



Transforming the Tier 3 Process: We're in It for the Long Haul

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This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Objectives

Participants will:

- Describe the action planning process for developing district-wide Tier 3 policies and procedures
- Identify elements that contribute to the development of a comprehensive Tier 3 process
- List the variables that may negatively impact a Tier 3 action planning process



Why Develop a Comprehensive Tier 3 Process?

- 70% of middle and high school teachers report disruptive behavior as a serious problem in their schools (Anderson & Scott, 2009)
- 85% of new teachers feel unprepared to manage discipline problems (Anderson & Scott, 2009)
- Historically educators have relied on a variety of reactive approaches to discipline that have not proven effective (Skiba & Raush, 2006; Skiba, Ritter, Simmons, Peterson, & Miller, 2006)
 - Detention
 - Suspension
 - Expulsion



What We Know

- Districts are not scaling up to provide the most effective and efficient supports to meet the needs of all students
- Implementation of Tier 3 supports is unlikely to be sustained over time without active involvement and support from the district (Sugai, Horner, & McIntosh, in press; Sugai & Horner, 2001)
- FBA/BIP process is not being implemented as intended (McIntosh, 2007; Scott & Kamps, 2007; Scott, Liaupsin, Nelson & McIntyre, 2005)



What is Needed

District Support:

- Comprehensive Tier 3 process
- Link between tiers of supports
- Allocation of resources to support Tier 3 process and procedures
 - District-Level: FTE for district staff, training and professional development
 - School-Level: Staff expertise and time
- Process to identify and prioritize students at risk for, or in need of Tier 3 supports
- Evidence-based Tier 3 strategies and supports across the district
- System to collect and track data
- Evaluate Tier 3 interventions and student outcomes
- On-going training
 - Process fidelity
 - High quality functional assessments and behavior plans (FBA/BIP)
- Fidelity of implementation at all levels (school and district)



PBS/Rtl:B Goal for Tier 3

- **Florida school districts will have an individualized, comprehensive Tier 3 process that is implemented district-wide with fidelity, utilizes response to intervention problem-solving, and monitors student progress, which results in improved academic and behavioral success of all students.**



Participants

Year 1: 2008-2009

- Total Schools = 6
 - 2 Small: >10,000 students
 - 1 Medium: > 50,000 students
 - 3 Large: 50,000+ students

Year 2: 2009-2010

- Total Schools = 9
 - 1 Small, >10,00 students (1 district dropped)
 - 4 Medium, > 50,000 students (added 3 districts)
 - 4 Large, 50,000+ students (added 1 district, 1 district “on-hold”)



Achieving the Goal: Transforming the Tier 3 Process



Florida Department of Education
Dr. Eric Smith, Commissioner



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Transforming the Tier 3 Process

Steps:

1. Establish a Tier 3 District Leadership Team
2. District interview of current Tier 3 process and procedures
 - Determine strengths and areas of growth
3. Randomly-selected products (FBAs and BIPs)
 - Determine strengths and areas for growth
4. District Action Planning
 - Develop and gain consensus on a district vision for Tier 3
 - Establish long and short-term goals
 - Develop action steps
5. Technical assistance and progress monitoring



Step 1: Establish a Tier 3 District Leadership Team

- Interested districts contact the FLPBS project
- Explanation of the Tier 3 process and technical assistance is provided
- ‘District readiness’ is determined
 - Time required to commit to the process (meetings and action steps)
 - Longevity of the process and sustainability (3 to 5 years)
 - Identification of a Tier 3 District Leadership Team
 - District General Education and ESE staff (Rtl team members)
 - Authority to commit resources, determine district-wide plans for school personnel, make adjustments in job responsibilities, set training and professional development, ensure changes
 - Behavior ‘expert’ with direct involvement in the Tier 3 process (BCBA, School Psychologist, Social Worker, Behavior Specialist, CABA, etc)
- Schedule interview (phone or face-to-face)



Step 2: Current Tier 3 Process and Procedures

Tier 3 Initial District Interview:

- **District Team/Staff Responsible for Tier 3**
 - Is there a district team to plan, evaluate, and monitor the Tier 3 process?
 - Who has training/behavioral expertise on the district team? What kind of training? (where/how)
 - How much time do district staff devote to the FBA/BIP process? It is sufficient?
- **District Process: How does the district...**
 - systematically plan, monitor and evaluate the Tier 3 process?
 - ensure the process is implemented with fidelity?
 - provide professional development? (training on FBAs/BIPs)
 - identify and prioritize students in need of Tier 3 supports
 - Collect and analyze data
- **School-Based Process: How does the school...**
 - conduct FBAs and develop BIPs?
 - provide training/coaching to staff on BIP implementation?
 - collect data and monitor progress (fidelity, student outcomes)



Tier 3 Initial District Interview

District:	Date	Interviewer:
Name/Title of Interviewees:		
<u>District Team/Staff Responsible for Tier 3</u>		
1. Does the district have a team for the purposes of planning, evaluating, and modifying the Tier 3 (individual/intensive) process? <i>(not student specific) If no, skip to question 5.</i>	Yes	No
2. What are the names and roles of the people on the district team?		
3. Who is the district team leader/coordinator?		
4. Who on the district team has training and expertise in behavioral principles? Where and how did they receive their training (e.g., <u>preservice</u> , experience, professional development, graduate work)		
5. Which members of the district team conduct FBAs and develop BIPs? Are other people (district/school) responsible for conducting FBAs and developing BIPs? If yes, what are their names and titles? What is their training and expertise in behavioral principles?		
6. How much time are the people indicated above expected to devote to conducting the FBA/BIP process?		
7. Is the time allocated sufficient?	Yes	No

