

Tier 3 Redesign-Moving from Compliance to a Results-Driven System

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Objectives

- Participants will:
 - Describe the five guidelines for developing a Tier 3 for Behavior Results-Driven System
 - Identify and explain at least one Tier 3 for Behavior Myth
 - Develop a strategic action plan for building a Tier 3 Behavior System in their district

Agenda

- Introductions
- Tier 3 Myths
- Tier 3 Redesign Overview
- Guidelines and Examples
- District Action Planning

Tier 3-System

- Tier 3, overall, not systemic in most schools
 - Primarily consists of specific strategies-not a system
- Often, Tier 3 supports seen as a special education specific activity
- Often viewed as a compliance exercise

Tier 3 Myths

1. Compliance is all we need to be concerned about
 - Focuses on completing forms correctly
 - Site visits (monitoring)
 - Step to move students to more restricted placement
2. We cannot do Tier 3 until we have Tiers 1 and 2 implemented with fidelity
 - All three tiers can and should be worked on concurrently
 - All districts already have students needing Tier 3 behavior supports
 - For some in special education, this is the only Tier mandated
3. Special education is a Tier 3 intervention
 - Special education is not an intervention, practice, or strategy
 - Implies that the only way a student can get an individualized behavior support is to identify for IEP eligibility

Tier 3 Myths

4. General education students do not get functional behavior assessments
 - Emerging research base supporting effectiveness of FBA/BIPs for students in general education
5. All we need for Tier 3 is a list of strategies to use
 - Encyclopedias or names of strategies for typographical behaviors
 - These have not been shown to be effective
6. Everyone needs to learn how to do FBA/BIPs
 - FBA/BIPs based on applied analysis principles
 - Not all educators have, nor need to have, the skills
7. Only behavior analysts can do FBAs and BIPs
 - Not a role specific process
 - Key feature-person facilitating FBA/BIPs have knowledge of ABA principles and has communication/interactive skills to facilitate teams through the process

Tier 3 Systems in Schools

- Effective evidence-based processes exist to support students with serious problem behaviors
- Overall, not being implemented with fidelity
- Improved student outcomes not being realized
- Ineffective tier 3 systems may impact district performance on special education indicators:
 - Restraint/Seclusion
 - Suspensions/Expulsions
 - Disproportionality
 - Drop out/Graduation Rates
- Systemic issues contributing to problem

What We Know About Tier 3 in Florida Schools (and probably others)

- Source—initial interview conducted with districts prior to receiving technical assistance to improve practices
 1. Most districts did not have a tier 3 leadership team prior to interview
 2. District training primarily consist of traditional FBA/BIP PPT presentations
 3. Job-embedded approaches non-existent
 4. Process within district inconsistent (general vs. special education; quality contingent upon skills of people on campus)

What We Know About Tier 3 in Florida Schools (and probably others)

5. Inconsistent procedures for identifying students needing T3 supports
6. Districts do not routinely have procedures to measure fidelity of the FBA/BIP process
7. Districts do not routinely have processes/procedures to measure BIP implementation
8. Few districts have data systems that
 - identify students receiving tier 3 supports
 - describe progress of those students

What We Know About Tier 3 in Florida Schools

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 following problem behavior)
- Link of hypothesis components to FBA assessment

10. BIPs have multiple problems including:

- Missing linkage of interventions to hypothesis
- Description of interventions vague
- Over-reliance on consequential interventions
- Missing follow-up plans
- No plan for fidelity measurement

Thoughts....

- FBA/BIP Technical Adequacy-why is the quality of FBA/BIPs so poor?
- Processes in place—what is needed to get districts to implement evidence-based processes?
- How do we include all students needing T3 supports-not just students with externalizing behavior problems?
- How do we engage a district in a total redesign of T3 supports?

- <http://www.fl DOE.org/academics/exceptional-student-edu/>

A Blueprint for Tier 3 Implementation:



*A Results-Driven System
for Supporting Students
with Serious Problem Behaviors*

Bureau of Exceptional Education and Student Services

March 27, 2014

Tier 3 Blueprint Rationale

- 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 (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
 - 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.
 - There is a shortage of trained personnel who can implement the practices with fidelity
 - 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

Blueprint Goals

- Develop a clear vision and imperative for moving beyond compliance to a results-oriented tier 3 system
- Identify and define critical components of such a system
- Create a blueprint to guide district leadership teams
- Describe and develop a statewide system of technical assistance to district leadership teams to facilitate systems change
- Produce a wide array of data outcomes at multiple levels (system, school, teacher, student)

Broad Recommendations: Ensure...

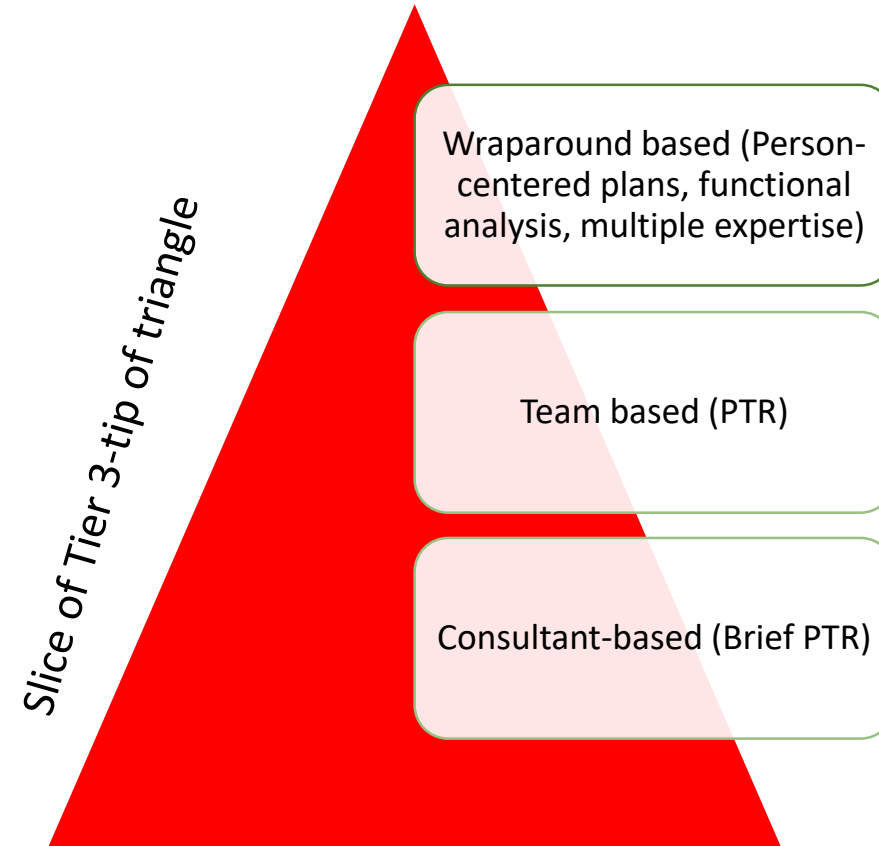
1. All educators understand a tier 3 system of behavior supports.
2. Educators have beliefs, knowledge and skills to implement and sustain tier 3.
3. Sufficient professional supports at school level to implement tier 3.
4. Sufficient district & school infrastructure alignment to evidence-based practices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



Ensure 1: All Educators Understand Tier 3 Systems

- One big idea:
 - Multiple levels of tier 3
 - Not a one-size fits all

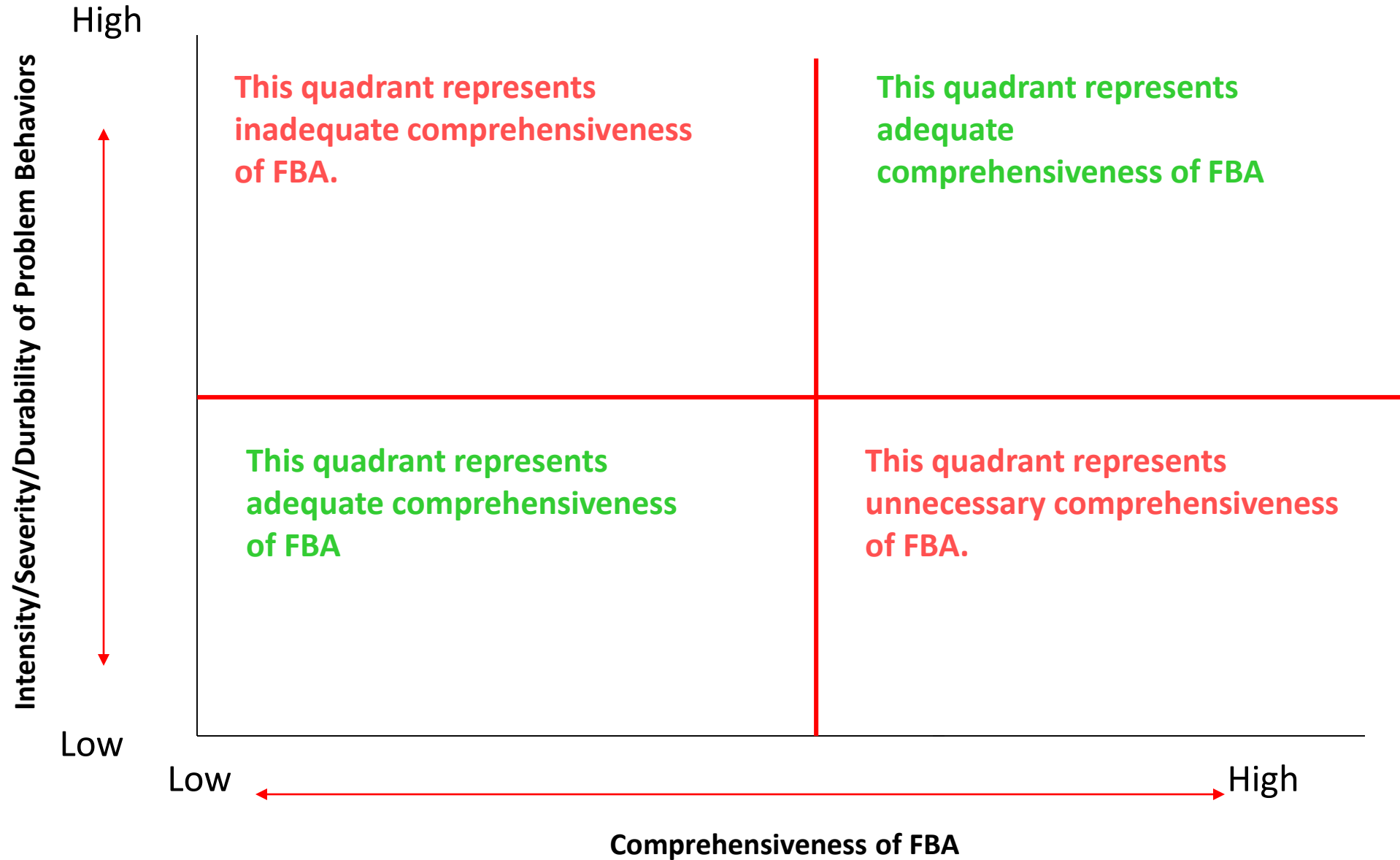
All levels use functional thinking: (Scott, Alter, Rosenberg, & Borgmeier, 2010)



Levels of Tier 3 Supports

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

Ideal Match Between Level of Problem Behavior and FBA Comprehensiveness



Continuum of Tier 3 Across Levels

Feature	Level 1 (efficient)	Level 2 (comprehensive)	Level 3 (wrap around)
Teaming	<ul style="list-style-type: none"> Team is small in size May only consist of a school-based consultant and teacher Family input is sought Student is included when appropriate 	<ul style="list-style-type: none"> Team size expands to include multiple people within the school, the family and the student Team roles and responsibilities defined Consensus process established 	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> Gathering of FBA information primarily indirect methods (e.g., within structured meeting) with a hypothesis developed 	<ul style="list-style-type: none"> Both indirect and direct methods of gathering FBA data used 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Multiple component plan developed that links to the hypothesis. Safety plan developed if needed 	<ul style="list-style-type: none"> Full range of intervention options considered Action plan that addresses goals developed from vision
Progress Monitoring and Follow-up	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> In addition to fidelity and student outcome data, social validity, and alliance between facilitator of process and implementer of plan 	<ul style="list-style-type: none"> 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

Example of Efficient FBA/BIP Processes

PTR BRIEF VERSION—Example			
Student name:	Paris	Meeting Date:	11/1/13
Teacher (s):	Mr. France, Ms. Avignon	Facilitator(s)	Ms. Fantastic
Others:			
STEP 1: IDENTIFY THE PROBLEM: GOALS OF INTERVENTION			
Problem behavior (what behavior we want to see decrease?)			
Call outs			
Define problem behavior in a clear and measurable way. What does the student say and/or do when he/she is performing the problem behavior?			
Making loud comments (outside voice) that are not related to the topic to the whole class or a peer or loud noises (outside voice) such as grunts and animal sounds. Comments are made without permission (e.g., raising hand or teacher acknowledgement).			
STEP 2: ANALYZE THE PROBLEM: PTR ASSESSMENT			
Antecedents (Prevent) - (a) under what conditions is this behavior (call outs) most likely to occur? What is happening around the student when the behavior problem occurs? Describe the specific features of the events below (e.g., difficult academic tasks, peer making comments, transition from preferred to non-preferred; adult attending to other students)			
<input type="checkbox"/> Academic tasks	<input type="checkbox"/> Peer proximity	<input type="checkbox"/> Transitions	
<input checked="" type="checkbox"/> Non-preferred activities demands to do writing, independent tasks that involve writing	<input type="checkbox"/> Adult proximity	<input checked="" type="checkbox"/> Other large or small group teacher led instruction	
Antecedents (Prevent) - (b) under what conditions is this behavior least likely to occur? Example: when engaged in free time, a preferred activity.			
<input type="checkbox"/> Academic tasks	<input type="checkbox"/> Peer proximity	<input type="checkbox"/> Transitions	
<input checked="" type="checkbox"/> Preferred activities computer, center time	<input checked="" type="checkbox"/> Adult proximity when teacher is standing next to Paris' desk	<input type="checkbox"/> Other	
Function (Teach) - what is the student getting out of his or her behavior? What is the outcome? Example, escapes/avoids/delays something or someone; gets/obtains/accesses something or someone			
Get/Obtain: <input checked="" type="checkbox"/> Attention from teachers and peers		Get/Obtain: <input type="checkbox"/> Activity/item (specify) _____	
Avoid/Delay: <input type="checkbox"/> Attention from _____		Avoid/Delay: <input type="checkbox"/> Activity/Item (specify) _____	

