Implementing Tier 3 Takes Work:
The Systems & Supports Needed to Succeed

Gail Chan, Steve Goodman, Don Kincaid, Lee Kern and Brandi Simonsen
Agenda for Today

• Goal: Understand the systems issues that need to be addressed to put effective Tier 3 supports in place

• We will build on the systems identified within the Tiered Fidelity Inventory (https://www.pbis.org/resource/tfi)

• We will address systems at the district, school and student team level
Why are we here today?

Improve outcomes for students with the most severe and persistent learning and behavioral needs

Cross Center Collaboration -- Improving effective intensive intervention supports
Multitiered System of Supports (MTSS)

All students receive access to quality core instruction

Some students will need targeted supports

A few students will need intensive supports

Universal Tier 1

Targeted Tier 2

Intensive Tier 3
Prior Work: Myths, Facts, and Considerations for Tier 3
Critical Systems for Tier 3

1. Teaming
2. Identifying students
3. Staffing and Professional Development
4. Student/Family/Community Involvement
5. Assessments: QOL, Academic, Social, Physical
6. Comprehensive supports: BSP with hypotheses, formal and natural supports, Tier 3 is not separated from Tiers 1 and 2
7. Data systems exist for school and student Tier 3 team problem-solving
8. Evaluation of school and student team success
1. Teaming: 

*What! More teams?*
## Different Levels of Tier 3 Teams

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Student</th>
</tr>
</thead>
</table>
| • Charged with developing a consistent Tier 3 process across **ALL schools**.  
• District leadership team plans PD, process, evaluation, etc.  
• Expands membership to include community feedback and expertise. | • Charged with developing a consistent Tier 3 process across **ALL students**.  
• School leadership team organizes internal and external personnel and resources to meet needs of all students with intensive needs  
• Develops process for seeking expertise | • Charged with developing an effective Tier 3 process for **one student**.  
• Determines level of need: brief consult, comprehensive plan, wraparound  
• Makes a commitment to meeting frequently to assess, implement and evaluate |
Organizing the School Level Tier 3 Team

• Do you combine Tier 2 and 3 teams?
• Do you have one systems level PBIS Team (all three tiers)?
• Do you combine academic and behavior teams?
• Getting the right membership:
  a) behavioral expertise,
  b) administrative authority,
  c) multi-agency supports (e.g., person centered planning, wraparound, RENEW)
  d) knowledge of students, and
  e) knowledge about the operations of the school across grade levels and programs
• Do you have access to the broad areas of expertise that may be needed (behavioral, mental health, medical, etc.)
Tier 3 Student Support Teams

• Individualized
• Constructed in collaboration with the family and student
• Matched to the support needs of students
  • Brief consult - 2 people
  • Comprehensive team - a few school staff, student and family members
  • Wraparound – broader team with community, medical, mental health, law enforcement, etc.
Effective Teaming

• School Tier 3 Team is not the place for individual student problem-solving.
• Student team may identify systems issues to forward to School Tier 3 Team.
• Both teams should have:
  a) regular meeting format/agenda,
  b) minutes,
  c) defined meeting roles, and
  d) a current action plan
2. Identifying students:

Isn’t there one tool to do it all?
2. Identifying students: Common strategies

• **Disciplinary actions** (e.g., office disciplinary referrals)
  • Strengths:
    • Identifies students with serious problem behavior
  • Limitations:
    • Only catches students with externalizing behavior
    • Teachers may be reluctant to refer students with behavior problems that are not extreme
2. Identifying students: Common strategies

- **Responsiveness to tier 2 intervention**
  - **Strengths:**
    - Good for identifying students who need more support
  - **Limitations**
    - Measures not precise (e.g., CICO ratings)
    - Might not need tier 3 intervention
    - Adaptations to tier 2 interventions, multiple tier 2 interventions might be effective
2. Identifying students: Common strategies

- **Universal screening**
  - **Strengths**
    - Identifies students with internalizing problems
  - **Limitations:**
    - Schools not ready for universal screening
    - Some students underreport symptoms/behaviors (e.g., EBD)
    - Teacher nomination
2. Identifying students: Recommendations

• Use multiple strategies
  • Disciplinary actions
  • Universal screeners
  • Responsiveness to tier 2 interventions
  • Teacher nomination
  • Teacher checklist of symptoms
  • Undiscovered students
### 2. Identifying Students: Checklist of Symptoms

