Evaluating SWPBIS Implementation with the Tiered Fidelity Inventory (SWPBIS TFI)

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Acknowledgments

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<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th>This session will provide an overview of the purposes of the TFI and its fit with other measures of PBIS fidelity. We will discuss administration procedures and use specific examples to discuss how to support schools using this self-assessment tool designed to evaluate progress and guide implementation and action planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why the TFI?</strong></td>
<td>Purposes, fit with instruments we know and love, technical adequacy of the TFI</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td>Step-by-step administrative procedures, including on-site action planning</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td>Review of selected TFI items across sections (Tiers I, II, and III)</td>
</tr>
<tr>
<td><strong>Results and Resources</strong></td>
<td>Sample PBIS assessment reports and comprehensive resources</td>
</tr>
</tbody>
</table>
Who are we? Why are we here?
Purpose of the PBIS Tiered Fidelity Inventory

- 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.

- Tier I (Universal PBIS)
  - Whole School Universal Prevention

- Tier II (Targeted PBIS)
  - Secondary, Small Group Prevention

- Tier III (Intensive PBIS)
  - Tertiary, Individual Support Prevention
Why Another Fidelity Measure?

Phases of Implementation (POI)
- SET
- TIC
- BoQ
- SAS

Tiered Fidelity Inventory (TFI)

ISSET
BAT
MATT
Fit with Existing Assessment Instruments

- The School-wide PBIS Tiered Fidelity Inventory (TFI) is intended to fulfill the same functions as the:
  - Team Implementation Checklist (TIC)
  - Benchmarks of Quality (BoQ)
  - Benchmarks of Advanced Tiers (BAT)
  - PBIS Self-Assessment Inventory (SAS)
  - Phases of Implementation (POI)

- The TFI addresses all three tiers, and focuses on those elements of PBIS that are “core” to achieving student outcomes.

- There is no problem continuing to use prior measures. The TFI is intended to be more efficient, but other measures may be more comprehensive, and will remain available.

Note: At this time SET, ISSET and BoQ remain the preferred research-quality fidelity measures.
SWPBIS Tiered Fidelity Inventory is a Self-Assessment (done with an EXTERNAL COACH)

- Primary purpose of the instrument is to help school teams improve.
- Primary audience for instrument results is the team, faculty, families and administrators of the school.
- Effective use of the instrument requires multiple administrations (progress monitoring).
Uses of the SWPBIS Tiered Fidelity Inventory

- 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 Self-Assessment
  - Self-assess annually to facilitate sustained implementation of PBIS

- State Recognition
  - Determine schools warranting recognition for their fidelity of PBIS implementation.
Technical Adequacy

1. **Content Validity Study (COMPLETE).** Results showed *strong content validity* for the measure (average CVI = .93), and items with lower CVIs were changed based on feedback.

**Time for Completion (average):**
- Tier I: 15 minutes
- Tier II: 11 minutes
- Tier III: 12.5 minutes

**Inter-rater Reliability (IRR):** Coaches completed the TFI alone prior to meeting with school teams. Then, the school teams completed the initial administration of the TFI. These results were compared to determine IRR (see Table 1).

Table 1. *Inter-Rater Reliability (Pearson Correlations)*

<table>
<thead>
<tr>
<th>Tier I Scale</th>
<th>Tier II Scale</th>
<th>Tier III Scale</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.950</td>
<td>0.964</td>
<td>0.892</td>
<td>0.955</td>
</tr>
</tbody>
</table>
Test-retest Reliability (TRR): School teams completed an initial TFI administration and a follow-up administration two weeks later. These results were compared to determine TRR (see Table 2).

Table 2. Test-Retest Reliability (Pearson Correlations)

<table>
<thead>
<tr>
<th>Tier I Scale</th>
<th>Tier II Scale</th>
<th>Tier III Scale</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.975</td>
<td>0.992</td>
<td>0.985</td>
<td>0.995</td>
</tr>
</tbody>
</table>

Usability Testing On-Going
Administration Protocol

- School-wide PBIS Tiered Fidelity Inventory is completed by a school team with a PBIS coach/facilitator.

- **Before Inventory Assessment:** Define schedule, personnel, review existing fidelity and impact data, and obtain relevant permanent products. Conduct a building walkthrough to identify data related to the school-wide acknowledgement system.

