Keeping it Together
Organizing Your Tier 3 Documentation

Missouri
Schoolwide
Positive
Behavior
Support

MU Center for SW-PBS
College of Education
University of Missouri
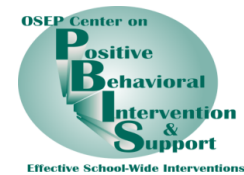
Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

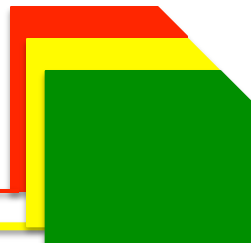# Objectives

Participants will learn to:

- Organize documentation for Tier 3 referral, FBA/BIP process using the Student File Checklist and digital folders

- Choose a method for monitoring and documenting student progress in the intervention

- Develop an ongoing system for ensuring fidelity of implementation for Tier 3 Behavior Intervention Plans (BIPs)
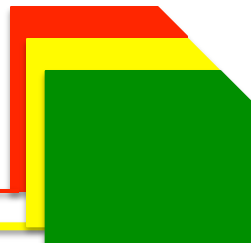
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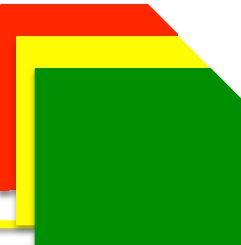
Look Familiar?
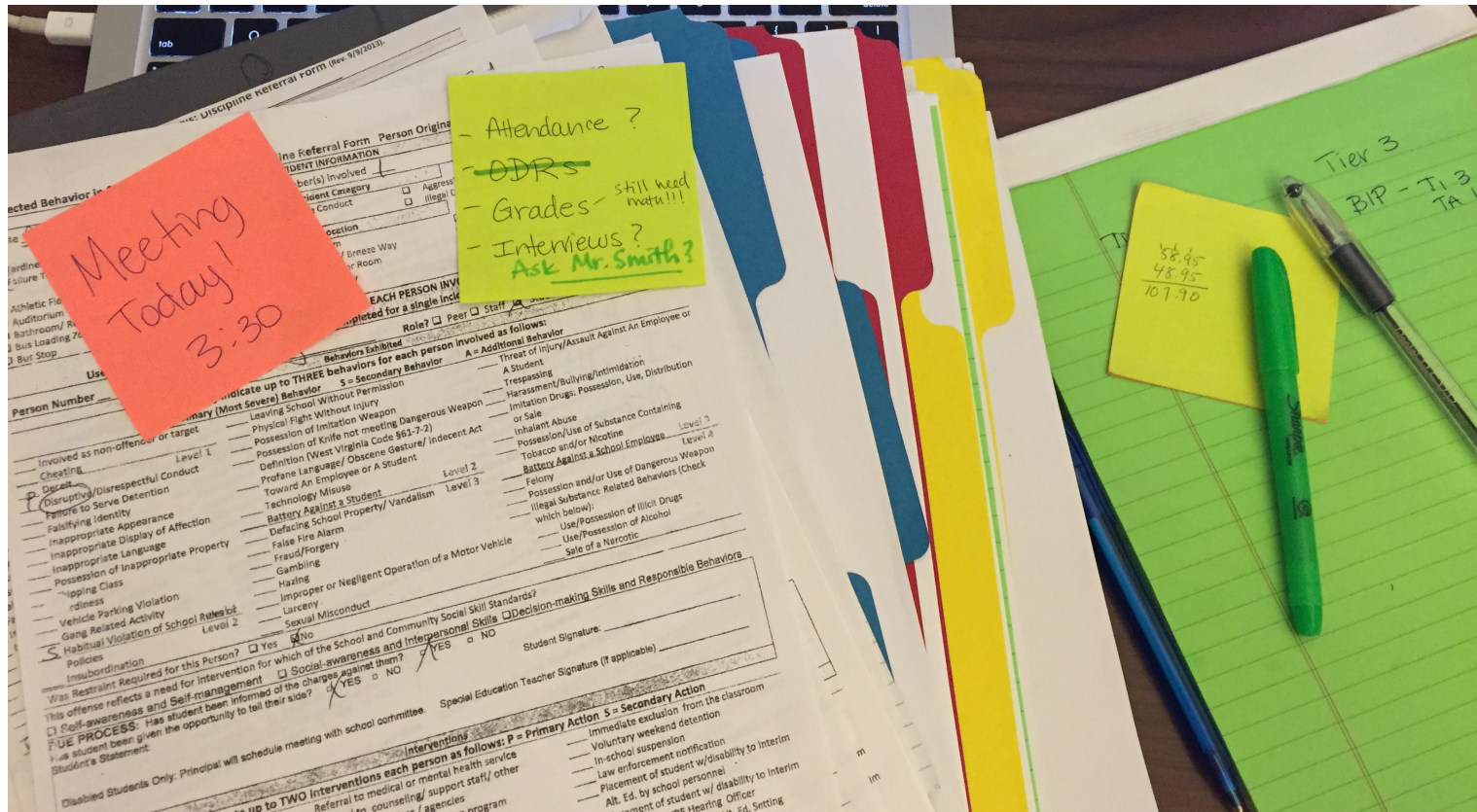
Intensive Intervention Realities

