

Tier 3 Overview and Readiness

- *Supports at the Top of the Triangle*
- *Summer Training Institute 2017*



Overview and Readiness for Tier 3

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

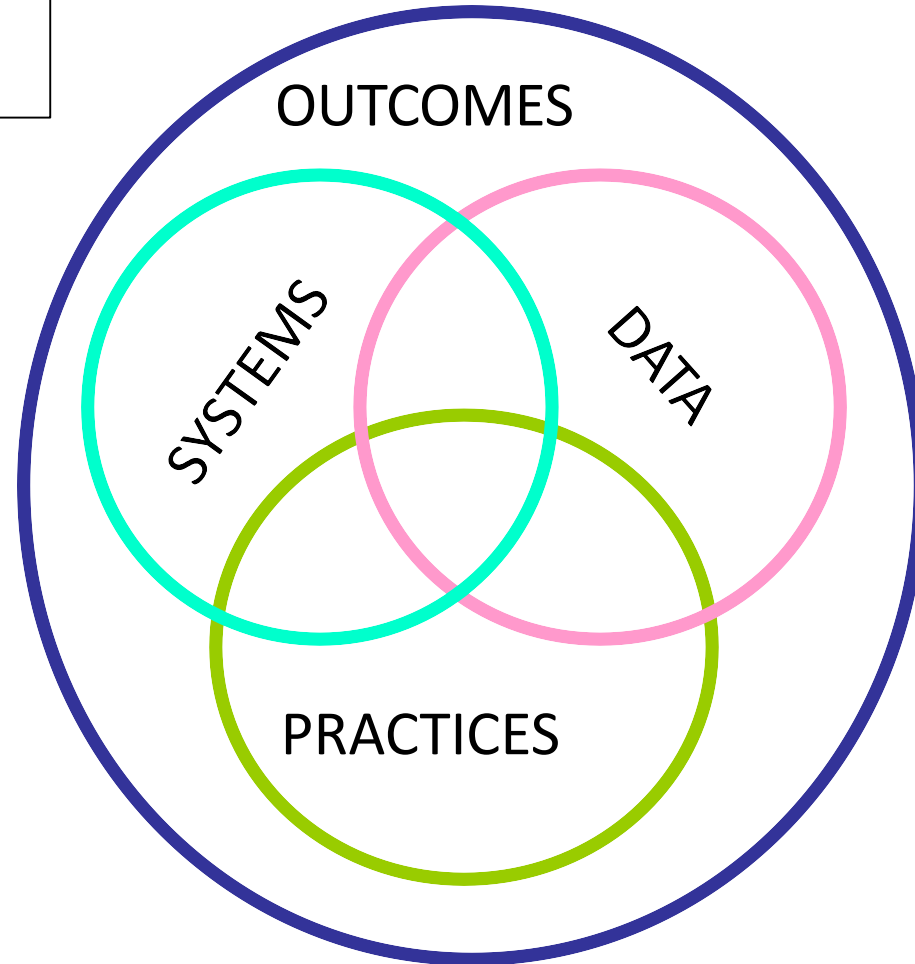
- Identify key features of a SW-PBS Tier 3 system and characteristics of maximally effective interventions.
- Determine readiness for development of Tier 3

