Building Tier 3: A Systems Approach

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Today's Objectives

- ✓ Installing Tier 3 Systems
  - District
  - School
  - Individual
- ✓ Barriers
  - Explore ways to address barriers through training, coaching, and TA
- ✓ Introduction to Tier 3 TFI 3.0

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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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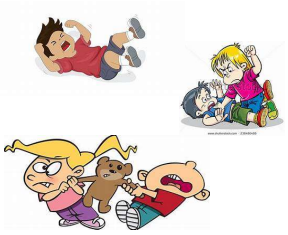
That "Student"



- Describe that student: single words (don't overthink)
- What interventions were attempted?
- How long did you implement that intervention?
- Was data collected on the intervention consistently?
- Were interventions successful?
- Why do you think the student behaves the way he/she does?

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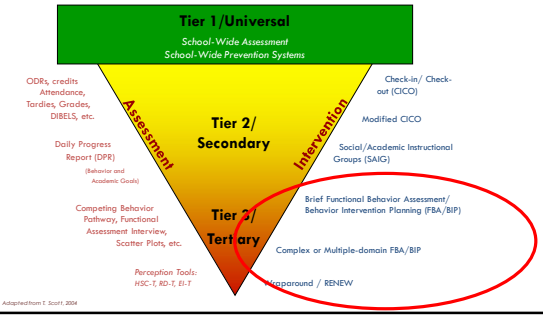
A Multi-Tiered System of Support for Behavior



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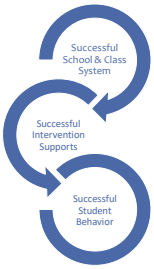
What are Tier 3 Supports?

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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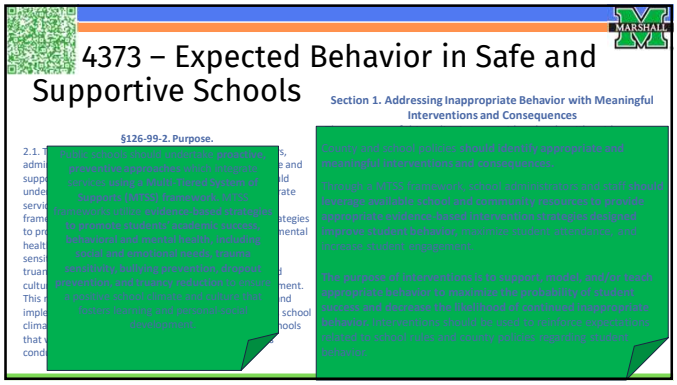
4373 – Expected Behavior in Safe and Supportive Schools
Section 1. Addressing Inappropriate Behavior with Meaningful Interventions and Consequences
§126-99-2. Purpose.
Public schools should undertake proactive, preventive approaches which integrate services using a Multi-Tiered System of Supports (MTSS) framework. MTSS frameworks utilize evidence-based strategies to promote students' academic success, behavioral and mental health, including social and emotional needs, trauma sensitivity, bullying prevention, dropout prevention, and truancy reduction to ensure a positive school climate and culture that fosters learning and personal-social development.
County and school policies should identify appropriate and meaningful interventions and consequences.
Through a MTSS framework, school administrators and staff should leverage available school and community resources to provide appropriate evidence-based intervention strategies designed improve student behavior, maximize student attendance, and increase student engagement.
The purpose of interventions is to support, model, and/or teach appropriate behavior to maximize the probability of student success and decrease the likelihood of continued inappropriate behavior. Interventions should be used to reinforce expectations related to school rules and county policies regarding student behavior.

