

Benchmarks for Advanced Tiers (BAT)

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 at PBIS online (pbissmissouri.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.

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 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).