



Alternative Learning Communities: Using Tier 1 for (Tier 3) Students

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- Introduction to Alternative Settings
- "Tier 3 students"
- Entering and Exiting
- Utilizing an MTSS Framework
- Conclusion

2



Introduction

Starting the Alternative Learning Communities Conversation

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Alternative defined

- Alternative Learning Community, Environment, Center, Setting or Program
 - Designed for:
 - Students at risk
 - Students displaying extreme behaviors
- Merriam-Webster Dictionary defines *alternative* as:
 - Different from the usual or conventional

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Alternative Education: School vs Program

SCHOOL – a physically separate facility
PROGRAM – an alternate setting within the school

WV Policy 4373 – Expected Behavior in Safe & Supportive Schools

Alternative education programs for disruptive students encompass a **range of program options** such as:

- in-school suspension;
- a separate part-time or full-time alternative education classroom;
- a school-within-a-school;
- a school at an alternative site;
- a virtual setting;
- a combination in-person/virtual setting;
- an afterschool class/night school program; or
- a combination academic/work-based program.

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Student Needs

- Attendance
- Academic progress – IEP /504
- Graduation likelihood
- Behavior**


ALC Purpose

- Following policy – 4373, Chapter 5
- Build supports
- Smaller setting
- More individualized planning

Does Tier 3 *always* mean ALC?

- Tier 3 students need supports built
 - In the classroom
 - In the ALC
- Preventative practices
- Proactive approaches


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Tier 3 Students

PBIS Pathway to supporting students who need Tier 3 in a school setting

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Students in need of tier 3, not Dangerous

Policy 4373 (Expected Behavior in Safe and Supportive Schools)

Section 2. Eligibility and Placement

A student who has been expelled must be placed in an alternative education program unless found to be a "dangerous student" under the procedures set forth in W. Va. Code §18A-5-1a.

A student who has been suspended or expelled from a public or private school in West Virginia or another state, currently residing within the county, may not be denied enrollment unless determined to be a "dangerous student" under the procedures set forth in W. Va. Code §18A-5-1a.


CHAPTER 18A. SCHOOL PERSONNEL.

ARTICLE 1. GENERAL PROVISIONS.

§18A-1-1. Definitions.

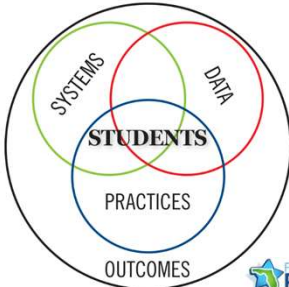

"Dangerous student" means a student who is substantially likely to cause serious bodily injury to herself or another individual within that student's educational environment, which may include any alternative education environment, as evidenced by a pattern or series of violent behavior exhibited by the student, and documented in writing by the school, with the documentation provided to the student and parent or guardian at the time of any offense;

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PBIS is a person-centered approach

... to behavioral support that places students at the heart of the process.

9

PBIS is a person-centered approach

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10

PBIS is a person-centered approach

... to behavioral support that places students at the heart of the process.

This includes students from underserved groups, whose outcomes historically have lagged behind those of their peers.

Successful outcomes for ALL students are central to PBIS implementation, not something extra.

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Tier 3

Intensive

Individualized interventions for students with intense/chronic behavior challenges

Tier 2

Targeted

Specialized interventions for students at-risk for academic or social failure due to behavior challenges

