

# Monitoring Advanced Tiers Tool (MATT) Action Plan

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The **Monitoring Advanced Tiers Tool (MATT)** is a coach-guided, self-assessment tool that allows school teams to progress monitor their initial implementation of Tier II (secondary, targeted) and Tier III (tertiary, intensive) behavior support systems within their school. The MATT follows the factor structure of the Individual Student Systems Evaluation Tool (ISSET), and the Benchmark of Advanced Tiers (BAT). The MATT is intended to be an efficient and constructive method for teams to monitor and guide their implementation of Tier II and Tier III behavior support practices.

The MATT is completed collaboratively by a coach and the team(s) responsible for managing the implementation of Tier II and III supports in a school. The MATT is designed to be used approximately every four meetings (e.g., every two months), and to be completed in 15-20 minutes using a coach-guided interview. Teams then use the results to both assess progress of implementation and guide action planning for the next review period.

The MATT allows teams to:

1. Get summary scores for Tier II and Tier III systems/practices to track progress over time.
2. Gather information for action planning toward developing and implementing Tier II and Tier III systems of behavior support.

The MATT has four parts:

1. The Training Presentation for Coaches
2. The Coaches' Interview Guide
3. The Team Scoring Guide
4. **The Action Plan**

## INSTRUCTIONS:

The coach interviews the team using the questions on the Coaches' Interview Guide. The answers to these initial questions allow teams to get a score for each item of the MATT. Scores for each item (2, 1, or 0) are recorded on the Team Scoring Guide on pages 6 through 10 and then transferred to the Scoring Summary Page on page 11 for totaling results.

## SCORING:

Each item of the MATT is scored as 2 = fully in place, 1 = in progress, or 0 = not started. Data source and standards for selecting a score of 2, 1, or 0 are provided for each item of the MATT. Data sources include permanent products such as FBAs, BIPs, and documents related to referring, monitoring, and notification. The MATT produces subscale scores and summary scores for Tier II and for Tier III. The Tier II and Tier III summary scores are represented by the percentage of possible points for each subscale, divided by the number of subscales for each tier. See page 11 for a scoring example.

## USING MATT RESULTS:

1. Use the summary scores for Tier II and Tier III to assess implementation progress across time.
2. Use item and subscale (element) scores for Tier II and Tier III to identify specific areas of focus for implementation and action planning.

## Action Plan

**INSTRUCTIONS:** This Action Plan is generated from the data entered for your school into PBIS Assessment for the Monitoring for Advanced Tiers Tool on \_\_\_\_/\_\_\_\_/\_\_\_\_.

Each item scored and entered as a “1” or a “0” can be listed as an item on the action plan. For each item scored as a “1” or a “0”, determine the goal(s) for the team with regard to that item. Next, enter the tasks that need to be completed in order to have the item be fully in place and/or completed to a satisfactory level. Fill in the “Who” column by assigning responsibility for progress on this activity to one or more individuals in the school. Prioritize the items by checking either “H” for High Priority, “M” for Medium Priority, or “L” for Low Priority. Write down the target date for having the item completed.

Priority Level: High (e.g., completed within three months), Medium (e.g., completed within 6-9 months), or Low (e.g., goal to target for next year)

<b>Action Plan</b>				
<b>A. Tier I Critical Element</b>	<b>Our Goal(s)</b>	<b>Task(s) Toward Achieving Our Goal(s)</b>	<b>Who</b>	<b>Current Score Priority Level &amp; By When</b>
<p>1. The school is implementing Tier I level of SWPBIS.</p> <p><u>Fully in Place:</u></p> <p>80%/80% on SET, or 80% total score for TIC, or 70% total score for BoQ (= 2)</p>				<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>

B. Tier II & III Organizational Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier II Current Score Priority Level & By When	Tier III Current Score Priority Level & By When
<p>1. A team has dedicated time allocated for management of Tier II and Tier III interventions.</p> <p><i>Fully in Place: A team(s) meets at least every two weeks. (= 2)</i></p>				<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>	<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>
<p>2. A person(s) is identified to coordinate Tier II and Tier III supports.</p> <p><i>Fully in Place: A coordinator(s) with behavioral expertise and adequate FTE is identified (= 2)</i></p>				<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>	<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>
<p>3. Data-based process is used for identifying students in need of Tier II and Tier III interventions.</p> <p><i>Fully in Place: At least two data sources (e.g., teacher request, ODR, suspension) are used to identify students for Tier II and Tier III supports. (= 2)</i></p>				<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>	<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>

<p>4. The team has an efficient and accurate data system for monitoring the <i>impact</i> of the main Tier II and the Tier III interventions.</p> <p><i>Fully in Place: Database used to monitor impact and fidelity. (= 2)</i></p>				<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>	<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>
<p>5. The team has an efficient and accurate data system for monitoring the <i>fidelity</i> of the main Tier II and Tier III interventions.</p> <p><i>Fully in Place: Data system is used to monitor impact and fidelity. (= 2)</i></p>				<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>	<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>
<p>6. There is a documented process for communicating with teachers, families, teams, and administration about the <i>progress</i> of students on Tier II and Tier III interventions.</p> <p><i>Fully in Place: There is a documented process in place. (= 2)</i></p>				<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>	<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>

