

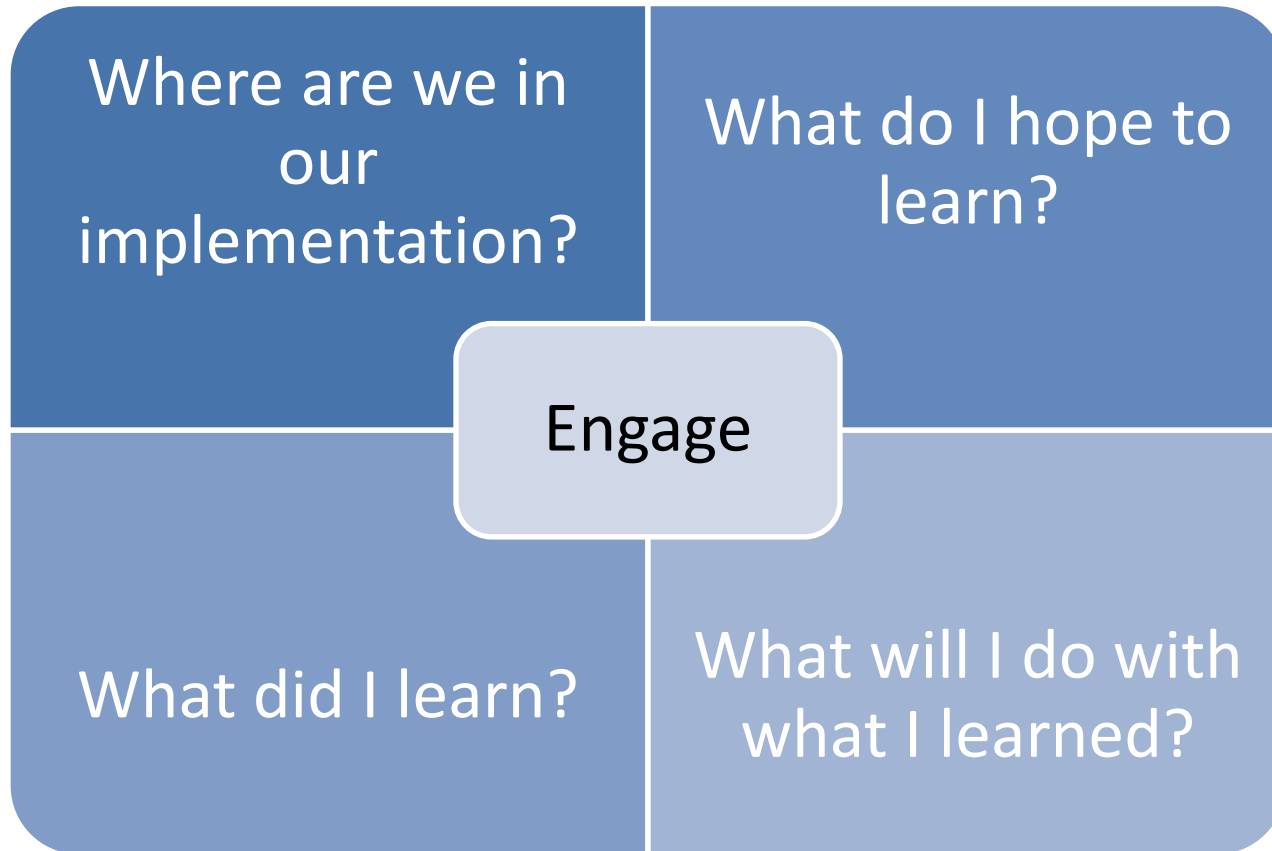
# SWPBIS Tiered Fidelity Inventory (TFI)

Using the TFI to Index  
Implementation, Action  
Plan, and Scope Training

# Session Intentions

- 🏠 Introduce the *newest* PBIS fidelity measure
- 🏠 Describe purpose, format, and function of the TFI
  - Participation
  - Necessary materials
  - Data summarization and analysis
- 🏠 Provide examples of how the TFI is being used

# Maximizing Your Session Participation





# Why Another Fidelity Measure?



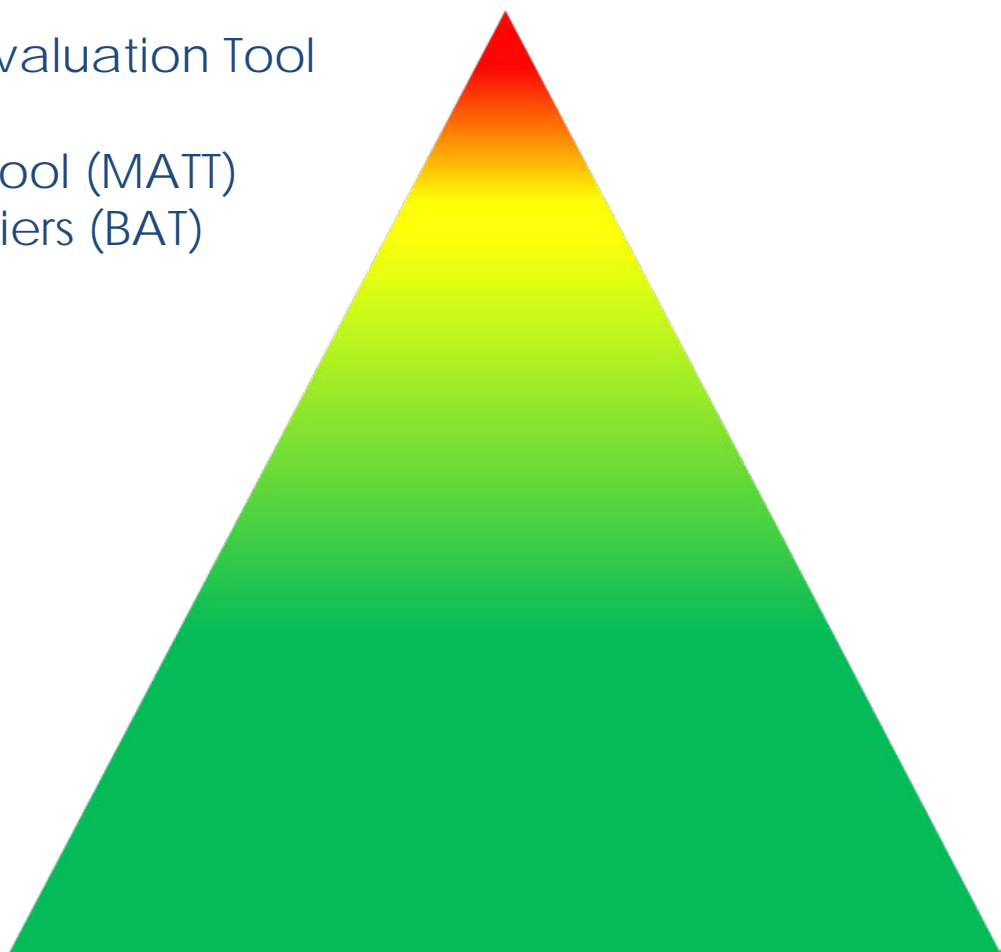
- Individual Student Systems Evaluation Tool (ISSET)
- Monitoring Advanced Tiers Tool (MATT)
- Benchmarks for Advanced Tiers (BAT)



