Introduction to Tier 3: A Systems Approach

Jen Fletcher
BSS/Mountain Region
everhartj@marshall.edu

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Today's Objectives

- ✓ Tier 3 Systems
  - District
  - School
  - Individual
- ✓ Barriers
  - Explore ways to address through training, coaching, and TA
- ✓ Intro to Tier 3 TFI 3.0
  - Understanding the TFI Features

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Audience Expectations

- **Be Respectful**
  - Limit Distractions for yourself & your trainer
- **Be engaged**
  - Ask questions
  - Provide eye contact
- **Be Responsible**
  - Take notes
  - Complete surveys when prompted

WV PBIS
Positive Behavioral Interventions and Supports

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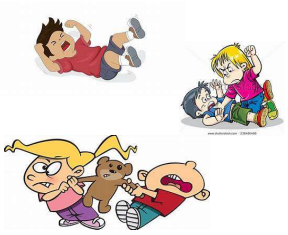
That "Student"



- Describe that student: single words (don't overthink)
- What interventions have been attempted?
- How long did you implement the intervention?
- Have interventions been successful?
- Why do you think the student behaves the way he/she does?

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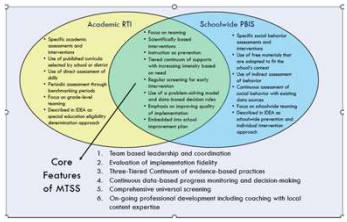
FBA/BIP: Apart of a bigger system

One way that district and schools can meet the needs of all students who require individualized behavior support, while maximizing the efficient use of valuable time and resources, is by developing and providing a continuum of Tier 3 supports and defining FBA/BSP as a process that can vary in complexity based on student need.



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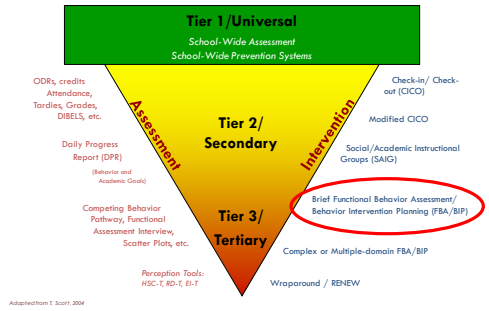
A Multi-Tiered System of Support for Behavior



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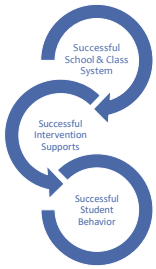
What are Tier 3 Supports?

A layer of support in addition to those provided in Tiers 1 and 2.

Individualized supports for both general education and exceptional education students.

Focus is on what is needed to achieve positive outcomes (brief, comprehensive, or wraparound).



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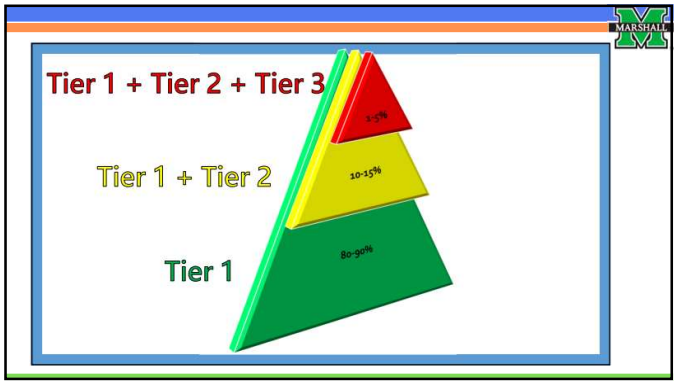

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Tier 3 System

What we know nationally

1. Effective evidence-based processes exist to support students with serious problem behaviors
2. Overall, those processes are not implemented with fidelity
3. Improved student outcomes not being realized
4. An ineffective Tier 3 system may impact:
   - Restraint/Seclusion
   - Suspensions/Expulsions
   - Disproportionate Discipline
   - Drop out/Graduation Rates
5. Systemic issues impact Tier 3 supports (District/County level)

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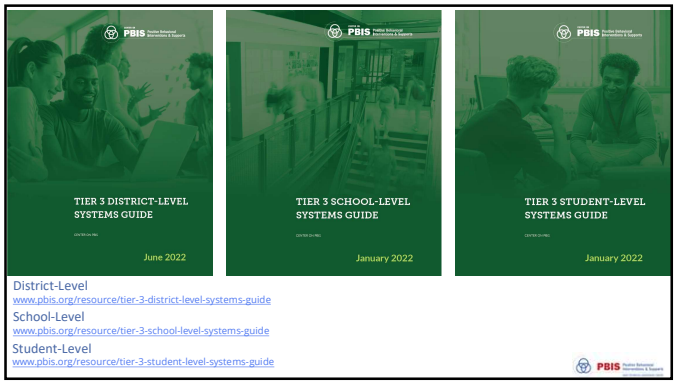
TIER 3 DISTRICT-LEVEL SYSTEMS GUIDE
June 2022
TIER 3 SCHOOL-LEVEL SYSTEMS GUIDE
January 2022
TIER 3 STUDENT-LEVEL SYSTEMS GUIDE
January 2022
District-Level
www.pbis.org/resource/tier-3-district-level-systems-guide
School-Level
www.pbis.org/resource/tier-3-school-level-systems-guide
Student-Level
www.pbis.org/resource/tier-3-student-level-systems-guide

