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Mississippi's State Personnel Development Grant

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Realizing Excellence for ALL Children in Mississippi

Multi-Tiered System of Supports
Positive Behavior Interventions and Supports
Tier 3 Evaluation Tool
(T3ET)

*This fidelity of implementation tool was adapted from the
Tiered Fidelity Inventory and the School Evaluation Tools (PBIS.Org)*

Purpose of the T3ET

The Tier 3 Evaluation Tool is designed to assess and evaluate the critical features of Tier 3 behavioral interventions and supports; i.e. systems and implementation:

1. determine annual goals for Tier 3 behavior support,
2. evaluate on-going Tier 3 efforts and behavior support,
3. design and revise procedures as needed, and
4. compare efforts toward Tier 3 effective behavior support from year to year.

Information necessary for this assessment tool is gathered through review of permanent products and administrative and staff (minimum of 10) interviews. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products and to identify a time for the T3ET data collector to review the products and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the T3ET averages takes two to three hours.

Using T3ET Results

The results of the T3ET will provide schools with a measure of the proportion of features that are: not targeted or started, in the planning phase, and in the implementation/ maintenance phases of development toward a systems approach to Tier 3 effective behavior support. The T3ET is designed to provide trend lines of improvement and sustainability over time.

**MTSS PBIS
Tier 3 Evaluation Tool
(T3ET)**

School: _____

District: _____

Address: _____

Principal: _____

Email: _____

Phone: _____

FAX: _____

Step 1: Make Initial Contact

Contact Person: _____

Position:

Email: _____

Phone:

Date of T3ET: _____

Products to Collect:

- Tiered Fidelity Inventory (for all 3 Tiers)
- Annual percentage of students successful in Tier 2 supports
- Tier 2 Evaluation Results (T2ET)
- Action Plan for meeting Tier 3 behavior supports
- Tier 3 permanent products (i.e. written policies and procedures)
- Fidelity Checks of Tier 3 Interventions
- Completed TST student folder
- Other related information

Step 2: Conduct T3ET

- Conduct Administrator Interview
- Tour school and randomly select a minimum of 10 staff to interview
- Review permanent products

Step 3: Summarize and Report Results

- Summarize survey and complete T3ET scoring guide
- Update school graph
- Review results with team and make recommendations to improve Tier 2 process

MTSS PBIS
Tier 3 Evaluation Tool
(T3ET)
Scoring Guide

School: _____

Date: _____

District: _____

Pre: _____ Post: _____

T3ET Data Collector: _____

Critical Element	Evaluation Question	Data Source	Score: 0 - 2
A. Readiness	1. Tier 1 and 2 systems are in place with documentation readily available. (i.e. 80% on the SET, T2ET and/or TFI) (0=no; 1=less than 80%; 2=80% or above)	<ul style="list-style-type: none"> • TFI • SET • Interview 	
	1. An administrator is an active member of the Teacher Support Team (TST) (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> • School organizational chart • TST Sign in sheets 	
B. Teacher Support Team (TST)	2. TST includes the following members: TST chair/coordinator and individuals who can provide (a) applied behavior expertise, (b) administrative authority, (c) multi-agency supports, (d) knowledge of student, (e) knowledge about the operations of the school across grade levels and programs. (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> • Meeting minutes and agenda • Roles and responsibilities form 	
	3. TST holds meetings in accordance with state department timelines with an agenda, minutes, and defined meeting roles. (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> • Meeting minutes and agenda 	
	4. Team members are trained on TST systems, policies, and procedures. (0=no; 2=yes)	<ul style="list-style-type: none"> • Sign in sheets • Agendas • PowerPoints • PD Calendar 	
	5. For each student support plan a uniquely constructed team exist to design, implement, monitor, and adapt the student specific plan. (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> • Randomly selected student behavior support plans (BSP) 	

