us to use to send compensation for completing the survey. If you do not provide your name and preferred email, you may still complete the survey but will not be compensated, and we will not be able to contact you to request that you complete any additional surveys to assess the content validity of the TFI-AIR.

Please type your first and last name to receive compensation for completing the survey

Please type an email address for us to use to send compensation for completing the survey

Please indicate your area(s) of expertise (select all that apply).

- ☐ SWPBIS
- ☐ Accessibility
- ☐ Inclusion/Inclusive Practices
- ☐ Extensive Support Needs
- ☐ Other (please list all relevant areas below)

Please indicate the number of research studies you have conducted that use and report SWPBIS fidelity of implementation data in the past 10 years.

- ☐ Zero
- ☐ 1-2
- ☐ 3-5
- ☐ 6-9
- ☐ 10 or more
- ☐ Not applicable

Please indicate the number of peer-reviewed studies or articles you have published that focus on areas of accessibility, inclusion, and/or evidence-based practices as they relate to supporting students with ESN.

- ☐ Zero
- ☐ 1-4
- ☐ 5-9
- ☐ 10 or more
- ☐ Not applicable

Please indicate the number of years of experience you have as a school- and district-level SWPBIS implementer or coach focusing on supporting students with ESN.

- ☐ Zero
- ☐ 1-4
- ☐ 5-9
- ☐ 10 or more
- ☐ Not applicable

Please indicate the number of years of experience you have in your current position as a district- or school-based personnel member (e.g., general education teacher, special education teacher, teachers on special assignment [TOSAs], PBIS coach).

- ☐ Zero
- ☐ 1-4
- ☐ 5-9
- ☐ 10 or more
- ☐ Not applicable

Please indicate your current position.

- ☐ General Education Teacher
- ☐ Special Education Teacher
- ☐ Teacher on Special Assignment (TOSA)
- ☐ PBIS Coach
- ☐ Researcher/University Faculty
- ☐ Other (please specify below)

Please indicate your current position.

- ☐ General Education Teacher
- ☐ Special Education Teacher
- ☐ Teacher on Special Assignment (TOSA)
- ☐ PBIS Coach
- ☐ Researcher/University Faculty
- ☐ Other (please specify below)

Instrument Purpose and Concepts

Instrument Purpose

The TFI-AIR is designed to provide a measure of the extent to which implementation of SWPBIS Tier 1 core features (i.e., Teams, Practices, Systems, Data) is accessible for and inclusive of students with extensive support needs (ESN). The TFI-AIR aims to provide actionable data that SWPBIS implementation teams may use for action planning, professional development, or ongoing support (e.g., consultation, coaching, mentoring) to increase accessibility and inclusion in Tier 1 implementation for students with ESN.

Instrument Concepts

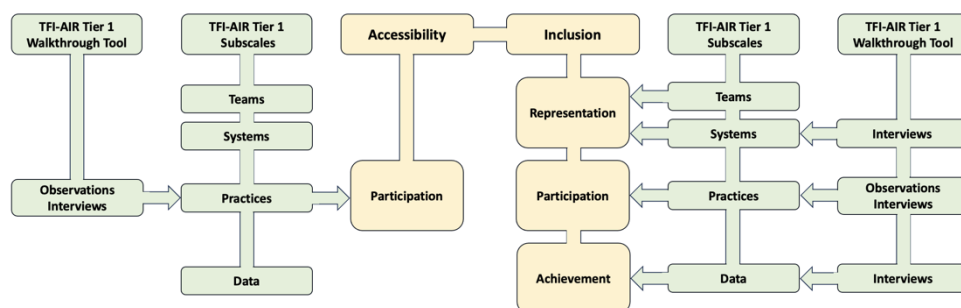
Table 1 shows the instrument constructs and their theoretical definitions. These definitions were developed for the purpose of the study and are used in the context of SWPBIS and educators' implementation of Tier 1 universal core features. Please refer to these definitions when completing sections of the survey that require assigning constructs to TFI-AIR items.

Table 1*TFI-AIR Concepts and Theoretical Definitions*

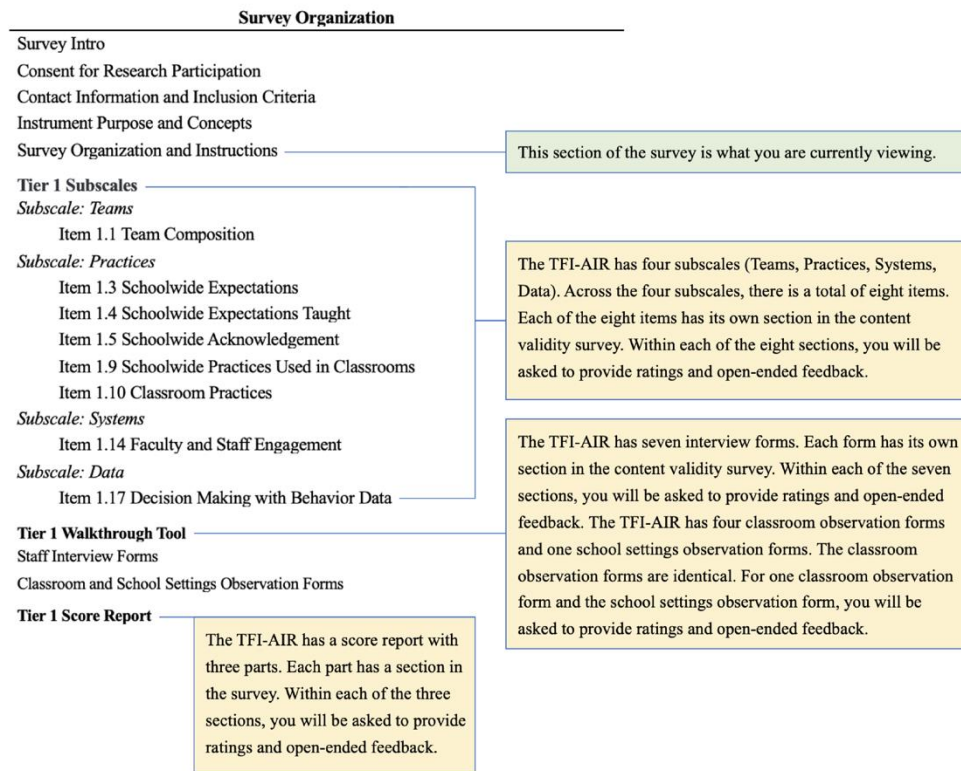
Concept	Theoretical Definition
Accessibility	A continuous process of arranging PBIS-related information, activities, and environments such that students with ESN can acquire the same information, engage in the same interactions and activities, and enjoy the same services in an equally effective, equally integrated manner, with substantially equivalent ease of use or access, as compared to students without disabilities
Inclusion	A continuous process of increasing the representation, participation, and achievement of students with ESN in Tier 1 of SWPBIS. <i>Note.</i> This definition of inclusion goes beyond the physical presence or participation of individuals to encompass representation—for example, students with ESN may be represented by associated educators who actively participate in the Teams core feature as members of a school’s SWPBIS Leadership Team.

Concept Map

Figure 1 shows a concept map for the TFI-AIR. The concept map shows the constructs under consideration (i.e., Accessibility and Inclusion), their hypothesized relation to SWPBIS Tier 1 universal core features (i.e., Teams, Systems, Practices, Data), and TFI-AIR measurement data sources (i.e., Tier 1 Walkthrough Tool). Note that the TFI-AIR lists additional data sources (e.g., Tier 1 team meeting minutes, lesson plans) for rating the Tier 1 Subscales, which are also listed in TFI 3.0 but not shown in the concept map below.

Figure 1*Concept Map of the TFI-AIR*

Survey Organization and Instructions (Graphic Organizer)



TFI-AIR Content Validity Survey

Tier 1 Subscale Rating

Instructions

The TFI-AIR includes four subscales with eight subscale items. For each subscale item, you will be asked to provide ratings related to:

1. the extent to which the item addresses important aspects of accessibility and/or inclusion in SWPBIS Tier 1 implementation for students with ESN (to assess item validity);
2. the extent to which the item is related to the applicable subscale (to indicate factor structure)
3. the extent to which the scoring criteria are valid (to assess validity of scoring); and
4. the importance of including the item in the TFI-AIR.

Also, you will be asked to select the construct(s) that the item measures, and to rate the importance of including each subscale in the TFI-AIR. There will be fields for you to provide open-ended feedback (e.g., suggestions for rewording, indicating items to add, remove, or revise). As you complete the survey, please refer to the electronic copies of the TFI 3.0 and TFI-AIR that you received via email, as needed or would be helpful.

Item 1.1 Description

Subscale: Teams
1.1 Team Composition: Tier 1 leadership team includes (a) one or more educators who provide ongoing services to students with disabilities who have ESN, and (b) one or more individuals who actively provide expertise in accessibility and inclusion areas. Examples of educators for this subscale item include general education teacher, special education teacher, assistive technology specialist, occupational therapist (OT), physical therapist (PT), autism consultant, behavior specialist, paraprofessional, etc. Note. One team member may serve as a person who both provides services to students with ESN <i>and</i> has expertise in accessibility and inclusion areas. <u>Examples of accessibility and inclusion areas:</u> • Universal design for learning (UDL) • Educational technology • Assistive technology (high- or low-tech) • Peer-mediated support strategies • Evidence-based practices for students with disabilities • High-leverage practices for students with disabilities

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.1 (Team Composition) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.1 (Team Composition) is directly related to the Teams Subscale.	☐	☐	☐	☐	☐

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Tier 1 leadership team does not include (a) one or more educators who provide services to students with ESN, <u>AND</u> (b) one or more individuals with expertise in accessibility and inclusion areas.	Tier 1 leadership team includes (a) one or more educators who provide services to students with ESN, <u>OR</u> (b) one or more individuals with expertise in accessibility and inclusion areas.	Tier 1 leadership team includes (a) one or more educators who provide services to students with ESN, <u>AND</u> (b) one or more individuals with expertise in accessibility and inclusion areas.	Tier 1 leadership team participation is at or above 80% for each (a) educator who provides services to students with ESN and (b) person with expertise in accessibility and inclusion areas.	Tier 1 leadership team has a formal process for selecting, recruiting, and retaining team members who (a) provide services to students with ESN and/or (b) have expertise in accessibility and inclusion areas.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The scoring criteria for Item 1.1 (Team Composition) are valid.	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.1 (Team Composition)

- ☐ Accessibility
☐ Inclusion
☐ Accessibility and Inclusion
☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.1 (Team Composition) in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please rate the extent to which you believe it is important to include the Teams Subscale in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback and specific suggestions you may have related to the Teams Subscale and Item 1.1 (Team Composition); for example:

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Teams Subscale
- Remove Item 1.1 from the Teams Subscale
- Remove the Teams Subscale from the TFI-AIR

Item 1.3 Description

Subscale: Practices	
1.3 Schoolwide Expectations: Schoolwide SEB expectations or values are (a) posted around the school in accessible locations, (b) posted in formats or integrate features that increase accessibility, (b) known by school staff who directly support students with ESN, and (c) periodically reviewed by students with ESN with support from school staff in posted locations around the school.	
<u>Examples of formats or integrated features that increase accessibility:</u>	
• Visual supports (e.g., colored signs, images, photos, symbols) • High-contrast font and visual support colors • Tactile symbols/objects of reference	• Short videos • Large font • Braille
<u>Examples of accessible locations:</u>	<u>Non-examples of accessible locations:</u>
• Common hallways • Cafeteria • Library	• Gymnasium • General education classroom • Special education classroom • Substantially above or below eye level for most students with ESN in the school • Staircase or stairway

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly
disagree Disagree Slightly
disagree Slightly
agree Agree

Item 1.3 (Schoolwide Expectations) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

Item 1.3 (Schoolwide Expectations) is directly related to the Practices Subscale.

Strongly disagree Disagree Slightly disagree Slightly agree Agree

☐ ☐ ☐ ☐ ☐

Item 1.3 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Schoolwide expectations are not posted in locations around the school.	Schoolwide expectations are posted but locations are not accessible <u>AND</u> are not posted in formats or integrate features that increase accessibility for some students with ESN, based on the specific needs of students in the school.	Schoolwide expectations are posted but locations are not accessible <u>OR</u> are not posted in formats or integrate features that increase accessibility for some students with ESN, based on the specific needs of students in the school.	Schoolwide expectations are posted in locations that are accessible <u>OR</u> are in formats or integrate features that increase accessibility for most students with ESN, based on the specific needs of students in the school.	Schoolwide expectations are posted in locations that are accessible <u>AND</u> integrate features that increase accessibility for all students with ESN, based on the specific needs of students in the school.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

The scoring criteria for Item 1.3 (Schoolwide Expectations) are valid.

Strongly disagree Disagree Slightly disagree Slightly agree Agree

☐ ☐ ☐ ☐ ☐

Please indicate the construct(s) measured by Item 1.3 (Schoolwide Expectations)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.3 (Schoolwide Expectations) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback you may have related to Item 1.3 (Schoolwide Expectations); for example:

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Practices Subscale
- Remove Item 1.3 from the Practices Subscale

Please provide specific suggestions or examples you may have related to your feedback

Item 1.4 Description

Subscale: Practices	
1.4 Schoolwide Expectations Taught: General education teachers and special education teachers or related service providers (a) collaborate to (b) adapt SWPBIS lesson plans for teaching schoolwide expectations to students with ESN and (c) utilize evidence-based practices alongside necessary accommodations, modifications, and accessibility tools in the design and delivery of instruction to facilitate students' acquisition, mastery, maintenance, and generalization of SEB skills associated with schoolwide expectations in classrooms and other school settings.	
<u>Examples of evidence-based practices:</u> • Explicit/systematic instruction • Technology aided instruction and intervention (TAII) • Peer-based instruction and intervention (PBII) • Social narratives/story-based intervention	<u>Examples of Accessibility Strategies:</u> • Universal design for learning (UDL) • Assistive technology (high- and low-tech) • Peer-mediated support strategies • High-leverage practices in special education

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

Item 1.4 (Schoolwide Expectations Taught) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

Item 1.4 (Schoolwide Expectations Taught) is directly related to the Practices Subscale.

Strongly disagree Disagree Slightly disagree Slightly agree Agree

☐ ☐ ☐ ☐ ☐

Item 1.4 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Educators do not collaborate; SWPBIS lesson plans are not adapted for students with ESN; and instructional EBPs are not used in teaching expectations or other SWPBIS-related lessons.	Educators collaborate to design or teach SWPBIS-related lessons; lesson plans do not show evidence of adaptation for students with ESN; AND instructional EBPs are not used in teaching expectations or other SWPBIS-related lessons.	Educators collaborate to design or teach SWPBIS-related lessons; lesson plans show minimal evidence of adaptation for students with ESN; OR instructional EBPs are used in teaching expectations or other SWPBIS-related lessons.	Educators collaborate to teach SWPBIS-related lessons; lesson plans show moderate evidence of adaptation for students with ESN; AND instructional EBPs are used in teaching expectations or other SWPBIS-related lessons.	Educators collaborate to design or teach SWPBIS-related lessons; lesson plans show substantial evidence of adaptation for students with ESN; AND instructional EBPs are used in teaching expectations or other SWPBIS-related lessons.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

The scoring criteria for Item 1.4 (Schoolwide Expectations Taught) are valid.

Strongly disagree Disagree Slightly disagree Slightly agree Agree

☐ ☐ ☐ ☐ ☐

Please indicate the construct(s) measured by Item 1.4 (Schoolwide Expectations Taught)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.4 (Schoolwide Expectations Taught) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback you may have related to Item 1.4 (Schoolwide Expectations Taught); for example:

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Practices Subscale
- Remove Item 1.4 from the Practices Subscale

Please provide specific suggestions or examples you may have related to your feedback

Item 1.5 Description

Subscale: Practices
1.5 Schoolwide Acknowledgement: Educators consistently and equitably include students with ESN in the schoolwide acknowledgement system and activities by (a) delivering behavior-specific praise linked to schoolwide expectations across settings, (b) delivering schoolwide acknowledgement tokens/tickets (differentiated or adapted as needed for individual students), (c) aligning individualized reinforcement systems with the schoolwide acknowledgement system, (d) documenting the delivery of schoolwide acknowledgement tokens/tickets, (d) facilitating student access to schoolwide rewards (e.g., school store, raffles), and (e) facilitating student participation in SWPBIS celebrations (e.g., award assemblies) using accessibility strategies and other supports.

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.5 (Schoolwide Acknowledgement) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

Item 1.5 (Schoolwide Acknowledgement) is directly related to the Practices Subscale.

Strongly disagree Disagree Slightly disagree Slightly agree Agree

☐ ☐ ☐ ☐ ☐

Item 1.5 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Behavior-specific praise is not linked to schoolwide expectations; acknowledgement tokens/tickets are not delivered; individualized reinforcement systems are not aligned with schoolwide acknowledgement systems; students with ESN do not (a) access schoolwide awards and (b) participate in SWPBIS celebrations.	Behavior-specific praise is linked to schoolwide expectations; acknowledgement tokens/tickets are delivered but not differentiated or adapted as needed; delivery of tokens/tickets is not documented; individualized reinforcement systems are not aligned with schoolwide systems; students with ESN do not (a) access schoolwide awards and (b) participate in SWPIS celebrations.	Behavior-specific praise is linked to schoolwide expectations; acknowledgement tokens/tickets are delivered and differentiated or adapted as needed; delivery of tokens/tickets is not documented; individualized reinforcement systems are not aligned with schoolwide systems; students with ESN do not (a) access schoolwide awards and (b) participate in SWPIS celebrations.	Behavior-specific praise is linked to schoolwide expectations; acknowledgement tokens/tickets are delivered and differentiated or adapted as needed; delivery of tokens/tickets is documented; individualized reinforcement systems are aligned with schoolwide systems; students with ESN (a) access schoolwide awards OR (b) participate in SWPIS celebrations.	Behavior-specific praise is linked to schoolwide expectations; acknowledgement tokens/tickets are delivered and differentiated or adapted as needed; delivery of tokens/tickets is documented; individualized reinforcement systems are aligned with schoolwide systems; students with ESN (a) access schoolwide awards AND (b) participate in SWPIS celebrations.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

The scoring criteria for Item 1.5 (Schoolwide Acknowledgement) are valid.

Strongly disagree Disagree Slightly disagree Slightly agree Agree

☐ ☐ ☐ ☐ ☐

Please indicate the construct(s) measured by Item 1.5 (Schoolwide Acknowledgement)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.5 (Schoolwide Acknowledgement) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback you may have related to Item 1.5 (Schoolwide Acknowledgement); for example:

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Practices Subscale
- Remove Item 1.5 from the Practices Subscale

Please provide specific suggestions or examples you may have related to your feedback

Block 10 - Item 1.9 Practices Subscale - SW Practices in Classrooms

Item 1.9 Description

Subscale: Practices
1.9 Schoolwide Practices Used in Classrooms: Educators who work directly or indirectly with students with ESN 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) across all classroom locations and routines and integrate these supports within all academic and SEB instruction in a culturally responsive manner. Note: Educators who work directly or indirectly with students with ESN include general education teachers, special education teachers, paraprofessionals or educational assistants, and related service providers (e.g., behavior specialist, autism specialist).

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

Item 1.9 (Schoolwide Practices Used in Classrooms) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.9 (Schoolwide Practices Used in Classrooms) is directly related to the Practices Subscale.	☐	☐	☐	☐	☐

Item 1.9 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
In working with students with ESN, educators do not implement foundational Tier 1 practices in any school setting.	In working with students with ESN, educators implement foundational Tier 1 practices in non-academic settings (e.g., cafeteria, hallways, playground).	In working with students with ESN, educators implement foundational Tier 1 practices in non-academic settings <u>AND</u> specials classes (e.g., Music, Library, Physical Education, Art, Technology).	In working with students with ESN, educators implement foundational Tier 1 practices in non-academic settings, specials classes, <u>AND</u> the special education classroom(s).	In working with students with ESN, educators consistently implement foundational Tier 1 practices in non-academic settings, specials classes, the special education classroom(s), <u>AND</u> general education classrooms.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The scoring criteria for Item 1.9 (Schoolwide Practices Used in Classrooms) are valid.	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.9 (Schoolwide Practices Used in Classrooms)

- ☐ Accessibility
☐ Inclusion
☐ Accessibility and Inclusion
☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.9 (Schoolwide Practices Used in Classrooms) in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback you may have related to Item 1.9 (Schoolwide Practices Used in Classrooms); for example:

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Practices Subscale
- Remove Item 1.9 from the Practices Subscale

Please provide specific suggestions or examples you may have related to your feedback

Item 1.10 Description

Subscale: Practices	
1.10 Classroom Practices: Educators consistently use positive and proactive practices and provide equitable opportunities for students with ESN to learn and practice expectations with students without disabilities in classrooms and other school settings (e.g., library, cafeteria, gymnasium).	
<u>Examples of positive and proactive practices:</u>	
• Building relationships with students • Developing a safe environment • Prompting predictable routines and expected behavior • Actively supervising	• Actively providing opportunities to respond (OTRs) • Providing specific feedback (i.e., specific praise and supportive corrections) • Ensuring a high ratio ($\geq 5:1$) of positive to corrective feedback

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.10 (Classroom Practices) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.10 (Classroom Practices) is directly related to the Practices Subscale.	☐	☐	☐	☐	☐

Item 1.10 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
In working with students with ESN, educators do not implement positive and proactive behavior support practices; students with ESN are not provided opportunities to learn and practice school and classroom expectations with peers without disabilities.	In working with students with ESN, educators inconsistently implement positive and proactive behavior support practices; students with ESN are not provided opportunities to learn and practice school and classroom expectations with peers without disabilities.	In working with students with ESN, educators inconsistently implement positive and proactive behavior support practices; opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities are inconsistently provided and occur in some school and classroom settings.	In working with students with ESN, educators consistently implement positive and proactive behavior support practices <u>OR</u> opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities are consistently provided and occur in most school and classroom settings.	In working with students with ESN, educators consistently implement positive and proactive behavior support practices <u>AND</u> opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities are consistently provided and occur in all school and classroom settings.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The scoring criteria for Item 1.10 (Classroom Practices) are valid.	☒	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.10 (Classroom Practices)

- ☒ Accessibility
☐ Inclusion
☐ Accessibility and Inclusion
☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.10 (Classroom Practices) in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☒	☐	☐	☐	☐	☐

Please provide feedback you may have related to Item 1.10 (Classroom Practices); for example:

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Practices Subscale
- Remove Item 1.10 from the Practices Subscale

Please provide specific suggestions or examples you may have related to your feedback

Item 1.14 Description

Subscale: Systems	
1.14 Faculty and Staff Engagement: Tier 1 leadership team purposefully and regularly engages all faculty and staff who work with or support students with ESN in co-designing and actively revising the content and the implementation of foundational Tier 1 practices and systems based on the regular review of schoolwide and community data.	
<u>Examples of faculty and staff who work directly or indirectly with students with ESN:</u>	
• General education teachers • Special education teachers	• Paraprofessionals (i.e., educational assistants, instructional assistants, etc.) • Related service providers (e.g., speech-language pathologist, behavior specialist, occupational therapist, autism consultant, assistive technology specialist)

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.14 (Faculty and Staff Engagement) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.14 (Faculty and Staff Engagement) is directly related to the Systems Subscale.	☐	☐	☐	☐	☐

Item 1.14 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
No documentation or no opportunities exist for examining data or developing/revising Tier 1 foundations, for faculty and staff who work with or support students with ESN.	Faculty and staff who work with or support students with ESN are engaged in providing input on Tier 1 foundations based on a review of school and community data, within the past 12 months.	Faculty and staff who work with or support students with ESN are actively engaged in the selection and interpretation of school and community data AND provide input on the development or implementation of Tier 1 foundations, within the past 12 months.	Faculty and staff who work with or support students with ESN are actively engaged in the selection and interpretation of school and community data AND provide input on the development or implementation of Tier 1 foundations, at least twice per year	Faculty and staff who work with or support students with ESN are actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of Tier 1 foundations at least twice per year, AND if data indicate a problem, an action plan is developed to enhance or modify Tier 1 foundations.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

Strongly
disagree Disagree Slightly
disagree Slightly
agree Agree

The scoring criteria for Item 1.14 (Faculty and Staff Engagement) are valid. ☐ ☐ ☐ ☐ ☐

Please indicate the construct(s) measured by Item 1.14 (Faculty and Staff Engagement)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.14 (Faculty and Staff Engagement) in the TFI-AIR

Very
unimportant Unimportant Slightly
unimportant Slightly
important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback you may have related to Item 1.14 (Faculty and Staff Engagement); for example:

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Systems Subscale
- Remove Item 1.14 from the Systems Subscale

Item 1.17 Description

Subscale: Data
1.17 Decision Making with Behavior Data: Tier 1 leadership team has access to behavior data for students with ESN that includes (a) all information relevant for decision making (e.g., behavior, date/time, location, student), (b) perceived function, and (c) disciplinary actions organized by the behavior type, frequency of events over time (per day per month), location, time of day, consequence, and by individual student, and uses discipline data at least monthly to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices.

