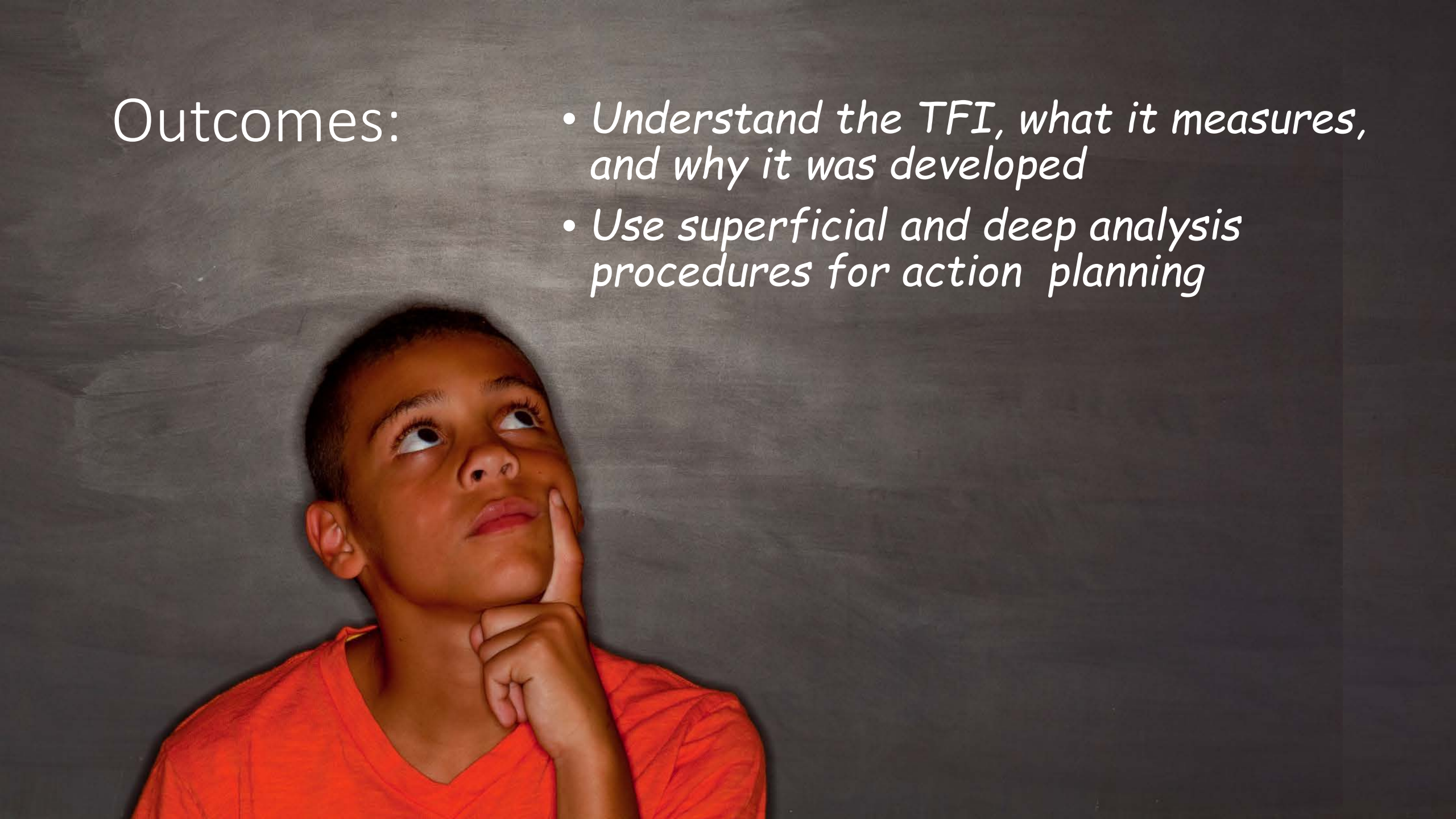
Creating Cycles of Continuous Improvement

with the

Tiered Fidelity Inventory (TFI)

Outcomes:

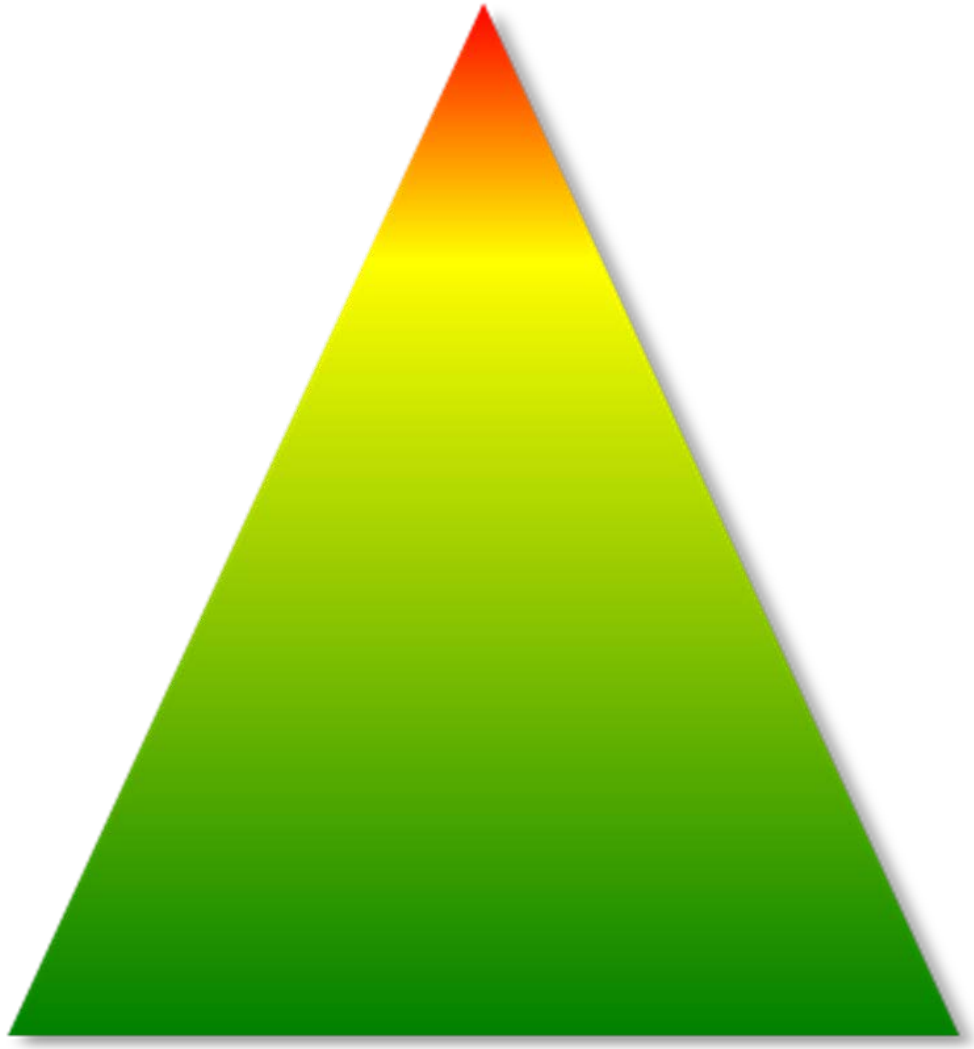
- *Understand the TFI, what it measures, and why it was developed*
- *Use superficial and deep analysis procedures for action planning*



Part 1: Overview

Purpose of the School-wide PBIS Tiered Fidelity Inventory

- ***Efficient*** and ***valid m***easures
- PBIS ***core features***
- ***All three tiers!***



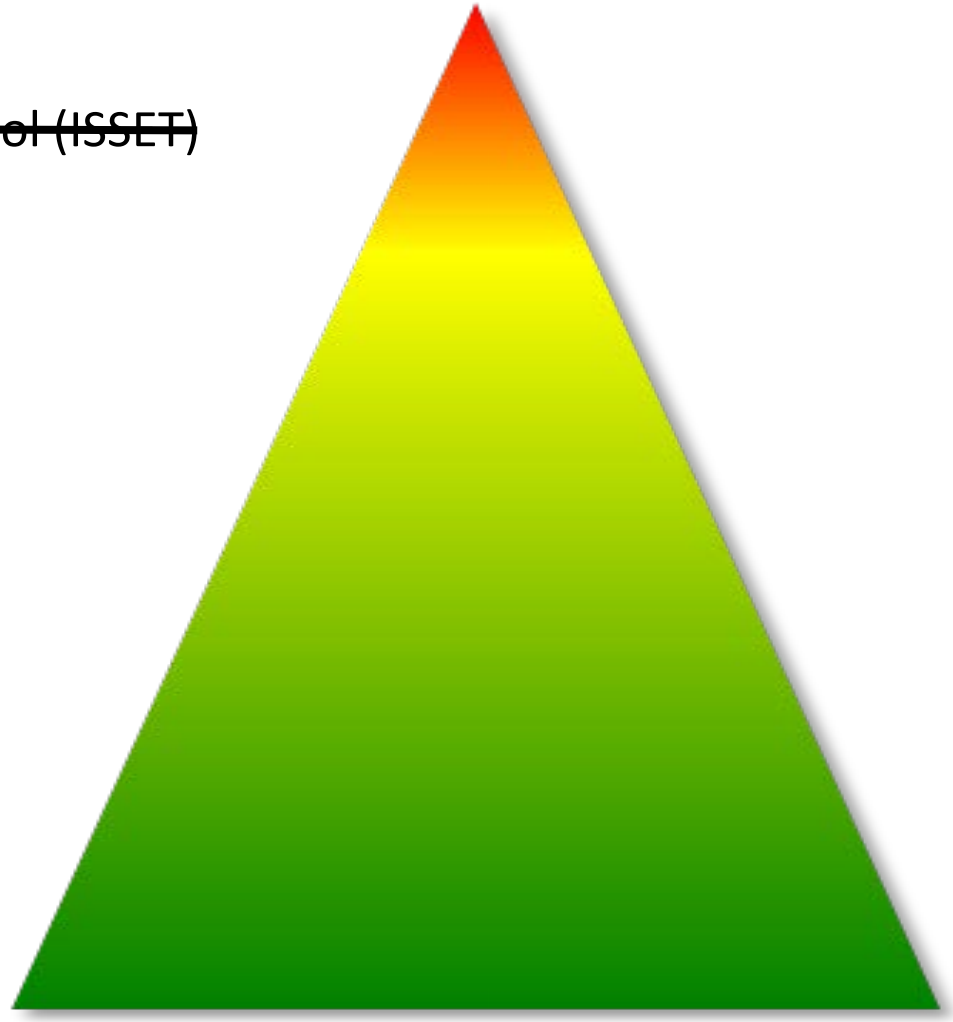
Why *Another* Survey?

