

APPENDICES NGĀ ĀPITI HANGA





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Appendix 1: Tier Two readiness analysis

Āpitihanga 1: Te whakariterite mō te Pae Tuarua

The following checklist will help your school to determine whether it is ready to set up a Tier Two Team and to begin to put Tier Two in place. Because it is so important that Tier One is well in place first (see section 1.4), the checklist requires you to review some of your PB4L–SW practices, along with recent results for two Tier One tools: the SET (School-Wide Evaluation Tool) and the EBS (Effective Behaviour Support) survey, also referred to as the Self-assessment Survey). If you have not yet done so, you will also need to use the pre-Tier Two BoQ (Benchmarks of Quality).

The analysis should be conducted by a small group that includes school senior managers and Tier One expertise (e.g., the principal, BOT chair, and Tier One coach). It is also helpful to include someone from outside the school to provide objective and comparative feedback (e.g., an experienced coach from another PB4L–SW school or a Ministry of Education staff member).

Your school is ready for Tier Two when it scores 'yes' for all indicators. If a small number of indicators score 'no', you should discuss these with external support to help you decide whether you can still proceed with Tier Two.

If the analysis shows that it is premature to begin to establish Tier Two in your school, you will need to review and strengthen your Tier One practices and systems.

TIER TWO READINESS ANALYSIS CHECKLIST

| Indicators | Yes/No? | Comments |
|--|---------|----------|
| SET scores of 80%/80% (i.e., an average of 80% for both implementation and teaching for two consecutive years) | | |
| EBS school-wide score of 80% or higher | | |
| EBS non-classroom score of 80% or higher | | |
| EBS classroom score of 80% or higher | | |
| BoQ score of 70% or higher | | |
| 80% or more of students receiving 0 or 1 behavioural incident referral per annum | | |
| Consistent use of school-wide data (e.g., monthly Big 5 reports) in decision making | | |
| Systems in place for recording minor behavioural incidents in the classroom | | |
| Evidence-based strategies for teaching for positive behaviour agreed and in place across the school | | |
| Access to external support for Tier Two implementation (e.g., from a Ministry of Education staff member, an RTLB, or a cluster school experienced in Tier Two) | | |



The template for this checklist is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>

Appendix 2: Tier Two action plan

Āpitihanga 2: Te mahere mahi mō te Pae Tuarua

Many schools find it helpful to use and adapt this appendix's template for their own action planning.

Goal 1: Assess implementation of PB4L–SW Tier One and readiness for Tier Two

Measure of success: Tier Two readiness analysis²³ completed, with action plan steps or activities for any indicators not in place

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|---|----------|-----------|----------------|----------------|
| <p>Make sure that PB4L–SW Tier One systems and processes are in place, as measured by scores on the School-Wide Evaluation Tool (SET) and the Benchmarks of Quality (BoQ).</p> <p>Complete Tier Two readiness analysis.</p> <p>Identify Tier One action plan steps for indicators not in place, based on the Tier Two readiness analysis.</p> | | | | |



The template for this action plan is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>

²³ See Appendix 1.

Goal 2: Establish a Tier Two Team

Measures of success:

- Team meeting calendar drawn up
- Team functions and responsibilities assigned
- A standard meeting format/agenda created
- A method in place for assessing the effectiveness of team meetings
- A standard communication system decided on
- The 'Working Smarter' form completed

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|---|----------|-----------|----------------|----------------|
| <p>Develop a calendar of regular team meeting dates and times.</p> <p>Determine Tier Two Team membership, to include at minimum:</p> <ul style="list-style-type: none"> • school principal or senior management representative • data analyst • PB4L-SW Team representative • member with behavioural expertise • member with academic expertise. <p>Assign Tier Two Team member functions and responsibilities.</p> <p>Adopt a standard meeting format.</p> <p>Determine a method for regularly assessing the effectiveness and efficiency of team meetings.</p> <p>Adopt a standard communication system.</p> <p>Complete 'Working Smarter' form to determine need for restructuring of resources.</p> | | | | |

Goal 3: Develop a system for identifying students at risk of problem behaviour

Measures of success:

- Strong communication with Tier One Team on students identified through its data analysis and Big 5 reports
- Nomination form(s) completed, and a process for nomination established
- Identification of standard data to be collected for potential Tier Two students, and a collection system established
- Identification of main types of academic and behavioural data collected and the 'at risk' range for each
- Data decision rules for Tier Two consideration established

