A Multi-Level System of Supports

Don Kincaid, Ed.D.

Moving From Compliance to a Results-Driven System

Tier 3 Redesign:

Visit the Upcoming Events page at www.pbis.org for more information.

Special Topics
- Applied Evaluation
- Equity
- Mental Health Integration
- Juvenile Justice
- Aligning Systems & Processes
- Tier 3 Systems & Processes
- Tier 2 Systems & Processes
- Classroom Applications
- PBIS Foundations

Juvenile Justice Facilities: Health, Juvenile Justice, and Family/Community Including strand specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partners!

Rossmornt, IL
Donald Stephens Convention Center

Climate & Culture
PBIS: Systems for Enhancing

2016 National PBIS Leadership Forum

October 27-28, 2016
SAVE THE DATE
MTSS/Cinderella Story

Objectives

- Participants will:
  - Describe the guidelines for implementing a Tier 3 system of supports
  - Discuss the tools used to support Tier 3 supports
  - Cinderella gets to go to the Ball – The rest is history!
Tier 3 Discussion

• In your experience, how do schools/districts implement Tier 3 Behavior Supports?
  – Do districts have a consistent process/procedure for identifying students who need Tier 3 supports?
  – Do districts use Tier 3 data to make decisions?
  – Do districts ensure that all students needing Tier 3 level supports receive them?

• Does this include students with internalizing behaviors, mental health needs, home/family needs?

Tier 3 Systems in Schools—What We Know

• Most districts do not plan for or implement Tier 3 Behavior Supports from a systems viewpoint.

• Evidence-based practices exist but districts do not implement them with fidelity.

• As a result, improved student outcomes are not being realized.

• Systemic and skill issues contributing to problem:
  – Drop out/Graduation Rates
  – Disproportionality
  – Suspensions/Expulsions
  – Restraint/Seclusion

• Indicators:

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What We Know About Tier 3 in Schools

• What We Know About Tier 3 in Schools (cont.)

1. Most districts did not have a Tier 3 leadership team prior to receiving technical assistance to improve practices.

2. Addressing how to fill out the forms of having FBA/BIP „forms“ and manuals/procedures.

3. District training primarily consist of traditional PFA/BIP PPT presentations.


5. Inconsistent or non-existent procedures for identifying students needing Tier 3 supports.

6. Districts do not routinely have procedures to measure fidelity of the FBA/BIP process.

7. Districts do not routinely have procedures to measure implementation.

8. Few districts have data systems that identify students receiving Tier 3 supports.

Process within districts inconsistent (general vs. special education, non-existent or non-existent process for job-embedded/practice-based coaching approaches non-existent.

Source—Initial interviews conducted with districts prior to receiving technical assistance to improve practices.

What We Know About Tier 3 in Schools
What We Know About Tier (and more)

9. FBAs have multiple problems including:
   • Missing or non-functional baseline data
   • Minimal detail about setting events and antecedents
   • Missing consequences (i.e., actual responses of others)
   • Link of hypothesis components to FBA assessment
   • Minimal detail about setting events and antecedents

10. BIPs have multiple problems including:
   • No plan for fidelity measurement
   • Missing follow-up plans
   • Over-reliance on consequential interventions
   • Description of interventions vague
   • Missing linkage of interventions to hypotheses
   • Missing or non-functional baseline data

HTTP://WWW.FLDOE.ORG/CORE/FI
LEPARSE.PHP/7690/URLT/TIER3BLUE
PRINT.PDF
Tier 3 Blueprint Rationale

• Tier 3 needs to be viewed as a SYSTEM
• Tier 3 extends beyond special education
  – Includes externalizing and internalizing behaviors (trauma, crisis, psychiatric, substance abuse, etc.)
• The FBA and BIP process is the foundation of Tier 3 practices (but may not be sufficient for many students with complex issues)
• There is a push from the federal government to balance a compliance based focused model with results oriented outcomes
  – Not just improvement on special education indicators

Challenges Facing Schools

• Three-fold
  1. There is an absence of clear guidelines for developing a results-driven Tier 3 system that is conceptually systematic yet practical and efficient for school application.
  2. There is a shortage of trained personnel who can implement the practices with fidelity
  3. There is a lack of ongoing supports provided to districts that will ensure implementation and sustainability of evidence-based processes that improve outcomes for all students with serious problem behaviors
Develop a clear vision and imperative for moving from compliance to a results-oriented Tier 3 system.

