Improving the Effectiveness and Efficiency of Tier 3 Systems

2023 APBS Jacksonville, FL
Session D07

What should our session title be?

A Few Good Practices
Top Tier Inteventions
The Tip of the Triangle
The Tier 3 Musketeers
Tiers Before Tears
Despite having solid practices and systems at Tiers 1 and 2, many schools struggle to implement Tier 3 supports. This session will focus on efficient systems to maximize implementation and student outcomes at Tier 3.
Agenda

1. Tier 3 Overview

2. Critical Questions
   a. Student Level
   b. School Level
   c. District Level

3. Case Study
Presenters

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Goal: Implement and sustain evidence-based practices at both the school-wide and individual student levels to make schools more effective, efficient, and equitable learning environment (Pinkelman & Horner, 2019)
Function-Based Logic: Competing Behavior Pathways

Targeted Routine

- Setting Events
- Antecedent
- Desired Behavior/Skills
- Challenging Behavior
- Alternative/Replacement Behavior
- Natural Consequences
- Maintaining Consequence
Function-Based Support

- For students who require Tier 3 support, function-based intervention is key to effectively decreasing intense and persistent challenging behavior (Cho & Blair, 2017)
- Function-based behavioral interventions have been shown to improve the effectiveness and efficiency of behavior support for students with a wide range of challenging behaviors (Blair, 1999; Carr et al., 1999; Borgmeier et al., 2019; Cho & Blair, 2017; Epstein et al., 2008; Ingram et al., 2005; Newcomer & Lewis, 2004; Strickland-Cohen et al., 2016)
- Research shows that typical school personnel can conduct FBA and design function-based supports with fidelity (e.g., Loman & Horner, 2013; Strickland-Cohen et al., 2015; Sullivan et al., 2021)
The Good News

Schools across the country are investing in the organizational systems needed to efficiently identify students needing individualized support at Tier 3.

Schools have access to evidence-based tools for conducting FBA and building Tier 3 supports (Borgmeier et al., 2019; Loman et al., 2013; Iovannone et al., 2009).
“Challenge schools face is not in finding what works but in implementing what works.”

Fixsen, Naoom, Blase, Friedman, & Wallace (2005)
The Issue

While schools and districts use considerable resources to develop individualized Tier 3 student support plans, those supports are rarely implemented in ways that lead to desired outcomes. (Lloyd et al., 2019; Robertson et al., 2020; Strickland-Cohen et al., 2019)
Implementing Evidence-Based Practices

Active Implementation Frameworks (nirn.fpg.unc.edu)

Effective Practice

\[
\text{Effective Practice} \times \text{Effective Implementation} \times \text{Enabling Context} = \text{Socially Significant Outcomes}
\]
Objectives

1. Understand the critical features of Tier 3 support and how Tier 3 fits within a seamless multi-tiered system of support.

2. Be able to describe the school and district data, teaming, and coaching systems needed to support implementation and maintenance at Tier 3.

3. Be provided with examples of effective Tier 3 support systems from a variety of districts across the country and will be shown Tier 3 outcome data from an exemplar district.

4. Reflect on ways to enhance Tier 3 data, teaming, and coaching practices and systems in their own school and district contexts.
<table>
<thead>
<tr>
<th>Layer</th>
<th>Type</th>
<th>Student Outcomes</th>
<th>Adult Fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Student Support Teams</td>
<td></td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>School T2/T3 System Team(s)</td>
<td></td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>District Leadership Team(s)</td>
<td></td>
<td>?</td>
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</tbody>
</table>
Individual Student Support Teams

Student Outcomes

What data are we collecting?

How long since start of BSP?

How are data being used?

Is progress adequate to meet short- and long-term outcome goals?

Adult Implementation Fidelity

What data are we collecting?

How are data being used?

Is progress adequate to meet short- and long-term fidelity goals?
<table>
<thead>
<tr>
<th>School Tier 2/3 System Team(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Outcomes</strong></td>
</tr>
<tr>
<td>What percent students receive Tier 3? making adequate progress? Equitable?</td>
</tr>
<tr>
<td>What data sources are used?</td>
</tr>
<tr>
<td>What percent students have graduated to lower tier?</td>
</tr>
</tbody>
</table>
District Leadership Team(s)

**Student Outcomes**

- What percent students receive Tier 3? making adequate progress? Equitable?
- What data sources are used?
- What percent students have graduated to lower tier?

**Adult Implementation Fidelity**

- What percent Tier 3 plan are reportedly implemented with fidelity?
- What data sources are used?
- What percent of sampled plans meet criteria?
Sample Tier 3 Data
Daily Point Card

Devon Goff, 2/25/19 to 3/01/19

Max Scheduled: 5

<table>
<thead>
<tr>
<th>Time Segment</th>
<th>Average Daily Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecful Language</td>
<td>58.50</td>
</tr>
<tr>
<td>Body to Self</td>
<td>62.50</td>
</tr>
<tr>
<td>Request Reading</td>
<td>87.50</td>
</tr>
</tbody>
</table>

Number of Time Segments With Data | Time Segments

Max Scheduled: 5
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Exemplar
5/5/2017 - 9/4/2018

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Teams</th>
<th>Implementation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/2017</td>
<td>100%</td>
<td>89%</td>
<td>62%</td>
</tr>
<tr>
<td>9/4/2018</td>
<td>100%</td>
<td>94%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Teams</th>
<th>Interventions</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/2017</td>
<td>86%</td>
<td>50%</td>
<td>88%</td>
</tr>
<tr>
<td>9/4/2018</td>
<td>88%</td>
<td>90%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3</th>
<th>Teams</th>
<th>Resources</th>
<th>Support Plan</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/2017</td>
<td>50%</td>
<td>100%</td>
<td>58%</td>
<td>75%</td>
</tr>
<tr>
<td>9/4/2018</td>
<td>88%</td>
<td>100%</td>
<td>75%</td>
<td>75%</td>
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</tbody>
</table>
### 2018-19 School Year

