



New York State Education Department
Office of Special Education
Educational Partnership





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PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

TFI 1.14: Fidelity Data

TFI 1.15 Annual Evaluation

Produced by the Technical Assistance Partnership for Behavior

Updated 8/15/2023

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

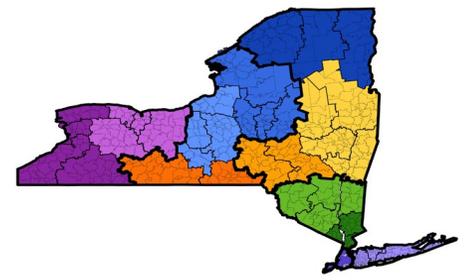


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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Agenda



Welcome & Inclusion

Please introduce yourself in the chat box

- Name
- Position
- Educational Organization



Training Norms

- Find a quiet place to participate
- Participate to the best of your ability
- Use the chat box for questions and comments
- Take care of your personal needs
- Begin and end on time
- Give equal regard to each participant

Slide Marker Icons



Tier 1: Professional Learning Roadmap

TFI Sub-Scale #	Team Components
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale #	Implementation Components
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale #	Evaluation Components
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

TFI 1.14 & 1.15 Purpose & Outcomes

Purpose:

Prepare to measure fidelity and outcomes of all Tier 1 efforts using multiple forms of data

Outcomes:

1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g. Benchmarks of Quality (BoQ), Team Implementation Checklist (TIC), Self Assessment Survey (SAS), Tiered Fidelity Inventory (TFI)) data at least annually.

1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year to year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

Definition

Evaluation is the repetitive process for determining (a) how successful we are at implementing PBIS and guiding (b) our planning to continue or improve that success.

Evaluation is multi-faceted and relies on the integration of data from other systems: expectations, acknowledgements, classroom and discipline.

Rationale

Evaluation systems are a way to hold ourselves accountable, celebrate our successes, and change our PBIS implementation based on data.

Evaluation helps us see the big picture and fit in all the small details.

How Will You Get Feedback From Staff?

Self-
Assessment
Survey
(SAS)



Tiered
Fidelity
Inventory
(TFI)

Self-Assessment Survey (SAS)

WHAT: Annual assessment of staff perception of PBIS implementation

WHO: All school staff

WHEN: Annually – either fall or spring

WHY: Identifies implementation status and improvement priority for School Wide, Classroom, Non-classroom and Individual Student Systems