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.17 (Decision Making with Behavior Data) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
Item 1.17 (Decision Making with Behavior Data) is directly related to the Data Subscale.	☐	☐	☐	☐	☐

Item 1.17 Scoring Criteria

0	1	2	3	4
Behavior data for students with ESN is not collected or not used.	Behavior data for students with ESN is collected but not included in data reports or Tier 1 leadership team does not have access to behavior data for students with ESN.	Behavior data for students with ESN is collected and included in data reports; data reports for students with ESN are incomplete OR not used at Tier 1; profiles of overall strengths and needs for students with ESN who may need additional behavior support are not developed.	Behavior data for students with ESN is collected and included in data reports; data reports for students with ESN are complete AND are used at Tier 1; profiles of overall strengths and needs for students with ESN who may need additional behavior support are developed.	Behavior data for students with ESN is collected and included in data reports; data reports for students with ESN are complete AND consistently used at Tier 1; profiles of overall strengths and needs for students with ESN who may need additional behavior support are consistently developed and inform the development and delivery of equitable Tier 1 foundational and classroom practices.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The scoring criteria for Item 1.17 (Decision Making with Behavior Data) are valid.	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.17 (Decision Making with Behavior Data)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.17 (Decision Making with Behavior Data) in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback you may have related to Item 1.17 (Decision Making with Behavior Data); for example:

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Data Subscale
- Remove Item 1.17 from the Data Subscale

Please provide specific suggestions or examples you may have related to your feedback

TFI-AIR Content Validity Survey

Tier 1 Walkthrough Tool Rating

Instructions

The Tier 1 Walkthrough Tool is intended to be used by administrators of the TFI-AIR as a major data source for scoring items in the Tier 1 Subscales. The walkthrough tool has two parts: Part 1 includes seven forms for conducting staff interviews, and Part 2 includes forms for conducting observations in classrooms and other school settings. For each interview form or observation form, you will be asked to provide ratings related to:

1. the extent to which the questions or items address important aspects of accessibility and/or inclusion in SWPBIS Tier 1 implementation for students with ESN (to assess item validity);
2. the extent to which the questions or items are related to the applicable subscale (to indicate factor structure)
3. the extent to which the scoring criteria are valid (to assess validity of scoring); and
4. the importance of including the interview form or observation form in the TFI-AIR.

Also, you will be asked to select the construct(s) that the interview form or observation form measures. There will be fields for you to provide open-ended feedback (e.g., suggestions for rewording, indicating items to add, remove, or revise). As you complete the survey, please refer to the electronic copies of the TFI 3.0 and TFI-AIR that you received via email, as needed or would be helpful.

Staff Interview Form: Posted SEB Values/Expectations	TFI-AIR Subscale Item 1.3 (Schoolwide Expectations)
Question 1:	What are the schoolwide expectations or values? [e.g., high 5's, 3 bee's; use the name of school acronym for the behavioral expectations if there is one]
Question 2:	Are the schoolwide expectations as posted in classrooms accessible for all students with whom you work, including for students with extensive support needs [ESN]?
Question 3:	Are the schoolwide expectations as posted in other school areas [provide examples such as hallways, cafeteria, gymnasium] accessible for all students with whom you work?
Question 4:	In working with students with ESN, do you periodically review schoolwide expectations in areas around the school where they are posted?

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly
disagree Disagree Slightly
disagree Slightly
agree Agree

The staff interview form questions for Item 1.3 (Schoolwide Expectations) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.



Please rate the extent to which you agree with the statement below (to indicate factor structure)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The staff interview form questions for Item 1.3 (Schoolwide Expectations) are directly related to the Practices Subscale.

☐ ☐ ☐ ☐ ☐

Staff Members	Question 1		Question 2		Question 3		Question 4		Question 5		Rating 2
<u>General Education Teacher 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>General Education Teacher 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>General Education Teacher 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Special Education Teacher:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Related service provider:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
Rating 1	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>		
Notes: 											

Notes for interviewer: For Question 1, mark 'Yes' if the interviewee names all expectations or values, and 'No' if the interview names none or some of the expectations or values. If an interviewee responds other than 'Yes' or 'No' to Questions 2 - 4 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note. It may be helpful to define 'ESN' and 'accessible' and discuss formats, features or locations of postings that increase (or decrease) accessibility for students.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The scoring options--Yes or No--for staff interview form questions for Item 1.3 (Schoolwide Expectations) are valid.

☐ ☐ ☐ ☐ ☐

Please indicate the construct(s) measured by the staff interview form questions for Item 1.3 (Schoolwide Expectations)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the staff interview form and its questions for Item 1.3 (Schoolwide Expectations) in the TFI-AIR

- Very unimportant Unimportant Slightly unimportant Slightly important Important Very important
- ☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback you may have related to Item 1.3 (Schoolwide Expectations); for example:

- Reword, revise, or replace one or more of the interview questions
- Include one or more additional interview questions
- Remove one or more interview questions

Please provide specific suggestions or examples you may have related to your feedback

Staff Interview Form: Teaching Expectations	TFI-AIR Subscale Item 1.4 (Schoolwide Expectations Taught)
Question 1:	Have you provided instruction in schoolwide expectations to students with ESN? [note that instruction may be delivered 1:1, in small or large groups, or with a whole class]
Question 2:	Have you collaborated with other educators to teach or support instruction in schoolwide expectations to students with ESN in the general education classroom?
Question 3:	Have you collaborated with other educators [e.g., general or special education teacher, paraprofessional, related service provider] to adapt general education lesson plans to deliver or support instruction in schoolwide expectations for students with ESN?
Question 4:	Have you utilized evidence-based practices [provide relevant examples] in designing or delivering instruction in schoolwide expectations for students with ESN?
Question 5:	Have you incorporated accommodations, modifications, or accessibility strategies in the design and delivery of instruction in schoolwide expectations for students with ESN?

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly
disagree Disagree Slightly
disagree Slightly
agree Agree

The staff interview form questions for Item 1.4 (Schoolwide Expectations Taught) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

Strongly
disagree Disagree Slightly
disagree Slightly
agree Agree

The staff interview form questions for Item 1.4 (Schoolwide Expectations Taught) are directly related to the Practices Subscale.

☐ ☐ ☐ ☐ ☐

Staff Members	Question 1	Question 2	Question 3	Question 4	Question 5	Rating 2	
<u>General Education Teacher 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>General Education Teacher 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>General Education Teacher 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Special Education Teacher:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Related service provider:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
Rating 1	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>		
Notes:							

Note for interviewer: If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The scoring options--Yes or No--for staff interview form questions for Item 1.4 (Schoolwide Expectations Taught) are valid.	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by the staff interview form questions for Item 1.4 (Schoolwide Expectations Taught)

- ☐ Accessibility
☐ Inclusion
☐ Accessibility and Inclusion
☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the staff interview form and its questions for Item 1.4 (Schoolwide Expectations Taught) in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback you may have related to Item 1.4 (Schoolwide Expectations Taught); for example:

- Reword, revise, or replace one or more of the interview questions
- Include one or more additional interview questions
- Remove one or more interview questions

Please provide specific suggestions or examples you may have related to your feedback

Staff Interview Form: Acknowledging Behavior	TFI-AIR Subscale Item 1.5 (Schoolwide Acknowledgement)
Question 1:	Do you consistently provide [name of school's SWPBIS acknowledgement system] to students with ESN?
Question 2:	Do you consistently document the [name of school's SWPBIS acknowledgement system] that you provide to students with ESN?
Question 3:	Are students' individualized systems of reinforcement aligned to the school's SWPBIS expectations and acknowledgement system?
Question 4:	Do you provide behavior-specific praise to students with ESN when they demonstrate schoolwide expectations, across school settings (e.g., classrooms, playground, library)?
Question 5:	Do all students with ESN that you work with or support have access to schoolwide rewards and participate in SWPBIS celebrations?

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The staff interview form questions for Item 1.5 (Schoolwide Acknowledgement) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The staff interview form questions for Item 1.5 (Schoolwide Acknowledgement) are directly related to the Practices Subscale.	☐	☐	☐	☐	☐

Staff Members	Question 1	Question 2	Question 3	Question 4	Question 5	Rating 2	
General Education Teacher 1:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	/5
General Education Teacher 2:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	/5
General Education Teacher 3:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	/5
Special Education Teacher:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	/5
Paraprofessional 1:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	/5
Paraprofessional 2:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	/5
Paraprofessional 3:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	/5
Related service provider:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	/5
Rating 1	/8	/8	/8	/8	/8		
Notes:							
Note for interviewer: If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note.							

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The scoring options--Yes or No--for staff interview form questions for Item 1.5 (Schoolwide Acknowledgement) are valid.

☐ ☐ ☐ ☐ ☐

Please indicate the construct(s) measured by the staff interview form questions for Item 1.5 (Schoolwide Acknowledgement)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the staff interview form and its questions for Item 1.5 (Schoolwide Acknowledgement) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback you may have related to Item 1.5 (Schoolwide Acknowledgement) ; for example:

- Reword, revise, or replace one or more of the interview questions
- Include one or more additional interview questions
- Remove one or more interview questions

Please provide specific suggestions or examples you may have related to your feedback

Staff Interview Form: Schoolwide Practices	TFI-AIR Subscale Item 1.9 (Schoolwide Practices Used in Classrooms)
Question 1:	In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices [provide examples] in the general education classroom(s)?
Question 2:	In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in the special education classroom(s)?
Question 3:	In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in specials classes [provide examples]?
Question 4:	In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in non-academic settings [provide examples]?

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The staff interview form questions for Item 1.9 (Schoolwide Practices Used in Classrooms) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

Strongly
disagree Disagree Slightly
disagree Slightly
agree Agree

The staff interview form questions for Item 1.9
(Schoolwide Practices Used in Classrooms) are
directly related to the Practices Subscale.

☐ ☐ ☐ ☐ ☐

Staff Members	Question 1		Question 2		Question 3		Question 4		Question 5		Rating 2
<u>General Education Teacher 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>General Education Teacher 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>General Education Teacher 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Special Education Teacher:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Related service provider:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
Ratings 1	<u>/8</u>		<u>/8</u>		<u>/8</u>		<u>/8</u>		<u>/8</u>		
Notes: 											

Notes for interviewer: Each interview question is designed to be applicable to each staff member listed in the interview form. Examples of foundational Tier 1 practices include teaching, prompting, reviewing, acknowledging schoolwide expectations and integrating needed supports in all academic and social/emotional/behavioral instruction in a culturally responsive manner. If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 4 (e.g., "I don't know," "I'm not sure"), mark 'No' for the question and make a note. Specials classes include music, physical education, library, art, etc.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

Strongly
disagree Disagree Slightly
disagree Slightly
agree Agree Strongly
agree

The scoring options--Yes or No--for staff
interview form questions for Item 1.9

☐ ☐ ☐ ☐ ☐ ☐

(Schoolwide Practices Used in
Classrooms) are valid.

Please indicate the construct(s) measured by the staff interview form questions for Item 1.9 (Schoolwide Practices Used in Classrooms)

- ☐ Accessibility
☐ Inclusion
☐ Accessibility and Inclusion
☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the staff interview form and its questions for Item 1.9 (Schoolwide Practices Used in Classrooms)

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important
☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback you may have related to Item 1.9 (Schoolwide Practices Used in Classrooms); for example:

- Reword, revise, or replace one or more of the interview questions
- Include one or more additional interview questions
- Remove one or more interview questions

Please provide specific suggestions or examples you may have related to your feedback

Staff Interview Form: Classroom Practices	TFI-AIR Subscale Item 1.10 (Classroom Practices)
Question 1:	In working with students with ESN, do you implement or collaborate to support implementation of positive and proactive behavior support practices [provide examples] in the general education classroom(s)?
Question 2:	In working with students with ESN, do you implement or collaborate to support implementation of positive and proactive behavior support practices [provide examples] in the special education classroom(s)?
Question 3:	In working with students with ESN, do you implement or collaborate to support implementation of positive and proactive behavior support practices [provide examples] in other school settings [provide examples].
Question 4:	Are opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities planned and scheduled in advance?
Question 5:	Do students with ESN <i>consistently</i> learn and practice school and classroom expectations with peers without disabilities in classrooms and other school settings?

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The staff interview form questions for Item 1.10 (Classroom Practices) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The staff interview form questions for Item 1.10 (Classroom Practices) are directly related to the

☐ ☐ ☐ ☐ ☐

Practices Subscale.

Staff Members	Question 1	Question 2	Question 3	Question 4	Question 5	Rating 2
<u>General Education Teacher 1:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	<u>/5</u>
<u>General Education Teacher 2:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	<u>/5</u>
<u>General Education Teacher 3:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	<u>/5</u>
<u>Special Education Teacher:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	<u>/5</u>
<u>Paraprofessional 1:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	<u>/5</u>
<u>Paraprofessional 2:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	<u>/5</u>
<u>Paraprofessional 3:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	<u>/5</u>
<u>Related service provider:</u>	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	Yes No ☐ ☐	<u>/5</u>
Rating 1	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	
Notes: 						

Notes for interviewer: Examples of positive and proactive behavior support practices include actively supervising students, prompting expected behavior, providing specific praise and supportive corrections (at a high ratio of positive to corrective feedback), actively providing opportunities to practice or respond, etc. If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The scoring options--Yes or No--for staff interview form questions for Item 1.10 (Classroom Practices) are valid.	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by the staff interview form questions for Item 1.10 (Classroom Practices)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the staff interview form and its questions for Item 1.10 (Classroom Practices)

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback you may have related to Item 1.10 (Classroom Practices); for example:

- Reword, revise, or replace one or more of the interview questions
- Include one or more additional interview questions
- Remove one or more interview questions

Please provide specific suggestions or examples you may have related to your feedback

Staff Interview Form: Engagement in Tier 1 Foundations	TFI-AIR Subscale Item 1.14 (Faculty and Staff Engagement)
Question 1:	Are you provided opportunities to review Tier 1 schoolwide and community data for students with ESN?
Question 2:	Have you been provided opportunities to give your input on Tier 1 foundations [provide examples], based on a review of data, at least once during the past 12 months?
Question 3:	Have you been provided opportunities to select and interpret school and community data and give your input on the development and implementation of Tier 1 foundations, at least once during the past 12 months?
Question 4:	Are you provided opportunities to select and interpret school and community data and give your input on the development and implementation of Tier 1 foundations, at least twice per year?
Question 5:	If Tier 1 schoolwide and community data for students with ESN indicate problems, are action plans developed to enhance or modify Tier 1 foundations.

Please rate the extent to which you agree with the statement below (to assess item validity)

The staff interview form questions for Item 1.14 (Faculty and Staff Engagement) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

Strongly disagree Disagree Slightly disagree Slightly agree Agree

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

The staff interview form questions for Item 1.14 (Faculty and Staff Engagement) are directly related to the Systems Subscale.

Strongly disagree Disagree Slightly disagree Slightly agree Agree

☐ ☐ ☐ ☐ ☐

Staff Members	Question 1		Question 2		Question 3		Question 4		Question 5		Rating 2
<u>General Education Teacher 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>General Education Teacher 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>General Education Teacher 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Special Education Teacher:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 1:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 2:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Paraprofessional 3:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
<u>Related service provider:</u>	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u>/5</u>
	Rating 1	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>	<u>/8</u>		
<u>Notes:</u> 											

Note for interviewer: If an interviewee responds other than ‘Yes’ or ‘No’ to Questions 1 - 5 (e.g., “I don’t know, “I’m not sure”), mark ‘No’ for the question and make a note.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The scoring options--Yes or No--for staff interview form questions for Item 1.14 (Faculty and Staff Engagement) are valid.

☐ ☐ ☐ ☐ ☐

Please indicate the construct(s) measured by the staff interview form questions for Item 1.14 (Faculty and Staff Engagement)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the staff interview form and its questions for Item 1.14 (Faculty and Staff Engagement)

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback you may have related to Item 1.14 (Faculty and Staff Engagement); for example:

- Reword, revise, or replace one or more of the interview questions
- Include one or more additional interview questions
- Remove one or more interview questions

Please provide specific suggestions or examples you may have related to your feedback

Staff Interview Form: Behavior Data	TFI-AIR Subscale Item 1.17 (Decision Making with Behavior Data)
Question 1:	Are behavior data for students with ESN collected in the general education classroom(s)?
Question 2:	Are behavior data for students with ESN collected in the special education classroom(s)?
Question 3:	Are behavior data for students with ESN collected in other school settings [provide examples]?
Question 4:	Is behavior data for students with ESN collected using (or transferred to) the schoolwide format for Tier 1?
Question 5:	Is behavior data for students with ESN input into the school's SWPBIS data system?

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The staff interview form questions for Item 1.17 (Decision Making with Behavior Data) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The staff interview form questions for Item 1.17 (Decision Making with Behavior Data) are directly related to the Data Subscale.

☐ ☐ ☐ ☐ ☐

Staff Members	Question 1		Question 2		Question 3		Question 4		Question 5		Rating 2
General Education Teacher 1:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u> /5 </u>
General Education Teacher 2:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u> /5 </u>
General Education Teacher 3:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u> /5 </u>
Special Education Teacher:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u> /5 </u>
Paraprofessional 1:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u> /5 </u>
Paraprofessional 2:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u> /5 </u>
Paraprofessional 3:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u> /5 </u>
Related service provider:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	<u> /5 </u>
	Rating 1	<u> /8 </u>	<u> /8 </u>	<u> /8 </u>	<u> /8 </u>	<u> /8 </u>	<u> /8 </u>	<u> /8 </u>	<u> /8 </u>	<u> /8 </u>	
Notes:											

Notes for interviewer: If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note; educator awareness of data and data systems may be an area to target for faculty/staff training.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

Strongly disagree Disagree Slightly disagree Slightly agree Agree

The scoring options--Yes or No--for staff interview form questions for Item 1.17 (Decision Making with

☐ ☐ ☐ ☐ ☐

Behavior Data) are valid.

