CHAPTER 10: TIERED FIDELITY INVENTORY (TFI)

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, and Sugai (2014)

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

▶ Describe the TFI, what it measures, and the rationale.

▶ Understand MO SW-PBS protocol for taking the TFI.

▶ Complete the TFI to self-assess the implementation status of Tier 1 (universals), Tier 2 (secondary, targeted) behavior support systems and Tier 3 (tertiary, intensive) behavior support systems for the levels at which you have trained and/or are implementing.

Purpose

The purpose of the TFI is to provide an efficient tool for teams to self-assess implementation fidelity at **Tier 1 (universal), Tier 2 (secondary targeted) and Tier 3 (tertiary intensive) intervention levels**. The TFI was designed to ultimately replace several of the assessment tools currently used by SW-PBS schools, including the Benchmarks of Quality (BoQ) (Kincaid, Childs, and George, 2010) and the Benchmarks for Advanced Tiers (BAT) (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, and Spaulding, 2010). To be sure, recent research suggests that the Tier 1 scale of the TFI can be considered to be equivalent to the BoQ (Mercer, McIntosh, and Hoselton, 2016, forthcoming).

Results from the TFI can be used to monitor overall implementation fidelity, to monitor progress toward short or long-term goals, and to determine action steps that address areas of concern.

The TFI reports yield a Total Score, a Scale Report, and a Subscale Report. In addition, the team can pull a report of scores for each item. The Total Score Report is an aggregate of the scores for the sections assessing each of the three tiers. The Scale Report is the score for each of the three tiers, respectively. Finally, the Subscale Report provides scores for components that make up each of the three tiers assessed by the TFI. These components are listed below:

SUBSCALES:

Tier 1	Tier 2	Tier 3
A. Teams	A. Teams	A. Teams
B. Implementation	B. Interventions	B. Resources
C. Evaluation	C. Evaluation	C. Support Plan
		D. Evaluation

Instructions for Completing the TFI

Prior to taking the TFI, the TFI walkthrough should be completed. It is recommended that an external coach conduct this walkthrough. This walkthrough should take approximately 15 minutes to complete, and involves interviewing 10% of randomly selected staff members (or a minimum of 5 in very small schools), and 10 randomly selected students. The individual conducting the walkthrough also looks for expectations and rules posted in at least 5 locations. A copy of the walkthrough form is included at the end of this section.

In addition, the TFI administration will be more efficient if the team gathers necessary artifacts prior to conducting the TFI. Recommended artifacts include the following:

Tier 1:

- School team organizational chart
- School/district policies on social behavior/support
- Team meeting minutes for last 3 meetings
- Team roles and responsibilities
- Action plan
- Staff handbook
- Student handbook
- Professional learning plan for past year
- Prior PBIS fidelity measures (last two years)
- Student behavioral data summary for past month
- Major ODR per day per month compared to the national median
- Universal screening measures and process
- Any prior evaluation reports focused on social behavior
- Any reports to school administration or board focused on social behavior
- Completed TFI Walkthrough Tool
- Discipline flow chart
- Universal lesson plans
- Lesson plan schedule

Tier 2:

- Tier II team meeting minutes (last 2)
- MO SW-PBS Existing School Data Inventory
- Nomination forms
- Universal screener(s)
- Data decision rules
- Tier II strategy, handbooks, or procedures (i.e. CICO, SSIG, CandC, SM)
- Intervention Essential Features document for each intervention
- Available Tier II data summaries (if possible for the past two months)
- Family communication systems
- Most recent fidelity measures for Tier II strategies
- School schedule
- Tier II lesson plans
- Acknowledgement/recognition system
- Intervention tracking tool (ex. Advanced Tiers Spreadsheet, CICO-SWIS)
- MO SW-PBS Intervention Outcome Data

Tier 3:

- Tier III core team meeting minutes (Last 3 meetings)
- Tier III action team meeting minutes (Last 3 meetings)
- Decision rules for selecting students for Tier 3
- Assessment tools for Tier 3 (i.e. functional behavioral assessment, mental health, medical records, etc.)
- Three randomly selected Behavior Intervention Plans
- Tier 3 data summary (last two reports)

Once the walkthrough has been completed and the team has gathered the required documentation, they are ready to take the TFI. It is recommended that the TFI be taken by the team in cooperation with an external coach, although the team can take it by themselves.