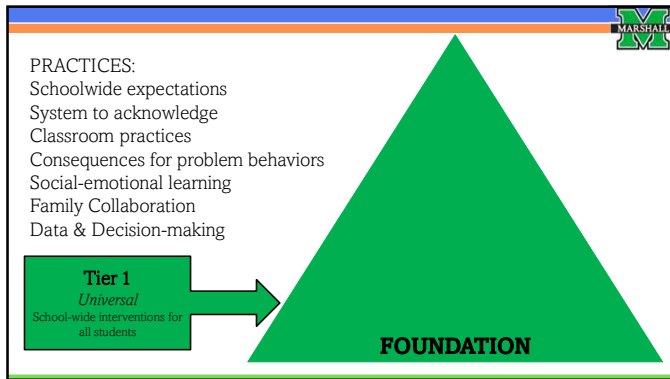
Tier 1

Universal

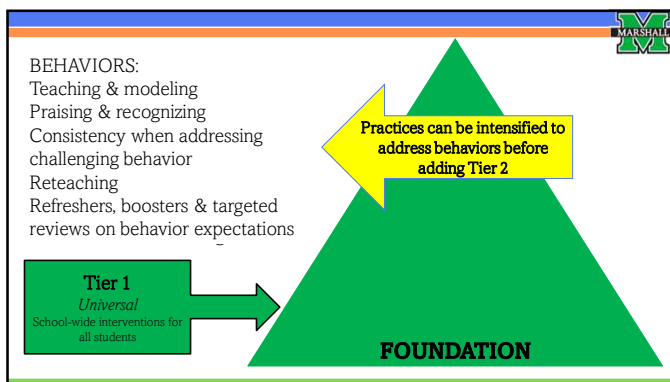
School-wide interventions for all students

Layers are **ADDED** for students who need more support.

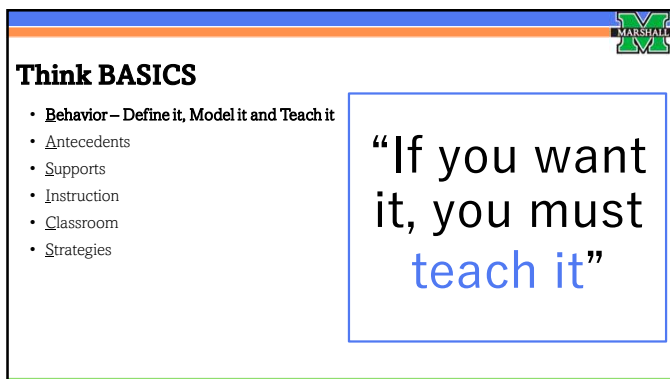
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Think BASICS

- Behavior – Define it, Model it and Teach it
- Antecedents – Finding the triggers**
- Supports
- Instruction
- Classroom
- Strategies

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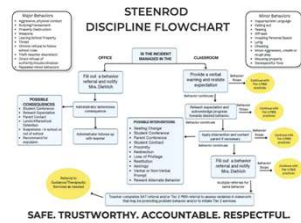
Think BASICS

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18

Think BASICS

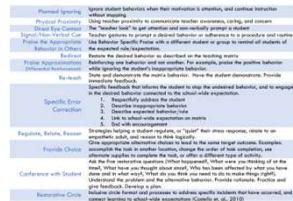
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- Instruction – Teach, Model, Reteach, Practice, Repeat
- Classroom
- Strategies

“If you want
it, you must
teach it...
model it...
re-teach it”

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Think BASICS

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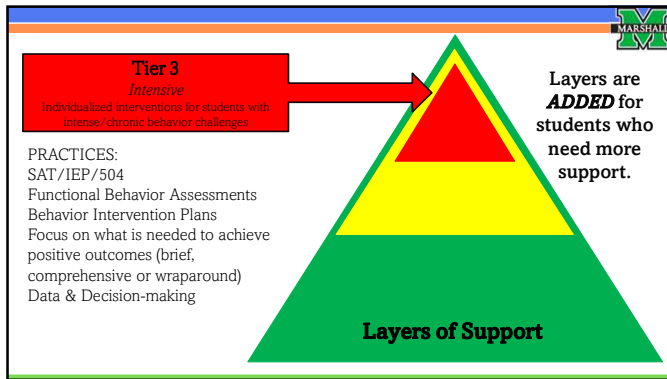
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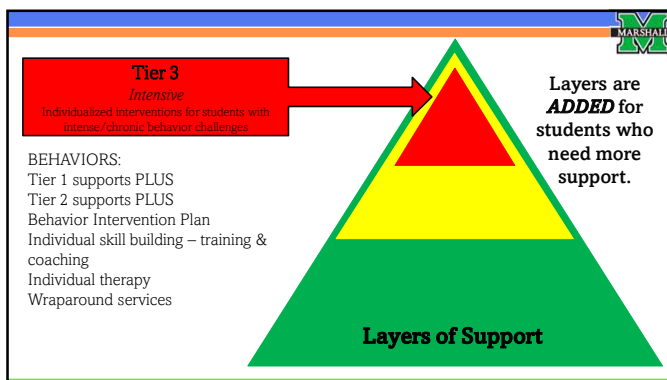
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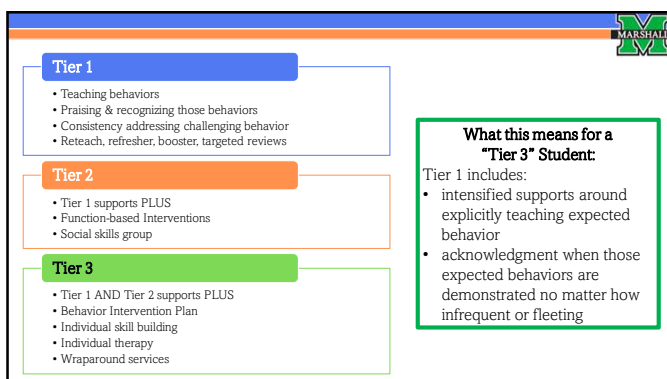
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Tier 1

