# CHAPTER 3: TIER 3 CORE AND ACTION TEAMS

*"In a review of FBA studies, Gosh and Bambara (2012) found that out of all variables they analyzed, teaming had the most significant effect on the success of FBA implementation."*

Deanne Crone, Leanne Hawkin, & Rob Horner, 2015

## LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- Establish your Tier 3 Core Team:
    - Responsibilities
    - Team members, roles, and responsibilities
    - Calendar of meeting dates
    - System for eliciting Action Team participation
    - Standard meeting format
- Establish your Tier 3 Action Teams:
    - Responsibilities
    - Calendar of meeting dates
    - System to ensure family participation
    - Standard meeting format
- Determine a method for assessing effectiveness and efficiency of team meetings
- Develop systematic process for recordkeeping and student file maintenance

Tier 3 requires a foundational system of team-based problem solving and data-based decision making to be implemented with fidelity and efficiency. Crone and Horner (2003) recommend a two-tiered model for behavior support teams. The first tier is the "Core Team" and the second tier is an "Action Team".

- The **Core Team** is responsible for developing the Tier 3 system and assigning Action Team members.
- **Action Teams** are individualized for each identified student in order to conduct the FBA, develop the BIP, and monitor progress for data-based decision making.

## Establishing the Tier 3 Core Team

The Tier 3 Core Team is a small, fixed group responsible for developing the Tier 3 system and managing requests for Tier 3 intervention. Once the Core Team has determined that a student meets the criteria for Tier 3 individualized intervention (refer to the *Identifying Students for Individualized Support* section of this workbook), the team forms an Action Team for that student. One Core Team member participates as a member of each individual Action Team.

The Core Team liaison notifies the necessary Action Team members, and assignments for staff, family, and student interviews are made. At this point, the Action Team takes over with the planning for the individual student, including conducting the FBA, developing the BIP, monitoring student progress, and data-based decision making.

## Core Team Systems Development Responsibilities

Tier 3 systems development is the primary task of the Core Team. These systems include:

- A standard process to identify students for Tier 3 support
- A standard process to conduct the FBA
- A standard process for developing and monitoring BIPs
- A standard process to identify and elicit participation of Action Team members, including family member and student (if appropriate)
- A model for providing staff training/professional learning
- A standard process for updating team, staff, and others involved with student support

## Core Team Membership

At minimum, the **Core Team** will include an **administrator**, a member with **behavioral expertise**, and a member with **academic expertise**. The Core Team should include a crossover member who serves on both the Tier 2 team and Tier 3 Core Team; this person can be a fourth team member or one of the team members previously identified.

> *"Logistical and training issues prevent the use of single-expert models of FBA as a preventive schoolwide process in systems of PBS. Therefore, it seems reasonable to conclude that the team-based methods offer the best balance of logic and reality in schools."*
>
> Scott, Anderson, Mancil, & Alter, 2009, p. 438

To build Tier 3 capacity, stability of the Core Team should be considered when determining who will serve on the team. Crone and Horner (2003) recommend that membership be at minimum for one year; frequently members serve for two or more years.

The Tier 3 Core Team should consistently attend and participate as a group in on-going training. This participation greatly increases the likelihood the team will develop a high-quality and sustainable system.

DISCUSSION

How will you identify a member as having behavioral expertise? Consider these questions:

1. Does anyone on your staff have expertise in the science of behavior – including an understanding of setting events, antecedents, and consequences of behavior?
2. Does anyone on your staff have expertise in observing problem behaviors in classroom and non-classroom-specific settings?
3. Does anyone on your staff have specific expertise in designing, implementing, evaluating, and modifying a comprehensive behavioral intervention plan?

If you answered, "No," to these questions, is there someone at the district level who could be a support? MO SW-PBS training will help develop your team's behavioral expertise. Remember the ultimate goal is to teach your team the skills needed for conducting FBAs and developing BIPs.

## Core Team Member Roles

There are four essential roles of the Core Team members as the Tier 3 system is developed. When the system is established and the focus of the Core Team shifts to student problem-solving, roles and responsibilities should be evenly distributed across members. During system development, however, the roles and responsibilities are:

- ► Chairperson/Coordinator/Facilitator
  - Prepares the agenda
  - Facilitates the meeting
  - Follows-up on assigned tasks
- ► Recorder
  - Takes notes at each meeting
  - Records tasks, deadlines, and decisions
  - Distributes information to applicable stakeholders
- ► Administrator
  - Supports process by attending meetings
  - Restructures resources (time and staff) as needed
  - Shares updates with staff
- ► Crossover Member with Tier 2 Team (can be one of the listed members, or a fourth person)
  - Provides direct line of communication between the Tier 2 and Tier 3 teams

DISCUSSION

- ► Who on your Tier 3 Core Team will represent administration, behavioral expertise, academic expertise, and crossover membership with Tier 2?
- ► What plans are needed to ensure all can attend training?
- ► Which team members will take on the necessary roles and responsibilities?