- Participation of multiple adults
  - Information gathering
  - Meeting attendance
  - Communicating meeting outcomes
- Extensive documentation
  - Existing school data
  - Assessment results
  - Plan paperwork
  - Monitoring data

There's a better way

Instead of this....

Try this...

Keeping Digital Files

- Stay up to date
  - Keep folders organized and date all documents
  - Label clearly for ease

- Use a cloud or server based shared folder
  - Access the files from anywhere – no leaving something behind
  - Allow team members to submit information directly

- Display during the meeting
  - Use your projector to share data, collaborate on changes, and ensure everyone has the right information.

Successful Intervention
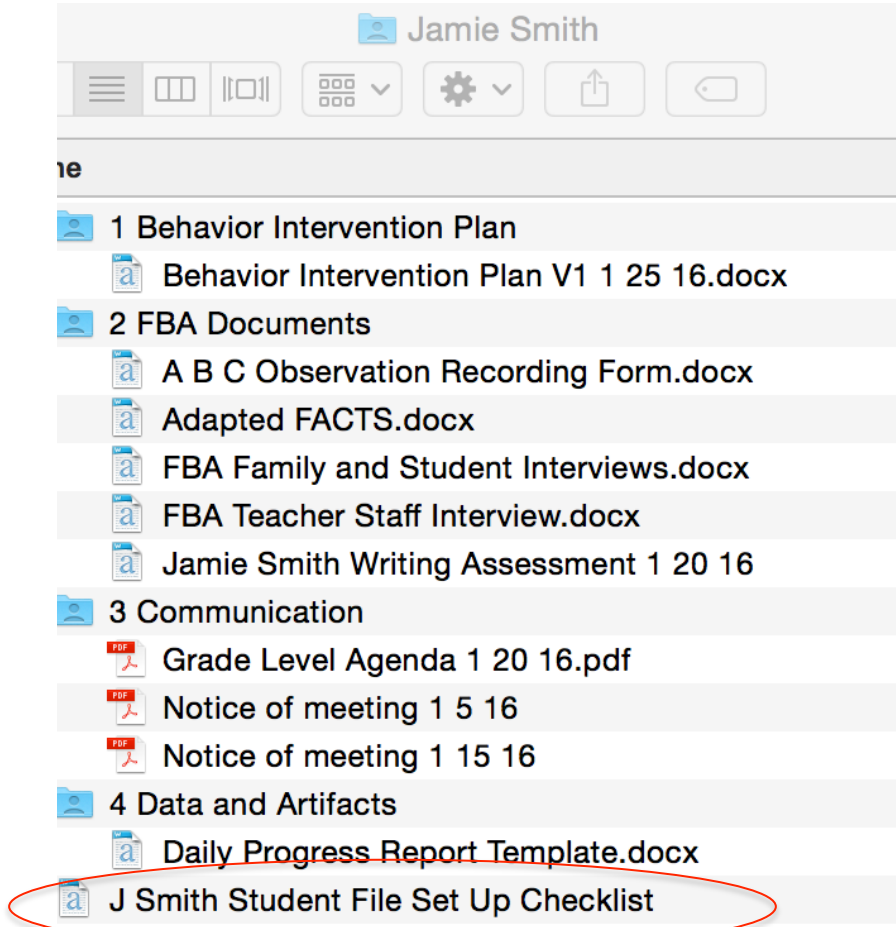
- Making record-keeping for the FBA/BIP process as effective and efficient as possible is one factor that can increase the likelihood of the plan's success.