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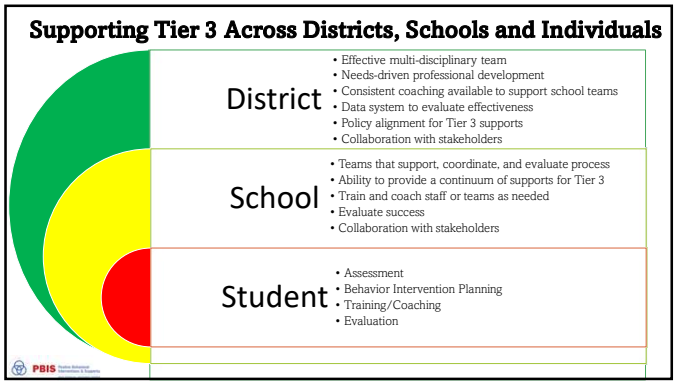
Supporting Tier 3 Across Districts, Schools and Individuals
District
• Effective multi-disciplinary team
• Needs-driven professional development
• Consistent coaching available to support school teams
• Data system to evaluate effectiveness
• Policy alignment for Tier 3 supports
• Collaboration with stakeholders
School
• Teams that support, coordinate, and evaluate process
• Ability to provide a continuum of supports for Tier 3
• Train and coach staff or teams as needed
• Evaluate success
• Collaboration with stakeholders
Student
• Assessment
• Behavior Intervention Planning
• Training/Coaching
• Evaluation

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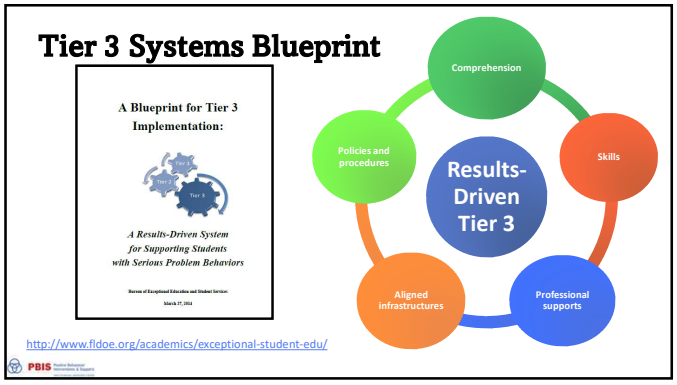
Tier 3 Systems Blueprint
A Blueprint for Tier 3 Implementation:
A Results-Driven System for Supporting Students with Serious Problem Behaviors
Comprehension
Skills
Professional supports
Aligned infrastructures
Policies and procedures
Results-Driven Tier 3
http://www.fldoe.org/academics/exceptional-student-edu/

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District-Level Systems

- Effective multi-disciplinary **teaming** process
- Needs-driven **professional development**
- Reliable and consistent **coaching** network
- Efficient data system for **evaluation** of effectiveness
- Protocols for collaboratively **engaging with stakeholders**
- Alignment of **policy**, procedures, and practices for effective Tier 3 for all students

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Assessing District-Level Needs

Tier 3 Initial District Interview

District: Date: Interviewer: Name/Title of Interviewees

District Team/Staff Responsible for Tier 3

1. Does the district have a team for the purposes of planning, evaluating, and modifying the Tier 3 (individual intensive) process? (not student-specific) (If no, skip to question 3.) (Ensure 5-district policies)
2. What are the names and roles of the people on the district team? Who is the district team leader/coordinator?
3. Who on the district team has training and expertise in behavioral principles? Where and how did they receive their training (e.g., pre-service, experience, professional development, graduate work)? (Ensure 2—behavioral content)
4. Does the district team include individuals who have the knowledge and skills necessary to facilitate systems change? How do the individuals use these skills to enhance the likelihood that change will occur? Include individuals who have expertise in implementation science and problem-solving factors impacting implementation and knowledge of how adults change behavior. (Ensure 2—systems change)
5. Which members of the district team conduct FBAs and develop BIPs? Are other people (district school) responsible for conducting FBAs and developing BIPs? If yes, what are their names and titles? What is their training and expertise in behavioral principles? (Ensure 2—behavioral content)
6. How much time are the people indicated above expected to devote to conducting the FBA/BIP process? Is the time allocated sufficient? (Ensure 4—district resources)

- District Process
  - Alignment of policy, procedures, and practices for effective Tier 3 for all students
  - Coaching & Professional Development Needs
  - Evaluation effectiveness
- Campus/School-based Process
  - Process for FBA/BIP
  - Training/Coaching supports for BIP
  - Evaluation of BIP

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Supporting Districts Tier 3 Priorities

8. District allocates sufficient training & technical assistance to support tier 3 implementation activities (e.g., intervention design, delivery, data-based decision making, etc.)	Fully In Place	Partially In Place	Not In Place	Rating/Notes
a. District ensures sufficient training and coaching for implementation of FBA/BIP.	District has taken steps to ensure sufficient training and coaching for implementation of FBA/BIP		District has not taken steps to ensure sufficient training and coaching for implementation of FBA/BIP	
b. District provides training and technical assistance regarding collaboration and skills related to collaboration	District has implemented a plan for training and technical assistance regarding collaboration and skills related to collaboration		District does not have a plan in place for training and technical assistance regarding collaboration and skills related to collaboration	
c. District ensures that data is utilized to identify and differentiate skill vs. performance deficits	District has implemented measures to ensure that data is utilized to identify and differentiate skill vs. performance deficits		District has not implemented measures to ensure that data is utilized to identify and differentiate skill vs. performance deficits	

Tier 3 Priority Organizers
https://www.livebinders.com/play/play?id=3202235#anchor
Tier 3 Action Plans
https://www.livebinders.com/media/get/MjM2MTcwOTA=

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Questions to Consider for District Planning to Support FBA/BIPs

- Why is the quality of most FBA/BIPs poor?
- How can districts enhance the technical adequacy of FBAs/BIPs?
- What is needed to support districts in implementing evidence-based processes?
- How can districts ensure an effective FBA/BIP process is in place?
- How can districts ensure all students needing T3 supports are included, not just students with externalizing behavior problems?