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>STUDENT NAME</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student cries excessively, for a number of weeks, when dropped off at school</td>
<td>never 1</td>
<td>2 always 3</td>
</tr>
<tr>
<td>Student reports being very afraid of something (e.g., thunder, being alone, spiders, heights)</td>
<td>never 1</td>
<td>2 always 3</td>
</tr>
<tr>
<td>Student isolates him/herself, never answers questions, is absent when required to speak before class</td>
<td>never 1</td>
<td>2 always 3</td>
</tr>
<tr>
<td>Student fatigues easily, has difficulty concentrating, seems tense, reports disturbed sleep</td>
<td>never 1</td>
<td>2 always 3</td>
</tr>
</tbody>
</table>
2. Identifying Students: Undiscovered students

- Each month, teachers enter names of students they have had no contact with
- Entered into schoolwide data base
- Students identified who have had NO contact with any teacher
3. Staffing and Professional Development: *It takes a village!*
Staffing and Professional Development

- Selection
- Guidance and policy/practice resources
- Training
- Coaching

Personnel to Support Student:
- Support Team Members
- Interventionist(s)
- Other educators who interact with the student
- Other staff (e.g., lunch bus)

Competency:
Staff know what to do and how to do it well base on their role/function

Professional Development:
Improving educators’ competency to implement Tier 3 interventions and supports with fidelity through the development of knowledge, skills and ability. Includes training, coaching and technical assistance.
<table>
<thead>
<tr>
<th>Necessary Supports</th>
<th>Helps with…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Management</td>
<td>What to do, why do it and assistance to get it done</td>
</tr>
<tr>
<td>Professional Development</td>
<td>How to do it</td>
</tr>
<tr>
<td>Promoting Effective Environments</td>
<td>Make it easy to do it right</td>
</tr>
</tbody>
</table>

Organizational Supports for Tier 3 Implementation
4. Student/Family/Community Involvement

*That village is really the VILLAGE!*

“Interventions connecting families and schools are essential to valued youth behavioral and mental health outcomes."¹”

¹(Sheriden et al., 2019)

(www.pbis.org)
4. Student/Family/Community Involvement

That village is really the VILLAGE!

How do we engage families?

• Positive Relationships
• Multiple Forms of Two-Way Communication
• Equity, access, & representation
• Meaningful Decision-Making

www.pbis.org
4. Student/Family/Community Involvement

*That village is really the VILLAGE!*  

How do we support students with complex needs?

- Integrated approach to social, emotional, behavioral, & mental health support (single system).
- Mental health for all!
- Student outcomes (not service delivery) define success
- PBIS/MTSS core features guide implementation

www.pbis.org
4. Student/Family/Community Involvement

*That village is really the VILLAGE!*
5. Assessments:

What are they and who does them?
5. Assessments: What are they and who does them?

• Purpose:
  • To inform intervention development
  • Functional Behavioral Assessment
  • To assess student progress
    • Immediate (reductions in problem behavior, increases in appropriate behavior, academic performance, social behavior)
    • Long-term (social skills, quality of life)
  • To determine if intervention is implemented as designed (treatment/intervention fidelity)
5. Assessments: Who does them and how?

• Determine resources
• Select most important behaviors for measurement
• Identify feasible assessments
  • Time sampling procedures
  • Brief assessments (academic)
5. Assessment: Examples

<table>
<thead>
<tr>
<th>Intervention Component</th>
<th>Component Was Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break card was available throughout lesson</td>
<td>yes no partially n/a</td>
</tr>
<tr>
<td>At the start of the lesson, Calvin was reminded to use his break card when needed</td>
<td>yes no partially n/a</td>
</tr>
<tr>
<td>Calvin was prompted to use his break card when minor problem behaviors occurred</td>
<td>yes no partially n/a</td>
</tr>
<tr>
<td>An incidental opportunity was used to teach Calvin to use his break card</td>
<td>yes no partially n/a</td>
</tr>
</tbody>
</table>

Quality of Life Assessment

<table>
<thead>
<tr>
<th>What Do We Expect To Happen?</th>
<th>How Will We Measure This?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breanna will participate in sports or other activities she enjoys</td>
<td>Coach and Brenna’s mother will be contacted monthly</td>
</tr>
<tr>
<td>Breanna will develop friendships</td>
<td>Circle of Friends questionnaire</td>
</tr>
<tr>
<td>Breanna will complete her school job</td>
<td>School psychologist will monitor</td>
</tr>
</tbody>
</table>

Does measurement of student outcomes match targeted behavior concern?
5. Assessments: Who does it?