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|--|----------|-----------|----------------|----------------|
| <p>Ensure frequent, open communication with Tier One Team (including via the Tier One representative on the Tier Two Team).</p> <p>Develop a process for nomination, including a nomination form.</p> <p>Determine the standard data to be collected for all students considered for Tier Two interventions.</p> <p>Develop a system for collecting the standard data.</p> <p>Identify the main types of academic and behavioural data collected, and determine the 'meeting expectations' and 'at risk' range of results for each.</p> <p>Create and document data decision rules to identify when students need to be considered for Tier Two support.</p> | | | | |

Goal 4: Establish one or more Classroom Practices Teams

Measures of success:

- Practice team(s) established with a Tier Two Team representative and a pedagogical leader (e.g., HOD, syndicate leader)
- Team(s) trained in supporting teachers to examine their classroom practice
- Team knowledge built in relation to conducting simple FBAs and identifying corresponding strategies
- Staff understand how to collect standard data for potential Tier Two students
- Staff understand how to use the school's Tier Two data decision rules and nomination process

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|--|----------|-----------|----------------|----------------|
| <p>Discuss and agree with the principal who the Tier Two Team representative(s) and pedagogical leader(s) should be for intended Classroom Practices Team(s).</p> <p>Convene the team(s) and provide general information and training on their role.</p> <p>Provide specific training to team members in assisting teachers to examine their classroom practice, in conducting simple FBAs, and in identifying strategies to support behaviour change.</p> <p>Provide training for all staff in the Tier Two nomination process and in collecting data for data decision rules and to support nominations.</p> | | | | |

Goal 5: Develop a system to identify the function of problem behaviour and to match it to available Tier Two support

Measures of success:

- Documentation of the standard information required to conduct a Functional Behavioural Assessment (FBA) and develop a Behaviour Support Plan
- Documented process for collecting this data and creating a template for recording it
- Documented process for creating a Behaviour Support Plan

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|---|----------|-----------|----------------|----------------|
| <p>Decide on the standard information to be collected about each student.</p> <p>Develop a brief data-collection process.</p> <p>Develop a template for an FBA that includes:</p> <ul style="list-style-type: none"> • antecedent • behaviour • consequences • possible function. <p>Develop a process for aligning classroom strategies or an intervention to the function of a student's behaviour.</p> | | | | |

Goal 6: Develop data decision rules for monitoring how a student is responding to Tier Two support

Measures of success:

- A method implemented for summarising data
- Documented data decision rules for when to continue, modify, intensify, or fade support
- System developed for supporting students after their involvement in an intervention
- Documented process for monitoring fidelity of implementation

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|--|----------|-----------|----------------|----------------|
| <p>Assess options for summarising student progress, monitoring data, and making selections.</p> <p>Determine data decision rules for use in monitoring students' responses and deciding when to:</p> <ul style="list-style-type: none"> • continue the support • modify the support • intensify the support • fade the support. <p>Develop a process for fading the support that includes provision for self-monitoring.</p> <p>Develop a system for supporting students after completing an intervention (e.g., acknowledging their success and monitoring their ongoing progress).</p> <p>Develop a process for monitoring the fidelity of implementation.</p> | | | | |

Goal 7: Plan and implement Tier Two interventions

Measures of success for each intervention:

- Personnel identified
- Locations identified
- Completed procedures and materials for the intervention (including for orientation)
- Curriculum identified and lessons developed (if appropriate)
- Intervention is readily accessible within 48 hours of agreement that a student should participate in the intervention
- System put in place for ensuring that goals, procedures, and results are socially acceptable for the student, school, and whānau
- System and schedule put in place for monitoring and reviewing student data
- Reinforcement system developed (if appropriate)
- Evidence of staff, student, and whānau engagement and induction or orientation
- Analysis of pilot data (if relevant)
- Additional facilitators and locations organised, if required

Example for Check In/Check Out

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|--|----------|-----------|----------------|----------------|
| <p>Identify personnel to coordinate and facilitate CICO.</p> <p>Designate a consistent location for checking in and checking out.</p> <p>Choose a name for the CICO intervention and the Positive Progress Record.</p> <p>Develop a CICO reinforcement plan that aligns with the existing PB4L–SW system for acknowledging success.</p> <p>Develop a Positive Progress Record to collect student data.</p> <p>Develop a system for collecting and graphing behaviour ratings daily.</p> <p>Develop a system for monitoring and reviewing student data according to a clearly defined schedule.</p> | | | | |