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



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



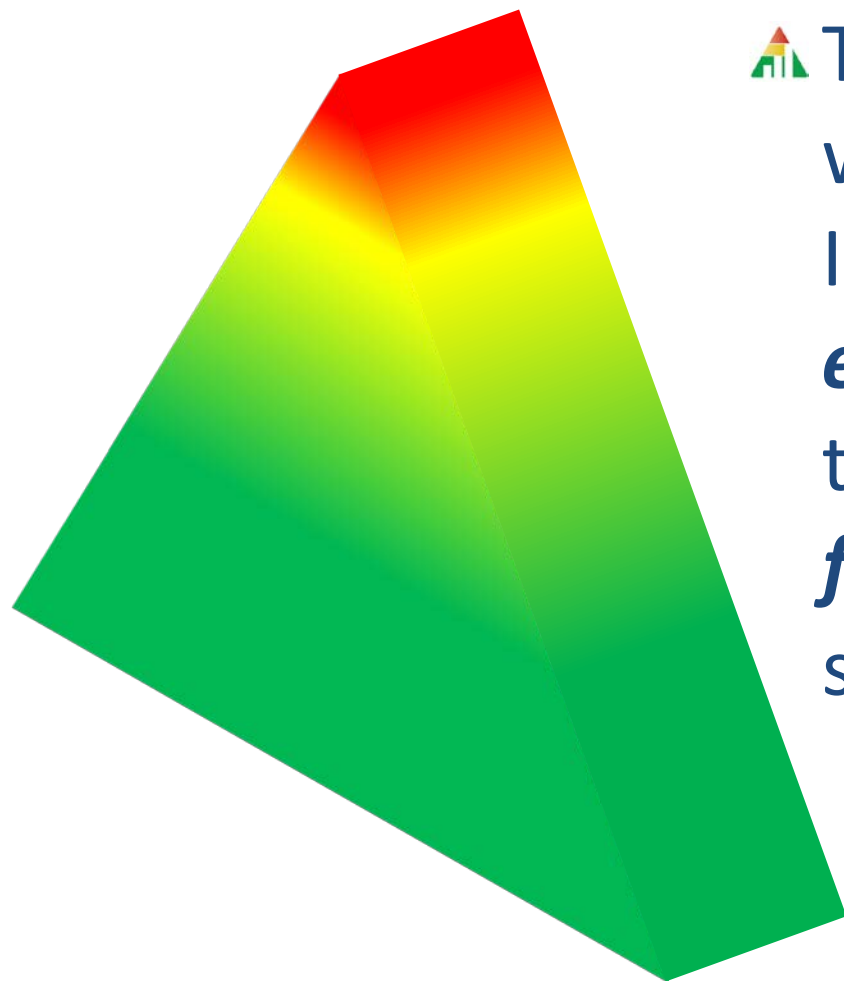
# Why Another Fidelity Measure?

	Research Tool	Annual Assessment Tool	Progress Monitoring Tool
All Tiers	<b>TFI</b>		
Universal Intervention (Tier I)	SET	BoQ SAS ECBoQ	TIC
Targeted and Intensive Interventions (Tiers II and III)	ISSET	SAS BAT	MATT
Outcome Tool/Instrument	School Safety Survey		





# Purpose of the TFI



- ▲ The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an ***efficient*** and ***valid*** index of the extent to which PBIS ***core features*** are in place within a school.



# Purpose of the TFI



## Tier III: Intensive SWPBIS Features

- intensive, individualized supports
- 5% of student population



## Tier II: Targeted SWPBIS Features

- targeted, small group supports
- 15% of student population



## Tier I: Universal SWPBIS Features

- primary prevention
- 80% of student population



# Fulfills the Same Functions

Tier I: Universal SWPBIS Features							
TFI	SET	ISSET	MATT	BAT	SAS	TIC	BoQ
1.1	F2, F3, F4, F5				SW 9, 10	1, 3	1
1.2	F6, F8					4, 8	2, 3
1.3	A1, A2, B4, B5				SW 1 NC 1	9, 10	17, 18, 19, 20, 50
1.4	B1, B2, B3				SW 2 NC 2	10, 11, 12	29, 33, 37, 38
1.5	D1, D2				SW 4, 5, 6	14	7, 8, 10, 11
1.6	D1				SW 5, 7		7, 8, 12
1.7	B3				SW 16	15, 16	35, 36
1.8	SET Tour				Classroom Systems		42, 43, 44, 45, 47, 48
1.9	C1, C2, C3				SW 3 NC 4	13	22, 23, 24, 25, 52
1.10	E3, F7				SW 12	18	4, 5, 6, 16
1.11					SW 13		27, 34, 41
1.12	E1, E2, F8				SW 11	17	13, 47
1.13	E4				SW 11, 14 NC 8	7, 18, 19	15, 17
1.14				A1		6	
1.15	F8	D2			SW 18		53

Tier II: Targeted SWPBIS Features							
TFI	SET	ISSET	MATT	BAT	SAS	TIC	BoQ
2.1		A1, A4, B1	B1, B2	B5, E13, F18			
2.2		A4, B2	B1	E14, F18			
2.3		C1, C5	B3	C7, G29			
2.4		C3		C8, C8			
2.5			C1, C7				
2.6		E1	C1, C3, C4	F21, F22, F25			
2.7			C1, C2				
2.8				E16			
2.9		E1, E2	C3, C4	E15, F25, F26			
2.10		A3	B4	B6			
2.11		D1, F1	B4, C6	B6, F23, G28, G30			
2.12		F2	B5, C5	B6, G31			
2.13		D2, D3	B4, B5, B6, B7	B6, e17			

Tier III: Intensive SWPBIS Features							
TFI	SET	ISSET	MATT	BAT	SAS	TIC	BoQ
3.1		A1, A4, A5, B1	B1, D1	B5, H32, H34, H35, H36	Ind. 4	20, 21, 22	
3.2		A4, B2	B1		Ind. 3		
3.3		C1, C5	B3	C7	Ind. 1, 2		
3.4		A4, G3, H3	B2	B5, H32, H33, I46			
3.5		A4	B2	H40			
3.6				H41	Ind. 6		
3.7		B3		H36, H37, H42			
3.8							
3.9					Ind. 5		
3.10		G1, G2, H1	D2, D4	I44, I45, I48			
3.11		H2, H4, H5, H6	D2, D5, D6, D7	I47, I49, I50, I51, I52, I53, J54, J56			
3.12				I47	Ind. 6		
3.13				H43			
3.14		I1, I2	B4, B5	H38	Ind. 8		
3.15		D1, I2	B4	B6, J54, J55	Ind. 8		
3.16		A3	B4	B6			
3.17		D2, D3		B6, H39			

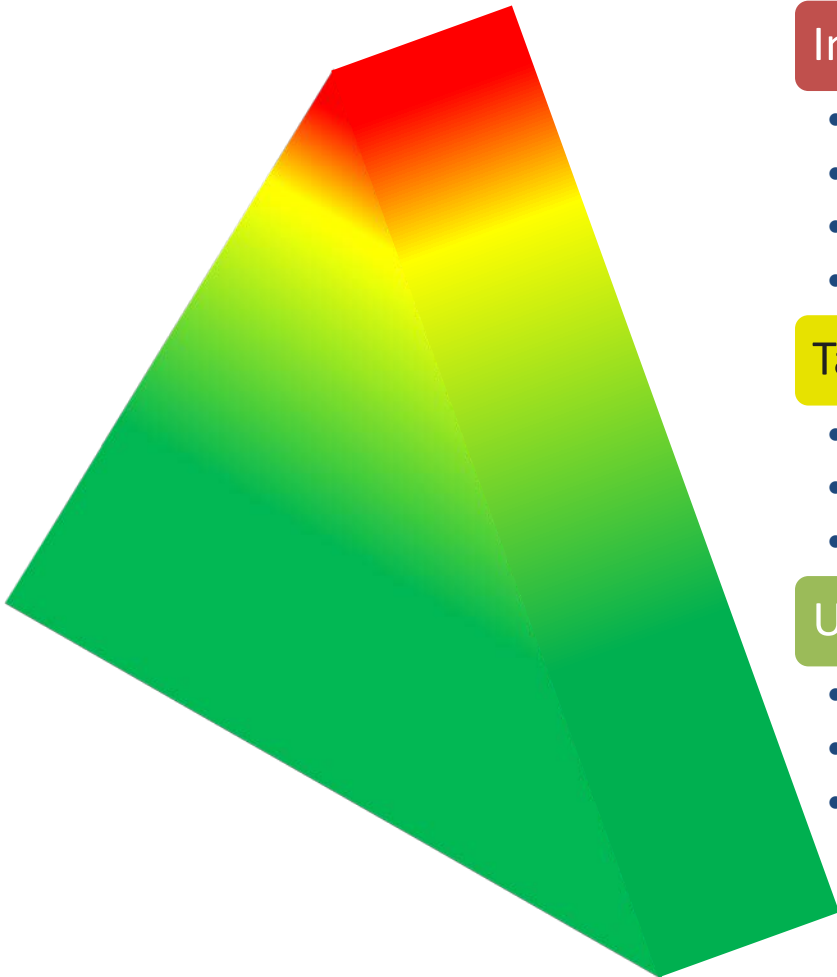


# Format of the TFI

- 🏠 Coach-guided self-assessment
- 🏠 Ultimate goal is continuous quality improvement
- 🏠 TFI for progress monitoring aids effectiveness



# Assessment of Core Elements



## Intensive SWPBIS Features

- Teams
- Resources
- Support Plans
- Evaluation

## Targeted SWPBIS Features

- Teams
- Interventions
- Evaluation

## Universal SWPBIS Features

- Teams
- Implementation
- Evaluation



# Potential Uses of the TFI

---

## **Formative Assessment**

- Determine current PBIS practices in place and needed prior to launching implementation