## Considerations for Scheduling Core Team Meetings

As you build your Tier 3 system, it is important that your Core Team has a regular meeting time and an efficient meeting format. Keeping meetings on the same day of the week and at the same time will facilitate increased participation from team members.

Providing release time for Core Team members is a key consideration for administration. Some school districts might have negotiated agreements that prohibit such meetings during planning time. Examples of how schools have provided release time for team members include:

> *"Full team attendance and participation should be encouraged by holding regularly scheduled meetings at the same time on the same day of the week."*
>
> Crone & Horner, 2003, p. 99

- Paraprofessional/aides covering classes
- Staff members who have unassigned time for duties covering classes
- Flex time for before/after school meetings – for example, if teams begin prior to the negotiated start time, they can leave early to make up that time
- Arranging the schedule so specialists such as art, music, p.e., and media specialist are all available for the same block of time during the week to provide coverage for classroom teachers attending team meetings.

DISCUSSION

- Determine your Core Team calendar of regular meeting dates and times.
- What options are available at your school for providing release time for Tier 3 Core team members?

## System to Elicit Participation of Action Team Members

Once the Tier 3 system is established, the focus of the Core Team shifts to receiving student referrals and determining whether criteria for Tier 3 support are met. The identification process for determining whether students meet the criteria for Tier 3 are described in detail in the *Identifying Students for Individualized Support* section of this workbook.

If a student meets criteria for Tier 3 intervention, the Core Team identifies Action Team members. The Core Team member assigned to the individual student's Action Team will contact the additional Action Team members, and assign which members will:

- Complete the record review
- Interview teachers/staff
- Interview family members
- Interview student

When a student meets identification criteria, the Core Team will need to establish a system for notifying the Action Team members. Considering the following questions will allow the Tier 3 Core Team to develop an efficient and effective notification system:

- Who needs to be a member of the Action Team?
- How will release time be provided so the Action Team Members can attend weekly meetings?
- Who will notify the Action Team members?
- How will the Action Team members be notified?
- When will the Action Team members be notified?

During initial implementation of Tier 3, Action Team members may require significant support in the FBA/BIP process. Until the necessary knowledge and understanding is developed through your professional development plan, it is recommended that all Core Team members actively participate in the initial Action Teams, modeling and supporting as needed.

Once expertise is developed among Action Team members, the Core Team will resume their regular responsibilities, and the Action Team will conduct the FBA and develop the BIP.

If a student does not meet established identification criteria for Tier 3 intervention, the Core Team makes recommendations and plans to follow-up on the student's progress. For instance, the Core Team may recommend modifications to a current Tier 2 intervention, and ask the Tier 2 team to provide them an update on the student's progress after 2 weeks. The Core Team cross-over member will take responsibility for communicating between the Tier 2 and Tier 3 teams.

DISCUSSION

- What will be your system for notifying Action Team members?
- What will be your system for providing professional development so your Action Team members can develop expertise in the FBA/BIP process? (Support for ongoing Professional Learning can be found in the *Effective Professional Development* chapter of this workbook.)

## Core Team Standard Meeting Format

The Core Team should develop a standard agenda and meeting format. The following template is an example format adapted from Newton, Todd, Horner, Algozzine, & Algozzine (2010). It reflects Tier 3 system development as well as review of students identified for consideration for Tier 3 intervention.

DISCUSSION

- Does your Core Team have a standard meeting format?
- If you do, does your current format allow you to capture all the meeting information on one document?

# Tier 3 Core Team Agenda, Minutes and Problem-Solving Action Plan Form

| | **Date:** | **Time:** | **Location:** |
|---|---|---|---|
| Today's Meeting | | | |
| Next Meeting | | | |

