

Monitoring Advanced Tiers Tool

MATT

Overview

The **Monitoring Advanced Tiers Tool (MATT)** is a coach guided self-assessment tool that allows school teams to progress monitor their initial implementation of Tiers 2 (secondary, targeted) and 3 (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 initial implementation of Tier 2 and Tier 3 behavior support practices.

The MATT is completed collaboratively by a coach and the team(s) responsible for managing the implementation of Tier 2 and 3 supports in a school. The MATT is designed to be used approximately every 4 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 in implementation and guide action planning for the next review period.

The MATT allows teams to:

1. Get summary scores for Tier 2 and Tier 3 systems/practices to track progress over time.
2. Gather information for action planning toward developing and implementing Tier 2 and Tier 3 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 thru 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, and 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 2 and for Tier 3. The Tier 2 and Tier 3 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 2 and Total score for Tier 3 to assess implementation progress across time.
2. Use item and subscale scores for Tier 2 and Tier 3 to identify specific areas of focus for implementation and action planning.

Coaches' Interview Guide

A. Tier 1 Critical Element	Interview Questions (e.g. Coach selects those that apply)
1. The school is implementing Tier 1 level of SWPBIS.	<ul style="list-style-type: none"> • What does PBIS look like in your school? • Where can I see your (SET, BoQ, TIC) results? • Do you see areas at the Tier 1 level that could be improved to increase fidelity of Tier 2 and 3 implementation? • If SW-PBIS is not being implemented adequately, are there actionable items that this team(s) can do to support better implementation?
B. Tier 2 & 3 Organizational Elements	Interview Questions (e.g. Coach selects those that apply)
2. A team has dedicated time allocated for management of Tier 2 and 3 interventions.	<ul style="list-style-type: none"> • How often does the team meet? • Do most team members attend regularly? • If there is no team, how are Tier 2 and 3 interventions managed? • Are there regularly scheduled meetings around the management and implementation of Tier 2 and 3 interventions? • What needs to happen in order for a team to be formed and/or time allocated for a team to meet?
3. A person(s) is identified to coordinate Tier 2 and Tier 3 supports.	<ul style="list-style-type: none"> • Who is this person, and do they work at the school or at the district? • What kind of time does this person have dedicated to coordinating Tier 2 and 3 interventions/supports? • Are their responsibilities around Tier 2 and 3 interventions/supports documented in a job description? • If there is no coordinator, is there someone in the school that has the time and expertise to become the coordinator?
4. Data based process is used for identifying students in need of Tier 2 and 3 interventions.	<ul style="list-style-type: none"> • What system does the school use? • How often are data reviewed and by whom? • Are there other data sources used to identify students (e.g. teacher request, ODRs, suspension)? • If there is no system in place or the process used is not formalized, what needs to happen in order to get a formalized system in place?

Coaches' Interview Guide

B. Tier 2 & 3 Organizational Elements	Interview Questions (e.g. Coach selects those that apply)
<p>5. The team has an efficient and accurate data system for:</p> <p>a. Monitoring the <i>impact</i> of the main Tier 2 intervention and Tier 3 interventions.</p> <p>b. Monitoring the <i>fidelity</i> of the main Tier 2 and Tier 3 interventions.</p>	<ul style="list-style-type: none"> • How does the team know that interventions are working or not working? • How does the team know that plans are being implemented as they were intended? • Are there things that can be put in place so that outcome and impact data can be easily collected and reviewed?
<p>6. There is a documented process for communicating with teachers, families, teams and administration about:</p> <p>a. The progress of students on Tier 2 and Tier 3 interventions</p> <p>b. The fidelity of implementation of main Tier 2 and Tier 3 interventions</p>	<ul style="list-style-type: none"> • How do teachers, families, other teams, and the administrator know how students on Tier 2 and 3 interventions are doing? What does that communication process look like? • How do teachers, other teams and the administrator know that plans are being implemented as they were intended? • Are there things that can be put in place so that all stakeholders are included and kept informed?
C. Tier 2 Critical Elements	Interview Questions (e.g. Coach selects those that apply)
<p>7. A main (most commonly used) Tier 2 intervention is available that:</p>	
<p>a. Is consistent with school-wide expectations.</p>	<ul style="list-style-type: none"> • Is the Tier 2 intervention based on the school-wide expectations? • How could the school-wide expectations be incorporated?
<p>b. Is evidence-based.</p>	<ul style="list-style-type: none"> • Is there evidence that this intervention is effective? • Do you have or know where to find the peer-reviewed research for the intervention?
<p>c. Has documented procedures that are defined, operationalized and accessible.</p>	<ul style="list-style-type: none"> • How does staff know what the intervention looks like and how it is supposed to be implemented? • How about substitute teachers and families?
<p>d. Has efficient implementation achieved by using common practices.</p>	<ul style="list-style-type: none"> • Once it is decided that a student would benefit from this intervention, can they begin within 3 days? • Do teachers feel like it is something they can do easily within the context of their classrooms? • What could be done to make the intervention more efficient and similar for more students?

