

# **E2: Tiered Fidelity Inventory**

## **Using the TFI for Behavioral Data-Based Decision Making**

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**Key Words: Applied Evaluation, Assessment, Training**



# Maximizing Your Session Participation

## When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

# Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

## Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

## Installation

- Let's make sure we're ready to implement (capacity infrastructure)

## Initial Implementation

- Let's give it a try & evaluate (demonstration)

## Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

# Leadership Team Action Planning

## Worksheets: **Steps**

**Self-Assessment:** *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

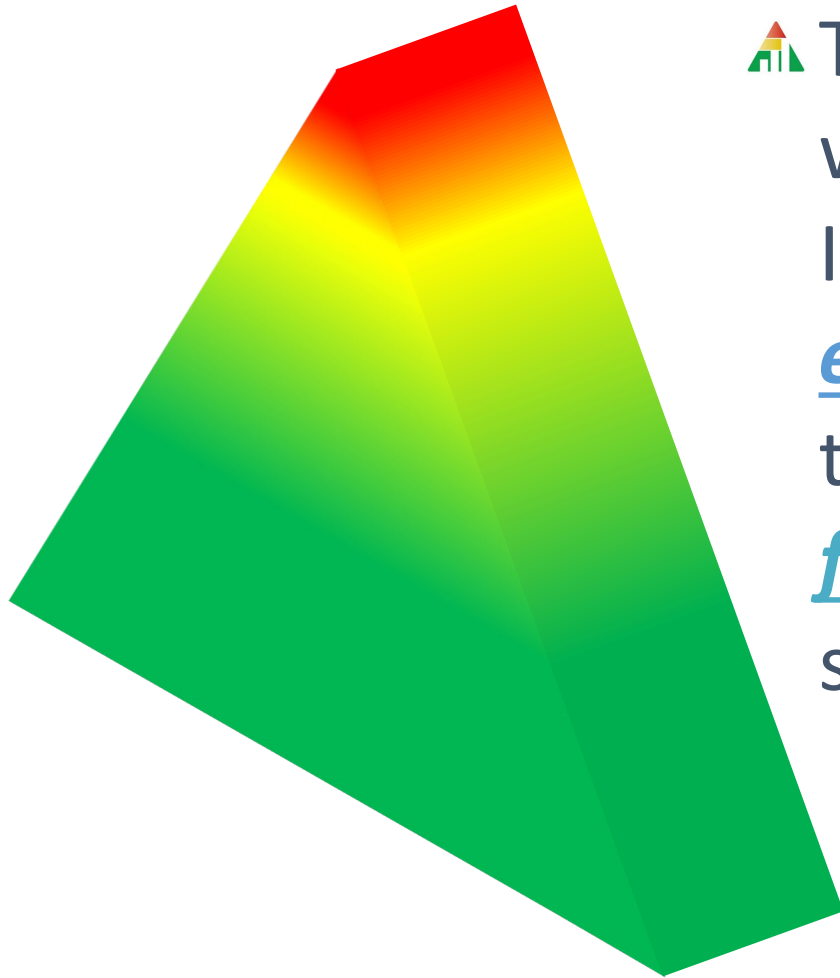
**Session Assignments & Notes:** *High Priorities*

Team Member Note-Taking Worksheet

**Action Planning:** *Enhancements & Improvements*

Leadership Team Action Planning Worksheet

- Understand why the TFI was developed and be informed about the reliability and validity
- How to prepare teams to be ready for the assessment at each tier completing the TFI
- How to view reports and use the reports for data-based decision making
- Learn about one county's evaluation plan and use 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.

- The TFI was developed to provide one assessment across all three tiers that could be used for progress monitoring and annual evaluation
- Three separate studies show
  - **Reliability:** Consistent results among raters
  - **Validity:** Significant correlation with other measures (BoQ, TIC, SAS, and BAT)
  - **Usability:** Teams reported the TFI as efficient & useful for decision making

## PBIS Assessment

[Overview](#)[SWIS Suite](#)[PBIS Assessment](#)[PBIS Evaluation](#)[Data Integration](#)[Getting Started With...](#)

### Overview

PBIS Assessment is a web-based application designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS). A major feature of SWPBIS is the commitment to ongoing assessment of implementation. PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for how to improve implementation to benefit students, their families, and the overall school culture. Surveys are completed online with reports immediately available as soon as a survey is submitted.


District coordinators use PBIS Assessment to determine which schools are collecting and using data, how schools are progressing, and what support may be of greatest value for any one team. It also allows them to coordinate when teams will take surveys to align with the [district's evaluation plan](#).

PBIS Assessment improves the efficiency and accuracy with which surveys can be used to complete four purposes:

1. Initial assessment of discipline practices to determine how SWPBIS should be adopted.
2. Implementation assessment of the fidelity with which schools use SWPBIS procedures.
3. Sustained assessment of SWPBIS implementation at all three tiers to promote ongoing use of core SWPBIS features.
4. Assist in designing action plans to improve implementation fidelity.

[Try the PBIS Assessment Demo »](#)[Get PBIS Assessment »](#)

### Evaluation



Schools, districts, regions, and states implementing SWPBIS develop an evaluation plan to:

1. Address evaluation questions
2. Select evaluation measures and a schedule for completing them,

## Assessment is key to SWPBIS implementation

PBIS Assessment offers assessment tools to examine SWPBIS adoption, sustainability, and implementation refinement

- Evidence-based tools
- Web-based
- Continuously available

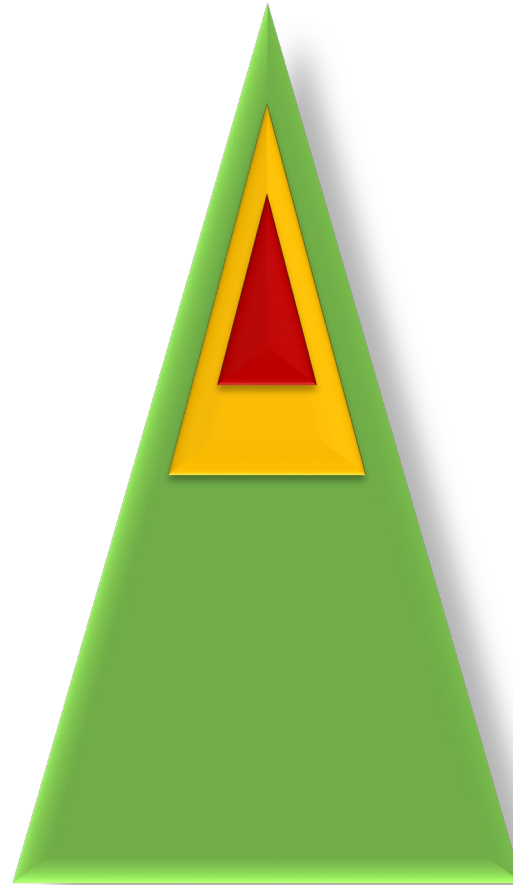


# Why another fidelity measure?

ISSET  
BAT  
MATT

Phases of  
Implementation (POI)

SET  
TIC  
BoQ  
SAS



Tiered Fidelity  
Inventory  
(TFI)

# TFI Assesses All Three Tiers

## Surveys

PBIS Assessment includes surveys for research, for annual assessment, and for progress monitoring of SWPBIS. Each survey has been developed to meet the data requirements of SWPBIS usage in schools. Select any survey below to find out more about it.

