



PBISApps Community

Reflections on the Year
May 22, 2026

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- Consider reflection time journal prompts for each month to reflect on past month
- Short meditation each time?

Ideas please!

Our team is planning for 2026-27 and we'd love you to take 3 minutes to share with us.



1. Mediation and reflection
2. Data in PBIS review
3. Evaluation and action planning for 2026-27

*What we do every day
matters more than what
we do once in a while.*

Gretchen Rubin

Grounding Activity



Reflection Time

I am grateful for...
(list 3 things from this school year)

What do you need this summer?

What would make 2026-27 a
great school year?



PBISApps by Data Type





**Fidelity
Data**

**Outcome
Data**

**Did we implement the systems and
strategies we agreed upon?**

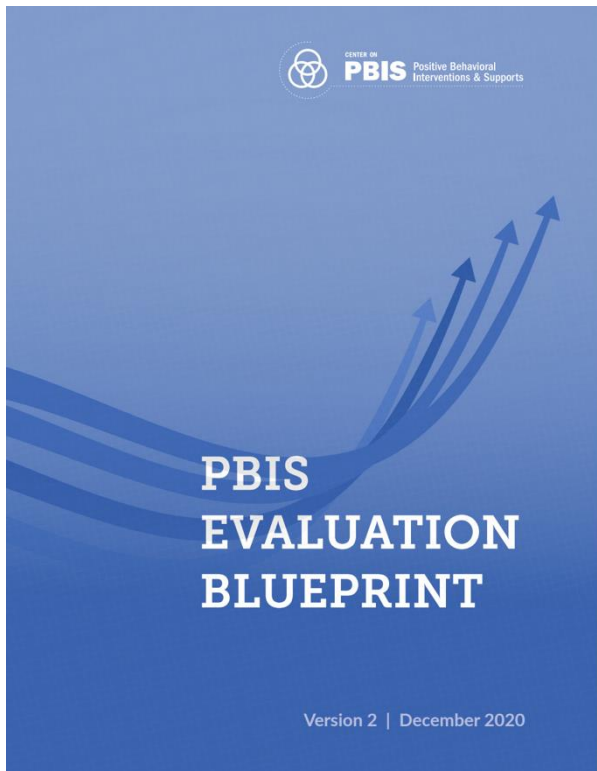
**Is the plan resulting in
progress toward our goals?**

Turn Your Evaluation Plan into a Data Story Worth Telling

Instead of just sharing fidelity scores and referral rates, what if we used those data to tell a compelling story about our school's implementation and the outcomes we achieved?



PBIS Evaluation Blueprint



“Never initiate an intervention without having a plan for evaluating the implementation of that intervention.”
Dr. Robert Horner

Figure 1. The Full Evaluation Cycle.

Core Evaluation Questions

Reach. Who is participating in PBIS?

Process. What is happening with the PBIS initiative?

Capacity. What is the ability of the organization to implement and sustain PBIS?

Fidelity. Are the core features of PBIS being implemented?

Outcomes. Is the initiative achieving valued outcomes and worth sustaining?

School Action Planning: Tips & Tricks



Have a team member take
brief notes on possible actions
during TFI scoring



Schedule a follow up time to
complete action planning



**Make sure action plan is
specific and realistic.**

Prioritize Actions
Who will do what by when?

School Action Planning: Templates



←

Document tabs

- Directions & Data
- Teams
- Practices
- Systems
- Data
- Action Plan

PBIS Tier 1 Implementation

School:

Date Completed:

Participants:

Score:

Purpose:

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is 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 (SWPBIS). (The TFI) can be used over time to guide both implementation and sustained use of SWPBIS. Resource: [Tiered Fidelity Inventory Manual](#) and [updated Tiered Fidelity Inventory Manual \(2/2025 v. 3\)](#)

Instructions:

1. Provide evidence of your current implementation for each item. How do you know this is happening in your building? (meeting agendas and minutes, lesson plan schedules, administrator walkthroughs, parent newsletters, etc.)