- Teaching behaviors
- Praising & recognizing those behaviors
- Consistency addressing challenging behavior
- Reteach, refresher, booster, targeted reviews

Tier 2

- Tier 1 supports PLUS
- Function-based Interventions
- Social skills group

Tier 3

- Tier 1 AND Tier 2 supports PLUS
- Behavior Intervention Plan
- Individual skill building
- Individual therapy
- Wraparound services

What this means for a "Tier 3" Student:

Tier 2 includes:

- targeted & intensified interventions & supports around explicitly teaching expected behavior & skill deficits
- continued acknowledgment when those expected behaviors are demonstrated... no matter how infrequent or fleeting

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- Praising & recognizing those behaviors
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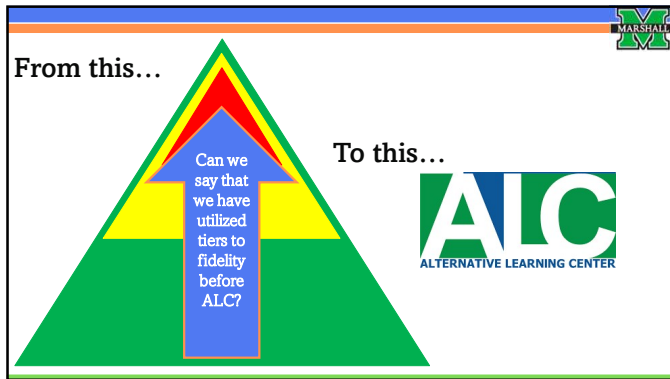
- individualized & intensified interventions & supports around teaching expected behavior & skill deficits typically in a Behavior Intervention Plan
- continued acknowledgment when those expected behaviors are demonstrated... no matter how infrequent or fleeting

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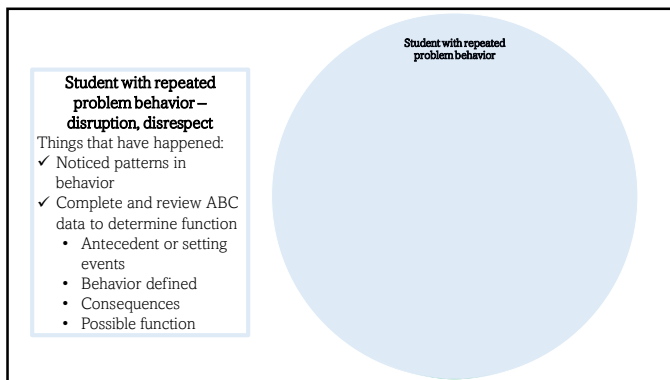
From this...

To this...

