SWPBIS Tiered Fidelity Inventory (TFI)

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 I 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.