Tier 2 and 3:

- ~~Individual Student Systems Evaluation Tool (ISSET)~~
- ~~Monitoring Advanced Tiers Tool (MATT)~~
- ~~Benchmarks for Advanced Tiers (BAT)~~

Tier 1:

- ~~Team Implementation Checklist (TIC)~~
- ~~Schoolwide Evaluation Tool (SET)~~
- Self-Assessment Survey (SAS)
- ~~Benchmarks of Quality~~



Potential Uses of the TFI

- Progress Monitoring
- Annual Assessment
- State Recognition

Potential Uses of the TFI

- Progress Monitoring:
  - Ongoing collection and review of data to monitor movement toward a goal in a specific area
    - Assess effectiveness of efforts
    - Make midcourse corrections
    - Identify short term goals
    - Identify next steps

Potential Uses of the TFI

- Annual Assessment
  - Summative assessment of annual efforts
  - Celebrate Successes
  - Share with stakeholders
  - Identify annual school improvement goals
  - Develop annual action plan

Potential Uses of the TFI

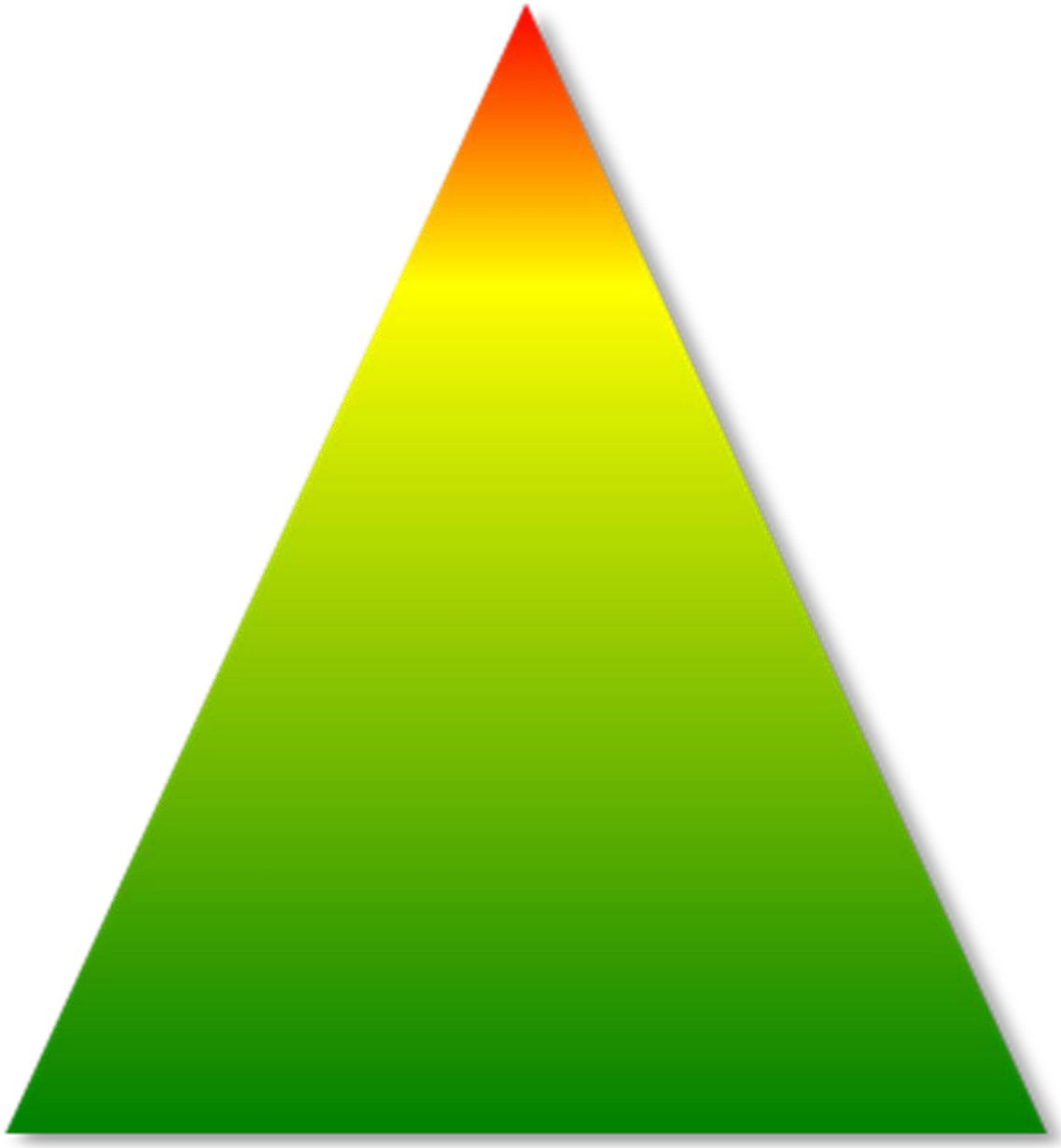
- State Recognition
  - Encourage best practice
  - Recognize schools for their efforts
  - Identify model demonstration sites

Ultimately, it is about improvement!

What does it Measure?

Scales

- Tier 1 (Universal)
- Tier 2 (Secondary, Targeted)
- Tier 3 (Tertiary, Intensive)



Subscales

Tier 1

- Teams
- Implementation
- Evaluation

Tier 2

- Teams
- Interventions
- Evaluation

Tier 3

- Teams
- Resources
- Support Plan
- Evaluation

Subscales

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Subscales

Tier 1

- Teams
- Implementation
- Evaluation

Tier 2

- Teams
- Interventions
- Evaluation

Tier 3

- Teams
- Resources
- Support Plan
- Evaluation

Think, Pair, Share

- Based on what you know at this point,
  - What are some advantages of using the TFI at your school?
  - What questions do you still have about the purpose of the TFI?

Taking the TFI

Before Taking the TFI

- Gather relevant artifacts
- External individual to conduct walkthrough (Tier 1 Scale)
- External individual facilitate the process

Artifacts

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 development 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

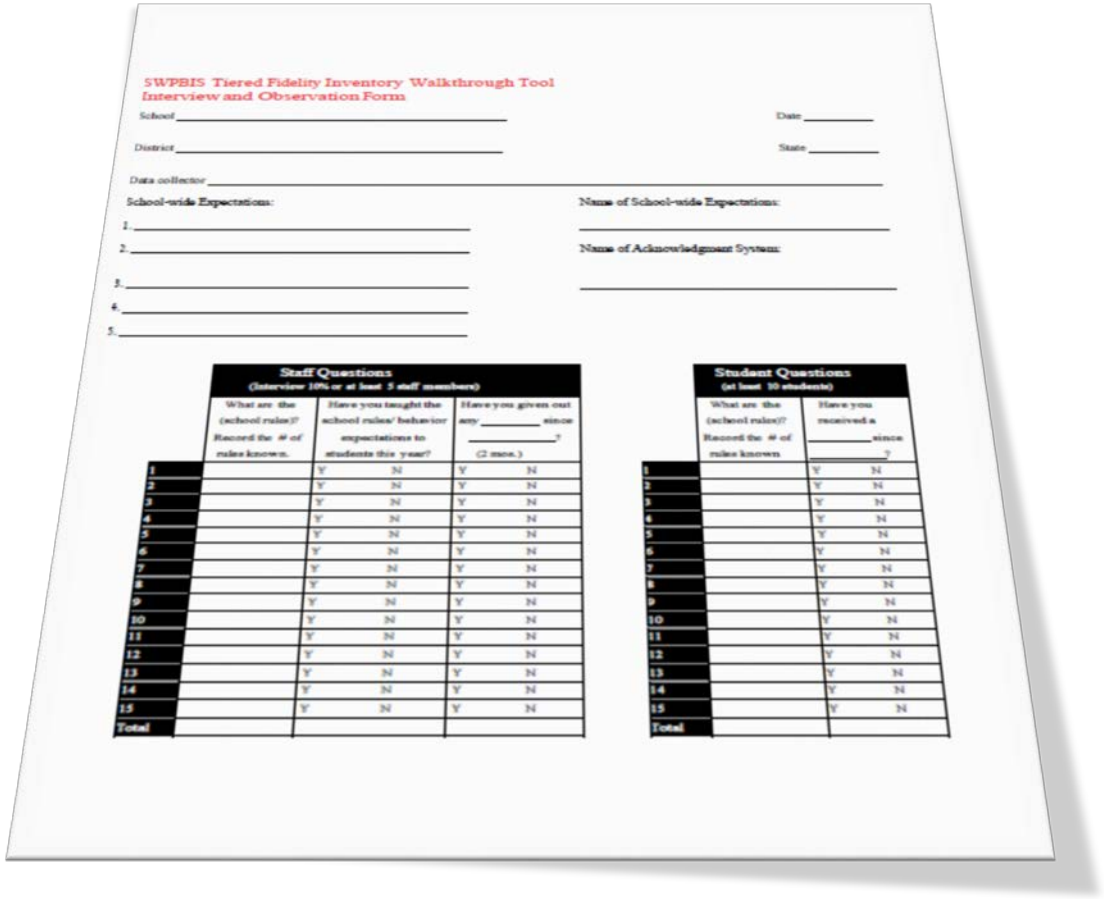
- Tier 2 team meeting minutes (last 2)
- MO SW-PBS Existing School Data Inventory
- Nomination forms
- Universal screener(s)
- Data decision rules
- Tier 2 strategy, handbooks, or procedures (i.e. CICO, SSIG, C&C, SM)
- Intervention Essential Features document for each intervention
- Available Tier2 data summaries (if possible for the past two months)
- Family communication systems
- Most recent fidelity measures for Tier 2 strategies
- School schedule
- Tier 2 lesson plans
- Acknowledgement/recognition system
- Intervention tracking tool (ex. Advanced Tiers Spreadsheet, CICO-SWIS)
- MO SW-PBS intervention outcome data

Tier 3

- Tier 3 core team meeting minutes (Last 3 meetings)
- Tier 3 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)

HO1

TFI Walkthrough Form



SWPBIS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School _____ Date _____

District _____ State _____

Data collector _____

School-wide Expectations:

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

Name of School-wide Expectations:

_____

Name of Acknowledgment System:

_____

Staff Questions
(Interview 10% or at least 5 staff members)

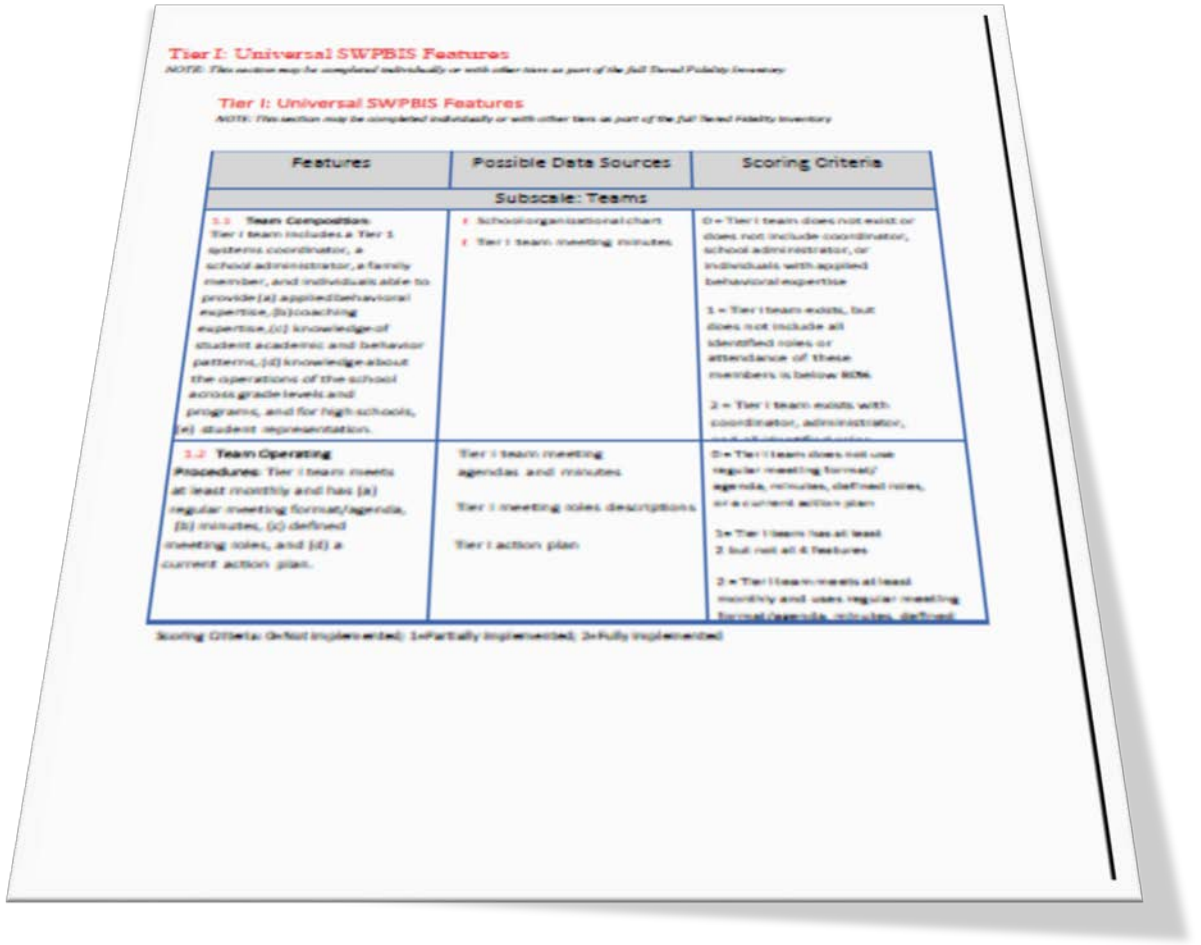
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?		Have you given out any _____ since _____? (2 mos.)	
1		Y	N	Y	N
2		Y	N	Y	N
3		Y	N	Y	N
4		Y	N	Y	N
5		Y	N	Y	N
6		Y	N	Y	N
7		Y	N	Y	N
8		Y	N	Y	N
9		Y	N	Y	N
10		Y	N	Y	N
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			

HO2

MO SW-PBS TFI Scoring Guide



Tier I: Universal SWPBIS Features

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

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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.	1 School organizational chart 1 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,
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