WHERE: www.PBISApps.org

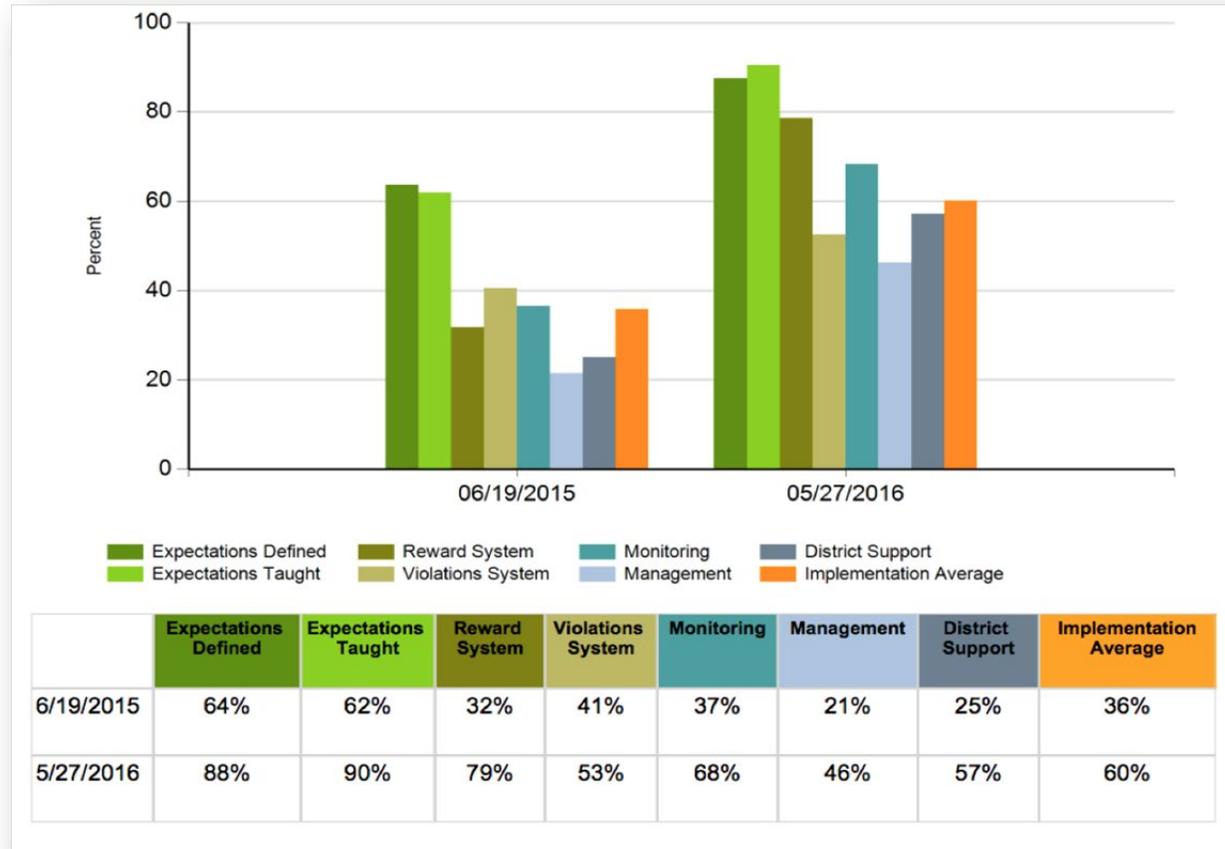
Sample SAS Item Analysis Report

What do you see? How is this helpful?

School Year			Number of Responses	Date Completed		
2015-16			21	05/27/2016		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
80 %	15 %	5 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	38 %	23 %	38 %
81 %	19 %	0 %	2. Expected student behaviors are taught directly.	40 %	27 %	33 %
57 %	43 %	0 %	3. Expected student behaviors are rewarded regularly.	29 %	50 %	21 %
20 %	70 %	10 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	60 %	33 %	7 %
20 %	60 %	20 %	5. Consequences for problem behaviors are defined clearly.	47 %	47 %	7 %
26 %	58 %	16 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	33 %	67 %	0 %
14 %	38 %	48 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	64 %	21 %	14 %
55 %	30 %	15 %	8. Procedures are in place to address emergency/dangerous situations.	67 %	27 %	7 %

Sample SAS Sub-Scale Report

What do you see? How is this helpful?



Tiered Fidelity Inventory (TFI)

