

# 4A – Raising the Roof: How to get ready for the TFI 3.0

*Presenters:*

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# Presenters



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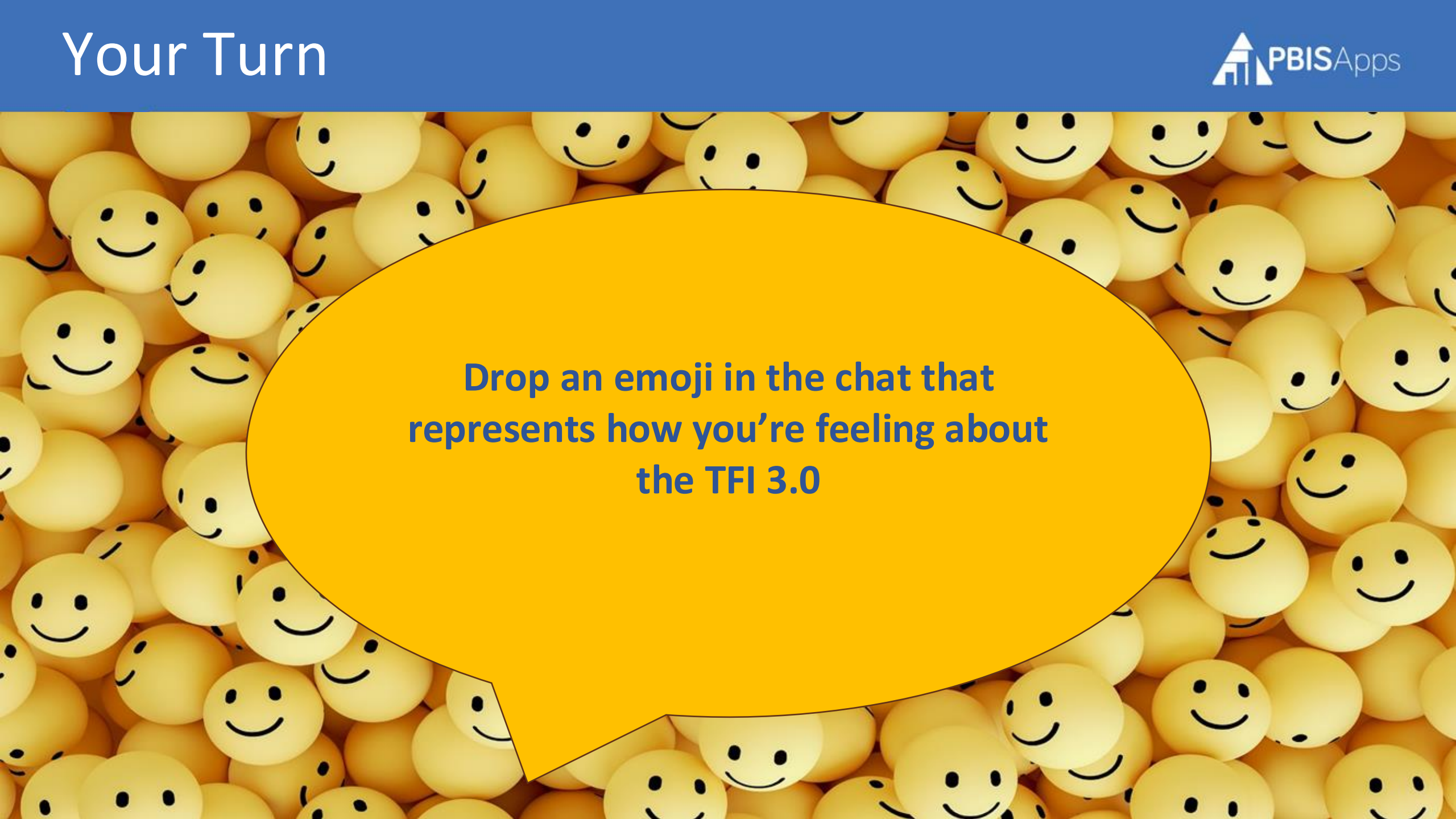
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The background of the slide is a dense, repeating pattern of yellow smiley face emojis (😊).

**Drop an emoji in the chat that  
represents how you're feeling about  
the TFI 3.0**

# You've got this!

The background of the slide is a dense, repeating pattern of yellow smiley face emojis with black eyes and a curved mouth.

It's not as scary as it seems!

Remember the WHY: to assess how you're doing and measure growth and progress!

We are here to help!

# Learning Objectives

1. Explain the purpose of the TFI 3.0 and how it supports high-quality PBIS implementation, including its expanded focus on mental health, equity, and classroom supports
2. Describe the key updates in the TFI 3.0, including the addition of nine new items and the shift from a 3-point to a 5-point rating scale
3. Describe tips to transition from 2.1 to 3.0
4. Discuss action planning and next steps
5. Locate resources for support



