
Improving the Effectiveness and Efficiency of Tier 3 System

— 2023 APBS Jacksonville, FL —
Session D07



<http://bit.ly/23APBSD07T3>

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What should our session title be?

A Few Good Practices

Top Tier Interventions

The Tip of the Triangle

The Tier 3 Musketeers

Tiers Before Tears



Session Description

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

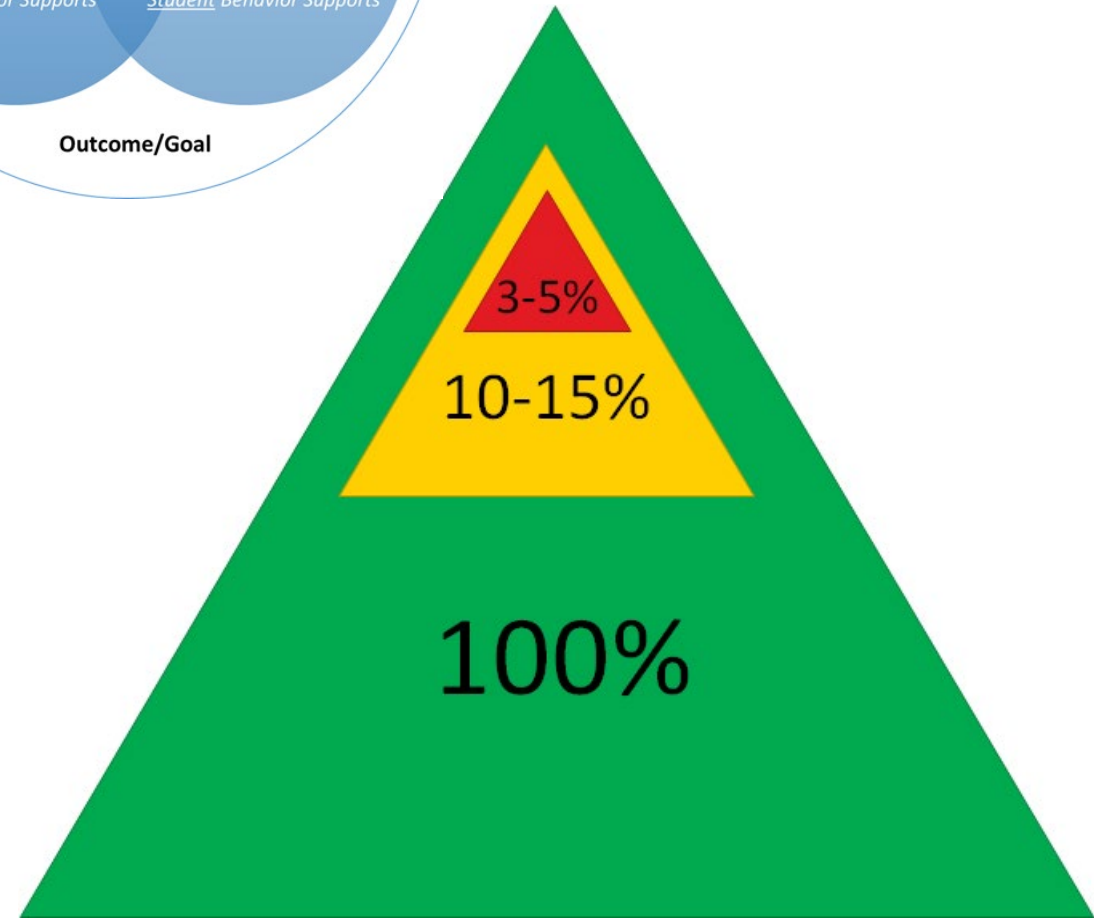
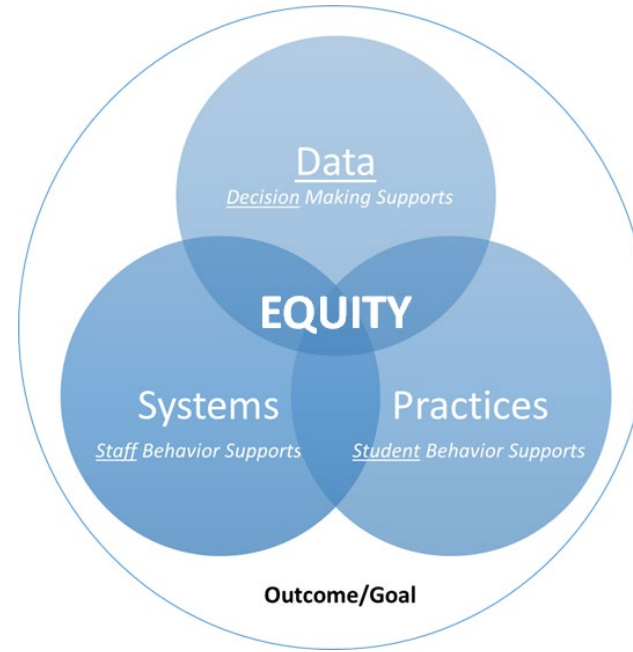
2. Critical Questions