Tier 3 Overview

SW Positive
Behavior
Support

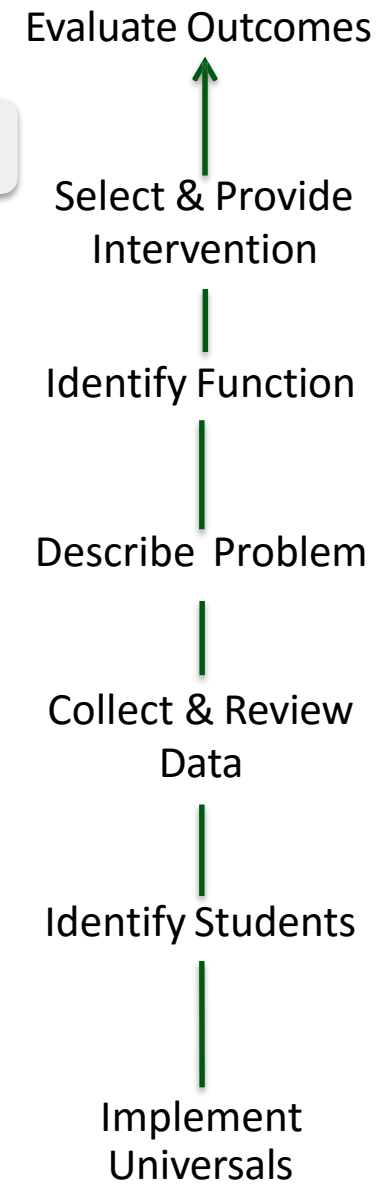
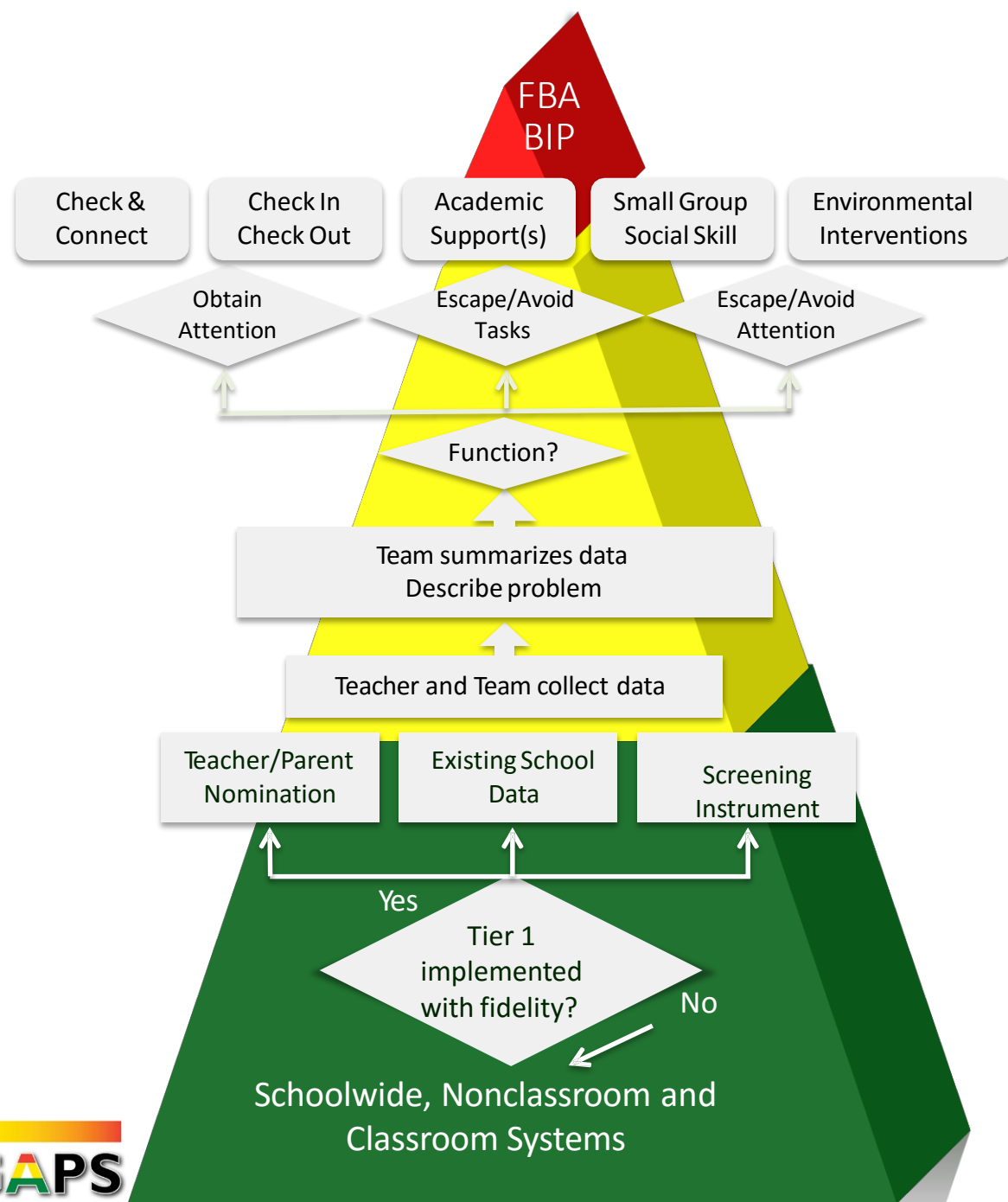
Social Competence &
Academic Achievement

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).

