



Positive 
Behaviour
for Learning
School-wide



Implementing Tier II and Tier III Supports within PB4L

Rob Horner, University of Oregon, www.pbis.org

Objectives

1. Define assumptions of an 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?



- Why do we need Tier II and Tier III supports?



Eddie



Rayette



Shane

Describe the problem behavior with operational precision?

What outcome (reward) is maintaining the problem behavior?



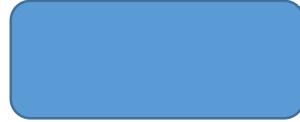
Change



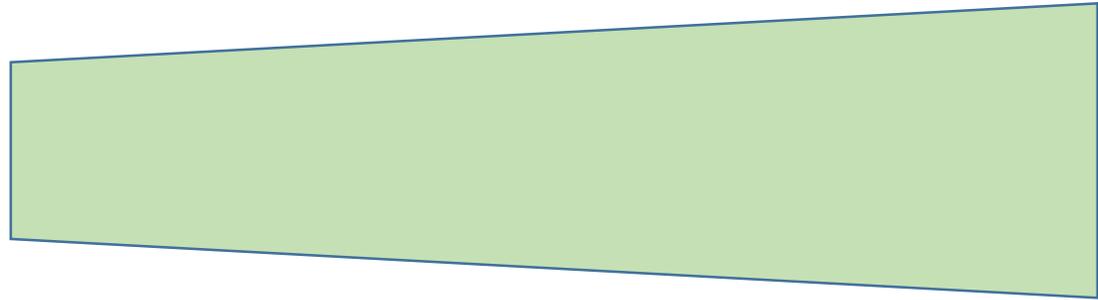
Old System:

Regular Education

Special Education

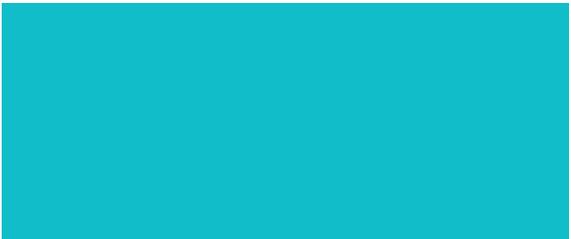
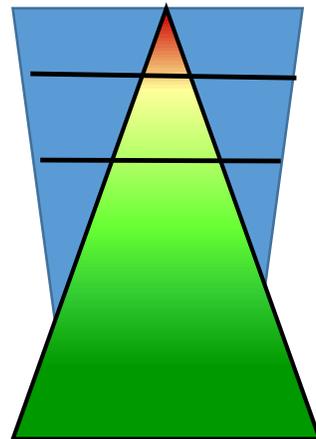


PB4L System:



- Expectations of Schools within PB4L

Intensity Matched to Student Demographics:



Lessons Learned



- PB4L Changes Expectations of and for schools

- 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

4. Build Support that is “Function-Based” and “Comprehensive”

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

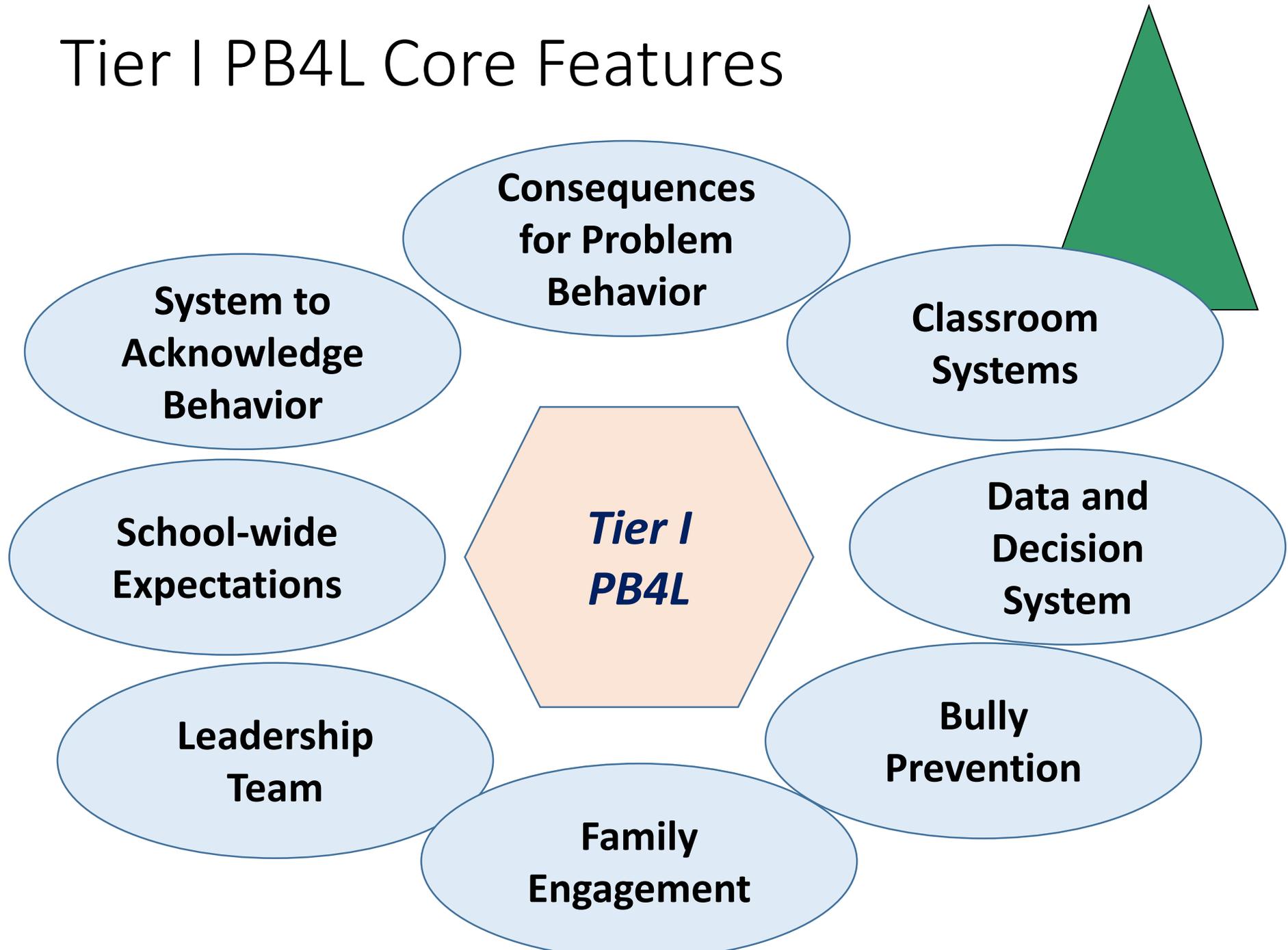
5. PB4L requires Tier III SYSTEMS as well as Tier III PRACTICES

- 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

- PB4L Changes Expectations of and for schools



Tier I PB4L Core Features



Implementing Tier II and Tier III

PB4L - Behavior

	Critical Features	Systems
Tier I	<p>Leadership Team</p> <p>School-wide expectations defined and taught</p> <p>Formal system for recognizing positive behavior</p> <p>Function-based consequence for problem behavior</p> <p>Procedures that match</p>	<p>Policies supporting PB4L</p> <ul style="list-style-type: none"> • Mission • Hiring, training, coaching • Annual evaluation <p>Team designation and time</p> <p>Functional and efficient data systems.</p>

