

Early Childhood PBIS

Outcomes and Implementation

OF TIER 1 STRATEGIES ACROSS DEMONSTRATION SITES

Tiered Fidelity Inventory (TFI)

The Tiered Fidelity Inventory or TFI (Algozzine et al., 2019) is a performance measure that documents the degree to which the PBIS leadership team thinks that essential PBIS components are implemented with fidelity. The TFI is organized by Tiers 1, 2, and 3 and reflects items found on other School Wide PBIS fidelity measures. The school's EC PBIS team, along with the external facilitator, scores on the TFI indicate the degree to which essential PBIS components are implemented with fidelity. TFI authors state that in general a score of 70% or higher on components of the TFI are sufficient to impact student outcomes. The scores below indicate that overall, demo sites were able to achieve Tier 1 TFI scores indicating that essential components were implemented with fidelity after 3 years. The Tier 1 Teams Subscale reflects the degree to which core features are in place for team composition and team operating procedures

The Subscales Measure...



THE TIER 1 TEAMS SUBSCALE effects the degree to which core features are in place for:

- Team composition
- Team operating procedures



THE TIER 1 IMPLEMENTATION SUBSCALE reflects the degree to which the school has implemented:

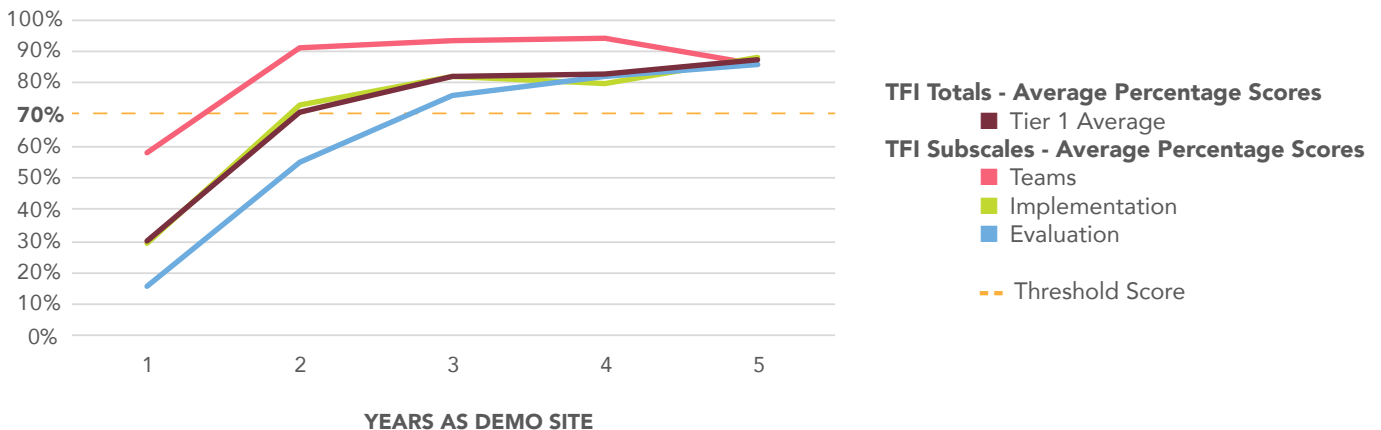
- School-wide behavioral and teaching expectations
- Classroom procedures that reflect expectations and acknowledge positive behavior
- Definitions of problem behaviors and policies for addressing them
- Ongoing professional development for staff
- Faculty, family, and community involvement



THE TIER 1 EVALUATION SUBSCALE reflects the degree to which the school:

- Engages in data-based decision making on a regular basis
- Collects and uses fidelity data related to Tier 1 practices
- Conducts an annual evaluation

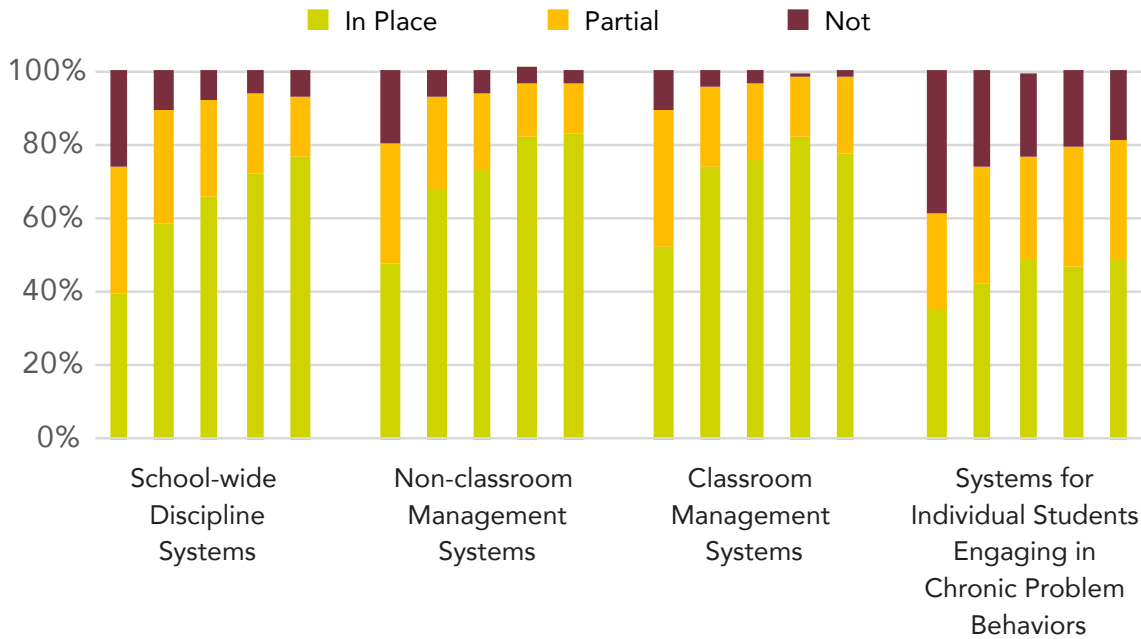
TFI SCORES SHOWED THAT DEMO SITES MET IMPLEMENTATION FIDELITY GOALS FOR TIER 1



Self-Assessment Survey (SAS)

The SAS is a self-report measure that documents the degree to which four behavior support systems are available in a school (Sugai, Horner, & Todd, 2003). These systems include (a) school-wide discipline systems, (b) non-classroom (e.g., cafeteria, hallway) management systems, (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. All school staff are surveyed, and individuals score whether a component is “in place,” “partially in place,” or “not in place.” They also score the degree to which a component is a priority for improvement.

RESULTS OF SAS SCORES ACROSS DEMO SITES



What Demo Site Coaches Are Most Proud of in Implementing Tier 1 Strategies

“Not only have these teachers implemented with fidelity, but the initial site has been able to share what they have learned and implemented with other professionals.”



“I’m proud of the program and what they’re doing. PBIS seems habituated in the program. I know that they are teaching it—language just flows with the teachers, aides, and related services staff...it’s a natural part of the environment.”

To learn more, visit <https://education.ohio.gov/Topics/Student-Supports/Ohio-PBIS/Early-Childhood-PBIS>