NEVADA MTSS
MULTI-TIERED SYSTEM OF SUPPORTS

Developing Systems as a Guide for Implementation of Efficient & Effective Tier 3 Supports

Jodie Soracco, M.Ed, BCBA, LBA
Traditional

Break The Cycle

Reactive

Proactive
What is Tier 3 Anyway?

• 1-5% of the student population that require more intensive and individualized supports
• Includes evidence-based interventions

Reducing the intensity and/or complexity of existing (prevalence) problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.
When there are too many students that require Tier 3 services a school risks:

- Diluted interventions
- Becoming compliance driven
- Relying on reactive strategies
- Decrease access to less restrict environments

Tier 3 is MOST EFFECTIVE when Tiers 1 & 2 systems are implemented!
Continuum of Tier III Supports

Increasingly formal and complex as student needs
4 Key Elements

- Culturally Knowledgeable Staff Behavior
- Supporting Staff Behavior
- Culturally Relevant Evidence-based Interventions
- Social Competence & Academic Achievement
- Supporting Student Behavior
- Supporting Decision Making
- Culturally Valid Decision Making
- Culturally Equitable Academic & Social Behavior Competence
Tier 3 Elements at the School Level

- Adequate resources provided to individual students
- Supporting Decision Making
- Universal Screeners; Data-Decision Rules

Social Competence & Academic Achievement

- Supporting Staff Behavior
- Systems
- Practices
- Data

Brief FBA
- Comprehensive FBA
- Wrap Around Function-based Interventions

Staff are trained in Tier 3 processes & FBA-BIP theory and process

Adequate resources provided to individual students

Supporting Staff Behavior

Outcomes

Tier 3 Elements at the School Level

Staff are trained in Tier 3 processes & FBA-BIP theory and process

Adequate resources provided to individual students

Social Competence & Academic Achievement

- Supporting Staff Behavior
- Systems
- Practices
- Data

Brief FBA
- Comprehensive FBA
- Wrap Around Function-based Interventions

Supporting Decision Making

Universal Screeners; Data-Decision Rules

Outcomes
Tier 3 Elements at the Student Level

- FBA & Individual data collected
- Supporting Decision Making
- Supporting Student Behavior
- PRACTICES
- SYSTEMS
- OUTCOMES
- Individual student outcome data identified from plan

Training & Coaching to individual implementing interventions
- Supporting Staff Behavior
- Function-based interventions developed and implemented

Social Competence & Academic Achievement
ORGANIZATIONAL SYSTEMS
SCHOOL-LEVEL SYSTEMS
## PBIS Internal Teaming Structure for Schools

**Nevada PBIS Technical Assistance Center**

### Tier I
- Develop, implement and evaluate the School-Wide PBS Action Plan
- Monitor behavior data, develop interventions
- Evaluate progress
- Maintain communication with staff and coach
- Monthly consultation with external coach
- Report outcomes to External Coach

### Tier II
- Identify and prioritize students in need of Tier II support
- Match student needs to interventions
- Monitor/coordinate implementation of interventions
- Monitor student progress
- Evaluate data and make decisions
- Communicate with all stakeholders (staff, caregivers)
- Identify staff professional development needs
- Monitor Tier II system

### Team Composition
<table>
<thead>
<tr>
<th>Tier I Systems Coordinator</th>
<th>Tier II Systems Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual able to provide:</td>
<td>Individuals able to provide:</td>
</tr>
<tr>
<td>Applied behavioral expertise</td>
<td>Applied behavioral expertise</td>
</tr>
<tr>
<td>Coaching expertise</td>
<td>Administrative authority</td>
</tr>
<tr>
<td>Knowledge of student academic and behavior patterns</td>
<td>Knowledge of students</td>
</tr>
<tr>
<td>Knowledge about the operations of the school across grade levels and programs</td>
<td>Knowledge about operation of school programs</td>
</tr>
<tr>
<td>Student representation</td>
<td></td>
</tr>
</tbody>
</table>

### Frequency of Meeting

<table>
<thead>
<tr>
<th>Monthly and has:</th>
<th>Monthly and has:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular meeting format/agenda</td>
<td>Regular meeting format/agenda</td>
</tr>
<tr>
<td>Minutes</td>
<td>Minutes</td>
</tr>
<tr>
<td>Defined meeting roles</td>
<td>Defined meeting roles</td>
</tr>
<tr>
<td>Current action plan</td>
<td>Current action plan</td>
</tr>
</tbody>
</table>