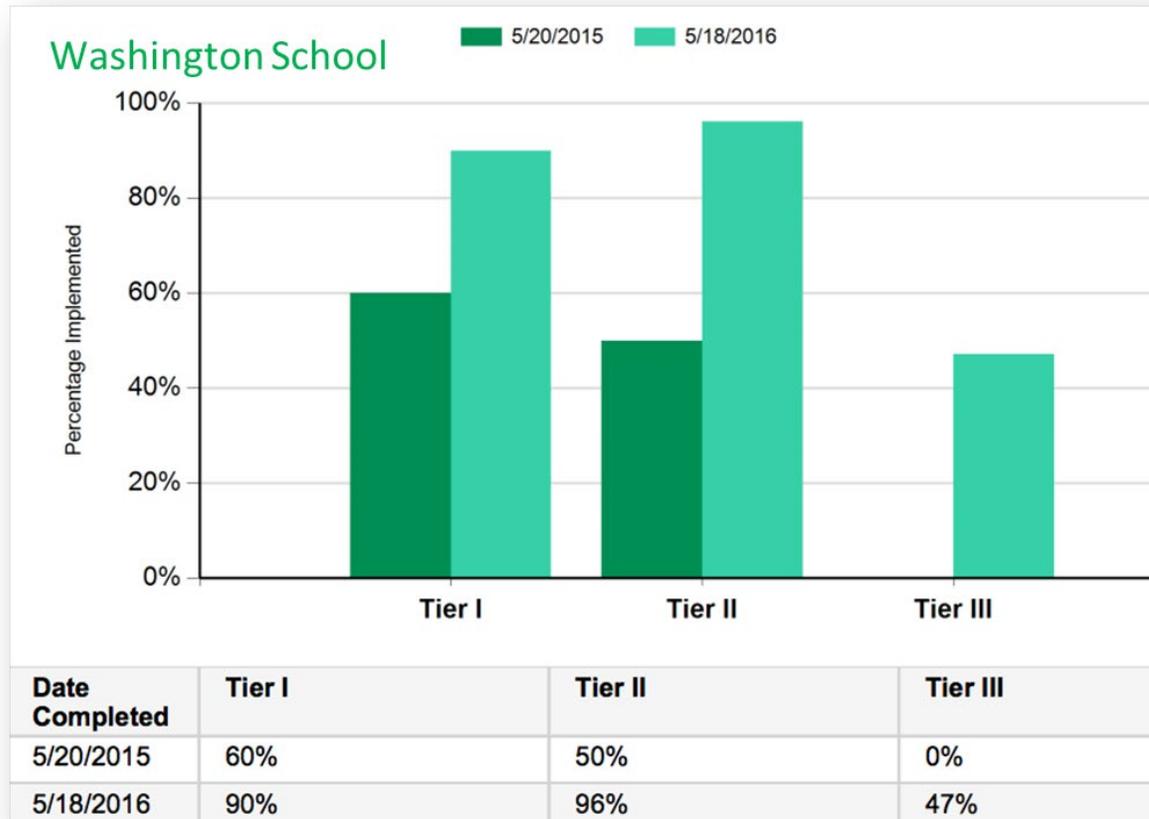
Assists teams in finding areas of implementation strengths and needs

Completed by PBIS team members and coach at the same time.

Goal: **80%** or more of total points for implementation

Sample TFI Report - Scale

What do you see? How is this helpful?