Please indicate the construct(s) measured by the staff interview form questions for Item 1.17 (Decision Making with Behavior Data)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the staff interview form and its questions for Item 1.17 (Decision Making with Behavior Data)

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback you may have related to Item 1.17 (Decision Making with Behavior Data); for example:

- Reword, revise, or replace one or more of the interview questions
- Include one or more additional interview questions
- Remove one or more interview questions

Please provide specific suggestions or examples you may have related to your feedback

Observation Form: Posted SEB Values/Expectations		TFI-AIR Subscale Item 1.3 (Schoolwide Expectations)
Directions: For Item 1, rate 'Yes' if SEB values or expectations are posted around the school in locations that are accessible (e.g., in hallway, near eye level). Indicate locations and provide notes for postings that are not or may not be accessible (Item 2). Consider formats or features of postings and rate their accessibility; indicate locations and provide notes (Items 3 and 4).		
Locations		Rating
1. Schoolwide SEB values or expectations are posted around the school in locations that are accessible. ☐ Hallways ☐ Library ☐ Other: _____ ☐ Cafeteria ☐ Gym ☐ Other: _____		Yes ☐ No ☐
Notes:		
2. Schoolwide SEB values or expectations are posted around the school in locations that are not (or may not be) accessible. ☐ Hallways ☐ Library ☐ Other: _____ ☐ Other: _____ ☐ Cafeteria ☐ Gym ☐ Other: _____ ☐ Other: _____		
Notes:		
Formats/Features		Rating
3. Schoolwide SEB values or expectations are posted in formats or integrate features that increase accessibility. ☐ Visual supports ☐ Video ☐ Other: _____ ☐ High contrast ☐ Large font ☐ Other: _____		Yes ☐ No ☐
Notes:		
4. Schoolwide SEB values or expectations are not posted in formats or integrate features that increase accessibility.		
Notes:		

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly Slightly Slightly
disagree Disagree disagree agree Agree

The observation form items for Item 1.3 (Schoolwide Expectations) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

○ ○ ○ ○ ○

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The observation form items for Item 1.3 (Schoolwide Expectations) are directly related to the Practices Subscale.	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring options-- Yes or No--for the observation form items for Item 1.3 (Schoolwide Expectations) are valid.	☐	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by the observation form items for Item 1.3 (Schoolwide Expectations)

- ☐ Accessibility
☐ Inclusion
☐ Accessibility and Inclusion
☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the observation form and its items for Item 1.3 (Schoolwide Expectations) in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback you may have related to Item 1.3 (Schoolwide Expectations); for example:

- Reword, revise, or replace one or more of the observation form items
- Include one or more additional observation form items
- Remove one or more observation form items

Please provide specific suggestions or examples you may have related to your feedback

Survey Note: The TFI-AIR includes four classroom observation forms—three forms to be completed in three different general education classrooms, and one form to be

completed in one special education classroom. All classroom observation forms are identical. For this survey, you will only be asked to provide ratings and open-ended feedback for one of the classroom observation forms. If you have feedback related to, for example, the number of observation forms or the number and types of classrooms to be observed as part of administering the TFI-AIR, please provide the feedback in the open-ended field near the end of this section of the survey.

Observation Form: General Education Classroom 1		TFI-AIR Subscale Item 1.4, Item 1.9, and Item 1.10	
Grade: _____		Observer: _____	
Teacher: _____		Start time: _____	
Lesson/Activity _____		End time: _____	
Positive Behavior Interventions and Supports		Ratings	
1. Classroom expectations are visible and accessible to all students	Yes ☐	No ☐	
2. Classroom expectations are reviewed before transitions	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Class-wide behavior management system is implemented	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
4. Behavior specific praise is provided and is at a ratio of at least 5:1	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
5. Individualized behavioral supports or interventions are provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
6. Interventions or supports are implemented with fidelity	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Design of Instruction		Ratings	
1. SWPBIS lessons plans are adapted to support students with ESN	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. Student materials are adapted and/or integrate visual supports	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Technology is integrated to increase accessibility	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Delivery of Instruction		Ratings	
1. Instruction is explicit/systematic	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. Opportunities to respond are provided and match student level	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. Specific feedback (related to successes and errors) is provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
4. Opportunities for peer interaction or support are provided	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Universal Design for Learning (UDL)		Ratings	
1. The lesson integrated multiple means of engagement	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
2. The lesson integrated multiple means of representation	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
3. The lesson integrated multiple means of action and expression	1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐		
Notes:			

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly disagree Slightly disagree Slightly agree Agree

The observation form items address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.

☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree
The observation form items are directly related to the Practices Subscale.	☐	☐	☐	☐	☐

Scoring criteria for each of the four classroom observation forms:

Rating Scale: 1 = No evidence/not implemented; 2 = Implemented less than 50% of opportunities; 3 = Implemented more than 50% of opportunities; 4 = Implemented more than 90% of opportunities.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring criteria for observation form items are valid.	☐	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by the observation form items

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the observation forms and items in the TFI-AIR. (Note: there are four observation forms in the TFI-AIR; three forms are for general education classrooms, one form is for a special education classroom, and all forms are identical).

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback you may have related to the classroom observation forms; for example:

- Reword, revise, or replace one or more of the observation form items
- Include one or more additional observation form items
- Remove one or more observation form items

Please provide specific suggestions or examples you may have related to your feedback

TFI-AIR Content Validity Survey

Tier 1 Score Report

Instructions

This is the final section of the TFI-AIR and this survey. The Tier 1 Score Report has three parts, including a report for staff interview ratings, a report for school settings observations, and a report for subscale item ratings. The purpose of the Tier 1 Score Report is to provide summaries of TFI-AIR user ratings and guidance for interpretation of results. For each part of the Tier 1 Score Report, you will be asked to provide ratings related to:

1. the extent to which the score report provides useful data for SWPBIS implementation teams; and
2. the extent to which you believe it is important to include the score report in the TFI-AIR

There will be fields for you to provide open-ended feedback (e.g., suggestions for rewording, revisions to directions and interpretation, or elements to add or remove). As you complete the survey, please refer to the electronic copies of the TFI 3.0 and TFI-AIR that you received via email, as needed or would be helpful.

Staff Interviews Report

Staff Interviews Report		
Staff Interview Forms	Rating 1	
Posted SEB Values/Expectations (Item 1.3)	/40	%
Teaching Expectations (Item 1.4)	/40	%
Acknowledging Behavior (Item 1.5)	/40	%
Schoolwide Practices (Item 1.9)	/40	%
Classroom Practices (Item 1.10)	/40	%
Faculty and Staff Engagement (Item 1.14)	/40	%
Behavior Data (Item 1.17)	/40	%
Rating 1 Total:		/280 %

Directions:

- For each completed staff interview form, transfer the obtained ratings for Rating 1.
- Divide the obtained ratings by 40 to calculate percentages.
- Sum the obtained ratings under Rating 1 and enter the summed values in the Rating 1 Total section.
- Divide the Rating 1 Total by 280 to calculate a percentage.

Interpretation:

Rating 1 shows the percentage of 'Yes' responses to interview questions for individual subscale items. Higher percentages of 'Yes' responses indicate that Tier 1 implementation of the target area is more accessible for and/or inclusive of students with ESN than lower percentages of 'Yes' responses. The Rating 1 Total section of the report shows the total percentage of 'Yes' responses to interview questions, across the subscale items, providing an overall measure of accessibility and inclusion in Tier 1 implementation.

Note. Rating 2 from each interview form is not included in the Staff Interviews Report. Rating 2 data may be used to review scores for individual educators or combined to reflect implementation according to groups (e.g., general education, special education).

Please rate the extent to which you agree with the statement below

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The Staff Interviews Report provides useful data for SWPBIS implementation teams.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you believe it is important to include the Staff Interviews Report in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide any feedback and specific suggestions you may have related to the Staff Interviews Report

Observations Report

Observations Report					
Observation Forms	'1' Ratings	'2' Ratings	'3' Ratings	'4' Ratings	'N/A' Ratings
General Education Classroom 1	_____	_____	_____	_____	_____
General Education Classroom 2	_____	_____	_____	_____	_____
General Education Classroom 3	_____	_____	_____	_____	_____
Special Education Classroom	_____	_____	_____	_____	_____
Total Ratings: _____ _____ _____ _____ _____					

Directions:

1. Within each classroom observation form, sum the obtained ratings for each level of the rating scale (1, 2, 3, 4, N/A).
2. Enter the totals under each level of the rating scale here in the Observations Report.
3. Sum the ratings under each level of the rating scale and enter the values in the Total Ratings section.

Interpretation:

The Observations Report enables users to easily view the distribution of ratings across the 0-4 scale for each classroom observed. For example, a classroom with more '1' or '2' ratings than '3' or '4' ratings may indicate a need to review the classroom's observation form to identify areas to address or collect additional data.

The Total Ratings section enables users to easily view the distribution of ratings across all classrooms observed. If the total ratings distribution show more '1' or '2' ratings than '3' or '4' ratings, it may indicate a need to review the classroom observation forms to identify areas to address across observed classrooms and, potentially, in other classrooms in the school. Additional data collection in the observed classrooms and observations of other classrooms may be needed to identify areas to address in Tier 1 implementation to support students.

Note. The 'Yes/No' ratings from the classroom observation forms and the Posted SEB Values/Expectations observation form are not included in the Observations Report. Users of the TFI-AIR should review the 'Yes/No' ratings in each observation form to determine the accessibility of posted expectations in the sample of classrooms and school settings that were observed during the walkthrough.

Please rate the extent to which you agree with the statement below

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The Observations Report provides useful data for SWPBIS implementation teams.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you believe it is important to include the Observations Report in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide any feedback and specific suggestions you may have related to the Observations Report

Tier 1 Subscales Report

Tier 1 Subscales Report					
Subscale Items	Subscale Scores				
Item 1.1 (Team Composition)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.3 (Schoolwide Expectations)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.4 (Schoolwide Expectations Taught)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.5 (Schoolwide Acknowledgement)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.9 (Schoolwide Practices Used in Classrooms)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.10 (Classroom Practices)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.14 (Faculty and Staff Engagement)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Item 1.17 (Decision Making with Behavior Data)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Total Ratings:		_____			
Directions: 1. Transfer the 0-4 score for each item in the Tier 1 Subscales (Section 1). 2. Sum the scores for each level in the 0-4 scale and enter the summed values within the Total Ratings section.					
Interpretation: The Tier 1 Subscales Report enables users to easily view the score for each subscale item. The Total Ratings section shows the distribution of 0-4 scores across all subscale items.					

Please rate the extent to which you agree with the statement below

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The Tier 1 Subscales Report provides useful data for SWPBIS implementation teams.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you believe it is important to include the Observations Report in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide any feedback and specific suggestions you may have related to the Tier 1 Subscales Report



We thank you for your time spent taking this survey.
Your response has been recorded.

APPENDIX F

School Recruitment Email

Email Script: Dear _____,

Your school is being invited to participate in a research study, **Development and Initial Validation of a Measure to Assess Accessibility and Inclusion Factors Related to Schoolwide Positive Behavioral Interventions and Supports (SWPBIS)**.

The **purpose** of this research is to pre-test an **add-on scale** for the SWPBIS Tiered Fidelity Inventory (Version 3.0). The title of the add-on scale: Tiered Fidelity Inventory–Accessibility & Inclusion Rating (**TFI-AIR**). The TFI-AIR’s purpose is to assist educators in developing their implementation of Tier 1 in SWPBIS to be more inclusive and accessible for students, especially those who need more extensive support. The TFI-AIR aims to provide actionable data that implementation teams and other school personnel can use to identify areas for team action planning, professional development, or ongoing support in the use of evidence-based practices to include and support students with extensive support needs (ESN) in Tier 1 of SWPBIS.

The following outlines the sequence of the research activities that would take place in participating schools:

1. Researchers would provide an informational/training session (approx. 45 minutes) on the TFI-AIR to members of the school’s SWPBIS Tier 1 Team or Leadership Team.
2. Researchers would administer the TFI-AIR in the school, which would involve:
 - a. Conducting brief (approx. 10 minutes) one-on-one interviews with three general education teachers, one special education teacher, three paraprofessionals, and one related service provider;
 - b. Conducting 20-minute observations of teachers leading classroom instruction, within three general education classrooms and one special education classrooms; and
 - c. Conducting a brief (approx. 10 minutes) walkthrough of school settings (e.g., common hallways, library, cafeteria, gymnasium) to collect data on the accessibility of posted schoolwide expectations/values.
3. Researchers would meet (approx. 30 minutes) with the school’s SWPBIS Tier 1 Team or Leadership Team to review/discuss data and score the TFI-AIR Tier 1 Subscales and completed measure.
4. Researchers would ask members of the school’s SWPBIS Tier 1 Team or Leadership Team to complete a confidential, brief (10-15 items) online survey about the usability of the TFI-AIR.

In terms of data collection, please note that researchers would only report data related to the usability survey (research activity 4 above). Individuals, schools, and districts will not be named. Participation is voluntary and may be withdrawn at any time.

There are **qualifications** required to participate in this study. You are being invited to participate because the researchers have identified that you may meet the following criteria. Participating schools must:

1. serve students in grades K-5;
2. be currently implementing Tier 1 of SWPBIS
3. have a SWPBIS Tier 1 Team or Leadership Team (or a similar team)
4. currently enroll students with ESN (e.g., individuals diagnosed with moderate-to-severe intellectual and developmental disabilities who receive special education services); **and**
5. must have administered the TFI (version 2.1 or 3.0) at least once during the current or previous school year (i.e., 2022-2023 or 2023-2024).

About 3-5 schools are expected to participate. If you are interested in your school participating in this study, please reply to this email. We will schedule a day/time to meet to discuss the study and provide additional information. We value your time and consideration of this project and believe that this important work will have a meaningful impact in the area of SWPBIS. Please reach out to the research team with any questions. Contact information for the lead researcher (Aaron Mowery): Phone: 503-869-6808 | Email: amowery2@uoregon.edu.

Sincerely,

Aaron Mowery, M.S., University of Oregon
Dr. Kent McIntosh, Ph.D., University of Oregon
Sarah Quinn, M.Ed., University of Oregon
Menaka De Alwis, University of Oregon

APPENDIX G

School Personnel Consent Form

Consent for Research Participation	
Title:	<i>Development and Initial Validation of a Measure to Assess Accessibility and Inclusion Factors Related to Schoolwide Positive Behavioral Interventions and Supports</i>
Sponsors:	1. The Association for Positive Behavior Support (APBS) 2. University of Oregon, College of Education
Researcher(s):	Aaron Mowery, University of Oregon Kent McIntosh, University of Oregon Sarah Quinn, University of Oregon Menaka De Alwis, University of Oregon
Researcher Contact Info:	503-869-6808 amowery2@uoregon.edu

You are being asked to participate in a research study. The box below highlights key information about this research for you to consider when making a decision whether or not to participate. Carefully consider this information and the more detailed information provided below the box. Please ask questions about any of the information you do not understand before you decide whether to participate.

Key Information for You to Consider
• Voluntary Consent. You are being asked to volunteer for a research study. It is up to you whether you choose to participate or not. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate or discontinue participation. • Purpose. The purpose of this research is to pretest a new add-on scale for the Tiered Fidelity Inventory (TFI; Version 3.0). The title of the add-on scale: Tiered Fidelity Inventory-Accessibility & Inclusion Rating (TFI-AIR). The TFI-AIR aims to provide actionable data that leadership or implementation teams and other school personnel can use to identify areas for team action planning, coaching support, or professional development in the use of evidence-based practices to include and support students with extensive support needs (ESN) in Tier 1 of schoolwide positive behavioral interventions and supports (SWPBIS). • Duration. It is expected that your participation will require engaging in study activities for approximately 1.5 hours. • Procedures and Activities. You will be asked to (a) attend an informational/training session (approx. 45 minutes) led by a researcher on the TFI-AIR; (b) meet (approx. 30 minutes) with a researcher to score the TFI-AIR Tier 1 Subscales and review/discuss the completed measure; and (c) complete a confidential, brief (10-15 items), online survey (approx. 15 minutes) about the usability of the TFI-AIR. Note that scoring the TFI-AIR Tier 1 Subscales will require you to review interview and observation (classroom instruction) data collected by researchers from educators with whom you work in the school. Note that research activities 'a' and 'b' listed above will occur in a group setting with other members of the school's SWPBIS implementation team. • Risks. Some of the foreseeable risks or discomforts of your participation include any strain on your schedule because of time spent engaging in the research activities listed above. Regarding the online survey, while the investigators will keep your information confidential, there are some inherent risks of data breaches when sending information over the internet that are beyond control of the investigators. • Benefits. You may not personally benefit from this research. • Alternatives. Participation is voluntary and the only alternative is to not participate.

Who is conducting this research?

The researchers Aaron Mowery, Dr. Kent McIntosh, Sarah Quinn, and Menaka De Alwis from the University of Oregon are asking for your consent to this research.

Why is this research being done?

The purpose of the research is to pre-test a new add-on scale for the TFI. The title of the new add-on scale: Tiered Fidelity Inventory – Accessibility & Inclusion Rating (TFI-AIR). The TFI-AIR is designed to provide schools and their leadership teams with a measure of the extent to which their implementation of Tier 1 in SWPBIS is accessible for and inclusive of students with extensive support needs (ESN). Students with ESN require intensive, ongoing (usually life-long) support across academic and functional domains (e.g., cognition, communication, social/emotional/behavioral, mobility/ motor, daily living) and have been diagnosed as having moderate-to-severe intellectual disabilities, developmental disabilities, autism, or multiple disabilities. Administration of the TFI-AIR may provide schools and their leadership teams with actionable data that can be used to increase accessibility and inclusion factors associated with Tier 1 in SWPBIS for students with ESN; for example, data from the TFI-AIR may be used to target specific areas for action planning or to provide school staff with professional development or ongoing support. We aim to recruit at 3-5 schools to pre-test the TFI-AIR. There are qualifications required to participate in this study. To be eligible to participate, each school must: (1) serve students in grades K-5; (2) be currently implementing Tier 1 of SWPBIS; (3) have a SWPBIS Tier 1 Team or Leadership Team in place (or otherwise titled implementation team) in place; (4) currently enroll students with ESN (e.g., individuals diagnosed with moderate-to-severe intellectual or developmental disabilities who receive special education services); and (5) have administered the TFI (version 2.1 or 3.0) at least once during the previous and/or current academic years (i.e., 2022-2023 and 2023-2024). You are being invited to participate because the researchers have identified that you may meet the following criteria. Participants are required to

6. be district- or school-based personnel; **AND**
7. be a current member of the school's SWPBIS Tier 1 Team or Leadership Team (or an otherwise titled implementation team); **OR**
8. be a SWPBIS trainer/coach

Please note that individuals who have assisted in developing any version of the TFI or share an institutional affiliation with any developers of the measure are not eligible to participate in the study.

What happens if I agree to participate in this research?

If you agree to be in this research, your participation will include participation in the above-described activities. In order to document your participation in the TFI-AIR training and the meeting to score the Tier 1 subscale items/review the completed measure, you will be asked to write your name on a sign-in sheet during each of these two research activities. In order to document your participation in the online usability survey and receive compensation (e.g., digital gift card), you will be asked to provide your name and email address in a separate survey that is unlinked to your responses in the usability survey. We will tell you about any new information that may affect your willingness to continue participation in this research.

What happens to the information collected for this research?

Information collected via the TFI-AIR (e.g., interview data, classroom observation data, subscale scores) will not be analyzed or reported. Information collected from the online usability survey will be collected and stored on a secure, online platform (i.e., Qualtrics®). Researchers will use descriptive statistics (e.g., mean, median, mode) to analyze and report data from the usability survey. Researchers will not report but may use open-ended feedback from the usability survey to make changes to the TFI-AIR.

How will my privacy and data confidentiality be protected?

We will take measures to protect your privacy including using a secure data collection site and ensuring that only the research team has access to collected data. Data will be reported in summary form and deidentified in generated papers and reports. Despite taking steps to protect your privacy, we can never fully guarantee your privacy will be protected. We will take measures to protect the security of all your personal information, including your name on sign-in sheets and survey responses. Despite these precautions to protect the confidentiality of your information, we can never fully guarantee confidentiality of all study information. After removal of identifiers, the information may be used for future research or distributed to another investigator for future research without obtaining additional consent.

What if I want to stop participating in this research?

Taking part in this research study is your decision. Your participation in this study is voluntary. You do not have to take part in this study, but if you do, you can stop at any time. You have the right to choose not to participate in any study activity or completely withdraw from continued participation at any point in this study without penalty or loss of benefits to which you are otherwise entitled. Your decision whether or not to participate will not affect your relationship with the researchers or the University of Oregon.

Will I be paid for participating in this research?

For taking part in this research, you may be paid up to a total of \$100.00 gift card. Please note that in order to receive compensation, you must participate in all three research activities: (1) attend the TFI-AIR training, (2) meet to score the Tier 1 subscale items/review the completed measure, and (3) complete the online usability survey. Please be aware, compensation for participation in research studies may be considered taxable income.

Who can answer my questions about this research?

If you have questions, concerns, or have experienced a research related injury, contact the research team at:

Aaron Mowery
503-869-6808
amowery2@uoregon.edu

An Institutional Review Board (“IRB”) is overseeing this research. An IRB is a group of people who perform independent review of research studies to ensure the rights and welfare of participants are protected. UO Research Compliance Services is the office that supports the IRB. If you have questions about your rights or wish to speak with someone other than the research team, you may contact:

Research Compliance Services
5237 University of Oregon
Eugene, OR 97403-5237
(541) 346-2510
ResearchCompliance@uoregon.edu

STATEMENT OF CONSENT

By signing this document, you are agreeing to your participation in this study. Make sure you understand what the study is about before you sign. We will give you a copy of this document for your records. We will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have had the opportunity to read and consider the information in this form. I have asked any questions necessary to make a decision about my participation. I understand that I can ask additional questions throughout my participation.

Print Participant Name

Signature

Date

APPENDIX H

TFI-AIR Training Slides

TFI-AIR Pretest Study

Tier 1 Team Training



Agenda

- Provide an overview of the research study
- Provide an overview of the TFI-AIR
- Review each section of the TFI-AIR

Study Purpose

- The purpose of this study is to (a) initially validate and (b) pretest an add-on scale for the Tiered Fidelity Inventory 3
- Add-on scale: **Tiered Fidelity Inventory - Accessibility & Inclusion Rating (TFI-AIR)**
- This study is being conducted in two phases
 - Phase 1 – initially validate of the TFI-AIR (completed)
 - Phase 2 – pretest of the TFI-AIR (in progress)

Research Activities

- **Phase 1** – Initial validation of the TFI-AIR
 - Assessed content validity of the add-on scale
 - Revised the add-on scale
 - Reassessed content validity of the add-on scale

Research Activities

- **Phase 2** – Pretest the TFI-AIR
 1. Provide training on the TFI-AIR to Tier 1 teams
 2. Administer the measure in schools implementing SWPBIS
 3. Score the measure after administration with Tier 1 teams
 4. Administer a **usability survey** to Tier 1 team members

Students with Extensive Support Needs (ESN)

- Heterogeneous population of learners
- Commonly receive special education services under the following IDEA categories:
 - Intellectual disability
 - Autism
 - Multiple disabilities
- Eligible to take their state's alternative assessment based on alternate academic achievement standards (Taub et al., 2017)

SWPBIS and Students with ESN

Research indicates that...

