Benchmarks for Advanced Tiers (BAT)

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.

School: _____ District: _____ State: _____ Date of Completion: ____/____/____

Team Leader/Coordinator: _____

Team Members:

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.

After completion of the BAT, use the *Action Plan* template to develop a timeline for moving forward on targeted and intensive interventions.

Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding
Educational and Community Supports, University of Oregon & University of South Florida

Benchmarks for Advanced Tiers (BAT)

A **Tier 1: Implementation of School-wide PBS**	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.	80%/80% on SET 70% on BoQ 80% on TIC or PIC	Score greater than 40% on any of these measures	Score equal to or less than 40% on any of these measures.	2 1 0
2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.	Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.	Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff	Team members state that school-wide PBS is implemented consistently by less than 50% of teachers and staff.	2 1 0
3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.	The system includes all 6 features.	The system includes 4-5 features.	The system includes 3 or fewer features or is not in place.	2 1 0
Tier 2-3: Foundations				
B **Commitment**	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
4. There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports.	Tier 1 team is **aware** of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	Tier 1 team is aware of one or two components, but not all three.	Tier 1 team is **unaware** of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	2 1 0
5. A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.	A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).	Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.	No team/individual is established to determine Tier 2 and Tier 3 support for students.	2 1 0

6. The number of students, program fidelity, and progress of students receiving Tier 2 and Tier 3 supports is reported to faculty.	The number of students, program fidelity, and progress of students is reported to faculty at least quarterly.	One or two components reported to faculty, *or* any components reported less than quarterly.	No components reported to faculty.	2 1 0
C Student Identification	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports. ▫ Screening ▫ ODRs ▫ Request for Assistance ▫ Nomination ▫ Progress Monitoring ▫ Other	At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.	1 data source is used to identify students for Tier 2 and Tier 3 supports and/or data are used less than twice a year.	Data sources are rarely used to identify students for Tier 2 and Tier 3 supports.	2 1 0
8. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support 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.	2 1 0
9. Decisions about whether students get additional behavior 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 referral.	Staff are notified of a decision, but not within 10 days.	Staff do not receive notification or receive it inconsistently.	2 1 0
10. Students receive support in a timely manner.	Students begin receiving supports within 30 days of referral.	Students begin receiving supports, but not within 30 days.	Students do not receive support or receive it inconsistently.	2 1 0
D Monitoring and Evaluation	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
11. The *teacher(s)* directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies immediately and the impact, weekly.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies and impact **less than** weekly.	Teachers directly involved with Tier 2 and 3 supports do not receive notification about impact and changes to strategies.	2 1 0

12. The *primary family members* of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies	Family members are notified about changes to strategies immediately and the impact, weekly.	Family members are notified about changes to strategies and impact **less than** weekly.	Family members do not receive notification about impact and changes to strategies.	2 1 0
Tier 2: Targeted Interventions				
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 Tier 2 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 Tier 2 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 1 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
F Main Tier 2 Strategy Implementation	Items 18-31 (gray shading) are to be completed for the most common Tier 2 strategy in use at your school.			
****The Tier 2/Targeted Intervention most often used in my 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 the 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

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

Benchmarks for Advanced Tiers (BAT)

G Main Tier 2: Strategy Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
28. An information system is used to monitor the impact of the Tier 2 strategy.	A data-based system is in place that allows for daily collection of behavior ratings and weekly monitoring of behaviors.	Behavior ratings are collected less frequent than daily or are monitored less than weekly.	There is no system for monitoring student progress for this Tier 2 strategy.	2 1 0
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 2 strategy	2 1 0
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.	Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, but not all three.	There are no decision rules to determine how a strategy affects a student.	2 1 0
31. Fidelity of the Tier 2 strategy is assessed.	The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.	The Tier 2 strategy is evaluated, but less than annually.	The Tier 2 strategy is not evaluated to confirm that it is implemented as designed.	2 1 0

Benchmarks for Advanced Tiers (BAT)