<p>7. There is a documented process for communicating with teachers, families, teams, and administration about the <i>fidelity</i> of implementation of main Tier II and Tier III interventions.</p> <p><i>Fully in Place: There is a documented process in place.</i> (= 2)</p>				<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>	<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>
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C. Tier II Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier II Current Score Priority Level & By When
<p>1. <b>A main (most commonly used)</b> Tier II intervention is available that is consistent with school-wide expectations.</p> <p><i>Fully in Place: Does include or references school-wide expectations. (= 2)</i></p>				Score: _____  H    M    L  ____/____/____
<p>2. <b>A main (most commonly used)</b> Tier II intervention is available that is evidence-based.</p> <p><i>Fully in Place: Intervention is evidence-based (i.e., proven effective through peer-reviewed outcome evaluations/research). (= 2).</i></p>				Score: _____  H    M    L  ____/____/____
<p>3. <b>A main (most commonly used)</b> Tier II intervention has documented procedures that are defined, operationalized, and accessible.</p> <p><i>Fully in Place: Complete material exists and is accessible to staff, substitutes, volunteers, and families. (= 2)</i></p>				Score: _____  H    M    L  ____/____/____
<p>4. <b>A main (most commonly used)</b> Tier II intervention is available that has efficient implementation achieved by using common practices.</p>				Score: _____  H    M    L

<p><i>Fully in Place: Identified student can begin participation within three days. (= 2)</i></p>				<p>___/___/___</p>
<p><b>5. A main (most commonly used)</b> Tier II intervention is available and implemented with regular measurement of fidelity.</p> <p><i>Fully in Place: Fidelity is evaluated at least annually. (= 2)</i></p>				<p>Score: ____</p> <p>H M L</p> <p>___/___/___</p>
<p><b>6. A main (most commonly used)</b> Tier II intervention is available that has progress toward behavioral goals assessed at least weekly.</p> <p><i>Fully in Place: Progress is assessed at least weekly. (= 2)</i></p>				<p>Score: ____</p> <p>H M L</p> <p>___/___/___</p>
<p><b>7. All</b> other Tier II interventions meet the above criteria (C1-C6)</p> <p><i>Fully in Place: All Tier II interventions meet the criteria. (= 2)</i></p>				<p>Score: ____</p> <p>H M L</p> <p>___/___/___</p>

D. Tier III Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier III Current Score Priority Level & By When
<p>1. The Tier III team includes individuals with knowledge about school systems, the student, and behavioral theory.</p> <p><i>Fully in Place: Includes members that represent expertise in all three areas. (= 2)</i></p>				<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>
<p>2. Tier III behavior support plans are individualized to accurately address student needs/problems.</p> <p><i>Fully in Place: All plans meet criteria. (= 2)</i></p>				<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>
<p>3. Tier III interventions are evidence-based.</p> <p><i>Fully in Place:</i></p> <p><i>Interventions are evidence-based (i.e., proven effective through peer-reviewed outcome evaluations/ research). (= 2)</i></p>				<p>Score: _____</p> <p>H   M   L</p> <p>____/____/____</p>
<p>4. <b>All</b> Tier III intervention plans include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events,</p>				<p>Score: _____</p> <p>H   M   L</p>



<p>and (c) consequences that maintain the problem behavior.</p> <p><i>Fully in Place: Summary statements from the FBAs include all three components for all behavior support plans. (= 2)</i></p>				<p>___/___/___</p>
<p>5. <b>All</b> Tier III intervention plans include strategies for preventing the problem behavior, minimizing reward of problem behavior, and rewarding appropriate behavior that are logically linked to information about the function of the behavior.</p> <p><i>Fully in Place: Intervention plans include all of the critical features and are logically linked to function of the behavior. (= 2)</i></p>				<p>Score: _____</p> <p>H    M    L</p> <p>___/___/___</p>
<p>6. <b>All</b> Tier III intervention plans include a process for collecting and using data to progress monitor the impact of the plan on student behavior and for making modifications as needed.</p> <p><i>Fully in Place: Data are used to monitor intervention effects and modify interventions at least every two weeks for all students. (= 2)</i></p>				<p>Score: _____</p> <p>H    M    L</p> <p>___/___/___</p>
<p>7. <b>All</b> Tier III intervention plans have a means for assessing fidelity of implementation at least every two weeks.</p> <p><i>Fully in Place: Fidelity evaluated at least every two weeks. (= 2)</i></p>				<p>Score: _____</p> <p>H    M    L</p> <p>___/___/___</p>