2. Based on your evidence and the [TFI 2.1 scoring slidedeck](#), score your current implementation.

3. Identify the work (specific actions/ tasks) your team plans to accomplish in the upcoming school year.

4. Assign staff and a deadline for each action/ task. Assign a team member to review the action plan monthly.

5. Save this document in a shared team folder and include a link to your monthly agenda & minutes.

Blue indicates last year's TFI and years prior

Green indicates updated TFI (2/2025)

The TFI 3.0 includes nine more items and an expanded 5-point scoring rubric. As a result, the Tier 1 total available points increased from 30 on the TFI 2.1 to 80 on the TFI 3.0. Because of this change, teams may wish to use points instead of percentages to interpret scores (both types of data will be available in online reports). To see how items in the new survey compare, check out the [Item Crosswalk](#) and to see how old and new scores compare see the [Conversion Tables and Formulas](#). Additional Resources: [TFI 3.0 scoring slidedeck](#), [TFI 3.0 Manual](#), [PBISApps Tiered Fidelity Inventory](#)

Data Review

Celebrations

Opportunities

←

Document tabs

- Directions & Data
- Teams
- Practices
- Systems
- Data
- Action Plan

Teams			
Item	Description	Evidence & Next Steps	Score
1.1	Team Composition - Includes an administrator, systems coordinator, family member, and student representation - Includes individuals with applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, and knowledge about the operations of the school	Evidence: Possible Next Steps:	
1.1	Team Composition - Includes 1-2 Tier 1 system coordinators (i.e. coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non certified staff), students, family members who do not work for the school district, members from marginalized groups, relevant community partners (e.g. mental health providers) - Includes individuals who actively provide expertise the following areas: applied behavior support, mental health and trauma, academic instruction, coaching, equity, physical health and wellness (e.g. nurse, health teacher), data systems and information regarding system and student academic and SEB strengths and needs, operations of the school across grade levels and programs		
1.2	Team Operating Procedures - Meets at least monthly - Has a regular meeting format/agenda, minutes, defined meeting roles, and current action plan	Evidence: Possible Next Steps:	
1.2	Team Operating Procedures - Meets at least once a month - Has the following in place: (a) regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data (b) minutes available to all staff for review (c) established and regularly used team norms (d) defined meeting roles (e.g. timekeeper, facilitator, recorder) (e) regular (e.g. quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making (f) a current action plan (g) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (h) a formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners		

View 2.1 & 3.0 Together

Adapted from Hood River County School District

Adapted from Hood River County School District

Thank you,
Cristina Sanchez-Klein!
Hood River County Public Schools

[Access Here](#)

SCAN ME

School Action Planning: Templates



Date Completed:	(Insert date here)	Tiered Fidelity Inventory 3.0 Action Planning Sheet: Tier 1			
Subscale	Item	Current Score	Notes/Action(s)	Action Item?	
Leadership Team	1.1 Team Composition			☐	
	1.2 Team Operating Procedures			☐	
	1.3 Schoolwide Expectations		Tier 1 leadership team has (a) regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data, (b) minutes available to all staff for review, (c) established and regularly used team norms, (d) defined meeting roles (e.g., timekeeper, facilitator, recorder), (e) regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making, (f) a current action plan, (g) procedure for evaluating		
	1.4 Schoolwide Expectations Taught				
	1.5 Schoolwide Acknowledgement				
	1.6 Contextually Inappropriate Behavior Definitions				
	1.7 Responses to Contextually Inappropriate Behavior				
	1.8 Crisis and Emergency Response Plan Linked to Schoolwide Supports			☐	
Practices	1.9 Schoolwide Practices Used in Classrooms		0 = SEB support within a PBIS/MTSS framework is not a documented school priority. 1 = Priority of SEB support within a PBIS/MTSS framework is informally documented (e.g., meeting minutes, administrator statement). 2 = Priority of SEB support within a PBIS/MTSS framework is clearly documented as one of the top 3 school improvement goals within school improvement plans. 3 = Priority of SEB support within a PBIS/MTSS framework is clearly	☐	
	1.10 Classroom Practices			☐	
	1.11 Established Priority			☐	
	1.12 Schoolwide Professional Development and Coaching			☐	
	1.13 Classroom Professional Development and Coaching			☐	
	1.14 Faculty and Staff Engagement			☐	

Click Action Item box to Auto Populate into Action Plan

Thank you,
Noah Vanhorn!
NWPBIS &
Springfield Public
Schools

[Access Here](#)



SCAN ME

Action Items - Action Plan							
TFI Item or Focus Area	Current Score	Notes and Action(s) the Team Plans to Accomplish	Priority Level	Person(s) Responsible	Timeline	Date Accomplished	Follow-up Actions (when needed)
			▼				
			▼				
			▼				
			▼				
			▼				
			▼				
			▼				
			▼				

All 3 Tiers!