**Team Members Present:**

**Today's Agenda Items**
1.
2.
3.
4.

<table>
<tr><th>1.</th><th colspan="5">Discussion/Decision/Task (if applicable)</th><th>Who?</th><th>By When?</th></tr>
<tr><td></td><td colspan="5"></td><td></td><td></td></tr>
<tr><th>2.</th><th colspan="5">Discussion/Decision/Task (if applicable)</th><th>Who?</th><th>By When?</th></tr>
<tr><td></td><td colspan="5"></td><td></td><td></td></tr>
<tr><th>3.</th><th colspan="5">Discussion/Decision/Task (if applicable)</th><th>Who?</th><th>By When?</th></tr>
<tr><td></td><td colspan="5"></td><td></td><td></td></tr>
<tr><td>4. Review of students for Tier 3 Intervention</td><td>Met Criteria: NO<br>Recommendations & Plan for Follow-up</td><td>Met Criteria: YES<br>Complete Columns 1 - 5</td><td>1) Identify Action Team Members; Who will contact? How & when to contact?</td><td>2) Who will complete Record Review?</td><td>3) Who will interview Teachers/Staff?</td><td>4) Who will interview Family?</td><td>5) Who will interview Student?</td></tr>
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</table>

| Other | Discussion/Decision/Task (if applicable) | Who? | By When? |
|---|---|---|---|
| | | | |
| | | | |

**Other Issues:** ______________________________

______________________________

______________________________

**Evaluation of Team Meeting** (Mark your ratings with an "X")

| | Yes | So-So | No |
|---|---|---|---|
| 1. Was today's meeting a good use of our time? | | | |
| 2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings? | | | |
| 3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? | | | |
| 4. Systems Check: In general, are the completed tasks having the desired effects on student behavior? | | | |

If some of our ratings are "So-So" or "No," what can we do to improve things?

*Adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010)*

The next page is an example of how a Core Team might complete the first page of the Tier 3 Core Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form. The first three agenda items relate to systems, and the last agenda item is a review of two students for Tier 3 consideration.

**EXAMPLE**

# Tier 3 Core Team Agenda, Minutes and Problem-Solving Action Plan Form

| | Date: | Time: | Location: |
|---|---|---|---|
| Today's Meeting | Jan. 12 | 8:00 A.M. | Conference Room |
| Next Meeting | Jan. 26 | 8:00 A.M. | Conference Room |

**Team Members Present:**
B. E. Smart, Phil Paige, Ima Leeder

**Today's Agenda Items**
1. Staff Updates/Obtain Feedback – Teacher Nomination Form
2. Tier 3 Handbook - data decision rules
3. Staff Development – Science of Behavior
4. Review 2 students for Tier 3 Intervention

| 1. Staff Updates/ Obtain Feedback | Discussion/Decision/Task (if applicable) | | | | | Who? | By When? |
|---|---|---|---|---|---|---|---|
| Teacher Nomination Form | Disseminate revised teacher nomination form to all staff. Remind staff to use feedback procedure. | | | | | Ima Leader | Jan. 14 |
| **2. Tier 3 Handbook** | **Discussion/Decision/Task (if applicable)** | | | | | **Who?** | **By When?** |
| Documented Data Decision rules to identify students at high risk | Format completed Student Data Inventory with indicators for students at risk and students at high risk in Handbook. Include indicators that will be reviewed to determine level of intervention. | | | | | Phil Paige | Jan. 20 |
| **3. Staff Development** | **Discussion/Decision/Task (if applicable)** | | | | | **Who?** | **By When?** |
| Science of Behavior – What is it and how does it impact decisions regarding social/behavioral intervention? | Schedule 20 minutes during each team's Wednesday planning time. Share Mini-Module with staff. Create guided notes summary of information for staff to use during mini-module presentation. | | | | | Ima Leader<br>Phil Paige | Jan. 25<br>Jan. 20 |
| **4. Review of students for Tier 3 Intervention** | **Met Criteria: NO** *Recommendations & Plan for Follow-up* | **Met Criteria: YES** *Complete Columns 1 - 5* | **1) Identify Action Team Members; Who will contact? How & when to contact?** | **2) Who will complete Record Review?** | **3) Who will interview Teachers/ Staff?** | **4) Who will interview Family?** | **5) Who will interview Student?** |
| Debra | | Yes – Met 2 indicators of high risk: 7 ODRs and 6 ISS | Teachers: CA, SS, Math, Sci, Art, Spanish; Ms. Mom; Paraprofessional B.E. Smart will e-mail teachers and call Ms. Mom by Jan. 15. | Phil Paige | B. E. Smart | B. E. Smart | B.E. Smart |
| Luke | Add self-monitoring component to Luke's SSIG intervention for 2 weeks and review data. Ida Shares (crossover) will communicate | | | | | | |

## Action Team Membership

> *". . the most sustainable process for completing a school-based FBA will be team based . ."*
>
> Scott, Anderson, Mancil, & Alter, 2009, p. 431

The **Action Team** is directly responsible for conducting the FBA and developing and monitoring the BIP. Action Teams are comprised of individuals directly involved in the daily routines of the student who will be receiving support, and therefore will be **unique to each student**. For example, the family and the teacher of the identified student should be involved in the assessment and intervention process; this set of individuals will change for each student (Crone & Horner, 2003). If appropriate, the student should be included as a member of his/her Action Team.