- **Students with ESN have largely been excluded from SWPBIS** (Carr, 2008; Kurth et al., 2023; Kurth & Zagona, 2018; Landers et al., 2012; Shuster et al., 2017; Walker et al., 2018)
- **Students with ESN and associated educators may be omitted when evaluating SWPBIS** (Kurth & Zagona, 2018; Kurth et al., 2017)

TFI-AIR Purpose

Tiered Fidelity Inventory - Accessibility & Inclusion Rating (TFI-AIR)

- Designed to measure the extent to which implementation of Tier 1 is accessible for and inclusive of students with ESN
- Designed to provide actionable data for Tier 1 teams to identify areas for action planning, professional development, or ongoing support
- Focused on systems change to promote accessibility and inclusion in Tier 1 implementation

TFI-AIR Definitions

Accessibility:

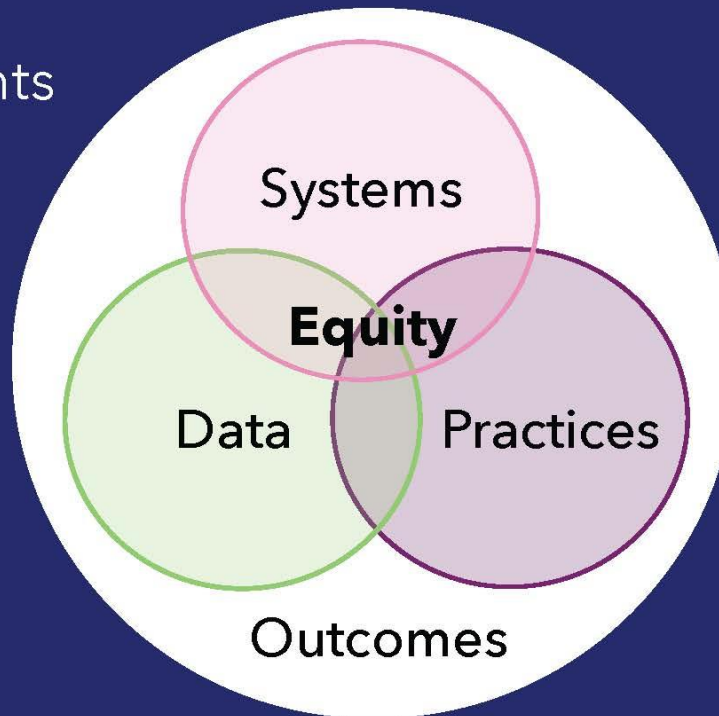
The extent to which schools arrange information, activities, and environments such that students with disabilities can acquire the same information, engage in the same interactions and activities, and enjoy the same services in an equally effective, equally integrated manner, with substantially equivalent ease of use, as compared to students without disabilities

TFI-AIR Definitions

Inclusion:

In the context of SWPBIS and implementation of universal core features, inclusion is defined as a continuous process of increasing the representation, participation, and achievement of students with ESN in Tier 1 of SWPBIS

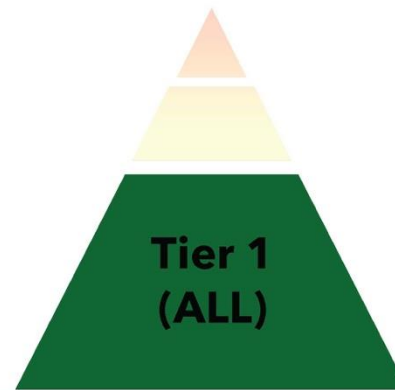
SWPBIS Essential Elements

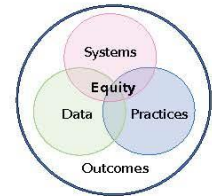


Center on PBIS (2024)

Equity in Tier 1 Support

- Tier 1 is the foundation upon which all other tiers are developed
- Addressing equity in Tier 1 for students with ESN requires a multi-component approach:
 - **Teams**
 - **Practices**
 - **Systems**
 - **Data**

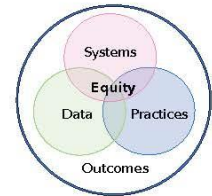




TFI-AIR

TFI-AIR Overview

- Based on the TFI (version 3.0)
- Includes three sections:
 1. Tier 1 Subscales
 2. Tier 1 Walkthrough Tool
 - Forms for conducting staff interviews
 - Forms for conducting observations of school settings
 3. Tier 1 Score Report



Tier 1 Subscales

Tier 1 Subscales

- Includes 4 subscales
- Includes 8 subscale items

TFI-AIR

Subscale: Teams

1.1 Team Composition

Subscale: Practices

1.3 Schoolwide Expectations

1.4 Schoolwide Expectations Taught

1.5 Schoolwide Acknowledgement

1.9 Schoolwide Practices Used in Classrooms

1.10 Classroom Practices

Subscale: Systems

1.14 Faculty and Staff Engagement

Subscale: Data

1.17 Decision Making with Behavior Data

Subscale: Teams				
1.1 Team Composition: Tier 1 leadership team includes at least one team member who is (a) knowledgeable about the accessibility and inclusion needs of all students in the school..... ☐ (b) actively engaged in delivering accessibility and inclusion supports..... ☐ (c) knowledgeable about the extent to which students with ESN are included in Tier 1 implementation..... ☐ <i>Note.</i> Check each ☐ above (a-c) as evidenced through applicable data sources. <u>Examples of accessibility and inclusion supports:</u> • Universal Design for Learning (UDL) • Peer-mediated support strategies • High-leverage practices for students with disabilities • Assistive technology (high- or low-tech) • Explicit/systematic instruction • Evidence-based practices for students with disabilities • Educational technology • Differentiated instruction				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
The Tier 1 leadership team does not include at least one team member who meets the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets some (1/3) of the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets most (2/3) of the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets all (3/3) of the criteria (a-c) listed above.	Tier 1 leadership team has demonstrated consistent, sustained participation of team members who meet criteria (a-c) as indicated by their participation in 90% or more of Tier 1 team meetings over the last 6 months.
Data Sources: School organizational chart Tier 1 team meeting minutes				

Subscale: Practices				
1.3 Schoolwide Expectations: Schoolwide expectations or values are (a) posted around the school in accessible locations, (b) posted in formats or integrate features that increase accessibility, (c) known by school staff who directly support students with ESN, and (d) periodically reviewed by students with ESN with support from school staff in posted locations around the school.				
<u>Examples of formats or integrated features that increase accessibility:</u> - Visual supports (e.g., colored signs, images, photos, symbols) - High-contrast font and visual support colors - Tactile symbols/objects of reference - Short videos - Large font - Braille - Clear language - Concise language - Consistent language				
<u>Examples of accessible locations:</u> - Common hallways - Cafeteria - Library - Gymnasium - General education classroom - Special education classroom				
<u>Non-examples of accessible locations:</u> - Substantially above or below eye level for most students with ESN in the school - Staircase or stairway				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Schoolwide expectations are not posted in locations around the school.	Schoolwide expectations are posted but locations are not accessible <u>AND</u> are not posted in formats or integrate features that increase accessibility for students with ESN, based on the specific needs of students in the school.	Schoolwide expectations are posted but locations are not accessible <u>OR</u> are not posted in formats or integrate features that increase accessibility for students with ESN, based on the specific needs of students in the school.	Schoolwide expectations are posted in locations that are accessible <u>AND</u> are in formats or integrate features that increase accessibility for most (>50%) students with ESN, based on the specific needs of students in the school.	Schoolwide expectations are posted in locations that are accessible <u>AND</u> integrate features that increase accessibility for all students with ESN, based on the specific needs of students in the school.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms				

Subscale: Practices				
1.4 Schoolwide Expectations Taught: General education teachers and special education teachers consistently:				
(a) use evidence-based practices in teaching schoolwide expectations..... ☐				
(b) integrate accessibility strategies to meet the learning needs of all students..... ☐				
(c) use lesson plans or materials that have been adapted to support students with ESN..... ☐				
(d) gather assessment data on student knowledge of schoolwide expectations that includes sampling from students with ESN..... ☐				
Note. Consistency is defined in terms of at least 75% of educators observed or interviewed implementing practices (a-d) listed above. Check each ☐ above (a-d) as evidenced through applicable data sources (e.g., staff interviews, classroom observations, lesson plans).				
<u>Examples of evidence-based practices:</u> • Explicit/systematic instruction • Technology aided instruction and intervention (TAII) • Peer-based instruction and intervention (PBII) • Social narratives/story-based intervention		<u>Examples of accessibility supports:</u> • Universal design for learning (UDL) • Assistive technology (high- or low-tech) • Peer-mediated support strategies • High-leverage practices in special education		
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by general education teachers and special education teachers.	There is evidence that some (1/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that many (2/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that most (3/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that all (4/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms		Additional Data Sources: Lesson plans Professional development calendar		

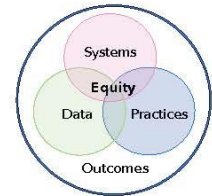
Subscale: Practices				
1.5 Schoolwide Acknowledgement: Educators consistently and equitably include students with ESN in the schoolwide acknowledgement system and activities by implementing the following practices: (a) delivering behavior-specific praise linked to schoolwide expectations across settings..... ☐ (b) delivering schoolwide acknowledgement tokens/tickets (differentiated or adapted as needed for students)... ☐ (c) aligning individualized reinforcement systems with the schoolwide acknowledgement system..... ☐ (d) documenting the delivery of schoolwide acknowledgement tokens/tickets..... ☐ (d) facilitating student access to schoolwide rewards (e.g., school store, raffles)..... ☐ (e) facilitating student participation in SWPBIS celebrations (e.g., award assemblies)..... ☐ Note. Consistency is defined in terms of at least 75% of educators observed or interviewed implementing practices (a-e) listed above. Check each ☐ above (a-e) as evidenced through applicable data sources. Students should regularly participate or always have the option to participate in SWPBIS celebrations, with accessibility strategies and other supports provided as needed to facilitate participation.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that that the above practices (a-e) are implemented by educators, for students with ESN.	There is evidence that some (1 or 2/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that many (3/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that most (4 or 5/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that all (6/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms		Additional Data Sources: Data on staff acknowledgement (e.g., feedback collected via Be+ app, count of positive/praise tickets)		

Subscale: Practices				
1.9 Schoolwide Practices Used in Classrooms: Educators who work directly or indirectly with students with ESN implement foundational Tier 1 practices (as described in 1.4) and schoolwide acknowledgement (as described in 1.5) in the following settings: (a) general education classrooms..... ☐ (b) special education classrooms..... ☐ (c) specials classes (e.g., Music, Library, Physical Education, Art, Technology)..... ☐ (d) non-academic settings (e.g., hallways, cafeteria, playground)..... ☐ Note: Check each ☐ above (a-d) as evidenced through applicable data sources. Educators who work directly or indirectly with students with ESN include general education teachers, special education teachers, paraprofessionals, and related service providers. <u>Examples of foundational Tier 1 practices:</u> • Explicitly teach, prompt, and review schoolwide expectations • Provide frequent opportunities to respond or practice • Provide at least 5:1 praise to error corrections • Provide active supervision • Acknowledge positive SEB skills • Document student acknowledgements				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in few (1/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in some (2/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in most (3/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in all (4/4) of the above settings (a-d).
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms				

Subscale: Practices				
1.10 Classroom Practices: In working with students with ESN, educators (a) use positive and proactive practices and (b) provide opportunities for students with ESN to learn and practice expectations with students without disabilities in classrooms and other school settings (e.g., library, cafeteria, gymnasium).				
<u>Examples of positive and proactive practices:</u> • Building relationships with students • Developing a safe and welcoming environment • Prompting predictable routines and expected behavior • Actively supervising students in all school settings • Actively providing opportunities to respond (OTRs) • Utilizing natural supports (e.g., peers) in all school settings • Providing specific feedback (i.e., praise and supportive corrections) • Ensuring a high ratio ($\geq 5:1$) of positive to corrective feedback				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that educators use positive and proactive practices <u>OR</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that educators use positive and proactive practices <u>OR</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that educators use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that most (>50%) of the educators interviewed or observed use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that all (100%) of the educators interviewed or observed use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms				

Subscale: Systems				
1.14 Faculty and Staff Engagement: Tier 1 leadership team purposefully engages all faculty and staff who work with or support students with ESN by implementing the following practices:				
(a) reviewing schoolwide data..... ☐				
(b) soliciting input on the implementation or development of Tier 1 foundations..... ☐				
(c) evaluating the implementation of Tier 1 foundations..... ☐				
(d) providing training, professional development, or ongoing support in implementing Tier 1 foundations..... ☐				
Note. Check each ☐ above (a-d) as evidenced through applicable data sources. Examples of faculty and staff who work with or support students with ESN include general education teachers, special education teachers, paraprofessional, and related service providers.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that some (1/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that many (2/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that most (3/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that all (4/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms		Additional Data Sources: PBIS Self-Assessment Survey Formative Input Survey (FIS)		
		Informal Surveys Staff meeting minutes		Team meeting minutes Social validity surveys

Subscale: Data				
1.17 Decision Making with Behavior Data: Tier 1 leadership team implements the following data practices for students with ESN:				
(a) collecting behavior data..... ☐				
(b) disaggregating behavior data in data reports..... ☐				
(c) developing profiles of overall strengths and needs for students who may need additional behavior support... ☐				
(d) utilizing student profiles to develop and deliver equitable Tier 1 foundational and classroom practices..... ☐				
<i>Note.</i> Check each ☐ above (a-d) as evidenced through applicable data sources.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that some (1/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that many (2/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that most (3/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that all (4/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms		Additional Data Sources: Data reports Team meeting minutes and action plans		



Tier 1 Walkthrough Tool

Tier 1 Walkthrough Tool

- **Includes 7 interview forms**
- **Includes 4 observation forms**
 - **1 school settings form**
 - **4 classroom forms**
 - **1 special education**
 - **3 general education**

Interview Forms

Staff Interview Form: Acknowledging Behavior		TFI-AIR Subscale Item 1.5 (Schoolwide Acknowledgement)																																																			
Question 1:	Do you provide [name of school's SWPBIS acknowledgement system] to students with ESN?																																																				
Question 2:	Do you document the [name of school's SWPBIS acknowledgement system] that you provide to students with ESN?																																																				
Question 3:	Are students' individualized systems of reinforcement aligned to the school's SWPBIS expectations and acknowledgement system?																																																				
Question 4:	Do you provide behavior-specific praise to students with ESN when they demonstrate schoolwide expectations, across school settings [provide examples]?																																																				
Question 5:	Do all students with ESN have access to schoolwide rewards and participate in SWPBIS celebrations?																																																				
Staff Members	<table border="1"> <thead> <tr> <th>Question 1</th> <th>Question 2</th> <th>Question 3</th> <th>Question 4</th> <th>Question 5</th> </tr> </thead> <tbody> <tr> <td>General Education Teacher 1:</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☐ No ☒</td> </tr> <tr> <td>General Education Teacher 2:</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☐ No ☒</td> </tr> <tr> <td>General Education Teacher 3:</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☐ No ☒</td> </tr> <tr> <td>Special Education Teacher:</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☐ No ☒</td> <td>Yes ☐ No ☒</td> </tr> <tr> <td>Paraprofessional 1:</td> <td>Yes ☐ No ☒</td> <td>Yes ☒ No ☐</td> <td>Yes ☐ No ☒</td> <td>Yes ☐ No ☒</td> </tr> <tr> <td>Paraprofessional 2:</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☐ No ☒</td> <td>Yes ☐ No ☒</td> </tr> <tr> <td>Paraprofessional 3:</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☐ No ☒</td> <td>Yes ☐ No ☒</td> </tr> <tr> <td>Related service provider:</td> <td>Yes ☒ No ☐</td> <td>Yes ☒ No ☐</td> <td>Yes ☐ No ☒</td> <td>Yes ☐ No ☒</td> </tr> <tr> <td>Rating 1</td> <td>6</td> <td>7</td> <td>4</td> <td>7</td> <td>0</td> <td>24/40</td> </tr> </tbody> </table>	Question 1	Question 2	Question 3	Question 4	Question 5	General Education Teacher 1:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	General Education Teacher 2:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	General Education Teacher 3:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Special Education Teacher:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒	Paraprofessional 1:	Yes ☐ No ☒	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒	Paraprofessional 2:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒	Paraprofessional 3:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒	Related service provider:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒	Rating 1	6	7	4	7	0	24/40
Question 1	Question 2	Question 3	Question 4	Question 5																																																	
General Education Teacher 1:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒																																																	
General Education Teacher 2:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒																																																	
General Education Teacher 3:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒																																																	
Special Education Teacher:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒																																																	
Paraprofessional 1:	Yes ☐ No ☒	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒																																																	
Paraprofessional 2:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒																																																	
Paraprofessional 3:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒																																																	
Related service provider:	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	Yes ☐ No ☒																																																	
Rating 1	6	7	4	7	0	24/40																																															

Staff Interview Form: Acknowledging Behavior		TFI-AIR Subscale Item 1.5 (Schoolwide Acknowledgment)					
Question 1:	Do you provide [name of school's SWPBS acknowledgment system] to students with ESN?						
Question 2:	Do you document the [name of school's SWPBS acknowledgment system] that you provide to students with ESN?						
Question 3:	Are students' individualized systems of reinforcement aligned to the school's SWPBS expectations and acknowledgment system?						
Question 4:	Do you provide behavior-specific praise to students with ESN when they demonstrate schoolwide expectations, across school settings [provide examples]?						
Question 5:	Do all students with ESN have access to schoolwide rewards and participate in SWPBS celebrations?						
Staff Members	Question 1	Question 2	Question 3	Question 4	Question 5		
General Education Teacher 1:	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐		
General Education Teacher 2:	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐		
General Education Teacher 3:	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐		
Special Education Teacher:	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐		
Paraprofessional 1:	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐		
Paraprofessional 2:	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐		
Paraprofessional 3:	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐		
Related service provider:	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐		
Rating 1	_____	_____	_____	_____	_____		.40

Notes:

Note for interviewer: If an interviewee responds other than 'Yes' or 'No' to Questions 1 - 5 (e.g., "I don't know, "I'm not sure"), mark 'No' for the question and make a note.

Observation Forms

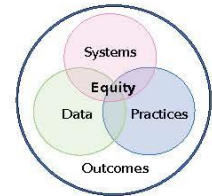
Observation Form: Posted Schoolwide Values/Expectations		TFI-AIR Subscale Item 1.3 (Schoolwide Expectations)
Directions: Observe postings of schoolwide values or expectations throughout the school and rate Item 1 and Item 2 below. For Item 2, consider the cognitive accessibility of postings and the extent to which students with ESN who have intellectual disabilities would be able to access the information. For both items, record observational notes for areas to address or improve.		
Locations	Rating	
1. To what extent are schoolwide values or expectations posted in locations that are accessible? ☐ Hallways ☐ Library ☐ Other: _____ ☐ Cafeteria ☐ Gym ☐ Other: _____	☐ 0 No observed locations are accessible ☐ 1 Some (<50%) locations are accessible ☐ 2 Most (>50%) locations are accessible ☒ 3 All observed locations are accessible	
Notes:		
Formats/Features	Rating	
2. To what extent do postings of schoolwide values or expectations integrate accessible formats/features? ☐ Clear language ☐ Video ☐ Concise language ☐ Large font ☐ Consistent language ☐ High contrast colors ☐ Visual supports (should be relevant to values or expectations)	☐ 0 No observed postings integrate accessible formats/features ☐ 1 Some (<50%) postings integrate accessible formats/features ☒ 2 Most (>50%) postings integrate accessible formats/features ☐ 3 All observed postings integrate accessible formats/features	
Notes:		
		Total Rating: <u> 5 / 6 </u> <u> 83 % </u>

Observation Form: General Education Classroom 1		TFI-AIR Subscale Item 1.4, Item 1.9, and Item 1.10	
Grade: _____	Observer: _____		
Teacher: _____	Start time: _____		
Lesson/Activity _____	End time: _____		
Positive Behavior Interventions and Supports			
	Ratings		
1. Classroom expectations are visible and accessible to all students	Yes ☒ No ☐		
2. Classroom expectations are reviewed before transitions	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
3. Class-wide behavior management system is implemented	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
4. Behavior specific praise is provided and at a ratio of at least 5:1	1 ☐ 2 ☐ 3 ☒ 4 ☐ N/A ☐		
5. Individualized behavioral supports or interventions are provided	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
6. Supports or interventions are implemented with fidelity	1 ☐ 2 ☐ 3 ☒ 4 ☐ N/A ☐		
Design of Instruction			
	Ratings		
1. SWPBIS lessons plans are adapted to support students with ESN	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
2. Student materials are adapted and/or integrate visual supports	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
3. Technology is integrated to increase accessibility	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
Delivery of Instruction			
	Ratings		
1. Instruction is explicit/systematic	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
2. Opportunities to respond are provided and match student level	1 ☐ 2 ☐ 3 ☒ 4 ☐ N/A ☐		
3. Specific feedback (related to successes and errors) is provided	1 ☐ 2 ☐ 3 ☒ 4 ☐ N/A ☐		
4. Opportunities for peer interaction or support are provided	1 ☐ 2 ☒ 3 ☐ 4 ☐ N/A ☐		
Universal Design for Learning (UDL)			
	Ratings		
1. The lesson integrated multiple means of engagement	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
2. The lesson integrated multiple means of representation	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
3. The lesson integrated multiple means of action and expression	1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐		
Totals Ones: <u>0</u> Twos: <u>1</u> Threes: <u>4</u> Fours: <u>10</u> N/As: <u>0</u>			

Observation Form: General Education Classroom I		TFI-AIR Subscale Item 1.4, Item 1.9, and Item 1.10	
Grade: _____	Observer: _____		
Teacher: _____	Start time: _____		
Lesson/Activity: _____	End time: _____		
Positive Behavior Interventions and Supports		Ratings	
1. Classroom expectations are visible and accessible to all students		Yes ☐ No ☐	
2. Classroom expectations are reviewed before transitions		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
3. Class-wide behavior management system is implemented		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
4. Behavior specific praise is provided and at a ratio of at least 5:1		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
5. Individualized behavioral supports or interventions are provided		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
6. Supports or interventions are implemented with fidelity		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
Design of Instruction		Ratings	
1. SWPBS lessons plans are adapted to support students with ESN		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
2. Student materials are adapted and/or integrate visual supports		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
3. Technology is integrated to increase accessibility		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
Delivery of Instruction		Ratings	
1. Instruction is explicit/systematic		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
2. Opportunities to respond are provided and match student level		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
3. Specific feedback (related to successes and errors) is provided		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
4. Opportunities for peer interaction or support are provided		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
Universal Design for Learning (UDL)		Ratings	
1. The lesson integrated multiple means of engagement		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
2. The lesson integrated multiple means of representation		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
3. The lesson integrated multiple means of action and expression		1 ☐ 2 ☐ 3 ☐ 4 ☐ N/A ☐	
Totals		Ones: _____ Twos: _____ Threes: _____ Fours: _____ N/A: _____	

Notes:

Rating Scale: 1 = No evidence/not implemented; 2 = Implemented less than 50% of opportunities; 3 = Implemented more than 50% of opportunities; 4 = Implemented more than 90% of opportunities.