Student File Set Up Checklist

Tier 3 Student File Set-Up Checklist
Complete and update this checklist at each action team meeting.

1. Student File Information	2. Team Member Information			
Student: Implementation Status: ☐ Starting ___/___/___ ☐ Progressing ___/___/___ ☐ Not Progressing ___/___/___ ☐ Needs Revision ___/___/___ ☐ Fade/Graduate ___/___/___ Coordinator:	Name	Role	Email	Access
	Additional Interventions Provided: _____ ___/___ _____ ___/___		_____ ___/___ _____ ___/___	

3. FBA/BIP Assessment and Documents Reference	
Assessment Documents *(Interviews, Adapted FACTS, Observation Recording Form)*	
Plan Documents *(BIP [all versions], Implementation Review Form, Social Validity Form)*	
Communication	
Data and Artifacts *(DPRs, Progress Graphs, Observation Data)*	

4. Fidelity Measure(s)		
Name:	Description:	
Times: ☐ __ **minutes** ☐ __ **period** ☐ __ **day** ☐ _____	Data Collection Schedule: ☐ **daily** ☐ **weekly** ☐ _____	Collection Method: ☐ **face–face** ☐ **e–form** ☐ **data sheet** Compiled by:
Goals: > ≥ = ≤ < Target: _____	Start Date:	End Date:

Adapted from ISIS-SWIS Student File Summary, Educational and Community Supports, University of Oregon

Jamie Smith's File Set Up Checklist

Tier 3 Student File Set-Up Checklist   Complete and update this checklist at each action team meeting.

1. Student File Information	2. Team Member Information			
Student: Jamie Smith Implementation Status: ☒ Starting _1_/_21_/_16_ ☐ Progressing ___/___/___ ☐ Not Progressing ___/___/___ ☐ Needs Revision ___/___/___ ☐ Fade/Graduate ___/___/___ Coordinator: M. Jones	Name	Role	Email	Access
	Mary Jones	Coordinator	mjones@school.org	All Files
	Martin Morris	Teacher	mmorris@school.org	Comm, Data
	Molly Marks	Interventionist	mmarks@school.org	Comm, Data
	Susan Smith	Parent	ssmith@home.com	None
	Additional Interventions Provided: __Small Group Reading__ 10/15 - present _____ ___/___		_____ ___/___ _____ ___/___	

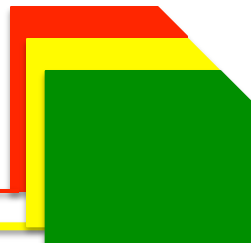| 3. FBA/BIP Assessment and Documents Reference	
Assessment Documents *(Interviews, Adapted FACTS, Observation Recording Form)*	*Adapted FACTS 1/15/16, Student, Family, Teacher Interviews 1/15/16, ABC Observation Form 1/19/16, Writing Assessment 1/20/16*
Plan Documents *(BIP [all versions], Implementation Review Form, Social Validity Form)*	*BIP v. 1 1/21/16, BIP v.2 2/16/16*
Communication	Email notice of meeting 1/5/16, 1/15/16, Grade Level Team meeting 1/20/16,
Data and Artifacts *(DPRs, Progress Graphs, Observation Data)*	*Student DPR Master*

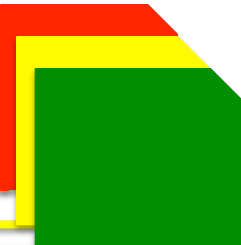| 4. Fidelity Measure(s)		
Name: Fidelity Rating Scale	Description: Staff will rate implementation fidelity on a scale of 0 – 5, with 0 meaning no implementation, 1 = 1 day, 2 = 2 days…5 = 5 days with fidelity.	
Times: ☐ __ **minutes** ☐ __ **period** ☐ _1_ **day** ☐ _____	Data Collection Schedule: ☐ **daily** ☐ **weekly** ☐ _____	Collection Method: ☐ **face–face** ☐ **e–form** ☐ **data sheet** Compiled by: Mary Jones
Goals: > ≥ = ≤ < Target: __4__	Start Date: 2/5/16	End Date:
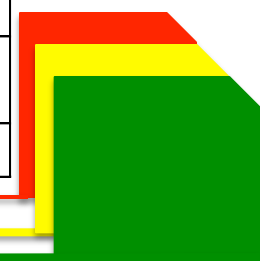
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Step 1: Clearly Define Behavior

- Must be observable and therefore measureable:
  - What does it look like?
  - When/where does it typically happen?
  - Can you count it (frequency), determine how long it lasts (duration), how long before it happens (latency), or intensity?

