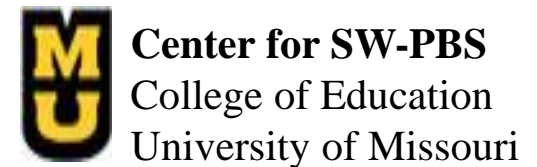


# Tier 3 Overview and Readiness

*Sustaining Effective Practices for Student Outcomes*

Summer Training Institute 2015



# What do you hope to learn today?

- Do you have specific questions about Tier 3 or Tier 3 Readiness?

# Overview and Readiness for Tier 3

At the end of this session, you will be able to:

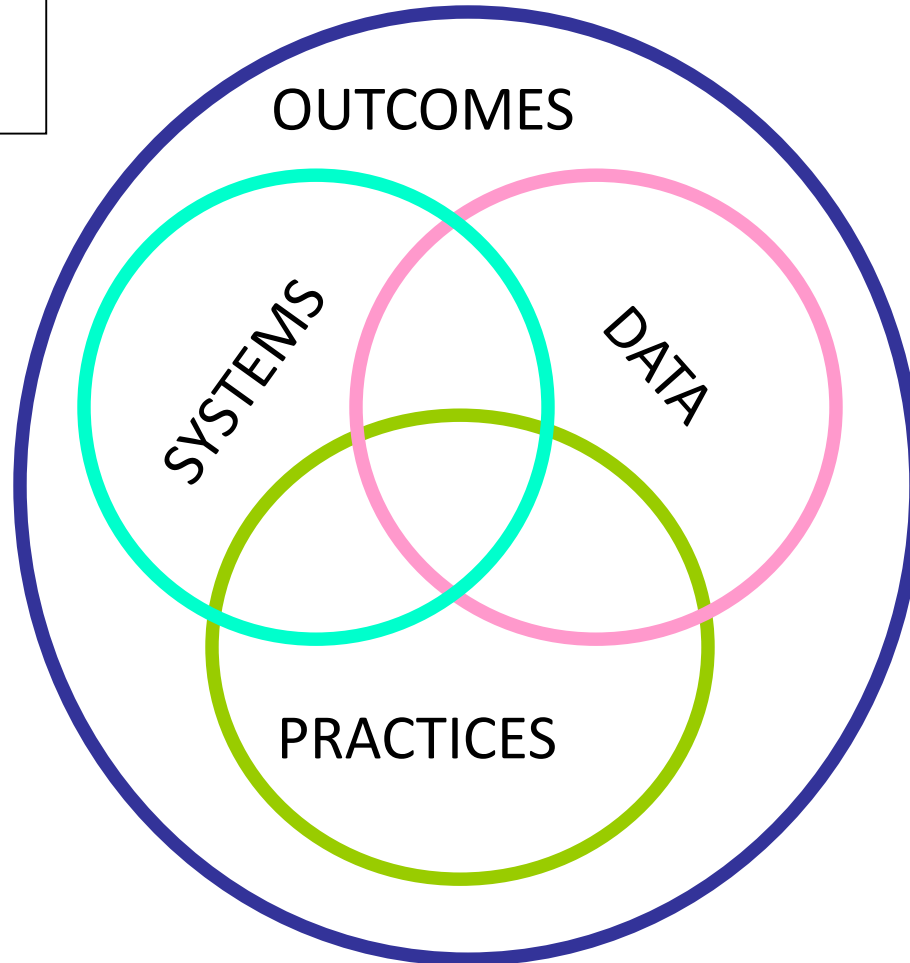
- Identify key features of a SW-PBS Tier 3 system
- Identify characteristics of maximally effective interventions.
- Determine readiness for development of Tier 3

