School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory Facilitator Job Description

The purpose of this document is (1) to outline preferred skillsets, roles, and responsibilities for individuals mutually agreeing to fulfill the role of a School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI) Facilitator (2) assist district leaders in determining who to recruit and mutually select for the SWPBIS TFI Facilitator position.

Qualifications and Skills

Individual(s) who demonstrate the following qualifications and skills are likely to be successful in the role of a SWPBIS TFI Facilitator:

- Knowledge of behavioral science as applied to the implementation of Positive Behavioral Intervention and Supports (PBIS) for Tiers 1-3
- Understands the intent of collecting PBIS fidelity data for on-going analysis and use
- Experience with systems coaching for PBIS implementation
- Easily navigates web-based data systems
- Effective organization skills
- Effective communication skills
- Ability to manage adaptive situations (e.g., school leadership team wants to score items as in place without supporting evidence and data sources)
- Ability to develop and meet timelines for completion of projects, tasks, and activities
- Willingness to engage in continued professional learning
- Ability to accept coaching supports and feedback
- Punctual

Responsibilities

SWPBIS TFI Facilitators are responsible for:

- Successful completion of the following online courses hosted by [EduPaths](#). You will need to sign up for a free account if you have not previously registered with EduPaths. Search within the Pathways feature for these titles:
  - An Overview of the School-wide PBIS Tiered Fidelity Inventory course (15-minute course)
  - Facilitating the SWPBIS TFI course (30-minute course)
  - One or more of the following courses:
    - SWPBIS TFI: Tier 1 course (30-minute course)
    - SWPBIS TFI: Tier 2 course (30-minute course)
    - SWPBIS TFI: Tier 3 course (30-minute course)
- Work with key district and school staff to build background knowledge of the SWPBIS TFI, understand need for the SWPBIS TFI, and get buy-in for the use of the SWPBIS TFI.
- Work with the District Implementation Team and School Leadership Teams to document the data collection decisions, timelines, and responsibilities in the district's MTSS Assessment System.
  - "District Data Coordinators" tab
  - "Behavior Assessments" tab, SWPBIS TFI Roles, Collection, and Analysis Decisions section
- Conduct Tier 1 walkthroughs prior to team-based self-assessment sessions.
- Review products to support the scoring of SWPBIS TFI items and providing feedback to school leadership teams.
- Facilitate the team-based self-assessment sessions, using a simultaneous and public voting process.
- Ensure scores are entered into PBIS Assessment and then successfully transferred into the MiMTSS Data System.
- Support access to SWPBIS TFI reports in PBIS Assessment and the MiMTSS Data System to use for action planning by school leadership teams and systems coaches.
- Work with key district staff to communicate and respond to barriers regarding the collection and use of SWPBIS-TFI.

Estimated Time Allocation

The time commitment of a SWPBIS TFI Facilitator is approximately 2-4 hours per school per year depending on how often teams are collecting the SWPBIS TFI and how many tiers they are assessing. SWPBIS TFI Facilitators need to revisit installation activities under the following circumstances: a) ensure new staff are fully supported, b) a change in how and when data will be gathered, and c) when adding additional schools in a new cohort.

Possible Roles and Perspectives to Consider for Selection

When selecting a SWPBIS TFI Facilitator, consider individual(s) in the following roles, with attention to the specific qualifications and skill set of the individuals you are considering:

Michigan's MTSS Technical Assistance Center

- The SWPBIS TFI Facilitator should be external to the school who is completing the measure whenever possible. According to the SWPBIS TFI Guide, validity research on the TFI shows that school teams are more accurate when an external coach facilitates TFI completion. Additionally, this person should have background knowledge and experience implementing School-wide PBIS. However, if this is not possible, an acceptable alternative is to have the School Leadership Team's Coach act as the SWPBIS TFI Facilitator during the administration. If a school-level Coach is also acting as the Facilitator, they should be a non-voting member of the team for that administration.
- District Coordinators can also support the SWPBIS TFI Facilitation. This is especially helpful when coaches are new or when the district is very large. Districts should be intentional about distributing leadership roles for MTSS across multiple staff to avoid overburdening specific individuals and to have greater capacity for MTSS, leading to greater sustainability.

Rationale for Multiple Coordinators

In order to build capacity of the SWPBIS TFI Facilitator role, it is suggested to have at least two people identified and trained within a district, preferably at the same time. This allows a district to continue using the SWPBIS TFI without interruption should an identified Facilitator discontinue the role or leave the district. This redundancy will help the district to sustain strong supports for the SWPBIS TFI despite staff turnover. If districts lack internal capacity to have two people in this role, they might consider collaborating with the intermediate school district for a second SWPBIS TFI Facilitator.

Options for sharing the role of SWPBIS TFI Facilitator

- Facilitators divide schools evenly and support the SWPBIS TFI at schools assigned to each individual
- One coordinator is designated as "the lead" and facilitates the SWPBIS TFI for the majority of schools. The "back-up" facilitator supports at least one school.
- Facilitators split the role by responsibilities. For example, one facilitator takes the lead on walkthrough data collection and product reviews. Another facilitator leads the team-based self-assessment sessions.

URLs Used in Document

EduPaths
(https://www.edupaths.org/)