Coaches' Interview Guide

C. Tier 2 Critical Elements	Interview Questions (e.g. Coach selects those that apply)
7. A main (most commonly used) Tier 2 intervention is available that:	
e. Is implemented with regular measurement of fidelity.	<ul style="list-style-type: none"> • Is the team confident that the intervention is being implemented consistently and as intended? • What is needed to increase fidelity of implementation?
f. Has progress toward behavioral goals been assessed at least weekly.	<ul style="list-style-type: none"> • How is student progress monitored? • How often are the data looked at and by whom? • Can changes be made if students are not making progress? • Does this process need to happen more consistently?
8. All other Tier 2 interventions meet the above criteria (a thru f).	<ul style="list-style-type: none"> • See follow-up questions 7 a thru f
D. Tier 3 Critical Elements	Interview Questions (e.g. Coach selects those that apply)
9. The Tier 3 team includes individuals with knowledge about school systems, the student and behavioral theory.	<ul style="list-style-type: none"> • Tell me about your team members. • What role does each of them play in the school and on the team? • When a BIP is being developed, who is at the table? • Are there others that need to be included? If so, how can that happen?
10. Tier 3 behavior support plans are individualized to accurately address student needs/problems.	<ul style="list-style-type: none"> • What kinds of assessments are done to make sure plans meet the needs of individual students? FBA? • If not, how can this be addressed?
11. Tier 3 interventions are evidence-based.	<ul style="list-style-type: none"> • Is there evidence that this intervention is effective? • Do you have or know where to find the peer-reviewed research for the intervention?

Coaches' Interview Guide

D. Tier 3 Critical Elements	Interview Questions (e.g. Coach selects those that apply)
12. All Tier 3 interventions plans:	
a. 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.	<ul style="list-style-type: none"> • Do completed assessments produce a summary statement that includes what the problem behavior looks like, what happens before the problem behavior, and what happens after the problem behavior? • How can the team be sure that these statements are available prior to BIP development?
b. 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 behavior.	<ul style="list-style-type: none"> • Do the plans always include ways to prevent the problem behavior? Minimize the likelihood that it will be reinforced? Ways to reinforce appropriate behavior? • Are the strategies above linked to assessment data? • How can the team be sure that these things are always included in plans?
c. Include a process for collecting and using data to progress monitor the impact of the plan on student behavior and needed modifications.	<ul style="list-style-type: none"> • How is student progress monitored? • How often are the data looked at and by whom? • Can changes be made if students are not making progress? • Does this process need to happen more consistently?
d. Have a means for assessing fidelity of implementation at least every two weeks.	<ul style="list-style-type: none"> • Is the team confident that BIPs are being implemented consistently and designed? • What can be done to increase fidelity of implementation?

Monitoring Advanced Tiers Tool

MATT

<i>Team Scoring Guide</i>				
A. Tier 1 Critical Element	Data Source	Criteria	School-Wide	
1. The school is implementing Tier 1 level of SWPIS.	SET, TIC or BoQ	Score greater than 40% on SET or TIC or BoQ (= 1) 80%/80% on SET or 80% total score for TIC or 70% total score for BoQ (= 2)	2	1 0
B. Tier 2 & 3 Organizational Elements	Data Source	Criteria	Tier 2	Tier 3
2. A team has dedicated time allocated for management of Tier 2 and 3 interventions.	Meeting Minutes	A team(s) meets at least monthly. (= 1) A team(s) meets at least every 2 weeks. (=2)	2 1 0	2 1 0
3. A person(s) is identified to coordinate Tier 2 and Tier 3 supports.	Job Description	A coordinator(s) is identified, but does not have behavioral expertise or dedicated FTE. (= 1) A coordinator(s) with behavioral expertise and adequate FTE is identified. (= 2)	2 1 0	2 1 0
4. Data based process is used for identifying students in need of Tier 2 and 3 interventions.	Documented process/system	Informal system is used to identify students for Tier 2 and 3 supports, or data are used less than twice a year. (= 1) At least two data sources (e.g. teacher request, ODR, suspension) are used to identify students for Tier 2 and 3 supports. (= 2)	2 1 0	2 1 0
<i>Team Scoring Guide</i>				