Current surveys available are:

- [Benchmarks for Advanced Tiers \(BAT\)](#)
- [Benchmarks of Quality \(BoQ\)](#)
- [Early Childhood Benchmarks of Quality \(ECBoQ\)](#)
- [Individual Student Systems Evaluation Tool \(ISSET\)](#)
- [Monitoring Advanced Tiers Tool \(MATT\)](#)
- [School Climate Survey](#)
- [School Safety Survey \(SSS\)](#)
- [School-wide Evaluation Tool \(SET\)](#)
- [Self-Assessment Survey \(SAS\)](#)
- [Team Implementation Checklist \(TIC\)](#)
- [Tiered Fidelity Inventory \(TFI\)](#)

[Find More Out About Surveys »](#)

	Research Tool	Annual Assessment Tool	Progress Monitoring Tool
All Tiers			TFI
Universal Intervention (Tier I)	SET	BoQ SAS ECBoQ	TIC
Targeted & Intensive Interventions (Tiers II & III)	ISSET	SAS BAT	MATT
Outcome Tool/Instrument: <a href="#">School Climate Survey</a> <a href="#">School Safety Survey</a>			

## SWPBIS Tiers:

1. Universal (Tier 1)
2. Targeted (Tier 2)
3. Intensive (Tier 3)

ALL Tiers



TFI – Tier 1

TFI – Tier II

TFI-Tier III



## **Tier III: Intensive SWPBIS Features**

- intensive, individualized supports
- 1-5% of student population



## **Tier II: Targeted SWPBIS Features**

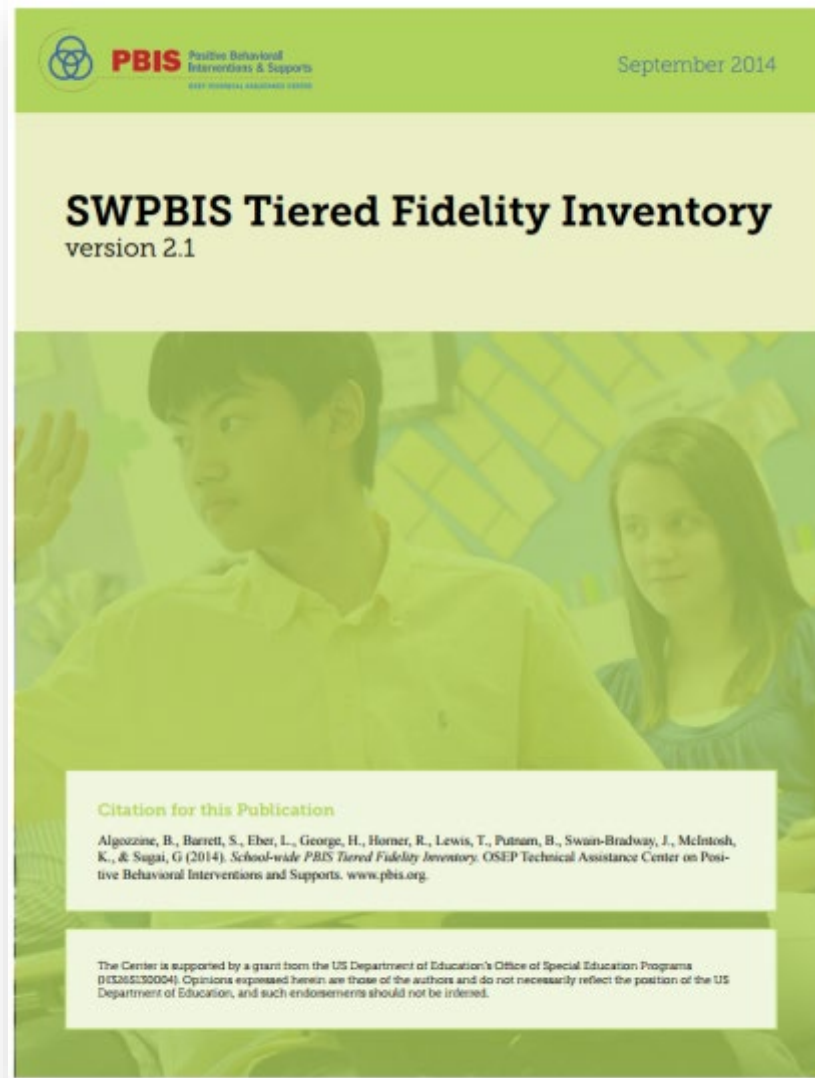
- targeted, small group supports
- 5 -15% of student population



## **Tier I: Universal SWPBIS Features**

- primary prevention
- 80% of student population

# SWPBIS Tiered Fidelity Inventory (TFI)





[www.pbisapps.org](http://www.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

**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 70% fidelity three consecutive times may choose to take the TFI as an annual assessment.

## Supporting Materials

[TFI Walkthrough Video](#)  
[TFI Training Slide Deck \(PDF\)](#)  
[TFI Action Plan \(DOCX\)](#)

- SWPBIS Tiered Fidelity Inventory 2.1
- TFI Action Plan Template
- TFI Videos
  - Preparation
  - Completing and Recording
  - Reviewing and Analyzing the Reports
  - Action Planning





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## PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Levenson<sup>1</sup>, Kent Smith<sup>1</sup>, Kent McIntosh<sup>2</sup>, Jennifer Rose<sup>3</sup>, Sarah Pinkelman<sup>4</sup>

1: Wisconsin RTI Center; 2: University of Oregon; 3: Loyola University Chicago; 4: Utah State University

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

An overview and other elements of the approach can be found at:  
<http://www.pbis.org/school/equity-pbis>.

**Available at:**

**<http://www.pbis.org/school/equity-pbis>**

**Section II: TFI Cultural Responsiveness  
Companion**



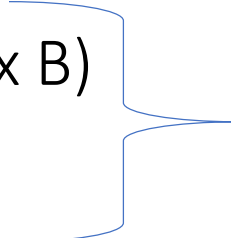
# Preparation for the TFI





## Complete the TFI Companion Tools **before** the meeting

- Tier I: TFI Walkthrough (Appendix A)
- Tier II: Targeted Interventions Reference Map (Appendix B)
- Tier III Support Plan Worksheet (Appendix C)

A blue bracket groups the three TFI Companion Tools listed in the previous block. A line extends from the right side of the bracket to a blue rounded rectangle containing the text "Can be completed by small sub-group".

Can be  
completed by  
small sub-  
group

- Use the results to answer the specified questions of the TFI
- Be able to access documentation to assist with completing the TFI
  - Electronically
  - Hard copy

## Time & Place

- Schedule a time and place to complete the TFI without interruptions
- Allow approximately 30 minutes per tier


## Team Members & Coach


- Be sure the correct team members are present and the coach is available
- Considerations:
  - How are the teams organized?
  - One team for all tiers?
  - A Tier I and Tier II-III team?
  - Separate Tier I, Tier II, and Tier III teams?

Complete the TFI Companion Tools before the meeting.

- Tier I: **TFI Walkthrough**
  - Appendix A
- Tier II: **Targeted Interventions Reference Map**
  - Appendix B
- Tier III: **Support Plan Worksheet**
  - Appendix C

It is recommended that a person external to the school complete the Walkthrough Tool.





### 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

- What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
- Have you taught the school rules/behavioral expectations this year?
- Have you given out any \_\_\_\_\_ since \_\_\_\_\_? (rewards for appropriate behavior) (2 months ago)

#### Student interview Questions

Interview a minimum of 10 students

- What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
- 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 \_\_\_\_\_

School-wide Expectations: \_\_\_\_\_

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

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Data collector \_\_\_\_\_

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		

SWPBIS Tiered Fidelity Inventory

28

## Appendix B



### Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & 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 Peer/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

# Tier III: Support Plan Worksheet: Appendix C



## 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
<b>3.4</b> 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 1 = Plan identifies team, but no evidence it was designed with input from student/family or connected to strengths/needs 2 = Plan identifies team designed with input from student/family, connected to strengths/needs, and meets regularly	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.6</b> Plans document (a) district contact person for external agency support and (b) external resources available.	0 = No contact person or resources documented 1 = Contact person OR resources documented 2 = Contact person AND resources documented	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.8</b> Plans include quality of life (QOL) needs/goals and strengths.	0 = No QOL needs/goals or strengths defined 1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan 2 = QOL needs/goals or strengths defined by student/family AND reflected in plan	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.9</b> Assessment data are available for academic, behavioral, medical, and mental health strengths and needs, where relevant.	0 = No formal data sources for student assessment 1 = Includes some but not all relevant life-domain information 2 = Includes medical, mental health information, and complete academic data where appropriate	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.10</b> 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) 2 = Hypothesis statement includes all 3 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
<b>3.11</b> 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 2 = Plan includes all 7 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
<b>3.12</b> Plans requiring extensive support include specific actions linked to quality of life (QOL) for formal supporters (e.g., school/district personnel) and natural supporters (e.g., family, friends).	0 = Plan does not include specific actions, or there are no plans with extensive support 1 = Plan includes specific actions, but unrelated to QOL needs and/or do not include natural supports 2 = Plan includes specific actions related to QOL needs and include natural supports	0 1 2	Only one plan needed.			0 = 0 1 = 1 2 = 2
<b>3.13</b> Plans include access to Tier I/II supports.	0 = Plan does not mention Tier I/II supports 1 = Plan notes access to Tier I/II supports 2 = Plan documents how access to Tier I/II supports occurs	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
<b>3.15</b> 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 1 = Evidence of review, but no use of both fidelity and outcomes data 2 = Evidence of at least monthly review, with use of both fidelity and outcomes data	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2

- Complete Appendices A, B, and/or C before the meeting.
- Use the results to answer the specified questions of the TFI.
- Be able to access documentation to assist with completing the TFI.