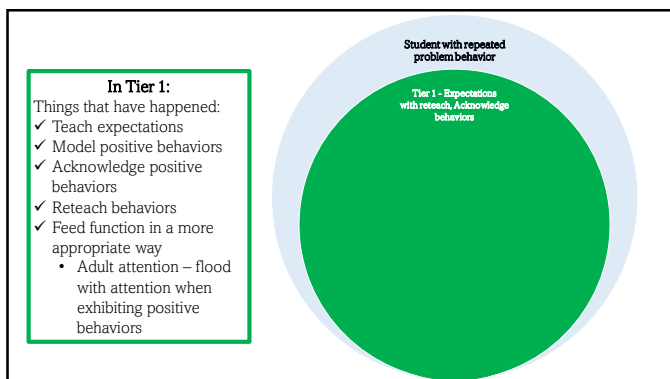
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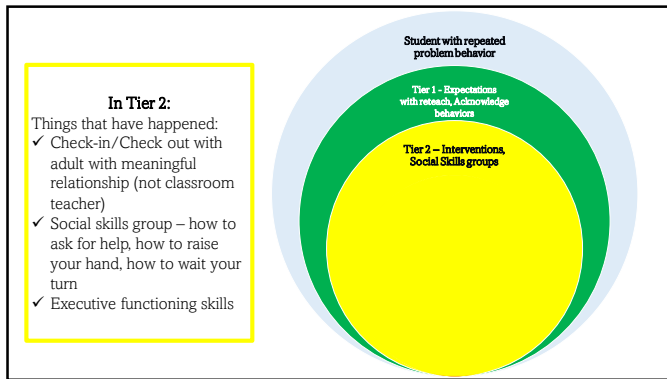
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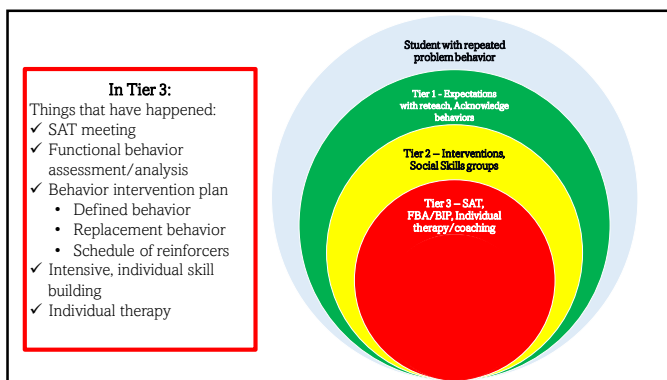
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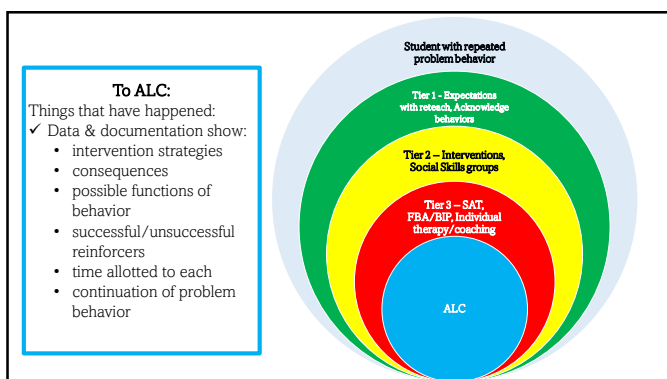
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Entering & Exiting

Policy 4373, Chapter 5: Alternative Education Requirements for Disruptive Students

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Facts or Myths?


✓ **FACTS**

✗ **MYTHS**

Alternative placement is **BAD**...

- ✗ Behavior is out of control
- ✗ Academic leniency
- ✗ Dumping ground

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Policy 4373 (*Expected Behavior in Safe and Supportive Schools*) says:

“Alternative education program is a temporary authorized departure from the regular school program designed to provide educational and social development for **students whose disruptive behavior places them at risk** of not succeeding in the traditional school structures and in adult life **without positive interventions**.”

CHAPTER 18A. SCHOOL PERSONNEL.
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We're trying to avoid exclusionary practices, but sometimes policy, or our exhausted practices, requires it.