Monitoring Advanced Tiers Tool
MATT

B. Tier 2 & 3 Organizational Elements	Data Source	Criteria	Tier 2	Tier 3
<p>5. The team has an efficient and accurate data system for:</p> <p style="padding-left: 40px;">a. Monitoring the <i>impact</i> of the main Tier 2 and Tier 3 interventions.</p> <p style="padding-left: 40px;">b. Monitoring the <i>fidelity</i> of the main Tier 2 and Tier 3 interventions.</p>	<p>Documented process/system</p>	<p>No data system used, but there are forms and other tools available. (=1)</p> <p>Data system used to monitor impact and fidelity. (=2)</p>		
			2 1 0	2 1 0
<p>6. There is a documented process for communicating with teachers, families, teams and administration about:</p> <p style="padding-left: 40px;">a. The <i>progress</i> of students on Tier 2 and Tier 3 interventions</p> <p style="padding-left: 40px;">b. The <i>fidelity</i> of implementation of main Tier 2 and Tier 3 interventions</p>	<p>Documented process</p>	<p>The process exists for only some stakeholders. (=1)</p> <p>There is a documented process in place. (=2)</p>		
			2 1 0	2 1 0
<i>Team Scoring Guide</i>				
C. Tier 2 Critical Elements	Data Source	Criteria	Tier 2	

Monitoring Advanced Tiers Tool
MATT

7. A main (most commonly used) Tier 2 intervention is available that:				
a. Is consistent with school-wide expectations.	Tier 2 intervention description	Intervention does not include or reference school-wide expectations, but is not inconsistent. (= 1) Intervention includes or references school-wide expectations. (= 2)	2	1 0
b. Is evidence-based.	Tier 2 intervention description	No evidence exists that intervention is effective. (= 1) Intervention is evidence-based (i.e. proven effective through peer-reviewed outcome evaluations/research). (= 2)	2	1 0
c. Has documented procedures that are defined, operationalized and accessible.	Tier 2 intervention description	Manual/material exists but is incomplete and/or not accessible to staff, substitutes, volunteers, and families. (= 1) Complete material exists and is accessible to staff, substitutes, volunteers, and families. (= 2)	2	1 0
d. Has efficient implementation achieved by using common practices.	Tier 2 intervention description	Requires significant “start-up” time for each student. (= 1) Can be applied to multiple students similarly without extensive individual startup. (= 2)	2	1 0
e. Is implemented with regular measurement of fidelity.	Tier 2 intervention description	Fidelity is evaluated less than annually. (= 1) Fidelity is evaluated at least annually. (= 2)	2	1 0
f. Has progress toward behavioral goals assessed at least weekly.	Tier 2 intervention description	Progress is assessed less than weekly. (= 1) Progress is assessed at least weekly. (= 2)	2	1 0
Team Scoring Guide				
C. Tier 2 Critical Elements	Data Source	Criteria	Tier 2	

Monitoring Advanced Tiers Tool
MATT

8. All other Tier 2 interventions meet the above criteria (a thru f). <i>(If the school has no other Tier 2 interventions, score this as a 2.)</i>	Tier 2 intervention descriptions	Some Tier 2 interventions meet some of the criteria. (=1) All Tier 2 interventions meet the criteria. (=2)	2 1 0	
D. Tier 3 Critical Elements	Data Source	Criteria	Tier 3	
9. The Tier 3 team includes individuals with knowledge about school systems, the student and behavioral theory.	Team Interview/ Discussion	Includes members that represent expertise in only two of the three areas. (= 1) Includes members that represent expertise in all three areas. (= 2)	2 1 0	
10. Tier 3 behavior support plans are individualized to accurately address student needs/problems.	FBAs & BIPs	Some plans are individualized and/or accurately address student needs/problems. (= 1) All plans meet criteria. (= 2)	2 1 0	
11. Tier 3 interventions are evidence-based.	FBAs & BIPs	Some interventions are evidence-based (= 1) All interventions are evidence-based (i.e. proven effective through peer reviewed outcome evaluations/research). (= 2)	2 1 0	