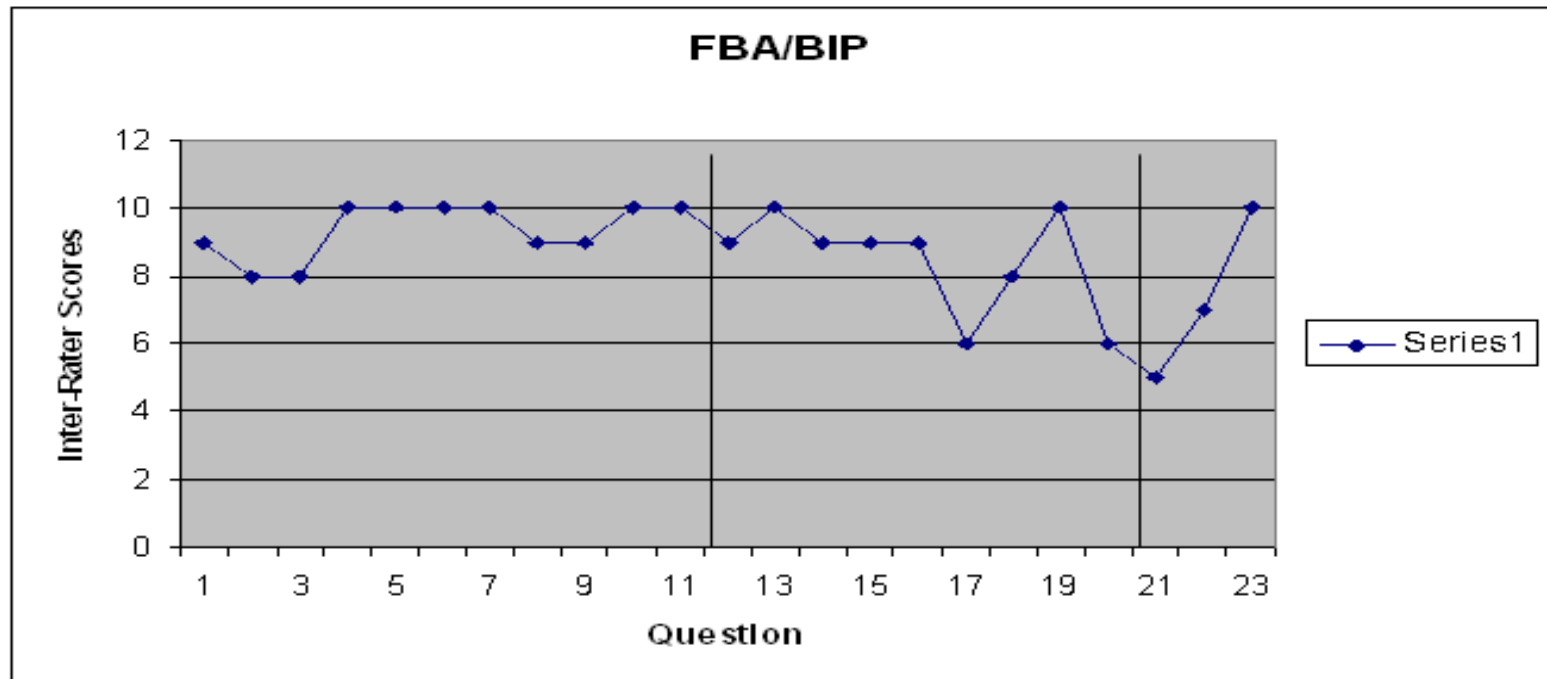
Step 3: Product Review

- Ten (10) randomly selected FBA/BIPs submitted
 - general and special education
 - across schools
 - multiple grade levels
 - varying disabilities
 - developed by multiple personnel
- Reviewed for technical adequacy based on the literature (Killu 2008; Scott & Kamps, 2007; Conroy, Clark, Fox & Gable, 2000)
 - Assessment: Data Collection and Hypothesis Development
 - Behavior Intervention Plan
 - Evaluation and Monitoring



FBA/BIP Inter-Rater Reliability

Tier 3 FBA/BIP Inter-Rater Reliability Graph



10 FBA/BIPs randomly selected; 2 from each of 5 Districts

Questions 1-11: Assessment Component (.94 inter-rater by question)

Questions 12-20: BIP Component (.84 inter-rater by question)

Questions 21-23: Evaluation and Monitoring Component (.73 inter-rater by question)

PBS Tier 3: Product Evaluation Form and Scoring Guide



PBS Tier 3: Product Evaluation Form
Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

District: _____ Reviewer: _____ Date: _____

Student Initials: _____ Grade: _____ Age or DOB: _____ Gender: Male Female

Ethnicity: African-Am Caucasian Hispanic Other Unknown **Date of FBA:** _____ **Date of BIP:** _____

Score each item using the Product Evaluation Scoring Guide. Total the points earned for each 'feature' and write it in the box.

Component	Benchmark	Scoring Guide	Score
I. ASSESSMENT Data Collection and Hypothesis Development	1. Data collected from multiple sources to complete the functional assessment and identify problem behavior(s), in addition to initial teacher referral report . <i>Check all that apply.</i> <input type="checkbox"/> Student interview <input type="checkbox"/> Parent interview <input type="checkbox"/> Teacher interview <input type="checkbox"/> Record review <input type="checkbox"/> Direct Observations	0 = unable to determine 1 = one source 2 = two or more sources	
	2. Problem behaviors identified and operationally defined. (easily observable and measurable) List problem behavior(s):	0 = none operationally defined 1 = at least one 2 = all problem behaviors	
	3. Baseline data collected on the problem behavior(s), in addition to ODR, ISS, and/or OSS data, until a pattern of behavior and need for intervention was established. <i>Check all that apply.</i> <input type="checkbox"/> Frequency <input type="checkbox"/> Duration <input type="checkbox"/> Intensity <input type="checkbox"/> ABC Chart <input type="checkbox"/> Daily Behavior Rating <input type="checkbox"/> CICO	0 = unable to determine 1 = ambiguous behavior pattern 2 = clear pattern of behavior	
	4. Setting events identified and described related to the problem behavior (e.g. medication, schedule changes, event prior to school, home, etc.) <input type="checkbox"/> Medical <input type="checkbox"/> Academic <input type="checkbox"/> Environmental	0 = unable to determine 1 = identified, not described 2 = identified and described, OR do not exist	
	5. Antecedents and/or routines identified where problem behavior is most likely to occur. (i.e. triggers and/or predictors of problem behavior) List antecedents and/or routines:	0 = none 1 = identified, lacks detail 2 = identified and detailed	

