



Florida's Positive Behavior Support Project

Benchmarks for Advanced Tiers

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8th International Conference on Positive Behavior Support: Denver, CO



Purpose

- Familiarize participants with the Benchmarks for Advanced Tiers (BAT)
 - Purpose and uses of the BAT
 - Overview of instrument including scoring
 - BAT as a training tool
 - BAT as an evaluation fidelity measure
 - Validation
 - Initial results



Comprehensive Evaluation Blueprint:

Implementation Monitoring	Implementation Integrity	Implementation Research
<p>• TIC (1) Team Implementation Checklist <i>Sugai, Horner & Lewis-Palmer (2001)</i></p> <p>• PIC (1,2,3) PBS Implementation Checklist for Schools <i>Childs, Kincaid & George (2009)</i></p>	<p>• BoQ (1) Benchmarks of Quality <i>Kincaid, Childs & George (2005)</i></p> <p>• BAT (2,3) Benchmarks for Advanced Tiers <i>Anderson, Childs, Kincaid, Horner, George, Todd, Sampson & Spaulding (2009)</i></p>	<p>• SET (1) School-wide Evaluation Tool <i>Sugai, Lewis-Palmer, Todd & Horner (2001)</i></p> <p>• ISSET (2,3) Individual Student Systems Evaluation Tool <i>Anderson, Lewis-Palmer, Todd, Horner, Sugai & Sampson (2008)</i></p>



Uses of the BAT

- **Training** Advanced Tiers of Support
- **Implementing** Tool - Action Planning for School and/or District
- **Evaluating** Fidelity of Advanced Tier Support



Benchmarks for Advanced Tiers (BAT)



Benchmarks for Advanced Tiers (BAT)

- The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school and is designed to answer three questions:
 1. Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?
 2. Is a Tier 2 support system in place?
 3. Is a Tier 3 system in place?



BAT Organization

Tier 1: Implementation of School-wide PBS

Tier 2-3 Foundations

- Commitment
- Student Identification
- Monitoring and Evaluation

Tier 2: Support Systems

Main Tier 2

- Strategy Implementation
- Strategy Monitoring and Evaluation

Tier 3: Intensive Support Systems

Tier 3: Assessment and Plan Development



Scoring

- Who:** The team(s) or individuals involved with Tiers 2 and 3 behavior support
- How:** As a group or each member independently. If completed independently, the team reconvenes to review scores on each item. Team (or individuals involved with Tiers 2 and 3 behavior support) must reach consensus on the score for each item.***

Scoring: After reviewing the rubric for each item, select the score that most closely matches the state of affairs at the school. Rate each item as “2” fully in place, “1” partially in place, or “0” not yet started.



Additional Tips

- Before starting the first administration, read through the items to determine who on campus will be likely to have knowledge of the topic(s).
- Since the BAT covers several topic areas and usually requires input from multiple people it is best to work from a paper copy until all items have been scored.
- The BAT assumes separate teams address Tier 2 and Tier 3. Schools may need to adapt for use with single advanced Tiers team structure.



Tier 1: (A) SWPBS

A Tier 1: Implementation of School-wide PBS	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.	80%/80% on SET 70% on BoQ 80% on TIC or PIC	Score greater than 40% on any of these measures	Score equal to or less than 40% on any of these measures.	2 1 0
2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.	Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.	Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff	Team members state that school-wide PBS is implemented consistently by less than 50% of teachers and staff.	2 1 0
3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.	The system includes all 6 features.	The system includes 4-5 features.	The system includes 3 or fewer features or is not in place.	2 1 0



Tiers 2-3: (B) Foundations

Tier 2-3: Foundations					
B	Commitment	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
4.	There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports.	Tier 1 team is aware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	Tier 1 team is aware of one or two components, but not all three.	Tier 1 team is unaware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	2 1 0
5.	A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.	A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).	Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.	No team/individual is established to determine Tier 2 and Tier 3 support for students.	2 1 0
6.	The number of students, program fidelity, and progress of students receiving Tier 2 and Tier 3 supports is reported to faculty.	The number of students, program fidelity, and progress of students is reported to faculty at least quarterly.	One or two components reported to faculty, or any components reported less than quarterly.	No components reported to faculty.	2 1 0



