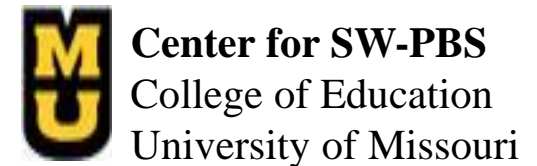# Implementing Tier 3 Systems
Excelsior Springs Middle School

Pay it Forward with SW-PBS for School Success
Summer Training Institute 2013

Outcomes

- By the end of this session, you will be able to:
  - Describe the essential systems necessary for Tier 3 implementation
  - Explain how a Missouri middle school has implemented Tier 3 systems within their three-tiered framework

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Session Agenda

- Overview of Tier 3 Systems
  - Tier 3 Core Team
  - Tier 3 Action Team

- Tier 3 systems examples from Excelsior Springs Middle School

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Tier 3 Core Team

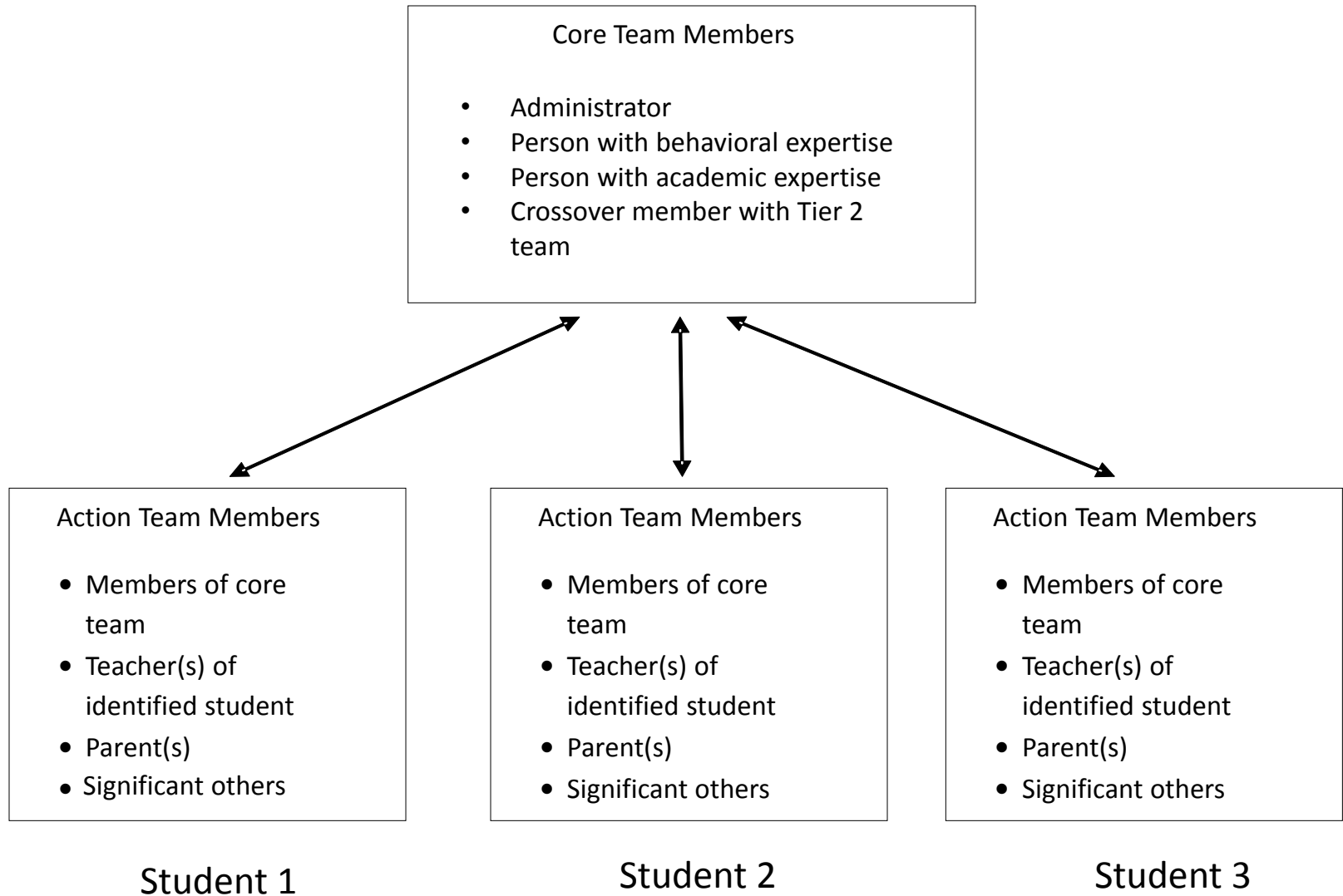Core Team Members, Roles, and Responsibilities
Core Team Responsibilities
Calendar of Meeting Dates
Standard Meeting Format
Eliciting Action Team Participation

