**Vermont Positive Behavioral Interventions & Supports (VTPBIS) School Steps to Readiness: Tier 3 Intensive Level**

*(****Review*** *prior to VTPBIS Tier 3 Intensive Level webinar and* ***complete*** *prior to VTPBIS Tier 3 Intensive Level training)*

School: SU: Date:

| **Documents / Evidence Complete?** | ***Schools are “ready” for Tier 3 Intensive Level training once they have:*** |
| --- | --- |
| **YES** | **NO** | 1. Completed the *Tiered Fidelity Inventory (TFI)* Tier I (items 1.1 – 1.15) and Tier II (items 2.1 – 2.13):
* *70% overall score* for Tier 1
* *70% overall score* for Tier II
 |
| **YES** | **NO** | 1. Have identified school personnel who can complete a simple FBA and have access to people who are available to complete a full FBA.
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| **YES** | **NO** | 1. Been recommended by their school’s Regional State TA as ready to pursue VTPBIS Tier 3 Intensive Level based on implementation progress of PBIS at other levels *and* administrative commitment.
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| **YES** | **NO** | 1. Developed or reconfigured their School Leadership Team to include members relevant to VTPBIS Intensive Level:
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| * Administrator
* behavior specialist,
 | * teacher(s)
* counselor
 | * special educator, and
* a family member of a student.
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| **YES** | **NO** | 1. Committed to identify VTPBIS School Coordinator to actively participate in VTPBIS at the Intensive Level who is assigned sufficient FTE to support intensive level coordination. This could be existing school coordinator for PBIS.
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| **YES** | **NO** | 1. Agreed to use an information system to make data-based decisions regarding student behavior for students receiving supports at the intensive level.
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| **YES** | **NO** | 1. Committed to self-assessing Targeted and Intensive implementation annually. Additionally, using data to develop, review, and refine a clear action plan outlining school efforts to develop, maintain, and sustain fidelity at all tiers.
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|  |  |  |
| ***Principal:*** Printed Name | Signature | Date |
|  |  |  |
| ***Superintendent:*** Printed Name | Signature | Date |

*Adapted in conjunction with the May Institute, OSEP Center for PBIS, and University of Southern Florida. (3/11 version)*