Tier 3 Individual Planning & Progress Monitoring: Student Support Teams

Students referred for Tier 3 services typically have behavioral health needs that require a team-based approach to ensure that the services they receive are matched to their needs, delivered with high quality, and support positive outcomes.

What is a Tier 3 individual student support team?

The Tier 3 student support team is tasked with student-level planning and ongoing monitoring of progress toward goals. The purpose of the team is to create an intervention plan that will best meet the behavioral and academic needs of the individual student, monitor progress toward student goals, and adjust the plan as needed to ensure student success. The team typically includes the student's behavioral health provider(s) (school- and/or community-based), parents/caregivers, relevant teachers (general and special education when indicated), and the student, when appropriate.

How does the Tier 3 individual student support team work?

Tier 3 student support teams meet regularly to plan and monitor intensive interventions for each student referred for Tier 3 services.

Step 1: Collect relevant data

Prior to each meeting, members of the team gather data related to the student's referral, including:

✓ Reason for the referral/areas of concern

✓ An assessment of the student's strengths and skills from teachers, parents/caregivers, and peers (when developmentally appropriate)[1]

✓ Results from assessments, both academic and behavioral

✓ Available behavioral data such as attendance, office discipline referrals and suspensions, and school nurse visits[2]

For the initial meeting, members should also include data on the student's response to any Tier 1 and Tier 2 services already provided. Student planning and monitoring data, the student success plan, and any changes to the student success plan can be recorded in the Tier 3 Individual Progress and Planning Meeting Template.

Step 2: Develop student success plan

During the initial student support team meeting, the team can follow a Team-Initiated Problem Solving (TIPS) approach with the goal of developing a written plan of action or "student success plan." This data-driven process includes the following steps:[3]

1. Specify the areas of concern in detail
2. Identify one or more goals for change
3. Create a plan for implementing evidence-based Tier 3 services matched to student needs
4. Create a plan for monitoring student progress toward goals and tracking fidelity of services and supports
5. Record steps 1-4 in the student success plan

The team will consider whether the available student data is sufficient to measure progress toward identified goals and outcomes. If additional data are required, the team can detail data collection needs and steps in the written plan. Examples of additional student data include classroom observations, daily progress reports, peer assessments, and social-emotional and behavioral screening measures.

NH MTSS-B
TECHNICAL ASSISTANCE CENTER

Step 3: Monitor student outcomes

Most student support teams meet weekly or biweekly to monitor student progress and update the student success plan as needed. Between meetings, the team updates student outcomes and monitors the fidelity of interventions included in the plan. These progress meetings can follow a similar problem-solving process to the initial meeting, with ongoing refinement of the student success plan to ensure continuous progress toward student goals. During each meeting, the team will:

1. Specify the areas of concern in detail
2. Identify one or more goals for change
3. Create a plan for implementing evidence-based Tier 3 services matched to student needs
4. Create a plan for monitoring student progress toward goals and tracking fidelity of services and supports
5. Record steps 1-4 in the student success plan

