WISCONSIN PBIS Network

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2015-2016 New Team Training

Tier 2 Selected Training Series

Participant Workbook

Selected PBIS Team Training Workbook

2015–16

Wisconsin RtI Center & Wisconsin PBIS Network

ABSTRACT

This workbook contains snapshots from the Benchmarks of Quality, examples and training activities used in the Tier 2/Selected Training series (S100–S400).

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Secondary PBIS Team Training

Self-Assessment and Action Plan: Multi-Tiered Action Plan for Selected and Intensive Level Systems and Supports

Selected/Intensive Multi-Level Action Plan

Name _____ District_____Date_____

Reflect on the concepts discussed today relative to PBIS selected and intensive interventions/systems of support. Apply new learning by designing a plan for your school or district that focuses on the development of selected and intensive interventions.

Directions: **School Name:**_____

1. Use one action plan to coordinate all of the building's PBIS implementation steps. This is a sample format; others can be used for the same purpose.

2. Sources of actions steps come from trainings and tools such as BoQ, SAS, SSS, School Profile, etc.

Tier/Topic	Strengths/Barriers	Next Steps		
		Action/Strategies	Who?	When?
Repositioning staff/ modifying support roles				

Tier/Topic	Strengths/Barriers	Next Steps		
		Action/Strategies	Who?	When?
Selected/intensive continuum of supports				
Tools for data-based decision making (ODRs, screening, CICO, etc.)				

Tier/Topic	Strengths/Barriers	Next Steps		
		Action/Strategies	Who?	When?
District-level data-based decision making (special education placement, LRE)				
Integrating related initiatives				

Tier/Topic	Strengths/Barriers	Next Steps		
		Action/Strategies	Who?	When?

Secondary PBIS Team Training

S100 Building a Tier 2/Secondary System – Creating a Seamless System of Support

S100 System Team Roles/Responsibilities

Role	Who
Team leader/facilitator	
Intervention expert/ex. Coach	
Intervention data coordinator/s	
Minute taker	
Time Keeper	
Other	

Request for Assistance

Addressed to: Secondary Systems Planning Team

Student Name: _____ *Grade:* _____

Date: _____ *IEP (circle one)* *Yes* *No*

Teacher: _____

1) I am a (circle one): Teacher/team Family Member Student

Name: _____

Relationship to student:_____

2) Type of Concern:

____Academic only

____Behavior only

____Both academic and behavior

Adapted from Illinois PBIS Network

Thank you

Reverse Request for Assistance: Interventions Change

(*Addressed to Student's Teacher)*

Student Name: _____ *Grade:* _____

Date: _____ *IEP (circle one)* *Yes* *No*

Teacher: _____

_____

Based on preliminary data, it has come to our attention that the _____ intervention (CICO) is NOT having a significantly positive effect on your student (i.e., s/he "is not responding" well to the intervention). Please identify which additional support/s, you feel, would be the best fit for this youth.

1) ____No change in behavior support requested at this time, please continue CICO.

2) Social/Academic Instructional Groups:

____Problem-solving: To learn replacement behaviors for fighting, arguing etc. (externalizing behaviors)

____Pro-social skills: To learn replacement behaviors for avoidance, withdrawal etc. (internalizing behaviors)

Academic:

____Academic behavior: To learn replacement behaviors for calling out, getting out of seat, behaviors related to homework etc.

____Academic skills/content area

3) Individualized Check-In/Check-Out: Same CICO with one or more of the following changes:

____Change location of check-in and/or check-out

____Change check-in/check-out person (change adult or use a peer instead)

____Change check-in and/or check-out time (or add addition time/s)

4) ____ **Mentoring** (Focus is on connection/relationship between one adult and youth, designed/individualized based on youth needs)

Thank you!

Adapted from Illinois PBIS Network

Secondary PBIS Team Training

S200 Formalizing Tier 2/Secondary Systems, Data, and Practices

S200 Secondary PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Facilitator:	Minute taker:	Other:
Today's meeting						
Intervention spec	CICO:		SAIG:		FBA/BIP:	
Other						

Review Tier 2/3 Intervention Tracking Tools

Interventions	% Successful	Interventions	% Successful	Interventions	% Successful	Interventions	% Successful	Interventions	% Successful
CICO		Mentoring		Complex SAIG		Complex FBA/BIP			
Simple SAIG		Individual CICO		Simple FBA/BIP				Wrap Around	

Problem-Solving Action Plan

Precise problem statement, based on review of data (what, when, where, who, why)	Solution actions (system adjustment, additional data, additional intervention)	Implementation and Evaluation		
		Who?	By when?	Goal with timeline, fidelity & outcome measures, updates

Students to review

Student	Dismissal, add, refine	Discussion/decision/task (if applicable)	Who?	By when?

Evaluation of team meeting (mark your ratings with an "X")

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of ***tracking*** whether we're completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the ***desired effects*** on student behavior?

If some of our ratings are "So-So" or "No," what can we do to improve things?

Our Rating

Yes	So-So	No

Secondary PBIS Team Training

S300 Tier 2/Secondary Levels of Support: Brief Functional Behavior Assessment

S300 Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff: Part A

Step 1 Student/ Grade: Date:

Interviewer: _____ Respondent(s): _____

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.

_____

_____

Problem Behavior(s): **Identify Problem Behaviors**

Step 3

___ Tardy	___ Fight/physical aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal harassment	___ Work not done	___ Other_____
	___ Verbally inappropriate	___ Self-injury	

Describe problem behavior: _____

Step 4 **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely**

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		Low 1 2 3 4 5 6 High	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

Step 5 **<u>List the Routines in order of Priority for Behavior Support</u>: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.**

	Routines/Activities/Context	Problem Behavior(s)
Routine # 1		
Routine # 2		
Routine # 3		

Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff: Part B

Step 6 **Routine/Activities/Context:** Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 7 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Step 8 **ANTECEDENTS: TRIGGERS AND SETTING EVENTS**

What are the events that predict when the problem behavior(s) will occur? (Predictors).

Identify the trigger generally

1. **In this routine, what happens most often just before problem behavior?** _____
2. **If you put this trigger in place 10 times, how often would it result in problem behavior?**
3. **Does problem behavior ever happen when (opposite of trigger or trigger absent)?**

Triggers		
___ Tasks	___Reprimands	___Transitions
___ Unstructured time	___Structured/non-academic activities	___Isolated, no-one around

Identify Specific Features of the Trigger		
If tasks (e.g., group work, independent work, small-group instruction, lecture)…	Describe the task in detail (e.g., duration, ease of task for student), what features of it likely are aversive to the student and why is this hypothesized?	
If unstructured time…	Describe the setting, activities, and who is around	
If reprimand…	Describe who delivers the reprimand, what is said, and what the purpose of the correction is	
If structured, nonacademic activities	Describe the context, who is around, what activities are going on, what behaviors are expected?	

If transitions	Describe the activity that is being terminated and the one that is being transitioned to. Identify whether any of the activities are highly preferred or non-preferred, which are structured versus non-structured.	
If isolated	Where did the behavior occur? What features of the environment might be relevant?	

Step 9

Are setting events relevant?

1. **Is there something that, when present makes it more likely that the trigger identified above sets off the behavior?**
2. **If yes, is this event present sometimes and absent others? Does the behavior occur only when the event is present?**

Setting Events		
___Correction/failure in previous class	____Conflict at home	____Hunger
___ Peer conflict	___Correction from adult earlier in day	___Lack of sleep
____Change in routine	___Homework/assign. not done	___Medication (missed or taken)

Step 10

CONSEQUENCES

What consequences appear most likely to maintain the problem behavior(s)?

Identify the consequence generally

In the routine identified, when the trigger occurs and problem behavior happens, what occurs next?

1. **What do you do? What do other students do? What activities happen or stop happening?**
2. **Narrow it down: Take each consequence identified above:**
   a. **Would the behavior still happen if that consequence couldn't occur (e.g., if peer attention, no other students were around?; if your attention, would the behavior still occur if you were not around? If escape, would the behavior still occur if the task was easier?)**
   b. **Of the last 10 times you saw the behavior, how often did this consequence occur?**

Things that are Obtained		**Things Avoided or Escaped From**	
___adult attention	Other: _____	___ hard tasks	Other: _____
___ peer attn..	_____	___ reprimands	_____
___ activity		___ peer negatives	_____
___ money/things	_____	___ physical effort	_____
		___adult attention	_____

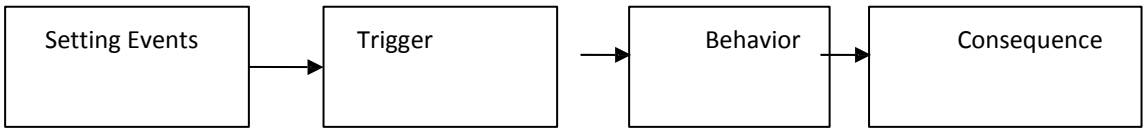
Identify specific features of the consequence

Identify specific features of the consequence		
If adult or peer attention is obtained or avoided.	Define who delivers attention, what they say, and how long the attention typically lasts. What does the student do following this attention—is their a back-and-forth that occurs? Does behavioral escalation occur?	
If an activity or request follows or is removed	Describe the specific activity including who else is present, what the activity consists of, and how long it lasts.	
If tangible items are obtained or removed	Describe the specific item(s) obtained including who else is present and how long the student has access to the item.	
If sensory stimulation possibly occurs or is removed	Describe the context, who is around, what activities are going on, what behaviors are expected?	

