

## OVERVIEW OF THE TIERED FIDELITY INVENTORY (TFI)

### Purpose of the TFI

The TFI is a research validated instrument that is designed to provide a valid, reliable and efficient measure of the extent to which school staff are implementing the core features of school-wide Positive Behaviour for Learning (PBL) interventions.

The TFI was designed to examine Tier I Universal PBL Features, Tier II Targeted PBL Features and Tier III Intensive PBL Features. Each section of the TFI can be used separately or in combination to assess the extent to which core PBL features are in place.

### Completing the TFI

The TFI uses self-assessment processes and external validation processes. The TFI is completed by a school PBL team and often with input from Tier II / III teams if these are in place or the school's Learning and Support Team. Ideally, the team would be assisted by an external PBL coach at least annually when completing the TFI.

Completion of the TFI will yield scores within each tier section indicating the extent to which the core features of Tiers I, II, and III in place which will assist PBL teams with action plans and ongoing progress monitoring. It is recommended that the TFI be completed at least four times per year until a score of at least 80% per tier is reached. Once the team has reached a fidelity level of at least 80% across all three tiers, they may choose to use the tool annually.

The time required to complete each section of the TFI is approximately 30 minutes per tier for initial assessment and approximately 15 minutes per tier for subsequent assessments.

### Data Sources used for the TFI

Information is gathered through multiple sources including, a review of school records, direct observations and staff and student interviews.

It is useful for teams to have the following items (where available) to assist them when completing the TFI:

- Team meeting agendas and minutes
- PBL team action plans
- Staff and student handbooks
- PBL lesson plans / lesson schedule
- School wellbeing / discipline policy
- Staff professional learning calendar
- SAS survey data
- Staff, student and community survey data
- Examples of individual behaviour plans / personalised learning plans

### Current TFI Research

McIntosh, K., Massar, M., Algozzine, R., George, H., Horner, R., Lewis, T. & Swain-Bradway, J. (2016). Technical adequacy of the SWPIS Tiered Fidelity Inventory. *Journal of Positive Behavior Interventions* DOI: 10.1177/109830071663719