


**BENCHMARKS FOR
ADVANCED TIERS**


DON KINCAID
UNIVERSITY OF SOUTH FLORIDA

CYNTHIA ANDERSON
UNIVERSITY OF OREGON




Overview

- Development of the BAT
- Overview of the BAT
- BAT items—implementing the BAT
- Scoring the BAT
- Using the BAT in your school(s)




Assessment in PBIS

- Assess outcomes
 - ODR patterns
 - Turn-over
 - Absenteeism
 - Academics
 - Social validity
- Assess process
 - What are we implementing?
 - How well are we implementing?



PBIS Tools for Assessing Process

- Self Assessment
 - Monitoring progress over time
 - Developing an action plan
- External Evaluation
 - Snapshot of implementation
 - Useful when outside opinion is warranted



PBIS Tools for Assessing Process

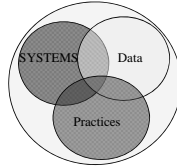
- Benchmarking
- Phase Implementation
- Targeted & Intensive Components of SWPBS
 - External
 - Individual Student Systems Evaluation Tool (ISSET)
 - Self Assessment
 - Benchmarks for Advanced Tiers (BAT)

Development of the BAT

- Initial development
 - Items pulled from ISSET and written for self-assessment
 - National experts reviewed
 - Items refined by USF and UO
- Pilot testing, Spring 2009
 - Final items agreed upon by USF and UO
- Validation begins w/Spring 2010 administration

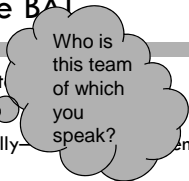
BAT

- Key Features
 1. Foundations: What needs to be in place?
 2. Tier II interventions
 3. Tier III interventions
- For each feature:
 1. What practices are implemented?
 2. What systems are used?
 3. What outcomes are assessed?



Completing the BAT

- BAT can be completed
 - Team as a group
 - Members individually
- Scoring rubric
 - Items scored as
 - 2-fully in place
 - 1-partially in place
 - 0-not started yet/not in place
 - Scores defined for each item



BAT Scales and Subscales

- Tier I Implementation of SWPBS
- Tiers II and III foundations
 - Commitment
 - Student identification
 - Monitoring and evaluation
- Tier II support system
- Main Tier II strategy
 - Implementation
 - Monitoring and evaluation
- Tier III intensive support systems
- Tier III assessment and plan development

| A Tier 1: Implementation of School-wide PBS | | | | |
|--|--|--|--|--------------------------|
| | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started | Circle Appropriate Score |
| 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 staff. | 2 1 0 |
| <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; display: inline-block;">Who is on the team?</div> | | | | |

| Tier 2-3: Foundations | | | |
|---|--|---|--|
| Commitment | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started |
| 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. |
| <input type="checkbox"/> Rationale <input type="checkbox"/> Sample report of information | | | |

| | | | |
|--|--|--|--|
| 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. |
| <input type="checkbox"/> Decisions <ul style="list-style-type: none"> <input type="checkbox"/> Who receives an intervention <input type="checkbox"/> What intervention is implemented <input type="checkbox"/> Progress is monitored for data-based decision-making | | | |

| C | Student Identification | 2-Fully in place | 1-partially in place | 0-not yet started |
|---|--|---|--|---|
| | 7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports. <input type="checkbox"/> Screening <input type="checkbox"/> ODRs <input type="checkbox"/> Request for Assistance <input type="checkbox"/> Nomination <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Other | At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year. | 1 data source is used to identify students for Tier 2 and Tier 3 supports and/or data are used less than twice a year. | Data sources are rarely used to identify students for Tier 2 and Tier 3 supports. |
| <input type="checkbox"/> "Data-based process" means a formal process <input type="checkbox"/> Possible processes <ul style="list-style-type: none"> <input type="checkbox"/> Screening <input type="checkbox"/> Teacher nomination <input type="checkbox"/> ODRs <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Request for Assistance | | | | |

