Tier 3 Action Plan

School Date

Goal: Assess Readiness for Tier 3

Measure of Success:

1. Completed Tier 3 Readiness Checklist with Action Plan Steps/Activities for indicators not in place

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| Complete Tier 3 Readiness ChecklistDetermine readiness for Tier 3 and next steps• Action Plan steps needed based upon review: |  | *Tier 3 Readiness Checklist* |  |  |

Goal: Establish a Tier 3 Core Team

Measure of Success:

1. Team with assigned roles/responsibilities

2. Team meeting calendar

3. Standard meeting format

4. System for eliciting Action Team participation

5. Method for assessing team meeting effectiveness

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| Determine Tier 3 Core Team membership to include at minimum:AdministrationTier 2 Team Member (crossover)Member with behavioral expertiseMember with academic expertiseAssign Tier 3 Core Team member roles and responsibilitiesDevelop a calendar of regular Core Team meeting dates and timesAdopt a standard meeting formatAdopt a standard system for eliciting Action Team participationDetermine method for regularly assessing effectiveness and efficiency of team meetings |  | *Tier 3 Core Team Meeting Agenda**Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3 Core and Action Team Meetings* |  |  |

Goal: Establish Tier 3 Action Teams

Measure of Success:

1. Calendar of meeting dates

2. Standard meeting format

3. System for involving family

4. Method for assessing team meeting effectiveness

5. 4.5. Develop systematic process for record-keeping and student file maintenance

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| Develop a calendar of protected Action Team meeting dates and timesAdopt a standard meeting formatDevelop a system to ensure family participationDetermine method for regularly assessing effectiveness and efficiency of team meetingsDevelop systematic process for record-keeping and student file maintenance |  | *Tier 3 Core Team Meeting Agenda**Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3 Core and Action Team Meetings**Tier 3 Student File Checklist* |  |  |

Goal: Identifying Students for Tier 3 Support

Measure of Success:

1. Data decision rules for nonresponse to Tier 2 intervention, chronic, and intense behaviors

2. Nomination process defined

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| Develop system to determine nonresponse to Tier 2 intervention in order to:• Identify data decision rules for poor response• Confirm fidelity of implementation• Ensure problem behavior correctly identified• Confirm function of behavior correctly identified• Confirm intervention aligns with function• Document intervention changesIdentify data decision rules for students who exhibit chronic behaviorsIdentify decision rules for students who exhibit intense behaviors |  | *Existing School Data Inventory**Behavior Rating Rubric* |  |  |

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| Goal: Identifying Students for Tier 3 Support (cont.)Review and revise as needed current nomination form for essential features. Essential features include: current level of academic performance, description of problem behavior, settings in which the problem does and does not occur, possible function of problem behavior, strategies already tried• Review and revise as needed current procedures for accessing, completing, and submitting the nomination form.Develop a system for implementing universal screening |  | *Sample Teacher Nomination Form**Systematic Identification: Considerations for Universal Screening* |  |  |

Goal: Establish a System of Support for Individual Students: Functional Behavior Assessment (FBA)

Measure of Success:

1. System for collecting FBA information

2. System for developing a Summary Statement

3. System for confirming Summary Statement

4. System for monitoring quality of completed FBA

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Establish a system for collecting FBA information in order to:**1. Include key individuals in FBA process2. Review relevant records3. Interview individuals who have direct experiencewith the student***(Step 1 of FBA/BIP Rubric – Collect Information)*****Establish a system for developing a Summary****Statement in order to:**1. Create observable and measurable description of problem behavior
2. Identify daily routines that are and are not associated with problem behavior
3. Identify triggering antecedent events
4. Identify maintaining consequence events
5. Identify possible setting events
6. Develop Summary Statement that includes antecedent, problem behavior, consequence, setting event (if applicable), and function of behavior as identified by the FBA

***(aligns with Step 2 of FBA/BIP Rubric)*** |  | *Tier 3 Student Support Meeting Process**Tier 3 Workbook, FBA/BIP Flowchart**Adapted FACTS**Adapted FACTS Parts A & B* |  |  |

