

Midwest PBIS Network

Tier 3 Building-level Readiness Checklist

Purpose: In order to expedite the fidelity of Tier 3 implementation and sustain outcomes from training and technical assistance, buildings will commit to working on these items within the first year of Tier 2/Tier 3 training.

Directions: Respond to the items below with building leadership team, including family and community stakeholders. Indicate status of items and next steps for items not in place.

District Name: _____ **School Name:** _____

District Coach: _____ **Date Initiated:** _____

1. Building Leadership Teams	Status & Documentation			Current Status and Next Steps
	In Place	Partially in place	Not In Place	
a. Can document at least two (2) years of fidelity of Tier 1 implementation, as measured by the Tiered Fidelity Inventory (TFI).				
b. Team members are informed and knowledgeable of Tier 2/Tier 3 systems and practices.				
c. Includes Tier 3 building coach/coordinator and individuals who can provide i) applied behavioral expertise, ii) administrative authority, iii) multi-agency supports iv) knowledge of students and v) knowledge about the operations of the school across grade levels and programs.				
d. Building leaders participate in 80% or more of Tier 3 systems team meetings.				
e. Is committed to, and accountable for, implementing and monitoring fidelity and outcomes for full continuum of interventions (i.e. Tier 1, 2, 3).				
f. Follows district protocol to determine which Tier 3 interventions need to be in place within the school.				
g. Has at least two (2) Tier 2 interventions in place before moving to Tier 3 practice installation.				

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h. Team considers flexible educational options to support student success (credit recovery, schedule changes, work study for credit, etc.)				
i. Has established an action plan for Tier 3 implementation and regularly revisits to update progress				
2. Building Team Access and Use of Data	Status & Documentation			Current Status and Next Steps
	In Place	Partially in place	Not In Place	
a. Teams implement and monitor a screening process to identify students not responsive to Tier 1 supports, who require Tier 2 or 3 supports				
b. Teams have data systems that are accessible and allow decision-making based on fidelity and outcomes data for Tier 2 and 3 interventions				
c. Monitors fidelity of implementation data and action plans for the specific interventions in place in the school <input type="checkbox"/> Wraparound Integrity Tool (WIT) <input type="checkbox"/> RENEW Integrity Tool (RIT) <input type="checkbox"/> FBA/BIP Technical Adequacy Tool for Evaluation (TATE) <input type="checkbox"/> Other				
d. Examines effectiveness of advanced systems by monitoring and action planning using school level data including: <input type="checkbox"/> Tier 2/3 Tracking Tool <input type="checkbox"/> Systems Response Tool <input type="checkbox"/> Least Restrictive Environment Data <input type="checkbox"/> Disproportionality Data <input type="checkbox"/> Community data <input type="checkbox"/> Number of students referred for crisis, on probation, psychiatric hospitalizations, etc.				
e. Examines effectiveness of advanced systems by monitoring and action planning using student level data including: <input type="checkbox"/> Grades, attendance, office referrals, <input type="checkbox"/> Visits to the school nurse, time out of class <input type="checkbox"/> Daily Progress Report (DPR/CICO) data <input type="checkbox"/> Perception data from student, family, and team				

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3. Building Allocated Resources, Coaching, and Facilitation	Status & Documentation			Current Status and Next Steps
	In Place	Partially in place	Not In Place	
<p>a. Building team prioritizes time and resources to necessary trainings(s). <i>Suggested time allocations for phases of training and planning.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> One (1) day training for Building Readiness (assessment and planning) <input type="checkbox"/> Two (2) day training for <i>each</i> prioritized Tier 3 practice (RENEW, wrap and complex FBA/BIP) <input type="checkbox"/> Booster training at least annually for fluency <input type="checkbox"/> Participate in ongoing Technical Assistance webinars/virtual learning communities (at least 3x during a school year) 				
<p>b. Building team and leadership support the use of flexible resource allocation to meet training and coaching needs.</p>				
<p>c. Coach uses resource mapping to help find community partners, mentors, interventions, as well as identify current staff members to find “hidden talents” or internal resources of staff members that can be utilized for individual youth plans.</p>				
<p>d. Building coach has a plan for building capacity using fidelity measures (and modeling) to provide regular feedback to facilitators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In live settings <input type="checkbox"/> In individual or small group meetings 				
<p>e. Facilitators are allocated sufficient time to implement individual plans, with a minimum of 2 hours per week per individual student action plan.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1-5% of a given population will require Tier 3 supports, (ex. 5-15 students out of 500). <input type="checkbox"/> Estimated time per student/family team is 2 hours per week initially, fading to 1 hour per week as plan is implemented. <input type="checkbox"/> 1-3 teams/plans per facilitator is recommended, dependent on other roles 				

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f. Facilitator role is flexible enough to allow facilitators to leave the building in order to provide interventions, work with students in different buildings/districts, work after hours to facilitate team meetings, etc.				
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