

What Can I Expect Now That My Child Is In Tier 3?

Students in Tier 3 can receive a variety of intense individualized interventions chosen to meet their specific needs. Interventions are progress monitored weekly at this level.

Individual counseling sessions may be held during Blue Devil Block, connections, and/or on a staggered rotation during academic periods. Pre/post tests and/or behavior data can be used to help monitor success.

Every 3 weeks the RTI team will review student's progress monitoring documents to determine if the student is making adequate progress towards their individual goal. If sufficient progress has been made, the student may return to Tier 2.

Behavioral RTI is incentive based, by demonstrating improved behavior, students may move down a level in tiers.

If it is determined that the student has made sufficient progress then they can be moved down and return to Tier 2. If a student has failed to make adequate progress then the team may choose to implement additional interventions or refer the student for a psychological evaluation to determine the specific cause of the students struggles.

How Can Parents Help?

- ⇒ Stay positive and encouraging!
- ⇒ Take time to talk with your child about the experiences of his/her day at school.
- ⇒ Review and discuss with your child all completed assignments and forms sent home from school showing his/her academic and behavioral performance.
- ⇒ Keep in contact with your child's teacher. Together we can achieve more!!

Remember: When parents and school staff work together in partnership as a united team, children are more likely to feel confident and self assured (TalkTrac, 2013).



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Just Think Responsibly

PBIS Tier 3 Parent's Guide

J. T. Reddick

Positive Behavior Interventions and Supports (PBIS) is a joint effort between the Georgia Department of Education and Tift County Schools designed to promote and maximize academic success and behavioral proficiency for all students.

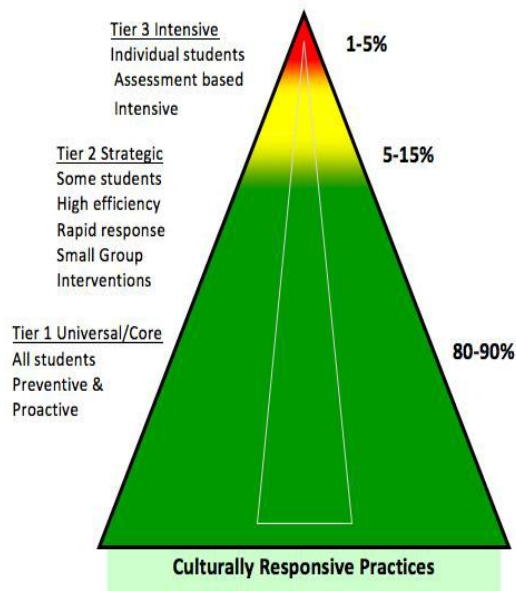
Just Think Responsibly!

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About Tier 3

Tier 3 Interventions are considered intensive interventions. They involve a more in-depth assessment of the student, analysis of that information, and more strategies to address the student's specific needs. A team of teachers and specialists meet to consider the specific learning issues of that student, and to identify which strategies and interventions to implement. Consideration of whether to refer the student to assess the need for Special Education occurs at Tier 3, if no progress is noted after 12 weeks of interventions.

Tier 3 students are represented by the red portion at the top of the pyramid to the right. These students are generally small in number and failed to make progress with universal interventions and Tier 2 intervention strategies. This small percentage of students may require additional supports in addition to the universal and Tier 2 interventions to be successful behaviorally and academically.



Entry Criteria to Tier 3

- ⇒ The RTI team has confirmed the fidelity of intervention implementation.
- ⇒ An appropriate number of interventions have been tried.
- ⇒ Adequate time has been given to determine intervention effectiveness.
- ⇒ Tier 2 interventions have not proven to be effective based on progress monitoring and other classroom data including suspensions, office discipline referrals, and teacher observations.

Tier 3 Interventions

Functional Behavioral Assessment - Observations are conducted to identify the problem behaviors, define the context in which the behaviors occur, determine why students are motivated to continue engaging in such behaviors. The purpose of the FBA is to determine the function of the student's behavior.

Behavior Intervention Plan - A behavioral intervention plan (BIP) is designed to help students learn to change their behavior. Once the function of a student's behavior has been determined, a behavior intervention plan should be created. Effective support plans consist of multiple interventions or support strategies and are not punishment. Positive behavioral intervention plans increase the acquisition and use of new alternative skills in addition to decreasing problem behaviors.

Individual Counseling Sessions - These sessions are conducted by the school counselor or behavior specialist. Sessions focused on the student's areas of need and can address a variety of topics such as social skills, anger management, study skills, and coping skills.