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|--|----------|-----------|----------------|----------------|
| <p>Develop a system to:</p> <ul style="list-style-type: none"> • support staff to complete the Positive Progress Record and provide feedback • teach students how to participate in the intervention • support whānau to participate in the intervention. <p>Pilot CICO with a small number of students.</p> <p>Analyse pilot data: BAT, fidelity of implementation, student outcomes.</p> <p>Develop materials to describe key features of the intervention.</p> <p>Design orientation procedures and materials for participating students, staff, and whānau.</p> <p>Identify and train additional intervention facilitators if needed.</p> | | | | |

Goal 8: Develop a system for providing ongoing professional development

Measures of success:

- Tier Two guidelines for staff developed
- System put in place for updating staff
- Tier Two professional development calendar created
- Professional development provided about problem solving, strengthening classroom practices, and Tier Two interventions
- All staff understand how Tier Two interventions work

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|--|----------|-----------|----------------|----------------|
| <p>Develop Tier Two guidelines for staff.</p> <p>Develop a system for regularly updating staff about the implementation of Tier Two processes and systems.</p> <p>Create a calendar of ongoing professional development about Tier Two.</p> <p>Provide professional development about problem-solving discussions and strengthening classroom practices.</p> <p>Plan professional development sessions to raise awareness of Tier Two interventions, such as CICO.</p> | | | | |

Goal 9: Regularly monitor Tier Two implementation status

Measures of success:

- Completed Benchmarks for Advanced Tiers (BAT)
- Action plan steps based on analysis of BAT results
- Tier Two interventions implemented as intended (i.e., carried out correctly by staff)
- Results reported to senior leaders, board of trustees, and those providing support (e.g., a PB4L–SW practitioner)

| STEPS/ACTIVITIES | TIMELINE | RESOURCES | RESPONSIBILITY | DATE COMPLETED |
|---|----------|-----------|----------------|----------------|
| Complete Benchmarks for Advanced Tiers (BAT). Revise action plan based on analysis of results. Report results to senior leaders, board of trustees, and those providing support (e.g., a PB4L–SW practitioner). | | | | |

Appendix 3: Benchmarks for Advanced Tiers (BAT)

Āpitihanga 3: Ngā Taumata mō ngā Pae Tawhiti

The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers Two and Three behaviour support systems within their school. It is designed to answer three questions:

- Are the foundational (organisational) elements in place for implementing Tier Two and Tier Three behaviour support practices?
- Is a Tier Two support system in place?
- Is a Tier Three system in place?

School teams can use the BAT to build an action plan to identify next steps in the implementation process. If schools choose to use the BAT to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

This appendix provides a slightly adapted version of the BAT for the New Zealand context and guidelines for how to score with it. You can use this version and score it as per the guidelines, or you can use the latest version of the BAT (which does the calculations and graphing for you), available as a spreadsheet online (pb4l.tki.org).

[Note that because this resource is focused on Tier Two of PB4L-SW, the BAT in this Appendix and the graphs following it contain only information for Foundations and Tier Two, whereas the full BAT also covers Tier Three.]

School: _____ **Date of completion:** ____/____/____

Team leader/Coordinator: _____

Team members: _____

INSTRUCTIONS

The BAT is to be completed by the PB4L-SW Tier Two Team and should reflect the consensus (or majority view) of team members. Team members should first be trained in the use of the BAT by someone familiar with the tool. The BAT can be completed by the team as a whole or by each member independently. If completed independently, the team then convenes to review their scores on each item and to come to a consensus on them.

Each item is rated: 2 ('Fully in place'); 1 ('Partially in place'); or 0 ('Not yet started').

After completion of the BAT, use the action plan template (Appendix 2) to develop a timeline for moving forward within Tier Two.