• Who is available in the school and whose job is it?
  • Administrators
  • School psychologists
  • School counselors
  • Behavior specialists
  • Teachers/Other teachers
  • Paraprofessionals

• Develop systemic procedures to assure data are collected
6. Comprehensive Supports:

Matching the level of support to the level of need

Tier 3 is connected to Tiers 1 and 2

School & Classroom Wide

- Outcomes
- Explicit Academic Instruction
- School Expectations & Social Skills
- Explicit Social & Emotional Instruction
- Acknowledgement System
- Continuum of Disciplinary Consequences

Individualized

- Goals
- Explicit Academic Instruction
- Social Skills & Replacement Behaviors
- Explicit Social & Emotional Instruction
- Function-Based Reinforcement Plan
- Function-Based Consequence Strategies
6. Comprehensive Supports: 

Matching the level of support to the level of need

Even within Tier 3 There’s a Continuum

Function-Based Adjustments to Classroom Supports

Function-Based Positive Behavior Support Plan (BSP)

Comprehensive, Function-Based Wraparound Plan
6. Comprehensive Supports: *Matching the level of support to the level of need*

Function-Based Positive Behavior Support Plan (BSP)

- **Definition of problem behaviors (or response class)**
- **Testable hypothesis** describes context & reinforcers
- **Description of function supported by data**
- **Plan to monitor fidelity and outcomes & adjust or fade supports based on data**
- **BSP includes antecedent, behavior, and consequence strategies**
- **BSP identifies replacement & desired behaviors (competing behavior pathway)**
6. Comprehensive Supports:  
*Matching the level of support to the level of need*

<table>
<thead>
<tr>
<th>SETTING EVENT MANIPULATIONS</th>
<th>ANTECEDENT MANIPULATIONS</th>
<th>WAYS TO TEACH BEHAVIORS</th>
<th>CONSEQUENCE MANIPULATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minimize Likelihood</td>
<td>• Redesign the environment</td>
<td>• Explicitly teach replacement behavior</td>
<td>• Provide function-based reinforcement for replacement behavior</td>
</tr>
<tr>
<td>• Neutralize</td>
<td>• Predictability</td>
<td>• Shape from replacement to desired behavior</td>
<td>• Withhold function-based reinforcement for inappropriate behavior</td>
</tr>
<tr>
<td>• Withhold S&lt;sup&gt;0&lt;/sup&gt;</td>
<td>• Physical arrangement</td>
<td></td>
<td>• Add reinforcers for desired behavior</td>
</tr>
<tr>
<td>• Add prompts</td>
<td>• Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increase S&lt;sup&gt;8&lt;/sup&gt;</td>
<td>• Instructional Variables</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IMPLEMENTATION PLAN**

(Crone, Horner, & Hawken, 2015)
7. Data Systems: *Do we have data to help use with problem-solving?*

- Data systems exist for school and student Tier 3 team problem-solving: Aggregated (i.e., overall school-level) Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.

- Use of disaggregated data for deeper analysis

- Use of data and data-based problem-solving occurs at district, school, student team levels

- Data are used to track access and success of students receiving Tier 3 supports
Decision Support Data System

• System for identifying, collecting, and analyzing data for decision-making by program administrators and practitioners. These systems enable educators to make informed and intentional decisions about critical implementation supports. The data system needs to provide timely, accurate, and reliable data for decision-making.

• Gathers three types of data: fidelity, outcome, and programmatic. Programs need all of these types of data to celebrate successes and diagnose issues that emerge during implementation. This helps an organization understand if there is a process or performance issue, or an issue with the program and its fit.

7. Data Systems: *Do we have data to help use with problem-solving?*
## 7. Data Systems:

*Do we have data to help use with problem-solving?*

<table>
<thead>
<tr>
<th>Data System Feature</th>
<th>Description and Function of Each Data System Feature</th>
</tr>
</thead>
</table>
| **People**          | • Coordinator to manage data collection, analysis, interpretation, and decisions  
                       • Data collector(s)  
                       • Data entry person  
                       • Data system technician |
| **Information**     | • Data analyzed and summarized  
                       • Form/format for sharing data with others |
| **Things**          | • Assessment forms and protocols  
                       • Electronic data storage system |
| **Schedules**       | • Standardized time and process to  
                       • gather data  
                       • review data  
                       • act on data |
8. Evaluation:

Did we do what we planned and did it work?
## Different Levels of Tier 3 Evaluation

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How many students received Tier 3 support?</td>
<td>• How many students received Tier 3 support?</td>
<td>• Did this student get what they needed in our Tier 3 support?</td>
</tr>
<tr>
<td>• Were students successful?</td>
<td>• Did we implement with integrity?</td>
<td>• Did we implement with integrity?</td>
</tr>
<tr>
<td>• Were all subgroups successful (disability types, ethnicity, type of</td>
<td>• Were students successful?</td>
<td>• Was this student successful?</td>
</tr>
<tr>
<td>program)?</td>
<td>• Were all subgroups successful (disability types, ethnicity, type of</td>
<td>• Do we need to make changes?</td>
</tr>
<tr>
<td>• Evaluation of overall system: (Training, coaching, behavioral expertise,</td>
<td>program)?</td>
<td>• Do we maintain or begin to fade or supports?</td>
</tr>
<tr>
<td>etc.)</td>
<td>• Evaluation of overall system: (Training, coaching, behavioral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>expertise, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
What to Evaluate at Tier 3

• Minimum:
  • a) fidelity of support plan implementation, and
  • b) impact on student outcomes.

