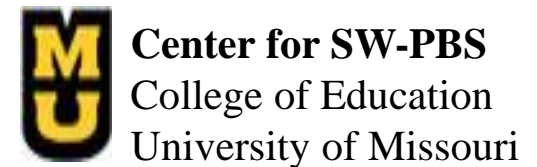


Tier 3 Overview and Readiness

Sustaining Effective Practices for Student Outcomes

Summer Training Institute 2015



Overview and Readiness for Tier 3

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

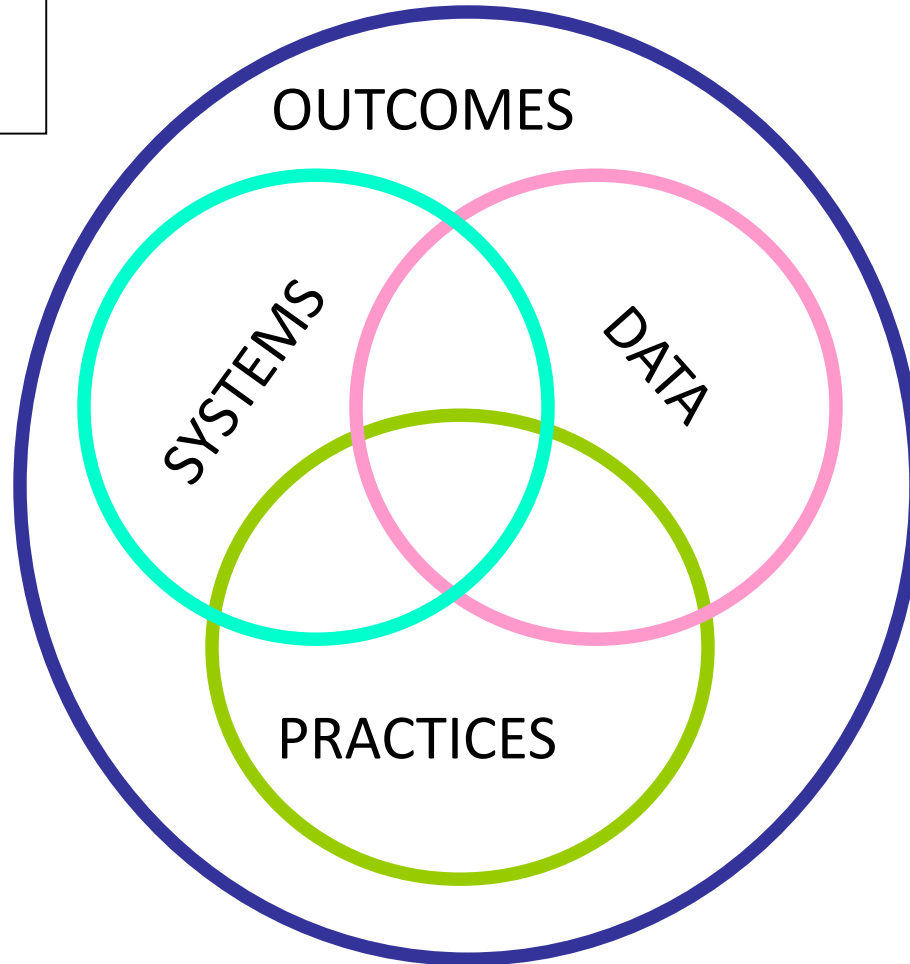
- Identify key features of a SW-PBS Tier 3 system and characteristics of maximally effective interventions.
- Determine readiness for development of Tier 3