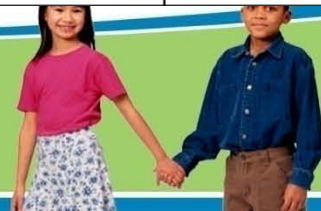
Tiers 2-3: (D) Monitoring/Eval

D Monitoring and Evaluation	2-Fully in place	1-partially in place	0-not yet started	Circle Appropriate Score
11. The <i>teacher(s)</i> directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies immediately and the impact, weekly.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies and impact less than weekly.	Teachers directly involved with Tier 2 and 3 supports do not receive notification about impact and changes to strategies.	2 1 0
12. The <i>primary family members</i> of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies	Family members are notified about changes to strategies immediately and the impact, weekly.	Family members are notified about changes to strategies and impact less than weekly.	Family members do not receive notification about impact and changes to strategies.	2 1 0



Tier 2: (E) Tier 2 Support System

Tier 2: Targeted Interventions					
E	Tier 2: Support Systems	2-Fully in place	1-partially in place	0-not yet started	Circle Appropriate Score
13.	The administrator is updated about which students receive Tier 2 supports.	The administrator is informed at least monthly about which students are receiving Tier 2 supports.	There is not a consistent way to provide this information, even if she/he is aware of the students on Tier 2 interventions.	The administrator is not informed about which students are receiving Tier 2 supports.	2 1 0
14.	The Tier 2 team meets frequently.	A team meets at least every 2 weeks.	A team meets at least monthly.	A team meets, but less than monthly, or a team does not meet.	2 1 0
15.	The Tier 2 team is formally trained on practices and systems required for implementation of Tier 2 support.	50% or more of members on Tier 2 team have received training on the interventions, the systems needed for implementation, and progress monitoring tools.	Some, but less than 50%, of members on the Tier 2 team received training on the interventions, the systems needed for implementation, and progress monitoring tools.	Members on the Tier 2 team do not receive training on the interventions, the systems needed for implementation, and progress monitoring tools.	2 1 0
16.	Students receiving a Tier 2 strategy have full access to Tier 1 supports.	Students have been taught expectations and rules and have opportunities to receive acknowledgements through a Tier 1 system that is in place throughout the entire school.	Students are taught expectations and rules or have had opportunity to receive acknowledgements or Tier 1 is not available in all settings.	Students have not been taught expectations and rules or received acknowledgements.	2 1 0



Tiers 2: (F) Main Tier 2 Strategy Intervention

F Main Tier 2 Strategy Implementation		Items 18-31 (gray shading) are to be completed for the most common Tier 2 strategy in use at your school.			
**The Tier 2/Targeted Intervention most often used in my school is _____. (fill in line)	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score	
18. There are personnel identified to coordinate and deliver the Tier 2 strategy.	There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.	The level of staffing and time available interferes with the ability to coordinate and deliver this intervention with fidelity and to all students who would benefit.	There is not adequate staff or sufficient time to coordinate and deliver this intervention with fidelity.	2 1 0	
19. The Tier 2 strategy is consistent with school-wide expectations.	The Tier 2 strategy includes or references the school-wide expectations.	The Tier 2 strategy does not specifically include or reference the school-wide expectations but they are not inconsistent.	The Tier 2 strategy is inconsistent with school-wide expectations.	2 1 0	
20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.	The Tier 2 strategy is in place and can be applied to groups of students consistently.	Parts of the Tier 2 strategy are in place OR it requires significant "start-up" time for each student.	The Tier 2 strategy is not established within the school or is unique for most students receiving the intervention.	2 1 0	