- **During Inventory Assessment:** For each item, review purpose, data sources, and standard. All team members vote to whether the item is not implemented, partially implemented, or fully implemented. The majority vote is recorded following an opportunity for discussion. Data are recorded on pbis.assessment.org

- **After Inventory Assessment:** At least one item is identified for active action planning to improve or sustain implementation.
Typical Sequence of Administration

- Schedule date and define expectations—time, people, materials
  - Determine at this point which tiers will be reviewed
- Administration of Inventory
  - Coach walkthrough
  - 30-60 min per tier reviewed
- Action Plan Development--May be done at same time or at a later meeting
  - 20 min per tier reviewed
Administration Notes

- **Team**
  - If administering all three tiers, make sure there is representation from Tier II and III teams
  - For progress monitoring purposes, the TFI may be used to assess only one or two tiers

- **Time**
  - Allow for 30 minutes per tier for initial administration
  - Tier I = 15 items Tier II = 13 items Tier III = 17 items

- **Materials**
  - Team member copies of the TFI
  - Encourage team to have “possible data sources” on hand (e.g., action plan, lesson plans, BSPs)

- **Action Planning**
Before Administration

Date Completed (mm-dd-yyyy):

January 2015

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)
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)
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 1 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 tool 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 bees)? (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 bees)? (Define what the acronym means)
2. Have you received a __________ since ________? (reward for appropriate behavior) (2 months ago)
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.

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

SWPBIS Tiered Fidelity Inventory
### 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.

<table>
<thead>
<tr>
<th>TFI Feature</th>
<th>Scoring Criteria</th>
<th>Plan #1</th>
<th>Plan #2</th>
<th>Plan #3</th>
<th>Sum of Points</th>
<th>TFI Score</th>
</tr>
</thead>
</table>
| 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  
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       | 0       | 0       | 0            | 0     | 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  
1 = Contact person OR resources documented  
2 = Contact person AND resources documented | 0       | 0       | 0       | 0            | 0     | 6.2 |
| 3.8 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       | 0       | 0       | 0            | 0     | 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  
1 = Includes some but not all relevant life-domain information  
2 = Includes medical, mental health information, and complete academic data where appropriate | 0       | 0       | 0       | 0            | 0     | 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)  
2 = Hypothesis statement includes all 3 parts | 0       | 0       | 0       | 0            | 0     | 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  
2 = Plan includes all 7 parts | 0       | 0       | 0       | 0            | 0     | 6.2 |
| 3.12 Plans requiring extensive support include specific actions tailored to quality of life (QOL) for formal (e.g., school/clinic personnel, 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       | 0            | 0     | 6.2 |
| 3.13 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       | 0       | 0       | 0            | 0     | 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  
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       | 0       | 0       | 0            | 0     | 6.2 |
TFI Sample Items: Tier I

1.2 Team Operating Procedures

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</td>
<td>Tier I team meeting agendas and minutes, Tier I meeting roles descriptions, Tier I action plan.</td>
<td>0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented.</td>
</tr>
</tbody>
</table>

Main Idea: Specific features are necessary to ensure meetings are effective for action planning and tracking progress.
Quick Check: Team Operating Procedures

What meeting procedures are currently in place at the Tier I level?

- **Self-Assessment**
  - Regular, monthly meetings
  - Consistently followed meeting format
  - Minutes taken during and disseminated after each meeting (or at least action plan items are disseminated)
  - Participant roles are clearly defined
  - Action plan current to the school year

- **Scoring**
  - 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
### TFI Sample Items: Tier I

#### 1.8 Classroom Procedures

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| 1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. | - Staff handbook  
- Informal walkthroughs  
- Progress monitoring  
- Individual classroom data | 0 = Not implemented  
1 = Partially implemented  
2 = Fully implemented |

#### Main Idea:
PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.
Quick Check: Classroom Procedures

How has the school-wide system translated to classrooms?

