

## Rypple Tier 3 Readiness Assessment for Australian Schools 2022



### Tier 3 Readiness and Commitment Survey

This assessment is designed to be completed by Tier 1 and 2 teams, and school leadership teams, in preparation for Tier 3 training.

Criteria	Yes/No	What we can do to increase this
<b>System readiness/ whole school precursors for Tier 3</b>		
<p><b>Information provided to staff</b> Staff (at a minimum, tier 1 team and school leadership, with tier 2 and whole school staff also attending if possible) have attended a tier 3 awareness session and had the opportunity to ask questions about implementing tier 3. The session includes information about training and implementation time costs.</p>		<p>Provide Awareness session to staff. Include links to <a href="http://www.pbis.org">www.pbis.org</a> and <a href="http://www.pissmissouri.org">www.pissmissouri.org</a> for reading material Provide Video of</p>
<p><b>Fidelity of universal systems:</b> 1. Tiered fidelity inventory of 70% or higher within the last 12 months, for tier 1 and preferably) tier 2. Self-assessment survey (sas) results indicate current status of 80% or more features in place for schoolwide systems, non-classroom systems and classroom systems.</p>		<p>Complete TFI and SAS, work with Tier 1 Team to increase fidelity of implementation</p>
<p><b>Student response to schoolwide systems and practices:</b> Office discipline referral (odr) data indicate 80% of students in the 0-1 major referral range each month/ 2 admin or major referrals per 10 week term.</p>		<p>Review whole school data, used Data Based Decision Making process to solve problems and increase intensity of school wide interventions. Increase intensity of Tier 2 interventions</p>
<p><b>Student response to classroom systems and practices:</b> Data demonstrates reduction in classroom managed/ minor referrals over at least a one year period.</p>		<p>Increase intensity of classroom supports for implementing PBIS in classrooms, collect data about frequency of use of key practices</p>
<p><b>Universal data-based decision making:</b> Consistent use of schoolwide student behaviour data for making decisions as evidenced by termly big 5 data reports, and data based decision making.</p>		
<p><b>Systematically identifying students who need more support</b> Teams implement and monitor a screening process to identify students not responsive to tier 1 supports, who require tier 2 or 3 supports.</p>		

Commitment to Tier 3/ Logistical requirements		
Criteria	Yes/No	What we can do to increase this
<p><b>Dedication of time and human resources to tier 3</b>                      School team prioritizes time and resources to necessary trainings(s)                      School team and leadership support the use of flexible resource allocation to meet training and coaching needs.</p>		
<p><b>Capacity for a tier 3 leadership team (Core team):</b></p> <ul style="list-style-type: none"> <li>• An administrator and core group of staff have been identified who will serve on the Tier 3 Core team:                             <ul style="list-style-type: none"> <li>• A core group of team members who will attend trainings (i.e. Administrator, member with behavioural expertise, member with academic expertise)</li> <li>• One team member has been identified as a crossover member who will serve on the Tier 2 and Tier 3 teams</li> </ul> </li> <li>• School/Campus leaders participate in 80% or more of Tier 3 systems team meetings.</li> <li>• The team can get together regularly (weekly or fortnightly) to add new students to Tier 3, review the progress of those in Tier 3 interventions, and suggest changing supports for students                             <ul style="list-style-type: none"> <li>• The team has access to training and ongoing technical assistance</li> </ul> </li> </ul>		
<p><b>Capacity for action teams to be developed around students who need tier 3 supports</b></p> <ul style="list-style-type: none"> <li>• Action team facilitators can be allocated sufficient time to implement individual plans, approx. Of 2 hours per week per individual student action plan.                             <ul style="list-style-type: none"> <li>○ 1-5% of a given population are likely to require tier 3 supports, (ex. 5-15 students out of 500).</li> <li>○ Estimated time per action team is 2 hours per week initially, fading to 1 hour per week as plan is implemented.</li> </ul> </li> </ul>		
<p><b>Optional but highly recommended! FIDELITY OF TIER 2 IMPLEMENTATION:</b>                      Evidence of Tier 2 implementation with fidelity and demonstrated student outcome</p>		