**Vermont Positive Behavior Interventions & Supports (VTPBiS) School Steps to Readiness: VTPBiS 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:*** | | | | |
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| **YES** | | **NO** | 1. Completed the *Benchmarks of Advanced Tiers (BAT)* Sections A-G (items 1 – 31) and I (items 44 – 53):  * *Fully in place* for Tier 1: Implementation of School-wide PBIS (items 1 – 3) * *Partially to Fully in place* for Tier 2-3 Foundations (items 4 – 12) * *Partially to Fully in place* for Tier 2 Targeted Interventions (items 13 – 31) * *Partially to Fully in place* for Tier 3 Assessment & Plan Development (items 44 – 53) | | | | |
| **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. | | | | |
| **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. | | | | |
| **YES** | | **NO** | 1. Developed or reconfigured your School Leadership Team to include members relevant to VTPBiS Tier 3 Intensive Level, such as: | | | | |
| * Administrator * behavior specialist, | | * teacher(s) * counselor | * special educator, and * a family member of a student. | |
| **YES** | | **NO** | 1. Committed to identifying a 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 your existing school coordinator for PBIS. | | | | |
| **YES** | | **NO** | 1. Agreed to use an information system to make data-based decisions regarding student behavior receiving supports at the intensive level. | | | | |
| **YES** | | **NO** | 1. Committed to annually self-assess Targeted and Intensive implementation. Additionally, use 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)*