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Step 11



How confident are you that the <u>Summary of Behavior</u> is accurate?

Not very confident					Very Confident
1	2	3	4	5	6

Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff

The Efficient Functional Behavior Assessment: FACTS is a brief, semi-structured interview for use in building behavior support plans. The interview should be administered by someone with expertise in function-based support and in interviewing. The FACTS should be administered by people (teachers, family, clinicians) who know the student best. For efficient FBA, after completing the FACTS interview a brief, confirmatory observation is completed. The results of the FACTS and the observation are used to build a hypothesis statement. The FACTS can be completed in a short period of time (15-20 min). Efficiency and effectiveness in completing the forms increases with practice.

The interview consists of two parts; part A is the routines analysis and part B is the functional behavior assessment. The goal of the routines analysis is to isolate routines during which problem behavior reliably does and does not occur. If this information was gathered elsewhere (e.g., a request for assistance form, previous interview), you can skip this part of the interview.

How to Complete Part A

Step #1: Complete Demographic Information:

Record the student's name, who was interviewed, and the date the interview was completed. Record as well the name of the person who administered the interview.

Step #2: Complete Student Profile

Ask the person you are interviewing to identify strengths or special attributes the student brings to school. This can include activities the student is especially good at or enjoys and also special qualities (e.g., a great smile). This step is important to: (a) help focus on strengths as well as challenges; and, (b) identify activities that may potentially be used as part of the intervention.

Step #3: Identify Problem Behaviors

Obtain a global idea of what the problem behavior is. If there are multiple problem behaviors, of concern, circle the ones of greatest concern.

Step #4: Routines Analysis

a) List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

b) For each time listed indicate the activity typically engaged in during that time (e.g., small group instruction, math, independent art, transition).

c) Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

d) Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5, or 6.

Step #5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5, or 6 in the table from step #4. If activities are similar (e.g., activities that are unstructured, activities that involve high academic demands, activities with teacher reprimands, activities with many peers and relatively few adults) and have similar problem behaviors treat them as "routines for future analysis."

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

How to Complete Part B

Step #6: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-part A. Complete this part of the interview for only one routine at a time. Use multiple part B forms if multiple routines are identified.

Step #7: Provide Specifics About the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #8: Identify Events that Predict Occurrence of the Problem Behavior(s)

a) Within each routine, identify the events that reliably predict the problem behavior. Begin by asking at least the three guiding questions listed in the interview. The first question to be asked is, "in this routine (e.g., when asked to work on math in a group), what happens most often just before the problem behavior?" Ask the two follow-up questions for the event or events identified in this first question. For example, if the teacher says that disruptive behavior usually begins when one of the group members tells the target student he is doing something wrong, ask, "If a student said this to the target student 10 times, how often would disruption result?" Also ask, "Does disruption ever happen during group work when no-one corrects him?" The goal of your questions is to increase your confidence that you have isolated the specific antecedent. If, for example the teacher tells you that disruption does happen fairly often when other students do not correct him, this tells you that the specific antecedent is not being told he is doing something wrong—you need to search further.

b) Once you have identified the specific antecedent, place a check mark in the relevant box and then move to the table below. Ask the indicated follow-up questions to isolate precisely what the triggering event consists of. For example, what do the other students say, is it one specific student?

Step #9: Are Setting Events Relevant?

Setting events are things that happen before a problem behavior that make it more likely that an antecedent will trigger the behavior. Sometimes they work by making a consequence more or less valuable. For example, getting in a fight in the morning may make it more likely that a student is defiant when asked to engage in academic work because being in the fight made task avoidance more rewarding. To find out if there is a setting event involved, ask at least two questions. First, does the trigger identified above only lead to the behavior sometimes and if so, can you identify an event that occurs earlier in the day that seems to make it so that that trigger "works" to make the behavior happen? Second, if the answer to that question is yes, is this event present sometimes and absent others? If the event is always present or always absent, then it is not a setting event. It has to occur only sometimes AND, when it does occur, lead to the antecedent triggering problem behavior.

Step #10: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

a) Begin by asking, when the trigger occurs and the problem behavior happens, what occurs next? Ask specific questions such as, "what do you do?" "what do other students do?" "does anything start or start happening?"

b) Once you have identified some possible consequences ask follow-up questions to increase your confidence. You can think of this as setting up "test conditions." For example, you could describe a scenario in which the consequence couldn't occur and ask if the behavior would still happen. For example, if the teacher says that disruptive behavior is followed by her attention, ask if the problem behavior would still happen if she was not available. If it would, then it is unlikely that her attention is the important consequence.

c) Once you have identified the relevant consequence, check the appropriate box. If there seems to be more than one relevant consequence, put the number "1" next to the consequence that you believe is most valued by the student and a "2" next to the one that is the next most important. Then, move to the "specific features of the consequence" box. Use questions in this box to guide you in identifying precisely what features of the consequence are related to problem behavior.

Step #11: Build a Summary Statement

The summary statement indicates the setting events, immediate triggers, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS. If you are confident that the summary statement is accurate enough to design a plan, move into plan development. If you are less confident, then continue the functional assessment by conducting direct observations.

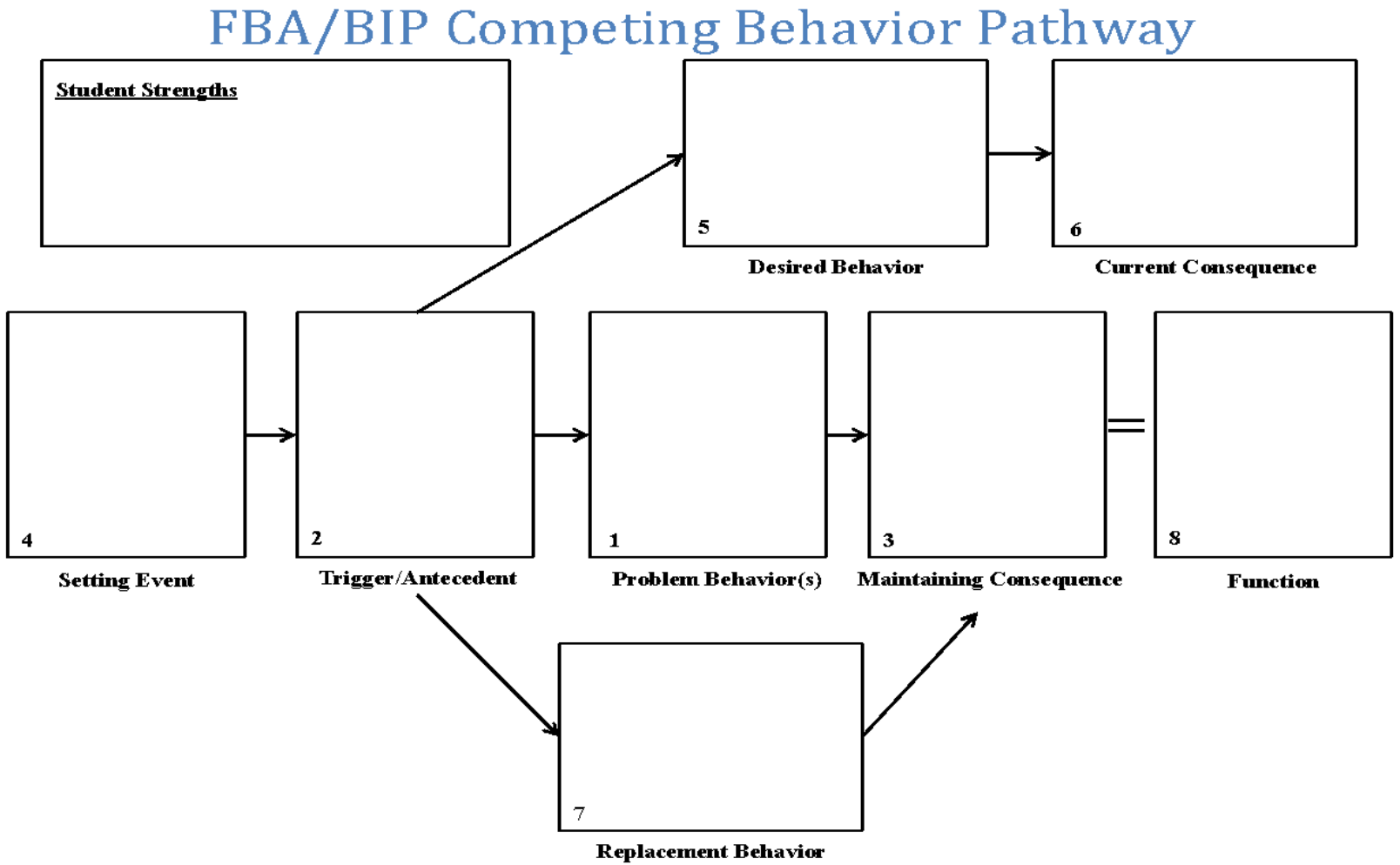
Use the 1-6 scale to define the extent to which you, the interviewer or the team are "confident" that the summary statement is accurate. Confidence may be affected by factors such as: (a) how often the problem behavior occurs; (b) how long you have known the focus person; (c) how consistent the problem behaviors are; (d) if multiple functions are identified; and, (e) if multiple behaviors occur together.

