

NEVADA

MTSS

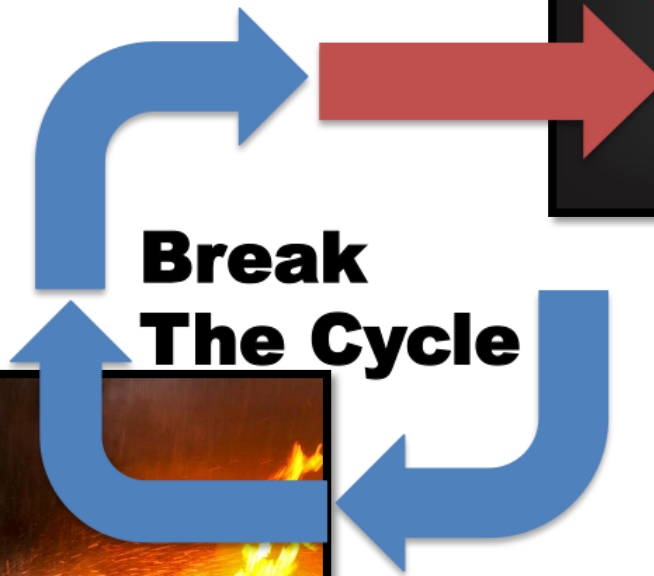


MULTI-TIERED SYSTEM
OF SUPPORTS

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

Jodie Soracco, M.Ed, BCBA, LBA

Traditional



**Break
The Cycle**



What is Tier 3 Anyway?

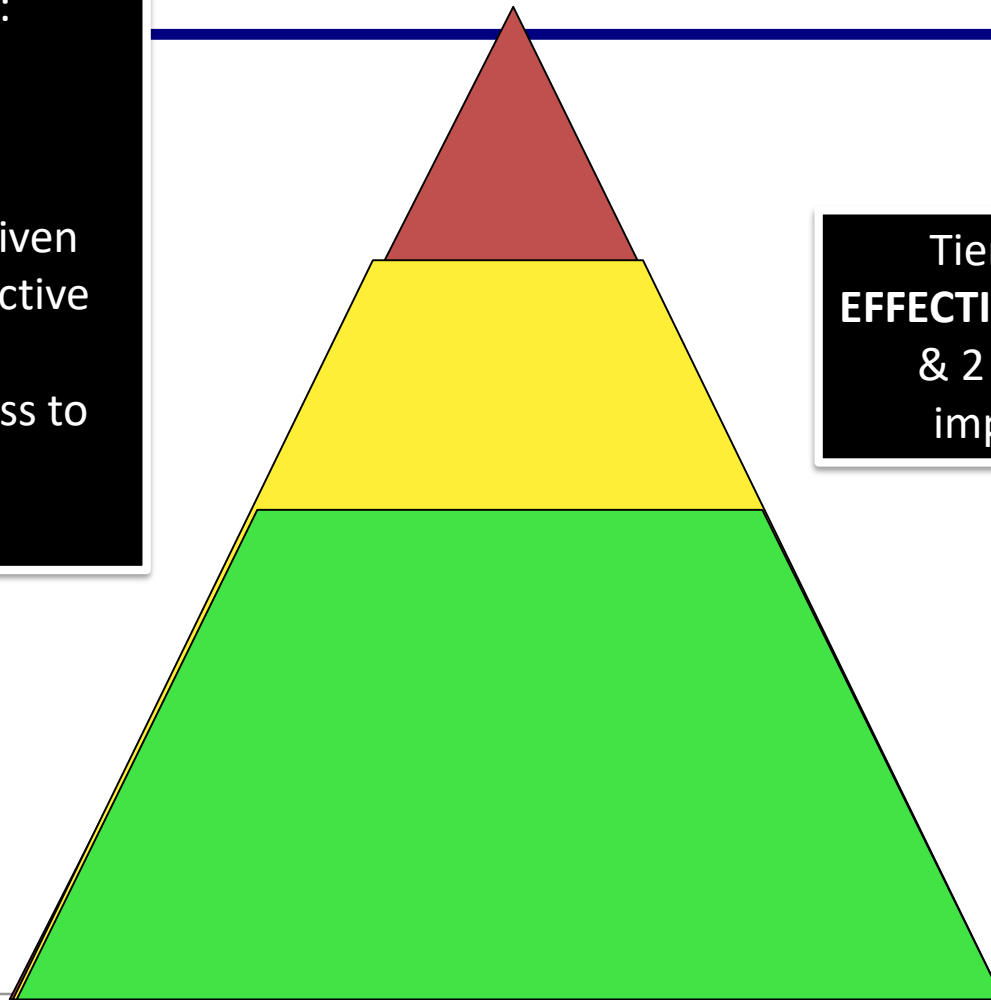
- 1-5% of the student population that require more intensive and individualized supports
- Includes evidence-based interventions

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:

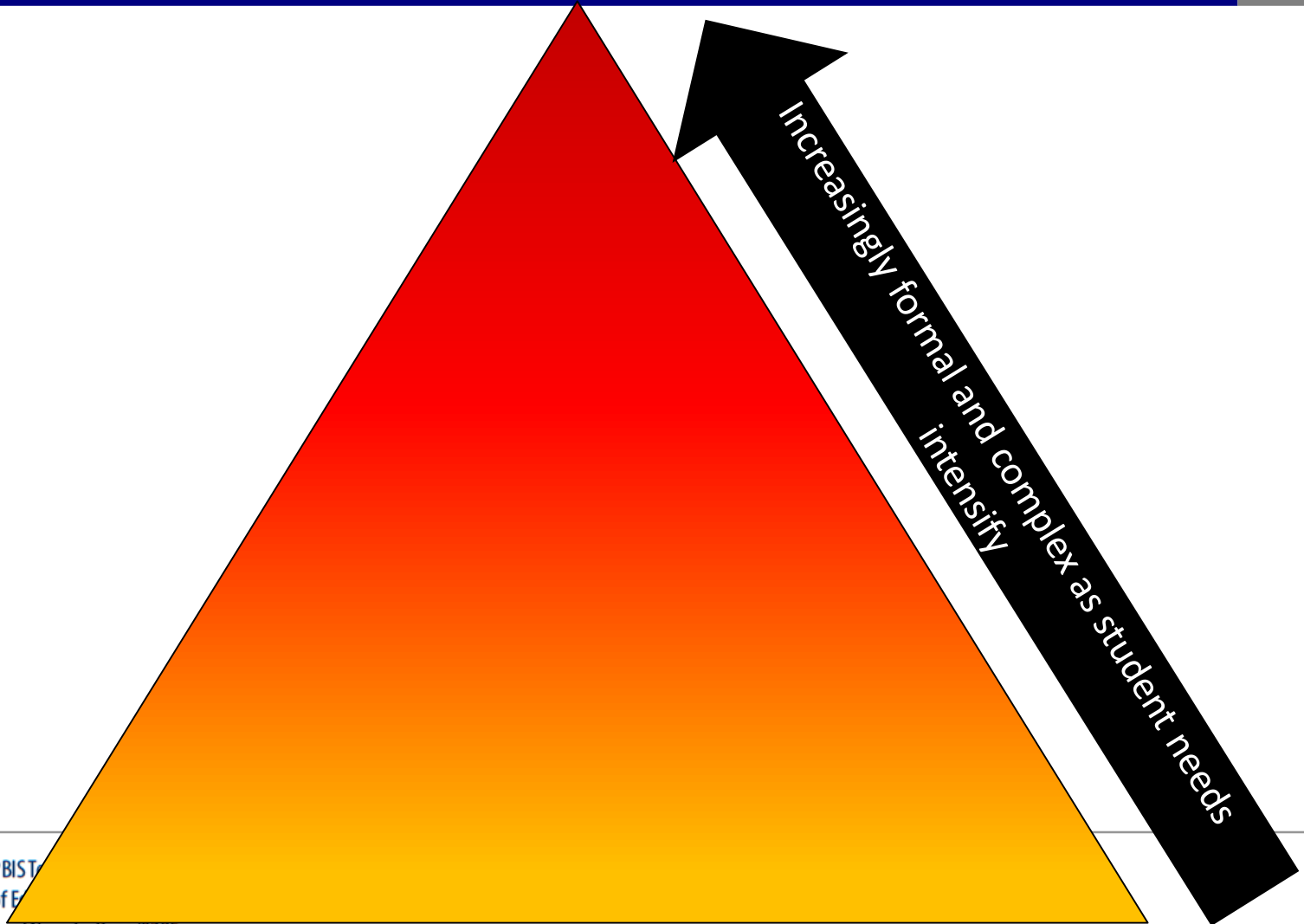
- Diluted interventions
- Becoming compliance driven
- Relying on reactive strategies
- Decrease access to less restrict environments



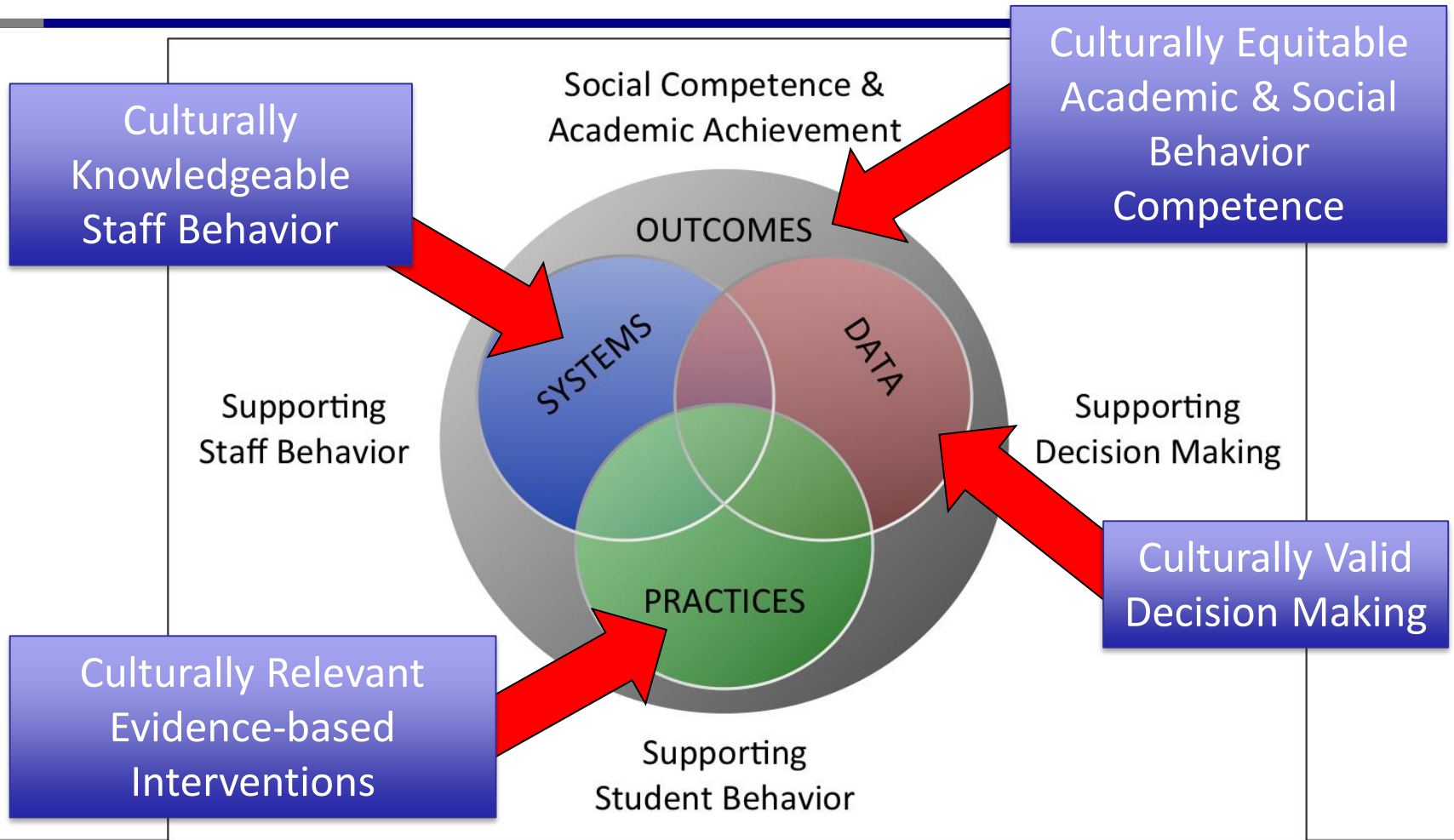
Tier 3 is **MOST EFFECTIVE** when Tiers 1 & 2 systems are implemented!



