Tier 3
Interventions and Supports
Individual Students

State Personnel Development Grant
(Grant No. H323AO50005)
Objectives

- List the goals of REACH MS.
- Define Response to Intervention (RtI).
- Link PBIS to Mississippi’s Response to Intervention recommendations.
Participant’s Guidebook

Objectives

Check for Understanding

Review

Key Points

Activities
REACH MS PBIS Initiative...
Realizing Excellence for ALL Children in Mississippi

• Mississippi’s State Personnel Development Grant
• Focuses primarily on supporting school-wide and district wide implementation of PBIS
• Awarded to the Mississippi Department of Education in 2005.
• The grant is operated by the University of Southern Mississippi’s Department of Curriculum, Instruction and Special Education
The Purpose of REACH MS is to...

• Provide high quality professional development opportunities meeting the needs of educators, related service providers, families and children of our state
• Increase the engagement of stakeholders within and beyond the Mississippi Department of Education to support a more unified, sustainable structure of professional development processes, products, and opportunities for both pre-service and in-service educators
• Engage and support local education agencies, institutes of higher learning, families, and other stakeholders to increase Mississippi's capacity to meet state goals relevant to PBIS through program improvement
What is Response to Intervention?

Mississippi’s model for RtI is a comprehensive, problem solving and multi-tiered intervention strategy to enable early identification and intervention for ALL students who may be at academic or behavioral risk.
The RtI Three Tier Instructional Model was adopted by the State Board of Education (SBE Policy 4300) on January 21, 2005 as a means to meet the needs of all students and to eliminate the “wait to fail” model.
• RtI is not a one way street

• Students can access the services in both directions

• The level of intervention a student needs is determined by the student’s outcome data
Levels of PBIS
Adapted from Levels and Descriptions of Behavior Support
George, Harrower, & Knoster, 2003)

• **School-Wide** – Procedures and processes intended for all students, staff, in specific settings and across campus **Tier 1**

• **Classroom** – Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms **Tier 1**

• **Target Group** – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape) **Tier 2**

• **Individual Student** – Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students **Tier 3**
Blended Initiatives

**Academic Systems**

- **Universal Interventions**
  - All students
  - 80-90%

- **Targeted Group Interventions**
  - Targeted students
  - 5-10%

- **Intensive, Individual Interventions**
  - Specific students
  - 1-5%

**Behavioral Systems**

- **Universal Interventions**
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Dr. George Sugai, Co-Director Center on PBS
Tier 3
Intensive Interventions for Behavior

• are the behavioral strategies developed for students who are having significant difficulties with emotion, behavior, and/or social interactions

• are more intensive than those in Tier 2

• are introduced when data suggest that a student has
  • failed to make progress while receiving Tier 2 interventions
  • failed to make progress at a rate that will narrow the performance gap

• can be implemented for students who have not received Tier 2 interventions:
  • “...when the school can demonstrate through data that the students’ current level of performance is highly discrepant from peers”
  • “...justification including supportive documentation must be on file”
In addition to failure to make adequate progress following Tiers 1 & 2
State Board Policy 4300 indicates which students should be referred to the Teacher Support Team (TST) to determine if Tier 3 interventions are needed:

1. Grades 1-3: A student has failed one (1) grade;

2. Grades 4-12: A student has failed two (2) grades;

3. A student failed one of the preceding two grades and has had twenty (20) days of suspension or been expelled in the current school year;

4. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test II.

Students who meet any of the above criteria must be referred to the Teacher Support Team within the first twenty (20) school days of a school year.
Readiness for Tier 3

**Tier 2 80% on BoQ or T2ET**
- Check In Check Out
- Targeted social skills instruction
- Peer based supports
- Behavioral Contracting

**Tier 1 80% on BoQ or SET**
- Teach SW Expectations
- Proactive SW Discipline
- Positive Reinforcement
- Effective Instruction
- Family Engagement
Tier 3
Benchmarks of Quality Indicators
BoQ

• Provide picture of areas of need
  • Lists over 30 benchmarks of quality for Tier 3 systems
  • processes that address critical elements

• Utilized by teams to identify areas of success and areas for improvement

• BoQ is used by teams to guide action planning process

• Completed in the spring of each school year (Mar/Apr/May)

• Different schools will have different profiles

• So, it is okay to not have all the elements in place... as long as we are focused on improving!
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<tr>
<th>Critical Elements</th>
<th>Items</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
<td>Teacher Support Team</td>
<td>1. The Tier 3 support team (TST) includes individuals with knowledge about school systems, the student, and behavioral theory (e.g., student, behavior specialist, family members an administrator, special education, general educator, etc...)</td>
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<td>2. A person is identified to coordinate Tier 3 supports.</td>
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<td>3. An administrator is a member of the Tier 3 implementation team.</td>
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<td>4. Tier 3 team members have sufficient formal training in implementation of Tier 3 support system.</td>
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<td>5. A team builds and implements Tier 3 behavior support plan.</td>
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<td>6. The Tier 3 team receives annual staff development in Tier 3 procedures.</td>
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<td>7. The team has an efficient and accurate data system for monitoring Tier 3 impact.</td>
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<td>8. The team reviews the Tier 3 process and considers modification, as needed.</td>
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<td>9. The school facilitates involvement of family members of students receiving Tier 3 supports.</td>
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