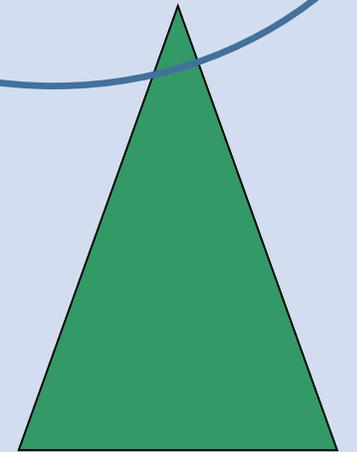
Your Turn

1. Do we have the critical feature of Tier I PB4L in place?

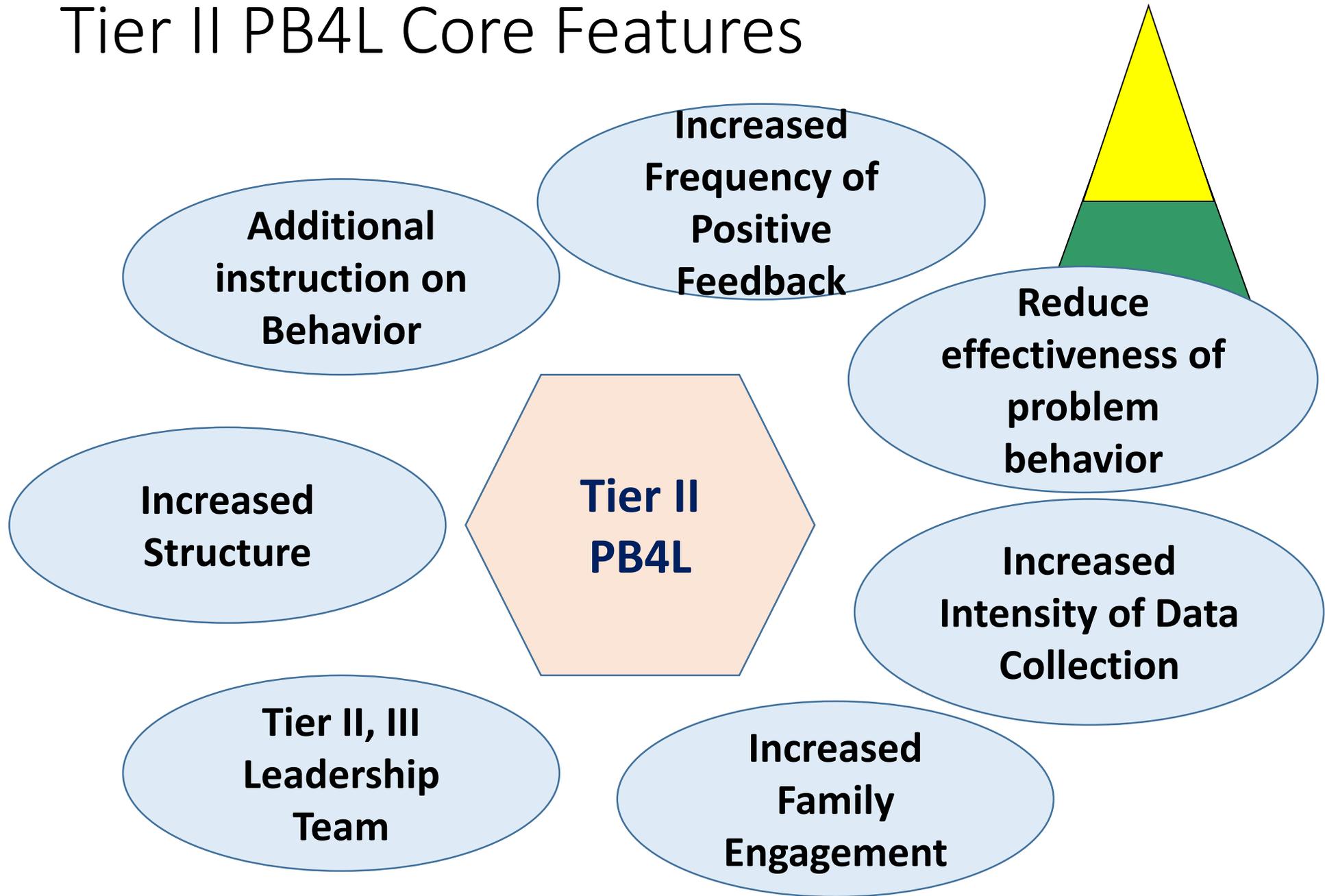
- What do we do well?
- What would be the one thing most helpful to add?

