**Continuum of Tier 3 Practices**All levels include FBA-driven support plans and multi-step processes for making decisions based on data

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| **Feature** | **Level 1 (efficient)** | **Level 2 (comprehensive)** | **Level 3 (wrap around)** |
| **Teaming** | Team is small in size  May only consist of a school-based consultant and teacher  Family input is sought  Student is included when appropriate | Team size expands to include multiple people within the school, the family and the student  Team roles and responsibilities defined  Consensus process established | Team size expands to include people from all areas of student’s life who are vested in ensuring student is successful  Outside agencies and other supports are enrolled  Includes person-centered planning models to develop a vision and targeted goals that lead to a wrap-around system of supports for the student |
| **FBA** | Gathering of FBA information primarily indirect methods (e.g., within structured meeting) with a hypothesis developed | Both indirect and direct methods of gathering FBA data used | In addition to the FBA, other data to be collected include:  Strength-needs assessment  Goals/vision reflecting voice of student and family  Personal, family, and community resources  Other assessment information to identify additional areas of need or conditions that inform intervention (e.g., medical exam) |
| **BIP** | Plan developed within the FBA meeting  Primary intervention focuses on teaching and reinforcement strategies suggested by the hypothesis  Plan addresses contextual/environmental factors that enhance success and minimize failure of the plan | Multiple component plan developed that links to the hypothesis.  Safety plan developed if needed | Full range of intervention options considered  Action plan that addresses goals developed from vision |
| **Progress Monitoring and Follow-up** | Plan for collecting student outcome data  Plan for collecting fidelity of intervention implementation  Plan for following up with team within reasonable time frame (e.g., 3 weeks) to review response to intervention  Decision-making structure established for determining next steps based on response to intervention | In addition to fidelity and student outcome data, social validity, and alliance between facilitator of process and implementer of plan | Outcome measures broader than student change in behaviors (e.g., quality of life)  Coordination of multiple agencies planned including consistent follow-up to determine progress in action steps to meeting goals derived from vision |

Bureau of Exceptional Education and Student Services. (2014). [Graph illustration Continuum of Tier 3 Features across the Levels]. A *blueprint for tier 3: implementation.* Retrieved from http://fldoe.org/core/fileparse.php/7690/urlt/Tier3Blueprint.pdf