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

HO3

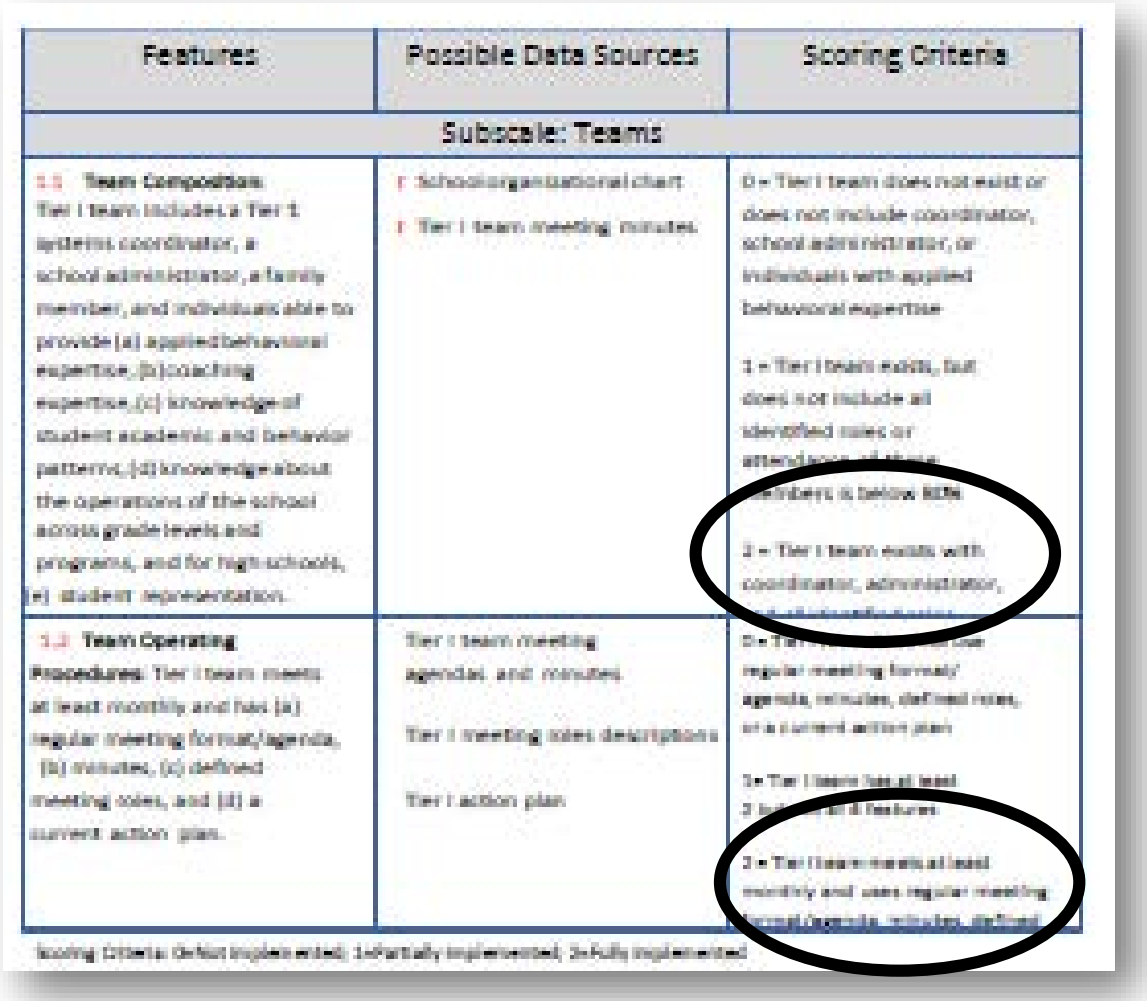
Scoring Items

0 = Item not in place

1 = Item partially in place

2 = Item fully in place

Taking the TFI using the MO SW-PBS TFI Scoring Guide



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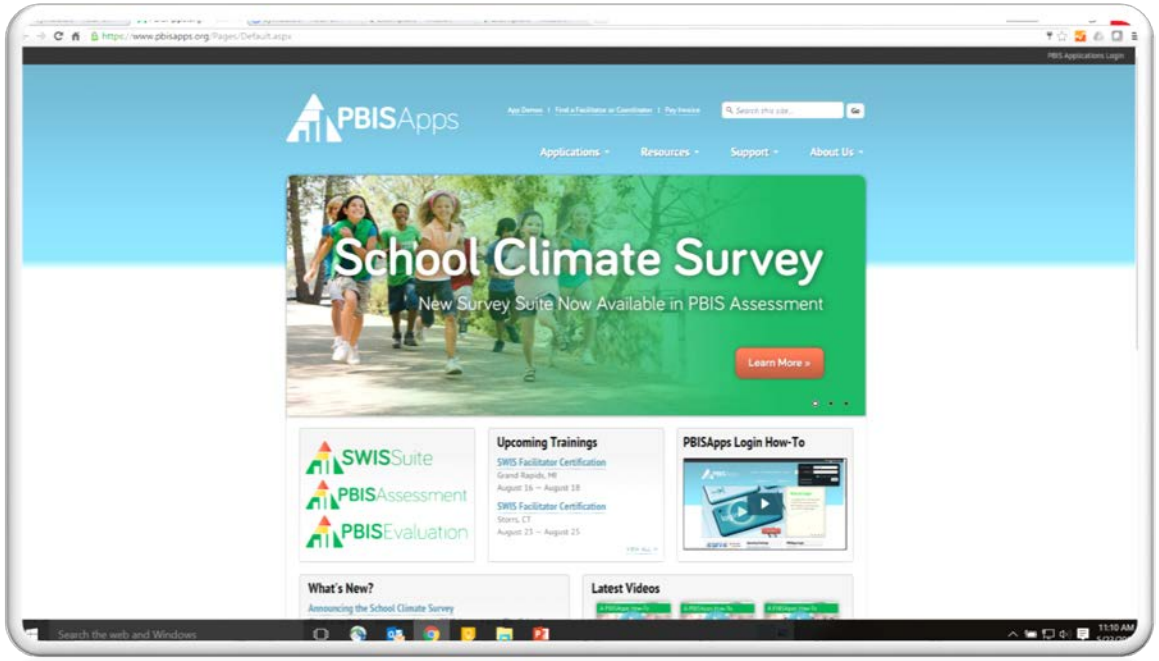
Scoring Criteria: 0=Not Implemented; 1=Partially Implemented; 2=Fully Implemented

Enter Scores into PBIS Assessments

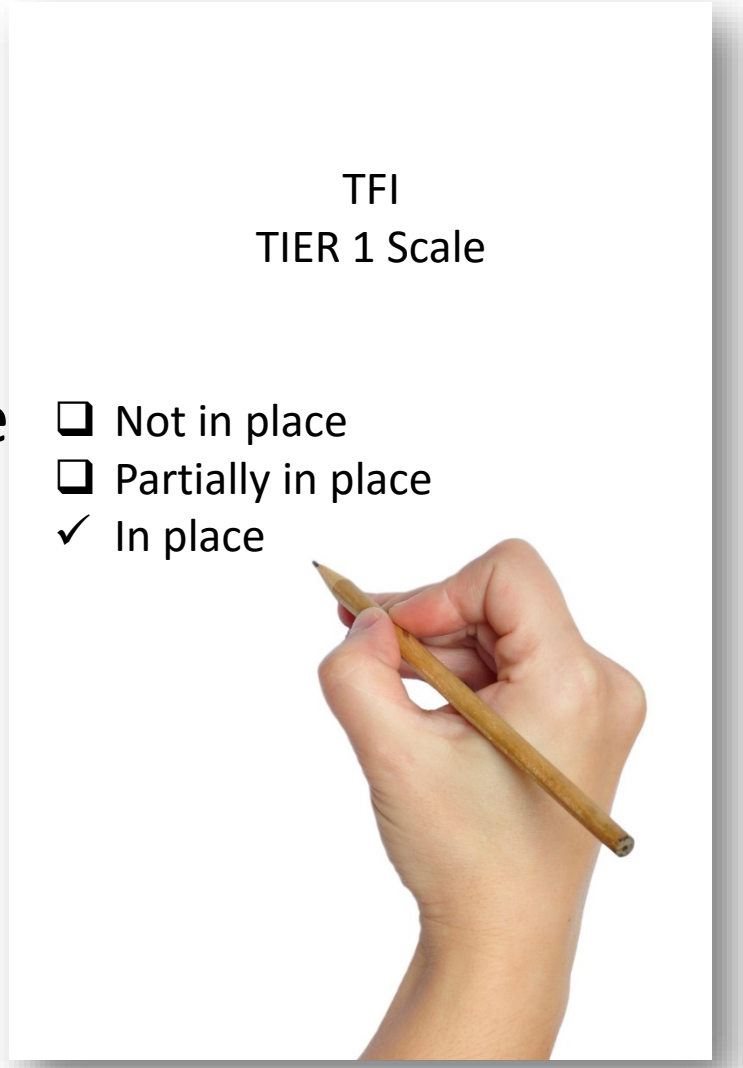
PBIS Assessments

- PBIS Assessments is part of PBIS APPS https://www.pbisapps.org
- A regional consultant opens TFI
- “Team Member” enters TFI for team



Recommended: Take on Paper!

- You *can* go back and edit an *unsubmitted* TFI
  - 1-Week time limit
- Each team take TFI on paper
- Enter all 3 scales into PBIS Assessments at one time



Think, Pair, Share

Who will…

- Conduct the TFI Walkthrough?
- Facilitate the administration of the TFI?
- Enter the data into PBIS APPS

Cycles of Continuous Improvement

Systematize improvement

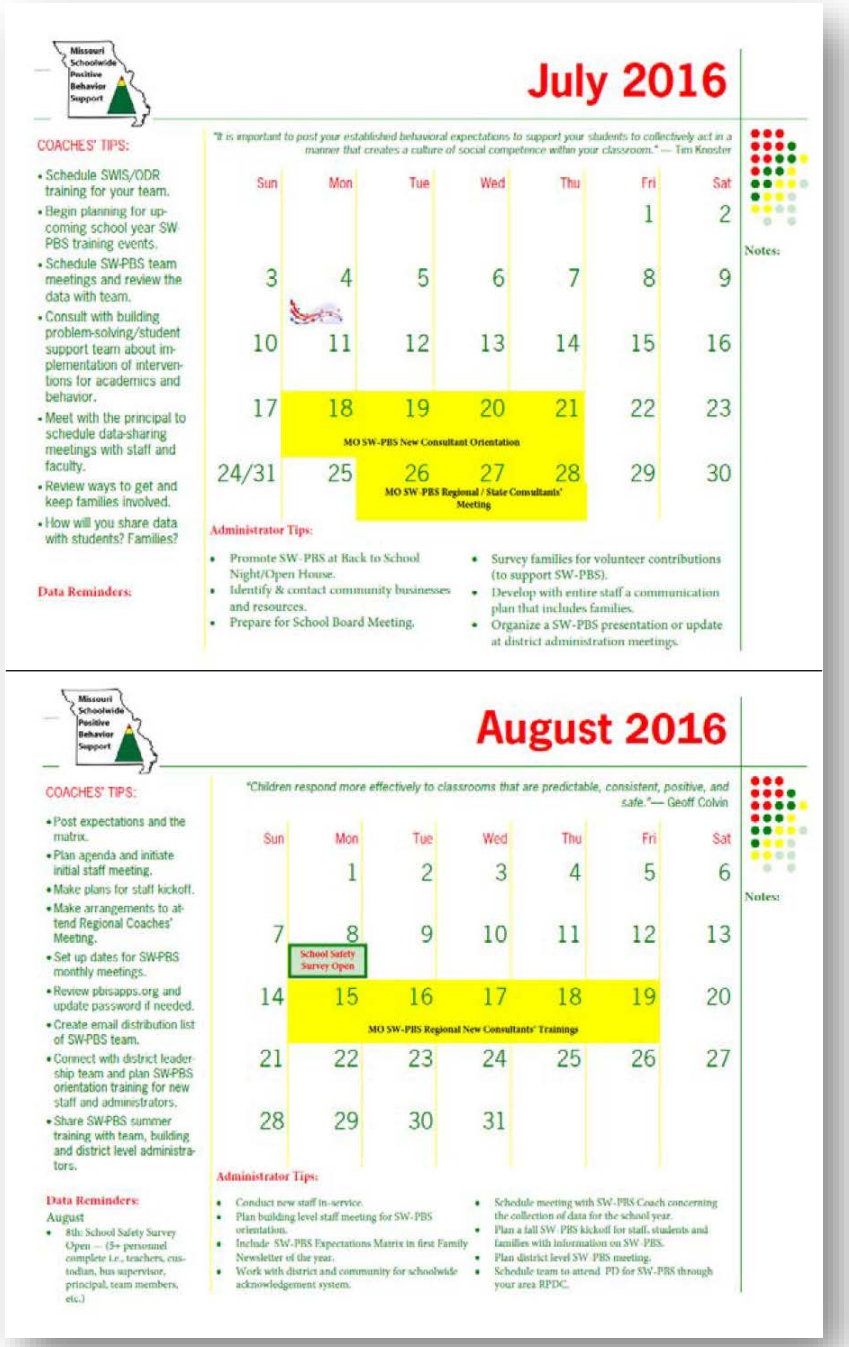
- Data
- Schedule
- Data Based Decision Making model
- Action Plan

Data

- Fidelity
  - TFI
  - SAS
  - SET
  - Universal Checklist
- Outcomes
  - ODR
  - Student Climate Surveys
  - Academic Assessments
- Contextual
  - Who, what, when, and where

Schedule

- Progress Monitoring
  - Several times per year (i.e., quarterly)
- Annual Assessment
  - Spring of each year
- State Recognition
  - Spring of each year



Missouri Schoolwide Positive Behavior Support

July 2016

"It is important to post your established behavioral expectations to support your students to collectively act in a manner that creates a culture of social competence within your classroom." — Tim Knoster

COACHES' TIPS:

- Schedule SWIS/ODR training for your team.
- Begin planning for upcoming school year SW-PBS training events.
- Schedule SW-PBS team meetings and review the data with team.
- Consult with building problem-solving/student support team about implementation of interventions for academics and behavior.
- Meet with the principal to schedule data-sharing meetings with staff and faculty.
- Review ways to get and keep families involved.
- How will you share data with students? Families?

