

# CHAPTER 11: TIER 3 ACTION PLANNING

An Action Plan is simply a thoughtfully recorded list of all the tasks that your team needs to finish to meet a goal or an objective. Action plans differ from “To Do” lists in that they focus on the achievement of a single goal and gather together all of the careful planning for that goal. Action Plans are driven by data based decision making and focus on implementation of evidence based practices in an intentional manner (Technical Assistance Center on PBIS, 2015; McIntosh & Goodman, 2016).

Action Plans are useful because they give teams a framework for thinking about how they will efficiently complete a task or project. Action Plans help teams finish activities in a sensible order, and they ensure that key steps are not overlooked. It is recommended that the Tier 3 Core Team regularly review the Tier 3 Action Plan as a standard part of their meeting agenda.

The Tier 3 Action Plan aligns with MO SW-PBS Tier 3 training. The Action Plan includes essential goals and steps/activities to develop, implement, and sustain a Tier 3 system of support with fidelity. Teams may supplement the action plan with additional goals and steps/activities based upon individual needs.

The Tier 3 Action Plan includes the following goals:

- ▶ Assess Readiness for Tier 3
- ▶ Establish a Tier 3 Core Team
- ▶ Establish Tier 3 Action Teams
- ▶ Identifying Students for Tier 3 Support
- ▶ Establish a System of Support for Individual Students
  - Functional Behavior Assessment (FBA)
- ▶ Establish a System of Support for Individual Students
  - Behavior Intervention Plans (BIP)
- ▶ Develop a System for Providing Ongoing Professional Learning
- ▶ Regularly Monitor Tier 3 Implementation Status

For each goal, “Measures of Success” are listed at the top of the page to identify artifacts that demonstrate the goal has been achieved. The suggested “Steps/Activities” are listed in the body of the goal page to assist teams in planning to accomplish the goal.

Teams document in the “Timeline” when steps/activities are projected to be completed. The “Resources/Support Needs” column includes workbook and training items that will assist teams in completing the steps/activities. “Person(s) Responsible” is a place to document delegation of tasks to specific team members, and “Date Completed” provides a place to document the date a task that has been accomplished.

## 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

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<ul style="list-style-type: none"> <li>• <b>Complete Tier 3 Readiness Checklist</b></li> <li>Determine readiness for Tier 3 and next steps</li> <li>• Action Plan steps needed based upon review:</li> </ul>		<p><i>Tier 3 Readiness Checklist</i></p>		

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

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<ul style="list-style-type: none"> <li>• Determine Tier 3 Core Team membership to include at minimum:               <ul style="list-style-type: none"> <li>Administration</li> <li>Tier 2 Team Member (crossover)</li> <li>Member with behavioral expertise</li> <li>Member with academic expertise</li> </ul> </li> <li>• Assign Tier 3 Core Team member roles and responsibilities</li> <li>• Develop a calendar of regular Core Team meeting dates and times</li> <li>• Adopt a standard meeting format</li> <li>• Adopt a standard system for eliciting Action Team participation</li> <li>• Determine method for regularly assessing effectiveness and efficiency of team meetings</li> </ul>				
		<i>Tier 3 Core Team Meeting Agenda</i>		
		<i>Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3 Core and Action Team Meetings</i>		

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

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<ul style="list-style-type: none"> <li>Develop a calendar of protected Action Team meeting dates and times</li> <li>Adopt a standard meeting format</li> <li>Develop a system to ensure family participation</li> <li>Determine method for regularly assessing effectiveness and efficiency of team meetings</li> <li>Develop systematic process for record-keeping and student file maintenance</li> </ul>		<p><i>Tier 3 Core Team Meeting Agenda</i></p> <p><i>Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3 Core and Action Team Meetings</i></p> <p><i>Tier 3 Student File Checklist</i></p>		

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

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<p><b>Develop system to determine nonresponse to Tier 2 intervention in order to:</b></p> <ul style="list-style-type: none"> <li>• Identify data decision rules for poor response</li> <li>• Confirm fidelity of implementation</li> <li>• Ensure problem behavior correctly identified</li> <li>• Confirm function of behavior correctly identified</li> <li>• Confirm intervention aligns with function</li> <li>• Document intervention changes</li> </ul>				
<p><b>Identify data decision rules for students who exhibit chronic behaviors</b></p>		<i>Existing School Data Inventory</i>		
<p><b>Identify decision rules for students who exhibit intense behaviors</b></p>		<i>Behavior Rating Rubric</i>		

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<ul style="list-style-type: none"> <li>Identifying Students for Tier 3 Support (cont.)</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>Review and revise as needed current procedures for accessing, completing, and submitting the nomination form.</li> </ul> <p>Develop a system for implementing universal screening</p>		<p><i>Sample Teacher Nomination Form</i></p> <p><i>Systematic Identification: Considerations for Universal Screening</i></p>		

