

The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 15: *Tiered Fidelity Inventory (TFI)*

RTI  **Arkansas**



Arkansas State Personnel Development Grant

Focus Area: Tiered Fidelity Inventory

Title of Training:



Module 15: Tiered Fidelity Inventory (TFI)

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 – 5) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are “homework assignments” (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for future trainings.

Modules 2 and 3 (District Leadership in PBIS and Creating a PBIS School Leadership Team) will help schools and districts select appropriate team members to attend this introductory module.

Module 4 (An Introduction to PBIS) will give a brief overview of the systems and practices that comprise the PBIS framework.

Module 5, 6, and 7 (Developing PBIS Behavioral Expectations, Teaching Behavioral Expectations, and Acknowledging Expected Behavior) will give more background about how to develop behavioral expectations for the classroom, teach the behavioral expectations in the classroom, and acknowledge when students use appropriate behavior in the classroom.

Module 8 (Responding to Inappropriate Behavior) will give more background on responding to inappropriate behavior in the classroom.

Module 9 (Collecting and Using Data for PBIS Tier I Decision Making) will give an introduction to the data-based decision making that is central to the PBIS team meeting.

Module 10, 11, 12, and 13 (The PBIS Team Meeting, Coaching in PBIS, Staff Ownership, and PBIS in the Classroom) will give more background on conducting team meetings, the importance of coaching, the importance of staff buy-in, and implementing Tier I into the classroom.

Training Description:

This training module has been developed to guide PBIS team members through the process of preparing for, administering, and action planning using the Tiered Fidelity Inventory (TFI).

Training Sections:

Section 1 – What is the TFI? (Slides 3 – 5) pgs. 6 – 11

Section 2 – How is the TFI administered? (Slides 6 – 15) pgs. 12 – 22

Section 3 – Data Reports (Slides 16 – 21) pgs. 23 – 29

Section 4 – Planning for the TFI (Slides 22 – 27) pgs. 30 – 39

Training Materials/Equipment Needed:

PowerPoint for Module 15: Tiered Fidelity Inventory (TFI)

- Equipment to project the PowerPoint
 - Laptop computer

- Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
- Projector
- Speakers, if needed
- Microphone(s), if needed
- Required connecting cables, extension cords, etc.
- “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
 - It may take a minute for video to load. Be patient.
 - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
 - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:

Physical and/or electronic copies of

- Tiered Fidelity Inventory (TFI)
 - [https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-\(TFI\).aspx](https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-(TFI).aspx)



Activities in this Training:

- Possible Data Sources (pg. 16)
- TFI Walkthrough Tool (pg. 18)
 - Refer to pages 27 & 28 in the TFI
- Taking the TFI (pg. 21)
 - Refer to page 6 in the TFI
- Action Planning Using the TFI (pg. 36)
 - Refer to pages 25 & 26 in the TFI

Essential Questions:

These essential questions will be addressed in this training module:

- What is the Tiered Fidelity Inventory?
- Who administers the TFI?
- What steps are needed before, during, and after conducting the TFI?
- What data can your team use from taking the TFI?
- How can your team action plan using the TFI to strengthen implementation of PBIS?

Trainer Tips:

- Make sure the training participants understand that the TFI is a TEAM assessment- it should be completed as a group.
- The main purpose of the TFI is to provide one efficient, yet valid and reliable, instrument that can be used over time to guide both implementation and sustained use of PBIS at all three tiers.
- What does your **overall score** tell you? How does your team know if they are implementing PBIS with fidelity?
 - As a general rule, a score of **70%** for each tier is accepted as a level of implementation that will result in improved student outcomes. School teams are encouraged to self-assess PBIS implementation when they initially launch implementation of PBIS, and then every third or fourth meeting until they reach at least 70% fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment for the purpose of evaluating sustained implementation.
- The TFI may be completed by using paper and pencil, or by accessing the forms on www.pbisapps.org. Any school working with a state PBIS coordinator may access the website, TFI content, and reports.
 - For Arkansas, contact A-State's Center for Community Engagement at cce@astate.edu to connect with a PBIS Assessment Coordinator.
- There is **no cost** to use the TFI or its online scoring and reporting features. The TFI is a product developed as part of the U.S. Department of Education's Office of Special Education Programs National Technical Assistance Center on positive behavioral inventions and supports.