Tier 3 Overview

SW Positive
Behavior
Support

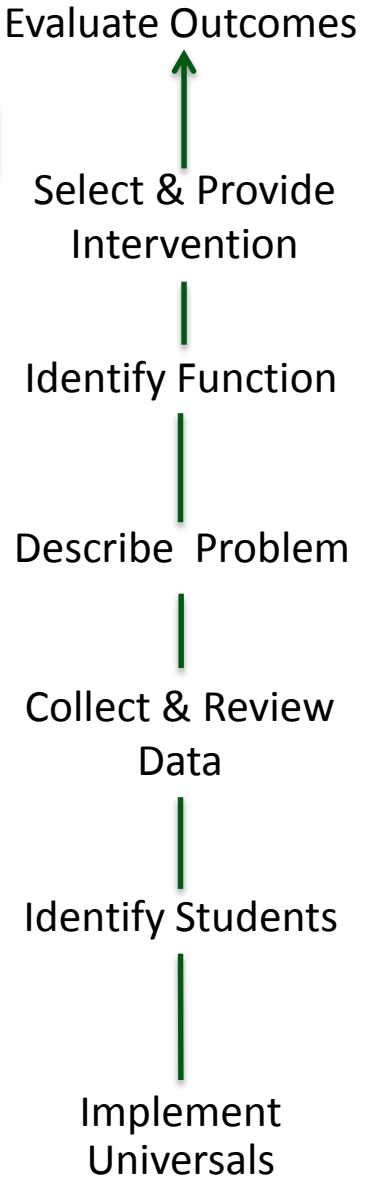
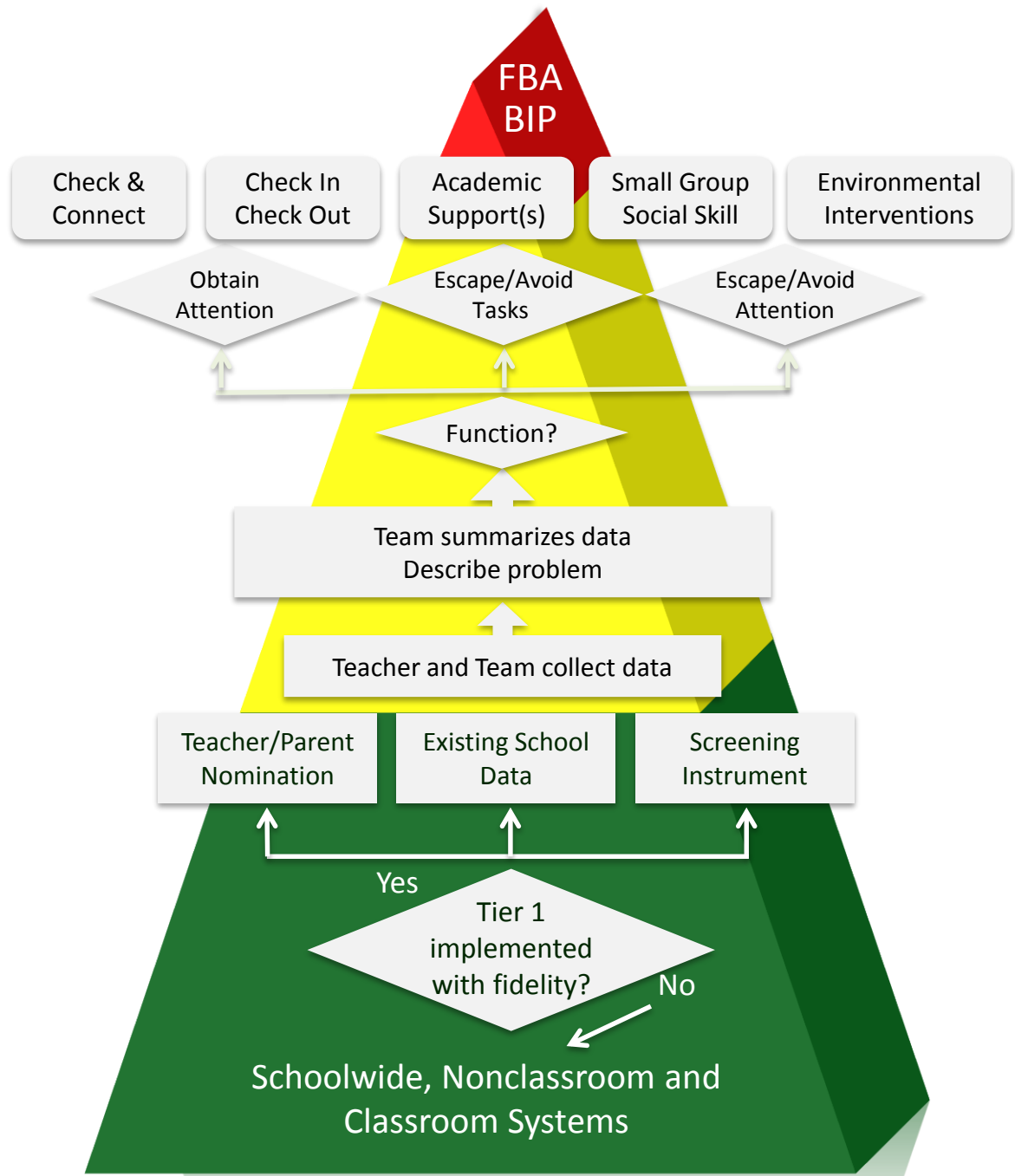
Social Competence &
Academic Achievement

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.

