



MO SW-PBS Coach's Corner

24-25 Quarter 1/Tier 3

August-September-October

SYSTEMS

1. Establish effective & efficient SW-PBS Tier 2 meetings:

- Agenda
- Roles & Responsibilities
- Schedule of year-long dates & times
- Communication to stakeholders
- Record Keeping

2. Review or develop & share criteria (data) & process (nomination, screener) for student identification of students at high risk with partner stakeholders.

3. Establish, notify, & train a Tier 3 Action Team (as needed) by following these steps:

- Monitor Tier 3 Action Plan and complete steps as needed
- Record Review forms and steps to complete
- Interview forms and steps to complete
- Functional Behavior Assessment (FBA) forms and steps to complete
- Behavior Intervention Plan (BIP) forms and steps to complete

4. References for Tier 3 systems planning:

- [MO SW-PBS Handbook](#)
- [Tier 3 Workbook](#)

DATA

1. Identify students for Tier 3 intervention by conducting scheduled review of student data and/or nominations.

Use the following question:

- Is our criteria effective at identifying students for Tier 3 interventions?
- How are we identifying students with internalizing and externalizing behavior?
- Are we over or under identifying students for Tier 3 interventions?

2. Conduct progress monitoring of students receiving Tier 3 support; adjust interventions as needed & communicate changes to staff & family

Consider the following questions:

- How often are we progress monitoring students in Tier 3?
- Are we getting the info we need for effective planning?
- Are students & teachers successful with the BIP created & implemented?
- Overall, is our Tier 3 intervention system working consistently to provide positive outcomes for students?

3. Provide intervention outcome data to each stakeholder partner *directly* involved with a student's intervention, as well as as de-identified outcome data to:

- All Staff
- Administrators
- School Board
- Families

PRACTICES

1. Determine if any incoming student(s) have a Behavior Intervention Plan (BIP) in place from another building within the district.

2. Review existing Behavior Intervention Plans (BIPs) for quality & effectiveness, revise as needed.

3. Communicate the following with teachers, parents, & students with a BIP from the previous year:

- Explain the procedure & timeframe for allowing the student to acclimate to a new environment & learn expectations, procedures, & routines
- Consider how the student will be monitored to determine if the BIP is still needed
- Identify the primary staff contact person to student and parents
- Revise the plan as needed

4. Maintain regular communication with teachers, parents, & students with BIPs.

5. Assess fidelity and social validity of any intervention within 2 weeks of implementing, and again, as recorded in the IEF document.