School Action Planning: Templates



TFI 3.0 ACTION PLANNING FORM

Action Planning Form

Tier 1: Universal PBIS Features

Item	Current Score	Action	Who	When
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Schoolwide Expectations				
1.4 Schoolwide Expectations Taught				
1.5 Schoolwide Acknowledgment				
1.6 Contextually Inappropriate Behavior Definitions				
1.7 Responses to Contextually Inappropriate Behavior				
1.8 Crisis and Emergency Response Plan Linked to Schoolwide Supports				
1.9 Schoolwide Practices used in Classrooms				
1.10 Classroom Practices				
1.11 Established Priority				
1.12 Schoolwide Professional Development & Coaching				
1.13 Classroom Professional Development & Coaching				
1.14 Faculty and Staff Engagement				
1.15 Community Engagement				
1.16 Decision Making with Behavior Data				
1.17 Using School and Community Data to Inform Tier 1				
1.19 Decision Making with Fidelity Data				
1.20 Evaluation Plan				

All 3 Tiers!

PBIS Schoolwide Scale-up Action Plan

Date:

Developing a Leadership Team (Modules 1a and 1b)

Item	Notes/Where are We Now?	Actions to Take (e.g., gather data, hold PD, find resources)	Projected Timeline	Person(s) Responsible
Review existing building teams to determine whether PBIS Building Leadership Team will be an extension of a current team or a new team. TFI Link: 1.1				
PBIS Building Leadership Team is established, which includes: • Tier 1 Systems Coordinator • School Administrator • Group of Educators Representative of the School (e.g., general and special education, certified and non-certified, grade levels, members from marginalized groups) • Family Member (not a district employee) • Student (for high school and encouraged for other levels) • Community Partners (e.g., mental health provider) • Individuals with knowledge and expertise in applied behavior, coaching, mental health, trauma, and other areas noted in the TFI TFI Link: 1.1, 1.14, 1.15, 1.16				
An administrator supports and plays an active role in the PBIS process, supports decisions of the PBIS Building Leadership Team, and attends most PBIS meetings. TFI Link: 1.1				

Ohiopbis.org

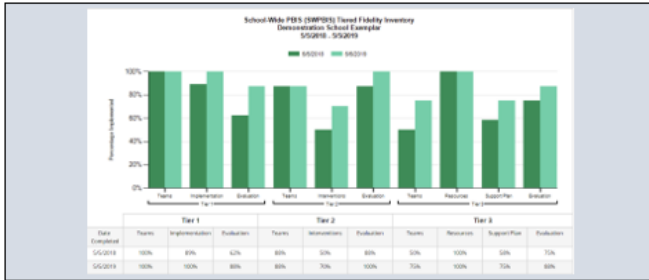
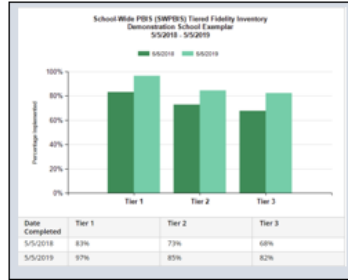
TFI Coaching Report Example

TFI Coaching Report XX School District

School: Elementary

Date: _____

Scale Report:



How to review TFI graphs

Scale: This graph shows the extent to which the core features of Tier I, II, and III are being implemented individually.

Why use this graph? This graph is a way to monitor implementation as you build your tiered model and work towards sustainability.

Subscale: This graph breaks down each tier into subscales.

Why use this graph? This graph will help identify which subscales to focus on to strengthen your implementation.

Generally, a score of 70% or better is considered to be meeting PBIS implementation fidelity.

Adapted from Salem-Keizer School District (Elliott, Massar, & Lewis, 2018)

TFI Coaching Report XX School District

Walkthrough:

Below are the results from the walkthrough conducted on _____ by _____. The walkthrough directly addresses items 1.3, 1.4, and 1.9 on the TFI.