Training Section One

What is the TFI?

Slides 3 - 5

Goals

Participants will understand

- What the TFI is and the purpose of the TFI



Tiered Fidelity Inventory (TFI)



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Images in this module were obtained at google.com/images unless otherwise specified.



Slide #1

[Tiered Fidelity Inventory (TFI)]

Context

- What is the TFI?
 - How TFI is used
 - When TFI is used
- How is the TFI administered?
- Data reports
- Planning for the TFI
- Summary and resources

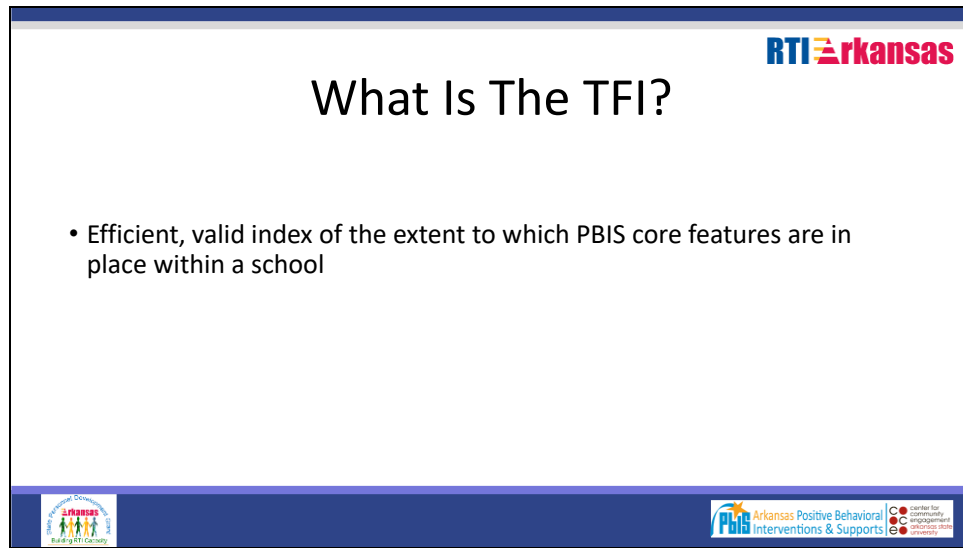


Slide #2 [Context]

What is the TFI?



Slide #3 [What is the TFI?]



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What Is The TFI?

- Efficient, valid index of the extent to which PBIS core features are in place within a school


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Slide #4

[What Is The TFI?]




Trainer Notes:

- The TFI is an efficient and valid index of the extent to which PBIS core features are in place within a school. It can fulfill the functions of other PBIS assessments. However, other assessments can still be used.



Purpose Of The TFI

- Help teams improve implementation of PBIS
 - Baseline
 - Progress monitoring
 - Annual self-assessment
- Results of the TFI are for the team, faculty, families, and administrators of the school.
- Addresses all three tiers of PBIS



Slide #5

[Purpose Of The TFI]

Trainer Notes:

- The TFI provides a measure of “how much” of each core element schools have implemented. Each time a school uses the assessment, they can see their progress in each core area and create action plans to address areas still in need. This includes using the tool as a baseline to measure what is already in place. Although this tool addresses all three tiers, this presentation will focus on the Tier I section.

Training Section Two

How is the TFI Administered?