Identify and define critical components of such a system.

Describe and develop a statewide system of technical assistance to district leadership teams to facilitate evidence-based practices.

Produce a wide array of data outcomes at multiple levels (system, school, teacher, student).

Ensure policies, procedures, and evidence-based practices align between state, district, school, and school levels.

Support Tier 3 systems of behavior.

Blueprint Goals:

1. All educators understand a Tier 3 system of behavior.
2. Educators have beliefs, knowledge, and skills to implement and sustain Tier 3.
3. Sufficient professional supports at school level to implement and sustain Tier 3.
4. Sufficient district & school infrastructure alignment to evidence-based practices.
5. Policies, procedures, and evidence-based practices align between state, district, school, and school levels.

Broad Recommendations:

- Produce a wide array of data outcomes at multiple levels (system, school, teacher, student).
- Ensure policies, procedures, and evidence-based practices align between state, district, school, and school levels.
- Support Tier 3 systems of behavior.
- Describe and develop a statewide system of technical assistance to district leadership teams to facilitate evidence-based practices.
- Develop a clear vision and imperative for moving from compliance to a results-oriented Tier 3 system.
One big idea:

- Multiple levels of Tier 3

Ensure 1: All Educators Understand Tier 3 Systems

All levels use functional thinking:

- Level 1 (efficient) - Team is small in size, may only consist of a school-based consultant and teacher. Family input is sought, and student is included when appropriate.
- Level 2 (comprehensive) - Team size expands to include multiple people within the school, the family, and the student. Team roles and responsibilities are defined, and consensus is established.
- Level 3 (wrap around) - Team size expands to include people from all areas of the student’s life who are vested in ensuring the student is successful. Outside agencies and other supports are enrolled. 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:

- 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.

BIP:

- Safety plan developed if needed.
- Full range of intervention options considered.
- Action plan that addresses goals developed from the vision.

Progress Monitoring and Follow-up:

- Plan for collecting student outcome data.
- Plan for collecting fidelity of intervention implementation.
- Plan for follow-up with the team within a reasonable time frame (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 are measured. Outcome measures broader than student change in behaviors (e.g., quality of life) are considered.

Coordination of multiple agencies planned including consistent follow-up to determine progress in action steps to meet goals derived from the vision.

Doug, Scott, Alter, Rosenberg, & Borgmeier, 2010

Site of Tier 3-IPB: 3-Point Triangle

- Not a one-size fits all

Understanding Tier 3 Systems

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Examples of Efficient FBA/BIP Processes

• PTR Efficient

- Educators need to have the commitment to implementing implementation science and variables
- Knowledge of adult-behavior change theories

- Much of Tier 3 requires adult behavior change-more change as well as behavioral principles
- Competent in strategies that promote systems change

One big idea:

Ensure 2: Educators have beliefs, knowledge and skills to implement and sustain Tier 3

- Teachers and staff need to be at Tier 3 for students to transfer the knowledge and skill set to Tier 2

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Step 2: Analyze the Problem - FBA Assessment

- Identify contributing factors to the behavior
- Use functional assessment to identify the factors

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Step 3: Develop the Problem - Goals of Intervention

| Goal | Intervention Plan
|------|------------------
| 1. Reduce the behavior |...
| 2. Increase the behavior |...
| 3. Improve the environment |...

---

PRI Efficient
Example of Supports to Enhance Adult Change-Task

BIP Prevention Strategy:

Provide choices of where

Hypothesis: When given a demand to do a non-preferred academic task that involves independent writing for more than 5 minutes, Don will shout out or make negative comments (e.g., I hate this, you can't make me do this) as a result, the teacher will avoid/delay the task.

Steps to implement strategy:
1. Each morning, the teacher will decide which choice option to present to Don.
2. Immediately after giving the independent math assignment, walk over to Don and present him with the choice option. Then immediately after giving the class the independent math assignment, walk over to Don and present him with the choice options: (a) materials to use for the assignment; (b) choice of leadership activities; (c) choice of where to sit; (d) who to do the assignment with.
3. Verbally state the choice; e.g., Don, where do you want to sit? X or X?
4. Immediately after Don makes his choice, say, “Thanks for making a great choice!” and release him to his selection.