TFI Question	Staff Questions			Student Questions	
	What are the expectations?	Have you taught the ACT expectations to students this year?	Have you given out any Stinger Bucks Since winter break?	What are the expectations?	Have you received any since winter break?
Score	/10 Knew at least 2 out of 3 expectations	/10	/10	/10 Knew at least 2 out of 3 expectations	/10

Shout-outs:

Coaches note: in this section, note any special shout outs or positive things you notices to celebrate the site

While visiting schools and talking with your teams, we identified some shout-outs for you school:

- Strong administrative support for PBIS and parent/teacher representation on the team

Considerations for Action Planning:

Coaches note: in this section, note specific TFI items and share action steps or example that the team can use.

- 1.12; 1.13 Identify a data analyst to build fluency and competency with utilizing the SWIS Drill Down tool to explore patterns and generate precise problem statements
 - Use the information to develop goals and solution plans
 - Share the data monthly at team meetings and use the data to drive meeting agenda
- 2.11 Utilize (or incorporate) Tier 2 student performance data to track success rate of Tier 2 interventions
 - See [Tier 2/Tier 3 tracking tools available](#)

Tips for using the TFI:

- Action Planning at the end of the year
 - Identify areas to work on for the following school year
 - Rate the level of importance of each action item
- Progress monitoring throughout the year
 - Take any portion of the TFI throughout the year to keep a pulse on your implementation or if you are stuck with what to do next

Adapted from Salem-Keizer School District (Elliott, Massar, & Lewis, 2018)

TFI Coaching Report XX School District

TFI Action Planning Form

Instructions: As a team, review your score for each element and establish an Action Plan.

Item #	Description	Score	What work needs to be completed?	Who will help complete the work?	When will work be completed by?
Tier I (School-wide Interventions)					
1.1	Team Composition				
1.2	Team Operating Procedures				
1.3	Behavioral Expectations				
1.4	Teaching Expectations				
1.5	Problem Behavior Definitions				
1.6	Discipline Policies				
1.7	Professional Development				
1.8	Classroom Procedures				
1.9	Feedback and Acknowledgement				
1.10	Faculty Involvement				
1.11	Student/Family/Community Involvement				
1.12	Discipline Data				
1.13	Data-based Decision Making				
1.14	Fidelity Data				
1.15	Annual Evaluation				
	Other Notes				

Adapted from Salem-Keizer School District (Elliott, Massar, & Lewis, 2018)

Thanks to the Salem-Keizer (OR)
District PBIS Coaches!

Grade Levels	School Name	Tier 1	Coach	Tier 2	Coach	Tier 3	Coach
K-5	█████ Elementary	Phase: Installation TFI Score: 53% Date Given: 8/2020	█████	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
9-12	█████ High School	Phase: Installation TFI Score: 27% Date Given: 8/2021	█████	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
9-12	█████ High School	Phase: Full TFI Score: 87% Date Given: 3/2021	█████	Phase: Installation TFI Score: 50% Date Given: 3/2021		Phase: TFI Score: Date Given:	
K-8	█████ Community K-8	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
K-5	█████ Elementary	Phase: ??? TFI Score: 87% Date Given: 12/2019	█████	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
6-8	█████ Middle School	Phase: TFI Score: Date Given:	█████	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
K-5	█████ Elementary	Phase: Full TFI Score: 93% Date Given: 8/2021	█████	Phase: Full TFI Score: 92% Date Given: 8/2021	Heather / Jessica	Phase: Full TFI Score: 88% Date Given: 8/2021	█████
6-8	█████ Middle School	Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	
K-5	█████ Elementary	Phase: ??? TFI Score: 87% Date Given: 3/2019	█████	Phase: ??? TFI Score: 58% Date Given: 10/2019		Phase: TFI Score: Date Given:	
9-12	█████ High School	Phase: Exploration TFI Score: Date Given:		Phase: TFI Score: Date Given:		Phase: TFI Score: Date Given:	

- What PBIS successes can you share and highlight?
- What is working well in your setting related to data in PBIS?
- What is needed to support evaluation and continuous improvement?
- What do you need to move forward next year?
- What else are you wondering about?
- What opportunities are you excited about?

Resources: Training and PD



Wednesday, October 7 – Friday, October 9, 2026
Safe Credit Union Convention Center
Sacramento, California

Resources: Training and PD



December 1-3, 2026
Marriott Gaylord Opryland Resort
2800 Opryland Dr, Nashville, TN 37214

Wrap up with Intention



What stuck with
you the most
from today's
session?

Contact info:
training@pbisapps.org

Bonus Time!



11:00-11:15 open for questions, problem solving, resource sharing, etc.