

The Coaches' Interview Guide

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 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, 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.

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<i>Coaches' Interview Guide</i>	
A. Tier I Critical Element	Interview Questions (e.g., Coach selects those that apply)
1. The school is implementing Tier I 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 I level that could be improved to increase fidelity of Tier II and III 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 II & III Organizational Elements	Interview Questions (e.g., Coach selects those that apply)
1. A team has dedicated time allocated for management of Tier II and Tier III 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 II and III interventions managed? • Are there regularly scheduled meetings around the management and implementation of Tier II and III interventions? • What needs to happen in order for a team to be formed and/or time allocated for a team to meet?
2. A person(s) is identified to coordinate Tier II and Tier III 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 II and III interventions/supports? • Are their responsibilities around Tier II and III 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?
3. Data-based process is used for identifying students in need of Tier II and Tier III 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?

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B. Tier II & III Organizational Elements	Interview Questions (e.g. Coach selects those that apply)
4. The team has an efficient and accurate data system for monitoring the <i>impact</i> of the main Tier II intervention and the Tier III interventions.	<ul style="list-style-type: none"> • How does the team know that interventions are working or not working? • Are there things that can be put in place so that outcome and impact data can be easily collected and reviewed?
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.	<ul style="list-style-type: none"> • 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?
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	<ul style="list-style-type: none"> • How do teachers, families, other teams, and the administrator know how students on Tier II and III 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?
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	<ul style="list-style-type: none"> • How do teachers, families, other teams, and the administrator know how students on Tier II and III 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 II Critical Elements	Interview Questions (e.g., Coach selects those that apply)
1. A main (most commonly used) Tier II intervention is available that is consistent with school-wide expectations.	<ul style="list-style-type: none"> • Is the Tier II intervention based on the school-wide expectations? • How could the school-wide expectations be incorporated?
2. A main (most commonly used) Tier II intervention is available that is 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?

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C. Tier II Critical Elements	Interview Questions (e.g., Coach selects those that apply)
3. A main (most commonly used) Tier II intervention is available that has documented procedures that are defined, operationalized, and accessible.	<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?
4. A main (most commonly used) Tier II intervention is available that has efficient implementation achieved by using common practices.	<ul style="list-style-type: none"> • Once it is decided that a student would benefit from this intervention, can they begin within three days? • Do teachers feel like the intervention 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?
5. A main (most commonly used) Tier II intervention is available that 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?
6. 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?
7. All other Tier II interventions meet the above criteria (C1-C6).	<ul style="list-style-type: none"> • See C1-C6
D. Tier III Critical Elements	Interview Questions (e.g., Coach selects those that apply)
1. The Tier III 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?

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D. Tier III Critical Elements	Interview Questions (e.g., Coach selects those that apply)
2. Tier III 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?
3. Tier III 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?
4. All Tier III intervention plans 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?
5. All 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.	<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?
6. All Tier III intervention plans 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?
7. All Tier III intervention plans 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 as designed? • What can be done to increase fidelity of implementation?