Monitoring Advanced Tiers Tool (MATT)
Assessing PBIS Implementation Fidelity

PBIS Assessment
# Existing Tools for Assessing SWPBIS Implementation on PBIS Assessment

<table>
<thead>
<tr>
<th>Research Tool</th>
<th>Annual Assessment Tool</th>
<th>Progress Monitoring Tool</th>
</tr>
</thead>
</table>
| **Universal System** | System-wide Evaluation Tool (SET) | Benchmarks of Quality (BoQ)  
PBIS Self-Assessment Survey (SAS)  
Early Childhood BoQ | Team Implementation Checklist (TIC 3) |
| **Secondary & Tertiary Systems** | *Individual Student System Evaluation Tool (IS-SET)* | PBIS Self-Assessment Survey (SAS)  
Benchmarks of Advanced Tiers (BAT) | Monitoring of Advanced Tiers (MATT) |

**Outcome Measures:**
School Safety Survey
Modes of Assessing Fidelity

- Use **self-assessment** when:
  - Monitoring progress over time
  - Developing an action plan

- Use **external evaluation** when:
  - Monitoring progress over time
  - Useful when outside opinion is warranted
The MATT is a coach-guided, self-assessment tool that allows school teams to progress monitor their implementation of Tier II (secondary, targeted) and Tier III (tertiary, intensive) behavior support systems within their school.
The MATT has Four Parts:

1. Training Presentation for Coaches
   • The PowerPoint you are viewing now 😊

2. Coaches’ Interview Guide
   • Coach uses to guide team through instrument

3. Team Scoring Guide
   • Team uses to self-assess Tier II & Tier III implementation

4. Action Plan

PBIS Assessment
Intensive Interventions
Specialized
Individualized Systems for Students with High-Risk Behavior

Targeted Interventions
Specialized Group Systems for Students with At-Risk Behavior

School-Wide Positive Behavior Support

Universal Interventions
School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

~15%

~5%
The MATT allows teams to:

- Get summary scores for Tier II & Tier III systems and practices to track progress over time.
- Gather information about action planning for developing and implementing Tier II & Tier III systems of behavior support.
The MATT is designed to answer three questions:

1. Is the Tier I level of SWPBIS in place?
2. Are the organizational (foundational) elements of a Tier II & Tier III support system in place?
3. Are the critical elements of a Tier II & Tier III support system in place?
MATT Organization:

Section A. Tier I Critical Element
  • Tier 1 Level of Implementation

Section B. Tier II & III Organizational Elements
  • Team Meets Regularly
  • Coordinator Identified
  • Data-based Process for Student Identification
  • Process for Monitoring Impact and Fidelity
  • Communication Process with Stakeholders

Section C: Tier II Critical Elements
  • Tier II Intervention(s) are consistent with school-wide expectations, evidence-based, efficient, implemented with fidelity, have documented procedures, and a process for monitoring progress

Section D: Tier III Critical Elements
  • Knowledgeable team
  • Interventions are evidenced-based
  • BSPs include critical elements
Supporting Staff & Student Behavior and Decision Making

OUTCOMES

* Improved Academic and Social Behavior
* Improved Fidelity of Implementation

- Documented decisions/plans, roles
- Regular communication cycles
- Team exists and meets regularly
- Person(s) identified to coordinate interventions

Efficient, effective data system for measuring intervention impact and fidelity
The MATT is different because it 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.
- 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.
INSTRUCTIONS for Completing the MATT:

Who:  The coach and the team(s) or individuals involved with Tier II and Tier III behavior support.

How:  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.

Scoring: Scores for each item (2=fully in place, 1=in progress, or 0= not started) are recorded on the Team Scoring Guide and entered into www.pbisassessment.org.