a. Student Level

b. School Level

c. District Level

3. Case Study



Presenters



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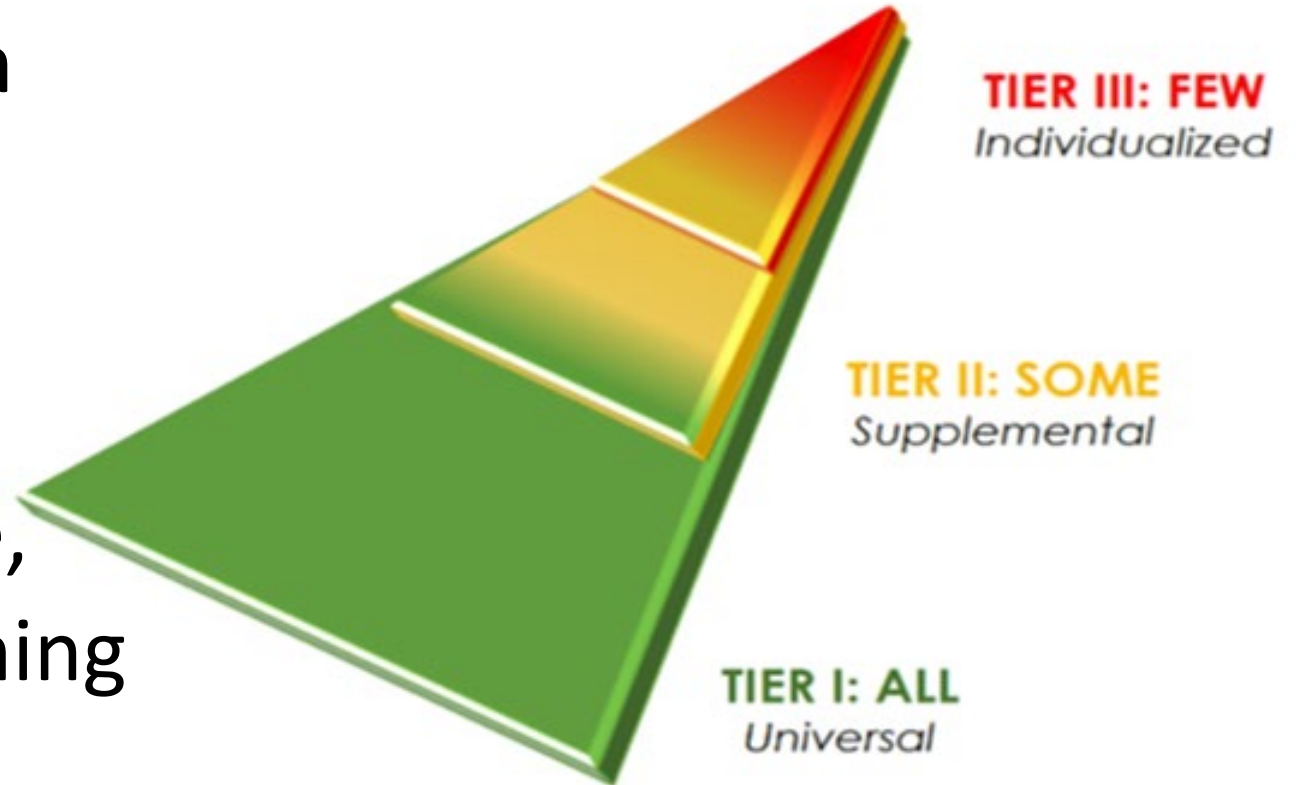
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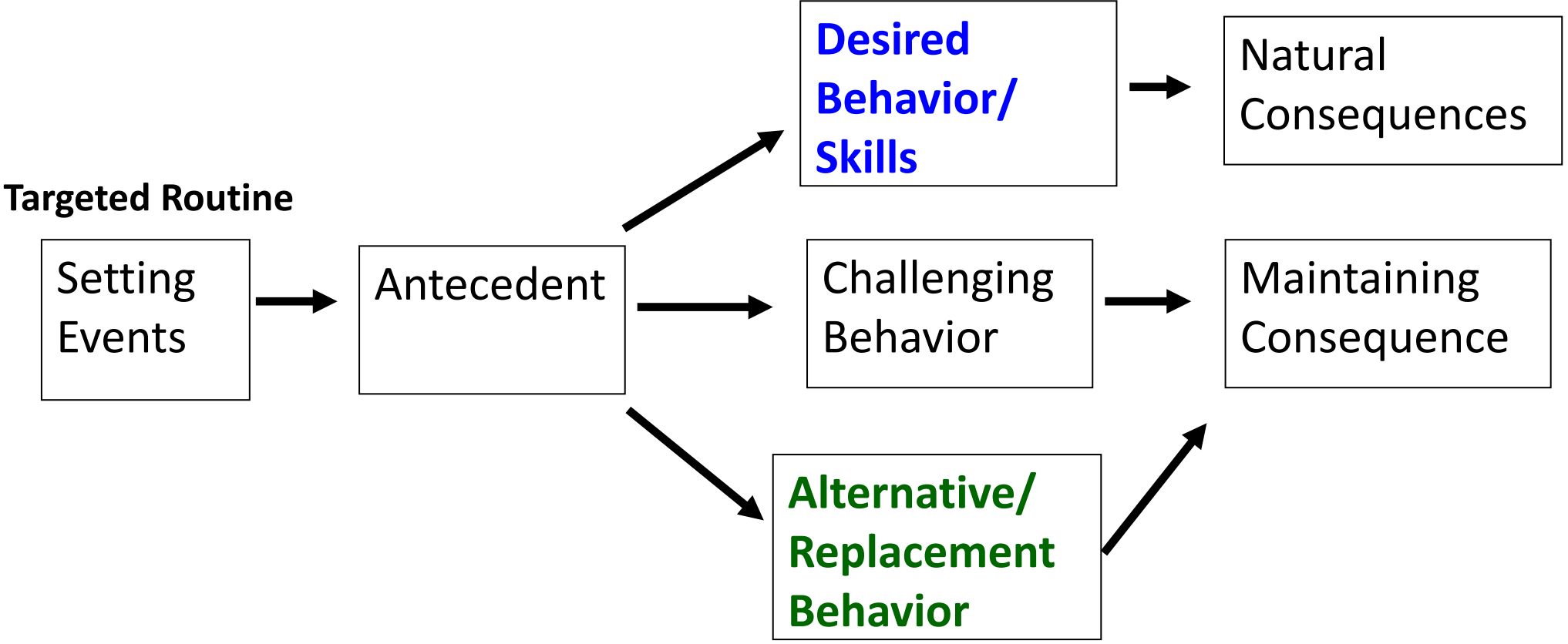
PBIS: A Seamless Continuum of Support