CENTER ON

**PBIS**

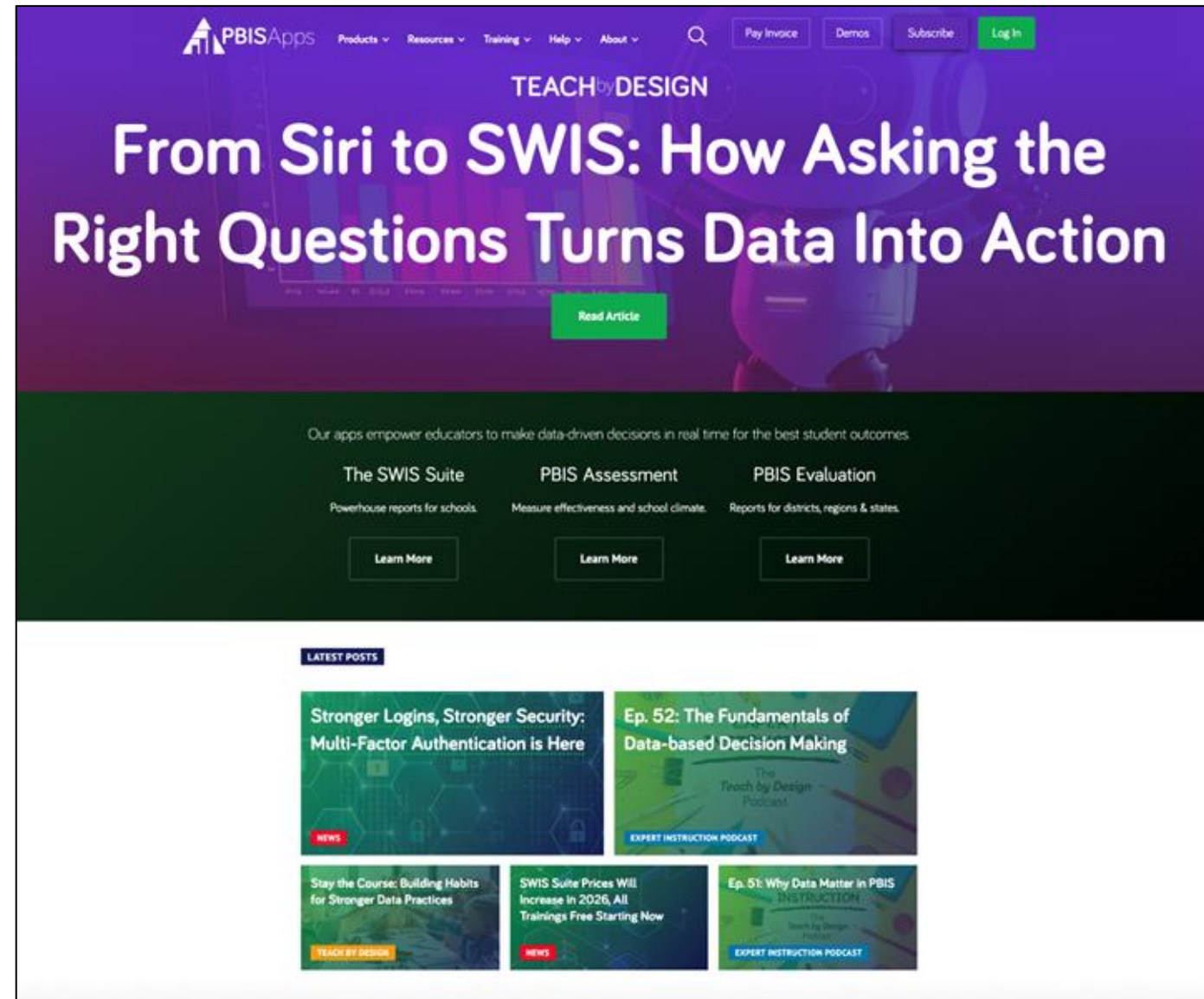
Positive Behavioral  
Interventions & Supports

## Our Mission

PBISApps is a not-for-profit organization supporting educators to create more effective, equitable learning environments for all students through high-quality data systems and training.

Want to learn more?

Go to <https://pbisapps.org>



The screenshot shows the PBISApps website homepage. At the top, there is a navigation bar with the PBISApps logo, menu items (Products, Resources, Training, Help, About), a search icon, and buttons for Pay Invoice, Demos, Subscribe, and Log In. Below the navigation bar is a large purple banner with the text "TEACH by DESIGN" and the main headline "From Siri to SWIS: How Asking the Right Questions Turns Data Into Action". A green "Read Article" button is positioned below the headline. Underneath the banner, a dark green section contains the text "Our apps empower educators to make data-driven decisions in real time for the best student outcomes." and three product cards: "The SWIS Suite" (Powerhouse reports for schools), "PBIS Assessment" (Measure effectiveness and school climate), and "PBIS Evaluation" (Reports for districts, regions & states). Each card has a "Learn More" button. The bottom section, titled "LATEST POSTS", features five article cards: "Stronger Logins, Stronger Security: Multi-Factor Authentication is Here" (NEWS), "Ep. 52: The Fundamentals of Data-based Decision Making" (EXPERT INSTRUCTION PODCAST), "Stay the Course: Building Habits for Stronger Data Practices" (TEACH BY DESIGN), "SWIS Suite Prices Will Increase in 2026, All Trainings Free Starting Now" (NEWS), and "Ep. 51: Why Data Matter in PBIS" (EXPERT INSTRUCTION PODCAST).

# Identify Key Features of the TFI 3.0



# Purpose of the TFI



The purpose of the Tiered Fidelity Inventory (TFI) 3.0 is to provide a **valid, reliable, and efficient** measure of the extent to which school personnel are applying the core features of Positive Behavioral Interventions and Supports (PBIS).

The TFI may be used:

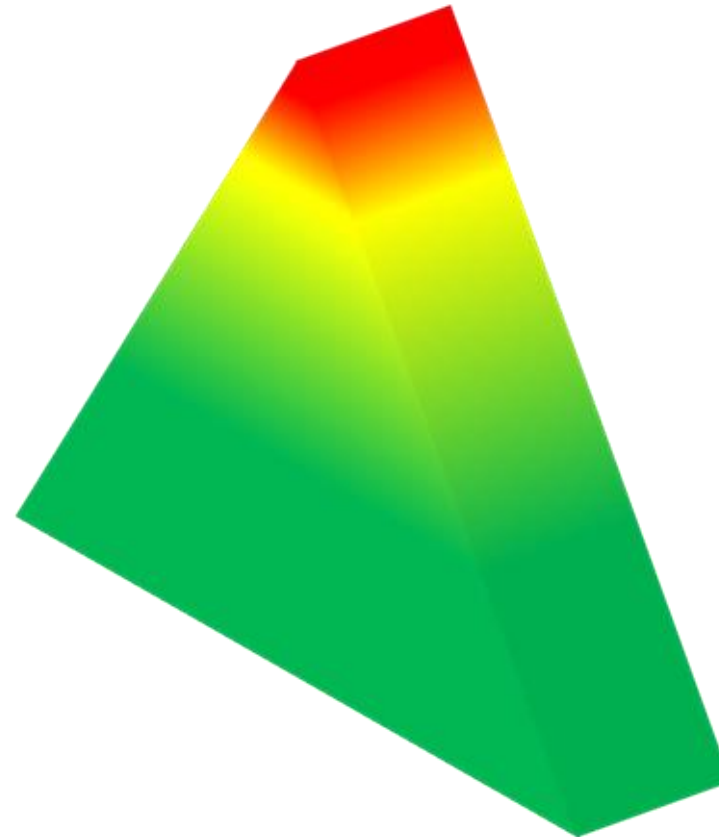
- for initial assessment to determine if a school is using (or needs) PBIS
- as a guide for implementation of Tier 1, Tier 2, and Tier 3 practices
- as an index of sustained PBIS implementation
- as a metric for identifying schools for recognition within their state implementation efforts

- The TFI was developed to provide one assessment across all three tiers that could be used for progress monitoring and annual evaluation
- Three separate studies show
  - **Reliability:** Consistent results among raters
  - **Validity:** Significant correlation with other measures (BoQ, TIC, SAS, and BAT)
  - **Usability:** Teams reported the TFI as efficient & useful for decision making

The Tiered Fidelity Inventory 3.0 is a measure of the extent to which school teams are applying core features of school-wide PBIS (SWPBIS).

The TFI 3.0 has three scales:

- Tier I: 20 Items
- Tier II: 15 Items
- Tier III: 19 Items



# 2024-25 Survey Data

Survey Completed  
**27,910**

Total Responses  
**573,529**

## Surveys By Country

Country	Orgs	Completed
	6	11
Australia	496	594
Australia - Catholic Ed	6	7
Canada	66	98
Colombia	1	4
Saudi Arabia	1	1
United States	13966	27,910
<b>Total</b>	<b>14542</b>	<b>28,625</b>

## Surveys by Organization Type

Type	Orgs	Complete
Education Service District	1	
School District	6	
School	13,959	27,90
<b>Total</b>	<b>13,966</b>	<b>27,91</b>

## Surveys Taken

Survey	Completed	Responses	Organization
BoQ	543	540	530
EC-BoQv2	22	22	18
FIS-Elementary	91	8,316	73
FIS-Family	142	3,485	125
FIS-Secondary	77	17,042	56
FIS-Staff	187	4,073	157
SASv4	6,328	241,464	5,912
SCS-Elementary	796	93,482	602
SCS-Family	857	31,233	711
SCS-Secondary-Brief	351	77,835	256
SCS-Secondary-Extended	237	49,137	191
SCS-Staff	1,032	28,845	857
TFlv2.1	16,537	17,353	11,655
TFlv3	710	702	679
<b>Total</b>	<b>27,910</b>	<b>573,529</b>	<b>13,966</b>

## Revised TFI 2.1 to:

- Prioritize content related to the integration of **mental health supports, equity, and classroom implementation**
- Better align with **current guidance and training content from the national Center on PBIS**
- Better support with **in-depth action planning**

**Based on features & items of existing and retired fidelity measures  
SET, BoQ, TIC, TFI 2.1, SAS, BAT, MATT**



How we talk about students and the words we choose matter. The latest TFI incorporates language that is person-first, inclusive, and specific. Some of the notable changes include:

- Contextually appropriate behavior
- Equity
- Marginalized groups
- Partner
- Social emotional behavior (SEB) support



TIERED FIDELITY INVENTORY

## Glossary and Acronym Key

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

**Community Data:** Data collected outside the school district to provide a deeper understanding of the community context in which the school is operating. These data may include community resource profiles, information about basic needs (e.g., food and housing), health care access, community events, or global events that may impact a large number of community members.

**Contextually Inappropriate Behavior:** Behaviors or actions that are inappropriate in a given context but may be appropriate in another context. For example, yelling may be inappropriate in a classroom context, but appropriate on the playground. We intentionally use the term contextually inappropriate behavior rather than unwanted or inappropriate behavior to emphasize the role of context in judgments about what behaviors are and are not accepted.

**Culturally Responsive:** "Cultural responsiveness includes (a) holding high expectations for all students, (b) using students' cultures and experience to enhance their learning and (c) providing all students with access to effective instruction and adequate resources for learning

(Klinger et al., 2005)" (Levenson, Smith, McIntosh, Rose, & Pinkelman, 2021, p. 6). For more details, see the [PBIS Cultural Responsiveness Field Guide](#).<sup>1</sup>

**Engagement:** A process for two-way communication and data-based collaborative problem solving built on collaborative relationships, trust, mutual respect, understanding, and shared responsibility for student outcomes.

**Equity:** When "educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people such that each person has access to, meaningfully participates in, and experiences high outcomes from high-quality learning experiences, with an appreciation of individual characteristics and group memberships."<sup>2,3</sup>

**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.

**Foundational Knowledge:** An understanding of the essential elements of the PBIS framework (e.g., equity, outcomes, data, practices, systems) and the behavioral science that underlies implementation.

1. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

2. Fraser, N. (2008). Social right and gender justice in the neoliberal movement: A conversation about welfare and transnational politics. *Feminist Theory*, 9, 225-245.