Leadership & Integrated Change-Task

Intervention: If Don shouts out negative comments, the teacher will provide

Leadership Intervention:

- Provide choices of where
- Provide choices of (manipulated) analyzed behavior plans (manualized)
- Example of Supports to Enhance Adult Change-Task

Understanding Implementation Drivers

Technical Drivers

- Technical Data System
- Policy Support
- Administration

Adaptive Drivers

- Selection
- Training
- Coaching

Organizational Drivers

- Performance Assessment
- Information
- Systems

Implementation Drivers

Ensure 3: Sufficient professional supports

• One Big Idea:
– We need to shift the focus of professional development to primarily job-embedded PD and coaching that will build competencies of professionals within authentic environments.
– Not every professional needs the same level of competencies.

Move from Overreliance on:
– Spray and pray workshops

Supports

One Big Idea:

• Move From...
Matching Supports to Competency Needs

- Coaching
- Performance feedback
- Job-embedded implementation
- Systematic Review of FBA/BIP Products
- Innovation Configuration (IC) Map

Coaching Tools

Example of Tier 3 Redesign PD

- Improvement
- Performance feedback
- Coaching

Competency Needs

To Matching Supports
Tier 3 IC Map

- Tool used to:
  - Identify professional needs for FBA/BIP Facilitators
  - Establish baseline and ongoing improvement
  - Can be used as self-assessment, external assessment or combination

Coach-Coachee Pre-Planning Form

- Used to coach/train an educator to facilitate technically adequate FBA/BIPs
- Allows for pre-planning, assigning of responsibilities, debriefing, fidelity
Systematic Review of Products

- Provides ongoing feedback to facilitators on the quality of products
- Can be used as an ongoing progress monitoring tool

Table 8: Possible Data Sources to Support MTSS for Behavior

Ensure 4: Sufficient district & school infrastructure

One Big Idea:

If a district does not have a functional data system that can review data at multiple levels across all three tiers of school, district (e.g., student, teacher, (e.g., student, teacher,)

Tier 3 process implementation will be unable to support the district. If a district does not have a functional data system that can review data at multiple levels across all three tiers of school, district (e.g., student, teacher, (e.g., student, teacher, )
Do you have a data system that does the following:

- Identify students needing Tier 3 supports
- Provide baseline (pre-intervention) data that lets you know how all students needing Tier 3 are doing before intervention and post (after intervention)-how all students are doing after intervention
- Drill into data by looking at students in specific schools, grade levels, categories, classrooms
- Provide fidelity data
- Identify the specific problem and replacement behaviors
- Provides interventions being implemented

Data are required for making data-based decisions.

Data systems support the following:

- Identifies the interventions being implemented
- Identifies the specific problem and replacement behaviors
- Provides fidelity data
- Grades levels, categories, classrooms
- Drill into data by looking at students in specific schools
- Students are doing after intervention
- Provide baseline (pre-intervention) data that lets you know how all students needing Tier 3 are doing before intervention and post (after intervention)
- Identify students needing Tier 3 supports

Data are required for making data-based decisions.
District or School-Wide

School-Wide
District or School-Wide Policies, Procedures, and Practices align

One Big Idea:

- Ensure Districts will need to establish a consistent process/practices for Tier 3 supports across all schools for both general and special education.
- Process/practices need to be reflected in manuals, communication, and data.

Tier 3 Enrollment by Grade

Percent of Students Enrolled in Tier 3

District or School-Wide
Example of a Consistent Tier 3 Process

To have an effective Tier 3 system, districts will have a consistent process for determining when and how to obtain additional supports and expertise.

### General Guidelines for Developing a Plan:
- Identify situations in which there is a need for additional expertise.
- Identify skills or specific expertise required.
- Describe methods/process for accessing additional expertise.
- Develop procedures for coordinating and collaborating with internal and external professionals.
- Considerations for Additional Expertise include:
  - Developing guidelines for requesting more in-depth functional assessment procedures.
  - Note: FBA/BIP process is a foundation, however, the FBA/BIP process may look different for individuals who present with behaviors that are internalizing or characteristics of conditions (e.g., anxiety, depression).

