

TIER 3 DECISION MAKING POINTS

Tier 3 Progress Monitoring Procedures

- Data collection should be ongoing and consistent.
- Progress monitoring data should be **collected on a daily basis** and **summarized on a weekly basis**.
- The behavior data should be graphed to provide an easy, systematic way of displaying information about the target behavior.
- At **least 10 days of data** must be collected before considering modifications or changes to the student's type of support.
- Evaluate the data for trends by focusing on systematic and consistent **increases** or **decreases** in the data. Trends are defined as 3 or more data points in the same direction.
- The PBIP must be reviewed and documented on the PBIP **Progress Note** at the mid 9-week and end of 9-week mark of each academic quarter to ensure that the strategies that are in place are appropriate and that the student is making progress.

Tier 3 Decision Making Points

IF:	THEN:
<ul style="list-style-type: none"> • If a student is identified as needing Tier 3 supports but has not had contact with Tier 2, 	<ul style="list-style-type: none"> • Revisit Tier 2 supports (if appropriate).
<ul style="list-style-type: none"> • If a student is identified as needing Tier 3 supports and has had contact with Tier 2, 	<ul style="list-style-type: none"> • Identify Tier 3 supports and decide if the previous Tier 2 supports should maintain.
<ul style="list-style-type: none"> • If a student receiving Tier 3 supports is showing improvement (decreasing problem behavior, increasing replacement behavior), 	<ul style="list-style-type: none"> • Continue the interventions until goals are met. OR • Modify the plan for even stronger effects.
<ul style="list-style-type: none"> • If a student receiving Tier 3 supports is consistently reaching their goals, 	<ul style="list-style-type: none"> • Maintain supports for a longer period of time. OR • Scale back on parts of the PBIP to determine if the effects can be maintained with less support. OR • Move back to Tier 1 and 2 supports only.
<ul style="list-style-type: none"> • If a student in Tier 3 supports is not showing improvement or reaching their goals, 	<ul style="list-style-type: none"> • Determine if the interventions are being implemented with fidelity.
<ul style="list-style-type: none"> • If a student receiving Tier 3 supports is not showing improvement or reaching their goals and had access to interventions with fidelity, 	<ul style="list-style-type: none"> • Review the FBA to determine if the hypothesis is valid. • Review interventions to determine if they are appropriate and match the FBA hypothesis. • Modify (add, remove, revise) interventions.