# Tier 3 Overview

SW Positive  
Behavior  
Support

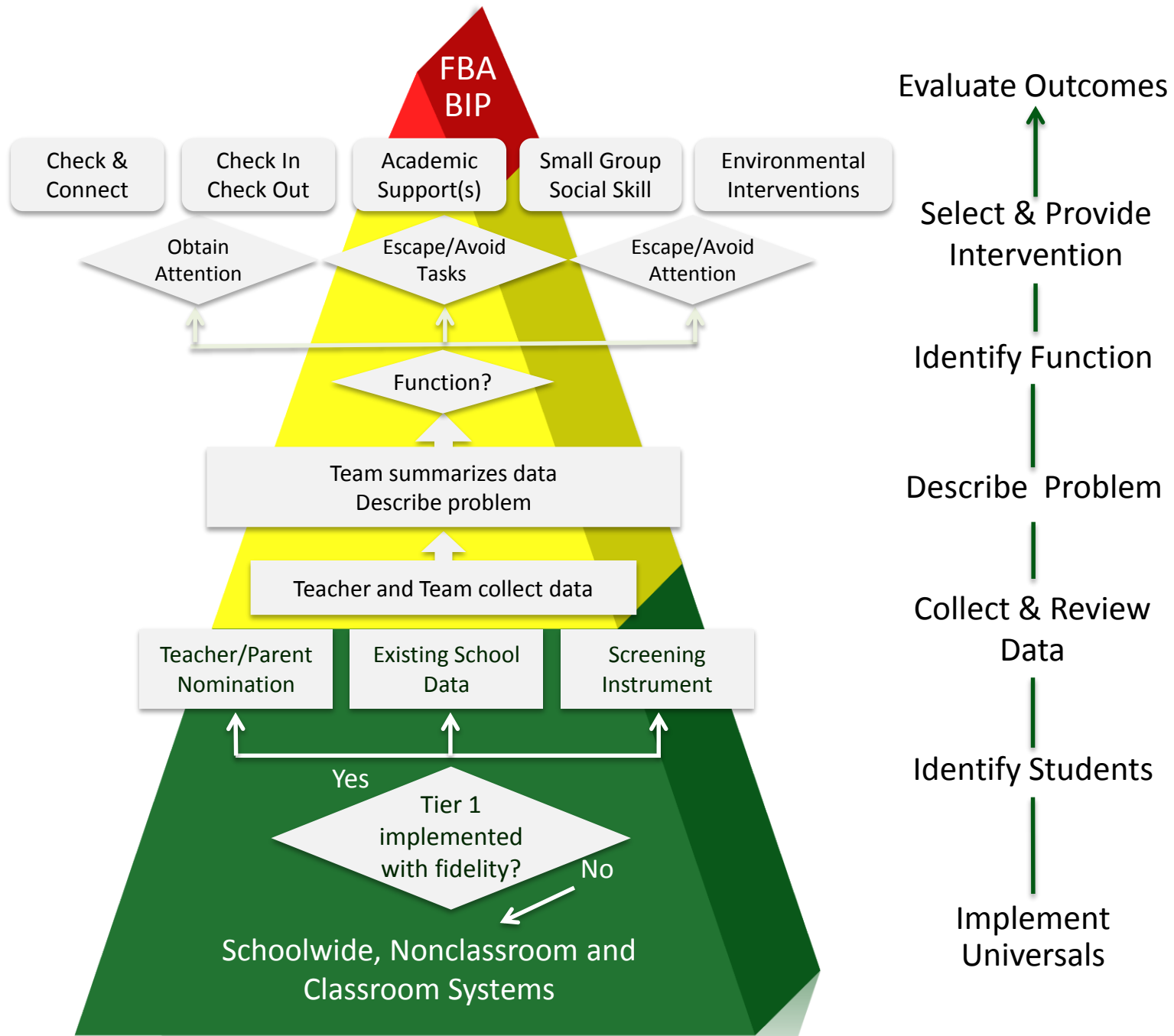
Social Competence &  
Academic Achievement

Supporting  
Staff Behavior



Supporting  
Decision  
Making

Supporting  
Student Behavior



# Tier 3 Intervention is for:

- 1-5% of students who continue to exhibit problem behaviors after receiving Tier 1 and most likely, Tier 2 supports with fidelity.
  - Many of these students will have extended school histories of academic and behavioral difficulties.

# Student Identification

- Your team will develop decision rules to identify students for Tier 3 intervention support:
  - Nonresponse to Tier 2 intervention
  - Chronic problem behaviors
  - Intense problem behaviors
  - Nomination by teacher, student, family members
  - Universal Screening



# Tier 3 Intervention – FBA/BIP

For students who meet criteria for Tier 3 intervention, the team will conduct a Functional Behavior Assessment (FBA) and use those results to develop an individualized Behavior Intervention Plan (BIP).

# Functional Behavior Assessment (FBA)

- Functional behavior assessment is a ***problem-solving process*** for identifying the events that reliably ***predict and maintain*** problem behavior.
- The primary objective of the FBA is to gather ***evidence*** to ***develop*** and ***support*** a ***summary statement*** of the ***function of behavior*** and to use this information to design the behavior implementation plan.