Student Name: _____

Competing Behavior Pathway

School: _____ Grade: _____

Date of Plan: _____ Review Date: _____



Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S., 2000

Functional Behavioral Assessment Implementation Checklist[1]

Step	Activity	Status	Action Plan
1. Collect Information	1. Include key individuals in the initial assessment meetings.	Y N	
	2. Review relevant records.	Y N	
	3. Collect informal direct observation data.	Y N	
	4. Interview individuals who have direct experience with the student.	Y N	
2. Develop Summary Statement	1. Define problem behavior in observable terms.	Y N	
	2. Identify daily routines that are and are not associated with problem behavior.	Y N	
	3. Identify triggering antecedents events.	Y N	
	4. Identify maintaining consequence events. Select the ONE, most effective, maintaining reinforcer.	Y N	
	5. Identify possible setting events/establishing operations.	Y N	
	6. Develop summary statements based on 1-5.	Y N	
	7. Determine level of agreement/confidence individuals have in resulting summary statement.	Y N	If agreement/confidence high (4-6), go to Step 3. If low (<4), go back to Step 1 and collect more direct observation data.
3. Confirm Summary Statement	1. Collect formal direct observation information on behavior, antecedents, and consequences.	Y N	
	2. Determine if direct observation data confirm summary statement.	Y N	If summary statement confirmed, go to Step 4. If not confirmed, go back to Step 2. Consider need to conduct formal functional analysis.

[1] Sugai & Horner 2003. Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality, 8,* 149-160.

S300

4. Develop Competing Behavior Pathway Summary	1. Identified desired replacement behavior (long term objective).	Y N	
	2. Identify common reinforcing consequences for desired replacement behavior.	Y N	
	3. Identified alternative replacement behavior(s).	Y N	
	4. Determine level of agreement/confidence in competing pathway summary.	Y N	If agreement/confidence high, go to Step 5. If low, repeat Step 4.
5. Identify Strategies for BIP	1. Select strategies and/or environmental manipulations that neutralize impact of setting events.	Y N	
	2. Select strategies and/or environmental manipulations that make triggering antecedents irrelevant.	Y N	
	3. Select strategies and/or environmental manipulations that teach student skills that make problem behavior inefficient.	Y N	
	4. Select strategies and/or environmental manipulations that make consequences for problem behavior ineffective.	Y N	
	5. If necessary, develop additional (beyond current school-wide) crisis prevention and intervention procedures.	Y N	
6. Develop implementation Scripts for BIP	1. Develop scripts and routines for implementation of BIP.	Y N	
	2. Identify who will implement BIP.	Y N	
	3. Determine if resources and capacity to implement BIP available.	Y N	If capacity adequate, implement. If resources/capacity inadequate, obtain resources, modify context, and/or adjust implementation requirements.
7. Develop Evaluation and Monitoring Procedures	1. Identify measures to assess impact: (a) target behaviors, (b) social validation, (c) lifestyle, etc.	Y N	
	2. Develop schedule for on-going evaluation of implementation impact.	Y N	
	3. Develop procedures for assessing accuracy of implementation of BIP.	Y N	
	4. Assess progress toward achieving long term objective.	Y N	If adequate progress, continue. If criteria met, develop new objective. If inadequate progress, go back to Step 1.

Secondary PBIS Team Training

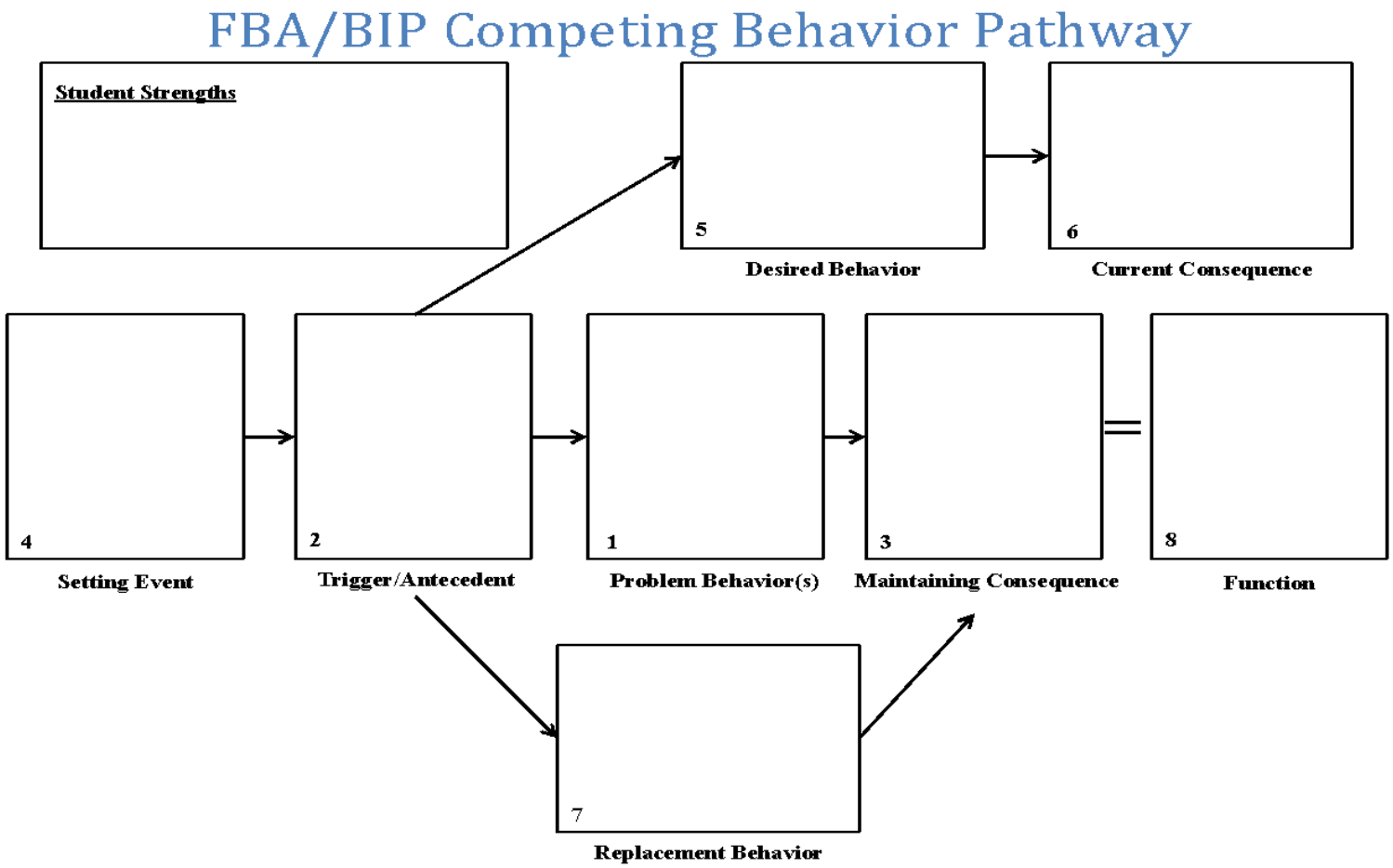
S400 Tier 2/Secondary Levels of Support: Behavior Intervention Planning

Student Name: _____

Competing Behavior Pathway

School: _____ Grade: _____

Date of Plan: _____ Review Date: _____



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Step	Activity	Status	Action Plan
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	2. Review relevant records.	Y N	
	3. Collect informal direct observation data.	Y N	
	4. Interview individuals who have direct experience with the student.	Y N	
2. Develop Summary Statement	1. Define problem behavior in observable terms.	Y N	
	2. Identify daily routines that are and are not associated with problem behavior.	Y N	
	3. Identify triggering antecedents events.	Y N	
	4. Identify maintaining consequence events. Select the ONE, most effective, maintaining reinforcer.	Y N	
	5. Identify possible setting events/establishing operations.	Y N	
	6. Develop summary statements based on 1-5.	Y N	
	7. Determine level of agreement/confidence individuals have in resulting summary statement.	Y N	If agreement/confidence high (4-6), go to Step 3. If low (<4), go back to Step 1 and collect more direct observation data.
3. Confirm Summary Statement	1. Collect formal direct observation information on behavior, antecedents, and consequences.	Y N	
	2. Determine if direct observation data confirm summary statement.	Y N	If summary statement confirmed, go to Step 4. If not confirmed, go back to Step 2. Consider need to conduct formal functional analysis.