As previously indicated, at least one member of the Core Team participates and provides technical assistance for each Action Team in progress. Just as we have **crossover members** between Tier 1 and Tier 2 teams and between Tier 2 and Tier 3 teams, a member of the Core Team will serve as a crossover member to each Action Team. This arrangement allows for efficient communication and ensures Action Team needs can be addressed in a timely manner.

## Action Team FBA and BIP Responsibilities

Three separate meetings are suggested as the Action Team completes the following FBA and BIP responsibilities:

1. Review academic records and work samples
2. Conduct the FBA interviews
3. Report the FBA data to the Action Team
4. Facilitate development of the Summary Statement
5. Conduct the FBA observations
6. Facilitate development of the Behavior Intervention Plan (BIP)
7. Monitor initial implementation of the Behavior Intervention Plan (BIP)

The *Tier 3 Student Support Meeting Guide* provides detailed information for each meeting.

# Tier 3 Student Support Meeting Process Guide

**Core Team Meeting**

- Identify student for Tier 3 Intervention
- Identify action team members
- Document Action Team members and student information on *Tier 3 Student File Checklist*
- Determine who will notify action team members
- Assign action team member(s) to review student records
- Assign action team members(s) to interview staff, family, student

**Prior to next meeting:** *Action Team Members are notified of their participation and date of meeting. Record review and interviews are completed (Adapted FACTS – Part A).*

**Action Team Meeting 1**

- Summarize record review & interview information (*Adapted FACTS Part A*)
- Identify specific antecedents and consequences of problem behavior in each identified context and generate a Summary Statement (*Adapted FACTS Part B*)
- Determine details for completing observations:
    - Who will conduct the observations?
    - When (dates and times)
    - Where (settings where problem behaviors occur and do not occur)
- Document necessary information on *Tier 3 Student File Checklist*
- Schedule meeting 2

**Prior to next meeting:** *Observations are completed.*

**Action Team Meeting 2**

- Review and summarize observation information
- If Summary Statement is not confirmed
    - Determine details for additional observations and schedule next meeting
- If Summary Statement is confirmed, develop Competing Behavior Pathway and Behavior Intervention Plan (BIP).
- Document necessary information on *Tier 3 Student File Checklist*
- Schedule meeting 3

**Prior to next meeting:** *Identified personnel collect fidelity of implementation and student progress monitoring data.*

**Action Team Meeting 3**

- Review BIP implementation plan - did everyone implement with fidelity?
- Review progress monitoring data
    - Based on data, the team will determine whether to: reteach adults and/or students; continue; modify; intensify
- Document necessary information on *Tier 3 Student File Checklist*
- Schedule next review meeting

DISCUSSION

Divide the four meetings on the Tier 3 Student Support Meeting Process chart among your team members. Each person:

1. Reviews the tasks for his/her assigned meeting, including the tasks that occur after the meeting but before the next meeting.
2. Highlights key words and phrases that provide an overview of the meeting.

When all members are ready, begin with the first meeting and each member shares his/her overview.

When finished reviewing all four meetings, discuss your system for sharing this information with your school staff. Will this chart be helpful in providing a big picture overview?

## Additional Considerations for Scheduling Action Team Meetings

### STAKEHOLDER ENGAGEMENT

Creating partnerships with all stakeholders; staff, students, families and the community, is a critical component to consider throughout implementation of SW-PBS at all three tiers. This partnership should be built around the concept that schools (staff and students), families, and communities all share the responsibility for student learning and success, and all have a shared vision for what that learning and success should look like and how best to accomplish it.

As you and your team move through the process of implementing the Systems, Data, and Practices that make up SW-PBS at all three tiers, make a plan for how you will involve your stakeholder partners in each step. Consider not only how you will share information with ALL of your stakeholders, but how you will get input back from each of them so that they can be a part of the decision-making process in your building.

Each Action Team needs a standard day of week and time to meet. With the involvement of family members, it is important to consider times convenient for home as well as school.

Scheduling questions to consider include:

- Who needs to be at the meetings?
- How will you inform participants about meetings?
- How far in advance will you let participants know about the meetings?
- How will schedules be facilitated so staff and family members can attend meetings?

When working to involve family members in Action Team meetings, the meeting dates and times may be more difficult to establish for the year. Several hints from Missouri schools:

- ► When initially scheduling the Action Team meetings, schedule several meetings in advance. Confirm the next meeting date at each meeting.

