| **Feature** | **Current Score / Criteria** | **Future direction** | **Action** | **Who** | **When** |
| --- | --- | --- | --- | --- | --- |
| **Subscale: Teams** |
| **1.1** **Team Composition:**Tier I team includes a Tier I systems coordinator, a school executive member, a school community member and individuals able to provide 1. applied behavioural expertise,
2. coaching expertise
3. knowledge of student academic and behaviour patterns
4. knowledge about the operations of the school across y e a r levels and faculties and for high schools
5. student representation
 |  |  |  |  |  |
| **1.2** **Team Operating Procedures:** Tier I team meets at least monthly and has 1. regular meeting format
2. minutes
3. defined meeting roles
4. a current action plan
 |  |  |  |  |  |
| **Subscale: Implementation** |
| **1.3 Behavioural Expectations:** School has five or fewer positively stated behavioural expectations and examples by setting/location for student and staff behaviours (i.e. school teaching matrix) defined and in place. |  |  |  |  |  |
| **1.4 Teaching Expectations:** Expected academic and social behaviours are taught directly to all students in classrooms and across other school settings/locations. |  |  |  |  |  |
| **1.5 Problem Behaviour Definitions:**School has clear definitions for behaviours that interfere with academic and social success and a clear policy / procedure (e.g., flowchart) for addressing executive-managedversus staff-managed problems. |  |  |  |  |  |
| **1.6 Discipline Policies:**School policies and procedures describe and emphasise proactive, instructive and /or restorative approaches to student behaviour that are implemented consistently. |  |  |  |  |  |
| **1.7 Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I PBL practices 1. teaching school-wide expectations
2. acknowledging appropriate behaviour
3. correcting errors
4. requesting assistance
 |  |  |  |  |  |
| **1.8 Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. |  |  |  |  |  |
| **1.9 Feedback and Acknowledgement:**A formal system i.e. written set of procedures for specific behaviour feedback that is 1. linked to school-wide expectations
2. used across settings and within classrooms

is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students |  |  |  |  |  |
| **1.10 Staff Involvement:** Staff are shown school - wide data regularly and provide input on universal foundations (e.g. expectations, acknowledgements, definitions, consequences) at least every 12 months. |  |  |  |  |  |
| **1.11 Student/Family/School community Involvement:** Stakeholders (students, families, and school community members) provide input on universal foundations (e.g. expectations, consequences, acknowledgements) at least every 12 months. |  |  |  |  |  |
| **Subscale: Evaluation** |
| **1.12 Discipline Data:** Tier I team has instantaneous access to graphed reports summarising discipline data organised by the frequency of problem behaviour events by behaviour, location, time of day and by individual student. |  |  |  |  |  |
| **1.13 Data-based Decision Making:** Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. |  |  |  |  |  |
| **1.14 Fidelity Data:**Tier I team reviews and uses PBL fidelity (e.g. SET, BoQ, SAS, Tiered Fidelity Inventory) data at least annually. |  |  |  |  |  |
| **1.15 Annual Evaluation:**Tier I team documents fidelity and effectiveness (including on academic outcomes)of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, school community, network) in a usable format. |  |  |  |  |  |

| **Feature** | **Current Score / Criteria** | **Future Direction** | **Action** | **Who** | **When** |
| --- | --- | --- | --- | --- | --- |
| **Subscale: Teams** |
| **2.1 Team Composition:**Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide 1. applied behavioural expertise
2. decision making authority
3. knowledge of students
4. knowledge about operation of school across year levels and faculties
 |  |  |  |  |  |
| **2.2 Team Operating Procedures:** Tier II team meets at least monthly and has 1. regular meeting format/agenda
2. minutes
3. defined meeting roles
4. a current action plan.
 |  |  |  |  |  |
| **2.3 Screening:** Tier II team uses decision rules and multiple sources of data (e.g. discipline referrals, academic progress, screening tools, attendance, teacher / family / student referrals) to identify students who require Tier II supports. |  |  |  |  |  |
| **2.4 Request for Assistance:**Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families and students. |  |  |  |  |  |
| **Subscale: Interventions** |
| **2.5 Options for Tier II Interventions:** Tier II team has multiple ongoing behaviour support interventions with documented evidenceof effectiveness matched to student need. |  |  |  |  |  |
| **2.6 Tier II Critical Features:** Tier II behaviour support interventions provide 1. additional instruction/time for student skill development
2. additional structure/predictability **and / or**
3. increased opportunity for feedback (e.g. daily progress report).
 |  |  |  |  |  |
| **2.7 Practices Matched to Student Need:** A formal process is in place to select Tier II interventions that are1. matched to student need (e.g. behavioural function)
2. adapted to improve contextual fit (e.g., culture, developmental level)
 |  |  |  |  |  |
| **2.8 Access to Tier I Supports:** Tier II supports are explicitly linked to Tier I supports and students receiving Tier II supports have access to and are included in Tier I supports. |  |  |  |  |  |
| **2.9 Professional Development:** A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place. |  |  |  |  |  |
| **Subscale: Evaluation** |
| **2.10 Level of Use:** Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate. |  |  |  |  |  |
| **2.11 Student Performance Data:** Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification. |  |  |  |  |  |
| **2.12 Fidelity Data:** Tier II team has a protocol for ongoing review of fidelity for each Tier II practice. |  |  |  |  |  |
| **2.13 Annual Evaluation:** At least annually, Tier II teamassesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on- going support to implementers; and evaluations are shared with staff and network leadership. |  |  |  |  |  |