[1] Sugai & Horner 2003. Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality, 8,* 149-160.

S400

4. Develop Competing Behavior Pathway Summary	1. Identified desired replacement behavior (long term objective).	Y N	
	2. Identify common reinforcing consequences for desired replacement behavior.	Y N	
	3. Identified alternative replacement behavior(s).	Y N	
	4. Determine level of agreement/confidence in competing pathway summary.	Y N	If agreement/confidence high, go to Step 5. If low, repeat Step 4.
5. Identify Strategies for BIP	1. Select strategies and/or environmental manipulations that neutralize impact of setting events.	Y N	
	2. Select strategies and/or environmental manipulations that make triggering antecedents irrelevant.	Y N	
	3. Select strategies and/or environmental manipulations that teach student skills that make problem behavior inefficient.	Y N	
	4. Select strategies and/or environmental manipulations that make consequences for problem behavior ineffective.	Y N	
	5. If necessary, develop additional (beyond current school-wide) crisis prevention and intervention procedures.	Y N	
6. Develop implementation Scripts for BIP	1. Develop scripts and routines for implementation of BIP.	Y N	
	2. Identify who will implement BIP.	Y N	
	3. Determine if resources and capacity to implement BIP available.	Y N	If capacity adequate, implement. If resources/capacity inadequate, obtain resources, modify context, and/or adjust implementation requirements.
7. Develop Evaluation and Monitoring Procedures	1. Identify measures to assess impact: (a) target behaviors, (b) social validation, (c) lifestyle, etc.	Y N	
	2. Develop schedule for on-going evaluation of implementation impact.	Y N	
	3. Develop procedures for assessing accuracy of implementation of BIP.	Y N	
	4. Assess progress toward achieving long term objective.	Y N	If adequate progress, continue. If criteria met, develop new objective. If inadequate progress, go back to Step 1.

S400

Student Name: _____

School: _____ Grade: _____

Date of Plan: _____ Review Date: _____

Behavioral Intervention Planning Tool

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies

Secondary PBIS Team Training

Resources

Tier 2 Systems

Guiding Questions

Please fill in your school's responses to the questions below to help you a) design systems at the Tier 2/Secondary tier of intervention, b) identify areas of strength and need in your current systems and c) support your team procedures to be consistent, proactive and objective (data-based).

This document is intended to assist teams with data-based decision making. However, teams may bypass a level or tier of intervention at any time and support a youth with a more intensive intervention if needed (ex. safety is a concern, school placement is at-risk or family/child is in crisis).

Tier 2: Basic Tier 2 Intervention (ex. Check-In/Check-Out): Student receives Simple Tier 2/Secondary support when Tier 1/Universal interventions and core curriculum are not meeting their needs.

List the people who currently coordinate and/or deliver Tier 2/Secondary Interventions who will make up your "Secondary Systems Planning Team/meeting" (name and title) and identify how frequently this conversation will occur:

_____

_____

_____

_____

_____

1. How are students identified as in need of Simple Tier 2/Secondary Interventions (by data-based decision-rule/s, teacher request for assistance and/or universal screening)?

_____

_____

_____

2. What are the Tier 1/Universal data sources used to identify this need (i.e. SWIS, Universal screening, attendance, grades, visits to nurse or counselor, etc...)

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame**:** _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame**:** _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame**:** _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

3. How does a Simple Tier 2/Secondary Intervention (ex. Check-In/Check-Out) for a student get started (ex. contact with teacher, consent from family, teach student the process)?

_____

_____

_____

4. What is the timeframe for the Simple Tier 2/Secondary Intervention (how long will a student receive this intervention before student data is reviewed for progress)?

_____

_____

_____

5. How is student Simple Tier 2/Secondary Intervention (ex. Check-In/Check-Out) data collected?

_____
_____
_____

6. How is student Simple Tier 2/Secondary Intervention data tracked?

_____
_____
_____

7. Who enters progress-monitoring data (ex. Check-In/Check-Out Daily Progress Report points) and brings this aggregate data on the intervention as a whole to the team meetings?

_____
_____
_____

8. How will you know if students are responding to the Simple Tier 2/Secondary Intervention? What defines adequate progress (ex. what % of possible Daily Progress Report points etc.)?

Data-based decision rule for defining "response":

Data source: _____

Data Rule for Responding to Intervention: _____

Time Frame: _____

Next Steps:

When a student **is** responding adequately, the team will decide to keep the current intervention, modify intervention for sustainability or exit student from intervention.

When a student is **not** responding adequately with a Simple Tier 2/Secondary Intervention the team may decide to support youth with a more intensive support that is differentiated to need (SAIG, Mentoring, Individualized CICO).

Tier 2: Social/Academic Instructional Groups: Student receives Tier 2/Secondary support when Tier 1/Universal interventions and core curriculum are not meeting their needs and/or when they have not responded to Simple Tier 2/Secondary support (ex. Check-In/Check-Out).

Schools should have multiple types of group interventions. Do you have one or more of each of the following? What are the names of the groups?

Pro-social: _____

Problem-Solving: _____

Academic Behavior: _____

Academic Skills/Content area: _____

_____

1. What are the Tier 1/Tier 2 (Universal/Secondary) data sources used to identify this need (ex. SWIS, attendance, Daily Progress Report (DPR) points, etc.)?

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame**:** _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame**:** _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

2. How does a Social/Academic Instructional Group for a student get started (contact with teacher, consent from family, teach student the process, etc.)?

_____
_____
_____

3. What is the timeframe for the Social/Academic Instructional Group (how long will a student receive this intervention before student data is reviewed for progress)?

_____
_____
_____

4. How is student Social/Academic Instructional Group data collected?

_____
_____
_____

5. How is student Social/Academic Instructional Group data tracked? _____
_____
_____
_____

6. Who enters progress monitoring data (DPR points, grades etc.) and brings this aggregate data on the intervention/s themselves to the team meetings?

_____

_____

_____

7. How will you know if students are responding to the Social/Academic Instructional Group? What defines adequate progress (ex. what % of possible DPR points)?

Data-based decision rule for defining "response":

Data source: _____

Data Rule for Responding to Intervention: _____

Time Frame: _____

Next Steps:

When a student **is** responding adequately, the team will decide to keep the current intervention, modify intervention for sustainability or exit student from intervention.

When a student is **not** responding adequately with a Social/Academic Instructional Group Intervention the team may decide to support youth with a Simple Tier 2/Secondary Intervention with a more intensive Tier 2/Secondary support (SAIG, Mentoring, Individualized CICO).

Tier 2 Interventions with Individual

Features: Student receives Tier 2 support when Universal interventions and core curriculum are not meeting their needs and/or when they have not responded to Tier 2 basic support (Check-In/Check-Out).

1. What are the individual features available (ex. Change CICO adult, add peer support, add extra 'check-in' etc.).

- _____
- _____
- _____
- _____

2. Who from the Tier 2/Secondary team will contact the students' teacher/s to determine which of the above individual features would be best for a specific student?

_____
_____
_____

3. Describe your Mentoring program:

_____
_____
_____
_____
_____

4. What are the Tier 1/Tier 2 (Universal/Secondary) data sources used to identify this need (i.e. SWIS, Universal screening, attendance, grades etc...)?

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame**:** _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame**:** _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

4. How does a Simple Tier 2/Secondary Intervention with Individualized CICO/Mentoring for a student get started (ex. Tier 2/Secondary team receives recommendation from student's teacher, makes the appropriate arrangements, teaches student the process)?

_____

_____

_____

5. What is the timeframe for the Simple Tier 2/Secondary Intervention with Individual Features (how long will a student receive the intervention before data is reviewed)?

_____

_____

_____

6. How is student intervention data collected?

_____

_____

_____

7. How is student intervention data tracked?

_____
_____
_____

8. Who enters progress monitoring data and brings this aggregate data on the intervention/s themselves to the team meetings?

_____
_____
_____

9. How will you know if students are responding to the Simple Tier 2/Secondary Intervention with Individual Features? What defines adequate progress (ex. what % of possible DPR points)?

Data-based decision rule for defining "response":

Data source: _____

Data Rule for Responding to Intervention: _____

Time Frame: _____

Next Steps:

When a student **is** responding adequately, the team will decide to keep the current intervention, modify intervention for sustainability or exit student from intervention.

When a student is **not** responding adequately with a Simple Tier 2/Secondary Intervention with Individual Features/Mentoring the team may decide to support youth with a Brief Function-based Behavior Plan (Tier 2/Secondary) or more intensive support.

Tier 2/Brief Function-based Interventions: Student receives Brief Function Based Support when Tier 1/Universal or more simple Tier 2 interventions are not meeting the needs of the student.