Tier 3 Product Evaluation Scoring Guide

March 2010



Benchmark	0 – Not Addressed	1 – Partially Addressed	2- Fully Addressed
1. Data collected from multiple sources to complete the functional assessment and identify problem behavior(s), <i>in addition</i> to initial teacher referral report.	Unable to determine from FBA packet if data were gathered from other sources <i>in addition</i> to initial teacher referral report.	Clear documentation that data were collected from <i>at least one</i> other source, <i>in addition</i> to initial teacher referral report. Examples: student, parent, teacher interview, record review, direction observation, reports/forms available.	Clear documentation that data were collected from <i>two or more</i> sources, <i>in addition</i> to initial teacher referral report. Examples: student, parent, teacher interview, record review, direction observation, reports/forms available.
2. Problem behavior(s) identified and operationally defined. (observable and measurable)	<i>No</i> problem behavior(s) are stated in observable and measureable terms, OR problem behavior(s) are checked from a list. Examples of non-measurable behaviors: defiance, aggression, disruption, disrespect, non-compliance	<i>At least one</i> of the identified problem behaviors is operationally defined (observable and measurable) Any stranger would be able to identify the problem behavior. Examples: Hits face with an open hand causing a red mark; Screams curse words at the teacher while tearing the assignment into several pieces and throwing the pieces on the floor.	ALL identified problem behaviors are operationally defined (observable and measurable). <i>*if only one problem behavior is identified and operationally defined, Score a 2.</i>
3. Baseline data collected on the problem behavior(s), <i>in addition</i> to ODR, ISS, and/or OSS data, until a pattern of behavior and need for intervention were established.	Unable to determine from FBA packet if baseline data were collected <i>in addition</i> to school-wide sources (i.e. ODR, ISS, OSS)	Documentation exists that supplementary baseline data were collected, <i>in addition</i> to school-wide data (i.e. ODR, ISS, OSS), but the data do not provide a consistent pattern of problem behavior from	Documentation exists that supplementary baseline data were collected, <i>in addition</i> to school-wide data (i.e. ODR, ISS, OSS) and data provides a consistent pattern of problem behavior from which a clear

PBS Tier 3: District Process and Products Summary



Florida PBS:RtIB – Tier 3 District Process and Products Summary

District: _____

Date: _____

PBS Tier 3 Consultants: _____

Strengths

1. Tier 3 Process Summary

a. District-Level

- District staff currently responsible for Tier 3 services/supports have expertise in behavioral principles (BCBA/BCABA)
- Specific procedures outlined for E/BD students needing Tier 3 supports

2. Product Summary - Most of the FBA/BIPs reviewed contained a significant number of the essential components of effective practice as identified in the research:

a. Functional Behavior Assessment

- *Baseline data* establishing a clear pattern of behavior or need for intervention
- *Identifiable hypothesis*, including all 3 essential components, linked to the data

b. Behavior Intervention Plan

- Hypothesis includes the 3 essential components and matches the FBA hypothesis

c. Evaluation and Progress Monitoring

- Includes a detailed plan for collecting data on the problem behavior (i.e. who, how often/when, method, review date)

Areas for Growth

1. Tier 3 Process Summary

a. District Process

- Establish specific procedures for identifying and prioritizing all students in need of Tier 3 supports and how students will access those supports
 - Identification process (teacher nomination/ranking, ESE referrals, ODRs, lack of response to Tier 2 services, etc)
 - Timelines

b. School-Based Process

- Establish a system to train/coach teachers on intervention implementation
- Establish a system to monitor and evaluate fidelity of implementation

Summary of Tier 3 FBAs/BIPs

1. **Strengths:** Most of the FBA/BIPs reviewed contained a significant number of the essential components of effective practice as identified in the research
 - a. **Functional Behavior Assessment**
 1. Data collected from *multiple sources* including key stakeholders
 2. *Operationally defined* problem behaviors (i.e. observable and measurable)
 3. *Baseline data* collected establishing a clear pattern of behavior or need for intervention
 - b. **Behavior Intervention Plan**
 1. Hypothesis included the 3 essential components and matches the FBA hypothesis
 2. Included minimum of one *prevention* strategy
2. **Areas for Growth**
 - a. **Functional Behavior Assessment**
 1. Operationally define all problem behaviors being addressed rather than using terms such as aggressive, defiant or "shuts down" to ensure that everyone is addressing the same behavior. *(Question 2)*
 2. Attach baseline data information to the FBA. *(Question 3)*
 - b. **Behavior Intervention Plan**
 1. Provide more detailed information on the prevention strategies. For example if 'assignments modified' is checked, provide information regarding which assignments will be modified, what those modifications will include and who will be responsible for making the modifications. *(Question 15)*
 - c. **Evaluation and Progress Monitoring**
 1. Include detailed plans for collecting data on *both* problem and replacement behaviors *(Questions 21 & 22)*
 2. Include a specific plan for collecting fidelity data on BIP implementation. Lack of progress toward the behavioral goal may be due to implementation issues, not plan effectiveness. Is the plan being implemented as designed? *(Question 23)*