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

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<ul style="list-style-type: none"> <li>• <b>Establish a system for collecting FBA information in order to:</b> <ol style="list-style-type: none"> <li>1. Include key individuals in FBA process</li> <li>2. Review relevant records</li> <li>3. Interview individuals who have direct experience with the student</li> </ol> <p><i>(Step 1 of FBA/BIP Rubric – Collect Information)</i></p> </li> <li>• <b>Establish a system for developing a Summary Statement in order to:</b> <ol style="list-style-type: none"> <li>1. Create observable and measurable description of problem behavior</li> <li>2. Identify daily routines that are and are not associated with problem behavior</li> <li>3. Identify triggering antecedent events</li> <li>4. Identify maintaining consequence events</li> <li>5. Identify possible setting events</li> <li>6. Develop Summary Statement that includes antecedent, problem behavior, consequence, setting event (if applicable), and function of behavior as identified by the FBA</li> </ol> <p><i>(aligns with Step 2 of FBA/BIP Rubric)</i></p> </li> </ul>		<p><i>Tier 3 Student Support Meeting Process</i></p> <p><i>Tier 3 Workbook, FBA/BIP Flowchart</i></p> <p><i>Adapted FACTS</i></p> <p><i>Adapted FACTS Parts A &amp; B</i></p>		

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<ul style="list-style-type: none"> <li>• Steps/Activities</li> </ul> <p><b>Goal:</b> Establish a System of Support for Individual Students: Functional Behavior Assessment (FBA) (cont.)</p> <p><b>Establish a system for confirming Summary Statement in order to:</b></p> <ol style="list-style-type: none"> <li>1. Conduct direct observations in routines that are and are not associated with problem behavior</li> <li>2. Confirm Summary Statement with data from observations</li> </ol> <p><i>(Step 3 of FBA/BIP Rubric – Confirm Summary Statement)</i></p> <p><b>Establish a system for monitoring quality of completed FBAs</b></p>		<p><i>ABC Recording Form</i></p> <p><i>Adapted FACTS</i></p> <p><i>FBA/BIP Rubric Steps 1-3</i></p>		



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

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<ul style="list-style-type: none"><li>• <b>Establish a system for developing a Competing Behavior Pathway Summary in order to:</b><ol style="list-style-type: none"><li>1. Identify desired long-term replacement behavior</li><li>2. Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior</li><li>3. Identify common reinforcing consequences for desired replacement behavior</li></ol></li></ul> <p><i>(Step 4 of FBA/BIP Rubric – Develop Competing Behavior Pathway)</i></p> <ul style="list-style-type: none"><li>• <b>Establish a system for identifying strategies for Behavior Intervention Plan in order to:</b><ol style="list-style-type: none"><li>1. Select strategies and/or environmental manipulations that neutralize impact of setting events</li><li>2. Select strategies and/or environmental manipulations that make triggering antecedents irrelevant</li><li>3. Select strategies to teach skills that will effectively replace problem behavior</li></ol></li></ul>		<p><i>Tier 3 Student Support Meeting Process</i></p> <p><i>BIP Template</i></p>         <p><i>Menu of Function-Based Options for Behavior Intervention Planning</i></p>		

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<ul style="list-style-type: none"> <li>• <b>Goal:</b> Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP) (cont.)</li> <li>4. Select strategies for reinforcing desired behavior</li> <li>5. Select strategies for generalization and maintenance of desired behavior</li> <li>6. Select response strategies that make problem behavior ineffective</li> <li>7. Develop safety procedures if necessary</li> </ul> <p><i>(Step 5 of FBA/BIP Rubric - Identify Intervention Strategies, Consequence Strategies, and Safety Plan)</i></p> <p><b>Establish a system for developing an Implementation Plan in order to:</b></p> <ol style="list-style-type: none"> <li>1. Develop and communicating implementation plan for each part of the BIP</li> <li>2. Develop training plan to implement each part of the BIP</li> <li>3. Identify timelines for completing tasks necessary to implement each part of the BIP</li> </ol> <p><i>(Step 6 of FBA/BIP Rubric - Develop Implementation Plan)</i></p>				

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<p>• Steps/Activities</p> <p><b>Goal:</b> Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP) (cont.)</p> <p><b>Establish a system for developing an Evaluation and Monitoring Plan in order to:</b></p> <ol style="list-style-type: none"> <li>1. Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection</li> <li>2. Identify measures and developing schedule to assess and monitor social validity of BIP</li> <li>3. Develop procedures for assessing fidelity of implementation of BIP</li> </ol> <p><i>(Step 7 of FBA/BIP Rubric - Develop Evaluation and Monitoring Plan, Including Generalization and Maintenance Strategies)</i></p> <p><b>Establish a system for monitoring quality of completed BIPs</b></p>		<p>FBA/BIP Rubric Steps 4-7</p>		

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

Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
<p><b>Develop a system for regularly updating staff</b></p> <p><b>Develop a Tier 3 Staff Handbook</b></p> <p><b>Create a system for ongoing professional learning regarding Tier 3 :</b></p> <ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. New Staff Induction</li> <li>3. Coaching and Support</li> </ol>		<p><i>Tier 3 Staff Handbook Organizer</i></p> <p><i>Checklist for High Quality Professional Development (HQPD) Training</i></p> <p><i>GROW Coaching Model Question Bank</i></p> <p><i>School-Based Implementation Fidelity Checklist</i></p>		

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

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

