# Tier 1 and Tier 2 Analysis for Tier 3 Readiness

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| **TIER 3 READINESS GUIDELINE** | **DOCUMENTATION/NOTES:** |
| Schoolwide Evaluation Tool (SET) Score of 80/80 ORTiered Fidelity Inventory (TFI) with 70% or higher on Tier 1; the Tier 2 Subscale has been completed | Score and date Criteria met? Yes No Notes for increasing fidelity based upon results: |
| Self-Assessment Survey (SAS)/Effective Behavior Support Survey (EBS) results indicate current status of 80% or more features in place for:* Schoolwide Systems
* Nonclassroom Setting Systems
* Classroom Systems.
 | Score and date 80% Criteria met? Yes No Notes for increasing fidelity based upon results: |
| Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range. | Percentage in 0-1 range 80% Criteria met? Yes No Notes for increasing fidelity based upon results: |
| Data demonstrates reduction in classroom minor referrals over at least a one year period. | Classroom Minor Referrals collected? Yes NoIf Yes: Number of previous year’s Classroom Minors If No: Add to your Action Plan steps to begin Classroom Minor data collection |

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| **TIER 3 READINESS GUIDELINE** | **DOCUMENTATION/NOTES:** |
| Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports or Solution Plan. | Big 5 used monthly for decision-making? Yes No Notes for increasing fidelity: |
| Documentation of:1. Standard system for identifying students for Tier 2 supports
2. Process to identify function of behavior and match intervention to the function
3. At least one research-based small-group and/or targeted behavioral intervention is fully implemented. If only one is fully implemented, the second intervention has been piloted and plans are in place for full implementation.
4. Staff has received training for implementation of interventions
5. Use individual student data for making decisions about when to continue, intensify, change, or fade intervention
6. Family members are informed of the Tier 2 process and regularly updated about child’s progress
 | Which are in place, in use, and documented? #’s Instrument(s) consistently used: Intervention Essential Features Advanced Tier Data Collection Spreadsheet Adapted FACTS Part A OtherNotes for increasing fidelity: |
| Administrator and core group of staff who will serve on Tier 3 team:* Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)
* At least one member with behavioral expertise
* At least one member with academic expertise
* Crossover membership for Tier 2 team
* Access to district level support
 | Are all Tier 3 team members in place? Yes NoIf Yes, who is the core group? Who will attend trainings?If No, what positions are missing and who will fill them? |