This version of the BAT is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>

| FOUNDATIONS | | | | |
|--|---|---|---|-----------------|
| A. Tier One: Implementation of PB4L-SW | 2 – Fully in place | 1 – Partially in place | 0 – Not yet started | Score |
| 1. PB4L-SW Tier One is in place, as measured by scores on the SET, BoQ, and TIC. | 80%/80% on SET²⁴ 70% on BoQ 80% on TIC | Score between 40% and 'fully in place' measure on each tool. | Score equal to or less than 40% on each measure. | 0 1 2 |
| 2. Team members agree that PB4L-SW is in place and is implemented consistently by teachers and staff. | Team members agree that PB4L-SW is in place and is implemented consistently by over 80% of all teachers and staff. | Team members state that PB4L-SW is implemented consistently by 50–80% of teachers and staff. | Team members state that PB4L-SW is implemented consistently by less than 50% of staff. | 0 1 2 |
| 3. A data system is in place for documenting behavioural incidents (i.e., 'office discipline referrals'), which includes: <ul style="list-style-type: none"> • student name and problem behaviour • date and time of day • location • possible motivation • others involved • decision/consequence as a result of the problem behaviour. | The system includes all 6 features. | The system includes 4–5 features. | The system includes 3 or fewer features or is not in place. | 0 1 2 |

²⁴ This means that in SET a school needs to achieve an average of 80% for both implementation and teaching for two consecutive years.

| TIERS TWO–THREE: FOUNDATIONS | | | | |
|--|---|--|---|-------|
| B. Commitment | 2 – Fully in place | 1 – Partially in place | 0 – Not yet started | Score |
| 4. There is crossover membership and/or communication that informs the Tier One Team of the status of Tiers Two and Three supports. | Tier One Team is aware of the number of students, fidelity, and progress of students receiving Tier Two and Tier Three supports. | Tier One Team is aware of one or two components, but not all three. | Tier One Team is unaware of the number of students, fidelity, and progress of students receiving Tier Two and Tier Three supports. | 0 1 2 |
| 5. A team or individual makes decisions about students receiving Tier Two and Tier Three supports. | A team or individual makes decisions about students receiving Tier Two and Tier Three supports (i.e., who should receive what support). | Decisions are made regarding Tier Two and Tier Three supports, but not formally or consistently. | No team or individual is responsible for determining Tier Two and Tier Three supports for students. | 0 1 2 |
| 6. The number of students, programme fidelity, and progress of students receiving Tier Two and Tier Three supports is reported to staff. | The number of students, programme fidelity, and progress of students is reported to staff at least quarterly . | One or two components are reported to staff, or any component is reported less than quarterly . | No components are reported to staff. | 0 1 2 |

| TIERS TWO-THREE: FOUNDATIONS | | | | |
|--|--|--|---|-------|
| C. Student identification | 2 – Fully in place | 1 – Partially in place | 0 – Not yet started | Score |
| 7. School uses a data-based process for identifying students who may need Tier Two and Tier Three supports. | At least two data sources are used to identify students for Tier Two and Tier Three supports at least twice a year. | One data source is used to identify students for Tier Two and Tier Three supports, and/or data is used less than twice a year. | Data sources are rarely used to identify students for Tier Two and Tier Three supports. | 0 1 2 |
| 8. All school staff have been trained in and know the process for requesting Tier Two and Tier Three supports for students. | A documented process exists and staff are trained. | A documented process exists but there is no staff training. | The process is informal or does not exist. | 0 1 2 |
| 9. Decisions about whether students get additional behaviour support are made in a timely manner, and staff are notified of decisions. | Staff are notified of a decision within 10 days of making a nomination. | Staff are notified of a decision, but not within 10 days . | Staff do not receive notification , or receive it inconsistently. | 0 1 2 |
| 10. Students receive support in a timely manner. | Students begin receiving support within 30 days of nomination. | Students begin receiving support, but not within 30 days . | Students do not receive support , or receive it inconsistently. | 0 1 2 |
| D. Monitoring and evaluation | 2 – Fully in place | 1 – Partially in place | 0 – Not yet started | Score |
| 11. Teachers directly involved with students receiving Tier Two or Three support are notified about the impact of the support and any changes to it. | Teachers directly involved with students receiving Tier Two or Three support are notified weekly about its impact and immediately about changes to it. | Teachers directly involved with students receiving Tier Two or Three support are notified less than weekly about impact and changes. | Teachers directly involved with students receiving Tier Two or Three support do not receive notification about impact and changes. | 0 1 2 |
| 12. The primary whānau members of students receiving Tier Two or Three support are notified about its impact and changes to it. | Whānau members are notified immediately about changes and weekly about impact. | Whānau members are notified about changes and impact less than weekly . | Whānau members do not receive notification about impact and changes. | 0 1 2 |

