

Integrated Tiered Fidelity Inventory Companion Guide

This guide is intended to support school teams, coaches, and trainers working to focus on cultural responsiveness and support for mental health and wellness within the PBIS framework while also navigating the ongoing challenges of the 2020-2021 school year. Implementing PBIS with fidelity while actively engaging and elevating stakeholder voices creates a prosocial and supportive community that serves as the foundation for mental health prevention, facilitates culturally relevant and equitable implementation and outcomes, and creates environments that supports effective instruction. Throughout this guide we use social, emotional, and behavioral (**SEB**) to describe interventions and outcomes related to social, emotional, behavioral, mental health, and wellness. This companion guide is not an additional fidelity of implementation measure. It is an action planning tool to use alongside the validated TFI to focus PBIS implementation to better meet the complex needs of students and staff.

This document combines guidance from multiple existing sources into one integrated document. This guide incorporates the big ideas found in the [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches¹](#), the [Interconnected Systems of Support Action Planning Field Guide²](#), [The Returning to School during and after Crisis Guide³](#), as well as the [Teaching Social Emotional Competencies within the PBIS Framework Brief⁴](#). This document is intended to provide teams with efficient access to the core ideas and key action steps in each of these areas and is not intended to replace these individual guides. For in depth content, examples, and planning in any of these specific areas, teams should refer to the full documents linked above.

To use this guide, we recommend teams complete the following steps:

1. **Complete the TFI in accordance with its validated scoring** (available at www.pbisapps.org⁵) in person or [remotely](#)⁶
2. **Use the Integrated Companion Guide** as an action planning guide to improve or enhance PBIS implementation. Team may use the whole guide or select specific items for focus.
3. **Use topic specific guides (as needed)** to learn more about specific areas of implementation.
4. **Develop a detailed action plan** using the information gathered from the TFI and the companion guide.

1.1 Team Composition

TFI item

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.

Elaboration

Tier 1 team is representative of school and community demographics and includes:

- a Tier 1 systems coordinator,
- a school administrator,
- family members,
- relevant community partners (e.g., mental health providers), and
- individuals who actively provide:
 - applied behavioral expertise,
 - mental health and trauma expertise,
 - coaching expertise,
 - knowledge of student academic, SEB patterns,
 - knowledge about the operations of the school across grade levels and programs, and
 - for high schools, student representation.

Rationale

Team members with varied areas of expertise, including community partners and family representatives, provide an expanded view/context of how students' lives outside of school are to be considered. Incorporating various perspectives enhances the Tier 1 Team's ability to promote healthy SEB functioning of each student.

1.2 Team Operating Procedures

TFI item

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 plan.

Elaboration

Tier I team meets at least monthly, increasing as needed in response to changing circumstances, and uses consistent meeting procedures including:

- regular meeting format/agenda,
- minutes,
- defined meeting roles, and
- a current action plan that prompts the use of school and community data for decision making and communication to enable all stakeholders to have a voice in the process and outcomes.

Rationale

Teams that rely on clear meeting procedures and stakeholder communication routines when responding to changing circumstances are more likely to be able to effectively, efficiently, and equitably address student and staff needs.

1.3 Behavioral Expectations

TFI item

School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.

Elaboration

School has established, with input from all relevant stakeholders and routine review of school and community data, five or fewer positively stated behavioral expectations meeting the following criteria:

- are consistent,
- focus on high standards for all students,
- reflect cultural values of the surrounding community,
- align to SEB curriculum/college/career standards to foster skill building,
- promote positive relationships,
- are clearly defined through examples within all settings/locations (e.g., school teaching matrix),
- are accessible to learners from a variety of language and ability backgrounds, and
- are revised regularly.

Rationale

Behavioral expectations grounded in school and community values and clearly defined across settings provide transparency for all stakeholders, support students' skill development, and promote a positive and predictable learning environment.