List staff members involved in planning for students in need of Brief Function-based Behavior Plans (ex. a generic problem-solving team and/or your past pre-referral team) Remember, youth do not have their own unique team at this stage (name and title):

_____

_____

_____

_____

1. What are the Tier 1/Tier 2 (Universal/Secondary) data sources used to identify this need (i.e. SWIS, Universal screening, attendance, grades etc...)?

Data-based decision rules for identification:

1) Data source #1: _____

Rule for Inclusion in Intervention: _____

Time frame**:** _____

2) Data source #2: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

3) Data source #3: _____

Rule for Inclusion in Intervention: _____

Time frame: _____

** Teacher Request for Assistance enters youth (circle one): **Yes** **No**

**** Referral from Secondary Systems Planning Team (circle one): **Yes** **No**

2. How does a Brief Function-based Behavior Plans for a student get started?

3. Who interviews teacher/s and other relevant people (family, identified youth etc.) and facilitates this FBA/BIP process?

4. What is the timeframe for a Brief Function-based Behavior Plan (how long will a student receive these interventions before data is reviewed for progress)?

5. How often are student data reviewed for progress?

6. How is student intervention data collected & tracked?

7. Who enters progress-monitoring data and brings this aggregate data on the effectiveness of Brief FBA/BIPs to the Secondary Systems Planning Team meetings?

_____
_____
_____

8. Who is in charge of each individual student's "response to intervention" data (Tier 1/Tier 2 academic/behavior) and brings this to the follow-up Problem Solving Team mtg.?

_____
_____
_____

9. How is relevant staff informed of the meeting time?

_____
_____
_____

10. How and when are families involved in the process?

_____
_____
_____

11. How will you know if students are responding to the intervention? What defines adequate progress?

Data-based decision rule for defining "response":

Data source: _____

Data Rule for Responding to Intervention: _____

Time Frame: _____

Monitoring Advanced Tiers Tool (MATT)

The Team Scoring Guide

The Monitoring Advanced Tiers Tool (MATT) is a coach-guided, self-assessment tool that allows school teams to progress monitor their initial implementation of Tier II (secondary, selected) and Tier III (tertiary, intensive) behavior support systems within their school. The MATT follows the factor structure of the Individual Student Systems Evaluation Tool (ISSET), and the Benchmark of Advanced Tiers (BAT). The MATT is intended to be an efficient and constructive method for teams to monitor and guide their implementation of Tier II and Tier III behavior support practices.

The MATT is completed collaboratively by a coach and the team(s) responsible for managing the implementation of Tier II and Tier III supports in a school. The MATT is designed to be used approximately every four meetings (e.g., every two months), and to be completed in 15-20 minutes using a coach-guided interview. Teams then use the results to both assess progress of implementation and guide action planning for the next review period.

The MATT allows teams to:

1. Get summary scores for Tier II and Tier III systems/practices to track progress over time.
2. Gather information for action planning toward developing and implementing Tier II and Tier III systems of behavior support.

The MATT has four parts:

1. The Training Presentation for Coaches
2. The Coaches' Interview Guide
3. The Team Scoring Guide
4. The Action Plan

INSTRUCTIONS:

The coach interviews the team using the questions on the Coaches' Interview Guide. The answers to these initial questions allow teams to get a score for each item of the MATT. Scores for each item (2, 1, or 0) are recorded on the Team Scoring Guide on pages and then transferred to the Scoring Summary Page for totaling results.

SCORING:

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Each item of the MATT is scored as 2 = fully in place, 1 = in progress, or 0 = not started. Data source and standards for selecting a score of 2, 1, or 0 are provided for each item of the MATT. Data sources include permanent products such as FBAs, BIPs, and documents related to referring, monitoring, and notification. The MATT produces subscale scores and summary scores for Tier II and for Tier III. The Tier II and Tier III summary scores are represented by the percentage of possible points for each subscale, divided by the number of subscales for each tier.

USING MATT RESULTS:

1. Use the summary scores for Tier II and Tier III to assess implementation progress across time.

2. Use item and subscale (element) scores for Tier II and Tier III to identify specific areas of focus for implementation and action planning.

Monitoring Advanced Tiers Tool (MATT); January 2013 (Beta Version) Horner, Sampson, Anderson, Todd & Eliason
Educational and Community Supports, University of Oregon

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Team Scoring Guide				
A. Tier I Critical Element	Data Source	Criteria	School-Wide	
1. The school is implementing Tier I level of SWPBIS.	SET, TIC, or BoQ	Score greater than 40% on SET or TIC or BoQ (= 1) 80%/80% on SET, or 80% total score for TIC, or 70% total score for BoQ (= 2)	2 1 0	
B. Tier II & III Organizational Elements	Data Source	Criteria	Tier II	Tier III
1. A team has dedicated time allocated for management of Tier II and Tier III interventions.	Meeting Minutes	A team(s) meets at least monthly. (= 1) A team(s) meets at least every two weeks. (= 2)	2 1 0	2 1 0
2. A person(s) is identified to coordinate Tier II and Tier III supports.	Job Description	A coordinator(s) is identified, but does not have behavioral expertise or dedicated FTE. (= 1) A coordinator(s) with behavioral expertise and adequate FTE is identified. (= 2)	2 1 0	2 1 0
3. Data-based process is used for identifying students in need of Tier II and Tier III interventions.	Documented process/system	Informal system is used to identify students for Tier II and Tier III supports, or data are used less than twice a year. (= 1) At least two data sources (e.g., teacher request, ODR, suspension) are used to identify students for Tier II and Tier III supports. (= 2)	2 1 0	2 1 0

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4. The team has an efficient and accurate data system for monitoring the impact of the main Tier II and the Tier III interventions.	Documented process/system	No data system used, but there are forms and other tools available. (= 1) Data system used to monitor impact. (= 2)	2 1 0	2 1 0

Team Scoring Guide				
B. Tier II & III Organizational Elements	Data Source	Criteria	Tier II	Tier III
5. The team has an efficient and accurate data system for monitoring the fidelity of the main Tier II and Tier III interventions.		No data system used, but there are forms and other tools available. (= 1) Data system used to monitor fidelity. (= 2)	2 1 0	2 1 0
6. There is a documented process for communicating with teachers, families, teams, and administration about the progress of students on Tier II and Tier III interventions	Documented process	The process exists for only some stakeholders. (= 1) There is a documented process in place. (= 2)	2 1 0	2 1 0
7. There is a documented process for communicating with teachers, families, teams, and administration about fidelity of implementation of main Tier II and Tier III interventions	Documented process	The process exists for only some stakeholders. (= 1) There is a documented process in place. (= 2)	2 1 0	2 1 0
C. Tier II Critical Elements	Data Source	Criteria	Tier II	

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1. A main (most commonly used) Tier II intervention is available that is consistent with school-wide expectations.	Tier II intervention description	Intervention does not include or reference school-wide expectations, but is not inconsistent. (= 1) Intervention includes or references school-wide expectations. (= 2)	2 1 0
2. A main (most commonly used) Tier II intervention is available that is evidence- based.	Tier II intervention description	No evidence exists that intervention is effective. (= 1) Intervention is evidence-based (i.e., proven effective through peer-reviewed outcome evaluations/research). (= 2)	2 1 0

Team Scoring Guide			
C. Tier II Critical Elements	Data Source	Criteria	Tier II
3. A main (most commonly used) Tier II intervention is available that has documented procedures that are defined, operationalized, and accessible.	Tier II intervention description	Manual/material exists but is incomplete and/or not accessible to staff, substitutes, volunteers, and families. (= 1) Complete material exists and is accessible to staff, substitutes, volunteers, and families. (= 2)	2 1 0
4. A main (most commonly used) Tier II intervention is available that has efficient implementation achieved by using common practices.	Tier II intervention description	Requires significant "start-up" time for each student. (= 1) Can be applied to multiple students similarly without extensive individual startup. (= 2)	2 1 0
5. A main (most commonly used) Tier II intervention is available that is implemented with regular measurement of fidelity.	Tier II intervention description	Fidelity is evaluated less than annually. (= 1) Fidelity is evaluated at least annually. (= 2)	2 1 0

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6. A main (most commonly used) Tier II intervention is available that has progress toward behavioral goals assessed at least weekly.	Tier II intervention description	Progress is assessed less than weekly. (= 1) Progress is assessed at least weekly. (= 2)	2 1 0	
7. All other Tier II interventions meet the above criteria. (C1-C6) (If the school has no other Tier II interventions, score this as a 2.)	Tier II intervention descriptions	Some Tier II interventions meet some of the criteria. (= 1) All Tier II interventions meet the criteria. (= 2)	2 1 0	

Team Scoring Guide				
D. Tier III Critical Elements	Data Source	Criteria		
1. The Tier III team includes individuals with knowledge about school systems, the student, and behavioral theory.	Team Interview/ Discussion	Includes members that represent expertise in only two of the three areas. (= 1) Includes members that represent expertise in all three areas. (= 2)		2 1 0
2. Tier III behavior support plans are individualized to accurately address student needs/problems.	FBAs & BIPs	Some plans are individualized and/or accurately address student needs/problems. (= 1) All plans meet criteria. (= 2)		2 1 0
3. Tier III interventions are evidence-based.	FBAs & BIPs	Some interventions are evidence-based. (= 1) All interventions are evidence-based (i.e., proven effective through peer-reviewed outcome evaluations/research). (= 2)		2 1 0