Tiers 2: (G) Main Tier 2 Strategy Monitoring/Evaluation

G Main Tier 2: Strategy Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
28. An information system is used to monitor the impact of the Tier 2 strategy.	A data-based system is in place that allows for daily collection of behavior ratings and weekly monitoring of behaviors.	Behavior ratings are collected less frequent than daily or are monitored less than weekly.	There is no system for monitoring student progress for this Tier 2 strategy.	2 1 0
29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.	There are no decision rules to determine how students access the Tier 2 strategy	2 1 0
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.	Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, but not all three.	There are no decision rules to determine how a strategy affects a student.	2 1 0



Additional Tier 2 Interventions

- Items 18-31 may be repeated for other Tier 2 strategies in use at your school for evaluation purposes. However, only the scores associated with the most commonly used Tier 2 strategy will be accounted in your Benchmarks for Advanced Tiers (BAT) score.



Tier 3: (H) Intensive Support Systems

H Tier 3: Intensive Support Systems	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
32. A team builds and implements Tier 3 behavior support plans.	There is a formal team that is responsible for building and implementing Tier 3 behavior support plans.	A group of staff get together informally or inconsistently to build and implement Tier 3 behavior support plans.	There is no team responsible for Tier 3 behavior support plans.	2 1 0
33. The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist, advocates).	Support team includes members that represent expertise in all 3 areas: school systems, student, and behavioral theory.	Support team includes members that represent expertise in only 2 of the 3 areas: school systems, student, and behavioral theory.	Support team does not include members that represent any of these areas; OR, the team includes representation from only 1 area.	2 1 0
34. A person is identified to coordinate Tier 3 supports.	A coordinator with behavioral expertise and adequate FTE is identified.	A coordinator is identified, but does not have behavioral expertise or is lacking dedicated FTE.	No coordinator is identified.	2 1 0



Tier 3: (I) Assessment & Planning

I Tier 3: Assessment and Plan Development	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
44. The problem behaviors are operationally defined.	The problem behaviors for all FBAs are measureable and observable.	The problem behaviors for some FBAs are measureable and observable.	The problem behaviors for FBAs are neither measureable nor observable.	2 1 0
45. The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).	Summary statements from the FBAs include all three components.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently.	Summary statements from the FBAs are not developed.	2 1 0
46. Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory.	All BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.	Some BIPs are developed by teams with expertise in all 3 areas; OR, BIPs are developed by teams with expertise in 2 of the 3 areas: school systems, student, and behavioral theory.	BIPs are developed by teams without expertise in these areas OR with expertise only 1 area.	2 1 0



Tier 3: (J) Monitoring/Eval

J Tier 3: Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
54. The team formally progress monitors impact of each Tier 3 support plan.	Data are collected daily and graphed for analysis (at least twice per month) for each student receiving Tier 3 support.	Data are collected and analyzed twice per month for some students or data are collected and analyzed but less than twice per month.	A data-based system is not used to collect student behavior data or student behavior data are collected/monitored infrequently (once per month or less).	2 1 0
55. Data collected on student behavior are used to assess intervention effects and make modifications as needed.	Data collected on student behavior are used to assess intervention effects and make modifications as needed and this occurs at least every other week.	Data are used to monitor intervention effects and modify interventions but this occurs less often than every two weeks for some or all students	Data are not used to assess intervention effects.	2 1 0
56. Intervention plans include a process for monitoring fidelity of implementation.	Intervention plans contain a process for monitoring how well an intervention is implemented at least every 2 weeks.	Intervention plans contain a process for monitoring how well an intervention is implemented, but at intervals greater than every 2 weeks, OR the process is inconsistent.	There is no process in the intervention plan for monitoring how well the intervention is implemented.	2 1 0



Using the BAT in Training

- BAT is completed as each component is addressed in training.
- BAT scoring rubric illustrates the optimal level of implementation for components
- Information and activities provided in training show teams how to put them into practice
- Evaluation (fidelity of implementation) is based on the same rubric on which they were trained

