Implementing Tier II and Tier III Supports within PB4L

Rob Horner, University of Oregon, www.pbis.org
1. Define assumptions of a Multi-tiered PB4L approach

2. Define critical features of Tier II supports

3. Define critical features of Tier III supports

4. Define implications for organizational systems at school and district level of adopting a Multi-Tiered Systems of Support Framework.

5. Self-assess the “readiness” of your school/district to implement all three tiers of PB4L
Why do we need Tier II and Tier III supports?

Describe the problem behavior with operational precision?

What outcome (reward) is maintaining the problem behavior?
• Expectations of Schools within PB4L

Old System:
- Regular Education
- Special Education

PB4L System:
- Intensity Matched to Student Demographics:
1. Invest in Tier I supports first.
   a. Tier I foundation is needed for Tier II and Tier III efficiency.
   b. Easy to say, hard to do… (may require extra initial efforts)

2. All schools have the capacity to implement Tier I
   a. But implementation of Tier II and Tier III will require investment in people with training in behavior support (school psychologists, social workers, counselors)

3. Invest in a Continuum of Support Before need is documented.
   a. Tier II and Tier III supports should not be a “surprise need.”
Lessons Learned

• PB4L Changes Expectations of and for schools

4. Build Support that is “Function-Based” and “Comprehensive”
   a. It is as important to know “why” a behavior keeps happening as it is to know what behavior is occurring.
   b. Build support that not only reduces problem behavior but leads to overall student success (academic, social, emotional)

5. PB4L requires Tier III SYSTEMS as well as Tier III PRACTICES
   a. Schools must be able to adapt support to meet both the number of students and intensity of support needs of students in Tier II and Tier III
Tier I PB4L Core Features

- Consequences for Problem Behavior
- Classroom Systems
- Data and Decision System
- Bully Prevention
- Family Engagement
- Leadership Team
- School-wide Expectations
- System to Acknowledge Behavior

*Tier I PB4L*
## Implementing Tier II and Tier III Critical Features and Systems at all Three Tiers

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Critical Features</th>
<th>Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Team</td>
<td>Policies supporting PB4L</td>
</tr>
<tr>
<td></td>
<td>School-wide expectations defined and taught</td>
<td>• Mission</td>
</tr>
<tr>
<td></td>
<td>Formal system for recognizing positive behavior</td>
<td>• Hiring, training, coaching</td>
</tr>
<tr>
<td></td>
<td>Function-based consequence for problem behavior</td>
<td>• Annual evaluation</td>
</tr>
<tr>
<td></td>
<td>Classroom management procedures that match data collection and use for decision-making</td>
<td>Team designation and time</td>
</tr>
<tr>
<td></td>
<td>Bully prevention</td>
<td>Functional and efficient data systems.</td>
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<tr>
<td></td>
<td>Family engagement</td>
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</tbody>
</table>

**Preference will be given to individuals with demonstrated knowledge and experience implementing multi-tiered systems of behavior and academic support.**

### Your Turn

1. **Do we have the critical feature of Tier I PB4L in place?**
   - What do we do well?
   - What would be the one thing most helpful to add?

2. **Do we have the systems needed for sustained use?**
Tier II PB4L Core Features

- Increased Frequency of Positive Feedback
- Additional instruction on Behavior
- Increased Structure
- Tier II, III Leadership Team
- Reduced effectiveness of problem behavior
- Increased Intensity of Data Collection
- Increased Family Engagement
## Critical Features and Systems at all Three Tiers

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier II</strong></td>
<td></td>
</tr>
<tr>
<td>Tier II/ Tier III leadership team</td>
<td>Team designation and time</td>
</tr>
<tr>
<td>Increased structure</td>
<td>Personnel trained in behavioral theory</td>
</tr>
<tr>
<td>Additional instruction on expected behavior</td>
<td>Functional and efficient Tier II data systems.</td>
</tr>
<tr>
<td>Increased frequency and timeliness of feedback</td>
<td></td>
</tr>
<tr>
<td>Increased focus on reducing the unintended rewards for problem behavior</td>
<td></td>
</tr>
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<td>Increased frequency and precision of data collection</td>
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CICO Cycle