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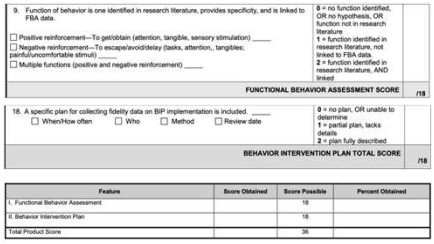
Technical Adequacy Tool for Evaluation (TATE)

1. **User-friendly tool for practitioners in school settings to evaluate FBA/BIPs**
2. **Determine the technical adequacy of FBA/BIPs** & establish baseline
   - Districts/Schools
   - Staff
   - Individual students
3. **Provide information and generate data to guide district tier 3 planning and professional development**



9. Function of behavior is one identified in research literature, provides specificity, and is linked to FBA data.

☐ Positive reinforcement—To get/obtain (attention, tangible, sensory stimulation) _____
☐ Negative reinforcement—To escape/avoid/delay (tasks, attention,, tangibles; painful/uncomfortable stimuli) _____
☐ Multiple functions (positive and negative reinforcement) _____

0 = no function identified, OR no hypothesis, OR function not in research literature
1 = function identified in research literature, not linked to FBA data
2 = function identified in research literature, AND linked

FUNCTIONAL BEHAVIOR ASSESSMENT SCORE /18

18. A specific plan for collecting fidelity data on BIP implementation is included. _____
☐ When/How often ☐ Who ☐ Method ☐ Review date

0 = no plan, OR unable to determine
1 = partial plan, lacks details
2 = plan fully described

BEHAVIOR INTERVENTION PLAN TOTAL SCORE /18

Feature	Score Obtained	Score Possible	Percent Obtained
I. Functional Behavior Assessment		18	
II. Behavior Intervention Plan		18	
Total Product Score		36	

https://www.livebinders.com/media/get/MTc3OTQ2NDM=

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Questions to Consider with District Data Systems to Support Tier 3

1. Identifies students needing T3 supports?
2. Provides baseline (pre-intervention) data for all students identified to receive T3 supports?
3. Provides post-intervention data to monitor how students are doing after intervention implementation?
4. Tracks specific problem & replacement behaviors?
5. Identifies & tracks specific interventions being implemented?
6. Drills down by students in specific schools, grade-levels, categories, classrooms, & behaviors?
7. Provides fidelity data?

Are any of these challenges for your district's data system? If so, which one(s)?

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Data Systems for Evaluating Effectiveness

To effectively implement Tier 3, a district must have a functional data system to review data at multiple levels (e.g., student, teacher, school, district) across all tiers.

Tier 1	Tier 2	Tier 3
• Office referrals • Minor/Classroom referrals • Attendance • In School Suspension • Out of School Suspension • Restraint/Seclusion • Equity (Disproportionate Discipline) • Core Effectiveness • Climate Surveys • SESIR • Tier 1 Fidelity (PIC, BoQ)	• Weekly progress monitoring (groups & individual student) • Intervention-specific monitoring • Comprehensive summary • Tier 2 Fidelity (TFI) • Comparison across Tier 1 data	• Daily direct observation data (frequency, duration, etc.) • Antecedent, Behavior, Consequence observations • Individual student reports • School-level progress summaries by student and intervention • Tier 3 Fidelity (TFI)

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Tier 3 System - *What we know from our work with districts*

Most Districts DO NOT have…

1. A ***Tier 3 leadership team***
2. ***Job-embedded coaching*** to support Tier 3 implementation
3. An ***effective data system***
   - Track students receiving Tier 3 support
   - Monitor student progress
   - Monitor intervention effectiveness
   - Easy & efficient graphing of progress for teachers & families

Most Districts Employ…

1. ***Traditional methods*** to train on FBAs/BIPs (ppts, forms)
2. ***Inconsistent process*** between general & special education
3. ***Vaguely defined*** procedures to identify students needing Tier 3 supports
4. ***Limited procedures*** to measure…
   - Fidelity of FBA/BIP process
   - Intervention implementation

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FBAs and BIPs
What we know from our work with districts

- No link between interventions & hypothesis
- Vague description of interventions
- No replacement behavior
- 'Stock' list of possible rewards & consequences
- Over-reliance on consequential interventions
- Missing follow-up plans
- No plan for measuring fidelity
- Teams often lacked teacher or significant adult(s)
- No baseline data
- Target behavior missing or inadequately defined
- Minimal detail on setting events & antecedents
- No consequences (i.e., response of others following problem behavior)
- Weak link between hypothesis & FBA components
- Hypothesis missing, incomplete or inadequate

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Tier 3 System - *District Challenges*

Absence of clear guidelines for developing a results-driven T3 system that is practical and efficient for school application.

Minimal ongoing district supports to ensure implementation and sustainability of evidence-based processes.

Shortage of trained personnel who can implement T3 practices with fidelity

Tier 3 system change may take 5+ years

Are any of these challenges for your district?
If so, which one(s)?

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Current supports and needed enhancements

Improving Tier 3 Student Outcomes	Tier 3 Process Supports	Training and Coaching	Evaluation Supports
• Reducing Restraint • Disproportionality Supports	• District Team Interview (Select Portions) • Tier 3 Priority Organizers and Action Planning	• Face to Face • On-going coaching feedback for interventions and strategies being used	• Improving FBA/BIP (TATE) • Database for Advanced Tiers of Support • Tiered Fidelity Inventory (TFI)

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School-Level Systems

Team meets regularly and includes members with knowledge and authority to support tier 3 students	Clear process for identifying student's level of supports for both general and special education	Has capacity to support students across a continuum from brief assessment to wraparound support
Plans for initial training with staff as well as provides on-going coaching to ensure fidelity	Ongoing evaluation of outcome and fidelity data is used to improve the school's system of support	Collaborates with stakeholders related to the school-level tier 3 process

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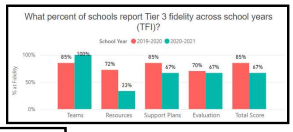
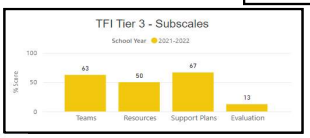
Assessing School-Level Needs

Tiered Fidelity Inventory Aggregate Report for District Teams to help identify what schools need support with?

https://www.pbis.org/resource/tfi





Tiered Fidelity Inventory Report for School Teams to help identify priority areas?

