

## Continuum of Tier 3 Features across Levels

Feature	Level 1 (efficient)	Level 2 (comprehensive)	Level 3 (wrap around)
Teaming	<ul style="list-style-type: none"> <li>• Team is small in size</li> <li>• May only consist of a school-based consultant and teacher</li> <li>• Problem-solving process is used</li> <li>• Family input is sought</li> <li>• Student is included when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Team size expands to include multiple people within the school, the family and the student</li> <li>• Team roles and responsibilities defined</li> <li>• Consensus process established</li> </ul>	<ul style="list-style-type: none"> <li>• Team size expands to include people from all areas of student's life who are vested in ensuring student is successful</li> <li>• Outside agencies and other supports are enrolled</li> <li>• Problem solving process is used as foundation</li> <li>• Includes person-centered planning models to develop a vision and targeted goals that lead to a wrap-around system of supports for the student</li> </ul>
FBA	<ul style="list-style-type: none"> <li>• Gathering of FBA information primarily indirect methods (e.g., within structured meeting) with a hypothesis developed</li> </ul>	<ul style="list-style-type: none"> <li>• Both indirect and direct methods of gathering FBA data used</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the FBA, other data to be collected include:                             <ul style="list-style-type: none"> <li>• Strength-needs assessment</li> <li>• Goals/vision reflecting voice of student and family</li> <li>• Personal, family, and community resources</li> <li>• Other assessment information to identify additional areas of need or conditions that inform intervention (e.g., medical exam)</li> </ul> </li> </ul>
BIP	<ul style="list-style-type: none"> <li>• Plan developed within the FBA meeting</li> <li>• Primary intervention focuses on teaching and reinforcement strategies suggested by the hypothesis</li> <li>• Plan addresses contextual/environmental factors that enhance success and minimize failure of the plan</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple component plan developed that links to the hypothesis.</li> <li>• Safety plan developed if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Full range of intervention options considered</li> <li>• Action plan that addresses goals developed from vision</li> </ul>
Progress Monitoring and Follow-up	<ul style="list-style-type: none"> <li>• Plan for collecting student outcome data</li> <li>• Plan for collecting fidelity of intervention implementation</li> <li>• Plan for following up with team within reasonable time frame (e.g., 3 weeks) to review response to intervention</li> <li>• Decision-making structure established for determining next steps based on response to intervention</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to fidelity and student outcome data, social validity, and alliance between facilitator of process and implementer of plan</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome measures broader than student change in behaviors (e.g., quality of life)</li> <li>• Coordination of multiple agencies planned including consistent follow-up to determine progress in action steps to meeting goals derived from vision</li> </ul>