Data Reminders:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

MO SW-PBS New Consultant Orientation

MO SW-PBS Regional / State Consultants' Meeting

Notes:

Administrator Tips:

- Promote SW-PBS at Back to School Night/Open House.
- Identify & contact community businesses and resources.
- Prepare for School Board Meeting.
- Survey families for volunteer contributions (to support SW-PBS).
- Develop with entire staff a communication plan that includes families.
- Organize a SW-PBS presentation or update at district administration meetings.

Missouri Schoolwide Positive Behavior Support

August 2016

"Children respond more effectively to classrooms that are predictable, consistent, positive, and safe."— Geoff Colvin

COACHES' TIPS:

- Post expectations and the matrix.
- Plan agenda and initiate initial staff meeting.
- Make plans for staff kickoff.
- Make arrangements to attend Regional Coaches' Meeting.
- Set up dates for SW-PBS monthly meetings.
- Review pbisapps.org and update password if needed.
- Create email distribution list of SW-PBS team.
- Connect with district leadership team and plan SW-PBS orientation training for new staff and administrators.
- Share SW-PBS summer training with team, building and district level administrators.

Data Reminders:

August

- 8th: School Safety Survey Open — (5+ personnel complete i.e., teachers, custodian, bus supervisor, principal, team members, etc.)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

School Safety Survey Open

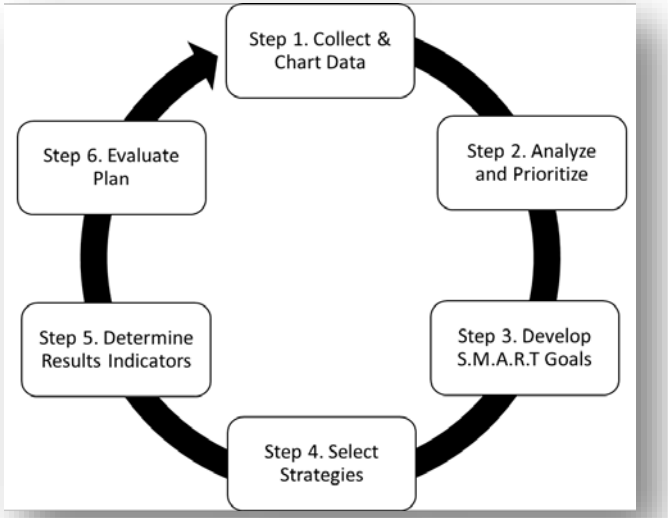
MO SW-PBS Regional New Consultants' Trainings

Notes:

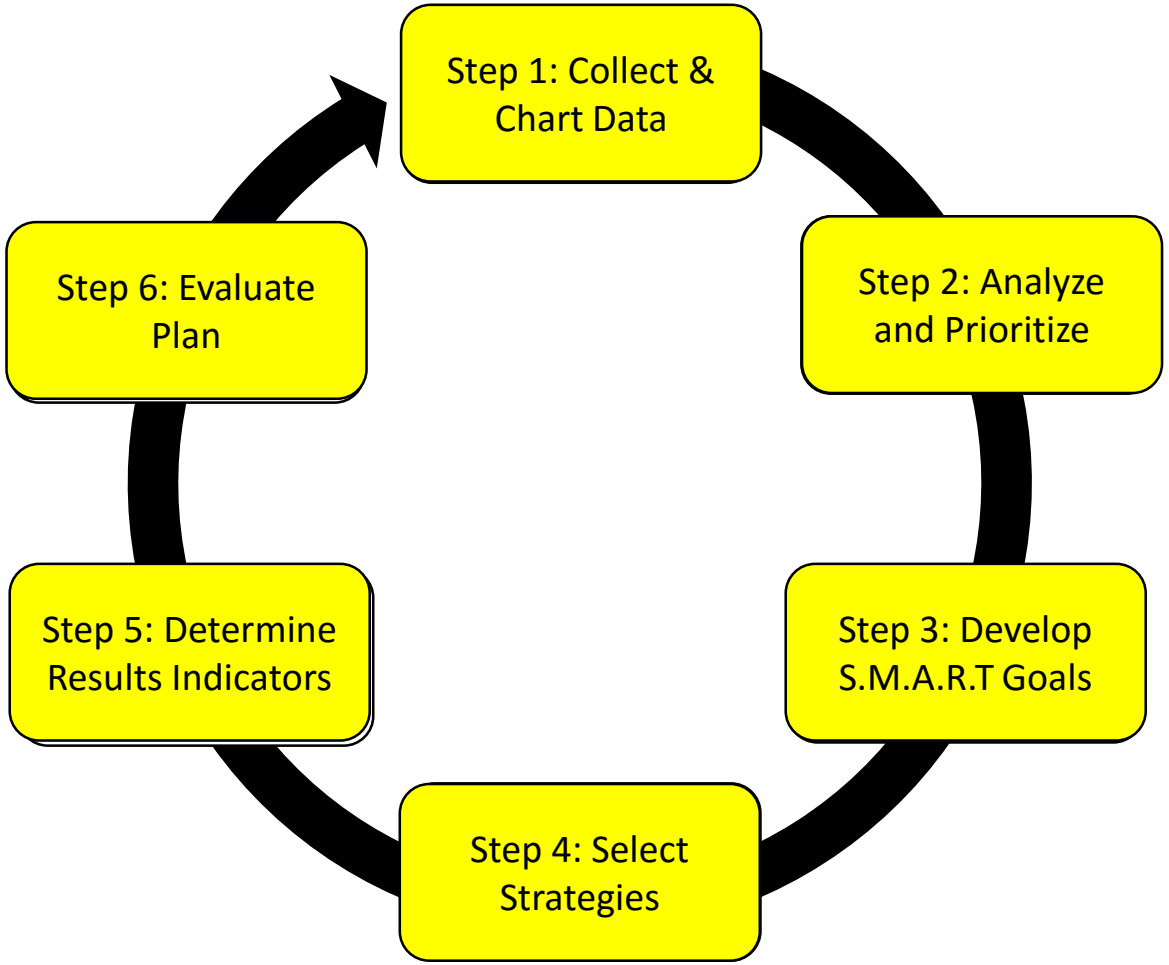
Administrator Tips:

- Conduct new staff in-service.
- Plan building level staff meeting for SW-PBS orientation.
- Include SW-PBS Expectations Matrix in first Family Newsletter of the year.
- Work with district and community for schoolwide acknowledgement system.
- Schedule meeting with SW-PBS Coach concerning the collection of data for the school year.
- Plan a fall SW-PBS kickoff for staff, students and families with information on SW-PBS.
- Plan district level SW-PBS meeting.
- Schedule team to attend PD for SW-PBS through your area RPDC.

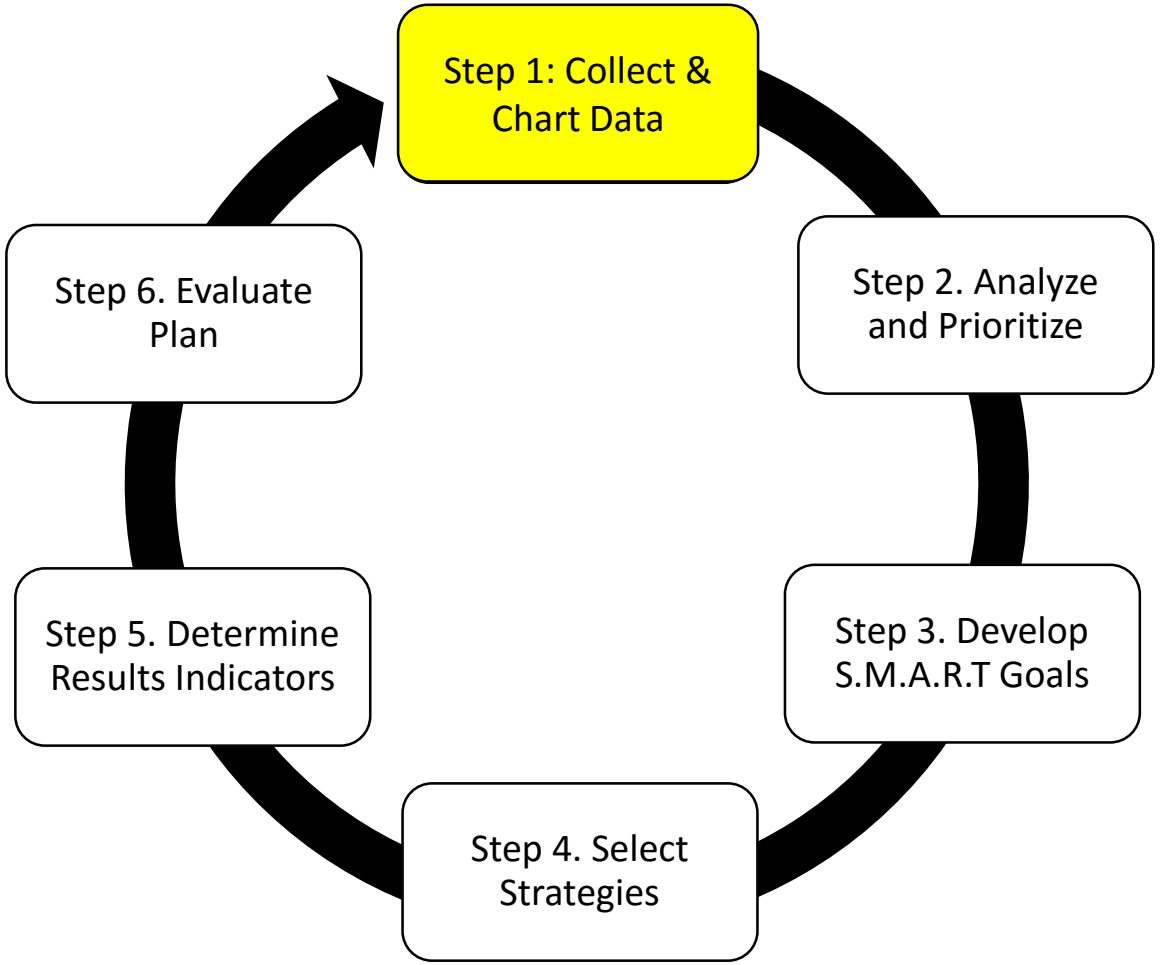
MO DESE Data Based Decision Making Model



MO DESE Data Based Decision Making Model (DBDM)



MO SW-PBS Data Based Decision Making Model (DBDM)