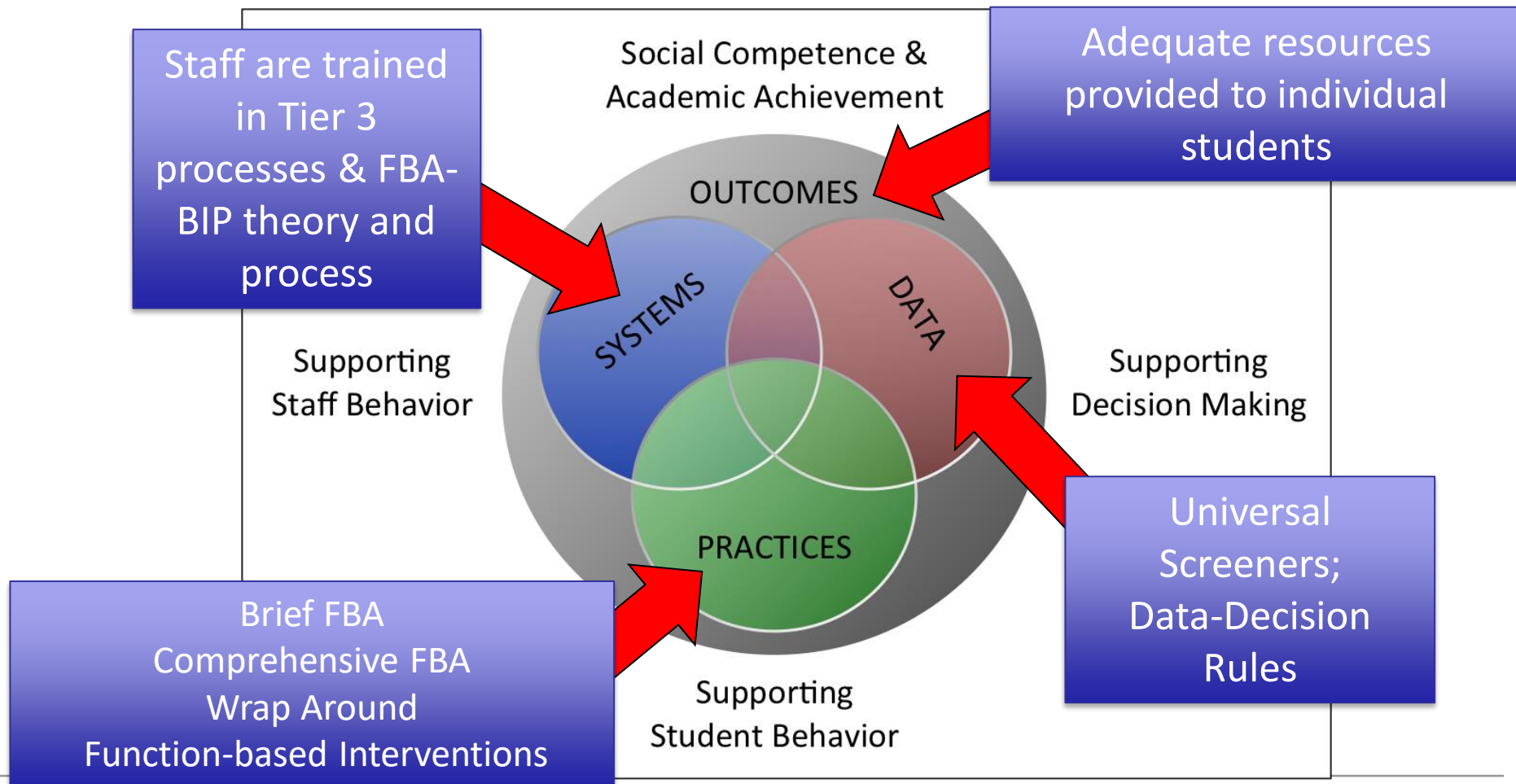
Continuum of Tier III Supports



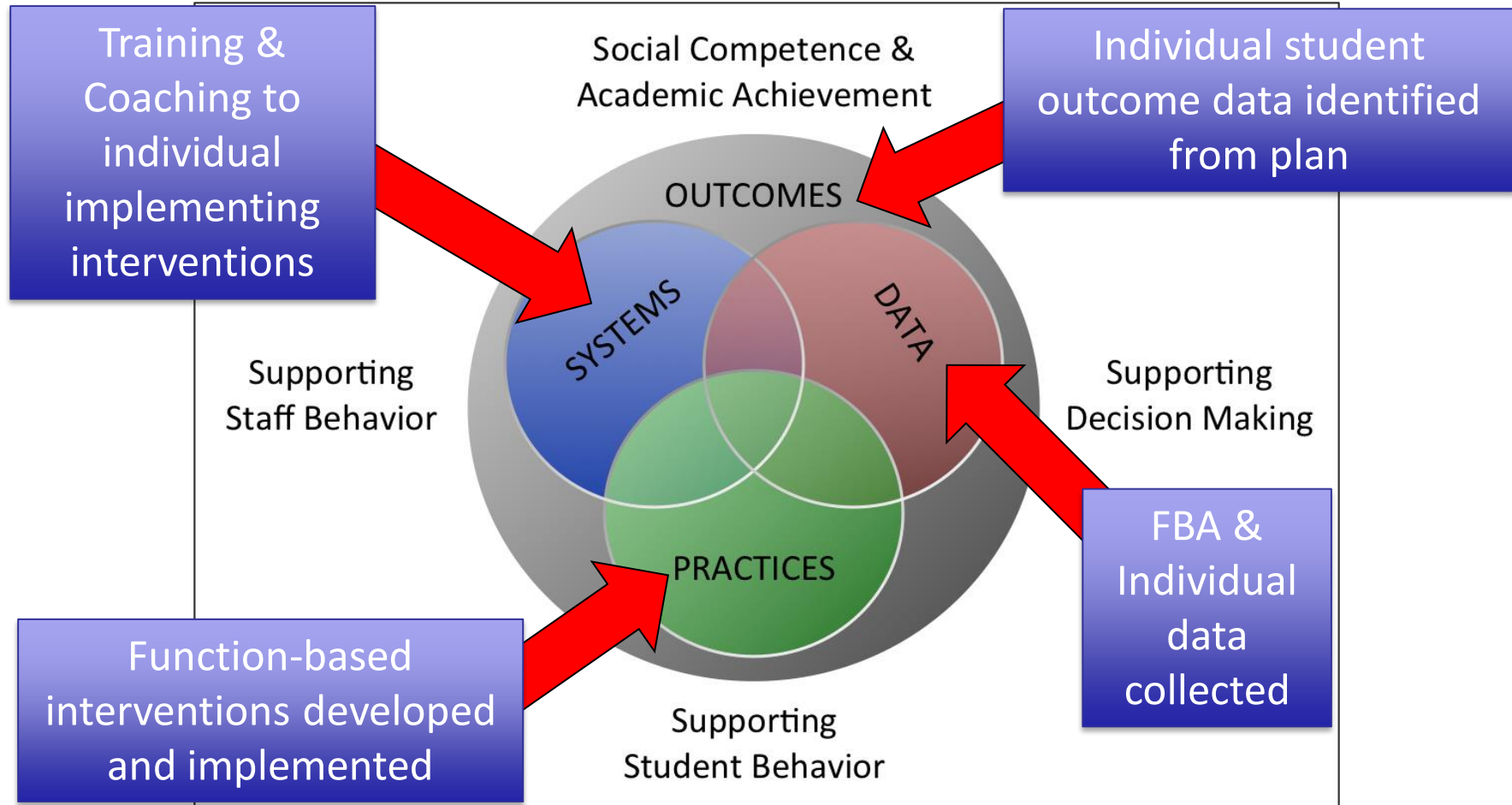
4 Key Elements



Tier 3 Elements at the School Level



Tier 3 Elements at the Student Level



ORGANIZATIONAL SYSTEMS



The image features two concentric circles. The outer circle is a light blue color and contains the text 'Tier 3 Systems Planning Team'. The inner circle is a darker blue color and contains the text 'Tier 3 Individual Student Teams'. Both circles are centered on the page.