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Tiered Fidelity Inventory-Tier 3 Systems

Tier 3: Teams	Tier 3: Resources	Tier 3: Support Plans	Tier 3: Evaluation
• Composition • Operating Procedures • Screening • Student Support Team	• Staffing • Student, Family, Community Involvement • Professional Development	• Quality of Life Indicators • Academic, Social, Physical Indicators • Hypothesis Statements • Comprehensive Support • Formal & Natural Supports • Access to Tier 1 & Tier 2	• Data System • Data-based Decision Making • Level of Use • Annual Evaluation

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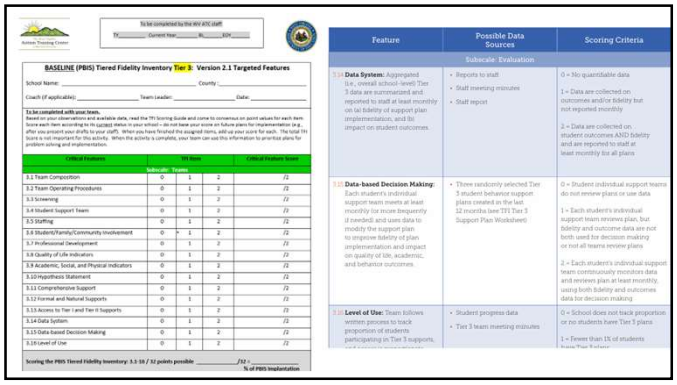

BASELINE (PBIS) Tiered Fidelity Inventory Tier 3: Version 2.1 Targeted Features

Critical Features	TFI Item			Critical Feature Score
	Subscale: Teams			
3.1 Team Composition	0	1	2	/2
3.2 Team Operating Procedures	0	1	2	/2
3.3 Screening	0	1	2	/2
3.4 Student Support Team	0	1	2	/2
3.5 Staffing	0	1	2	/2
3.6 Student/Family/Community Involvement	0	1	2	/2
3.7 Professional Development	0	1	2	/2
3.8 Quality of Life Indicators	0	1	2	/2
3.9 Academic, Social, and Physical Indicators	0	1	2	/2
3.10 Hypothesis Statement	0	1	2	/2
3.11 Comprehensive Support	0	1	2	/2
3.12 Formal and Natural Supports	0	1	2	/2
3.13 Access to Tier 1 and Tier II Supports	0	1	2	/2
3.14 Data System	0	1	2	/2
3.15 Data-based Decision Making	0	1	2	/2
3.16 Level of Use	0	1	2	/2

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
3.14 **Data System:** Aggregated (i.e., overall school-level) Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	• Reports to staff • Staff meeting minutes • Staff report	0 = No quantifiable data 1 = Data are collected on outcomes and/or fidelity but not reported monthly 2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans
3.15 **Data-based Decision Making:** Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	• Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet)	0 = Student individual support teams do not review plans or use data 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans 2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making
3.16 **Level of Use:** Team follows written process to track proportion of students participating in Tier 3 supports,	• Student progress data • Tier 3 team meeting minutes	0 = School does not track proportion or no students have Tier 3 plans 1 = Fewer than 1% of students

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Tiered Fidelity Inventory 3.0

- TFI 2.1 (17 items) 3.0 (19 items)
- 5-point rating scale allows for greater specificity and the combination of some areas
- System measure and individual plan measure
- Appendix D: TFI Tier 3 Support Plan Worksheet – rating 5 aspects of 3 random plans

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TFI - Tier 3

Teams	Resources	Support Plans	Evaluation
• Composition • Operating Procedures • Screening • Student Support Teams	• Staffing • Student/Family/ Community Involvement • Professional Development	• Quality of Life Indicators • Academic, Social, & Physical Indicators • Hypothesis Statement • Comprehensive Support • Formal & Natural Supports • Access to Tier 1 & 2 Supports	• Aggregated Data System • Data-based Decision Making • Level of Use • Annual Evaluation

