

Tier 3 Readiness Checklist

TIER 3 READINESS GUIDELINE	DOCUMENTATION/NOTES:
<p>Schoolwide Evaluation Tool (SET) Score of 80/80</p> <p>OR</p> <p>Tiered Fidelity Inventory (TFI) with 70% or higher on Tier 1; the Tier 2 Subscale has been completed</p> <p>Self-Assessment Survey (SAS) results indicate current status of 80% or more features in place for:</p> <ul style="list-style-type: none"> • Schoolwide Systems • Nonclassroom Setting Systems • Classroom Systems. <p>Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.</p>	<p>Score and date _____ Criteria met? Yes No</p> <p>Notes for increasing fidelity based upon results:</p> <p>Score and date _____ 80% Criteria met? Yes No</p> <p>Notes for increasing fidelity based upon results:</p> <p>Percentage in 0-1 range _____ 80% Criteria met? Yes No</p> <p>Notes for increasing fidelity based upon results:</p>
<p>Data demonstrates reduction in classroom minor referrals over at least a one year period.</p>	<p>Classroom Minor Referrals collected? Yes No</p> <p>If Yes: Number of previous year's Classroom Minors _____</p> <p>If No: Add to your Action Plan steps to begin Classroom Minor data collection</p>
<p>Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.</p>	<p>Big 5 used monthly for decision-making? Yes No</p> <p>Notes for increasing fidelity:</p>

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DOCUMENTATION/NOTES:

<p>Documentation of:</p> <ol style="list-style-type: none"> Standard system for identifying students for Tier 2 supports Process to identify function of behavior and match intervention to the function (See <i>MO SW-PBS Tier 2 Student Identification Process Guide</i> in Tier 2 workbook or at http://pbmissouri.org) 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. Staff has received training for implementation of interventions Use individual student data for making decisions about when to continue, intensify, change, or fade intervention (See <i>MO SW-PBS Pre-Meeting Organizer and MO SW-PBS Student Progress Monitoring Guide</i> in Tier 2 workbook or at http://pbmissouri.org) Family members are informed of the Tier 2 process and regularly updated about child's progress 	<p>Which are in place, in use, and documented? #'s _____</p> <p>Instrument(s) consistently used:</p> <p>____ Intervention Essential Features</p> <p>____ Advanced Tiers Spreadsheet</p> <p>____ <i>Adapted FACTS Part A</i></p> <p>____ Other _____</p> <p>Notes for increasing fidelity:</p>
<p>Administrator and core group of staff who will serve on Tier 3 team:</p> <ul style="list-style-type: none"> 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 	<p>Are all Tier 3 team members in place? Yes No</p> <p>If Yes, who is the core group? Who will attend trainings?</p> <p>If No, what positions are missing and who will fill them?</p>