

PBIS QUESTION

What is the difference between Tier One, Tier Two, and Tier Three?

The bulk of the information provided below is acquired from, Harlacher, J. E., & Rodriguez, B. J.. (2006). *An Educator's Guide To Schoolwide Positive Behavioral Interventions and Supports Integrating All Three Tiers*. Bloomington, IN: Marzano Research, I would highly recommend anyone interested in PBIS read this text.

Tier One - is the behavioral and social-emotional learning curriculum that educators provide to each student. The key being that it is universal.

Tier One Is...	Tier One Is Not...
Universal Supports for all students	Just for a few students nor is it removed when students receive additional support
The active teaching and reinforcement of schoolwide expectations	Hoping students learn the schoolwide expectations on their own
Use of active feedback and encouragement of schoolwide expectations	Ignoring students when they display the expectations because "they should just do them"
Use of range of strategies to discourage undesired behaviors	The sole use of punishment when students misbehave, nor is it reactionary and punishment based
The foundational piece of the framework	Something that can be skipped
Used and supported by all staff	Only used by a few staff

Tier Two – interventions are designed to meet the needs of 10-15 percent of the student population and are intended for students with mild behavior problems. Tier two does not replace tier one, it is in addition to.

Tier Two Is...	Tier Two Is Not...
For students with mild behavior problems	For students with severe behavior problems
For students at risk to develop chronic behavior problems	For students with chronic behavior problems
For students whose behavior is not dangerous to self or others	For students with behaviors that are dangerous to self or others
Efficient because of standard procedures and it is provided within a week of identification	For students who need weeks of additional assessment
Effective because of its use of evidence-based practices	Based on anecdotes or what we think will work
Early because it is provided at the first indication of a problem	Delayed for weeks until there are two or three indications of a problem
Supported by all staff	Handled by only a few staff
Coordinated and communicated with parent/guardians	Done in isolation from home

Tier Three – interventions are designed for 3-5 percent of the student population whose behavioral needs warrant individualized and comprehensive supports. These are students whose demonstrated behavior is chronic, severe, intense, or dangerous enough to warrant immediate Tier Three Supports. These students will have received and not been successful with less intensive supports.

Tier Three Is...	Tier Three Is Not...
For students with severe, dangerous, violent, or chronic behavior problems	For students with mild or acute behavior problems that can be addressed with Tier Two or Tier One supports
For students who need individualized assessment to design a unique comprehensive behavior plan	A canned approach to dealing with behavior
Provided by staff with behavioral expertise	Provided by staff without the necessary skills or training
Provided efficiently, even though several weeks may be needed for assessment	Delayed for months
Coordinated with parents/guardians and sometimes also with community or outside agencies	Done in isolation from the home

Tier one and tier two systems should be implemented with fidelity before a school turns their attention to implementing tier three. Tier three is intensive, individualized and comprehensive. A school utilizes tier three supports to match the severity of a student's behavior concerns