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TFI 2.1
3.1 Team Composition
3.2 Team Operating Procedures
3.3 Screening
3.4 Student Support Team
3.5 Staffing
3.6 Student/ Family/ Community Involvement
3.7 Professional Development
3.8 Quality of Life Indicators
3.9 Academic, Social, and Physical Indicators
3.10 Hypothesis Statement
3.11 Comprehensive Support
3.12 Formal and Natural Supports
3.13 Access to Tier 1 and Tier 2 Supports
3.14 Data System
3.15 Data-Based Decision Making
3.16 Level of Use
3.17 Annual Evaluation
TFI 3.0
3.1 Team Composition:
3.2 Team Operating Procedures:
3.3 Screening:
3.4 Comprehensive Assessment Protocol:
3.5 Individual Support Plan Protocol:
3.6 Access to Tier 1 and Tier 2 Supports:
3.7 Leadership Team Professional Development and Coaching:
3.8 Level of Use:
3.9 Staffing:
3.10 Student Engagement:
3.11 Family and Community Engagement:
3.12 Faculty and Staff Engagement:
3.13 Decision Making with Student Performance Data and Fidelity Data:
3.14 Evaluation Plan:
3.15 Individual Support Team:
3.16 Individual Assessment Plans:
3.17 Individual Support Plans:
3.18 Individual Support Plan Orientation and Training:
3.19 Individualized Data-based Decision Making:
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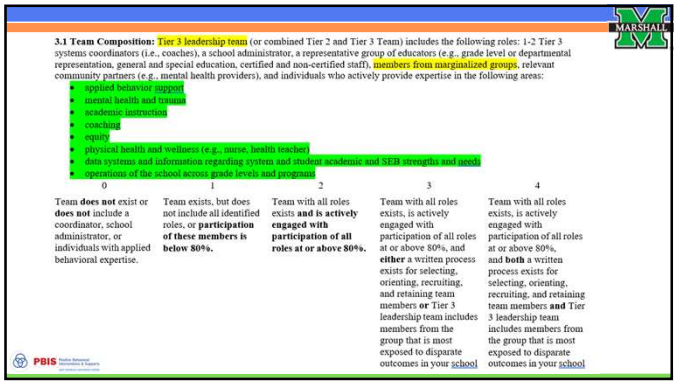
3.1 Team Composition: Tier 3 leadership team (or combined Tier 2 and Tier 3 Team) includes the following roles: 1-2 Tier 3 systems coordinators (i.e., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise in the following areas:
applied behavior support
mental health and trauma
academic instruction
coaching
equity
physical health and wellness (e.g., nurse, health teacher)
data systems and information regarding system and student academic and SEB strengths and needs
operations of the school across grade levels and programs
0
Team does not exist or does not include a coordinator, school administrator, or individuals with applied behavioral expertise.
1
Team exists, but does not include all identified roles, or participation of these members is below 80%.
2
Team with all roles exists and is actively engaged with participation of all roles at or above 80%.
3
Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and either a written process exists for selecting, orienting, recruiting, and retaining team members or Tier 3 leadership team includes members from the group that is most exposed to disparate outcomes in your school
4
Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and both a written process exists for selecting, orienting, recruiting, and retaining team members and Tier 3 leadership team includes members from the group that is most exposed to disparate outcomes in your school
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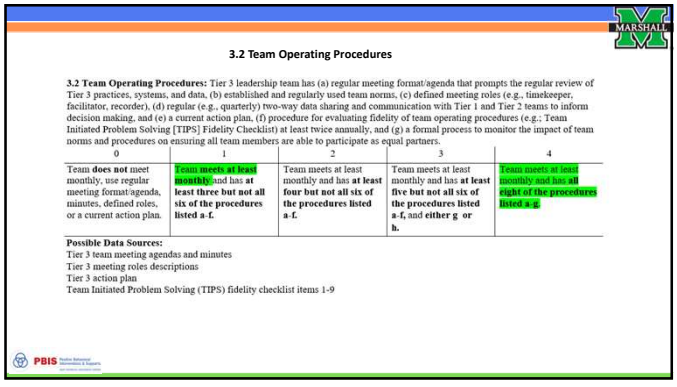
3.2 Team Operating Procedures
3.2 Team Operating Procedures: Tier 3 leadership team has (a) regular meeting format/agenda that prompts the regular review of Tier 3 practices, systems, and data, (b) established and regularly used team norms, (c) defined meeting roles (e.g., timekeeper, facilitator, recorder), (d) regular (e.g., quarterly) two-way data sharing and communication with Tier 1 and Tier 2 teams to inform decision making, and (e) a current action plan, (f) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (g) a formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners.
0
Team does not meet monthly, use regular meeting format/agenda, minutes, defined roles, or a current action plan.
1
Team meets at least monthly and has at least three but not all six of the procedures listed a-f.
2
Team meets at least monthly and has at least four but not all six of the procedures listed a-f.
3
Team meets at least monthly and has at least five but not all six of the procedures listed a-f, and either g or h.
4
Team meets at least monthly and has all eight of the procedures listed a-g.
Possible Data Sources:
Tier 3 team meeting agendas and minutes
Tier 3 meeting roles descriptions
Tier 3 action plan
Team Initiated Problem Solving (TIPS) fidelity checklist items 1-9
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3.8 Level of Use

3.8 Level of Use: Tier 3 leadership team follows a written process to track the proportion of students participating in and experiencing success in Tier 3 supports, determining if access is appropriate (i.e., % of total student population supported by Tier 3 is reasonable given context) and equitable (i.e., disaggregated data demonstrate equitable representation in Tier 2 support by subgroup [e.g., race/ethnicity, IEP/504, language status, gender]), and disaggregated data are examined and shared with Tier 1 and Tier 2 teams to inform the distribution of tiered supports.

0	1	2	3	4
Team **does not have criteria** for or track the number of students participating or experiencing success in Tier 3 interventions.	Team has defined criteria for counting a student as participating and experiencing success in Tier 3 **and** uses criteria to report the number and percentage of students participating and experiencing success in Tier 3 interventions **overall to Tier 1 and 2 teams at least annually.**	Team has defined criteria for counting a student as participating and experiencing success in Tier 3 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 3 interventions overall **and by subgroup** to Tier 1 and 2 teams at least annually	Team has defined criteria for counting a student as participating and experiencing success in Tier 3 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 3 interventions overall and by subgroup **and examines data to determine whether access is appropriate and equitable** and shares data with Tier 1 and 2 teams at least annually.	Team has defined criteria for counting a student as participating and experiencing success in Tier 3 and uses criteria to report the number and percentage of students participating and experiencing success in Tier 3 interventions overall and by subgroup **and examines data to determine whether access is appropriate and equitable** and shares data with Tier 1 and 2 teams at least quarterly.

Possible Data Sources:
Tier 3 enrollment data

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Supporting School-Level Systems Teams to Build Tier 3 Capacity

- Objective is to expand existing teaming structures to support the roles and responsibilities of the Tier 3 school-level system.
- Build content knowledge and skills along the continuum of Tier 3 through Brief FBA/BIP to support individual-level systems.

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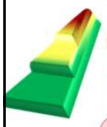
Expanding School-Level Systems to Include Tier 3



- Builds on Tier 1 AND Tier 2 Intervention Systems
- Considers necessary expansion of collaborative teaming and data-based problem-solving
- Matches the needs of students at each school
- Expands decision rules from Tier 2 to Tier 3 – *identifying students, making intervention changes, increasing/decreasing levels of support*
- Expand monitoring implementation fidelity to include Tier 3
- Aligns system for goals and communicating progress with partners *(students, staff, and families)*

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School-Level Team Responsibilities With Tier 3 Enhancements

1. Identify students
2. Match student needs to interventions aligned with **Tier 1 and 2**
3. Monitor and coordinate intervention supports
4. Implement data-based problem-solving **including individualized assessment**
5. Communicate with all stakeholders: caregivers/families, students, staff. **(Individualized Cases)**
6. Monitor effectiveness of Tier 2 **with Tier 3**
   a. Number of students receiving support (disaggregated for subgroups)
   b. Implementation fidelity
   c. Student progress across interventions
   d. Effectiveness of **Tier 2 and 3** Intervention supports as a whole
7. Adhere to legal/ethical guidelines
8. Identify staff professional development needs **(Tier 2 and 3)**