- Establish protected time on the school calendar that is available for Action Team meetings when you know coverage is available.  If possible, schedule meetings during these times.

It is important to do everything possible to have family members "at the table" during Action Team meetings.  If that proves to be impractical, consider if it is possible for family members to participate via conference call, Skype, Facetime, or other distance technology? If distance technology is not feasible, at a minimum, there needs to be a trusted liaison on the Action Team who will thoroughly communicate with the family members before and after each team meeting and bring the family's information to the team.  For the highest probability of success, schools need to make it a priority to actively involve family members in the Action Team process.

> *"When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work."*
>
> Epstein et al., 2009

Action Teams will need to keep in mind that a student receiving an individualized intervention will usually **require more time to respond** to the intervention than the standards indicated for Tier 2 interventions. Ongoing review meetings should be held regularly to monitor the student's progress.

DISCUSSION

- What will be your system for establishing protected Action Team meeting times on the school calendar? If the meetings will be during the school day, what is your system for providing class coverage for staff members who are on the team?
- What is your system for ensuring family participation?

## Action Team Standard Meeting Format

A standard meeting format is essential for Action Teams to conduct efficient, effective meetings.  The following two pages provide a template that provides a standard meeting format and also outlines the suggested tasks for each meeting. This format is adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010).

# Tier 3 Action Team Agenda, Minutes and Problem-Solving Action Plan Form

| | **Date:** | **Time:** | **Location:** |
|---|---|---|---|
| Today's Meeting | | | |
| Next Meeting | | | |

**Student:** **Action Team Members Present:**

| • Meeting 1 | **Discussion/Decision/Task (if applicable)** |
|---|---|
| | Document necessary information on *Tier 3 Student File Checklist* |
| | Summarize record review and interview information |
| | Identify specific antecedents and consequences of problem behavior in each identified context and generate a Summary Statement |
| | Schedule observation(s): who, when, where |
| | Schedule meeting 2 |
| • Meeting 2 | **Discussion/Decision/Task (if applicable)** |
| | Document necessary information on *Tier 3 Student File Checklist* |
| | Review and summarize observation information. Determine whether observation confirmed Summary Statement |
| | If Summary Statement is not confirmed, determine details for additional observations and schedule next meeting |
| | If Summary Statement is confirmed, develop Competing Behavior Pathway and identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to misbehavior, and safety plan |
| | Develop BIP implementation plan |
| | Develop monitoring and evaluation plan |
| | Identify generalization and maintenance strategies |
| | Schedule Meeting 3 |
| • Meeting 3 | **Discussion/Decision/Task (if applicable)** |
| | Document necessary information on *Tier 3 Student File Checklist* |
| | Review fidelity of implementation and social validity |
| | Review progress monitoring data and make recommendations based on data |
| | Schedule next review meeting |

| • Review Meetings | **Discussion/Decision/Task (if applicable)** |
|---|---|
| | Document necessary information on *Tier 3 Student File Checklist* |
| | |
| | |
| | |

**Other:** ______________________________________________

______________________________________________

______________________________________________

**Evaluation of Team Meeting** (Mark your ratings with an “X”)

| | **Yes** | **So-So** | **No** |
|---|---|---|---|
| 1. Was today’s meeting a good use of our time? | | | |
| 2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings? | | | |
| 3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? | | | |
| 4. Systems Check: In general, are the completed tasks having the desired effects on student behavior? | | | |

If some of our ratings are “So-So” or “No,” what can we do to improve things?

*Adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010)*

DISCUSSION

- Compare the *Tier 3 Action Team Agenda* for meetings 1, 2, and 3 with the Tier 3 Student Support Meeting Process Guide.
- How might this standard format be helpful to your Action Teams?

## Assessing the Effectiveness and Efficiency of Core and Action Team Meetings

ACTIVITY

Individually, think back to meetings you have attended in the past – those you would rate as effective and those you would rate as ineffective.

- What made the difference between the effective meetings and the ineffective meetings? Write down your answers.
- When everyone on your team is finished writing, compare your thoughts. Do you agree what makes a meeting effective or ineffective?

At the end of each Core or Action Team meeting, teams should **quickly assess the meeting** based upon the *Evaluation of Team Meeting* questions on the Core and Action Team meeting templates provided in this section. Using "yes", "so-so" and "no" as your ratings will only take a minute and the input will help your team develop the most efficient, effective process for all stakeholders.