## **Progress Monitoring**

- Self-assess PBIS practices by tier to guide implementation efforts, and assess progress by tier
- Build action plan to focus implementation efforts

## **Annual Assessment**

- Self-assess annually to facilitate sustained implementation of PBIS

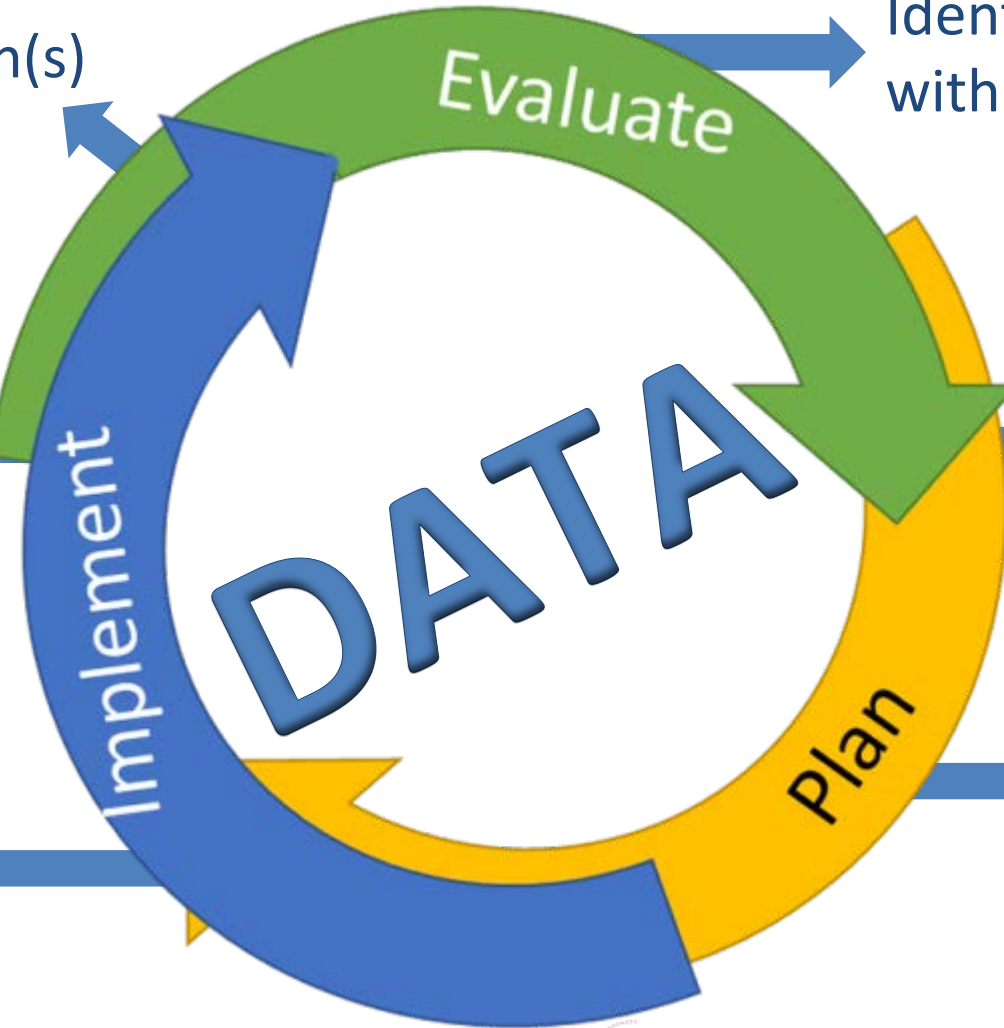
## **State Recognition**

- Determine schools warranting recognition for their fidelity of PBIS implementation

# Continuous Quality Improvement

Reassess and  
revise solution(s)  
as needed

Identify problems  
with precision



Monitor  
outcomes and  
compare  
to goal(s)

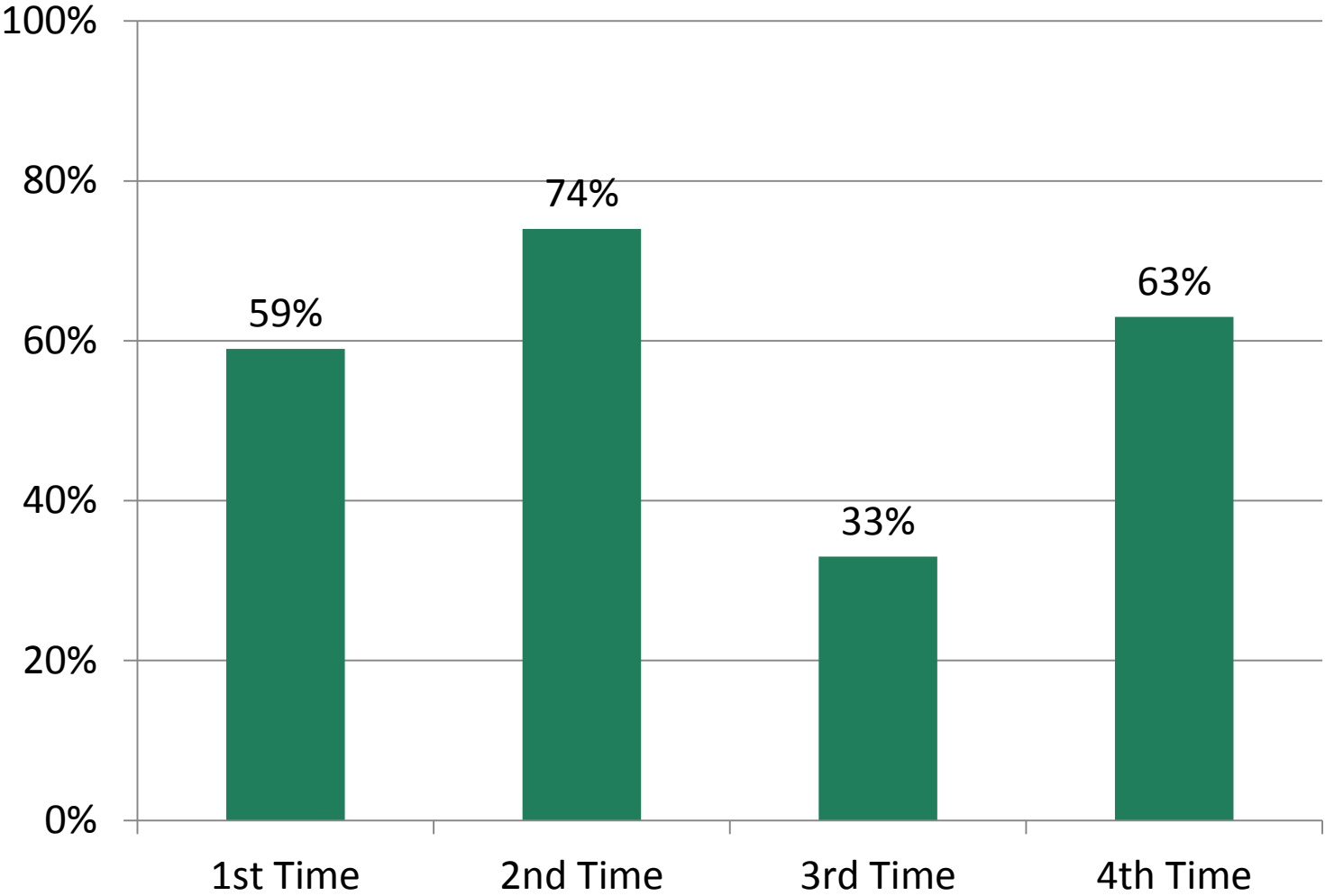
Establish  
goal(s)