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

- One big idea:
 - Competent in strategies that promote systems change as well as behavioral principles
 - Much of tier 3 requires adult behavior change-more than student behavior change
 - Knowledge of implementation science and variables impacting implementation
 - Knowledge of adult-behavior change theories

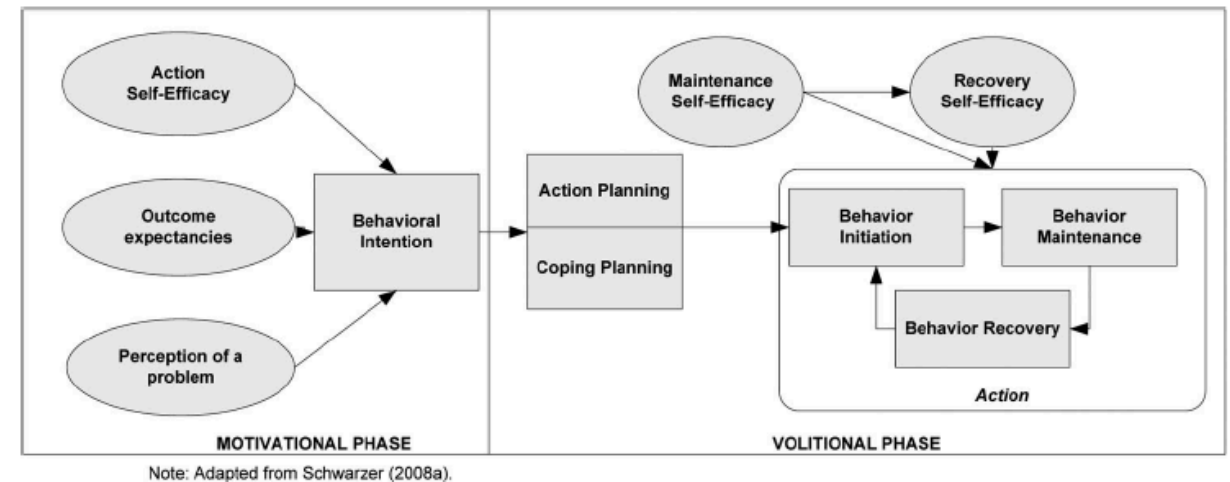
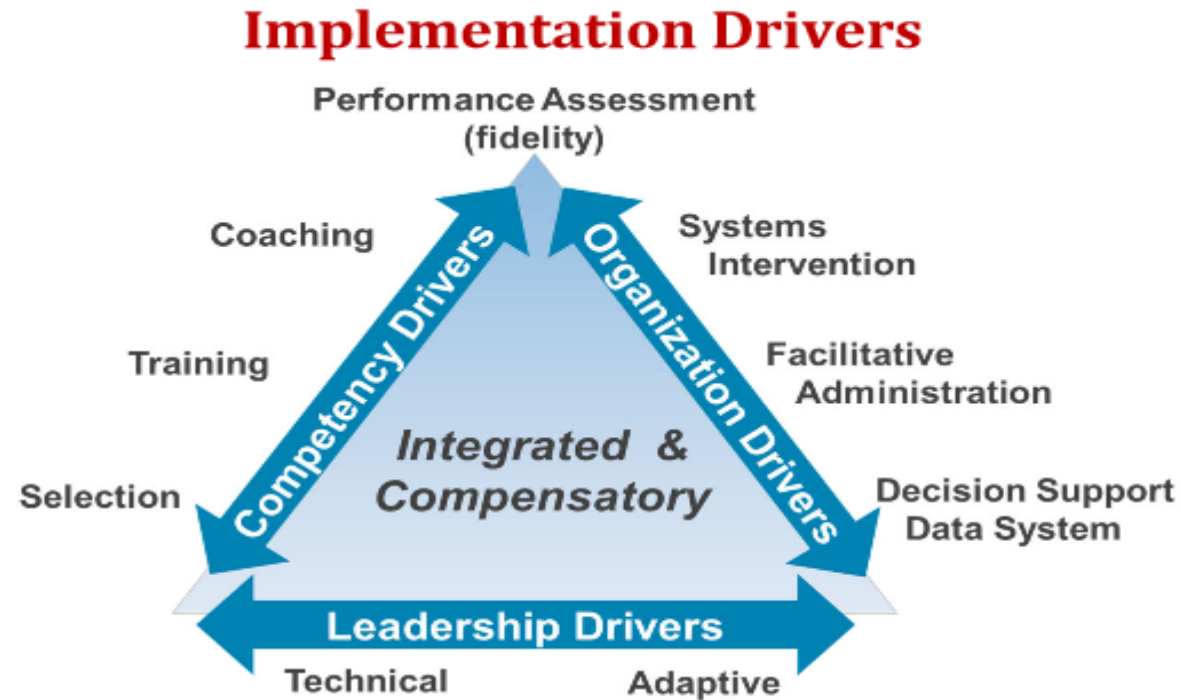


Figure 1. Health Action Process Approach (HAPA) model.

Understanding Implementation Drivers



Example of Supports to Enhance Adult Change-Task analyzed behavior plans (manualized)-Sanetti et al.

BIP Prevention Strategy:

Provide choices of where to sit

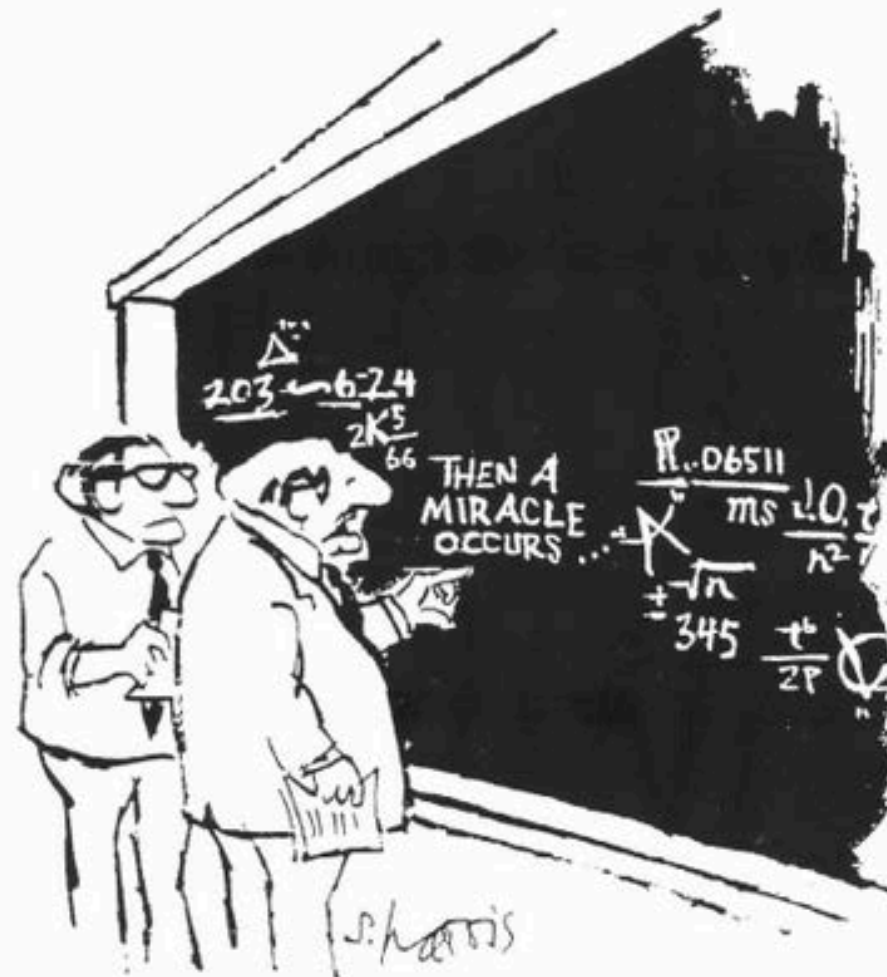
BIP Prevention Strategy:

Provide Choices: The teacher will provide Don with a choice after assigning him independent math work in class. Choice options are: (a) materials to use for assignment; choice of leadership activities; (b) where to sit; (c) who to do the assignment with

Steps to implement strategy:

1. Each morning, the teacher will decide which choice option to present to Don.
2. Immediately after giving the class the independent math assignment, walk over to Don and present him with the choice option.
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.

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 negative comments (e.g., I hate this, you can’t make me do this). As a result, he gets to avoid/delay the non-preferred task and obtains assistance from an adult.



"I think you should be more explicit here in step two."

Jeff's Hypothesis

	When....	he will	As a result...
Inappropriate	Jeff is presented with demands to start non-preferred academic tasks, specifically independent writing,	Walk around the room, talk to and touch peers, put his head down, tap his pencil, and not initiate writing	He avoids/delays non-preferred tasks
Appropriate	Jeff is presented with demands to start non-preferred academic tasks, specifically independent writing	Be academically engaged and independently complete tasks within the time assigned	He avoids/delays non-preferred tasks

Jeff: PTR Intervention Plan Prevent

Prevent Strategies	Description
Choice-Making	<p>Using a choice matrix, decide upon the choice that will be offered to Jeff each day with his writing assignment. The following choices will be rotated: (a) Within—writing tool to use (pen/pencil), color notebook paper, color of eraser, topic; (b) Who—peer for writing partner; (c) Where—Robin's room, round table, desk; (d) When—part now, part later, whole task now</p> <p>Steps:</p> <ul style="list-style-type: none">➡ 1. Right before giving the writing assignment to Jeff, decide upon the choice to be offered.➡ 2. Once the choice is determined, present it to Jeff by saying, "What do you want to use for writing today? The pen or the pencil?"➡ 3. Praise Jeff for making the choice—"Thank you for making a choice." and honor the choice

CHOICE Options for Jeff




Week of: _____

Assignment	Date/Day	Within	Who	Where	When
Writing		Pen or Pencil	Peer	Kat's room, round table, or floor	Part of task now, part later, or all now
		Which pencil?			
		Which pen (different ink color or different pens)			
		Eraser color			
		Notebook paper color			
		Topic			
		Computer or pencil/pen			

Methods of selecting choices:

1. Teacher choice
2. Cut choices up and pick from envelope (teacher or student)
3. Random number table: 7 2 8 10 5 7 5 6 5 4 5 ...

Jeff—Intervention Plan Prevent

Prevent Strategies	Description
Environmental Support   	<p>Visual Timer: Set a visual timer for the amount of time agreed upon with Jeff to complete the writing assignment.</p> <p>Steps:</p> <ol style="list-style-type: none">1. At the beginning of the writing period and while reviewing Jeff's self-management writing chart for the day, and before providing Jeff a choice, either call Jeff to the teacher's desk or go over to Jeff.2. Discuss the goal for completing the writing assignment. Say, "I think you can complete the assignment in ____ minutes. What do you think?"3. Set the timer by saying, "Jeff, let's see if you can beat the timer. Today, you have ____ minutes (time from step 1) to complete the writing. Ready, set, go."

Jeff— Teach Intervention Plan

Teach Strategies	Description
Incompatible Replacement Behavior— Academic Engagement	<p>Jeff will be taught how to remain engaged on a writing assignment.</p> <p>Engagement is defined as: working on a task without disrupting by raising hand to speak, keeping pencil upright, and letting neighbors work</p> <p>Steps:</p> <ol style="list-style-type: none">1. Each day, divide Jeff's writing task into 3 major sections— starter, details, conclusion2. Initially, tell Jeff that for each section completed, he earns a "dot" that he should place in the envelope hanging at the side of his desk.3. Inform him that he can use the dots later to get out of work and to get special rewards for himself and the rest of the class.4. Each day after giving the writing assignment to Jeff, review his self-management checklist/dot total sheet. Review each section of the writing assignment (step 1), his goal (time for completion), and the academic engaged behaviors.5. On Monday, a weekly goal should be discussed and set.6. Immediately after reviewing Jeff's goals and expected behaviors, provide him a choice and set the timer.

Check Your Dots!











Work Completion Chart for Jeff

Week: _____

I can earn DOTS for doing work. I can use my DOTS to get out of work, and my teacher will say okay!

My goal today is to complete my writing assignment in _____ minutes.

My goal this WEEK is to complete _____ or more writing assignments in _____ minutes.

DOTS FOR WORK!	Monday	Tuesday	Wed.	Thursday	Friday	Key
Starter Sentence						 = Yes. Get a dot!  = No, Try tomorrow!    Reward for the week: Read to the Kindergarten class
Detail Sentences						
Conclusion Statement						
Was I on task during writing?						
Did I meet my goal today?  = Mystery Letter for Class						
How many DOTS did I earn today? DID I MEET MY GOAL THIS WEEK? YES  NO 	_____	_____	_____	_____	_____	

On task means:

> Raising my hand to speak



> Letting my neighbors work



> Keeping my pencil upright



Jeff—Reinforce Intervention Plan

Reinforce Strategies	Description
Reinforce Pro-academic Replacement Behavior—Academic Engagement	<p>Jeff will be reinforced for academic engagement and meeting his daily goal with allowable/earned escape represented by the dots. Jeff can use his dots to get out of doing work/problems during independent work times.</p> <p>Steps:</p> <ol style="list-style-type: none"><li data-bbox="766 534 2170 672">1. At the end of the writing period or when Jeff completes his writing (whichever event occurs first), review Jeff's self-management checklist.<li data-bbox="766 696 2170 996">2. For each behavior on the checklist, discuss with Jeff whether he performed the activity. If yes, place a check in the box. If no, place an "x" in the box. For each check, Jeff should be given a dot. When reviewing, say, "Jeff, did you write a starter sentence?"... Did you stay on task? Did you meet your goal?" When giving dots, say "Jeff, how many checks do you have today? How many dots do you earn?"<li data-bbox="766 1011 2170 1149">3. Jeff uses dots by sticking it over a problem/question he doesn't want to do and showing the teacher when he uses a dot. He can escape as long as he has dots in his envelope.<li data-bbox="766 1163 2170 1268">4. If Jeff uses a dot to get out of work, immediately say "You used a dot to get out of _____. You earned it!"<li data-bbox="766 1282 2170 1372">5. If Jeff meets his weekly goal, he can go to his brother's kindergarten class and read a book to them.

