Tier III Critical Components Checklist

School Name: _____ **FL or District Student ID:** _____

School Year: ☐ 2007-08 ☐ 2008-09 ☐ 2009-10

Date Initial Meeting Occurred: _____ **Grade Level:** _____

Area(s) of Concern (Check all that apply): ☐ Reading ☐ Math ☐ Behavior

Directions: **For each selected student, please use the scale provided to indicate the extent to which each critical component of problem-solving is present in the Problem-Solving Team (i.e., Intervention Assistance Team, School-Based Intervention Team, Student Success Team, Child Study Team) paperwork. See the attached rubric for the criteria for determining the extent to which each critical component is present.**

Component	0 = Absent 1 = Partially Present 2 = Present	Evidence/Comments
Problem Identification		
1. Replacement behavior (i.e., target skill) was identified	0 1 2	
2. Data were collected to determine the target student's current level of performance, the expected level, and peer performance	0 1 2	
3. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted	0 1 2	
Problem Analysis		
4. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed	0 1 2	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2	
Intervention Development and Implementation		
6. A complete intervention plan (i.e., who, what, when) was developed in areas for which data were available and hypotheses were verified	0 1 2	
7. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)	0 1 2	

8. A plan for assessing intervention integrity (i.e., fidelity) was agreed upon	0	1	2	
9. Frequency, focus, dates of progress monitoring, and responsibilities for collecting the data were agreed upon	0	1	2	
10. Criteria for positive response to intervention were agreed upon prior to implementing the intervention plan	0	1	2	
11. A follow-up meeting was scheduled at the initial meeting	0	1	2	
Program Evaluation/RtI				
12. Progress monitoring data were collected and presented graphically	0	1	2	
13. Documentation of implementation of the intervention plan was presented	0	1	2	
14. A decision regarding good, questionable, or poor RtI was made	0	1	2	
15. A decision to continue, modify, or terminate the intervention plan was made	0	1	2	
16. An additional follow-up meeting was scheduled to re-address student progress at the follow-up meeting	0	1	2	

Additional Comments:

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