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Section 2. Eligibility and Placement

- **violations** of the W. Va. Code §18A-5-1a;

§18A-5-1a. Possessing **deadly weapons** on premises of educational facilities; possessing a **controlled substance** on premises of educational facilities; **assaults and batteries** committed by students upon teachers or other school personnel; temporary suspension, hearing; procedure, notice and formal hearing; extended suspension; sale of narcotic; expulsion; exception; alternative education.

“... students whose disruptive behavior places them at risk...”

- meet the educational needs

What does that mean?

➤ Data around:

- Office Discipline Referrals
- Suspensions – In-school, Second-chance, Out-of-school
- Grades
- Attendance

“... without positive interventions...”

- safe and orderly learning environment

What does that mean?

➤ Data around:

- Academic supports
- Behavior supports:
- Intensified Tier 1 supports
- Tier 2 interventions
- Tier 3 interventions & supports – FBA, BIP

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Temporary authorized departure

What does that mean?

Section 2. Eligibility and Placement

A student may be placed in alternative education programs for:

- violations of the W. Va. Code §18A-5-1a;
- repeated violations of the county's discipline policy following documented multiple behavioral interventions by the Student Assistance Team at the referring school; or
- continuation of educational services during periods of suspension.

Upon placement, the Student Assistant Team shall develop a student's written plan to address academic, behavioral, social-emotional, and mental health needs as appropriate criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.

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Reduce the Exclusionary

"... a temporarily authorized departure from the regular school program..."

- Addressing skill deficits to avoid repeat placement
- FBAs and BIPs – EVERYONE needs to be heard
- What works/What may not

Disrupting the Preschool To Prison Pipeline

The infographic illustrates the 'Preschool to Prison Pipeline' through a series of icons and text boxes:

- Lack of resources & policies for suspensions & expulsions in voluntary child care & preschool:** Stressed provider teacher with implicit biases thinks child is misbehaving too much & doesn't know how to manage the child's behavior.
- Child is suspended or expelled:** Child is sent to director's office (in-school suspension) center asks parents to pick child up early (out-of-school suspension) or declares that the child is not a good fit (expulsion).
- Child deprived of valuable learning and educational experiences & set on negative trajectory:** School 'zero tolerance' policies mean that child is more likely to be arrested and suspended for minor offenses in K-12.
- Child is more likely to experience later academic failure in K-12 & is disengaged from school, dropping out:** As an adult, child is more likely for incarcerated.

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How are they getting there?

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graph TD
    A[MTSS decisions rules] --> B[Unsuccessful Tier 2 or 3 interventions]
    B --> C[Consequences guided by policy]
    
