Tier 2/3 Systems Team

Adapted from Missouri PBS Tier 3 Team Workbook

Tier 2/3 Systems Team Development Responsibilities

System development is the initial focus of the Tier 2/3 Systems Team. This work includes:

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

Team Membership

At minimum, Tier 2/3 Systems Team membership will include an administrator, a member with behavioral expertise, and a member with academic expertise. It goes without saying that the entire team needs to be committed to their Tier 3 work.

In order to build Tier 3 capacity, stability of the Systems 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.

If not all team members can participate in Tier 3 trainings, a core group should be selected that will consistently attend. That core group should include an administrator, a team member with behavioral expertise, and a member with academic expertise.

Considerations:

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 interviewing students, teachers, and families about problem behaviors?
3. Does anyone on your staff have expertise in observing problem behaviors in classroom and non-classroom-specific settings?

4. Does anyone on your staff have expertise in developing a summary statement from assessment data?
5. 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, how will you access someone with behavioral expertise? Remember the ultimate goal is to teacher your team the skills needed for conducting FBAs and developing BIPs.

Tier 2/3 Systems Team Member Roles

There are three essential roles of the Systems Team members as the system is developed; roles and responsibilities should be evenly distributed across members. When the system is established and the focus of the Systems Team shifts to identifying students for Tier 3 and coordinating and managing progress of students in Tier 3 interventions, each person’s role may change. 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

Considerations:

Does your Tier 2/3 Systems Team include administration, behavioral expertise, and academic expertise?

- If not, what additional staff members can serve on the Systems Team?

Who will attend trainings?

What team members will be assigned the necessary roles and responsibilities?

Considerations for Scheduling Tier 2/3 Systems Team Meetings

As you build your Tier 3 system, your Tier 2/3 Systems Team may only require two meetings per month; it is important that the team has a regular time to meet 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. Individual Student Support Team will meet weekly and they also need to determine a regular time to meet as well as a standard meeting format.

Providing release time for Systems Team and Student Support 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:

- 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 schools 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

Considerations:

Does your Tier 2/3 Systems Team have a calendar of regular meeting dates and times?

- If not, when will you meet?
- If yes, do you have two meetings a month scheduled?

What options are available at your school for providing release time for Tier 2/3 Systems Team members?

System to Elicit Participation of Student Support Team Members

Once the Tier 3 system is established, the focus of the Tier 2/3 Systems Team shifts to receiving student referrals and determining if criteria for Tier 3 support are met. If a student meets criteria for Tier 3 intervention, the Systems Team identifies Student Support Team members, determines the Systems Team member who will contact the Student Support Team, and assigns which Student Support Team members will:

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

When a student meets identification criteria, the Systems Team will need to establish a system for notifying the Student Support Team members. Answering these questions will allow your team to develop your notification system:

- Who needs to be a member of the Student Support Team?
    - i.e. teacher(s), counselor, paraprofessional, administration, student, family members. Include staff members who represent settings with high

incidence of the problem behavior as well as low incidence of the problem behavior.

- How will release time be provided so staff can attend meetings?
- Who will notify the Student Support Team members?
    - i.e. Designated Student Support Team coordinator
- How will the Student Support Team members be notified?
    - i.e. E-mail, telephone, in-person
- When will the Student Support Team members be notified?
    - i.e. One week prior to first meeting

At first, Student Support Team members may not have expertise in the FBA/BIP process. Until that knowledge and understanding is developed through your professional development plan, it is recommended that Systems Team members may serve as members of the Student Support Teams and complete the record review and interview tasks.

Once expertise is developed among Student Support Team Members, the Tier 2/3 Systems Team will assign the Student Support Team members and the Student Support Team will conduct the FBA and develop the BIP.