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  OR  Benchmarks of Quality (BoQ) of 80% or higher within the last 12 months. | Score and date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 80% 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 No  If Yes: Number of previous year’s Classroom Minors \_\_\_\_\_\_\_\_\_\_\_  If No: Add to your Action Plan steps to begin Classroom Minor data collection |
| Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports. | Big 5 used monthly for decision-making? Yes No  Notes for increasing fidelity: |

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| **TIER 3 READINESS GUIDELINE** | **DOCUMENTATION/NOTES:** |
| 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   1. 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 Planning Guide  \_\_\_\_ Advanced Tier Data Collection Spreadsheet  \_\_\_\_Adapted FACTS Part A  \_\_\_\_ Other  Notes 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 No  If Yes, who is the core group? Who will attend trainings?  If No, what positions are missing and who will fill them? |