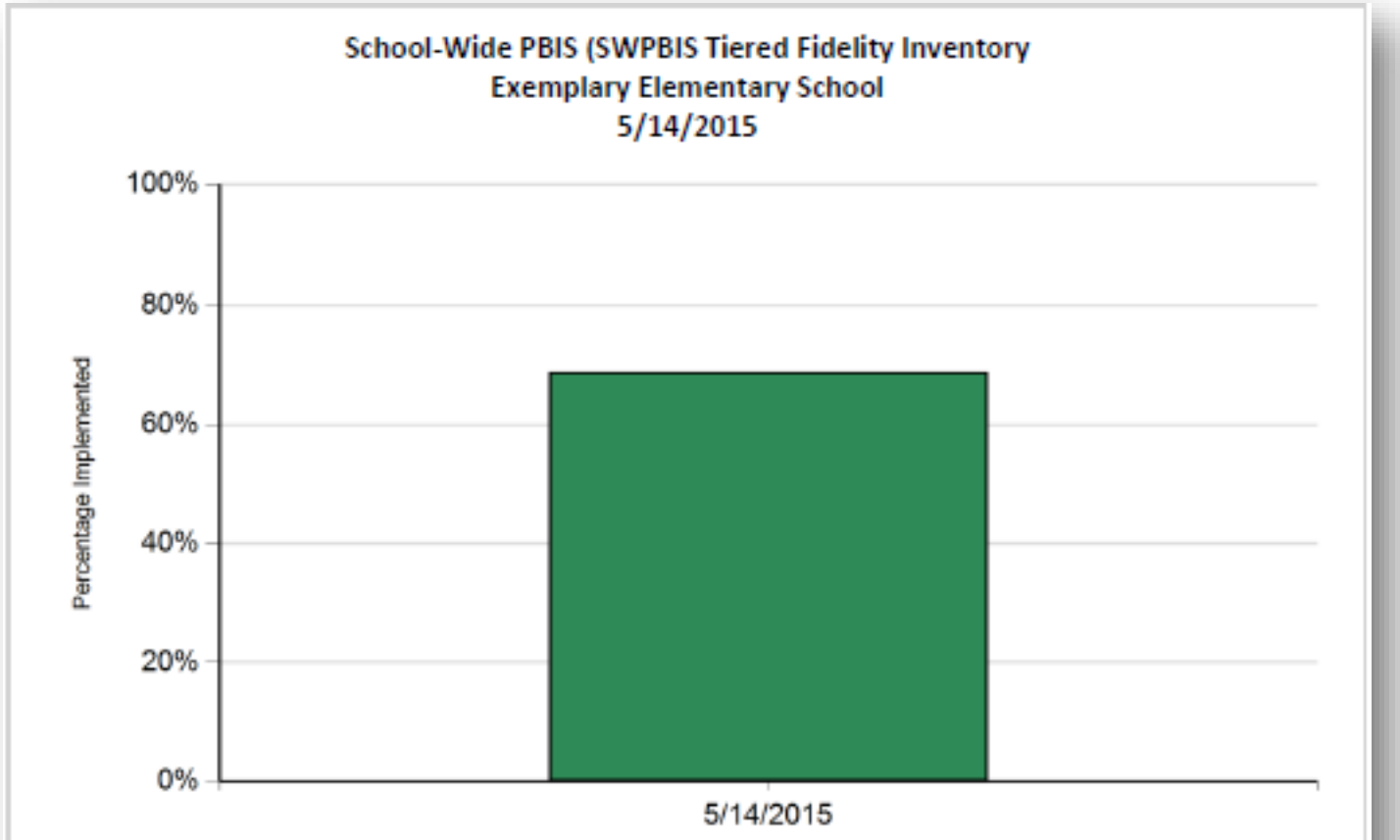
Two Ways to Plan

- Establish Systems
- Problem Solve

Step 1: Collect and Chart Data (Create Systemss)

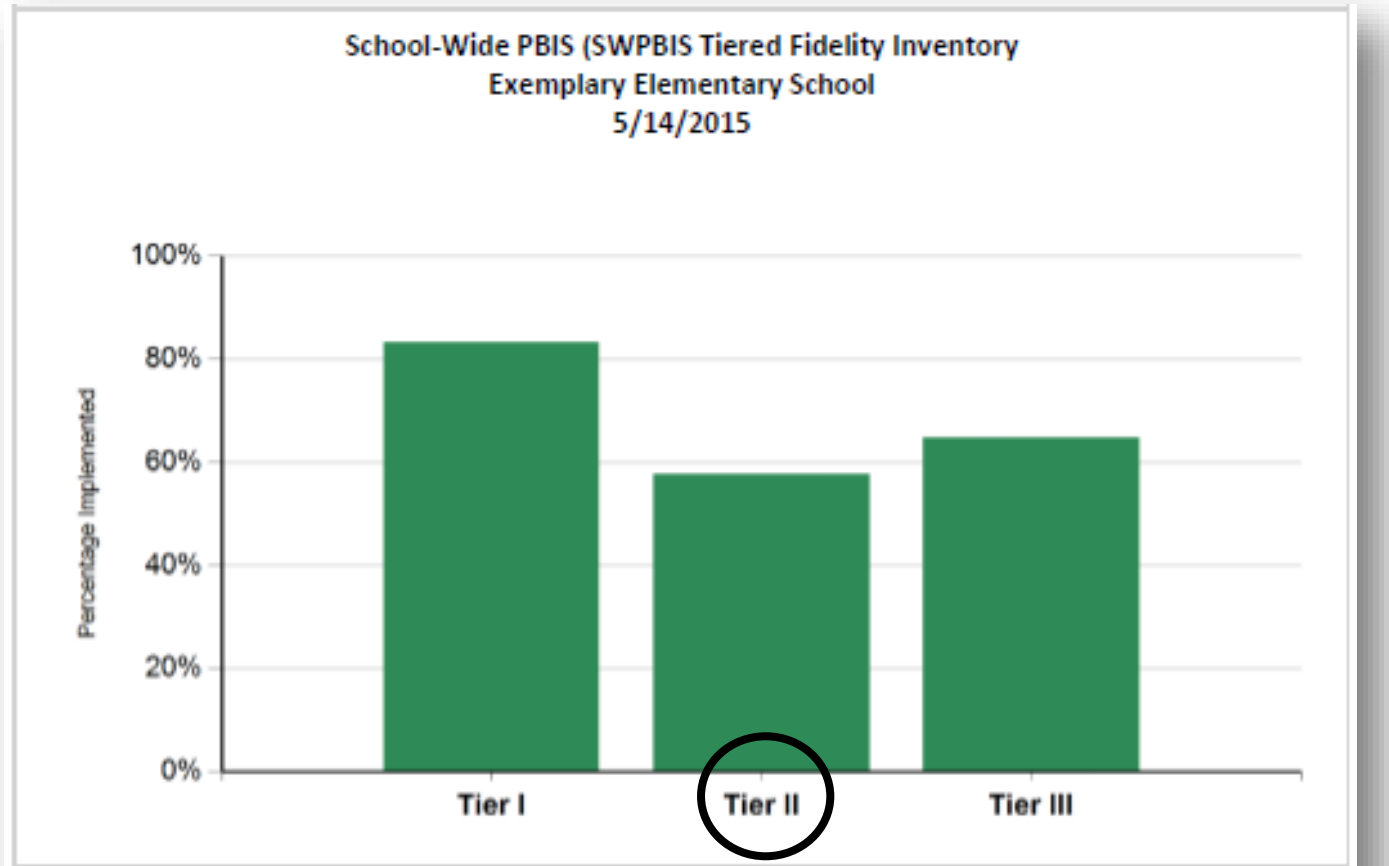
- Run Reports from PBIS Assessments
  - Total Score Report
  - Scale Report
  - Subscale Report
  - Items Report

Total Score



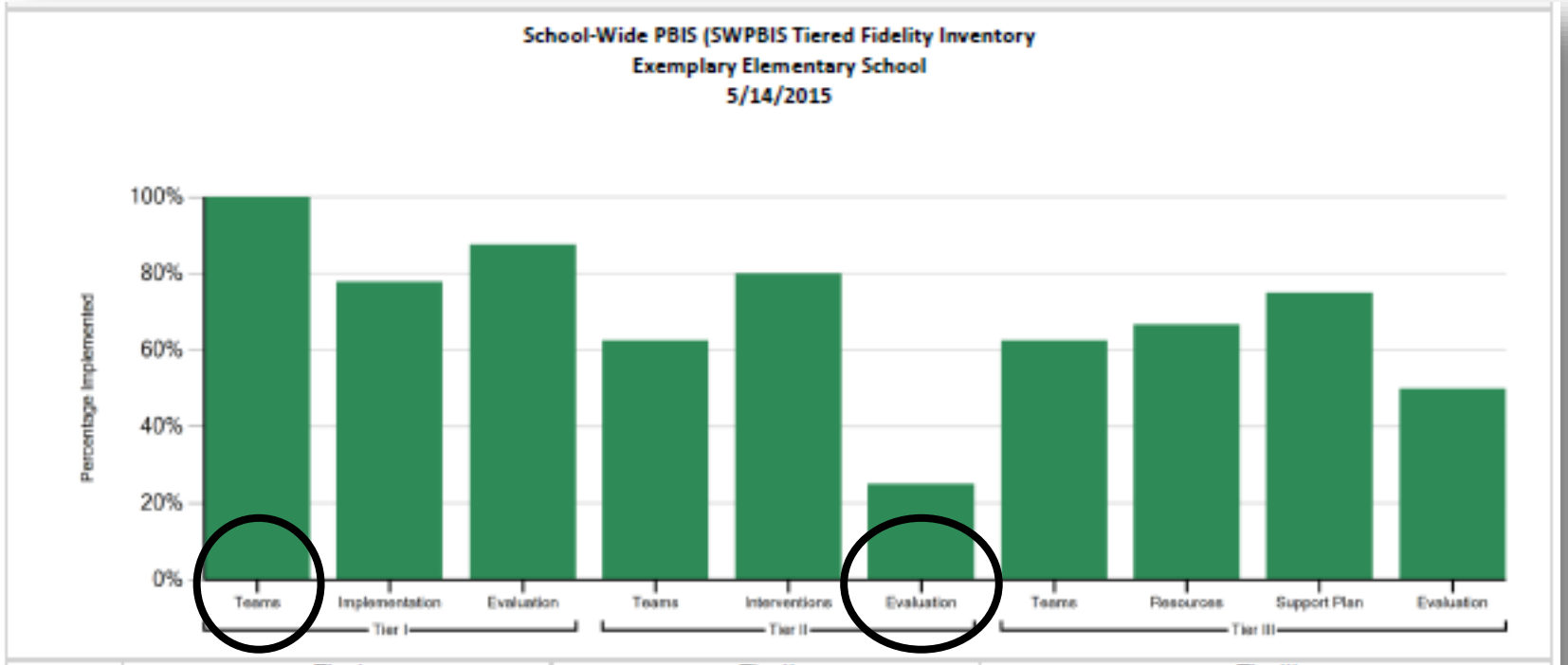
Date Completed	Total Percentage
5/14/2015	69%

Scale



Date Completed	Tier I	Tier II	Tier III
5/14/2015	83%	58%	65%

Subscale



	Tier I			Tier II			Tier III			
Date Completed	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
5/14/2015	100%	78%	88%	62%	80%	25%	62%	67%	75%	50%