Tier 3 Systems Planning Team

Tier 3 Individual Student Teams

SCHOOL-LEVEL SYSTEMS



PBIS Internal Teaming Structure for Schools

Nevada PBIS Technical Assistance Center



Tier I	Tier II
Responsibilities	
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	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	
Tier I systems coordinator School administrator Family member Individuals able to provide: <ul style="list-style-type: none"> Applied behavioral expertise Coaching expertise Knowledge of student academic and behavior patterns Knowledge about the operations of the school across grade levels and programs, and for high schools Student representation 	Tier II systems coordinator Individuals able to provide: <ul style="list-style-type: none"> Applied behavioral expertise Administrative authority Knowledge of students Knowledge about operation of school across grade levels and programs
Frequency of Meeting	
Monthly and has: <ul style="list-style-type: none"> Regular meeting format/agenda Minutes Defined meeting roles Current action plan 	Monthly and has: <ul style="list-style-type: none"> Regular meeting format/agenda Minutes Defined meeting roles Current action plan
Note: After Tier I, these meetings may be combined with separate agenda items (e.g. Tier II agenda items)	
Data Reviewed	
Discipline data Academic outcome data Fidelity 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

Tier III*
Identify and prioritize students in need of Tier III supports 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 III system
Tier III systems coordinator Individuals able to provide: <ul style="list-style-type: none"> Applied behavioral expertise Administrative authority Multi-agency supports (e.g., Person centered planning, wraparound, RENEW) expertise Knowledge about the operations of the school across grade levels and programs
Monthly and has: <ul style="list-style-type: none"> Regular meeting format/agenda Minutes Defined roles Current action plan
Note: After Tier I, these meetings may be combined with separate agenda items (e.g. Tier II agenda items)
Level of use Fidelity of support plan implementation Student outcomes Annual evaluation
student specific support plan

Tier 3 PD Layout

Brief FBA/BIP (Sept./Oct.)	Comprehensive FBA/BIP (Dec.)	Wraparound (Feb.)	Evaluation (April/May)
<p>Overview of process, forms, data collection, progress monitoring, and timeline</p> <p>Webinar 1: What to do at/by meeting 1</p> <p>Webinar 2: What to do at/by meeting 2</p> <p>Webinar 3: What to do at/by meeting 3</p>		<p>Overview of process, forms, data collection, progress monitoring, and timeline</p>	<p>Systems evaluation, fidelity, and level of use</p>



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



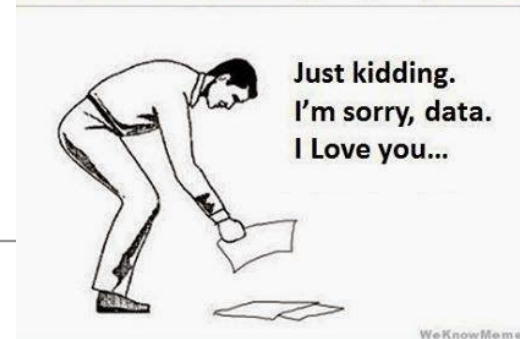
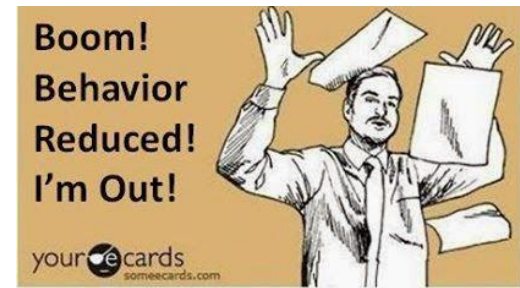
Group
identified for
DDR process

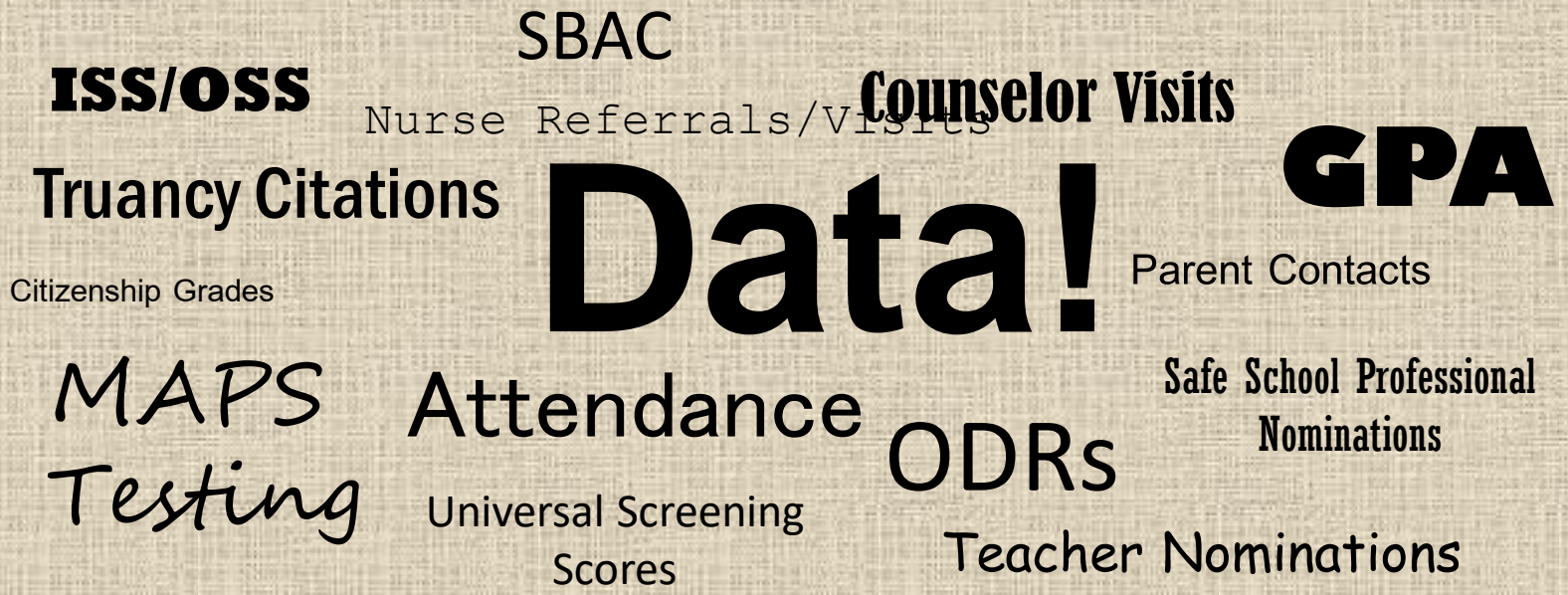


Data Decision Rules

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

DATA-BASED!!!