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4. All Tier III intervention plans include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events, and (c) consequences that maintain the problem behavior.	FBAs & BIPs	Summary statements from the FBAs include two, but not all three components; OR, the components are included inconsistently. (= 1) Summary statements from the FBAs include all three components for all behavior support plans. (= 2)		2 1 0
5. All Tier III intervention plans include strategies for preventing the problem behavior, minimizing reward of problem behavior, and rewarding appropriate behavior that are logically linked to information about the function of the behavior.	FBAs & BIPs	Intervention plans include only some of the critical features, and/or plans are not logically linked to function of the behavior. (= 1) Intervention plans include all of the critical features and are logically linked to function of the behavior. (= 2)		2 1 0

Team Scoring Guide				
D. Tier III Critical Elements	Data Source	Criteria		Tier III
6. All Tier III intervention plans include a process for collecting and using data to progress monitor the impact of the plan on student behavior and for making modifications as needed.	BIPs	Data are used to monitor intervention effects and modify interventions less often than every two weeks for some or all students. (= 1) Data are used to monitor intervention effects and modify interventions at least every two weeks for all students.		2 1 0
7. All Tier III intervention plans have a means for assessing fidelity of implementation at least every two weeks.	BIPs	Fidelity evaluated less than every two weeks. (= 1) Fidelity evaluated at least every two weeks. (= 2)		2 1 0

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The MATT produces two summary scores representing the percentage of possible points for (a) Tier II practices, and (b) Tier III practices to assess implementation progress across time.

Summarize MATT Scores

1. MATT results are summarized as a percent of features implemented separately in Tier II and in Tier III

2. Calculate a percent implemented for each tier
    a. The Tier I Critical Element score is a school-wide score, and as such, the same score is placed in Section A of both Tier II and Tier III (possible 2 points).
    b. The Tier II and Tier III Organizational Elements scores are placed in Section B. Both Tier II and Tier III have a total possible of 14 points each.
    c. The Tier II Critical Elements score is placed in Section C of Tier II, and the Tier III Critical Elements score is placed in Section D of Tier III. Both Tier II and Tier III have a total possible of 14 points each.
    d. Calculate a percent implemented for each of the three elements in Tier II and Tier III.

3. Calculate the average of percent for Tier II.
    a. Add percent earned in element areas A, B, and C and divide by 3.

4. Calculate the average of percent for Tier III.
    a. Add percent earned in element areas A, B, and D and divide by 3.

Tier II Summary Scores:	A. Tier I Critical Elements / 2 = %	B. Tier II Organizational Elements / 14 = %	C. Tier II Critical Elements / 14 = %	Tier II Summary Score: Average = (A + B + C) / 3 = %
Tier III Summary Scores	A. Tier I Critical Elements / 2 = %	B. Tier III Organizational Elements / 14 = %	D. Tier III Critical Elements / 14 = %	Tier III Summary Score: Average = (A + B + D) / 3 = %

Resources

Benchmarks for Advanced Tiers (BAT)

The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school. The BAT is based on factors drawn from the Individual Student Systems Evaluation Tool (I-SSET), and is designed to answer three questions:

Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?

1. Is a Tier 2 support system in place?
2. Is a Tier 3 system in place?

School teams can use the BAT to build an action plan to delineate next steps in the implementation process. If schools choose to use the BAT to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

School: _____**District:** _____**State:**_____ **Date of Completion:** ___/___/___

Team Leader/Coordinator: **Team Members:**

INSTRUCTIONS: The BAT is to be completed by the team(s) involved with Tiers 2 and 3 behavior support, and reflects the consensus (or majority) of team members. Team members should first be trained in use of the BAT by someone familiar with the measure. The BAT can be completed by the team as a group or by each member independently. If completed independently, the team reconvenes to review scores on each item. Items in which there is disagreement are discussed and the team comes to consensus on the score. If there is not a team in a school focused on Tiers 2 and 3 supports, then the BAT should be completed by gathering the individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.

Each item is rated "2" fully in place, a "1" partially in place, or a "0" not yet started.

After completion of the BAT, use the *Action Plan* template to develop a timeline for moving forward on targeted and intensive interventions.

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Benchmarks for Advanced Tiers (BAT)

A	Tier 1: Implementation of School-wide PBS	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
	1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.	80%/80% on SET 70% on BoQ 80% on TIC or PIC	Score greater than 40% on any of these measures	Score equal to or less than 40% on any of these measures.	2 1 0
	2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.	Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.	Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff	Team members state that school-wide PBS is implemented consistently by less than 50% of teachers and staff.	2 1 0
	3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.	The system includes all 6 features.	The system includes 4-5 features.	The system includes 3 or fewer features or is not in place.	2 1 0
	Tier 2-3: Foundations				
B	**Commitment**	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
	4. There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports.	Tier 1 team is **aware** of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	Tier 1 team is aware of one or two components, but not all three.	Tier 1 team is **unaware** of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	2 1 0

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5. A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.	A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).	Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.	No team/individual is established to determine Tier 2 and Tier 3 support for students.	2 1 0
6. The number of students, program fidelity, and progress of students receiving Tier 2 and Tier 3 supports is reported to faculty.	The number of students, program fidelity, and progress of students is reported to faculty at least quarterly.	One or two components reported to faculty, *or* any components reported less than quarterly.	No components reported to faculty.	2 1 0
C Student Identification	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports. Screening ODRs Request for Assistance Nomination Progress Monitoring Other	At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.	1 data source is used to identify students for Tier 2 and Tier 3 supports and/or data are used less than twice a year.	Data sources are rarely used to identify students for Tier 2 and Tier 3 supports.	2 1 0
8. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students	A documented process exists and staff are trained.	A documented process exists but there is no staff training.	The process is informal or does not exist.	2 1 0
9. Decisions about whether students get additional behavior support are made in a timely manner and staff are notified of decisions.	Staff are notified of a decision within 10 days of making a referral.	Staff are notified of a decision, but not within 10 days.	Staff do not receive notification or receive it inconsistently.	2 1 0
10. Students receive support in a timely manner.	Students begin receiving supports within 30 days of referral.	Students begin receiving supports, but not within 30 days.	Students do not receive support or receive it inconsistently.	2 1 0

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D **Monitoring and Evaluation**	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
11. The *teacher(s)* directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies immediately and the impact, weekly.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies and impact **less than** weekly.	Teachers directly involved with Tier 2 and 3 supports do not receive notification about impact and changes to strategies.	2 1 0
12. The *primary family members* of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies	Family members are notified about changes to strategies immediately and the impact, weekly.	Family members are notified about changes to strategies and impact **less than** weekly.	Family members do not receive notification about impact and changes to strategies.	2 1 0
Tier 2: Targeted Interventions				
E **Tier 2: Support Systems**	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
13. The administrator is updated about which students receive Tier 2 supports.	The administrator is informed at least monthly about which students are receiving Tier 2 supports.	There is not a consistent way to provide this information, even if she/he is aware of the students on Tier 2 interventions.	The administrator is not informed about which students are receiving Tier 2 supports.	2 1 0
14. The Tier 2 team meets frequently.	A team meets at least every 2 weeks.	A team meets at least monthly.	A team meets, but less than monthly, or a team does not meet.	2 1 0

Resources

15. The Tier 2 team is formally trained on practices and systems required for implementation of Tier 2 support.	50% or more of members on Tier 2 team have received training on the interventions, the systems needed for implementation, and progress monitoring tools.	Some, but less than 50%, of members on the Tier 2 team received training on the interventions, the systems needed for implementation, and progress monitoring tools.	Members on the Tier 2 team do not receive training on the interventions, the systems needed for implementation, and progress monitoring tools.	2 1 0
16. Students receiving a Tier 2 strategy have full access to Tier 1 supports.	Students have been taught expectations and rules **and** have opportunities to receive acknowledgements through a Tier 1 system that is in place throughout the entire school.	Students are taught expectations and rules **or** have had opportunity to receive acknowledgements **or** Tier 1 is not available in all settings.	Students have not been taught expectations and rules or received acknowledgements.	2 1 0
17. Tier 2 strategies are evaluated and updated regularly.	Strategies are evaluated **at least once each year**, reviewed, and updated or modified as needed, based on team discussion.	Strategies are evaluated, but less than annually, or they are not reviewed and/or updated.	Strategies are not reviewed or evaluated.	2 1 0
F Main Tier 2 Strategy Implementation	Items 18-31 (gray shading) are to be completed for the most common Tier 2 strategy in use at your school.			
****The Tier 2/Targeted Intervention most often used in my school is . (fill in line)**	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
18. There are personnel identified to coordinate and deliver the Tier 2 strategy.	There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.	The level of staffing and time available interferes with the ability to coordinate and deliver this intervention with fidelity and to all students who would benefit.	There is not adequate staff or sufficient time to coordinate and deliver this intervention with fidelity.	2 1 0