Slides 6 - 15

Goals

Participants will understand

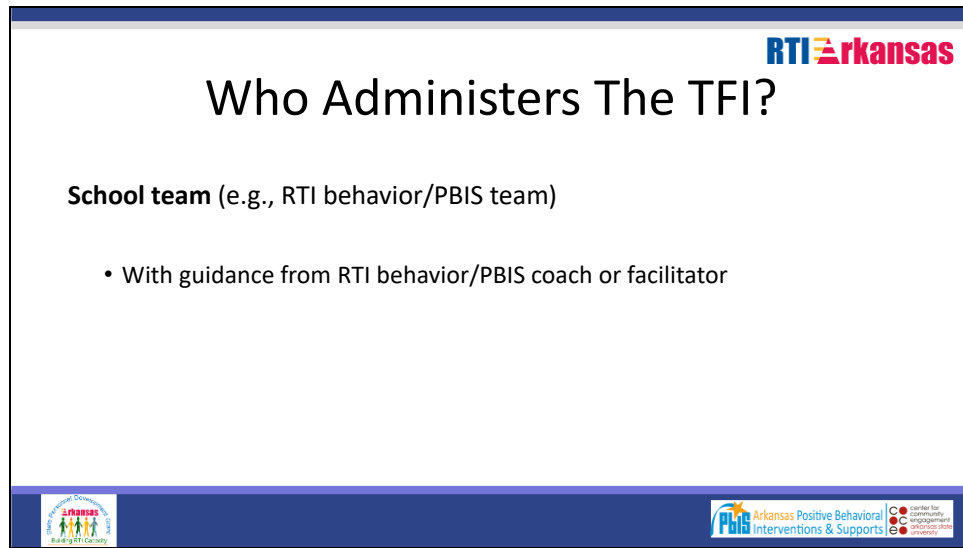
- How the TFI is administered
- Who administers the TFI
- Steps needed before conducting the TFI
- Data sources that are needed for the TFI
- What the TFI Walkthrough Tool is and how it supplements the TFI
- How to take the TFI during a team meeting

How is the TFI Administered?



Slide #6

[How is the TFI Administered?]



Who Administers The TFI?

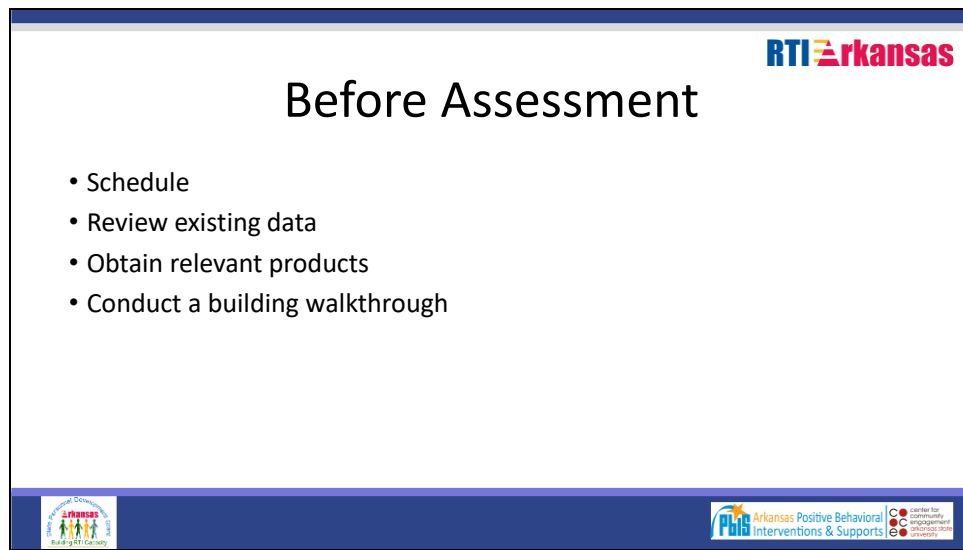
School team (e.g., RTI behavior/PBIS team)

- With guidance from RTI behavior/PBIS coach or facilitator

Slide #7
[Who Administers The TFI?]

Trainer Notes:


- The TFI is a tool that was created for teams to use to inform, monitor, and evaluate the PBIS implementation process. It is highly recommended that the TFI be completed with guidance from an external coach acting as a facilitator. This could be a district coach, a PBIS trainer, or even a coach from another school. Validity research shows that the results are more accurate when it is done this way.



Slide #8
[Before Assessment]




Trainer Notes:

- Before you complete the TFI: (1) define the schedule and personnel needed, (2) review existing fidelity and impact data, (3) obtain relevant permanent products (see next slide for examples), and (4) conduct a building walkthrough to identify data related to the school-wide acknowledgement system.