FBA/BIP Process and Product Summary

Component	# of FBA/BIP	Possible Points/Evaluation	Total Possible Points	Points Obtained	Range lowest-highest	%
I. Assessment: Data Collection & Hypothesis <ul style="list-style-type: none"> • Data collected via multiple sources • Problem behavior operationally defined • Baseline data collected on problem behavior • Antecedents/routines identified where problem behavior <i>often occurs</i> (triggers) • Events identified that maintain problem behavior • Identifiable hypothesis includes all 3 components & linked to FBA data • Function of behavior is research-based 	12	22	264	192	9 - 21	.72
II. Behavior Intervention Plan <ul style="list-style-type: none"> • BIP developed ≤ 30 days • <u>FBA & BIP</u> hypothesis match • Prevention strategy included & linked to data • Replacement behavior identified & serves same function as problem behavior • Strategy included to reinforce new skill • Strategy identified to minimize reinforcement of problem behavior • Task analysis included for all strategies 	12	18	216	144	5 - 18	.66
III. Evaluation and Progress Monitoring <ul style="list-style-type: none"> • Specific plan outlined to monitor progress on problem behavior • Specific plan outlined to monitor progress on replacement behavior • Plan identified for collecting fidelity data on BIP implementation 	12	6	72	14	0 - 3	.19
TOTAL	12	46	552	350		.63

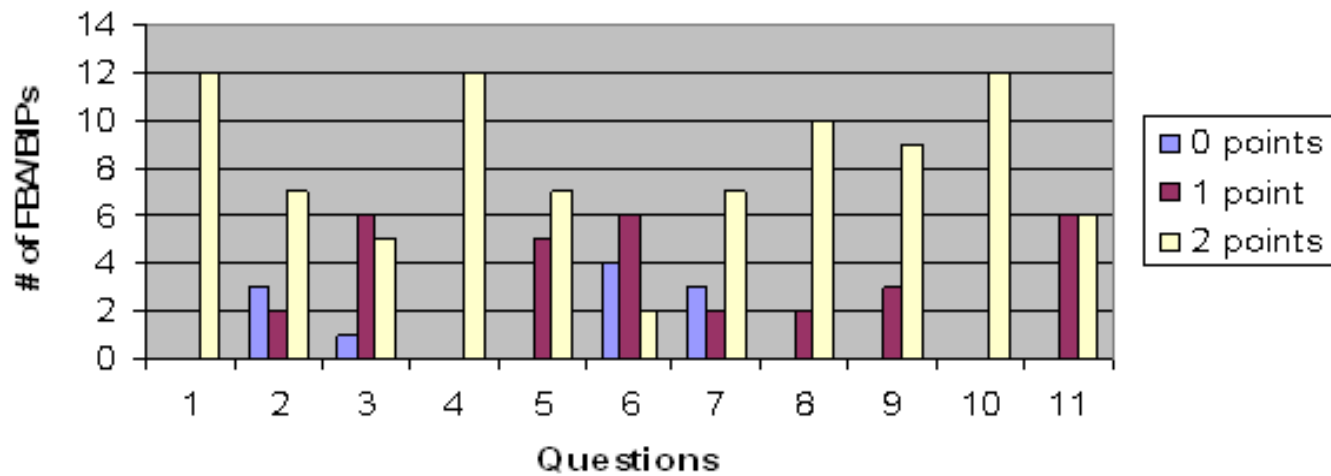


Category	Total Percent	Description
Weak	<50%	FBA's and BIP's reviewed contain few of the essential components of effective practice as identified through research which are necessary to produce positive behavior changes and promote pro-social behavior.
Fair	50-70%	FBA's and BIP's reviewed contain some of the essential components of effective practice as identified through research which are necessary to produce positive behavior changes and promote pro-social behavior.
Good	71-90%	FBA's and BIP's reviewed contain many of the essential components of effective practice as identified through research which are necessary to produce positive behavior changes and promote pro-social behavior.
Excellent	>90%	FBA's and BIP's reviewed contain most of the essential components of effective practice as identified in the research which are necessary to produce positive behavior changes and promote pro-social behavior.