Step 2: Determine simplest way to collect data

- Types of recording:
  - Event-based recording
  - Time-based recording

Step 3. Collect Observational Data

- Collect during a context where the behavior is likely to occur

- Collect for a standard amount of time

- Collect 3 to 5 times or data points for baseline

- Collect after intervention has been implemented during the same context on a regular schedule*
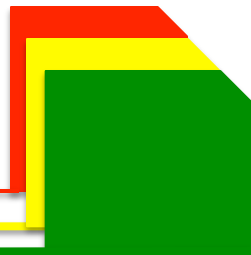
Step 4: Summarize and/or graph results

- Convert each observation to a single data point on a graph

- Each point may represent an actual number or a percentage

- Graphing allows for easy visual inspection
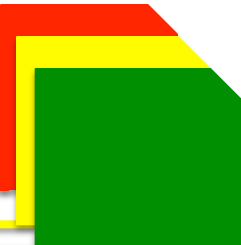
Step 5: Use Data to Make Decisions

- Use baseline to determine if behavior is problematic

- Use baseline to compare to intervention data to determine effect of intervention
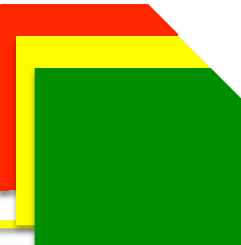
Simple Monitoring Strategies

- Collect and organize completed work or track assignment scores recorded in each class
- Daily Progress Report
- Office Discipline Referrals
- Track Classroom Minor Behavior Referrals
- Develop observation schedule
- Self-Monitoring

Monitoring Strategies

- Graph results daily

- Review at least weekly

- Report results on a regular basis to Action Team members

- Celebrate successes!

- Adjust plan as needed
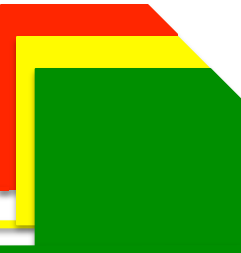
Using Permanent Products to Monitor

- Permanent product
  - Grades
  - Absence/tardy records
  - Tasks
  - Assignments

Permanent Product Monitoring

- Record the percentage of assignments completed to criteria

- Examples:
  - Student was given 10 assignments. Student completed 7 to the criteria of passing (65%). Therefore a 70% would be graphed for his daily progress

Permanent Product Monitoring

- Permanent product considerations:
  - Does not give us information concerning antecedents or consequences which may be affecting the behavior
  - Limited use - May only be used with those behaviors that result in a permanent product

DPR or Self-monitoring

- Convert number of points possible to a percentage and graph results daily

Student Point Card

Individualized CICO Point Card

Student: _____   **Date:** _____

Check-in: _____   **Check-out:** _____

☐A ☐B Day		1	2	3	4	5	Total
Teacher Initials							
Respect	Use appropriate language.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
	Use a calm voice.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Integrity	Follow directions.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
	Ask for help if I need it.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Perseverance	Finish my work.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
	Do my best.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Total							

Accuracy Check					
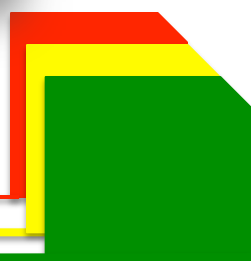
Minor Discipline Referrals as Progress Monitoring

- Graph the number of daily minor referrals. Do not convert to percentage. Compare actual number

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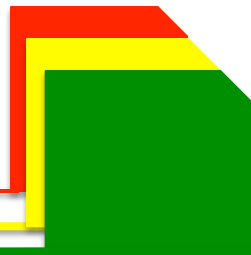
Fidelity of Implementation Measures

How well did we do what we said we would do?

Fidelity measures the degree to which the intervention was implemented as defined/expected.

Example: Staff will strive for 80% fidelity of implementation as measured weekly (or bi-weekly) on a scale of 1-5.