| **Feature** | **Current Score / Criteria** | **Future Direction** | **Action** | **Who** | **When** |
| --- | --- | --- | --- | --- | --- |
| **Subscale: Teams** |
| **3.1 Team Composition:**Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide 1. applied behavioural expertise
2. decision making authority
3. inter-agency supports (e.g. person centred planning, wraparound, RENEW) expertise
4. knowledge of students
5. knowledge about the operations of the school across year levels and faculties
 |  |  |  |  |  |
| **3.2 Team Operating Procedures:**Tier III team meets at least monthly and has 1. regular meeting format/ agenda
2. minutes
3. defined meeting roles
4. a current action plan
 |  |  |  |  |  |
| **3.3 Screening:** Tier III team uses decision rules and data (e.g. discipline referral, Tier II performance, academicprogress, absences, teacher/ family/student referralss) to identify students who require Tier III supports. |  |  |  |  |  |
| **3.4 Student Support Team:** For each individual student support plan, a uniquely constructed team exists (with input / approval from student / family about who is on the team) to design, implement, monitor, and adapt the student- specific support plan. |  |  |  |  |  |
| **Subscale: Resources** |
| **3.5 Staffing:**An administrative plan is used to ensure adequate staff is assigned to facilitate individualised plans for the students enrolled in Tier III supports. |  |  |  |  |  |
| **3.6 Student/Family/School community Involvement:** Tier III team has network level 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:**A written process is followed for teaching all relevant staff about basic behavioural theory, function of behaviour and function-based intervention. |  |  |  |  |  |
| **Subscale: Support Plans** |
| **3.8 Quality of Life Indicators:** Assessment includes student strengths and identification of student/family preferences for individualised support options to meet their stated needs across life domains (e.g. academics, health, career, social). |  |  |  |  |  |
| **3.9 Academic, Social, and Physical Indicators:** Assessment data are available for academic (e.g. reading, maths, writing), behavioural (e.g. attendance, functional behavioural assessment, suspension) medical and mental health strengths and needs, across life domains where relevant. |  |  |  |  |  |
| **3.10 Hypothesis Statement:** Behaviour support plans include a hypothesis statement, including 1. operational description of problem behaviour
2. identification of context where problem behaviour is most likely
3. maintaining reinforcers (e.g. behavioural function) in this context
 |  |  |  |  |  |
| **3.11 Comprehensive Support:** Behaviour support plans include or consider 1. prevention strategies
2. teaching strategies
3. strategies for removing rewards for problem behaviour, (d) specific rewards for desired behaviour
4. safety elements where needed
5. a systematic process for assessing fidelity and impact
6. the action plan for putting the support plan in place
 |  |  |  |  |  |
| **3.12 Formal and Natural Supports:** Behaviour support plan(s) requiring extensive and coordinated support (e.g. person centred planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g. school/network level personnel)and natural (e.g. family, friends) supporters. |  |  |  |  |  |
| **3.13 Access to Tier I and Tier II Supports:** Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports. |  |  |  |  |  |
| **Subscale: Evaluation** |
| **3.14 Data System:** Aggregated (i.e. overall school-level) Tier III data are summarised and reported to relevant staff at least monthly on 1. fidelity of support plan implementation
2. impact on student outcomes
 |  |  |  |  |  |
| **3.15 Data-based Decision Making:** Each student’s individual support team meets at least monthly (or more frequentlyif needed) and uses data to modify the support plan to improve fidelity of planimplementation and impact on wellbeing, academic and behaviour outcomes. |  |  |  |  |  |
| **3.16 Level of Use:** Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate. |  |  |  |  |  |
| **3.17 Annual Evaluation:** At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning. |  |  |  |  |  |