The team will consider whether the student is progressing toward goals as expected. The following decision tree can be used to determine if changes to the student success plan are indicated.
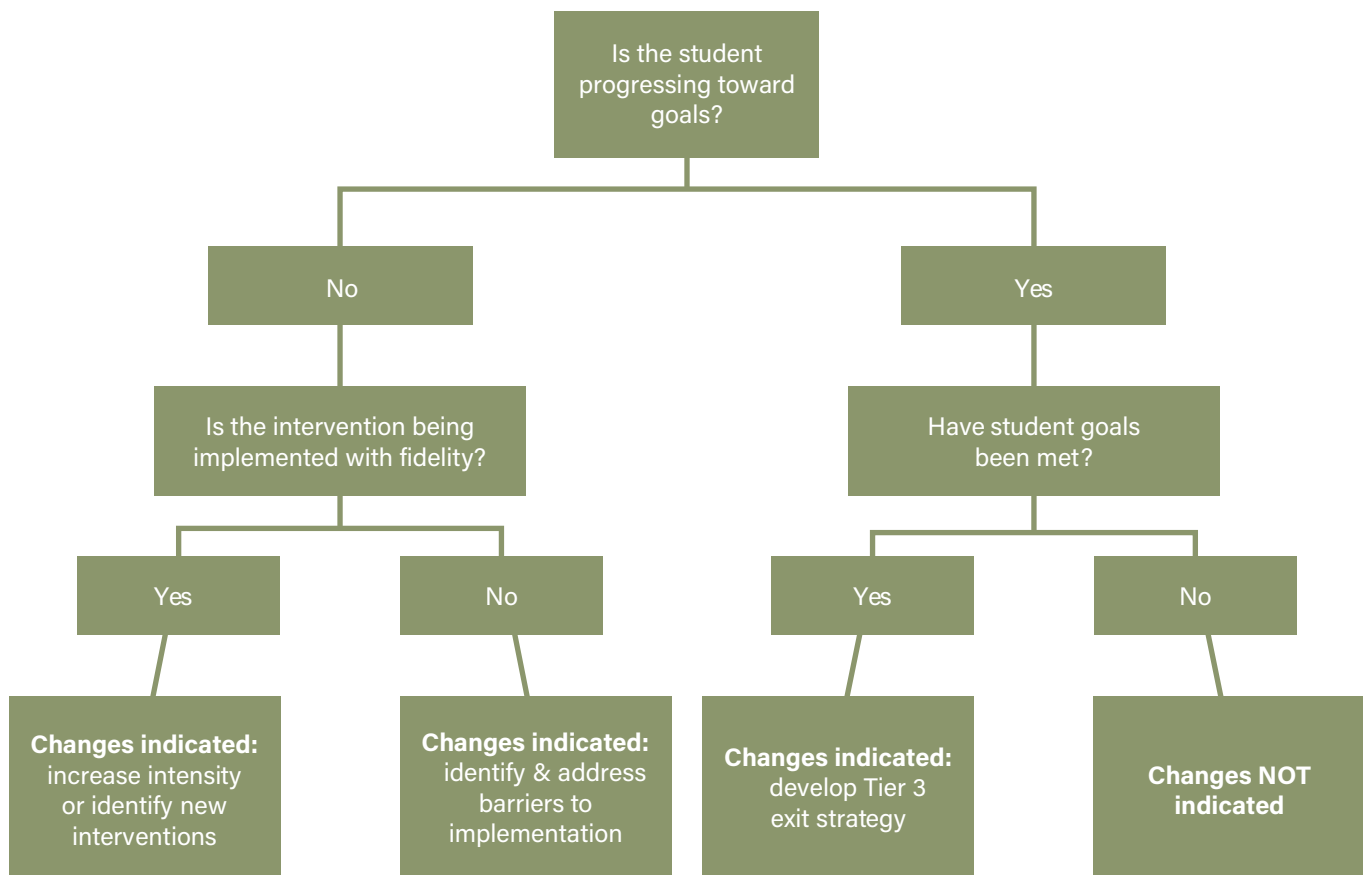
If changes to the student success plan are indicated, the team identifies options such as addressing barriers to the implementation of existing interventions, increasing the intensity of interventions, or identifying new interventions that may be needed. Any changes to the student success plan are clearly documented.

Step 4: Exit Tier 3

When a student has achieved the goals outlined in the student success plan, the student support team will determine whether it is appropriate to discharge the student from Tier 3 services. If monitoring data indicates that the student is likely to maintain progress without the existing intensity of services, the team may choose to either reduce the frequency of Tier 3 supports or recommend discharge from Tier 3 and/or referral to Tier 2.[6]

NH MTSS-B
TECHNICAL ASSISTANCE CENTER

Encouraging Student and Family Involvement

Parents/caregivers and students (when age-appropriate) are encouraged to actively participate in Tier 3 student success planning and monitoring. Parents/caregivers can provide insight into student behaviors at home and report ongoing involvement with other agencies or providers. Students can provide input on what works best for them when deciding among appropriate interventions and strategies. To help encourage student and parent/caregiver engagement, team members can:[7]

✓ Keep the discussion focused on what is in the best interest of the student

✓ Set a positive tone by asking all team members to share student strengths

✓ Create an atmosphere of consensus-building, in which the student and parent/caregiver voice are given equal weight

Available behavioral data such as attendance, office discipline referrals and suspensions, and school nurse visits

Depending on the student's age and specific circumstances, it may be appropriate to bring the student into the meeting only during certain parts of the discussion, such as when highlighting student strengths or deciding among possible interventions

[1] Center on PBIS. (January 2022). ier 3 Student-level Systems Guide. Center on PBIS, University of Oregon. Available at: www.pbis.org/resource/tier-3-student-level-systems-guide

[2] Alburquerque Public Schools. tudent Intervention Guidelines: Multi-Layered System of Supports (MLSS) and Student Assistance Team (SAT). Available at: https://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/j.-students/student-intervention-guidelines-multi-layered-system-of-supports-mlss-and-student-assistance-team-sat

[3] Preston, A. I., Cusumano, D. L., & Todd, A. W. (2015). PBIS Forum in Brief: Team-Initiated Problem Solving. U. S. Department of Education, Office of Special Education Programs: National Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved from www.pbis.org

[4] U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (January 2017). Issue Brief: Student Support Teams. Washington, DC. Available at: https://www2.ed.gov/rschstat/eval/high-school/student-support-teams.pdf

[5] Center on PBIS. (January 2022). Tier 3 Student-level Systems Guide. Center on PBIS, University of Oregon. Available at: www.pbis.org/resource/tier-3-student-level-systems-guide

[6] RTI (Response to Intervention) Part 4: Putting it all together. Available at: https://iris.peabody.vanderbilt.edu/module/rti04/#content

[7] MTSS Quick Reference Guide: Student Support Teams (SSTs). Massachusetts Department of Elementary and Secondary Education. Available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/418337/DESE_Student_Support_Team_Quick_Reference_Guide.pdf

NH MTSS-B
TECHNICAL ASSISTANCE CENTER