The TFI is divided into three sections or scales, one for each tier. Each section has 15-17 items. Each item is scored 0 (not in place), 1 (partially in place), or 2 (fully in place). The team votes on how to score each item, and the score with the majority of votes is recorded. According to the PBIS National Center (Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, and McIntosh, 2014) each Tier of the TFI takes between 15 and 30 minutes for the team to complete, depending on their level of experience and whether they gathered the necessary artifacts ahead of time. PBIS National Center recommends that the team complete the sections for all three tiers the first time that they take the TFI, in order to obtain baseline scores. After that, the team may elect to take all three sections, or they may choose to take only those sections that pertain to their level(s) of implementation.

PBIS National Center (Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, and McIntosh, 2014) also recommends that teams take the TFI each quarter until they achieve three consecutive total scores of 80% for the Tier that is assessed. After that, they may choose to shift to an annual assessment for that particular Tier.

MO SW-PBS recommends that teams that are training and/or implementing at Tier 2 or better, as well as teams that have achieved two consecutive scores of 80/80 on the SET, take the TFI for the levels at which they have been trained and/or are implementing at least annually in the spring. For teams new to Tier 2 or Tier 3, MO SW-PBS also recommends they take the TFI in the fall of their first year of training at that level for baseline comparison. In addition, schools may choose to take a given scale of the TFI at any time during the school year for purposes of progress monitoring improvement efforts at that tier.

To accurately assess each tier, the Tier 1 team completes the Tier 1 scale; the Tier 2 Team completes the Tier 2 scale; and the Tier 3 team completes the Tier 3 scale. Scoring is based on artifact review and stakeholder feedback.

To assist schools in taking the TFI and obtaining reports, the faculty of Educational and Community Supports operating out of the University of Oregon has included the TFI on the PBIS Assessments site. This site is free to schools, and is accessed through PBIS APPS (https://www.pbisapps.org/). A small number of school based personnel are set up with a PBIS APPS Assessments Team Member account, through which these individuals may access surveys and download survey reports for their school. To obtain your free PBIS APPS Assessments account, contact your MO SW-PBS Regional Consultant.

Prior to entering TFI scores in PBIS Assessments, the team will need to contact their MO SW-PBS regional consultant, so that he or she can open a TFI window. Although PBIS Assessments allows teams to return

and edit a TFI submission, MO SW-PBS recommends that teams complete all scales of the TFI that they intend to take prior to entering the data into PBIS Assessments. To assist teams in accomplishing this, teams may use the MO SW-PBS TFI Scoring Guide located at the end of the chapter.

To enter scores from the TFI into the PBIS Assessments site, a team member with a PBIS APPS Assessments account must first log into the PBIS APPS site, and then navigate to PBIS Assessments. If the team member only has access to PBIS Assessments, he or she will automatically be directed to the school's PBIS Assessments site. However, if the team member also has access to other PBIS APPS products (i.e., SWIS), the team member will need to select "Assessments" from the menu bar at the top of the screen.

The team member will then choose the "Schoolwide PBS Tiered Fidelity Inventory 2.10" from among the open surveys, then click on "Take Survey." The team member will enter the date, then use the two dropdown menus to identify who was involved in taking the survey, and who conducted the TFI Walkthrough. The team member will then click on the green button with the >> symbol to move onto the remainder of the survey. For each item, the rating that received the highest number of votes from the team members is recorded. **Scores should not be entered for those sections that the team is not assessing, as a 0 indicates "Not Implemented," whereas a blank simply indicates "No Score."** When all the scores are entered, there will be a green button with the following symbols: << >>. The team member entering the information should click on the >> symbol, which will navigate to a page that allows the team member to submit the survey.