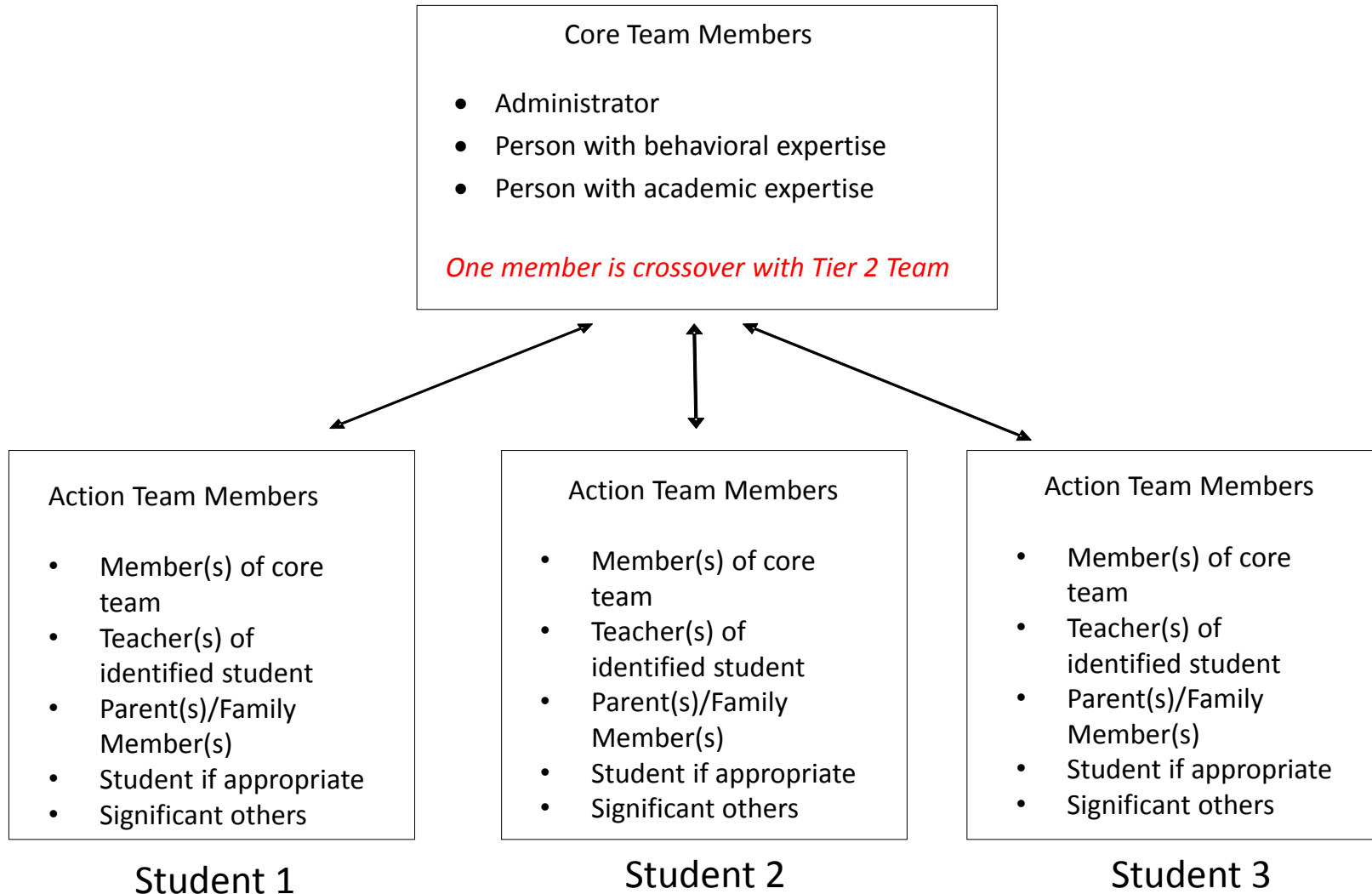
Behavior Intervention Plan (BIP)

- 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.