### Example of a Consistent Tier 3 Process

[Diagram of a consistent Tier 3 process]

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  - Note: FBA/BIP process is a foundation, however, the FBA/BIP process may look different for individuals who present with behaviors that are internalizing or characteristics of conditions (e.g., anxiety, depression).
Examples Of Conditions Or Behaviors That May Require Additional Expertise:

- Extreme self-injurious behavior endangering health/well-being
- Intensive physical aggression acts toward peers and/or adults and/or property causing bodily harm or significant property destruction
- Behavioral problems are so intense and resistant to interventions and student is at risk for more segregated placements and/or being incarcerated
- Suicidal ideation and/or suicidal attempts
- Engaging in seriously threatening behaviors that are unlawful and may result in incarceration
- Personality and/or psychotic disorders
- High risk sexual behavior
- Post-traumatic stress
- Significant substance abuse related disorders (e.g., alcohol, drug)
- Psychosomatic illnesses (e.g., extreme headaches or stomach problems due to stress) that contribute to or exacerbate internalizing or externalizing behaviors
- Sleep disorders
- Frontal lobe damage
- Seizure disorders
- Enuresis
- Encopresis
- Medical
- Pervasive Developmental Disorders
- Severe Learning Disabilities
- Intellectual Disabilities
- Autism Spectrum Disorder
- Emotional Disordered
- Behavioral Health
- Extreme poverty
- Foster care placements and/or unstable home placement and/or lack of stable home
- Extreme parental neglect (e.g., severe abuse, neglect, exposure to violence, etc.)
- Traumatic situations (e.g., abuse—sexual, physical, psychological)
- Exposure to savage acts (e.g., war, murder, rape)
- Extreme homelessness
- Food deprivation
- Illness
- Mental Health
- Family History of Mental Health
- Suicide
- Death
- Violence
- Incarceration
- Severe emotional/behavioral problems
- Medical

Moving from a Blueprint to Building a Tier 3 System

- Ongoing evaluation of process, products, and outcomes
- Tiered technical assistance to implement action plan with effective problem-solving to address barriers
- Short-term goals that can be captured on an action plan
- Action planning that produces consensus on a vision and long-term goals aligned with outcomes
- Develop district teaming structures and commitments that will endure
- Engage in initial data review and report—what does Tier 3 at baseline look like?

• Note some of these examples may fall under multiple domains (e.g., encopresis may involve behavioral health and medical intervention)
Tier 3 Redesign Protocol for Staff

Tools and Processes for Tier 3 Redesign

Develop district teaming structures and commitments

- Signatures of FLPS consultants and district team
- What the FLPS project commits to do
- What the district commits to do
- Data requirements
- Expected outcomes – proximal and distal

Districts have a Tier 3 team representing both general and exceptional student education

Tier 3 Redesign

Districts review Memo of Understanding (MOU) and Blueprint

At supervisor/support levels and “face-on-ground” levels the district individuals with expertise in Tier 3 areas, individuals

Team members include individuals who can make decisions for

1. Develop district teaming structures and commitments

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Protocol for Staff

Tier 3 Redesign

Tools and Processes for Tier 3 Redesign
2. Engage in initial data review and report

- District Tier 3 Team Interview
- Technical Adequacy Tool for Evaluation (TATE)
- Reviewing any district data – process, student outcomes, etc.
- Summary report prepared

Tools and Processes for Tier 3 Redesign

- Tier 3 District Interview
- Gathers information about process
- Aligned with ensures...
FBA/BIP Technical Adequacy Tool for Evaluation (TATE) – Scoring Tool – Rubric

- Quantifies quality of completed FBA/BIPs
- Rubric
- Scoring Tool (TATE)

FBA/BIP Technical Adequacy Tool for Tier 3 Redesign Tools and Processes for Tier 3

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**Inter-rater Reliability (n = 38)**

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*BIP Item 9 (Fidelity)- no variability in data (e.g., almost 100% of BIPs scored 0).**
3. Action Planning

- Continue process by continuously updating action plan
- Identity how goals will be measured
- Develop measurable goals for priority areas
- Prioritize areas of need
- Identify and categorize areas of strength and areas of need
- System
- Develop a vision-5 years out for a results driven Tier 3
  - Action-planning meeting-team brainstorm strategies used to:
    - Report highlights strengths and needs aligned with Blueprint
    - Initiate with district response to Summary Report

![Graphs and data visualizations]

Sample Report
### Sample District Action Plan

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**Tier 3 Redesign Action Plan (District Use)**

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**Notes:**
- Follow up with the team to ensure progress is being made.
- Review and validate the data for accuracy and completeness.
- Adjust the plan as needed based on feedback from stakeholders.