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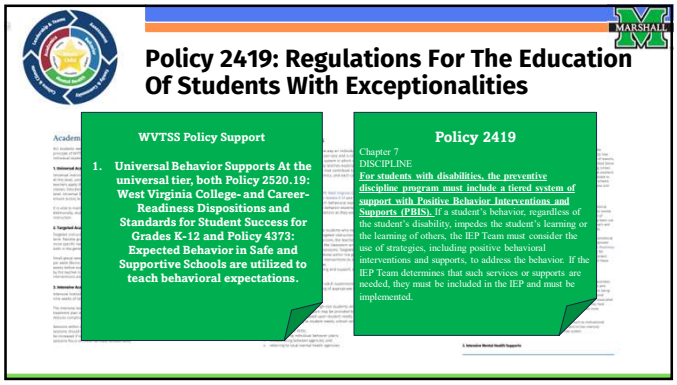
Policy 2419: Regulations For The Education Of Students With Exceptionalities
WVTSS Policy Support
1. Universal Behavior Supports At the universal tier, both Policy 2520.19: West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 and Policy 4373: Expected Behavior in Safe and Supportive Schools are utilized to teach behavioral expectations.
Policy 2419
Chapter 7
DISCIPLINE
For students with disabilities, the preventive discipline program must include a tiered system of support with Positive Behavior Interventions and Supports (PBIS). If a student's behavior, regardless of the student's disability, impedes the student's learning or the learning of others, the IEP Team must consider the use of strategies, including positive behavioral interventions and supports, to address the behavior. If the IEP Team determines that such services or supports are needed, they must be included in the IEP and must be implemented.

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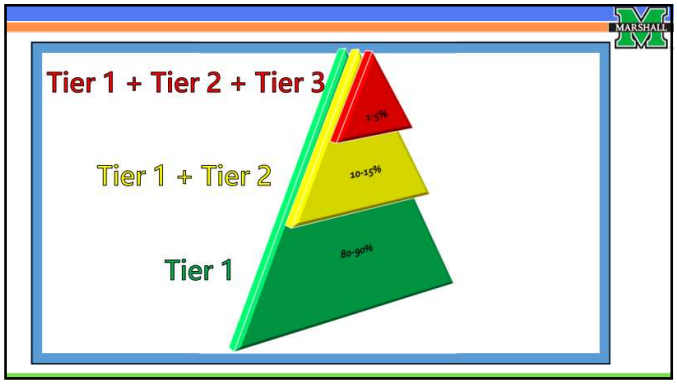
Tier 1 + Tier 2 + Tier 3
Tier 1 + Tier 2
Tier 1
1-5%
10-15%
80-90%

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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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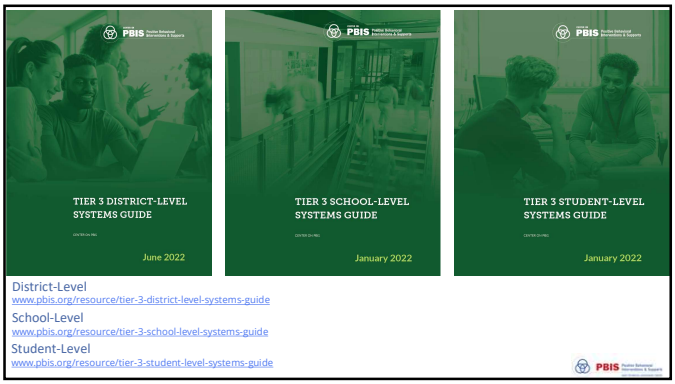

District-Level
www.pbis.org/resource/tier-3-district-level-systems-guide

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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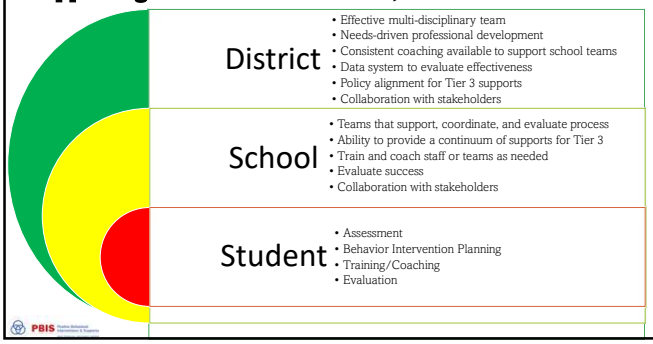
Supporting Tier 3 Across Districts, Schools and Individuals



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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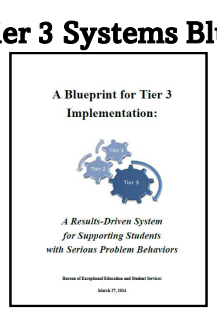
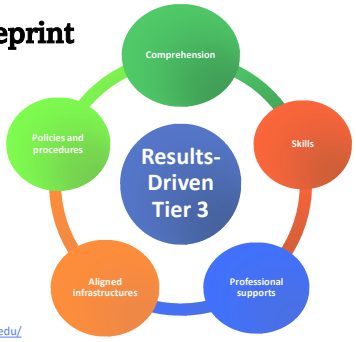
Tier 3 Systems Blueprint