• Data sources include permanent products such as FBAs, BIPs, and documents related to referring, monitoring, and notification.
Summarizing MATT Results:

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

Four Parts:
1. MATT results are summarized as a percent of elements (subscales) implemented separately in Tier II and in Tier III.
2. Calculate a percent implemented for each feature of Tiers II & III.
3. Calculate the average of subscale percents for Tier II.
4. Calculate the average of subscale percents for Tier III.
**Monitoring Advanced Tiers Tool (MATT)**

**Calculate the Summary Score for Tier II.**
- Add percent earned in element areas A, B, and C, and divide by 3.

**Calculate the Summary Score for Tier III.**
- Add percent earned in element areas A, B, and D, and divide by 3.

<table>
<thead>
<tr>
<th>Tier II Summary Scores:</th>
<th>A. Tier I Critical Elements</th>
<th>B. Tier II Organizational Elements</th>
<th>C. Tier II Critical Elements</th>
<th>Tier II Summary Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>2 / 2 = 100%</td>
<td>12 / 14 = 86%</td>
<td>12 / 14 = 86%</td>
<td>272 / 3 = 91%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier III Summary Scores</th>
<th>Example</th>
<th>A. Tier I Critical Elements</th>
<th>B. Tier III Organizational Elements</th>
<th>D. Tier III Critical Elements</th>
<th>Tier III Summary Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 / 2 = 100%</td>
<td>8 / 14 = 57%</td>
<td>6 / 14 = 43%</td>
<td>200 / 3 = 67%</td>
<td></td>
</tr>
</tbody>
</table>
Coaches Guide Teams through the Assessment
A. Tier I Critical Element
1. The school is implementing Tier I level of SWPBIS.

**Interview Questions**
- 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 Tier III implementation?
- If SWPBIS is not being implemented adequately, are there actionable items that this team(s) can do to support better implementation?

2 = In Place, 1 = In Progress, 0 = Not in Place
B. Tier II & III Organizational Elements
1. A team has dedicated time allocated for management of Tier II and Tier III interventions.

• How often does the team meet?
• Do most team members attend regularly?
• If there is no team, how are Tier II and Tier III interventions managed?
• Are there regularly scheduled meetings around the management and implementation of Tier II and Tier 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.

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 Tier III interventions/supports?

Are their responsibilities around Tier II and Tier 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.

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?
4. The team has an efficient and accurate data system for monitoring the *impact* of the main Tier II and Tier III interventions.

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 *fidelity* of the main Tier II and Tier III interventions.

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?
Fidelity measures the degree to which the intervention was implemented as defined/expected.

*Example: Staff will strive for 80% fidelity of implementation as measured weekly (or bi-weekly) on scale of 0-5.*

Make it easy for staff to record!

- Fidelity Check Board: X on number line in staff room
- Fist of Five: Taken during team meeting
- Fidelity Check Basket: Drop a simple score sheet in basket
- Direct Observation (requires trusting & supportive staff climate)
# Staff Fidelity Card

## Classroom Fidelity Check for BSP Implementation

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Manager:</td>
<td></td>
</tr>
</tbody>
</table>

### Month/Year:

<table>
<thead>
<tr>
<th>How often are you implementing the following PREVENTATIVE strategies:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How often are you implementing the following REWARD strategies:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Always</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How often are you implementing the following RESPONSES TO PROBLEM BEHAVIOR (if needed):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you feel the student’s overall behavior is improving?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor</td>
<td>Excellent</td>
<td></td>
<td></td>
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</tbody>
</table>

**Person Filling out form:** ________________________________

**Directions:** Please indicate on the scale the level of support needed for students to perform the skills listed (annual goals), using the following guide:

- **Never**
- **Some days (1-2 days/week)**
- **Often (3-4 days/week)**
- **Almost always (4 days/week)**
- **Every day**
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.

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 *fidelity* of implementation of main Tier II and Tier III interventions.

How do teachers, families, other teams, and the administrator know how students on Tier II and Tier 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
1. A main *(most commonly used)* Tier II intervention is available that is consistent with school-wide expectations.

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.

Is there evidence that this intervention is effective?

Do you have or know where to find the peer-reviewed research for the intervention?
3. A main *(most commonly used)* Tier II intervention is available that has documented procedures that are defined, operationalized, and accessible.

How do 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.

Once it is decided that a student would benefit from this intervention, can they begin within three 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?
5. A main *(most commonly used)* Tier II intervention is available that is implemented with regular measurement of fidelity.

Is the team confident that the intervention is being implemented consistently and as intended?

What is needed to increase fidelity of implementation?
6. A main (most commonly used) Tier II intervention is available that has progress toward behavioral goals assessed at least weekly?

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.)

(If the school has no other Tier II interventions, score this as a 2.)