- **Self-Assessment**
  - Do classroom procedures match proactive school-wide disciplinary practices?
  - Are all core features of Tier I supports visible?
    - Positively stated expectations and consistent routines
    - System for acknowledging appropriate behavior
    - In-class system for responding to inappropriate behavior

- **Scoring**
  - 0 = Classrooms are not formally implementing Tier I
  - 1 = Classrooms are informally implementing Tier I but no formal system exists
  - 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations
## TFI Sample Items: Tier I

### 1.10 Faculty Involvement

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.</td>
<td>PBIS Self-Assessment Survey</td>
<td>0 = Not implemented</td>
</tr>
<tr>
<td></td>
<td>Informal surveys</td>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td></td>
<td>Staff meeting minutes</td>
<td>2 = Fully implemented</td>
</tr>
<tr>
<td></td>
<td>Team meeting minutes</td>
<td></td>
</tr>
</tbody>
</table>

**Main Idea:** Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.
### 1.13 Data-Based Decision Making

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| 1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision making. | - Data decision making for non-responders  
- Staff professional development calendar  
- Staff handbook  
- Team meeting minutes | 0 = Not implemented  
1 = Partially implemented  
2 = Fully implemented |

**Main Idea:** Teams need the right information in the right form at the right time to make effective decisions.
Quick Check: Data-Based Decision Making

What is the system for accessing data necessary for decision making?

- **Self-Assessment**
  - Does the team have access to discipline data for the entire student body (school-wide)?
  - Does the team have access to academic data for the entire student body?
  - Are those data clearly and logically linked to the annual action plan for Tier I?
  - Are those data reviewed at least monthly?

- **Scoring**
  - 0 = No process/protocol exists or data are reviewed but not used
  - 1 = Data reviewed and used for decision-making, but less than monthly
  - 2 = Team reviews discipline data and uses data for decision making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports
### 2.5 Sufficient Array of Tier II Interventions

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 Sufficient Array of Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</td>
<td>School Tier II Handbook</td>
</tr>
<tr>
<td></td>
<td>Targeted Interventions Reference Guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Not implemented</td>
<td>0 = No Tier II interventions with documented evidence of effectiveness are in use</td>
</tr>
<tr>
<td>1 = Partially implemented</td>
<td>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use</td>
</tr>
<tr>
<td>2 = Fully implemented</td>
<td>2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need</td>
</tr>
</tbody>
</table>

**Main Idea:** A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.
Quick Check: Sufficient Array of Tier II Interventions

What intervention options are available at the Tier II level?

- **Self-Assessment**
  - Are there multiple Tier II interventions readily available?
  - Do they have an evidence base of effectiveness with students?

- **Scoring**
  - 0 = No Tier II interventions with documented evidence of effectiveness are in use
  - 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use
  - 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need
Item Considerations

- Standard modifications of existing interventions meet the criteria for sufficient array.
  - CICO for peer attention
  - CICO for academic task avoidance
- Many approaches for Tier II support
- Focus on Tier II supports that improve student success (e.g., do more than simply remove or control the student)
- Combinations of support strategies may be very appropriate and efficient.
## 2.9 Professional Development

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</td>
<td>Professional Development Calendar, Staff Handbook, Lesson plans for teacher trainings, School policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Not implemented</td>
</tr>
<tr>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>2 = Fully implemented</td>
</tr>
</tbody>
</table>

**Main Idea:** Effective Tier II supports require participation of many adults in the school.
Quick Check: Professional Development

What is the process for training staff members providing Tier II supports?

- **Self-Assessment**
  - Are there scheduled trainings for school team members?
  - Is there a faculty-wide orientation led by the Tier II Team?
  - Is there a scheduled annual orientation for new faculty?
  - Are there documented strategies for orienting substitutes or volunteers?
  - Is the process for requesting assistance around behavioral concerns known by all, easy to follow, and encouraged?

- **Scoring**
  - 0 = No process for teaching staff in place
  - 1 = Professional development and orientation process is informal
  - 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress
**TFI Sample Items: Tier III**

### 3.6 Student/Family/Community Involvement

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.</td>
<td>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Not implemented</td>
</tr>
<tr>
<td>1 = Partially implemented</td>
</tr>
<tr>
<td>2 = Fully implemented</td>
</tr>
</tbody>
</table>

**Main Idea:** Accessing external supports and resources, as needed, can enhance individual student support plans.
Quick Check: Student/Family/Community Involvement

How are resources outside the school accessed when needed?

- **Self-Assessment**
  - Is there a person responsible for connecting with external agencies?
  - Does the school have a process for accessing external resources?