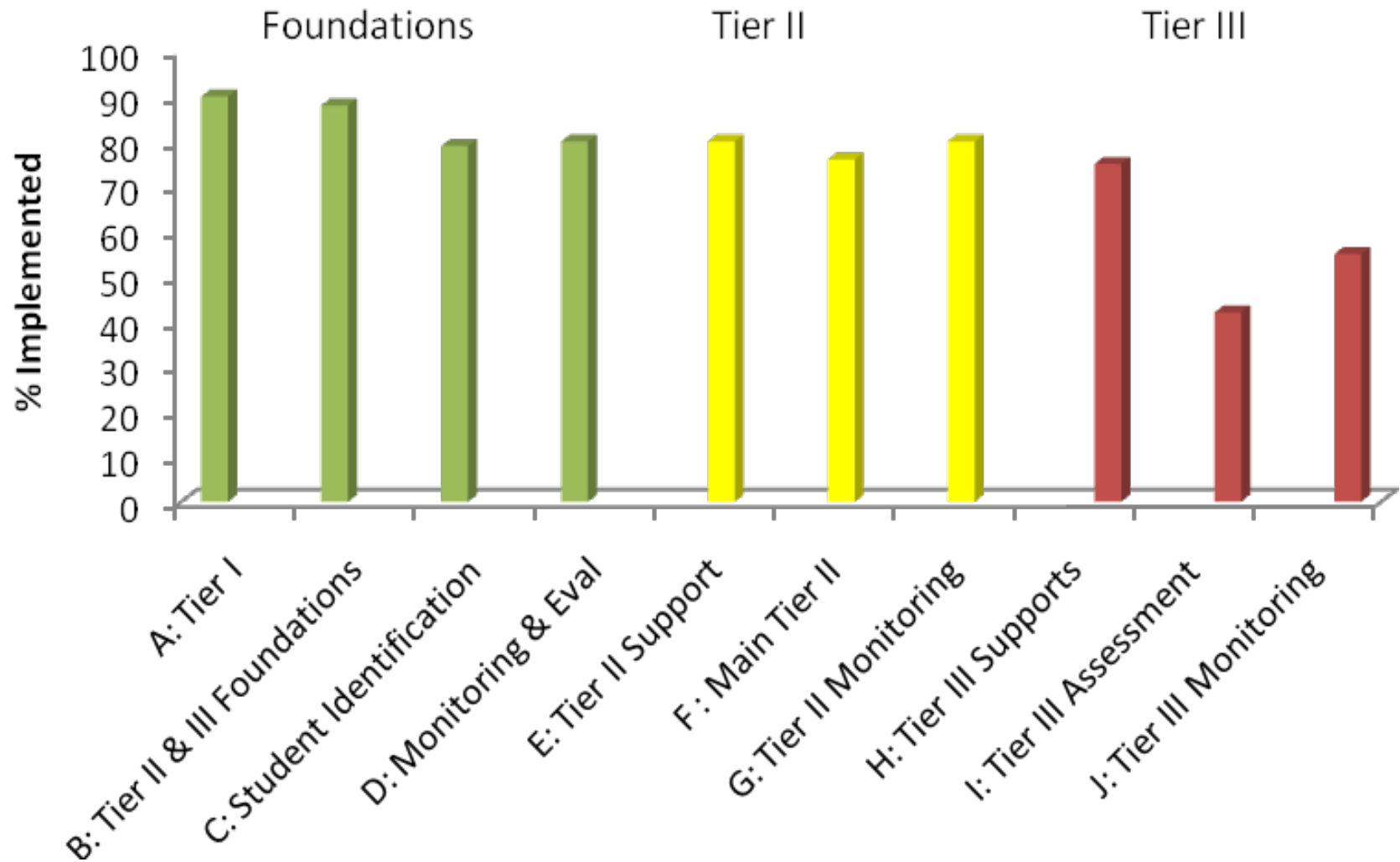


Using the BAT in Implementation

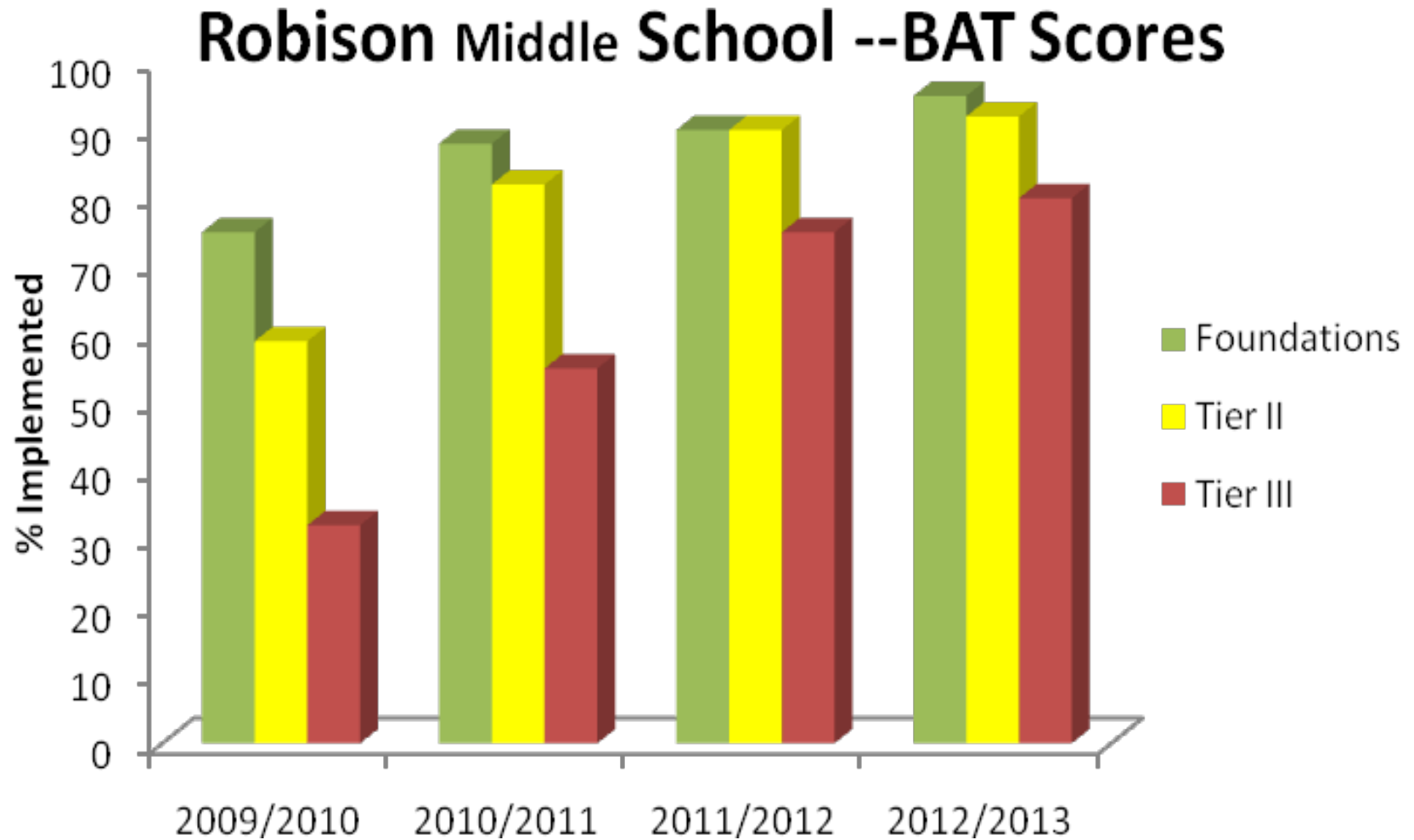
- School teams use the BAT to build Action Plans to define next steps to improve implementation.
- The BAT monitors progress over time, scores tracked on a year-to-year basis.
 - “Are we implementing at a higher level than last year?”
 - PIC for interim monitoring



