Tier 3
Critical Elements

- Tier 3 Referral Process
- Tier 3 Essential Elements
- Functional Behavior Assessments
- Defining and Understanding Behavior
- FBA: Practice Interviewing
- FBS: Practice Observing
- Critical Features of a Behavioral Support Plan and Building a BSP from a FBA
- Teacher Support Team
- Implementation and Evaluation
Critical Element
TST Referral Process
Objectives

- Identify procedures for referring students to Teacher Support Team.
- Provide documentation forms.
How are students in need of supports and services referred to TST at your school?
Referral To TST

• Referral to the TST may be from the parent, legal guardian, or teacher

• The referring teacher provides
  • Tier 1 and Tier 2 documentation (if applicable)
  • Request to the School TST Form or school/district form

• The TST notifies the referring teacher that the request has been received

Referral to TST

• The TST reviews information from Tier 1 and Tier 2 (if applicable) to determine if the request can be processed into Tier 3
  
  • If not, inform the referring teacher that additional information is needed before the TST can determine if the student needs Tier 3 support
  
  • If yes, then the principal delegates the activities based upon the request

• If there are reasons that the TST cannot proceed with Tier 3 (excessive absences, motivational issues, etc.) the team should
  
  • help obtain other support for the student
  
  • provide instruction for targeting some of these factors for Tier 2 interventions and or (e.g., absences, motivational factors).
Referral to TST

- Parent/family member is notified
- The TST determines the additional information that needs to be collected (e.g., interviews, observations, etc.)
- Schedule meeting and invite the parent to participate
- Meet with the TST to evaluate the data and develop a plan

Data to Collect Prior to the 1st TST Meeting

- Vision and Hearing Data
- Parent Input Data
- Cumulative Record Review
- Teacher Observation Data
Vision/Hearing Data

• The TST chairperson should check to make sure the student passed the hearing/vision screening.
  • If not passed, or if the date is more than 1 year ago, request a hearing/vision screening.
  • Once screening is completed, the screening results will be given to the TST chairperson.

• If the child fails the hearing/vision screening, the TST chairperson should contact the parent. The parent will be informed that a delay in addressing hearing and/or vision problems may postpone the TST process.

Parental Input for TST Data

- Behaviors at home or school
- Academic issues with homework
- Strategies attempted at home
- Collaborative efforts with the classroom teacher
- Parent input regarding successful interventions (e.g., previous academic years, at home, etc.)
- Description of any significant factors that parent feels may impact the child
  - Developmental
  - Medical
  - Emotional
  - Situational

Cumulative Record Review

- Attendance in the last 2–3 years
- Schools attended
- Retentions
- Previous intervention(s) in Tier 2 and/or Tier 3
- Previous disability evaluations, the date administered, and results
- Previous eligibility for services under Section 504, IDEA, or Title I
- Days missed during current year—pattern of day of week, time of day for early/late concerns
Cumulative Record Review

• **Discipline**
  - Number of discipline reports per teacher
  - Patterns of infraction: day-time-teacher-reason
  - Number of office discipline referrals per teacher
  - Number of suspensions
    - In-school suspension (ISS)
    - Out-of-school suspension (OSS)
    - Bus
    - Total number of days suspended

• **Testing information**
  - Standardized Achievement History
  - Universal Screening and Progress Monitoring data from previous tiers
  - Special concerns (e.g., medical)
  - Most recent academic grades
Teacher Observation Data

- Data-based observations using valid and reliable methods of measurement (e.g., frequency, duration, rate, etc.) on the target behavior.

- Likert Scale (lowest 10%, below average, average, above average, highest 10%) or other scale on behaviors of concern such as:
  - completes assignments, motivation, attention, follows directions, functions independently, relates well with adults, relates well with peers, fidgetiness or off-task behaviors, reality oriented, follows rules and structure, arrives on time for class, attends school regularly, appropriate self-help skills, social maladjustment issues
**Time Line**

2 weeks after referral is made intervention(s) must be implemented

4 weeks after start of intervention TST must review progress

8 weeks after starting intervention(s) TST must conduct a documented review of the interventions to determine success of the intervention

12 weeks after start of intervention TST must review progress

No later than 16 weeks after implementation of the intervention(s) a second review must be conducted to determine whether the intervention is successful

If the intervention(s) is determined to be unsuccessful, the student will be referred for a comprehensive assessment

Referral made to TST

Begin Intervention

2 weeks

Review Progress

4 weeks

Documented Progress Review

4 weeks

Review Progress

4 weeks

Documented progress review

4 weeks

No longer than 16 weeks

If intervention is unsuccessful refer for a comprehensive evaluation

Tier 3 Supports Time Line

If intervention is successful continue intervention, reduce intensity or terminate intervention if student met goal.
Key Points

What are the systems for...

- providing Tier 1 and Tier 2 documentation to TST with referral to Tier 3
- including family members
- reviewing cumulative record
- obtaining teacher observation data
- adhering to MDE timelines for Tier 3 supports and services
Complete Benchmarks of Quality and Action Plan for Referral Process (items 10 – 13.)