```

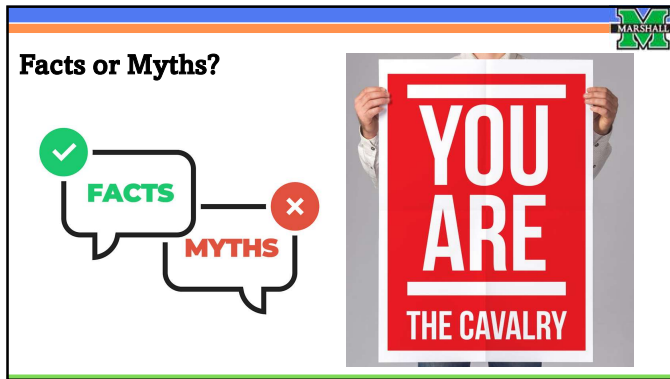
Are these clear within your school and/or county?

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Facts or Myths?

A graphic featuring a red background with a crown at the top and the text "KEEP CALM THE CALVARY IS COMING!". To the left, there is a callout with a green checkmark labeled "FACTS" and a red X labeled "MYTHS".

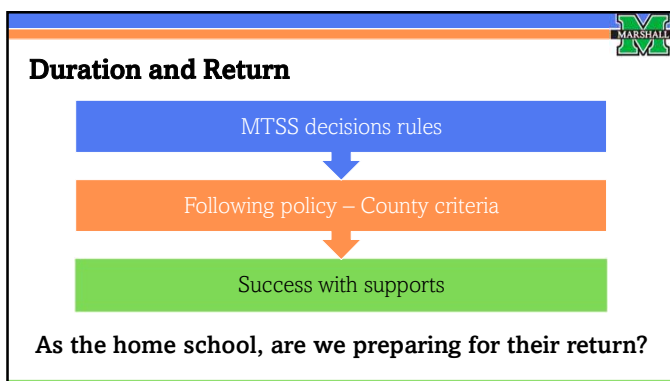
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Designed to provide educational and social development


What does that mean?

Backs to BASICS

- Behavior – Define it, Model it and Teach it
- Antecedents – Finding the triggers
- Supports – School-wide Expectations, Discipline systems
- Instruction – Teach, Model, Reteach, Practice, Repeat
- Classroom – Expectations, Practices and Acknowledgments
- Strategies – Proactive & Preventative

Upon placement, the Student Assistant Team shall [develop a student's written plan to address academic, behavioral, social-emotional, and mental health needs as appropriate criteria for re-entry to the regular school program](#), and [provisions for periodic review](#) of the student's progress at least on an annual basis. The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.

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Designed to provide educational and social development

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Curriculum. The curriculum will be based upon **state-approved standards** and **include a component for teaching responsible behavior in a climate/culture conducive to teaching and learning.**

Instruction. The instruction shall be **personalized in a developmentally and age appropriate delivery.**

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What about the teacher and classroom?

63

At risk of not succeeding in the traditional school structures and in adult life

What does that mean?

Designed for:

1. Students at risk
2. Students displaying extreme behaviors

**KIDS DO WELL IF THEY CAN.
AND IF THEY CAN'T, IT IS OUR
JOB AS ADULTS TO FIGURE
OUT WHAT IS GETTING IN THE
WAY SO WE CAN HELP.**

DR. ROSS GREENE

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What happens when they're there?

- ✓ Deep dive into needed supports
- ✓ Focused instruction
- ✓ Progress monitoring