Team Scoring Guide

Monitoring Advanced Tiers Tool
MATT

D. Tier 3 Critical Elements	Data Source	Criteria	Tier 3
12. All Tier 3 intervention plans:			
a. 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.	FBA's & BIPs	Summary statements from the FBAs include two, but not all three components; OR, the components are included inconsistently. (= 1) Summary statements from the FBAs include all three components for all behavior support plans. (= 2)	2 1 0
b. 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 behavior.	FBA's & BIPs	Intervention plans include only some of the critical features, and/or plans are not logically linked to function of the behavior. (= 1) Intervention plans include all of the critical features and are logically linked to function of the behavior. (= 2)	2 1 0
c. Include a process for collecting and using data to progress monitor the impact of the plan on student behavior and making modifications as needed.	BIPs	Data are used to monitor intervention effects and modify interventions less often than every two weeks for some or all students. (= 1) Data are used to monitor intervention effects and modify interventions at least every two weeks for all students. (= 2)	2 1 0
d. Have a means for assessing fidelity of implementation at least every two weeks.	BIPs	Fidelity evaluated less than every two weeks. (= 1) Fidelity evaluated at least every two weeks. (= 2)	2 1 0

The MATT produces two summary scores representing the percentage of possible points for (a) Tier 2 practices, and (b) Tier 3 practices to assess implementation progress across time.

Monitoring Advanced Tiers Tool
MATT

INSTRUCTIONS: The Action Plan below was 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” appears 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 3 months) Medium (e.g., completed within 6-9 months) Low (e.g., goal to target for next year)

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

Monitoring Advanced Tiers Tool
MATT

Tier 2 & 3 Organizational Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier 2 Current Score Priority Level & By When	Tier 3 Current Score Priority Level & By When
<p>2. A team has dedicated time allocated for management of Tier 2 and 3 interventions.</p> <p><u>Fully in Place:</u> A team(s) meets at least every two weeks. (=2)</p>				Score: _____ H M L ____/____/____	Score: _____ H M L ____/____/____
<p>3. A person(s) is identified to coordinate Tier 2 and Tier 3 supports.</p> <p><u>Fully in Place:</u> A coordinator(s) with behavioral expertise and adequate FTE is identified (= 2)</p>				Score: _____ H M L ____/____/____	Score: _____ H M L ____/____/____
Action Plan					

Monitoring Advanced Tiers Tool
MATT

Tier 2 & 3 Organizational Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier 2 Current Score Priority Level & By When	Tier 3 Current Score Priority Level & By When
<p>4. Data based process is used for identifying students in need of Tier 2 and 3 interventions.</p> <p><u>Fully in Place:</u></p> <p>At least two data sources (e.g. teacher request, ODR, suspension) are used to identify students for Tier 2 supports. (= 2)</p>				Score: _____ H M L ____/____/____	Score: _____ H M L ____/____/____
<p>5. The team has an efficient and accurate data system for:</p> <p>a. Monitoring the <i>impact</i> the main Tier 2 and Tier 3 interventions.</p> <p>b. Monitoring the <i>fidelity</i> of the main Tier 2 and Tier 3 interventions.</p> <p><u>Fully in Place:</u></p> <p>Database used to monitor impact and fidelity. (=2)</p>				Score: _____ H M L ____/____/____ Score: _____ H M L ____/____/____	Score: _____ H M L ____/____/____ Score: _____ H M L ____/____/____
Action Plan					

Monitoring Advanced Tiers Tool
MATT

Tier 2 & 3 Organizational Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier 2 Current Score Priority Level & By When	Tier 3 Current Score Priority Level & By When
<p>6. There is a documented process for communicating with teachers, families, teams, and administration about :</p> <p>a. The <i>progress</i> of students on Tier 2 and Tier 3 interventions</p> <p>b. The <i>fidelity</i> of implementation of main Tier 2 and Tier 3 interventions</p> <p><u>Fully in Place:</u> There is a documented process in place. (=2)</p>				<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p> <p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>	<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p> <p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>
Action Plan					