3. Great Lakes Equity Center. (2012). Educational equity: What's it all about? An Equi-learn Webinar presentation by Skelton, S & Kigamwa, J. The Great Lakes Equity Center Retrieved from <http://glec.education.lupui.edu/archived-webinar-events.html>



Prioritize content related to the integration of **mental health supports, equity, and classroom implementation**

Accomplished this by

- Adding some items
- Refining existing items
- Scoring Changes

## Key Changes

More explicit integration of **mental health supports** across all tiers including crisis response and de-escalation

Focus on **equitable** access and outcomes across tiers

**Classroom practices** and systems in Tier 1

Expanded **scoring** rubric (3 → 5; 2 = 2)

Increased sensitivity

Opportunity to see growth

Supports more nuanced action planning

# 5 Tips for Transitioning from 2.1 to 3.0



- Concentrate on the purpose
- Highlight changes
- Practice first
- Lean into action planning
- Know where your resources are

- Remember that the newest version of the TFI aligns more closely with current research and best practices for equity, sustainability, and fidelity.
- Frame the transition as an opportunity to strengthen systems and make real changes for student success.
- Communicate the “why” behind the changes to staff.

- Point out major differences ahead of time.
  - Language updates
  - New items for each tier
  - Refined scoring criteria
- Think about using a crosswalk to visualize changes and spot similarities.

- Take a practice, low-stakes session of the TFI 3.0.
- Compare those results to your TFI 2.1 results.
- Discuss any snags and speedbumps so you can figure those out before the real thing.

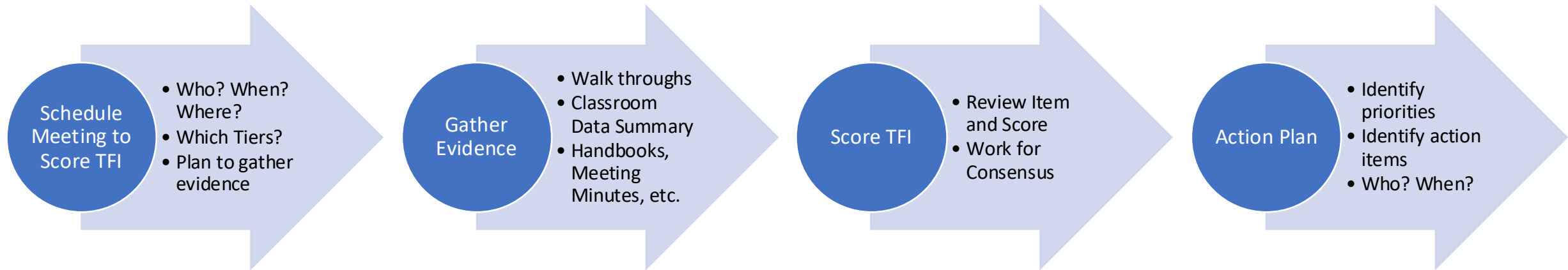
- Solution development and action planning are much more important than the survey itself.
- Lean into the post-survey process and spend more time and energy on making things better. How can you leverage what you learned for additional PD and coaching?
- Revisit old action plans to compare goals and match updated expectations.

- Find your administration and action planning resources ahead of time.
- Suggest short learning sessions focused on understanding new items, scoring consistency, and implications for the different tiers at your site.
- Create templates, checklists, and practices to make the transition smoother.

# Identify Key Considerations for Administering the TFI 3.0



# Administering the TFI



## **Stayed the Same:**

- Completed by a school's Leadership Team or Systems Planning Team
- Team comes to consensus for each score
- Completion with an External Coach recommended
- More frequent administration for early implementers
- Can be completed on paper or on [PBISApps.org](https://PBISApps.org)
- There is no cost to complete the TFI

## **New for 3.0:**

- Plan for more time, especially with the walkthrough classroom elements
- Plan to introduce new scoring criteria

# Facilitating Scoring

## TFI 3.0 Tier 1: Preparing for Administration and Scoring Items

This presentation prepares coaches and facilitators who will be guiding administration and use of the TFI 3 Tier 1 with school teams.



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April 1, 2025



### Subscale: Teams

Tier 1 leadership team includes the following roles: 1-2 Tier 1 system coordinators (e.g., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members of the community (e.g., mental health providers), and individuals with expertise in:

- applied behavior support
- mental health and trauma
- academic instruction
- coaching
- equity
- physical health and wellness (e.g., nurse, health teacher)
- data systems and information regarding system and student academic and SEB strengths and needs
- operations of the school across grade levels and programs

**Main Idea:**  
Teams need people with multiple skills and perspectives to implement PBIS well.

### Possible Data Sources

School organizational chart  
Tier 1 team meeting minutes

0	1	2	3	4
Team <b>does not</b> exist or <b>does not</b> include a coordinator, school administrator, or individuals with applied behavioral expertise.	Team exists, but does not include all identified roles, or <b>participation of these members is below 80%</b> .	Team with all roles exists <b>and is actively engaged with participation of all roles at or above 80%</b> .	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and <b>either</b> a written process is followed for selecting, orienting, recruiting, and retaining team members <b>or</b> Tier 1 leadership team includes members from the group that is most exposed to disparate outcomes in this school (e.g., exclusionary discipline, bullying, mental health referrals)	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and <b>both</b> a written process is followed for selecting, orienting, recruiting, and retaining team members <b>and</b> Tier 1 leadership team includes members from the group that is most exposed to disparate outcomes in this school

### Team Roles Assessment:

- Tier 1 Coordinator(s)
- Administrative authority
- A representative group of educators
- Student perspective
- Family member(s)
- Representation from marginalized groups
- Community partners

### Additionally, expertise in:

- Behavior
- Mental Health
- Academic Instruction
- Coaching
- Equity
- Physical Health and wellness
- Data systems and information
- School operations

# Facilitating Scoring: Tips & Tricks



Have team members review the items and score individually prior to the meeting



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

During the meeting, ask team members to use their fingers to share their individual score for each item.