# Possible Data Sources for the TFI: Tier I

## 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		
<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.	<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>
<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.	<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



# Completing & Recording the TFI Items

## The Tiered Fidelity Inventory



Have the Team Members & Coaches Present.

Allow at least 30 minutes to complete each tier.

Complete the TFI as a team

**Reminder:**

**\* Not an extensive discussion**

**\* Save Action Planning for later**

# Coach-guided, Team-based Self-assessment

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<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.	<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>
<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.	<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>



**2**  
**Fully**  
**Implemented**



**1**  
**Partially**  
**Implemented**



**0**  
**Not**  
**Implemented**

# Recording the TFI Scores

Enter the scores into PBIS Assessment

- This can be done as the team completes the TFI, or
- The scores can be entered at a later time

The scores are entered by a PBIS Assessment Coordinator or a designated Team Member.

- Go to [www.pbisapps.org](http://www.pbisapps.org)





# Accessing & Reporting Results

## The Tiered Fidelity Inventory (TFI)



# Four Reports Available for the TFI

**Total Score:** Overall implementation percentage for Tiers I-III

- Most helpful when the team is implementing all three tiers

**Scale:** Overall implementation percentage for each tier

- 70% is the benchmark for implementation with fidelity

**Subscale:** Overall implementation percentage for each subscale of each tier

- Tier I subscales: Teams, Implementation, and Evaluation
- Tier II subscales: Teams, Intervention, and Evaluation
- Tier III subscales: Teams, Resources, Support Plans, and Evaluation

**Items:** Each item is listed with the score

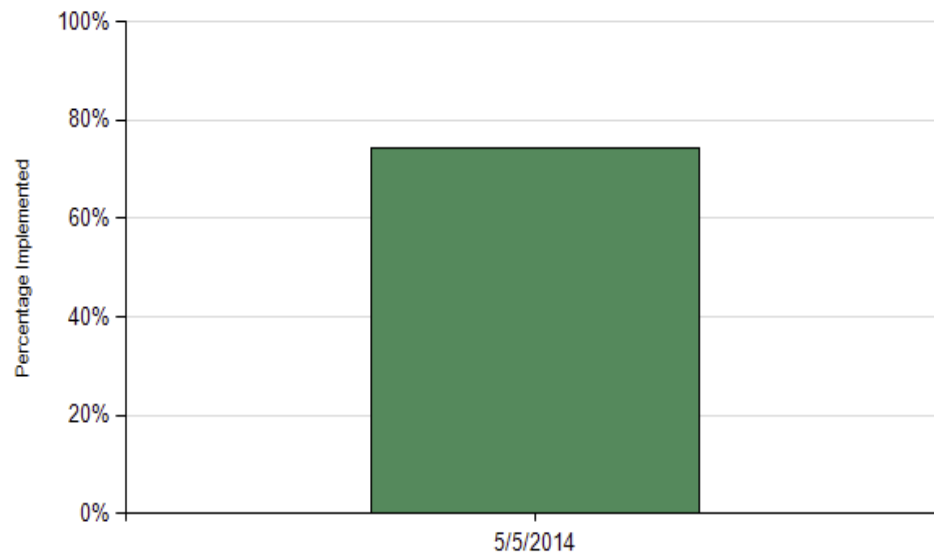
- Very helpful for prioritizing and action planning

# TFI Total Score Report

## Demonstration School Exemplar

Zenith, Winnemac

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory  
Demonstration School Exemplar  
5/5/2014



Date Completed

Total Percentage

5/5/2014

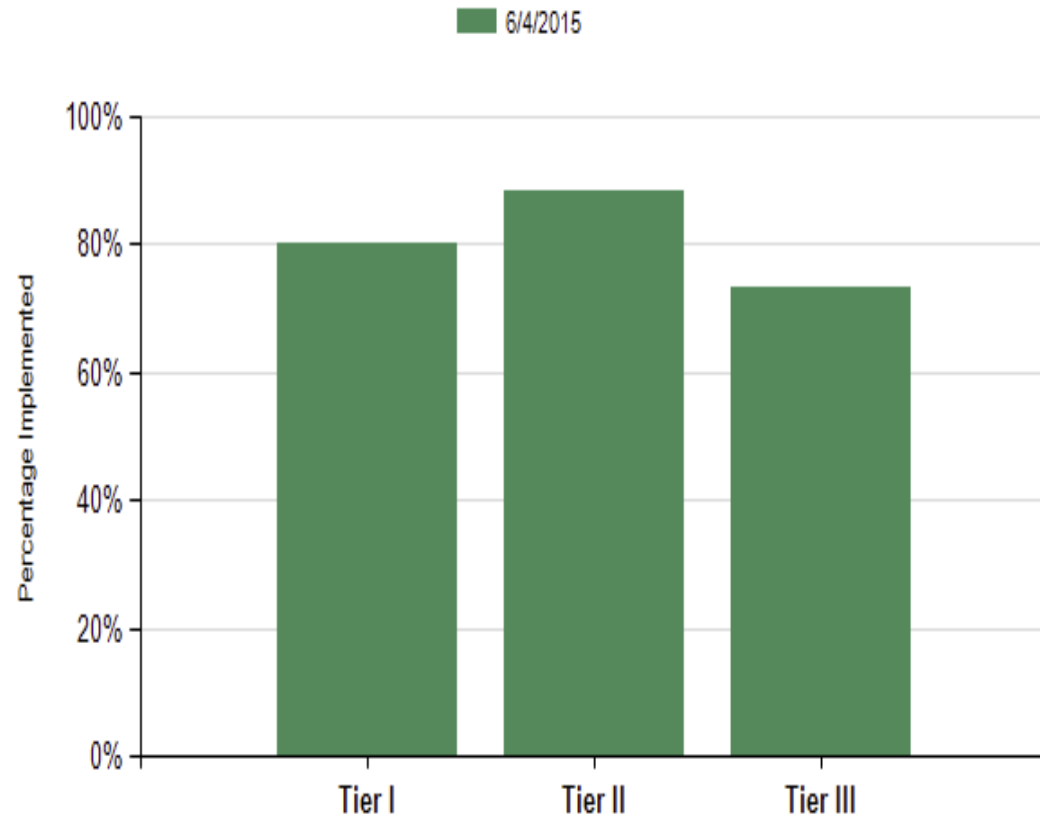
74%

## Total Score Report:

Overall implementation percentage for Tiers I-III

This is most helpful when the team is implementing all three tiers.