H **Tier 3: Intensive Support Systems**	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
32. A team builds and implements Tier 3 behavior support plans.	There is a formal team that is responsible for building and implementing Tier 3 behavior support plans.	A group of staff get together informally or inconsistently to build and implement Tier 3 behavior support plans.	There is no team responsible for Tier 3 behavior support plans.	2 1 0
33. The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist, advocates).	Support team includes members that represent expertise in all 3 areas: school systems, student, and behavioral theory.	Support team includes members that represent expertise in only 2 of the 3 areas: school systems, student, and behavioral theory.	Support team does not include members that represent any of these areas; OR, the team includes representation from only 1 area.	2 1 0
34. A person is identified to coordinate Tier 3 supports.	A coordinator with behavioral expertise and adequate FTE is identified.	A coordinator is identified, but does not have behavioral expertise or is lacking dedicated FTE.	No coordinator is identified.	2 1 0
35. An administrator is a member of the Tier 3 implementation team.	An administrator participates in most activities of the Tier 3 team.	An administrator participates in Tier 3 team activities occasionally or inconsistently.	An administrator does not participate in Tier 3 team activities.	2 1 0
36. Tier 3 team members have sufficient formal training in implementation of the Tier 3 support system.	Tier 3 team members have sufficient training and support to implement Tier 3 supports with fidelity.	Tier 3 team members have limited training and support to implement Tier 3 supports with fidelity.	Tier 3 team members have little to no training and support to implement Tier 3 supports with fidelity.	2 1 0

37. The Tier 3 team receives annual staff development in Tier 3 procedures.	At least 50% of the team receives staff development related to Tier 3 procedures every year.	Fewer than 50% of team receives staff development related to Tier 3 procedures, or not every year, or there is not a formal plan to provide annual training.	The team does not receive any staff development related to Tier 3 procedures.	2 1 0
38. The team has an efficient and accurate data system for monitoring Tier 3 impact.	There is a system to collect data daily and graphically monitor/analyze (at least bi-monthly) student behaviors for each student receiving Tier 3 support.	There is no system to collect student-behavior data daily for graphical analysis, but there are forms and other tools available.	A data-based system is not available, and there are no forms or tools available to collect student behavior data.	2 1 0
39. The team reviews the Tier 3 process and considers modifications, as needed.	The team reviews the impact of Tier 3 process each year, and modifies the process as needed.	The team reviews the impact of Tier 3, but not each year OR the team does not evaluate the process for needed modifications.	The team does not review the Tier 3 process.	2 1 0
40. The school has personnel to implement Tier 3 supports.	Adequate staff is available to support students identified as needing Tier 3 support.	The staff available to support Tier 3 is inadequate, but the school makes do.	The school's ability to provide Tier 3 support is compromised due to inadequate personnel levels.	2 1 0
41. The school facilitates involvement of family members of students receiving Tier 3 supports.	The school makes **considerable** efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	The school makes **some** efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	The school makes **minimal** efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	2 1 0

42. All faculty and staff are oriented to Tier 3 support implementation.	There is a specific process for providing all faculty and staff with orientation to Tier 3 support process, and all staff are aware of their roles in Tier 3 supports.	The process for providing all faculty and staff with Tier 3 orientation is unclear or not all staff are aware of their roles in Tier 3 supports.	There is not a process for providing all faculty and staff with orientation to Tier 3 support process.	2 1 0
43. Students receiving Tier 3 support also have access to Tier 1 and/or Tier 2 supports.	**All** students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.	**Some** students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.	Most students accessing Tier 3 have not accessed Tier 1 or Tier 2 supports.	2 1 0
I Tier 3: Assessment and Plan Development	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
44. The problem behaviors are operationally defined.	The problem behaviors for all FBAs are measureable and observable.	The problem behaviors for some FBAs are measureable and observable.	The problem behaviors for FBAs are neither measureable nor observable.	2 1 0
45. The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).	Summary statements from the FBAs include all three components.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently.	Summary statements from the FBAs are not developed.	2 1 0
46. Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory.	All BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.	Some BIPs are developed by teams with expertise in all 3 areas; OR, BIPs are developed by teams with expertise in 2 of the 3 areas: school systems, student, and behavioral theory.	BIPs are developed by teams without expertise in these areas OR with expertise only 1 area.	2 1 0