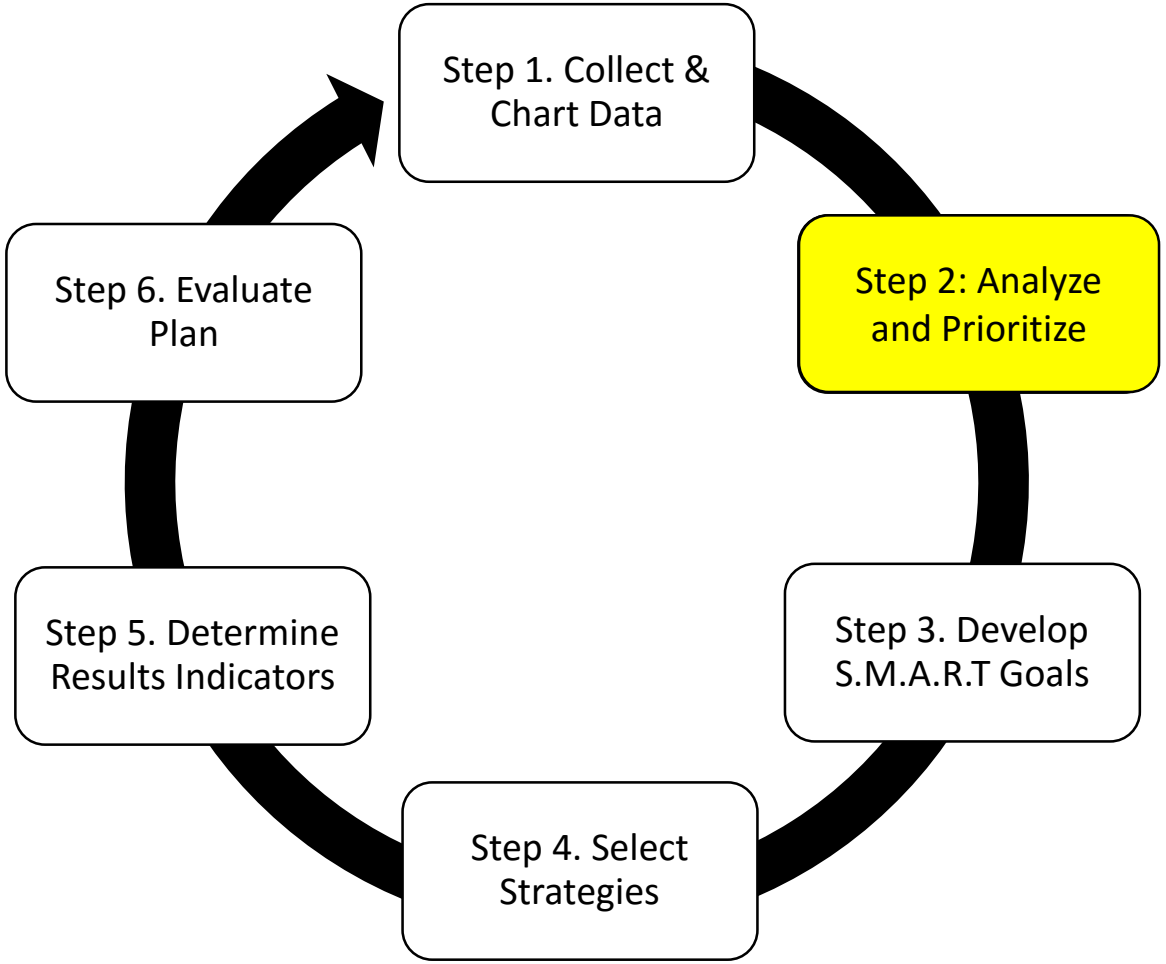
Items

Feature Total:	**8 of 10**
Evaluation	**5/14/15**
10. Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	1
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.	0
12. Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	0
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.	1
Feature Total:	**2 of 8**
Tier III: Intensive SWPBIS Features	
Teams	**5/14/1**

Step 1: Collect and Chart Data (Problem Solving)

- Could be any data related to the problem
  - ODR
  - SAS
  - TFI
  - SSS
  - Surveys
  - Academic
  - Etc

MO SW-PBS Data Based Decision Making Model (DBDM)



Step 2: Analyze and Prioritize

- 2 levels of analysis
  - Superficial
  - Deep
    - Systemic Planning
    - Problem Solving

Two Purposes for Analysis

Systems Development

- Used more like a checklist
- Monitor whether systems are in place
- Add to action plan

Problem Solving

- Deep analysis
- Understand problem from multiple perspectives
- Make an inference
- Develop a hypothesis
- Identify action steps
- Add to action plan

Superficial (Develop T1, 2, and 3 Systems)

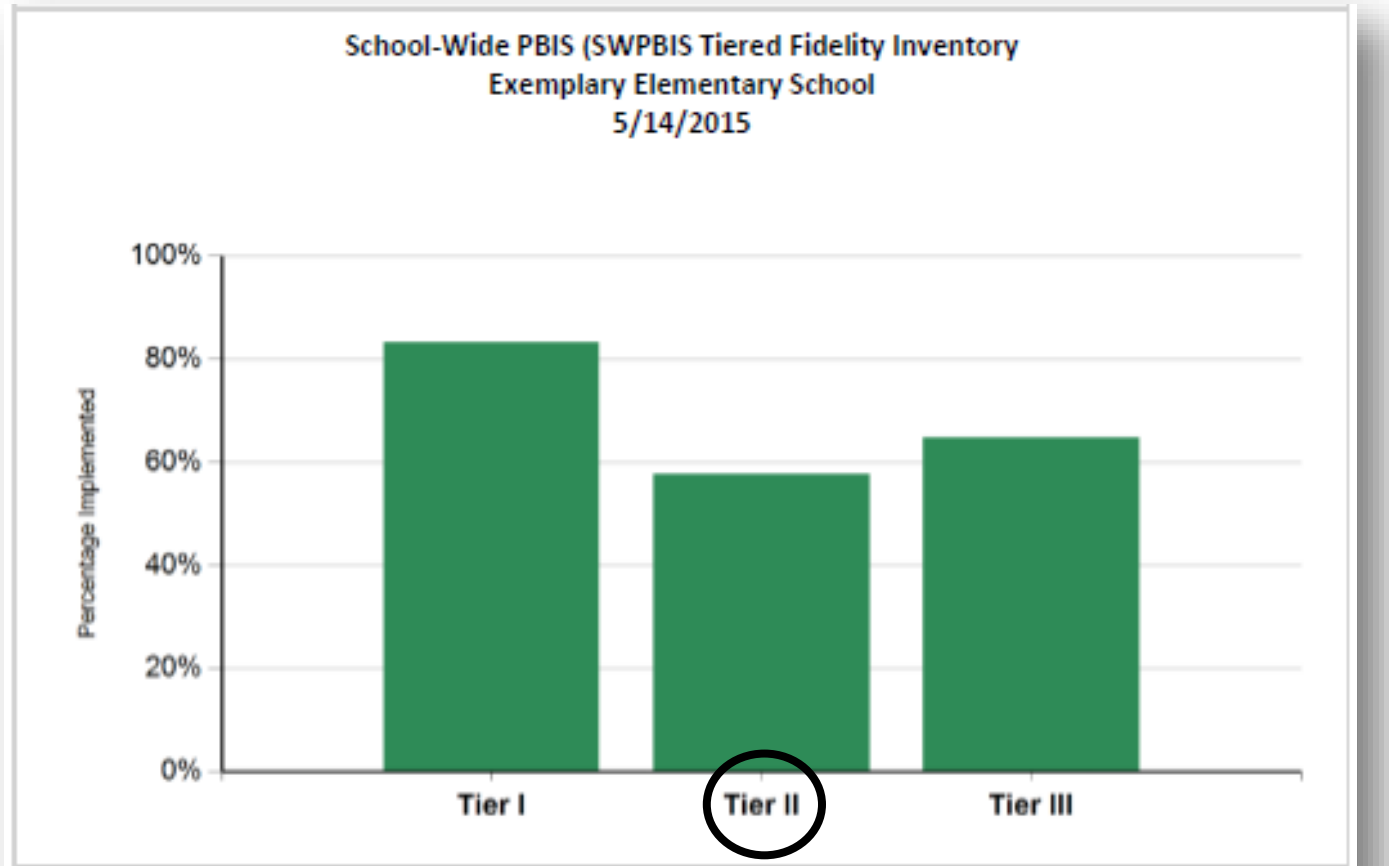
- Identify strengths
  - Celebrate
- Identify opportunities/gaps
  - Select appropriate action steps

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress	
					Sem 1	Sem 2
2. Leadership	1. Establish a Specialized Behavior Support Team to oversee development and implementation of Tier 2 system & practices.	A. Identify and document team meeting dates and times. • Use the *Blank Schedule of Meeting Dates & Times* B. Identify personnel who will oversee development and implementation of Tier 2 data, system, and practices. C. Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources to develop an effective Tier 2 system. • Use *Working Smarter Template* D. Identify and document team member role and responsibilities. • Use the *Blank Team Membership & Roles* E. Adopt a standard meeting agenda and format. • Use *Blank Team Meeting Agenda* F. Identify and document a communication plan for dissemination of information. • Use the *Blank Communication Plan*				

TFI
TIER 1 Scale

- ❑ Roles and responsibilities
- ✓ Behavioral expertise
- ❑ Parent representative

Scale



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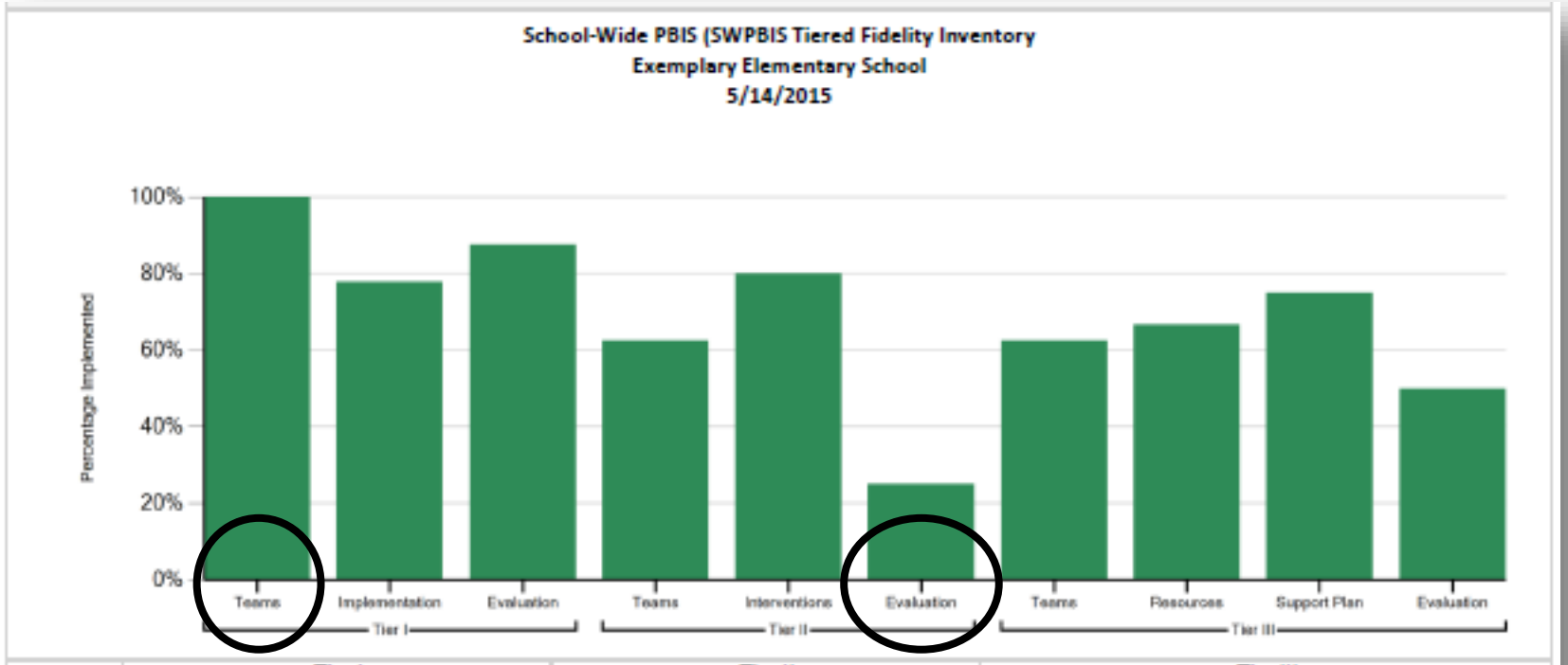
Subscale



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Items

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Feature Total:	2 of 8
Tier III: Intensive SWPBIS Features	
Teams	5/14/1

Strengths	Opportunities
1. Overall Tier 1 Implementation 2. Tier 1 Teams 3. Tier 1 Evaluation 4. Tier 2 Interventions	1. Tier 2 Evaluation a) Create process to track proportion of students experiencing success and use Tier 2 intervention outcomes data and decision rules for progress monitoring and modification b) Create and implement a protocol for ongoing review of fidelity for each Tier 2 practice c) Create a process to track proportion of students participating in Tier 2 Supports d) Conduct annual assessment efficiency and effectiveness of Tier 2 strategies