Tier 1 Score Report

Tier 1 Score Report

- **Includes 3 reports**
 - **Interviews Report**
 - **Observations Report**
 - **Tier 1 Subscales Report**

Staff Interviews Report		
Staff Interview Forms	Rating 1	
Posted SEB Values/Expectations (Item 1.3)	<u> /32 </u>	<u> % </u>
Teaching Expectations (Item 1.4)	<u> /16 </u>	<u> % </u>
Acknowledging Behavior (Item 1.5)	<u> /40 </u>	<u> % </u>
Schoolwide Practices (Item 1.9)	<u> /32 </u>	<u> % </u>
Classroom Practices (Item 1.10)	<u> /24 </u>	<u> % </u>
Faculty and Staff Engagement (Item 1.14)	<u> /32 </u>	<u> % </u>
Behavior Data (Item 1.17)	<u> /40 </u>	<u> % </u>
	Rating 1 Total:	<u> /216 </u> <u> % </u>
Directions: 1. For each completed staff interview form, transfer the obtained ratings for Rating 1. 2. Divide the obtained ratings by 40 to calculate percentages. 3. Sum the obtained ratings under Rating 1 and enter the summed values in the Rating 1 Total section. 4. Divide the Rating 1 Total by 280 to calculate a percentage. Interpretation: Rating 1 shows the percentage of ‘Yes’ responses to interview questions for individual subscale items. Higher percentages of ‘Yes’ responses indicate that Tier 1 implementation of the target area is more accessible for and/or inclusive of students with ESN than lower percentages of ‘Yes’ responses. The Rating 1 Total section of the report shows the total percentage of ‘Yes’ responses to interview questions, across the subscale items, providing an overall measure of accessibility and inclusion in Tier 1 implementation.		

Staff Interview Form: Acknowledging Behavior		TFI-AIR Subscale Item 1.5 (Schoolwide Acknowledgement)								
Question 1:	Do you provide [name of school's SWPBIS acknowledgement system] to students with ESN?									
Question 2:	Do you document the [name of school's SWPBIS acknowledgement system] that you provide to students with ESN?									
Question 3:	Are students' individualized systems of reinforcement aligned to the school's SWPBIS expectations and acknowledgement system?									
Question 4:	Do you provide behavior-specific praise to students with ESN when they demonstrate schoolwide expectations, across school settings [provide examples]?									
Question 5:	Do all students with ESN have access to schoolwide rewards and participate in SWPBIS celebrations?									
Staff Members	Question 1		Question 2		Question 3		Question 4		Question 5	
General Education Teacher 1:	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☐	No ☒
General Education Teacher 2:	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☐	No ☒
General Education Teacher 3:	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☐	No ☒
Special Education Teacher:	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☐	No ☒	Yes ☒	No ☐	Yes ☐	No ☒
Paraprofessional 1:	Yes ☐	No ☒	Yes ☒	No ☐	Yes ☐	No ☒	Yes ☒	No ☐	Yes ☐	No ☒
Paraprofessional 2:	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☐	No ☒	Yes ☒	No ☐	Yes ☐	No ☒
Paraprofessional 3:	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☐	No ☒	Yes ☒	No ☐	Yes ☐	No ☒
Related service provider:	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☒	No ☐	Yes ☐	No ☒
Rating 1	<u>6</u>		<u>7</u>		<u>4</u>		<u>7</u>		<u>0</u>	
										24/40

Staff Interviews Report		
Staff Interview Forms	Rating 1	
Posted SEB Values/Expectations (Item 1.3)	<u>30 /32</u>	<u>93 %</u>
Teaching Expectations (Item 1.4)	<u>14 /16</u>	<u>87 %</u>
Acknowledging Behavior (Item 1.5)	<u>24 /40</u>	<u>60 %</u>
Schoolwide Practices (Item 1.9)	<u>24 /32</u>	<u>75 %</u>
Classroom Practices (Item 1.10)	<u>22 /24</u>	<u>91 %</u>
Faculty and Staff Engagement (Item 1.14)	<u>28 /32</u>	<u>87 %</u>
Behavior Data (Item 1.17)	<u>32 /40</u>	<u>80 %</u>
	Rating 1 Total: <u>174 /216</u>	<u>80 %</u>
Directions: 1. For each completed staff interview form, transfer the obtained ratings for Rating 1. 2. Divide the obtained ratings by 40 to calculate percentages. 3. Sum the obtained ratings under Rating 1 and enter the summed values in the Rating 1 Total section. 4. Divide the Rating 1 Total by 280 to calculate a percentage. Interpretation: Rating 1 shows the percentage of ‘Yes’ responses to interview questions for individual subscale items. Higher percentages of ‘Yes’ responses indicate that Tier 1 implementation of the target area is more accessible for and/or inclusive of students with ESN than lower percentages of ‘Yes’ responses. The Rating 1 Total section of the report shows the total percentage of ‘Yes’ responses to interview questions, across the subscale items, providing an overall measure of accessibility and inclusion in Tier 1 implementation.		

Observations Report					
Observation Forms	'1' Ratings	'2' Ratings	'3' Ratings	'4' Ratings	'N/A' Ratings
General Education Classroom 1	_____	_____	_____	_____	_____
General Education Classroom 2	_____	_____	_____	_____	_____
General Education Classroom 3	_____	_____	_____	_____	_____
Special Education Classroom	_____	_____	_____	_____	_____
	Total Ratings: _____				

Directions:

1. Within each classroom observation form, sum the obtained ratings for each level of the rating scale (1, 2, 3, 4, N/A).
2. Enter the totals under each level of the rating scale here in the Observations Report.
3. Sum the ratings under each level of the rating scale and enter the values in the Total Ratings section.

Interpretation:

The Observations Report enables users to easily view the distribution of ratings across the 0-4 scale for each classroom observed. For example, a classroom with more '1' or '2' ratings than '3' or '4' ratings may indicate a need to review the classroom's observation form to identify areas to address or collect additional data.

The Total Ratings section enables users to easily view the distribution of ratings across all classrooms observed. If the total ratings distribution show more '1' or '2' ratings than '3' or '4' ratings, it may indicate a need to review the classroom observation forms to identify areas to address across observed classrooms and, potentially, in other classrooms in the school. Additional data collection in the observed classrooms and observations of other classrooms may be needed to identify areas to address in Tier 1 implementation to support students.

Note. The 'Yes/No' ratings from the classroom observation forms and the Posted Schoolwide Values/Expectations observation form are not included in the Observations Report. Users of the TFI-AIR should review the 'Yes/No' ratings in each observation form to determine the accessibility of posted expectations in the sample of classrooms and school settings observed during the walkthrough.

**Observation Form:
General Education Classroom 1**

TFI-AIR Subscale Item 1.4, Item 1.9, and Item 1.10

Grade: _____ Observer: _____
Teacher: _____ Start time: _____
Lesson/Activity: _____ End time: _____

Positive Behavior Interventions and Supports

Ratings

- | | | |
|--|---|-----------------------------|
| 1. Classroom expectations are visible and accessible to all students | Yes ☒ | No ☐ |
| 2. Classroom expectations are reviewed before transitions | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ | |
| 3. Class-wide behavior management system is implemented | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ | |
| 4. Behavior specific praise is provided and at a ratio of at least 5:1 | 1 ☐ 2 ☐ 3 ☒ 4 ☐ N/A ☐ | |
| 5. Individualized behavioral supports or interventions are provided | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ | |
| 6. Supports or interventions are implemented with fidelity | 1 ☐ 2 ☐ 3 ☒ 4 ☐ N/A ☐ | |

Design of Instruction

Ratings

- | | |
|---|---|
| 1. SWPBIS lessons plans are adapted to support students with ESN | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ |
| 2. Student materials are adapted and/or integrate visual supports | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ |
| 3. Technology is integrated to increase accessibility | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ |

Delivery of Instruction

Ratings

- | | |
|--|---|
| 1. Instruction is explicit/systematic | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ |
| 2. Opportunities to respond are provided and match student level | 1 ☐ 2 ☐ 3 ☒ 4 ☐ N/A ☐ |
| 3. Specific feedback (related to successes and errors) is provided | 1 ☐ 2 ☐ 3 ☒ 4 ☐ N/A ☐ |
| 4. Opportunities for peer interaction or support are provided | 1 ☐ 2 ☒ 3 ☐ 4 ☐ N/A ☐ |

Universal Design for Learning (UDL)

Ratings

- | | |
|--|---|
| 1. The lesson integrated multiple means of engagement | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ |
| 2. The lesson integrated multiple means of representation | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ |
| 3. The lesson integrated multiple means of action and expression | 1 ☐ 2 ☐ 3 ☐ 4 ☒ N/A ☐ |

Totals Ones: 0 Twos: 1 Threes: 4 Fours: 10 N/A's: 0

Observations Report						
Observation Forms	'1' Ratings	'2' Ratings	'3' Ratings	'4' Ratings	'N/A' Ratings	
General Education Classroom 1	<u>0</u>	<u>1</u>	<u>4</u>	<u>10</u>	<u>0</u>	
General Education Classroom 2	<u>0</u>	<u>2</u>	<u>5</u>	<u>8</u>	<u>0</u>	
General Education Classroom 3	<u>0</u>	<u>3</u>	<u>3</u>	<u>9</u>	<u>0</u>	
Special Education Classroom	<u>0</u>	<u>1</u>	<u>5</u>	<u>9</u>	<u>0</u>	
	Total Ratings:	<u>0</u>	<u>7</u>	<u>17</u>	<u>36</u>	<u>0</u>

Directions:

1. Within each classroom observation form, sum the obtained ratings for each level of the rating scale (1, 2, 3, 4, N/A).
2. Enter the totals under each level of the rating scale here in the Observations Report.
3. Sum the ratings under each level of the rating scale and enter the values in the Total Ratings section.

Interpretation:

The Observations Report enables users to easily view the distribution of ratings across the 0-4 scale for each classroom observed. For example, a classroom with more '1' or '2' ratings than '3' or '4' ratings may indicate a need to review the classroom's observation form to identify areas to address or collect additional data.

The Total Ratings section enables users to easily view the distribution of ratings across all classrooms observed. If the total ratings distribution show more '1' or '2' ratings than '3' or '4' ratings, it may indicate a need to review the classroom observation forms to identify areas to address across observed classrooms and, potentially, in other classrooms in the school. Additional data collection in the observed classrooms and observations of other classrooms may be needed to identify areas to address in Tier 1 implementation to support students.

Note. The 'Yes/No' ratings from the classroom observation forms and the Posted Schoolwide Values/Expectations observation form are not included in the Observations Report. Users of the TFI-AIR should review the 'Yes/No' ratings in each observation form to determine the accessibility of posted expectations in the sample of classrooms and school settings observed during the walkthrough.

Tier 1 Subscales Report					
Subscale Items	Subscale Scores				
Item 1.1 (Team Composition)	☐ 0	☐ 1	☐ 2	☐ 3	☒ 4
Item 1.3 (Schoolwide Expectations)	☐ 0	☐ 1	☐ 2	☒ 3	☐ 4
Item 1.4 (Schoolwide Expectations Taught)	☐ 0	☐ 1	☐ 2	☒ 3	☐ 4
Item 1.5 (Schoolwide Acknowledgement)	☐ 0	☐ 1	☐ 2	☒ 3	☐ 4
Item 1.9 (Schoolwide Practices Used in Classrooms)	☐ 0	☐ 1	☐ 2	☒ 3	☐ 4
Item 1.10 (Classroom Practices)	☐ 0	☐ 1	☐ 2	☒ 3	☐ 4
Item 1.14 (Faculty and Staff Engagement)	☐ 0	☐ 1	☒ 2	☐ 3	☐ 4
Item 1.17 (Decision Making with Behavior Data)	☐ 0	☐ 1	☒ 2	☐ 3	☐ 4
	Totals: <u>0</u> <u>0</u> <u>4</u> <u>15</u> <u>4</u>				
	Overall Score: <u>23 /32</u> <u>71 %</u>				
Directions: 1. Transfer the 0-4 score for each item in the Tier 1 Subscales (Section 1). 2. Sum the scores for each level in the 0-4 scale and enter the summed values within the Total section. 3. Sum the scores within the Total Ratings Section for the Overall Score Interpretation: The Tier 1 Subscales Report enables users to easily view the score for each subscale item. The Totals section shows the distribution of 0-4 scores across all subscale items and the Overall Score section provides a percentage estimate of the extent to which Tier 1 implementation is accessible for and inclusive of students with ESN.					

Thank You!



APPENDIX I

TFI-AIR Training Fidelity Tool

TFI-AIR Training Fidelity Tool		
Name: _____	Date: _____	
School (#) 1 ☐ 2 ☐	Tier 1 Team Members Present (#): _____	
Start Time: _____	End Time: _____	
Training Elements Delivered		
The trainer...		
1. Described the purpose of the research study.....	Yes ☐	No ☐
2. Described the research activities for Phase 1 and Phase 2.....	Yes ☐	No ☐
3. Defined students with extensive support needs (ESN).....	Yes ☐	No ☐
4. Described the purpose of the TFI-AIR.....	Yes ☐	No ☐
5. Provided definitions for <i>accessibility</i> and <i>inclusion</i>	Yes ☐	No ☐
6. Discussed essential elements of SWPBIS.....	Yes ☐	No ☐
7. Provided an overview of the TFI-AIR.....	Yes ☐	No ☐
8. Reviewed each element of Item 1.1.....	Yes ☐	No ☐
9. Reviewed each element of Item 1.3.....	Yes ☐	No ☐
10. Reviewed each element of Item 1.4.....	Yes ☐	No ☐
11. Reviewed each element of Item 1.5.....	Yes ☐	No ☐
12. Reviewed each element of Item 1.9.....	Yes ☐	No ☐
13. Reviewed each element of Item 1.10.....	Yes ☐	No ☐
14. Reviewed each element of Item 1.14.....	Yes ☐	No ☐
15. Reviewed each element of Item 1.17.....	Yes ☐	No ☐
16. Reviewed each element of the Staff Interview Form example.....	Yes ☐	No ☐
17. Reviewed each element of the Expectations Observation Form	Yes ☐	No ☐
18. Reviewed each element of the Classroom Observation Form example	Yes ☐	No ☐
19. Provided an overview of the Tier 1 Score Report.....	Yes ☐	No ☐
20. Reviewed each element of the Interviews Report.....	Yes ☐	No ☐
21. Reviewed each element of the Observations Report.....	Yes ☐	No ☐
22. Reviewed each element of the Tier 1 Subscales Report.....	Yes ☐	No ☐
. Periodically asked participants if they had questions.....	Yes ☐	No ☐
. Responded to all questions from participants.....	Yes ☐	No ☐
. .		
Notes:		

APPENDIX J

TFI-AIR Scoring Fidelity Tool

TFI-AIR Scoring Fidelity Tool		
Name: _____	Date: _____	
School (#) 1 ☐ 2 ☐	Tier 1 Team Members Present (#): _____	
Start Time: _____	End Time: _____	
Steps in Scoring Process		
The facilitator...		
1. Reviewed the agenda.....	Yes ☐	No ☐
2. Checked that each member had needed materials.....	Yes ☐	No ☐
3. Provided overview of administering the TFI-AIR.....	Yes ☐	No ☐
4. Reviewed and discussed the Staff Interviews Report.....	Yes ☐	No ☐
5. Reviewed and discussed the Observation of Posted Expectations.....	Yes ☐	No ☐
6. Reviewed and discussed the Observations Report.....	Yes ☐	No ☐
7. Reviewed time required to complete the Tier 1 Walkthrough.....	Yes ☐	No ☐
8. Scored subscale Item 1.1 with the team.....	Yes ☐	No ☐
9. Scored subscale Item 1.3 with the team.....	Yes ☐	No ☐
10. Scored subscale Item 1.4 with the team.....	Yes ☐	No ☐
11. Scored subscale Item 1.5 with the team.....	Yes ☐	No ☐
12. Scored subscale Item 1.9 with the team.....	Yes ☐	No ☐
13. Scored subscale Item 1.10 with the team.....	Yes ☐	No ☐
14. Scored subscale Item 1.14 with the team.....	Yes ☐	No ☐
15. Scored subscale Item 1.17 with the team.....	Yes ☐	No ☐
16. Transferred subscales scores for items to the Tier 1 Subscale Report..	Yes ☐	No ☐
17. Reviewed and discussed scores in the Tier 1 Subscales Report.....	Yes ☐	No ☐
Periodically asked participants if they had questions.....		
Responded to all questions from participants.....		

Notes:

APPENDIX K

TFI-AIR Usability Survey



TFI-AIR Usability Survey

Thank you for participating in the study to pretest the TFI-AIR in schools implementing SPWBIS. We appreciate your time and feedback in completing this survey. Please rate each survey item below and provide any feedback you may have related to the TFI-AIR.

Efficiency Items

Please rate the extent to which you agree with the following statement:

The TFI-AIR can be completed by SWPBIS implementation teams in a reasonable amount of time.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
☐	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the following statement:

Scoring the TFI-AIR is easy and straightforward.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
---	-----------------------------------	---	--	--------------------------------	--

Please rate the extent to which you agree with the following statement:

Administration of the TFI-AIR if feasible for SWPBIS implementation teams.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
---	-----------------------------------	---	--	--------------------------------	--

Please provide any feedback you may have related to the **efficiency** of the TFI-AIR and administering or scoring the measure; for example, related to:

- the amount of time or effort required to complete the measure
- suggested changes or revisions

--

Effectiveness Items

Please rate the extent to which you agree with the following statement:

The TFI-AIR measures accessibility factors associated with Tier 1 implementation.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

The TFI-AIR measures inclusion factors associated with Tier 1 implementation.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

The TFI-AIR measures the extent to which Tier 1 implementation is accessible for and inclusive of students with extensive support needs.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

The TFI-AIR may be useful for addressing socially important outcomes in SWPBIS for students with extensive support needs.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

The TFI-AIR provides actionable data that implementation teams can use to identify areas for team action planning, professional development, or ongoing support (e.g., consultation, coaching, mentoring).

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

The TFI-AIR may be useful in addressing socially important outcomes in SWPBIS for teachers and other educators (e.g., paraprofessionals, related service providers).

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

The TFI-AIR may be useful in supporting Tier 1 implementation.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

The TFI-AIR may be useful in improving Tier 1 implementation.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

The TFI-AIR may be useful in addressing socially important outcomes for the school's SWPBIS system.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please provide any feedback you may have related to the **effectiveness** of the TFI-AIR and administering or scoring the measure.

--

Satisfaction Items

Please rate the extent to which you agree with the following statement:

SWPBIS teams should administer the TFI-AIR at least one time.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please rate the extent to which you agree with the following statement:

I would advocate for our SWPBIS team to administer the TFI-AIR at least once annually as part of our regular practice.

Strongly disagree ☐	Disagree ☐	Slightly disagree ☐	Slightly agree ☐	Agree ☐	Strongly agree ☐
--	-----------------------------------	--	---	--------------------------------	---

Please provide any feedback you may have related to your **satisfaction** with the TFI-AIR and administering or scoring the measure.



We thank you for your time spent taking this survey.
Your response has been recorded.

APPENDIX L

Second-Round Content Validity Survey



Introduction

Content Validity Survey – Round 2

Introduction

Thank you for completing the initial survey to assess the content validity of the TFI-AIR. We had a 94% response rate for the first-round survey and very much appreciated people taking time to provide open-ended feedback and specific suggestions for improving the add-on scale. Results indicated *Good* to *Excellent* interrater reliability (IRR) across respondents' ratings, and each element of the TFI-AIR assessed met the Content Validity Index (CVI) threshold of 0.80, except for scoring validity associated with the observation form for rating the accessibility of postings of schoolwide expectations or values.

However, based on respondents' feedback and specific suggestions, we made a few revisions within the TFI-AIR,

which we are asking you to assess in this second-round survey. Thank you again for your valuable time and input, which will help us improve the add-on scale. We believe your effort will meaningfully impact areas of PBIS and school-based practice for students with ESN.

Survey Structure

Section 1

We made changes to the Tier 1 Subscales. For some subscale items, revisions were made to item descriptions and item scoring criteria. You will be asked to assess item descriptions and item scoring criteria, using the same rating system as the initial survey, and provide feedback and specific suggestions.

Section 2

The amount of time needed for educators to complete the TFI-AIR is a concern. The add-on scale includes 7 interview forms and each form includes 4-5 questions. As such, we are asking respondents to rank order the staff interview questions according to importance. We hope that we can reduce the number of questions and still enable users of the add-on scale to obtain necessary and sufficient data to score the Tier 1 subscale items and identify areas of Tier 1 implementation to address to better serve students with ESN.

Section 3

We made changes to the observation form for rating the accessibility of postings of schoolwide expectations or values. In this section of the survey, you will be asked to assess the observation form, using the same rating system as the initial survey, and provide feedback and specific suggestions.

Note: In completing the survey, please keep in mind how the terms *inclusion* and *accessible* are defined or used in the TFI-AIR.

Inclusion: In the context of SWPBIS and educators' implementation of Tier 1 Universal PBIS Features, inclusion is defined as a continuous process of increasing the representation, participation, and achievement of students with ESN in Tier 1 of SWPBIS. This definition of inclusion goes beyond the physical presence or participation of individuals to encompass representation—for example, students with ESN may be represented by associated educators who actively participate in the Teams core feature (See Tier 1 Subscales Item 1.1 – Team Composition) as members of a school's SWPBIS Leadership Team.

Accessible: In the context of SWPBIS and administering the TFI-AIR, the term 'accessible' is defined as the extent to which schools arrange information, activities, and/or

environments such that students with disabilities can acquire the same information, engage in the same interactions and activities, and enjoy the same services in an equally effective, equally integrated manner, with substantially equivalent ease of use, as compared to students without disabilities.