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Goal:** Establish a System of Support for Individual Students: Functional Behavior Assessment (FBA) (cont.)**Establish a system for confirming Summary****Statement in order to:**1. Conduct direct observations in routines that are and are not associated with problem behavior2. Confirm Summary Statement with data from observations***(Step 3 of FBA/BIP Rubric – Confirm Summary******Statement)*****Establish a system for monitoring quality of completed FBAs** |  | *ABC Recording Form**Adapted FACTS**FBA/BIP Rubric Steps 1-3* |  |  |

Goal: Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP)

Measure of Success:

1. System for developing Competing Behavior Pathway

2. System for identifying strategies for BIP

3. System for developing an implementation plan

4. System for developing an evaluation and monitoring plan

5. System for monitoring quality of completed BIP

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Establish a system for developing a Competing****Behavior Pathway Summary in order to:**1. Identify desired long-term replacement behavior2. Identify alternative short-term behavior that isbased on skill(s) necessary to achieve the desiredbehavior3. Identify common reinforcing consequences fordesired replacement behavior***(Step 4 of FBA/BIP Rubric – Develop Competing******Behavior Pathway)*****Establish a system for identifying strategies for****Behavior Intervention Plan in order to:**1. Select strategies and/or environmental manipulations that neutralize impact of setting events2. Select strategies and/or environmental manipulations that make triggering antecedents irrelevant3. Select strategies to teach skills that will effectively replace problem behavior |  | *Tier 3 Student Support Meeting Process**BIP Template**Menu of Function-Based Options for Behavior Intervention Planning* |  |  |

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Goal:** Establish a System of Support for IndividualStudents: Behavior Intervention Plans (BIP) (cont.)4. Select strategies for reinforcing desired behavior5. Select strategies for generalization andmaintenance of desired behavior6. Select response strategies that make problembehavior ineffective7. Develop safety procedures if necessary***(Step 5 of FBA/BIP Rubric - Identify Intervention Strategies, Consequence Strategies, and Safety Plan)*****Establish a system for developing an Implementation Plan in order to:**1. Develop and communicating implementation plan for each part of the BIP2. Develop training plan to implement each part of the BIP3. Identify timelines for completing tasks necessary to implement each part of the BIP***(Step 6 of FBA/BIP Rubric – Develop Implementation Plan)*** |  |  |  |  |

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| Goal: Establish a System of Support for IndividualStudents: Behavior Intervention Plans (BIP) (cont.)**Establish a system for developing an Evaluation and Monitoring Plan in order to:**1. Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection
2. Identify measures and developing schedule to assess and monitor social validity of BIP
3. Develop procedures for assessing fidelity of implementation of BIP

***(Step 7 of FBA/BIP Rubric - Develop Evaluation and Monitoring Plan, Including Generalization and Maintenance Strategies)*****Establish a system for monitoring quality of completed BIPs** |  | *FBA/BIP Rubric Steps 4-7* |  |  |

Goal: Develop a System for Providing Ongoing Professional Learning

Measure of Success:

1. System for updating staff

2. Tier 3 Staff Handbook

3. Tier 3 Professional Learning System

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Develop a system for regularly updating staff****Develop a Tier 3 Staff Handbook****Create a system for ongoing professional learning regarding Tier 3 :**1. **Professional Development Calendar**2. **New Staff Induction**3. **Coaching and Support** |  | *Tier 3 Staff Handbook Organizer**Checklist for High Quality Professional Development (HQPD) Training**GROW Coaching Model Question Bank**School-Based Implementation Fidelity Checklist* |  |  |

Goal: Regularly Monitor Tier 3 Implementation Status

Measure of Success:

1. Completed Benchmarks for Advanced Tiers

2. Action Plan steps based up analysis of results

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| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Complete Tiered Fidelity Inventory****Revise Action Plan based upon analysis of results****Report results to Regional Consultants** | *Quarterly* | *Accessed through* [*www.pbisapps.org*](http://www.pbisapps.org/)*Student Outcomes Chart for Tier 2-3* |  |  |