

SWPBIS Tiered Fidelity Inventory (TFI) Facilitator Professional Learning Plan

This document provides a template for SWPBIS TFI Facilitators to outline a plan to support the professional learning necessary to be successful in the SWPBIS TFI Facilitator role.

Name: _____

Date: _____

Knowledge of behavioral science as applied to the implementation of Positive Behavioral Intervention and Supports (PBIS) for Tiers 1-3.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Complete the [EduPaths course: Overview of School-wide PBIS](#) (by: _____)
- Read the [School-wide PBIS Tiered Fidelity Inventory](#) to see how the assessment operationalizes the core features of PBIS (by: _____)
- Read article: Horner, R. H., & Sugai, G. (2015). School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance. Behavior analysis in practice, 8(1), 80–85. doi:10.1007/s40617-015-0045-4 (by: _____)

Individual(s) assigned to support the learning: _____

Understands the intent of collecting PBIS fidelity data for on-going analysis and use.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Review [NIRN's Active Implementation Hub Fidelity Assessment Module](#) (by: _____)

Individual(s) assigned to support the learning: _____

Easily navigates web-based data system.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Practice using the [PBIS Assessment demo account](#) (by: _____)
- Practice navigating your PBIS Assessment account in [PBISApps](#) (by: _____)

Individual(s) assigned to support the learning: _____

Effective organization skills.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Explore how another district has organized their ongoing SWPBIS TFI Facilitator tasks (by: _____)
- Work with someone within the district or ISD who is good at managing calendar tasks and has a system established (by: _____)

Individual(s) assigned to support the learning: _____

Effective communication skills.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Schedule time to learn about the district communication protocols (by: _____)

Individual(s) assigned to support the learning: _____

SWPBIS TFI Facilitator certification courses (2 online modules in EduPaths); submit all required paperwork.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Create an account through EduPaths and complete [An Overview of the SWPBIS Tiered Fidelity Inventory course](#) (by: _____)
- Complete the [EduPaths course: Facilitating the SWPBIS TFI](#) (by: _____)
- Work with your district team to ensure a second person will also be completing the certification training (by: _____)

Individual(s) assigned to support the learning: _____

SWPBIS TFI: Tier 1 course to become certified as a SWPBIS TFI Facilitator for Tier 1.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Complete the [SWPBIS TFI: Tier 1 EduPaths course](#) (by: _____)

Individual(s) assigned to support the learning: _____

SWPBIS TFI: Tier 2 course and/or SWPBIS TFI: Tier 3 course to become certified as a SWPBIS TFI Facilitator for Advanced Tiers.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Complete the SWPBIS TFI: Tier 2 EduPaths course (by: _____)
- Complete the SWPBIS TFI: Tier 3 EduPaths course. (by: _____)

Individual(s) assigned to support the learning: _____

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.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Watch another SWPBIS TFI Facilitator work with key district and school staff, take notes and debrief (by: _____)
- Practice key talking points and answering common questions in a mock situation and get feedback (by: _____)
- Work with key district and school staff and obtain feedback from a colleague (by: _____)

Individual(s) assigned to support the learning: _____

Document the data collection decisions, timelines, and responsibilities in the district's MTSS Assessment System document ("District Data Coordinators" tab and "Behavior Assessments" tab, SWPBIS TFI Role, Collection, and Analysis Decisions section).

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Schedule time with someone in the district to learn about the MTSS Assessment System, with particular focus on the SWPBIS TFI Role, Collection, and Analysis Decisions section. If known, add any decisions into the Assessment System (by: _____)

Individual(s) assigned to support the learning: _____

Conduct Tier 1 walkthroughs prior to team-based self-assessment sessions:

- Review the [TFI Walkthrough Tip Sheet](#) from PBISApps (by: _____)
- Watch another SWPBIS TFI Facilitator complete the Tier 1 walkthrough, take notes and debrief (by: _____)
- Conduct the Tier 1 walkthrough and obtain feedback from a colleague (by: _____)

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

Review products to support the scoring of SWPBIS TFI items and providing feedback to school leadership teams.

- Schedule time with another SWPBIS TFI Facilitator to talk about what types of products they review prior to administration of each tier (by: _____)
- Review school-level products with the school-level Systems Coach or District PBIS/MTSS Coordinator to ensure understanding of the purpose of each product (by: _____)

Individual(s) assigned to support the learning: _____

Facilitate the team-based self-assessment sessions, using a simultaneous and public voting process.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Review the Training Slide Decks from PBISApps for the appropriate Tier: debrief (by: _____)
 - o [Slide Deck: TFI Training Tier 1](#)
 - o [Slide Deck: TFI Training Tier 2](#)
 - o [Slide Deck: TFI Training Tier 3](#)
- Watch another SWPBIS TFI Facilitator administer the SWPBIS TFI, take notes and debrief (by: _____)
- Practice facilitating the SWPBIS TFI in a mock situation and get feedback (by: _____)
- Facilitate the SWPBIS TFI and obtain feedback from a colleague (by: _____) (by: _____)