TOTAL SCORE

The total score report gives a big picture snapshot of the school. In this example, the team has taken the TFI twice, once on May 5, 2014, and a second time on May 22, 2015. As can be seen, the total score dropped significantly between the first administration of the TFI and the second. It should be noted teams do not have to complete each of the three TFI scales in order to submit. Scales not completed are still included in the total score. As such, total scores are not necessarily comparable from one administration of the TFI to the next, and teams should use caution when interpreting these scores.
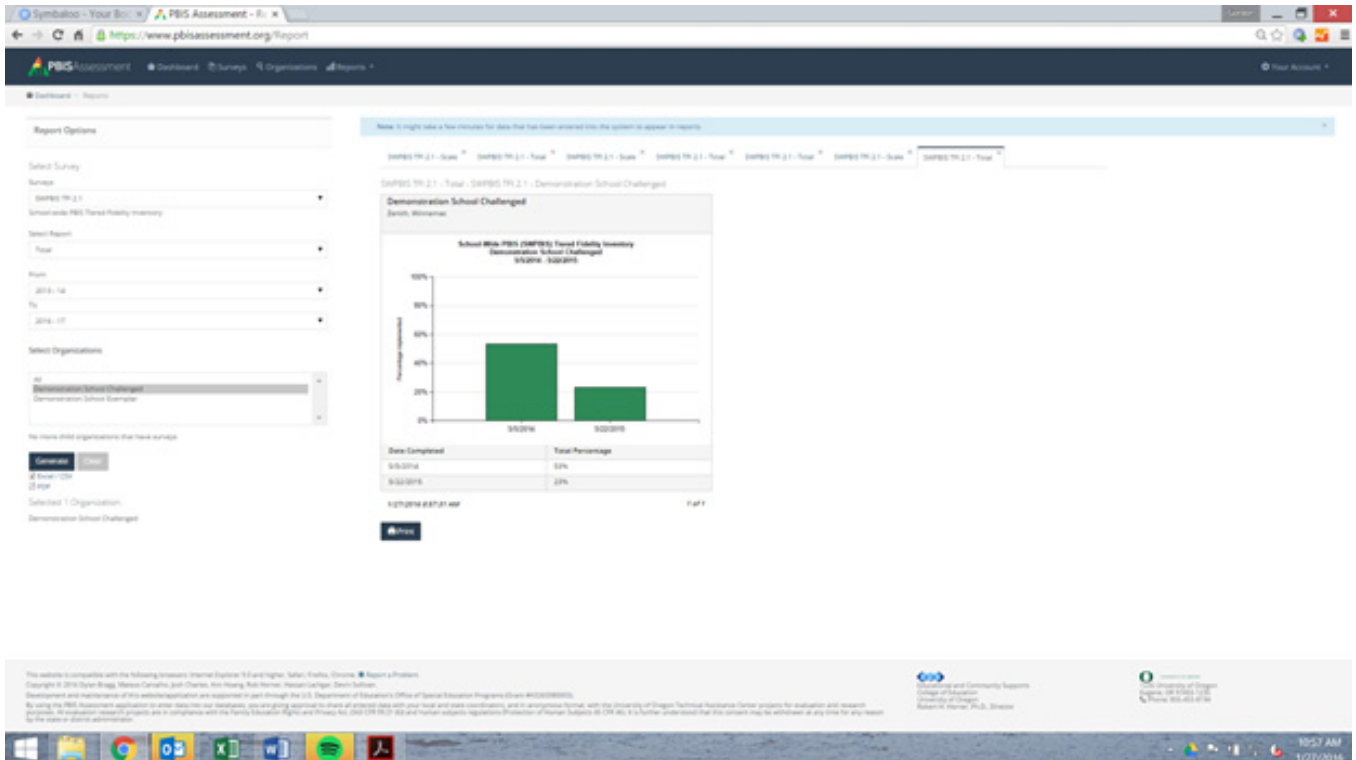