Triangulate your Data!!!!

5 th Grade Students	Moderate Score (E/I)	ODRS (M/m)	Attendance	Teacher asked for help from counselor
Kaci	I (3)	1 M 2 m	80%	No
Jodie	E (11) & I (4)	0	75%	Yes
Kathryn	I (2)	1 m	98%	No



A Future Goal

Student Information			Attendance	Behaviors	Credits Earned		MTSS Tier	
Lastname	Firstname	ID	Q2	Q2	Q1	Q2	Q3	4
...	...	2160855	↑ 88.09%	0	2.00	2.00		
...	...	2087201	↓ 42.40%	0	2.00	0.50	2	
...	...	2075688	↓ 77.89%	0	2.00	1.50		
...	...	2139099	↓ 85.94%	0	1.50	1.50		
...	...	2084499	↑ 94.36%	0	2.50	2.00	1	
...	...	2082624	↑ 97.49%	0	1.00	1.00		
...	...	2074866	↓ 77.28%	0	2.00	2.00		
...	...	2075266		0	N/D	2.00		
...	...	2108919	↑ 70.77%	0	1.00	2.50		
...	...	2146032	↑ 90.83%	0	2.00	2.00	1	
...	...	2074520		0	N/D	1.50	1	
...	...	2074414	N/D	N/D	N/D	N/D	1	
...	...	2065187	↑ 95.23%	0	2.50	2.50	1	
...	...	2093051	N/D	N/D	N/D	N/D	1	
...	...	2095669	→ 75.66%	0	2.00	2.00		
...	...	2077120	↑ 95.98%	0	1.00	1.00		
...	...		N/D	N/D	N/D	N/D	1	
...	...	2106269	N/D	N/D	N/D	N/D	1	
...	...	2498825	↑ 90.45%	1	1.50	1.00		
...	...	2069960	↑ 85.32%	0	2.00	1.50		
...	...	2088639	83.19%	0	↑ 2.00	1.50		
...	...	2092215	N/D	N/D	N/D	N/D	1	
...	...	2471122	N/D	N/D	N/D	N/D	1	
...	...	2043852	77.28%	0	N/D	0.50	2	
...	N/D	N/D	N/D	N/D	1	



Example DDR



Support	Description	Conducted By	Entry Criteria	Data to Progress Monitor	Exit Criteria
Brief FBA Competing Pathway	For students with mild to moderate problem behaviors (behaviors that are NOT dangerous or occurring in many settings) Relatively simple and efficient process to guide behavior support planning	School-based personnel (e.g., teachers, counselors, administrators)	(1) SRSS: High Externalizing (9-21) High Internalizing (4-15) <i>AND/OR</i> (2) Minor DDR <i>AND/OR</i> (3) All DDR <i>AND/OR</i> (4) Tier 2 performance monitoring data unsuccessful <i>AND/OR</i> (5) Academic High Risk on Universal Screener; CBM	Individual plan progress monitoring (e.g., behavior rating scale)	Positive behavior change as indicated on data collection procedures SRSS: Low (0-3) Moderate risk (4-8) Internalizing: Low (0-1) Moderate risk (2-3) Moderate risk (4-5) Academic risk reduced on Universal Screener; CBM
Comprehensive FBA & Behavior Intervention Plan	Students with moderate to severe behavioral problems; may be dangerous and/or occurring in many settings Time-intensive process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school	Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)	1) SRSS: High Externalizing (9-21) High Internalizing (4-15) <i>AND/OR</i> 2) Academic High Risk on Universal screener; CBM <i>AND/OR</i> 3) Major DDR <i>AND/OR</i> 4) Brief FBA unsuccessful	Individual plan progress monitoring (e.g., behavior rating scale)	Positive behavior change as indicated on data collection procedures SRSS: Low (0-3) Moderate risk (4-8) Externalizing Low (0-1) Moderate risk (2-3) Internalizing Academic risk reduced on Universal Screener; CBM

PRACTICES



Continuum of Tier III Supports

**Wrap
Around**

A standardized protocol is developed including essential features, forms, steps and timelines

P-T-R

Brief/Basic



Brief VS Comprehensive FBA



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



OUTCOMES & EVALUATION



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University of Nevada, Reno/0285
Reno, NV 89557-0502