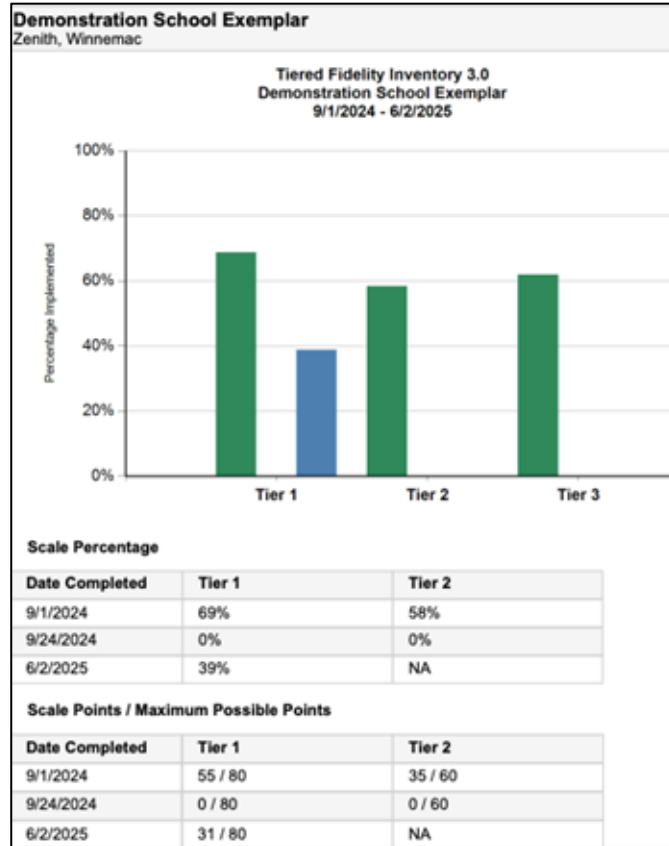


When scores vary, facilitate discussion working towards consensus.

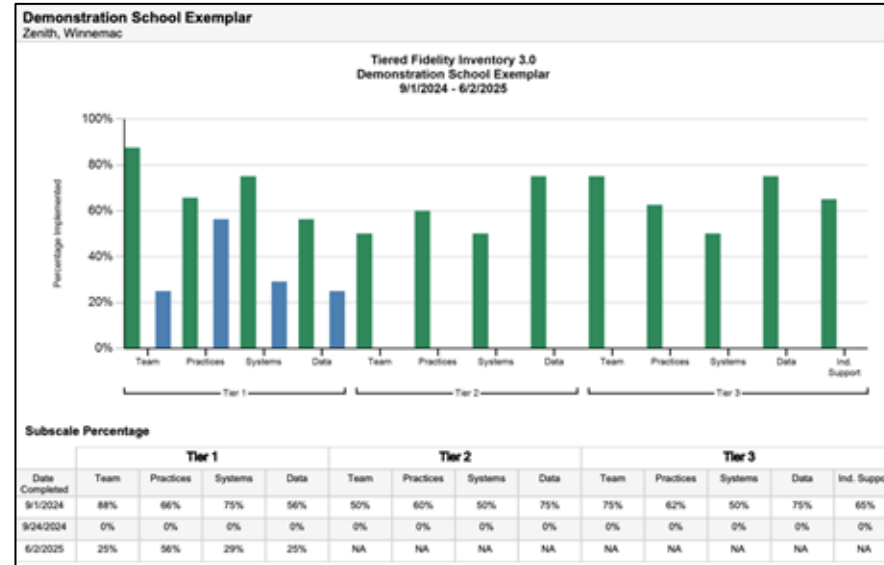
# Utilize TFI data for Action Planning & Continuous Improvement



# PBIS Assessment Reports



Scale Report



Subscale Report

**Tiered Fidelity Inventory 3.0**

**Demonstration School Exemplar**  
Zenith, Winnemac

School Year: 2024-25  
Date Completed: 9/1/2024 - 6/2/2025

**Tier 1: Universal PBIS Features**

Team	9/1/24	9/24/24	6/2/25
<p><b>1. Team Composition:</b> Tier 1 leadership team includes the following roles: 1-2 Tier 1 system coordinators (i.e., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise the following areas:</p> <ul style="list-style-type: none"> <li>• applied behavior support</li> <li>• mental health and trauma</li> <li>• academic instruction</li> <li>• coaching</li> <li>• equity</li> <li>• physical health and wellness (e.g., nurse, health teacher)</li> <li>• data systems and information regarding system and student academic and SEB strengths and needs</li> <li>• operations of the school across grade levels and programs</li> </ul>	4	0	1
<p><b>2. Team Operating Procedures:</b> Tier 1 leadership team has (a) regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data, (b) minutes available to all staff for review, (c) established and regularly used team norms, (d) defined meeting roles (e.g., timekeeper, facilitator, recorder), (e) regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making, (f) a current action plan, (g) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (h) a formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners.</p>	3	0	1
<b>Feature 1 Total:</b>	<b>7 of 8</b>	<b>0 of 8</b>	<b>2 of 8</b>

Item Report

# School Action Planning: Tips & Tricks



Have a team member take **brief notes on possible actions** during TFI scoring



Schedule a follow up time to **complete action planning**



**Make sure action plan is specific and realistic.**  
Prioritize Actions  
Who will do what by when?

# School Action Planning: Templates

←

Document tabs

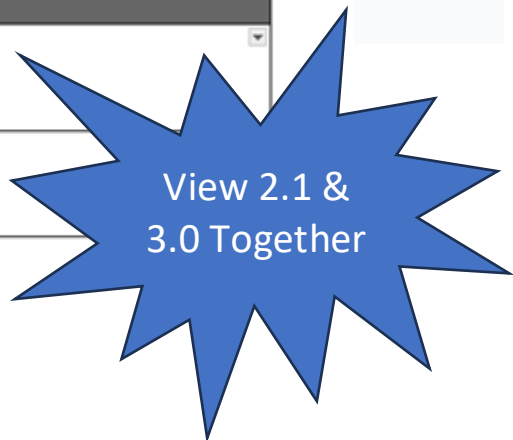
- Directions & Data
- Teams
- Practices
- Systems
- Data
- Action Plan