• Check-in/Check-out

Emphasis on (a) Behavioral Momentum, (b) Self-regulation (self-monitor, self-evaluate, self-recruitment), (c) Increased structure, (d) teaching desired skills, (e) improved feedback
## CICO-SWIS Daily Progress Report

**Name:**  
**Date:**  
**Parent/Guardian Signature:**  

### Rating Scale
- **2** = Met all expectations (Great job!)
- **1** = Met some expectations (Good work)
- **0** = Met few or no expectations (Room for improvement)

### CICO-SWIS Goal: 80%
- Points Earned: **35**
- Points Possible: **42**
- Goal Met: **YES**

<table>
<thead>
<tr>
<th></th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Total Points</td>
<td><strong>6</strong></td>
<td><strong>5</strong></td>
<td><strong>3</strong></td>
<td><strong>6</strong></td>
<td><strong>3</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>
Research on CICO indicates that implementing CICO results in a 50% reduction of problem behavior for 67% of students who enter the program. With students who do not maintain behavior (March & Horner, 2002; McIntosh, et. al., 2009, Campbell & Anderson, 2008)

- More effective with students who have maintained behavior

- Effective across behavioral functions as long as student finds adult attention highly reinforcing (Hawken, O’Neill, & MacLeod, 2011)

- Students who do not respond to CICO benefit from function-based, individualized interventions (Fairbanks, et. al., 2007; March & Horner, 2002; Macleod, Hawken, & O’Neill, 2010)

“... (CICO) can be labeled as evidence-based according to the WWC single-case design standards.”

Daniel Maggin, Jami Zurheide, Kayci Pickett and Sara Baillie, 2015 JPBI 17(4) 197-208.

CICO easily combines with more intensive, individualized supports
Tier III PB4L Core Features

- Individual Support Planning
- Individualized Support
- Increased Intensity of Data Collection
- Increased Family Engagement
- Individual Student Team
- Assessment Capacity
Implementing Tier II and Tier III Critical Features and Systems at all Three Tiers

### Critical Features

<table>
<thead>
<tr>
<th>Tier III</th>
<th>Critical Features</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Tier II/ Tier III leadership team</td>
</tr>
</tbody>
</table>
|         | Individual student assessment  
  - Academic, Behavior (FBA), Mental Health                                                                                                                                                                |
|         | Individual support plan  
  - Comprehensive  
  - Function-based  
  - Tied to Action Plan                                                                                                                                                                                  |
|         | Measure of support fidelity                                                                                                                                                                                        |
|         | Increased focus on reducing the unintended rewards for problem behavior                                                                                                                                          |
|         | Increased frequency and precision of data collection                                                                                                                                                             |
|         | Increased family engagement.                                                                                                                                                                                       |

### Systems

<table>
<thead>
<tr>
<th>Systems</th>
<th>Team designation and time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personnel trained in behavioral theory</td>
</tr>
<tr>
<td></td>
<td>Functional and efficient Tier III data system.</td>
</tr>
</tbody>
</table>
• Functional behavioral assessment

• Identify **WHAT** behavior is a problem

• Identify **WHERE** the behavior is most and least likely

• Identify **WHY** the behavior continues (what is the reward?)
The Effectiveness of Intervention Strategies Based on Functional Behavioral Assessment.

