

# CHAPTER 2: TIER 3 READINESS

*“For schools that do not have primary supports in place, the impact of the individual plan will be minimized due to the lack of consistent control across the school environment. In other words, if the school or classroom environment is inconsistent, nonresponsive to demonstrated prosocial behavior on the student’s part, and primarily relying on reactive and negative strategies in an attempt to control behavior, an individualized function-based PBS plan has little chance of successfully changing student behavior.”*

Tim Lewis, 2009

## LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

- ▶ Determine your school’s readiness for Tier 3 implementation

Each tier of a three-tiered approach, such as Schoolwide Positive Behavior Support, forms the foundation for the next level of implementation. When a school has implemented Tiers 1 and 2 with fidelity, the foundation is solid for developing successful systems, data, and practices at Tier 3. Therefore, when teams are determining readiness for Tier 3, the fidelity of Tier 1 and Tier 2 must be assessed.

This section describes the Tier 3 readiness indicators that MO SW-PBS has outlined as being critical for successful implementation of Tier 3. Without these readiness indicators in place, the Tier 3 system cannot be efficient and durable.

## Planning for Intervention – What’s your projected capacity?

Early intervention is the goal for all students. Tier 1 universal practices will be enough support for approximately 80% of the students in your school. This is the most efficient system of support, requiring minimal adult resources per student.

Tier 2 interventions are designed to proactively identify students at risk for developing problem behavior, or just beginning to exhibit problem behavior. When student identification is done effectively, you can estimate serving 10 – 15% of your student population over the course of the year in Tier 2 Interventions. Tier 2 Interventions require more adult involvement for fewer students, yet efficiently produce effective results when interventions are delivered with fidelity.

Students who are already exhibiting chronic problem behavior may require Tier 3 intervention. If Tier 1 and Tier 2 are being implemented in the school setting with fidelity, your school may need to provide Tier 3 interventions for approximately 1-5% of students. Tier 3 requires the highest staff to student ratio, and can be a very labor-intensive process.

At Sample Middle School, the student population is 375 students. Based on the expected percentages in tiered intervention, 300 Sample students will use expected behaviors when the school implements Tier 1

universal practices with fidelity. Approximately 37 – 56 Sample students may need additional support, or Tier 2 intervention, to reliably perform expected behaviors. Finally, it is possible that 3 – 15 students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

How do the percentages reflect the projected needs in your building?



**ACTIVITY**

With your team, complete the chart with your school’s enrollment data to assist your planning for capacity to serve students needing Tier 2 or Tier 3 support.

Then fill in the projected needs statement that follows.

Total Student Enrollment _____		<b>Our Numbers</b>		<b>Our Numbers</b>
	1%		5%	
	10%		15%	
	80%			

At \_\_\_\_\_, the student population is \_\_\_\_\_ students. Based on the expected percentages in tiered intervention, \_\_\_\_\_ students will use expected behaviors when the school implements Tier 1 Universal practices with fidelity. Approximately \_\_\_\_\_ – \_\_\_\_\_ students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors.

Finally, it is possible that \_\_\_\_\_ – \_\_\_\_\_ students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

# Readiness Criteria

## **READINESS CRITERIA – FIDELITY OF UNIVERSAL SYSTEMS:**

**RATIONALE:** These first two readiness indicators provide evidence that universals are implemented with fidelity. As schools implement Tier 2 and Tier 3 interventions, it is important that Tier 1 remains firmly in place so the number of students identified as requiring targeted, and individualized interventions can be efficiently served.

### **CRITERIA:**

- ▶ Schoolwide Evaluation Tool (SET) score of 80/80 or Tiered Fidelity Inventory of 70% or higher within the last 12 months.
- ▶ Self-Assessment Survey (SAS) results indicate current status of 80% or more features in place for Schoolwide Systems, Nonclassroom Systems and Classroom Systems.

## **READINESS CRITERIA – STUDENT RESPONSE TO SCHOOLWIDE SYSTEMS AND PRACTICES:**

**RATIONALE:** As teams move to Tier 3, it is crucial that at least 80% of students are responding to schoolwide interventions. It is unrealistic for schools to support more than 15% of their students with Tier 2 interventions and 5% with Tier 3 interventions.

### **CRITERIA:**

- ▶ Office Discipline Referral (ODR) Data indicate 80% of students in the 0-1 referral range.

## **READINESS CRITERIA – STUDENT RESPONSE TO CLASSROOM SYSTEMS AND PRACTICES:**

**RATIONALE:** A system for documenting minors provides data for early identification of students needing additional support. Reduction in classroom minor referrals provides evidence that the effective classroom practices are implemented.

### **CRITERIA:**

- ▶ Data demonstrates reduction in classroom minor referrals over at least a one year period.

## **READINESS CRITERIA – UNIVERSAL DATA-BASED DECISION MAKING:**

**RATIONALE:** It is important that teams continue to monitor schoolwide data and follow established data decision rules to identify students for additional support. This also provides ongoing data to ensure that universals are implemented with fidelity.

### **CRITERIA:**

- ▶ Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports.

## **READINESS CRITERIA – FIDELITY OF TIER 2 IMPLEMENTATION:**

**RATIONALE:** This readiness requirement ensures that Tier 2 systems, data, and practices are implemented in a consistent and efficient manner. Many teams use the Intervention Planning Guide, the Adapted FACTS - Part A, or the Advanced Tier Spreadsheet for collecting this information. Other schools have modified the Intervention Planning Guide or another student assistance form to make it a “one stop shop” for academic and behavior planning.