Implement  
solution(s)  
with integrity  
and fidelity

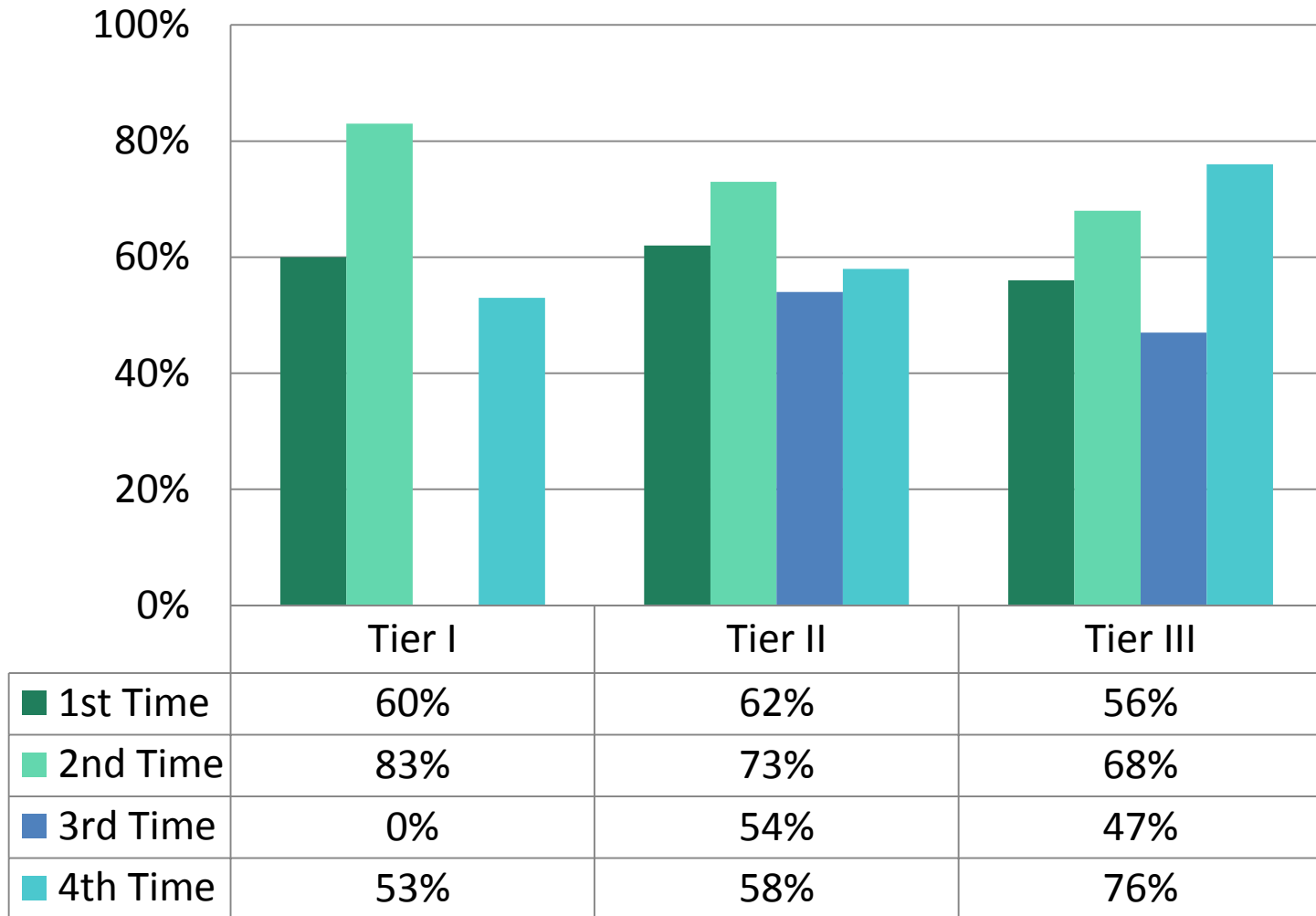
Develop  
solution(s)



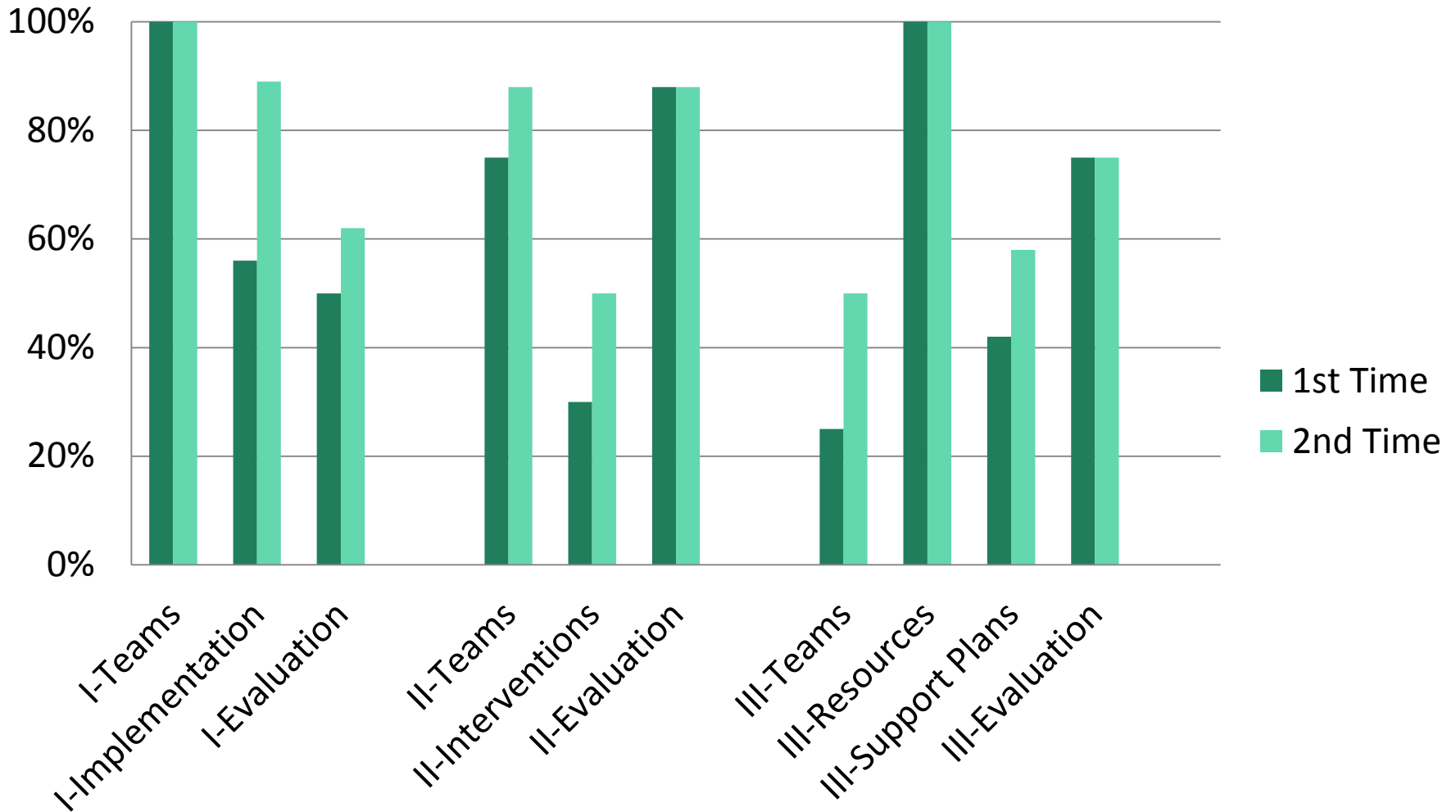
# Data Analysis—Total Score



# Data Analysis—Scale



# Data Analysis—Subscale



# Data Analysis—Items

Tier I: Universal SWPBIS Features				
Teams	5/5/13	5/5/14	2/13/15	5/6/15
1. <b>Team Composition:</b> Tier I team includes a Tier I 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.	2	2	0	1
2. <b>Team Operating Procedures:</b> 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.	2	2	0	2
	<b>Feature Total:</b> 4 of 4	4 of 4	0 of 4	3 of 4





# TFI Administration Resources

Date Completed (mm-dd-yyyy):

January 2015						
Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	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
1	2	3	4	5	6	7


01-21-2015


**Members completing the Inventory at this time**


Team and external coach together (recommended)

**Individual(s) completing the TFI Walkthrough Tool**

External reviewer (recommended)

 For Tier I, complete the associated walkthrough prior to administration.

 An external coach is recommended for the walkthrough.

 With fluency, staff members may complete the walkthrough.



## Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

### Overview

#### Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier I subscale. 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 \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
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 \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
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 \_\_\_\_\_

#### School-wide Expectations

Name of School-wide Expectations: \_\_\_\_\_

1. \_\_\_\_\_

Name of Acknowledgment System: \_\_\_\_\_

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		

## Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Homer & Todd, 2002)

### Purpose of Reference Guide

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

### Targeted Interventions Defined

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at anytime.

### Instructions

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

### Examples

- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peers/Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

## Appendix C: TFI Tier III Support Plan Worksheet

(used for scoring features 3.4, 3.6, 3.8-3.13, and 3.15)

**Directions:** Select 3 current Tier III plans created in the last 12 months for students needing behavior support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all TFI feature scores. If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.

