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| TFI Action Planning Form - Tier III  |
| School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Item # | Description | Score | *What* work needs to be completed? | *Who* will help complete the work? | *When* will work be completed by? |
| 3.1 | Team Composition* Includes Tier III systems coordinator
* Includes individuals with applied behavioral expertise, administrative authority, multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, knowledge of students, and knowledge about operation of school across grade levels and programs
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| 3.2 | Team Operating Procedures* Meets at least monthly
* Has a regular meeting format/agenda, minutes, defined meeting roles, and current action plan
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| 3.3 | Screening* Tier III team uses decision rules and data to identify students who need Tier III supports
* Decision rules and data include ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations
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| 3.4 | Student Support Team* Each individual student support plan has a uniquely constructed team
* Team designs, implements, monitors, and adapts the specific support plan
* Team is formed with input/approval of student and family
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| 3.5 | Staffing* An administrative plan is used to ensure adequate staff is assigned to facilitate individual student plans
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| 3.6 | Student/Family/Community Involvement * Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed
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| 3.7 | Professional Development* Written process is used for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention
* Plan in place for refresher trainings, new staff, and substitutes
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| 3.8 | Quality of Life Indicators * Assessment includes student strengths
* Identification of student/family preferences for individualized support options to meet needs across life domains (e.g., academics, health, career, social)
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| 3.9 | Academic, Social, and Physical Indicators* Assessment data are available for strengths and needs across life domains
* Potentially relevant life domains include academic, behavioral (e.g., FBA, attendance, suspension/expulsion), medical, and mental health
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| 3.10 | Hypothesis Statement* Behavioral support plans include a hypothesis statement
* Statement includes operational description of behavior, identification of context where problem behavior is most likely, and maintaining reinforcers (e.g., behavioral function) in this context
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| 3.11 | Comprehensive SupportBehavior support plans include or consider:* Prevention strategies
* Teaching strategies
* Strategies for removing rewards for problem behavior
* Specific rewards for desired behavior
* Safety elements
* Systematic process for assessing fidelity and impact
* Action plan for putting support plan in place
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| 3.12 | Formal and Natural Supports* Behavior support plans requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) document quality of life strengths
* Behavior support plans need to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters
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| 3.13 | Access to Tier I and Tier II Supports* Students receiving Tier III supports also have access to, and are included in, available Tier I and Tier II supports
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| 3.14 | Data System* Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly
* Reports include fidelity of support plan implementation and impact on student outcomes
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| 3.15 | Data-based Decision Making* Each student’s individual support team meets at least monthly
* Team uses data to modify support plan to improve fidelity of implementation and impact on quality of life, academic, and behavior outcomes
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| 3.16 | Level of Use* Tier III team follows written process to track proportion of students participating in Tier III supports
* Student access to Tier III is proportionate
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| 3.17 | Annual Evaluation* Tier III systems team meets at least annually
* Team assesses extent to which Tier III supports are meeting the needs of students, families, and school personnel
* Evaluations are used to guide action planning
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|  | Other Tasks | Total:\_\_/34 |  |  |  |



 