Possible Data Sources (Documentation)

- School/district behavior policies
- Team meeting minutes
- Student handbook
- Current professional development plan
- Prior PBIS fidelity measures
- Student behavioral data
- Any prior behavioral evaluation reports
- Any behavior reports to school administration or board

Slide #9

[Possible Data Sources]

Trainer Notes:

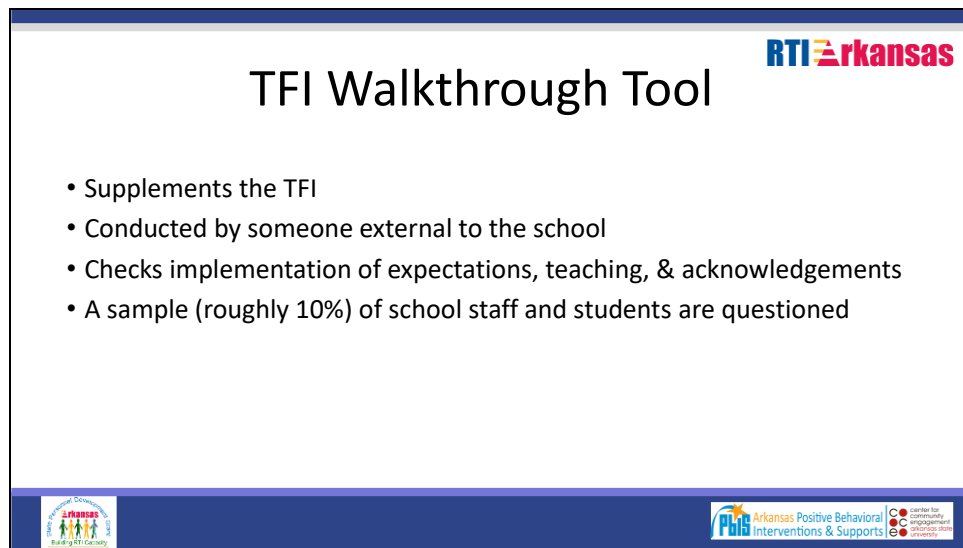
- It's important to have data sources or documentation to review areas of implementation. Other sources might include a school team organizational chart, major ODRs (per day or per month) compared to the national average, and/or universal screening measures.



ACTIVITY

Possible Data Sources

Have teams spend a short amount of time (around 10 minutes) discussing what data sources they have access to that will help provide documentation of PBIS implementation.

A presentation slide titled "TFI Walkthrough Tool" with the RTI Arkansas logo in the top right corner. The slide lists four bullet points: "Supplements the TFI", "Conducted by someone external to the school", "Checks implementation of expectations, teaching, & acknowledgements", and "A sample (roughly 10%) of school staff and students are questioned". The bottom of the slide features three logos: the Arkansas Department of Education logo on the left, the PBIS Arkansas Positive Behavioral Interventions & Supports logo in the center, and the Center for Community Engagement and University Research logo on the right.

TFI Walkthrough Tool


- Supplements the TFI
- Conducted by someone external to the school
- Checks implementation of expectations, teaching, & acknowledgements
- A sample (roughly 10%) of school staff and students are questioned

Slide #10


[TFI Walkthrough Tool]

Trainer Notes:

- The TFI Walkthrough Tool supplements the TFI. Someone external to the school is encouraged to complete the Walkthrough Tool so that the PBIS team is getting unbiased feedback on how implementation is going in three key areas: (1) expectations, (2) teaching, and (3) acknowledging. The next slide shows the questions on the TFI Walkthrough Tool.




TFI Walkthrough Tool






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)

Slide #11

[TFI Walkthrough Tool]

Trainer Notes:

- These are the interview questions used for the walkthrough for staff and students.



ACTIVITY

TFI Walkthrough Tool

Teams will need to turn to pages 27 and 28 of the TFI tool for this activity.

Have teams pair up with a partner and practice “interviewing” each other as though they are using the TFI Walkthrough Tool in their own school to interview both a staff member and also a student using the questions found on the TFI Walkthrough Tool (pgs. 27 – 28 of the TFI).

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During Assessment

- Review each item.
- All team members give input on the scoring of items.
- The majority vote is recorded; discussion is allowed.
- Data are recorded on www.pbisapps.org

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Slide #12
[During Assessment]

Trainer Notes:

- Review each item for the purpose (main idea), data sources, and standard. All team members vote; choices are “not implemented”, “partially implemented”, or “fully implemented”. The majority vote is recorded; discussion on the vote is allowed. Data are recorded on <https://www.pbisapps.org/Pages/Default.aspx>.