1.4 Teaching Expectations

TFI item

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

Elaboration

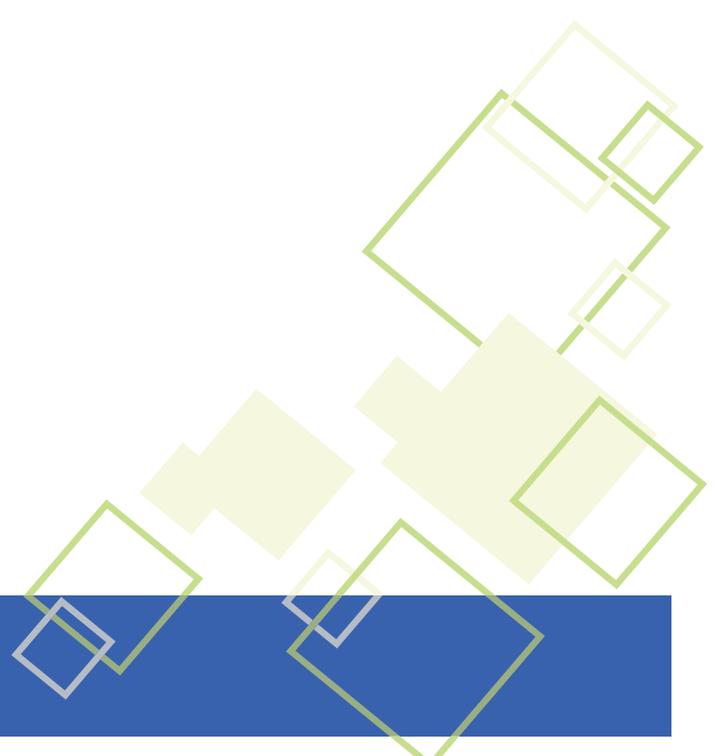
Expected academic and SEB competencies are explicitly taught (e.g., modeled, practiced to fluency, and checked), regularly reviewed, practiced, and prompted directly with students in classrooms and across other campus settings/locations and school routines. Educators explicitly teach expectations within existing SEL and academic curricula.

Teaching expectations within existing curricula includes:

- embedding prompts for expectations during lesson introductions,
- highlighting examples and non-examples of expectations found in curricular materials,
- providing structured opportunities to demonstrate expectations within academic routines, and
- delivering student feedback and acknowledgement for demonstrating expectations across instructional activities.

Rationale

Explicitly teaching expectations across settings, within routines, and within existing curricula supports generalization of learning, ensures students can broadly apply new skills, and promotes overall wellness for all stakeholders.



1.5 Problem Behavior Definitions

TFI item

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.

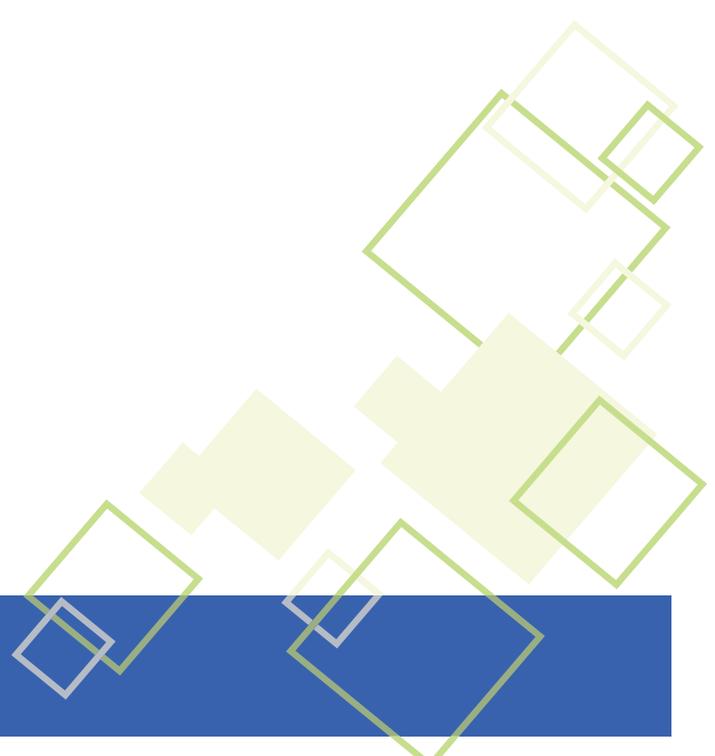
Elaboration

School has clear definitions, policies/procedures, and documentation for behaviors that interfere with academic and social success.