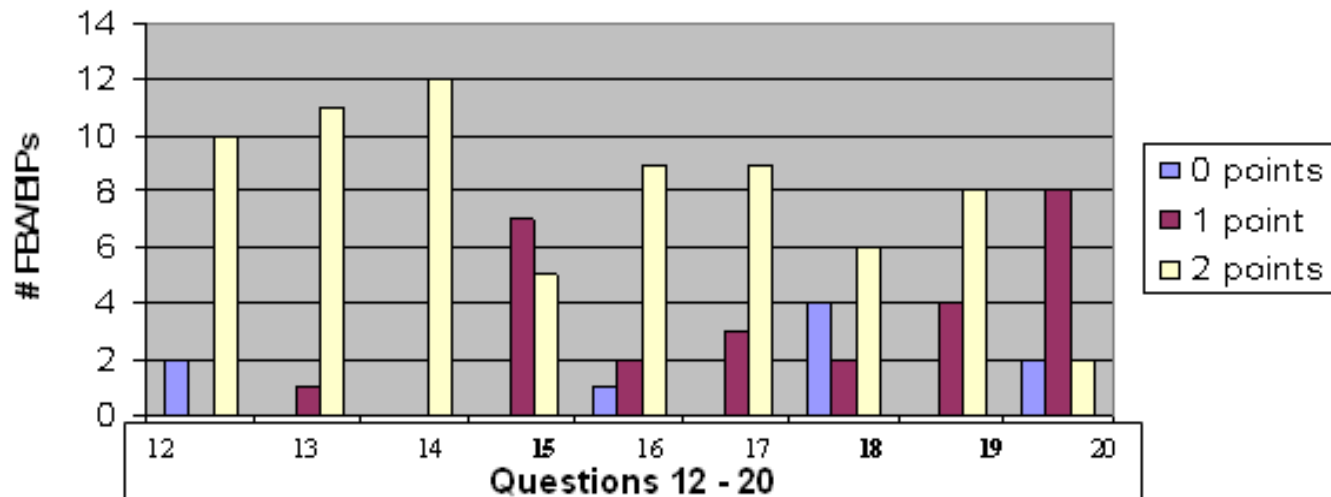
FBA/BIP Process and Product Summary For ESE Students

Component	# of FBA/BIP	Possible Points/ Evaluation	Total Possible Points	Points Obtained	Range lowest-highest	%
I. Assessment: Data Collection & Hypothesis	7	22	154	96	9 – 20	.62
II. Behavior Intervention Plan	7	18	126	67	5 – 14	.53
III. Evaluation and Progress Monitoring	7	6	42	5	0 - 2	.12
TOTAL	7	46	322	168		.52

FBA/BIP Assessment Data



FBA/BIP Intervention Plan Data



Step 4: District Action Planning

- Tier 3 District Process and Products Summary
 - Process strengths and areas for growth process
 - Product strengths and areas for growth
- District vision for Tier 3
 - Develop Tier 3 vision
 - Gain consensus
 - Determine and prioritize ‘areas of focus’ (process matrix, data collection, training, etc.)
- Goals for reaching the vision
 - One or two short-term goals based on prioritized ‘areas of focus’
 - Expected outcomes and measures
 - Develop and prioritize action steps



Step 5: Technical Assistance and Progress Monitoring

- **Technical Assistance:**
 - Develop or revise a district's Tier 3 process and procedures
 - FTEs, job responsibilities (district-level and school-based)
 - Identify benchmarks
 - Identification, referral and monitoring progress
 - Identify evidence-based interventions
 - Protocol to ensure fidelity of implementation
 - Efficient data tracking system (district, school, student)
 - Create or revise products and forms
 - FBA/BIP, data collection, fidelity of implementation, etc.
 - Skill-building training in specific Tier 3 practices
 - Resources
 - Tools, forms, research data, etc.



