

STRATEGIES FOR IMPLEMENTING EFFECTIVE TIER 3 SUPPORTS IN TYPICAL SCHOOL ENVIRONMENTS

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Rose Iovannone University of South Florida iovannone@fmhi.usf.edu
Cindy Anderson University of Oregon canders@uoregon.edu
Terry Scott University of Louisville t.scott@louisville.edu

Horizontal lines for notes

AGENDA

- Overview of Issues
Sample Strategies that Attempt to Address Issues
Process
Implementation
Measurement
Professional Development
Audience Questions and Comments



Horizontal lines for notes

TIER 3 PROCESSES IN SCHOOLS

- Setting the stage...
Function-based interventions have extensive applied research of effectiveness for students with the most serious problem behaviors
Challenge—applying a technically adequate and effective FBA process that has contextual fit with complex school environments



Horizontal lines for notes

WHAT ARE THE MAJOR ISSUES FOR TIER 3 IMPLEMENTATION IN SCHOOLS?

- ☒ Process
- ☒ Implementation
- ☒ Measurement
- ☒ Professional Development



PROCESS ISSUES

- ☒ Lack of standardized process, policy, procedures
 - ... One size for all? (i.e., what are the necessary components for an effective FBA?)
 - ☒ Direct methods—observations
 - ☒ Indirect methods—interviews, checklists, rating scales
 - ☒ Functional Analysis
 - ... Is function always necessary?
 - ☒ Structural assessment?
 - ☒ Effective instruction?
 - ☒ Overpower function
 - ... Experimental verification
 - ☒ Analogs?
 - ☒ Brief FA/SA?
 - ☒ Intervention as the verification?



IMPLEMENTATION ISSUES

- ☒ Implementing efficient and effective FBA process in current school contexts
- ☒ Team implementation
 - ... Who, when, how
 - ... Where's the evidence for teams producing valid FBAs and BIPs without expert assistance?
 - ... Sustainability?



MEASUREMENT ISSUES

- ☞ Fidelity
 - ... Process and intervention implementation
 - ... Who measures fidelity?
 - ... How should it be measured?
 - ... Remediation?
- ☞ Student progress
 - ... Individual and systemic levels
 - ... What data do we want?
- ☞ Social validity
 - ... From teacher, student, parent, other perspectives
 - ... How acceptable and effective were the strategies?



PROFESSIONAL DEVELOPMENT ISSUES

- ☞ Skill vs performance deficits
 - ... Not only *can staff* but also *will staff*
- ☞ Skill deficit
 - ... How much training is sufficient
 - ... What kind of training
 - ... How delivered and by whom
- ☞ Performance deficit
 - ... Competing activities (busy)
 - ... Competing reinforcers (easier to ignore?)
- ☞ Methods of training
 - ... Same for all?
 - ... Determining key people who will be facilitators (knowledge, skills, characteristics) of Tier 3
 - ... Applying knowledge of how adults learn



INTENSIVE POSITIVE BEHAVIOR SUPPORT AT TIER III: LESSONS LEARNED

LESSON 1: PREVENT THE NEED FOR TIER III

- ☒ Tier III interventions require...
 - ... Extensive expertise
 - ... Prep time
 - ... Resources, resources, resources
- ☒ Preventing Tier III
 - ... Solid Tier I foundation
 - ... 3-tier model for academics is in place
 - ... Access to several GOOD secondary interventions
 - ... Data-based decisions across tiers



LESSON 2: DISTRICT SUPPORT IS CRITICAL

- ☒ Coaching/Technical assistance
 - ... Data systems and use
 - ... Efficient team meetings
 - ... Efficient FBA and support planning
 - ... Putting out fires
- ☒ Initial and ongoing training
 - ... Plan out 2-3 years to build Tier III capacity
 - ... Training
 - ☒ Model of function-based support
 - ☒ FBA strategies
 - ☒ Support planning



LESSON 3: KEEP IT SIMPLE

- ☒ FBA process clearly delineated
- ☒ Clear levels of FBA w/defined roles
 - ... Simple
 - ... Efficient
 - ... Complex
- ☒ Template for support planning
- ☒ Tools for progress monitoring



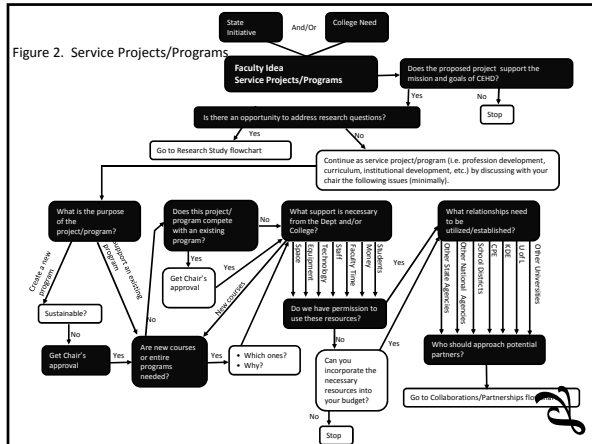
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LESSON 4:

- ☒ systems, data, practice, systems, data, practice
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**EFFORTS TO
SIMPLIFY**



UN-SIMPLIFIED FBA

1. Operational definition of behavior
2. Identify the predictable antecedent-behavior-consequence chains
3. Determine stimulus control and the operant function
4. Verify function using analog experimental analyses
5. Determine the appropriate functional replacement behavior
6. Manipulate antecedent and consequence events to facilitate the replacement behavior?
7. Develop a measurement system to evaluate intervention

Keys: Prompts Graphics Coaches

SIMPLIFIED FBA

Simplify Vernacular

- In special education we often use acronyms or terminology that are difficult for others to understand.
 - Just using the term "function" may be less effective than saying *how behavior meets a student's needs* or *how behavior helps the student communicate* or *why they'd want to do it* or *purpose* or *what's in it for them?*

Simplify Rationale

- Simplified rationale
 - If we can predict it then we can prevent it – and that will save time and effort
 - The FBA is just the information we need in order to build an effective intervention plan

Simplify Procedures

- What's the least amount we could do to make this student be successful?
- Prompting, Graphics, Coaching, Support

SUMMARY

The BIP includes:

- ☒ Antecedents
 - ... Expectations, time, environment, routines
- ☒ Instruction
 - ... Curriculum, prompts, engagement, modeling
- ☒ Consequences
 - ... Functional consequences for positive and negative behavior



BEHAVIOR INTERVENTION PLAN

- ☒ Prevention first (antecedents)
 - ... If you could have \$10,000 if it happened tomorrow . . .
- ☒ Effective Instruction (Behavior)
 - ... Do they know it and can they do it
 - ... Show them how (model), engage them, teach it!
- ☒ Functional Consequences
 - ... Meet needs when behavior is appropriate
 - ... Not meet needs when behavior is inappropriate

START

What do you want him/her to do?
Will this meet their functional needs?