- Definitions include examples and non-examples to clarify situational variability. Behaviors determined to be unacceptable in the school setting are grounded in actual purpose (i.e., to keep students safe).
- Policies are clear and describe steps for addressing office-managed versus staff-managed problems.
- Referral documentation includes:
 - information relevant for decision making (e.g., time, location, perceived function)
 - ways to track all the reasons students leave their instructional environment, including physical or mental health (e.g., visits to the nurse or school counselor), academic support, and disciplinary actions.

Rationale

Clearly defining problem behavior and ensuring consistent response procedures and promotes equity, student learning, and objectivity. Clear documentation supports data-based decision making.



1.6 Discipline Policies

TFI item

School policies and procedures describe and emphasize proactive, instructive, and/ or restorative approaches to student behavior that are implemented consistently.

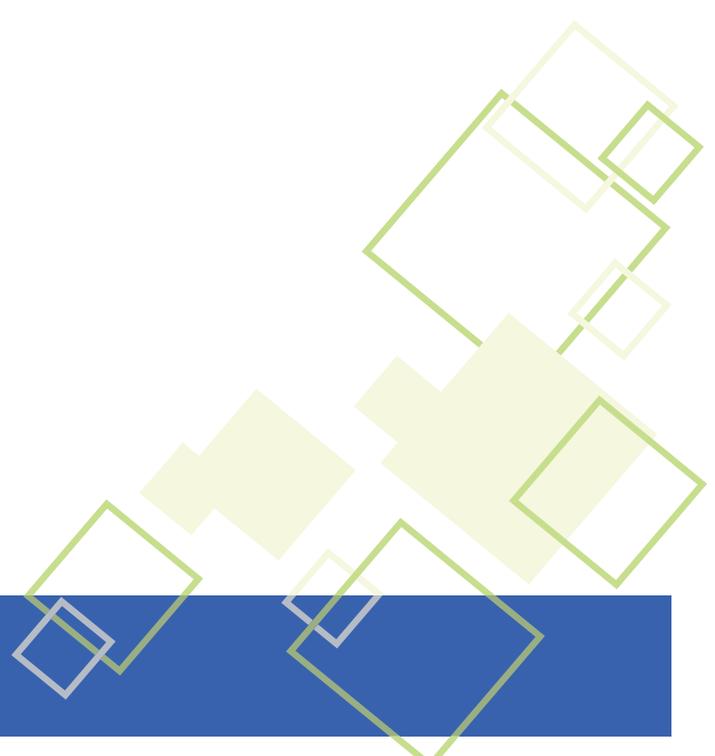
Elaboration

School policies and procedures describe and emphasize proactive, instructive, and/ or restorative approaches to student behavior that:

- remind or (re)teach expectations, as appropriate, to set the student up for future success,
- promote student and staff mental health and wellness,
- prioritize student access to instructional environments (e.g., staff are trained and supported to de-escalate problem behaviors and address trauma effectively),
- are implemented consistently and equitably, and
- are reviewed and modified based on stakeholder feedback regularly.

Rationale

A proactive and instructional, rather than punitive, approach to discipline supports equitable student learning, maintains staff student relationships, and strengthens wellness for all.



1.7 Professional Development

TFI item

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.