Benchmarks for Advanced Tiers



Benchmarks for Advanced Tiers



Using the Data for Action Planning

C Student Identification	Our Goal(s)	Task(s) Toward Achieving Our Goal(s)	Who	Priority Level & By When
<p>7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.</p> <ul style="list-style-type: none"> □ Screening □ ODRs □ Request for Assistance □ Nomination □ Progress Monitoring □ Other <p><u>Fully in Place:</u> At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.</p>				<p>H M L</p> <hr/>
<p>8. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students</p>				<p>H M L</p>



How will you use BAT Results?

- At the school, district, state/project level?
- As it relates to fidelity of implementation?
- As it relates to outcomes?
- As it relates to identifying model schools?
- As a guide for training
- Other?



Validation

- Examined data from 331 Florida schools from 2009-10
- Examined 53 subscales for advanced tiers
- Removed 3 items related to Tier 1 implementation



Validation

The initial Eigen values showed that there are 6 factors that explained 69.40% of the variance.

Initial method factor loading pattern (un-rotated) shows that above 98% (52 items) of 53 advanced benchmarks items have a strong primary loading within factor 1.

Internal consistency for the factor was examined using Cronbach's alpha. The higher the Alpha, the higher the internal consistency. $\text{Alpha} \approx 0.98$.