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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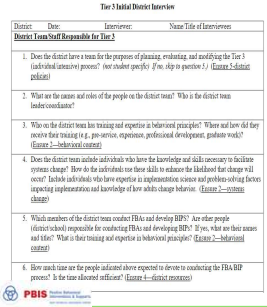
Assessing District-Level Needs


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.)* (Feature 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)? (Feature 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. (Feature 3—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? (Feature 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? (Feature 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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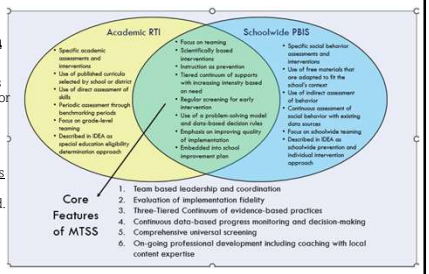
FBA/BIP: Apart of a bigger system

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/BIP as a process that can vary in complexity based on student need.



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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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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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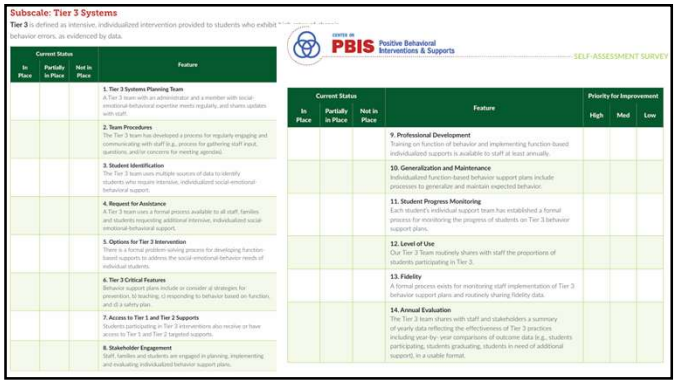

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Tier 3 System - *What we know from our work with districts*

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
- No link to student function of behavior

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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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Walking into Tier 3 Systems

- What it is: Problem solving meeting around individual student
- Teaming
- Nomination/Data drives placement into Tier 3 systems
- Data Collection
- Implementation Fidelity
- Progress Monitoring

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Intensify to Tier 3 Supports/Processes

- Individual student meeting (SAT)
- Full FACTS
- FBA/BIP (Competing Behavior Pathway)
- (PTR) Prevent/Teach/Reinforce
- Individualized Skill Building
  - Executive Functioning
  - Academic Support
  - Regulation Monitoring
- Testing/Special Education Resources
- Wrap Around

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What are we building?

- A systematic identification process
- Individualized interventions
- Clear procedures for progress monitoring students and systems

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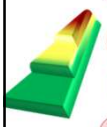
Expanding School-Level Systems to Include Tier 3



- 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 Systems That Build Capacity

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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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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School-Level PBIS Team Responsibilities With Tier 3 Enhancements

1. Identify students/Nominations
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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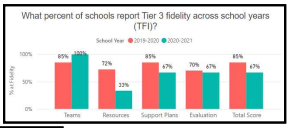
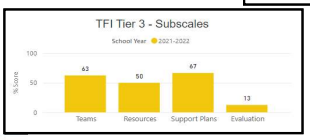
Assessing School-Level Needs

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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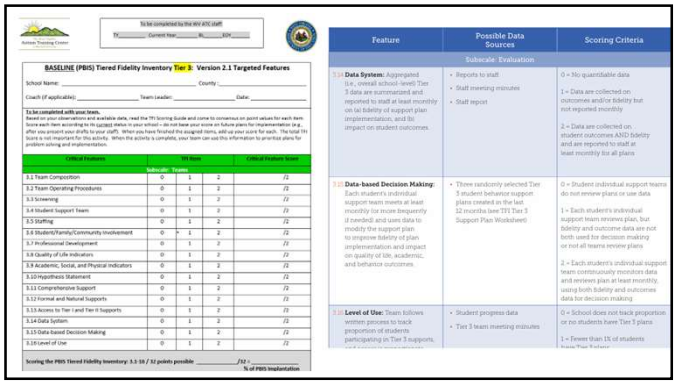