Jeff—Reinforce Intervention Plan

Reinforce Strategies	Description
Group Contingency (Modified)	<p data-bbox="777 342 2086 635">If Jeff meets his daily (time) goal for completing his writing assignment within the time agreed upon, the class earns a bonus letter toward the mystery reinforcer of the week. When Jeff earns the class this letter, the class provides attention to Jeff by thanking him and celebrating (clapping hands, saying “Yeah”).</p> <p data-bbox="777 721 904 763">Steps:</p> <ol data-bbox="777 778 2086 1278" style="list-style-type: none"><li data-bbox="777 778 2086 878">1. After reviewing Jeff’s self-management sheet, ask him, “Did you meet your goal today?”<li data-bbox="777 892 2086 992">2. If yes, “You did meet your goal. Let’s tell the class they’ve earned a letter for the mystery reinforcer.”<li data-bbox="777 1006 2086 1106">3. Tell the class, “Jeff met his goal today. We get another letter on the board.”<li data-bbox="777 1120 2086 1220">4. Prompt the class to thank Jeff (if they haven’t done so spontaneously).<li data-bbox="777 1235 2086 1278">5. If no, “You worked hard and tried. You’ll do it tomorrow!”

Jeff—Reinforce Intervention Plan

Reinforce Strategies	Description
Discontinue reinforcement of problem behavior	<p data-bbox="779 347 2033 439">If Jeff gets disruptive (disengaged) during academic tasks, redirect him to his replacement behavior.</p> <p data-bbox="779 518 901 561">Steps:</p> <ol data-bbox="779 582 2084 1275" style="list-style-type: none"><li data-bbox="779 582 2084 725">1. At the first sign of Jeff starting to get disengaged, calmly walk over to Jeff and gesture to his self-management chart by pointing to it. Provide no or minimal verbal comments.<li data-bbox="779 739 2084 882">2. If Jeff continues to be disengaged, calmly redirect him to use one of his dots (if he has any) to escape. Say “Jeff, it looks as if you need to use one of your dots to get out of some work.”<li data-bbox="779 896 2084 1096">3. If Jeff continues to be disengaged and doesn’t use one of his dots, walk over to his desk, pick out one of his dots out of his envelope, and say “It looks as if you need to use one of your dots to get out of some work. Where should I put the dot?”<li data-bbox="779 1110 1921 1153">4. Continue to use dots if Jeff continues to be disengaged.<li data-bbox="779 1168 2084 1275">5. If all of the dots are used, calmly remind Jeff how he will earn dots to get out of work.

Jeff Coaching/Fidelity Plan

Teacher:

Student: Jeff

Date:

Self-Assessment

Observation

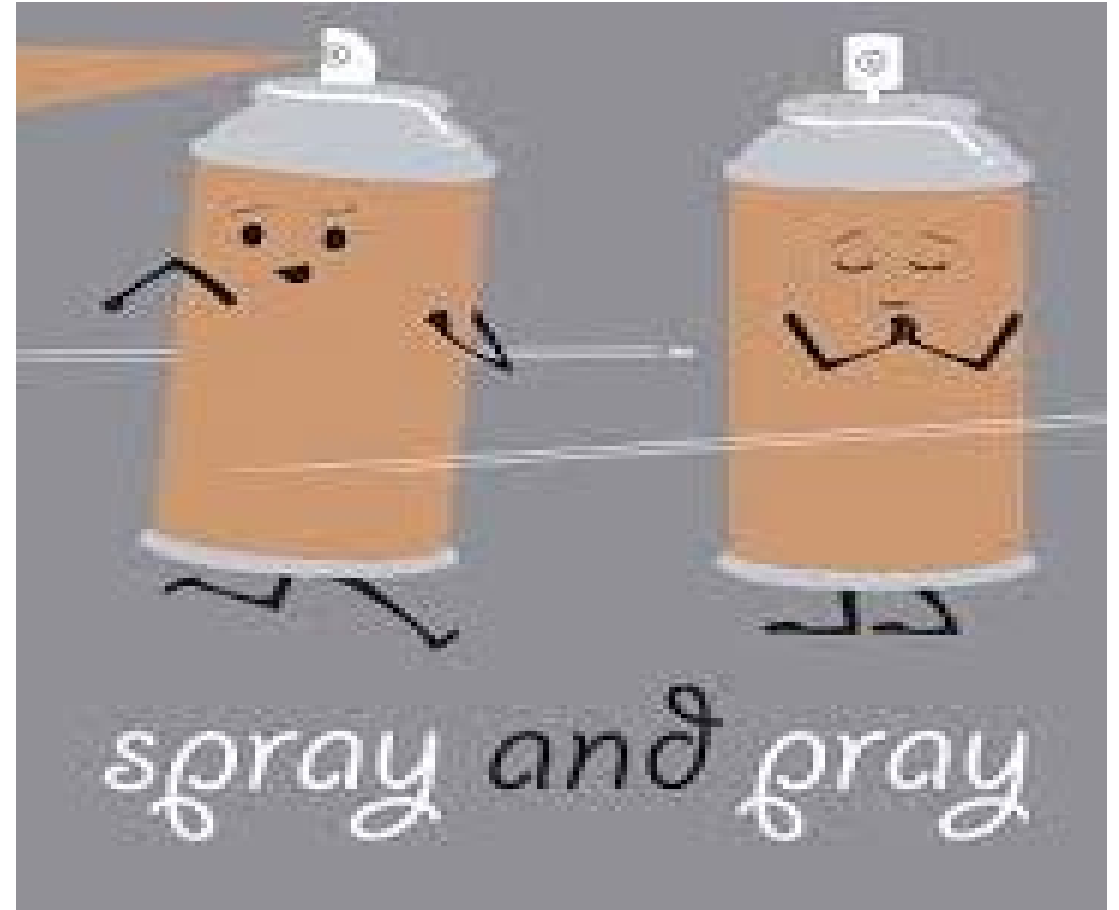
Interventions	Implemented	Impact (1=no impact; 5=great impact)
PREVENTION		
<u>Providing Choices</u> <ul style="list-style-type: none"> Offered Jeff a valid choice upon presentation of his writing assignment. Honored Jeff's choice within 2 minutes. 	Y / N / NA Y / N / NA	1 2 3 4 5
<u>Environmental Support</u> <ul style="list-style-type: none"> Set the timer for the negotiated amount of time Provided positive/motivational comment 	Y / N / NA Y / N / NA	1 2 3 4 5
TEACH		
<u>Replacement Behavior—Academic Engagement</u> <ul style="list-style-type: none"> Reviewed Jeff's writing completion chart, goals, on-task behaviors, earning dots, and use of dots for escape prior to Jeff starting his writing assignment. Upon completion of the writing assignment or at the end of the writing period, reviewed Jeff's progress and checks on his chart and provided feedback. 	Y / N / NA Y / N / NA	1 2 3 4 5
REINFORCE		
<u>Reinforce Replacement Behavior (Academic Engagement)</u> <ul style="list-style-type: none"> Delivered dots to Jeff for checks on his chart (work completed, meeting daily goal, staying engaged). Released Jeff to reinforcement (reading to Kindergarten class) when weekly goal met. Allowed Jeff to escape tasks upon use of dots. 	Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
<u>Modified Group Contingency</u> <ul style="list-style-type: none"> Provided mystery letter for class reinforcer when Jeff met his daily goal Prompted class to provide Jeff with positive attention when goal met. 	Y / N / NA Y / N / NA	1 2 3 4 5
Behavior Plan Assessment Implementation Score: Y/Y + N total x 100		

Ensure 3: Sufficient professional supports

- One Big Idea:
 - We need to shift the focus of professional development **from** primarily workshops, presentations, institutes **to** 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



To Matching Supports to Competency Needs

- Coaching
- Performance feedback
- Job-embedded implementation
 - Practice-Based Coaching (PBC)
 - Behavioral Skills Training (BST)



Tier 3 IC Map

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

Tier 3 Behavior Coach/Facilitation Innovation Configuration Map

Component Level Criteria:

1 = Ideal Application

2 = Acceptable Application

3 = In need of additional support/practice

4 = Inadequate Application

Component:	Scoring			
	Level 1	Level 2	Level 3	Level 4
1.1 Interpersonal Communication Skills	<p>The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include ALL of the following when appropriate</p> <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing 	<p>The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include most (<50%) of the following when appropriate:</p> <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing 	<p>The facilitator rarely communicates purposes of each step/process and provides explanation that are jargon free. The facilitator uses interpersonal communication skills that include few (≤50%) of the following when appropriate:</p> <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing 	<p>Fails to clearly communicate through the use of interpersonal communication skills.</p>
1.2 Collaborative Process	<p>The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes ALL of the following (when appropriate) in at least 95% of the meetings:</p>	<p>The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes most (>50%) of the following in at least 50% of the meetings:</p> <ul style="list-style-type: none"> • Uses active listening, open 	<p>The facilitator rarely (<50%) develops and maintains a collaborative process with a diverse group of professionals that includes most (>50%) of the following in at least 50% of the meetings:</p> <ul style="list-style-type: none"> • . Uses active listening, 	<p>Fails to develop and maintain a collaborative process</p>

Coach-Coachee Pre-Planning Form

Master Coach/Coachee Planning Form and Checklist

Facilitator/Coachee: Toni

Master Facilitator/Coach: Cristela

Meeting date: December 11, 2014

Meeting #: 2

Goal: 12/16 independent

Score: 11/13 = 85%

Facilitator Behavior/Action	Assignment	Yes	No	N/A	Notes
Functional Behavior Assessment (Step 2)					
1. Opened the meeting with a positive comment and thanked team for completing assignments.	Coach/ <u>Coachee</u>	x			
2. Described purpose of meeting and expected outcomes by end of meeting.	<u>Coachee</u>	x			
3. Asked team/teacher to review IBRST or alternate daily progress monitoring tool to determine if the tool was functional for the teacher.	<u>Coachee</u>	x			
4. If the data tool is not functional, facilitated a discussion on refining/editing the tool.				x	
5. If PTR Assessment was done as homework, provided team members with a visual (hard copy or LCD) of the Assessment Organizational Summary Table or Competing Behavior Pathway and the draft hypothesis(es)	<u>Coachee</u>		x		
6. If PTR Assessment was not done as homework, either gave each team member ~ 15 minutes to complete it in the meeting and completed the Assessment Organization Summary Table during the meeting (if time permits).				x	
7. Reviewed information on Summary Table and asked questions to get clarification on antecedents, functions, consequences.	<u>Coachee</u>	x			
8. Added, removed, or adapted information on Summary Table as needed after clarifications.	<u>Coachee</u>	x			
9. Gained team consensus on hypothesis(es).	<u>Coachee</u>	x			
10. If consensus not obtained, guided the team to determine next steps: <ul style="list-style-type: none"> Additional information needed? If yes, schedule classroom observation Additional measures needed? If yes, determine measures and provide Scheduled brief follow-up meeting to review additional information and/or measures (if applicable) 				x	
11. Asked the team for feasible deadlines if PTR Intervention menu is being done as homework.	<u>Coachee</u> /Coach		x		

12. Scheduled day/time for next meeting/session and confirmed with team that master facilitator would be sending out confirmation email.			x		We revised the behavior plan at this meeting.
13. Summarized the outcomes of the meeting activities to be completed for next meeting (e.g., complete PTR Intervention Menu) and provided examples and clear explanation on how to complete the activity.	<u>Coachee</u> /Coach	x			We scheduled time for prepping materials and fidelity check observations
14. Ensured that no team member was assigned too many activities.	<u>Coachee</u>	x			
15. Offered to assist teacher/team to do specific activities.	<u>Coachee</u>	x			
16. Thanked team for their time and input.	<u>Coachee</u> /Coach	x			

Systematic Review of Products

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

Coach Name:		Review by:		Date:		Case:	
Coach Fidelity Review							
Area	Criteria	Fidelity	Comments				
INDIVIDUALIZED BEHAVIOR RATING SCALE <input type="checkbox"/> Yes <input type="checkbox"/> No	1. One problem behavior identified & clearly defined	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A					
	2. One appropriate behavior identified & clearly defined	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A					
	3. Behaviors selected are socially valid.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A					
	4. Ratings/Anchors are appropriate and make sense	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A					
	5. Baseline ratings indicate that anchor estimates were functional and accurate	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A					
ASSESSMENT ORGANIZATION TABLE <input type="checkbox"/> Yes <input type="checkbox"/> No	6. Hypothesis developed uses information from FBA	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A					
	7. Hypothesis generated appears valid and is based on "best guess"	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A					
PTR INTERVENTION PLAN <input type="checkbox"/> Yes <input type="checkbox"/> No	8. Prevention Intervention addresses the "when" (i.e., Prevent from PTR assessment) section of the hypothesis by modifying the event.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A					

Ensure 4: Sufficient district & school infrastructure

Table 8: Possible Data Sources to Support MTSS for Behavior

- One Big Idea:
 - If a district does not have a functional data system that can review data at multiple levels (e.g., student, teacher, school, district) across all three tiers of support, the district will be unable to implement an effective tier 3 process.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none">• Office discipline referrals• Attendance• In-school suspensions• Out-of-school suspensions• Restraint\seclusion• Fidelity of tier 1 implementation• Classroom management system (minors incidents)• SESIR• Climate surveys• Social, Emotional and Behavior Screening Tools	<ul style="list-style-type: none">• Daily Progress Monitoring systems• Intervention specific monitoring systems• Fidelity of tier 2 Implementation	<ul style="list-style-type: none">• Systematic direct observation data systems (frequency, duration, rate, etc.)• Direct behavior rating scales• Time sampling data systems• Antecedent, Behavior, Consequence Observations• Interviews• Surveys• Checklists• Record reviews/Permanent Products• Fidelity of tier 3 Implementation

