



INTERVENTIONS

7.6

BACK TO ROADMAP

ESTABLISH DATA-DRIVEN INTERVENTION AND REFERRAL SYSTEMS AND PROCESSES

► ESTABLISH A TIER 3 TEAM

ESTABLISH A TIER 3 TEAM

“The signature feature of positive behavior support has been a committed focus on fixing environments, not people... We must design schools, homes, and communities that effectively prevent problem behaviors.”

(Horner, 2000, p. 97)

Assemble a team of adults who will meet at least twice monthly to identify, plan, implement, and evaluate outcomes-based supports for students in need of Tier 3 interventions.

Tier 3 teams (also called tertiary, intensive or individualized support teams) are an essential component of your school's Multi-tiered Systems of Supports (MTSS) approach to providing efficient and effective instruction to all students. This guide is intended to help you initiate or modify the appropriate teams in your setting and is based on a synthesis of several decades of practical experience in high schools, and published research. To learn more about any aspect of your tiered behavior support teams, please visit www.pbis.org.

A few **key reminders about tier 3 teams and interventions** that are helpful as you plan your next steps are included below:

- The 3 tiers of MTSS and PBIS are used for **organizing interventions, not students**. Students move between tiers based on their response to interventions within tiers, and their needs change over time and across settings. As such, we focus on providing temporary, intensive tier 3 interventions for as long as needed, and use person-first language when describing students who are utilizing these supports.
- Based on the increased intensity of interventions at tier 3, schools can only provide these highly individualized supports to 3-5% of students at one time, with 15-20% of students supported at

tier 2 (also called secondary or group), and 80% of students responding to tier 1 (also called primary, universal or school-wide) supports. Given these parameters, schools must carefully monitor and manage how well tier 1 and 2 interventions are supporting students **so that the intensity of supports needed at tier 3 is feasible**.

- **Special education and tier 3 interventions are not the same thing**; some students are eligible for IEP services and accommodations, and their individualized needs may be supported by tier 3 interventions in some settings, at some times; alternatively, other students without IEPs may also require tier 3 level supports.
- While student and family involvement in the MTSS process is essential at all grade levels, **at the high school level they should have a central role** in determining who is on their tier 3 team, and interventions should be rooted in their goals and supports within and outside of school.

Guidance for your Tier 3 Team(s): Given the complexity and intensity of supports provided at tier 3, please consider setting up two different teams to plan, implement, and integrate this work within your school's PBIS/MTSS framework. These **frameworks are so effective because they are flexible** and adaptable to your school and community context, so treat this guidance below as just that: a starting point for your local adaptation and improvement. The table below summarizes key functions, membership, and training needs for your teams.¹

¹ Center on PBIS (2022). *Tier 3 Student-level Systems Guide*. Center on PBIS, University of Oregon. www.pbis.org.
Flannery, K. B., Sugai, G. (2009). *SWPBS implementation in high schools: Current practice and future directions*. University of Oregon.
Horner, R. (2000). *Positive behavior supports*. Focus on Autism and Other Developmental Disabilities, 15, 2, 97-105.