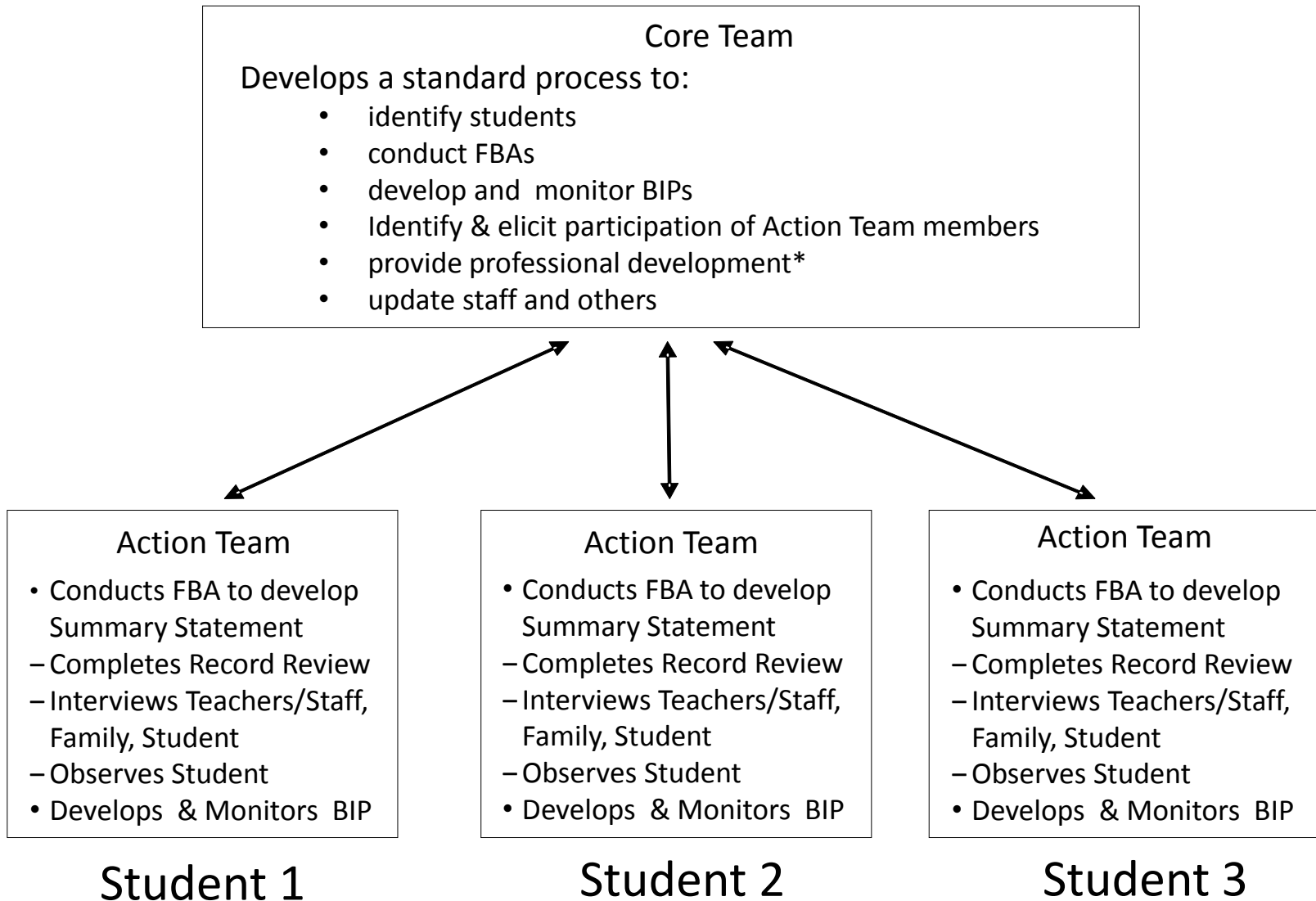
Tier 3 Teams

- 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

A Continuum of Support for All

Academic Systems

Tier Three

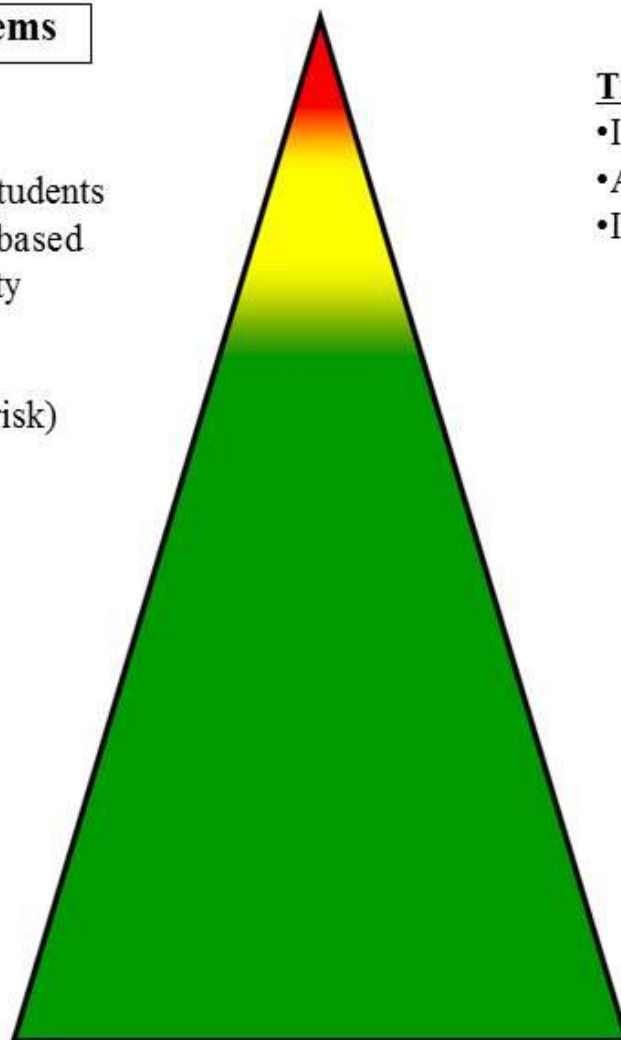
- Individual Students
- Assessment-based
- High Intensity

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"> • 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 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, list 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.

Diane Feeley

feeleyd@missouri.edu

References

Cook, C. R., Mayer, G. R., Browning-Wright, D., Kraemer, B., Wallace, M. D., Dart, E., Collins, T., & Restori, A. (2012). Exploring the link among behavior intervention plans, treatment integrity, and student outcomes under natural educational conditions. *Journal of Special Education, 46* (1), 3-16.

Crone, D. & Horner, R. H. (2003). *Building positive behavior support systems in schools*. New York: Guilford Press.

Ervin, R. A., Radford, P. M., Berisch, K., Piper, A. L., Ehrhardt, K. E., & Poling, A. (2001). A descriptive analysis and critique of the empirical literature on school-based functional assessment. *School Psychology Review, 30*, 193-210.