BASELINE (PBIS) Tiered Fidelity Inventory Tier 3: Version 2.1 Targeted Features

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

Scoring the PBIS Tiered Fidelity Inventory: 3.1-16 / 32 points possible _____/32 = _____ % of PBIS Implantation

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 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:

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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	1	2	3	4
Team **does not** exist or **does not** include a coordinator, school administrator, or individuals with applied behavioral expertise.	Team exists, but does not include all identified roles, or **participation of these members is below 80%.**	Team with all roles exists **and is actively engaged with participation of all roles at or above 80%.**	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	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	1	2	3	4
Team **does not** meet monthly, use regular meeting format/agenda, minutes, defined roles, or a current action plan.	Team **meets at least monthly** and has **at least three but not all six of the procedures listed a-f.**	Team meets at least monthly and has **at least four but not all six of the procedures listed a-f.**	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.**	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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Individual-Level Systems (SAT Process)

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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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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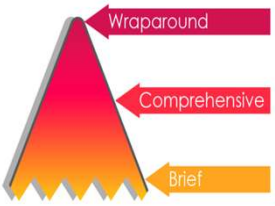
Continuum of Tier 3 Features across Levels

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 within 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	• 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 action steps to meeting goals derived from vision



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

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Continuum of Tier 3 Processes

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

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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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Barriers to Comprehensive FBA/BIP in Schools	Overcoming Barriers with PTR
Minimal guidance related to important issues including: Critical components that should be included in an FBA/BIP Training/background of Individual for facilitating FBA/BIPs	Tools that are easy for team/teachers to use
Use of "clinical" language, terms, and processes that are not feasible for implementation in school settings	Language that is not technical – easy to understand
Lack of training in applied behavior analysis principles underlying FBA/BIP, or training that is so technical that it is difficult for school practitioners to apply	Collaborative approach; consensual team-based processes built within each step; ongoing support to teacher/team for implementation and data-based decision making

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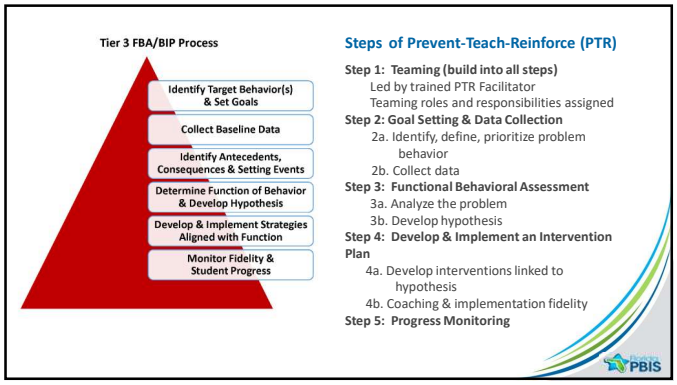

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Why do we conduct FBAs?

- 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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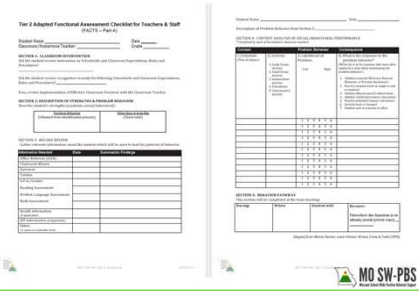
Functional Assessment Checklist for Teachers & Staff

- 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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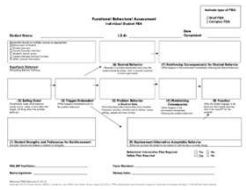
The Competing Behavior Pathway



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

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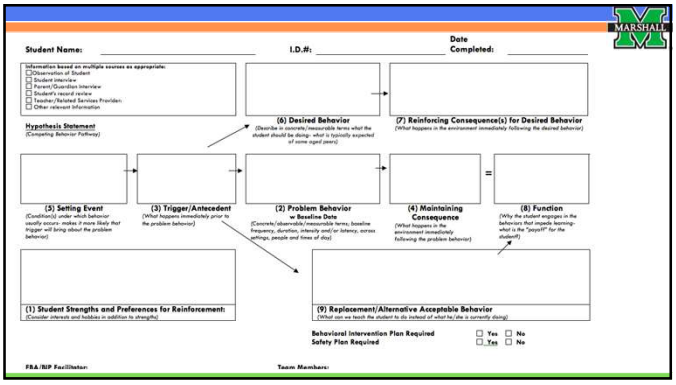