• Additional areas to evaluate:
  • a) student, teacher, parent perceptions and satisfaction.
  • b) quality of life outcomes (friends, community restoration, health, graduation, family success, etc.)
When to Evaluate Tier 3

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>• At least <strong>annually</strong> to assess fidelity, success and guide action planning.</td>
<td>• Ideally, evaluation is part of <strong>monthly</strong> meeting process.</td>
<td>• Evaluation is part of every meeting and meetings occur as frequently as necessary. Monthly monitoring or progress is a minimum. <strong>Weekly</strong> is preferred.</td>
</tr>
</tbody>
</table>
Your Turn –
What questions do you have for us?
Contact Details

- Gail Chan (gchan@air.org)
- Steve Goodman (sgoodman@miblsimtss.org)
- Lee Kern (lek6@lehigh.edu)
- Don Kincaid (kincaid@usf.edu)
- Brandi Simonsen (brandi.simonsen@uconn.edu)
Resources
Websites and links

http://www.intensiveintervention.org/

http://www.pbis.org/

https://miblsi.org

http://www.midwestpbis.org/interconnected-systems-framework
NCII Website Resources

NCII’s website www.intensiveintervention.org has a wealth of resources!

What is Intensive Intervention & DBI Toolkit

Voices from the Field
Intensive Intervention
Course Content:
Features of Explicit Instruction

Voices from the Field: Whitworth University Implementation
Module 1: Behavior Theory I
Module 2: Behavior Theory II
Module 3: Antecedents and Instructional Strategies
Module 4: Consequence Strategies to Increase Behavior
Module 5: Consequence Strategies to Decrease Behavior
Module 6: Defining, Measuring and Monitoring Behavior
Module 7: Data-based Decision Making
Module 8: Intensifying Behavioral Interventions
New Screening Tools Charts

Academic Screening Tools Chart

<table>
<thead>
<tr>
<th>Title</th>
<th>Area</th>
<th>Grade</th>
<th>Classification Accuracy</th>
<th>Technical Standards</th>
<th>Usability Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Children's Educational Services, Inc. (CES)</td>
<td>Standard Reading Passages</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>2. Children's Educational Services, Inc. (CES)</td>
<td>Standard Reading Passages</td>
<td>2</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3. Children's Educational Services, Inc. (CES)</td>
<td>Standard Reading Passages</td>
<td>3</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>4. Children's Educational Services, Inc. (CES)</td>
<td>Standard Reading Passages</td>
<td>4</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

Behavior Screening Tools Chart

<table>
<thead>
<tr>
<th>Title</th>
<th>Area</th>
<th>Grade</th>
<th>Classification Accuracy</th>
<th>Technical Standards</th>
<th>Usability Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FAST</td>
<td>Reading Fluency &amp; Language</td>
<td>K-3</td>
<td>Teacher</td>
<td>2</td>
<td>—</td>
</tr>
</tbody>
</table>
Scheduling Resource

Finding time to intensify and individualize intervention
Taxonomy of Intervention Intensity

Overview Handout

Math Webinar

Behavior Webinar

Overview Webinar

The Taxonomy of Intervention Intensity was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*

<table>
<thead>
<tr>
<th>Strength</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>How well the program works for students with intensive intervention needs, expressed in terms of effect sizes of 0.35 to 0.48 are moderate; 0.49 or larger are strong (prudent).</td>
</tr>
</tbody>
</table>

| Dosage   | The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of students per teacher, and the number of sessions provided per week. |

| Alignment | How well the program addresses the target student's full set of academic skills (if it does not address target student has already mastered numerous skills for that student), and (a) incorporates a meaningful set of appropriate curricular standards. |

| Attention to Transfer | The extent to which an intervention is designed to help students (a) transfer the skills they learn to other contexts and (b) recognize connections between mastered and related skills. |

| Comprehensiveness | The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in students’ native language, modeling efficient solution strategies instead of expecting students to discover strategies on their own, or teaching skills to generate many correct responses, and incorporating systematic curricular review). |

| Behavioral Support | The extent to which the program incorporates (a) self-regulation and executive function components and (b) principles to meet identified needs. |

| Individualization | A validated, tiered instructional intervention over time, in response to ongoing monitoring of student progress. |

The number of opportunities a student has to respond and receive corrective feedback during the intervention.