One way to quickly gather each team member's input is to have each participant show a thumbs up for "yes," thumbs sideways for "so-so," and thumbs down for "no" for each question. If any team member shows a "so-so" or "no" response, they share the reason for that response and the team makes a note about how to improve the next meeting.

The *Questions to Consider when Assessing Effectiveness and Efficiency of Tier 3 Core/Action Team Meetings* lists additional questions to consider for each of the four questions on the agenda template. While it is not necessary, or efficient, to review each question for every meeting, the questions provide guidance for teams to consider when planning for the increased efficiency of your meetings.

ACTIVITY

Review the *Questions to Consider when Assessing Effectiveness and Efficiency of Tier 3 Core/Action Team Meetings* on the following page.

- What is your team consistently doing that enhances the effectiveness and efficiency of your meetings?
- What are additional considerations for increasing the effectiveness and efficiency of your team meetings?

## Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3 Core/Action Team Meetings

| **Was today's meeting a good use of our time? Did we:** | **YES** | **SO-SO** | **NO** |
|---|---|---|---|
| Start on time? | | | |
| Utilize a standard meeting agenda format? | | | |
| Adhere to our agenda? | | | |
| Take minutes? | | | |
| Make decisions based on established data decision rules? | | | |
| Stay on topic and avoid discussing extraneous information about student, home life, and other topics? | | | |
| Adhere to our norms? | | | |
| End on time? | | | |
| Other: | | | |

| **In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings? Did we:** | **YES** | **SO-SO** | **NO** |
|---|---|---|---|
| Review our action plan and make necessary updates? (Core Team) | | | |
| Review status of specific tasks assigned at previous meetings? | | | |
| Document status of tasks/timelines/responsibilities in meeting minutes? | | | |
| Other: | | | |

| **In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? Did we:** | **YES** | **SO-SO** | **NO** |
|---|---|---|---|
| Review our action plan and make necessary updates? (Core Team) | | | |
| Complete specific tasks within the timelines assigned at previous meetings? | | | |
| Fulfill the responsibilities of our individual roles within the team? | | | |
| Document completion of tasks in meeting minutes? | | | |
| Other: | | | |

| **Systems Check: In general, are the completed tasks having the desired effects on student behavior?** | **YES** | **NO** |
|---|---|---|
| Is a team conducting the FBA and developing the BIP? (Action Team) | | |
| Is a family member a part of the student's Action Team? | | |
| Are we monitoring fidelity of BIP implementation? (Action Team) | | |
| Is there any professional learning to provide to staff? | | |
| Are there additional items to include in our *Tier 3 Staff Handbook*? | | |
| Is there a system for updating staff? | | |
| Is there a system for sharing Tier 3 intervention data with staff? | | |
| Is there a system for sharing individual student data with family members as well as teachers implementing Tier 3 intervention? | | |
| Other: | | |

*Adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010)*

# Recordkeeping and Student File Maintenance

Collecting and organizing information can be a challenge. At Tier 3, there are multiple adults and lots of documentation focusing on one student. It is necessary to be sure that information is available to the right people in the right way at the right time.

Some of the realities of Tier 3 intervention include:

- Participation of multiple adults
  - Information gathering
  - Frequent meetings with multiple participants
  - Communicating meeting outcomes

- Extensive documentation
  - Existing school data
  - Assessment results
  - Plan paperwork
  - Monitoring data

## KEEPING DIGITAL FILES

There are benefits to keeping digital files, including having up-to-date information available to everyone who needs to access it, and being able to share information with everyone all at once in meetings using a computer and projector. Creating a folder for each student referred for Tier 3 support, and then organizing files within the folder for assessments, plan documents, communication, and data/artifacts will ensure all information for the student can be accesses by the Action Team, and shared with the Core Team, efficiently.

Many schools have shared space on a school server, or use a cloud-based storage system such as Google Drive or DropBox. Password protection and setting appropriate sharing permissions are important steps in the digital recordkeeping process. When considering a digital storage system, it is important to remember to follow school and district policies for storing and sharing student records.

Whether your team chooses to use digital files or paper files, organization and staying up-to-date is key. A single document updated at every meeting will allow teams to have information available at-a-glance. This single document will serve as the guide to all documentation collected and maintained by the Action Team, and ensure all relevant information is available when needed.

Consider visits to a primary care physician; individual records are maintained over time in a patient file. The physician can look over test results, reports, recommendations, and medications by looking through the file. The first place they look when they come in the room, however, is the cover sheet where the nurse has recorded your weight, temperature, blood pressure, etc. for your current visit. The physician can see the data, make notes, and refer to the appropriate records by using the information on that one sheet.
Tier 3 teams can develop and maintain a similar practice by using the *Tier 3 Student File Checklist*.