Make it easy for staff to record!

- Fidelity Check Board: X on number line in staff room

- Fist to Five: During team meeting

- Fidelity Check Basket: Drop off your response

- Direct observation (requires trusting & supportive staff climate)

- Self Check (Staff checks off steps completed)

Introducing Fidelity of Implementation

- Fidelity data is an opportunity to discuss the student's support plan, not a tool to pick on staff!

- Questions to ask of fidelity data:
    1. Is the plan being implemented?
    2. Is the plan a good contextual fit for the environment?
    3. Is additional training or coaching needed?
    4. Are there sufficient resources allocated to implement the plan?
    5. Has something changed (e.g., staff, schedule, student behaviors)?
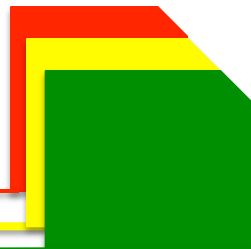
Outcome Measures

Is the plan having an effect on the student's behavior?

"<u>Outcome</u> Measures" track what effect the implementation of the plan is having on the student's academic and/or social behavior.

What do we want to track and how?

- Problem behavior (e.g., duration, frequency, intensity)

- Replacement/Desired behavior (e.g., duration, frequency, points earned)

- Academic behavior (e.g., correct words per minute, test scores, correct sounds produced, level of participation)

- Skill acquisition (e.g., steps of hand-washing completed, vocabulary words)

Fidelity of Implementation

Scale of 1 (low) – 5 (high)

- How many days did you implement the plan?

Wk 1:   1   2   **_3_**   4   5
Wk 2:   1   2   **_3_**   4   5
Wk 3:   1   2   3   **_4_**   5
Wk 4:   1   **_2_**   3   4   5
Wk 5:   1   **_2_**   3   4   5
Wk 6:   1   2   3   **_4_**   5
Wk 7:   1   2   3   **_4_**   5

- With what level of quality did you implement the plan?

Wk 1:   1   2   **_3_**   4   5
Wk 2:   1   2   **_3_**   4   5
Wk 3:   1   2   3   4   **_5_**
Wk 4:   1   **_2_**   3   4   5
Wk 5:   1   **_2_**   3   4   5
Wk 6:   1   2   **_3_**   4   5
Wk 7:   1   2   3   **_4_**   5

Staff Fidelity Card

Classroom Fidelity Check for BSP Implementation

Student: **Grade:**
Case Manager:

Month/ Year:_____

How often are you implementing the following PREVENTATIVE strategies:	1 2 3 4 5 Never Always	
How often are you implementing the following REWARD strategies:	1 2 3 4 5 Never Always	
How often are you implementing the following RESPONSES TO PROBLEM BEHAVIOR (if needed):	1 2 3 4 5 Never Always	
Do you feel the student's overall behavior is improving?	1 2 3 4 5 Poor Excellent	

Person Filling out form: _____

Directions: Please indicate on the scale the level of support needed for students to perform the skills listed (annual goals), using the following guide:

Never   1
Some days (1-2 days/ week)   2
Often (3-4 days/ week)   3
Almost always (4 days/ week)   4
Every day   5

Combined Data Collection Sheets

Student: B.B. Week: -last week	Count of Disrespectful Behavior	Assignments		Fidelity (1-5) (Fridays only)
		Completed	Assigned	
Monday	18	1	10	
Tuesday	20	1	10	
Wednesday	17	1	11	
Thursday	Absent	-	-	
Friday	19	1	9	3

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References

Educational & Community Supports, (2015) *ISIS-SWIS User's Manual*. University of Oregon, www.pbisapps.org

Iovannone, R., & Christiansen, K. "Prevent-teach-reinforce model (PTR): A tier 3 behavior intervention accepted by teachers." Annual meeting of the Association for Positive Behavior Supports, Atlanta, GA. March 2012. Invited Workshop Presentation

Missouri Schoolwide Positive Behavior Support. (2016). *Tier 3 SW-PBS Workbook.* Retrieved from http://pbismissouri.org/tier-3-workbook

Scott, T.M., Anderson, C., & Spaulding, S. (2008). Strategies for developing and carrying out functional assessment and behavior intervention planning in the general classroom. *Preventing School Failure*, 52(3), 39-49.