**VTPBIS Tier III Networking Activity**

***Based on the Tiered Fidelity Inventory***

* Introduce yourselves and assign a facilitator, recorder(s), and timekeeper
* As a group, discuss the following questions regarding Tier III Implementation. What works for you? What are some strategies for improvement?
* Select 1-2 people to record your answers on the Post-it notes at your table and place on designated chart paper on the wall.

***Big Ideas: Each student receiving Tier III supports benefits from having an individualized team comprised of relevant stakeholders.***

1. Does each student receiving Tier III supports have a unique support team?
2. Is membership of the team representative of all relevant stakeholders (i.e., case manager, teacher, family, etc.)?

What works for you?

What are some strategies for improvement?

***Big Idea: Each Tier III student support team needs a person responsible for coordinating implementation efforts.***

1. Is there designated personnel with the responsibility of coordinating student-specific, Tier III teams?
2. Is there personnel assigned to facilitate implementation of Tier III supports for students?

What works for you?

What are some strategies for improvement?

***Big Idea: Accessing external supports and resources, as needed, can enhance individual student support plans.***

1. Is there a person responsible for connecting with external agencies?
2. Does the school have a process for accessing external resources?

What works for you?

What are some strategies for improvement?

***Big Idea: Intensive student support plans should capitalize on skill strengths and include student/family perspectives.***

1. Do Tier III support plans include student strengths and skills?
2. Do Tier III support plans include quality of life needs defined by the student/family?

What works for you?

What are some strategies for improvement?

***Big Idea: Effective implementation of Tier III supports requires that relevant staff have the knowledge base necessary for success.***

1. Are there scheduled trainings for Tier III team members?
2. Is there a process to train/coach Tier III staff on basic behavioral theory, function of behavior and function based interventions?

What works for you?

What are some strategies for improvement?

**Big Idea:** An applicable hypothesis statement is a determining factor in intervention effectiveness. Individualized interventions need specific components in order to be most effective.

1. Do Tier III support plans include a hypothesis statement with an operational definition of the problem behavior including when and where the behavior occurs and what happens as a result?
2. Do the Tier III support plans include (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.

What works for you?

What are some strategies for improvement?

***Big Idea: Individual student teams need individuals that are aware of the strengths and needs of the student and include formal and natural supports.***

1. Are natural and formal supports part of the plan?
2. Are quality of life domains represented in the plan?

What works for you?

What are some strategies for improvement?

***Big Idea: Tier III supports are more effective when layered with Tier I and Tier II interventions.***

1. How do students receiving Tier III supports benefit from Tier I and Tier II interventions?

What works for you?

What are some strategies for improvement?

***Big Idea: Teams need the right information at the right time to make effective decisions.***

1. Is there a system for collecting student outcome and fidelity data?
2. Is there a system for using data for decision making?

What works for you?

What are some strategies for improvement?

***Big Idea: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and match changes in the school.***

1. What is the process for regularly examining Tier III systems?

What works for you?

What are some strategies for improvement?