| D | Monitoring and Evaluation | 2-Fully in place | 1-partially in place | 0-not yet started |
|---|--|---|---|---|
| | 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. 12. The <i>primary family members</i> of students receiving Tier 2 and 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. Family members 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. Family members 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. Family members do not receive notification about impact and changes to strategies. |
| <input type="checkbox"/> Directly involved teacher(s) <input type="checkbox"/> Notification <ul style="list-style-type: none"> <input type="checkbox"/> Informal <input type="checkbox"/> formal | | | | |

| Tier II Interventions | |
|-----------------------|--|
| | |

| Tier 2: Targeted Interventions | | | |
|--|--------------------------------------|--------------------------------|---|
| E Tier 2: Support Systems | 2-Fully in place | 1-partially in place | 0-not yet started |
| 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. |
| <input type="checkbox"/> Who is this team? <ul style="list-style-type: none"> <input type="checkbox"/> School-wide Tier II team <input type="checkbox"/> Grade-level teams <input type="checkbox"/> Possible function(s) <ul style="list-style-type: none"> <input type="checkbox"/> Match students to Tier II interventions <input type="checkbox"/> Progress monitor Tier II interventions <input type="checkbox"/> Refer students to Tier III supports | | | |

| Shift in Focus... |
|--|
| <input type="checkbox"/> Next 13 items focus on the school's "Main Tier II strategy" <ul style="list-style-type: none"> <input type="checkbox"/> Defining Tier II interventions <input type="checkbox"/> Identifying the "main" Tier II 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 | | | |
| **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 |
| 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 our 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. |
| <input type="checkbox"/> Role of coordinator <input type="checkbox"/> "sufficient time" means | | | |

| F Main Tier 2 Strategy Implementation | | Items 18-31 (gray shading) are to be completed for the most common Tier 2 strategy in use | | |
|---|--|--|--|--|
| **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 | |
| 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. | |

| Tier II Interventions (items 18-27) |
|--|
| <input type="checkbox"/> Consistent with Tier I <input type="checkbox"/> Established within the school <input type="checkbox"/> Explicit instruction in desired behaviors <input type="checkbox"/> Opportunities to practice <input type="checkbox"/> Data-based decision-making <input type="checkbox"/> Family communication <input type="checkbox"/> Procedures manual <input type="checkbox"/> Orientation materials <input type="checkbox"/> Efficient intervention |

| G Main Tier 2: Strategy Monitoring and Evaluation | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started | |
|---|--|--|--|--|
| 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. | |
| <input type="checkbox"/> Objective system <input type="checkbox"/> Data can be graphed | | | | |

| G Main Tier 2: Strategy Monitoring and Evaluation | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started |
|---|---|---|--|
| 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 |

| G Main Tier 2: Strategy Monitoring and Evaluation | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started |
|---|--|--|---|
| 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 or decision rules include exist for two or fewer of (a) monitoring, (b) modifying, and (c) ending a strategy. |

Goal is defined
 Use goal to determine

- Adequate progress
- Inadequate progress
- Success

| G Main Tier 2: Strategy Monitoring and Evaluation | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started |
|---|--|---|---|
| 31. Fidelity of the Tier 2 strategy is assessed. | The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed. | The Tier 2 strategy is evaluated, but less than annually. | The Tier 2 strategy is not evaluated to confirm that it is implemented as designed. |

Checklist
 Self assessment
 Student questionnaire
 Direct observation

| | | | |
|-------------------------------|--|--|--|
| Tier III Interventions | | | |
| | | | |

| H Tier 3: Intensive Support Systems | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started |
|--|---|--|---|
| 32. A team builds and implements Tier 3 behavior support plans. <input type="checkbox"/> Formal Team | 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. |

| I Tier 3: Assessment and Plan Development | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started |
|---|---|---|---|
| 44. The problem behaviors are operationally defined. <input type="checkbox"/> Operationally defined: What the person says or does <input type="checkbox"/> Antecedents and consequences | The problem behaviors for all FBAs are measurable and observable. | The problem behaviors for some FBAs are measurable and observable. | The problem behaviors for FBAs are neither measurable nor observable. |
| 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. |