Elaboration

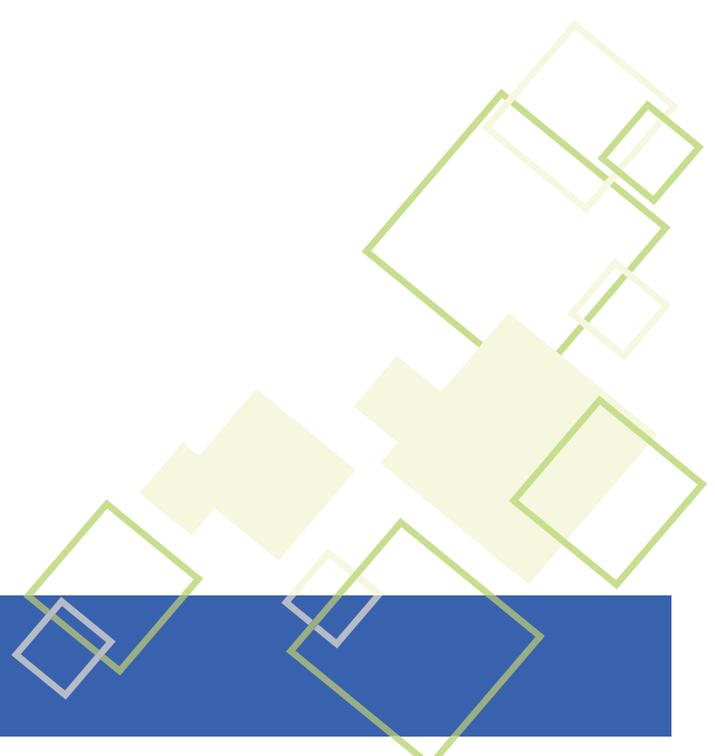
A written process is used for orienting, training, coaching, and providing refresher/booster training to all school or community employed faculty/staff on foundational knowledge and core Tier 1 SWPBIS practices that promote equity and wellness.

Professional development that promotes student success includes:

- behavioral principles to understand and support student behavior,
- mental health and trauma informed care foundations,
- historic context and present-day issues specific to the school's underserved populations, and
- effectively applying core practices with cultural competence.

Rationale

Effective ongoing and relevant professional development increases consistency, implementation fidelity, and effectiveness while building staff competency and confidence to support students' SEB skills.



1.8 Classroom Procedures

TFI item

Tier 1 features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

Elaboration

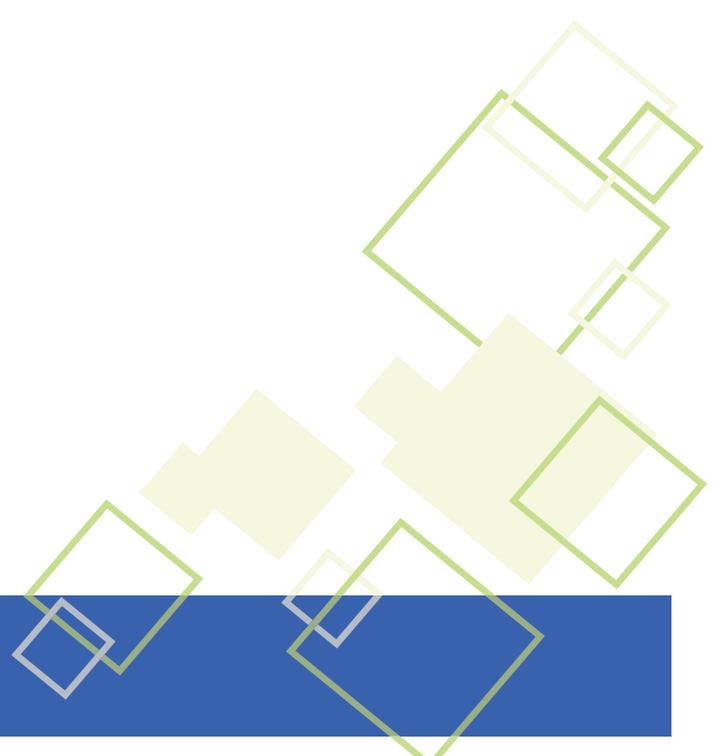
Classroom procedures are (a) linked to school-wide procedures, (b) taught explicitly, (c) inclusive of students' prior knowledge and home lives, (d) supportive of relationships and connectedness, and (e) integrated with SEB and academic instruction. Supportive assistance is available for educators to enhance their implementation (e.g., coaching) and/or students needing additional support.

