SWPBIS Tiered Fidelity Inventory
version 2.1

Citation for this Publication

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Introduction and Purpose

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The TFI is completed by a school Systems Planning Team (typically 3-8 individuals including a building administrator and external coach or district coordinator), often with input from Tier I, II and/or III teams if these are independent groups. It is strongly recommended that the TFI be completed with an external SWPBIS coach as facilitator. Validity research on the TFI shows that school teams are more accurate when an external coach facilitates TFI completion.

The TFI is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the TFI results not only scale scores for Tier I, Tier II, and/or Tier III, but also information for developing an action plan that guides implementation.

The TFI may be completed 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. The TFI may also be downloaded from www.pbis.org.

Cost

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 Interventions and Supports.

Intended Participants

The TFI is intended to be completed by members of a school’s System Planning Team, with the active presence and guidance of an external SWPBIS coach.

Schedule of Administration

School teams are encouraged to self-assess SWPBIS implementation when they initially launch implementation of SWPBIS, 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. Note that schools new to SWPBIS may start by using only the Tier I section of the TFI.

Completion of the TFI produces scale and subscale scores indicating the extent to which Tier I, Tier II and Tier III core features are in place. 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, but research is currently underway to identify a specific criterion for each tier of the TFI.
the TFI, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

**Preparation for Administration/Completion Time**

School teams completing the Tier I scale should arrange a TFI Walkthrough (see Appendix A) before completing the TFI. We recommend that an external coach complete the TFI Walkthrough, although teams completing the Tier I scale more than once per year (i.e., for progress monitoring) may have a school staff member complete it.

The time to complete the TFI depends on (a) the experience that the team and coach have with the process, (b) the extent of preparation for TFI completion, and (c) the number of tiers assessed.

School teams new to the TFI should schedule 30 min for Tier I, 30 min for Tier II, and 30 min for Tier III. If team leaders have assembled relevant sources of information prior to the meeting, and, if the team and coach have already completed the TFI at least twice, the time required for implementation may be approximately 15 min for each tier.

**Outcomes**

Criteria for scoring each item of the TFI reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier I: Universal SWPBIS Features, Tier II: Targeted SWPBIS Features, and Tier III: Intensive SWPBIS Features. A complete administration of the TFI produces three scale scores: Percentage of SWPBIS implementation for Tier I, Percentage of SWPBIS implementation for Tier II, and Percentage of SWPBIS implementation for Tier III, as well as subscale and item scores for each tier. The subscale and item reports are produced to guide coaching support and team action planning.

**Glossary and Acronym Key**

**Aggregated Data:** Individual data that are averaged at the school or district level (e.g., the percent of all students on check-in check-out meeting their daily point goals).

**FTE (Full-Time Equivalent):** Funding allocated to an individual for specific responsibilities (e.g., behavior consultant), with 1.0 = full time work. Allocated FTE may be an individual’s position or official release time for tasks.

**Life Domain:** Each area of a student’s life to consider when planning comprehensive support, such as educational/vocational, emotional/psychological, family, medical, residence, safety, and social.

**Natural and Formal Supports:** Natural supports are the relationships that occur in everyday life, usually involving relationships with family, friends, co-workers, neighbors, and acquaintances. Formal Supports usually involve some sort of payment and may include relationships with service providers such as teachers, other school staff, or community agency representatives.

**Person Centered Planning:** A team-based approach involving a range of strategies and activities designed to help assist students in planning their life and supports. The focus is on personal self-determination and enhancing independence.

**Quality of Life:** The extent to which physical, mental, social, and emotional functioning is consistent with personal preferences. It is determined by the student and family.

**RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work):** A wraparound-based process specifically designed for adolescents and young adults that emphasizes self-determination and student voice. The focus of RENEW is on high school completion, employment, post-secondary education and training, and community integration.