Resources

19. The Tier 2 strategy is consistent with school-wide expectations.	The Tier 2 strategy includes or references the school-wide expectations.	The Tier 2 strategy does not specifically include or reference the school-wide expectations but they are not inconsistent.	The Tier 2 strategy is inconsistent with school-wide expectations.	2 1 0
20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.	The Tier 2 strategy is in place and can be applied to groups of students consistently.	Parts of the Tier 2 strategy are in place OR it requires significant "start-up" time for each student.	The Tier 2 strategy is not established within the school or is unique for most students receiving the intervention.	2 1 0
21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.	In this strategy, there is a documented formal process for teaching appropriate behaviors.	In this strategy, a formal process for teaching appropriate behaviors is not uniformly applied to all students.	In this strategy, there is no formal process for teaching appropriate behaviors.	2 1 0
22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.	The strategy provides **regular** opportunities for students to perform appropriate behaviors.	The strategy provides **limited** opportunities for students to perform appropriate behaviors.	The strategy provides **no** opportunities for students to perform appropriate behaviors.	2 1 0
23. The Tier 2 strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses data, even if less than adequate, to adapt, modify, and improve support.	The strategy **does not** use any data to adapt, modify, and improve support.	2 1 0
24. The Tier 2 strategy includes frequent communication with the family.	The strategy includes **weekly** communication with the family.	The strategy includes **less than weekly** communication with the family.	The strategy includes **no** process for communication with the family.	2 1 0

Resources

25. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.	Written materials exist to describe the core features, functions, and systems of the strategy.	Written materials exist but do not describe all of the core features, functions, and systems of the strategy.	Written materials do not exist to describe the core features, functions, and systems of the strategy.	2 1 0
26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist, but not for all four groups.	Orientation materials and procedures do not exist.	2 1 0
27. The Tier 2 strategy is efficient.	Requires no more than 10 minutes per instructional staff person, per day.	Requires more than 10 minutes per instructional staff person, per day.	There are no data indicating how long the strategy takes per instructional staff person, per day.	2 1 0
G Main Tier 2: Strategy Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
28. An information system is used to monitor the impact of the Tier 2 strategy.	A data-based system is in place that allows for daily collection of behavior ratings and weekly monitoring of behaviors.	Behavior ratings are collected less frequent than daily or are monitored less than weekly.	There is no system for monitoring student progress for this Tier 2 strategy.	2 1 0
29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.	There are no decision rules to determine how students access the Tier 2 strategy	2 1 0

Resources

30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.	Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, but not all three.	There are no decision rules to determine how a strategy affects a student.	2 1 0
31. Fidelity of the Tier 2 strategy is assessed.	The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.	The Tier 2 strategy is evaluated, but less than annually.	The Tier 2 strategy is not evaluated to confirm that it is implemented as designed.	2 1 0
H Tier 3: Intensive Support Systems	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
32. A team builds and implements Tier 3 behavior support plans.	There is a formal team that is responsible for building and implementing Tier 3 behavior support plans.	A group of staff get together informally or inconsistently to build and implement Tier 3 behavior support plans.	There is no team responsible for Tier 3 behavior support plans.	2 1 0
33. The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist, advocates).	Support team includes members that represent expertise in all 3 areas: school systems, student, and behavioral theory.	Support team includes members that represent expertise in only 2 of the 3 areas: school systems, student, and behavioral theory.	Support team does not include members that represent any of these areas; OR, the team includes representation from only 1 area.	2 1 0

Resources

34. A person is identified to coordinate Tier 3 supports.	A coordinator with behavioral expertise and adequate FTE is identified.	A coordinator is identified, but does not have behavioral expertise or is lacking dedicated FTE.	No coordinator is identified.	2 1 0
35. An administrator is a member of the Tier 3 implementation team.	An administrator participates in most activities of the Tier 3 team.	An administrator participates in Tier 3 team activities occasionally or inconsistently.	An administrator does not participate in Tier 3 team activities.	2 1 0
36. Tier 3 team members have sufficient formal training in implementation of the Tier 3 support system.	Tier 3 team members have sufficient training and support to implement Tier 3 supports with fidelity.	Tier 3 team members have limited training and support to implement Tier 3 supports with fidelity.	Tier 3 team members have little to no training and support to implement Tier 3 supports with fidelity.	2 1 0
37. The Tier 3 team receives annual staff development in Tier 3 procedures.	At least 50% of the team receives staff development related to Tier 3 procedures every year.	Fewer than 50% of team receives staff development related to Tier 3 procedures, or not every year, or there is not a formal plan to provide annual training.	The team does not receive any staff development related procedures.	2 1 0
38. The team has an efficient and accurate data system for monitoring Tier 3 impact.	There is a system to collect data daily and graphically monitor/analyze (at least bi-monthly) student behaviors for each student receiving Tier 3 support.	There is no system to collect student-behavior data daily for graphical analysis, but there are forms and other tools available.	A data-based system is not available, and there are no forms or available to collect student behavior data.	2 1 0

Resources

39. The team reviews the Tier 3 process and considers modifications, as needed.	The team reviews the impact of Tier 3 process each year, and modifies the process as needed.	The team reviews the impact of Tier 3, but not each year OR the team does not evaluate the process for needed modifications.	The team does not review the Tier 3 process.	2 1 0
40. The school has personnel to implement Tier 3 supports.	Adequate staff is available to support students identified as needing Tier 3 support.	The staff available to support Tier 3 is inadequate, but the school makes do.	The school's ability to provide Tier 3 support is compromised due to inadequate personnel levels.	2 1 0
41. The school facilitates involvement of family members of students receiving Tier 3 supports.	The school makes **considerable** efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	The school makes **some** efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	The school makes **minimal** efforts to encourage participation in assessment, intervention development and implementation, and progress monitoring.	2 1 0
42. All faculty and staff are oriented to Tier 3 support implementation.	There is a specific process for providing all faculty and staff with orientation to Tier 3 support process, and all staff are aware of their roles in Tier 3 supports.	The process for providing all faculty and staff with Tier 3 orientation is unclear or not all staff are aware of their roles in Tier 3 supports.	There is not a process for providing all faculty and staff with orientation to Tier 3 support process.	2 1 0

Resources

43. Students receiving Tier 3 support also have access to Tier 1 and/or Tier 2 supports.	**All** students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.	**Some** students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.	Most students accessing Tier 3 have not accessed Tier 1 or Tier 2 supports.	2 1 0
I **Tier 3: Assessment and Plan Development**	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
44. The problem behaviors are operationally defined.	The problem behaviors for all FBAs are measureable and observable.	The problem behaviors for some FBAs are measureable and observable.	The problem behaviors for FBAs are neither measureable nor observable.	2 1 0
45. The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).	Summary statements from the FBAs include all three components.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently.	Summary statements from the FBAs are not developed.	2 1 0
46. Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory.	All BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.	Some BIPs are developed by teams with expertise in all 3 areas; OR, BIPs are developed by teams with expertise in 2 of the 3 areas: school systems, student, and behavioral theory.	BIPs are developed by teams without expertise in these areas OR with expertise only 1 area.	2 1 0

Resources

47. The Tier 3 approach includes procedures that allow a continuum of strategies to match student needs (e.g. single-element interventions, multi- component interventions, wrap around, life-style enhancement, medical supports).	A range of Tier 3 supports are available for students, ranging from simple to complex.	The school has one Tier 3 process that is applied to all students receiving Tier 3 supports.	The school lacks any adequate system of support for students needing Tier 3 supports.	2 1 0
48. Behavior intervention plans (BIPs) include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events, and (c) consequences that maintain the problem behavior.	Summary statements from the FBAs include all three components for all behavior support plans.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently in behavior support plans.	Summary statements from the FBAs are not developed for behavior support plans.	2 1 0
49. Based on an FBA, the BIPs include strategies for *preventing problem behavior,* if appropriate.	Over 80% of BIPs include prevention strategies.	Over 50% of BIPs include prevention strategies.	Less than 50% of BIPs include prevention strategies.	2 1 0
50. Based on an FBA, the BIPs include strategies for *minimizing reward of problem behavior,* if appropriate.	Over 80% of BIPs include strategies to minimize rewards for problem behavior.	Over 50% of BIPs include strategies to minimize rewards for problem behavior.	Less than 50% of BIPs include strategies to minimize rewards for problem behavior.	2 1 0
51. Based on an FBA, the BIPs include strategies for *rewarding appropriate behavior,* if appropriate.	Over 80% of BIPs include reward strategies.	Over 50% of BIPs include reward strategies.	Less than 50% of BIPs include reward strategies.	2 1 0