Specifically, classroom procedures include:

- creating a safe, positive, and predictable classroom environment,
- explicitly teaching, prompting, and reviewing school-wide expectations in the context of all classroom routines,
- equitably and actively engaging students during instructional and social routines,
- actively supervising students,
- equitably acknowledging appropriate behavior in culturally and contextually relevant ways, and
- correcting errors in instructionally-focused, culturally-responsive, and contextually-appropriate ways.

Rationale

When proactive tier 1 practices are implemented effectively and consistently in each classroom, student well-being is enhanced, instructional opportunities are maximized, and positive outcomes are strengthened.



1.9 Feedback and Acknowledgement

TFI item

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.

Elaboration

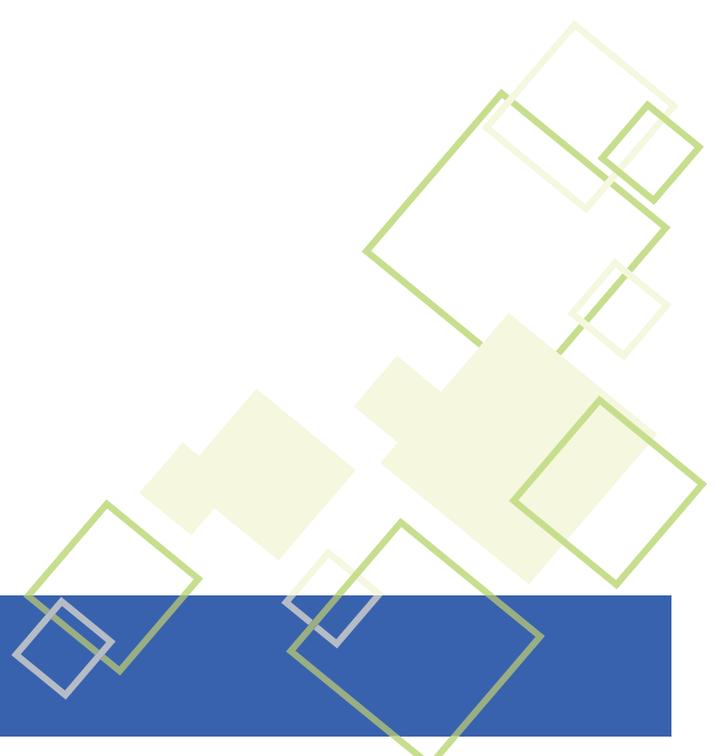
A formal system exists for providing and documenting specific positive feedback on academic and SEB learning that is:

- linked to school-wide expectations,
- considerate of the culture and developmental needs of the students,
- used across all classroom and non-classroom settings,
- used by at least 90% of a sample of staff, and
- experienced/received by at least 50% of a sample of students.

Further, feedback and acknowledgement are intensified to support learning new skills, particularly when competing habits are already formed, and is used to develop and maintain positive, supportive relationships with students.

Rationale

Frequent acknowledgement builds relationships, solidifies learning, and increases positive SEB outcomes to promote an overall positive environment.



1.10 Faculty Involvement

TFI item

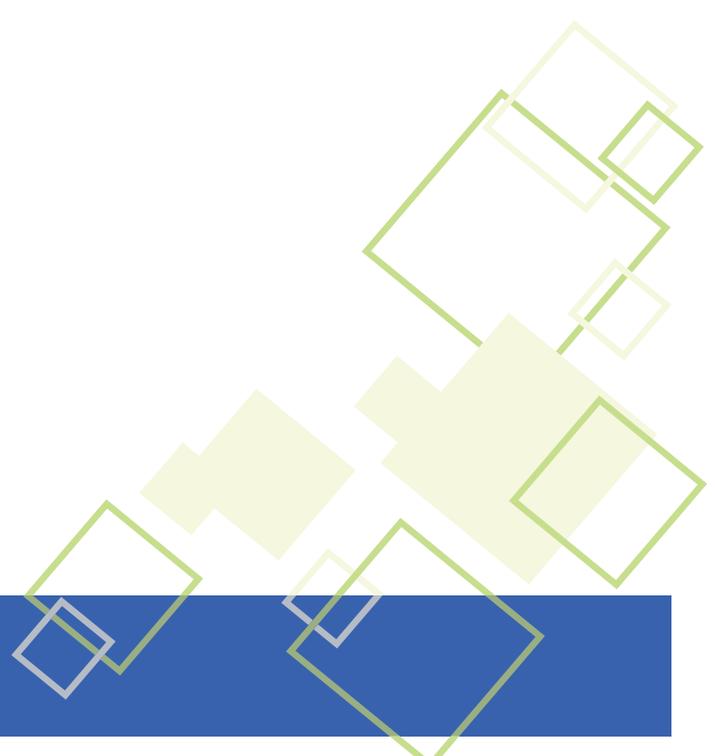
Faculty are shown schoolwide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