Strengths

Across Districts:

- Tier 3 district leadership team commitment
- Aware of the need to scale-up and address Rtl for behavior
- Understanding of district strengths and areas for growth
- Desire to improve Tier 3 supports and services across the district
- Behavioral expertise at the district level
- Desire to improve quality of life for all students



Focus Areas

Across Districts:

- Upper-level district buy-in and support across departments and personnel
- Universally-practiced, comprehensive Tier 3 process for all students
 - Identification, assessment, data collection, progress monitoring, exit criteria, etc.
- Fidelity of the Tier 3 process and intervention implementation
- High quality functional assessments
- Evidence-based intervention strategies linked to functional assessment data
- School-based training/coaching



Martin County School District Stuart, Florida Tier III Committee

A Pilot Project with
University of South Florida

www.sbmc.org

(772)219-1200

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Florida Department of Education
Dr. Eric Smith, Commissioner

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County Fast Facts

- Martin County Population: 143,868
- Ages 0-17 make up 17% or 25,194
- 2nd highest per capita income in Florida
- Covers 556 square miles
- Major industry: retail trade; health/social service; agriculture; construction
- Martin County School District is the second largest employer in the county with 2,800 employees



Martin County School District Facts

- 17,561 students
- 6 Pre K Centers
- 12 Elementary (K-5)
- 5 Middle Schools (grades 6-7)
- 3 High Schools
- 2 Charter Schools
- 8 consecutive years as an “A” District under Florida’s A+ Plan
- Seniors score higher on ACT and SAT than state and national average
- Elected Superintendent and School Board Members



PBS in Martin County

Model School Status:

Gold

- Jensen Beach High School
- J.D. Parker Elementary

Silver

- Dr. David L. Anderson Middle School
- Jensen Beach Elementary

Bronze

- Stuart Middle School
- Pinewood Elementary

New 2009/2010:

- Martin County High School
- South Fork High School
- Hidden Oaks Middle School



Long Term Goal/Vision

By June 2012, Martin County will have a tiered district-wide Rtl process for behavior that is consistent, efficient and user friendly which increases the academic and behavioral success of all our students



Hurdles to the Process

Lengthy and time consuming process (1-2 years)

Multidisciplinary membership

- Difficult to coordinate time for all to meet
- Size of committee
- Communicating with members working in varied departments & locations throughout the district (Gen. Ed.; ET; School based; ESE)

Coordinating a System Change

- PBS
- RTI (academic & behavior)
- Special Education
- Educational Technology
- Resistance



Hurdles continued

- **Data**
 - Number of FBA/BIP
 - Tracking behavior
 - Variety of data sources
- **344% increase over 5 years of students with ASD**
 - Creates a major impact on Tier III resources
 - Students consume resources (time, staff, individual, family, FBA/BIP)



Accomplishments

- Increased involvement with PBS
 - District goal: By 2013 all schools will be implementing PBS
- Comprehensive & uniform data collection system
- Cooperative and collaborative effort between RTI, PBS and Special Education
- Increased use of data-driven decision-making
- Enhanced Tier II interventions
- Training & Support
 - ERASE; CAT; Tier II; Tier III; CICO; Core team



Outcomes

- A clear uniform process for all 3 Tiers
 - Identification
 - Assessment
 - Progress monitoring
 - Evaluation
 - Tracking
 - Interventions
- Multiple levels of Tier III
 - Simple FBA - Erase
 - Comprehensive FBA/BIP
 - Wraparound Supports
- Increased sensitivity to student needs and types of interventions



Next Steps for PBS/RtI:B Tier 3 Technical Assistance

- All nine active Florida school districts will:
 - develop consistent, effective Tier 3 processes and procedures for their district
 - develop an efficient data collection and tracking system to monitor student progress
 - enhance the technical adequacy of school-based staff in developing functional assessments and writing effective intervention plans linked to FBA data
 - implement the Tier 3 process with fidelity across their district
 - become self-sustaining over time



Next Steps for PBS/Rtl:B Tier 3 Technical Assistance

- Florida's PBS/Rtl:B project will:
 - provide Tier 3 technical assistance to additional school districts across the state
 - identify essential components contributing to a district's success in developing effective Tier 3 processes and procedures
 - identify factors that negatively impact a district's ability to develop and implement a district-wide Tier 3 process
 - develop strategies to address the variables adversely impacting district success
 - augment the technical adequacy of FBAs and BIPs across the state



Questions



Contact Information

Florida's Positive Behavior Support Project: Response to Intervention for Behavior

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