Kimberly Ingram
George Sugai
Teri Lewis-Palmer

• Kimberly L. Ingram,
• Teri Lewis-Palmer and George Sugai
• University of Oregon,
• Compare plans “indicated” by FBA versus “contra-indicated”
• Compare plans “indicated” by FBA versus “contra-indicated”
### Comprehensive Support Planning

- **Target Area(s):**
- **Goal:**

<table>
<thead>
<tr>
<th>Solution Component</th>
<th>Action Step(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
</tr>
<tr>
<td>Extinction</td>
<td></td>
</tr>
<tr>
<td>Corrective Consequence</td>
<td></td>
</tr>
<tr>
<td>(if needed)</td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
</tr>
</tbody>
</table>

#### Add Safety Protocol if needed

- **Behavior Support**
- **Reading Support**
- **Math Support**
- **Mental Health Support**
### Solution Development

**Target Area(s):** Eric is a typically developing 3rd grader but engages in physical aggression 2-3 times per day on the playground during recess to gain access to playground equipment.

**Goal:** reduce referrals for physical aggression on the playground for each of the remaining months to no more than 1 per week.

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</table>

"What do you think?"
### Precise Problem Statement:

**Goal:**

<table>
<thead>
<tr>
<th>Solution Components</th>
<th>What are the action steps?</th>
<th>Who is Responsible?</th>
<th>By When?</th>
<th>How will fidelity be measured?</th>
<th>Notes/Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Data Collection</th>
<th>What data will we look at?</th>
<th>Who is responsible for gathering the data?</th>
<th>When/How often will data be gathered?</th>
<th>Where will data be shared?</th>
<th>Who will see the data?</th>
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### Implementing Tier II and Tier III

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<td>• Academic, Behavior (FBA), Mental Health</td>
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The Role of Behavior Specialists in the Development of Function-based Behavior Support Plans

Benazzi, L., Horner, R., & Good, R.
University of Oregon
Three knowledge areas needed for a behavior support plan:

- Knowledge about The Student
- Knowledge about The Setting
- Knowledge about Behavioral Theory

Behavior Support Plan
Results: Technical Adequacy
Mean Expert Rating (6-18)

* Team alone plans were statistically different from plans that included behavior specialist.
* Team + Specialist and Specialist Alone were not statistically significantly different.
Results: **Contextual Fit**

**Mean Team Rating (0-100)**

* Specialist Alone plans were statistically different from plans that included team members.
* Team Alone and Team + Specialist plans were not statistically significantly different
Three knowledge areas needed for a behavior support plan

Knowledge about The Student

Knowledge about The Setting

Knowledge about Behavioral Theory

*Knowledge about family, culture, context
*Voice and perspective of student/family

Behavior Support Plan

Implications for Administrators who Assign the members and purpose of a Team
CULTURAL SENSITIVITY AT TIER III

- Effective Systems Adapt to the Local Culture
  - Focus on core features
  - Systems should facilitate adoption and sustained use of the core features that benefit students.
Adapting Behavior Support to Local Culture
Manuel Monzalve, Ph.D.
CONTEXTUAL FIT

Technically Sound

Contextual Fit

Values
Skills
Resources
Admin Support
Use of Contextual Fit Protocol Led to Improved Implementation of Support Plan by teaching staff.

Figure 2. Percentage of BSP Components implemented during 20 minute observations.
Improve Use of the Support Plan Led to Improved Student Behavior
<table>
<thead>
<tr>
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|          | • Tied to Action Plan | Functional and efficient Tier III data system. |
|          | Measure of support fidelity |
|          | Increased focus on reducing the unintended rewards for problem behavior |
|          | Increased frequency and precision of data collection |
|          | Increased family engagement. |
Improving Implementation of Function-Based Interventions: Self-Monitoring, Data Collection, and Data Review

Sarah E. Pinkelman, PhD, BCBA-D¹ and Robert H. Horner, PhD²
Combine Behavior and Fidelity Data

ISIS Measure Report
Rate of Disruption
Carly Johnson, 4/21/12 to 5/18/12

Days

Rate for Rate of Disruption

Scale for Staff Fidelity

Legend:
- Goal Met
- Goal Not Met
- Complete
- Incomplete
- Absent
- No Data
- No School
- Not Applicable
- No Entry
- Plan Change
- Notes
Baseline