PBIS Tier 1 Implementation	
School:	Date Completed:
Participants:	
Score:	
<b>Purpose:</b> 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) can be used over time to guide both implementation and sustained use of SWPBIS. Resource: <a href="#">Tiered Fidelity Inventory Manual</a> and <a href="#">updated Tiered Fidelity Inventory Manual (2/2025 v. 3)</a>	
<b>Instructions:</b> 1. Provide evidence of your current implementation for each item. How do you know this is happening in your building? (meeting agendas and minutes, lesson plan schedules, administrator walkthroughs, parent newsletters, etc.) 2. Based on your evidence and the <a href="#">TFI 2.1 scoring slidedeck</a> , score your current implementation. 3. Identify the work (specific actions/ tasks) your team plans to accomplish in the upcoming school year. 4. Assign staff and a deadline for each action/ task. Assign a team member to review the action plan monthly. 5. Save this document in a shared team folder and include a link on your monthly agenda & minutes.	
Blue indicates last year's TFI and years prior	Green indicates updated TFI (2/2025)

The TFI 3.0 includes nine more items and an expanded 5-point scoring rubric. As a result, the Tier 1 total available points increased from 30 on the TFI 2.1 to 80 on the TFI 3.0. Because of this change, teams may wish to use points instead of percentages to interpret scores (both types of data will be available in online reports). To see how items in the new survey compare, check out the [Item Crosswalk](#) and to see how old and new scores compare see the [Conversion Tables and Formulas](#). Additional Resources: [TFI 3.0 scoring slidedeck](#), [TFI 3.0 Manual](#), [PBIS Across Tiered Fidelity Inventory](#)

Data Review
Celebrations
Opportunities

Adapted from Hood River County School District



←

Document tabs

- Directions & Data
- Teams
- Practices
- Systems
- Data
- Action Plan

Teams			
Item	Description	Evidence & Next Steps	Score
1.1	<b>Team Composition</b> <ul style="list-style-type: none"> <li>Includes an administrator, systems coordinator, family member, and student representation</li> <li>Includes individuals with applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, and knowledge about the operations of the school</li> </ul>	<b>Evidence:</b> <ul style="list-style-type: none"> <li></li> </ul> <b>Possible Next Steps:</b> <ul style="list-style-type: none"> <li></li> </ul>	
1.1	<b>Team Composition</b> <ul style="list-style-type: none"> <li>Includes 1-2 Tier 1 system coordinators (i.e. coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, relevant community partners (e.g. mental health providers)</li> <li>Includes individuals who actively provide expertise the following areas: applied behavior support, mental health and trauma, academic instruction, coaching, equity, physical health and wellness (e.g. nurse, health teacher), data systems and information regarding system and student academic and SEB strengths and needs, operations of the school across grade levels and programs</li> </ul>		
1.2	<b>Team Operating Procedures</b> <ul style="list-style-type: none"> <li>Meets at least monthly</li> <li>Has a regular meeting format/agenda, minutes, defined meeting roles, and current action plan</li> </ul>	<b>Evidence:</b> <ul style="list-style-type: none"> <li></li> </ul> <b>Possible Next Steps:</b> <ul style="list-style-type: none"> <li></li> </ul>	
1.2	<b>Team Operating Procedures</b> <ul style="list-style-type: none"> <li>Meets at least once a month</li> <li>Has the following in place:               <ul style="list-style-type: none"> <li>(a) regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data</li> <li>(b) minutes available to all staff for review</li> <li>(c) established and regularly used team norms</li> <li>(d) defined meeting roles (e.g. timekeeper, facilitator, recorder)</li> <li>(e) regular (e.g. quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making</li> <li>(f) a current action plan</li> <li>(g) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and</li> <li>(h) a formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners</li> </ul> </li> </ul>		

Adapted from Hood River County School District

Thank you,  
 Cristina Sanchez- Klein!  
 Hood River County Public  
 Schools

[Access Here](#)



SCAN ME

# School Action Planning: Templates

Thank you,  
Noah Vanhorn!  
NWPBIS &  
Springfield Public  
Schools

Access Here



SCAN ME

Click Action Item box  
to Auto Populate into  
Action Plan

Date Completed:	(Insert date here)	Tiered Fidelity Inventory 3.0 Action Planning Sheet: Tier 1			
Subscale	Item	Current Score	Notes/Action(s)	Action Item?	
Leadership Team	1.1 Team Composition			<input type="checkbox"/>	
	1.2 Team Operating Procedures			<input type="checkbox"/>	
	1.3 Schoolwide Expectations	Tier 1 leadership team has (a) regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data, (b) minutes available to all staff for review, (c) established and regularly used team norms, (d) defined meeting roles (e.g., timekeeper, facilitator, recorder), (e) regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making, (f) a current action plan, (g) procedure for evaluating		<input type="checkbox"/>	
	1.4 Schoolwide Expectations Taught			<input type="checkbox"/>	
	1.5 Schoolwide Acknowledgement			<input type="checkbox"/>	
	1.6 Contextually Inappropriate Behavior Definitions			<input type="checkbox"/>	
	1.7 Responses to Contextually Inappropriate Behavior			<input type="checkbox"/>	
	1.8 Crisis and Emergency Response Plan Linked to Schoolwide Supports			<input type="checkbox"/>	
	1.9 Schoolwide Practices Used in Classrooms			<input type="checkbox"/>	
Practices	1.10 Classroom Practices	0 = SEB support within a PBIS/MTSS framework is not a documented school priority. 1 = Priority of SEB support within a PBIS/MTSS framework is informally documented (e.g., meeting minutes, administrator statement). 2 = Priority of SEB support within a PBIS/MTSS framework is clearly documented as one of the top 3 school improvement goals within school improvement plans. 3 = Priority of SEB support within a PBIS/MTSS framework is clearly		<input type="checkbox"/>	
	1.11 Established Priority			<input type="checkbox"/>	
	1.12 Schoolwide Professional Development and Coaching			<input type="checkbox"/>	
	1.13 Classroom Professional Development and Coaching			<input type="checkbox"/>	
	1.14 Faculty and Staff Engagement			<input type="checkbox"/>	

Action Items - Action Plan							
TFI Item or Focus Area	Current Score	Notes and Action(s) the Team Plans to Accomplish	Priority Level	Person(s) Responsible	Timeline	Date Accomplished	Follow-up Actions (when needed)

All 3 Tiers!