# TFI: Scale Report



Date Completed	Tier I	Tier II	Tier III
6/4/2015	80%	88%	74%

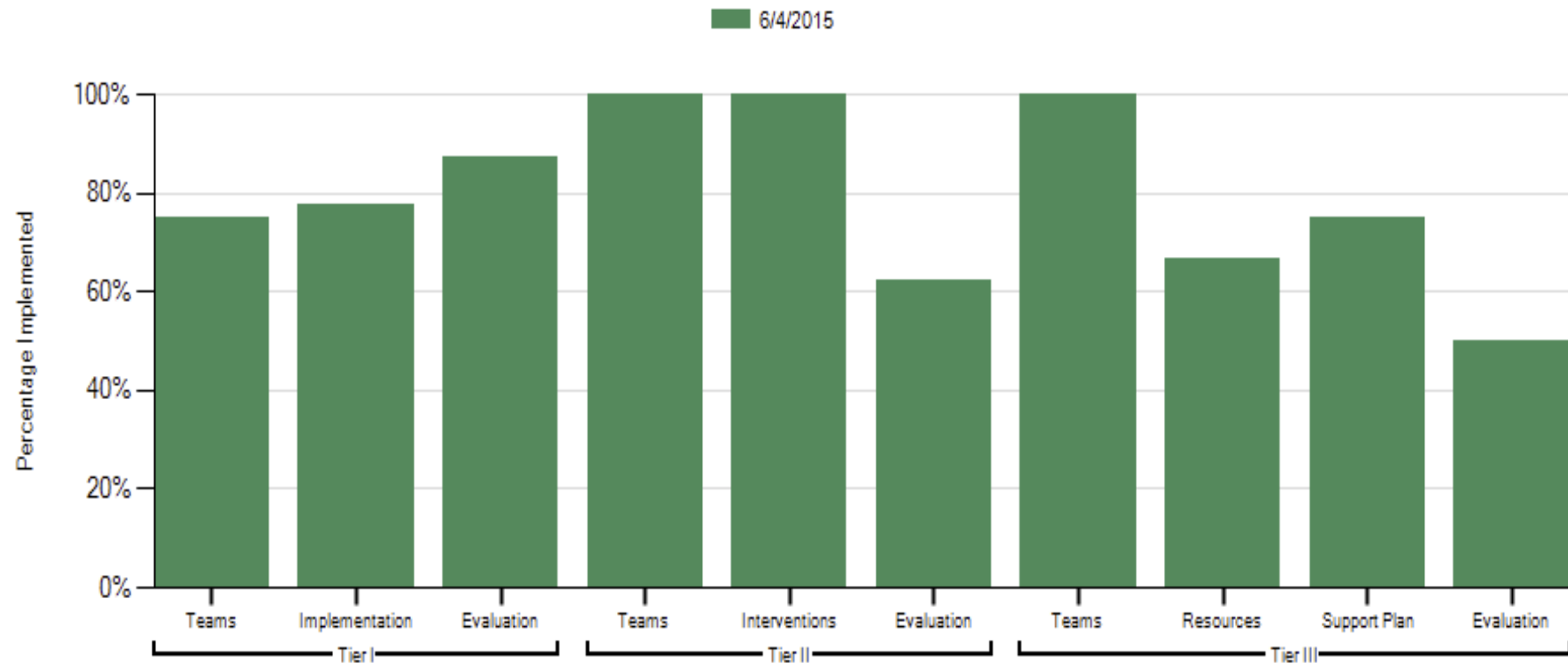
## Scale Report:

Overall  
implementation  
percentage for each  
tier

70% is the benchmark  
for implementation  
with fidelity.



# TFI: Subscale Report



	Tier I			Tier II			Tier III			
Date Completed	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
6/4/2015	75%	78%	88%	100%	100%	62%	100%	67%	75%	50%

# TFI: Individual Items Report: Tiers I & II

## Tier I: Universal SWPBIS Features

Teams	6/4/15
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.	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
Feature Total: 3 of 4	
Implementation	6/4/15
3. <b>Behavioral Expectations:</b> 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.	2
4. <b>Teaching Expectations:</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	2
5. <b>Problem Behavior Definitions:</b> 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.	2
6. <b>Discipline Policies:</b> School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	1
7. <b>Professional Development:</b> A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	1
8. <b>Classroom Procedures:</b> Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	1

## Tier II: Targeted SWPBIS Features

Teams	6/4/15
1. <b>Team Composition:</b> 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.	2
2. <b>Team Operating Procedures:</b> 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.	2
3. <b>Screening:</b> 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.	2
4. <b>Request for Assistance:</b> Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	2
Feature Total: 8 of 8	
Interventions	6/4/15
5. <b>Options for Tier II Interventions:</b> Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	2
6. <b>Tier II Critical Features:</b> 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).	2
7. <b>Practices Matched to Student Need:</b> 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).	2
8. <b>Access to Tier I Supports:</b> 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.	2
9. <b>Professional Development:</b> A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	2
Feature Total: 10 of 10	

# TFI: Individual Items Report: Tier III

## Tier III: Intensive SWPBIS Features

### Teams

6/4/15

**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.

2

**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.

2

**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.

2

**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.

2

Feature Total: 8 of 8

### Resources

6/4/15

**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.

2

**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.

1

**7. Professional Development** A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.

1

Feature Total: 4 of 6

- Have team members review the reports
- Schedule a team meeting
- Use the reports to prioritize and develop your Action Plan

## PRIORITIES

- 1.
- 2.
- 3.





# Action Planning at the Individual School Level

## The Tiered Fidelity Inventory



Celebrate all the 2's! Share the results with the staff.

Review all items scored as a 0 or 1

- Prioritize the items
- Choose 1-3 items for action planning

Develop actions, persons responsible & a timeline for each

# Example Action Plan

Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition	2			
	1.2 Team Operating Procedures	2			
Implementation	1.3 Behavioral Expectations	2			
	1.4 Teaching Expectations	1			
	1.5 Problem Behavior Definitions	1			
	1.6 Discipline Policies	2			
	1.7 Professional Development	2			
	1.8 Classroom Procedures	1			
	1.9 Feedback and Acknowledgment	2			
	1.10 Faculty Involvement	2			
	1.11 Student/Family/Community Involvement	1			
Eval	1.12 Discipline Data	2			

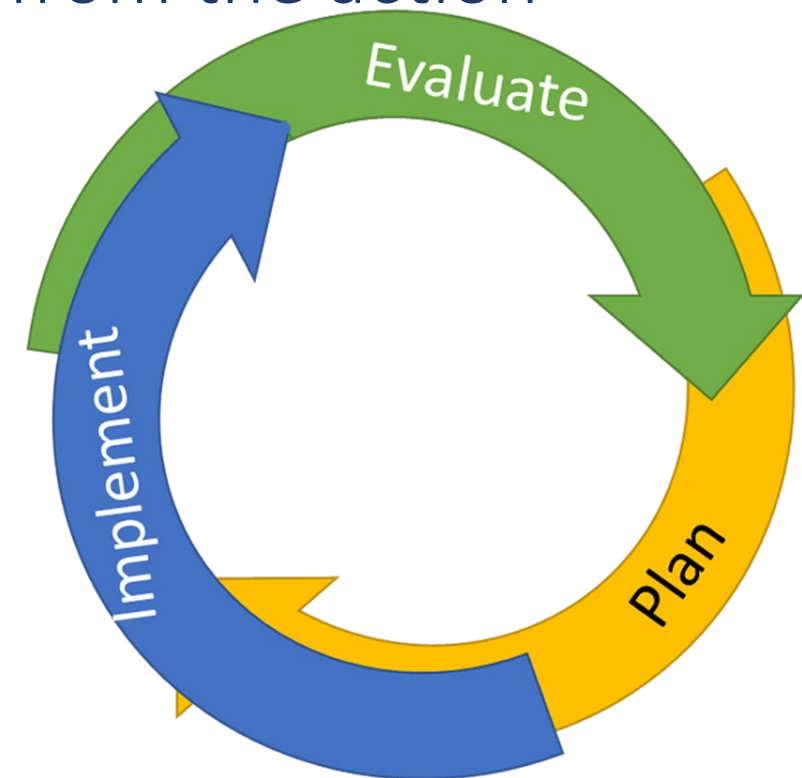
**Celebrate the 2's!**

**Choose up to three 1's or 0's to focus upon.**

Review the action plan progress at each meeting.

Celebrate completions & choose other items from the action plan in priority order.

**PBIS = Continuous Quality Improvement**





- Develop an action plan with the team
- Share the action plan with staff
- Give monthly updates of progress to staff
- Provide an Annual Summary to share with families, staff, the district, and other stakeholders

# Evaluation Summary Example

## Annual Summary for Stakeholders

### Guides PBIS implementation

- Professional development needs
- Coaching supports
- Re-teaching
- Feedback and communication with stakeholders

replace with  
LOGO

## EXAMPLE SCHOOL

### Positive Behavioral Interventions & Supports (PBIS) Annual Summary

2016-2017

How are we implementing PBIS at our school in Tier I?

The Tiered Fidelity Inventory (our PBIS assessment) indicates that we are implementing all tiers of PBIS at or above the benchmark. We have identified items from each tier that we want to improve, and we have included them in our Action Plan at the end of this report. We want to include family members on our PBIS Tier I team.

What is our Office Discipline Referral rate?

Our referral rate was above the nation average the first part of the year. After we retaught expectations and were consistent with our acknowledgement and consequence systems, there was a decline in the average referrals per day. We ended the year at well below the national average for our size and level of school. We will celebrate this accomplishment with our students at our year end assembly on June 1 at 2:00 pm in the gym.

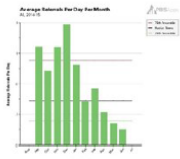
How is our attendance?