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

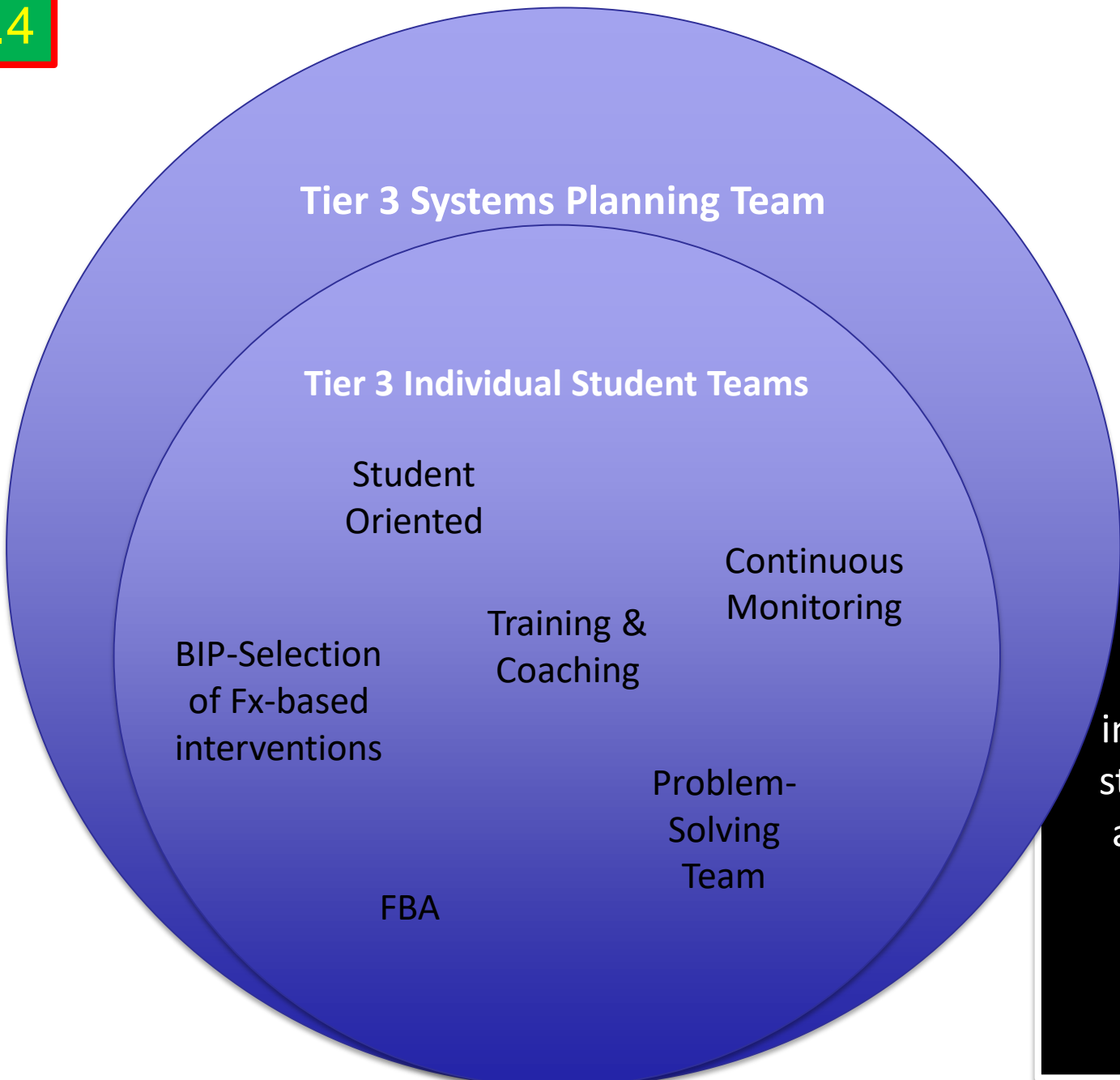


STUDENT-LEVEL SYSTEMS



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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



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

Baseline

Intervention

PRACTICES



Interventions are Selected Based on Function



Appendix 5.1. PTR Intervention Checklist

Directions:

1. After reading the summaries of the interventions in Chapter 5, review your hypothesis statement on the PTR Functional Behavior Assessment Summary Table from Chapter 4.
2. Select the interventions that match the information in your hypothesis. Please select at *least two interventions* but *no more than four* in each category (Prevent, Teach, Reinforce). The interventions marked with asterisks are required and must be selected.
3. Rank order the selected interventions by placing a 1 in the box next to the most highly preferred, a 2 next to the second most preferred, and a 3 next to the third most preferred.

Student _____ School _____
 Date _____ Completed by _____
 Hypothesis _____

PREVENT Interventions	TEACH Interventions	REINFORCE Interventions
<input type="checkbox"/> Providing choices	**Replacement Behavior	**Reinforce Replacement Behavior
<input type="checkbox"/> Transition supports	<input type="checkbox"/> Functionally equivalent	<input type="checkbox"/> Functionally equivalent
<input type="checkbox"/> Environmental supports	<input type="checkbox"/> Physically incompatible	<input type="checkbox"/> Physically incompatible
<input type="checkbox"/> Curricular modification (eliminating triggers)	<input type="checkbox"/> Specific academic skills	<input type="checkbox"/> Discontinue reinforcement of problem behavior
<input type="checkbox"/> Adult verbal behavior (just be nice)	<input type="checkbox"/> Problem-solving strategies	<input type="checkbox"/> Group contingencies (peer, teacher)
<input type="checkbox"/> Classroom management	<input type="checkbox"/> General coping strategies	<input type="checkbox"/> Increase ratio of + to – responses
<input type="checkbox"/> Increase noncontingent reinforcement	<input type="checkbox"/> Specific social skills	<input type="checkbox"/> Home-to-school reinforcement system
<input type="checkbox"/> Setting event modification	<input type="checkbox"/> Teacher-pleasing behaviors	<input type="checkbox"/> Delayed gratification
<input type="checkbox"/> Opportunity for prosocial behavior (peer support)	<input type="checkbox"/> Learning skills strategies	
<input type="checkbox"/> Peer modeling or peer reinforcement	<input type="checkbox"/> Self-management (self-monitoring)	
	<input type="checkbox"/> Independent responding	
	<input type="checkbox"/> Increased engaged time	

Does the severity or intensity of the student's problem behavior pose a threat to self or others? Yes No
 If yes, is a crisis intervention plan needed? Yes No

**All interventions marked with asterisks need to be selected and included in the student's PTR intervention plan.
 Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support by G. Dunlap, R. Iovannone, D. Kincaid, K. Wilson, K. Christiansen, P. Strain, and C. English. Copyright © 2010 Paul H. Brookes Publishing Co., Inc. All rights reserved.