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 Pathway

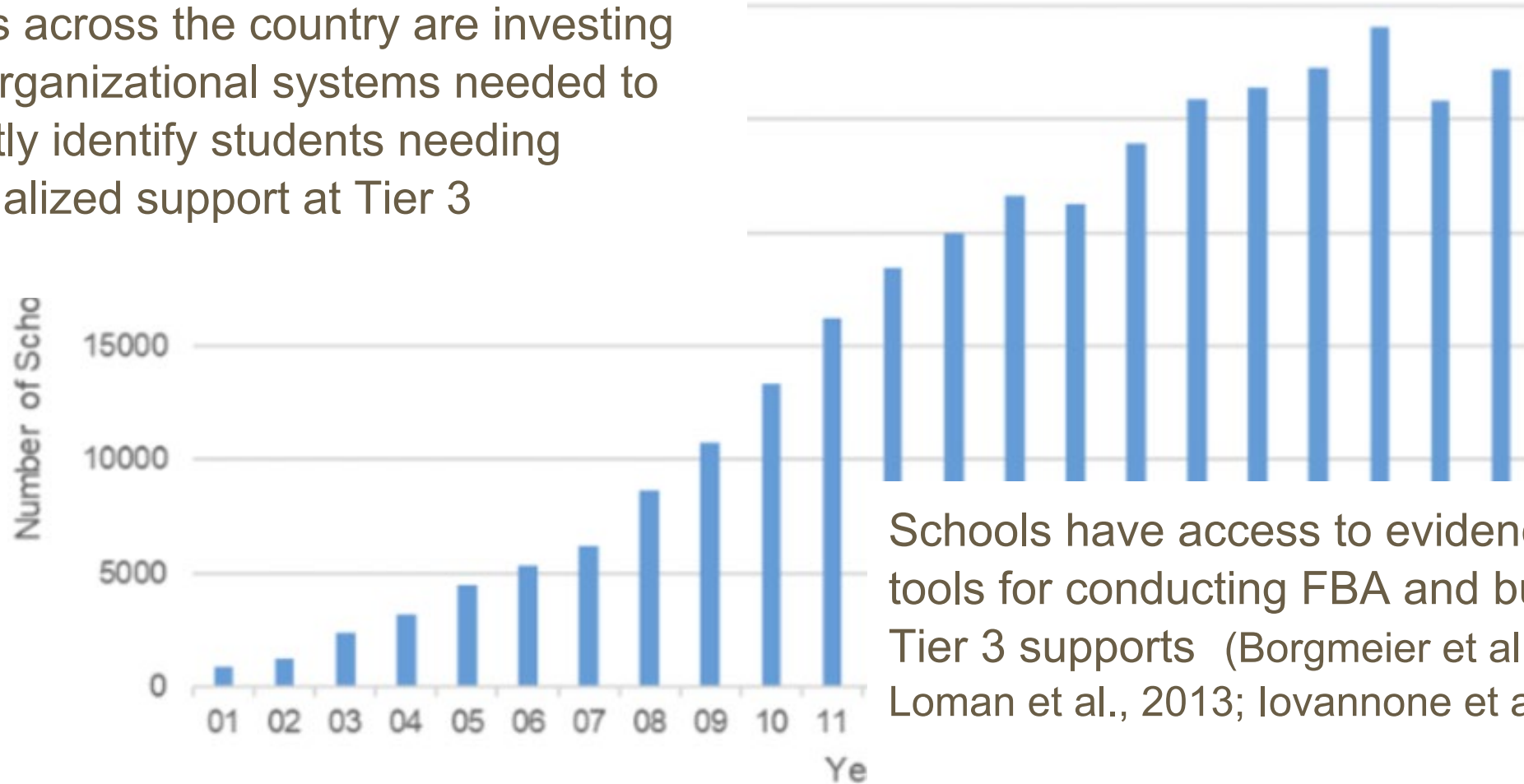


Function-Based Support

- 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

x Effective Implementation x Enabling