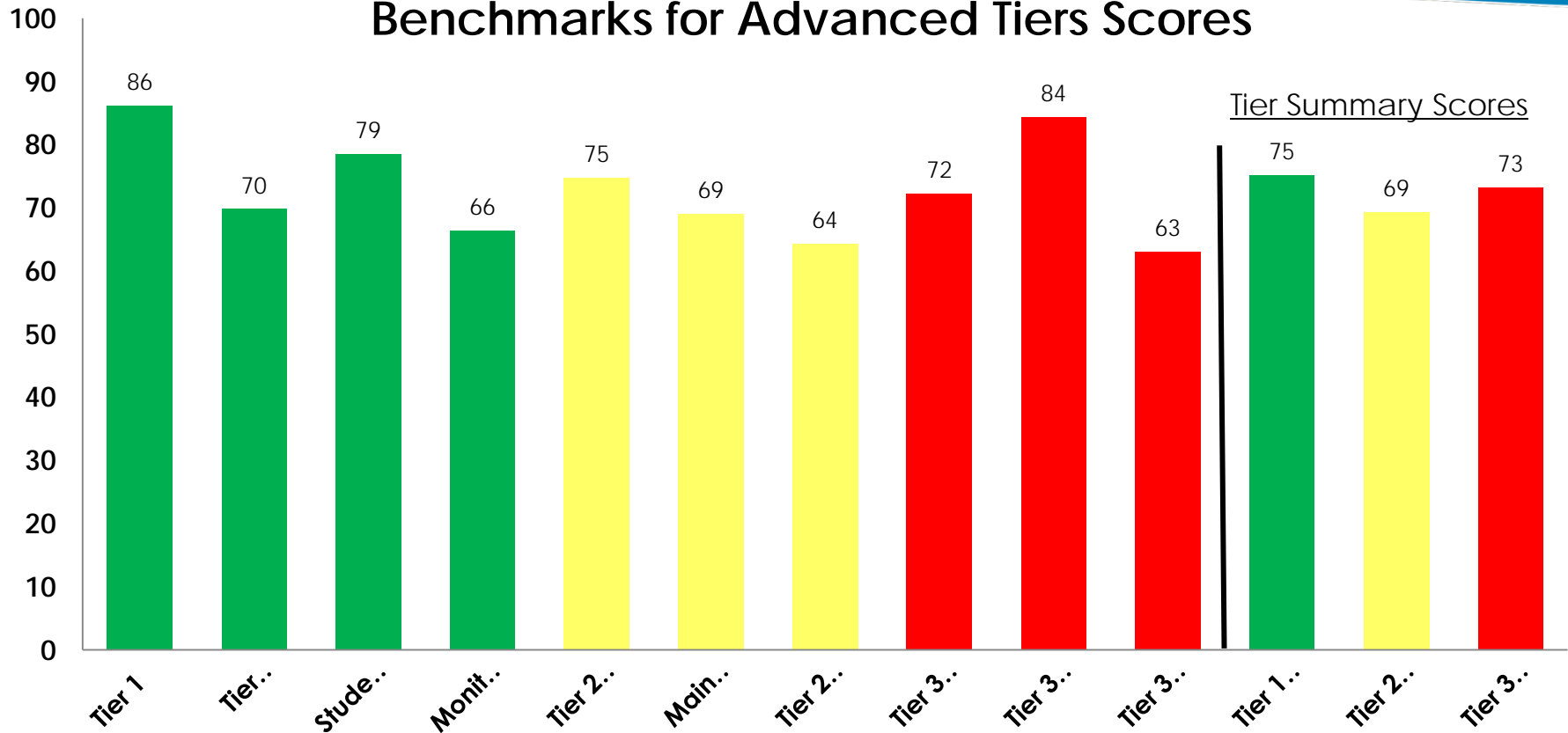
Test-Retest

- Pearson product-moment correlations were calculated for the **total scores** from Time 1 and Time 2 , and the results indicated a high correlation of **0.92** ($n=56$, $p<0.01$).
- Additionally, correlations were calculated for each of the **sub-scales** from Time 1 and Time 2. Results ranged from $r=-0.05$ to $r=1$.