**Note:** After Tier I, these meetings may be combined with separate agenda items (e.g., Tier I agenda items).

### Data Reviewed
- Discipline data
- Academic outcome data
- Identity
- Annual evaluation
- Evaluation of disproportionality
- Level of use
- Student performance data
- Fidelity
- Annual evaluation
- Evaluation of disproportionality

*For each individual student support plan a uniquely constructed team exists to design, implement, monitor, and adapt the student specific support plan.*
## Tier 3 PD Layout

<table>
<thead>
<tr>
<th>Brief FBA/BIP (Sept./Oct.)</th>
<th>Comprehensive FBA/BIP (Dec.)</th>
<th>Wraparound (Feb.)</th>
<th>Evaluation (April/May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of process, forms, data collection, progress monitoring, and timeline</td>
<td>Overview of process, forms, data collection, progress monitoring, and timeline</td>
<td>Systems evaluation, fidelity, and level of use</td>
<td></td>
</tr>
</tbody>
</table>

**Webinar 1:** What to do at/by meeting 1

**Webinar 2:** What to do at/by meeting 2

**Webinar 3:** What to do at/by meeting 3
Tier 3 Video Modules

Module 1: Goal Setting & Data Collection
https://vimeo.com/231898848

Module 2: Functional Behavior Assessment
https://vimeo.com/236773431

Module 3: Interventions Plans—Prevention
https://vimeo.com/240022744

Module 4: Intervention Plans—Teach
https://vimeo.com/240023953

Module 5: Intervention Plans—Reinforce
https://vimeo.com/245783487

Module 6: Evaluation
https://vimeo.com/249096335
DATA
Which Students Need Tier III Supports?

• When:
  – A student receives many referrals
  – A student exhibits severe or dangerous behavior
  – School-wide screenings and teacher referrals identify a student with problem behavior
  – School-wide, classroom, or targeted group interventions have not resulted in improved behavior for the student
  – A student in a special education setting has persistent or violent behavior – these students may not generate office referrals

Students who require Tier 3 supports have not had success with Tiers 1 and 2 alone
Office Discipline Referrals

- May miss students in special education settings with persistent or violent behavior who may not generate office referrals
- May not identify students with severe “internalizing” behaviors
- May not identify students with many “minors” but few “majors”
- May not reflect that some teachers refer and some don’t
Universal Screening for Tier 3

Teacher & Grade Level Nomination + Student Risk Screening Scale-IE = Group identified for DDR process
Data Decision Rules

Teams need to consider how they will decide which students receive Tier III interventions

DATA-BASED!!!
Triangulate your Data!!!!

<table>
<thead>
<tr>
<th>5th Grade Students</th>
<th>Moderate Score (E/I)</th>
<th>ODRS (M/m)</th>
<th>Attendance</th>
<th>Teacher asked for help from counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaci</td>
<td>I (3)</td>
<td>1 M 2 m</td>
<td>80%</td>
<td>No</td>
</tr>
<tr>
<td>Jodie</td>
<td>E (11) &amp; I (4)</td>
<td>0</td>
<td>75%</td>
<td>Yes</td>
</tr>
<tr>
<td>Kathryn</td>
<td>I (2)</td>
<td>1 m</td>
<td>98%</td>
<td>No</td>
</tr>
</tbody>
</table>
## A Future Goal