Elaboration

All faculty and staff review and provide input on community and schoolwide data regularly, demonstrate ownership (e.g., participate in collecting, reviewing, and making decisions based on data) of the system, and accept responsibility (e.g., monitoring their implementation fidelity of school- and class-wide procedures) for sustaining practices that are effective for all students including universal foundations. Additionally, staff wellness is prioritized to support faculty involvement.

Rationale

Incorporating staff voice into implementation promotes a sense of community, improves fidelity of implementation, and supports sustainability.



1.11 Student/Family/Community Involvement

TFI item

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

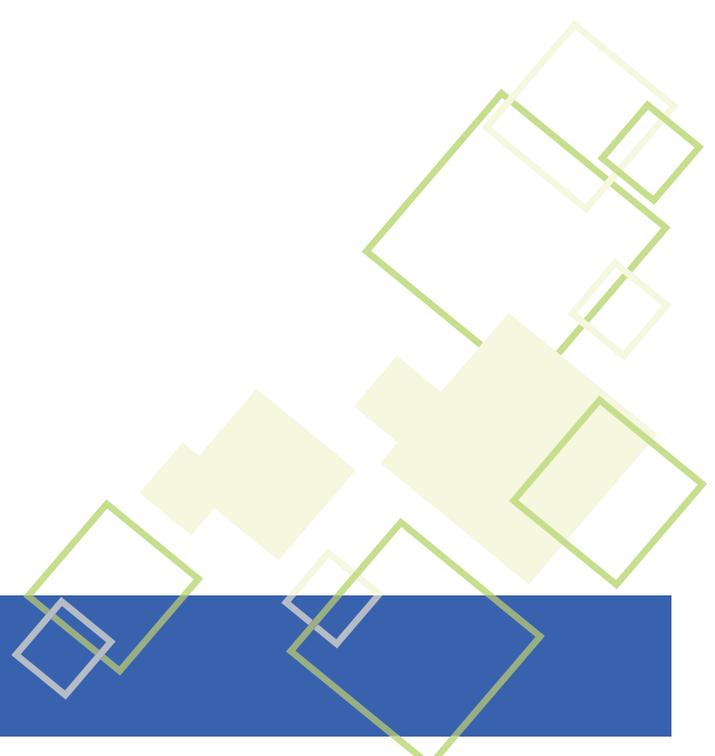
Elaboration

Teams purposefully engage families, students, and community members that are representative of the schools' demographics and any underserved populations. Families, students, and community members have an opportunity to:

- review community and school-level data,
- provide feedback on universal foundations (e.g., expectations, consequences, acknowledgements),
- review action steps, and
- engage in progress monitoring and problem solving as needed at least annually.

Rationale

Community engagement strengthens implementation by supporting cultural and contextual relevance while producing relevant, meaningful, and valued efforts.



1.12 Discipline Data

TFI item

Tier 1 team has instantaneous access to graphed reports summarizing school level discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

Elaboration

Tier 1 team has instantaneous access to graphed reports summarizing academic, attendance, school climate (student, personnel, and family perceptions), community, and behavioral data organized by the frequency and type of problem events, location, time of day, and by individual student. Additionally, the data can be easily disaggregated by race, gender, and disability status.

