School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tier 3 Action Plan 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 Checklist**Determine 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 expertise Member with academic expertise**Assign Tier 3 Core Team member roles and responsibilities****Develop a calendar of regular Core Team meeting dates and times****Adopt a standard meeting format****Adopt a standard system for eliciting Action Team participation****Determine 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 3Team 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

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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 times****Adopt a standard meeting format****Develop a system to ensure family participation****Determine 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 3Team Meetings* |  |  |

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 changes

**Identify data decision rules for students who exhibit chronic behaviors****Identify 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**Documented Purpose & Policy* |  |  |

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 process
2. Review relevant records
3. Interview individuals who have direct experience with the student

***(aligns with Step 1 of FBA/BIP Rubric)*****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* |  |  |

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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 behavior
2. Confirm summary statement with data from observations

***(aligns with Step 3 of FBA/BIP Rubric)*****Establish a system for monitoring quality of completed FBAs (FBA/BIP Rubric Steps 1-3)** |  | *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 behavior
2. Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior
3. Identify common reinforcing consequences for desired replacement behavior

***(aligns with Step 4 of FBA/BIP Rubric)*****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 events
2. Select strategies and/or environmental manipulations that make triggering antecedents irrelevant
3. Select strategies to teach skills that will effectively replace problem behavior
 |  | *Tier 3 Student Support Meeting Process**BIP Template**BIP Template* |  |  |

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| * Steps/Activities
 | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Goal:** Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP) (cont.)1. Select strategies for reinforcing desired behavior
2. Select strategies for generalization and maintenance of desired behavior
3. Select response strategies that make problem behavior ineffective
4. Develop safety procedures if necessary

***(aligns with Step 5 of FBA/BIP Rubric)*****Establish a system for developing an Implementation Plan in order to:**1. Develop and communicating implementation plan for each part of the BIP
2. Develop training plan to implement each part of the BIP
3. Identify timelines for completing tasks necessary to implement each part of the BIP

***(aligns with Step 6 of FBA/BIP Rubric)*** |  | *BIP Template* |  |  |

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| * Steps/Activities
 | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Goal:** Establish a System of Support for Individual Students: 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

***(aligns with Step 7 of FBA/BIP Rubric)*****Establish a system for monitoring quality of completed BIPs (FBA/BIP Rubric Steps 4-7)** |  | *BIP Template**FBA/BIP Rubric Steps 4-7* |  |  |

Goal: Develop a System for Providing Ongoing Professional Development

# Measure of Success:

* 1. Tier 3 Staff Handbook
	2. System for updating staff
	3. Tier 3 Professional Development Calendar

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| * Steps/Activities
 | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
| **Develop a Tier 3 Staff Handbook****Develop a system for regularly updating staff****Create a calendar of ongoing professional development regarding Tier 3** |  | *Tier 3 Staff Handbook Organizer* |  |  |

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 and Tier 2/3 Consultants** |  | *Accessed through* [*www.pbisapps.org*](http://www.pbisapps.org/) |  |  |