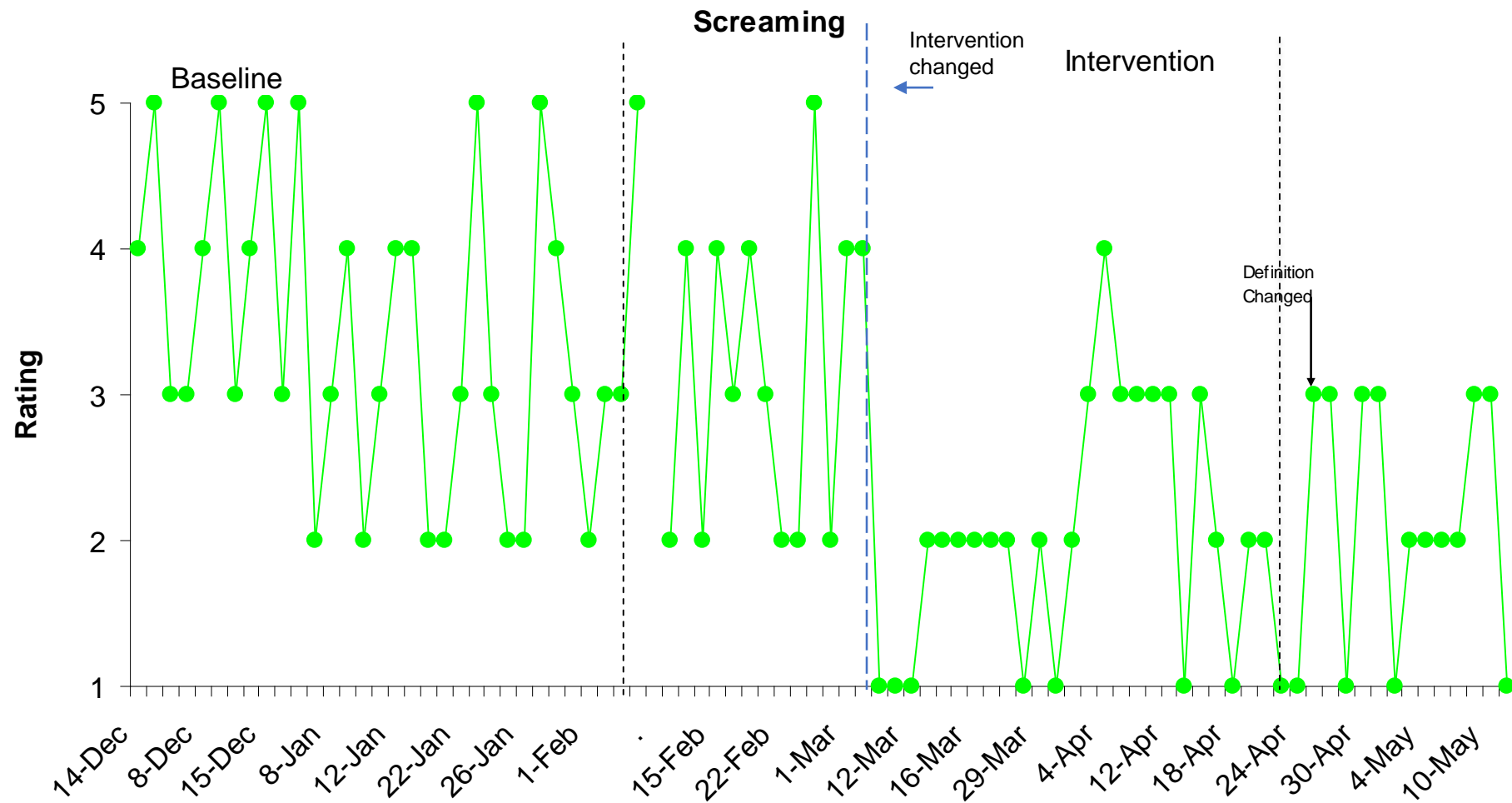
Data Systems

- 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 t3 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
 - Identifies the interventions being implemented
- Data are required for making data-based decisions

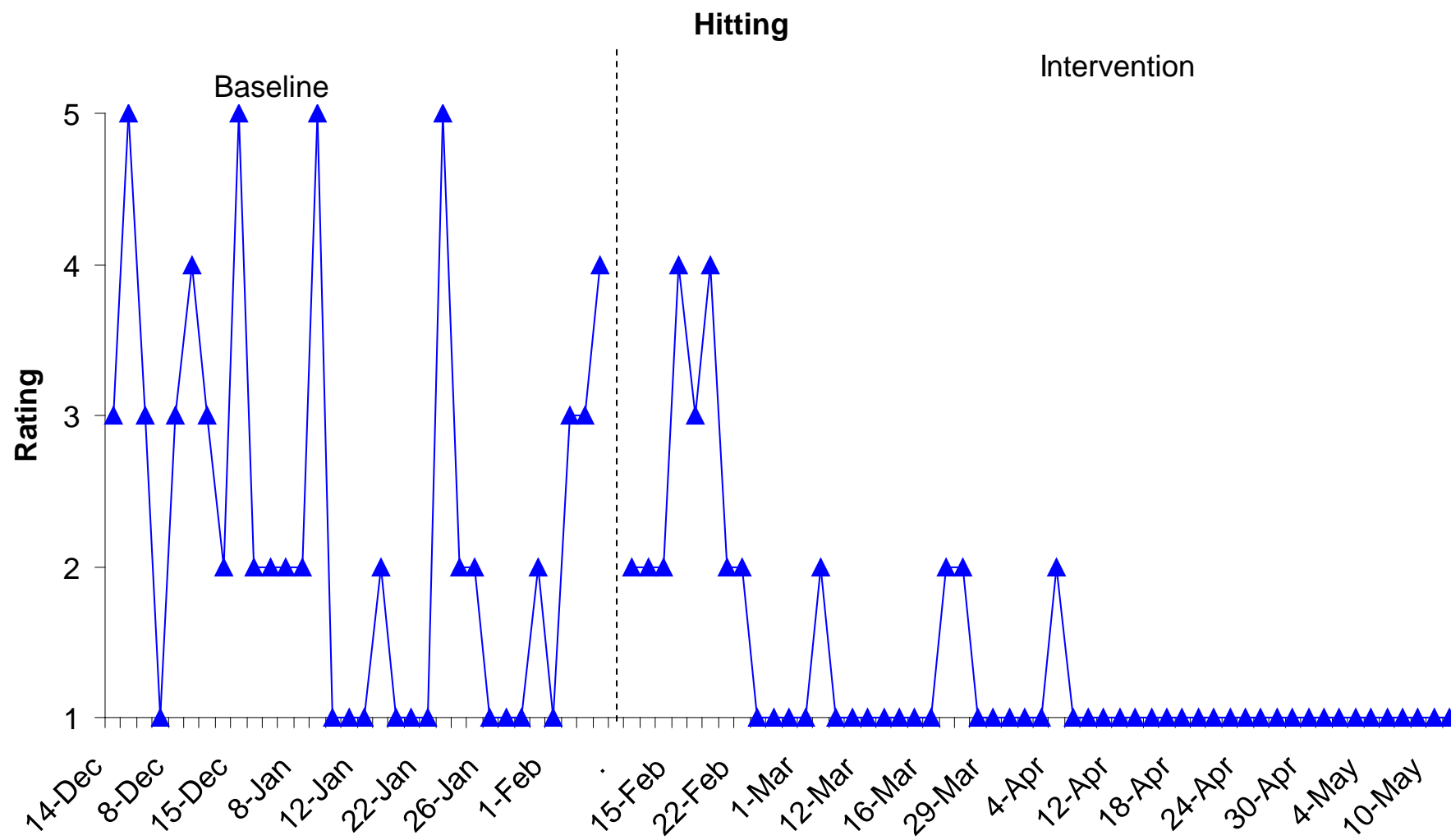
Case Study 1- Mike: Behavior Rating Scale

[illegible]