Last Year: 83.5%      This Year: 93.5%

Our Attendance Initiative is producing excellent results and we are working to continue to improve our attendance. Thanks to all our families for the help with this wonderful progress.

How effective are our Tier II Interventions?

We provide interventions for students needing additional support. Our interventions of Check In Check Out, our Social Skills Groups and our Homework Club were successful this year. We have items in our Action Plan to improve the outcomes of the Anger Management group for next year.



Tier II Interventions	Success Rate
Check In Check Out	80%
Social Skills Groups	90%
Anger Management	33%
Homework Club	71%

Example School, 1642 Shasta Way, Cascade, OR 97400 541-001-1110

Example School, 1642 Shasta Way, Cascade, OR 97400 541-001-1110


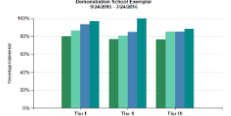
### How effective are our Tier III Interventions?

We provide Tier III Interventions for students needing individualized supports. Our Behavior Support Plans and the Attendance Initiative Intervention have been successful. We want to improve the outcomes of our Wraparound program which is included in our Action Plan.

Intervention	# of Students	# of Students Meeting Goal	% Successful
Behavior Support Plans	5	4	80%
Wraparound	3	1	33%
Attendance Initiative	2	2	100%

### How are we implementing all Tiers of PBIS at our school?

The graphs below show that we are above the benchmark (70%) in almost all areas. We are excited about our PBIS implementation and our Action Plan includes steps to help us sustain our program and continue to improve.



### Our Action Plan for 2017-18:

1. We will expand our PBIS Team to include more representative teaching staff and will also include a family member. Our Tier I team will meet monthly, the third Wednesday of every month, alternating before and after school.
2. Change the format of the Anger Management group to assess the student needs and focus on specific social/emotional skills.
3. Review our Wraparound Intervention and plan ways for the community partners to have more involvement.
4. Continue to sustain our strong PBIS implementation across all tiers, with our goal of helping all children to be successful.

#### Contact Us

Please call or email us with your questions or comments.

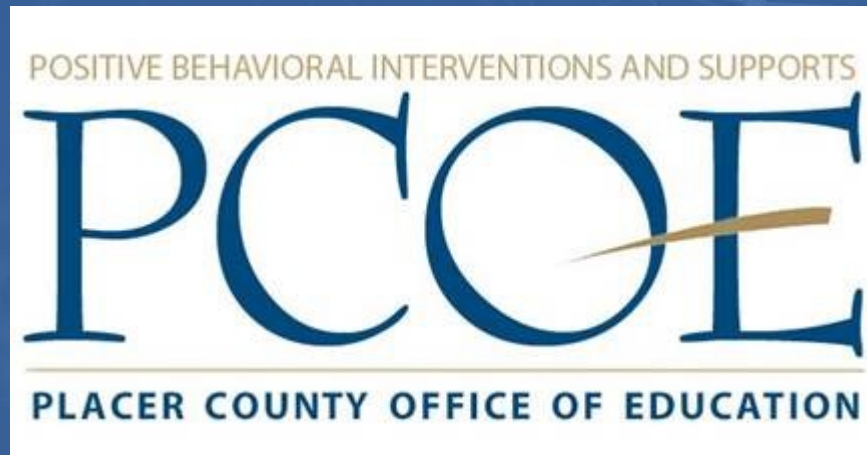
Example School PBIS Team

Joan Smith, Facilitator

(555) 555-0123

email@sample.com

Example School, 1642 Shasta Way, Cascade, OR 97400 541-001-1110



# Placer County Office of Education

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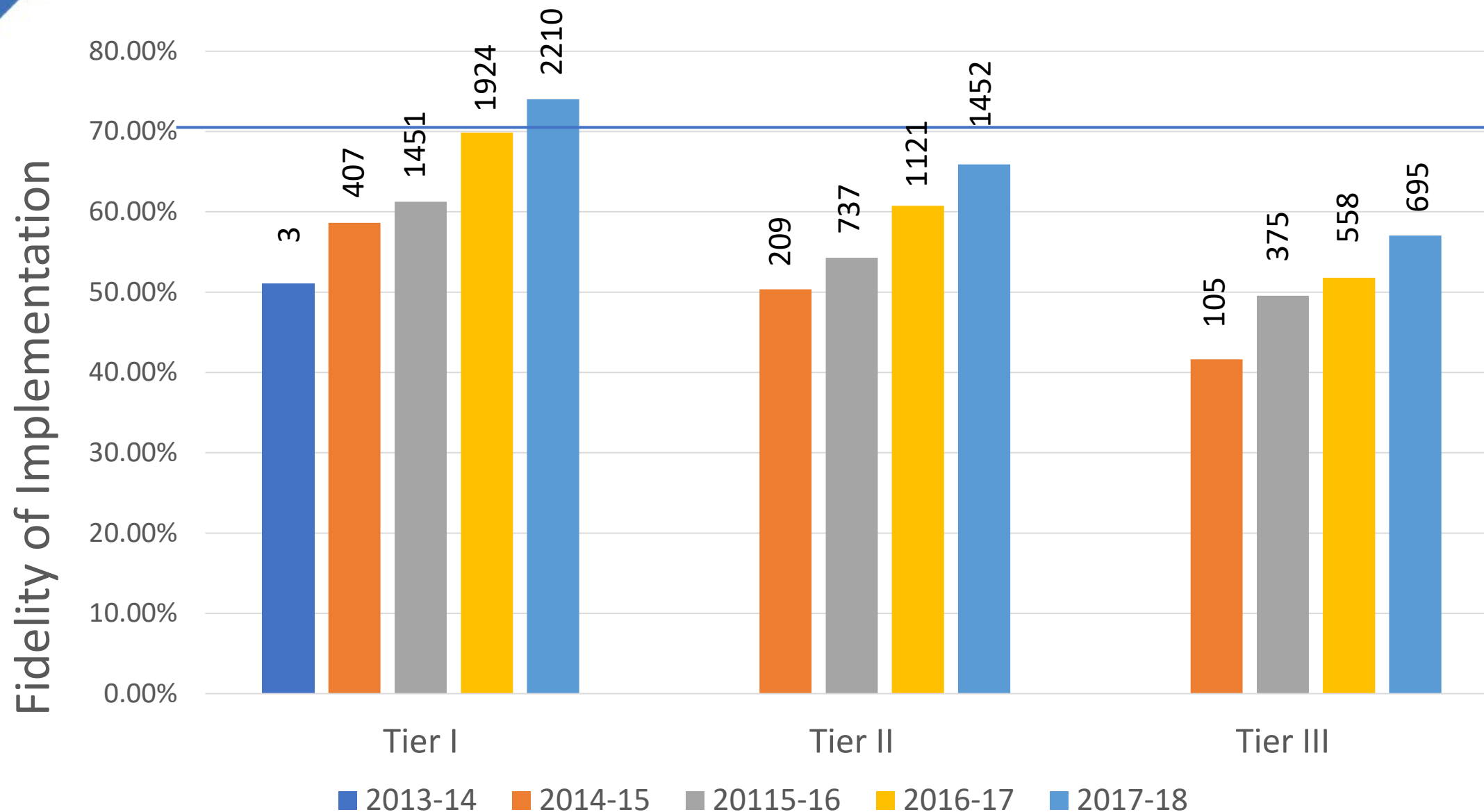
California PBIS Coalition (CPC) [www.pbisca.org](http://www.pbisca.org)

- Network of state education leaders, county offices, school districts and school sites implementing PBIS

Placer County Office of Education- PBIS Regional Technical Assistance Center

- District Leadership Teams
- Site Leadership Teams
- Training
- Coaching

# Tiered Fidelity Inventory ~ California 2013-18





# TFI Scores: Statewide Recognition System

CALIFORNIA PBIS COALITION



PBIS Overview ▾

PBIS in CA ▾

State Recognition System ▾

Conference ▾

Implementation ▾

Resources

Over 1,044  
schools  
recognized in  
2017/2018!