# Behavior Intervention Plan (BIP)

- A BIP is based on the FBA and defines how an educational setting will be changed to improve the student's behavioral success. The BIP describes:
  - How the **environment** will be changed to **prevent** occurrences of problem behavior.
  - The **teaching** that will occur to give the student alternative ways of behaving.
  - The **consequences** that will be provided to
    - (a) Encourage positive behavior,
    - (b) Limit inadvertent reward of problem behavior, and
    - (c) Where appropriate, discourage problem behavior.



# Basic vs. Complex

## **Basic FBA/BSP methods may be used with students who:**

- Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work).
- Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess).
- Have received universal and targeted interventions that did not improve behavior.

## **Complex FBA/BSP should be considered for use with students who:**

- Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction).
- Exhibit pervasive and/or multiple problem behaviors with varying functions, requiring complex planning and intervention delivery.
- Demonstrate a need for crisis or wraparound planning with community agencies.

*Adapted from Loman, Strickland-Cohen, Borgmeier, & Horner (2013)*

*Note BSP = Behavior Support Plan*

*"A team-based approach to function-based support relies on the **knowledge and expertise of typical classroom teachers and personnel.**"*

*(Scott, Anderson, Mancil, & Alter, 2009, p. 432)*

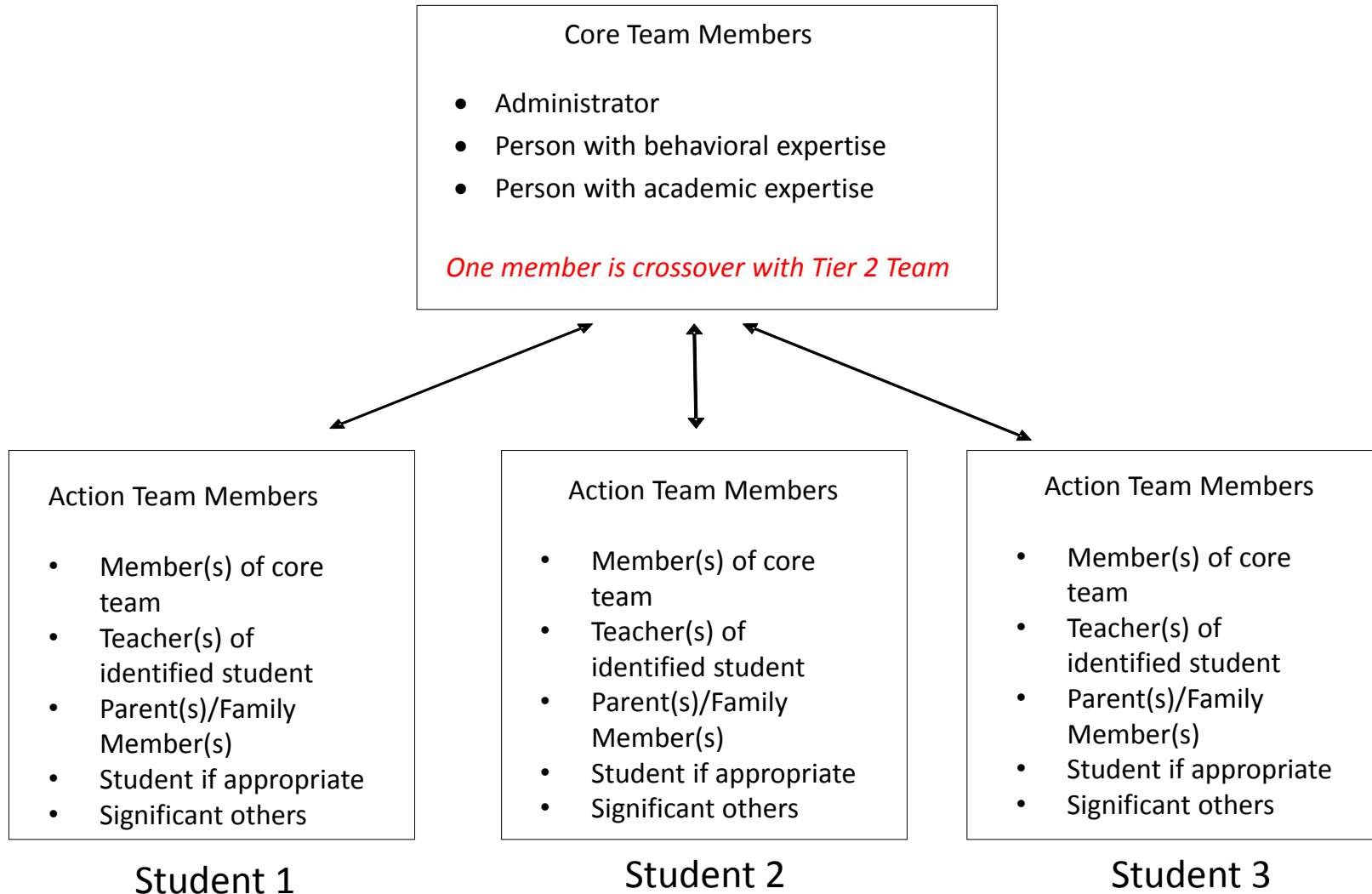
Research findings have demonstrated that **school staff**, with appropriate training, **can develop evidence-based behavior intervention plans that improve student outcomes.**