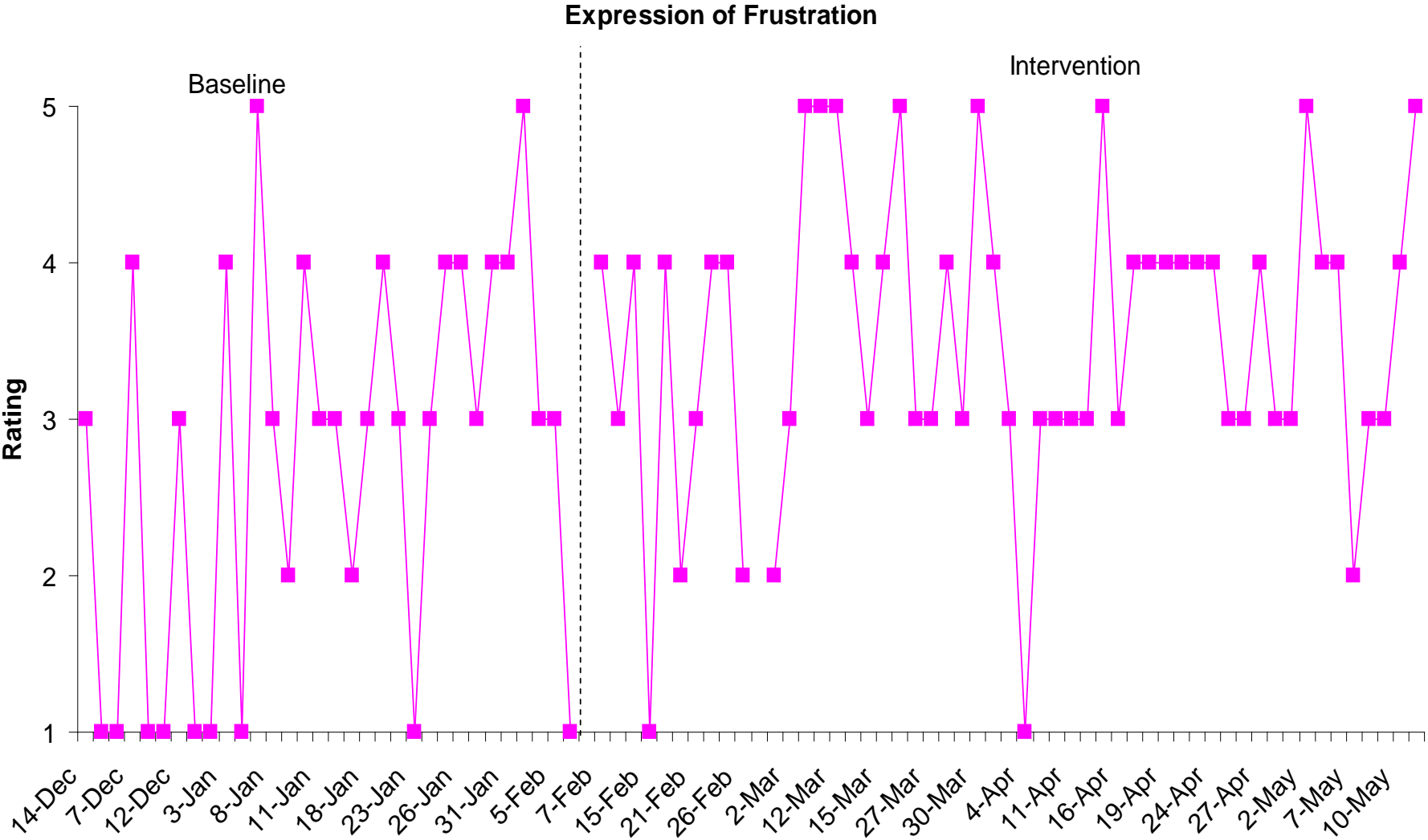
Step 5: Mike Evaluation



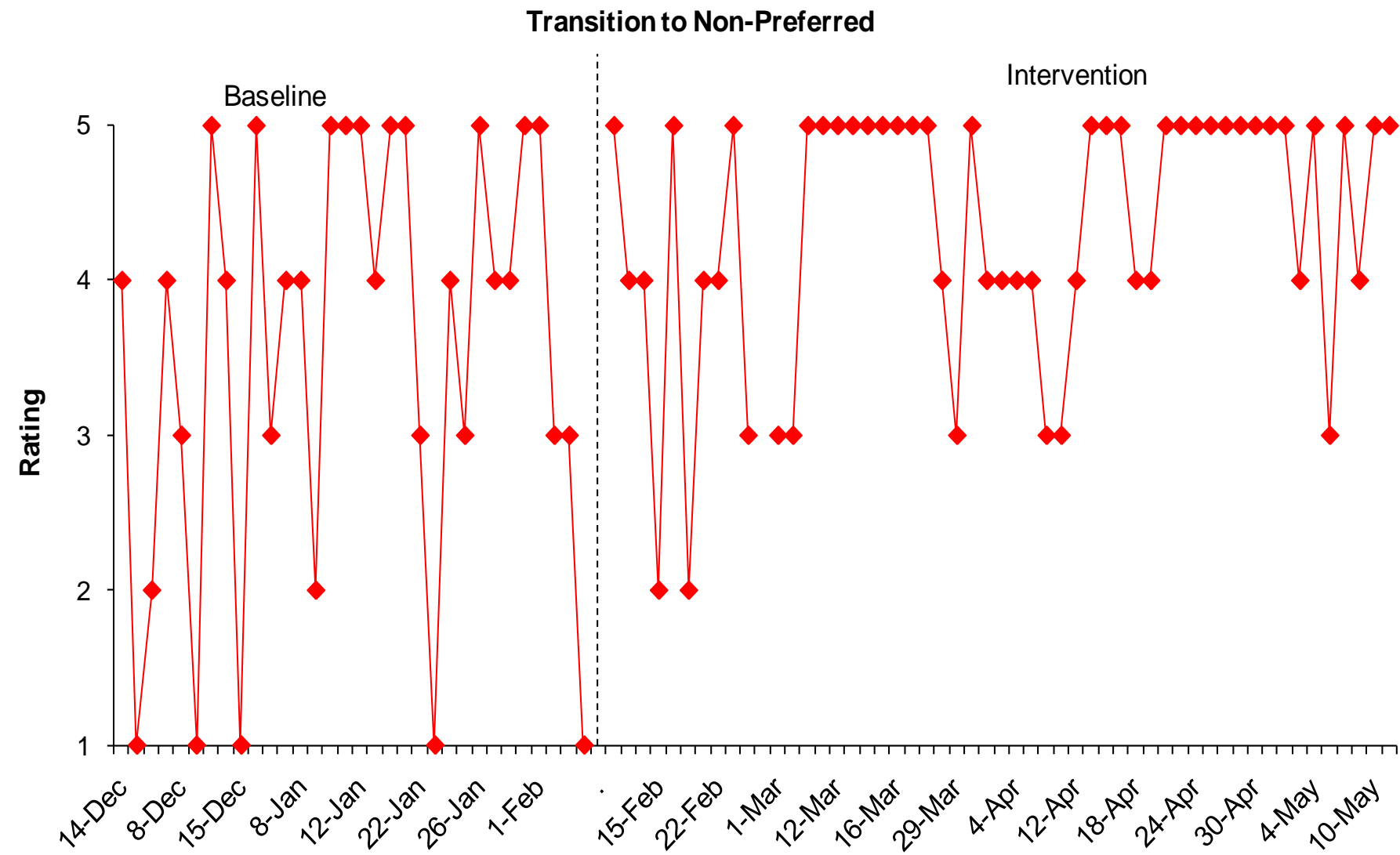
Step 5: Evaluation



Step 5: Evaluation



Step 5: Evaluation



Individual

Appropriate Behavior: Academic engagement (Seat Work) - Incompatible

Monitoring Unit: Afternoon Functions: Obtain peer attention

Monitoring Tool: BRS

5(BEST day): On-task all afternoon

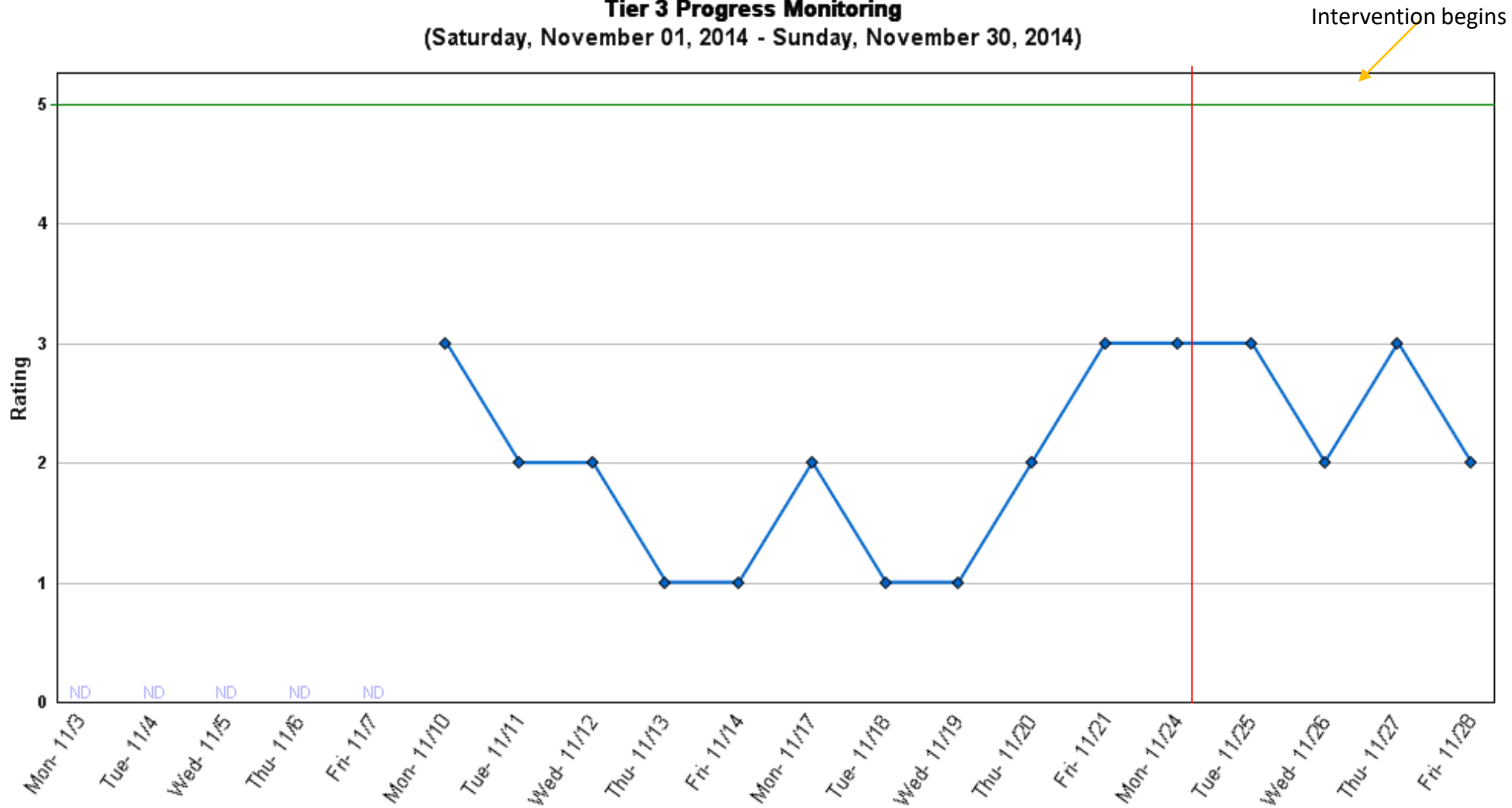
4: On-task most of afternoon

3(AVG. day): On-task some of afternoon

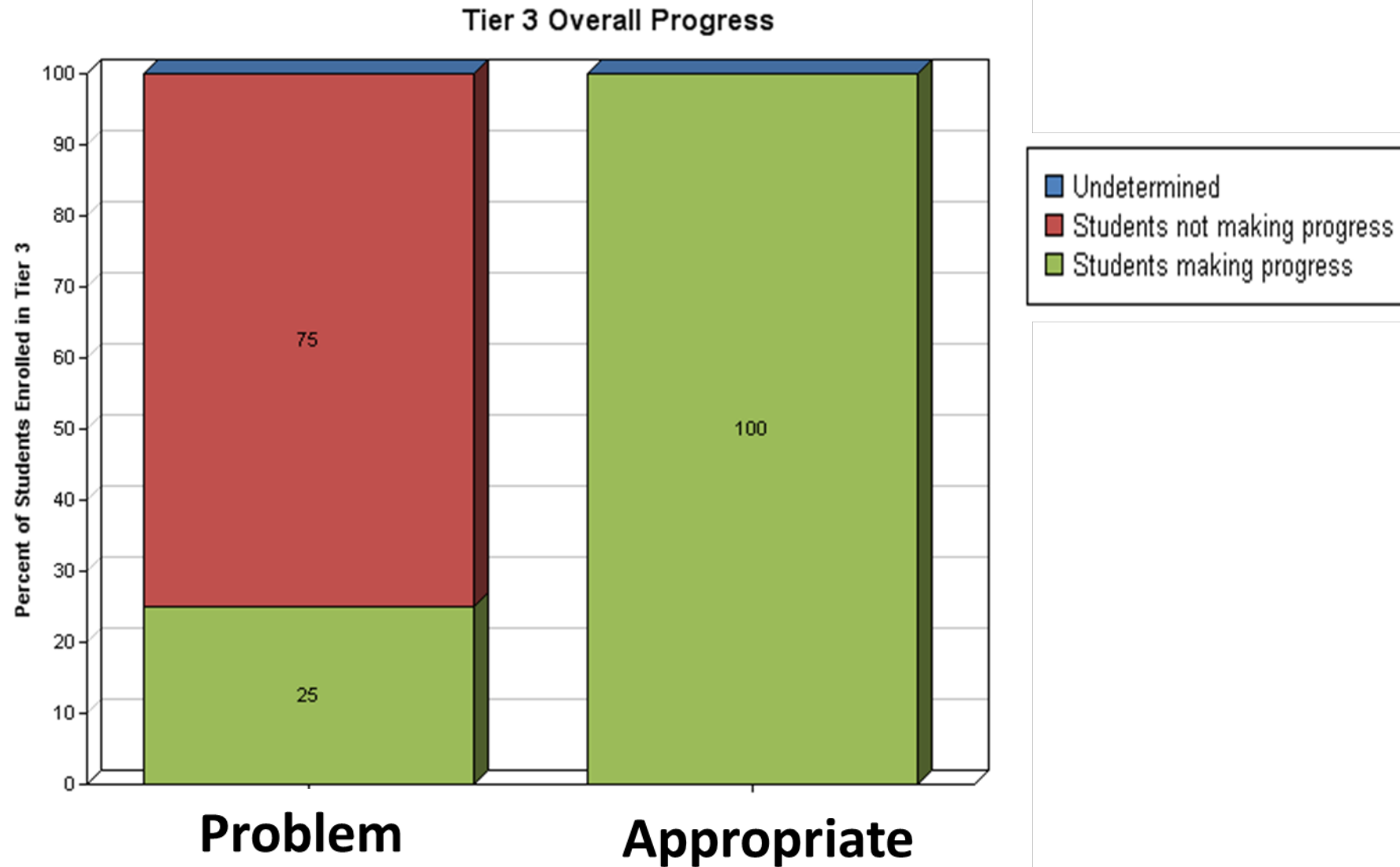
2: Rarely on task in afternoon

1(WORST day): Not on-task all afternoon

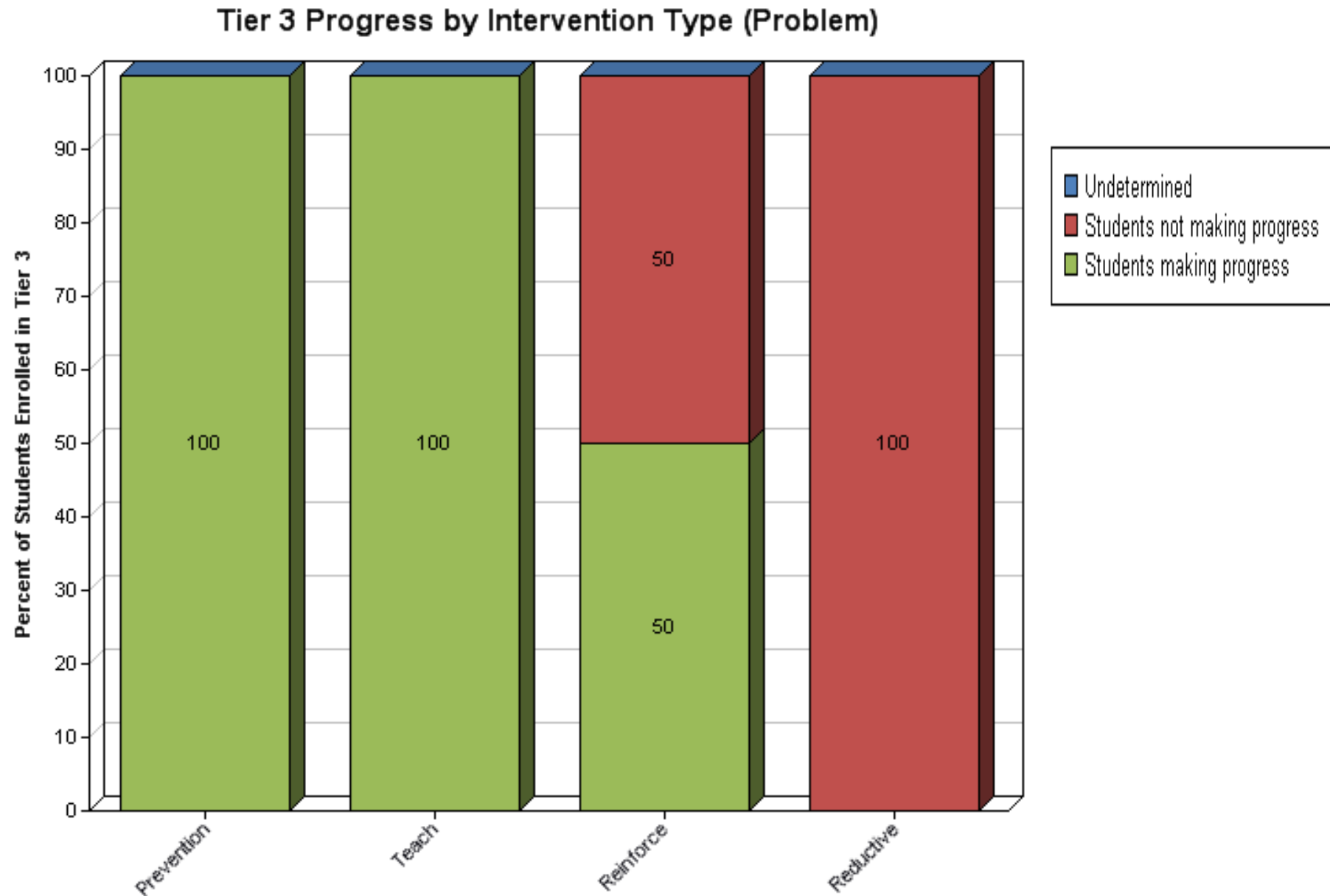
Tier 3 Progress Monitoring (Saturday, November 01, 2014 - Sunday, November 30, 2014)