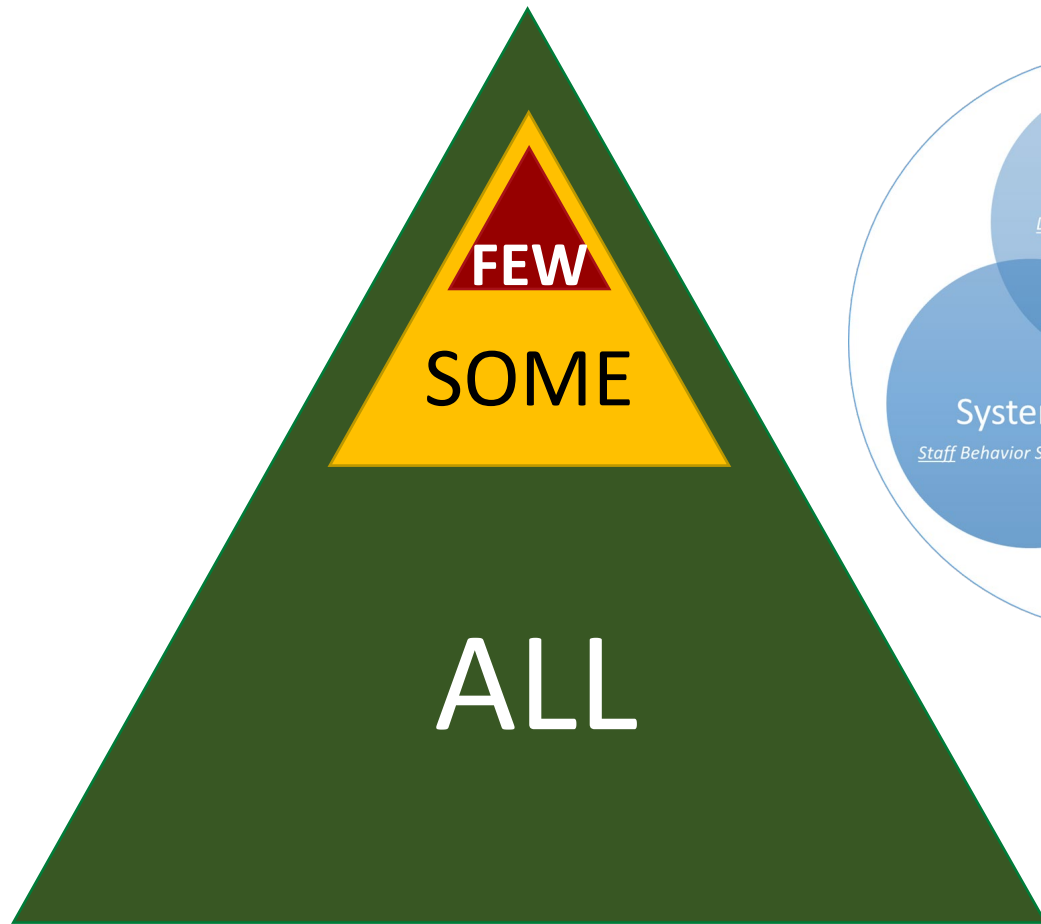
Context

= Socially Significant Outcomes

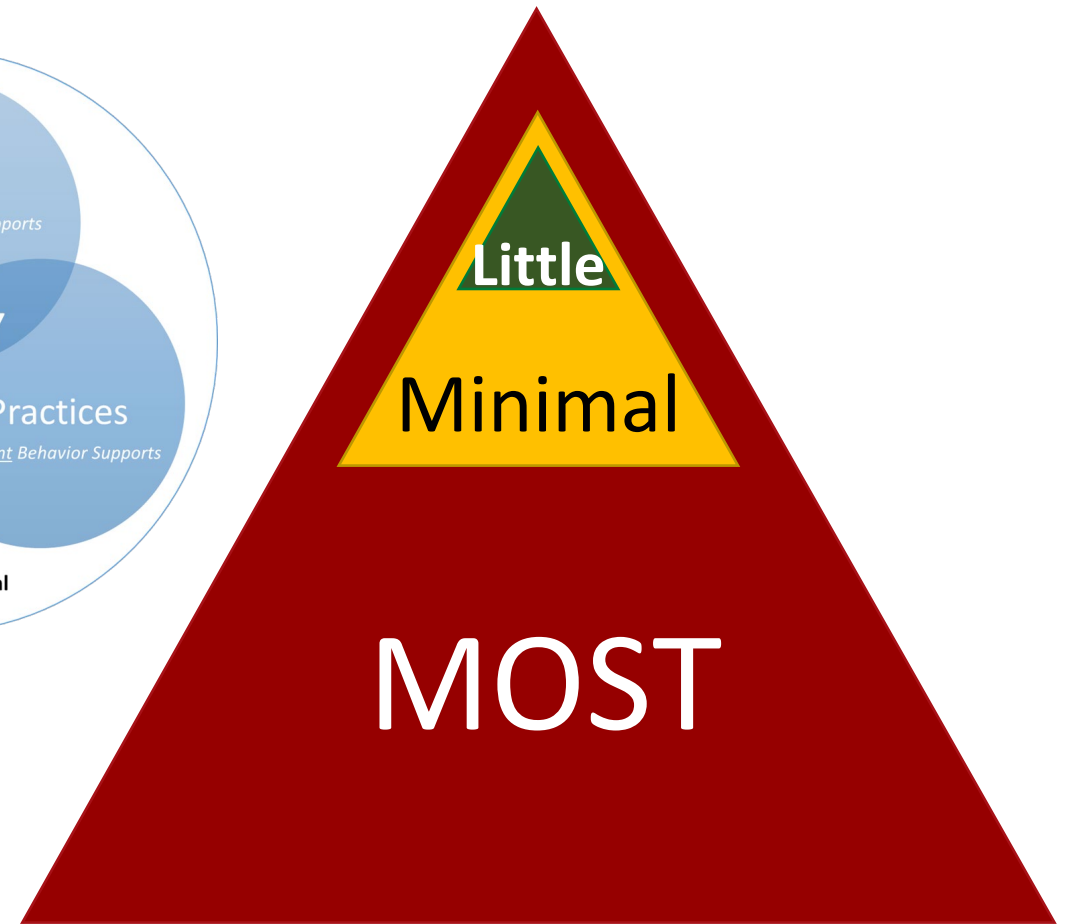
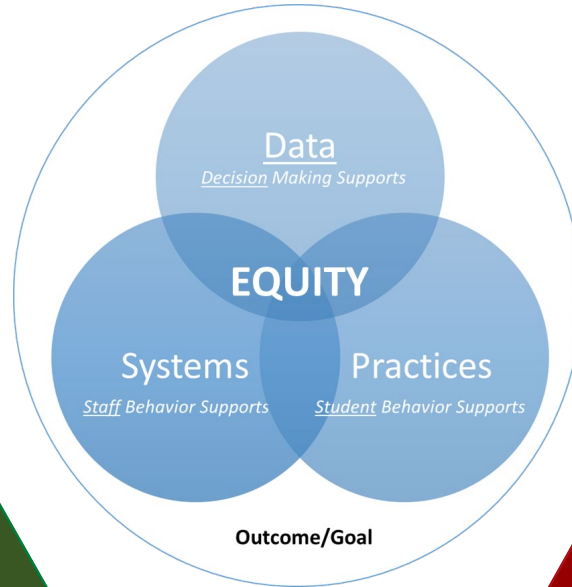
Objectives

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.