TFI Feature	Scoring Criteria	Plan #1	Plan #2	Plan #3	Sum of Points	TFI Score
3.4 Plans include uniquely constructed team (with input/approval from student/ family about who is on the team).	0 = Plan does not identify the individual student's team	0	0	0		0 = 0
	1 = Plan identifies team, but no evidence it was designed with input from student/family or connected to strengths/needs	1	1	1		1-5 = 1
	2 = Plan identifies team designed with input from student/family, connected to strengths/needs, and meets regularly	2	2	2		6 = 2
3.6 Plans document (a) district contact person for external agency support and (b) external resources available.	0 = No contact person or resources documented	0	0	0		0 = 0
	1 = Contact person OR resources documented	1	1	1		1-5 = 1
	2 = Contact person AND resources documented	2	2	2		6 = 2
3.8 Plans include quality of life (QOL) needs/goals and strengths.	0 = No QOL needs/goals or strengths defined	0	0	0		0 = 0
	1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan	1	1	1		1-5 = 1
	2 = QOL needs/goals or strengths defined by student/family AND reflected in plan	2	2	2		6 = 2
3.9 Assessment data are available for academic, behavioral, medical, and mental health strengths and needs, where relevant.	0 = No formal data sources for student assessment	0	0	0		0 = 0
	1 = Includes some but not all relevant life-domain information	1	1	1		1-5 = 1
	2 = Includes medical, mental health information, and complete academic data where appropriate	2	2	2		6 = 2
3.10 Plans include a hypothesis statement, including (a) operational description, (b) identification of antecedents, and (c) behavioral function.	0 = Hypothesis statement does not include all 3 parts (or is missing)	0	0	0		0 = 0
	2 = Hypothesis statement includes all 3 parts	2	2	2		2-4 = 1 6 = 2
3.11 Plans include or consider (a) prevention, (b) teaching, (c) removing rewards for problem behavior, (d) rewards for desired behavior, (e) safety, (f) process for assessing fidelity and impact, and (g) action plan.	0 = Plan does not include all 7 parts	0	0	0		0 = 0
	2 = Plan includes all 7 parts	2	2	2		2-4 = 1 6 = 2
3.12 Plans requiring extensive support include specific actions linked to quality of life (QOL) for formal (e.g., school/district personnel, natural supporters (e.g., family, friends).	0 = Plan does not include specific actions, or there are no plans with extensive support	0			Only one plan needed.	0 = 0
	1 = Plan includes specific actions, but unrelated to QOL needs and/or do not include natural supports	1				1 = 1
	2 = Plan includes specific actions related to QOL needs and include natural supports	2				2 = 2
3.13 Plans include access to Tier I/II supports.	0 = Plan does not mention Tier I/II supports	0	0	0		0 = 0
	1 = Plan notes access to Tier I/II supports	1	1	1		1-5 = 1
	2 = Plan documents how access to Tier I/II supports occurs	2	2	2		6 = 2
3.15 Each student's individual team meets at least monthly and uses data to modify plan to improve fidelity or outcomes.	0 = No evidence of meetings, plan review, or use of data	0	0	0		0 = 0
	1 = Evidence of review, but no use of both fidelity and outcomes data	1	1	1		1-5 = 1
	2 = Evidence of at least monthly review, with use of both fidelity and outcomes data	2	2	2		6 = 2

## Tier I: Universal SWPBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<p><b>1.1 Team Composition:</b> Tier I team includes a Tier I 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.</p>	<ul style="list-style-type: none"> <li>• School organizational chart</li> <li>• Tier I team meeting minutes</li> </ul>	<p>0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%</p>
<p><b>1.2 Team Operating Procedures:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Tier I team meeting agendas and minutes</li> <li>• Tier I meeting roles descriptions</li> <li>• Tier I action plan</li> </ul>	<p>0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier I team has at least 2 but not all 4 features</p> <p>2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

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

# TFI Features and Scores

# Subscales and Features—Tier I

Subscale	Features
Teams	<ul style="list-style-type: none"> <li>1.1 Team Composition</li> <li>1.2 Team Operating Procedures</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>1.3 Behavioral Expectations</li> <li>1.4 Teaching Expectations</li> <li>1.5 Problem Behavior Definitions</li> <li>1.6 Discipline Policies</li> <li>1.7 Professional Development</li> <li>1.8 Classroom Procedures</li> <li>1.9 Feedback and Acknowledgment</li> <li>1.10 Faculty Involvement</li> <li>1.11 Student/Family/Community Involvement</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>1.12 Discipline Data</li> <li>1.13 Data-based Decision Making</li> <li>1.14 Fidelity Data</li> <li>1.15 Annual Evaluation</li> </ul>



# Subscales and Features—Tier II

Subscale	Features
Teams	<ul style="list-style-type: none"><li>2.1 Team Composition</li><li>2.2 Team Operating Procedures</li><li>2.3 Screening</li><li>2.4 Request for Assistance</li></ul>
Interventions	<ul style="list-style-type: none"><li>2.5 Options for Tier II Interventions</li><li>2.6 Tier II Critical Features</li><li>2.7 Practices Matched to Student Need</li><li>2.8 Access to Tier I Supports</li><li>2.9 Professional Development</li></ul>
Evaluation	<ul style="list-style-type: none"><li>2.10 Level of Use</li><li>2.11 Student Performance Data</li><li>2.12 Fidelity Data</li><li>2.13 Annual Evaluation</li></ul>