ISIS-SWIS

Observed Fidelity

Dyad 1

Dyad 2

Dyad 3

Percentage BSP Components

20 min observations
Observed Treatment Fidelity & Academic Engagement

Baseline

ISIS-SWIS

Observed Fidelity

Academic Engagement

Dyad 1

Percentage BSP Components

Percent 10s Intervals AE

Dyad 2

Dyad 3

20 min observations
Baseline

ISIS-SWIS

Percentage BSP Components

Percentage 10s Intervals

Academic Engagement

Problem Behavior

Fidelity

Dyad 1

Dyad 2

Dyad 3

20 min observations

Percentage BSP Components

20 min observations
Implementing Tier II and Tier III Critical Features and Systems at all Three Tiers

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Many Visions / Definitions of Coaching
Considerations

• Coach versus Coaching
  • “Actions” rather than “Role”

• Coaching versus Training

• Coaching Skills /Attributes versus Coaching FUNCTIONS
  • Knowledge of core content  (PBIS Teaching Matrix… general case)
  • Time
  • Communication skills
  • Building professional relationships and trust
  • Knowledge of organizational context
Coaching versus Training

- **Training** is the presentation of events, activities and materials to develop new knowledge and/or skill
  - First Teach WHAT to do
  - Then Teach WHEN to do it

- **Coaching** is the on-site support needed to use new knowledge and/or skills under typical conditions.
COACHING FUNCTIONS

• **Prompting**
  - Bring newly trained skills under stimulus control of natural stimuli

• **Fluency Building**
  - Repeated opportunities to use new skills … preferably soon after training

• **Performance Feedback**
  - Feedback on accuracy and shaping of trained skills

• **Adaptation**
  - Modify trained skills to fit to local culture and context
  - Suggest and /or encourage adaptations
EXAMPLE OF THE IMPACT OF COACHING ON STUDENT OUTCOMES: AVERAGE MAJOR DISCIPLINE REFERRALS PER DAY PER MONTH

From Steve Goodman, Michigan
Effects of Coach-delivered Prompting and Performance Feedback on Teacher Use of Evidence-based Classroom Management Practices and Student Behavior Outcomes

Michelle M. Massar
Special Education and Clinical Services
University of Oregon

July 31st, 2017
Major Considerations

1. Establish Tier I first (and likely Tier II)

2. Establish, Train and Coach Tier II/ Tier III teams

3. Build capacity to include at least one person with knowledge of behavioral theory on each team

4. Support plans should be function-based and comprehensive

5. Data systems documenting fidelity as well as impact are necessary for Tier III support implementation

6. Build the systems needed to support effective practices.
   - Coordination, Hiring, Evaluation, Team Process
   - Monitoring
   - Allocation of time outside classroom
## Self Assessment

### Discussion

**Implementing Tier III Supports**

<table>
<thead>
<tr>
<th></th>
<th>0= no, 1 = partial, 2 = yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tier I practices and systems in place</td>
</tr>
<tr>
<td>2.</td>
<td>Tier II/III leadership team trained, coached and effective</td>
</tr>
<tr>
<td>3.</td>
<td>Personnel with knowledge of behavioral theory</td>
</tr>
<tr>
<td>4.</td>
<td>Assessment of individual student capability and needs (math, reading, behavior, mental health)</td>
</tr>
<tr>
<td>5.</td>
<td>Comprehensive plan design</td>
</tr>
<tr>
<td>6.</td>
<td>Action planning</td>
</tr>
<tr>
<td>7.</td>
<td>Data Systems used for decision-making (individual and system-wide)</td>
</tr>
<tr>
<td>8.</td>
<td>Process for adapting support plans</td>
</tr>
<tr>
<td>9.</td>
<td>Defined plan for allocating personnel to meet needs (district wide)</td>
</tr>
</tbody>
</table>
Summary

- Team
- Expertise
- Data
- Decision Process
Summary

• Team
• Expertise
• Data
• Decision Process