See Questions in C1–C6
D. Tier III Critical Elements
1. The Tier III team includes individuals with knowledge about school systems, the student, and behavioral theory.

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?
2. Tier III behavior support plans are individualized to accurately address student needs/problems.

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.

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.

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 the problem behavior, and rewarding appropriate behavior that are logically linked to information about the function of the behavior.

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 for making modifications as needed.

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.

Is the team confident that BIPs are being implemented consistently as designed?

What can be done to increase fidelity of implementation?
Entering the MATT data into PBIS Assessment will provide three reports:

- Total Score Report
- Subscale Score Report
- Item Report

Reports may also be downloaded as pdf or Excel files for viewing and exporting.
To log in, go to the PBIS Assessment Website, and click on Log In. You can enter as either a PBIS Assessment Coordinator or as a school.
Once the school has entered the school code and has logged into the school PBIS Assessment site, the survey can be accessed by clicking on the arrow under Actions:
**Entering the MATT**

- Enter the date that the MATT was completed. (This can be a previous date).
- Begin entering the scores for each section.

### A. Tier 1 Critical Element

1. The school is implementing Tier 1 level of SWPBIS.
   
   80/80% on SET total score for TiC or 70% total score for BoQ (=2)
   Score greater than 40% on SET, TiC or BoQ = 1

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### B. Tier 2 & 3 Organizational Elements

1. A team has dedicated time allocated for management of Tier 2 and 3 interventions.
   
   A team(s) meets at least every 2 weeks. (=2)
   A team(s) meets at least monthly. (= 1)

<table>
<thead>
<tr>
<th>Tier 2</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Entering the MATT

- Continue through the survey, clicking on the arrows to move to the next page.
- When completed, click on the gray arrow button.
When the survey is completed, you’ll receive this notice:

**Monitoring Advanced Tiers Tool (MATT)**

We thank you for your time spent taking this survey.
Your response has been recorded.

0% 100%

© 2008

The Total Score, Subscale Score, Items, and Download Reports will be available for viewing or exporting.
Using the MATT Results

- School teams should use the MATT to build an action plan to define next steps in the implementation process.

- The MATT can also be used to assess progress over time, as scores on each area can be tracked on a comparative basis.
The Total Score Report provides information on the percent of items implemented in Tier II and Tier III.

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Tier 2 Total Score</th>
<th>Tier 3 Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 27, 2012</td>
<td>92%</td>
<td>71%</td>
</tr>
</tbody>
</table>
The Subscale Report provides the percent of implementation for each of the five elements.

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Tier 1 Critical Element</th>
<th>Tier 2 Organizational Elements</th>
<th>Tier 3 Organizational Elements</th>
<th>Tier 2 Critical Elements</th>
<th>Tier 3 Critical Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/27/2012</td>
<td>100%</td>
<td>86%</td>
<td>93%</td>
<td>50%</td>
<td>64%</td>
</tr>
</tbody>
</table>
The Items Report provides a copy of the information that was entered into PBIS Assessment.
Using the Data for Action Planning

- Use the results of the MATT to Action Plan for improved implementation.

<table>
<thead>
<tr>
<th>B. Tier 2 &amp; 3 Organizational Elements</th>
<th>Our Goal(s)</th>
<th>Task(s) Toward Achieving Our Goal(s)</th>
<th>Who</th>
<th>Tier 2 Current Score Priority Level &amp; By When</th>
<th>Tier 3 Current Score Priority Level &amp; By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Data based process is used for identifying students in need of Tier 2 and 3 interventions. <strong>Fully in Place:</strong> At least two data sources (e.g. teacher request, ODR, suspension) are used to identify students for Tier 2 supports. (=2)</td>
<td></td>
<td></td>
<td></td>
<td>Score: _____ H M L</td>
<td>Score: _____ H M L</td>
</tr>
<tr>
<td>4. The team has an efficient and accurate data system for monitoring the impact the main Tier 2 and Tier 3 interventions. <strong>Fully in Place:</strong> Database used to monitor impact and fidelity. (=2)</td>
<td></td>
<td></td>
<td></td>
<td>Score: 11 H M L</td>
<td>Score: 0 H M L</td>
</tr>
</tbody>
</table>
Contact Information & Questions:

- PBIS Assessment Assistance:
  - support@pbisassessment.org
  - 855-455-8194