Rationale

Current, reliable, and accessible data allows teams to make relevant and informed decisions to support stakeholder wellness and success.

1.13 Data-based Decision-making

TFI item

Tier 1 team reviews and uses discipline data at least monthly for decision-making.

Elaboration

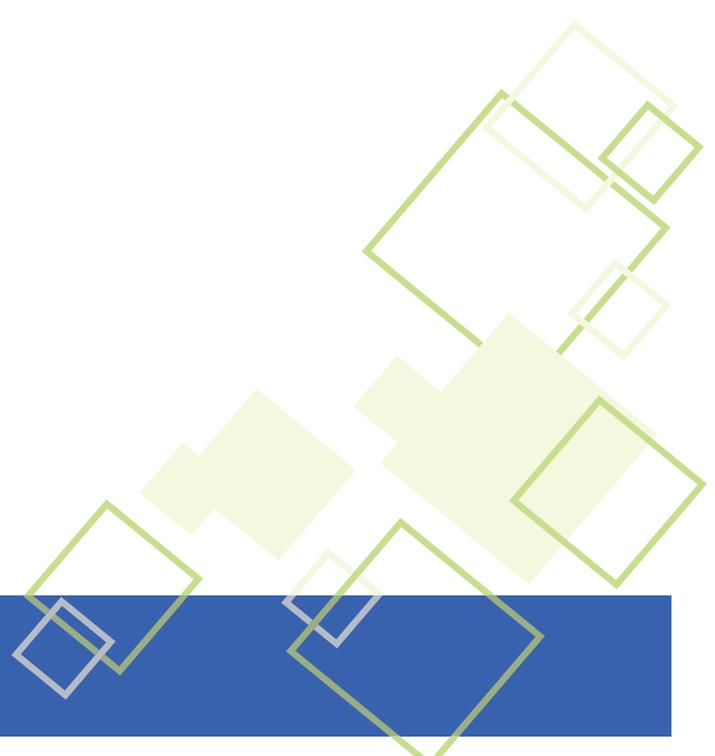
Tier 1 team reviews and uses multiple data sources at least monthly for decision-making. Teams regularly disaggregate their data by race, gender, and disability status as an effective and objective way to assess and monitor equity in student outcomes. Student outcomes that reflect equitable learning opportunities are the ultimate criteria for all decisions, including those related to funding, practice selection, implementation, policy, and professional development. Teams are purposeful in examining inequitable outcome data from a systems perspective first, before viewing it as an issue with an individual student, family, or educator. Teams use a formal process for identifying precision problem statements, developing action items to address needs, and monitoring implementation and outcomes.

Decision-making prioritizes:

- the most efficient and effective practices,
- practices that are supported by evidence,
- the local culture and current context, and
- high-quality implementation across time.

Rationale

Conducting routine data reviews promotes problem solving and identification of solutions that are equitable, efficient, effective, relevant, and durable for school community members.



1.14 Fidelity Data

TFI item

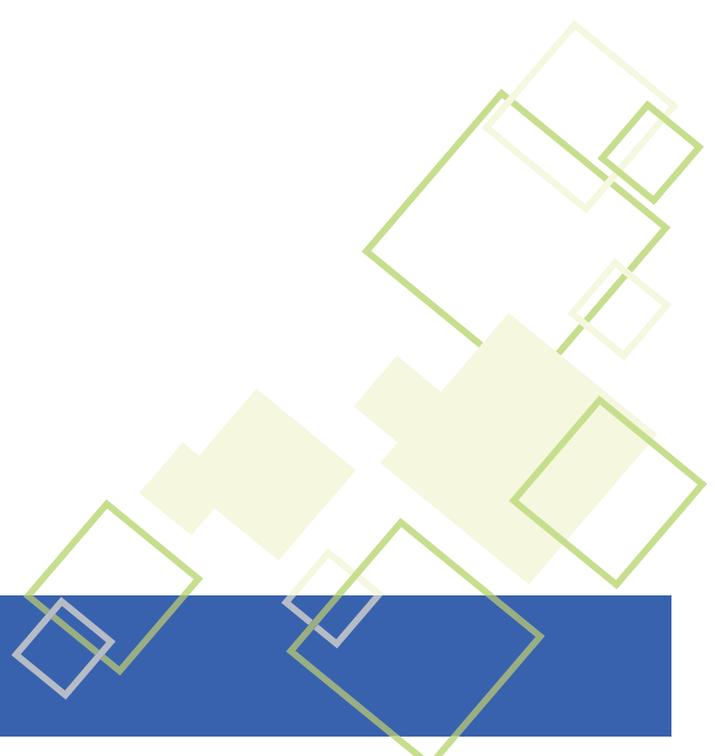
Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.

