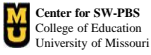


Tier 3 Overview and Readiness

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

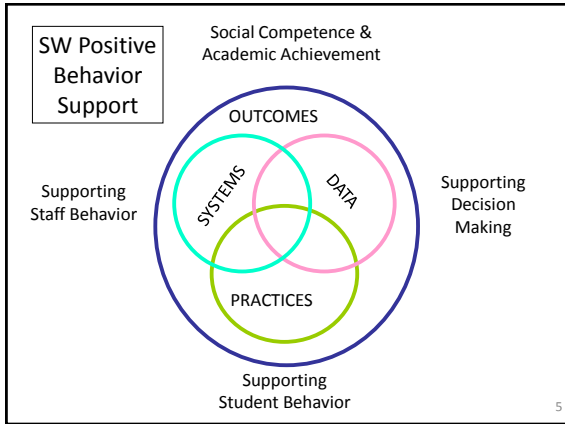
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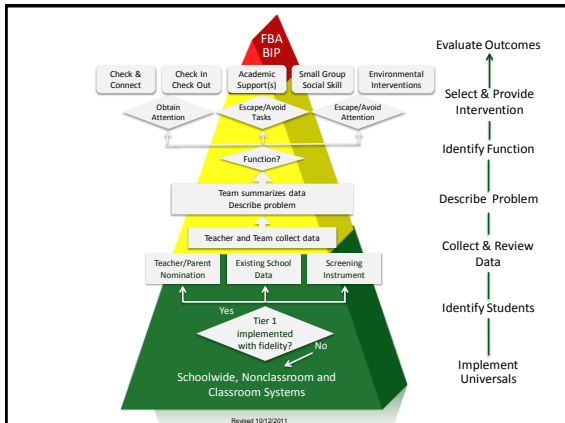


Tier 3 Overview

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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

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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).

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*"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)

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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.

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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.

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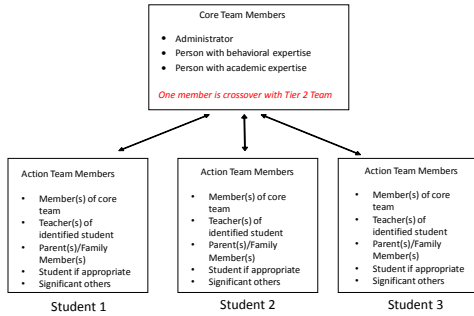
Tier 3 Teams

- 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.

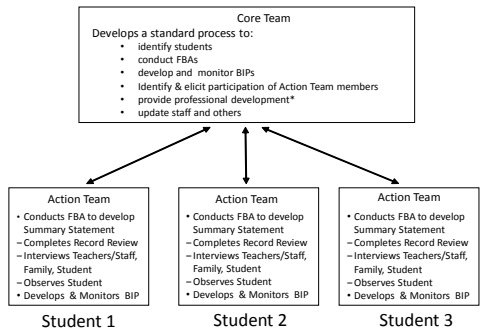
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Tier 3 Core & Action Team Members



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

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Assessing Readiness for Tier 3

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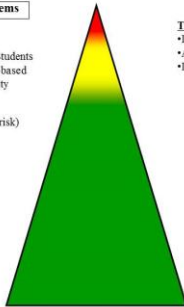
A Continuum of Support for All

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 3 interventions
- Process to identify function of behavior problem and match intervention to the function
- At least one data-based small group or individual targeted intervention plan are in place and implemented; only one is identified, 20% of students have been implemented, and 20% of students have been implemented
- Staff has received training for implementation of interventions
- Use of 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 • Non-classroom Setting Systems • Classroom Systems 	Score and date _____ 80% Criteria met? Yes No Notes for increasing fidelity based upon results:
Office Referral Data (ODR) 75% 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

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TIER 3 READINESS GUIDELINE	DOCUMENTATION/NOTES:
<p>Documentation of:</p> <ul style="list-style-type: none"> • 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, 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 	<p>Which are in place, in use, and documented? #s _____</p> <p>Instrument(s) consistently used: _____ Intervention Planning Guide _____ Advanced Tier Data Collection Spreadsheet _____ Adapted FACTS Part A</p> <p>Notes for increasing fidelity:</p>

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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.

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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

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TIER 3 READINESS GUIDELINE	DOCUMENTATION/NOTES:
Administrator and core group of staff who will serve on Tier 3 team: <ul style="list-style-type: none"> • Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, EP, a visual aid, etc. 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 No, what positions are missing and who will fill them?

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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)

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Questions

- What didn't get answered?
- Contact your regional or Tier 2/3 consultant if you have additional questions after this session.

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

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