```

graph TD
    AC[Academic Challenges] -- orange arrow --> SD[Skill Deficits]
    AC -- blue arrow --> BC[Behavior Change]
    SD <--> BC
  
```

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What do the teachers and classrooms do when they're gone?

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Temporary authorized departure

- What documentation is needed?
- What *should* be needed?


Designed to provide educational and social development

- How does this look different from the school's general education or special education environment?
- What does this look like at an ALC?

At risk of not succeeding in the traditional school structures and in adult life

- What does this risk look like?
- How is it determined?



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Utilizing an MTSS Framework

Working through the Tiers in an Alternative Setting: Tier 1 in a Tier 3 World

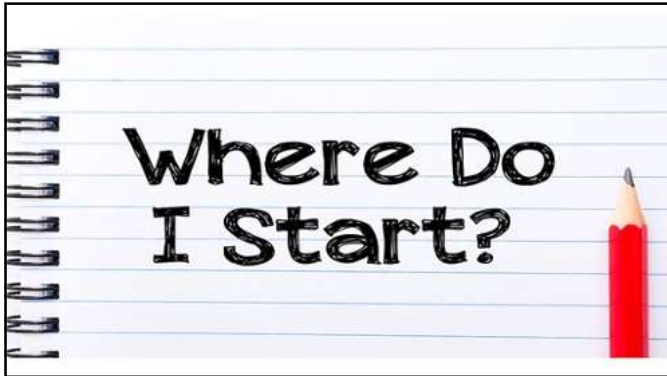
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How do you do Tier 1 with Tier 3 kids?

You can do **HARD THINGS**

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West Virginia Tiered System of Support (WVTSS)

“Framework that suggests *flexible use of resources* to provide academic, **behavioral**, and mental health **learning for all students.**”



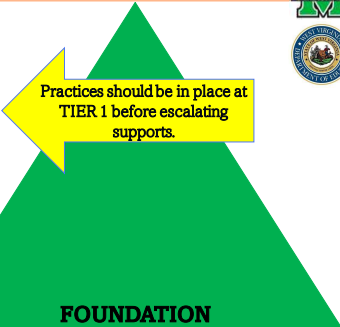
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Behavior Support:
“Effective school-wide behavior supports such as Positive Behavior Interventions and Supports (PBIS) and Early Childhood Positive Behavior Interventions and Supports (ECPBIS) are provided.”



Universal
Foundational
Instruction or
Prevention provided
to ALL students

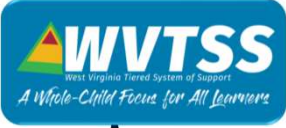
➔



FOUNDATION

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**Universal (Tier 1)
Behavior Supports**



Policy 4373: Expected Behavior in Safe and Supportive Schools is utilized to **teach behavioral expectations**. **Appropriate behaviors** are modeled and reinforced as part of school-wide behavior expectations. **Teachers** should model appropriate behavior and teach behavioral expectations as they would any curricular subject.

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**We are safe,
respectful,
and
responsible.**

We are **BAD**
Behave
Attend
Do your work



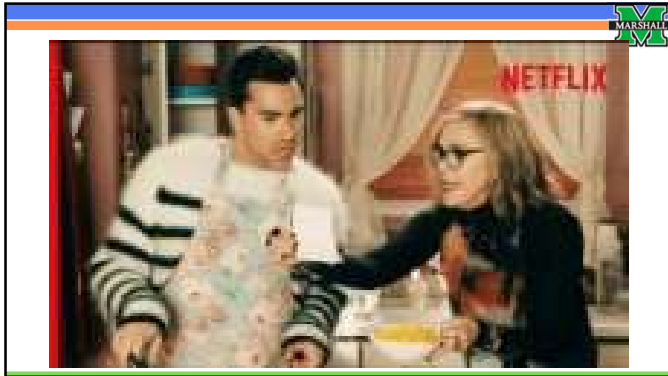
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Teach Behavior Like An Academic

It's more than just a sign on the wall!

→How would you teach a new skill in your classroom?
→How would you teach a student to:
→Be engaged?
→Respond appropriately?

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Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read—through *instruction, practice, feedback, and encouragement.*

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Why is *teaching* behavior so important?

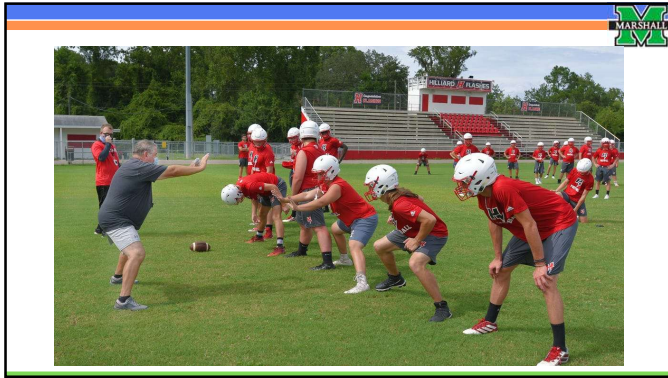
For a child to ***learn something new***, it needs to be repeated on average ? times. (Joyce and Showers, 2006)

Adults average ? (Joyce and Showers, 2006)

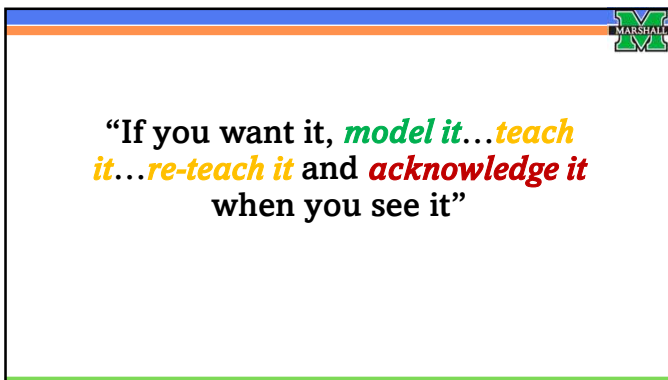
For a child to ***unlearn*** an old behavior and replace with a new behavior, the new behavior must be repeated on average ? times. (Harry Wong)

It takes an average of ? days for a new behavior to become automatic. (Lally et al, 2010)

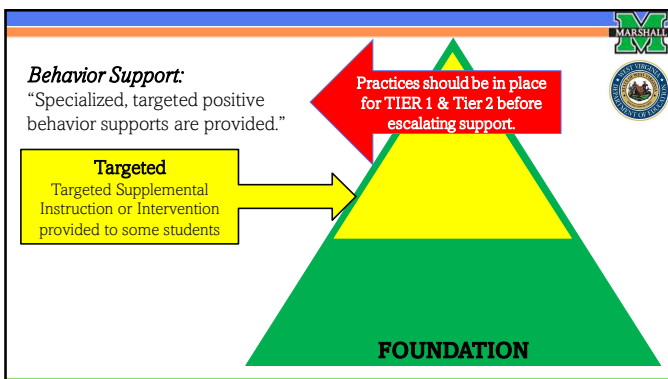
