SWPBIS Tiered Fidelity Inventory (TFI)

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| **Tier I** **Subscale**  | **Tier I Items**  | **Tier I Main Idea**  |
| **TEAMS**  | 1.1 Team Composition  | Teams need people with multiple skills and perspectives to implement PBIS well.  |
| 1.2 Team Operating Procedures  | Specific features are necessary to ensure meetings are effective for action planning and tracking progress.  |
| IMPLEMENTATION | 1.3 Behavioral Expectations  | Having school-wide, positive expectations is among the best ways to establish a positive social culture.  |
| 1.4 Teaching Expectations  | Behavioral expectations need to be taught to all students in order to be effective.  |
| 1.5 Problem Behavior Definitions  | Operational definitions of problem behavior and consistent processes for responding to problem behavior improve the “predictability” of social expectations in the school. *Focus on reducing reward for problem behavior.*  |
| 1.6 Discipline Policies  | Preventative and positive approaches to discipline are the most effective.  |
| 1.7 Professional Development  | The key to PBIS implementation is staff consistency. All staff need to be informed and aware of goals, process, measures.  |
| 1.8 Classroom Procedures  | PBIS expectations and consequences need to be integrated into the classroom systems. This improves consistency in behavior support practices across adults.  |
| 1.9 Feedback & Acknowledgment  | Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.  |
| 1.10 Faculty Involvement  | Schools need active engagement of faculty to be successful with PBIS implementation and sustain the work over time.  |
| 1.11 Student/Family/Community Involvement  | Schools need active engagement of students, families and the community to be successful  |
| EVALUATION | 1.12 Discipline Data  | Teams need the right information in the right form at the right time to make effective decisions  |
| 1.13 Data-based Decision Making  | Teams need the right information in the right form at the right time to make effective decisions.  |
| 1.14 Fidelity Data  | Measuring fidelity is essential for maintaining high-criterion use of PBIS. Any Tier I fidelity measure is acceptable. Completing this inventory meets the criterion for a “2” score.  |
| 1.15 Annual Evaluation  | Implementation of the core components of PBIS is more likely if the Tier I team both self-assesses implementation status at least annually AND reports their status to relevant stakeholders  |
| **Tier II****Subscale** | **Tier II Items**  | **Tier II Main Idea**  |
| **TEAMS**  | 2.1 Team Composition  | Tier II team needs individuals with specific skills and perspectives to implement Tier II supports.  |
| 2.2 Team Operating Procedures  | Tier II teams need meeting foundations in order operate efficiently and to implement effective supports.  |
| 2.3 Screening  | Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.  |
| 2.4 Request for Assistance  | Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.  |
| IMPLEMENTATION | 2.5 Options for Tier II Interventions  | A wide array of intervention options increases the likelihood that student needs are met and done so in a timely way.  |
| 2.6 Tier II Critical Features  | Tier II supports should focus on improving the skills and context needed for student success.  |
| 2.7 Practices Matched to Student Need  | Tier II support strategies are evidence-based, and designed with preliminary assessment information (or assumptions) about student need.  |
| 2.8 Access to Tier I Supports  | Tier II supports are more effective when layered within Tier I.  |
| 2.9 Professional Development  | Effective Tier II supports require participation of many adults in the school.  |
| **EVALUATION** | 2.10 Level of Use  | Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.  |
| 2.11 Student Performance Data  | Tier II team needs regular access to information about student success to be able to adapt and improve Tier II supports.  |
| 2.12 Fidelity Data  | Fidelity assessments should always be included as part of implementation practice.  |
| 2.13 Annual Evaluation  | Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.  |
| **Tier III****Subscale** | **Tier III Items**  | **Tier III Main Idea**  |
| **TEAMS**  | 3.1 Team Composition  | Tier III teams need individuals with specific skills and perspectives to effectively provide and implement Tier III supports.  |
| 3.2 Team Operating Procedures  | Tier III teams need meeting foundations in order operate efficiently and to implement effective supports.  |
| 3.3 Screening  | Timely selection of students for Tier III supports improves the effectiveness of Tier III implementation. |
| 3.4 Student Support Team  | Each student receiving Tier III supports benefits from having an individualized team comprised of relevant stakeholders. |
| RESOURCES | 3.5 Staffing  | Each Tier III student support team needs a person responsible for coordinating implementation efforts.  |
| 3.6 Student/Family/Community Involvement  | Accessing external supports and resources, as needed, can enhance individual student support plans.  |
| 3.7 Professional Development  | Effective implementation of Tier III supports requires that relevant staff have the knowledge base necessary for success.  |
| **SUPPORT PLAN** | 3.8 Quality of Life Indicators  | Intensive student support plans should capitalize on skill strengths and include student/family perspectives.  |
| 3.9 Academic, Social, and Physical Indicators  | Tier III supports are more effective when designed with information related to student strengths and needs. |
| 3.10 Hypothesis Statement  | An applicable hypothesis statement is a determining factor in intervention effectiveness.  |
| 3.11 Comprehensive Support  | Individualized interventions need specific components in order to be most effective.  |
| 3.12 Formal and Natural Supports  | Some Tier III plans may need to include professionals, service providers, and individuals who are familiar with the strengths and needs of the student.  |
| 3.13 Access to Tier I and Tier II Supports  | Tier III supports are more effective when layered within Tiers I and II.  |
| EVALUATION | 3.14 Data System  | Teams need the right information in the right form at the right time to make effective decisions.  |
| 3.15 Data-based Decision Making  | Teams need to regularly review fidelity/outcome data to identify how Tier III supports should be altered.  |
| 3.16 Level of Use  | Tier III supports that are used too little (e.g. fewer than1%) or too much (e.g. more than 5%) are not sustainable  |
| 3.17 Annual Evaluation  | Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.  |

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh,

K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

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| 3.3 Screening  | Timely selection of students for Tier III supports improves the effectiveness of Tier III implementation. |
| 3.4 Student Support Team  | Each student receiving Tier III supports benefits from having an individualized team comprised of relevant stakeholders. |
| RESOURCES | 3.5 Staffing  | Each Tier III student support team needs a person responsible for coordinating implementation efforts.  |
| 3.6 Student/Family/Community Involvement  | Accessing external supports and resources, as needed, can enhance individual student support plans.  |
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