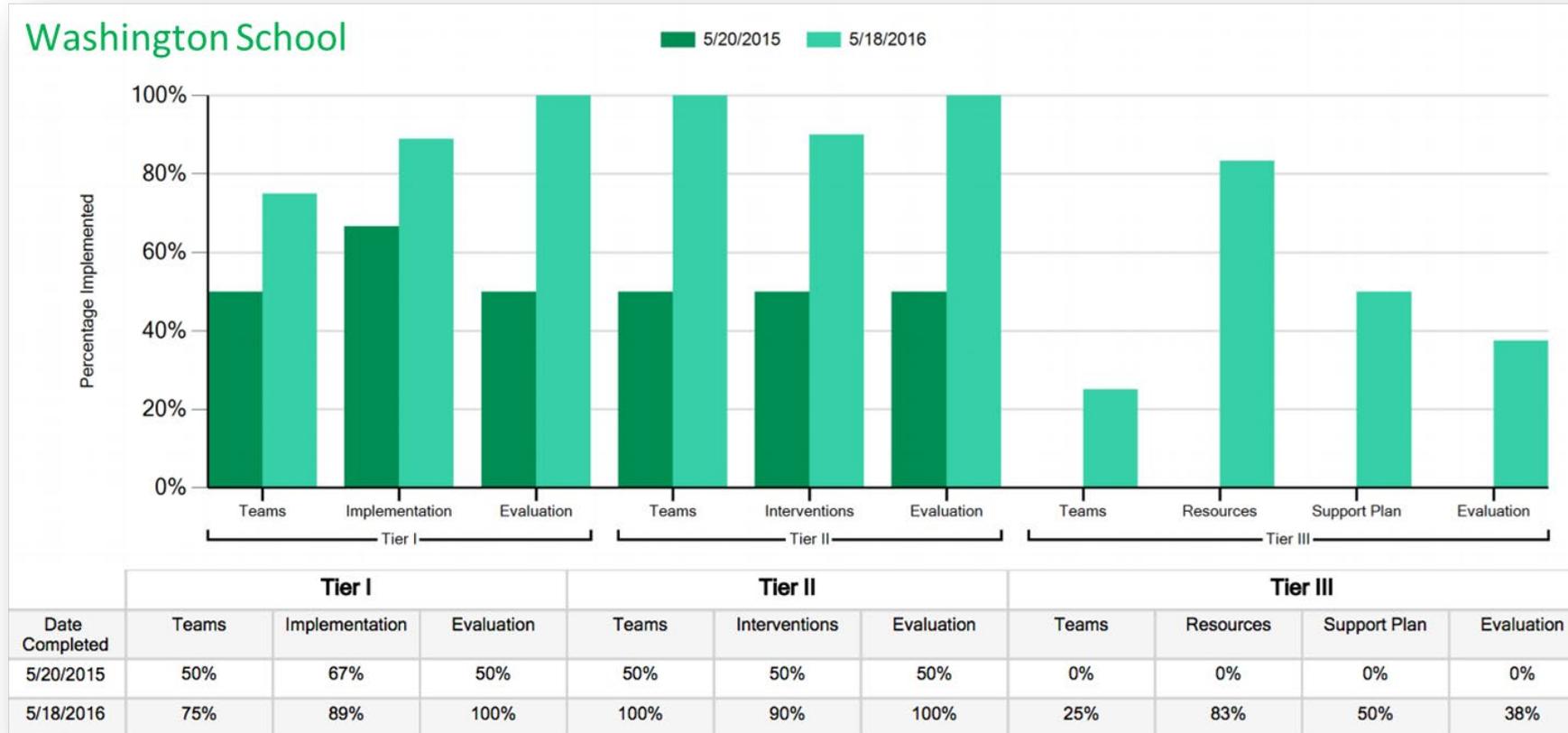
TFI Tip:

Fidelity Cut Scores:

- ❖ Tier 1 $\geq 70\%$
- ❖ Tiers 2/3 $\geq 80\%$

Sample TFI Report: Sub-Scale

What do you see? How is this helpful?



Sample TFI Report: Items

What do you see? How is this helpful?

Implementation	Hamilton School	7/7/15	10/26/15	1/7/16	3/21/16
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.		1	2	1	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.		1	1	1	2
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.		1	0	1	1
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.		1	1	0	1
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.		0	0	1	1
8. Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.		1	0	0	1
9. Feedback and Acknowledgement: 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.		0	1	0	2
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.		0	0	0	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.		0	0	0	0
Feature Total:		5 of 18	5 of 18	4 of 18	11 of 18

Tiered Fidelity Inventory (TFI) Walk-through Tool

SWPBIS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School _____ Date _____
District _____ State _____

Data collector _____

School-wide Expectations: _____
Name of School-wide Expectations: _____

1. _____
2. _____
3. _____
4. _____
5. _____

Name of Acknowledgment System: _____

Staff Questions (Interview 10% or at least 5 staff members)			
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?	Have you given out any _____ since _____? (2 mos.)
1		Y N	Y N
2		Y N	Y N
3		Y N	Y N
4		Y N	Y N
5		Y N	Y N
6		Y N	Y N
7		Y N	Y N
8		Y N	Y N
9		Y N	Y N
10		Y N	Y N
11		Y N	Y N
12		Y N	Y N
13		Y N	Y N
14		Y N	Y N
15		Y N	Y N
Total			

Student Questions (at least 10 students)		
	What are the (school rules)? Record the # of rules known.	Have you received a _____ since _____?
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
10		Y N
11		Y N
12		Y N
13		Y N
14		Y N
15		Y N
Total		



PBIS Assessments for your schools

1. Your regional Behavioral Specialist is your district/school PBIS Assessment Coordinator.
2. Your Coordinator/Behavior Specialist will open and close each survey.
3. The team coach/data analyst will generate survey graphs.