Critical Element	Evaluation Question	Data Source	Score: 0 - 2
C. Screening	1. A clearly defined decision rule exist with multiple sources of data (ODRs, screening tools, attendance, academic performance, and teacher or family nomination) for identifying and documenting students in need of Tier 3 behavioral supports? (0=no; 1=screeners are conducted; 2=yes, and students are identified for Tier 3 supports and services)	<ul style="list-style-type: none"> Multiple data sources are used TST decision rubric TST meeting minutes School policy 	
	2. TST uses a written request form and process that are timely and available to all staff, families and students. (0=no; 2=yes)	<ul style="list-style-type: none"> School handbook TST referral form 	
	3. Do 90% of the staff members agree with administration on the system for identifying students in need of Tier 3 behavioral supports? (0=50%; 1=51% - 89% 2=90%-100%)	<ul style="list-style-type: none"> Interview staff 	
	4. Do 90% of the staff asked state that teaching of screening procedures for behavioral system has been taught to staff this year? (0=50%; 1=51% - 89% 2=90%-100%)	<ul style="list-style-type: none"> Interview staff 	
D. Tier 3 Interventions	1. Behavior Support Plans (BSP) include a hypothesis statement including (a) operational description of the problem behavior (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in context (0=no; 1=yes, but not all three; 2=yes)	<ul style="list-style-type: none"> Three randomly selected BSP within the last 12 months 	
	2. BSP include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e)safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action	<ul style="list-style-type: none"> Three randomly selected BSP within the last 12 months 	
	plan for putting the support plan in place. (0=no; 1=yes, but not all elements 2=yes)		

Critical Element	Evaluation Question	Data Source	Score: 0 - 2
D. Tier 3 Interventions	3. A written process is followed for teaching all relevant staff about basic behavior theory, function of behavior, and function based interventions. (0=no; 1=process is in place but no written procedure; 2=yes with written procedure)	<ul style="list-style-type: none"> Professional development calendar Staff handbook Lesson plans for teacher trainings 	
	4. TST has a 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). (0=no; 1=process is in place but no written procedure; 2=yes with written procedure)	<ul style="list-style-type: none"> Three randomly selected BSP within the last 12 months 	
	5. An administrative plan is used to ensure adequate staff are assigned to facilitate individualized plans for all students enrolled in Tier 3 supports. (0=no; 1= process is in place but no written procedure; 2=yes with written procedure)	<ul style="list-style-type: none"> Administrative plan TST meeting minutes 	
	6. Students receiving Tier 3 supports have access to and are included in available Tier 1 and Tier 2 supports. (0=no; 1=process is in place but no written procedure; 2=yes with written procedure)	<ul style="list-style-type: none"> Three randomly selected BSP within the last 12 months 	
E. Tier 3 Documentation (Progress Monitoring)	1. Documented, data based decision rules are used to monitor, modify, or discontinue student involvement in the Tier 3 intervention within timelines. (0=no; 2=yes)	<ul style="list-style-type: none"> TST meeting minutes 	
	2. Fidelity of Tier 3 intervention is assessed and documented. (0=no; 1 = some, but not all 2=yes)	<ul style="list-style-type: none"> Completed fidelity check 	
	3. Teachers directly involved with students receiving Tier 3 interventions are notified about impact and changes to intervention. (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> TST meeting minutes Written report 	
	4. Teachers involved with students receiving Tier 3 interventions are provided professional development and ongoing coaching for implementing intervention. (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> Professional development calendar Sign in sheets 	

Critical Element	Evaluation Question	Data Source	Score: 0 - 2		
E. Tier 3 Documentation (Progress Monitoring)	5. Assessment data are available for academic (e.g., reading, writing, math,) behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, health strengths and needs, across life domains where relevant. (0=no; 1=yes, but not consistently; 2=yes)	<ul style="list-style-type: none"> Three randomly selected BSP over the last 12 months 			
F. Evaluation	1. Percentage of students successful in Tier 3 interventions is accessed. (# students meeting goals / # referred) (0=no; 2=yes)	<ul style="list-style-type: none"> Student progress data Intervention tracking tool Daily/weekly progress report sheets 			
	2. Percentage of completed Tier 3 referral packets are assessed. (0=no; 2=yes)	<ul style="list-style-type: none"> Number of referrals / number of complete packets 			
	3. A current MTSS PBIS Tier 3 action plan is used to drive implementation. (0=no; 1=exists but not used; 2=yes)	<ul style="list-style-type: none"> Product book TST handbook 			
	4. TST evaluation data is shared with staff at least annually. (0=no; 2=yes)	<ul style="list-style-type: none"> Professional development calendar Sign in sheets Agendas 			
Summary Scores	A = /2	B = /10	C = /8	D = /12	E = /10
	F = /8	Mean = /50		Percent =	