### **CRITERIA:**

- ▶ Evidence of:
  - A standard system to identify students for Tier 2 supports
  - A process to identify the function of behavior and match the intervention to the function
  - Specific goals are determined for each student
  - Implementation of at least one research-based small-group and/or targeted behavioral intervention. If only one is fully implemented, a second intervention has been piloted and plans are in place for full implementation
  - Staff training on the Tier 2 system and data decision rules as well as their role in implementing the interventions
  - Standard data that is collected for each student and used for making decisions about when to continue, intensify, change, or fade an intervention; data decision rules are in place and consistently followed
  - A communication system to inform family members of the Tier 2 process and provide them with regular updates about their child’s progress

## **READINESS CRITERIA – CAPACITY FOR A TIER 3 TEAM:**

**RATIONALE:** Tier 3 cannot be implemented with fidelity or efficiency without a system of team-based problem solving and data-based decision making. An administrator must be an active participant on the team; the administrator has knowledge of all aspects of the school and the authority to make decisions. The team member with behavioral expertise will provide valuable knowledge and skills while expertise is developed among all members. Knowledge of the curriculum and instructional strategies are beneficial when developing Behavior Intervention Plans and will be provided by the team member with academic expertise. The crossover member will ensure accurate and timely communication between the Tier 2 and Tier 3 teams. District level support and communication is vital for the durability of the Tier 3 system.

## CRITERIA:

- ▶ An administrator and core group of staff have been identified who will serve on the Tier 3 team:
  - A core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)
  - At least one member of the team has behavioral expertise
  - At least one member of the team has academic expertise
  - One team member has been identified as a crossover member who will serve on the Tier 2 and Tier 3 teams
  - The team has access to district level support

If not all Tier 3 team members can attend trainings, the team should select a core group to attend trainings. That core group should include an administrator, a team member with behavioral expertise, and a member with academic expertise.

### DISCUSSION



Use the *Tier 1 and Tier 2 Analysis for Tier 3 Readiness* on the following pages to document:

- ▶ Which indicators are in place for your school?
- ▶ Which indicators are not in place or need increased fidelity?
  - What resources are available to meet these needs? How will you access necessary resources?
  - Add to/revise your action plan to document action steps that need to be completed.
- ▶ What additional information or technical assistance does your school need?

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

TIER 3 READINESS GUIDELINE		DOCUMENTATION/NOTES:	
<p>Schoolwide Evaluation Tool (SET) Score of 80/80</p> <p>OR</p> <p>Tiered Fidelity Inventory (TFI) with 70% or higher on Tier 1; the Tier 2 Subscale has been completed</p> <p>Self-Assessment Survey (SAS) results indicate current status of 80% or more features in place for:</p> <ul style="list-style-type: none"> <li>• Schoolwide Systems</li> <li>• Nonclassroom Setting Systems</li> <li>• Classroom Systems.</li> </ul> <p>Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.</p>	<p>Score and date _____</p> <p>Criteria met?      Yes      No</p> <p>Notes for increasing fidelity based upon results:</p>		
<p>Score and date _____</p> <p>Notes for increasing fidelity based upon results:</p>	<p>80% Criteria met?      Yes      No</p> <p>Notes for increasing fidelity based upon results:</p>	<p>Percentage in 0-1 range _____</p> <p>80% Criteria met?      Yes      No</p> <p>Notes for increasing fidelity based upon results:</p>	<p>Classroom Minor Referrals collected?      Yes      No</p> <p>If Yes:    Number of previous year's Classroom Minors _____</p> <p>If No:    Add to your Action Plan steps to begin Classroom Minor data collection</p>
<p>Data demonstrates reduction in classroom minor referrals over at least a one year period.</p>	<p>Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.</p>	<p>Big 5 used monthly for decision-making?      Yes      No</p> <p>Notes for increasing fidelity:</p>	

**TIER 3 READINESS GUIDELINE**

**DOCUMENTATION/NOTES:**

<p>Documentation of:</p> <ol style="list-style-type: none"> <li>Standard system for identifying students for Tier 2 supports</li> <li>Process to identify function of behavior and match intervention to the function (See <i>MO SW-PBS Tier 2 Student Identification Process Guide</i> in Tier 2 workbook or at <a href="http://pbmissouri.org">http://pbmissouri.org</a>)</li> <li>At least one research-based small-group and/or targeted behavioral intervention is fully implemented. If only one is fully implemented, the second intervention has been piloted and plans are in place for full implementation.</li> <li>Staff has received training for implementation of interventions</li> <li>Use individual student data for making decisions about when to continue, intensify, change, or fade intervention (See <i>MO SW-PBS Pre-Meeting Organizer and MO SW-PBS Student Progress Monitoring Guide</i> in Tier 2 workbook or at <a href="http://pbmissouri.org">http://pbmissouri.org</a>)</li> <li>Family members are informed of the Tier 2 process and regularly updated about child's progress</li> </ol>	<p>Which are in place, in use, and documented? #'s _____</p> <p>Instrument(s) consistently used:</p> <p>___ Intervention Essential Features</p> <p>___ Advanced Tiers Spreadsheet</p> <p>___ <i>Adapted FACTS Part A</i></p> <p>___ Other _____</p> <p>Notes for increasing fidelity:</p>
<p>Administrator and core group of staff who will serve on Tier 3 team:</p> <ul style="list-style-type: none"> <li>Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)</li> <li>At least one member with behavioral expertise</li> <li>At least one member with academic expertise</li> <li>Crossover membership for Tier 2 team</li> <li>Access to district level support</li> </ul>	<p>Are all Tier 3 team members in place?    Yes    No</p> <p>If Yes, who is the core group? Who will attend trainings?</p> <p>If No, what positions are missing and who will fill them?</p>

## Next Steps

Below are some next steps to consider as you develop your Tier 3 system. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning - Assess Readiness for Tier 3

1. Complete Tier 3 Readiness Checklist

- Determine readiness for Tier 3 and next steps