Section 1 – Tier 1 Subscales

Note: In this section of the survey, for each revised subscale item you will assess, we first provide a screen capture of the original version of the subscale item (which was assessed in the first-round survey), so that you may compare the original and revised versions of items. Please note that you are only being asked to assess the revised versions of subscale items.

Item 1.1 Team Composition

Original Item 1.1 (Team Composition)

Subscale: Teams				
1.1 Team Composition: Tier 1 leadership team includes (a) one or more educators who provide ongoing services to students with disabilities who have ESN, and (b) one or more individuals who actively provide expertise in accessibility and inclusion areas. Examples of educators for this subscale item include general education teacher, special education teacher, assistive technology specialist, occupational therapist (OT), physical therapist (PT), autism consultant, behavior specialist, paraprofessional, etc. <i>Note.</i> One team member may serve as a person who both provides services to students with ESN <u>and</u> has expertise in accessibility and inclusion areas. <u>Examples of accessibility and inclusion areas:</u> • Universal design for learning (UDL) • Educational technology • Assistive technology (high- or low-tech) • Peer-mediated support strategies • Evidence-based practices for students with disabilities • High-leverage practices for students with disabilities				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Tier 1 leadership team does not include (a) one or more educators who provide services to students with ESN, <u>AND</u> (b) one or more individuals with expertise in accessibility and inclusion areas.	Tier 1 leadership team includes (a) one or more educators who provide services to students with ESN, <u>OR</u> (b) one or more individuals with expertise in accessibility and inclusion areas.	Tier 1 leadership team includes (a) one or more educators who provide services to students with ESN, <u>AND</u> (b) one or more individuals with expertise in accessibility and inclusion areas.	Tier 1 leadership team participation is at or above 80% for each (a) educator who provides services to students with ESN and (b) person with expertise in accessibility and inclusion areas.	Tier 1 leadership team has a formal process for selecting, recruiting, and retaining team members who (a) provide services to students with ESN and/or (b) have expertise in accessibility and inclusion areas.
Data Sources: School organizational chart Tier 1 team meeting minutes				

Revised Item 1.1 Description

Subscale: Teams	
1.1 Team Composition: Tier 1 leadership team includes at least one team member who is (a) knowledgeable about the accessibility and inclusion needs of all students in the school..... ☐ (b) actively engaged in delivering accessibility and inclusion supports..... ☐ (c) knowledgeable about the extent to which students with ESN are included in Tier 1 implementation..... ☐ <i>Note.</i> Check each ☐ above (a-c) as evidenced through applicable data sources. <u>Examples of accessibility and inclusion supports:</u> • Universal design for learning (UDL) • Peer-mediated support strategies • High-leverage practices for students with disabilities • Assistive technology (high- or low-tech) • Explicit/systematic instruction • Evidence-based practices for students with disabilities • Educational technology • Differentiated instruction	

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.1 (Team Composition) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.1 (Team Composition) is directly related to the Teams Subscale.	☐	☐	☐	☐	☐	☐

Revised Item 1.1 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
The Tier 1 leadership team does not include at least one team member who meets the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets some (1/3) of the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets most (2/3) of the criteria (a-c) listed above.	The Tier 1 leadership team includes at least one team member who meets all (3/3) of the criteria (a-c) listed above.	Tier 1 leadership team has demonstrated consistent, sustained participation of team members who meet criteria (a-c) as indicated by their participation in 80% or more of Tier 1 team meetings over the last 6 months.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring criteria for Item 1.1 (Team Composition) are valid.	☐	☐	☐	☐	☐	☐

**Please indicate the construct(s) measured by Item 1.1
(Team Composition)**

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

**Please rate the extent to which you believe it is
important to include Item 1.1 (Team Composition) in
the TFI-AIR**

Very Unimportant Slightly Slightly Important Very
unimportant unimportant important important

☐ ☐ ☐ ☐ ☐ ☐

**Please provide feedback and specific suggestions you
may have related to the Teams Subscale and Item 1.1
(Team Composition); for example:**

- Reword or revise the item description and/or scoring criteria
- Include one or more additional items under the Teams Subscale
- Remove Item 1.1 from the Teams Subscale
- Remove the Teams Subscale from the TFI-AIR

Item 1.4 Schoolwide Expectations Taught

Original Item 1.4 (Schoolwide Expectations Taught)

Subscale: Practices				
1.4 Schoolwide Expectations Taught: General education teachers and special education teachers or related service providers (a) collaborate to (b) adapt SWPBIS lesson plans for teaching schoolwide expectations to students with ESN and (c) utilize evidence-based practices alongside necessary accommodations, modifications, and accessibility tools in the design and delivery of instruction to facilitate students' acquisition, mastery, maintenance, and generalization of SEB skills associated with schoolwide expectations in classrooms and other school settings.				
<u>Examples of evidence-based practices:</u> • Explicit/systematic instruction • Technology aided instruction and intervention (TAII) • Peer-based instruction and intervention (PBII) • Social narratives/story-based intervention		<u>Examples of Accessibility Strategies:</u> • Universal design for learning (UDL) • Assistive technology (high- and low-tech) • Peer-mediated support strategies • High-leverage practices in special education		
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Educators do not collaborate; SWPBIS lesson plans are not adapted for students with ESN; and instructional EBP's are not used in teaching expectations or other SWPBIS-related lessons.	Educators collaborate to design or teach SWPBIS-related lessons; lesson plans do not show evidence of adaptation for students with ESN; AND instructional EBP's are not used in teaching expectations or other SWPBIS-related lessons.	Educators collaborate to design or teach SWPBIS-related lessons; lesson plans show minimal evidence of adaptation for students with ESN; OR instructional EBP's are used in teaching expectations or other SWPBIS-related lessons.	Educators collaborate to teach SWPBIS-related lessons; lesson plans show moderate evidence of adaptation for students with ESN; AND instructional EBP's are used in teaching expectations or other SWPBIS-related lessons.	Educators collaborate to design or teach SWPBIS-related lessons; lesson plans show substantial evidence of adaptation for students with ESN; AND instructional EBP's are used in teaching expectations or other SWPBIS-related lessons.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms		Additional Data Sources: Lesson plans Professional development calendar		

Revised Item 1.4 Description

Subscale: Practices	
1.4 Schoolwide Expectations Taught: General education teachers and special education teachers consistently:	
(a) use evidence-based practices in teaching schoolwide expectations.....	☐
(b) integrate accessibility strategies to meet the learning needs of all students.....	☐
(c) use lesson plans or materials that have been adapted to support students with ESN.....	☐
(d) gather assessment data on student knowledge of schoolwide expectations that includes sampling from students with ESN.....	☐
Note. Consistency is defined in terms of at least 75% of educators observed or interviewed implementing practices (a-d) listed above. Check each ☐ above (a-d) as evidenced through applicable data sources (e.g., staff interviews, classroom observations, lesson plans).	
<u>Examples of evidence-based practices:</u> • Explicit/systematic instruction • Technology aided instruction and intervention (TAII) • Peer-based instruction and intervention (PBII) • Social narratives/story-based intervention	<u>Examples of accessibility supports:</u> • Universal design for learning (UDL) • Assistive technology (high- or low-tech) • Peer-mediated support strategies • High-leverage practices in special education

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.4 (Schoolwide Expectations Taught) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.4 (Schoolwide Expectations Taught) is directly related to the Practices Subscale.	☐	☐	☐	☐	☐	☐

Revised Item 1.4 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by general education teachers and special education teachers.	There is evidence that some (1/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that many (2/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that most (3/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.	There is evidence that all (4/4) of the above practices (a-d) are consistently implemented by general education teachers and special education teachers.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring criteria for Item 1.4 (Schoolwide Expectations Taught) are valid.	☐	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.4 (Schoolwide Expectations Taught)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.4 (Schoolwide Expectations Taught) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback and specific suggestions you may have related to Item 1.4 (Schoolwide Expectations Taught); for example:

- Reword or revise the item description and/or scoring criteria
- Remove Item 1.4 from the Practices Subscale
- Remove the Practices Subscale from the TFI-AIR

Item 1.5 Schoolwide Acknowledgement

Original Item 1.5 (Schoolwide Acknowledgement)

Subscale: Practices				
1.5 Schoolwide Acknowledgement: Educators consistently and equitably include students with ESN in the schoolwide acknowledgement system and activities by (a) delivering behavior-specific praise linked to schoolwide expectations across settings, (b) delivering schoolwide acknowledgement tokens/tickets (differentiated or adapted as needed for individual students), (c) aligning individualized reinforcement systems with the schoolwide acknowledgement system, (d) documenting the delivery of schoolwide acknowledgement tokens/tickets, (d) facilitating student access to schoolwide rewards (e.g., school store, raffles), and (e) facilitating student participation in SWPBIS celebrations (e.g., award assemblies) using accessibility strategies and other supports.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Behavior-specific praise is not linked to schoolwide expectations; acknowledgement tokens/tickets are not delivered; individualized reinforcement systems are not aligned with schoolwide acknowledgement systems; students with ESN do not (a) access schoolwide awards and (b) participate in SWPBIS celebrations.	Behavior-specific praise is linked to schoolwide expectations; acknowledgement tokens/tickets are delivered but not differentiated or adapted as needed; delivery of tokens/tickets is not documented; individualized reinforcement systems are not aligned with schoolwide systems; students with ESN do not (a) access schoolwide awards and (b) participate in SWPBIS celebrations.	Behavior-specific praise is linked to schoolwide expectations; acknowledgement tokens/tickets are delivered and differentiated or adapted as needed; delivery of tokens/tickets is not documented; individualized reinforcement systems are not aligned with schoolwide systems; students with ESN do not (a) access schoolwide awards and (b) participate in SWPBIS celebrations.	Behavior-specific praise is linked to schoolwide expectations; acknowledgement tokens/tickets are delivered and differentiated or adapted as needed; delivery of tokens/tickets is documented; individualized reinforcement systems are aligned with schoolwide systems; students with ESN (a) access schoolwide awards OR (b) participate in SWPBIS celebrations.	Behavior-specific praise is linked to schoolwide expectations; acknowledgement tokens/tickets are delivered and differentiated or adapted as needed; delivery of tokens/tickets is documented; individualized reinforcement systems are aligned with schoolwide systems; students with ESN (a) access schoolwide awards AND (b) participate in SWPBIS celebrations.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms		Additional Data Sources: Data on staff acknowledgement (e.g., feedback collected via Be+ app, count of positive/praise tickets)		

Revised Item 1.5 Description

Subscale: Practices	
1.5 Schoolwide Acknowledgement: Educators consistently and equitably include students with ESN in the schoolwide acknowledgement system and activities by implementing the following practices:	
(a) delivering behavior-specific praise linked to schoolwide expectations across settings.....	☐
(b) delivering schoolwide acknowledgement tokens/tickets (differentiated or adapted as needed for students)...	☐
(c) aligning individualized reinforcement systems with the schoolwide acknowledgement system.....	☐
(d) documenting the delivery of schoolwide acknowledgement tokens/tickets.....	☐
(d) facilitating student access to schoolwide rewards (e.g., school store, raffles).....	☐
(e) facilitating student participation in SWPBIS celebrations (e.g., award assemblies).....	☐
Note. Consistency is defined in terms of at least 75% of educators observed or interviewed implementing practices (a-e) listed above. Check each ☐ above (a-e) as evidenced through applicable data sources. Students should regularly participate or always have the option to participate in SWPBIS celebrations, with accessibility strategies and other supports provided as needed to facilitate participation.	

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.5 (Schoolwide Acknowledgement) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.5 (Schoolwide Acknowledgement) is directly related to the Practices Subscale.	☐	☐	☐	☐	☐	☐

Revised Item 1.5 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that that the above practices (a-e) are implemented by educators, for students with ESN.	There is evidence that some (1 or 2/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that many (3/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that most (4 or 5/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.	There is evidence that all (6/6) of the above practices (a-e) are consistently implemented by educators, for students with ESN.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring criteria for Item 1.5 (Schoolwide Acknowledgement) are valid.	☐	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.5 (Schoolwide Acknowledgement)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.5 (Schoolwide Acknowledgement) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback and specific suggestions you may have related to Item 1.5 (Schoolwide Acknowledgement); for example:

- Reword or revise the item description and/or scoring criteria
- Remove Item 1.5 from the Practices Subscale
- Remove the Practices Subscale from the TFI-AIR

1.9 Schoolwide Practices Used in Classrooms

Original Item 1.9 (Schoolwide Practices Used in Classrooms)

Subscale: Practices				
1.9 Schoolwide Practices Used in Classrooms: Educators who work directly or indirectly with students with ESN 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) across all classroom locations and routines and integrate these supports within all academic and SEB instruction in a culturally responsive manner. Note: Educators who work directly or indirectly with students with ESN include general education teachers, special education teachers, paraprofessionals or educational assistants, and related service providers (e.g., behavior specialist, autism specialist).				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
In working with students with ESN, educators do not implement foundational Tier 1 practices in any school setting.	In working with students with ESN, educators implement foundational Tier 1 practices in non-academic settings (e.g., cafeteria, hallways, playground).	In working with students with ESN, educators implement foundational Tier 1 practices in non-academic settings <u>AND</u> specials classes (e.g., Music, Library, Physical Education, Art, Technology).	In working with students with ESN, educators implement foundational Tier 1 practices in non-academic settings, specials classes, <u>AND</u> the special education classroom(s).	In working with students with ESN, educators consistently implement foundational Tier 1 practices in non-academic settings, specials classes, the special education classroom(s), <u>AND</u> general education classrooms.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms				

Revised Item 1.9 Description

Subscale: Practices	
1.9 Schoolwide Practices Used in Classrooms: Educators who work directly or indirectly with students with ESN implement foundational Tier 1 practices (as described in 1.4) and schoolwide acknowledgement (as described in 1.5) in the following settings: (a) general education classrooms..... ☐ (b) special education classrooms..... ☐ (c) specials classes (e.g., Music, Library, Physical Education, Art, Technology)..... ☐ (d) non-academic settings (e.g., hallways, cafeteria, playground)..... ☐ Note: Check each ☐ above (a-d) as evidenced through applicable data sources. Educators who work directly or indirectly with students with ESN include general education teachers, special education teachers, paraprofessionals, and related service providers. <u>Examples of foundational Tier 1 practices:</u> • Explicitly teach, prompt, and review schoolwide expectations • Provide frequent opportunities to respond or practice • Provide at least 5:1 praise to error corrections • Provide active supervision • Acknowledge positive SEB skills • Document student acknowledgements	

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.9 (Schoolwide Practices Used in Classrooms) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.9 (Schoolwide Practices Used in Classrooms) is directly related to the Practices Subscale.	☐	☐	☐	☐	☐	☐

Revised Item 1.9 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in few (1/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in some (2/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in most (3/4) of the above settings (a-d).	There is evidence that educators implement foundational Tier 1 practices and schoolwide acknowledgement for students with ESN in all (4/4) of the above settings (a-d).

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring criteria for Item 1.9 (Schoolwide Practices Used in Classrooms) are valid.	☐	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.9 (Schoolwide Practices Used in Classrooms)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.9 (Schoolwide Practices Used in Classrooms) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback and specific suggestions you may have related to Item 1.9 (Schoolwide Practices Used in Classrooms); for example:

- Reword or revise the item description and/or scoring criteria
- Remove Item 1.9 from the Practices Subscale
- Remove the Practices Subscale from the TFI-AIR

1.10 Classroom Practices

Original Item 1.10 (Classroom Practices)

Subscale: Practices				
1.10 Classroom Practices: Educators consistently use positive and proactive practices and provide equitable opportunities for students with ESN to learn and practice expectations with students without disabilities in classrooms and other school settings (e.g., library, cafeteria, gymnasium).				
<u>Examples of positive and proactive practices:</u> • Building relationships with students • Developing a safe environment • Prompting predictable routines and expected behavior • Actively supervising • Actively providing opportunities to respond (OTRs) • Providing specific feedback (i.e., specific praise and supportive corrections) • Ensuring a high ratio (≥5:1) of positive to corrective feedback				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
In working with students with ESN, educators do not implement positive and proactive behavior support practices; students with ESN are not provided opportunities to learn and practice school and classroom expectations with peers without disabilities.	In working with students with ESN, educators inconsistently implement positive and proactive behavior support practices; students with ESN are not provided opportunities to learn and practice school and classroom expectations with peers without disabilities.	In working with students with ESN, educators inconsistently implement positive and proactive behavior support practices; opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities are inconsistently provided and occur in some school and classroom settings.	In working with students with ESN, educators consistently implement positive and proactive behavior support practices <u>OR</u> opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities are consistently provided and occur in most school and classroom settings.	In working with students with ESN, educators consistently implement positive and proactive behavior support practices <u>AND</u> opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities are consistently provided and occur in all school and classroom settings.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms ⇒ School settings observation forms				

Revised Item 1.10 Description

Subscale: Practices	
1.10 Classroom Practices: In working with students with ESN, educators (a) use positive and proactive practices and (b) provide opportunities for students with ESN to learn and practice expectations with students without disabilities in classrooms and other school settings (e.g., library, cafeteria, gymnasium).	
<u>Examples of positive and proactive practices:</u>	
• Building relationships with students • Developing a safe and welcoming environment • Prompting predictable routines and expected behavior • Actively supervising students in all school settings	• Actively providing opportunities to respond (OTRs) • Utilizing natural supports (e.g., peers) in all school settings • Providing specific feedback (i.e., praise and supportive corrections) • Ensuring a high ratio ($\geq 5:1$) of positive to corrective feedback

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.10 (Classroom Practices) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.10 (Classroom Practices) is directly related to the Practices Subscale.	☐	☐	☐	☐	☐	☐

Revised Item 1.10 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that educators use positive and proactive practices <u>OR</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that educators use positive and proactive practices <u>OR</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that educators use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that most ($>50\%$) of the educators interviewed or observed use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.	There is evidence that all (100%) of the educators interviewed or observed use positive and proactive practices <u>AND</u> provide opportunities for students with ESN to learn and practice expectations with students without disabilities.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring criteria for Item 1.10 (Classroom Practices) are valid.	☐	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.10 (Classroom Practices)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.10 (Classroom Practices) in the TFI-AIR

Very unimportant	Unimportant	Slightly unimportant	Slightly important	Important	Very important
☐	☐	☐	☐	☐	☐

Please provide feedback and specific suggestions you may have related to Item 1.10 (Classroom Practices); for example:

- Reword or revise the item description and/or scoring criteria
- Remove Item 1.10 from the Practices Subscale
- Remove the Practices Subscale from the TFI-AIR

1.14 Faculty and Staff Engagement

Original Item 1.14 (Faculty and Staff Engagement)

Subscale: Systems				
1.14 Faculty and Staff Engagement: Tier 1 leadership team purposefully and regularly engages all faculty and staff who work with or support students with ESN in co-designing and actively revising the content and the implementation of foundational Tier 1 practices and systems based on the regular review of schoolwide and community data.				
<u>Examples of faculty and staff who work directly or indirectly with students with ESN:</u> • General education teachers • Paraprofessionals (i.e., educational assistants, instructional assistants, etc.) • Special education teachers • Related service providers (e.g., speech-language pathologist, behavior specialist, occupational therapist, autism consultant, assistive technology specialist)				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
No documentation or no opportunities exist for examining data or developing/revising Tier 1 foundations, for faculty and staff who work with or support students with ESN.	Faculty and staff who work with or support students with ESN are engaged in providing input on Tier 1 foundations based on a review of school and community data, within the past 12 months.	Faculty and staff who work with or support students with ESN are actively engaged in the selection and interpretation of school and community data AND provide input on the development or implementation of Tier 1 foundations, within the past 12 months.	Faculty and staff who work with or support students with ESN are actively engaged in the selection and interpretation of school and community data AND provide input on the development or implementation of Tier 1 foundations, at least twice per year	Faculty and staff who work with or support students with ESN are actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of Tier 1 foundations at least twice per year, AND if data indicate a problem, an action plan is developed to enhance or modify Tier 1 foundations.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms		Additional Data Sources: PBIS Self-Assessment Survey Formative Input Survey (FIS)		
		Informal Surveys Staff meeting minutes	Team meeting minutes Social validity surveys	

Revised Item 1.14 Description

Subscale: Systems	
1.14 Faculty and Staff Engagement: Tier 1 leadership team purposefully engages all faculty and staff who work with or support students with ESN by implementing the following practices:	
(a) reviewing schoolwide data.....	☐
(b) soliciting input on the implementation or development of Tier 1 foundations.....	☐
(c) evaluating the implementation of Tier 1 foundations.....	☐
(d) providing training, professional development, or ongoing support in implementing Tier 1 foundations.....	☐
Note. Check each ☐ above (a-d) as evidenced through applicable data sources. Examples of faculty and staff who work with or support students with ESN include general education teachers, special education teachers, paraprofessional, and related service providers.	

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.14 (Faculty and Staff Engagement) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.14 (Faculty and Staff Engagement) is directly related to the Systems Subscale.	☐	☐	☐	☐	☐	☐

Revised Item 1.14 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that some (1/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that many (2/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that most (3/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that all (4/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring criteria for Item 1.14 (Faculty and Staff Engagement) are valid.	☐	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.14 (Faculty and Staff Engagement)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.14 (Faculty and Staff Engagement) in the TFI-AIR

Very Unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback and specific suggestions you may have related to Item 1.14 (Faculty and Staff Engagement); for example:

- Reword or revise the item description and/or scoring criteria
- Remove Item 1.14 from the Systems Subscale
- Remove the Systems Subscale from the TFI-AIR

1.17 Decision Making with Behavior Data

Original Item 1.17 (Decision Making with Behavior Data)

Subscale: Data				
1.17 Decision Making with Behavior Data: Tier 1 leadership team has access to behavior data for students with ESN that includes (a) all information relevant for decision making (e.g., behavior, date/time, location, student), (b) perceived function, and (c) disciplinary actions organized by the behavior type, frequency of events over time (per day per month), location, time of day, consequence, and by individual student, and uses discipline data at least monthly to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
Behavior data for students with ESN is not collected or not used.	Behavior data for students with ESN is collected but not included in data reports or Tier 1 leadership team does not have access to behavior data for students with ESN.	Behavior data for students with ESN is collected and included in data reports; data reports for students with ESN are incomplete OR not used at Tier 1; profiles of overall strengths and needs for students with ESN who may need additional behavior support are not developed.	Behavior data for students with ESN is collected and included in data reports; data reports for students with ESN are complete AND are used at Tier 1; profiles of overall strengths and needs for students with ESN who may need additional behavior support are developed.	Behavior data for students with ESN is collected and included in data reports; data reports for students with ESN are complete AND consistently used at Tier 1; profiles of overall strengths and needs for students with ESN who may need additional behavior support are consistently developed and inform the development and delivery of equitable Tier 1 foundational and classroom practices.