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

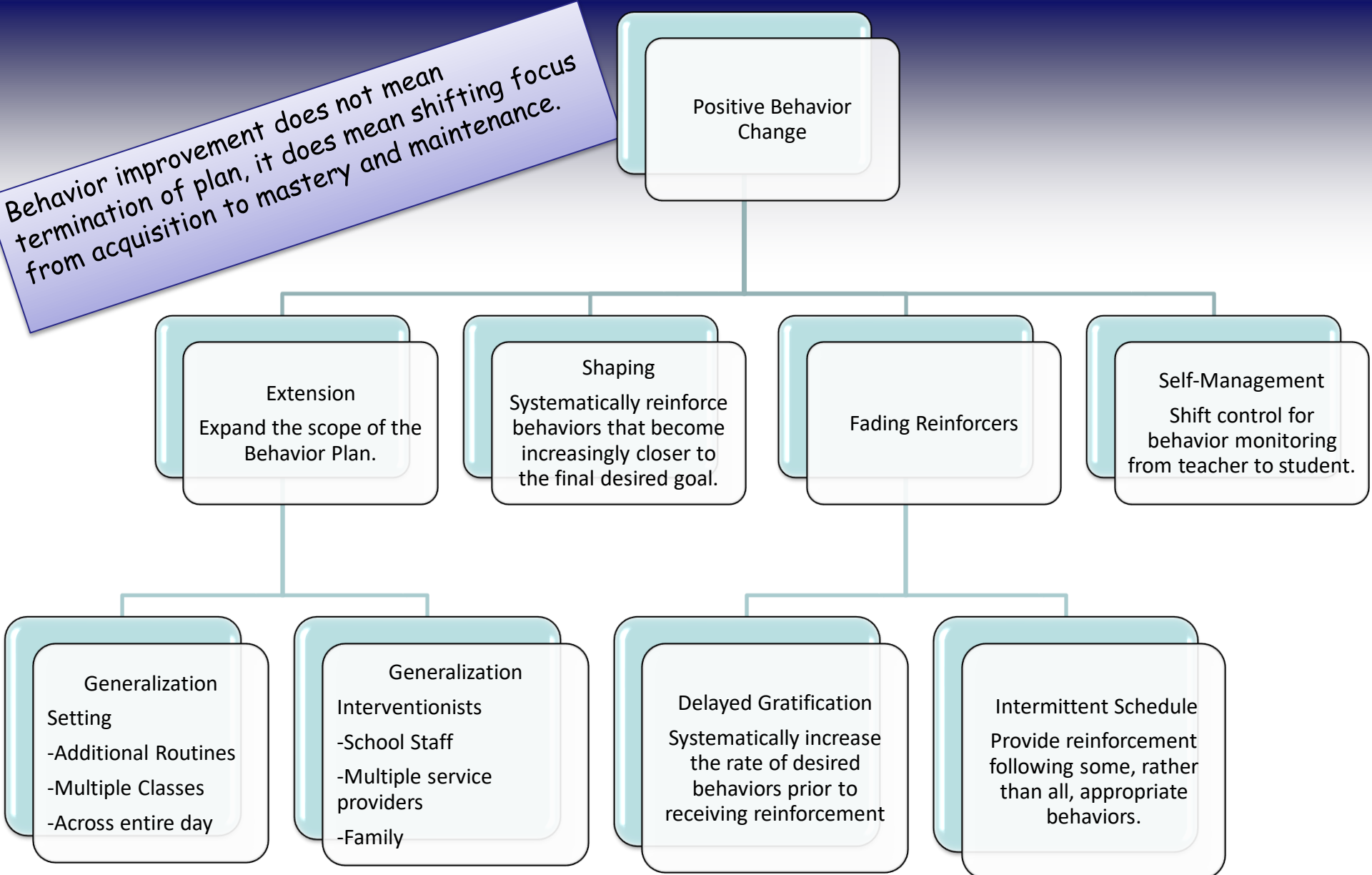


Student Outcomes

- 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



Behavior improvement does not mean termination of plan, it does mean shifting focus from acquisition to mastery and maintenance.



Skill Mastery to Maintenance: Decision-Making Tree. (Pg. 114 of PTR Manual)

Behavior is not improving

BRS data indicate behavior is moving in the opposite direction than desired.

Are the interventions being implemented with fidelity?

No

Yes

Strategies are too difficult or time consuming

Intervention plan does not match teacher context.

Teacher is experiencing intervention drift

Hypothesis is incorrect

Hypothesis is correct. Interventions are insufficient.

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.

Modify features to match context.
Review PTR Intervention Checklist and select alternate strategies that match teacher context and hypothesis.

Identify features of interventions affected by drift.
Provide booster training and technical assistance to refresh implementation.

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.

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!

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