- If this information is not provided in the manual, review selected lessons from the intervention.

Dimension 1: Personalization

How well the intervention works for students with intensive intervention needs.

- Look for interventions that report sizes specifically for students who require intensive intervention.

Dimension 2: Dosage

A Case Example of Building Intervention Intensity in Behavior

Joe Wehby, Ph.D., and Joey Staubitz, Ph.D., BCBA-D

Behavior Webinar

Reading Comprehension Exam

Arianna

Reading Webinar

Math Webinar

Overview Webinar
## Teaming Structures Across the Tiers

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Schoolwide (Core/Tier 1)</th>
<th>Targeted (Tier 2)</th>
<th>Intensive (Tier 3)</th>
<th>Individualized Education Program (IEP) Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)?</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the targeted supports meeting the academic or behavioral needs of students receiving targeted interventions?</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the intensive supports meeting the academic or behavioral needs of students with intensive needs?</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are the special education supports and services appropriate and meeting academic or behavioral needs of students with IEPs?</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Relevance to Data-Based Individualization

- **Team Membership:** School/building leadership team, with subcommittees focused on academics and behavior (as needed)
- **Grade-level or problem-solving teams with representatives from school leadership team subcommittees (as needed)**
- **Student-level team with representatives from problem-solving teams, and personnel with content and data analysis expertise**
- **Similar to intensive support team, with additional members required by ISEA for a multidisciplinary team**

### Roles and Responsibilities

- **Develop plan, support implementation, and monitor the effectiveness of Core/Tier 1 programming**
- **Develop plan, support implementation, and monitor the effectiveness of Targeted/Tier 2 programming**
- **Develop plan, support implementation, and monitor the effectiveness of Intensive/Tier 3 programming**
- **Determine special education eligibility, develop an IEP aligned with an intensive support plan, monitor the effectiveness of intensive programming, and evaluate progress toward IEP goals**

### Data Sources

- **Benchmark/universal screening assessments, district assessments, state assessments, discipline referrals**
- **Academic diagnostic assessments, functional behavior assessment, individual student data across academics and behavior (e.g., work samples, anecdotal or observational data)**
- **Use data from Tiers 1–3 with requirements for special education eligibility and programming (e.g., psychoeducational assessments, speech/language assessments, medical assessments, and diagnoses)**

### Frequency of Data Collection/Data Review

- **Academics and behavior: Three times per year**
- **Academics: One or more times per month**
- **Academics: One or more times per week**
- **Behavior: One or more times per week**
- **Academics: One or more times per week**
- **Behavior: One or more times per day**
- **Progress may use data collected in various tiers of support or may be specific to IEP goals; IEP must be reviewed at least annually**

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## IEP Goals Setting Resource

**Strategies for Setting High-Quality Academic Individualized Education Program Goals**

National Center on INTENSIVE INTERVENTION at American Institutes for Research

**Center on PBIS Positive Behavioral Interventions & Supports**
Voices from the Field

Wyoming’s Implementation Story

Lynne Loeser / North Carolina Department of Public Instruction

Lynne Loeser is the statewide consultant for Specific Learning Disabilities and ADHD and leads the NCII state team at the North Carolina Department of Public Instruction. She previously served in multiple capacities at the district level in both small and urban districts in Illinois, Kentucky, and North Carolina. In all of these roles, Loeser has advocated for the successful outcomes for students with disabilities.

* Lynne Loeser is retiring from the North Carolina Department of Public Instruction at the end of August 2019.

David Putnam Jr. / Oregon Response to Instruction and Intervention

Dr. David Putnam Jr. is the director of Oregon Response to Instruction and Intervention (ORTII). ORTII is an Oregon Department of Education–funded initiative that provides training, coaching, and technical assistance that supports the implementation of comprehensive Response to Instruction and Intervention systems in school districts throughout Oregon. His professional trajectory was launched at the University of Oregon, where he earned master’s and doctoral degrees in school psychology.

Elizabeth Swanson

/ Department of Special Education at the University of Texas at Austin and Meadows Center for Preventing Educational Risk

For the past 21 years, Dr. Elizabeth Swanson has been a research associate professor with a dual appointment in the Department of Special Education at the University of Texas at Austin and...
PBIS Resources

Videos

Briefs

Materials to Support Practice
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