Revised Item 1.17 Description

Subscale: Data	
1.17 Decision Making with Behavior Data: Tier 1 leadership team implements the following data practices for students with ESN:	
(a) collecting behavior data.....	☐
(b) disaggregating behavior data in data reports.....	☐
(c) developing profiles of overall strengths and needs for students who may need additional behavior support...	☐
(d) utilizing student profiles to develop and deliver equitable Tier 1 foundational and classroom practices.....	☐
Note. Check each ☐ above (a-d) as evidenced through applicable data sources.	

Please rate the extent to which you agree with the statement below (to assess item validity)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.17 (Decision Making with Behavior Data) addresses important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.	☐	☐	☐	☐	☐	☐

Please rate the extent to which you agree with the statement below (to indicate factor structure)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Item 1.17 (Decision Making with Behavior Data) is directly related to the Data Subscale.	☐	☐	☐	☐	☐	☐

Revised Item 1.17 Scoring Criteria

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that some (1/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that many (2/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that most (3/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that all (4/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
The scoring criteria for Item 1.17 (Decision Making with Behavior Data) are valid.	☐	☐	☐	☐	☐	☐

Please indicate the construct(s) measured by Item 1.17 (Decision Making with Behavior Data)

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include Item 1.17 (Decision Making with Behavior Data) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback and specific suggestions you may have related to Item 1.17 (Decision Making with Behavior Data); for example:

- Reword or revise the item description and/or scoring criteria
- Remove Item 1.17 from the Data Subscale
- Remove the Data Subscale from the TFI-AIR

Section 2 – Staff Interview Questions

Please rank the interview questions in order of importance for Staff Interview Form: Posted Schoolwide Values/Expectations (TFI-AIR Subscale Item 1.3 – Schoolwide Expectations)

What are the schoolwide expectations or values? [e.g., high 5's, 3 bee's; use the name of school acronym for the behavioral expectations if there is one]

Are the schoolwide expectations posted in classrooms accessible for all students, including students with extensive support needs [ESN]?

Are the schoolwide expectations posted in other school areas [provide examples such as hallways, cafeteria, gymnasium] accessible for all students ?

In working with students with ESN, do you periodically review schoolwide expectations, in both classrooms and other school areas [provide examples]?

Please provide feedback or specific suggestions related to the interview questions; for example:

- revise the wording of a specific interview question
- add or replace a specific interview question
- remove a specific interview question

Please rank the interview questions in order of importance for Staff Interview Form: Teaching Expectations (TFI-AIR Subscale Item 1.4 – Schoolwide Expectations Taught). **Note:** Only general education teachers and special education teachers are now included in this interview form.

Do you utilize evidence-based practices [provide relevant examples] in teaching schoolwide expectations to all students, including students with ESN?

Have you incorporated accessibility strategies [provide relevant examples] in the design and delivery of instruction in schoolwide expectations to meet the needs of all learners?

Do you use lesson plans or materials that are adapted to support students with ESN?

Do collect assessment data on student understanding of schoolwide expectations that includes data from students with ESN?

Please provide feedback or specific suggestions related to the interview questions; for example:

- revise the wording of a specific interview question
- add or replace a specific interview question
- remove a specific interview question

Please rank the interview questions in order of importance for Staff Interview Form: Acknowledging Behavior (TFI-AIR Subscale Item 1.5 – Schoolwide Acknowledgement)

Do you provide [name of school's SWPBIS acknowledgement system] to students with ESN?

Do you document the [name of school's SWPBIS acknowledgement system] that you provide to students with ESN?

Are students' individualized systems of reinforcement aligned to the school's SWPBIS expectations and acknowledgement system?

Do you provide behavior-specific praise to students with ESN when they demonstrate schoolwide expectations, across school settings [provide examples]?

Do all students with ESN have access to schoolwide rewards and participate in SWPBIS celebrations?

Please provide feedback or specific suggestions related to the interview questions; for example:

- revise the wording of a specific interview question
- add or replace a specific interview question
- remove a specific interview question

Please rank the interview questions in order of importance for Staff Interview Form: Schoolwide Practices (TFI-AIR Subscale Item 1.9 – Schoolwide Practices Used in Classrooms)

In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices [provide examples] in the general education classroom(s)?

In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in the special education classroom(s)?

In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in specials classes [provide examples]?

In working with students with ESN, do you implement or collaborate to support implementation of foundational Tier 1 practices in non-academic settings [provide examples]?

Please provide feedback or specific suggestions related to the interview questions; for example:

- revise the wording of a specific interview question
- add or replace a specific interview question
- remove a specific interview question

Please rank the interview questions in order of importance for Staff Interview Form: Schoolwide Practices (TFI-AIR Subscale Item 1.10 – Classroom Practices)

In working with students with ESN, do you use positive and proactive behavior support practices [provide examples]?

Do students with ESN learn and practice school and classroom expectations with peers without disabilities in classrooms and other school settings?

Are opportunities for students with ESN to learn and practice school and classroom expectations with peers without disabilities planned and scheduled in advance?

Please provide feedback or specific suggestions related to the interview questions; for example:

- revise the wording of a specific interview question
- add or replace a specific interview question
- remove a specific interview question

Please rank the interview questions in order of importance for Staff Interview Form: Engagement in Tier 1 Foundations (TFI-AIR Subscale Item 1.14 – Faculty and Staff Engagement)

Are you provided opportunities to review school-wide data for students with ESN?

Have you been provided opportunities to give your input on implementing or developing Tier 1 foundations [provide examples], at least once during the past 12 months?

Have you been included in evaluations of the school's Tier 1 foundations?

Have you been provided training, professional development, or ongoing support in implementing Tier 1 foundations, at least once during the past 12 months?

Please provide feedback or specific suggestions related to the interview questions; for example:

- revise the wording of a specific interview question
- add or replace a specific interview question
- remove a specific interview question

Behavior Data) has been revised and Tier 1 teams may be able to score the revised item without conducting interviews (see the end of this section for the revised item). We wanted to include the questions below, which were developed for the original version of Item 1.17, for you to rank and provide feedback.

Are behavior data for students with ESN collected in the general education classroom(s)?

Are behavior data for students with ESN collected in the special education classroom(s)?

Are behavior data for students with ESN collected in other school settings [provide examples]?

Is behavior data for students with ESN collected using (or transferred to) the schoolwide format for Tier 1?

Is behavior data for students with ESN entered into the school's SWPBIS data system?

Given the revised Item 1.17 (Decision Making with Behavior Data) shown below, please rate the extent to which you believe it is important to include the interview form and its questions related to Item 1.17 in the TFI-AIR.

Very Unimportant Slightly Slightly Important Very
unimportant unimportant important important
     

Please provide feedback or specific suggestions related to the interview questions; for example:

- retain or remove the interview form and its questions for Subscale Item 1.17 (Decision Making with Behavior Data)
- revise the wording of a specific interview question
- add or replace a specific interview question
- remove a specific interview question

Revised Item 1.17 (Decision Making with Behavior Data)

Subscale: Data				
1.17 Decision Making with Behavior Data: Tier 1 leadership team implements the following data practices for students with ESN:				
(a) collecting behavior data.....				☐
(b) disaggregating behavior data in data reports.....				☐
(c) developing profiles of overall strengths and needs for students who may need additional behavior support...				☐
(d) utilizing student profiles to develop and deliver equitable Tier 1 foundational and classroom practices.....				☐
<i>Note.</i> Check each ☐ above (a-d) as evidenced through applicable data sources.				
☐ 0	☐ 1	☐ 2	☐ 3	☐ 4
There is no evidence that the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that some (1/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that many (2/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that most (3/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.	There is evidence that all (4/4) of the above practices (a-d) are implemented by the Tier 1 leadership team.
Data Sources: TFI-AIR Tier 1 Walkthrough Tool: ⇒ Staff interview forms		Additional Data Sources: Data reports Team meeting minutes and action plans		

Section 3 – Observation Form

Note: In this section of the survey, we first provide a screen capture of the original version of the observation form for rating the accessibility of postings of schoolwide expectations or values, so that you may compare the original and revised versions of the observation form. Please note that you are only being asked to assess the revised version of the observation form.

Observation Form – Posted Schoolwide Expectations/Values

Original Observation Form (Posted SEB Values/Expectations)

Observation Form: Posted SEB Values/Expectations	TFI-AIR Subscale Item 1.3 (Schoolwide Expectations)	
Directions: For Item 1, rate ‘Yes’ if SEB values or expectations are posted around the school in locations that are accessible (e.g., in hallway, near eye level). Indicate locations and provide notes for postings that are not or may not be accessible (Item 2). Consider formats or features of postings and rate their accessibility; indicate locations and provide notes (Items 3 and 4).		
Locations	Rating	
1. Schoolwide SEB values or expectations are posted around the school in locations that are accessible. ☐ Hallways ☐ Library ☐ Other: _____ ☐ Cafeteria ☐ Gym ☐ Other: _____	Yes ☐ No ☐	
Notes:		
2. Schoolwide SEB values or expectations are posted around the school in locations that are not (or may not be) accessible. ☐ Hallways ☐ Library ☐ Other: _____ ☐ Cafeteria ☐ Gym ☐ Other: _____ ☐ Other: _____ ☐ Other: _____		
Notes:		
Formats/Features	Rating	
3. Schoolwide SEB values or expectations are posted in formats or integrate features that increase accessibility. ☐ Visual supports ☐ Video ☐ Other: _____ ☐ High contrast ☐ Large font ☐ Other: _____	Yes ☐ No ☐	
Notes:		
4. Schoolwide SEB values or expectations are not posted in formats or integrate features that increase accessibility.		
Notes:		

Revised Observation Form (Posted Schoolwide Values/Expectations)

Observation Form: Posted Schoolwide Values/Expectations		TFI-AIR Subscale Item 1.3 (Schoolwide Expectations)
Directions: Observe postings of schoolwide values or expectations throughout the school and rate Item 1 and Item 2 below. For Item 2, consider the cognitive accessibility of postings and the extent to which students with ESN who have intellectual disabilities would be able to access the information. For both items, record observational notes for areas to address or improve.		
Locations	Rating	
1. To what extent are schoolwide values or expectations posted in locations that are accessible? ☐ Hallways ☐ Library ☐ Other: _____ ☐ Other: _____ ☐ Cafeteria ☐ Gym ☐ Other: _____ ☐ Other: _____	☐ 0 No observed locations are accessible ☐ 1 Some (<50%) locations are accessible ☐ 2 Most (>50%) locations are accessible ☐ 3 All observed locations are accessible	
Notes:		
Formats/Features	Rating	
2. To what extent do postings of schoolwide values or expectations integrate accessible formats/features? ☐ Clear language ☐ Video ☐ Concise language ☐ Large font ☐ Consistent language ☐ High contrast colors ☐ Visual supports (should be relevant to values or expectations)	☐ 0 No observed postings integrate accessible formats/features ☐ 1 Some (<50%) postings integrate accessible formats/features ☐ 2 Most (>50%) postings integrate accessible formats/features ☐ 3 All observed postings integrate accessible formats/features	
Notes:		
Total Rating: _____		/6

Please rate the extent to which you agree with the statement below (to assess item validity)

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

The observation form items (1 and 2) address important aspects of accessibility and/or inclusion in implementation of Tier 1 in SWPBIS for students with ESN.



Please rate the extent to which you agree with the statement below (to indicate factor structure)

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

The observation form items (1 and 2) are directly related to the Practices Subscale.

☐ ☐ ☐ ☐ ☐ ☐

Please rate the extent to which you agree with the statement below (to assess validity of scoring)

Strongly disagree Disagree Slightly disagree Slightly agree Agree Strongly agree

The scoring criteria for the observation form items (1 and 2) are valid.

☐ ☐ ☐ ☐ ☐ ☐

Please indicate the construct(s) measured by the observation form items

- ☐ Accessibility
- ☐ Inclusion
- ☐ Accessibility and Inclusion
- ☐ None of the above (i.e., neither Accessibility nor Inclusion)

Please rate the extent to which you believe it is important to include the observation form (Posted Schoolwide Values/Expectations) in the TFI-AIR

Very unimportant Unimportant Slightly unimportant Slightly important Important Very important

☐ ☐ ☐ ☐ ☐ ☐

Please provide feedback and specific suggestions you may have related to the observation form (Posted Schoolwide Values/Expectations); for example:

- Reword or revise the directions
- Revise the scoring criteria for one or both items
- Add one or more items
- Remove the observation form from the TFI-AIR



We thank you for your time spent taking this survey.
Your response has been recorded.

REFERENCES

- Ainscow, M., & Miles, S. (2009). Developing inclusive education systems: How can we move policies forward? Chapter prepared for a book in Spanish to be edited by Climent Gine et al. (2009). Retrieved from https://www.researchgate.net/publication/266179349_Developing_inclusive_education_systems_how_can_we_move_policies_forward
- Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. <http://www.pbis.org>
- Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). *School-wide PBIS Tiered Fidelity Inventory, version 2.1*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. <http://www.pbis.org>
- Alquraini, T., & Gut, D. (2012). Critical components of successful inclusion of students with severe disabilities: Literature review. *International Journal of Special Education*, 27(1), 42-59.
- Altieri, E. M. & Minarik, D. W. (2019). K-12 inclusive practices guide. Virginia Department of Education, Department of Special Education and Student Services, Office of Special Education Instruction. <https://www.doe.virginia.gov/programs-services/special-education/iep-instruction/inclusive-practices>
- Anderson, C., Childs, K., Kincaid, D., Horner, R. H., George, H. P., Todd, A. W., Sampson, N. K., & Spaulding, S. A. (March, 2013). *Benchmarks for advanced tiers*. Educational and Community Supports.

- Anderson, C. M., Lewis-Palmer, T., Todd, A. W., Horner, R. H., Sugai, G., & Sampson, N. K. (2012). *Individual student system evaluation tool, Version 3.0*. Educational and Community Supports.
- Angus, G., & Nelson, R. B. (2021). School-wide positive behavior interventions and supports and student academic achievement. *Contemporary School Psychology*, 25(4), 443-465.
<https://doi.org/10.1007/s40688-019-00245-0>
- Ballard, S. L., & Dymond, S. K. (2017). Addressing the general education curriculum in general education settings with students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 42(3), 155-170.
<https://doi.org/10.1177/1540796917698832>
- Bambara, L. M., & Lohrmann, S. (2006). Introduction to special issue on severe disabilities and school-wide positive behavior support. *Research and Practice for Persons with Severe Disabilities*, 31(1), 1-3. <https://doi.org/10.2511/rpsd.31.1.1>
- Barrett, Perales, & Eber. (2015). ISF Action Planning Companion Guide to the SWPBIS-TFI. Retrieved from www.pbis.org
- Becker, W., & Engelmann, S. (1978). Systems for basic instruction: Theory and application. In A. Catania & T. Brigham (Eds.), *Handbook of applied behavior analysis: Social and instructional processes*. Irvington.
- Bond, G. R., & Drake, R. E. (2020). Assessing the fidelity of evidence-based practices: History and current status of a standardized measurement methodology. *Administration and Policy in Mental Health and Mental Health Services Research*, 47, 874-884.
<https://doi.org/10.1007/s10488-019-00991-6>

- Bond, G. R., Williams, J., Evans, L., Salyers, M., Kim, H. W., Sharpe, H., & Leff, H. S. (2000). Psychiatric rehabilitation fidelity toolkit. *Cambridge, MA: Human Services Research Institute*. https://www.hsri.org/publication/psychiatric_rehabilitation_fidelity_toolkit
- Bradford, S., Shippen, M. E., Alberto, P., Houchins, D. E., & Flores, M. (2006). Using systematic instruction to teach decoding skills to middle school students with moderate intellectual disabilities. *Education and Training in Developmental Disabilities*, 41(4), 333–343. <http://www.jstor.org/stable/23879660>
- Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*, 23(4), 462-473. <https://doi.org/10.1037/a0012883>
- Browder, D. M., Spooner, F., & Courtade, G. R. (2020). *Teaching students with moderate and severe disabilities*. Guilford Publications.
- Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center. <http://ceedar.education.ufl.edu/tools/innovation-configurations/>
- Carr, E. G. (2008). SWPBS: The greatest good for the greatest number, or the needs of the majority trump the needs of the minority? *Research and Practice for Persons with Severe Disabilities*, 34(1), 267–269. <https://doi.org/10.2511/rpsd.33.4.267>
- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., Anderson, J. L., Albin, R. W., Koegel, L. K. & Fox, L. (2002). Positive behavior support: Evolution of

- an applied science. *Journal of Positive Behavior Interventions*, 4(1), 4-16.
<https://doi.org/10.1177/109830070200400102>
- Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., McLaughlin, D. M., McAtee, M. L., Smith, C. E., Ryan, K. A., Ruef, M. B., & Doolabh, A. (1999). *Positive behavior support for people with developmental disabilities: A research synthesis*. (D. Braddock, Ed.). American Association on Mental Retardation.
- CAST. (2018). *Universal design for learning guidelines, version 2.2* [Webpage].
<https://udlguidelines.cast.org/>
- Center on PBIS. (2024). *Positive behavioral interventions & supports* [Website].
<http://www.pbis.org>
- Center on Positive Behavioral Interventions and Supports (July 2023). *Positive behavioral interventions and supports (PBIS) implementation blueprint*. University of Oregon.
<http://www.pbis.org>
- Childs, K. E., Kincaid, D., & George, H. P. (2010). A model for statewide evaluation of a universal positive behavior support initiative. *Journal of Positive Behavior Interventions*, 12(4), 198–210. <https://doi.org/10.1177/1098300709340699>
- Cicchetti, D. V., & Sparrow, S. A. (1981). Developing criteria for establishing interrater reliability of specific items: Applications to assessment of adaptive behavior. *American Journal of Mental Deficiency*, 86(2), 127-137.
- Conradi, L. A., Walker, V. L., McDaid, P., Johnson, H. N., & Strickland-Cohen, M. K. (2022). *A literature review of school-wide positive behavioral interventions and supports for students with extensive support needs* (TIES Center Report 106). TIES Center and the Center on PBIS. <http://www.pbis.org>

- Crimmins, D., & Farrell, A. F. (2006). Individualized behavioral supports at 15 years: It's still lonely at the top. *Research and Practice for Persons with Severe Disabilities*, 31(1), 31-45. <https://doi.org/10.2511/rpsd.31.1.31>
- Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: are implementation effects out of control? *Clinical Psychology Review*, 18(1), 23-45. [https://doi.org/10.1016/S0272-7358\(97\)00043-3](https://doi.org/10.1016/S0272-7358(97)00043-3)
- Davis, L. (1992). Instrument review: Getting the most from your panel of experts. *Applied Nursing Research*, 5(4), 194–197. [https://doi.org/10.1016/S0897-1897\(05\)80008-4](https://doi.org/10.1016/S0897-1897(05)80008-4)
- Dunlap, G., & Carr, E. G. (2007). Positive behavior support and developmental disabilities: A summary and analysis of research. In S. L. Odom, R. H. Horner, M. E. Snell, & J. Blacher (Eds.), *Handbook of developmental disabilities* (pp. 469–482). The Guilford Press.
- Dunlap, G., Sailor, W., Horner, R. H., & Sugai, G. (2009). Overview and history of positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp. 3-16). Springer US.
- Durand, V. M., & Carr, E. G. (1985). Self-injurious behavior: Motivating conditions and guidelines for treatment. *School Psychology Review*, 14(2), 171-176. <https://doi.org/10.1080/02796015.1985.12085159>
- Elrod, B. G., Rice, K. G., & Meyers, J. (2022). PBIS fidelity, school climate, and student discipline: A longitudinal study of secondary schools. *Psychology in the Schools*, 59(2), 376-397. <https://doi.org/10.1002/pits.22614>
- Emerson, E., Blacher, J., Einfeld, S., Hatton, C., Robertson, J., & Stancliffe, R. J. (2014). Environmental risk factors associated with the persistence of conduct difficulties in

- children with intellectual disabilities and autistic spectrum disorders. *Research in Developmental Disabilities*, 35(12), 3508-3517.
- <https://doi.org/10.1016/j.ridd.2014.08.039>
- Finkelstein, S., Sharma, U., & Furlonger, B. (2021). The inclusive practices of classroom teachers: A scoping review and thematic analysis. *International Journal of Inclusive Education*, 25(6), 735-762. <https://doi.org/10.1080/13603116.2019.1572232>
- Fleiss, J. L. (1971). Measuring nominal scale agreement among many raters. *Psychological Bulletin*, 76(5), 378-382. <https://doi.org/10.1037/h0031619>
- Fleiss, J. L., Levin, B., & Paik, M. C. (2003). Statistical methods for rates and proportions (3rd ed.). Wiley.
- Frøkjær, E., Hertzum, M., & Hornbæk, K. (2000). Measuring usability: Are effectiveness, efficiency, and satisfaction really correlated? *Association for Computing Machinery*, (2)1, 345-352. <https://doi.org/10.1145/332040.332455>
- Gable, R. K., & Wolf, M. B. (1993). *Instrument development in the affective domain: Measuring attitudes and values in corporate and school settings* (2nd ed.). Kluwer Academic Publishers.
- Gage, N. A., Lee, A., Grasley-Boy, N., & Peshak George, H. (2018). The impact of school-wide positive behavior interventions and supports on school suspensions: A statewide quasi-experimental analysis. *Journal of Positive Behavior Interventions*, 20(4), 217-226.
- <https://doi.org/10.1177/1098300718768204>
- Geisen, E., & Bergstrom, J. R. (2017). *Usability testing for survey research*. Morgan Kaufmann.
- Giangreco, M. F., Dymond, S. K., & Shogren, K. A. (2016). Educating students with severe disabilities. In F. Brown, J. McDonnell, & M.E. Snell (Eds.), *Instruction of students with*