## TIER 3 STUDENT FILE CHECKLIST

The *Tier 3 Student File Checklist* was adapted from a document created by the PBIS Applications (www.pbisapps.org) Team for for Individual SWIS (I-SWIS) as part of the SWIS Suite. The PBIS Apps Team designed the document to assist Action Teams in organizing a student's individualized FBA and BIP documents into a comprehensive monitoring and decision system (PBIS Applications Team, 2015).

# Tier 3 Student File Checklist

Complete and update this checklist at each action team meeting.

| 1. Student File Information | 2. Team Member Information | | | |
|---|---|---|---|---|
| Student: | **Name** | **Role** | **Email** | **Access** |
| Implementation Status: | | | | |
| ☐ Starting ___/___/___ | | | | |
| ☐ Progressing ___/___/___ | | | | |
| ☐ Not Progressing ___/___/___ | | | | |
| ☐ Needs Revision ___/___/___ | | | | |
| ☐ Fade/Graduate ___/___/___ | | | | |
| Coordinator: | Additional Interventions Provided:<br>______________________ ___/___ | | ______________________ ___/___ | |

| 3. FBA/BIP Assessment and Documents Reference | |
|---|---|
| Assessment Documents<br>*(Interviews, Adapted FACTS, Observation Recording Form)* | |
| Plan Documents<br>*(BIP [all versions], Implementation Review Form, Social Validity Form)* | |
| Communication | |
| Data and Artifacts<br>*(DPRs, Progress Graphs, Observation Data)* | |

| 4. Fidelity Measure(s) | | |
|---|---|---|
| Name: | Description: | |
| Times: ☐ __ minutes ☐ __ period<br>☐ __ day ☐ ______________ | Data Collection Schedule:<br>☐ daily ☐ weekly ☐ ______________ | Collection Method:<br>☐ face-face ☐ e-form ☐ data sheet<br>Compiled by: |
| Goals: > ≥ = ≤ < Target: ______ | Start Date: | End Date: |

*Adapted from I-SWIS, PBIS Applications Team (2015)*

## 5. Outcome Measure(s)

| | | | | | |
|---|---|---|---|---|---|
| Name: | | Description: | | | |
| Times: ☐ __ minutes ☐ __ period<br>☐ __ day ☐ ____________ | | Data Collection Schedule:<br>☐ daily ☐ weekly ☐ ____________ | | Collection Method:<br><br>Compiled by: | |
| Goals: > ≥ = ≤ < Target: ______ | | Start Date: | | End Date: | |
| **Week 1 Date** | **Total** | **Week 2 Date** | **Total** | **Week 3 Date** | **Total** |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total for week: | | Total for week: | | Total for week: | |

## 6. Outcome Measure(s)

| | | | | | |
|---|---|---|---|---|---|
| Name: | | Description: | | | |
| Times: ☐ __ minutes ☐ __ period<br>☐ __ day ☐ ____________ | | Data Collection Schedule:<br>☐ daily ☐ weekly ☐ ____________ | | Collection Method:<br><br>Compiled by: | |
| Goals: > ≥ = ≤ < Target: ______ | | Start Date: | | End Date: | |
| **Week 1 Date** | **Total** | **Week 2 Date** | **Total** | **Week 3 Date** | **Total** |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total for week: | | Total for week: | | Total for week: | |

*Adapted from I-SWIS, PBIS Applications Team (2015)*

When a student is considered for Tier 3 support, it is the responsibility of the Core Team member who will be participating on the student's Action Team to begin filling out the *Tier 3 Student File Checklist* sections 1 and 2 with student and team member information. The document will then become the responsibility of the Action Team to complete and maintain.

As you move ahead through the workbook, you will find the information needed to complete and maintain the *Tier 3 Student File Checklist* in the *Identification*, *FBA*, and *BIP* chapters. A sample completed document is included in this section.

