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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 |  |  |  |  |
| 3.2 | Team Operating Procedures   * Meets at least monthly * Has a regular meeting format/agenda, minutes, defined meeting roles, and current action plan |  |  |  |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
| 3.5 | Staffing   * An administrative plan is used to ensure adequate staff is assigned to facilitate individual student plans |  |  |  |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
| 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) |  |  |  |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
| 3.11 | Comprehensive Support  Behavior 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 |  |  |  |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
|  | Other Tasks | Total:  \_\_/34 |  |  |  |