**Targeted Interventions Reference Guide:** A matrix used to indicate a school’s Tier II interventions and indicate which student needs (e.g., function of problem behavior) they can support. It is included in Appendix B.
**Tiered Fidelity Inventory (TFI):** A validated SWPBIS fidelity of implementation measure that assesses all three tiers of support (this measure).

**TFI Behavior Support Plan Worksheet:** A sheet used to score the school’s existing behavior support plans for the Tier III scale. It is not needed for the Tier I or II scales. It is included in Appendix C.

**TFI Walkthrough Tool:** An interview form used for the Tier I scale that includes questions for randomly selected staff and students. Completed by an external reviewer (for evaluation purposes) or a member of the school team (for progress monitoring purposes). It is not needed for the Tier II or III scales. It is included in Appendix A.

**Walkthrough (informal):** Any type of walkthrough used to assess quality of instruction (not the TFI Walkthrough Tool).

**Wraparound:** A person-centered process for developing and implementing individualized care plans for youth at-risk of emotional and behavioral disorders. Wraparound brings the student, family, school, agency staff members and informal supporters together as a team to develop a coordinated supports.
## Tier II: Targeted SWPBIS Features

*NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory*

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subscale: Teams</strong></td>
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</tr>
</tbody>
</table>
| **2.1 Team Composition:** Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs. | • School organizational chart  
• Tier II team meeting minutes | 0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise  
1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%  
2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80% |
| **2.2 Team Operating Procedures:** Tier II 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 II team meeting agendas and minutes  
• Tier II meeting roles descriptions  
• Tier II action plan | 0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  
1 = Tier II team has at least 2 but not all 4 features  
2 = Tier II 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
<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| **2.3 Screening:** Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports. | • Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance)  
• Team decision rubric  
• Team meeting minutes  
• School policy | 0 = No specific rules for identifying students who qualify for Tier II supports  
1 = Data decision rules established but not consistently followed or used with only one data source  
2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports |
| **2.4 Request for Assistance:** Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students. | • School handbook  
• Request for assistance form  
• Family handbook | 0 = No formal process  
1 = Informal process in place for staff and families to request assistance  
2 = Written request for assistance form and process are in place and team responds to request within 3 days |

**Subscale: Interventions**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| **2.5 Options for Tier II Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need. | • School Tier II handbook  
• Targeted Interventions Reference Guide | 0 = No Tier II interventions with documented evidence of effectiveness are in use  
1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use  
2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
<table>
<thead>
<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| **2.6 Tier II Critical Features:** Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report). | • Universal lesson plans  
• Tier II lesson plans  
• Daily/weekly progress report  
• School schedule  
• School Tier II handbook | 0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback  
1 = All Tier II interventions provide some but not all 3 core Tier II features  
2 = All Tier II interventions include all 3 core Tier II features |
| **2.7 Practices Matched to Student Need:** A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level). | • Data sources used to identify interventions  
• School policy  
• Tier II handbook  
• Needs assessment  
• Targeted Interventions Reference Guide | 0 = No process in place  
1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need  
2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate) |
| **2.8 Access to Tier I Supports:** Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports. | • Universal lesson plans and teaching schedule  
• Tier II lesson plans  
• Acknowledgement system  
• Student of the month documentation  
• Family communication | 0 = No evidence that students receiving Tier II interventions have access to Tier I supports  
1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports  
2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
<table>
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<tr>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9 <strong>Professional Development:</strong>&lt;br&gt;A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</td>
<td>• Professional development calendar&lt;br&gt;• Staff handbook&lt;br&gt;• Lesson plans for teacher trainings&lt;br&gt;• School policy</td>
<td>0 = No process for teaching staff in place&lt;br&gt;1 = Professional development and orientation process is informal&lt;br&gt;2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress</td>
</tr>
</tbody>
</table>

**Subscale: Evaluation**

| 2.10 **Level of Use:**<br>Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate. | • Tier II enrollment data<br>• Tier II team meeting minutes<br>• Progress monitoring tool | 0 = Team does not track number of students responding to Tier II interventions<br>1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled<br>2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports |

| 2.11 **Student Performance Data:**<br>Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification. | • Student progress data (e.g., % of students meeting goals)<br>• Intervention Tracking Tool<br>• Daily/Weekly Progress Report sheets<br>• Family communication | 0 = Student data not monitored<br>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support<br>2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented
### Feature 2.12 Fidelity Data
Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.

