

# MTSS-B Tier Three Training Components

## Conducting a Functional Behaviour Assessment (FBA)

A Functional Behaviour Assessment is a systematic process for identifying the purpose or function of a student's challenging behaviour. The goal is to develop an understanding of the environmental factors that predict and maintain the behaviour so that effective, function-based interventions can be designed. Conducting an FBA is essential for Tier 3 support, where individualised and intensive interventions are required.

### Example Content:

- Defining behaviour in observable and measurable terms
- Gathering indirect data (interviews, rating scales)
- Conducting direct observation and ABC data collection
- Hypothesis development and summary statements
- Functional analysis decision-making
- Using FBA data to inform behaviour support plans

## Writing and Implementing a Behaviour Support Plan (BSP)

A Behaviour Support Plan outlines evidence-based strategies designed to reduce challenging behaviour and teach appropriate replacement skills based on the identified function of behaviour. Effective BSPs include clear goals, prevention strategies, teaching plans, and response strategies tailored to the individual student. The purpose of a BSP is to ensure consistency and support positive outcomes through function-based support.

### Example Content:

- Linking hypothesis statements to support plan components
- Developing preventative strategies and teaching replacement behaviours
- Writing response strategies for appropriate and inappropriate behaviour
- Embedding goals for social, emotional, and academic skill development
- Writing clear, user-friendly plans for classroom use
- Coaching staff on consistent implementation
- Monitoring fidelity and student progress

## The Escalation Cycle

The escalation cycle is a model that describes predictable phases of escalating behaviour and guides staff in recognising and responding appropriately during each phase. Understanding the escalation cycle supports proactive and de-escalation strategies that minimise disruption and prevent harm.

### Example Content:

- Identifying the phases of escalation (calm, trigger, agitation, acceleration, peak, de-escalation, recovery)
- Recognising early warning signs
- Teaching staff appropriate responses at each stage
- Developing and rehearsing de-escalation scripts and procedures
- Establishing a crisis response plan and team roles
- Supporting recovery and restoring relationships
- Using debriefs to prevent future escalation

## Implementing Tier 3 Within an MTSS Framework

Tier 3 supports are the most intensive and individualised level of MTSS-B. They are built upon strong Tier 1 and Tier 2 foundations and rely on systematic use of data, team-based problem solving, and integration with broader school and community systems. The purpose is to ensure that intensive supports are coordinated, sustainable, and equitable.

### Example Content:

- Integrating Tier 3 within existing Tier 1 and Tier 2 systems
- Clarifying roles and responsibilities of Tier 3 teams
- Identifying students in need of Tier 3 support through data
- Coordinating supports with outside agencies (e.g., allied health, mental health services)
- Monitoring progress using individualised data systems
- Using person-centred planning and wraparound approaches
- Building sustainability through staff training, documentation, and systems alignment