Gage, N. A., Lewis, T. J., & Stichter, J. P. (2012). Functional behavioral assessment-based interventions for students with or at risk for emotional and/or behavioral disorders in school: A hierarchical linear modeling meta-analysis. *Behavioral Disorders, 37*(2), 55-77.

References

Hoff, K. E., Ervin, R. A., & Friman, P. C. (2005). Refining functional behavioral assessment: Analyzing the separate and combined effects of hypothesized controlling variables during ongoing classroom routines. *School Psychology Review, 34*, 45–57.

Ingram, K., Lewis-Palmer, T., & Sugai, G. (2005). Function-based intervention planning: Comparing the effectiveness of FBA: Indicated and contra-indicated intervention plans. *Journal of Positive Behavior Interventions, 7*(4), 224-236.

Newcomer, L., & Lewis, T. J. (2004). Functional behavioral assessment: An investigation of assessment reliability and effectiveness. *Journal of Emotional and Behavioral Disorders, 12*, 168–181.

Scott, T.M., Anderson, C., Mancil, R., & Alter, P. (2009). Implementing function-based support within schoolwide positive behavior support. In Sailor, D., Dunlap, G., Sugai, G., & Horner, R. (Ed.) *Handbook of positive behavior support*. New York: Springer Science+Business Media.

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