- **Scoring**
  0 = District contact person not established
  1 = District contact person established with external agencies. OR resources are available and documented in support plans.
  2 = District contact person established with external agencies. AND resources are available and documented in support plans.
### 3.11 Comprehensive Support

<table>
<thead>
<tr>
<th>Feature</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.</td>
<td>Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet).</td>
</tr>
</tbody>
</table>

### Scoring Criteria

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not implemented</td>
</tr>
<tr>
<td>1</td>
<td>Partially implemented</td>
</tr>
<tr>
<td>2</td>
<td>Fully implemented</td>
</tr>
</tbody>
</table>

**Main Idea:** Individualized interventions need specific components in order to be most effective.
Quick Check: Comprehensive Support

What critical features are embedded in Tier III supports?

- Self-Assessment
  - Do Tier III support plans include:
    - Prevention strategies?
    - Teaching strategies?
    - Strategies for removing rewards for problem behavior?
    - Specific rewards for desired behavior?
    - Safety elements where needed?
    - A systematic process for assessing fidelity and impact?
    - An action plan?

- Scoring
  0 = No plans include all 7 core support plan features, or there are no Tier III support plans
  1 = 1 or 2 plans include all 7 core support plan features
  2 = All plans include all 7 core support plan features
Results: PBIS Assessment

- **Total Score**
  - Graph showing percentage implemented.
- **Subscale**
  - Graphs showing percentage implemented for different subscales.
- **Sub-subscale**
  - Chart indicating percentage implemented for sub-subscalés.
- **Items**
  - Table listing SWPBIS Core Features with details such as team composition and operating procedures.
Sub-sub scales

Teams Resources
Support Plan Evaluation
Teams Interventions Evaluation
Teams Implementation Evaluation
How would you coach for continuous quality improvement?

<table>
<thead>
<tr>
<th>Date</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/28/2014</td>
<td>71%</td>
<td>46%</td>
<td>65%</td>
</tr>
</tbody>
</table>
How would you coach?
How would you coach for continuous quality improvement?

<table>
<thead>
<tr>
<th>Implementation</th>
<th>5/28/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.</td>
<td>2</td>
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<tr>
<td>4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.</td>
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<tr>
<td>5. Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.</td>
<td>2</td>
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<tr>
<td>6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</td>
<td>2</td>
</tr>
<tr>
<td>7. Professional Development: A written process is used for orienting all faculty/staff on Tier I SWPBIS practices, including (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.</td>
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</tr>
<tr>
<td>8. Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.</td>
<td>1</td>
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<tr>
<td>9. Feedback and Acknowledgement: At least 80% of a sample of staff (interview at least 10% of staff or at least 5 for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (b) used across settings and within classrooms, and (c) received by at least 80% of students (interview at least 10 students).</td>
<td>1</td>
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<tr>
<td>10. Student/Family/Community Involvement: Stakeholders (faculty, families, and students) provide input on universal foundations (e.g., expectations, consequences, and acknowledgements at least every 12 months).</td>
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</tbody>
</table>

Feature Total: 10 of 16
# Action Plan

## Tier I

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Item</th>
<th>Current Score</th>
<th>Action(s)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>Teams</td>
<td>1.1 Team Composition</td>
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<td></td>
<td>1.2 Team Operating Procedures</td>
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<tr>
<td>Implementation</td>
<td>1.3 Behavioral Expectations</td>
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<td>1.4 Teaching Expectations</td>
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<td>1.5 Problem Behavior Definitions</td>
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<td>1.6 Discipline Policies</td>
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<td>1.7 Professional Development</td>
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<td>1.8 Classroom Procedures</td>
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<td>1.9 Feedback and Acknowledgment</td>
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<td>1.10 Faculty Involvement</td>
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<td></td>
<td>1.11 Student/Family/Community Involvement</td>
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</table>
Whether you are new to supporting schools with measures of PBIS fidelity, or have administered hundreds of School-wide Evaluation Tools (SETs), start by watching the 12 minute TFI Walkthrough Video at PBIS Apps: https://www.pbisapps.org/Resources/Pages/School-Wide-Tiered-Fidelity-Inventory-(TFI)-Walkthrough.aspx

Everyone planning to administer the TFI should also review the entire TFI training slide deck in conjunction with the inventory. These slides review uses of the TFI, the sequence of and protocol for administration, sample reports, and provide an item analysis for all 43 TFI questions. The slide deck is available at PBIS Apps: https://www.pbisapps.org/Resources/SWIS%20Publications/TFI%20Training%20Slide%20Deck.pdf
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