<table>
<thead>
<tr>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tier II coordinator training</td>
<td>0 = Fidelity data are not collected for any practice</td>
</tr>
<tr>
<td>• District technical assistance</td>
<td>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions</td>
</tr>
<tr>
<td>• Fidelity probes taken monthly by a Tier II team member</td>
<td>2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions</td>
</tr>
</tbody>
</table>

#### Scoring Criteria:
0 = Not implemented; 1 = Partially implemented; 2 = Fully implemented

### Feature 2.13 Annual Evaluation
At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers; and evaluations are shared with staff and district leadership.

<table>
<thead>
<tr>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff and student surveys</td>
<td>0 = No data-based evaluation takes place</td>
</tr>
<tr>
<td>• Tier II handbook</td>
<td>1 = Evaluation conducted, but outcomes not used to shape the Tier II process</td>
</tr>
<tr>
<td>• Fidelity tools</td>
<td>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation</td>
</tr>
<tr>
<td>• School policy</td>
<td></td>
</tr>
<tr>
<td>• Student outcomes</td>
<td></td>
</tr>
<tr>
<td>• District reports</td>
<td></td>
</tr>
</tbody>
</table>

#### Scoring Criteria:
0 = Not implemented; 1 = Partially implemented; 2 = Fully implemented
Scoring the SWPBIS Tiered Fidelity Inventory

The TFI generates scores reflecting the percentage of implementation for Tier I, Tier II, and Tier III core features. Scores are determined by calculating the percentage of possible points awarded for items in each tier (section). No weighting of items is included in this calculation (see below).

<table>
<thead>
<tr>
<th>Core Features</th>
<th>Items/ Points</th>
<th>Points Award/ Possible Points</th>
<th>Percentage of SWPBIS Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>1-15 / 30 points</td>
<td>_____/ 30</td>
<td></td>
</tr>
<tr>
<td>Tier II</td>
<td>1-13 / 26 points</td>
<td>_____/ 26</td>
<td></td>
</tr>
<tr>
<td>Tier III</td>
<td>1-17 / 34 points</td>
<td>_____/ 34</td>
<td></td>
</tr>
</tbody>
</table>

Across time, a school may monitor progress on implementation of SWPBIS by tier as depicted in the simulated data for a school in the figure below. This sample school used the TFI to assess Tier I at six different points in time, Tier II during the last four points in time, and Tier III during the last three points in time.

The Inventory also provides a “by Item” report in the PBIS Assessment application, available at www.pbisassessment.org. This Item Report is the basis for Action Planning and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.
Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Purpose of Reference Guide

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 intervention options for individual students.

Targeted Interventions Defined

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at anytime.

Instructions

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples

- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

<table>
<thead>
<tr>
<th>Targeted Intervention</th>
<th>Check in, Check out</th>
<th>Social Skills Club</th>
<th>Reading Buddies</th>
<th>Homework Club</th>
<th>Lunch Buddies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Adult Attention</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Access to Peer Attention</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>Access to Choice of Alternatives/Activities</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Option for Avoiding Aversive Activities</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>Option for Avoiding Aversive Social Peer/Adult Attention</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>Structural Prompts for ‘What To Do’ Throughout the Day</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Least 5 Times During the Day When Positive Feedback is Set Up</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A School-Home Communication System</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td>yes</td>
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<tr>
<td>Opportunity for Adaptation into a Self-Management System</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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</table>
**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 intervention options for individual students.

School: _______________________________  Date: ________________

<table>
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<tbody>
<tr>
<td>Access to Adult Attention</td>
<td></td>
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