PBIS PEP TALK

TIERED FIDELITY INVENTORY (TFI)

Every year, the PBIS team completes what is called the TFI. The TFI consists of 15 different items that we rate ourselves on regarding the implementation of PBIS at the elementary school. We are then able to look at our scores and make an action plan for the following school year to guide our decisions and actions for the system. Each TFI item has a rating scale/criteria going from 0-2. We want to share the items on the TFI and how we rated ourselves:

1.1 Team Composition: The team includes a coordinator, school administrator, family member, and individuals able to provide 1) applied behavioral expertise, 2) coaching expertise, 3) knowledge of student academic and behavior patterns, and knowledge about the operations of the school across grade levels. **We rated ourselves a 1: Tier 1 team exists but does not include all identified roles OR attendance of members is below 80%.**

1.2 Team Operating Procedures: Tier 1 team meets at least monthly and has a regular meeting format/agenda, minutes, defined meeting roles, and a current action plan. **We rated ourselves a 2: Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan.**

1.3 Behavioral Expectations: School has five or fewer positively stated expectations and examples by settings/location for student and staff behaviors (matrix). **We rated ourselves a 2: Five or fewer behavioral expectations exist and at least 90% of staff can list at least 67% of the expectations.**

1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other settings/locations. **We rated ourselves a 2: Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations.**

1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (flowchart) for addressing office-managed vs. staff managed problems. **We rated ourselves a 1: Definitions and procedures exist but are not clear and/or not organized by staff vs. office managed problems.**

1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. **We rated ourselves a 1: Documentation includes and emphasizes proactive approaches.**

1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier 1 practices. a) teaching school-wide expectations, b) acknowledging appropriate behavior, c) correcting errors, and d) requesting assistance. **We rated ourselves a 1: Process is informal/unwritten, not part of professional development calendar, and does not include all staff or all 4 core practices.**

1.8: Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. **We rated ourselves a 2: Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations.**

1.9 Feedback and Acknowledgement: A formal system (written set of procedures for specific behavior feedback that is a) linked to school-wide expectations, and b) used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. **We rated ourselves a 2: Formal system for acknowledging student behavior is used by at least 90% of staff and received by at least 50% of students.**

1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (expectations, acknowledgements, definitions, consequences) at least every 12 months. **We rated ourselves a 2: Faculty are shown data at least 4 times per year AND have provided feedback on Tier 1 practices within the past 12 months.**

1.11 Student/Family/Community Involvement: Stakeholders (students, families, community members) provide input on universal foundations (expectations, acknowledgements, definitions, consequences) at least every 12 months. **We rated ourselves a 2: Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months.**

1.12 Discipline Data: Tier 1 team has instantaneous access to graphed reports summarizing discipline data. **We rated ourselves a 2: Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by location, time of day, and student.**

1.13: Data-Based Decision Making: Tier 1 team reviews and uses discipline data at least monthly for decision making. **We rated ourselves a 1: Data reviewed and used for decision-making, but less than monthly.**

1.14 Fidelity Data: Tier 1 team reviews and uses SWPBIS fidelity (ex. TFI) data at least annually. **We rated ourselves a 2: Tier 1 fidelity data collected and used for decision making annually.**

1.15 Annual Evaluation: Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. **We rated ourselves a 1: Evaluation conducted, but not annually, OR outcomes are are not used to shape Tier 1 process and/or not shared with stakeholders.**

The graph below compares this year's scores all of our previous TFI assessments. We did not complete one in 2020 due to Covid.

Valders Elementary School
Valders, Wisconsin

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Valders Elementary School
10/19/2017 - 5/4/2022

Legend: 10/19/2017 | 5/1/2018 | 5/17/2018 | 5/20/2019 | 4/7/2021 | 5/4/2022

Date Completed	Tier 1	Tier 2	Tier 3
10/19/2017	37%	NA	NA
5/1/2018	57%	NA	NA
5/17/2018	60%	NA	NA
5/20/2019	63%	NA	NA
4/7/2021	53%	NA	NA
5/4/2022	80%	NA	NA