# School Action Planning: Templates



TFI 3.0 ACTION PLANNING FORM

## Action Planning Form

### Tier 1: Universal PBIS Features

Item	Current Score	Action	Who	When
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Schoolwide Expectations				
1.4 Schoolwide Expectations Taught				
1.5 Schoolwide Acknowledgment				
1.6 Contextually Inappropriate Behavior Definitions				
1.7 Responses to Contextually Inappropriate Behavior				
1.8 Crisis and Emergency Response Plan Linked to Schoolwide Supports				
1.9 Schoolwide Practices used in Classrooms				
1.10 Classroom Practices				
1.11 Established Priority				
1.12 Schoolwide Professional Development & Coaching				
1.13 Classroom Professional Development & Coaching				
1.14 Faculty and Staff Engagement				
1.15 Student Engagement				
1.16 Family and Community Engagement				
1.17 Decision making with Behavior Data				
1.18 Using School and Community Data to inform Tier 1				
1.19 Decision Making with Fidelity Data				
1.20 Evaluation Plan				



[PBISApps.org](http://PBISApps.org)

**Give monthly updates of progress to staff**

**Share an Annual Summary with Partners**

- Meets the Evaluation feature items TFI



**“What we need to do is build systems that are ‘good enough’ to start and then, by design, improve themselves... We can settle for a pretty good solution that’s equipped with so many built-in feedback loops that it can’t help but get better over time.”**

*- Dan Heath. [Upstream: The Quest to Solve Problems Before they Happen](#)*

# TFI Coaching Report Example

## TFI Coaching Report XX School District

School: Elementary Date: \_\_\_\_\_

### Scale Report:



### How to review TFI graphs

**Scale:** This graph shows the extent to which the core features of Tier I, II, and III are being implemented individually.

**Why use this graph?** This graph is a way to monitor implementation as you build your tiered model and work towards sustainability.

**Subscale:** This graph breaks down each tier into subscales.

**Why use this graph?** This graph will help identify which subscales to focus on to strengthen your implementation.

Generally, a score of 70% or better is considered to be meeting PBIS implementation fidelity.

Adapted from Salem-Keizer School District (Elliott, Massar, & Lewis, 2018)

## TFI Coaching Report XX School District

### Walkthrough:

Below are the results from the walkthrough conducted on \_\_\_\_\_ by \_\_\_\_\_. The walkthrough directly addresses items 1.3, 1.4, and 1.9 on the TFI.

TFI Question	Staff Questions			Student Questions	
	What are the expectations?	Have you taught the ACT expectations to students this year?	Have you given out any Stinger Bucks since winter break?	What are the expectations?	Have you received any since winter break?
Score	/10 Knew at least 2 out of 3 expectations	/10	/10	/10 Knew at least 1 out of 3 expectations	/10

### Shout-outs:

Coaches **note**, in this section, note any special shout outs or positive things you notices to celebrate the site

While visiting schools and talking with your teams, we identified some shout-outs for you school:

- Strong administrative support for PBIS and parent/teacher representation on the team

### Considerations for Action Planning:

Coaches **note**, in this section, note specific TFI items and share action steps or example that the team can use.

- **1.12; 1.13** Identify a data analyst to build fluency and competency with utilizing the SWIS Drill Down tool to explore patterns and generate precise problem statements
  - Use the information to develop goals and solution plans
  - Share the data monthly at team meetings and use the data to drive meeting agenda
- **2.11** Utilize (or incorporate) Tier 2 student performance data to track success rate of Tier 2 interventions
  - See [Tier 2/Tier 3 tracking tools available](#)

### Tips for using the TFI:

- Action Planning at the end of the year
  - Identify areas to work on for the following school year
  - Rate the level of importance of each action item
- Progress monitoring throughout the year
  - Take any portion of the TFI throughout the year to keep a pulse on your implementation or if you are stuck with what to do next

Adapted from Salem-Keizer School District (Elliott, Massar, & Lewis, 2018)

## TFI Coaching Report XX School District

### TFI Action Planning Form

Instructions: As a team, review your score for each element and establish an Action Plan.

Item #	Description	Score	What work needs to be completed?	Who will help complete the work?	When will work be completed by?
<b>Tier I (School-wide Interventions)</b>					
1.1	Team Composition				
1.2	Team Operating Procedures				
1.3	Behavioral Expectations				
1.4	Teaching Expectations				
1.5	Problem Behavior Definitions				
1.6	Discipline Policies				
1.7	Professional Development				
1.8	Classroom Procedures				
1.9	Feedback and Acknowledgement				
1.10	Faculty Involvement				
1.11	Student/Family/Community Involvement				
1.12	Discipline Data				
1.13	Data-based Decision Making				
1.14	Fidelity Data				
1.15	Annual Evaluation				
Other Notes					

Adapted from Salem-Keizer School District (Elliott, Massar, & Lewis, 2018)

Thanks to the Salem-Keizer  
(OR) District PBIS Coaches!



# PBIS Assessment

Get to know your PBIS implementation with our free, online app for conducting evidence-based surveys like the TFI and the School Climate Survey.