(Cook, Mayer, Browning-Wright, Kraemer, Wallace, Dart, Collins, & Restori, 2012)

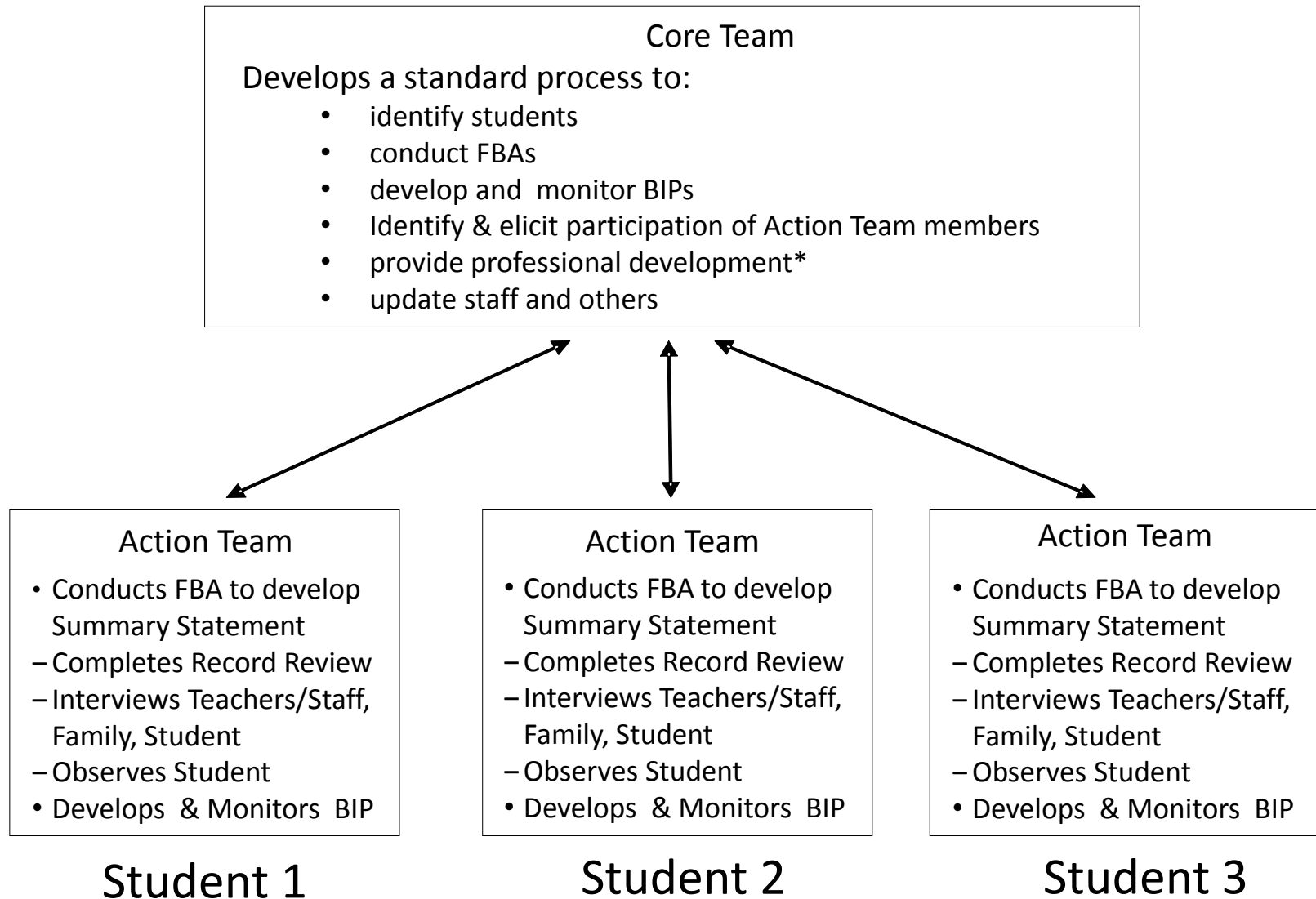
# Tier 3 Teams

- A two-tiered model is recommended by Crone and Horner (2003):
  - The first tier is the Core Team that is responsible for developing the Tier 3 system and assigning Action Team members
  - The second tier is an Action Team that is individualized for each student in order to conduct the FBA, develop the BIP, and monitor progress for data-based decision making.