PBIS People and Resources



Population (People)



*Intensity of Practices,
Systems, and Data*

Types and Layers of Tier 3 Data

Layer	Type	Student Outcomes	Adult Fidelity
Individual Student Support Teams		?	?
School T2/T3 System Team(s)		?	?
District Leadership Team(s)		?	?

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?

School Tier 2/3 System 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?

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?

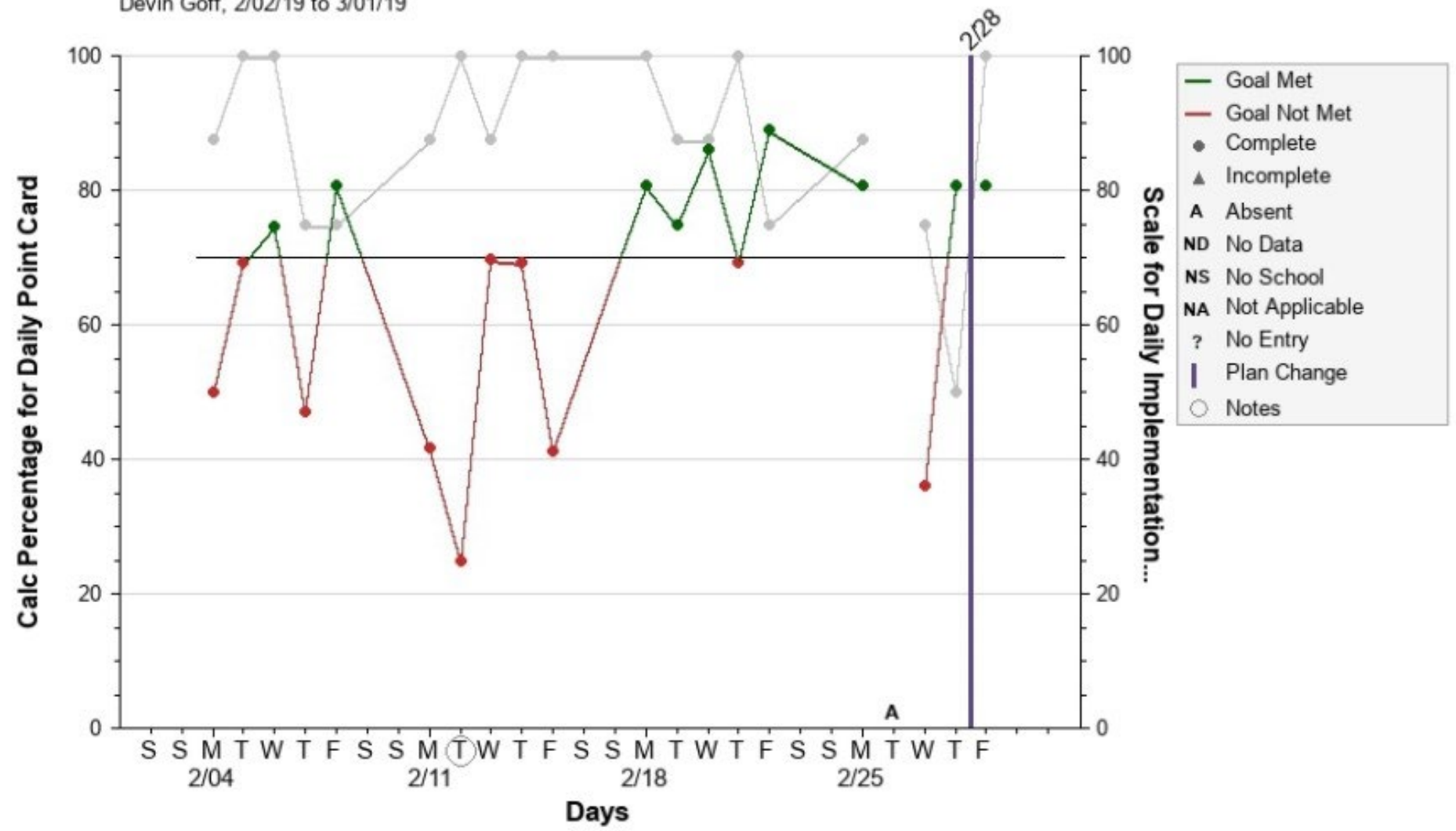
What data sources are used?

What percent of sampled plans meet criteria?

