

APBS Conference

Denver, CO

Friday March 11

Session I-1 2:00-3:15

Building Tier 2/3 Capacity within School-wide Systems of PBIS

Lucille Eber and Kimberli Breen

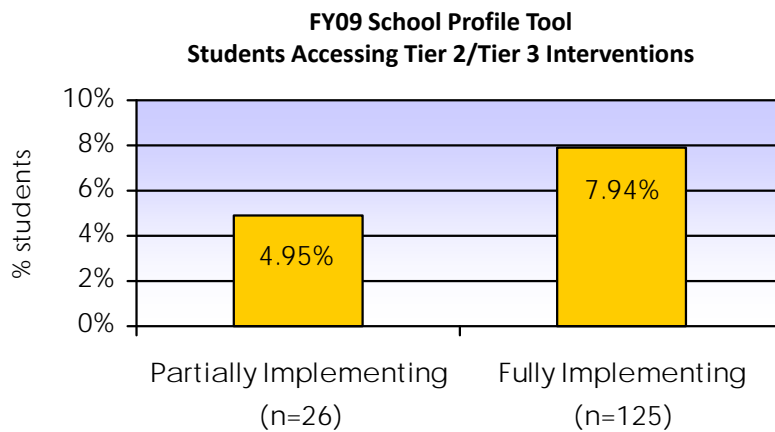
IL PBIS Network

www.pbisillinois.org

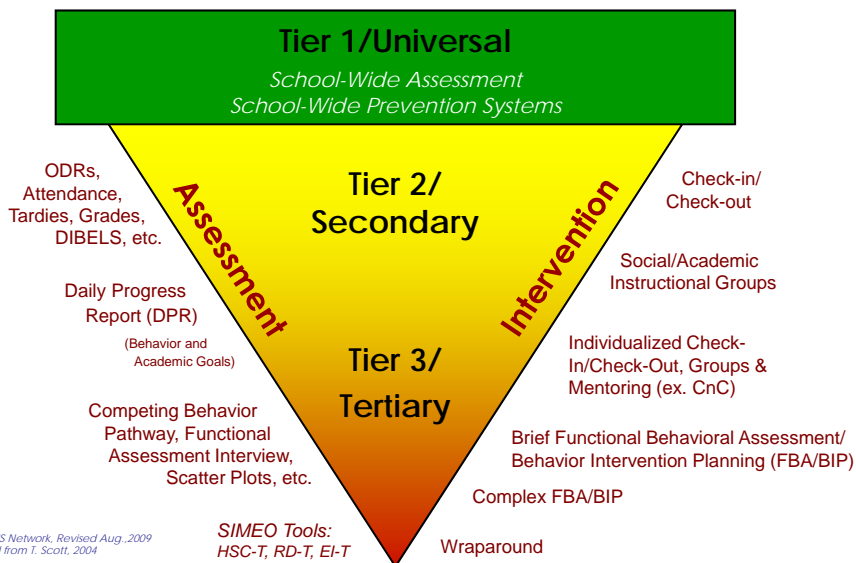
Context for Tier 2/3 Model Development in IL

- IL EBD Network (1993-2000)
 - System of Care, Wraparound, Interagency
 - Began SW-PBS in 1998 (20-25 schools)
- IL PBIS Network (2000- present)
 - 1,400 schools supported by Network
- K-I Center: Tertiary Demo project
 - Six districts in 4th Year of Tertiary demo-54 schools
 - Two Districts in 2nd Year – 12 schools (Rep sites)
 - Five more districts in 1st year- 15 schools (Rep sites)

More Students Access Tier 2/3 Interventions When Tier 1/ Universal is in Place



Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Continuum of Support for Tier 2/Secondary-Tier 3/Tertiary Level Systems

1. **Small group interventions:** Check-in Check-Out (CICO), social/academic instructional groups (SAIG), tutor/homework clubs, etc.
2. **Group interventions with individualized focus:** Utilizing a unique feature for an individual student, e.g. CICO individualized into a Check & Connect (CnC), mentoring/tutoring, etc.
3. **Simple individual interventions:** A simple individualized function-based behavior support plan for a student focused on one specific behavior, e.g. brief FBA/BIP-one behavior; curriculum adjustment; schedule or other environmental adjustments, etc.
4. **Multiple-domain FBA/BIP:** A complex function-based behavior support plan across settings, e.g. FBA/BIP home and school and/or community
5. **Wraparound:** A more complex and comprehensive plan that addresses multiple life domain issues across home, school and community, e.g. basic needs, MH treatment, behavior/academic interventions, as well as multiple behaviors