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Individual-Level Systems

Team membership reflects the needs of the student

Assessment is function-based but can vary in intensity

Behavior intervention plans are linked to the assessment

Staff leading teams have **trained** expertise that is **coached** to other members

Collects and **evaluates** relevant data to make decisions regarding student success

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Tier 3 System

- Full FACTS
- Individualized Skill Building
  - Executive Functioning
  - Academic Support
  - Regulation Monitoring
- FBA/BIP
- Fidelity and outcome measures
- SAT Meetings
- Wrap Around Supports
- Testing/IEP Development

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TEAMING

Tier 3 team member suggestions:
(This could be your SAT team)

Individuals who will help in the development of FBA/BIP plans:

- Administrator
- Lead facilitator
- Referring Teacher
- Special Education Teacher
- Counselor
- School Psychologist
- Paraprofessionals (one-on-one aid)
- Parent

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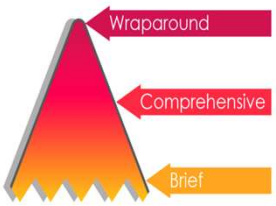
Continuum of Tier 3 Features across Levels

Feature	Level 1 (efficient)	Level 2 (comprehensive)	Level 3 (wrap around)
Teaming	• Team is small in size • May only consist of a school-based consultant and teacher • Problem-solving process is used • Family input is sought • Student is included when appropriate	• Team size expands to include multiple people within the school, the family and the student • Team roles and responsibilities defined • Consensus process established	• Team size expands to include people from all areas of student's life who are vested in ensuring student is successful • Outside agencies and other supports are enrolled • Problem solving process is used as foundation • Includes person-centered planning models to develop a vision and targeted goals that lead to a wrap-around system of supports for the student
FBA	• Gathering of FBA information primarily indirect methods (e.g., within structured meeting) with a hypothesis developed	• Both indirect and direct methods of gathering FBA data used	• In addition to the FBA, other data to be collected include: • Strength-needs assessment • Goals/vision reflecting voice of student and family • Personal, family, and community resources • Other assessment information to identify additional areas of need or conditions that inform intervention (e.g., medical exam)
BIP	• Plan developed within the FBA meeting • Primary intervention focuses on teaching and reinforcement strategies suggested by the hypothesis • Plan addresses contextual/environmental factors that enhance success and minimize failure of the plan	• Multiple component plan developed that links to the hypothesis. • Safety plan developed if needed	• Full range of intervention options considered • Action plan that addresses goals developed from vision
Progress Monitoring and Follow Up	• Plan for collecting student outcome data. • Plan for collecting fidelity of intervention implementation • Plan for following up with team (e.g., reasonable time frame to e.g., 3 weeks) to review response to intervention • Decision-making structure established for determining next steps based on response to intervention	• In addition to fidelity and student outcome data, social validity, and alliance between facilitator of process and implementer of plan	• Outcome measures broader than student change in behaviors (e.g., quality of life) • Coordination of multiple agencies planned including consistent follow-up to determine progress in active steps to meeting goals derived from vision



https://www.livebinders.com/media/get/MTcxMjExOTM=

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Example of Levels of Tier 3 Processes Related to FBAs

- Brief FBA
  - FBA/BIP developed in one meeting (~60 minutes)
  - Best for high frequency/low intensity behaviors
    - Noncompliance, minor disruptions
    - ERASE (Explain, Reason, Appropriate, Support, Evaluate)
- Comprehensive FBA
  - More intensive FBA/BIP process
  - Multiple meetings (2-4) or one long meeting (>2 hours)
  - Best for chronic, durable, intense behaviors
    - Prevent-Teach-Reinforce
- Wrap-Around
  - Long-standing, extremely intense behaviors, mental health concerns, complex life events
  - Multiple services, agencies or institutions
    - Person-Centered-Planning

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FBA/BIP Assessment Challenges for Schools

Minimal guidance related to: Critical components that should be included in an FBA/BIP. Limited training/background of individual facilitating FBA/BIPs.

Use of "clinical" language, terms, and processes that are not feasible for implementation in school settings.

Lack of training in Applied Behavior Analysis/Function Based Problem Solving principles underlying FBA/BIP, or training that is so technical that it is difficult for school practitioners to apply.

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Why do we conduct FBAs?

- Reduce maladaptive behaviors by increasing positive behaviors.
- Effective in general and special education settings.
- Often required by law for students with IEPs that are facing placement change and/or have behavior goals in their IEPs.
- Aligned with **WV Policy 4373** requirements to problem solve around behaviors instead of solely providing consequences Aligned with WV
- **WV Policy 2419** discipline process for students with disabilities under the IDEA (Policy 4373 Chapter 2. Section 2)
- Research indicates that **an effective behavior intervention plan is tied to function**.
  http://www.pbis.org/research/tier3supports

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Identification Process

From Tier 2, you have multiple sources of data.