Elaboration

Tier 1 team reviews and uses established SWPBIS fidelity assessments alongside additional intervention specific fidelity measures at least annually to examine the integration of mental health, social emotional learning, and culturally responsive practices within the PBIS framework. Additionally, teams monitor the implementation fidelity of all added practices and interventions at the school-wide/classroom level and ensure equitable access for all students.

Rationale

Student outcomes are maximized when effective practices are implemented correctly and consistently. Routine fidelity reviews provide teams with an opportunity to assess and improve implementation.



1.15 Annual Evaluation

TFI item

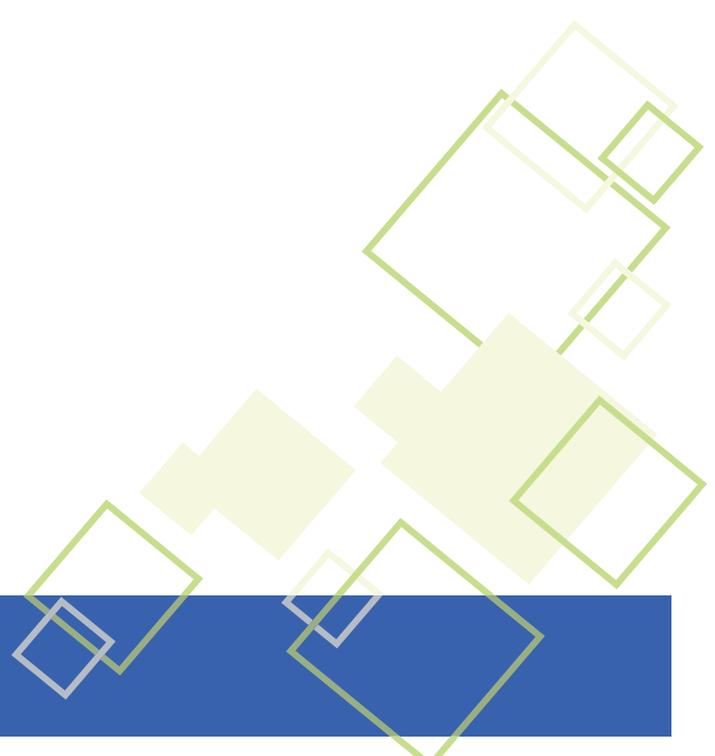
Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

Elaboration

Tier 1 team documents fidelity, effectiveness, and stakeholder perceptions of Tier 1 practices for student academic and SEB outcomes at least annually (including year-by-year comparisons), shares evaluation data with stakeholders (staff, families, community, district) in a usable format, and celebrates successes. The Tier 1 team uses annual evaluation procedures to engage a wide and representative range of stakeholders in two-way communication regarding goals and progress to support long term sustainability.

Rationale

Engaging in a regular evaluation process promotes accountability, progress monitoring, and continuous improvement of implementation efforts.



Embedded Hyperlinks

1. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>
2. <https://www.pbis.org/resource/isf-action-planning-companion-guide-to-swpbis-tfi>
3. <https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>
4. <https://www.pbis.org/resource/teaching-social-emotional-competencies-within-a-pbis-framework>
5. www.pbisapps.org
6. <https://www.pbis.org/resource/conducting-the-tiered-fidelity-inventory-and-walkthrough-remotely>

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