*"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)

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.

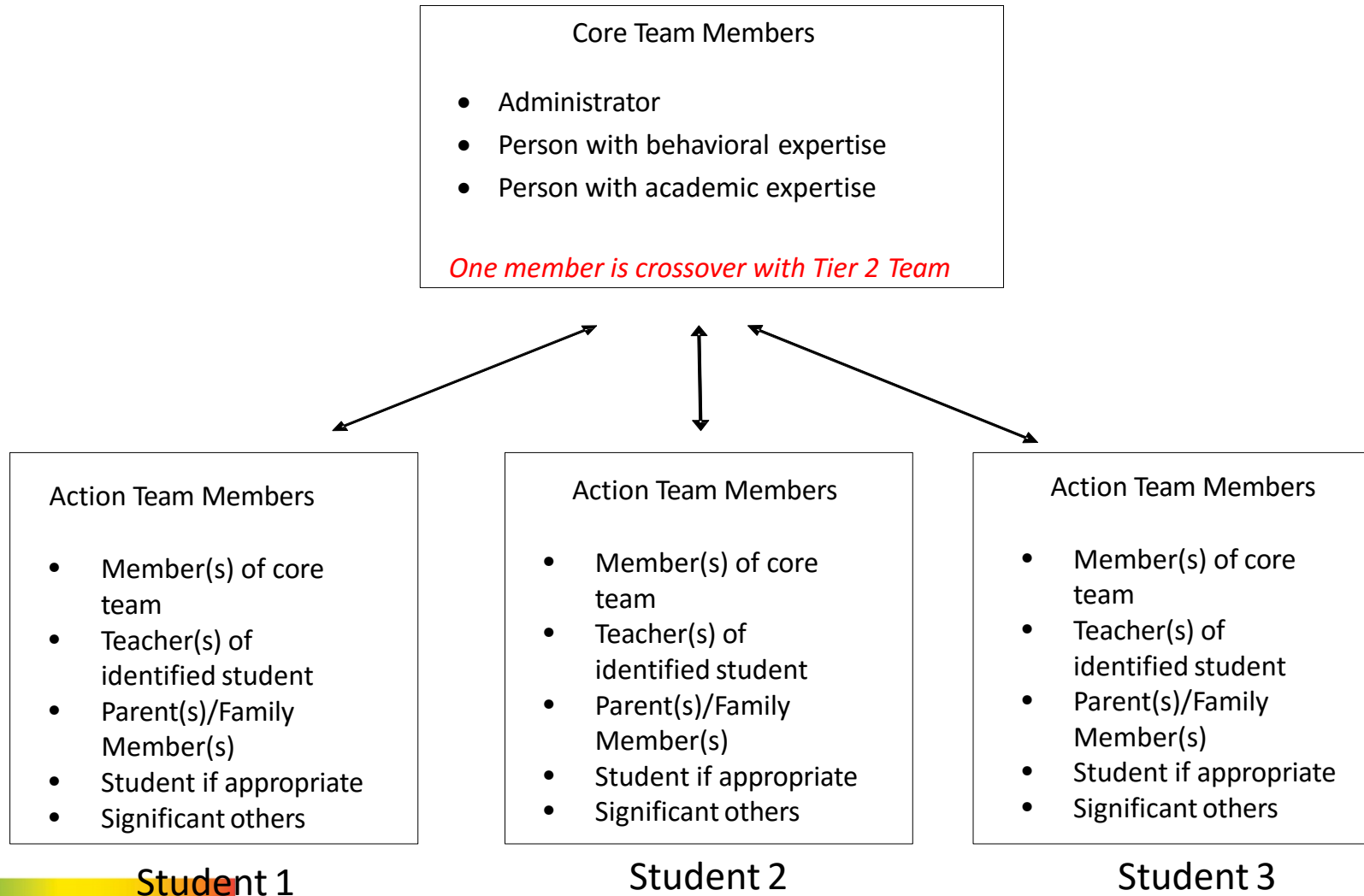
Behavior Intervention Plan (BIP)

- 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 BIP describes the **teaching** that will occur to give the student alternative ways of behaving.
 - The BIP describes 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.