# Tier 3 Core & Action Team Members



# Tier 3 Core & Action Team Responsibilities





# Research Findings in Brief

- Interventions based on function are most effective
- Interventions not based on function actually increase problem behavior
- Interventions implemented with fidelity have the greater impact
- With training, school staff can develop BIPs

# Challenges You Might Face

- Teaching team members the science of behavior
- Building consensus among team members; helping the team decide which interventions will be successful
- Creating sustainable support systems for those who will be implementing interventions over time

# Assessing Readiness for Tier 3

# A Continuum of Support for All

## Academic Systems

### Tier Three

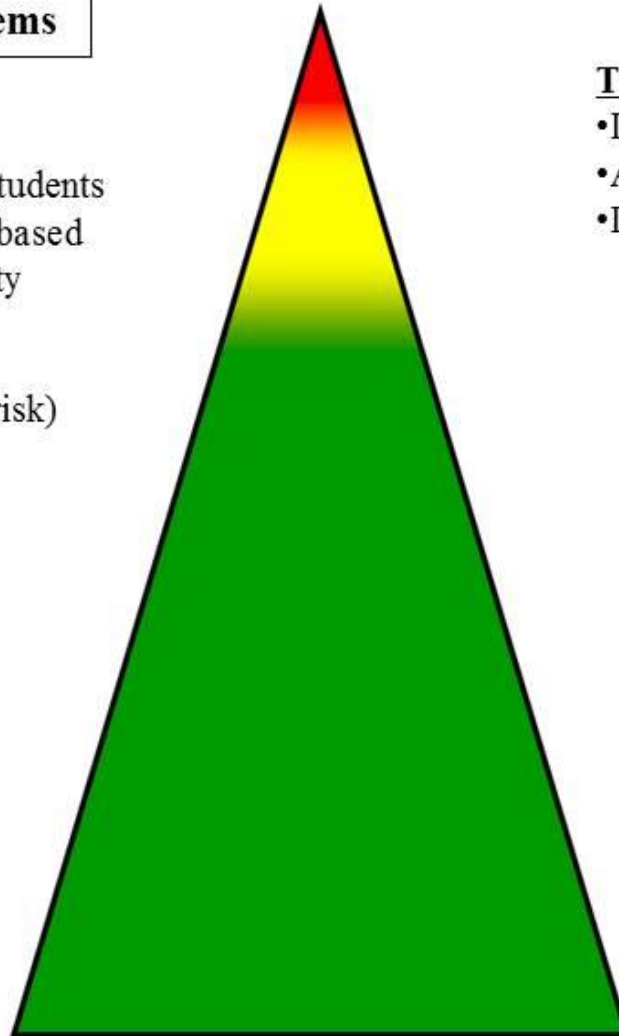
- Individual Students
- Assessment-based
- High Intensity

### Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

### Tier One

- All students
- Preventive, proactive



## Behavioral Systems

### Tier Three

- Individual Students
- Assessment-based
- Intense, durable procedures

### Tier Two

- Some students (at-risk)
- High efficiency
- Rapid response

### Tier One

- All settings, all students
- Preventive, proactive



# Tier 3 Readiness – the Big Picture

6. Documentation of:

- Standard system for identifying students for Tier 2 supports
- Process to identify function of behavior and match intervention to the function
- At least one research-based small group and/or targeted behavioral intervention is fully implemented. If only one is fully implemented, plans are in place for full implementation of second intervention
- Staff has received training for implementation of interventions
- Use individual student data for making decisions about when to continue, intensify, change, or fade intervention
- Family members are informed of the Tier 2 process and regularly updated about child's progress