Overview of PBIS Assessments:

- <https://www.pbisapps.org/Resources/Pages/PBIS-Assessment-Overview-Webinar.aspx>

Complete PBIS Assessments User's Manual:

- <https://www.pbisapps.org/Resources/SWIS%20Publications/PBIS%20Assessment%20Users%20Manual.pdf>

Outcomes

Intended student outcomes were identified through the behavior matrix, mission statement, lesson plans, etc. and were regularly progress monitored.

- Office referrals
- Attendance
- Academic records
- Suspension data
- Ethnicity reports

Fidelity & Annual Evaluation



1. What are the different types of data your team will be using to make decisions about the PBIS implementation?
2. What kind of “statement” do you need to be able to make regarding your data?
3. - What are the pieces of that statement?
4. What is your elevator speech for when colleagues ask you about “all this data collection”?

Workbook: TFI 1.14, 1.15 Activity 1

How to Enter TFI Data

www.pbisapps.org



Dashboard > Organizations > Scott Elementary School

Scott Elementary School

To manage responses to the survey for this organization, click on the number of surveys completed.

Open Survey Windows

Survey Name	Completed	Open Date	Close Date	Last	Availability
School-wide PBIS Tiered Fidelity Inventory 2.10	0	02/18/16	02/19/16		Take Survey Reports Remove

Users

This organization has no people scoped specifically to it.

Note: The listed users have access to this organization and all organizations underneath it. For example, a user at the district level would also have access to all the schools in the district. Likewise, users with organizations 'above' this one have access to this organization, but are not listed.

Open Survey

Select a survey

Open Survey

Access Management

Add User

Back Enter Data

Completing the TFI



School-wide PBIS Tiered Fidelity Inventory

English

Date Completed (mm-dd-yyyy):

February 2016						
Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	1	2	3	4	5
6	7	8	9	10	11	12

Members completing the Inventory at this time

- ✓ Team and external coach together (recommended)
- Team without external coach
- External coach without team

Completing the TFI 2



Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	1	2	3	4	5
6	7	8	9	10	11	12

Members completing the Inventory at this time

Individual(s) completing the TFI Walkthrough Tool

- ✓ External reviewer (recommended)
- Internal reviewer
- TFI Walkthrough Tool not completed

Completing the TFI 3



School-wide PBIS Tiered Fidelity Inventory

Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers for the full Tiered Fidelity Inventory

0 = Not implemented 1 = Partially implemented 2 = Fully implemented

Subscale	Feature	Prerequisites	Scoring Criteria	0	1	2
Teams	1.1 Team Composition: Tier I team includes a Tier I 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 I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teams	1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TFI 1.14: Fidelity Data