Illinois PBIS Network, Revised Sept., 2008

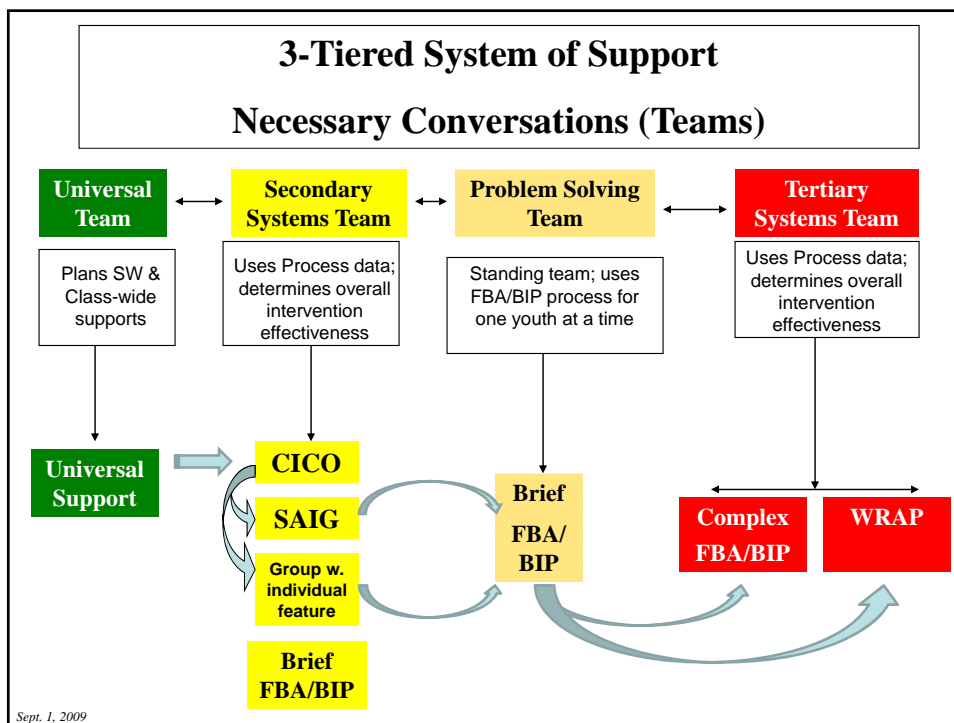
Tools Used to Build District and Building Level Action Plans for IL Demos Secondary/Tertiary Implementation

- **IL PBIS *Secondary/Tertiary Tracking Tool***
- **IL PBIS *Systems Response Tool***
- **IL PBIS *Guiding Questions Tool***
- **IL PBIS *Phases of Implementation (PoI)***
- ***Checklist for Individual Student Systems (CISS)***
(renamed as *Benchmarks of Advanced Tiers* or BAT)

System Development is Key

Dean Fixsen, Karen Blase, Robert Horner,
George Sugai, 2008

- *To scale up interventions we must first scale up implementation capacity*
- *Building implementation capacity is essential to maximizing the use of EBPs and other innovations*



About the System of Support (Teaming Model)

- Model represents a system that has been carefully explored, designed & piloted over 4 years
- IL-PBIS schools don't have to use this exact model (it is an example of model)
- However, schools (and districts) do need a systematic/predictable process for supporting all youth

Illinois PBIS Network Tertiary Demo Document: Draft 08/08

Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

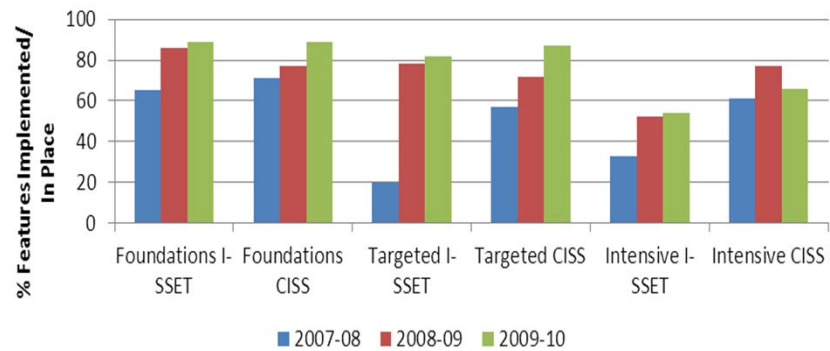
School Name: _____

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with Indiv. Features (e.g. CnC)		Brief Function-based Interventions		Complex/Multiple-life-domain FBABIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Please list below how your school defines “responding” at each of the six levels:

1. Responding to CICO:
2. Responding to Social/Academic instructional groups:
3. Responding to Simple Tier 2 with Individualized Features (i.e. CNC):
4. Responding to Brief Function-Based Interventions:
5. Responding to Complex Function-based Interventions:
6. Responding to Wraparound Plans:

Individual Student Systems Evaluation Tool and Checklist for Individual Student Systems, 2007-10 (n=8 schools)



It Takes a District

District-level Implementation Process

- District meeting quarterly
 - District outcomes
 - Capacity/sustainability
 - Other schools/staff
- Building meeting monthly
 - Check on all levels
 - Cross-planning with all levels
 - Effectiveness of practices (FBA/Wrap)
- Coaching Capacity at Tier 1 as well as Tier 2/3
- Coordinators/Facilitators Wraparound Facilitators
 - CICO, SAIG, FBA/BIP, wraparound

Stages of Implementation

Implementation occurs in stages:

- **Exploration**
 - **Installation**
 - **Initial Implementation**
 - **Full Implementation**
 - **Innovation**
 - **Sustainability**
- 

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Tertiary Level System Components Installation Stage

1. **District Planning Team** to address the system challenges and address the data trends to be changed.
2. **Building level tertiary systems planning team** to monitor progress of tertiary plans and address challenges at building level.
3. **Tertiary Coaching** (District level).
4. **Facilitators** identified and “positioned” to facilitate Tier 3 teams and plans for 1-5% of students.
5. Comprehensive **training and technical assistance** plan.
6. **Data system/tools** to be integrated into tertiary practices.

Initial Implementation Stage:

- **District Leadership Team** meets at least quarterly
- District Tertiary Coach (.5 fte for start-up)
- 3 or more buildings with at least monthly Secondary **Systems** & Tertiary Systems Team mtgs.
- 3 or more buildings with **1-3 kids with 2** or more data points

Full Implementation Stage:

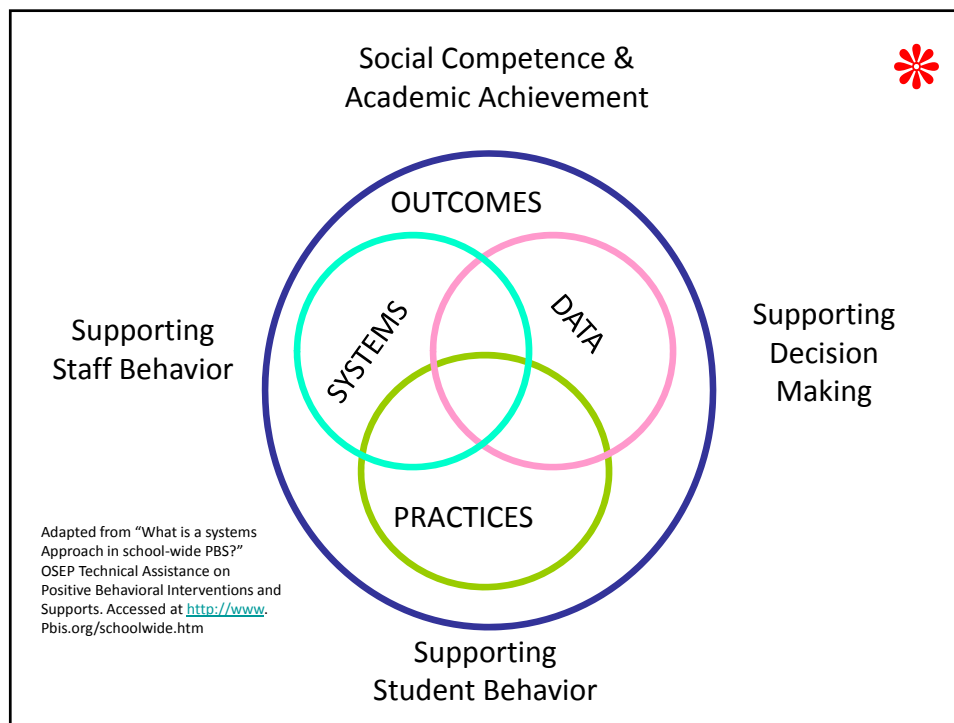
- District Leadership Team mtg. with a **Tertiary focus** at least quarterly
- District Tertiary Coaching (**1.0 fte allocated**)
- **6** or more buildings with at least monthly Secondary Systems, Tertiary Systems & **Problem Solving** Team mtgs.
- **6** or more buildings with **3 or more kids with 2** or more data points

