# Tiered Fidelity Inventory (TFI) Early Childhood Adaptation

Table 1 Tiered Fidelity Inventory (TFI) Early Childhood Adaptation Tier 1

| **Feature** | **Possible Data Sources** | **Scoring Criteria** 0 = Not implemented  1 = Partially implemented  2 = Fully implemented | **Considerations for Early Childhood Settings  (Preschool – 3rd Grade)** |
| --- | --- | --- | --- |
| * 1. **Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. | * School organizational chart * Tier 1 team meeting minutes | 0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  1 = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80%  2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% | For preschool programs: Team membership will differ depending on the size and structure of the program.  Required members for preschool teams:   * Coordinator (internal coach) * Program administrator * Teacher(s) * Family member * Person with behavioral expertise * Person with coaching expertise * Person with knowledge about classrooms/settings across all the classrooms   Recommended members for preschool teams:  Related service personnel  Teaching assistant |
| **1.2 Team Operating Procedures:** Tier 1 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 1 team meeting agendas and minutes  • Tier 1 meeting roles descriptions  • Tier 1 action plan | 0 = Tier 1 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  1 = Tier 1 team has at least 2 but not all 4 features  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 5 or fewer positively stated behavioral expectations and examples by setting/location and/or activity for student and staff behaviors (i.e., school teaching matrix) defined and in place. | • TFI Walkthrough Tool  • Staff handbook  • Student handbook  • Parent/Family handbook | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number (3 in number for preschool)  1 = Behavioral expectations identified but may not include a matrix or be posted  2 = Five (for preschool 3) or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations | * Settings - different locations or activities (e.g. hallway, classroom, snack time, dismissal, assembly) * Behavioral expectations are developmentally appropriate. * It is highly encouraged that there should be no more than 3 expectations preschool-3rd grade. * If the preschool is housed within a school building that is currently implementing PBIS, expectations should be linked to those in the school age setting. * If the preschool is not housed within a school building, the preschool should be aware of any associated districts using PBIS so that they can link to expectations used in those school age settings. |
| **1.4 Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | * TFI Walkthrough Tool * Professional development calendar * Lesson plans * Informal walkthroughs * Teaching schedule | 0 = Expected behaviors are not taught  1 = Expected behaviors are taught informally or inconsistently  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 | * Settings - different locations or activities (e.g. hallway, classroom, snack time, dismissal, assembly) * Developmentally appropriate expectations are taught to all children across all settings and are embedded in routines, activities and interactions on a daily basis. * Instead of listing, preschool children may demonstrate knowledge of expectations in a variety of ways, including but not limited to, pointing, using pictures, etc. Observers are encouraged to enlist classroom teachers to support children in demonstrating knowledge. |
| **1.5 Problem Behavior Definitions:** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. | * Staff handbook * Parent/family handbook * School policy * Behavior Flowchart | 0 = No clear definitions exist and procedures to manage problems are not clearly documented  1 = Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems.  2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families. | * In preschool, it is expected that most, if not all, behavior is staff-managed rather than office-managed. * **Challenging behavior is defined within a developmentally appropriate context for young children.** |
| **1.6 Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. | • Discipline policy  • Code of conduct  • Student handbook  • Staff handbook  • Parent/family handbook  • Informal Administrator interview | 0 = Documents contain only reactive and punitive consequences  1 = Documentation includes and emphasizes proactive approaches  2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use | * Preschool Licensing Rules require that discipline and PBIS strategies are identified (ORC 3301-37-10 & ODJFS manual 5101:2-12-22) * **In school age settings, consider developmentally appropriate discipline policies for children in Preschool-3rd grade.  These policies may differ from, yet remain consistent with, school policies for older children.** |
| **1.7 Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | • Professional development calendar  •Staff handbook  •SUTQ PD Plan | 0 = No process for teaching staff is in place  1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier 1 practices  2 = Formal process for teaching all staff all aspects of Tier 1 system, including all 4 core Tier 1 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. | • Staff handbook  • Parent/family handbook  • Informal walkthroughs  • Progress monitoring  • Individual classroom data | 0 = Classrooms are not formally implementing Tier 1  1 = Classrooms are informally implementing Tier 1 but no formal system exists  2 = Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations |  |
| **1.9 Feedback and Acknowledgment:** A formal system (i.e., 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. | TFI Walkthrough Tool | 0 = No formal system for acknowledging students  1 = Formal system is in place and is used by at least 90% of staff or received by at least 50% of students  2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students | * **System developed to provide feedback/acknowledgment needs to be developmentally appropriate.  For example, young children should not be expected to keep track of individual tickets/tokens.**   TFI Walkthrough Tool Interview & Observation:   * Observers should be familiar with the acknowledgement system and use language consistent with what is being used in the classroom. * Classroom teachers should be enlisted to support children in demonstrating their understanding of the acknowledgment system. |
| **1.10 Faculty Involvement:** Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. | * PBIS Self-Assessment Survey * Preschool Effective Behavior Support Self Assessment Survey (SAS) * •EC Benchmarks of Quality * Informal Surveys * Staff meeting minutes * Team meeting minutes | 0 = Faculty are not shown data at least yearly and do not provide input  1 = Faculty have been shown data more than yearly OR have provided feedback on Tier 1 foundations within the past 12 months but not both  2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier 1 practices within the past 12 months | * PBIS Self-Assessment Survey Preschool Guidance * Data sources used should represent all student levels |
| **1.11 Student/Family/ Community Involvement:** Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. | • Surveys  • Voting results from parent/family meeting  • Team meeting minutes  •Teacher interview | 0 = No documentation (or no opportunities) for stakeholder feedback on Tier 1 foundations  1 = Documentation of input on Tier 1 foundations, but not within the past 12 months or input but not from all types of stakeholders  2 = Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months | * Input/Feedback regarding Tier 1 practices is obtained from young children when possible and in a developmentally appropriate manner. |
| **1.12 Discipline Data:** Tier 1 team has instantaneous access to graphed reports summarizing problem behavior events organized by frequency, location, time of day, and by individual student. | • School policy  • Team meeting minutes  • Student outcome data | 0 = No centralized data system with ongoing decision making exists  1 = Data system exists but does not allow instantaneous access to full set of graphed reports  2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student | * In preschool, it is expected that most, if not all, behavior is staff-managed rather than office-managed. * Discipline data for early childhood is within the classroom that is recorded as part of the responding to challenging behavior system |
| **1.13 Data-based Decision Making:** Tier 1 team reviews and uses discipline data and academic outcome date (e.g. Curriculum-Based Measures, state test) at least monthly for decision-making. | • Data decision rules  • Staff professional development calendar  • Staff handbook  • Team meeting minutes | 0 = No process/protocol exists, or data are reviewed but not used  1 = Data reviewed and used for decision-making, but less than monthly  2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier 1 supports | * Discipline data for early childhood is within the classroom that is recorded as part of the responding to challenging behavior system |
| **1.14 Fidelity Data:** Tier 1 team reviews and uses SWPBIS fidelity (e.g., SAS, Tiered Fidelity Inventory) data at least annually. | • School policy  • Staff handbook  • School newsletters  • School website | 0 = No Tier 1 SWPBIS fidelity data collected  1 = Tier 1 fidelity collected informally and/or less often than annually  2 = Tier 1 fidelity data collected and used for decision making annually | **Early childhood versions of fidelity assessments should be used when available**   * PBIS Self-Assessment Survey Preschool Guidance * TFI Companion Guide for Early Childhood |
| **1.15 Annual Evaluation:** Tier 1 team documents fidelity and effectiveness (including on academic outcomes) 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. | • Staff, student and family surveys  • Tier 1 handbook  • Fidelity tools  • School policy  • Student outcomes  • District report  • School newsletters | 0 = No evaluation takes place, or evaluation occurs without data  1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier 1 process and/or not shared with stakeholders  2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation |  |