TFI 1.15 Annual Evaluation

ACTION PLANNING

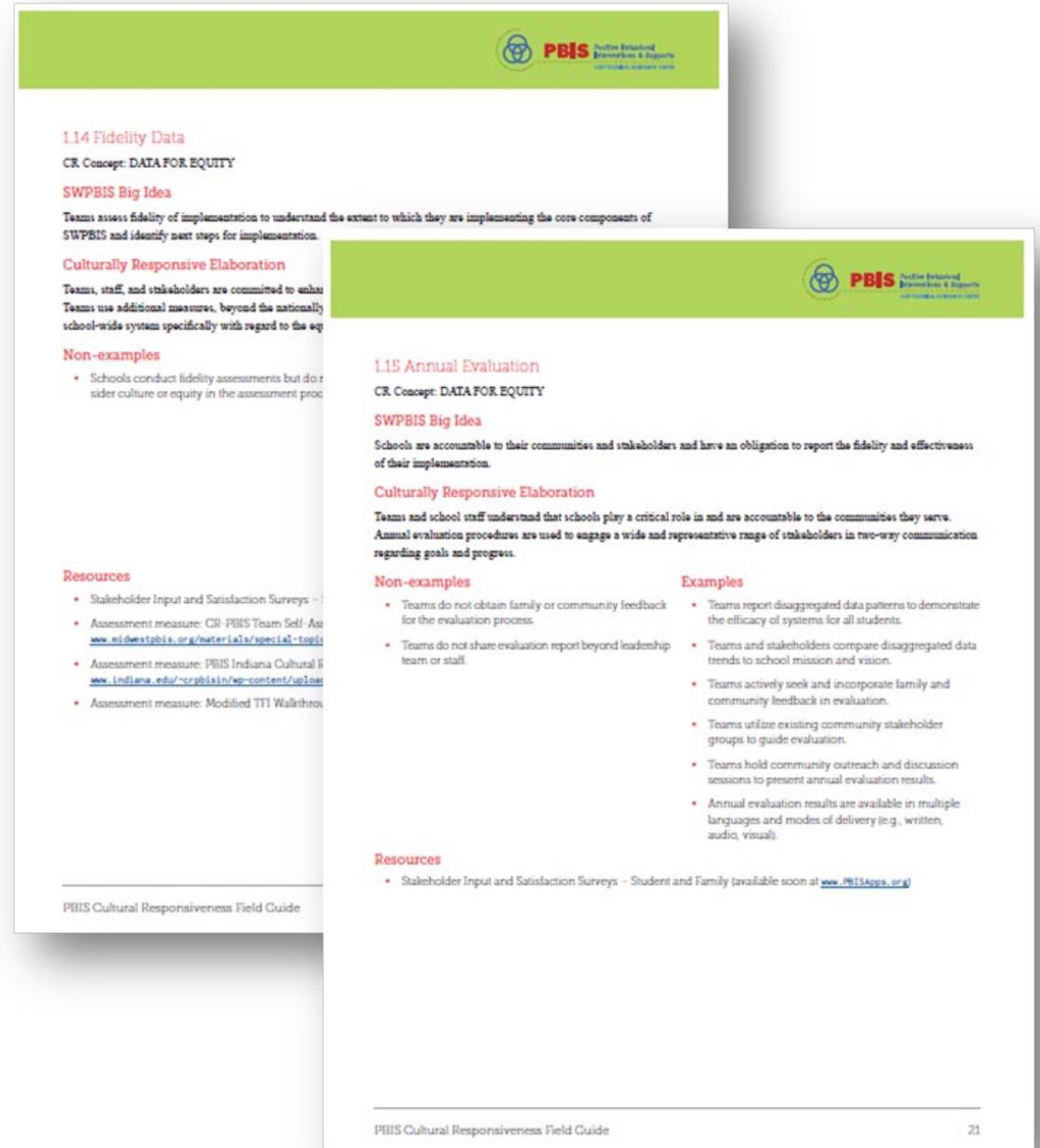
1. Add action items to Action plan
2. Plan for PD
3. Add to your Staff Presentation PPT



PBIS Cultural Responsiveness Field Guide

Task: 1.14 Fidelity Data & 1.15 Annual Evaluation

Team: Use this companion guide throughout the action planning process for each TFI feature to ensure that your PBIS system is culturally responsive.



Action Items and Planning - 1.14, 1.15



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.14	Students and staff are surveyed annually			
1.14	Students and staff can identify expectations and rules			
1.14	Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately			
1.14	Staff use acknowledgment system appropriately			
1.14	Outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan			
1.14	Staff, student and family surveys are developed with timeline for completion			
1.14	Intended student outcome of ALL students are identified and monitored			
1.15	Fidelity tools are identified, administered and used to inform action planning annually			