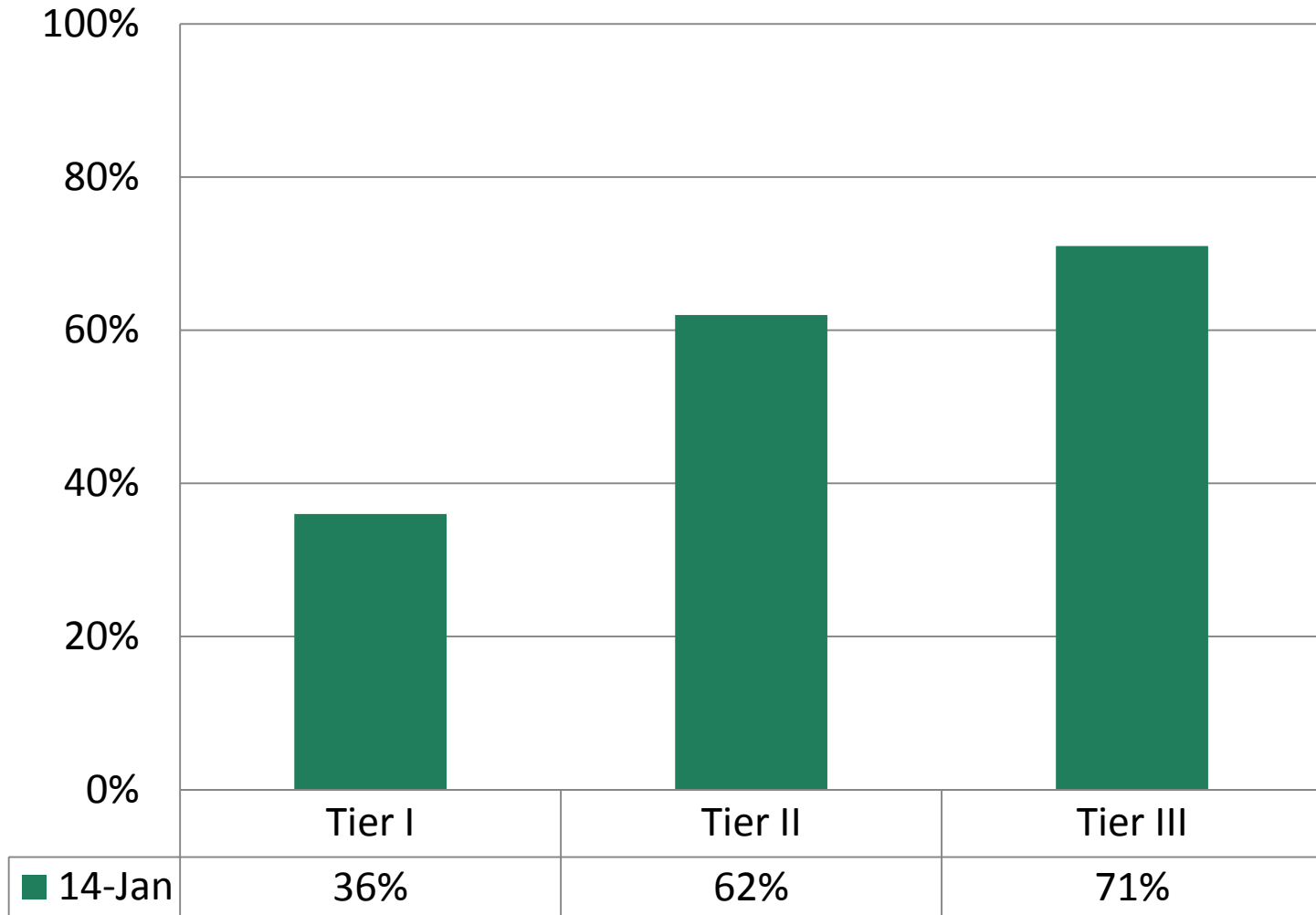


# Subscales and Features—Tier III

Subscale	Features
Teams	<ul style="list-style-type: none"> <li>3.1 Team Composition</li> <li>3.2 Team Operating Procedures</li> <li>3.3 Screening</li> <li>3.4 Student Support Team</li> </ul>
Resources	<ul style="list-style-type: none"> <li>3.5 Staffing</li> <li>3.6 Student/Family/Community Involvement</li> <li>3.7 Professional Development</li> </ul>
Support Plans	<ul style="list-style-type: none"> <li>3.8 Quality of Life Indicators</li> <li>3.9 Academic, Social, and Physical Indicators</li> <li>3.10 Hypothesis Statement</li> <li>3.11 Comprehensive Support</li> <li>3.12 Formal and Natural Supports</li> <li>3.13 Access to Tier I and Tier II Supports</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>3.14 Data System</li> <li>3.15 Data-based Decision Making</li> <li>3.16 Level of Use</li> <li>3.17 Annual Evaluation</li> </ul>



# Model Demonstration Site



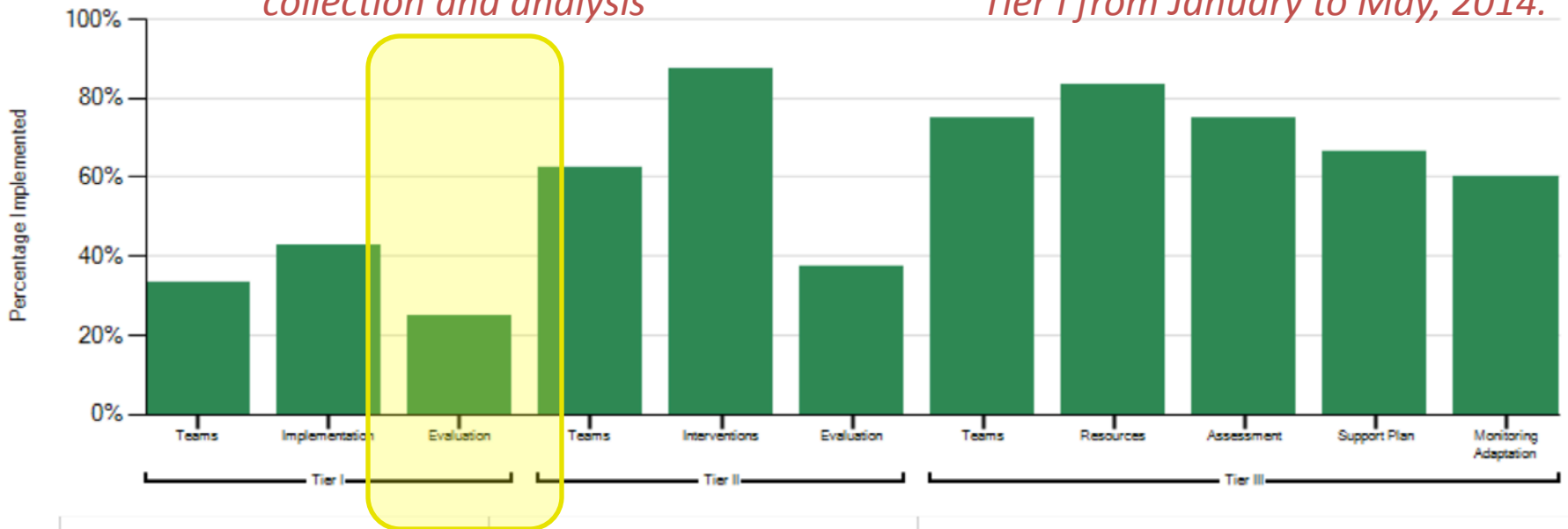


# Model Demonstration Site

*SWIS installed for data collection and analysis*

■ 1/28/2014

*Site received training and technical on Tier I from January to May, 2014.*



Date Completed	Tier I			Tier II			Tier III				
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Assessment	Support Plan	Monitoring Adaptation
1/28/2014	33%	43%	25%	62%	88%	38%	75%	83%	75%	67%	60%



# Site-based Action Planning

- 🏠 TFI “subgroup” completed the TFI and developed goals and action items for subcommittees
- 🏠 Subcommittees for:
  - 1.3 & 1.4 Behavioral Expectations & Teaching Expectations
  - 1.6 Discipline Policies
  - 1.9 Feedback & Acknowledgement
  - 1.11 Student/Family/Community Involvement
- 🏠 TFI “subgroup” members led subcommittee work
  - Communication
  - Recruiting workers
  - Setting meetings



# Action Planning Subcommittees

## Behavioral Expectations

- Established school-wide behavior matrix
- Drafted lesson plans
- Designed and ordered signage

*Subcommittees prepared 20-30 minute rollout trainings for all staff.*

## Discipline Policies

- Established a response to problem behavior flowchart
- Established a student-friendly flowchart
- Developed training on referral form completion and problem behavior definitions

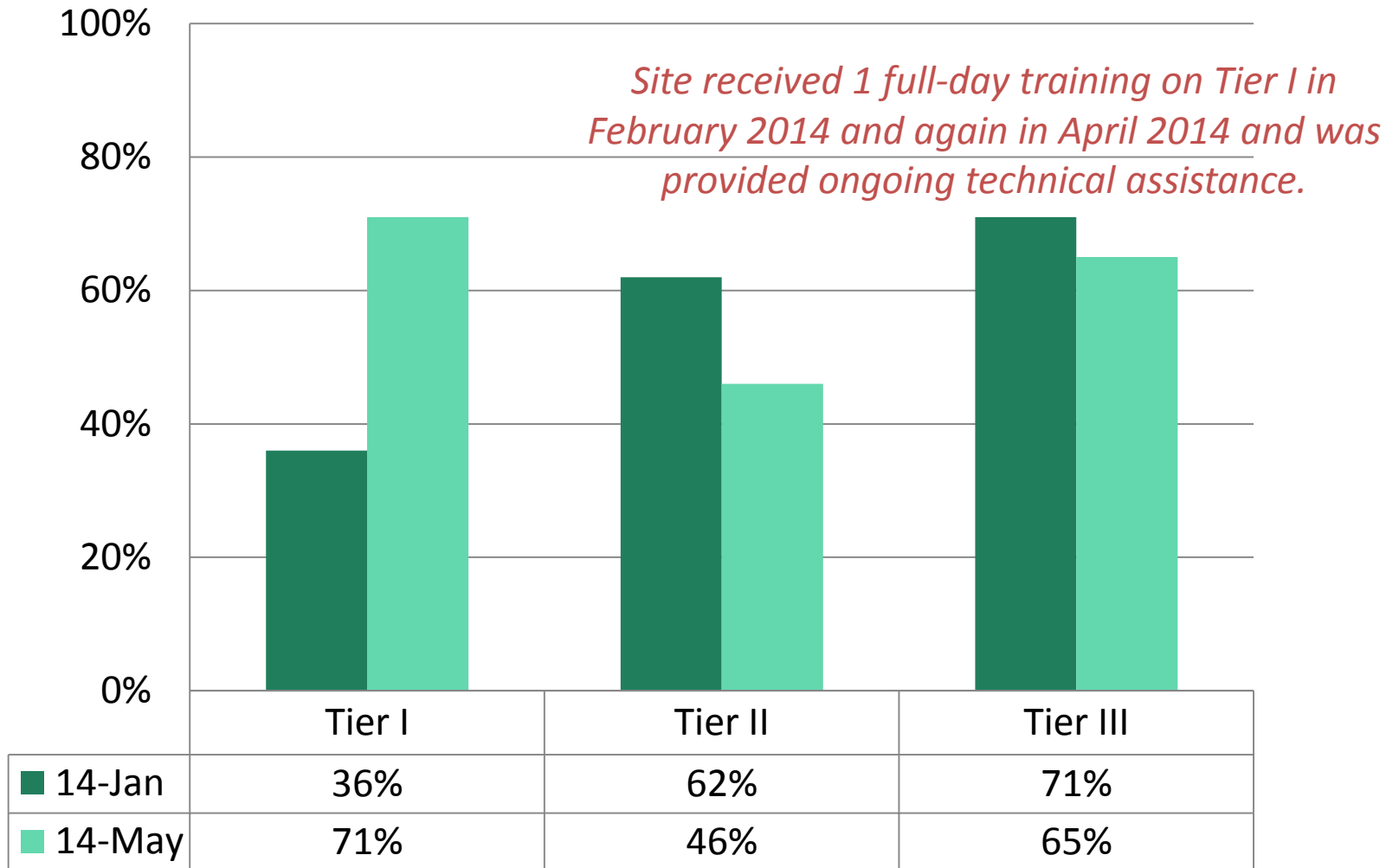
## Feedback & Acknowledgement

- Established a system for how an individual's acknowledgement benefits the group (e.g., Party in a Bucket)
- Created signage to advertise the acknowledgement system
- Established language to be used by all staff when delivering acknowledgement