	SYSTEMS-FOCUSED TEAM	STUDENT-FOCUSED TEAM
Functions: What does this team do?	<ul style="list-style-type: none"> ▶ Develop clear entry/exit criteria for accessing T3 team ▶ Utilize universal screening data to identify students in need of follow up assessment to provide proactive supports ▶ Coordinate & assess tier 3 implementation and impacts ▶ Provide or coordinate coaching and professional development to build adult skills and capacity ▶ Assess team readiness and gaps: ensure array of supports are ready to implement when needed ▶ Develop systems for efficiently utilizing school resources (budget, personnel, policy, schedules) ▶ Create and monitor plan for data collection, preparation & reporting ▶ Communicate clearly with all stakeholders about team goals, needs, impacts, and progress 	<ul style="list-style-type: none"> ▶ ID students using data for entry and exit of T3 supports ▶ Reach out to family to build collaborative relationship ▶ Identify holistic student and family goals to ensure socially meaningful goals are driving the support plans ▶ Assess student strengths as root for building plan to address needs ▶ Develop individualized, function-based support plans in collaboration with those who will implement ▶ Ensure that support plans are implemented with fidelity ▶ Monitor and adjust plans based on student response ▶ When exit criteria are met, assist with transition to tier 1 or 2
Membership: What skills, knowledge, and authority should team members have? Who should be on the team?	<ul style="list-style-type: none"> ▶ Knowledge of behavioral assessment, evidence-based and culturally responsive interventions, and continuum of supports within school and community settings ▶ Administrative authority to align team efforts within school-wide systems and make resource allocation decisions ▶ Skills with data collection, interpretation, and utilization ▶ Knowledge of academic programs, standards, and curricula ▶ Knowledge of tier 1 and tier 2 interventions, data systems, and key personnel in school, district, and community ▶ Expertise in SEL, mental health, and additional whole-child related resources, agencies, funding 	<ul style="list-style-type: none"> ▶ Student and family voice in developing meaningful goals and plan that can be generalized to socially valuable settings within and outside of school ▶ Adults in the school who have a positive and successful relationship with the student upon which to build a plan ▶ Adults who have ability to make decisions about resource and staffing allocations within the school (administrator) ▶ Adults with knowledge of how to complete a functional behavior assessment (FBA) and behavior plan (BIP) ▶ Adult who can communicate with additional wraparound service providers (within our outside of school)

	SYSTEMS-FOCUSED TEAM	STUDENT-FOCUSED TEAM
Training Needs: What training is needed to ensure that teams are prepared and effective? What coaching should we pair with training?	<ul style="list-style-type: none"> ▶ Access and literacy with all data used to screen students in to T3 team (behavior, attendance, grades, mental health, etc.) ▶ Data system for data collection and progress monitoring to modify supports based on their efficacy ▶ Explicit role clarity for all members of T3 teams ▶ All relevant policies and procedures regarding consent, data privacy and sharing, student and staff safety, threat assessment, etc. ▶ Current, effective, and culturally relevant interventions to address a variety of function-based student needs ▶ District and school calendar of behavior and mental health universal screening and follow up assessments ▶ Critical features of effective T3 wraparound support plans 	<ul style="list-style-type: none"> ▶ Building relationships & identifying strengths, interests, assets, and life passions and goals with high school students upon which to build student goals and related support plans ▶ Expertise in behavioral theory, function-based assessment, and plan development ▶ Collecting behavioral assessment data, and using data to develop and monitor plans over time ▶ Current, effective, and culturally relevant interventions to address a variety of function-based student needs ▶ Tools for ensuring plans are implemented with fidelity ▶ Coaching skills for building adult capacity to implement plans within realistic classroom and school settings

Data Used to Consider Appropriate Tier of Support

Lastly, this table² may be helpful for your team in establishing your tier 3 team entrance and exit criterion. These may vary in your school based on other measures of progress, but it is essential to establish these criterion explicitly and share with all stakeholders, including students.

MEASURE	PROFICIENT (TIER 1, 80% OF STUDENTS)	AT-RISK (TIER 2, 15-20% OF STUDENTS)	HIGH RISK (TIER 3, 3-5% OF STUDENTS)
Grades	2.5 or higher	D or F in any class	D or F in multiple classes
Absences	< 4 per quarter	4-7 per quarter	8 per quarter
Tardies	< 4 per quarter	4-7 per quarter	8 per quarter
In School Suspension	0-1	2-3	4+
Out of School Suspension	0	1	2+
Minor Classroom Behavioral Incidents	0-2	2-5	6 or more
Office Discipline Referrals (ODRs)	0-1	1-3	4 or more

² Modified based on: Center on PBIS (2022). Tier 3 Student-level Systems Guide. Center on PBIS, p 13. University of Oregon. www.pbis.org.