Tier 3 Core & Action Team Members

Core Team Members

- Administrator
- Person with behavioral expertise
- Person with academic expertise
- Crossover member with Tier 2 team

Action Team Members

- Members of core team
- Teacher(s) of identified student
- Parent(s)
- Significant others

Student 1

Action Team Members

- Members of core team
- Teacher(s) of identified student
- Parent(s)
- Significant others

Student 2

Action Team Members

- Members of core team
- Teacher(s) of identified student
- Parent(s)
- Significant others

Student 3

Core Team Roles and Responsibilities

- Chairperson/Coordinator
  - Prepare agenda
  - Facilitate meeting
  - Follow-up on assigned tasks
- Recorder
  - Take notes at each meeting,
  - Record tasks, deadlines, and decisions made
  - Distribute information to applicable stakeholders
- Administrator
  - Support process by attending meetings
  - Restructure resources (time and staff)
  - Share updates with staff

Core Team System Responsibilities

- Develop a standard identification & data collection (FBA) process

- Develop a standard BIP process including progress monitoring

- Identify and elicit participation of Action Team members, including parent/family member

- Develop a model for providing staff training/professional development

- Develop standard methods for updating team, staff, and others involved with student support

Core Team Meeting Calendar

- As teams build their Tier 3 system, the core team may only require two meetings per month.

- When teams develop their calendar of meeting dates and times, keeping meetings on the same day of the week and at the same time will facilitate increased participation from team members.

Tier 3 Core Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Facilitator:	Recorder:	Administrator
Today's Meeting						
Next Meeting						

Team Members Present:

Today's Agenda Items
1. Staff Updates/Obtain Feedback
2. Tier 3 Handbook
3. Staff Development
4. Review students for Tier 3 Intervention

1.	Discussion/Decision/Task (if applicable)	Who?	By When?

2.	Discussion/Decision/Task (if applicable)	Who?	By When?

3.	Discussion/Decision/Task (if applicable)	Who?	By When?

4. Review of students for Tier 3 Intervention	Met Criteria: NO *Recommendations & Plan for Follow-up*	Met Criteria: YES *Complete Columns 1 - 5*	1) Identify Action Team Members; Who will contact? How & when to contact?	2) Who will complete Record Review?	3) Who will interview Teachers/Staff?	4) Who will interview Parent/Family?	5) Who will interview Student?

Develop a System to Elicit Participation for the Action Team Meetings

- Consider:
  - Who needs to be a member of the action team?
    - i.e. teacher(s), counselor, paraprofessional, administration, student, family members
  - How will release time be provided so staff can attend meetings?
  - Who will notify the action team members?
    - i.e. Designated Action Team coordinator
  - How will the team members be notified?
    - i.e. e-mail, telephone, in-person
  - When will the team members be notified?
    - i.e. One week prior to first meeting

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Tier 3 Action Teams

Action Team Members
Action Team Responsibilities
Tasks for Meetings 1, 2, and 3
Standard Meeting Format
Calendar of Meeting Dates

Tier 3 Core & Action Team Members

Core Team Members

- Administrator
- Person with behavioral expertise
- Person with academic expertise
- Crossover member with Tier 2 team

Action Team Members

- Members of core team
- Teacher(s) of identified student
- Parent(s)
- Significant others

Student 1

Action Team Members

- Members of core team
- Teacher(s) of identified student
- Parent(s)
- Significant others

Student 2

Action Team Members

- Members of core team
- Teacher(s) of identified student
- Parent(s)
- Significant others

Student 3

Action Team Responsibilities

1) Review academic records and work samples
2) Conduct FBA interviews
3) Report FBA data to Action Team
4) Facilitate development of summary statement
5) Conduct FBA observations
6) Facilitate development of behavior intervention plan
7) Implement and monitor behavior intervention plan

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Action Team Meeting 1

- Report summary of information from record review and interviews (e.g. Information reported on Adapted FACTS – Part A)

- Identify specific antecedents and consequences of problem behavior in each identified context in order to generate a summary statement (e.g. Complete Adapted Facts – Part B.)

