5E—Introducing the Tiered Fidelity Inventory 3.0

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• Topic: School-wide, Data-based Decision Making
• Keywords: Fidelity, Evaluation, PBIS Foundations
Learning Objectives

1. Attendees will be able to describe the purpose and content of TFI 3.0 proposed revisions

2. Attendees will be able to identify resources to support action planning in the areas of equity, mental health, and classroom implementation

3. Attendees will know how to get involved in the next steps of the TFI 3.0 development process
Agenda

• Overview of the revision process and steps we are talking
• Summary of changes
• Review of each tier (SUBJECT TO CHANGE 😊)
  – How do proposed revisions align with your current work?
  – How do proposed revisions push your work further?
  – What supports would you need?
Why Change the TFI 2.1?

• The current TFI is not well aligned with the guidance and training provided by the Center on PBIS especially in the areas of classroom, equity, and mental health
• Current guidance documents not well integrated
• Multiple TFI ”companions” or “add ons” in development
• Clear implementation guidance and scoring criteria will support improved implementation and student outcomes.
What is the Revision Process?

Fall 2020

• Conduct a review of existing Center on PBIS guidance documents to develop an integrated TFI Companion guide

Integrated Tiered Fidelity Inventory Companion Guide
What is the Revision Process?

Fall 2020
• Convene a Center on PBIS working group to develop initial draft

Summer 2021
• Recruit feedback on initial draft form all Center on PBIS partners

Jen Freeman, Brian Meyer, Susan Barrett, Don Kincaid, Kim Yanek, Brandi Simonsen, Steve Goodman, Kent McIntosh

Center on PBIS feedback
Aug partner meeting
Working groups and individual feedback
What is the Revision Process?

Fall 2021
• Initial content validation study, revisions incorporated

• Removed items with low Kappa scores (1 item removed on faculty and staff wellness)
• Revised items with marginal Kappa scores and respond to reviewer feedback
• Clarify scoring criteria
What is the Revision Process?

Spring 2022- Fall 2022
• Usability and reliability study

– School teams complete revised TFI plus usability survey
– Multiple administrations (coach, team + coach, spaced 2 weeks apart)
– Provides data for usability study, interrater reliability, and test-retest reliability
– Provides data on 3 vs 5 pt scoring

Who: School teams and external coaches (~20 schools from several states representing a range of implementation levels across all tiers)
What Changed?

• Revised measure more explicitly incorporates:
  – Integration of mental health supports across all tiers and crisis response and de-escalation are more explicitly tied to each tier
  – Focus on equitable access and outcomes across tiers
  – Classroom practices and systems in tier 1

• Subscales were revised to align across tiers:
  – Teams, practices, systems, and data subscales across all tiers, in tier 3 individualized student team functions were separated from leadership team functions
  – We will assess subscale fit within the content validation process (and eventually the factor analysis study)
What Changed?

• Expanded scoring rubric
  – Provides more opportunities for teams to see growth especially between partially and fully implementing levels
  – Gives us more nuanced data about what is and is not in place
  – In general (with some intentional exceptions) a 2 on the new measure was meant to be roughly equivalent to a 2 on the old measure and scores of 3-4 push for more
  – We will assess the expanded rubric as part of our usability and reliability study and equivalent scores assessed as part of the larger scale validation process
What Changed?

### 1.3 Schoolwide Expectations:
The school has established a set of five or fewer positively stated schoolwide SEB expectations or values that are (a) aligned to the school vision for climate and culture (item 1.11), (b) posted around the school, (c) defined in a schoolwide teaching matrix with specific examples by setting and routine, (d) known by staff, (e) aligned to SEB standards or curriculum.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide expectations have not been identified, are not all positive, or are more than five in number.</td>
<td>Five or fewer positive schoolwide expectations exist but may not be aligned with the school vision, posted, identified for specific settings and routines (i.e., teaching matrix), or known by staff.</td>
<td>Five or fewer positive schoolwide expectations exist, are aligned with the school vision, posted, (in at least two most common home languages), and identified for specific settings and routines (i.e., teaching matrix), AND at least 80% of staff can list at least 67% of the expectations.</td>
<td>Five or fewer positive schoolwide expectations exist, are aligned with the school vision, posted (in at least two most common home languages), identified for specific settings and routines (i.e., teaching matrix), AND at least 90% of staff can list at least 100% of the expectations.</td>
<td>Five or fewer positive schoolwide expectations exist that are aligned with the school vision, posted (in at least two most common home languages), identified for specific settings and routines (i.e., teaching matrix), AND at least 90% of staff can list 100% of the expectations, AND SEB curriculum or standards are clearly aligned to the schoolwide expectations and explicit within teaching matrix.</td>
</tr>
</tbody>
</table>
Let’s take a look: Tier 1