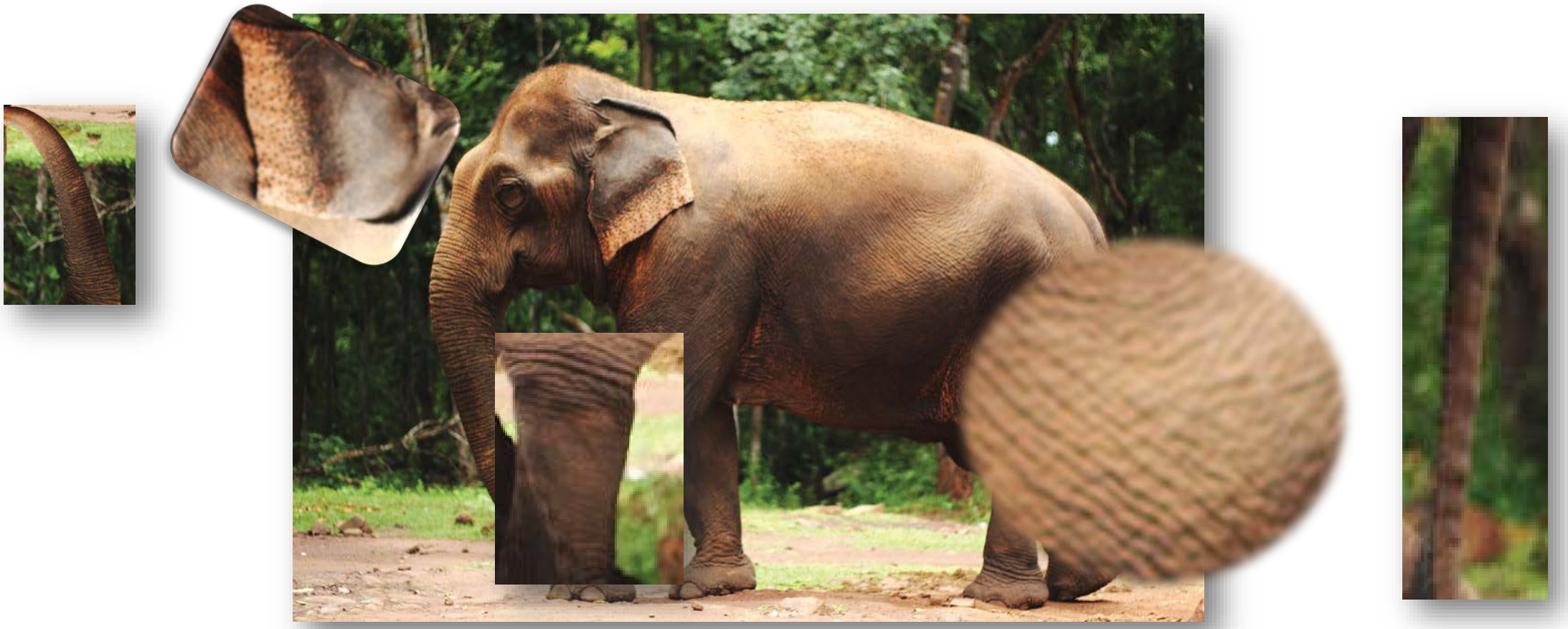
PRiORiTiES

1. Focus on 2-3 goals at a time
2. Universals/Foundations/ Prerequisite
3. Biggest change for least amount of effort

Horner, 2011

Deeper Analysis

- Holistic understanding of the possible causes of problem



Deep Analysis

- Analyze what?
- Analyze how?

Data

- Fidelity
  - TFI (Team and external review)
  - SAS (staff Perceptions)
  - SET (external review)
  - Universal Checklist (Team)
- Outcomes
  - ODR
  - Student Climate Surveys
  - Academic Assessments
- Contextual
  - Who, what, when, and where

Deep Analysis

- Look at parts, not just the whole
- Look at a problem from different angles

Disaggregate

Triangulate

Disaggregation

To separate something into its component parts, or break apart

http://www.merriam-webster.com/dictionary/disaggregate

"Disaggregation is not a problem-solving strategy. It is a problem-finding strategy."

Victoria Bernhardt,

Data Analysis, 1998

Disaggregate

Look at data that meet two or more criteria

- ODR’s by students receiving interventions
- SPED referrals by race and ethnicity
- ODR’s by race and ethnicity

Triangulation: Narrows down the possible causes of the outcomes

- Gets at the question, “Why?”

Triangulation

In olden times, seafarers used different reference points to calculate their position.

They used this information to set their course.

This is called “triangulation.”

Triangulating with the TFI

In Social Sciences

- Compare 3 or more related data sources
- Narrow possible causal relationships
- Identify possible targeted action steps

Example Problem

- Teachers have only nominated 5 of 500 students for Tier 2 supports
- Are we missing students with Internalizing behaviors?!?

Triangulation

Requests for assistance only came from 3rd grade teachers

5 students received request for Tier 2 assistance

TFI: A formal request for assistance exists

S

Make an inference

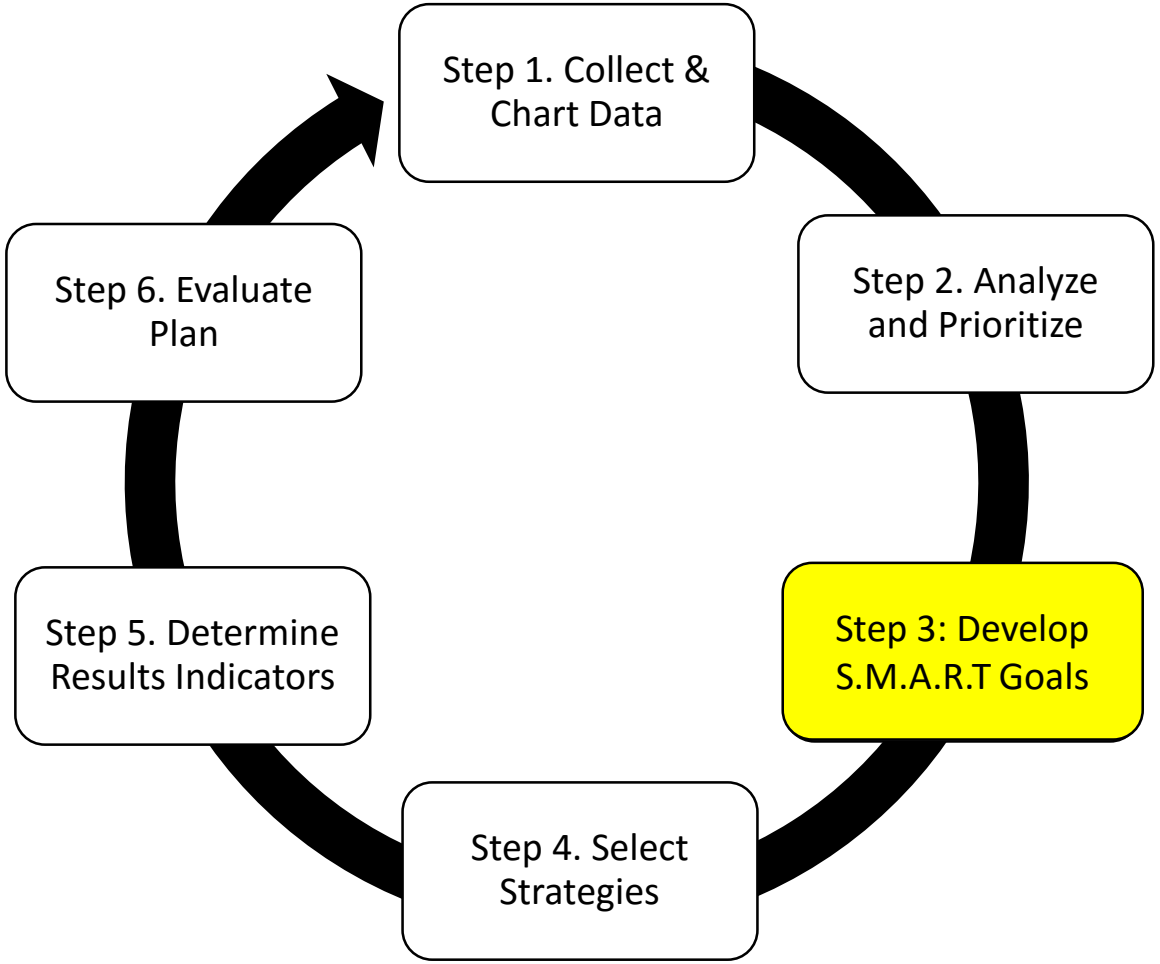
- The team has not adequately communicated to staff the procedure for nominating students for Tier 2 supports

Develop a Hypothesis

- If we _____, then the students will_____.

- If the team provides professional development, technical assistance, and reminders on the Tier 2 nomination procedures, teachers will nominate more students to the Tier 2 team.

MO SW-PBS Data Based Decision Making Model (DBDM)



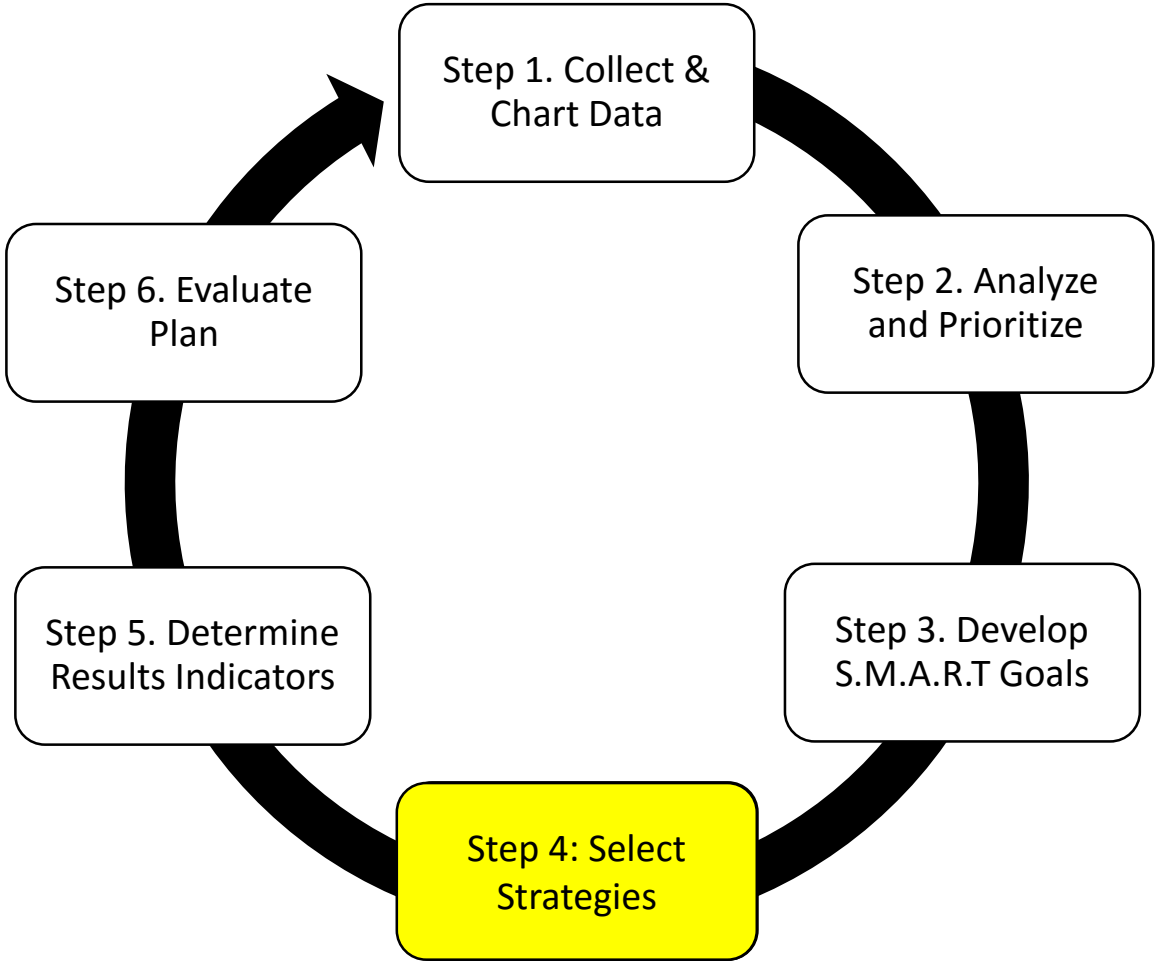
Step 3: Develop S.M.A.R.T. Goals

- **S**pecific
- **M**easureable
- **A**chievable
- **R**elevant
- **T**ime bound

Example S.M.A.R.T. Goal

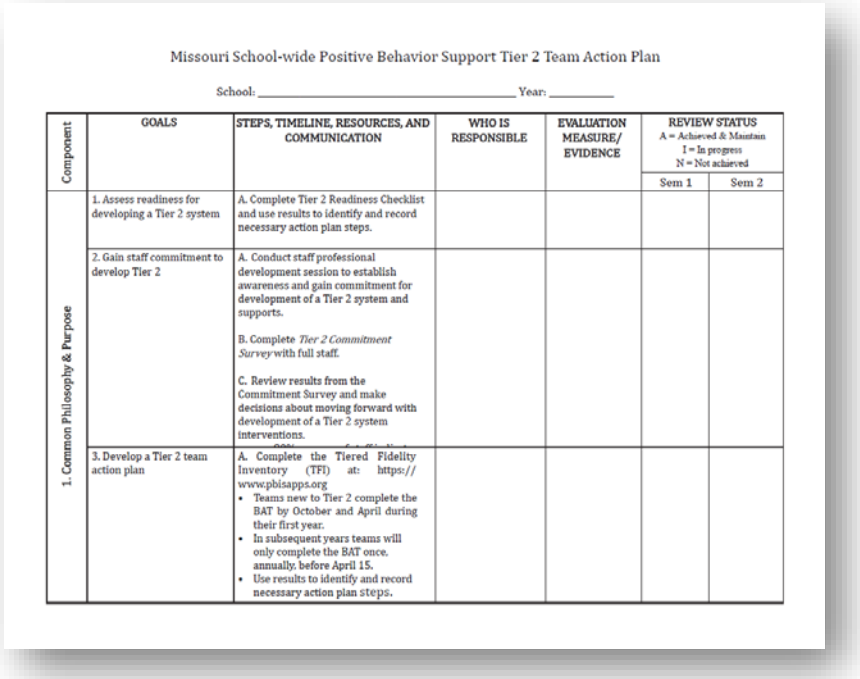
Teachers will increase the number of assistance referrals for students needing Tier 2 Supports from 0.5% of our students to 5% of student enrollment from August 18, 2016 to May 31, 2017.