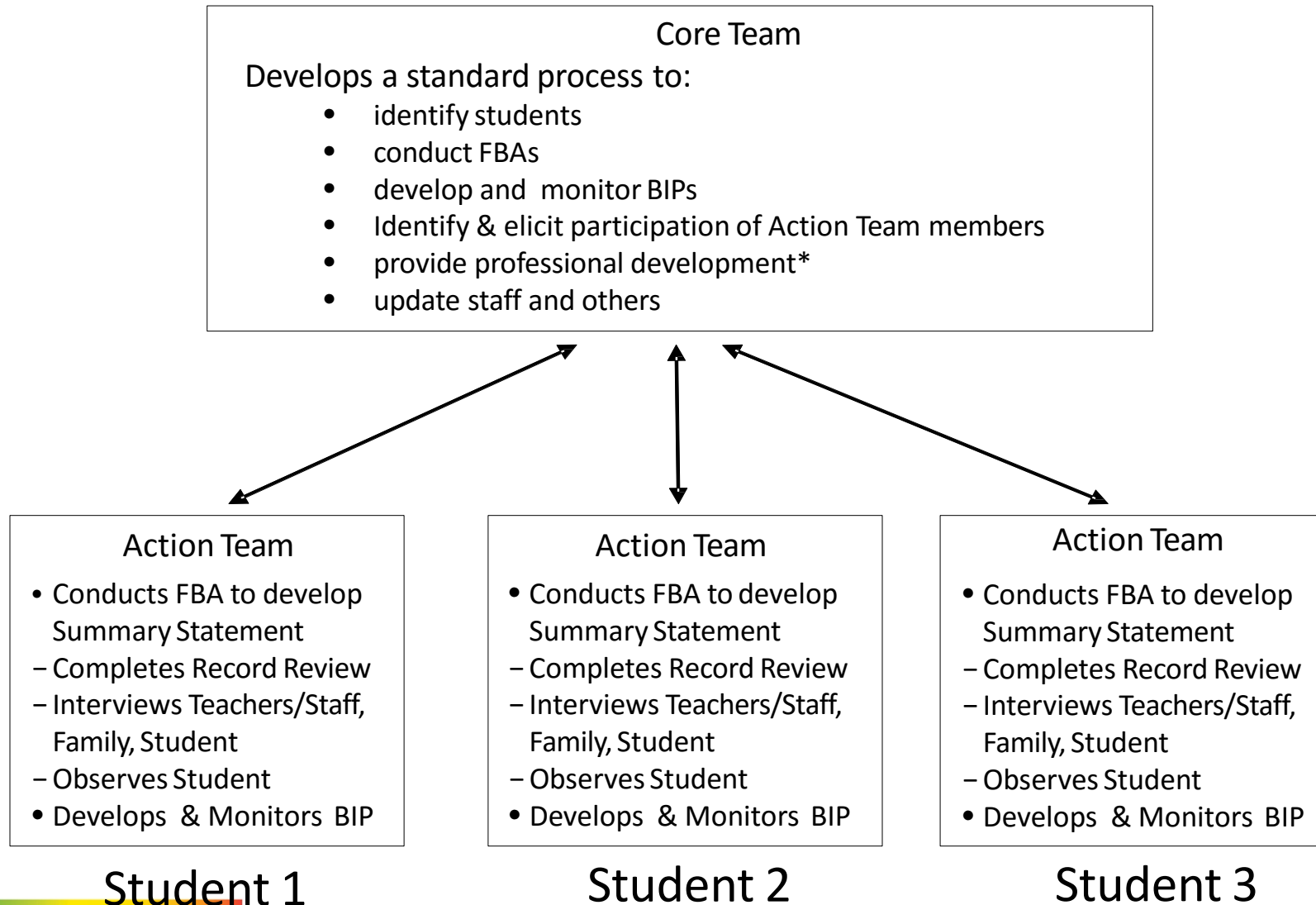
Tier 3 Teams

- 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

Academic Systems

Tier Three

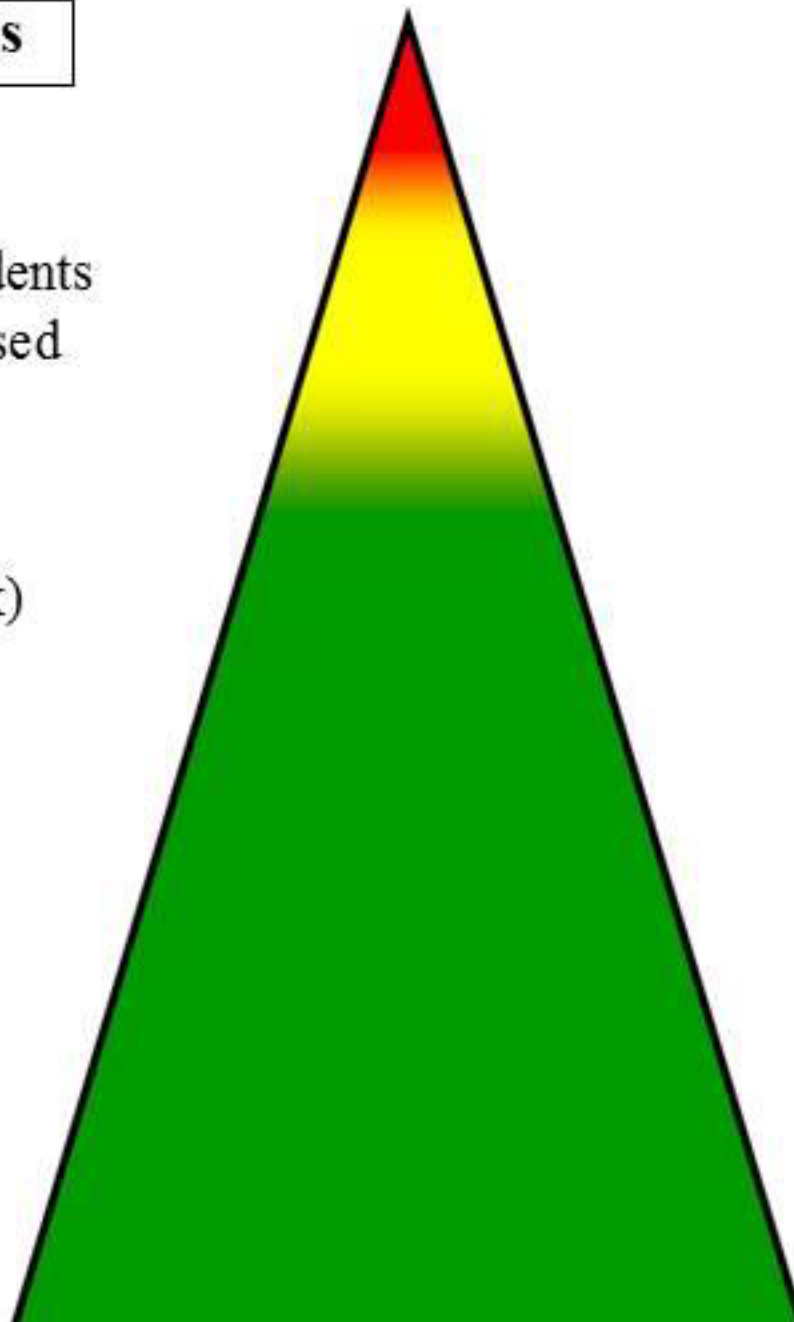
- Individual Students
- Assessment-based
- High Intensity

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 Tiered Fidelity Inventory (TFI) with 70% or higher on T1; the T2 Subscale has been completed..	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"> • Schoolwide Systems • Nonclassroom Setting Systems • Classroom Systems. 	Score and date _____ 80% Criteria met? Yes No Notes for increasing fidelity based upon results:
Office Referral Data (ODR) indicate _____% 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
- ✓ Tiered Fidelity Inventory (TFI) with 70% or higher on T1; T2 Subscale has been completed.
- ✓ 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:

1. Standard system for identifying students for Tier 2 supports
2. Process to identify function of behavior and match intervention to the function
3. At least one research-based small-group and/or targeted behavioral intervention is fully implemented, or one is fully implemented, and another intervention has been piloted and plans are in place for full implementation.
4. Staff has received training for implementation of interventions
5. Use individual student data for making decisions about when to continue, intensify, change, or fade intervention
6. 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 _____

Checking Tier 2
Fidelity

Number for increasing 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, member with academic 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, this is core group. Who will attend training?

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)

Time for:



(Contact your regional or Tier 2/3 consultant if you have additional questions after this session.)

Thanks for your participation today!
Have a GREAT Day!

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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.