Sample Tier 3 Data



I-SWIS Measure Report
Daily Point Card
 Devin Goff, 2/02/19 to 3/01/19





Info



Graphs

Daily Point Card

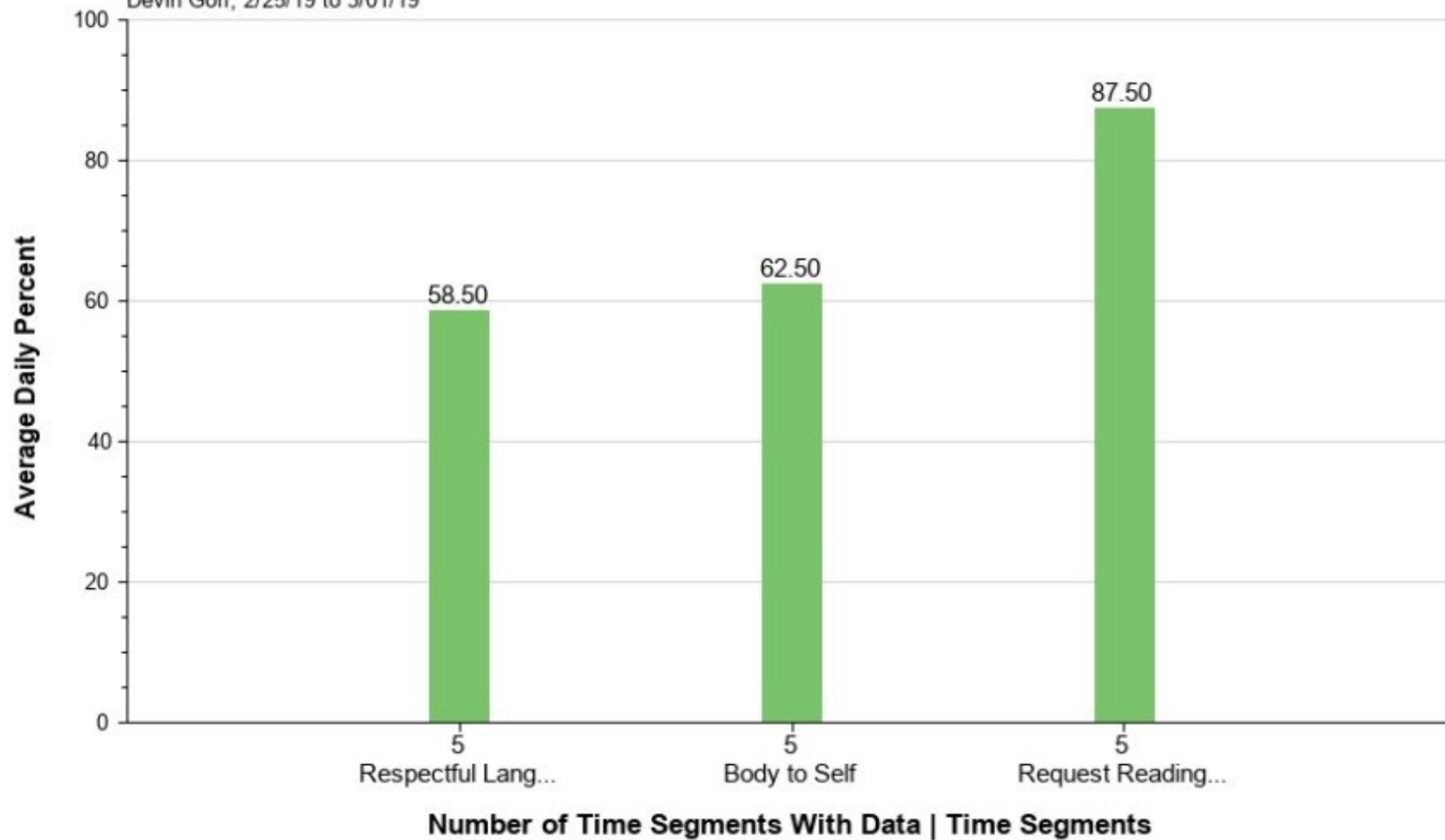


Max Scheduled: 5

I-SWIS Time Segment Report

Daily Point Card

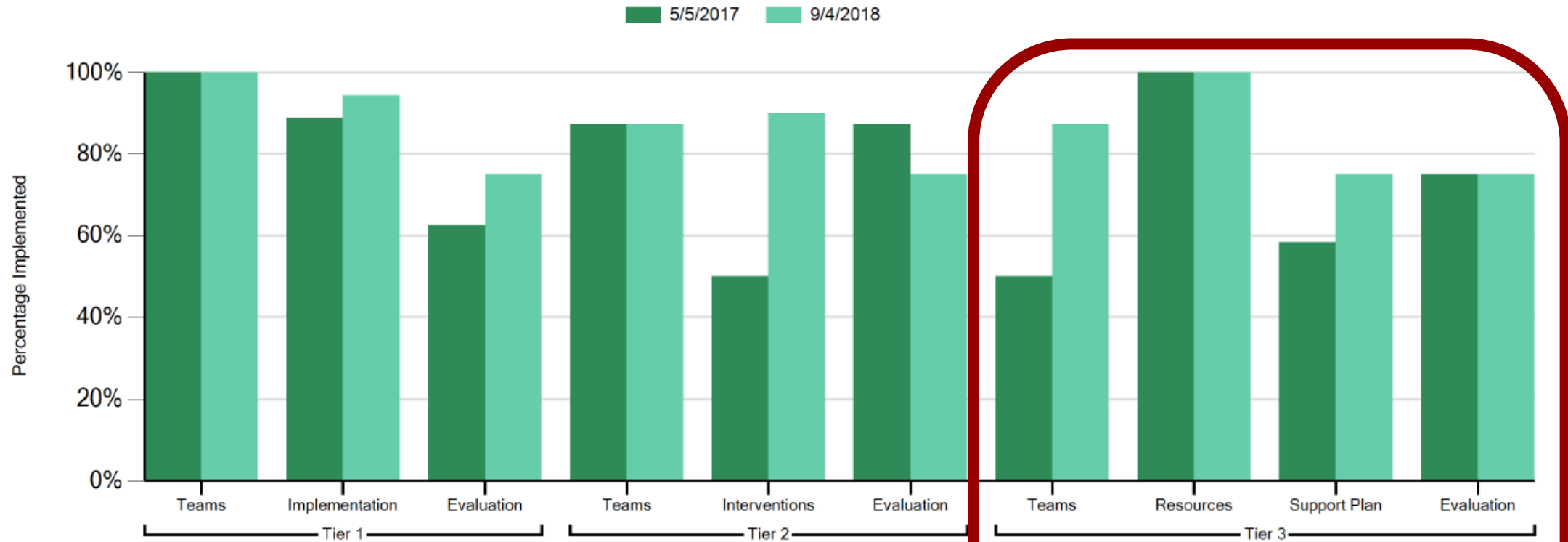
Devin Goff, 2/25/19 to 3/01/19



Demonstration School Exemplar

Zenith, Winnemac

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



Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
5/5/2017	100%	89%	62%	88%	50%	88%	50%	100%	58%	75%
9/4/2018	100%	94%	75%	88%	90%	75%	88%	100%	75%	75%

I-SWIS School-Wide Reports

 [Summary Report](#)

 [Refresh Report](#)  [Print](#)

2018-19 School Year

School Enrollment				504
Students in I-SWIS	9	/	504	1.79%
Discontinued this Year	0	/	9	0.00%
On IEP	6	/	9	66.67%
On 504 Plan	0	/	9	0.00%
Students in CICO	8	/	504	1.59%
Students with Referrals	22	/	504	4.37%

Current as of Sep 4, 2018

School Enrollment				504
Students in I-SWIS	9	/	504	1.79%
Starting or Progressing	6	/	9	66.66%
On IEP	6	/	9	66.67%