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**Targeted (Tier 2)
Behavior Supports**



Targeted support is provided for some students who need short-term support to address initial displays of difficulty with behavior. **Targeted instruction for behavior may take place within any school setting.**

- providing whole group interventions
- affording students small group interventions to address issues such as anger, social skills, self-regulation, substance abuse
- offering self-management training and support
- developing behavior contracts

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Executive Function
Examples of executive function are:



Working memory. Inhibition control. Cognitive flexibility: planning, reasoning, solving problems, multitasking.


 **schoolology®**

Check-In / Check-Out

 **THE ZONES OF REGULATION**

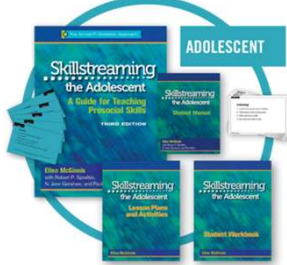
Cleveland Clinic

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 **rippleeffects**


- Knowing yourself
- Controlling yourself
- Being aware of others
- Connecting with others
- Decision-making

www.rippleeffects.com

 **ADOLESCENT**

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[illegible]



♥ *Now, do We Need a* ♥

BIP?

After the FBA....

IS THE TEAM CONFIDENT THAT THE FBA ACCURATELY REFLECTS THE CURRENT BEHAVIOR SITUATION?


CAN THE STUDENT'S BEHAVIOR BE EFFECTIVELY MANAGED WITH ADDITIONAL STAFF TRAINING OR ALTERNATIVE CLASSROOM STRATEGIES?




SHOULD THE TEAM WAIT AND GATHER MORE DATA WITH THE CURRENT SUPPORTS BEFORE DECIDING ON A FULL BIP?

ARE THERE SPECIFIC SKILLS OR BEHAVIORS THAT THE TEAM FEELS NEED IMMEDIATE FOCUS TO PREVENT FURTHER ESCALATION?

HAVE THE TEAM MEMBERS DISCUSSED AND AGREED ON POTENTIAL INTERVENTIONS THAT COULD ADDRESS THE IDENTIFIED BEHAVIORS?

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Conclusion

Breaking the Cycle

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Can you say that your students have supports at ALL tiers?

We're here to help!

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Success for ALL

"If PBIS is not working for a group of your students, your PBIS is not working."

- Efficacy, K. (2019)

A Multi-Tiered System of Support represents the provision of supports that are matched to student need, so that all individuals can attain equally successful outcomes.

Florida PBIS

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Need more?

- Contact US
 - Erin Aguilar – erin.aguilar@marshall.edu
 - Christy Fubio – christy.fubio@marshall.edu
- Contact your region's Behavior Support Specialist (BSS)
- Follow us on Facebook: WV PBIS
- Add yourself to our listserv. QR codes are at the Registration table.

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School-wide Behavior Support Specialists

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References


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- <https://cfcl.net/fms/tiered-supports/>
- WV Policy 4373 (8-10960-51)08-2019-03-14-11-25-06-08 | [dev.gov](#)
- WVTSS Quick Reference Guide: [WVTSS-Quick-Reference-Guide-FINAL.pdf](#)
- WVTSS Overview: [WVTSS-Overview-Dec-JANUARY-6-21.pdf](#)
- Do we need an FBA? Do We Need an FBA? A Guide for Special Education Teams - ABA in School



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Evaluations



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