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Attendance</th>
<th>Behavior</th>
<th>Credits Earned</th>
<th>MTSS Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lastname</td>
<td>Firstname</td>
<td>ID</td>
<td>Q2 Q2</td>
<td>Q1 Q2</td>
</tr>
<tr>
<td>張</td>
<td>張(張)</td>
<td>2160855</td>
<td>88.09%</td>
<td>0</td>
</tr>
<tr>
<td>周</td>
<td>周(周)</td>
<td>2087201</td>
<td>42.40%</td>
<td>0</td>
</tr>
<tr>
<td>王</td>
<td>王(王)</td>
<td>2075688</td>
<td>77.89%</td>
<td>0</td>
</tr>
<tr>
<td>盧</td>
<td>盧(盧)</td>
<td>2139099</td>
<td>85.94%</td>
<td>0</td>
</tr>
<tr>
<td>吳</td>
<td>吳(吳)</td>
<td>2084499</td>
<td>94.36%</td>
<td>0</td>
</tr>
<tr>
<td>阮</td>
<td>阮(阮)</td>
<td>2082624</td>
<td>97.49%</td>
<td>0</td>
</tr>
<tr>
<td>夏</td>
<td>夏(夏)</td>
<td>2074866</td>
<td>77.28%</td>
<td>0</td>
</tr>
<tr>
<td>蔡</td>
<td>蔡(蔡)</td>
<td>2075266</td>
<td>59.34%</td>
<td>0</td>
</tr>
<tr>
<td>學</td>
<td>學(學)</td>
<td>2108913</td>
<td>70.77%</td>
<td>0</td>
</tr>
<tr>
<td>謝</td>
<td>謝(謝)</td>
<td>2146032</td>
<td>90.83%</td>
<td>0</td>
</tr>
<tr>
<td>何</td>
<td>何(何)</td>
<td>2074520</td>
<td>98.49%</td>
<td>0</td>
</tr>
<tr>
<td>蕭</td>
<td>蕭(蕭)</td>
<td>2074414</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>趙</td>
<td>趙(趙)</td>
<td>2065187</td>
<td>95.23%</td>
<td>0</td>
</tr>
<tr>
<td>鄭</td>
<td>鄭(鄭)</td>
<td>2093051</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>聰</td>
<td>聰(聰)</td>
<td>2095669</td>
<td>75.66%</td>
<td>0</td>
</tr>
<tr>
<td>美</td>
<td>美(美)</td>
<td>2077123</td>
<td>95.23%</td>
<td>0</td>
</tr>
<tr>
<td>萬</td>
<td>萬(萬)</td>
<td>2106269</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>賴</td>
<td>賴(賴)</td>
<td>2199825</td>
<td>90.45%</td>
<td>1</td>
</tr>
<tr>
<td>胡</td>
<td>胡(胡)</td>
<td>2069850</td>
<td>85.32%</td>
<td>0</td>
</tr>
<tr>
<td>郭</td>
<td>郭(郭)</td>
<td>2088639</td>
<td>83.19%</td>
<td>0</td>
</tr>
<tr>
<td>鬼</td>
<td>鬼(鬼)</td>
<td>2052215</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>周</td>
<td>周(周)</td>
<td>2471122</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>蘇</td>
<td>蘇(蘇)</td>
<td>2043852</td>
<td>77.28%</td>
<td>0</td>
</tr>
<tr>
<td>張</td>
<td>張(張)</td>
<td>2070651</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Support</td>
<td>Description</td>
<td>Conducted by</td>
<td>Entry Criteria</td>
<td>Data to Progress Monitor</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Brief FBA Competing Pathway</td>
<td>For students with <strong>mild to moderate</strong> problem behaviors (behaviors that are <strong>NOT dangerous</strong> or occurring in many settings) Relatively <strong>simple and efficient</strong> process to guide behavior support planning</td>
<td>School-based personnel (e.g., teachers, counselors, administrators)</td>
<td>(1) SRSS; IE: <strong>High Externalizing</strong> (9-21 ES; M/HS) <strong>High Internalizing</strong> (4-15 ES; 6-18 M/HS) <em>AND/OR</em> (2) Minor ODR &gt; 6 <em>AND/OR</em> (3) All ODR &gt; 6 <em>AND/OR</em> (4) Tier 2 performance monitoring data unsuccessful <em>AND/OR</em> (5) Academic High Risk on Universal Screener; CBM</td>
<td>Individual plan progress monitoring (e.g., behavior rating scale)</td>
</tr>
<tr>
<td>Comprehensive FBA &amp; Behavior Intervention Plan</td>
<td>Students with <strong>moderate to severe</strong> behavioral problems; may be <strong>dangerous and/or occurring in many settings</strong> <strong>Time-intensive</strong> process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school</td>
<td>Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)</td>
<td>1) SRSS; IE: High Externalizing (9-21) High Internalizing (4-15 ES) <em>AND/OR</em> (2) Academic High Risk on Universal screener; CBM <em>AND/OR</em> (3) Major ODR &gt; 6 <em>AND/OR</em> (4) Brief FBA unsuccessful</td>
<td>Individual plan progress monitoring (e.g., behavior rating scale)</td>
</tr>
</tbody>
</table>
PRACTICES
Continuum of Tier III Supports

- Brief/Basic
- P-T-R
- Wrap Around

A standardized protocol is developed including essential features, forms, steps and timelines.
# Brief VS Comprehensive FBA

<table>
<thead>
<tr>
<th></th>
<th>Brief</th>
<th>Comprehensive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For:</strong></td>
<td>Students with <strong>mild to moderate</strong> problem behaviors (behaviors that are <strong>NOT dangerous</strong> or occurring in many settings)</td>
<td>Students with <strong>moderate to severe</strong> behavioral problems; may be <strong>dangerous and/or occurring in many settings</strong></td>
</tr>
<tr>
<td><strong>What:</strong></td>
<td>Relatively <strong>simple</strong> and <strong>efficient</strong> process to guide behavior support planning</td>
<td><strong>Time-intensive</strong> process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school</td>
</tr>
<tr>
<td><strong>Conducted By Whom:</strong></td>
<td>School-based personnel (e.g., teachers, counselors, administrators)</td>
<td>Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)</td>
</tr>
</tbody>
</table>
OUTCOMES & EVALUATION
Tier III Evaluation

