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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| RESOURCES | 3.5 Staffing | Each Tier III student support team needs a person responsible for coordinating implementation efforts. |
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