## RECOMMENDED SURVEYS

Tiered Fidelity Inventory (TFI) 3.0

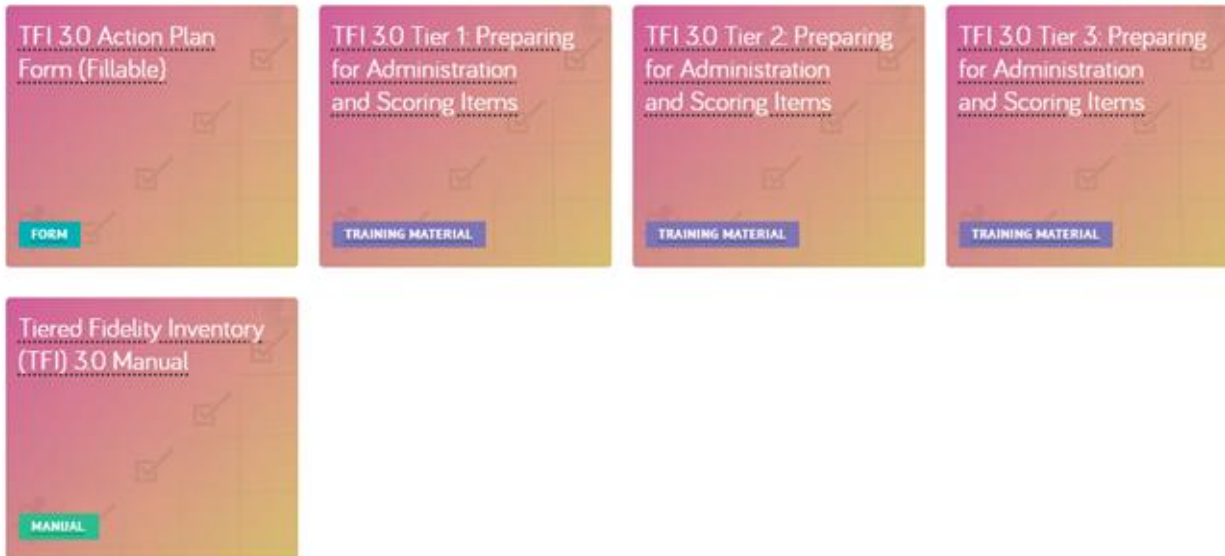
School Climate Surveys (SCS)

## Assessment is key to SWPBIS implementation

PBIS Assessment offers assessment tools to examine SWPBIS adoption, sustainability, and implementation refinement

- Evidence-based tools
- Web-based
- Continuously available

## TFI 3.0 Resources



## TFI 2.1 Resources

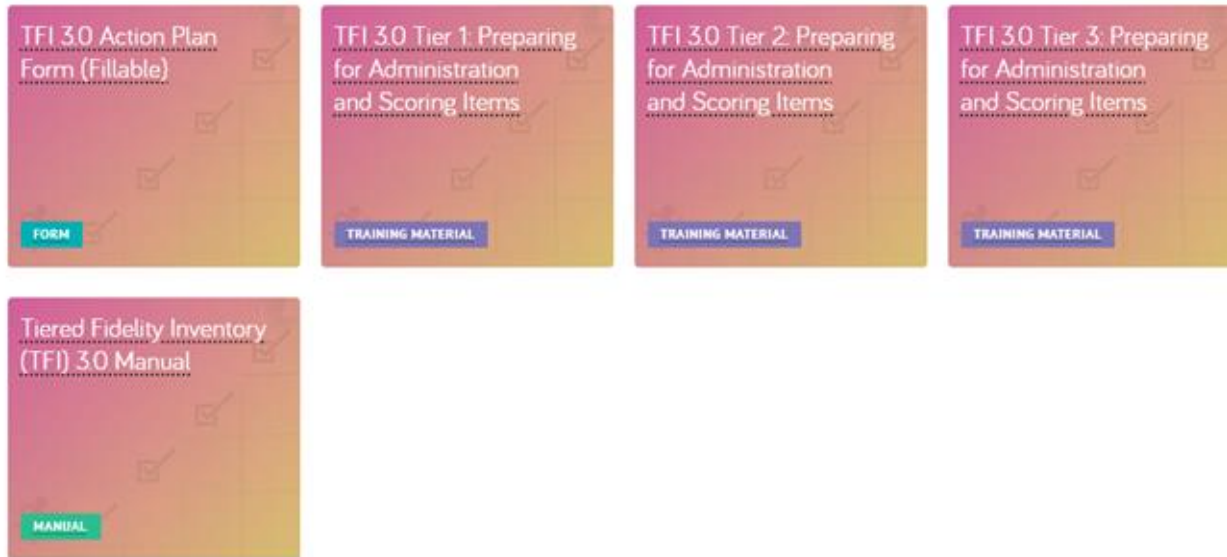


## SWPBIS Tiered Fidelity Inventory 3.0 and 2.1

### TFI Action Plan Template

- TFI Videos
  - Preparation
  - Completing and Recording
  - Reviewing and Analyzing the Reports
  - Action Planning
  - Meeting Example
  - Walkthrough Tool
- TFI Webinars (monthly)

## TFI 3.0 Resources



## TFI 2.1 Resources



## Resource page

<https://www.pbisapps.org/products/tfi>

## FAQs

<https://pbisapps.freshdesk.com/support/search?term=tfi%203.0>

# Questions??



Please don't hesitate to reach out to us either at [support@pbisapps.org](mailto:support@pbisapps.org) or [training@pbisapps.org](mailto:training@pbisapps.org) if you need any assistance or have further questions!

A colorful, stylized graphic that says "Thank You!" in a bubbly, 3D font. The word "Thank" is in pink and orange, and "You!" is in blue and green. There are yellow stars and colorful arrows around the text.