- No Response Intervention Data (chronic behavior, intense behaviors)
- FACTS
- Academic Progress
- Screening Tools
- Attendance

You have a written plan on how to get students into Tier 3:

- Universal Screeners
- Data Decision Rules
- Teacher nomination system

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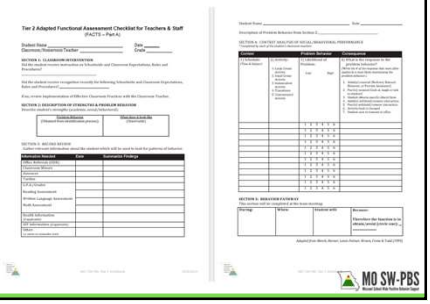
Functional Assessment Checklist for Teachers & Staff

- Sometimes our data tells us the function
- Sometimes our data shows us multiple possibilities
- Sometimes the function of behavior is unclear
- Sometimes there is more than one function to address



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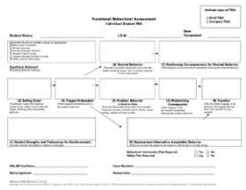
The Competing Behavior Pathway



- What it is
- How to use it
- When to use it

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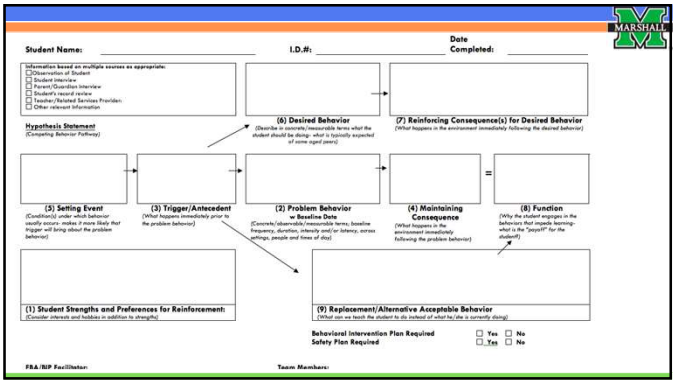

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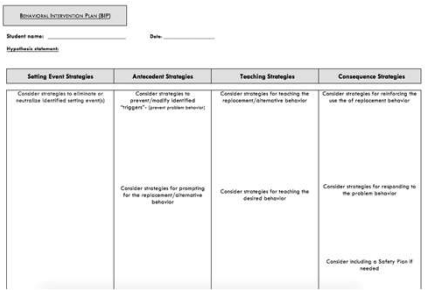
Behavior Intervention Plan
Identify Behavior Support Strategies



BEHAVIORAL INTERVENTION PLAN (BIP)

Student name: _____ Date: _____

Hypothesis statement:

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
Consider strategies to eliminate or neutralize identified setting event(s)	Consider strategies to prevent/modify identified "triggers" - (prevent problem behavior)	Consider strategies for teaching the replacement/alternative behavior	Consider strategies for reinforcing the use the of replacement behavior
	Consider strategies for prompting for the replacement/alternative behavior	Consider strategies for teaching the desired behavior	Consider strategies for responding to the problem behavior
			Consider including a Safety Plan if needed

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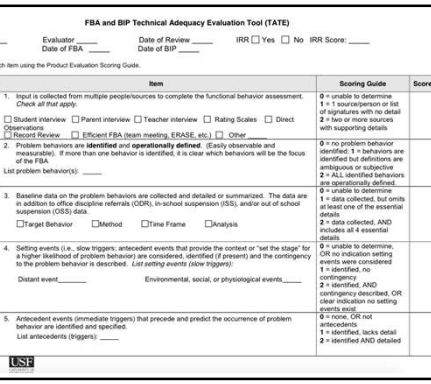

FBA and BIP Technical Adequacy Evaluation Tool (TATE)

District/State _____ Evaluator _____ Date of Review _____ IRR ☐ Yes ☐ No IRR Score: _____
ID _____ Date of FBA _____ Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I. FUNCTIONAL BEHAVIOR ASSESSMENT Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. *Check all that apply.* ☐ Student interview ☐ Parent interview ☐ Teacher interview ☐ Rating Scales ☐ Direct Observations ☐ Record Review ☐ Efficient FBA (team meeting, ERASE, etc.) ☐ Other _____	0 = unable to determine 1 = 1 source/person or list of signatures with no detail 2 = two or more sources with supporting details	
	2. Problem behaviors are **identified** and **operationally defined**. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA List problem behavior(s): _____	0 = no problem behavior identified; 1 = behaviors are identified but definitions are ambiguous or subjective 2 = ALL identified behaviors are operationally defined.	
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. ☐Target Behavior ☐Method ☐Time Frame ☐Analysis	0 = unable to determine 1 = data collected, but omits at least one of the essential details 2 = data collected, AND includes all 4 essential details	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. *List setting events (slow triggers):* Distant event_____ Environmental, social, or physiological events_____	0 = unable to determine, OR no indication setting events were considered 1 = identified, no contingency 2 = identified, AND contingency described, OR clear indication no setting events exist	
	5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified. List antecedents (triggers): _____	0 = none, OR not antecedents 1 = identified, lacks detail 2 = identified AND detailed	

October 2013 USF

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Wrap Around Supports

- Wraparound differs from many service delivery strategies, in that it provides a comprehensive, holistic, youth and family-driven way of responding when children or youth experience serious mental health or behavioral challenges. Wraparound puts the child or youth and family at the center of the process to develop a support plan.
- The student and their family members work with a Wraparound facilitator to build their Wraparound team, which can include the family's friends and people from the wider community, as well as providers of services and supports.
- There is now strong evidence that, when Wraparound is done well (i.e., with "fidelity"), young people with complex needs are more likely to be able to stay in their homes and communities, or, should a crisis occur, to be in out-of-home placements only for short periods of time.

national wraparound initiative

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Wraparound Principles

1.Family voice and choice
2.Team Based
3.Natural Supports
4.Collaboration
5.Community based
6.Culturally Competent
7.Individualized
8.Strengths-based
9.Unconditional
10.Outcome based

- All these principles are consistent with a PBIS approach and can result in a seamless connection between PBIS practices at Tier 3, that include Functional Behavior Assessments and Behavior Intervention Plans, and wraparound supports.
- Four phases of effort:
  - 1.Engagement and team preparation
  - Initial plan development
  - Implementation
  - Transition.