- Level of Use: System
- Fidelity of Support Plan Implementation: System
- Student Outcomes: Individual Student
- Annual Evaluation: System
Level of Use

- What % of all students receive Tier 3 support?
- Are subgroups equitably represented in those receiving Tier 3?
- Are students receiving Tier 3 responding to the intervention(s)?
- Are subgroups equitably represented in those responding positively to intervention at Tier 3?
Fidelity of Support Plan Implementation

- Intervention integrity or **process** data is used:
  - To monitor the effectiveness of the intervention itself
  - To make decisions regarding the continuum/menu of interventions/supports
STUDENT-LEVEL SYSTEMS
Membership is uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly.
DATA
At a minimum, the team should review the postintervention data every two weeks.

**Example: Behavior Rating Scale With Anchors**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Date</th>
<th>1/14</th>
<th>1/17</th>
<th>1/18</th>
<th>1/19</th>
<th>1/20</th>
<th>1/23</th>
<th>1/24</th>
<th>1/25</th>
<th>1/26</th>
<th>1/27</th>
<th>1/28</th>
<th>1/29</th>
<th>1/30</th>
<th>1/31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing spitballs</td>
<td>9+ times</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7-8 times</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5-6 times</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3-4 times</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0-2 times</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Laughing at peers</td>
<td>8+ times</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6-7 times</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4-5 times</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2-3 times</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0-1 times</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Out of seat</td>
<td>40%+</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>30-40%</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>20-30%</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>10-20%</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0-10%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Approaching peers appropriately</td>
<td>100%+</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>80-99%</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>60-69%</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>40-59%</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0-39%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Complete assignments accurately</td>
<td>100%+</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>80-99%</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>60-69%</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>40-59%</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0-39%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Baseline**

**Intervention**
PRACTICES
Interventions are Selected Based on Function
Fidelity of Support Plan Implementation

• Intervention integrity or **process** data is used:
  – To monitor the effectiveness of the intervention itself
  – To make decisions regarding the continuum/menu of interventions/supports
OUTCOMES
Student Outcomes

• The team leader will ensure that the BIP includes an evaluation plan with:
  – A short-term goal that is reasonable based on current performance
    • Focused on increasing alternative behavior and decreasing problem behavior
  – A long-term goal focused on increasing desired behavior
  – Specific activities/procedures that will be used to evaluate progress
  – A specific date when the team will next meet to review progress
Student Outcomes

• Student **outcome** data is used:
  – To identify youth in need of support and to identify appropriate intervention
  – For on-going progress-monitoring of response to intervention
  – To exit or transition youth off of interventions
Positive Behavior Change

Extension
Expand the scope of the Behavior Plan.

Shaping
Systematically reinforce behaviors that become increasingly closer to the final desired goal.

Fading Reinforcers

Self-Management
Shift control for behavior monitoring from teacher to student.

Generalization
Setting
-Additional Routines
-Multiple Classes
-Across entire day

Generalization
Interventionists
-School Staff
-Multiple service providers
-Family

Delayed Gratification
Systematically increase the rate of desired behaviors prior to receiving reinforcement

Intermittent Schedule
Provide reinforcement following some, rather than all, appropriate behaviors.

Behavior is not improving
BRS data indicate behavior is moving in the opposite direction than desired.

Are the interventions being implemented with fidelity?

No

Strategies are too difficult or time consuming
- Identify features of strategies that are difficult and modify.
- Review PTR Intervention Checklist and select alternate strategies that match hypothesis.
- Provide additional training and technical assistance.

Intervention plan does not match teacher context.
- Modify features to match context.
- Review PTR Intervention Checklist and select alternate strategies that match teacher context and hypothesis.

Teacher is experiencing intervention drift
- Identify features of interventions affected by drift.
- Provide booster training and technical assistance to refresh implementation.

Yes

Hypothesis is incorrect
- Revise hypothesis
- Collect additional FBA data if necessary.
- Select new behavior interventions to match revised hypothesis.
- Provide training and technical assistance in new strategies to teacher.

Hypothesis is correct. Interventions are insufficient.
- Identify features of strategies that affect potency
- Modify features to strategies to make more powerful.
- Select new strategies if necessary.
- Provide training and technical assistance in revised or new strategy implementation.
In Summary

If You Build It...

Systems
Thank you!

jodie@unr.edu

Nevada PBIS Technical Assistance Center
www.nevadapbis.org