Monitoring Advanced Tiers Tool
MATT

Tier 2 Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier 2 Current Score Priority Level & By When	
7. A main (most commonly used) Tier 2 intervention is available that:					
a. Is consistent with school-wide expectations. <u>Fully in Place:</u> Does include or references school-wide expectations. (= 2)				Score: ____ H M L ____/____/____	
b. Is evidence-based <u>Fully in Place:</u> Intervention is evidence-based (i.e. proven effective through peer reviewed outcome evaluations/research). (= 2).				Score: ____ H M L ____/____/____	
c. Has documented procedures that are defined, operationalized and accessible. <u>Fully in Place:</u> Complete material exists and is accessible to staff, substitutes, volunteers, and families. (= 2)				Score: ____ H M L ____/____/____	
Action Plan					

Monitoring Advanced Tiers Tool
MATT

Tier 2 Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier 2 Current Score Priority Level & By When	
<p>7. A main (most commonly used) Tier 2 intervention is available that:</p>					
<p>d. Has efficient implementation achieved by using common practices.</p> <p><u>Fully in Place:</u> Can be applied to multiple students similarly without extensive individual startup. (= 2)</p>				<p>Score: _____</p> <p style="text-align: center;">H M L</p> <p style="text-align: center;">____/____/____</p>	
<p>e. Is implemented with regular measurement of fidelity.</p> <p><u>Fully in Place:</u> Fidelity is evaluated at least annually. (= 2)</p>				<p>Score: _____</p> <p style="text-align: center;">H M L</p> <p style="text-align: center;">____/____/____</p>	
<p>f. Has progress toward behavioral goals assessed at least weekly.</p> <p><u>Fully in Place:</u> Progress is assessed at least weekly (= 2)</p>				<p>Score: _____</p> <p style="text-align: center;">H M L</p> <p style="text-align: center;">____/____/____</p>	
Action Plan					

Monitoring Advanced Tiers Tool
MATT

Tier 2 Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Tier 2 Current Score Priority Level & By When	
<p>8. All other Tier 2 interventions meet the above criteria (a - f)</p> <p><u>Fully in Place:</u></p> <p>All Tier II interventions meet the criteria. (=2)</p>				Score: _____ H M L ____/____/____	
Tier 3 Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who		Tier 3 Current Score Priority Level & By When
<p>9. The Tier 3 team includes individuals with knowledge about school systems, the student and behavioral theory.</p> <p><u>Fully in Place:</u></p> <p>Includes members that represent expertise in all three areas. (= 2)</p>					Score: _____ H M L ____/____/____
<p>10. Tier 3 behavior support plans are individualized to accurately address student needs/problems.</p> <p><u>Fully in Place:</u></p> <p>All plans meet criteria. (= 2)</p>					Score: _____ H M L ____/____/____
Action Plan					

Monitoring Advanced Tiers Tool
MATT

Tier 3 Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who		Tier 3 Current Score Priority Level & By When
<p>11. Tier 3 interventions are evidence-based.</p> <p><u>Fully in Place:</u></p> <p>Interventions are evidence-based (i.e. proven effective through peer reviewed outcome evaluations /research). (= 2)</p>					<p>Score: _____</p> <p style="text-align: center;">H M L</p> <p style="text-align: center;">____/____/____</p>
<p>12. All Tier 3 interventions plans:</p>					
<p>a. 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.</p> <p><u>Fully in Place:</u></p> <p>Summary statements from the FBAs include all three components for all behavior support plans. (= 2)</p>					<p>Score: _____</p> <p style="text-align: center;">H M L</p> <p style="text-align: center;">____/____/____</p>
Action Plan					

Monitoring Advanced Tiers Tool
MATT

Tier 3 Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who		Tier 3 Current Score Priority Level & By When
12. All Tier 3 interventions plans:					
<p>b. 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 behavior.</p> <p><u>Fully in Place:</u> Intervention plans include all of the critical features and are logically linked to function of the behavior. (= 2)</p>					<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>
<p>c. Include a process for collecting and using data to progress monitor the impact of the plan on student behavior and making modifications as needed.</p> <p><u>Fully in Place:</u> Data used to monitor intervention effects and modify interventions less at least every two weeks for all students. (= 2)</p>					<p>Score: _____</p> <p>H M L</p> <p>____/____/____</p>
Action Plan					

Monitoring Advanced Tiers Tool
MATT

Tier 3 Critical Elements	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who		Tier 3 Current Score Priority Level & By When
12. All Tier 3 interventions plans:					
d. Have a means for assessing fidelity of implementation at least every two weeks. <u>Fully in Place:</u> Fidelity evaluated at least every two weeks. (= 2)					Score: _____ H M L ____/____/____