## Appendix A: PW/SWPBIS Tiered Fidelity Inventory Walkthrough Tool

### Overview

#### Purpose

This form is used as part of completing the PW/SWPBIS Tiered Fidelity Inventory’s Tier 1 subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

#### Who Should Complete the Tool

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the program/school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

#### Procedure

Prior to conducting the walkthrough, it is recommended that the external coach have a conversation with the internal coach and/or administrator regarding the instructional and acknowledgment systems (i.e., vocabulary, observable practices).

Randomly select staff (including paraprofessionals) and students as you walk through the program/school to interview and/or observe. **In early childhood settings, young children should be interviewed by familiar adults (such as the classroom teacher), while the observer records children’s responses.** It is important that young children are observed and questioned during an authentic activity and that they are not asked questions in isolation.

Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

##### Early Childhood & School-age Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (school rules, high 5’s, 3 bee’s)? (Define what the acronym means)

2. Have you taught the school rules/behavioral expectations this year?

3. Have you given out any (rewards for appropriate behavior) since (2 months ago)?

##### School-age Student Interview Questions

Interview a minimum of 10 students

1. What are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (school rules, high 5’s, 3 bee’s)? (Define what the acronym means)

2. Have you received a (reward for appropriate behavior) since (2 months ago) ?

##### Early Childhood Student Interview Questions

*(Remember that the goal of this item is to ascertain whether a child understands the acknowledgement system and if he/she has received an acknowledgement recently.)*

Select a minimum of 10 students to observe while the teacher/familiar adult shows visuals/acknowledgments and follows procedure 1 or 2 below. Any response that satisfies either 1 or 2 below is counted as a yes on the interview form.

1. The teacher/familiar adult asks the school-age student interview questions (as listed above) making modifications to language as needed.
2. Or use the following procedures as an alternative (for example, if children are unable to respond):
   1. [Show a picture/visual of the expectations.] Tell me about this picture. (Acceptable responses: verbal response, physical demonstration either in isolation or within the context of a classroom routine)
   2. [Show a sample of an acknowledgement.] How do we use this \_\_\_\_\_\_\_\_\_\_ (star)? [Or ask] What happens when we \_\_\_\_\_\_\_\_\_\_\_\_ (help a friend)? (Acceptable responses: verbal response, demonstration of feedback/acknowledgment (e.g., thumbs up, pat on back), takes acknowledgment and demonstrates what happens with it (e.g., puts star on bulletin board)
   3. [Ask an adult to provide evidence or observe evidence in the classroom. (Acceptable responses: filled buckets, children’s names on icon)