# 5E– Introducing the Tiered Fidelity Inventory 3.0

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- **Topic:** School-wide, Data-based Decision Making
- **Keywords:** Fidelity, Evaluation, PBIS Foundations

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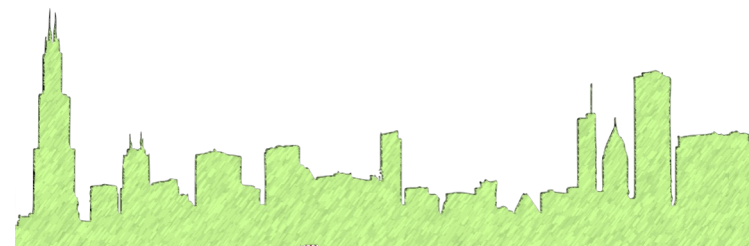
Learning Objectives

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 <u>and</u> 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

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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.

0	1	2	3	4
Schoolwide expectations have not been identified, are not all positive, or are more than five in number.	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.	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.	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.	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.

Let's take a look: Tier 1

Teams

1.1 Team Composition

1.2 Team Operating Procedures

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

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

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

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Let's take a look: Tier 1

**Tiered Fidelity Inventory Walkthrough
Interview and Observation Form**

School_____   Date_____
District_____   State_____
                                             Data Collector_____

Schoolwide Expectations   **Name of Schoolwide Expectations**
1._____   _____
2._____
3._____
4._____   **Name of Acknowledgement System**
5._____   _____

⊞ Faculty/Staff Questions

	Schoolwide expectations		Classroom Implementation (classroom teachers only)		Schoolwide Acknowledgement	Contextually inappropriate behaviors		Priority
	# known	Taught	Matrix defined and taught	*Integrated expectations	Within the last week	Know procedures	Used consistently	*Support school improvement
1		Y N	Y N	Y N	Y N	Y N	Y N	Y N
2		Y N	Y N	Y N	Y N	Y N	Y N	Y N
3		Y N	Y N	Y N	Y N	Y N	Y N	Y N
4		Y N	Y N	Y N	Y N	Y N	Y N	Y N
5		Y N	Y N	Y N	Y N	Y N	Y N	Y N
6		Y N	Y N	Y N	Y N	Y N	Y N	Y N
7		Y N	Y N	Y N	Y N	Y N	Y N	Y N
8		Y N	Y N	Y N	Y N	Y N	Y N	Y N
9		Y N	Y N	Y N	Y N	Y N	Y N	Y N
10		Y N	Y N	Y N	Y N	Y N	Y N	Y N
Total								

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 acknowledgement for demonstrating expectations across instructional activities.

Capture examples of how PBIS implementation supports school improvement goals

⊞ Student Questions

		Schoolwide expectations		Schoolwide Acknowledgement	
	# known	Example?	Within the last 2 weeks?	Valued?	
1		Y N	Y N	Y N	
2		Y N	Y N	Y N	
3		Y N	Y N	Y N	
4		Y N	Y N	Y N	
5		Y N	Y N	Y N	
6		Y N	Y N	Y N	
7		Y N	Y N	Y N	
8		Y N	Y N	Y N	
9		Y N	Y N	Y N	
10		Y N	Y N	Y N	
Total					

Walk through expanded to include examples of embedding SEB instruction, and if students valued acknowledgement

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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

Total Number of Classrooms _____   Number of Classrooms Observed _____

Classroom	**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.	
1	Y	N
2	Y	N
3	Y	N
4	Y	N
5	Y	N
6	Y	N
7	Y	N
8	Y	N
9	Y	N

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

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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

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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_____

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

__ = 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

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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

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

Leadership Team Data

3.13 Decision making with aggregated student performance data

3.14 Decision making with fidelity data

3.15 Evaluation Plan

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).

		Plan 1	Plan 2	Plan 3	Sum of Points	TFI Score
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: ● applied behavioral expertise, ● mental health and trauma expertise, ● access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) ● academic expertise ● physical health and wellness (e.g., nurse, health teacher), ● knowledge of data systems and information regarding system and student academic and SEB strengths and needs, and, ● knowledge about the operations of the school across grade levels and programs	0 = Individual support teams do not exist for all students who need them 1 = Individual support teams exist, but student support teams do not include all relevant areas of expertise. 2 = Individual support teams exist AND include input/approval from student/family about who is on the team, and team includes SOME but not all relevant areas of expertise. 3 = Individual support teams exist, include input/approval from student/family about who is on the team, AND team includes ALL relevant areas of expertise. 4 = Individual support teams exist, include all relevant areas of expertise, AND ALL members are actively engaged in the design, implementation, and monitoring of student specific support plans with participation of all roles at or above 80%	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4		0=0 1-4=1 4-6=2 7-12=3 12=4

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

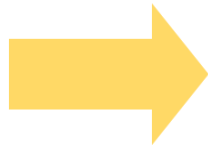***5E –*** Introducing the Tiered Fidelity Inventory 3.0

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Thank You

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