47. The Tier 3 approach includes procedures that allow a continuum of strategies to match student needs (e.g. single-element interventions, multi-component interventions, wrap around, life-style enhancement, medical supports).	A range of Tier 3 supports are available for students, ranging from simple to complex.	The school has one Tier 3 process that is applied to all students receiving Tier 3 supports.	The school lacks any adequate system of support for students needing Tier 3 supports.	2 1 0
48. Behavior intervention plans (BIPs) include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events, and (c) consequences that maintain the problem behavior.	Summary statements from the FBAs include all three components for all behavior support plans.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently in behavior support plans.	Summary statements from the FBAs are not developed for behavior support plans.	2 1 0
49. Based on an FBA, the BIPs include strategies for *preventing problem behavior*, if appropriate.	Over 80% of BIPs include prevention strategies.	Over 50% of BIPs include prevention strategies.	Less than 50% of BIPs include prevention strategies.	2 1 0
50. Based on an FBA, the BIPs include strategies for *minimizing reward of problem behavior*, if appropriate.	Over 80% of BIPs include strategies to minimize rewards for problem behavior.	Over 50% of BIPs include strategies to minimize rewards for problem behavior.	Less than 50% of BIPs include strategies to minimize rewards for problem behavior.	2 1 0
51. Based on an FBA, the BIPs include strategies for *rewarding appropriate behavior*, if appropriate.	Over 80% of BIPs include reward strategies.	Over 50% of BIPs include reward strategies.	Less than 50% of BIPs include reward strategies.	2 1 0
52. Based on an FBA, the BIPs include strategies for *ensuring physical safety*, if appropriate.	Over 80% of BIPs include strategies for ensuring safety.	Over 50% of BIPs include strategies for ensuring safety.	Less than 50% of BIPs include strategies for ensuring safety.	2 1 0

53. BIPs include a formal action plan for developing, teaching, coaching, and supporting the core elements of the Tier 3 strategies.	Over 80% of BIPs include a documented action plan.	Over 50% of BIPs include a documented action plan.	Less than 50% of BIPs include documented action plans.	2 1 0
J **Tier 3: Monitoring and Evaluation**	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
54. The team formally progress monitors impact of each Tier 3 support plan.	Data are collected daily and graphed for analysis (at least twice per month) for **each** student receiving Tier 3 support.	Data are collected and analyzed twice per month for some students **or** data are collected and analyzed but less than twice per month.	A data-based system is not used to collect student behavior data or student behavior data are collected/monitored infrequently (once per month or less).	2 1 0
55. Data collected on student behavior are used to assess intervention effects and make modifications as needed.	Data collected on student behavior are used to assess intervention effects and make modifications as needed and this occurs at least every other week.	Data are used to monitor intervention effects and modify interventions but this occurs less often than every two weeks for some or all students	Data are not used to assess intervention effects.	2 1 0
56. Intervention plans include a process for monitoring fidelity of implementation.	Intervention plans contain a process for monitoring how well an intervention is implemented at least every 2 weeks.	Intervention plans contain a process for monitoring how well an intervention is implemented, but at intervals greater than every 2 weeks, OR the process is inconsistent.	There is no process in the intervention plan for monitoring how well the intervention is implemented.	2 1 0

Additional Tier 2 Strategy Implementation	Items 18-31 (gray shading) may be repeated for the other Tier 2 strategies in use at your school for evaluation and planning purposes. However, only the scores associated with the most commonly used Tier 2 strategy will be accounted in your Benchmarks for Advanced Tiers (BAT) score..			
Another Tier 2/Targeted Intervention used in my 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 the 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
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

