### 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.

<table>
<thead>
<tr>
<th>Component</th>
<th>0 = Absent</th>
<th>1 = Partially Present</th>
<th>2 = Present</th>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Identification</strong></td>
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<tr>
<td>1. Replacement behavior (i.e., target skill) was identified</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
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<tr>
<td>2. Data were collected to determine the target student’s current level of performance, the expected level, and peer performance</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
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<tr>
<td>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</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>Problem Analysis</strong></td>
<td></td>
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<tr>
<td>4. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
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<tr>
<td>5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>Intervention Development and Implementation</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. A complete intervention plan (i.e., who, what, when) was developed in areas for which data were available and hypotheses were verified</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8. A plan for assessing intervention integrity (i.e.,</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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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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