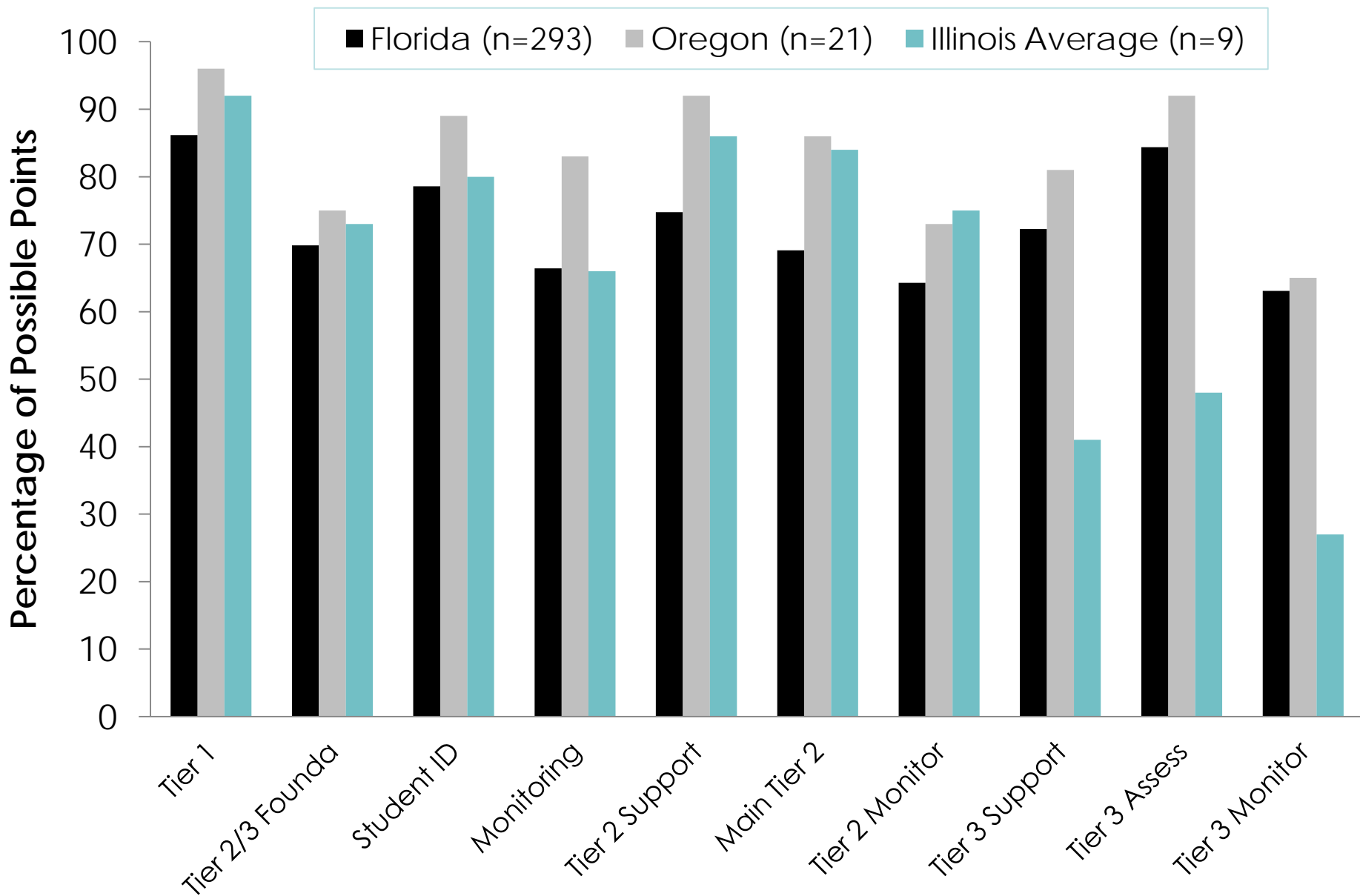


Initial Results

Benchmarks for Advanced Tiers Scores



BAT Elements by State



Initial Thoughts

- Schools may not be accurate accessing themselves
 - lack of progress monitoring
 - trained/untrained schools
 - perspective of what FBAs and BIPs include



Describe Your Progress Monitoring

“Leaps is used for social skills classes, core classes, reading workshop, Fastt Math, individual/group counseling”

“Pre-mid & post tests”

“SWIS data were used to monitor students requiring additional behavioral support”

“ODR's, attendance, FAIR data”

“Teachers meet in small groups w/students identified as needing additional support and guidance”

“DIBELS administered three times a year for all k-3 students and FCAT levels 1,2, in 4-5th”



Next Steps

- Revised version for integrated Tier 2 and Tier 3 Teams
- Concurrent validity study with ISSET?
- Concurrent validity study of Tier 2 by comparison with Tier 2 progress monitoring via RtIB database
- Concurrent validity study for Tier 3 section with Tier 3 assessment
- Development of additional Tier 2 and 3 tools to use as comparison (i.e., T 2&3 walkthrough)



National Use/Access

- Florida
- Illinois
- Oregon
- Missouri*
- www.pbiseval.org
- www.pbssurveys.org



Some Resources

- Algozzine, B., Horner, R. H., Sugai, G., Barrett, S., Dickey, S. R., Eber, L., Kincaid, D., et al. (2010). Evaluation blueprint for school-wide positive behavior support. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. Retrieved from www.pbis.org
- Childs, K., Kincaid, D., & George, H.P. (2010). A Model for Statewide Evaluation of a Universal Positive Behavior Support Initiative. *Journal of Positive Behavior Interventions*.
- George, H.P. & Kincaid, D. (2008). Building District-wide Capacity for Positive Behavior Support. *Journal of Positive Behavioral Interventions*, 10(1), 20-32.



Evaluation Instruments

- PBIS website:
 - <http://www.pbis.org/evaluation/default.aspx>
- FLPBS:RtIB Project Coach's Corner:
 - <http://flpbs.fmhi.usf.edu/coachescorner.asp>
- PBS Surveys
 - <http://www.pbssurveys.org/pages/Home.aspx>



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