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		
1.1 Team Composition: 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.	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented		

Slide #13

[Tier I: Universal SWPBIS Features]

Trainer Notes:

- Here is a snapshot of the “Team” section of Tier I of the TFI. There are 15 items in the Tier I section of the TFI to assess. Each item (feature) contains a description of (a) what it would look like when fully implemented, (b) possible data sources that would verify implementation, and (c) scoring criteria to determine how fully the feature is implemented. The next slide shows 1.1 in more detail. The TFI in PDF form can be found at the website on this slide.

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.1 Team Composition: Team Composition: 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"> School organizational chart Tier I team meeting minutes 	<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>

Slide #14

[Tier I Section Example]

Trainer Notes:

- This is an example of one item on the Tier I section of the TFI. The Feature column tells what is needed for full implementation. The Data Sources column shows where they can “back up” their scores. The Scoring Criteria column shows what is needed to score either a 0, 1, or 2.




ACTIVITY




Taking the TFI

Teams will need to turn to page 6 of the TFI tool for this activity.

Have teams practice scoring item 1.1 Team Composition. The coach should read the feature out loud to the team, then ask each team member to score individually whether they believe the Team Composition is fully implemented, partially implemented, or not implemented. The team leader could use a method such as counting to three and then asking team members to hold up the finger(s) corresponding to the score they give feature 1.1.



Tier I: Teams	Tier I: Implementation	Tier I: Evaluation
<ul style="list-style-type: none"> • Composition • Operating procedures 	<ul style="list-style-type: none"> • Behavioral expectations • Teaching expectations • Problem behavior definitions • Discipline policies • Professional development • Classroom procedures • Feedback & acknowledgement • Faculty involvement • Student/family/community involvement 	<ul style="list-style-type: none"> • Discipline data • Data-based decision making • Fidelity data • Annual evaluation

Slide #15

[Tier I Item Categories]

Trainer Notes:

- These are the three main categories for Tier I items. Note that the items cover all the core elements of PBIS (team, expectations, teaching, responding to behavior, and data-based decision making), but also include involvement from faculty, students, family, and community, as well as professional development. Having good buy-in, communicating regularly, and getting input and feedback from the school community will help your PBIS implementation be stronger and more resilient.