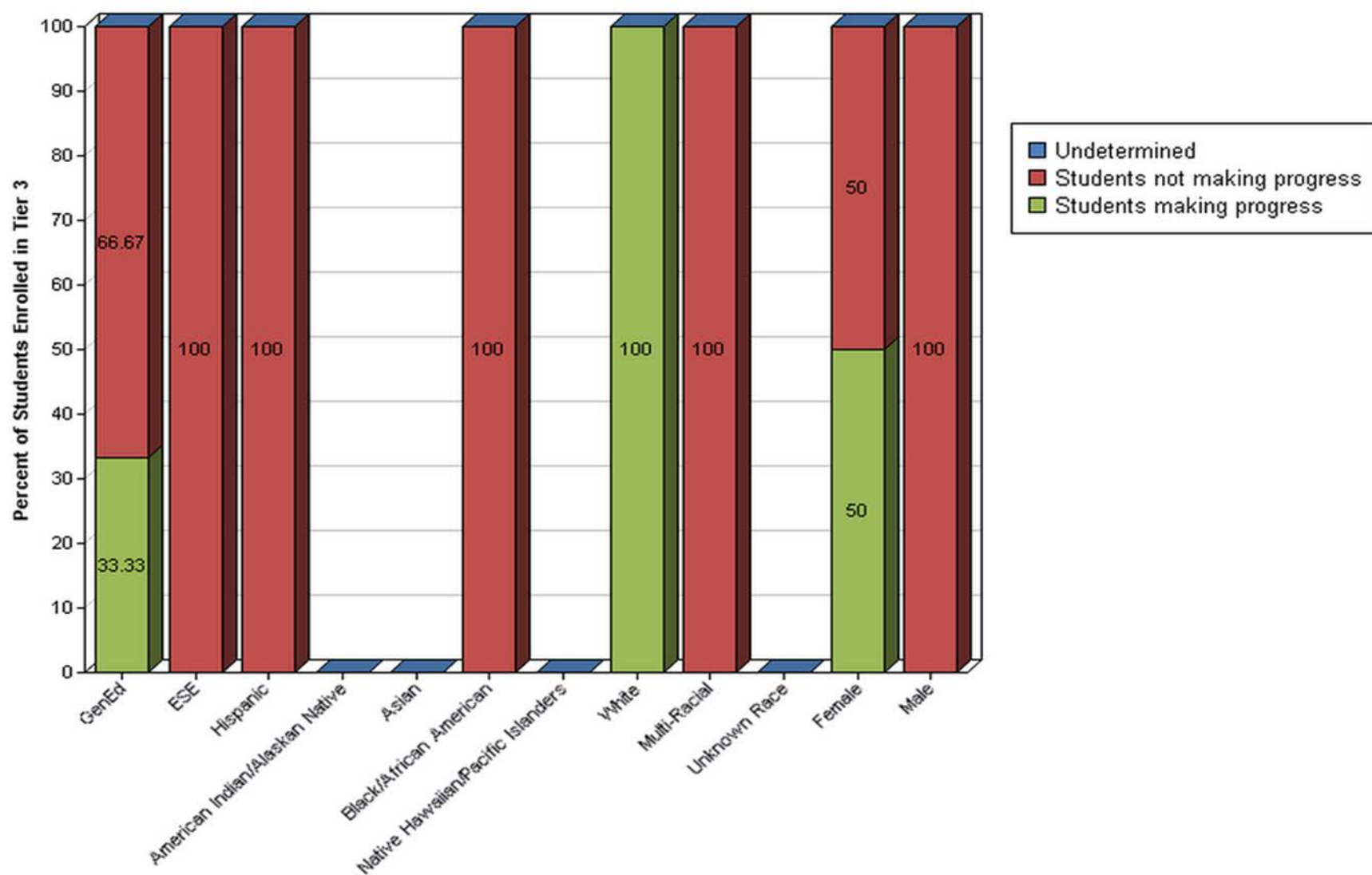
School-Wide



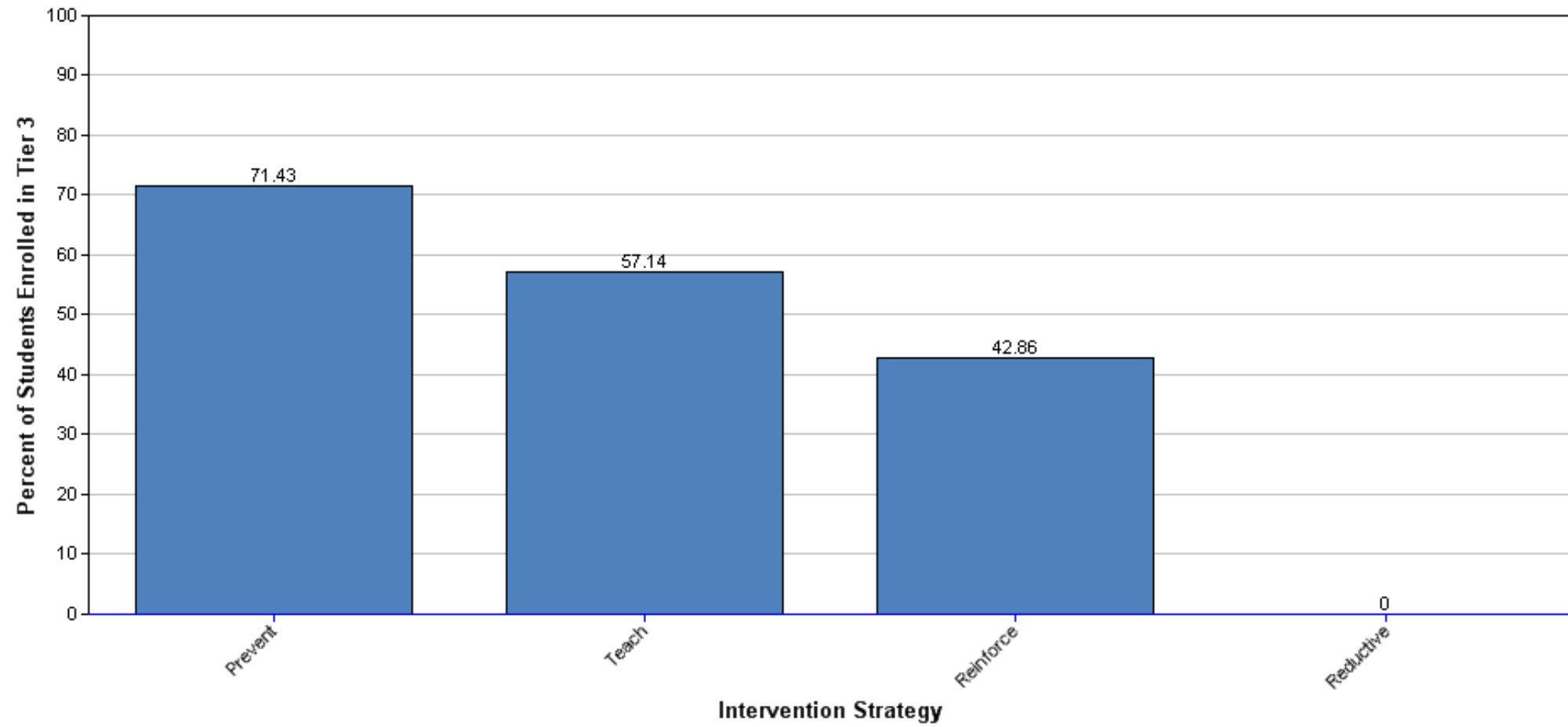
School-Wide



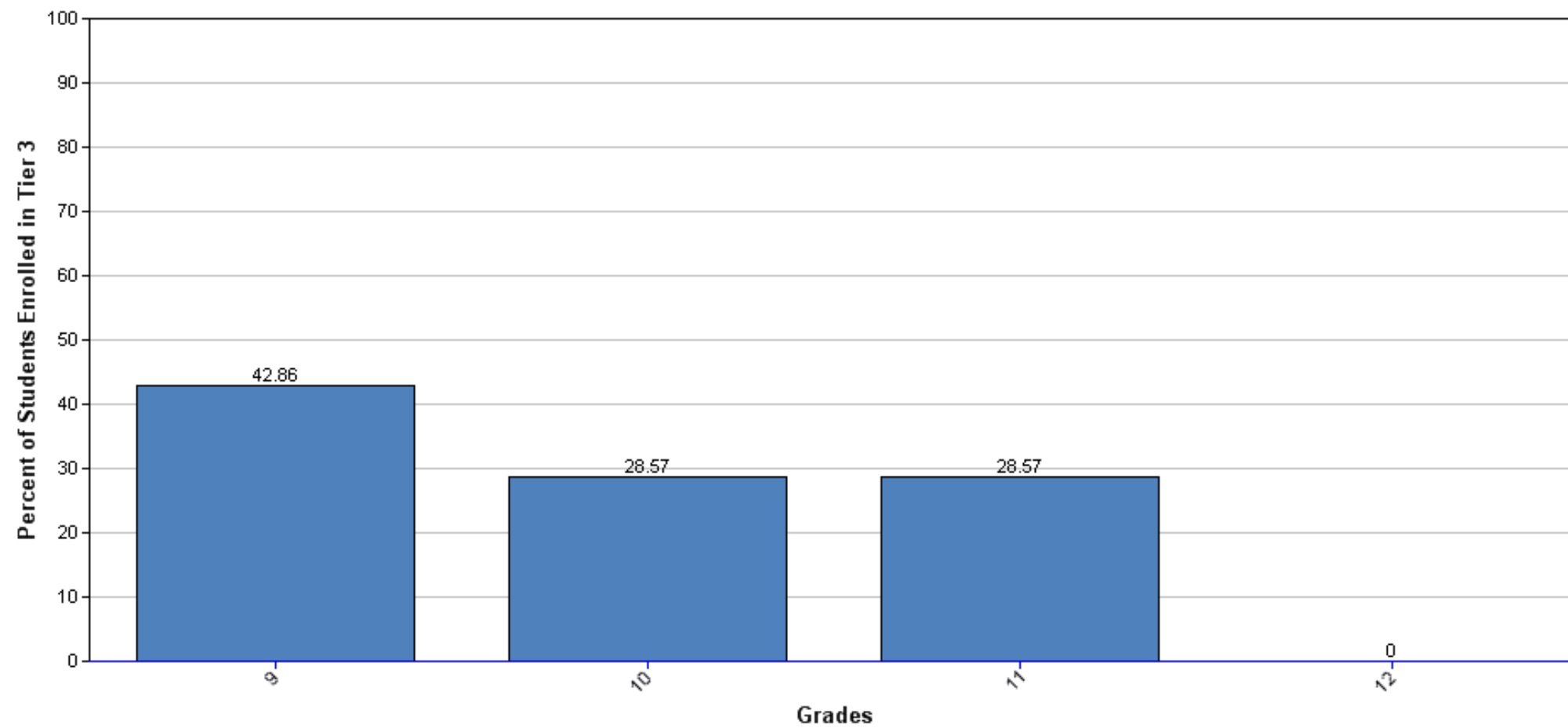
Tier 3 Student Progress by Specific Population (Problem)



Tier 3 Enrollment by Intervention Strategy



Tier 3 Enrollment by Grade



Ensure 5: Policies, procedures, and practices align

- One big Idea:
 - Districts will need to establish a consistent process/procedures for tier 3 supports across all schools for both general and special education.
 - Process/practices need to be reflected in manuals, communication, and data

District-Wide Tier 3 Process

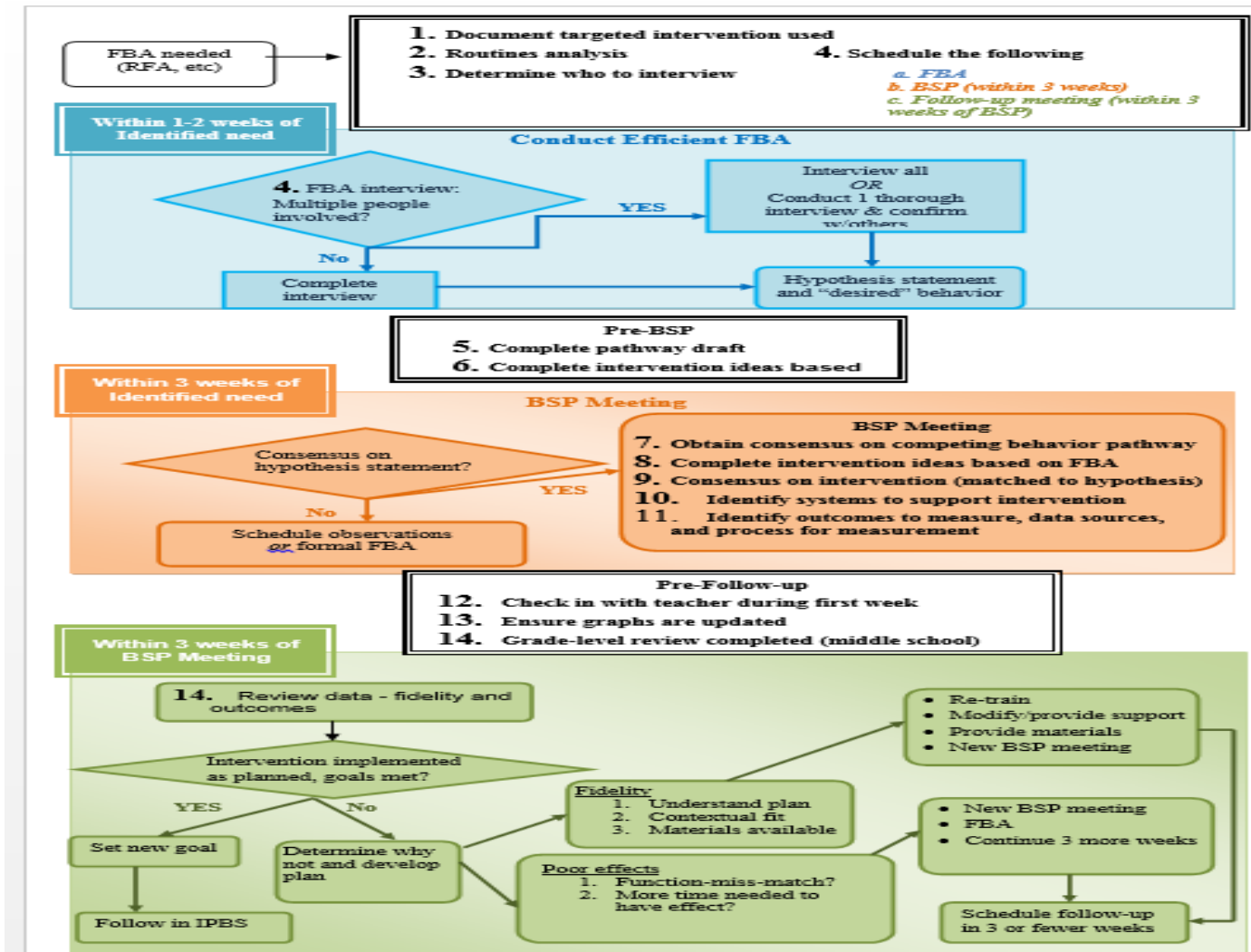
District-Level

- Tier 3 process development and monitoring
- Monitoring individual student progress (data collection and analysis)
- FBA/BIP development and training
- Professional development