Teams
1.1 Team Composition
1.2 Team Operating Procedures

Practices
1.3 Schoolwide Expectations
1.4 Schoolwide Expectations Taught
1.5 Schoolwide Acknowledgement
1.6 Contextually Inappropriate Behavior Definitions
1.7 Responses to Contextually Inappropriate Behavior
1.8 Crisis and Emergency Response Plan
1.9 Schoolwide Practices used in Classrooms
1.10 Classroom Practices

Expanded recommended team membership
Further defined and measure team onboarding and participation

Embed mental health and SEB
Expand response to include crisis response
Define and measure classroom implementation
Let's take a look: Tier 1

Systems
1.11 Established Priority
1.12 Schoolwide Professional Development and Coaching
1.13 Classroom Professional Development and Coaching
1.14 Faculty and Staff Engagement
1.15 Student Engagement
1.16 Family and Community Engagement

Data
1.17 Decision making with behavior data
1.18 Using School and Community Data to inform tier 1
1.19 Decision making with fidelity data
1.20 Evaluation Plan

Expanded PD/coaching to emphasize classrooms
Expand faculty/staff, student, and family engagement items

Expanded use of data beyond “behavior” to include other data and community data
Let’s take a look: Tier 1

Tiered Fidelity Inventory Walkthrough Interview and Observation Form

School
District

Date
State
Data Collector

Schoolwide Expectations
1. 
2. 
3. 
4. 
5. 

Name of Schoolwide Expectations 

Name of Acknowledgement System

Faculty/Staff Questions

<table>
<thead>
<tr>
<th>Schoolwide expectations</th>
<th>Classroom Implementation (classroom teachers only)</th>
<th>Schoolwide Acknowledgement</th>
<th>Contextually inappropriate behaviors</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td># known</td>
<td>Taught</td>
<td>Matrix defined and taught</td>
<td>*Integrated expectations</td>
<td>Within the last week</td>
</tr>
<tr>
<td>1</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>2</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>3</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>4</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>5</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>6</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>7</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>8</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>9</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>10</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Walk through expanded to ask about classroom practices, discipline procedures, and priority
Let’s take a look: Tier 1

*Tally provided examples of integrating expectations within academic and SEB instruction

- embedding prompts for expectations during lesson introductions,
- highlighting examples and non-examples of expectations found in curricular materials,
- providing structured opportunities to demonstrate expectations within academic routines
- delivering student feedback and acknowledgment for demonstrating expectations across instructional activities.

Capture examples of how PBIS implementation supports school improvement goals

<table>
<thead>
<tr>
<th>Student Questions</th>
<th>Schoolwide expectations</th>
<th>Schoolwide Acknowledgement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># known</td>
<td>Example?</td>
</tr>
<tr>
<td>1</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>2</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>3</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>4</td>
<td>Y N</td>
<td>Y N</td>
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<tr>
<td>5</td>
<td>Y N</td>
<td>Y N</td>
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<td>6</td>
<td>Y N</td>
<td>Y N</td>
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<td>7</td>
<td>Y N</td>
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<td>8</td>
<td>Y N</td>
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<td>9</td>
<td>Y N</td>
<td>Y N</td>
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<tr>
<td>10</td>
<td>Y N</td>
<td>Y N</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

Walk through expanded to include examples of embedding SEB instruction, and if students valued acknowledgement
Let's take a look: Tier 1

Appendix B: TFI Classroom Data Summary Worksheet [Use to score TFI Item 1.10 Classroom Practices]

Review data from a representative sample of most (>60%) of classrooms collected at multiple time points. Sampled observation data may be collected by each teacher (self-monitored), peers (peer observation), coaches or mentor teachers, or during administrator walkthroughs using a variety of methods (e.g., paper-and-pencil, Be+ App, brief rating scale).

Sampled data may include:
- counts of identified skills (e.g., greetings, prompts, OTRs, specific praise, supportive corrections) by student or subgroup to examine an equitable distribution of practices
- observations or rating scales that consider quality or effectiveness of implementation to supplement counts of skills

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Multiple data sources across multiple time points</th>
<th>Number of Classrooms Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>4</td>
<td>Y</td>
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<td>5</td>
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<td>7</td>
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<td>8</td>
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<td>N</td>
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<tr>
<td>9</td>
<td>Y</td>
<td>N</td>
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</tbody>
</table>

Multiple data sources across multiple time points indicate educator consistently and equitably implement positive and proactive classroom practices—including building relationships with students, developing a safe environment, prompting predictable routines, and expected behavior, actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections), and ensuring a high ratio (≥5:1) of positive to corrective feedback.
In what ways does this content align with your existing tier 1 work?

In what ways does it challenge your tier 1 work?