MO SW-PBS Data Based Decision Making Model (DBDM)



Step 4: Select Strategies

- Develop an Action Plan that addresses your hypothesis
  - Goal
  - Action steps
  - Individual(s) responsible
  - Time line/target date
  - Implementation fidelity
  - Benchmark outcome measures



Missouri School-wide Positive Behavior Support Tier 2 Team Action Plan

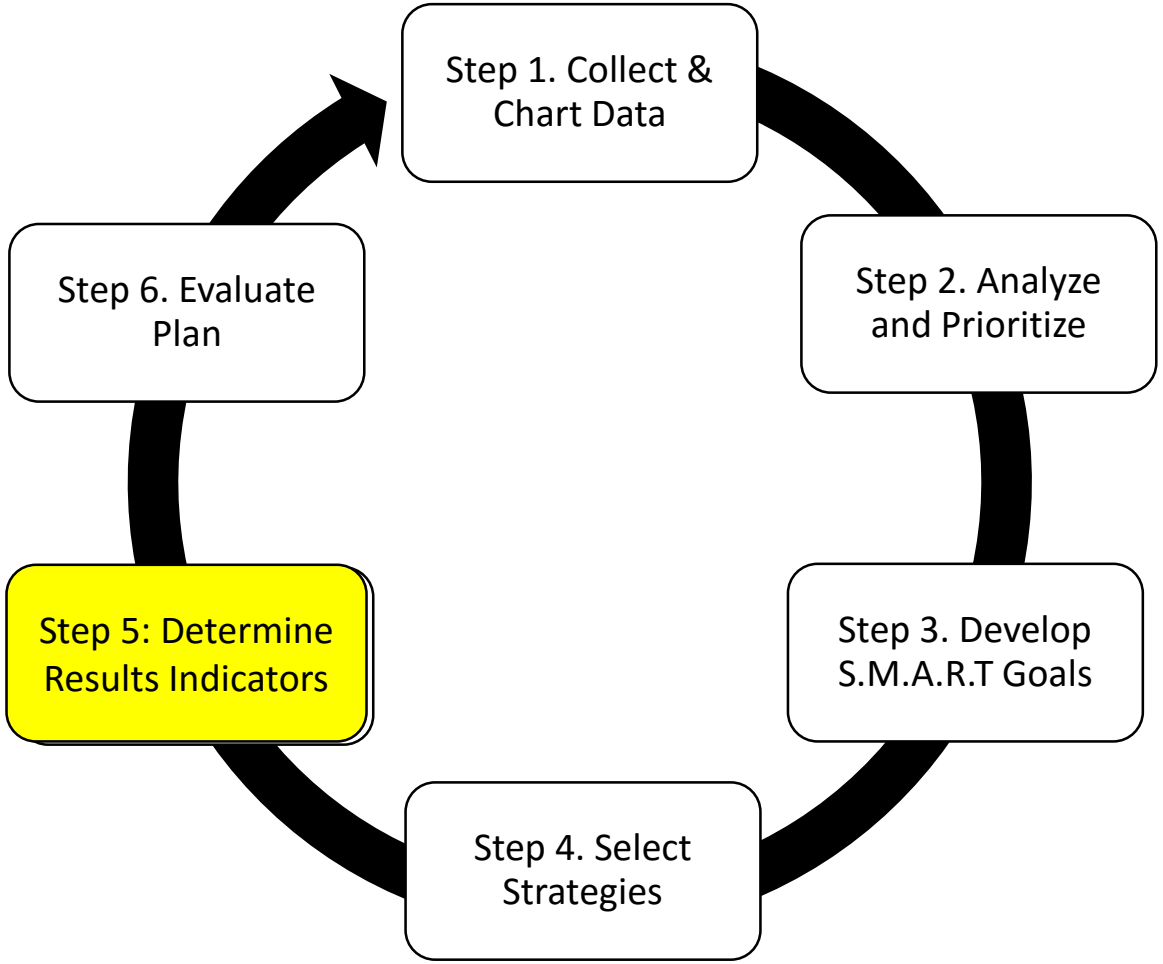
School: _____ Year: _____

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
					Sem 1	Sem 2
1. Common Philosophy & Purpose	1. Assess readiness for developing a Tier 2 system	A. Complete Tier 2 Readiness Checklist and use results to identify and record necessary action plan steps.				
	2. Gain staff commitment to develop Tier 2	A. Conduct staff professional development session to establish awareness and gain commitment for development of a Tier 2 system and supports. B. Complete *Tier 2 Commitment Survey* with full staff. C. Review results from the Commitment Survey and make decisions about moving forward with development of a Tier 2 system interventions.				
	3. Develop a Tier 2 team action plan	A. Complete the Tiered Fidelity Inventory (TFI) at: https://www.pbisapps.org • Teams new to Tier 2 complete the BAT by October and April during their first year. • In subsequent years teams will only complete the BAT once, annually, before April 15. • Use results to identify and record necessary action plan steps.				

Component	GOALS	STEPS, TIMELINE, RESOURCES, AND COMMUNICATION	WHO IS RESPONSIBLE	EVALUATION MEASURE/ EVIDENCE	REVIEW STATUS A = Achieved & Maintain I = In progress N = Not achieved	
					Sem 1	Sem 2
3. Student Identification Process	1. Develop a systematic process to identify students at-risk for social, emotional, and/or behavioral challenges.	A. Develop a Teacher Nomination form that is simple and brief to complete. • Review *Example Teacher Nomination for Assistance* B. List academic and behavioral data that is currently collected in your school or district. Determine proficient, at-risk, and high-risk criteria for each measure. Indicate specific criteria that "trigger" referral to the Specialized Behavior Support Team. • Use *Blank Existing School Data Inventory* C. Develop and implement a system to administer regular, periodic screening for social, emotional and/ or behavioral risk • Use the *Blank Student Identification Plan* D. Use existing communication strategies to inform full staff about procedures for identifying students who need additional supports.	Ms. Montessori August 17, September 1	PD Agenda; Monday Memo		

Goal	Action Steps	Time Line	Who is responsible	Fidelity Measure
Increase nomination to Tier 2	Provide professional development on internalizing behavior and nomination prcess	By Sept 30	Dr. J. Dewey	PD Agenda

MO SW-PBS Data Based Decision Making Model (DBDM)



Step 5: Determine Results Indicators

- Monitor implementation fidelity measures
- Monitor benchmark outcome data

Results Indicators

Fidelity of Implementation

- Count of Recognition
- Lesson Accountability
- Likert Type Scales
  - Sticky dots
  - Survey
- Walkthroughs/Observations

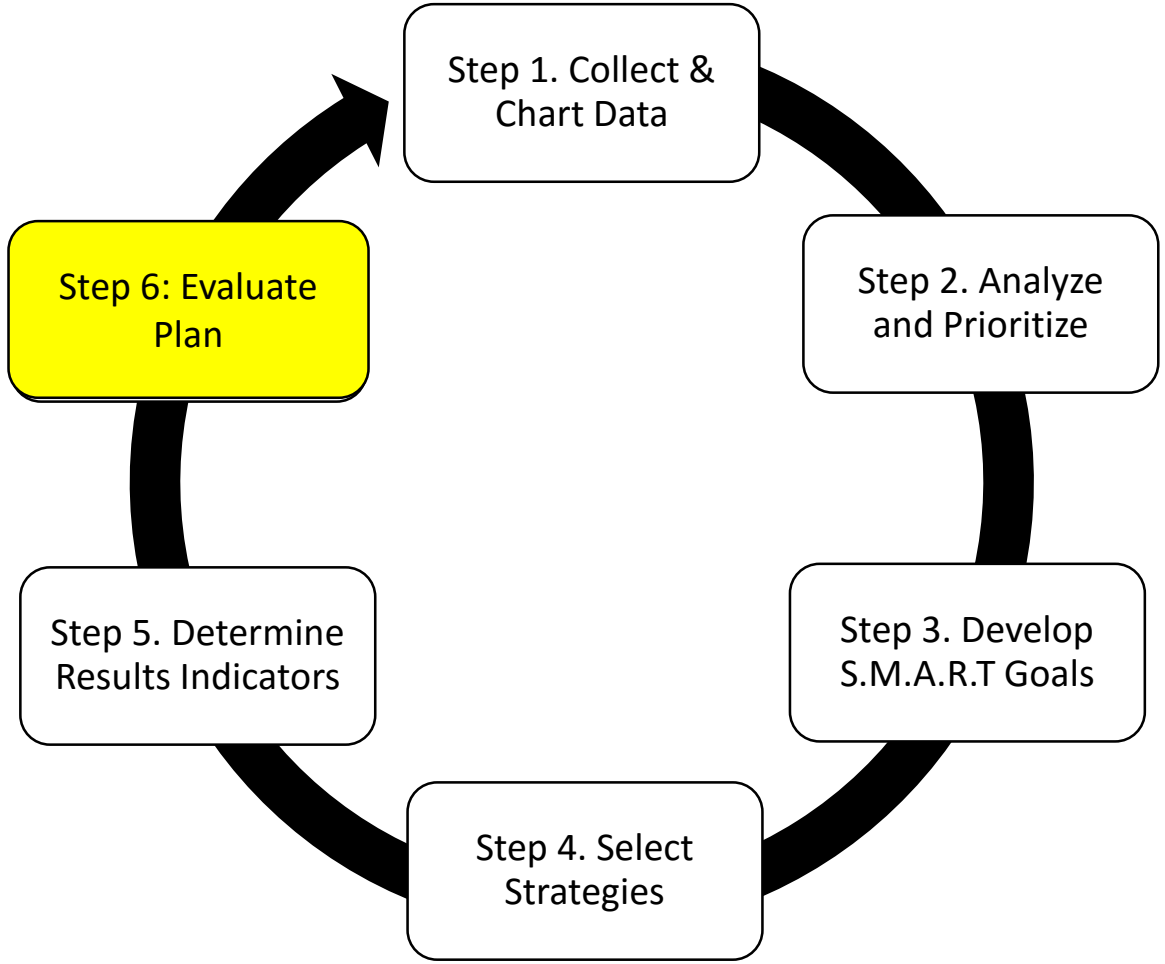
Student Outcomes

- ODRs
- Expectation Following Behaviors
- Suspensions
- Attendance
- Academic Achievement

Examples: Increase the rate of identification of students with internalizing behaviors for Tier 2 interventions

- PD Agenda showing coverage of nomination procedures
- Tier 2 team tracks nominations

MO SW-PBS Data Based Decision Making Model (DBDM)



Step 6 Evaluate Plan

	Goal Not Met	**Goal Met**
Plan Not Implemented	Modify the plan to remove obstacles or implement the plan.	Develop a hypothesis based on current data of *why* the goal was met
Plan Implemented	Re-analyze data; develop an alternate hypothesis; modify the plan to address the alternative hypothesis	Go back to data; Identify a focus for the next cycle.

Think, Pair Share

- What needs to be in place for you to use the DBDM and a variety of data sources (including the TFI) to enter cycles of continuous improvement?
- Of these, what do you currently have in place?

Make a Commitment

- Based on what you now know, what are your next steps?
  - Examples
    - Gather more information
    - Share information with the team
    - Create systems to take and record the TFI
    - Schedule the TFI annually
    - Use parts of the TFI for CBM (quarterly)
  - Share your next step with shoulder partner