Innovation Stage:

- District Leadership Team mtg. w. a Tertiary focus at least quarterly w. **community & family representation**
- District Tertiary Coach (1 fte)
- **9** or more buildings with at least monthly Secondary Systems, Tertiary Systems & Problem Solving Team mtgs.
- **9** or more buildings with **1-3 % of kids with 2** or more data points
- Modified district **policies/procedures**
- Specific strategies for **blending** related initiatives

Sustainability Stage:

- Representative District Leadership Team mtg. with **integrated** Tertiary focus **regularly**
- District Tertiary Coach/es 1 fte **or more** (fully funded)
- **80%** of buildings with at least monthly Secondary Systems, Tertiary Systems & Problem Solving Team mtgs.
- **80%** of buildings with **1-3 % of kids with 2** or more data points
- Modified district policies/procedures
- Specific strategies for blending related initiatives



Schools/districts need to reflect on the
system of support they are using

- Is your Tier 2 **designed** to support 7-15% of your student population?
- Can Tier 2 interventions be delivered **within 72hrs** of identification of need?
- Do your Sp.Ed. & Gen.Ed. systems work together? Hand-off? or Compete?
- Does **everyone** know how the system works (district/school staff, youth, families, community members)
- Is it simple, easy & **earth-friendly**?

Purpose of
“Model Development” Activity

- Schools to reflect on, modify, record systems and share with all stakeholders
- District leaders to assess school systems, provide feedback/suggestions, record and share with district stakeholders
- State/network to observe, learn about and to connect results of various “models” to student outcomes

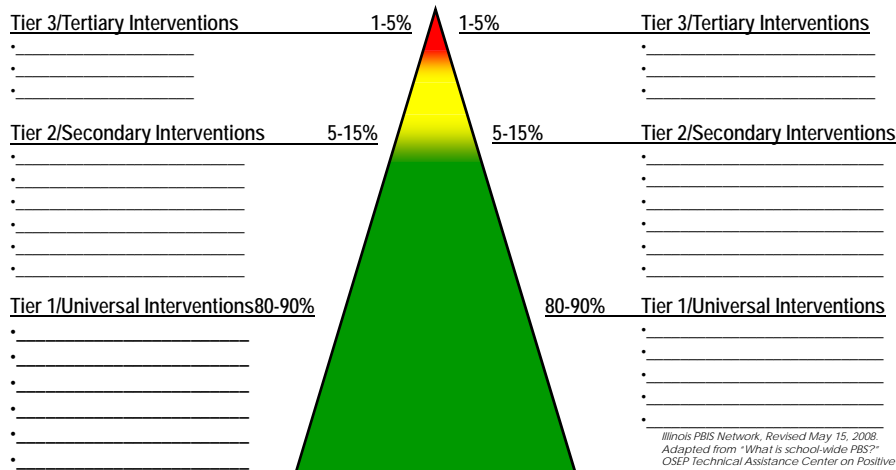
Model Development Activity

- 1) List **interventions** on blank triangle worksheet
- 2) Use "Model" worksheet to:
 - List official **teams/meetings** (ex. Child Study Team, Grade-level Meeting) (1st row)
 - Describe conversations/**purpose** of each team/meeting (2nd row)
 - Ex: Uses process data; determines overall intervention effectiveness
 - Interventions from triangle recorded in bottom clusters of boxes (rows 3-6), with appropriate team/meeting that oversees those supports
 - Use arrows to indicate "**direction of intervention layering**" from one type of intervention to another

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems



Model Development Worksheet <i>List official teams/meetings in 1st row, team/meeting purpose 2nd row & use bottom cluster of boxes for student interventions.</i>			
	↔		↔
↓	↓	↓	↓

Use arrows to indicate "direction of intervention layering" (If youth don't respond to intervention 'X', what do they get next?)

Experiences with Guiding Model Development

- Challenges on following slide indicate need for this activity
- Important to have:
 - a) Systems (clear, articulated, shared with all),
 - b) School leaders who can articulate their system of support,
 - c) District leaders to encourage a (relatively) consistent model of support
- Activity allows for unique type of self-assessment, increases awareness, motivates further system development

Experiences with
Guiding Model Development

School-level:

- Principals copying from each other
- Principals refusing to hand in worksheet
- Principals not knowing the answers and needing to consult with others/coaches

District-level:

- Unclear of what they (should) expect from schools
- Inconsistent models; whatever “works”
- Lack of monitoring/accountability
- Frustration/delay with academic “model” (RTI) makes integration difficult & may slow down behavioral supports