Facility Wide-Tiered Fidelity Inventory

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Agenda

❖ Describe the evolution of PBIS in alternative programs, including secure care.

❖ Describe unique characteristics of alternative settings compared to traditional schools.

❖ Describe the processes of development and initial field-testing of the Facility-wide Tiered Fidelity Inventory.

❖ Identify future research activities for advancing our knowledge of PBIS in alternative settings.

Alternative Programs

- Disciplinary programs
  - Placement from traditional schools
- Correctional (juvenile justice) programs
  - Youth are adjudicated through court systems
- Mental health treatment programs
  - Youth may be placed by family, courts, schools

- Day-treatment programs

- Residential programs

Evolution of PBIS in Alternative Programs, Including Secure Care

PBIS Appears to be Expanding Throughout Alternative Programs

❖ Texas, 2009
– Education only
– Residential programs

❖ Multiple states implementing state-wide in secure care
– Georgia
– Arizona
– Montana
– West Virginia

❖ Individual facilities, or local initiatives
– California
– Illinois

❖ Residential programs, day treatment programs
– Mental health programs
– Correctional programs

❖ Unknown number of alternative programs implementing PBIS
– Gagnon, Barber, & Soyturk (2018): 83.2% of programs

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Unique Characteristics of Alternative Programs Compared to Traditional Schools

Unique Characteristics of Most Alternative Program

Staff
- **Varying educational levels, experience**
- **Varying philosophical orientations**
- **Less likely to have staff who have behavioral, educational, developmental training**
- **Staff turnover**

Program Philosophies
- **Competing priorities**
- **Mental health/medical focus? Disciplinary focus? Correctional focus?**
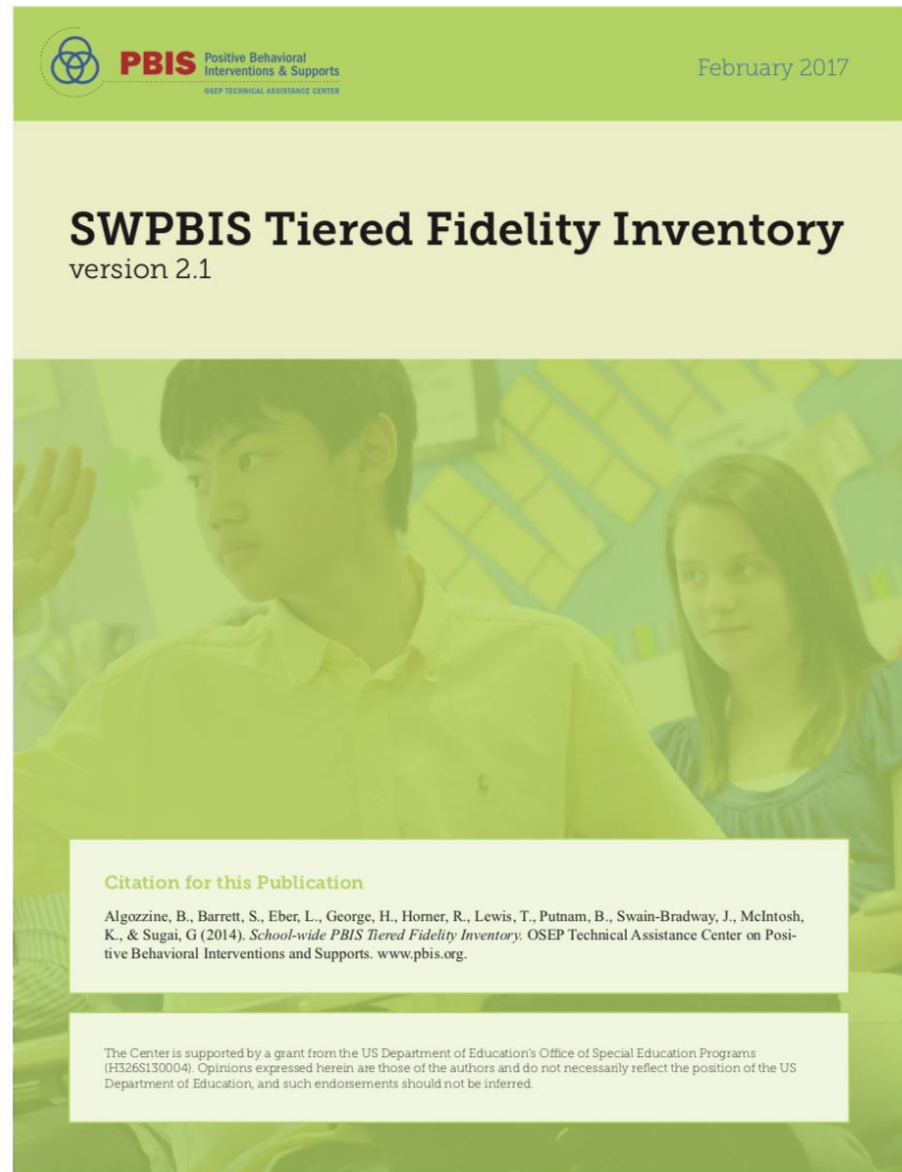
Structure
- **Students less likely to be in common areas, less likely to have freedom of movement**
- **Often, high turnover, short stays in program**

Data
- **Purpose?**
- **Availability**
- **Usability**

Schoolwide Tiered Fidelity Inventory

SWPBIS Tiered Fidelity Inventory
version 2.1

February 2017

Citation for this Publication

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

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Algozzine, B., et. al. (2014). *School-wide PBIS tiered fidelity inventory* [SWPBIS TFI] (v 2.1). OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Available at pbis.org
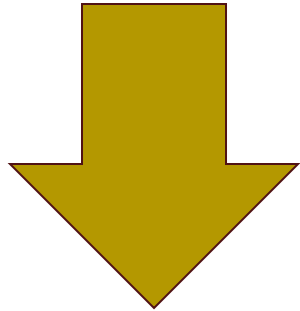
SW-TFI

- 3 sections with essential features for:
  - Tier 1
  - Tier 2
  - Tier 3
- To be completed by PBIS team with guidance from external coach
- Rate each item (feature) as:
  - 0 = not in place
  - 1 = partially in place
  - 2 = fully in place
- Provides suggested data sources for documenting each rating
- Includes a walkthrough component for Tier 1
- Complete as many sections as are being implemented
- Provides subscale score for each tier, plus composite score

Processes for Adapting and Initial Field-testing Activities of FW-TFI

Jolivette & Sprague (2016):

SW-TFI (v. 2.1)

FW-TFI (draft v. 0.1)

- Adapted the SW-TFI for facility-wide (e.g., residential) programs
  - Input from facility personnel

- Features (changed terminology)
- Data sources
- Terminology and wording in scoring criteria

Expert input from Dr. Scheuermann, Dr. Nelson, and one state agency administrator (2017)

- 209 Total Comments
  - 105 - mechanics (grammar, clarity of wording)
  - 70 - data sources
  - 34 - content (scoring criteria, consistency, meaning)

- These edits were partially incorporated in version 0.1

Feature	Possible Data Sources	Scoring Criteria
Subscale: 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%

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 Team Composition: FW-PBIS[1] team includes a PBIS team leader and a representative from each discipline within the facility[2] with individuals present able to provide[3] (a) behavior support, (b) knowledge of youth academic and behavior patterns as well as other youth information, (c) knowledge about the facility operations, (d) safety/security expertise, and (e) youth voice[4]	*Facility organizational chart *FW-PBIS team meeting minutes with attendance roster *FW-PBIS action plans *FW-PBIS Local Operating Procedures (policy)	0=FW-PBIS team does not exist OR does not include a representative from each discipline with (a)-(d) expertise 1=FW-PBIS team exists, but does not include all identified discipline representatives OR attendance of these members is below 80% AND members do not stay for the whole meeting 2=FW-PBIS team exists with all discipline representatives, AND attendance of these members is at or above 80% with members staying the

2017- 2018 Field-Testing: Participating Facilities

- 25 respondents
- 11 facilities in 3 States
  - Texas (3)
  - California (3)
  - West Virginia (5)

- 3 short-term facilities (20 days-1 year)
- 3 long-term facilities (1-3 years)
- 3 combined facilities*

- 4 therapeutic residential facilities
- 7 juvenile detention facilities

*9 facilities reporting

Facility Descriptions

- Facility size
  - 25-50 (5)
  - 50-100 (1)
  - 100-140 (2)
  - 140-200 (3)
- Ages 12-20
- Gender
  - Male and female (7)
  - All male (3)
  - No response (1)
- Types of convictions (detention/commitment facilities)
  - Felony convictions (6)
  - Minor offenses (1)
  - No response (4)

Facility Descriptions: Special Education

- 4 facilities provided data on Special Education rates within their school setting

  - Facility 7
    - 20% of youth receiving Special Education services
  - Facility 8
    - 40-60% of youth receiving Special Education services
  - Facility 9
    - 20-25% of youth receiving Special Education services
  - Facility 10
    - 38-44% of youth receiving Special Education services

Input from Facility Personnel

Meet with PBIS team and coaches → Complete walkthrough → Complete FW-TFI

FW-TFI Sections Completed
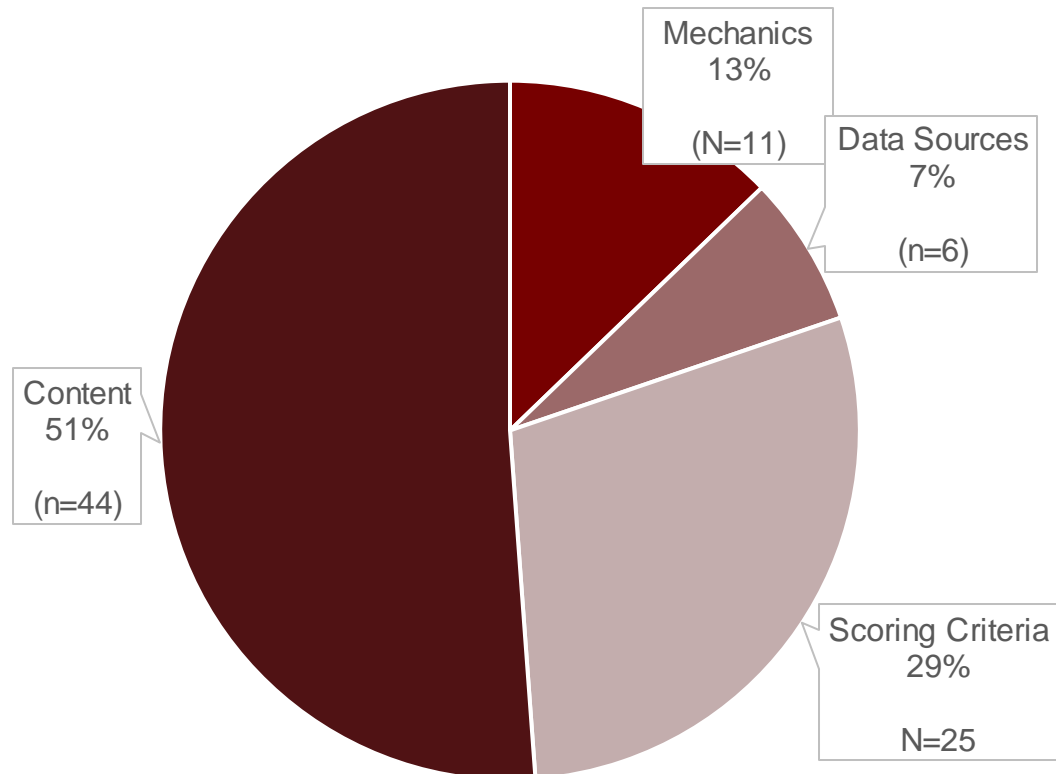
Tier I ⟶ 8 Facilities

Tier II ⟶ 2 Facilities

Tier III ⟶ 1 Facility

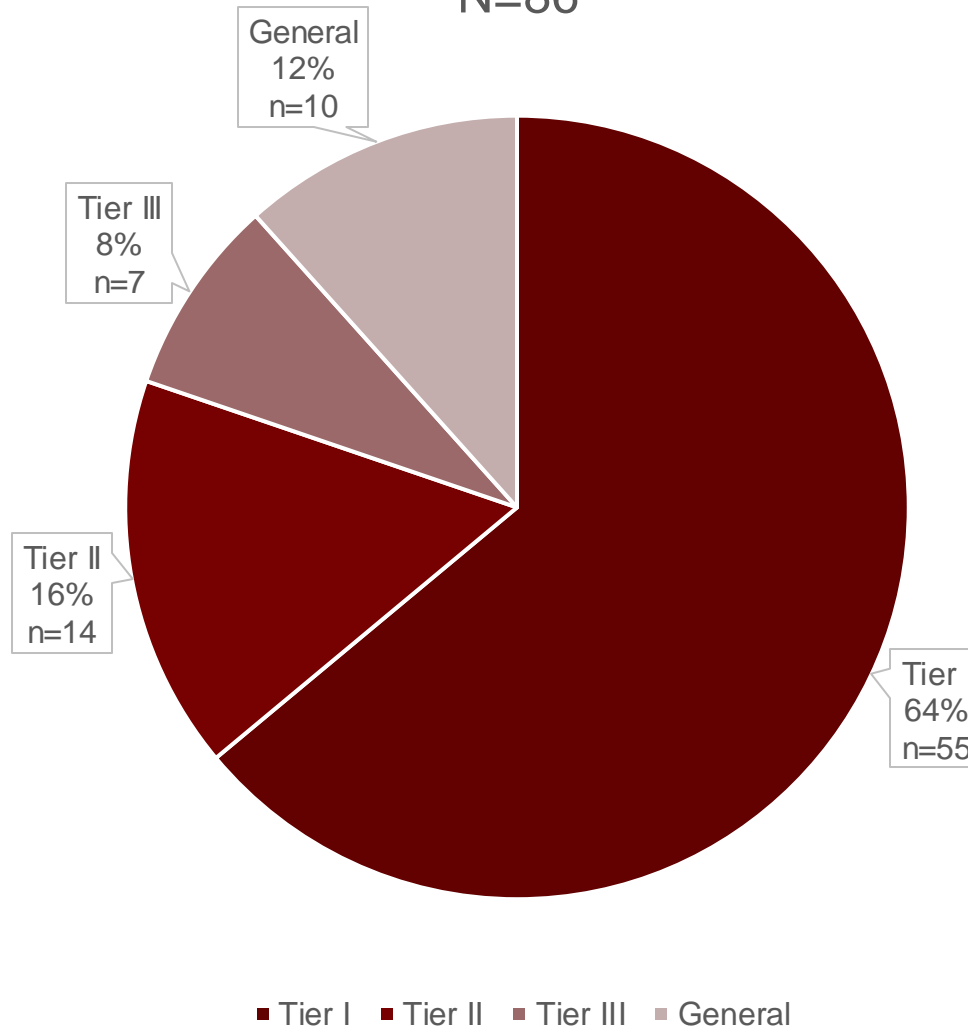# Summaries of Feedback Obtained from Facility Personnel

Edit Suggestions by Type
N=86

Mechanics 13% (N=11)
Data Sources 7% (n=6)
Content 51% (n=44)
Scoring Criteria 29% N=25

Mechanics Data Sources Scoring Criteria Content

Edit Suggestion by TFI Section
N=86

General 12% n=10
Tier III 8% n=7
Tier II 16% n=14
Tier I 64% n=55

Tier I Tier II Tier III General

TFI Edit Suggestions
Introduction – Sample Comments

- Simplify introduction

- Provide clear, step-by-step instructions

General Suggestions

- Many questions and much discussion pertaining to facility-wide vs. school implementation only

- Currently: Score lowered if implemented in one program only
  - Items 1.1, 1.3, 1.4, 1.7, 1.8*, 1.9, 1.10, 1.11

- Suggestions:
  - Include separate items for school vs. facility implementation
  - Consider a separate column for facility and one for school

General Suggestions, continued

- No item to assess classroom implementation

Feature	Data Sources	Scoring Criteria
1.8 Facility Implementation Procedures: FW-PBIS features facility-wide expectations, routines, reinforcement, and a continuum of consequences are implemented throughout the facility across shifts	*Informal walkthroughs *Progress monitoring *FW-PBIS action plans *FW-PBIS matrices/posters *Resource guides *Data reports	0=Facility is not formally implementing FW-PBIS in all locations/activities 1=Facility is informally implementing FW-PBIS but no formal system exists 2=Facility is formally implementing all core FW-PBIS features, consistent with facility-wide expectations across all locations/activities

General Suggestions, continued

- List data sources for rating of '2'

- Circle reasons if rating is "1"

1.2 Team Operating Procedures:	*FW-PBIS team meeting agendas and minutes	0=FW-PBIS team does not use regular meeting format/agenda, and minutes OR have a current action plan
FW-PBIS team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) a current action plan (updated at least twice per year), and (d) regional/state PBIS coordinator/consultant invited to attend	*FW-PBIS action plans *Monthly behavioral data reports *Email correspondence with PBIS coordinator/consultant	1=FW-PBIS team has at least 2 of (a)-(d) 2=FW-PBIS team meets at least monthly AND uses regular meeting format/agenda, minutes AND has a current action plan AND (d) has occurred

General Suggestions, continued

- Questions about some criteria; example: Item 1.12

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
1.12 Stakeholder Involvement: A variety of stakeholders[8] from both within and outside the facility are provided with information on FW-PBIS	*FW-PBIS brochures *Family/Guardian Handbook *Case Management Reports *Surveys *Transition plans *FW-PBIS local operating procedures	0=No documentation (or no opportunities) for stakeholder sharing of information on FW-PBIS foundations 1=Documentation of sharing FW-PBIS information, but not within the past 12 months OR sharing but not with all identified stakeholders 2=Documentation of sharing FW-PBIS information exists across all identified stakeholders within the past 12 months

FWTFI Edit Suggestions
Tier I – Sample Comments

- Items 1.3, 1.4, 1.9, 1.10 – Require data from walkthrough activity
  - Include instructions to conduct walkthrough before scoring

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.3 Behavioral Expectations: FW-PBIS plan has five or fewer[6] positively stated behavioral expectation action phrases with specific examples by location/activity for youth and staff behaviors (i.e., facility matrix) defined and posted in all locations encompassing all waking hour programming which are taught to all staff	*FW-TFI Walkthrough *Staff handbook *Youth handbook *Employee orientation handbook/on-the-job training packets/sign-offs *Matrices posters *FW-PBIS brochure *Calendar of FW-PBIS staff training	0=Behavioral expectations have not been identified, are not all positively stated action phrases, or are more than 5 in number 1=Behavioral expectations identified but may not include a matrix OR be posted in all facility environments 2=Five or fewer behavioral expectations (action phrases) exist that are positive, posted in all facility environments, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations per the local operating procedures

Tier 1 – Sample Comments, continued

- Multiple items (e.g., Items 1.3, 1.4, 1.9)
  - Unsure of terminology
  - Complex and confusing scoring criteria

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Example: Item 1.4 (Feature)

SW-TFI:

FW-TFI:

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

1.4 Teaching Expectations:

Behavioral expectations are formally taught directly by all staff across all shifts to all youth across facility locations/activities per the matrix with regional/state PBIS coordinator/consultant invited to attend such teaching periodically

Example: Item 1.4 (Criteria)

SW-TFI:

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

FW-TFI:

0=FW-PBIS expected behaviors are not taught

1=FW-PBIS expected behaviors are taught informally OR inconsistently across all facility staff

2=Formal systems with written schedules and materials are used to teach FW-PBIS expected behaviors directly to youth across all facility settings, days, shifts, and times with at least 80% staff teaching youth AND at least 70% of youth state they have been taught the expectations AND at least 70% of youth can list at least 67% of the expectations per the local operating procedures

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FWTFI Edit Suggestions
Tier II - Sample Comment

- Item 2.11 – Confusion over youth performance data

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
2.11 Youth Performance Data: Tier II team tracks proportion of youth experiencing success (% of participating youth being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification (e.g., adjusting Tier II interventions) that is shared with stakeholders	*Youth progress data (e.g., % of youth meeting goals) *Tier II progress monitoring data per Tier II intervention *FW-PBIS data reports	0=Youth data not monitored 1=Youth data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2=Youth data (% of youth being successful;) monitored AND used at least monthly, with data decision rules established to alter (e.g., intensity or fade) support, AND shared with stakeholders

Positive Feedback

- Liked data sources and explanations

- Ease of use

- Time to complete

Future Activities For Advancing our Knowledge of PBIS in Alternative Settings

Needs and Recommendations

- Consider past activities (2004, 2009, 2018) designed to better understand PBIS in secondary schools
    - Secondary schools are different than primary schools
    - Alternative schools are different than secondary schools
        - Foundational purposes for facility
        - Variety of professional roles
        - Number of youth with disabilities and psychiatric diagnoses
        - Number of trauma-affected youth
- Need better understanding of alternative environments
    - Contextual differences
    - Foundational systems
    - Challenges
    - Implications for planning, implementation, data, fidelity
- Continue to develop, refine, and evaluate the FW-TFI
- Develop (and/or adapt) other fidelity instruments
    - TIC
    - Classroom PBIS Implementation Checklist

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