## Student/Family/Community Involvement

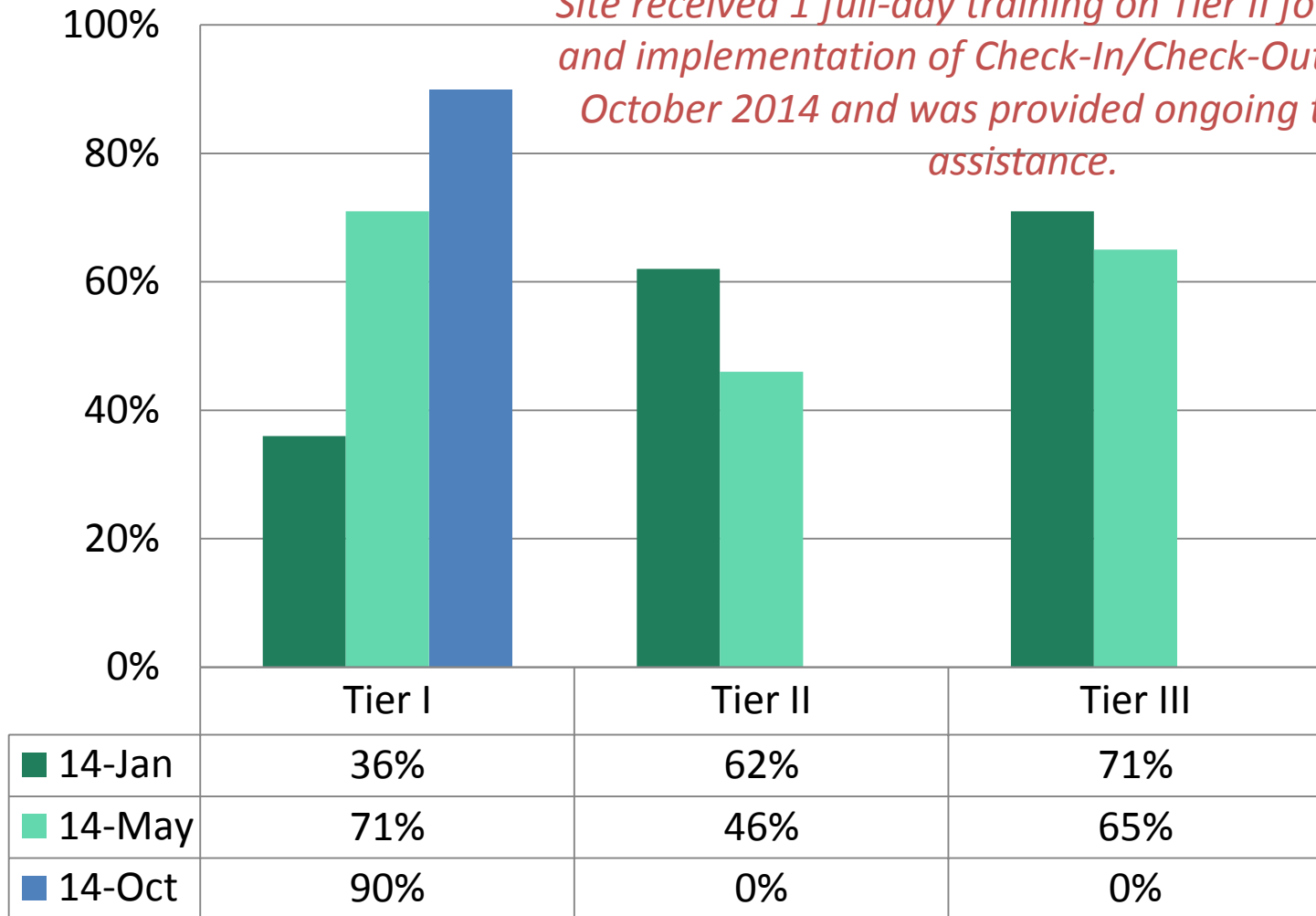
- Established calendars that can be distributed to all families; each month of the calendar highlights a different PBIS component
- Developed a survey to garner community feedback

# Model Demonstration Site



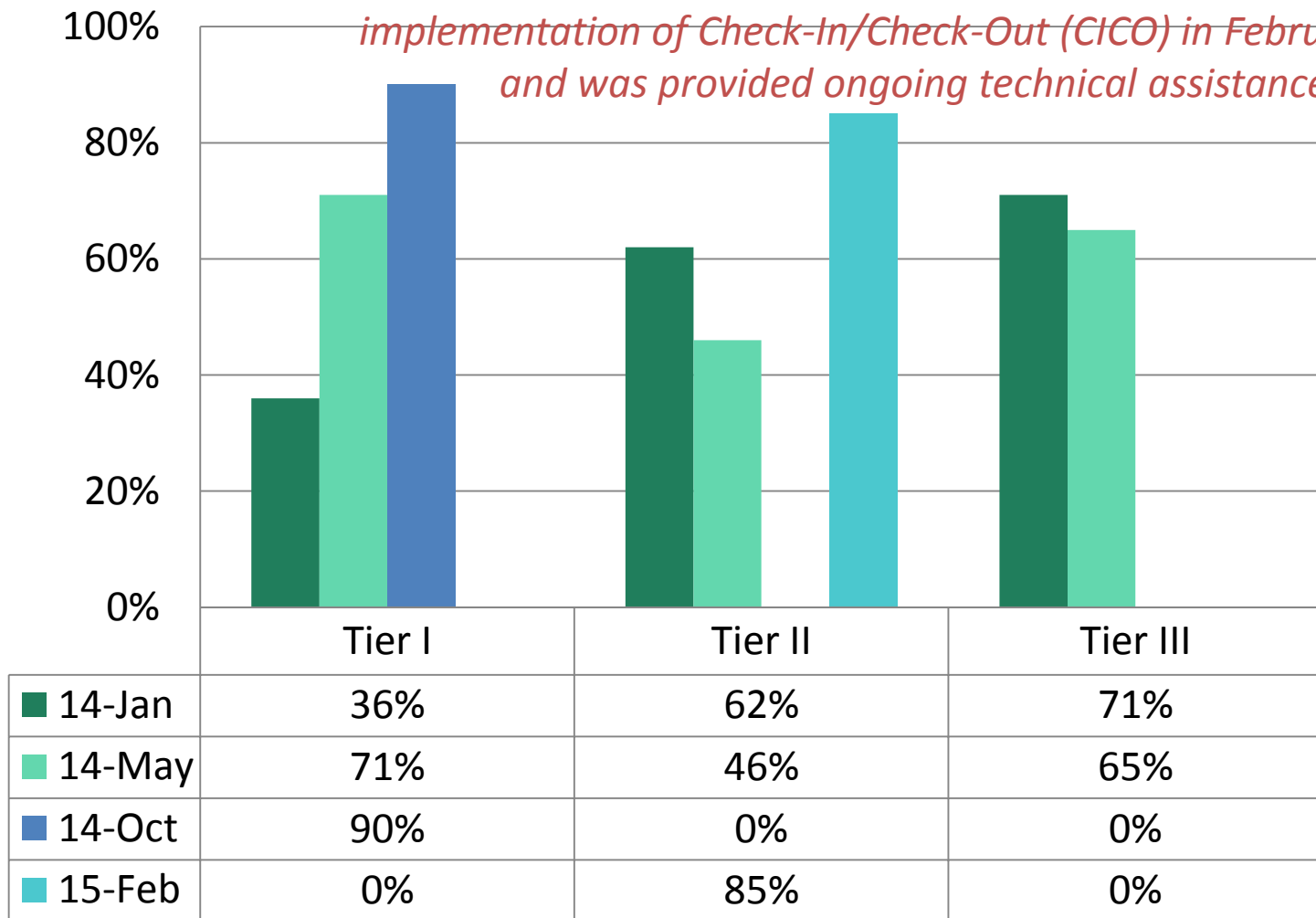
# Model Demonstration Site

*Site received 1 full-day training on Tier II foundations and implementation of Check-In/Check-Out (CICO) in October 2014 and was provided ongoing technical assistance.*