Figure 10.1

SCALE

The scale report provides a quick, visual summary of the level of implementation at each of the three tiers. Notice that the team reports a fairly significant improvement in the implementation of Tier 1. Also notice that this team took all three scales of the TFI during the first administration on May 4, 2014, but only completed the Tier 1 scale on May 22, 2015. This may explain the significant decrease in the total score on the second administration of the TFI.
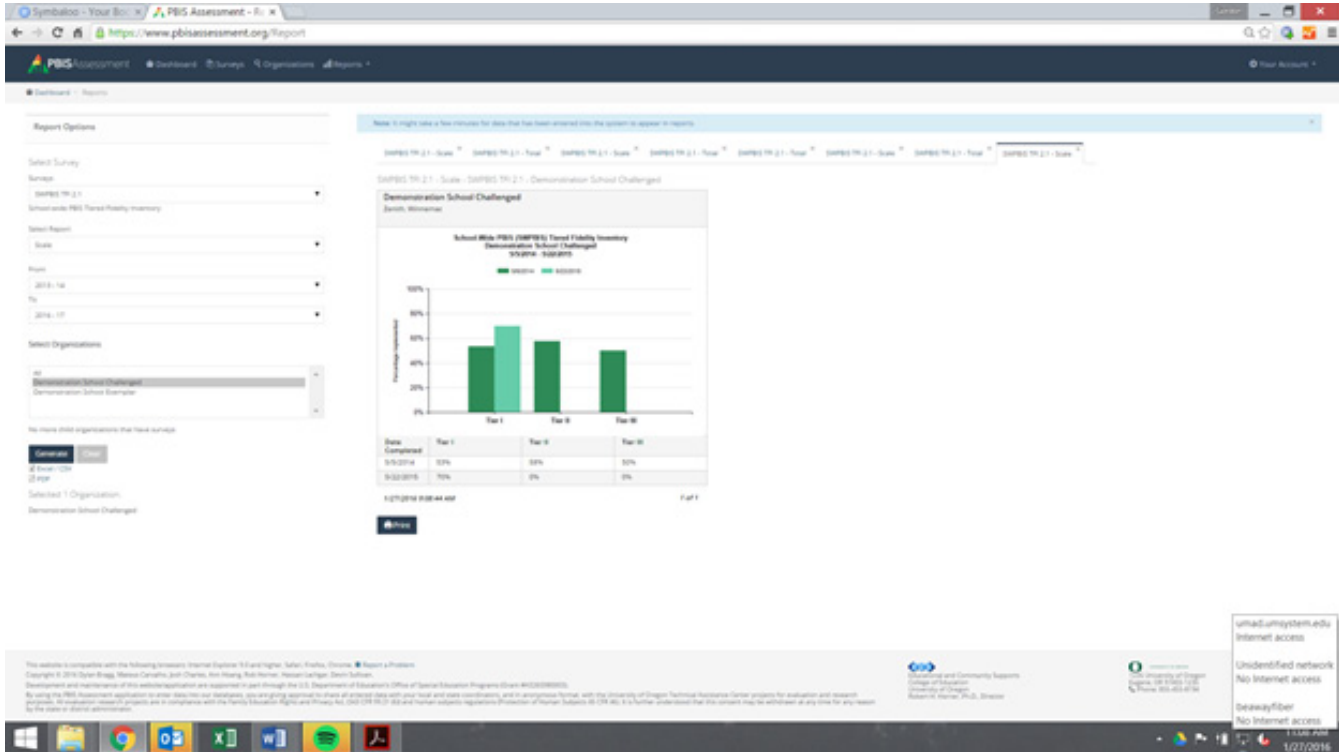