## California PBIS Recognition Process 2017/2018 Recognized Schools



# Tiered Fidelity Inventory ~ California 2013-18



2015/2016

Platinum Recognition (15 Schools)  
Gold Recognition (41 Schools)  
Silver Recognition (173 Schools)  
Bronze Recognition (280 Schools)  
Total: 527

2016/2017

Platinum Recognition (17 Schools)  
Gold Recognition (91 Schools)  
Silver Recognition (558 Schools)  
Bronze Recognition (222 Schools)  
Total: 963

2017/2018

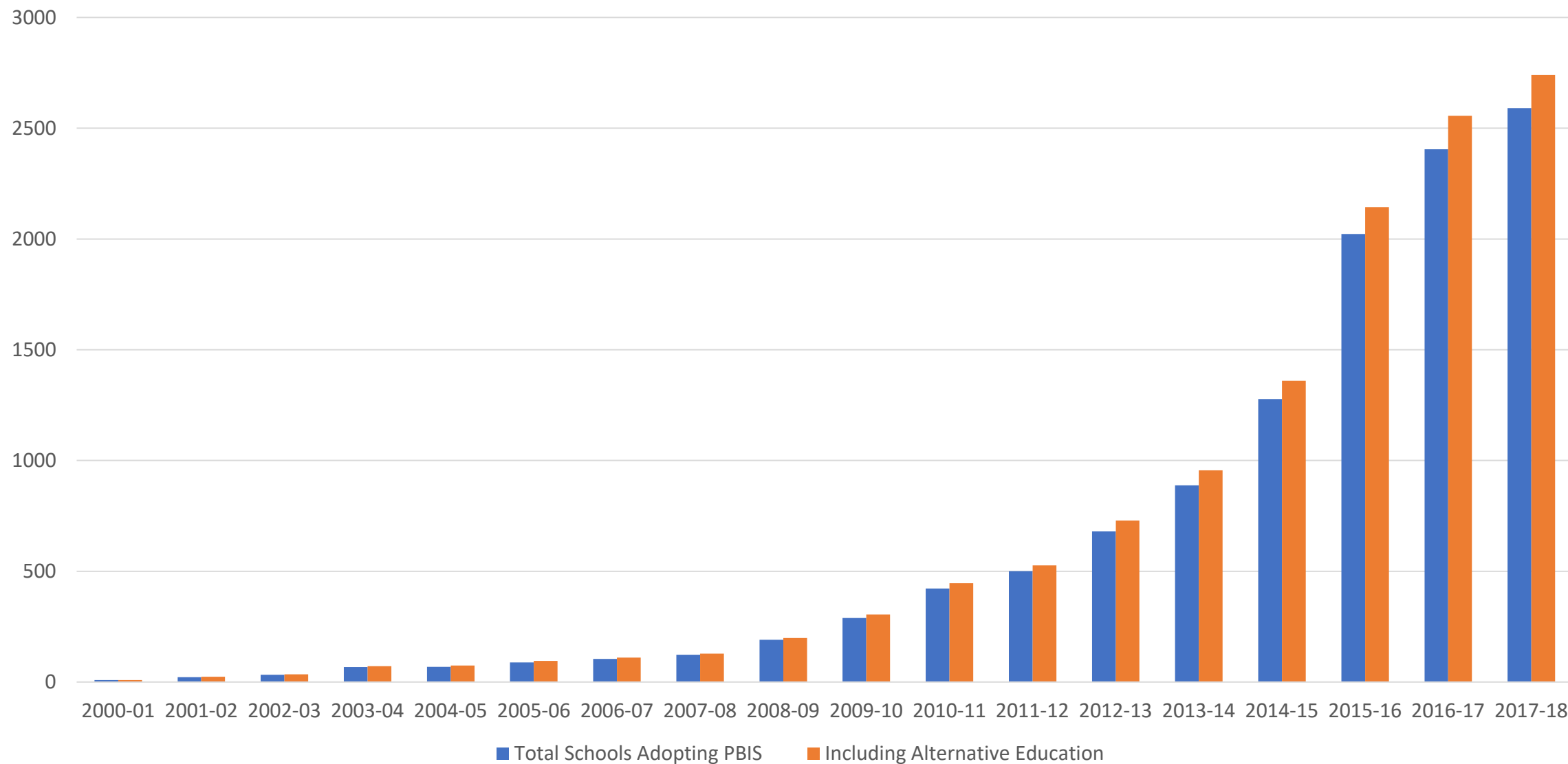
**Platinum Recognition (40 Schools)**  
**Gold Recognition (87 schools)**  
**Silver Recognition (756 Schools)**  
**Bronze Recognition (161 Schools)**  
**Total: 1,044**