| I | Tier 3: Assessment and Plan Development | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started |
|---|---|------------------|----------------------|-------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Items 49-53 focus on the intervention <input type="checkbox"/> Tier III interventions: <ul style="list-style-type: none"> <input type="checkbox"/> Prevent problem behavior (antecedent intervention) <input type="checkbox"/> Teach acceptable, alternative response <input type="checkbox"/> Reinforce desired behavior <input type="checkbox"/> Minimize reinforcement for problem behavior <input type="checkbox"/> When needed—include steps to ensure safety <input type="checkbox"/> Plan stipulates training and coaching to occur | | | | |

| J | Tier 3: Monitoring and Evaluation | 2-Fully in Place | 1-Partially in Place | 0-Not Yet Started |
|-----|---|---|---|--|
| 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). |
| 55. | Data collected on student behavior is used to assess intervention effects and make modifications as needed. | Data collected on student behavior is 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. |
| 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. |

| Overview | | | | |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Development of the BAT <input type="checkbox"/> Overview of the BAT <input type="checkbox"/> BAT items—implementing the BAT <input type="checkbox"/> Scoring the BAT <input type="checkbox"/> Using the BAT in your school(s) | | | | |

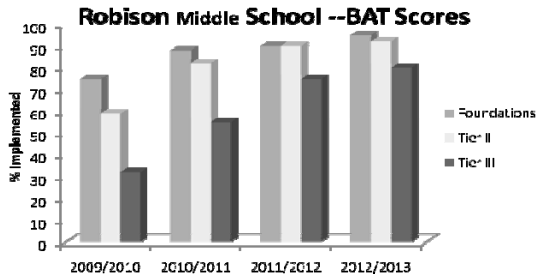
Using the BAT Results

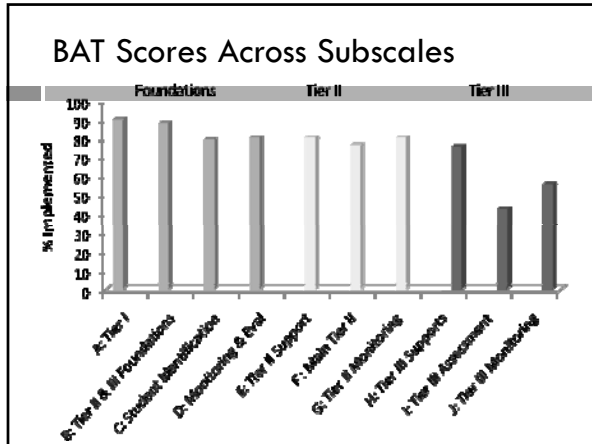
- School teams should use the BAT to build an action plan to define next steps in the implementation process.
- The BAT can also assess progress over time, as scores on each area can be tracked on a year-to-year basis.

Using the BAT for DBDM

- Create two graphs
 1. A graph with the percent implemented for each of the scales (Foundations, Tier II, Tier III)
 2. A graph with the percent implemented for each of the Subscales
 3. Prepare a brief written explanation of the data focusing on the things that the school is doing well and have in place as well as the areas where some revisions may strengthen the existing procedure(s).
 4. Ideally, share the information with the team when they meet to review the status and Action Plan for the future.

Benchmark for Advanced Tiers (BAT)