| TIER TWO: STRENGTHENED CLASSROOM PRACTICES AND TARGETED INTERVENTIONS | | | | |
|---|--|---|---|-------|
| E. Tier Two support systems | 2 – Fully in place | 1 – Partially in place | 0 – Not yet started | Score |
| 13. The principal is updated about which students receive Tier Two supports. | The principal is informed at least monthly about which students are receiving Tier Two supports. | There is no consistent way of providing this information, even if the principal is aware of the students in Tier Two. | The principal is not informed about which students are receiving Tier Two supports. | 0 1 2 |
| 14. The Tier Two Team meets frequently. | A team meets at least every two weeks . | A team meets at least monthly . | A team meets, but less than monthly, or a team does not meet. | 0 1 2 |
| 15. The Tier Two Team is formally trained on strengthening classroom practices, interventions, the systems needed for implementation, and progress monitoring for Tier Two. | 50% or more of members of the Tier Two Team have received training. | Some, but less than 50% , of members of the Tier Two Team have received training. | Members of the Tier Two Team do not receive training. | 0 1 2 |
| 16. Students receiving Tier Two support have full access to Tier One supports. | Students have been taught expectations and rules and have opportunities to receive acknowledgments through a Tier One system that is in place throughout the entire school. | Students are taught expectations and rules, or have had opportunities to receive acknowledgments, or Tier One is not available in all settings. | Students have not been taught expectations and rules or received acknowledgments. | 0 1 2 |
| 17. Tier Two strategies are evaluated and updated regularly. | Strategies are evaluated at least once each year , reviewed, and updated or modified as needed, based on team discussion. | Strategies are evaluated less than annually, or they are evaluated annually but not reviewed and updated. | Strategies are not reviewed or evaluated . | 0 1 2 |

TIER TWO: STRENGTHENED CLASSROOM PRACTICES AND TARGETED INTERVENTIONS

F. Implementation of our main Tier Two strategy

Items 18–31 are to be completed for the most common Tier Two strategy (i.e., strengthening classroom practices or a particular intervention) in use at your school.

| Our main Tier Two strategy is _____ | 2 – Fully in place | 1 – Partially in place | 0 – Not yet started | Score |
|---|--|--|---|-------|
| 18. There are personnel identified to coordinate and deliver the Tier Two strategy. | There is an adequate number of staff, and those staff members have sufficient time to coordinate and deliver the strategy with fidelity. | The level of staffing and time available interferes with our ability to coordinate and deliver the strategy with fidelity and to all students who would benefit. | There is not an adequate number of staff or sufficient time to coordinate and deliver the strategy with fidelity. | 0 1 2 |
| 19. The Tier Two strategy is consistent with school-wide expectations. | The Tier Two strategy includes or references the school-wide expectations. | The Tier Two strategy does not specifically include or reference the school-wide expectations, but they are not inconsistent. | The Tier Two strategy is inconsistent with school-wide expectations. | 0 1 2 |
| 20. The Tier Two strategy is established within the school and does not need unique development for each participating student. | The Tier Two strategy is in place and can be applied to groups of students consistently. | Parts of the Tier Two strategy are in place or it requires significant 'start-up' time for each student. | The Tier Two strategy is not established within the school or is unique for most students receiving the intervention. | 0 1 2 |
| 21. The Tier Two strategy includes a formal process for teaching appropriate behaviours. | In this strategy, there is a documented formal process for teaching appropriate behaviours. | In this strategy, a formal process for teaching appropriate behaviours is not uniformly applied to all students. | In this strategy, there is no formal process for teaching appropriate behaviours. | 0 1 2 |
| 22. The Tier Two strategy includes regular opportunities for students to perform appropriate behaviours. | The strategy provides regular opportunities for students to perform appropriate behaviours. | The strategy provides limited opportunities for students to perform appropriate behaviours. | The strategy provides no opportunities for students to perform appropriate behaviours. | 0 1 2 |