Administrator Interview Questions

Tier 3 Readiness

1. Is your school implementing MTSS PBIS Tier 1 and Tier 2 with 80% fidelity?

Yes No

2. If so, what tool(s) are you using to evaluate implementation?

Tier 3 Team

1. Are you an active member of the TST? **Yes No**

2. Who is the TST Coordinator? _____

3. How often does the TST meet? _____

4. Are there agendas, minutes and defined roles for each meeting? **Yes No**

5. Are team members knowledgeable about behavior, the student and the school's policies and procedures regarding Tier 3 interventions and supports? **Yes No**

Screener

1. Are there clearly defined data decision rules with multiple sources of data (ODRs, progress monitoring data, screening tools, attendance, academic performance, and teacher or family nomination) for identifying and documenting students in need of Tier 3 behavioral supports?

2. What is the process for requesting Tier 3 supports and interventions for school staff, as well as, family members?

3. What professional development was provided to faculty/staff regarding the use of the school's screening procedures and data decision rules?

Intervention Systems

1. Do all BSPs include the following information: hypothesis statement, operational description of problem behavior, identification of context where problem behavior is most likely, and maintaining reinforcers? **Yes No**
2. Do all BSPs include or consider: prevention strategies, teaching strategies, strategies for removing rewards of the problem behavior, specific rewards for desired behavior, safety elements (when necessary), a process for assessing fidelity and impact, and an action plan for putting BSP in place? **Yes No**
3. Do students receiving Tier 3 supports have access to and are included in available Tier 1 and Tier 2 supports? **Yes No**

Tier 3 Documentation (Progress Monitoring)

1. Are there documented data based decision rules used to monitor, modify or discontinue student involvement in the Tier 3 intervention? **Yes No**
2. Are you conducting fidelity checks on the implementation of BSPs? If so, how often?

3. How are teachers, directly involved with students receiving Tier 3 interventions, notified about impact or changes to the BSP??

4. Is professional development provided to teachers regarding Tier 3 interventions?
Yes No

Evaluation

1. # of students meeting goals/number of students referred to Tier 3 _____
2. What is your percentage of completed Tier 3 referral packets? _____
3. Do you have a current Tier 3 action plan used to drive implementation? **Yes No**
4. Are you sharing evaluation data with staff at least annually? **Yes No**

MTSS PBIS Tier 3 Staff Interviews

Position	How does the school identify students that may be in need of Tier 3 supports?	What are the school's data decisions rules?	Have you received professional development regarding screening for behavior?	Who is the TST coordinator?	Has a designated TST member conducted fidelity of implementation checklist for all students receiving Tier 3 supports you serve?	As an implementer of Tier 3 supports were you provided written materials that describe basic behavior theory, function of behavior, and function based interventions?	As an implementer are you provided professional development and ongoing coaching to implement BSPs?	As an implementer are you notified about impact and changes to BSP?	Are you presented with data that includes the percentage of students successful in Tier 3 interventions at least annually?
1.			Y N			Y N	Y N	Y N	Y N
2.			Y N			Y N	Y N	Y N	Y N
3.			Y N			Y N	Y N	Y N	Y N
4.			Y N			Y N	Y N	Y N	Y N
5.			Y N			Y N	Y N	Y N	Y N
6.			Y N			Y N	Y N	Y N	Y N
7.			Y N			Y N	Y N	Y N	Y N
8.			Y N			Y N	Y N	Y N	Y N
9.			Y N			Y N	Y N	Y N	Y N
10			Y N			Y N	Y N	Y N	Y N
Summary	/10	/10	/10		/10	/10	/10	/10	/10