- severe disabilities: Meeting the needs of children and youth with intellectual disabilities, multiple disabilities, and autism spectrum disorders*. Ninth edition. Pearson Education.
- Hawken, L. S., & O'Neill, R. E. (2006). Including Students with Severe Disabilities in All Levels of School-Wide Positive Behavior Support. *Research and Practice for Persons with Severe Disabilities*, 31(1), 46–53. <https://doi.org/10.2511/rpsd.31.1.46>
- Haynes, S. N., Richard, D., & Kubany, E. S. (1995). Content validity in psychological assessment: A functional approach to concepts and methods. *Psychological Assessment*, 7(3), 238. <https://doi.org/10.1037/1040-3590.7.3.238>
- Hill, H. C., & Erickson, A. (2019). Using implementation fidelity to aid in interpreting program impacts: A brief review. *Educational Researcher*, 48(9), 590-598. <https://doi.org/10.3102/0013189X19891436>
- Horner, R. H., & Albin, R. W. (1988). Research on general-case procedures for learners with severe disabilities. *Education and Treatment of Children*, 11(4), 375–388. <http://www.jstor.org/stable/42899085>
- Horner, R. H., Dunlap, G., Koegel, R. L., Carr, E. G., Sailor, W., Anderson, J., Albin, R. W., & O'Neill, R. E. (1990). Toward a technology of “nonaversive” behavioral support. *Journal of the Association for Persons with Severe Handicaps*, 15(3), 125–132. <https://doi.org/10.1177/154079699001500301>
- Horner, R. H., & Kittelman, A. (2021). Advancing the large-scale implementation of applied behavior analysis. *Behavior and Social Issues*, 30(1), 94-105. <https://doi.org/10.1007/s42822-021-00049-z>
- Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide

- positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11(3), 133-144. <https://doi.org/10.1177/1098300709332067>
- Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). Explicit instruction: Historical and contemporary contexts. *Learning Disabilities Research & Practice*, 32(3), 140-148. <https://doi.org/10.1111/ldrp.12142>
- Human Services Research Institute & National Association of State Directors of Developmental Disabilities Services. (2015). *Adult consumer survey: 2014/15 final report*. https://dhs.sd.gov/developmentaldisabilities/docs/ACS_2014-15_Final11.pdf
- International Standards Organization. (2018). *Ergonomics of human-system interaction — Part 11: Usability: Definitions and concepts* (ISO 9241-11:2018). Retrieved from https://webstore.ansi.org/preview-pages/ISO/preview_ISO+9241-11-2018.pdf
- Jackson, L., Ryndak, D. L., & Billingsley, F. (2000). Useful practices in inclusive education: A preliminary view of what experts in moderate to severe disabilities are saying. *Journal of the Association for Persons with Severe Handicaps*, 25(3), 129-141. <https://doi.org/10.2511/rpsd.25.3.129>
- Jang, J., Dixon, D. R., Tarbox, J., & Granpeesheh, D. (2011). Symptom severity and challenging behavior in children with ASD. *Research in Autism Spectrum Disorders*, 5(3), 1028-1032. <https://doi.org/10.1016/j.rasd.2010.11.008>
- Jaime, K., & Knowlton, E. (2007). Visual supports for students with behavior and cognitive challenges. *Intervention in School and Clinic*, 42(5), 259-270. <https://doi.org/10.1177/10534512070420050101>
- Kozleski, E. B., Yu, T., Satter, A. L., Francis, G. L., & Haines, S. J. (2015). A never ending journey: Inclusive education is a principle of practice, not an end game. *Research and*

Practice for Persons with Severe Disabilities, 40(3), 211-226.

<https://doi.org/10.1177/1540796915600717>

Krishnan, S. (2021). The role of multiliteracies in changing learning spaces and promoting self-advocacy for students with complex support needs. *Research and Practice for Persons with Severe Disabilities*, 46(2), 108-124. <https://doi.org/10.1177/15407969211010307>

Kurth, J. A., & Enyart, M. (2016). Schoolwide positive behavior supports and students with significant disabilities: Where are we? *Research and Practice for Persons with Severe Disabilities*, 41(3), 216-222. <https://doi.org/10.1177/1540796916633083>

Kurth, J., Gross, M., Lovinger, S., & Catalano, T. (2012). Grading students with significant disabilities in inclusive settings: Teacher perspectives. *Journal of the International Association of Special Education*, 13(1), 41-57.

Kurth, J. A., & Jackson, L. (2022). Introduction to the special issue on the impact of placement on outcomes for students with complex support needs. *Research and Practice for Persons With Severe Disabilities*, 47(4), 187-190.

<https://doi.org/10.1177/15407969221134509>

Kurth, J. A., Lyon, K. J., & Shogren, K. A. (2015). Supporting students with severe disabilities in inclusive schools: A descriptive account from schools implementing inclusive practices. *Research and Practice for Persons with Severe Disabilities*, 40(4), 261-274.

<https://doi.org/10.1177/1540796915594160>

Kurth, J. A., Ruppar, A. L., Toews, S. G., McCabe, K. M., McQueston, J. A., & Johnston, R. (2019). Considerations in placement decisions for students with extensive support needs: An analysis of LRE statements. *Research and Practice for Persons with Severe Disabilities*, 44(1), 3-19. <https://doi.org/10.1177/1540796918825479>

- Kurth, J. A., & Zagona, A. L. (2018). Involvement and participation of students with severe disabilities in SWPBIS. *The Journal of Special Education*, 52(3), 131-141.
<https://doi.org/10.1177/0022466918766523>
- Kurth, J. A., Zagona, A., Hagiwara, M., & Enyart, M. (2017). Inclusion of students with significant disabilities in SWPBS evaluation tools. *Education and Training in Autism and Developmental Disabilities*, 52(4), 383-392. <https://www.jstor.org/stable/26420412>
- Kurth, J. A., Zagona, A. L., Walker, V. L., & Loman, S. L. (2023). Teachers' perspectives and knowledge of students with complex support needs and practices associated with SWPBIS. *The Journal of Special Education*, 0(0), 1-14.
<https://doi.org/10.1177/00224669231164396>
- Kincaid, D., Childs, K., George, H. (March, 2010). Tier 1 Benchmarks of Quality (Revised).
<http://www.pbis.org>
- Landers, E., Courtade, G., & Ryndak, D. (2012). Including students with severe disabilities in school-wide positive behavioral interventions and supports: Perceptions of state coordinators. *Research and Practice for Persons with Severe Disabilities*, 37(1), 1-8.
<https://doi.org/10.2511/027494812800903256>
- Lansey, K. R., Burnette, K. K., & Ryndak, D. L. (2023). Disrupting the system: How social systems perpetuate educational segregation of students with extensive support needs. *International Journal of Special Education*, 38(1), 58–68.
<https://doi.org/10.52291/ijse.2023.38.6>
- Lewis, T. J., & Sugai, G. (1999). Effective Behavior Support: A Systems Approach to Proactive Schoolwide Management. *Focus on Exceptional Children*, 31(6), 1-24.
<https://doi.org/10.17161/foec.v31i6.6767>

- Licht, D. M., Polzella, D. J., & Boff, K. R. (1993). *Human factors, ergonomics and human factors engineering: An analysis of definitions*. Crew System Ergonomics Information Analysis Center. Retrieved from <https://www.hfes.org/Portals/0/Documents/HFDefinitions.pdf>
- Loman, S. L., Strickland-Cohen, M. K., & Walker, V. L. (2018). Promoting the accessibility of SWPBIS for students with severe disabilities. *Journal of Positive Behavior Interventions*, 20(2), 113–123. <https://doi.org/10.1177/1098300717733976>
- Lynn, M. (1986). Determination and quantification of content validity. *Nursing Research*, 35(6), 382–386. <https://doi.org/10.1097/00006199-198611000-00017>
- Manchester. (2012). *Manchester inclusion standard*. <https://www.manchester.gov.uk/>
- McDaid, P., Strickland-Cohen, M. K., Walker, V. L., & Conradi, L. A. (July 2022). Providing Access to School-wide Positive Behavior Interventions and Supports for Students with Significant Cognitive Disabilities (TIES Center Brief #10). TIES Center and the Center on PBIS. <http://www.pbis.org>
- McIntosh, K., Girvan, E. J., McDaniel, S. C., Santiago-Rosario, M. R., St. Joseph, S., Fairbanks Falcon, S., Izzard, S., & Bastable, E. (2021). Effects of an equity-focused PBIS approach to school improvement on exclusionary discipline and school climate. *Preventing School Failure: Alternative Education for Children and Youth*, 65(4), 354-361. <https://doi.org/10.1080/1045988X.2021.1937027>
- McIntosh, K., MacKay, L. D., Hume, A. E., Doolittle, J., Vincent, C. G., Horner, R. H., & Ervin, R. A. (2011). Development and initial validation of a measure to assess factors related to sustainability of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 13(4), 208-218. <https://doi.org/10.1177/1098300710385348>

McIntosh, K., Massar, M. M., Algozzine, R. F., George, H. P., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2017). Technical adequacy of the SWPBIS tiered fidelity inventory. *Journal of Positive Behavior Interventions*, 19(1), 3-13.

<https://doi.org/10.1177/109830071663719>

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Council for Exceptional Children & CEEDAR Center. <https://highleveragepractices.org/>

McLeskey, J., Waldron, N. L., Spooner, F., & Algozzine, B. (2014). What are effective inclusive schools and why are they important? In J. McLeskey, N. L. Waldron, F. Spooner & B. Algozzine, *Handbook of effective inclusive schools: Research and practice* (pp. 3-16). Routledge.

McMullen, F., & Madelaine, A. (2014). Why is there so much resistance to Direct Instruction? *Australian Journal of Learning Difficulties*, 19(2), 137-151.

<https://doi.org/10.1080/19404158.2014.962065>

Meyer, L. H., & Evans, I. M. (1989). *Nonaversive intervention for behavior problems: A manual for home and community*. Brookes.

Meyers, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

Mowbray, C. T., Holter, M. C., Teague, G. B., & Bybee, D. (2003). Fidelity criteria: Development, measurement, and validation. *American Journal of Evaluation*, 24(3), 315–340. <https://doi.org/10.1177/109821400302400303>

Morningstar, M. E., Shogren, K. A., Lee, H., & Born, K. (2015). Preliminary lessons about supporting participation and learning in inclusive classrooms. *Research and Practice for Persons with Severe Disabilities*, 40(3), 192-210.

<https://doi.org/10.1177/1540796915594158>

National Association of State Directors of Developmental Disabilities Services & Human Services Research Institute (2021). *National core indicators®-intellectual and developmental disabilities 2020–21 at-a-glance report*.

<https://legacy.nationalcoreindicators.org/survey-reports/2022/>

National Autism Center. (2015). Findings and conclusions: National standards project, phase 2.

Randolph, MA: Author. <https://nationalautismcenter.org/>

National Center on Accessible Education Materials. (n.d.). *What is accessibility?* [Webpage].

CAST. <https://aem.cast.org/>

Newman, L., Wagner, M., Knokey, A. M., Marder, C., Nagle, K., Shaver, D., & Wei, X. (2011). *The post-high school outcomes of young adults with disabilities up to 8 years after high school: A report from the national longitudinal transition study-2 (NLTS2)*. National Center for Special Education Research.

<https://ies.ed.gov/ncser/pubs/20113005/pdf/20113005.pdf>

Odom, S.L., Cox, A., Sideris, J., Hume, K.A., Hedges, S., Kucharczyk, S., Shaw, E., Boyd, B.A., Reszka, S., & Neitzel, J. (2018). Assessing quality of program environments for children and youth with autism: Autism Program Environment Rating Scale (APERS). *Journal of Autism and Developmental Disorders*, 48, 913-924.

<https://doi.org/10.1007/s10803-017-3379-7>

- Olson, A., Leko, M. M., & Roberts, C. A. (2016). Providing students with severe disabilities access to the general education curriculum. *Research and Practice for Persons with Severe Disabilities*, 41(3), 143-157. <https://doi.org/10.1177/1540796916651975>
- Qvortrup, A., & Qvortrup, L. (2018). Inclusion: Dimensions of inclusion in education. *International Journal of Inclusive Education*, 22(7), 803-817. <https://doi.org/10.1080/13603116.2017.1412506>
- Roberts, J., & Simpson, K. (2016). A review of research into stakeholder perspectives on inclusion of students with autism in mainstream schools. *International Journal of Inclusive Education*, 20(10), 1084-1096. <https://doi.org/10.1080/13603116.2016.1145267>
- Ross, S. W., Romer, N., & Horner, R. H. (2012). Teacher well-being and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions*, 14(2), 118-128. <https://doi.org/10.1177/1098300711413820>
- Rubio, D. M., Berg-Weger, M., Tebb, S. S., Lee, E. S., & Rauch, S. (2003). Objectifying content validity: Conducting a content validity study in social work research. *Social Work Research*, 27(2), 94-104. <https://doi.org/10.1093/swr/27.2.94>
- Sanetti, L. M. H., & Kratochwill, T. R. (2009). Toward developing a science of treatment integrity: Introduction to the special series. *School Psychology Review*, 38(4), 445.
- Schulte, A. C., Easton, J. E., & Parker, J. (2009). Advances in treatment integrity research: Multidisciplinary perspectives on the conceptualization, measurement, and enhancement of treatment integrity. *School Psychology Review*, 38(4), 460.
- Scott, T. M., & Sugai, G. (1994). The classroom ecobehavioral assessment instrument: A user-friendly method of assessing instructional/behavioral relationships in the classroom. *Diagnostique*, 19(2-3), 59-77. <https://doi.org/10.1177/073724779401900205>

- Shogren, K. A., & Ward, M. J. (2018). Promoting and enhancing self-determination to improve the post-school outcomes of people with disabilities. *Journal of Vocational Rehabilitation*, 48(2), 187-196. <https://doi.org/10.3233/JVR-180935>
- Shuster, B. C., Gustafson, J. R., Jenkins, A. B., Lloyd, B. P., Carter, E. W., & Bernstein, C. F. (2017). Including students with disabilities in positive behavioral interventions and supports: Experiences and perspectives of special educators. *Journal of Positive Behavior Interventions*, 19(3), 143-157. <https://doi.org/10.1177/1098300716675734>
- Simonsen, B., Eber, L., Black, A. C., Sugai, G., Lewandowski, H., Sims, B., & Meyers, D. (2012). Illinois statewide positive behavioral interventions and supports: Evolution and impact on student outcomes across years. *Journal of Positive Behavior Interventions*, 14(1), 5–16. <https://doi.org/10.1177/1098300711412601>
- Sireci, S. G. (1998). The construct of content validity. *Social Indicators Research*, 45, 83-117. <https://doi.org/10.1023/A:1006985528729>
- Snell, M. E., Brady, N., McLean, L., Ogletree, B. T., Siegel, E., Sylvester, L., Mineo, B., Paul, D., Ronski, M.A., & Sevcik, R. (2010). Twenty years of communication intervention research with individuals who have severe intellectual and developmental disabilities. *American Journal on Intellectual and Developmental Disabilities*, 115(5), 364-380. <https://doi.org/10.1352/1944-7558-115-5.364>
- Snell, M. E., & Brown, F. (2000). Preface. In M. E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (5th ed., pp. v-vii). Merrill.
- Snell, M. E., & Janney, R. (2005). *Collaborative teaming*. Paul H. Brookes Publishing Co.
- Soukakou, E. P. (in press). Inclusive classroom profile. *Early Childhood Research Quarterly*.

Retrieved from https://ectacenter.org/~pdfs/meetings/inclusionMtg2012/Soukakou_ICP-handout.pdf

Soukakou, E. P. (2012). Measuring quality in inclusive preschool classrooms: Development and validation of the Inclusive Classroom Profile (ICP). *Early Childhood Research Quarterly*, 27(3), 478-488. <https://doi.org/10.1016/j.ecresq.2011.12.003>

Sprague, J., & Tobin, T. (2017). Tiered Fidelity Inventory-Restorative Practices (TFI-RP). Retrieved from apbs.org

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. <https://ncaep.fpg.unc.edu/research-resources>

St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2022). Reading Tiered Fidelity Inventory Elementary-Level Edition (Version 2.0). Michigan Department of Education, Michigan's Multi-Tiered System of Supports Technical Assistance Center.

Stauber, B., & Parreira do Amaral, M. (2015). Access to and accessibility of education: An analytic and conceptual approach to a multidimensional issue. *European Education*, 47(1), 11-25. <https://doi.org/10.1080/10564934.2015.1001254>

Stockard, J., Wood, T. W., Coughlin, C., & Rasplika Khoury, C. (2018). The effectiveness of direct instruction curricula: A meta-analysis of a half century of research. *Review of Educational Research*, 88(4), 479–507. <https://doi.org/10.3102/0034654317751919>

- Sugai, G., & Horner, R. H. (1999). Discipline and behavioral support: Preferred processes and practices. *Effective School Practices*, 17(4), 10-22.
- Sugai, G., & Horner, R. H. (2002a). Introduction to the special series on positive behavior support in schools. *Journal of Emotional and Behavioral Disorders*, 10(3), 130–135. <https://doi.org/10.1177/10634266020100030101>
- Sugai, G., & Horner, R. (2002b). The evolution of discipline practices: School-wide positive behavior supports. *Child & Family Behavior Therapy*, 24(1-2), 23–50. https://doi.org/10.1300/J019v24n01_03
- Sugai, G., & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp. 307-326). Springer US.
- Sugai, G., & Horner, R. H. (2010). School-wide positive behavior support: Establishing a continuum of evidence-based practices. *Journal of Evidence-Based Practices for Schools*, 11(1), 62-83.
- Sugai, G., & Horner, R. H. (2020). Sustaining and scaling positive behavioral interventions and supports: Implementation drivers, outcomes, and considerations. *Exceptional Children*, 86(2), 120–136. <https://doi.org/10.1177/0014402919855331>
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., Wickham, D., Wilcox, B., & Ruef, M. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions*, 2(3), 131–143. <https://doi.org/10.1177/109830070000200302>

- Sugai, G., Lewis-Palmer, T., Todd, A., & Horner, R. (2001). School-wide Evaluation Tool (SET). Educational and Community Supports. <http://www.pbis.org>
- Sugai, G., & Simonsen, B. (2012). *Positive behavioral interventions and supports: History, defining features, and misconceptions*. Center for PBIS & Center for Positive Behavioral Interventions and Supports, University of Connecticut. <http://www.pbis.org>
- Taub, D. A., McCord, J. A., & Ryndak, D. L. (2017). Opportunities to learn for students with extensive support needs: A context of research-supported practices for all in general education classes. *The Journal of Special Education*, 51(3), 127-137.
<https://doi.org/10.1177/0022466917696263>
- Toews, S. G., Kurth, J. A., Turner, E. L., & Lyon, K. J. (2020). Ecobehavioral analysis of inclusive classrooms and instruction that support students with extensive support needs. *Inclusion*, 8(4), 259-274. <https://doi.org/10.1352/2326-6988-8.4.259>
- U.S. Department of Education. (2023). *45th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2023*.
<https://sites.ed.gov/idea/files/45th-arc-for-idea.pdf>
- Walker, V. L., Conradi, L. A., Strickland-Cohen, M. K., & Johnson, H. N. (2023). School-wide positive behavioral interventions and supports and students with extensive support needs: A scoping review. *International Journal of Developmental Disabilities*, 69(1), 13-28.
<https://doi.org/10.1080/20473869.2022.2116232>
- Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, 4(4), 194–209. <https://doi.org/10.1177/106342669600400401>

- Walker, V. L., & Loman, S. L. (2022). Strategies for including students with extensive support needs in SWPBIS. *Inclusive Practices*, 1(1), 23-32.
<https://doi.org/10.1177/27324745211000307>
- Walker, V. L., Loman, S. L., Hara, M., Park, K. L., & Strickland-Cohen, M. K. (2018). Examining the inclusion of students with severe disabilities in school-wide positive behavioral interventions and supports. *Research and Practice for Persons with Severe Disabilities*, 43(4), 223-238. <https://doi.org/10.1177/1540796918779370>
- Walker, V. L., Loman, S. L., Mickelson, A. M., & Lyon, K. J. (2022). Participation of students with extensive support needs in SWPBIS: Administrator and educator perspectives. *Psychology in the Schools*, 59(8), 1623-1642.
<https://doi.org/10.1002/pits.22711>
- Watson, D. (2023). Objective tests as instruments of psychological theory and research. In H. Cooper (Ed.), *APA handbook of research methods in psychology, second edition: Vol. 1. Foundations, planning, measures, and psychometrics* (pp. 383-406). American Psychological Association.
- Westling, D. L., Trader, B. R., Smith, C. A., & Marshall, D. S. (2010). Use of restraints, seclusion, and aversive procedures on students with disabilities. *Research and Practice for Persons with Severe Disabilities*, 35(3-4), 116-127.
<https://doi.org/10.2511/rpsd.35.3-4.116>
- Wolery, M., Paucca, T., Brashers, M. S., & Grant, S. (2000). Quality of Inclusive Experiences Measure. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute.

Wu, M. J., Zhao, K., & Fils-Aime, F. (2022). Response rates of online surveys in published research: A meta-analysis. *Computers in Human Behavior Reports*, 7, 100206.

<https://doi.org/10.1016/j.chbr.2022.100206>

Zagona, A. L., Kurth, J. A., Lockman Turner, E., Pace, J., Shogren, K., Lansey, K., Jameson, M., Burnette, K., Mansouri, M., Hicks, T., & Gerasimova, D. (2022). Ecobehavioral analysis of the experiences of students with complex support needs in different classroom types. *Research and Practice for Persons with Severe Disabilities*, 47(4), 209-228.

<https://doi.org/10.1177/1540796922112649>

Zagona, A. L., Walker, V. L., Lansey, K. R., & Kurth, J. (2021). Expert perspectives on the inclusion of students with significant disabilities in schoolwide positive behavioral interventions and supports. *Inclusion*, 9(4), 276-289. [https://doi.org/10.1352/2326-6988-](https://doi.org/10.1352/2326-6988-9.4.276)

[9.4.276](https://doi.org/10.1352/2326-6988-9.4.276)