

Benchmarks for Advanced Tiers (BAT) – Modified by RSU 24

The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school. The BAT is based on factors drawn from the Individual Student Systems Evaluation Tool (I-SSET), and is designed to answer three questions:

Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?

1. Is a Tier 2 support system in place?
2. Is a Tier 3 system in place?

School teams can use the BAT to build an action plan to delineate 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.

INSTRUCTIONS: The BAT is to be completed by the team(s) involved with Tiers 2 and 3 behavior support, and reflects the consensus (or majority) of team members. Team members should first be trained in use of the BAT by someone familiar with the measure. The BAT can be completed by the team as a group or by each member independently. If completed independently, the team reconvenes to review scores on each item. Items in which there is disagreement are discussed and the team comes to consensus on the score. If there is not a team in a school focused on Tiers 2 and 3 supports, then the BAT should be completed by gathering the individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.

Each item is rated “2” fully in place, a “1” partially in place, or a “0” not yet started.

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| School: | Date: | | | | |
|---------|---|---|--|--|--------------------------------|
| E | Tier 2: Support Systems | 2-Fully in place | 1-partially in place | 0-not yet started | Circle Appropriate Score |
| | 13. The administrator is updated about which students receive Tier 2 supports. | The administrator is informed at least monthly about which students are receiving Tier 2 supports. | There is not a consistent way to provide this information, even if she/he is aware of the students on Tier 2 interventions. | The administrator is not informed about which students are receiving Tier 2 supports. | 2 1 0 |
| | 14. The PBIS team meets frequently. | A team meets at least every 2 weeks. | A team meets at least monthly. | A team meets, but less than monthly, or a team does not meet. | 2 1 0 |
| | 15. The PBIS team is formally trained on practices and systems required for implementation of Tier 2 support. | 50% or more of members on Tier 2 team have received training on the interventions, the systems needed for implementation, and progress monitoring tools. | Some, but less than 50%, of members on the Tier 2 team received training on the interventions, the systems needed for implementation, and progress monitoring tools. | Members on the Tier 2 team do not receive training on the interventions, the systems needed for implementation, and progress monitoring tools. | 2 1 0 |
| | 16. Students receiving a Tier 2 strategy have full access to Tier 1 supports. | Students have been taught expectations and rules and have opportunities to receive acknowledgements through a Tier 1 system that is in place throughout the entire school. | Students are taught expectations and rules or have had opportunity to receive acknowledgements or Tier I is not available in all settings. | Students have not been taught expectations and rules or received acknowledgements. | 2 1 0 |
| | 17. Tier 2 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, but less than annually, or they are not reviewed and/or updated. | Strategies are not reviewed or evaluated. | 2 1 0 |

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| F Tier 2 Strategies | | | | |
|---|--|---|---|--------------------------------|
| A Tier 2/Targeted Intervention used in our school is _____ (fill in line) | 2-Fully in place | 1-partially in place | 0-not yet started | Circle Appropriate Score |
| 18. There are personnel identified to coordinate and deliver the Tier 2 strategy. | There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity. | The level of staffing and time available interferes with our ability to coordinate and deliver this intervention with fidelity and to all students who would benefit. | There is not adequate staff or sufficient time to coordinate and deliver this intervention with fidelity. | 2 1 0 |
| 19. The Tier 2 strategy is consistent with school-wide expectations. | The Tier 2 strategy includes or references the school-wide expectations. | The Tier 2 strategy does not specifically include or reference the school-wide expectations but they are not inconsistent. | The Tier 2 strategy is inconsistent with school-wide expectations. | 2 1 0 |
| 20. The Tier 2 strategy is established within the school and does not need unique development for each participating student. | The Tier 2 strategy is in place and can be applied to groups of students consistently. | Parts of the Tier 2 strategy are in place OR it requires significant "start-up" time for each student. | The Tier 2 strategy is not established within the school or is unique for most students receiving the intervention. | 2 1 0 |
| 21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors. | In this strategy, there is a documented formal process for teaching appropriate behaviors. | In this strategy, a formal process for teaching appropriate behaviors is not uniformly applied to all students. | In this strategy, there is no formal process for teaching appropriate behaviors. | 2 1 0 |

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| 22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors. | The strategy provides regular opportunities for students to perform appropriate behaviors. | The strategy provides limited opportunities for students to perform appropriate behaviors. | The strategy provides no opportunities for students to perform appropriate behaviors. | 2 1 0 |
| 23. The Tier 2 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. | 2 1 0 |
| 24. The Tier 2 strategy includes frequent communication with the family. | The strategy includes weekly communication with the family. | The strategy includes less than weekly communication with the family. | The strategy includes no process for communication with the family. | 2 1 0 |
| 25. The Tier 2 strategy has 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 to describe the core features, functions, and systems of the strategy. | 2 1 0 |
| 26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers. | Orientation materials and procedures exist for the staff, substitutes, families and volunteers. | Orientation materials and procedures exist, but not for all four groups. | Orientation materials and procedures do not exist. | 2 1 0 |
| 27. The Tier 2 strategy is efficient. | Requires no more than 10 minutes per instructional staff person, per day. | Requires more than 10 minutes per instructional staff person, per day. | There are no data indicating how long the strategy takes per instructional staff person, per day. | 2 1 0 |