

Rypple Tier 2 Readiness Checklist 2022

This is to be completed by the Tier 1 Team before finalising the booking for Tier 2 training.

It is suggested that you have a score of 80% or higher on this checklist before you start Tier 2 training – and a plan to get to 100%



Item to indicate readiness for Tier 2	Notes/ forms of evidence	Status score 2 In place 1 Partially in Place 0 Not in Place	Action we can take to get this fully in place (Include what you will do, who will do it and when). <i>Suggestions in italics</i>
1. TFI (Tiered Fidelity Inventory) score of 70% or higher for Tier 1	<ul style="list-style-type: none"> The SW-PBIS Leadership Team completes the TFI about once a year 		<i>Complete the TFI (Tier 1 Team) and use for Action Planning</i>
2. SAS (Self-Assessment Survey) Tier 1 score is 80% or higher	<ul style="list-style-type: none"> The whole school staff completes the SAS about once a year. It has 4 components – Tier 1 schoolwide, Tier 1 Classroom, Tier 2 and Tier 3. 		<i>Complete the SAS (all Staff) Tier 1 Schoolwide and Classroom, analyse results and use for Action Planning</i>
3. SAS (Self-Assessment Survey) Classroom 80% or higher			
4. 80% or more students are being successful with Tier 1 supports * Critical Item	<ul style="list-style-type: none"> Over 80% of our students experience 0 or 1 ODR (Office Discipline Referral or Major behaviour error) in a 5 week/half term period. 		<i>Review school “triangle data”</i>
5. Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports.	<ul style="list-style-type: none"> We collect frequency data which allows us to compare graphs of ODRs/Majors showing the <u>time</u>, <u>place</u>, <u>type of behaviour error</u>, <u>student</u> and <u>date</u> for the same time period (e.g., second half of term 1) across years. 		<i>Complete DBDM process at least once per term, share data pre and post with all staff</i>
6. System in place to collect classroom minor referrals.	<ul style="list-style-type: none"> We collect information, and can show graphs for <u>time</u>, <u>type of behaviour error</u>, <u>student</u> and <u>date</u> for behaviour errors which are managed in the classroom /minors. 		<i>Review schoolwide data systems and ensure data about minor behaviour errors in classrooms is being collected</i>
7. Tier 2 Team includes an administrator /school leader, a person who is also on the Tier 1 Team, a person with behavioural expertise or desire to develop, a person with academic intervention expertise.	<ul style="list-style-type: none"> These people are interested in being part of the team and can come to all of the training 		<i>Review suggested team members and ensure all roles are included</i>
8. Effective Teaching and Learning Practices taught to all staff and evident in all classrooms.	<ul style="list-style-type: none"> We have supported staff with Effective Teaching and Learning Practices PL including peer coaching and monitoring 		<i>Review data about use of ETLPs in classrooms</i>
9. Access to district level support.	<ul style="list-style-type: none"> We have a Coach or Technical Assistant we can call when we have questions 		
A score of 14.5 or above = 80%			

Status Scoring Guide: 2 In place (we can show this – we can show our documents/data, or we can show evidence of this in our classrooms)
1 Partially in Place (we are working on it and have some of the features, or a plan to get there)
0 Not in Place (we haven't done this yet)



Rypple Tier 2 Commitment Survey 2022



This is to be completed by the Tier 1 Team before finalising the booking for Tier 2 training.

ESTABLISH COMMITMENT	RATING	ACTION WE CAN TAKE TO GET TO YES Include what you will do, who will do it and when
1. The school principal and staff have verified that Tier 2 readiness criteria are in place. <ul style="list-style-type: none"> • See Tier 2 Readiness Checklist and any action items above. 	YES NO	
2. The school principal has agreed to establish a Tier 2 Team and designate time for it to meet. <ul style="list-style-type: none"> • The Tier 2 Team is a smaller group than the Tier 1 Team, and needs as members: <ul style="list-style-type: none"> – A School Administrator – A Behaviour Specialist (e.g., school counsellor, school psychologist, social worker, special educator) – A Classroom Teacher – One person who is also part of the Tier 1 team and can communicate between teams (can be one of the people above) – A person designated to coordinate each Tier 2 intervention (also can be one of the people above, but can be anyone in the school staff) • The Tier 2 Team will need to meet about fortnightly, for one hour 	YES NO	
3. The school principal has agreed to attend Tier 2 training with team members.	YES NO	
4. The school principal has agreed to (re)direct financial and personnel resources toward implementation of Tier 2 <ul style="list-style-type: none"> • Financial resources might include a budget for copying, or for purchase of social skills programs • Staff resources will include the time for fortnightly meetings and the time for co-ordination of interventions 	YES NO	
4. The school staff members (>80%) have agreed to implement Tier 2 practices and systems. <ul style="list-style-type: none"> • The school staff have had a short overview presentation and have had an opportunity to consider adding Tier 2 interventions, ask questions and show whether they agree or disagree with progressing Tier 2 implementation. 	YES NO	

STOP and consider this assessment

If commitments haven't been confirmed (all items rated as "YES") reconsider development of Tier 2 at this time.

This Australian version of the Readiness Checklist and Commitment survey has been adapted with permission from the **Missouri Schoolwide Positive Behaviour Support**, Tier 2 Team Workbook 2018-2019 by Rypple www.rypple.org.au. Please retain this citation on all copies.