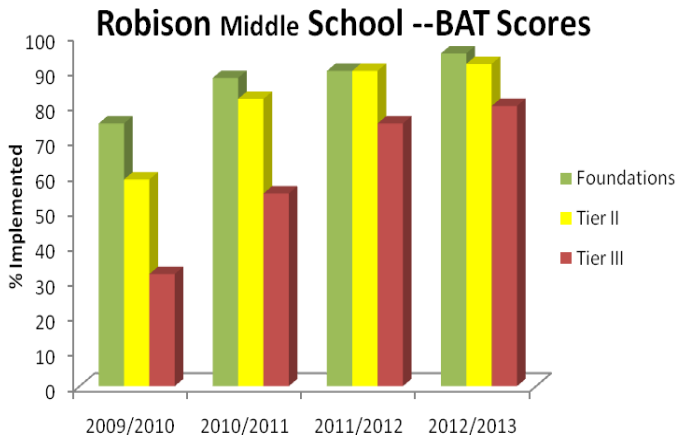
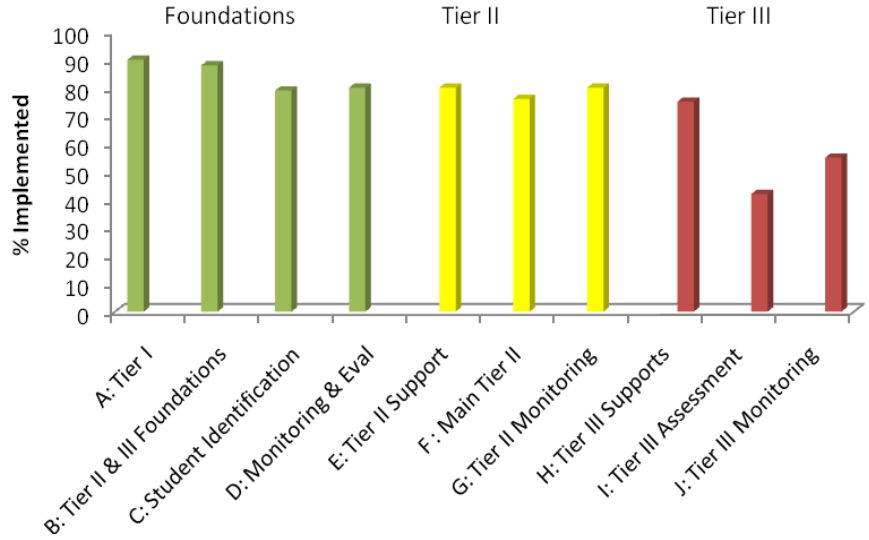
Benchmarks for Advanced Tiers (BAT)

Additional Tier 2: Strategy Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
28. An information system is used to monitor the impact of the Tier 2 strategy.	A data-based system is in place that allows for daily collection of behavior ratings **and** weekly monitoring of behaviors.	Behavior ratings are collected less frequent than daily **or** are monitored less than weekly.	There is no system for monitoring student progress for this Tier 2 strategy.	2 1 0
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 2 strategy	2 1 0
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.	Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, **but not all three.**	There are no decision rules to determine how a strategy affects a student or decision rules include exist for two or fewer of (a) monitoring, (b) modifying, and (c) ending a strategy.	2 1 0
31. Fidelity of the Tier 2 strategy is assessed.	The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.	The Tier 2 strategy is evaluated, but less than annually.	The Tier 2 strategy is not evaluated to confirm that it is implemented as designed.	2 1 0

Scoring Summary

1. BAT results are summarized as a percent of features implemented score for each of the three parts
2. Calculate a percent implemented for each feature area
   a. Use the summary score template to record the total number of points for each scale and subscale.
   b. Convert each subscale to a percent implemented score by dividing the total points received by the total possible points for that feature area.
3. For each of the three scales, calculate the percent by:
   i. Total the percentages for the subscales
      1. Divide the total percent received by the total number of subscales
      2. Part I has four feature areas
      3. Part II has three feature areas
      4. Part III has three feature areas

	Foundations	Tier II	Tier III
Feature Area Implementation Scores	A /6 = %	E /10 = %	H /24 = %
	B /6 = %	F /20 = %	I /20 = %
	C /8 = %	G /8 = %	J /6 = %
	D /4 = %		
Summary Score for each BAT Part	Total %'s & divide by 4 Foundations: ____	Total %'s & divide by 3 Tier II: _____	Total %'s & divide by 3 Tier III: ____

Share Summary Scores

1. Create two graphs
   a. A graph with the percent implemented for each of the scales (Foundations, Tier II, Tier III)
   b. A graph with the percent implemented for each of the Subscales
   c. Prepare a brief written explanation of the data focusing on the things that the school is doing well and have in place as well as the areas where some revisions may strengthen the existing procedure(s).
   d. Ideally, share the information with the team when they meet to review the status and Action Plan for the future.
2. You can create graphs to monitor progress over time, as is shown below.