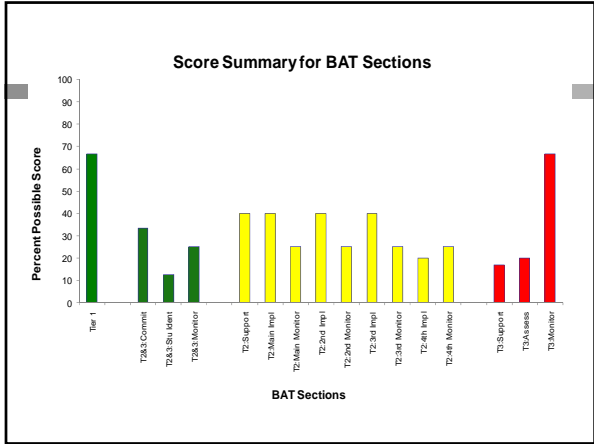
| A. Tier I: Implementation of School-wide PBS | Our Goal(s) | Tasks Toward Achieving Our Goal(s) | Who | Priority Level & By When |
|---|-------------|------------------------------------|-----|--------------------------|
| 1. School-wide PBS, Tier I/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC. <u>Bully in Place:</u> 80%/80% on SET, 70% on BoQ or 80% on TIC or PIC | | | | H M L |
| 1. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff. <u>Bully in Place:</u> Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff. | | | | H M L |
| 1. 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. <u>Bully in Place:</u> The system includes all 6 features. | | | | H M L |

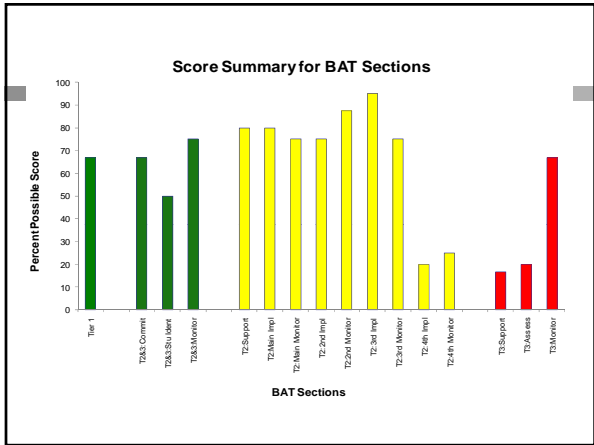
Using the Data for Action Planning

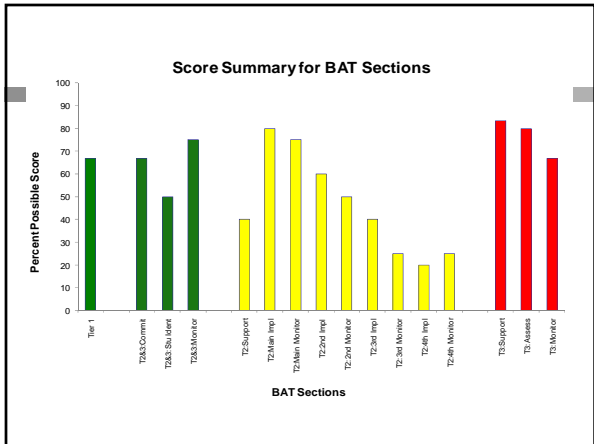
ACTION PLAN

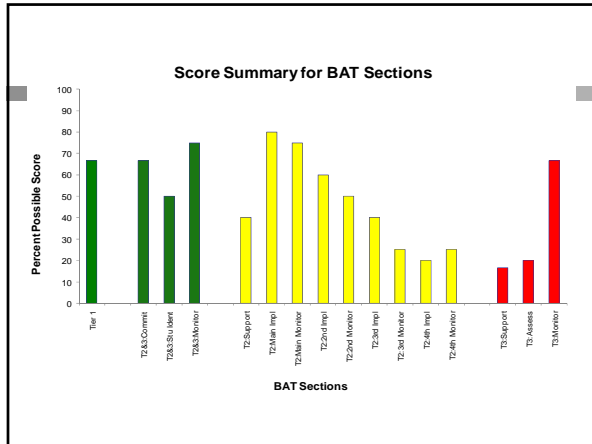
District _____ School _____ Date _____

| Section Name | Action/Activity | Who is responsible? | When will it be started? | When will it be completed? | When will we evaluate it? |
|--------------|-----------------|---------------------|--------------------------|----------------------------|---------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |









Psychometrics

- Needs in the field push for “tools” before complete measures of reliability and validity are attained
- Future research efforts
 - A. Gathering validity data
 - B. Gathering reliability data
 - C. Factor analysis

Accessing the BAT

- Available from FLPBS website
- Can access from renovated PBSSURVEYS site