<table>
<thead>
<tr>
<th>Category</th>
<th>School Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Enrollment</td>
<td>504</td>
<td></td>
</tr>
<tr>
<td>Students in I-SWIS</td>
<td>9 / 504</td>
<td>1.79%</td>
</tr>
<tr>
<td>Discontinued this Year</td>
<td>0 / 9</td>
<td>0.00%</td>
</tr>
<tr>
<td>On IEP</td>
<td>6 / 9</td>
<td>66.67%</td>
</tr>
<tr>
<td>On 504 Plan</td>
<td>0 / 9</td>
<td>0.00%</td>
</tr>
<tr>
<td>Students in CICO</td>
<td>8 / 504</td>
<td>1.59%</td>
</tr>
<tr>
<td>Students with Referrals</td>
<td>22 / 504</td>
<td>4.37%</td>
</tr>
</tbody>
</table>

### Current as of Sep 4, 2018

<table>
<thead>
<tr>
<th>Category</th>
<th>School Enrollment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>School Enrollment</td>
<td>504</td>
<td></td>
</tr>
<tr>
<td>Students in I-SWIS</td>
<td>9 / 504</td>
<td>1.79%</td>
</tr>
<tr>
<td>Starting or Progressing</td>
<td>6 / 9</td>
<td>66.67%</td>
</tr>
<tr>
<td>On IEP</td>
<td>6 / 9</td>
<td>66.67%</td>
</tr>
<tr>
<td>On 504 Plan</td>
<td>0 / 9</td>
<td>0.00%</td>
</tr>
<tr>
<td>Students in CICO</td>
<td>8 / 504</td>
<td>1.59%</td>
</tr>
<tr>
<td>Students with Referrals</td>
<td>22 / 504</td>
<td>4.37%</td>
</tr>
<tr>
<td>Student File Status</td>
<td>Student</td>
<td>Coordinator</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Anderson, Neal</td>
<td>Rose, Margie</td>
</tr>
<tr>
<td></td>
<td>Ardes, Bill</td>
<td>Stone, April</td>
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<tr>
<td></td>
<td>Armack, Lou</td>
<td>Stone, April</td>
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<tr>
<td></td>
<td>Banks, Mark</td>
<td>Rose, Margie</td>
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<tr>
<td></td>
<td>Bier, Michelle</td>
<td>Rose, Margie</td>
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<tr>
<td></td>
<td>Brent, Tina</td>
<td>Rose, Margie</td>
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<tr>
<td></td>
<td>David, Anderson-Jones</td>
<td>Rose, Margie</td>
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<td></td>
<td>Franks, Tim</td>
<td>Stone, April</td>
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<tr>
<td></td>
<td>Johnson, Carly</td>
<td>Stone, April</td>
</tr>
</tbody>
</table>
What level of Tier 3 are you most interested in?

Individual student

School

District
Case Study
District Demographics

- 4 schools (1 elementary, 1 middle school, 1 high school, 1 alternative school)
- 2,387 students enrolled

Student Race and Ethnicity

- African American: 3.4%
- Asian: 1.5%
- Hispanic: 26.7%
- Native American: 0.3%
- White: 61.1%
- Native Hawaiian, Pacific Islander: 0%
- Multi-Race, Non-Hispanic: 7%

Selected Populations

- First Language not English: 12.1%
- English Language Learner: 7.2%
- Students With Disabilities: 22.1%
- High Needs: 70.6%
- Low-Income: 63.8%
Why the Need for Change?

Over *75th Percentile* as compared to other comparison schools nationally with data entered into SWIS.
The Baseline Data

2% of the students are in Tier 3 (n=20)
These students have a combined total of 1,338 ODR’s
- elopement, disruption, aggression
411 occurrences in “calm down rooms”
59 restraints

Significant time responding to “walkie-talkie calls”
Staff burn-out
The Intervention

Training for schoolwide Tier 3 time on evidence-based practices, and a heavier focus on items that scored low on the TFI.

Individual student teams trained and coached regarding FBA’s, BSP’s, fidelity, and data-based decision making.
Data Collection

Teacher self-efficacy
TATE (for BSP’s)
Looking at averages and trends for:
  Office discipline referrals
  Check-in/Check-out data
  Use of time-out rooms
  Restraints
  Student specific progress monitoring data
Pre/Post tests for:
  TATE
  Time allocation survey
  Tier 3 TFI
Survey 1

Who is on the individual student team for the student?

How often does your Tier 3 individual student team meet to review progress and data on the student?

At your meetings, which of the following forms of documentation do you actively use?

What progress monitoring data are reviewed and how often?

Does the plan include decision rules and procedures?

- Short term goals
- Long term goals
- Mastery criteria
- Fading
- Intensify supports
- Maintenance and generalization
Survey 2

None at all
Less than 30 minutes
30 minutes - 1 hour
1-2 hours
2-3 hours
More than 3 hours
N/A: Student absent

How much time today did you spend on:
Skill building/intervention
Celebration
Meeting with staff and/or parents
Consultation
Crisis response
Additional assessments
Data collection and analysis
Other paperwork
Communication with staff and/or parents
References


Take Away Messages

1. Start by asking the questions
2. Identify and strengthen your current data sources
3. Involve your vested partners to build sustainable Tier 3 practices, systems, and data
Save the dates, March 6 – March 9, 2024 for the...
20th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

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SCIENCE, VALUES, AND VISION

Chicago, IL
Hyatt Regency Chicago

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