**THE BEST TIER 3 SYSTEMS APPROACH IS TO IMPLEMENT TIERS 1 & 2 WITH FIDELITY.**

## Tier 1 and Tier 2 Analysis for Tier 3 Readiness

TIER 3 READINESS GUIDELINE	DOCUMENTATION/NOTES:
Schoolwide Evaluation Tool (SET) Score of 80/80 OR Benchmarks of Quality (BoQ) of 80% or higher within the last 12 months.	Score and date _____ 80% Criteria met? Yes No  Notes for increasing fidelity based upon results:
Self-Assessment Survey (SAS)/Effective Behavior Support Survey (EBS) results indicate current status of 80% or more features in place for: <ul style="list-style-type: none"> <li>• Schoolwide Systems</li> <li>• Nonclassroom Setting Systems</li> <li>• Classroom Systems.</li> </ul>	Score and date _____ 80% Criteria met? Yes No  Notes for increasing fidelity based upon results:
Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.	Percentage in 0-1 range _____ 80% Criteria met? Yes No  Notes for increasing fidelity based upon results:
Data demonstrates reduction in classroom minor referrals over at least a one year period.	Classroom Minor Referrals collected? Yes No  If Yes: Number of previous year's Classroom Minors _____ If No: Add to your Action Plan steps to begin Classroom Minor data collection
Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.	Big 5 used monthly for decision-making? Yes No  Notes for increasing fidelity:

Checking Tier 1  
Fidelity

# Tier 3 Readiness – Tier 1 Indicators

- ✓ School-wide Evaluation Tool (SET) Score of 80/80 or Benchmarks of Quality (BoQ) of 80% or higher within the last 12 months
- ✓ Self-Assessment Survey (SAS)/Effective Behavior Support Survey (EBS) results indicate current status of 80% or more features in place for
  - School-Wide Systems,
  - Non-classroom Setting Systems
  - Classroom Systems

# Tier 3 Readiness – Tier 1 Indicators

- ✓ Office Referral Data (ODR) indicate 80% or more of students in the 0-1 referral range
- ✓ Data demonstrates reduction in classroom minor referrals over at least a one year period
- ✓ Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports



TIER 3 READINESS GUIDELINE

DOCUMENTATION/NOTES:

Documentation of:

- Standard system for identifying students for Tier 2 supports
- Process to identify function of behavior and match intervention to the function
- At least one research-based small-group and/or targeted individual intervention is fully implemented. If only one is fully implemented, the second intervention has been piloted and plans are in place for full implementation.
- Staff has received training for implementation of interventions
- Use individual student data for making decisions about when to continue, intensify, change, or fade intervention
- Family members are informed of the Tier 2 process and regularly updated about child's progress

Which are in place, in use, and documented?

#'s \_\_\_\_\_

Instrument(s) consistently used:

\_\_\_ Intervention Planning Guide

\_\_\_ Advanced Tier Data Collection Spreadsheet

\_\_\_ Adapted FACTS Part A

\_\_\_ Other \_\_\_\_\_

Notes for increasing fidelity:

Checking Tier 2 Fidelity

# Tier 3 Readiness – Tier 2 Indicators

## ✓ Documentation of:

- Standard system for identifying students for Tier 2 supports
- Process to identify function of behavior and match intervention to the function
- At least one research-based small-group and/or targeted behavioral intervention that is fully implemented. If only one is fully implemented, the second intervention has been piloted and plans are in place for full implementation.

# Tier 3 Readiness – Tier 2 Indicators

## ✓ Documentation of:

- Staff training for implementation of interventions
- Use of individual student data for making decisions about when to continue, intensify, change, or fade intervention
- Family members are informed of the Tier 2 process and regularly updated about child's progress

## TIER 3 READINESS GUIDELINE

## DOCUMENTATION/NOTES:

Administrator and core group of staff who will serve on Tier 3 team:

- Determine a core group of team members who will attend trainings (i.e. administrator member with behavioral expertise, generalist with district expertise)
- At least one member with behavioral expertise
- At least one member with academic expertise
- Crossover membership for Tier 2 team
- Access to district level support

Are all Tier 3 team members in place? Yes No

If Yes, is the core group who will attend trainings:

If No, what positions are missing and who will fill them?

# Planning for Tier 3 Core Team

# Tier 3 Readiness – Tier 3 Core Team

- ✓ Administrator and core group of staff who will serve on Tier 3 team:
  - At least one member with behavioral expertise
  - At least one member with academic expertise
  - Crossover membership for Tier 2 team
  - Access to district level support
- ✓ Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)

# Questions

- What didn't get answered?
- Contact your regional or Tier 2/3 consultant if you have additional questions after this session.

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# References

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*A complete listing of MO SW-PBS Tier 3 Team Workbook references can be found in Chapter 12: References.*