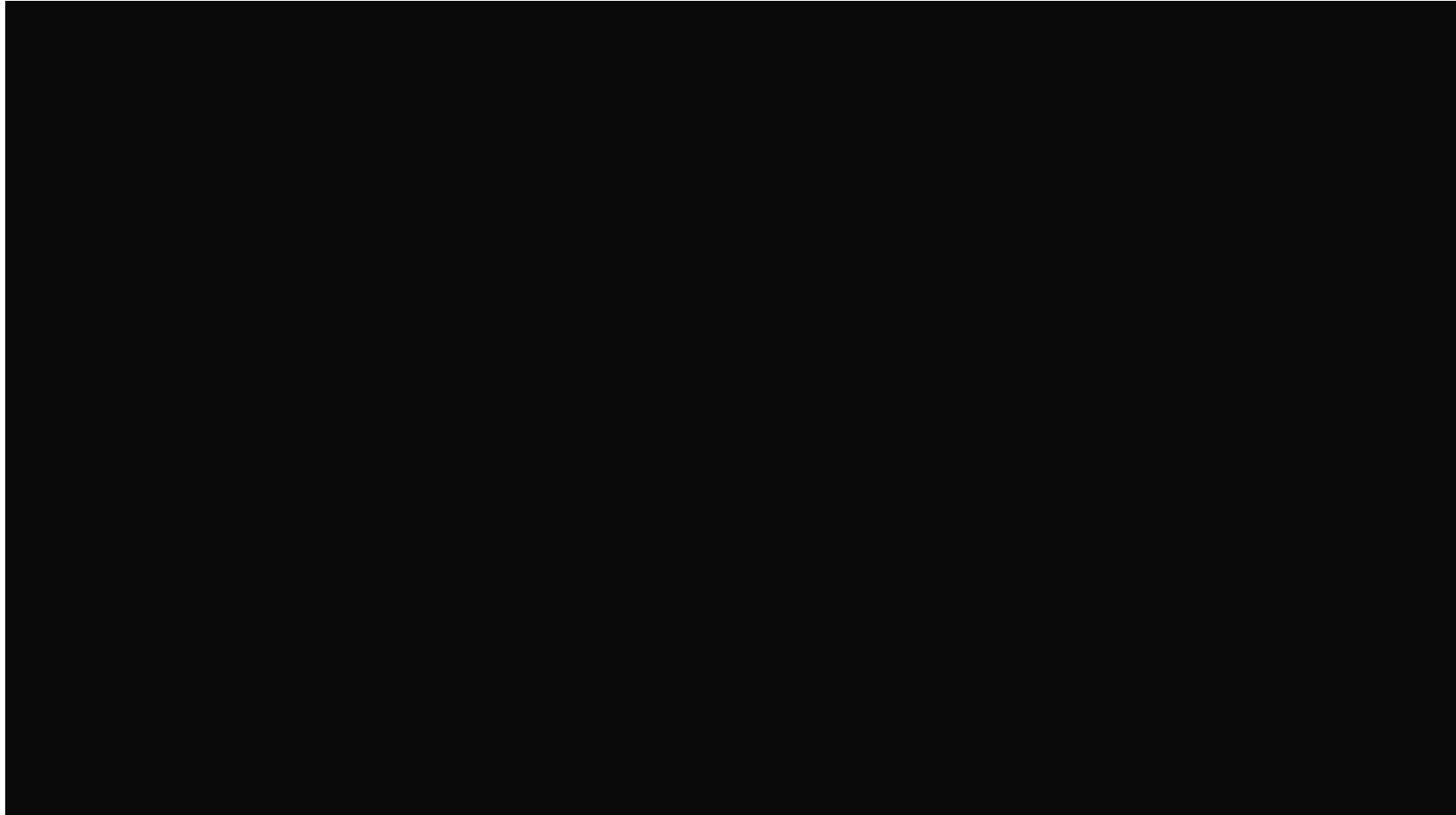
Prioritize Your Action Plan

One Method: A, B, C Priority for all items

- Put an A, B, or C next to each line on your action plan.
 - Use A for items of highest priority
 - Use B for items of moderate priority
 - Use C for items of lower priority
- Review the A's, and sub prioritize those into A1, A2, A3. Repeat for the B's and C's.
- Assign roles and timelines for the work.

Do you believe in me?

<https://www.youtube.com/watch?v=Fma3Lvo7e7A>



Questions?





THANK YOU!

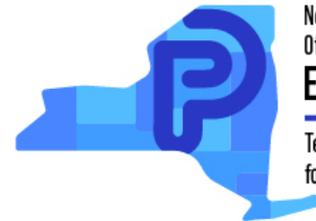
Appreciation is given for the contributions to this Professional Learning



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