# TFI Use in County

PBIS Implementation CA



60

## Placer County School PBIS Growth

50

40

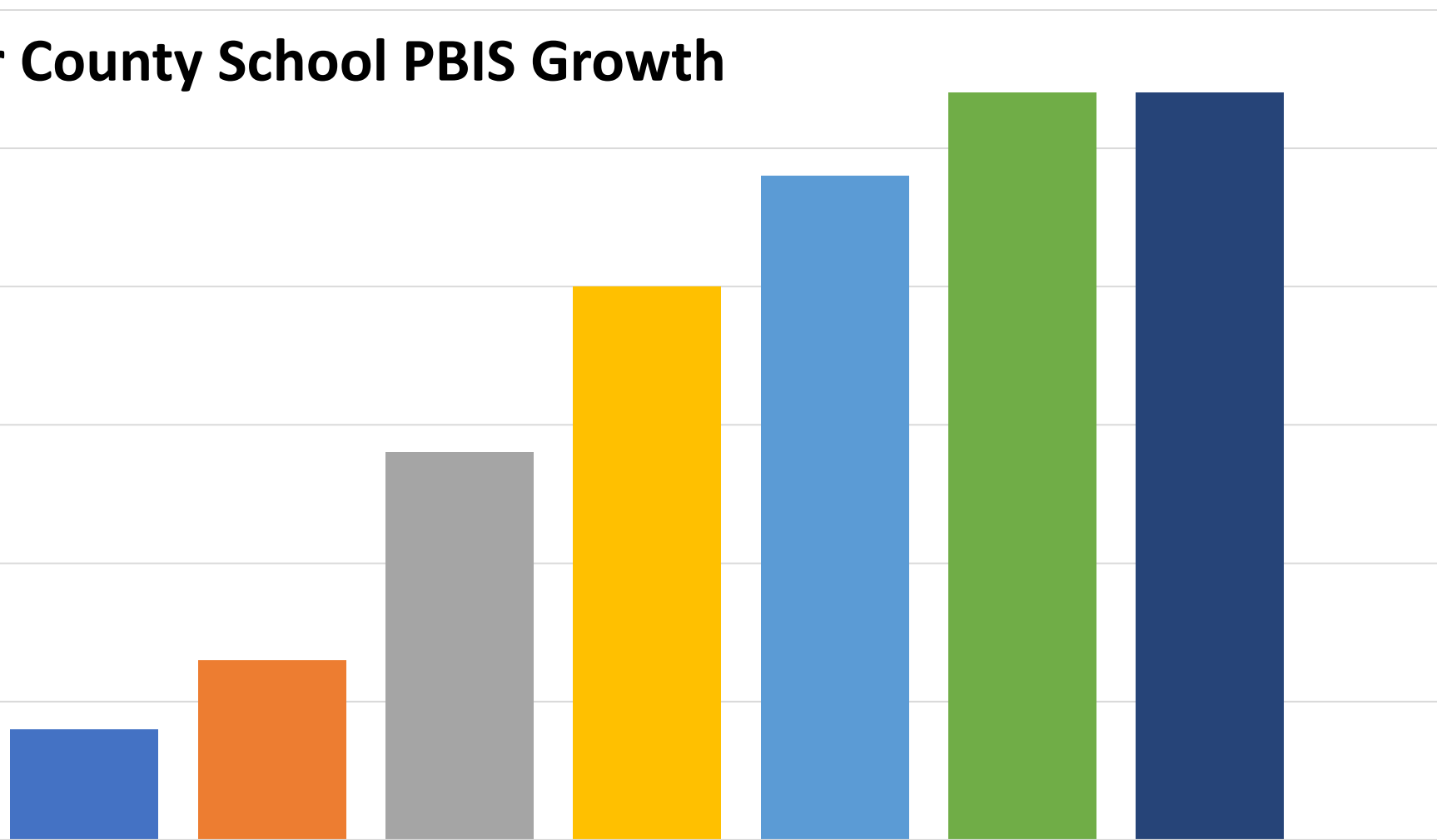
30

20

10

0

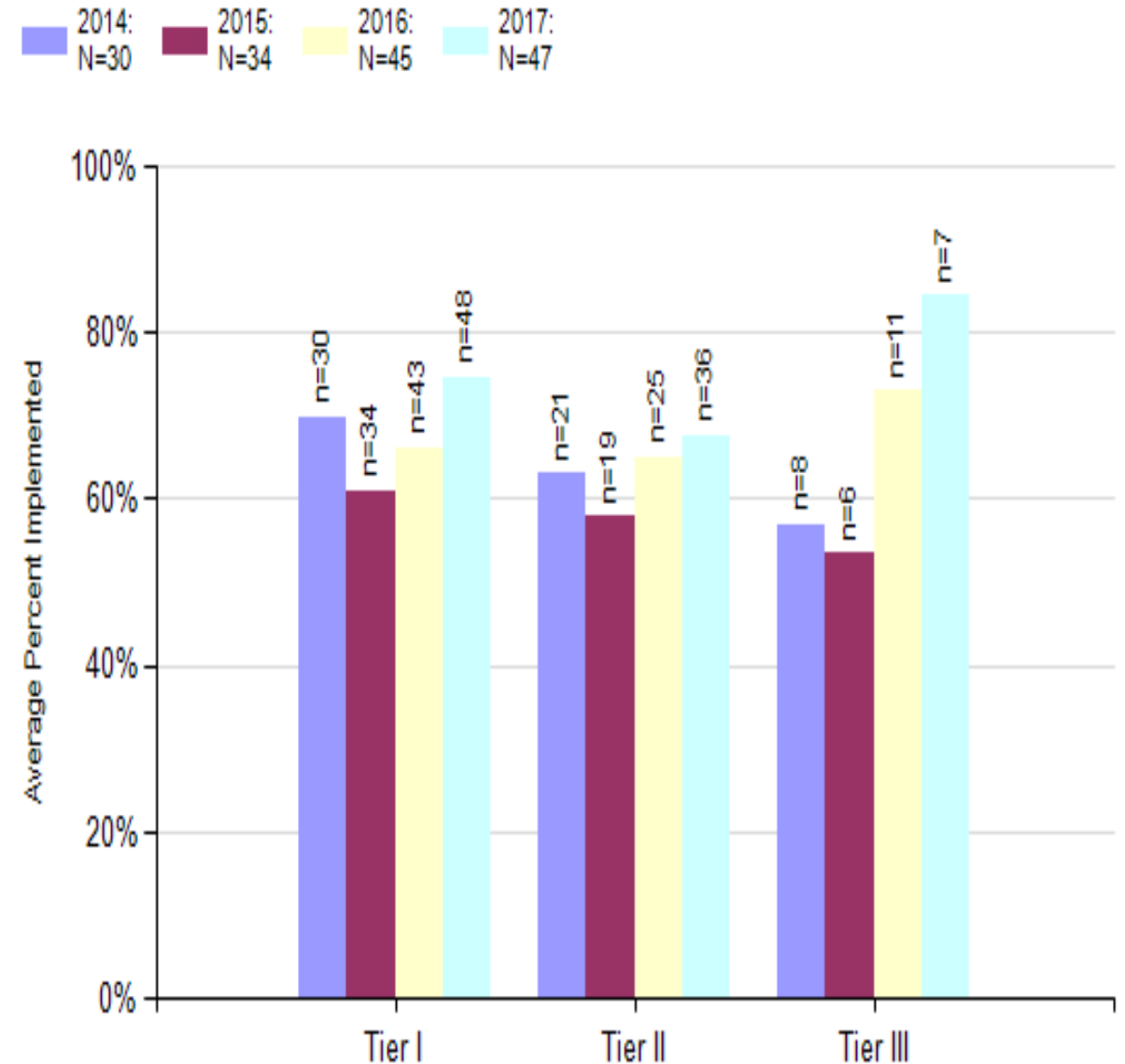
■ SY 11-12 ■ SY 12-13 ■ SY 13-14 ■ SY 14-15 ■ SY 15-16 ■ SY 16-17 ■ SY 17-18



# TFI Use in County

## TFI by Tier, 2014/15 thru 2017/2018 Placer County Schools

School Year	Tier I	Tier II	Tier III
2014-15	69.89%	63.00%	56.99%
N=30	n=30	n=21	n=8
2015-16	60.88%	57.89%	53.43%
N=34	n=34	n=19	n=6
2016-17	66.05%	65.08%	72.99%
N=45	n=43	n=25	n=11
2017-18	74.51%	67.63%	84.45%
N=47	n=48	n=36	n=7



# TFI used to Guide PBIS Training

- “Teach to the Test”
- PBIS Training aligns with TFI across all tiers
- Tier I Action Plan (example)



## ***PBIS Tier I Action Plan***

Page 1: Shows what Tier I key features that align with what TFI items we are training that day

Day 1		
<b>1.1 Team Composition</b>	<i>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.</i>	<i>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</i>
<b>1.2 Team Operating Procedures</b>	<i>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.</i>	<i>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</i>
<b>1.3 Behavioral Expectations</b>	<i>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.</i>	<i>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</i>
<b>1.7 Professional Development</b>	<i>A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</i>	<i>0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development 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</i>

# TFI used to Guide PBIS Training

- “Teach to the Test”
- PBIS Training aligns with TFI across all tiers
- Tier I Action Plan (example)

Tier I Action Plan

<b>1.10 Faculty Involvement</b>	Faculty are shown school- wide data provide input on universal foundation expectations, acknowledgements, d consequences) at least every 12 mo				
<b>1.11 Student/ Family/ Community Involvement</b>	Stakeholders (students, families, and members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.				
	<b>Documents</b>		<b>Action Plan</b>		
<b>Tasks To Be Completed</b>	<b>Document to Complete</b>	<b>Reference Documents</b>	<b>What is the task?</b>	<b>When/who complete it?</b>	<b>Completed in Handbook</b>
<input type="checkbox"/> Team solidified, Team Responsibilities Documented (TFI 1.1 & 1.2)	Handbook: Team Members	Handbook or 2: Team Roles 3: PBIS TIPS TM Responsibilities			<input type="checkbox"/> Completed <input type="checkbox"/> In Progress
<input type="checkbox"/> Team Purpose Completed (TFI 1.2)	Handbook :Team Purpose & Agreements	Handbook			<input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Site teams type in their action items here...					<input type="checkbox"/> Completed <input type="checkbox"/> In Progress

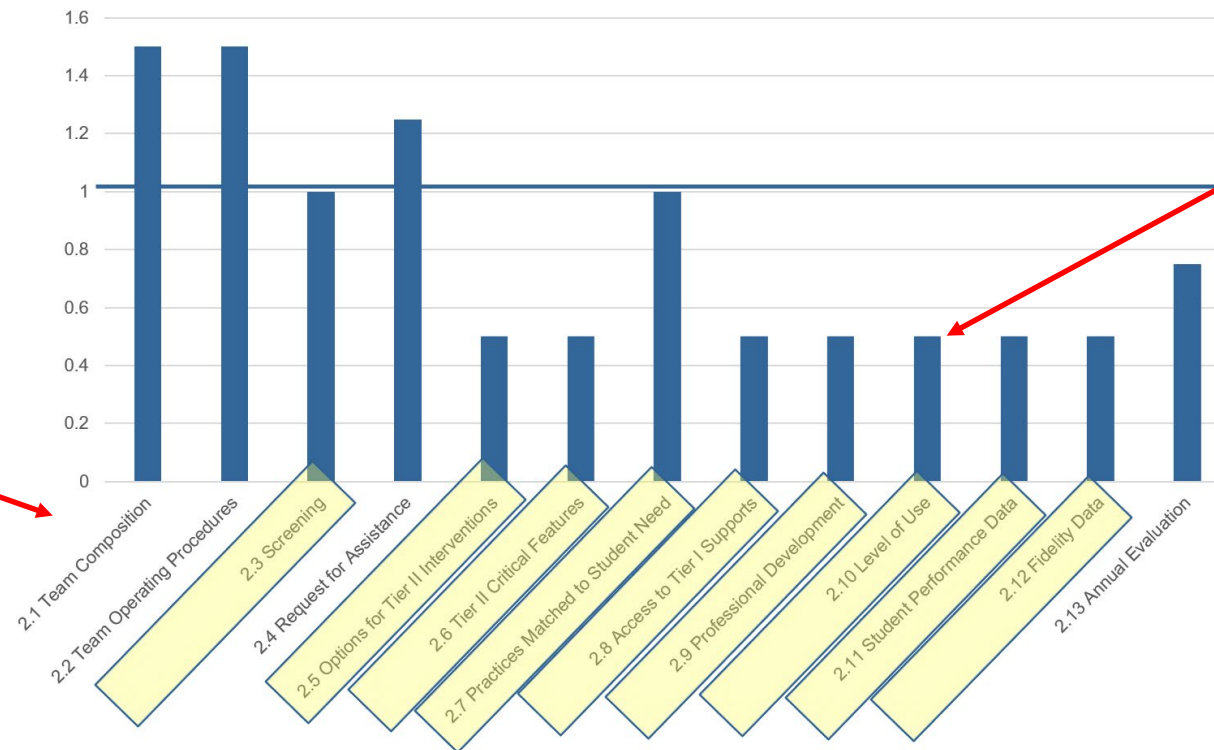
Page 2: Shows what Tier I key features that align with what TFI items we are training that day



# TFI use in a District: Average TFI Item Scores

- Make a graph, using Microsoft Excel
- Enter in the TFI item scores across the sites you are supporting (training, coaching, etc.)