Training Section Three

Data Reports

Slides 16 - 21

Goals

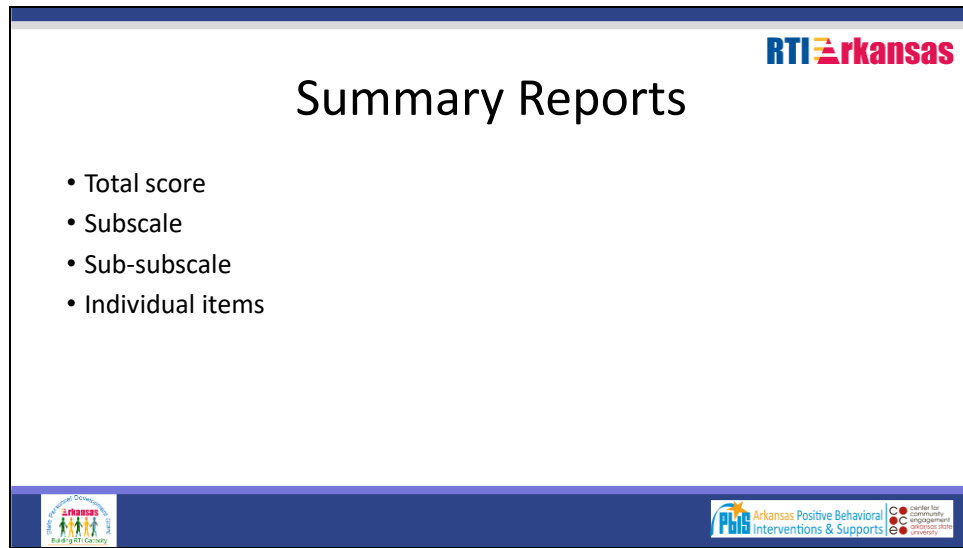
Participants will understand

- Data reports that are generated after taking the TFI

Data Reports



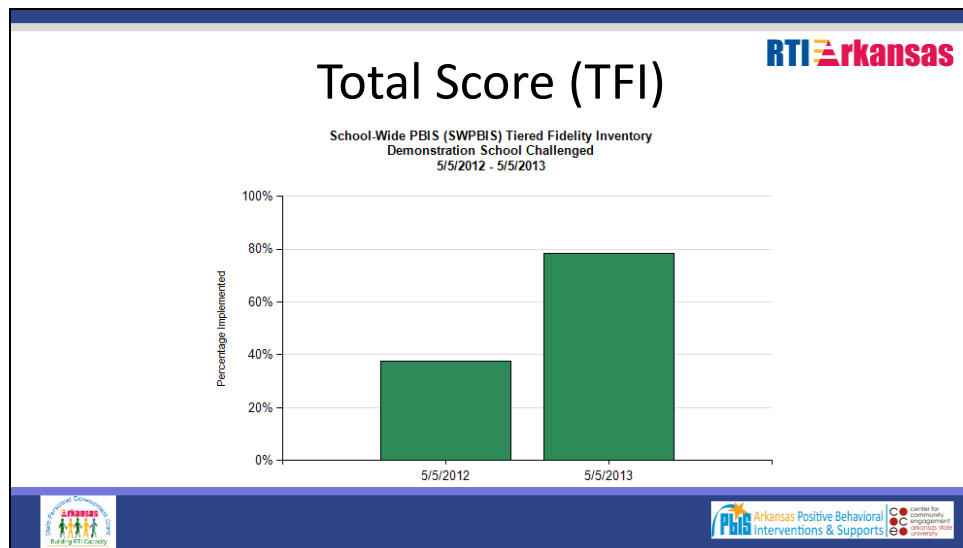
Slide #16 [Data Reports]



Slide #17
[Summary Reports]

Trainer Notes:

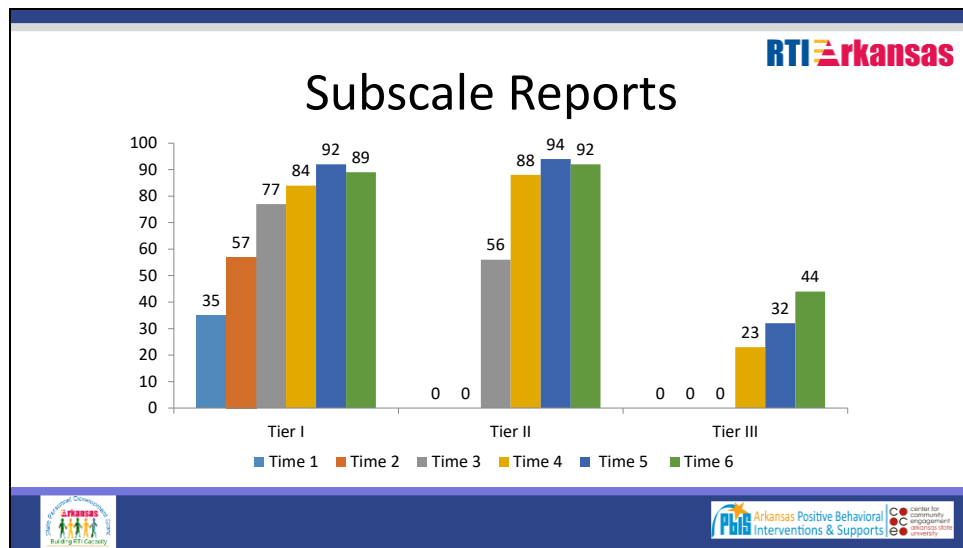
- The TFI breaks data down into the above groups. The **Total score** report combines the scores for all three tiers, the **Subscale** report shows overall scores for each tier, the **Sub-subscale** report shows total scores for areas within each tier, and the **Items** report shows each individual item. The reports show historical data so that schools can compare each time they use the tool. The next four slides show each of the above as they are presented.



Slide #18
[Total Score (TFI)]

Trainer Notes:

- The **Total Score** report will help teams look at their overall progress, and this may be a score that is used for statewide recognition or progress during a grant cycle, etc. This report combines the scores for Tiers I, II, and III.