School-Level

- Referral process for students needing Tier 3 supports
- Timeline for students accessing Tier 3 supports
- FBA/BIP development and implementation
- Coaching/training and on-going teacher support
- Monitoring student progress
- Criteria (decision points) for increasing or decreasing levels of support
- Fidelity of implementation

Example of a Consistent Tier 3 Process



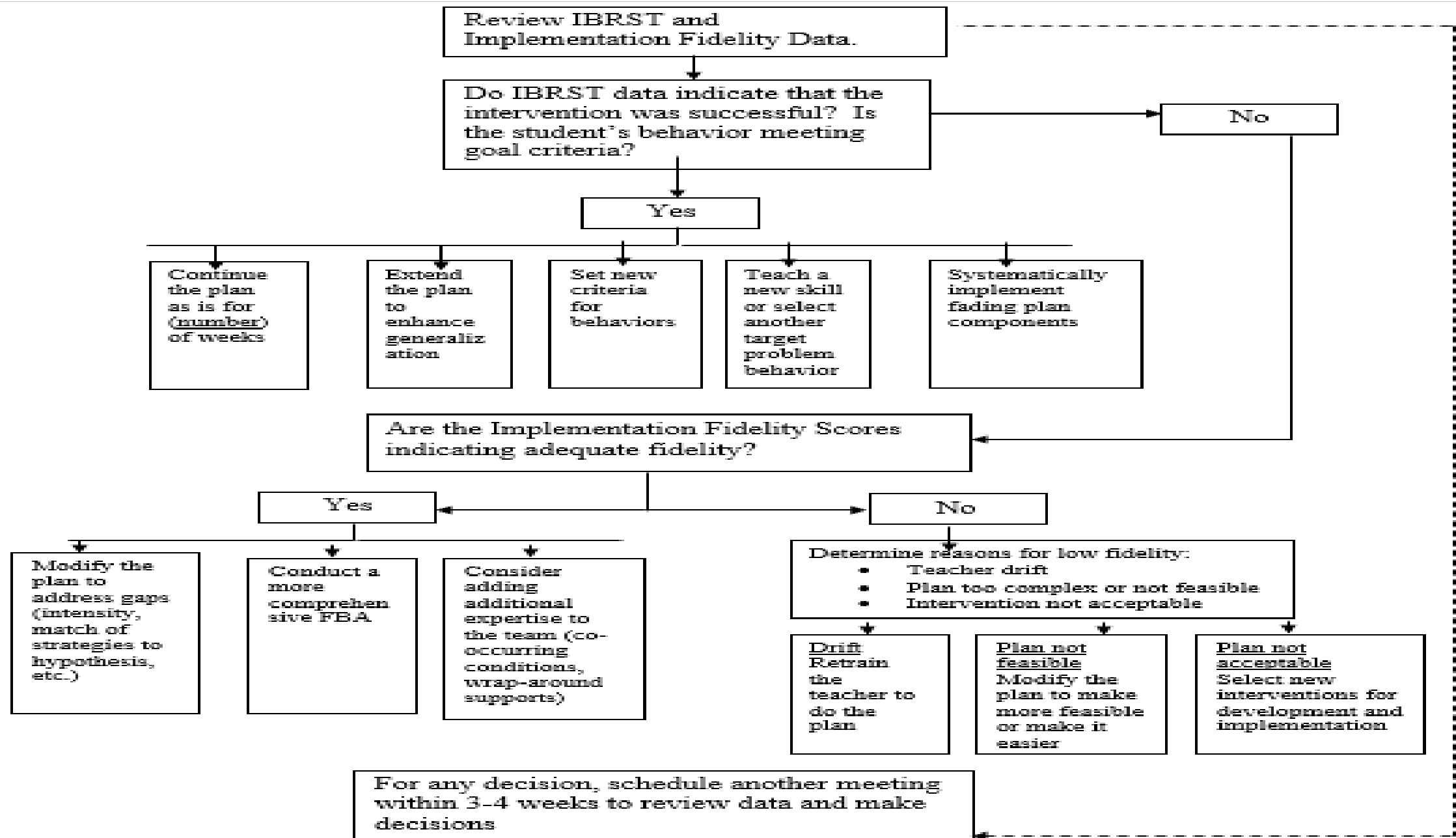


Figure 6.1. Decision-making tree for reviewing PTR data

Teacher Nomination Form

School: _____

Teacher: _____

Grade(s): _____

Type of Class (e.g., regular ed., reading): _____

Date: _____

Step 1: Identify all students in your class, or across your day, who are of concern to you on two categories of inappropriate behavior: **externalizing and internalizing** behaviors. Middle school, high school, specials, or any other teachers, identify the top students of concern **across** your day rather than by class or period.

Externalizing Behaviors: Behaviors that are displayed outwardly by the child towards an external social event in the environment. These behaviors typically occur too often or too much

Internalizing Behaviors: Behaviors that are displayed inwardly towards self. These behaviors typically are self-imposed, do not occur frequently, and appear to allow the student to avoid social events.

Examples of Externalizing Behaviors	Examples of Internalizing Behaviors
<ul style="list-style-type: none">• Aggression toward others or things• Hyperactivity• Non-compliance• Disruptive (out of seat, calling out)• Arguing• Defiance• Stealing• Not following directions• Tantrums	<ul style="list-style-type: none">• Exhibits sadness or depression• Diminished social interactions (sleeps a lot)• Teased or bullied by peers• Does not participate in games• Overly shy or timid• Acts fearful• Does not stand up for self• Self-injury (cutting self, head banging)• Withdrawn, avoids social situations/interactions

Intensive PBS

Request for Assistance

Student: _____ Grade: _____ Teacher: _____ Date: ____/____/____

Type of Concern: ☐ Academic ☐ Social behavior

1. What is the Problem? (Check all that apply.)

- ☐ Academic performance
☐ Inappropriate language
☐ Withdrawn
- ☐ Work completion
☐ Disruptive/talking out of turn
☐ Tardy/truant
- ☐ Noncompliance
☐ Fighting/aggression
☐ Other _____
- ☐ Verbal defiance
☐ Self-injury

2. Please fill out the student's schedule:

Time	Subject/Activity	Teacher	What problem?	How Likely?			
				Low		High	
				1	2	3	4
				1	2	3	4
				1	2	3	4
				1	2	3	4
				1	2	3	4
				1	2	3	4
				1	2	3	4
				1	2	3	4
	Transitions (from what to what?)			1	2	3	4

(More questions on back.)

3. If the problem includes academic concerns, what are the most recent relevant scores, data, etc. (e.g., oral reading fluency scores, scores on quizzes, homework scores)

4. If the problem includes behavior concerns, the single most important behavior of concern is _____.

5. What do you think might be motivating the behavior?

☐ Get/Obtain

☐ Escape/Avoid

____ Adult attention	____ Adult attention
____ Peer attention	____ Peer attention
____ Preferred activity or item	____ Activity
	____ Work

6. What strategies have been tried to solve the problem and how effective was this?

IPBS Intervention Summary 200_/200_ Academic Year

School Name: _____

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with Individualized Features		Efficient Function-based Interventions		Formal Function-Based Interventions		Comprehensive Interventions	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Definition of response (Please list below how your school defines 'response' at each of the six levels of intervention):

Responding to Check-in Check-out (CICO)

Responding to Social/Academic Instructional Groups:

Responding to Simple Tier 2 Interventions with individualized features (e.g., extra checks in CICO.):

Responding to Efficient and Formal Function-based Interventions:

Responding to Comprehensive Interventions:

IPBS Teacher Check In on Student Status

Grade Level: 6th 7th 8th

Week of: _____

Target Behaviors: PP-Positive Peer Interactions, PA-Positive Adult Interactions, FD-Follow Directions, AI-Attentive to Instruction,

Student Name	Target Behaviors	This weeks behavior status + = 80% or more of the time X= 50-79% 0= less than 50%	Current Support(s) Accomadations/Modifications	Is Action plan being implemented? Y / N	HW Completion Y / N	Further Actions Needed Y / N																																																																														
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Considerations for Additional Expertise

- To have an effective tier 3 system, districts will have a coherent 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/or external professions
 - Procedures include integration of activities within the continuum of school-based behavioral support
- Develop 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)

Examples Of Conditions Or Behaviors That May Require Additional, Expertise.

Intense Behavioral Problems	Psychological/Mental Health	Medical	Life Situations
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Psychosomatic illnesses (e.g., extreme headaches or stomach problems due to stress) that contribute to or exacerbate internalizing or externalizing• Sleep disorders• Frontal lobe damage• Seizure disorders• Enuresis• Encopresis	<ul style="list-style-type: none">• Homelessness• Food deprivation• Traumatic situations (e.g., abuse-sexual, physical, psychological)• Exposure to savage acts (e.g., war, murder, rape)• Extreme poverty• Foster care placements and/or unstable home placement

*Note some of these example may fall under multiple domains (e.g., encopresis may involve behavioral health and/or medical intervention)

Moving from a Blueprint to Building a Tier 3 System

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

1. Develop district teaming structures and commitments

- Districts have a Tier 3 team representing both general and exceptional student education
- Team members include individuals who can make decisions for the district, individuals with expertise in tier 3 areas, individuals at supervisory/support levels and “feet-on-ground” levels
- Districts review Memo of Understanding (MOU) and Blueprint
- MOU
 - Expected outcomes – proximal and distal
 - Data requirements
 - What the district commits to do
 - What the FLPBS Project commits to do
 - Signatures of FLPBS consultants and district team

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 processes
 - Aligned with ensures

Tier 3 Initial District Interview

District:	Date:	Interviewer:	Name/Title of Interviewees
<u>District Team/Staff Responsible for Tier 3</u>			
1. Does the district have a team for the purposes of planning, evaluating, and modifying the Tier 3 (individual/intensive) process? <i>(not student specific) If no, skip to question 5.)</i> (<u>Ensure 5—district policies</u>)			
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)? (<u>Ensure 2—behavioral content</u>)			
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. (<u>Ensure 2—systems change</u>)			
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? (<u>Ensure 2—behavioral content</u>)			
6. How much time are the people indicated above expected to devote to conducting the FBA/BIP process? Is the time allocated sufficient? (<u>Ensure 4—district resources</u>)			
<u>District Process</u>			
7. Describe how the district implements MTSS. Include how the district uses universal screening for early identification of students at risk and how academic and behavior supports are integrated, (<u>Ensure 4—district infrastructure</u>)			
8. How does the district evaluate fidelity of MTSS implementation? (<u>Ensure 4</u>)			
9. How does the district use data to determine the status of MTSS implementation and outcomes districtwide? (<u>Ensure 4</u>)			
10. How does the district systematically plan, evaluate, and modify the Tier 3 process? (Describe how the district reviews the following items, if applicable)) (<u>Ensure 5</u>) <ul style="list-style-type: none"> a. Policies b. Procedures/Processes c. Manuals d. Forms 			

Tools and Processes for Tier 3 Redesign

- FBA/BIP Technical Adequacy Tool for Evaluation (TATE)
 - Scoring Tool
 - Rubric
- Quantifies quality of completed FBA/BIPs

Inter-rater Reliability ($n = 38$)

Total Scale Scores-
Intraclass Correlations (ICC)

**** $p < 0.001$**

	<i>ICC</i>	<i>Lower</i>	<i>Upper</i>
FBA	0.92**	0.85	0.96
BIP	0.93**	0.86	0.96
TOTAL	0.94**	0.88	0.97

INDIVIDUAL ITEM SCORES-WEIGHTED COHEN'S KAPPA

FBA (Items 1-9)

	1	2	3	4	5	6	7	8	9
Kappa	0.82	0.57	0.76	0.85	0.86	0.88	0.63	0.70	0.87

BIP (Items 10-18)

	10	11	12	13	14	15	16	17	18
Kappa	0.98	0.65	0.57	0.78	0.68	0.73	0.97	0.87	-0.03*

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

Validity Related Correlations Between TATE and BSP-QE Scales (n = 30)

	1	2	3	4
1. TATE Mean Score		0.862**	0.868**	0.427*
2. TATE FBA Mean Score			0.507**	0.231
3. TATE BIP Mean Score				0.491**
4. BS- QE Mean Score				