| TIER TWO: STRENGTHENED CLASSROOM PRACTICES AND TARGETED INTERVENTIONS | | | | |
|--|---|---|--|-----------|
| F. Implementation of our main Tier Two strategy (continued) | 2 – Fully in place | 1 – Partially in place | 0 – Not yet started | Score |
| 23. The Tier Two strategy uses accurate and objective data to adapt, modify, and improve support. | The strategy uses accurate and objective data to adapt, modify, and improve support. | The strategy uses data, even if less than adequate, to adapt, modify, and improve support. | The strategy does not use any data to adapt, modify, and improve support. | 0 1 2 |
| 24. The Tier Two strategy includes frequent communication with students' whānau. | The strategy includes weekly communication with whānau. | The strategy includes less than weekly communication with whānau. | The strategy includes no process for communication with whānau. | 0 1 2 |
| 25. The Tier Two strategy is supported by written materials that describe the core features, functions, and systems of the strategy. | Written materials exist to describe the core features, functions, and systems of the strategy. | Written materials exist but do not describe all of the core features, functions, and systems of the strategy. | Written materials do not exist. | 0 1 2 |
| 26. The Tier Two strategy includes orientation material and procedures for the staff, relieving teachers, whānau, and volunteers. | Orientation materials and procedures exist for the staff, relieving teachers, whānau, and volunteers. | Orientation materials and procedures exist, but not for all four groups. | Orientation materials and procedures do not exist. | 0 1 2 |
| 27. The Tier Two strategy is efficient. | The strategy requires no more than 10 minutes a day for each staff member involved. | The strategy requires more than 10 minutes a day for each staff member involved. | There is no data indicating how much time the strategy requires for each staff member involved. | 0 1 2 |

| TIER TWO: STRENGTHENED CLASSROOM PRACTICES AND TARGETED INTERVENTIONS | | | | |
|--|--|---|--|-------|
| G. Main Tier Two strategy monitoring and evaluation | 2 – Fully in place | 1 – Partially in place | 0 – Not yet started | Score |
| 28. An information system is used to monitor the impact of the Tier Two strategy. | A data-based system is in place that allows for daily collection of behaviour ratings and weekly monitoring of behaviours. | Behaviour ratings are collected less frequently than daily or are monitored less than weekly . | There is no system for monitoring student progress for this Tier Two strategy. | 0 1 2 |
| 29. There are documented decision rules to decide which students access the strategy, and the process is implemented consistently. | There are documented decision rules to decide which students access the strategy, and the process is implemented consistently. | There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently. | There are no decision rules to determine how students access the Tier Two strategy. | 0 1 2 |
| 30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier Two strategy. | Documented decision rules determine how the strategy affects a student and include rules for monitoring, modifying, and ending a strategy. | Documented decision rules may include those for monitoring, modifying, and ending a strategy, but not for all three. | There are no decision rules to determine how the strategy affects a student. | 0 1 2 |
| 31. Fidelity of the Tier Two strategy is assessed. | The Tier Two strategy is evaluated at least once a year to ensure it is implemented as designed. | The Tier Two strategy is evaluated, but less than annually . | The Tier Two strategy is not evaluated to confirm that it is implemented as designed. | 0 1 2 |

Adapted with permission from the Benchmarks for Advanced Tiers (BAT), Version 2.5 (Anderson, Childs, Kincaid, Horner, George, Todd, & Spaulding, 2009).

BAT SCORING SUMMARIES

BAT results are summarised as an overall implementation score and a summary score for each of Foundations,²⁵ Tier Two, and Tier Three.²⁶ Instructions for calculating and graphing the scores are as follows.

1. Calculate the percentage implemented for each feature area (A, B, C, etc.).²⁷
 - Use the summary template below to record the total number of points for the items within each feature area.
 - Convert each total to a percentage by dividing the total points received by the total possible points for that feature area.
2. Calculate the summary score for Foundations and Tier Two.
 - Total the feature area percentage scores for each column.
 - Divide the total by the number of feature areas for each column.

| | FOUNDATIONS | TIER TWO |
|---|---|--|
| Feature area implementation scores | A /6 = % | E /10 = % |
| | B /6 = % | F /20 = % |
| | C /8 = % | G /8 = % |
| | D /4 = % | |
| Summary score for each part | Add up the percentages and divide by 4 Foundations: ____ | Add up the percentages and divide by 3 Tier Two: ____ |

Graphing BAT scores

Create two graphs, as in Figures 17 and 18:

- a graph with the percentage implemented for Foundations and Tier Two over several years
- a graph with the percentage implemented for each of the feature areas for the current year.