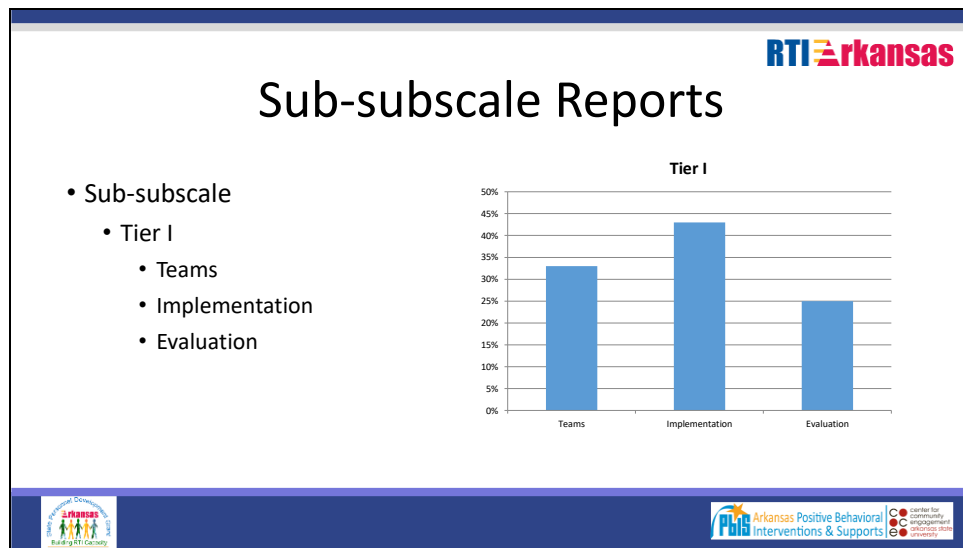


Slide #19

[Subscale Reports]

Trainer Notes:

- The **Subscale** report shows how teams are progressing in each tier. This report also shows when a specific tier is not assessed. In the example above, you see that this team did not assess Tier II until the third use of the tool and Tier III until the fourth use.




Slide #20

[Sub-subscale Reports]

Trainer Notes:

- The **Sub-subscale** report will help teams focus on major areas of implementation. When deciding what items to address, teams may want to choose items in each of the above categories, or they may want to work on the category that needs the most work.



Items Report

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Demonstration School Challenged


Zenith, Winnemac


School Year: 2011-12

Date Completed: 5/5/2012 - 5/5/2013

Tier I: Universal SWPBIS Core Features

Teams	5/5/12	5/5/13
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (1) applied behavioral expertise, (2) coaching expertise, (3) knowledge of student academic and behavior patterns, (4) knowledge about the operations of the school across grade levels and programs, and for high schools, (5) student representation.	1	2
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.	1	1
Feature Total:	2 of 4	3 of 4
Implementation	5/5/12	5/5/13
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.	0	2





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Slide #21

[Items Report]

Trainer Notes:

- This is the **Items** report. This is where teams can really look comprehensively at their implementation. The information in this report will help teams make final decisions on items to address based on highest need but will also help teams understand how much work may be necessary to bring the score up to a 2. This will help teams create realistic action plans.

Training Section Four

Planning for the TFI

Slides 22 - 27

Goals


Participants will understand

- How to plan for conducting the TFI
- How to identify items for action planning

Planning for the TFI






Slide #22
[Planning for the TFI]



Sequence

- Schedule date for the administration of inventory
 - 30-60 min.
- Action plan development
 - Approximately 20 min.



Slide #23

[Sequence]

Trainer Notes:

- The first step is to schedule a date and time, how long you will need, what people need to be involved, and what materials need to be available. The administration of the inventory is conducted by the building or district coach, and the assessment will take about 30-60 minutes. After scoring the inventory and generating data reports, teams will convene to develop action plans. This can be done immediately or at a later meeting.

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After Assessment

- Identify items for active action planning to improve or sustain implementation.
- Choose a reasonable number of items.

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Slide #24
[After Assessment]

Trainer Notes:

- After the assessment is completed and data reports are generated, teams will need to choose some items that need to be addressed. Teams just starting out will have a lot of areas that may need attention, so teams will have to prioritize and try to pick a few items that can reasonably be addressed in a certain time frame.