What support might your team need?
Let’s take a look: Tier 2

Teams
2.1 Team Composition
2.2 Team Operating Procedures

Practices
2.3 Screening
2.4 Request for Assistance
2.5 Options for Tier 2 Interventions
2.6 Decision Rules for Assigning and Exiting Students for Intervention
2.7 Access to Tier 1 Supports

- Expanded recommended team membership
- Further defined and measure team onboarding and participation
- Embed equity and mental health
- Interventions available for internalizing and externalizing needs
Let’s take a look: Tier 2

Systems
2.8 Orientation and Training
2.9 Level of Use
2.10 Student Engagement
2.11 Family Engagement
2.12 Faculty and Staff Engagement

Data
2.13 Decision making with student performance data
2.14 Decision making with fidelity data
2.15 Evaluation Plan

Orientation and training for staff and students/families
Expand faculty/staff, student, and family engagement items

Disaggregate data and share back with tier 1 team
Let’s take a look: Tier 2

**Targeted Interventions Reference Guide Map**
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 if your school’s Tier 2 interventions meet a range of student needs.

School: ___________________________  Date: ______________

<table>
<thead>
<tr>
<th>Targeted Intervention</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Adult Attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Peer Attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Choice of Alternatives/Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option for Avoiding Aversive Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option for Avoiding Aversive Social Peer/Adult Attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural Prompts for 'What To Do' Throughout the Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explicitly teaches SEB skills to address identified SEB or mental health needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addresses identified academic needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Least 5 Times During the Day When Positive Feedback is Set Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A School-Home Communication System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for Adaptation into a Self-Management System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_ = part of typical implementation  _ = adaptation possible  _ = not part of typical implementation
In what ways does this content align with your existing tier 2 work?

In what ways does it challenge your tier 2 work?

What support might your team need?
Let’s take a look: Tier 3

Teams
3.1 Team Composition
3.2 Team Operating Procedures

Leadership Team Practices
3.3 Screening
3.4 Comprehensive Assessment Protocol
3.5 Individual Support Plan Protocol
3.6 Access to Tier 2 and Tier 2 Support

Expanded recommended team membership
Further defined and measure team onboarding and participation

Separate out leadership team practices from individualized team practices
Define assessment and intervention plan protocols
Let’s take a look: Tier 3

Leadership Team Systems
3.7 Leadership Team Professional Development and Coaching
3.8 Level of Use
3.9 Staffing
3.10 Student Engagement
3.11 Family Engagement
3.12 Faculty and Staff Engagement

Leadership Team Data
3.13 Decision making with aggregated student performance data
3.14 Decision making with fidelity data
3.15 Evaluation Plan

PD and coaching for leadership team
Expand faculty/staff, student, and family engagement items

Disaggregate data and share back with tier 1+2 team
Let’s take a look: Tier 3

Individualized Support
3.16 Individual Support Team
3.17 Individual Assessment Plans
3.18 Individual Support Plans
3.19 Individual Support Plan Orientation and Training
3.20 Individualized Data-based Decision Making

Define individualized student team practices
Let’s take a look: Tier 3

Appendix D: TFI Tier 3 Support Plan Worksheet

Directions:
Select 3 current Tier 3 plans created in the last 12 months for students needing SEB support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all individual tier 3 items (3.16-3.20). If there are only 1 or 2 plans available, score a TFI feature at the highest level for which all plans meet the criteria. For each plan selected, request additional records of individual support team meetings as needed to allow for review of whether teams met and reviewed data (3.19).

<table>
<thead>
<tr>
<th>3.16 Individual Support Team: For each individual support plan, a uniquely constructed team exists to design, implement, monitor, and adapt the student-specific support, including input/approval from student/family about who is on the team and individuals who actively provide expertise in each relevant area:</th>
<th>Plan 1</th>
<th>Plan 2</th>
<th>Plan 3</th>
<th>Sum of Points</th>
<th>TFI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>• applied behavioral expertise,</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0-0</td>
</tr>
<tr>
<td>• mental health and trauma expertise,</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1-4=1</td>
</tr>
<tr>
<td>• access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4-6=2</td>
</tr>
<tr>
<td>• academic expertise</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>7-12=3</td>
</tr>
<tr>
<td>• physical health and wellness (e.g., nurse, health teacher),</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>12=4</td>
</tr>
<tr>
<td>• knowledge of data systems and information regarding system and student academic and SEB strengths and needs, and,</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• knowledge about the operations of the school across grade levels and programs</td>
<td></td>
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</tr>
</tbody>
</table>
In what ways does this content align with your existing tier 3 work?

In what ways does it challenge your tier 3 work?

What support might your team need?
How Can We Get Involved?

4. Large Scale Validation Study
   – School teams complete revised TFI along with original TFI
   **Who:** School teams and external coaches (~800+ schools)
   **When:** 2021-2022 school year?

5. Factor analysis (and final validation if needed)
   – Assess the factor structure of the measure
   **Who:** School teams that use pbisapps and consent to data use
   **When:** 2022-2032 school year?
Current Resources

Integrated Tiered Fidelity Inventory Companion Guide
Please Complete this Session’s Evaluation

10/28/22
5E – Introducing the Tiered Fidelity Inventory 3.0

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!

Evaluations are anonymous! We send reminder emails to all participants.
Thank You

Jennifer.freeman@uconn.edu