Prepare a brief written explanation of the data, focusing on the things that your school is doing well and has in place, as well as the areas where some revisions could strengthen existing procedures. Compare the graphs with previous versions to monitor and discuss progress over time. Your Tier Two Team can use this information when meeting to review their action plan for the future.

²⁵ Note that 'Foundations' in BAT is not a synonym for Tier One; rather it refers to the organisational foundations that need to be in place for implementing Tiers One, Two, and Three.

²⁶ However, because this section is focused on Tier Two, it does not discuss the overall implementation score or Tier Three summary score.

²⁷ See the full BAT on the previous pages to understand what items and feature areas look like.

Figure 17: Sample BAT graph showing percentage implemented for Foundations and Tier Two

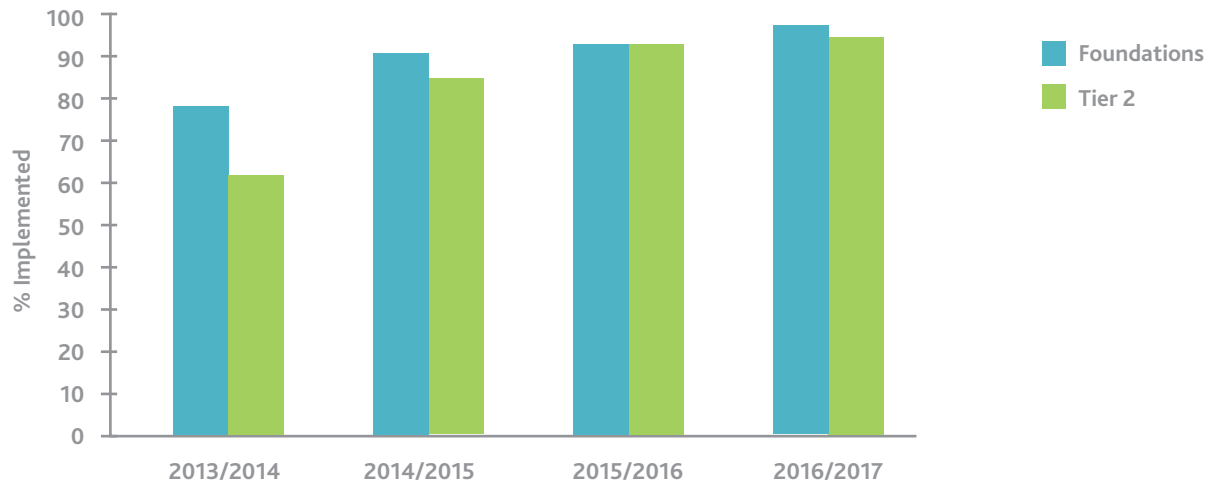
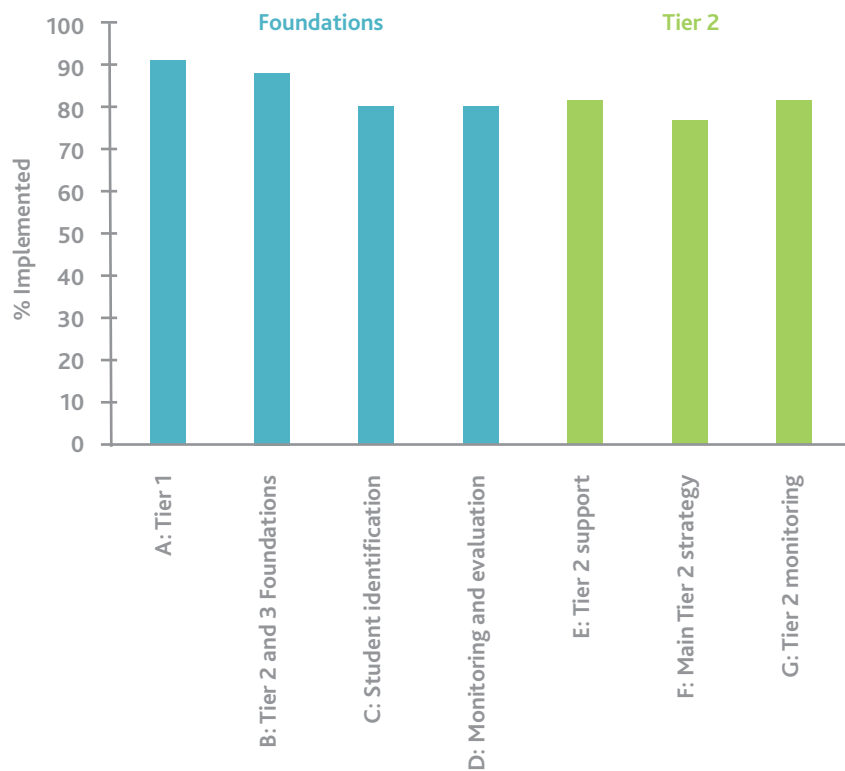