Figure 10.2

SUBSCALE

The subscale report gives the team information regarding implementation fidelity in the scales of each of the three tiers. The chart below indicates the school showed improvements in all Tier 1 scales of the TFI between the first and second administration. However, the chart also suggests that the team has opportunities for growth in the scale of "Tier 1 Teams." This team may want to take a closer look at how they rated themselves on each of the items in the "Tier 1 Teams" scale to identify specific areas around which to plan action steps.
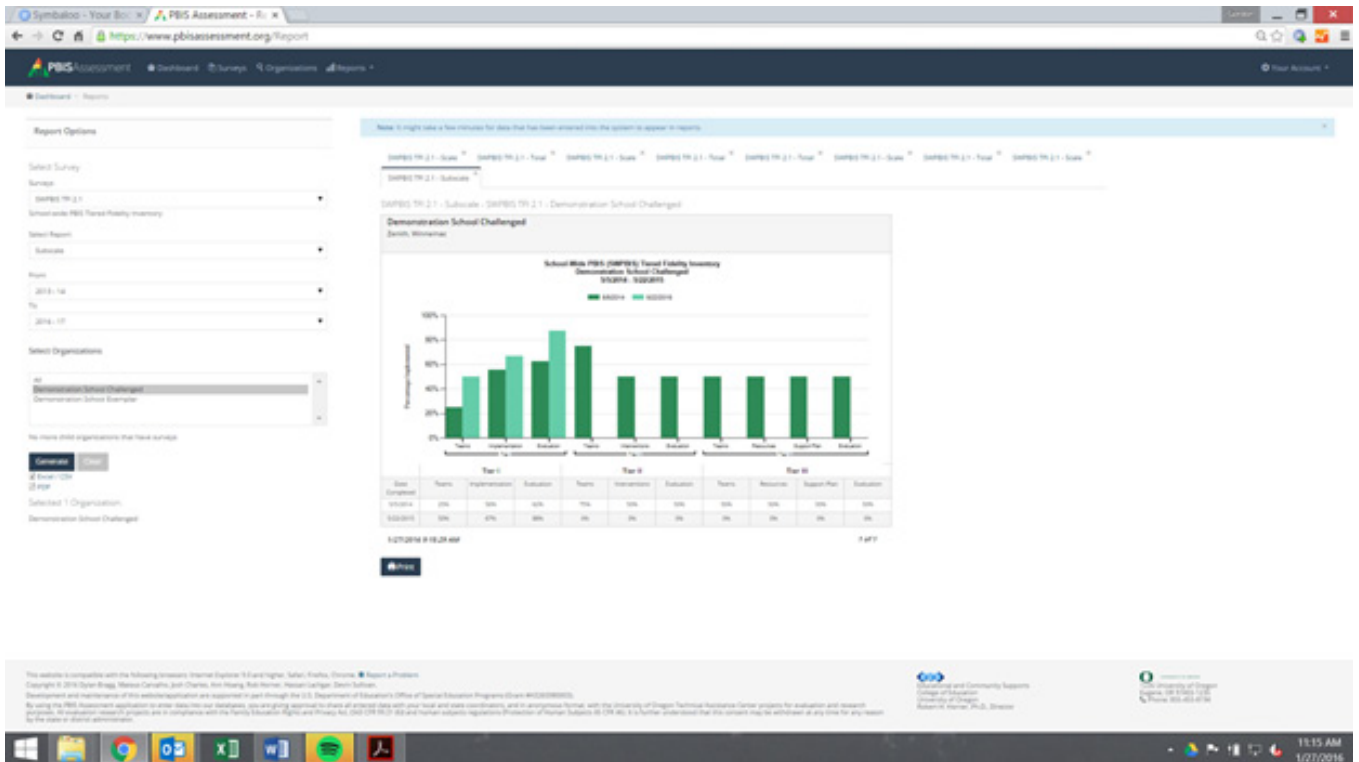

Figure 10.3

ITEMS

The final TFI report is the items report. This is a report of how the team rated themselves on each of the items on the TFI. It is divided into scales and subscales so that the team can quickly analyze their scores on any given scale, and identify appropriate action steps based on this analysis. Depending on the complexity of the items, the team should focus on a small number of goals and action steps at a time.