- Schedule Observation(s)

- Schedule Meeting 2

Action Team Meeting 2

- Review information from observation(s)
  - Determine if observation confirmed Summary Statement or if additional observations are needed
- Design Behavior Intervention Plan (BIP)
- Design plan for implementation of Behavior Intervention Plan
- Determine method of data collection for evaluation of Behavior Intervention Plan
- Schedule Meeting 3

Action Team Meeting 3

- Review fidelity of BIP implementation

- Review progress monitoring data

- Recommendations

Tier 3 Action Team Agenda

	Date:	Time:	Location:	Facilitator:	Recorder:	Administrator
Today's Meeting						
Next Meeting						

Student:

Action Team Members Present:

Meeting 1	Discussion/Decision/Task (if applicable)
	Report summary of information from record review and interviews – (5 Minutes):
	Identify specific antecedents and consequences of problem behavior in each identified context to generate a summary statement – (20 Minutes):
	Schedule Observation(s) – (5 Minutes)
	Schedule Meeting 2 – (1 Minute)
Meeting 2	Discussion/Decision/Task (if applicable)
	Review information gleaned from Observation. Determine whether Observation confirmed Summary Statement or if more observations are required – (5 minutes)
	Design Behavior Intervention Plan (BIP) – (20 Minutes)
	Design plan for implementation of Behavior Intervention Plan (BIP) – (10 Minutes)
	Determine method of data collection for evaluation of Behavior Intervention Plan – (5 - 10 Minutes)
	Schedule Meeting 3 – (1 Minute)
Meeting 3	Discussion/Decision/Task (if applicable)
	Review progress monitoring data – (2 Minutes)
	Recommendations – (5 Minutes)

Action Team Meeting Calendar

- Individual student action teams will meet weekly.

- When teams develop the calendar of meeting dates and times, keeping meetings on the same day of the week and at the same time will facilitate increased participation from team members.

- When scheduling meetings, keep in mind times that will facilitate parent/family participation

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Tier 3 Core and Action Teams

The Big Picture

Tier 3 Student Support Meeting Process

Core Team Meeting

- Identifies student for Tier 3 Intervention and:
  - Identifies action team members
  - Determines who will notify action team members
  - Assigns action team member(s) to review student records
  - Assigns action team members(s) to interview staff, parent/family, student

Prior to next meeting: Action Team Members are notified of their participation and date of meeting. Record review and interviews are completed (Adapted FACTS – Part A, pages 1 & 2).

Action Team Meeting 1

- Team summarizes information collected (Adapted FACTS - Part A) (pages 1 & 2)
- Team identifies A-B-C for each problematic setting and generates a summary statement (Adapted FACTS - Part B) (page 3)
- Team determines details for completing observations:
  - Who
  - When (dates and times)
  - Where (settings where problem behaviors occur and do not occur)
- Schedule meeting 2

Prior to next meeting: Observations are completed.

Action Team Meeting 2

- Team reviews and summarizes observation data
- If summary statement was not confirmed
  - Determine details for additional observations and schedule next meeting
- If summary statement was confirmed
  - Identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to misbehavior, and emergency plan (pages 1 & 2)
  - Document implementation plan (page 3 & 4)
  - Determine method of data collection for monitoring progress (pages 3 & 4)
  - Develop generalization and maintenance strategies (page 4)
  - Schedule meeting 3

Prior to next meeting: Personnel identified in BIP implementation and monitoring components collect progress monitoring data.

Action Team Meeting 3

- Team reviews BIP implementation plan - did everyone implement with fidelity?
- Team reviews progress monitoring data
  - Based on data, the team will determine whether to: reteach adults and/or students; continue; modify; intensity
- Schedule next review meeting

Reference

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

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