

What is Tier 3?

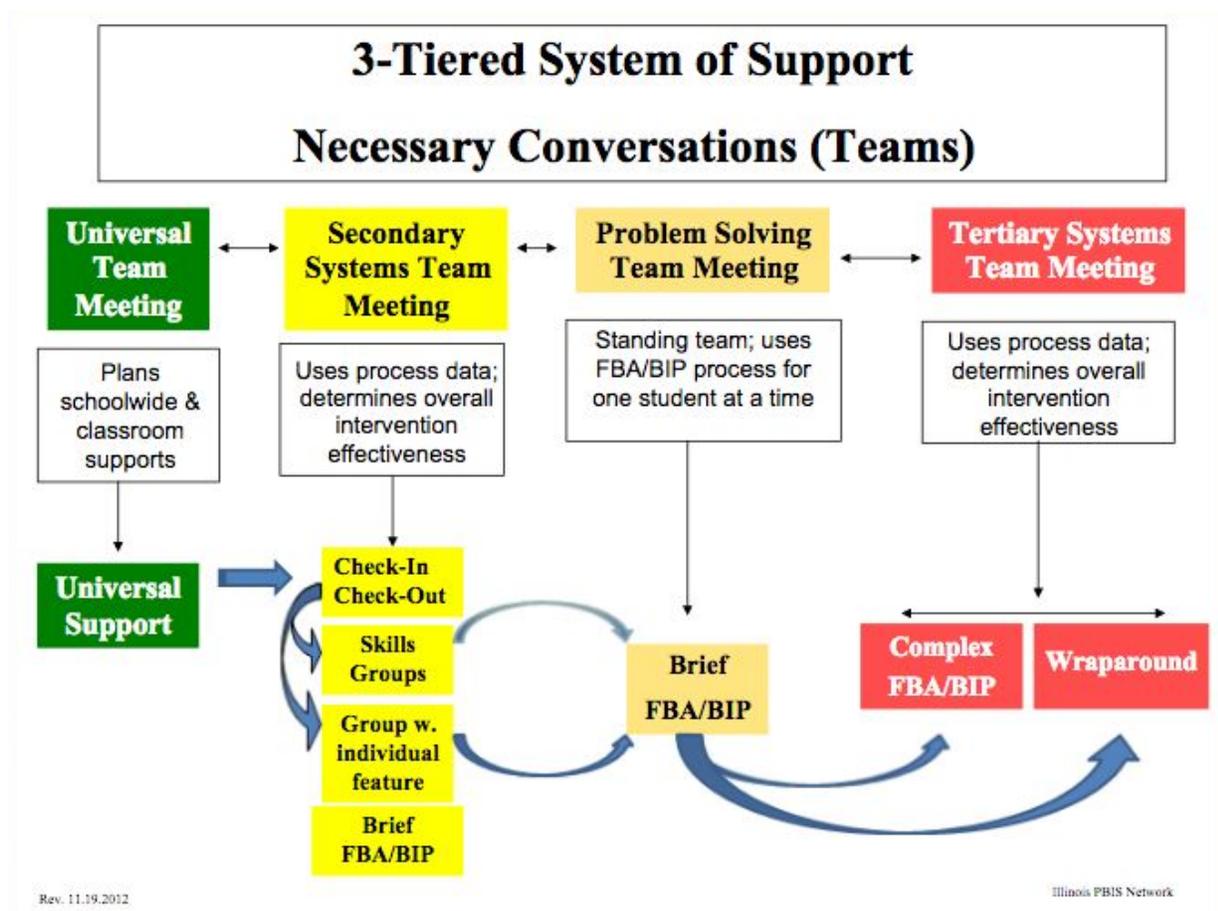
Tier 3 is the third level of supports that need more intensive support that is designated around the individual child. The students that receive Tier 3 support display high-risk behaviors and have a history of academic or behavioral difficulties over an extended period of time and that have been unsuccessful with Tier 1 and Tier 2 interventions. The student receiving this level of support typically make up 1-5% of the student population.

How to Begin Tier 3 Assistance

In general, students are moved to Tier 3 level interventions when Tier 2 interventions have been tried and not been able to assist the child with their needs or if multiple majors were recorded in a given month. Once a student is identified for Tier 3 support, a Problem-Solving team will meet to begin planning interventions in a timely manner.

Problem-Solving Team

The Problem-Solving Team is a team of teachers, staff, and administrators, that are specific to an individual student. It is a part of the PBIS system that facilitates a student's move from Tier 2 to Tier 3 interventions and supports as is illustrated in the flowchart as illustrated below.



Who is on the Problem-Solving Team?

When a student is referred to Tier 3 assistance, a Problem-Solving team is created. The team is individual to the student's needs but should include the following people:

- Meeting leader (a representative of the Tier 2/3 team)
- Classroom Teacher
- Fine Arts/PE representative
- Administrator
- Other relevant staff that work with the student (Reading Specialist, Special Services Team, former classroom teacher, etc.)
- Family members (as needed)

Getting Started for the Problem-Solving Team

Once a date is set for the initial meeting, team members should fill out the Initial Meeting Form (see below) and assemble relevant data, which can include:

- Academic work
- Test scores
- Referral data
- Tier 2 Intervention data
- Other interventions that have been implemented (both successful and unsuccessful)

This Initial Meeting Form should be filled out/submitted by the classroom teacher at least one week before the meeting. Other members of the Problem-Solving Team can fill in with additional data as needed.

Problem-Solving Team Meeting Guidelines

During the meeting, a member of the Tier 3 team will act as Meeting Leader. His/her role will be to guide the discussion, take meeting notes, make plans for a future meeting, and share meeting information with needed staff. He/she will not necessarily take the primary role in interventions.

During the meeting, the main focus of the discussion will be on future action/intervention rather than anecdotes or lengthy descriptions of problem behaviors.

The meeting will be 45-60 minutes, depending on time scheduled.

If a family representative is not present, plans should be made to contact a parent/guardian.

Tier 3 Definitions & Options

When a student is not responding (based upon data rules) to the Tier 2 interventions that have been implemented, the team may consider the student for an FBA/BIP or WRAP Plan.

You will most often hear the term “FBA/BIP” as one phrase, but they are defined separately as follows:

- **Functional Behavior Analysis (FBA)** -- The term FBA refers to the data collection process undertaken in order to determine the function of a child’s behavior. In other words, what do we hypothesize the behavior is getting for the student, so we can form a behavior plan that will meet the same function in a more appropriate manner. Data collected can include observational data, teacher interviews, and teacher checklists. The behavior and its function should be defined in observable (can be SEEN) and measurable (can be COUNTED or TIMED) terms (e.g., not “Johnny is disruptive” but rather “When the teacher is giving whole class instruction, Johnny sings in a loud voice 2 times in 10 minutes,” etc.
- **Behavior Intervention Plan (BIP)** -- The term BIP refers to plan that is developed by the team to teach the student appropriate replacement behaviors. The data collected during the FBA process is used to formulate the BIP, which is why the two terms are almost always used together. In order to be functional, a BIP should target the most troublesome behavior (e.g., what most gets in the way of the student’s learning or the learning of others) first, and focus on no more than 2-3 strategies at a time for the teacher to implement.
- **Wraparound Plan or WRAP plan** -- A process for developing family-centered teams and plans that are strength and needs based (not deficit based) across multiple settings and life domains. These plans are co-created with the child and parent(s) and involve coordination of outside services or people as determined by the family.