EXAMPLE

# Tier 3 Student File Checklist

Complete and update this checklist at each action team meeting.

| 1. Student File Information | 2. Team Member Information | | | |
|---|---|---|---|---|
| Student: Jamie Smith | **Name** | **Role** | **Email** | **Access** |
| Implementation Status: | Mary Jones | Coordinator | mjones@school.org | All Files |
| ☒ Starting 10/21/16 | Martin Morris | Teacher | mmorris@school.org | Comm, Data |
| ☐ Progressing ___/___/___ | Molly Marks | Interventionist | mmarks@school.org | Comm, Data |
| ☐ Not Progressing ___/___/___ | Susan Smith | Parent | ssmith@home.com | None |
| ☐ Needs Revision ___/___/___ | | | | |
| ☐ Fade/Graduate ___/___/___ | | | | |
| Coordinator: M. Jones | Additional Interventions Provided: Small Group Reading 10/15-present | | ________ ___/___ | |

| 3. FBA/BIP Assessment and Documents Reference | |
|---|---|
| Assessment Documents *(Interviews, Adapted FACTS, Observation Recording Form)* | Adapted FACTS 10/15/16, Student, Family, Teacher Interviews 10/15/16, ABC Observation Form 10/19/16, Writing Assessment 10/20/16 |
| Plan Documents *(BIP [all versions], Implementation Review Form, Social Validity Form)* | BIP v. 1 10/21/16, BIP v.2 12/16/16 |
| Communication | Email notice of meeting 10/5/16, 10/15/16, Grade Level Team meeting 10/20/16 |
| Data and Artifacts *(DPRs, Progress Graphs, Observation Data)* | Student DPR Master |

| 4. Fidelity Measure(s) | | |
|---|---|---|
| Name: Fidelity Rating Scale | Description: Staff will rate implementation fidelity on a scale of 0 – 5, with 0 meaning no implementation, 1 = 1 day, 2 = 2 days...5 = 5 days with fidelity. | |
| Times: ☐ __ minutes ☐ __ period ☒ 1 day ☐ ________ | Data Collection Schedule: ☐ daily ☒ weekly ☐ ________ | Collection Method: ☐ face-face ☒ e-form ☐ data sheet<br>Compiled by: Mary Jones |
| Goals: > ≥ = ≤ < Target: 4 | Start Date: 12/5/16 | End Date: |

*Adapted from I-SWIS, PBIS Applications Team (2015)*

## 5. Outcome Measure(s)

Name: DPR

Description: Daily Progress – On task (Be Responsible) Student will earn 2, 1, or 0 points for each period based on meeting the Be Responsible – On Task criteria

Times: ☐ __ minutes ☒ 1x/ period<br>☐ __ day ☐ ____________

Data Collection Schedule:<br>☒ daily ☐ weekly ☐ ____________

Collection Method: Teacher completes at each period, DPR returned to coordinator at end of each day<br>Compiled by: Mary Jones

Goals: > ≥ = ≤ < Target: 70%

Start Date: 10/22/16

End Date: Evaluate after 3 weeks

| Week 1 Date | Total | Week 2 Date | Total | Week 3 Date | Total |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total for week: | | Total for week: | | Total for week: | |

## 6. Outcome Measure(s)

Name: Assignment Completion – Permanent Product

Description: Permanent Product – Assignment completion. Teacher will note number of assignments completed of those assigned daily.

Times: ☐ __ minutes ☒ 1x/ period<br>☐ __ day ☐ ____________

Data Collection Schedule:<br>☒ daily ☐ weekly ☐ ____________

Collection Method: Teacher will note how many assignments were completed out of assignments possible per day eg., 2 of 4 (including homework) on DPR<br>Compiled by: Each teacher

Goals: > ≥ = ≤ < Target: 60%

Start Date: 10/22/16

End Date: Evaluate after 3 weeks

| Week 1 Date | Total | Week 2 Date | Total | Week 3 Date | Total |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total for week: | | Total for week: | | Total for week: | |

*Adapted from I-SWIS, PBIS Applications Team (2015)*

Notes:<br>
10/20/16 – Grade level teachers were given info about Tier 3 Action Team meeting<br>
10/21/16 – All members present. Will monitor on-task behavior and assignment completion. See Outcome Measures.

# Next Steps

Below are some next steps to consider as you develop your Tier 3 system. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

## TIER 3 ACTION PLANNING

### Establish a Tier 3 Core Team

1. Determine Tier 3 Core Team membership to include at minimum:
    - Administration
    - Tier 2 Team Member (crossover)
    - Member with behavioral expertise
    - Member with academic expertise
2. Assign Tier 3 Core Team member roles and responsibilities
3. Develop a calendar of regular Core Team meeting dates and times
4. Adopt a standard meeting format
5. Adopt a standard system for eliciting Action Team participation
6. Determine method for regularly assessing effectiveness and efficiency of meetings
7. Develop systematic process for recordkeeping and student file maintenance

### Establish Tier 3 Action Teams

1. Develop a calendar of protected Action Team meeting dates and times
2. Adopt a standard meeting format
3. Develop a system to ensure family participation
4. Determine method for regularly assessing effectiveness and efficiency of team meetings
5. Follow process for maintaining student files