Figure 18: Sample BAT graph showing percentage implemented for each feature area



Appendix 4: Sample answer for activity in section 4.4

Āpitihangā 4: He tauira whakautu ki te tūmahi i te wāhangā 4.4

ACTIVITY: DEVELOPING A BEHAVIOUR SUPPORT PLAN

Note that your answer should be basically the same for steps 1–4 of the FBA, but it may well differ for other parts of the plan (e.g., the setting event/s, alternative behaviour, and strategies).

Gemma is a year 8 student who has been referred to a Classroom Practices Team by her class teacher for ongoing low-level disruption in the classroom, as well as concerns about her academic progress and overall engagement and motivation at school. Gemma has difficulties with reading fluency and comprehension and this is causing learning challenges for her across the curriculum. When the class has been asked to work quietly and independently, Gemma is frequently out of her seat, visiting other students or looking for tools and materials, as well as calling out that she is bored or doesn't know what to do. When her behaviour becomes particularly difficult to ignore, she is sent to the D.P. or to work in another classroom.

CONDUCTING A SIMPLE FBA

Step 1: Describe the behaviour

Gemma talks loudly to other students, calls out, and makes loud comments such as “What am I supposed to be doing?”

Step 2: Identify the antecedent

The class (including Gemma) has been asked to work quietly and independently.

Step 3: Identify the consequence

The teacher tells Gemma to be quiet and get on with the task. When the behaviour continues, she is often sent to the D.P.

Step 4: Identify the function of the behaviour

Gemma appears to be seeking attention from the teacher or another adult.

Step 5: Check for setting events and write a hypothesis

A possible setting event: Gemma's parents have recently separated, and Gemma is living with her mother in a small apartment. She is missing her father, and often has arguments with her mother before coming to school.

A possible hypothesis: Gemma's inappropriate behaviour usually occurs when the class has been asked to work independently on a task, and it often results in the teacher 'telling her off' and sending her to the D.P. The function of Gemma's behaviour seems to be to attract attention from the teacher or another adult. This behaviour may have been worsened by her parents' recent separation and her frequent arguments with her mother.

DEVELOPING A BEHAVIOUR SUPPORT PLAN

Step 6: Identify a desired behaviour and its consequence and function

Desired behaviour: Gemma will work quietly and independently without frequently seeking assistance from the teacher.

Consequence: Gemma will learn independent work habits and be able to work without distracting other students in the class.

The function of the new behaviour will probably be for Gemma to obtain satisfaction from her work and from contributing healthily to the class community.

Step 7: Identify an alternative behaviour and its consequence and function

Alternative behaviour: When the class has been asked to work independently, Gemma will raise her hand to ask for assistance from the teacher.

Consequence: Gemma will gain the teacher's attention without disrupting the rest of the class and gain positive acknowledgment for her appropriate behaviour.

Step 8: Identify strategies for changing behaviour

8.1: Setting-event strategies

As soon as Gemma arrives at school, the teacher will greet her positively and give her an opportunity to get any problems off her chest before classes begin.

8.2: Antecedent strategies

When the class is to be engaged in working quietly and independently on a task, the teacher will:

- remind Gemma of the expectations (to work independently and ask quietly if she needs assistance)
- move actively around the classroom, checking in every five minutes to make sure Gemma is still on task.

8.3: Strategies for teaching desired and alternative behaviours

The teacher will provide Gemma with alternative ways of seeking assistance (e.g., raising her hand and asking for help, or using a 'help needed' card).

8.4: Strategies for producing the desired consequences

The teacher will:

- respond quickly when Gemma asks for help in an appropriate way
- positively acknowledge Gemma's appropriate behaviour.

SAMPLE BEHAVIOUR SUPPORT PLAN FOR GEMMA