In our example, the team noted an opportunity for growth on the scale report in the subscale "Tier 1 Teams." The item report indicates that they rated themselves a 1 partially in place in both "Team Composition" and "Team Operating Procedures." Referring to the artifacts that they used as they rated these items as well as their knowledge of their team function, the team decides that they can improve their team composition by adding a member with behavioral expertise. They also realize that they can improve their team's operating procedures by utilizing an agenda and identifying team roles and responsibilities. The team discusses these items, and decide that both are realistic action steps to have in place by their next meeting.
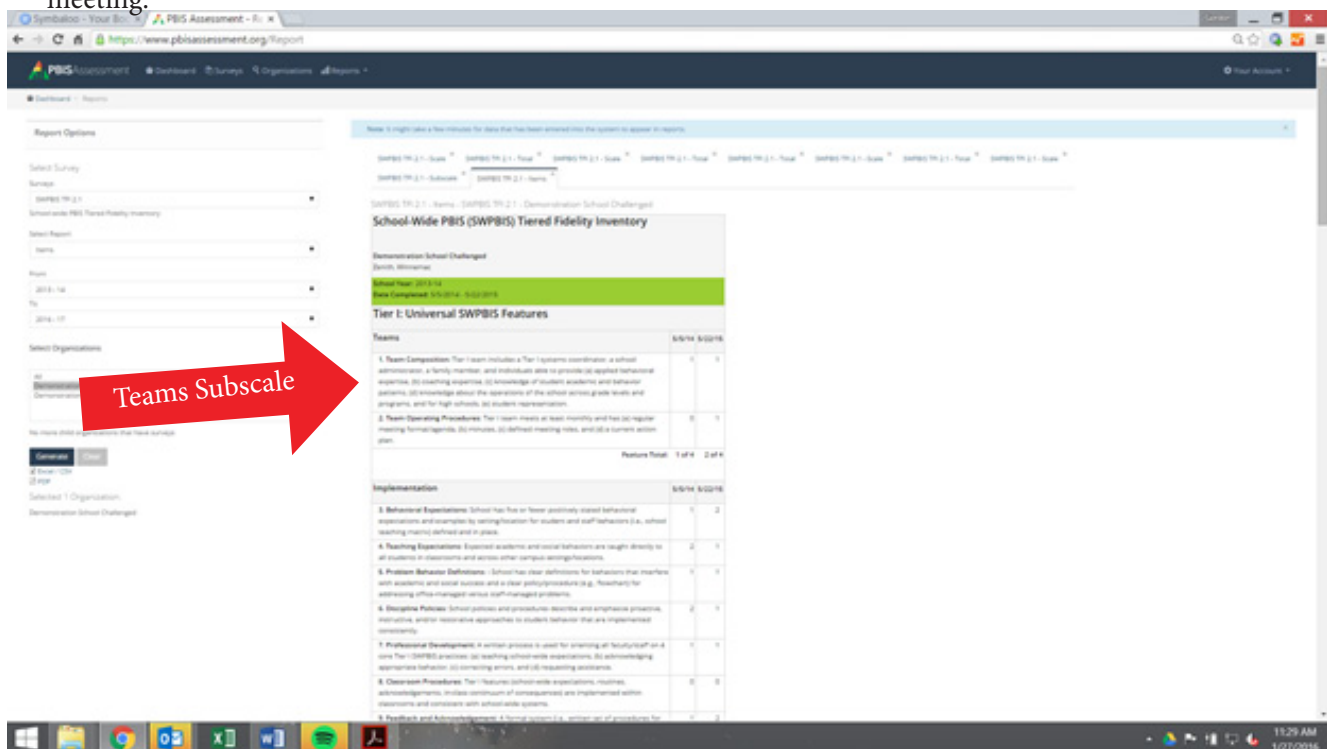

Figure 10.4

ACTIVITY

► If possible, contact an external coach or regional consultant to conduct the TFI walkthrough.

► As a team, in collaboration with the external coach or regional consultant, complete the TFI. Vote on how to rate each item. Assign one team member to enter the scores into the PBIS APPS Assessments Site.

► Review the Total Score report, the Scale report, and the Subscale report.

► If a score is low for a Scale, review the responses to the items for that particular Scale section of the items report. These become goals for your action plan.

► Develop action steps to address the areas of concern identified in your analysis of the data.

SWPBIS Tiered Fidelity Inventory Walkthrough Tool

OVERVIEW

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier I scale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool?

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the _____? (Define what the acronym means)
   (school rules, high 5's, 3 bee's)

2. Have you taught the school rules/behavioral expectations this year?

3. Have you given out any _____ since _____?
   (rewards for appropriate behavior)   *(2 months ago)*

Student Interview Questions

Interview a minimum of 10 students

1. What are the _____? (Define what the acronym means)
   (school rules, high 5's, 3 bee's)

2. Have you received a _____ since _____?
   (reward for appropriate behavior)   *(2 months ago)*

SWPBIS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School _____ Date _____

District _____ State _____

Data collector _____

Name of Schoolwide Expectations:

_____

Name of Acknowledgment System:

_____

Schoolwide Expectations:

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

Staff Questions *(Interview 10% or at least 5 staff members)*		
What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?	Have you given out any _____ since _____? (2 mos.)
1	Y N	Y N
2	Y N	Y N
3	Y N	Y N
4	Y N	Y N
5	Y N	Y N
6	Y N	Y N
7	Y N	Y N
8	Y N	Y N
9	Y N	Y N
10	Y N	Y N
11	Y N	Y N
12	Y N	Y N
13	Y N	Y N
14	Y N	Y N
15	Y N	Y N
TOTAL		

Student Questions *(at least 10 students)*	
What are the (school rules)? Record the # of rules known.	Have you received a _____ since _____?
1	Y N
2	Y N
3	Y N
4	Y N
5	Y N
6	Y N
7	Y N
8	Y N
9	Y N
10	Y N
11	Y N
12	Y N
13	Y N
14	Y N
15	Y N
TOTAL	

TIER I: UNIVERSAL SWPBIS FEATURES

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.1 Team Composition: Tier I team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
Subscale: Implementation		
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.4 Teaching Expectations: Expected *academic** and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional learning calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families
MO SW-PBS Response Continuum can serve as a possible source of data.		
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 Professional learning: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching schoolwide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional learning calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional learning calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.8 Classroom Procedures: Tier I features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with schoolwide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with schoolwide expectations
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to schoolwide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey (SAS) • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
**Subscale: Evaluation**	
1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and *academic** outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional learning calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic* or behavior problem, an action plan is developed to enhance or modify Tier I supports
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.	
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/ or less often than annually 2 = Tier I fidelity data collected and used for decision making annually
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on *academic** outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/ or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics*) shared with stakeholders, with clear alterations in process based on evaluation
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.	

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

TIER II: TARGETED SWPBIS FEATURES*

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

* MO SW-PBS Intervention Essential Features is a Possible Data Source for several of Tier II Features related to interventions.

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	• School organizational chart • Tier II team meeting minutes	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%
2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier II supports.	• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric* • Team meeting minutes • School policy	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports
*MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, and Data Decision Rules = The Team Decision Rubric		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	• School handbook • Request for assistance form* • Family handbook	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team
* Nomination Form = request for assistance form		

Subscale: Interventions

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.5 Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	• School Tier II handbook • Targeted Interventions Reference Guide	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need
2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/ time for student skill development, (b) additional structure/ predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	• Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook	0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback 1 = All Tier II interventions provide some but not all 3 core Tier II features 2 = All Tier II interventions include all 3 core Tier II features
2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	• Data sources used to identify interventions • School policy • Tier II handbook • Needs assessment • Targeted Interventions Reference Guide	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.8 Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.	• Universal lesson plans and teaching schedule • Tier II lesson plans • Acknowledgement system • Student of the month documentation • Family communication	0 = No evidence that students receiving Tier II interventions have access to Tier I supports 1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports 2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports
2.9 Professional learning: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	• Professional learning calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional learning and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress
Subscale: Evaluation		
2.10 Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	• Tier II enrollment data • Tier II team meeting minutes • Progress monitoring tool	0 = Team does not track number of students responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled 2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.11 Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	• Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool* • Daily/Weekly Progress Report sheets • Family communication	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders
* MO SW-PBS Advanced Tiers Spreadsheet or CICO/SWIS = Intervention Tracking Tool		
2.12 Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	• Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions 2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions
2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	• Staff and student surveys • Tier II handbook • Fidelity tools • School policy • Student outcomes* • District reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation
* MO SW-PBS Intervention Outcome Data = Student outcomes		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

TIER III: INTENSIVE SWPBIS FEATURES *

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

* Review of FBA/BIP and MO SW-PBS Intervention Outcome Data form will provide possible data sources for analysis.