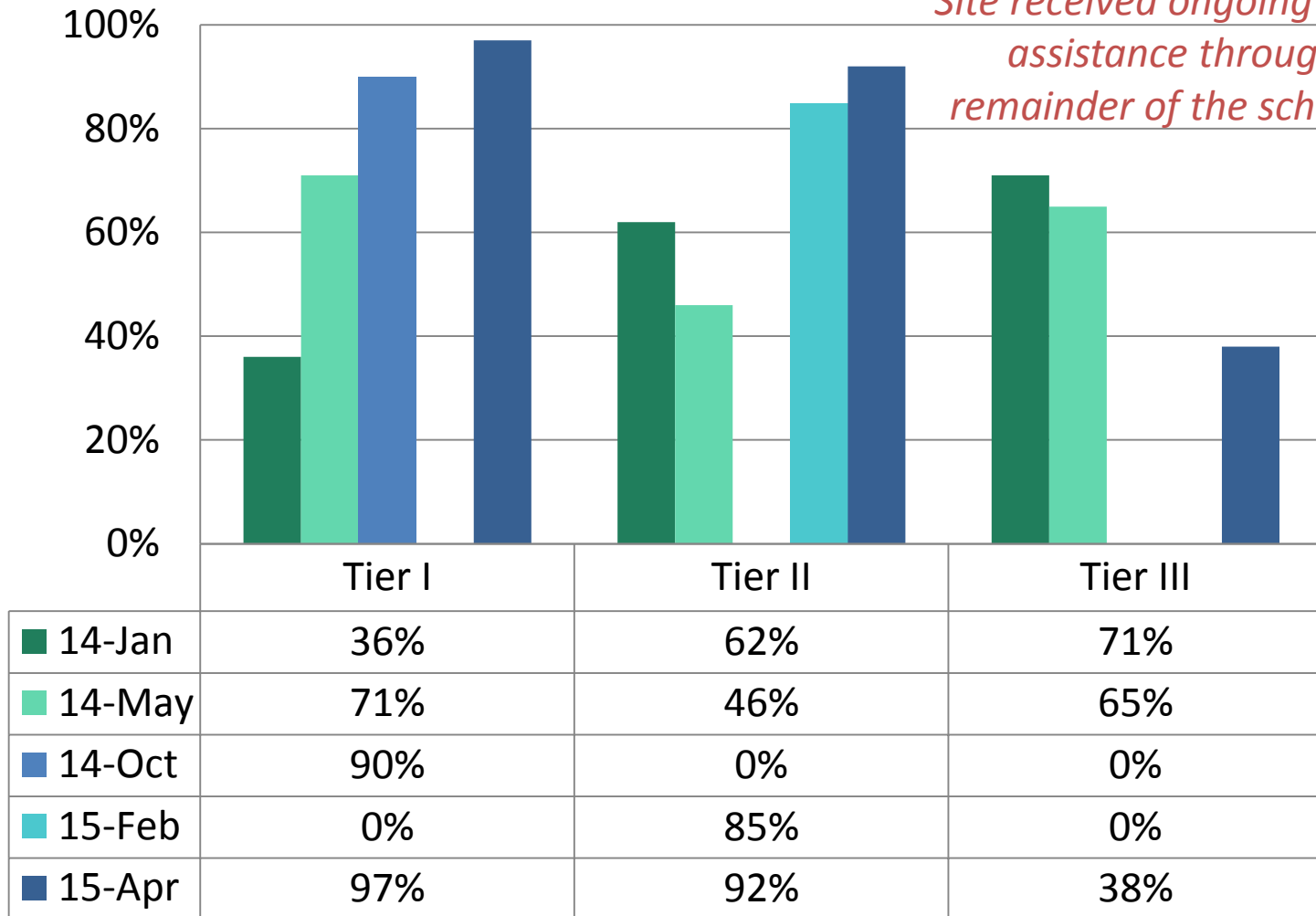
# Model Demonstration Site

*Site received another full-day training on Tier II foundations and implementation of Check-In/Check-Out (CICO) in February 2015 and was provided ongoing technical assistance.*



# Model Demonstration Site

*Site received ongoing technical assistance through the remainder of the school year.*



# Resources at PBISApps.org

## Tiered Fidelity Inventory

The TFI (PDF) is based on earlier PBIS fidelity surveys (SET, BoQ, TIC, SAS, BAT, MATT). The TFI gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Schools may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

## Supporting Materials

[TFI Walkthrough Video](#)

[TFI Training Slide Deck \(PDF\)](#)

[TFI Action Plan \(DOCX\)](#)

**Who:** School Systems Planning teams – a team of three to eight people including the administrator and district coach – with input from Tier I, II, and/or III teams. It is strongly recommended the team complete the TFI with an external SWPBIS coach serving as a facilitator. Coordinators and school teams can enter TIC results in PBIS Assessment.

**When:** First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 80% choose to take the TFI as an annual assessment.

**A PBISApps How-To**

# TFI Walkthrough

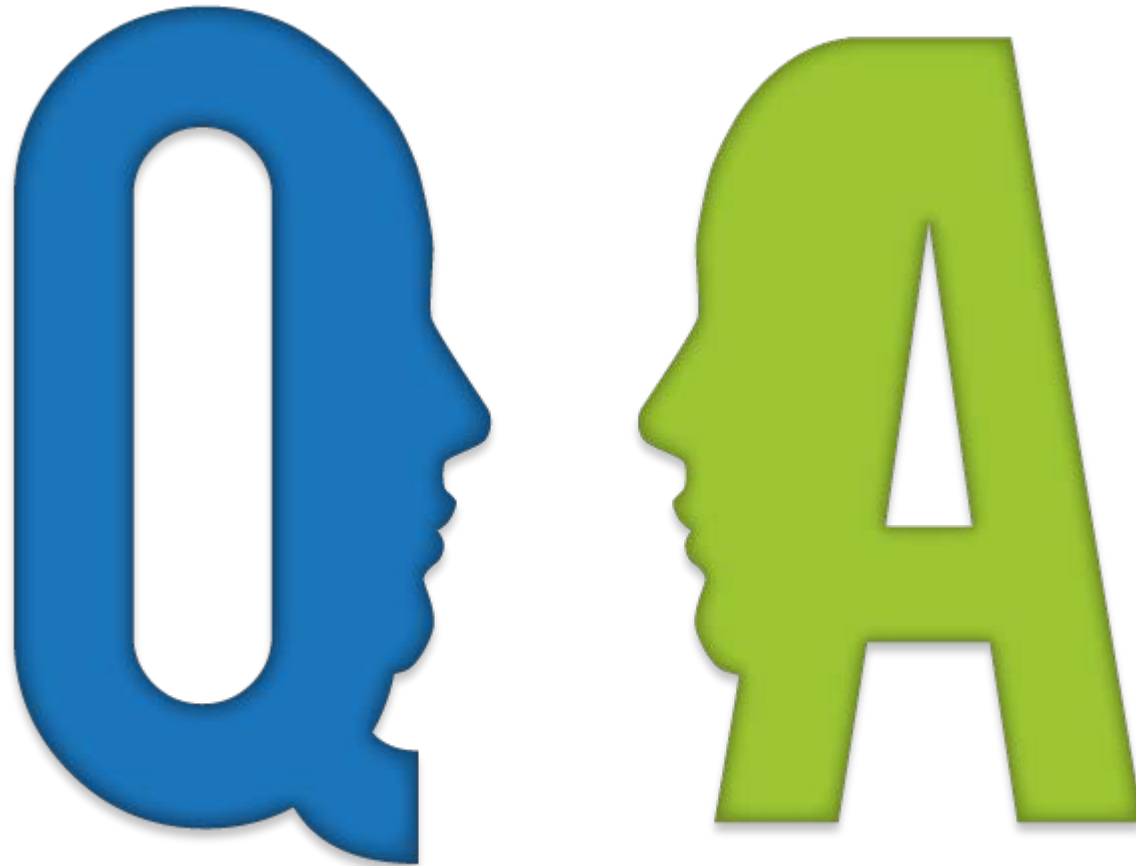
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### About this Video

In this video Kelsey Morris walks you through why you should want to use the TFI, how to conduct it and even walks you through some of the questions and the intentions behind them.







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