The Team Scoring 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 Tier 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.

Team Scoring Guide					
A. Tier I Critical Element	**Data Source**	**Criteria**	**School-Wide**		
1. The school is implementing Tier I level of SWPBIS.	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 II & III Organizational Elements	**Data Source**	**Criteria**	**Tier II**		**Tier III**
1. A team has dedicated time allocated for management of Tier II and Tier III interventions.	Meeting Minutes	A team(s) meets at least monthly. (= 1) A team(s) meets at least every two weeks. (= 2)	2 1 0		2 1 0
2. A person(s) is identified to coordinate Tier II and Tier III 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
3. Data-based process is used for identifying students in need of Tier II and Tier III interventions.	Documented process/system	Informal system is used to identify students for Tier II and Tier III 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 II and Tier III supports. (= 2)	2 1 0		2 1 0
4. The team has an efficient and accurate data system for monitoring the *impact* of the main Tier II and the Tier III interventions.	Documented process/system	No data system used, but there are forms and other tools available. (= 1) Data system used to monitor impact. (= 2)	2 1 0		2 1 0

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B. Tier II & III Organizational Elements	**Data Source**	**Criteria**	**Tier II**	**Tier III**	
5. The team has an efficient and accurate data system for monitoring the *fidelity* of the main Tier II and Tier III interventions.		No data system used, but there are forms and other tools available. (= 1) Data system used to monitor fidelity. (= 2)	2 1 0	2 1 0	
6. There is a documented process for communicating with teachers, families, teams, and administration about the *progress* of students on Tier II and Tier III interventions	Documented process	The process exists for only some stakeholders. (= 1) There is a documented process in place. (= 2)	2 1 0	2 1 0	
7. There is a documented process for communicating with teachers, families, teams, and administration about *fidelity* of implementation of main Tier II and Tier III interventions	Documented process	The process exists for only some stakeholders. (= 1) There is a documented process in place. (= 2)	2 1 0	2 1 0	
C. Tier II Critical Elements	**Data Source**	**Criteria**	**Tier II**		
1. **A main (*most commonly used*) Tier II** intervention is available that is consistent with school-wide expectations.	Tier II 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		
2. **A main (*most commonly used*) Tier II** intervention is available that is evidence-based.	Tier II 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		

Team Scoring Guide			
C. Tier II Critical Elements	**Data Source**	**Criteria**	**Tier II**
3. **A main (*most commonly used*) Tier II** intervention is available that has documented procedures that are defined, operationalized, and accessible.	Tier II 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
4. **A main (*most commonly used*) Tier II** intervention is available that has efficient implementation achieved by using common practices.	Tier II 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
5. **A main (*most commonly used*) Tier II** intervention is available that is implemented with regular measurement of fidelity.	Tier II intervention description	Fidelity is evaluated less than annually. (= 1) Fidelity is evaluated at least annually. (= 2)	2 1 0
6. **A main (*most commonly used*) Tier II** intervention is available that has progress toward behavioral goals assessed at least weekly.	Tier II intervention description	Progress is assessed less than weekly. (= 1) Progress is assessed at least weekly. (= 2)	2 1 0
7. **All** other Tier II interventions meet the above criteria (C1-C6.) *(If the school has no other Tier II interventions, score this as a 2.)*	Tier II intervention descriptions	Some Tier II interventions meet some of the criteria. (= 1) All Tier II interventions meet the criteria. (= 2)	2 1 0

Team Scoring Guide				
D. Tier III Critical Elements	**Data Source**	**Criteria**		**Tier III**
1. The Tier III 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
2. Tier III 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
3. Tier III 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
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.	FBAs & 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
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.	FBAs & 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

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D. Tier III Critical Elements	**Data Source**	**Criteria**			**Tier III**
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 for 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
7. **All** Tier III intervention plans 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 II practices, and (b) Tier III practices to assess implementation progress across time.

Summarize MATT Scores
1. MATT results are summarized as a percent of features implemented separately in Tier II and in Tier III

2. Calculate a percent implemented for each tier
   a. The Tier I Critical Element score is a school-wide score, and as such, the same score is placed in Section A of both Tier II and Tier III (possible 2 points).
   b. The Tier II and Tier III Organizational Elements scores are placed in Section B. Both Tier II and Tier III have a total possible of 14 points each.
   c. The Tier II Critical Elements score is placed in Section C of Tier II, and the Tier III Critical Elements score is placed in Section D of Tier III. Both Tier II and Tier III have a total possible of 14 points each.
   d. Calculate a percent implemented for each of the three elements in Tier II and Tier III.

3. Calculate the average of percent for Tier II.
   a. Add percent earned in element areas A, B, and **C** and divide by 3.

4. Calculate the average of percent for Tier III.
   a. Add percent earned in element areas A, B, and **D** and divide by 3.

Tier II Summary Scores:	A. Tier I Critical Elements	B. Tier II Organizational Elements	C. Tier II Critical Elements	Tier II Summary Score:
	/ 2 = %	/ 14 = %	/ 14 = %	Average = (A + B + **C**) / 3 = %
Tier III Summary Scores	A. Tier I Critical Elements	B. Tier III Organizational Elements	D. Tier III Critical Elements	Tier III Summary Score:
	/ 2 = %	/ 14 = %	/ 14 = %	Average = (A + B + **D**) / 3 = %