On 504 Plan	0	/	9	0.00%
Students in CICO	8	/	504	1.59%
Students with Referrals	22	/	504	4.37%

Students Status for 2018-19 School Year (9)

Show Names

Filter: active | inactive | archived

Student File Status	Student	Coordinator	On IEP	Assessment In Place	Support Plan In Place	Last Fidelity Data Entered	Last Outcome Data Entered	Implementation Status
▶	Anderson, Neal	Rose, Margie	No	✓	✗			Starting
	Ardes, Bill	Stone, April	Yes	✓	✓	4/13/16	4/13/16	Discontinued
▶	Armack, Lou	Stone, April	Yes	✓	✓	3/16/18	3/16/18	Starting
▶	Banks, Mark	Rose, Margie	No	✓	✓	3/9/18	3/9/18	Progressing
▶	Bier, Michelle	Rose, Margie	Yes	✗	✗			Starting
▶	Brent, Tina	Rose, Margie	Yes	✓	✓	3/16/18	3/16/18	Progressing
▶	David, Anderson-Jones	Rose, Margie	Yes	✓	✗	3/16/18	3/16/18	Needs Revision
≡	Franks, Tim	Stone, April	No	✓	✓			Discontinued
▶	Johnson, Carly	Stone, April	Yes	✓	✓	12/18/15	12/18/15	Progressing

▶ = active, || = inactive, ≡ = archived

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What level of Tier 3 are you most interested in?