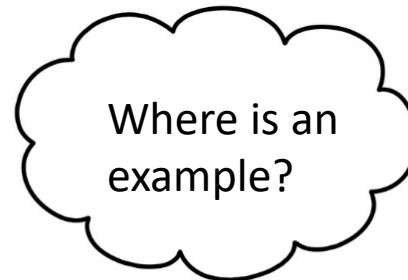
## Your Tier II TFI Collective Average Item Scores, September 2018



- Average the item scores
- Highlight lower scoring items
- Focus your support on those items

# TFI use at a Site: TFI Action Plan

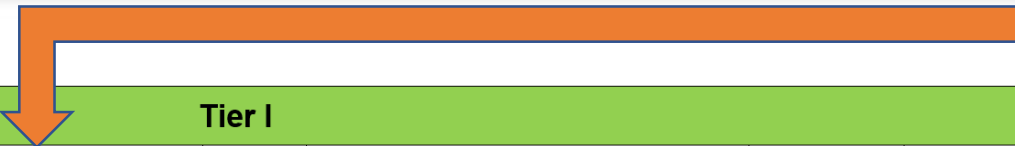
Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				
	1.10 Faculty Involvement				
	1.11 Student/Family/Community Involvement				
Eval	1.12 Discipline Data				



- Need for School Site Teams to action plan using their latest TFI scores
- We wanted to add a column for examples used in our PBIS training



# TFI use at a Site: TFI Action Plan



Tier I						
Subscale	Item	Reference Documents	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition	<ul style="list-style-type: none"> <li>• <a href="#">2: PBIS Team Members</a></li> <li>• <a href="#">3: PBIS Team Member Responsibilities</a></li> <li>• <a href="#">44: Tier I Meeting Agenda (Top Portion)</a></li> </ul>	1	Recruit a family member to join Tier I team.	Frank	11/15
	1.2 Team Operating Procedures	<ul style="list-style-type: none"> <li>• <a href="#">44: Tier I Meeting Agenda (Top portion)</a></li> </ul>	1			
Implementation	1.3 Behavioral Expectations	<ul style="list-style-type: none"> <li>• <a href="#">6: Elements of Culture</a></li> <li>• <a href="#">8: Behavior Matrix</a></li> <li>• *SET Results</li> </ul>	2			
	1.4 Teaching Expectations	<ul style="list-style-type: none"> <li>• <a href="#">23: Schedule for Teaching Behavior Expectations</a></li> <li>• Lesson Plan examples:                             <ul style="list-style-type: none"> <li><a href="#">Elementary</a></li> <li><a href="#">Middle</a></li> <li><a href="#">High School</a></li> </ul> </li> <li>• *SET Results</li> </ul>	0			
	1.5 Problem Behavior Definitions	<ul style="list-style-type: none"> <li>• <a href="#">31: SWIS Referral Definitions</a></li> <li>• <a href="#">38: Behavior Flowchart</a></li> </ul>	1			
	1.6 Discipline Policies	<ul style="list-style-type: none"> <li>• <a href="#">13: PBIS Handbook</a></li> <li>• <a href="#">38: Behavior Flowchart</a></li> </ul>	2			
	1.7 Professional Development	<ul style="list-style-type: none"> <li>• <a href="#">13: PBIS Handbook</a></li> <li>• <a href="#">95: Staff PD Schedule Example</a></li> </ul>	1			
	1.8 Classroom Procedures	<ul style="list-style-type: none"> <li>• <a href="#">10: Expectations Matrix Classroom</a></li> </ul>	0			

- We added this column with **hyperlinked** local reference documents, templates or examples

# TFI use at a Site: TFI Training Slide Deck



- Use of the TFI Training Slide deck to support schools understand the questions on the TFI

The screenshot shows the PBISApps website interface. At the top, there is a navigation bar with links for 'App Demos', 'Find a Facilitator or Coordinator', and 'Pay Invoice'. A search bar is also present. Below the navigation bar, the 'Resources' dropdown menu is open, showing options for 'Applications', 'Resources', 'Community', 'Support', and 'About Us'. The 'Resources' section is highlighted, and a red arrow points from it to the 'TFI Training Slide Deck' item in the table below.

## PBIS Assessment Materials

Video Tutorials | User Guides & Materials | Training & Webinars

Name	Description	Category	Revision Date
<a href="#">Working Smarter Matrix</a>	The working smarter matrix enables schools to assess and enhance the efficiency, effectiveness, and relevance of the committee and team organization of the schools.	Forms	3/25/2013
<a href="#">Validity of SWPBIS Tools</a>	This matrix includes references and information about the elements of validity of the SET, TIC, BoQ, ISSET, BAT, SAS, and IPI. The document was written by Dr. Tary Tobin and Dr. Claudia Vincent.	Miscellaneous Supporting Material	3/5/2013
<a href="#">TFI Training Slide Deck</a>	This presentation prepares coaches and facilitators who will be guiding administration and use of the TFI with school teams.	Training Materials	5/27/2016
<a href="#">TFI Action Plan</a>	Helps teams identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed.	Forms	1/9/2015

- A slide from the training deck

## 2.3 Screening

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>2.3 Screening:</b> 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.	<ul style="list-style-type: none"><li>Multiple data sources used (<i>ODRs/Time out of instruction, Attendance, Academic performance</i>)</li><li>Team Decision Rubric</li><li>Team meeting minutes</li><li>School Policy</li></ul>	<p>0 = No specific rules for identifying students who qualify for Tier II supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified when a student enters Tier II supports</p>

**Main Idea:** Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.

- A slide from the training deck:  
**Focus on Self-Assessment**

## Quick Check: Screening

What is the process for identifying students who may need Tier II supports?

### ■ Self-Assessment

- ☐ Written policy or rubric for identifying students in need of assistance
- ☐ Multiple data sources
- ☐ Process for notifying and including families

### ■ Scoring

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 when a student enters Tier II supports

- The next slide used in training...

Let's elaborate...



**If I'm a student with repeated minor or major behaviors (SWIS)... or if I'm a student with internalizing behaviors (isolating, disengaged but not disruptive or disrespectful, self-harming, etc.)**

- What is the process of the Intervention Team to
  - Notice me? (Data Decision Rules)
  - Rapidly match me to the appropriate level of support or interventions?
  - Notify and involve my family/caregivers in that process?









**Please Complete the Session Evaluation  
to Tell Us What You Thought of This Session**





FREQUENTLY  
ASKED  
QUESTIONS



# How often do we complete the TFI?

**Quarterly** for progress monitoring

- May vary depending on school schedule and the action planning progress completed

**Annually**, after 70% is reached on that particular tier

# Do we have to complete all three Tiers of the TFI?

- Depends on your school & context
- Where are you in implementation?
  - If you are just starting, do you want a baseline for all three Tiers? OR
  - Do you want to focus only on Tier I



QUESTIONS

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COMMENTS

Contact Information:

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Michael Lombardo, [mlombardo@placercoe.k12.ca.us](mailto:mlombardo@placercoe.k12.ca.us)

Celeste Rossetto Dickey, [cdickey@uoregon.edu](mailto:cdickey@uoregon.edu)