Resources

52. Based on an FBA, the BIPs include strategies for *ensuring physical safety*, if appropriate.	Over 80% of BIPs include strategies for ensuring safety.	Over 50% of BIPs include strategies for ensuring safety.	Less than 50% of BIPs include strategies for ensuring safety.	2 1 0
53. BIPs include a formal action plan for developing, teaching, coaching, and supporting the core elements of the Tier 3 strategies.	Over 80% of BIPs include a documented action plan.	Over 50% of BIPs include a documented action plan.	Less than 50% of BIPs include documented action plans.	2 1 0
J **Tier 3: Monitoring and Evaluation**	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
54. The team formally progress monitors impact of each Tier 3 support plan.	Data are collected daily and graphed for analysis (at least twice per month) for **each** student receiving Tier 3 support.	Data are collected and analyzed twice per month for some students **or** data are collected and analyzed but less than twice per month.	A data-based system is not used to collect student behavior data behavior data are collected/monitored infrequently (once per month or less).	2 1 0
55. Data collected on student behavior are used to assess intervention effects and make modifications as needed.	Data collected on student behavior are used to assess intervention effects and make modifications as needed and this occurs at least every other week.	Data are used to monitor intervention effects and modify interventions but this occurs less often than every two weeks for some or all students	Data are not used to assess intervention effects.	2 1 0

Resources

56. Intervention plans include a process for monitoring fidelity of implementation.	Intervention plans contain a process for monitoring how well an intervention is implemented at least every 2 weeks.	Intervention plans contain a process for monitoring how well an intervention is implemented, but at intervals greater than every 2 weeks, OR the process is inconsistent.	There is no process in the intervention plan for intervention is implemented.	2 1 0

Additional Tier 2 Strategy Implementation	Items 18-31 (gray shading) may be repeated for the other Tier 2 strategies in use at your school for evaluation and planning purposes. However, only the scores associated with the most commonly used Tier 2 strategy will be accounted in your Benchmarks for Advanced Tiers (BAT) score..			
Another Tier 2/Targeted Intervention used in my school is_ . (fill in line)	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
18. There are personnel identified to coordinate and deliver the Tier 2 strategy.	There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.	The level of staffing and time available interferes with the ability to coordinate and deliver this intervention with fidelity and to all students who would benefit.	There is not adequate staff or sufficient time to coordinate and deliver this intervention with fidelity.	2 1 0
19. The Tier 2 strategy is consistent with school-wide expectations.	The Tier 2 strategy includes or references the school-wide expectations.	The Tier 2 strategy does not specifically include or reference the school-wide expectations but they are not inconsistent.	The Tier 2 strategy is inconsistent with school-wide expectations.	2 1 0
20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.	The Tier 2 strategy is in place and can be applied to groups of students consistently.	Parts of the Tier 2 strategy are in place OR it requires significant “start-up” time for each student.	The Tier 2 strategy is not established within the school or is unique for most students receiving the intervention.	2 1 0

Resources

21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.	In this strategy, there is a documented formal process for teaching appropriate behaviors.	In this strategy, a formal process for teaching appropriate behaviors is not uniformly applied to all students.	In this strategy, there is no formal process for teaching appropriate behaviors.	2 1 0
22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.	The strategy provides **regular** opportunities for students to perform appropriate behaviors.	The strategy provides **limited** opportunities for students to perform appropriate behaviors.	The strategy provides **no** opportunities for students to perform appropriate behaviors.	2 1 0
23. The Tier 2 strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses data, even if less than adequate, to adapt, modify, and improve support.	The strategy **does not** use any data to adapt, modify, and improve support.	2 1 0
24. The Tier 2 strategy includes frequent communication with the family.	The strategy includes **weekly** communication with the family.	The strategy includes **less than weekly** communication with the family.	The strategy includes **no** process for communication with the family.	2 1 0
25. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.	Written materials exist to describe the core features, functions, and systems of the strategy.	Written materials exist but do not describe all of the core features, functions, and systems of the strategy.	Written materials do not exist to describe the core features, functions, and systems of the strategy.	2 1 0
26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist, but not for all four groups.	Orientation materials and procedures do not exist.	2 1 0

Resources

27. The Tier 2 strategy is efficient.	Requires **no more than 10 minutes** per instructional staff person, per day.	Requires **more than 10 minutes** per instructional staff person, per day.	There are **no data** indicating how long the strategy takes per instructional staff person, per day.	2 1 0
Additional Tier 2: Strategy Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
28. An information system is used to monitor the impact of the Tier 2 strategy.	A data-based system is in place that allows for daily collection of behavior ratings **and** weekly monitoring of behaviors.	Behavior ratings are collected less frequent than daily **or** are monitored less than weekly.	There is no system for monitoring student progress for this Tier 2 strategy.	2 1 0
29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.	There are no decision rules to determine how students access the Tier 2 strategy	2 1 0
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.	Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, **but not all three.**	There are no decision rules to determine how a strategy affects a student or decision rules include exist for two or fewer of (a) monitoring, (b) modifying, and (c) ending	2 1 0

Resources

31. Fidelity of the Tier 2 strategy is assessed.	The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.	The Tier 2 strategy is evaluated, but less than annually.	The Tier 2 strategy is not evaluated to confirm that it is implemented as designed.	2 1 0

Resources

Benchmarks for Advanced Tiers (BAT) – Scoring Summary

Scoring Summary

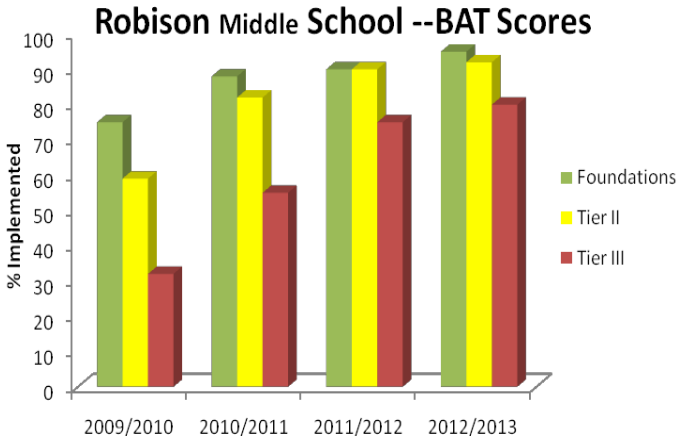
1. BAT results are summarized as a percent of features implemented score for each of the three parts
2. Calculate a percent implemented for each feature area
   a. Use the summary score template to record the total number of points for each scale and subscale.
   b. Convert each subscale to a percent implemented score by dividing the total points received by the total possible points for that feature area.
3. For each of the three scales, calculate the percent by:
   i. Total the percentages for the subscales
      1. Divide the total percent received by the total number of subscales
      2. Part I has four feature areas
      3. Part II has three feature areas
      4. Part III has three feature areas

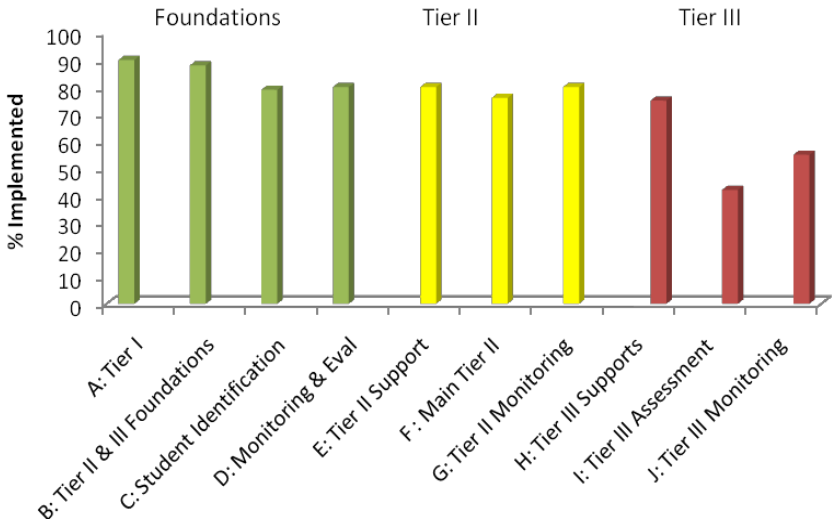
	Foundations	Tier II	Tier I II
Feature Area Implementation Scores	A /6 = %	E /10 = %	H /24 = %
	B /6 = %	F /20 = %	I /20 = %
	C /8 = %	G /8 = %	J /6 = %
	D /4 = %		
Summary Score for each BAT Part	Total %'s & divide by 4 Foundations: _____	Total %'s & divide by 3 Tier II: _____	Total %'s & divide by 3 Tier III: _____

Benchmarks for Advanced Tiers (BAT) – Share Summary Scores

Share Summary Scores

1. Create two graphs
   a. A graph with the percent implemented for each of the scales (Foundations, Tier II, Tier III)
   b. A graph with the percent implemented for each of the Subscales
   c. Prepare a brief written explanation of the data focusing on the things that the school is doing well and have in place as well as the areas where some revisions may strengthen the existing procedure(s).
   d. Ideally, share the information with the team when they meet to review the status and Action Plan for the future.
2. You can create graphs to monitor progress over time, as is shown below.





Resources