Individual student

School

District

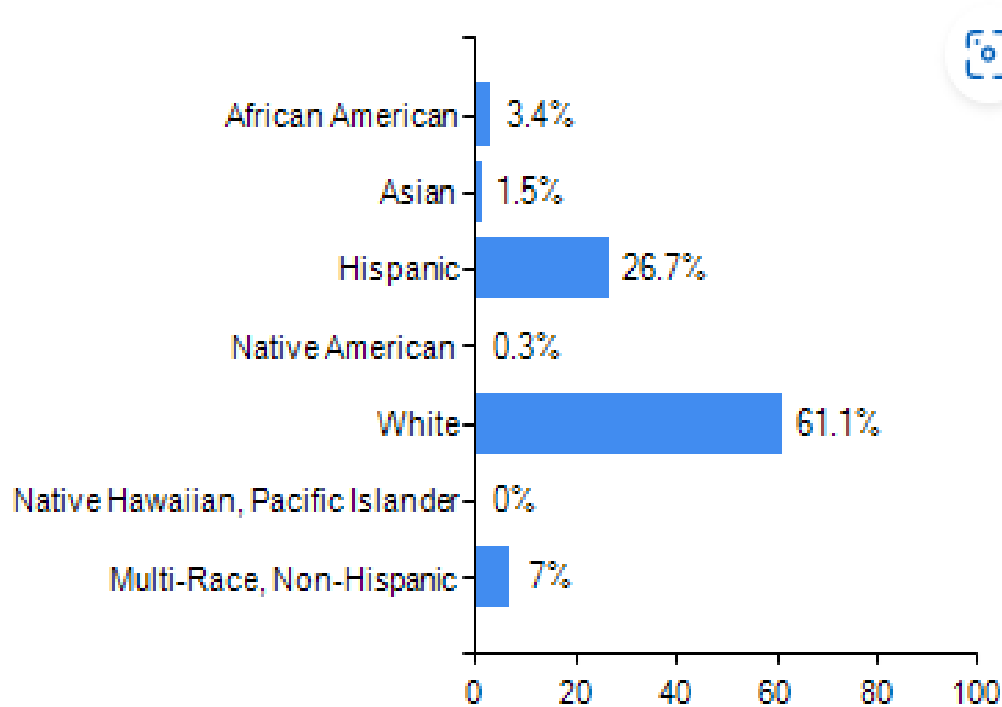


Case Study

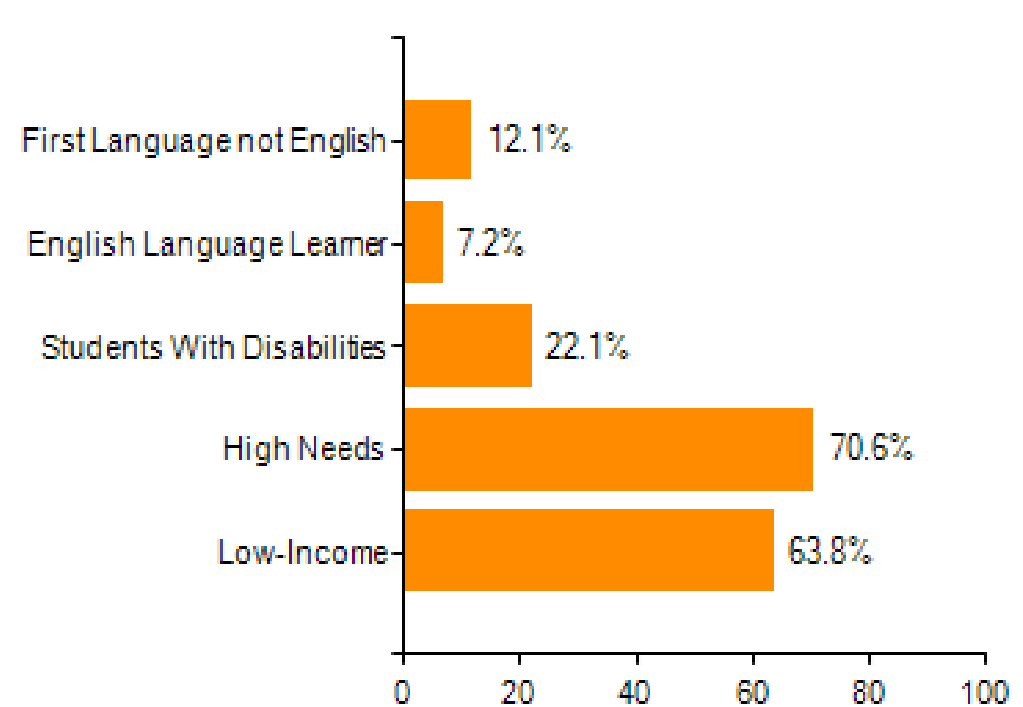
District Demographics

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

Student Race and Ethnicity



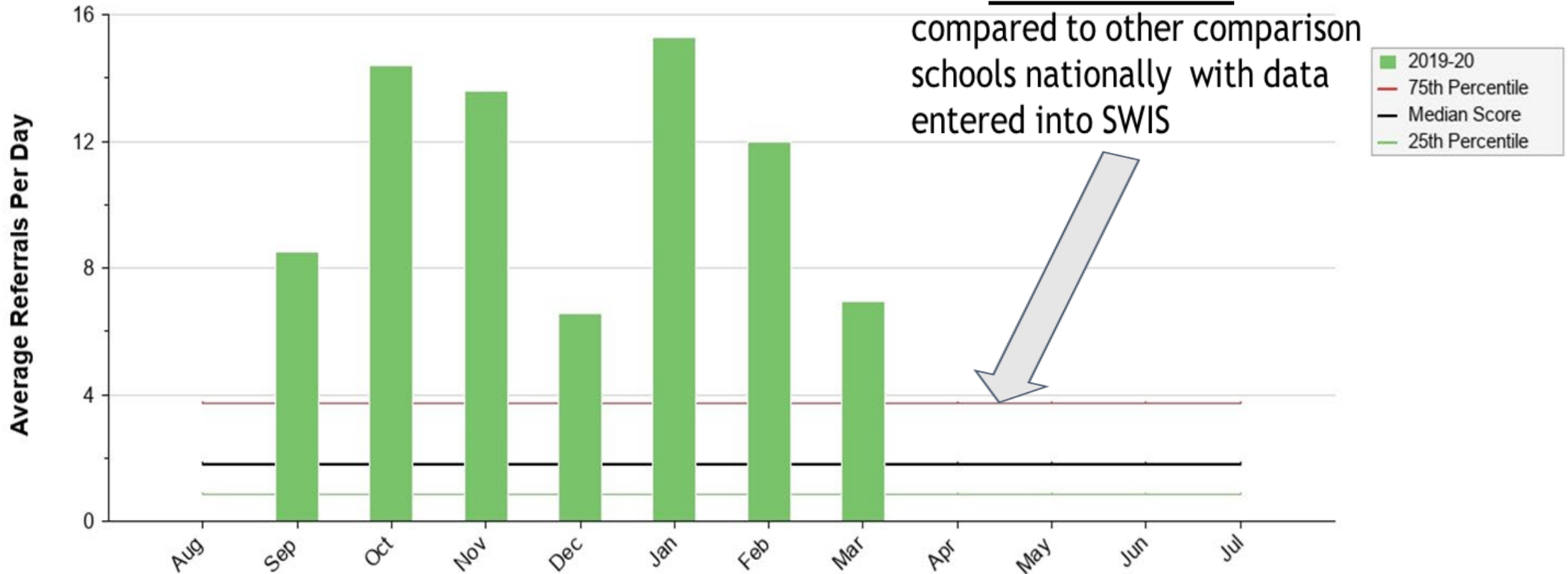
Selected Populations



Why the Need for Change?

Average Referrals Per Day Per Month - Multi-Year

All, 2019-20 - 2019-20



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

Center on PBIS. (2022). [Tier 3 Student -level Systems Guide](http://www.pbis.org). University of Oregon. www.pbis.org.

Center on PBIS. (2022). [Tier 3 School-level Systems Guide](http://www.pbis.org). University of Oregon. www.pbis.org.

Center on PBIS. (2022). [Tier 3 District -Level Systems Guide](http://www.pbis.org). University of Oregon. www.pbis.org.

TakeAway 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...

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