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Behavior Intervention Plan
Identify Behavior Support Strategies

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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Components/ Common Language of FBA *Must Haves*

- ABC's of Behavior
- Problem Behavior
- Setting Events
- Antecedent/Trigger
- Consequences
- Function
- Desired Behavior
- Reinforcers
- Replacement Behaviors

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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	

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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.

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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.
- ❖<u>Four phases of effort:</u>
  - ❖ 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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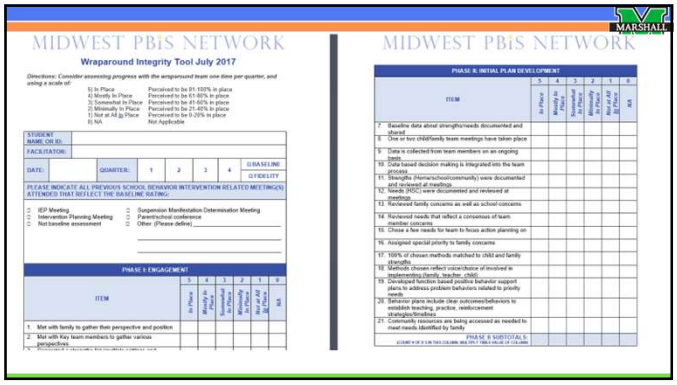
MIDWEST PBiS NETWORK
Wraparound Integrity Tool July 2017
MIDWEST PBiS NETWORK

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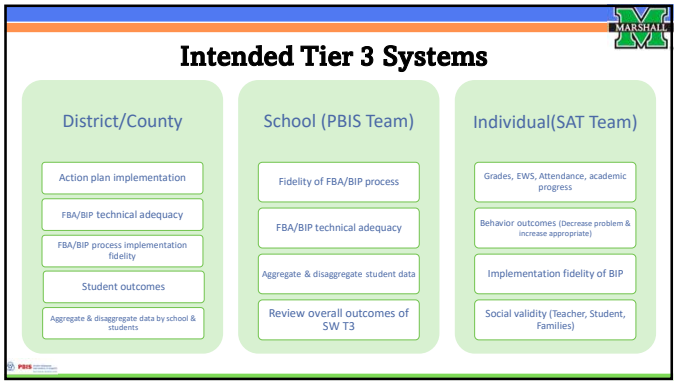
Intended Tier 3 Systems
District/County
Action plan implementation
FBA/BIP technical adequacy
FBA/BIP process implementation fidelity
Student outcomes
Aggregate & disaggregate data by school & students
School (PBIS Team)
Fidelity of FBA/BIP process
FBA/BIP technical adequacy
Aggregate & disaggregate student data
Review overall outcomes of SW T3
Individual(SAT Team)
Grades, EWS, Attendance, academic progress
Behavior outcomes (Decrease problem & increase appropriate)
Implementation fidelity of BIP
Social validity (Teacher, Student, Families)

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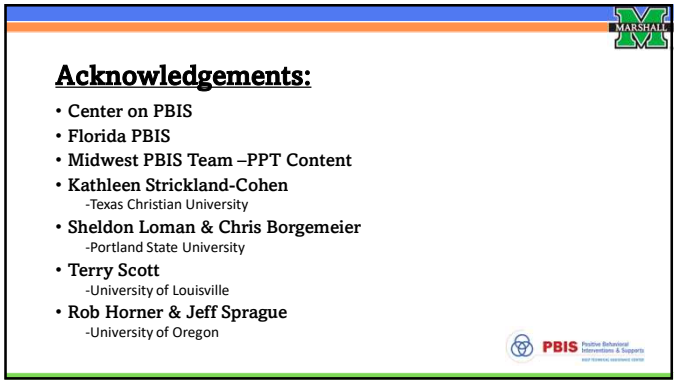
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PBIS

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Thank you for joining me! ☺

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Check out our website and trainings on YouTube!
www.marshall.edu/bmhtac/

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