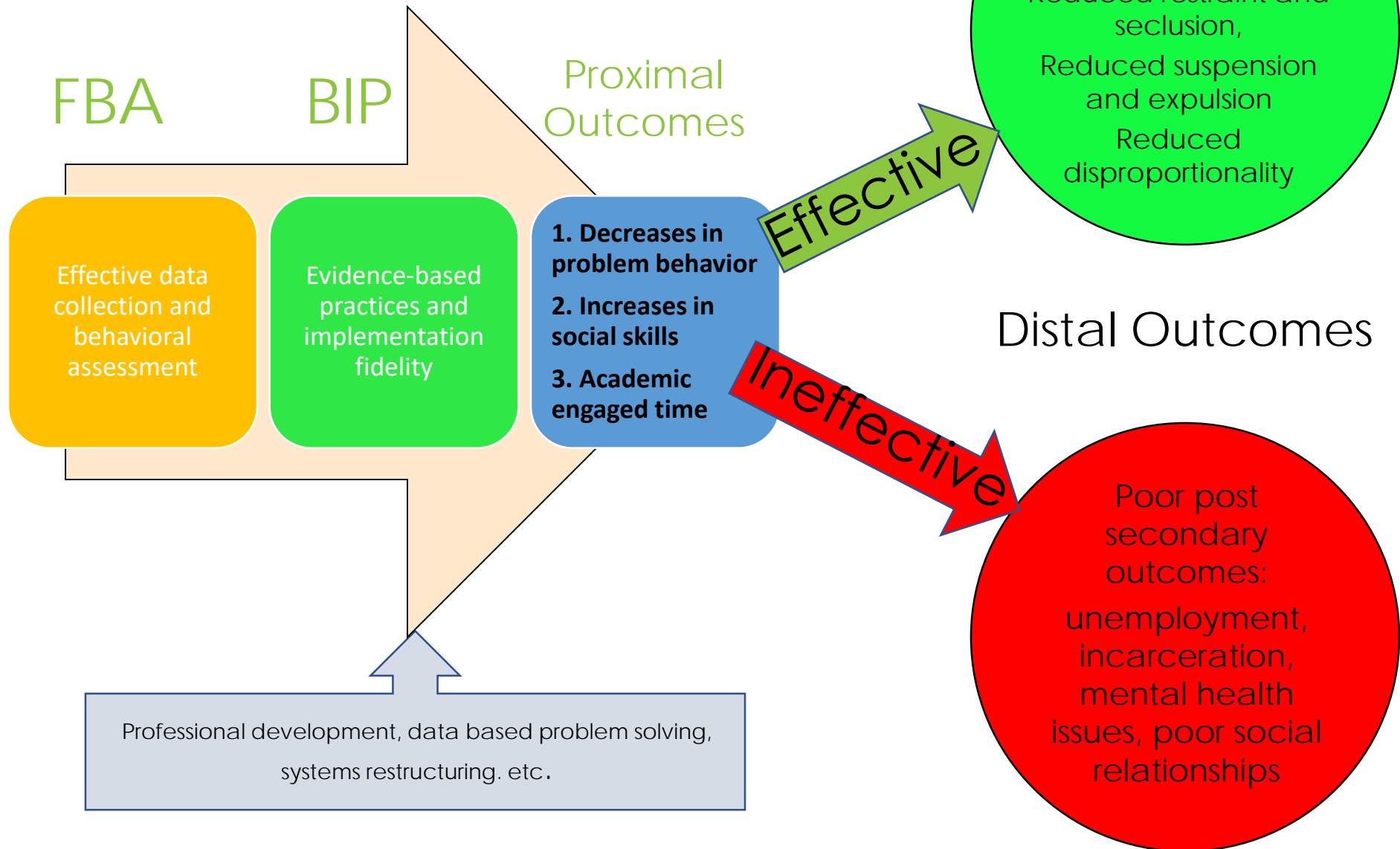
Note. * $p < .05$, ** $p < .01$; N = 30 TATE FBA = Technical Adequacy Tool for Evaluation-Functional Behavior Assessment Scale; TATE BIP = Technical Adequacy Tool for Evaluation-Behavior Intervention Plan Scale; BSP QE = Behavior Support Plan Quality Evaluation

Cohen's scale for effect sizes: small = 0.10-0.23; medium = 0.24-0.36; **large = >0.36

3. Action Planning

- Initiate with district response to Summary Report
- Report highlights strengths and needs aligned with Blueprint
- Action-planning meeting-team brain storming strategies used to:
 - Develop a vision-5 years out for a results driven tier 3 system
 - Identify and categorize areas of strength and areas of need
 - Prioritize areas of need
 - Develop measurable goals for priority areas
 - Identify how goals will be measured
 - Begin identifying immediate tasks to be completed in 1-3 months
 - Continue process by continuously updating action plan and reviewing data

Tier 3 Support Systems



Tools and Processes for Tier 3 Redesign

- Tier 3 Redesign Action Plan (District Use)

Team Members: Tier 3 Redesign Action Plan (name of district) County School District

Long Term Goal/Vision/Mission Statement: *By...*

Date:

Ensure:					
Area of Focus/Priority:					
1 Year Measurable Goal:					
How Will We Measure the Goal?					
#	Task/Activities that will help us reach the goal	Who is responsible?	By When?	% Progress (Est.)	Comments
				Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed <input type="checkbox"/>	
				Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed <input type="checkbox"/>	
				Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed <input type="checkbox"/>	
				Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed <input type="checkbox"/>	
				Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed <input type="checkbox"/>	

Outcomes/Data to be Gathered

- **District Level**

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

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 progress
- Student behavior outcome data (↓problem behavior; ↑replacement behavior, ↑academic engagement)
- Implementation Fidelity of BIP
- Procedural Compliance – DOE
- Social validity-Teacher/Student/Parent

Questions?



Action Planning Time

Action Planning

- Each district will be with a PaTTAN and IU facilitator
- Districts will review their reports and discuss
- Districts will be guided to develop their action plan
- At the end of the day, be prepared to share some of your action plan with the others

Tier 3 Redesign Action Plan Hernando County School District

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Team Members: Judith Everett, Tamera Stewart Alma Fuentes, Carol McAvoy, Susan Roy, Michelle Pearson, Mary Weathersby, Anne McHugh, Kelly Long, Allison Gibson, Caryn Ingle, Devon Minch, Rose Iovannone, Anna Jensen, Rebecca Webster (*updated 11/30/16*)

Long Term Goal/Vision/Mission Statement: *By September 2017, Hernando County will utilize a consistent and collaborative Tier 3 process in which students, parents, teachers, support staff, and administrators work together in a timely manner to identify problematic behaviors and develop research-based interventions that are matched to individual student needs implemented with fidelity and progress monitored to improve students' academic and behavior outcomes.*

Dates: 8/31/15; 10/20/15; 2/19/16; 5/20/16; 8/26 1-3 pm; 11/30/16 noon-2 pm,

Ensure: <i>Sufficient Professional Supports</i>					
Area of Focus/Priority: <i>Increasing skill capacity of facilitators (e.g., school psychologists, behavior specialists/analysts, social workers implementing FBA/BIP processes.</i>					
1 Year Measurable Goal: <i>(1) Increased technical adequacy of completed FBA/BIPs.</i>					
How Will We Measure the Goal? <i>(1) TATE score means will be $\geq 60\%$. (May 2017)</i>					
#	Task/Activities that will help us reach the goal	Who is responsible?	By When?	% Progress (Est.)	Comments
1 Hold mandatory meetings for all district FBA/BIP facilitators 2-3 x a year.					
1a	Identify 2-3 meeting dates/times for all facilitators of FBA/BIP in the district to meet during the 2015- 2016 school year.	Allison and Mary	9/11/15 1:30 pm	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	9/11/16 1/29/16-will set 3 rd meeting at the 1/29 meeting; possible TATE training
1b	Email notice to all of the facilitators stating it is mandatory to attend this	Cathy D.	9/4/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
1c	Get additional dates for the year during the 9/11 meeting-make sure the meeting is scheduled at a time for the new people coming on board can attend	Allison & Mary	9/11/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	New people training for targeted BIP 11/6 1-3:30 pm (in-house team will do this)
1d	Send reminder to invited participants	Caryn	10/30/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	

1e	Caryn will scan and send a break down of the training and persons responsible for presenting the components	Mary, Carol, Allison, Emily, and Caryn	10/21/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
1f	Prepare handout packets	Allison and Caryn	11/5/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
1g	Follow-up with facilitators at 1/29/16 meeting to determine how things are going	Kelly	1/29/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
1h	Develop an agenda to be sent with the Cathy email	Allison and Mary	9/4/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
#	Task/Activities that will help us reach the goal	Who is responsible?	By When?	% Progress (Est.)	Comments
2. Gather baseline needs assessment data for professional development needs					
2a	Use the IC map at the first meeting as a self-assessment to determine PD needs			<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
2b	Get the updated IC map (3 level)	Rose	9/1/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
2c	At meeting, discuss IC map as group and come to consensus on PD areas of need	Allison and Mary	9/11/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	Attendees were grouped in teams represented by each discipline; everyone ranked top 3 areas; teams posted top 3; across board very similar;
2d	Analyze PD needs and determine next steps with district T3 team	Allison and May	9/30/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	Coaching/training of the intervention plan top ranked area; Support of the behavior plan; Progress monitoring fidelity
3. Train facilitators to self-assess FBA/BIPs for technical adequacy					
3a	Training in TATE—the standing group will be trained to use the TATE for evaluating	Rose	TBD	<input type="checkbox"/> Not started <input type="checkbox"/> In progress	1/29/16

Tier 3 Redesign Action Plan Hernando County School District

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	FBA/BIPs			<input checked="" type="checkbox"/> Completed	
3b	Get copy of updated TATE and rubric	Rose	9/1/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
3c	Get potential dates/times for training	Allison and Mary	9/11/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
3d	Contact Rose to select a training date/time	Allison and Mary	9/30/15	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
3e	Send an email reminder to participants and ask them to bring one of their FBA/BIPs they completed within the last year.	Anne	1/23/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
4. Make modifications to current FBA/BIP forms					
4a	Add crisis/safety plan consideration and if necessary, place to develop plan—on targeted FBA/BIP form	Caryn & Allison	3/31/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	Calling it safety plan
4b	Check with Cathy D. about having a reference to a crisis plan on FBA/BIP form (legalities)	Judy	8/31/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	Added 5/20
4c	Disseminate change to FBA/BIP facilitators	Allison/Caryn	8/26/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
4d	Develop a process/template/examples for developing a safety/crisis plan	Judy/Mary	1/30/17	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Completed	
5. Professional Development related to FBA/BIPs					
5a	Training on hypotheses and linking to interventions—3 hours (with pre/post-test)	Rose	8/26/16 9-9	<input type="checkbox"/> Not started <input type="checkbox"/> In progress	Completed hypothesis link/strategies 8/26

				<input checked="" type="checkbox"/> Completed	
5b	Put date on ESS calendar	Allison	8/5/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
5c	Check to make sure new training center is available for the above training and cancel other booked room	Allison	8/5/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	Decided to have training at another location
5d	At first meeting, identify November and January dates for meetings for all T3 facilitators and sign-up sheet for sharing	Kelly	2016-2017 TBD	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	Set the 3 dates at this meeting—8/26, 9/9 11/18 9-11; 2/10/17 9-11
5e	Put dates on ESS calendar	Allison	8/5/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
6. Books-develop a workgroup to review books, assign interventions to study, and develop intervention links.					
6a	<ul style="list-style-type: none"> Identify potential books for a professional library (Behavior analysis, CBT, social work focused, mental health) Look in areas within district in which resources are already available 	Mary, Caryn, Carol, Judy	8/26/16 9/30/16 1/30/17	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Completed	Mary has a list-timeline extended
6b	<ul style="list-style-type: none"> Request Joann/Connie to bar code the books so that they can be checked out 	Judy	By 12/30/16 4/30/17	<input checked="" type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed	
6c	<ul style="list-style-type: none"> Identify categories of books/interventions that are needed most (e.g., intensive Tier 3 interventions, mental health, etc.) Determine the categories and books within the categories most needed and request administration to purchase 	Team	11/30/16 2/27/16	<input checked="" type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed	Hurricane forced cancellations of meetings
6d	<ul style="list-style-type: none"> Ask Terry Cooper if she would like to 	Judy (to get	12/2/16		

Tier 3 Redesign Action Plan Hernando County School District

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	participate in the Tier 3 team and be part of this sub-workgroup	Jane to add her as an icon to the group)			
6e	At facilitator meetings, add standing agenda items (TATE self-evaluation, designate 3 (one from each group-SSW, Psy, Beh.) people to share intervention ideas) from plans	Allison	2016-2017 TBD	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input checked="" type="checkbox"/> Completed	
6f	Send pictures of CBT (Chorpito) books to Judy so that they can be ordered	Rose	12/2/16	<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Completed	

Action Plan Step 1: Long Term Goal

Long-Term Goal: (3-5 years from today)

- *It is 20__ and (insert name of District) has a high quality, effective process for all students requiring Tier 3 supports.*
 - What would you observe throughout the schools in the district in this 'ideal' world?
 - Think about areas of strength and growth (reports with your FBA/BIP summary and interview report)
- **Pink Index Card**
 - Write a sentence or phrase to describe what you would see
 - Examples:
 - Evidence-based supports provided to all students
 - Staff trained in developing high quality FBAs/BIPs
 - Efficient method of tracking student progress
 - Share it when instructed

Long-Term Goal

Long-Term Goal (list
words/phrases)

Long Term Goal

- *By 20____, _____County School District ...*

(insert long term goal statement developed by the team)

Action Plan Step 2: Short-Term Goals

- Short-Term/One-Year Goals:
 - To achieve your district's long-term goal, short-term goals must be developed.
- Pink Index Card
 - Refer to the long-term goal just developed by your team
 - Write the first or most important action step (short phrase) you think your district will need to do to reach the long-term goal.
 - Write your second, third and/or fourth action steps on COLOR index cards
 - Pass in each card to the facilitator

Card Sorting-Areas and actions under each area

Card Sorting-Areas and actions under each area

Card Sorting-Areas and actions under each area

Prioritize Categories

- (Color) Index Card:
 - Review each category
 - Make sure all the items 'fit together'
 - Determine an appropriate title for each category based on its contents
 - Rank order the top 2 categories you think your district should address this year.
 - Pass your completed card to the facilitator

Rank-Order Results

Step 3: Develop Action Plan Steps

(link to action plan template to complete the following steps)

- Top-Ranked Categories:
 - Develop a short-term goal statement for each category
 - How you will know you've reached the goal?
 - Determine outcomes
 - Outline the tasks your team will need to accomplish in the next 3 months to reach each short-term goal
- Task analyze all the activities
 - Who will take the lead in each activity
 - Who will be involved in completing each activity
 - Tentative timelines for completion

Sharing Time

Next Steps