Bruns and Walker (2008)

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Wraparound

What it IS

- An ongoing family/person-centered planning process used by"
  - A team of people
  - Who come together
  - Around family needs/strengths
  - To create a unique plan of interventions & supports
  - Based on a team

What it is NOT

- A set of services; mentoring, therapy, tutoring
- An IEP meeting
- A one- or two-time meeting made up of professionals who decide what a youth/family needs
- Any one individual who connects with the family or youth
- Only for families and youths we judge as workable or likeable
- The presence of flexible funds

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MIDWEST PBiS NETWORK

Wraparound Integrity Tool July 2017

Directions: Consider assessing progress with the wraparound team one time per quarter, and using a scale of:

5) In Place — Perceived to be 81-100% in place
4) Mostly In Place — Perceived to be 61-80% in place
3) Somewhat In Place — Perceived to be 41-60% in place
2) Minimally In Place — Perceived to be 21-40% in place
1) Not at All In Place — Perceived to be 0-20% in place
0) NA — Not Applicable

STUDENT NAME OR ID:
FACILITATOR:
DATE: QUARTER: 1 2 3 4 ☐ BASELINE ☐ FIDELITY

PLEASE INDICATE ALL PREVIOUS SCHOOL BEHAVIOR INTERVENTION RELATED MEETING(S) ATTENDED THAT REFLECT THE BASELINE RATING:

☐ IEP Meeting
☐ Intervention Planning Meeting
☐ Not baseline assessment
☐ Suspension Manifestation Determination Meeting
☐ Parent/school conference
☐ Other: (Please define) _____

PHASE I: ENGAGEMENT

ITEM	5 In Place	4 Mostly In Place	3 Somewhat In Place	2 Minimally In Place	1 Not at All In Place	0 NA
1. Met with family to gather their perspective and position						
2. Met with Key team members to gather various perspectives						

MIDWEST PBiS NETWORK

PHASE II: INITIAL PLAN DEVELOPMENT

ITEM	5 In Place	4 Mostly In Place	3 Somewhat In Place	2 Minimally In Place	1 Not at All In Place	0 NA
7. Baseline data about strengths/needs documented and shared						
8. One or two child/family team meetings have taken place						
9. Data is collected from team members on an ongoing basis						
10. Data based decision making is integrated into the team process						
11. Strengths (Home/school/community) were documented and reviewed at meetings						
12. Needs (NSC) were documented and reviewed at meetings						
13. Reviewed family concerns as well as school concerns						
14. Reviewed needs that reflect a consensus of team member concerns						
15. Chose a few needs for team to focus action planning on						
16. Assigned special priority to family concerns						
17. 100% of chosen methods matched to child and family strengths						
18. Methods chosen reflect voice/choice of involved in implementing (family, teacher, child)						
19. Developed function based positive behavior support plans to address problem behaviors related to priority needs						
20. Behavior plans include clear outcomes/behaviors to establish teaching, practice, reinforcement strategies/timelines						
21. Community resources are being accessed as needed to meet needs identified by family						
PHASE II SUBTOTAL 5:						

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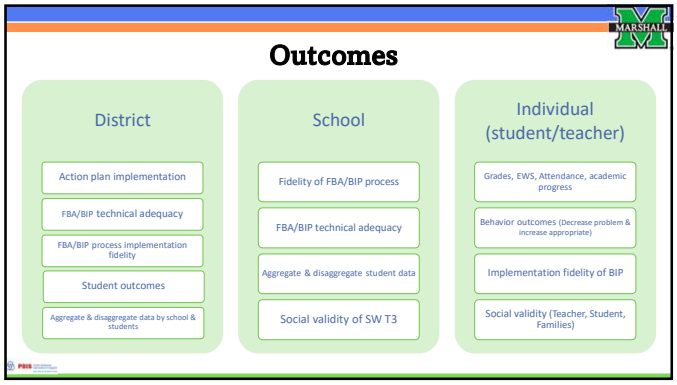
Outcomes
District
Action plan implementation
FBA/BIP technical adequacy
FBA/BIP process implementation fidelity
Student outcomes
Aggregate & disaggregate data by school & students
School
Fidelity of FBA/BIP process
FBA/BIP technical adequacy
Aggregate & disaggregate student data
Social validity of SW T3
Individual (student/teacher)
Grades, EWS, Attendance, academic progress
Behavior outcomes (Decrease problem & increase appropriate)
Implementation fidelity of BIP
Social validity (Teacher, Student, Families)

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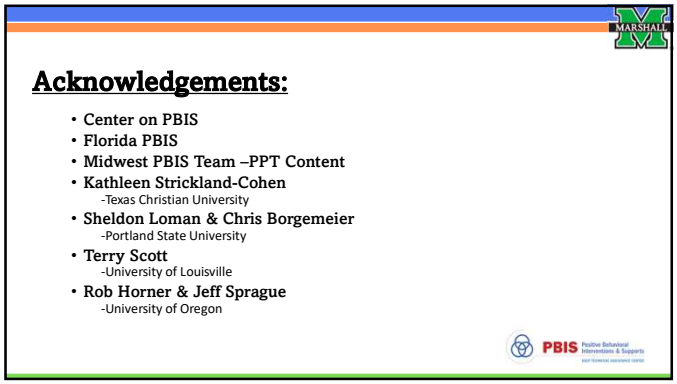
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PBIS

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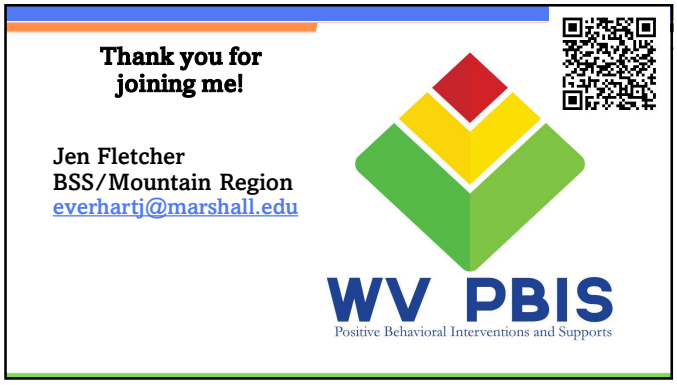
Thank you for joining me!
Jen Fletcher
BSS/Mountain Region
everhartj@marshall.edu
WV PBIS
Positive Behavioral Interventions and Supports

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