Individual(s) assigned to support the learning: _____

Ensure scores are entered into PBIS Assessment and then successfully transferred into the MiMTSS Data System.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Obtain training from the district PBIS Assessment Coordinator in how to enter SWPBIS TFI data (by: _____)
- Work with the district PBIS Assessment Coordinator to get an account set up in PBIS Assessment as a Team Member (by: _____)
- Practice navigating your PBIS Assessment account in PBISApps, focusing on the Dashboard features (by: _____)
- Work with the district PBIS/MTSS Coordinator to get a user account set up in the MTSS Data System (by: _____)
- Practice navigating to the Fidelity tab on the school-level Dashboard within the MiMTSS Data System (by: _____)

Support access to SWPBIS TFI reports in PBIS Assessment and the MiMTSS Data System to use for action planning by school leadership teams and system coaches.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Obtain training from the district PBIS Assessment Coordinator in how to access reports for the SWPBIS TFI within PBIS Assessment (by: _____)
- Practice navigating your PBIS Assessment account in PBISApps, focusing on the Reports tab (by: _____)
- View the [TFI Administration Part 3: Reviewing and Analyzing Reports](#) video from PBISApps (by: _____)
- View the [TFI Administration Part 4: Action Planning video](#) from PBISApps (by: _____)

- Watch another SWPBIS TFI Facilitator support action planning with a School Leadership Team, take notes and debrief (by: _____)
- Practice key talking points related to action planning, including answering common questions about the data reports in a mock situation, and get feedback (by: _____)
- Support a School Leadership Team with action planning and obtain feedback from a colleague (by: _____)

Work with key district staff to communicate and respond to barriers regarding the collection and use of SWPBIS-TFI.

If no additional learning is needed, describe how the knowledge, skills and abilities have been determined:

- Schedule time to learn about the district barrier removal process (by: _____)

URLs Used in Document

[EduPaths course: Overview of School-wide PBIS](https://www.edupaths.org/Pathways/Details/1485)

(<https://www.edupaths.org/Pathways/Details/1485>)

[School-wide PBIS Tiered Fidelity Inventory](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf#search=swpbis%20tfi)

([https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20\(TFI\).pdf#search=swpbis%20tfi](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf#search=swpbis%20tfi))

[NIRN's Active Implementation Hub Fidelity Assessment Module](https://nirn.fpg.unc.edu/module-7)

(<https://nirn.fpg.unc.edu/module-7>)

[PBIS Assessment Demo Account](https://www.pbisassessment.org/)

(<https://www.pbisassessment.org/>)

[PBISApps](https://www.pbisapps.org/Pages/Default.aspx)

(<https://www.pbisapps.org/Pages/Default.aspx>)

[An Overview of the SWPBIS Tiered Fidelity Inventory course](https://www.edupaths.org/Pathways/Details/1560)

(<https://www.edupaths.org/Pathways/Details/1560>)

[EduPaths course: Facilitating the SWPBIS TFI](https://www.edupaths.org/Pathways/Details/1567)

(<https://www.edupaths.org/Pathways/Details/1567>)

[SWPBIS TFI: Tier 1 EduPaths course](https://www.edupaths.org/Pathways/Details/1589)

(<https://www.edupaths.org/Pathways/Details/1589>)

[TFI Walkthrough Tip Sheet](https://www.pbisapps.org/resource/tfi-walkthrough-tip-sheet)

(<https://www.pbisapps.org/resource/tfi-walkthrough-tip-sheet>)

[Slide Deck: TFI Training Tier 1](https://www.pbisapps.org/resource/tfi-training-slide-deck-tier-1)

(<https://www.pbisapps.org/resource/tfi-training-slide-deck-tier-1>)

[Slide Deck: TFI Training Tier 2](https://www.pbisapps.org/resource/tfi-training-slide-deck-tier-2)

(<https://www.pbisapps.org/resource/tfi-training-slide-deck-tier-2>)

[Slide Deck: TFI Training Tier 3](https://www.pbisapps.org/resource/tfi-training-slide-deck-tier-3)

(<https://www.pbisapps.org/resource/tfi-training-slide-deck-tier-3>)

[TFI Administration Part 3: Reviewing and Analyzing Reports](https://www.pbisapps.org/resource/tfi-administration-part-3-reviewing-analyzing-reports)

(<https://www.pbisapps.org/resource/tfi-administration-part-3-reviewing-analyzing-reports>)

[TFI Administration Part 4: Action Planning video](https://www.pbisapps.org/resource/tfi-administration-part-4-action-planning)

(<https://www.pbisapps.org/resource/tfi-administration-part-4-action-planning>)

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