**Team Members:**
- Jane Doe
- John Smith
- Mary Brown

**Date:**
- 2023-03-15

**Contact Information:**
- Jane Doe, jdoe@schooldistrict.com, 555-123-4567
4. Targeted Assistance to Support Action Planning Steps

- Technical assistance, including training and PD, based on targets selected by district.
- Must be connected to the blueprint ensures PD will be targeted to different staff roles (e.g., teacher training will be different than behavior specialist training).

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**Sample PD Action Plan**

- Districts may decide to start small (e.g., pilot new processes and products in one or two schools)
- Rather than initiatives, inservices, etc.
- Districts may decide to start small (e.g., pilot new processes and products in one or two schools)
5. Ongoing evaluation of process, products and outcomes

• Aggregate and disaggregate by school and students
  - Student outcomes (behavior change)
  - Implementation fidelity of FBA/BIP process
  - Technical adequacy (T.A.T.E) Baseline and Post %age
  - Action plan implementation progress

**District Level**

- Capacity to sustain change
- Impact across all participating districts - implementation
- Implementation of protocol
- FL/PBS Protocol Level - Fidelity
- FL/PBS Protocol Level - Fidelity

**FL/PBS Level**

Outcome Data to be Gathered

- Teacher/Student level
- School level
- District level

Multiple levels of evaluation
Outcomes/Data to be Gathered

School Level
- Implementation of FBA/BIP process
- Technical adequacy (TATE) Pre/Post
- Student data-pre/post (problem behavior, replacement behavior, academic engagement)

Aggregate and disaggregate student data
- Social validity – school-wide T3

Student/Teacher Level
- Student Information Systems – grades, EWS, Attendance, Academic
- Academic engagement
- Student behavior outcome data (problem behavior, replacement behavior)
- Implementation Fidelity of BIP
- Procedural Compliance – DOE
- Social validity – Teacher/Student/Parent

Effective data collection and behavioral assessment
- Evidence-based practices and fidelity
- Mandated data

Proximal Outcomes
1. Decreases in problem behavior
2. Increases in social skills
3. Academic engaged time

Poor post secondary outcomes:
- Unemployment
- Incarceration
- Mental health issues
- Poor social relationships

Increase in graduation,
Decrease in dropouts,
Reduced restraint and seclusion,
Reduced suspension and expulsion,
Increased in graduation,
Increased in attendance,
Increased in academic engagement

Distal Outcomes
Tier 3 Support Systems
- Professional development, data based problem solving, systems restructuring, etc.

School Level
- Technical adequacy (TATE) Pre/Post
- Implementation of FBA/BIP process
- FBA BIP

Student/Teacher Level
- Student Information Systems – grades, EWS, Attendance, Academic
- Academic engagement
- Student behavior outcome data (problem behavior, replacement behavior)
- Implementation Fidelity of BIP
- Procedural Compliance – DOE
- Social validity – Teacher/Student/Parent
- Mandated data

Student/Teacher Level
- Academic engagement
- Student behavior outcome data (problem behavior, replacement behavior)
- Implementation of FBA/BIP process

Mandated data
- Social validity – Teacher/Student/Parent
- Procedural Compliance – DOE
- Implementation Fidelity of BIP

Effective data collection and behavioral assessment
- Evidence-based practices and fidelity
Including strands specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partners!

PBIS: Systems for Enhancing Climate & Culture

This two-day forum for school, state, district and regional leadership teams, including teams from elementary, middle, and high schools as well as juvenile justice facilities, has been designed to increase the effectiveness of PBIS implementation and support initial through advanced sessions through workshops and other professional development. This two-day forum for school, state, district, and regional leadership teams,

Visit the Upcoming Events page at www.pbis.org for more information.

October 27-28, 2016
Rosemont, IL
Donald Stephens Convention Center

Climate & Culture
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