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Action Planning

- Generate data reports.
- Select area of focus: teams, implementation, or evaluation.
- Select a few items for action planning.
 - Action planning worksheet example on next slide.

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Slide #25

[Action Planning]

Trainer Notes:

- Once teams have completed the TFI, they will need to input the data at www.pbisapps.org (a PBIS Assessment Coordinator can help you with getting this set up), enabling them to generate the reports we discussed earlier. These reports will help teams look at overall implementation as well as different categories of implementation. Teams can decide where to focus and select some items to address. Again, make sure to choose a reasonable number of items.


Item	Current Score	Action	Who	When
1.1 Team Composition				
1.2 Team Operating Procedures				
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 & Acknowledgment				
1.10 Faculty Involvement				
1.11 Student/Family/Community Involvement				
1.12 Discipline Data				
1.13 Data-based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				

Slide #26

[Items]




Trainer Notes:

- This Action Planning Template can be found on page 25 of the TFI.



Example Of Action Planning Using The TFI

- RTI behavior/PBIS team identified these items of importance:
 - 1.4 Teaching Expectations
 - 1.6 Discipline Policies (e.g., flowchart)
 - 1.9 Feedback & Acknowledgement (e.g., menu of reinforcers)
- The team worked on these items during the team meeting:
 - Soliciting feedback from staff
 - Revising plan as needed
- The team created lesson plans to teach all staff the aspects of school-wide PBIS during in-service week.


Horner & Morris, 2014



Slide #27

[Example Of Action Planning Using The TFI]

Trainer Notes:

- The team decided to focus on the above items. The team kept the school staff involved in the process, and they monitored the progress and revised as needed. (This slide is borrowed from a presentation by Rob Horner & Kelsey Morris from the 2014 National Leadership Forum using Hamlin Middle School as an example.)



ACTIVITY

Action Planning Using the TFI

Teams will need to turn to pages 25 & 26 of the TFI tool for this activity.

Have teams practice action planning around an example score of “partially in place” (1) on Item 1.1 Team Composition. Have team members refer to the TFI Action Planning form on pages 25 & 26 of the TFI while completing this activity.

Summary and Resources



Slide #28

[Summary and Resources]

Summary

- Use the TFI for establishing a baseline, for implementation, and for progress monitoring.
- Consider using other PBIS assessments with the TFI.
- Use data reports to develop a small number of action plans.



Slide #29
[Summary]

Resource Links

- PBIS Assessments:
<https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx>
- Action Planning Guide:
<https://www.pbis.org/resource/1021/interconnected-systems-framework-isf-action-planning-companion-guide-to-swpbis-tfi>



Slide #30

[Resource Links]

Discussion Questions:

The following questions will help guide teams in planning for and conducting an assessment to guide both implementation and sustained use of PBIS at all three tiers. Teams will need to have discussions about how often they will complete the TFI based on their stage of PBIS implementation. Teams will also need to define roles within their team of who will carry out the steps necessary to complete the TFI.

1. How often will the PBIS team conduct the TFI?
2. Who will identify an external coach to assist with the TFI Walkthrough Tool before the TFI is conducted?
3. What data sources will be used for documentation throughout the TFI and who will gather those sources?
4. Who will contact a PBIS Assessment Coordinator to open the TFI on pbisapps.org?
 - a. Who will submit the team's score to the PBIS Assessment Coordinator?
 - b. Who will be responsible for gathering the four data reports generated by the TFI?
5. How will action planning occur using the TFI scores, and how often will action plans be evaluated and updated?
6. How will the PBIS team communicate about data and action plan progress with other staff and stakeholders?

Resources:

- PBIS Assessments
<https://www.pbisapps.org/Applications/Pages/PBIS-Assessments.aspx>
- Action Planning Guide
<https://www.pbis.org/resource/1021/interconnected-systems-framework-isf-action-planning-companion-guide-to-swpbis-tfi>
- PBISApps Demo Site for the TFI
<https://www.pbisapps.org/applications/Pages/Application-Demos.aspx>

Videos:

- PBISApps Video Tutorials for the TFI
<https://www.pbisapps.org/Resources/Pages/PBIS-Assessment-Videos.aspx>