

### Leadership Teams Across Tiers

	Universal Behavior Support	Specialized Behavior Support		
	Tier 1	Tier 2	Tier 3	
General Title	Schoolwide Leadership Team	Tier 2 Team	Core Team	Action Teams
Purposes	To provide leadership for the development, implementation, and evaluation of universal procedures in the entire building for all students and staff.	To provide leadership for the development, implementation, and evaluation of a student identification process and interventions for small groups of students who are at risk for academic or behavioral problems.	To provide overall leadership for the development, implementation, and evaluation system for students who experience high risk for academic or behavioral problems.	To conduct a functional behavior assessment (FBA), develop a behavior intervention plan (BIP) and monitor individual student progress.
Overall Team Responsibilities	<ul style="list-style-type: none"> <li>• Gather input to evaluate the effectiveness of current policies and practices.</li> <li>• Gain staff commitment.</li> <li>• Develop and document procedures for non-classroom and classroom settings.</li> <li>• Oversee the implementation, maintenance, and revision of schoolwide and classroom procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop standard procedures and data-based decision rules for referring students to Tier 2 interventions.</li> <li>• Provide Tier 2 strategies, interventions, and supports.</li> <li>• Review Tier 2 interventions, monitor individual student progress, and review new referrals.</li> <li>• Develop data-based decision rules (including time frames) for placing students, monitoring progress, and fading the intervention.</li> <li>• Coordinate schoolwide implementation of the overall Tier 2 practices and systems.</li> <li>• Summarize and review data to determine if interventions are being implemented as planned and if Tier 2 interventions and support are effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop standard procedures and data-based decision rules for referring students to individualized interventions.</li> <li>• Develop and document procedures to conduct functional behavior assessment (FBA).</li> <li>• Develop and document procedures for developing and monitoring behavior intervention plans (BIPs).</li> <li>• Develop and document procedures for identifying and eliciting action teams.</li> <li>• Use data to problem-solve student progress.</li> <li>• Summarize and review data to determine if interventions are being implemented as planned and if individualized interventions and support are effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the record review.</li> <li>• Interview teachers / staff.</li> <li>• Interview family members.</li> <li>• Interview student.</li> <li>• Observe.</li> <li>• Conduct FBA.</li> <li>• Develop BIP.</li> <li>• Document on Tier 3 Student File Checklist.</li> <li>• Review progress monitoring data.</li> <li>• Review fidelity of implementation.</li> <li>• Review and revise FBA and BIP as needed.</li> </ul>

Leadership Teams Across Tiers (continued)

	Universal Behavior Support	Specialized Behavior Support		
	Tier 1	Tier 2	Tier 3	
Recommended Membership	<ul style="list-style-type: none"> <li>Administrator</li> <li>Teacher Representatives (each grade, team, department)</li> <li>Special Educator</li> <li>Counselor</li> <li>Paraprofessional</li> <li>Student</li> <li>Family Representative</li> </ul>	<ul style="list-style-type: none"> <li>Administrator</li> <li>Behavior Specialist (e.g., school counselor, school psychologist, social worker, special educator)</li> <li>Classroom Teacher(s)</li> <li>Individual designated to coordinate each Tier 2 intervention</li> <li>Crossover member to School-wide Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Administrator</li> <li>Member with behavioral expertise</li> <li>Member with academic expertise</li> <li>Crossover member to Tier 2 Core Team</li> </ul>	<ul style="list-style-type: none"> <li>Unique for each student:                             <ul style="list-style-type: none"> <li>Individuals directly involved in daily routines of student</li> <li>Teacher</li> <li>Family</li> <li>Student</li> </ul> </li> <li>Crossover member to Tier 3 Core Team</li> </ul>
Selecting Team Members	<ul style="list-style-type: none"> <li>Appointment by administration</li> <li>Volunteers</li> <li>Election by peer group</li> </ul>	<ul style="list-style-type: none"> <li>Appointment by administration</li> <li>Volunteers</li> <li>Election by peer group</li> <li>Existing committee, team, or group</li> </ul>	<ul style="list-style-type: none"> <li>Appointment by administration</li> <li>Volunteers</li> <li>Election by peer group</li> <li>Existing committee, team, or group</li> </ul>	<ul style="list-style-type: none"> <li>Identified by the Tier 3 Core Team</li> <li>Unique for each student</li> </ul>
Frequency of Meetings	Monthly, at a minimum	Monthly, at a minimum, but twice per month is preferred	Monthly, at a minimum	Weekly, or more frequently as needed
Length of Term on Team	Minimum of two to three years; no more than one third of team rotating off each year	Minimum of two to three years; no more than one third of team rotating off each year	Minimum of two to three years; no more than one third of team rotating off each year	Varies based on student response to the BIP