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
3.1 Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	• School organizational chart • Tier III team meeting minutes*	0 = Tier III team does not include a trained systems coordinator for all 5 identified functions 1 = Tier III team members have some but not all 5 functions, and/ or some but not all members have relevant training or attend at least 80% of meetings 2 = Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%
3.2 Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier III team meeting agendas and minutes • Tier III meeting roles descriptions • Tier III action plan	0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier III team has at least 2 but not all 4 features 2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
*Tier III Core Team Meeting Minutes = team meeting minutes		
3.3 Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/ family/ student nominations) to identify students who require Tier III supports.	• School policy • Team decision rubric * • Team meeting minutes**	0 = No decision rules for identifying students who should receive Tier III supports 1 = Informal process or one data source for identifying students who qualify for Tier III supports 2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
*MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, Intensity Behavior Rating Rubric and Data Decision Rules = The Team Decision Rubric **Team Action Meeting = team meeting minutes		
3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Individual student support teams do not exist for all students who need them 1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/ or team membership has partial connection to strengths and needs 2 = Individual student support teams exist, are uniquely designed with active input/ approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data
* Behavior Intervention Plan = behavior support plans		
Subscale: Resources		
3.5 Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	• Administrative plan • Tier III team meeting minutes* • FTE (i.e., paid time) allocated to Tier III supports	0 = Personnel are not assigned to facilitate individual student support teams 1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment 2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports
3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)**	0 = District contact person not established 1 = District contact person established with external agencies, OR resources are available and documented in support plans 2 = District contact person established with external agencies, AND resources are available and documented in support plans
3.7 Professional learning: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	• Professional learning calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional learning and orientation process is informal 2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
*Team Action Meeting = team meeting minutes **Behavior Intervention Plan = behavior support plans		
Subscale: Support Plans		
3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Quality of life needs/goals and strengths not defined, or there are no Tier III support plans 1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan 2 = All plans document strengths and quality of life needs and related goals defined by student/family
3.9 Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans 1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic) 2 = All plans include medical, mental health information, and complete academic data where appropriate
3.10 Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans 1 = 1 or 2 plans include a hypothesis statement with all 3 components 2 = All plans include a hypothesis statement with all 3 components
3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = No plans include all 7 core support plan features, or there are no Tier III support plans 1 = 1 or 2 plans include all 7 core support plan features 2 = All plans include all 7 core support plan features
*Behavior Intervention Plan = behavior support plans		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, **wraparound, RENEW**) documents **quality of life** strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	• At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet)*	0 = Plan does not include specific actions, or there are no plans with extensive support 1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports 2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports
3.13 Access to Tier I and Tier II Supports: Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Individual student support plans do not mention Tier I and/ or Tier II supports, or there are no Tier III support plans 1 = Individual supports include some access to Tier I and/or Tier II supports 2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur
* Behavior Intervention Plan = behavior support plans		
Subscale: Evaluation		
3.14 Data System: Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	• Reports to staff • Staff meeting minutes • Staff report	0 = No quantifiable data 1 = Data are collected on outcomes and/or fidelity but not reported monthly 2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans
3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Student individual support teams do not review plans or use data 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans 2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
3.16 Level of Use: Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	• Student progress data • Tier III team meeting minutes**	0 = School does not track proportion or no students have Tier III plans 1 = Fewer than 1% of students have Tier III plans 2 = All students requiring Tier III supports (and at least 1% of students) have plans
*Behavior Intervention Plan = behavior support plans **Tier III Action Team Meeting = Tier III team meeting		
3.17 Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	• Tier III team meeting minutes* • Tier III team action plan • Team member verbal reports	0 = No annual review 1 = Review is conducted but less than annually, or done without impact on action planning 2 = Written documentation of an annual review of Tier III supports, with specific decisions related to action planning
*Tier III Core Team Meeting = team meeting minutes		

In addition, there are three optional questions. While some states require teams to answer these questions, in Missouri, these will remain optional.

TFI Optional Questions

1. Of all students in the school, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   - Behavior: discipline data, educational placement (indicator 5) data
   - Academic: AYP, CBM/academic screening scores, %of students passing all classes

2. Of the students receiving Tier 2 supports, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   Behavior: Discipline data, educational placement (indicator 5) data, attendance (for students receiving Tier 2 supports)
   Academic: AYP, CBM/academic screening scores, % of students passing all classes, grades, credits (for students receiving Tier 2 supports)

3. Of the students receiving Tier 3 supports, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   Behavior: Discipline data, educational placement (indicator 5) data, school satisfaction surveys (for students receiving Tier 3 supports)
   Academic: AYP, CBM/academic screening scores, % of students passing all classes, grades, credits (for students receiving Tier 3 supports)

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented