

Coaching Functions Applied to Tiered Fidelity Inventory (TFI)

This document describes the application of the effect coaching functions outlined by Massar (2015) to the collection of the Tiered Fidelity Inventory (TFI).

Massar (2015) identified four effective coaching functions associated with sustained implementation of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) – prompting, building fluency, performance feedback, and adaptation. We are going to examine how these coaching functions could be applied to the completion of the School-wide PBIS Tiered Fidelity Inventory (TFI), a measure designed to assess the implementation or use of SWPBIS within a school. Our focus is specifically on the Tier I items.

The SWPBIS TFI is to be completed by a School Leadership Team and facilitated or guided by an external SWPBIS coach (Algozinne, Barrett, Eber, et al., 2014). A coach that directly supports the school is typically in the role of a team member when it comes to completion of the SWPBIS TFI with an external coach doing the actual facilitation of the SWPBIS TFI. This allows the coach to continue in his or her role as a coach to the School Leadership Team and an active participant in the completion of the measure. Because coaches maintain their coaching role while participating in the SWPBIS TFI, we argue that the coach can and should apply these coaching functions during the administration of the measure.

Coaching Function: Prompting

Prompting from the coach can take on many forms and will likely take place before, during, and after the administration of the SWPBIS TFI.

Prior to Administration:

- Remind team to schedule time to complete the TFI
- Email team members a copy of the TFI prior to the administration for review

During Administration:

- Prompt the note taker to record the big ideas from the discussions that may take place around certain items, including capturing any potential action items discussed

After Administration:

- Prompt the PBIS Assessment Coordinator or team's data analyst to generate the reports from the TFI and bring these to the next SLT meeting
- Prompt the SLT to share the outcomes of the TFI as a status update to the school staff, District Implementation Team, and/or school board

Function: Fluency Building

A coach can provide opportunities to build fluency by reviewing the purpose of the TFI with the administration and SLT prior to the actual administration of the TFI. Another means for coaches to build fluency is to support the team in examining the possible data sources and scoring criteria during the administration of the TFI and discussion around the individual items. In addition, coaches can work to build fluency in the use of the data to inform decision making by modeling the process with the SLT after the TF is completed – making the process overt through think aloud procedures and/or providing tools to scaffold the team members' understanding of the measure and the data from their school.

Function: Performance Feedback

Coaches can encourage continued participation in the completion of the TFI by providing positive feedback to the team on their efforts during the administration as well as providing specific praise on how the team uses these data to inform their decision-making. The coach can also provide performance feedback through gentle reminders for the team to really take a close look not only at the individual items but also the possible data sources and scoring criteria.

Function: Adaptation

During the administration of the TFI, the coach can support adaptation by pairing the language from the individual TFI items with the language and context of the school. For example, item 1.2 and the scoring criteria refer to Team Operation Procedures, specifically that the team has, among other items, a current action plan. Tier I action plan also shows up as a possible data source. A coach could help contextualize this item by reminding the team that in their school the current action plan is really the work they have built right into their school improvement plan. This contextualization will help a team respond more accurately to each item.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.