2. Do we have the systems needed for sustained use?

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



Tier II PB4L Core Features

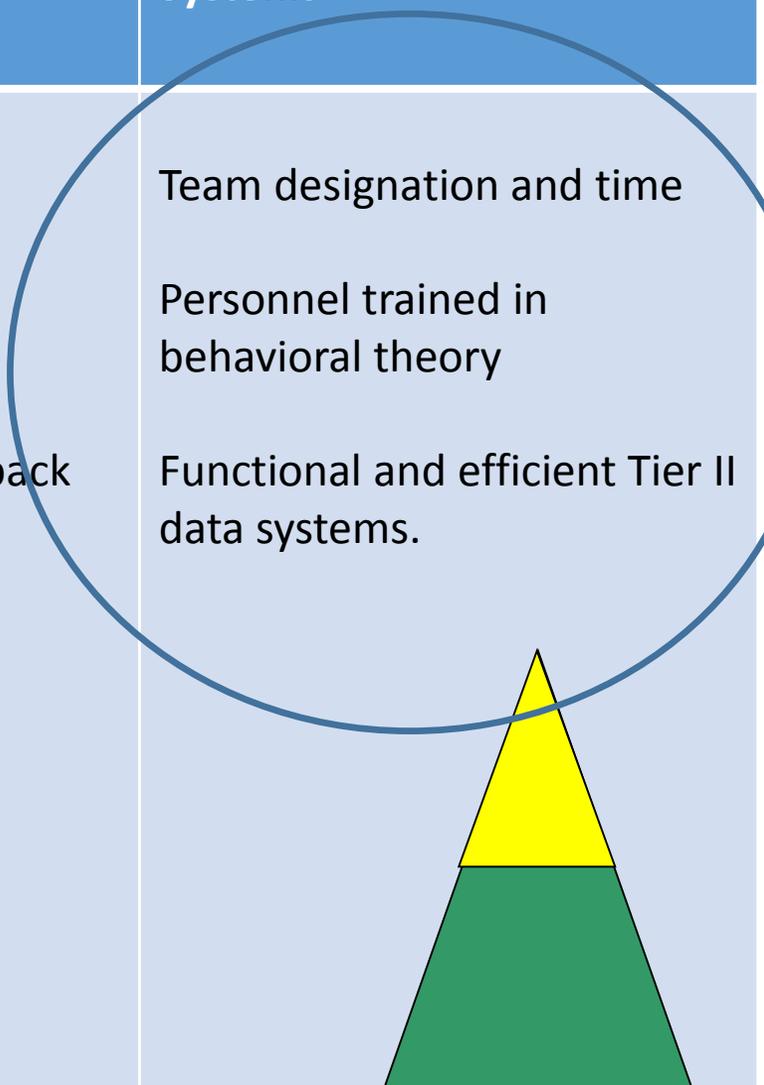


Implementing Tier II and Tier III



Critical Features and Systems at all Three Tiers

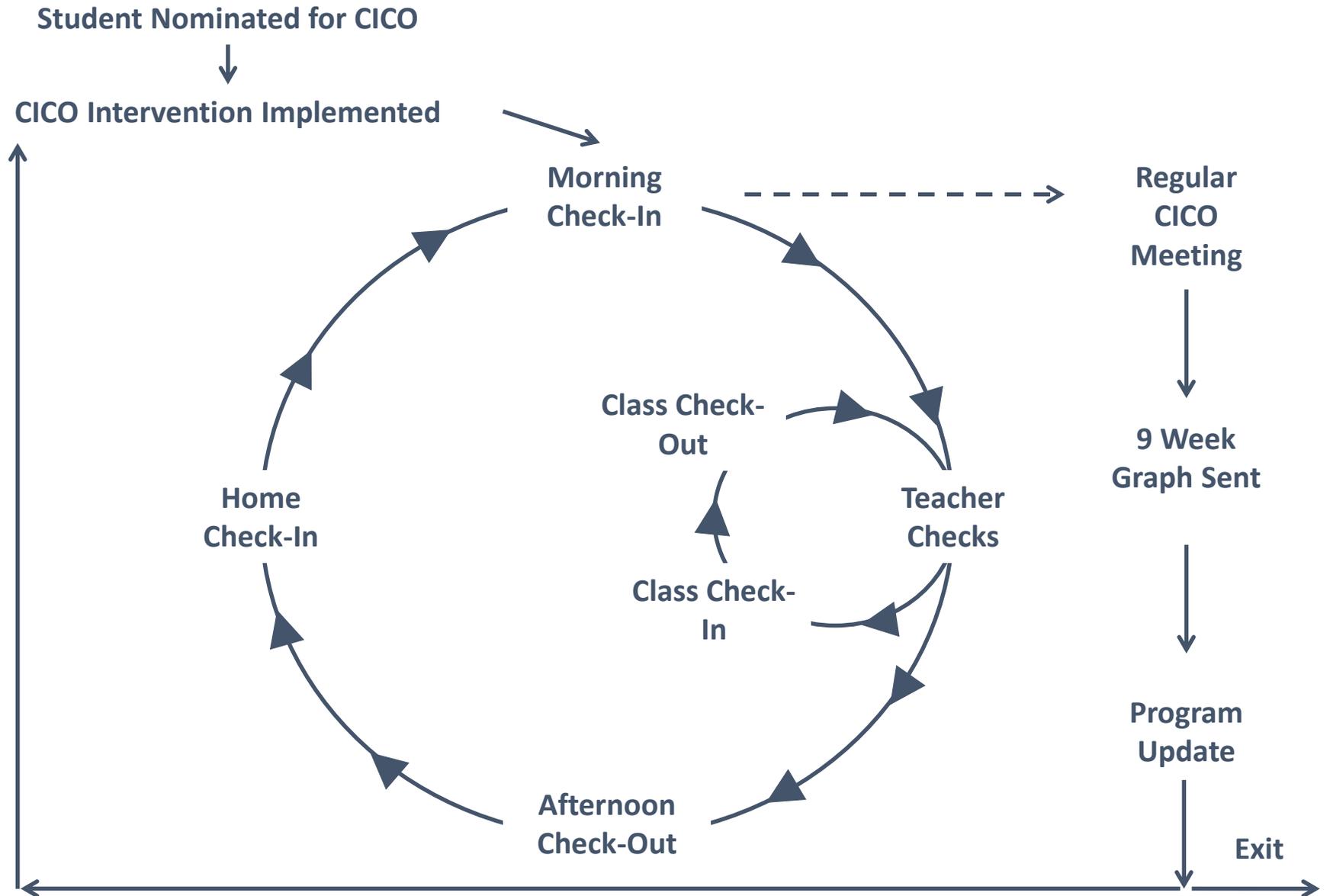
PB4L - Behavior

	Critical Features	Systems
Tier II	<ul style="list-style-type: none">Tier II/ Tier III leadership teamIncreased structureAdditional instruction on expected behaviorIncreased frequency and timeliness of feedbackIncreased focus on reducing the unintended rewards for problem behaviorIncreased frequency and precision of data collectionIncreased family engagement.	<ul style="list-style-type: none">Team designation and timePersonnel trained in behavioral theoryFunctional and efficient Tier II data systems. 

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~~ YES ___ NO

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	(2) 1 0	(2) 1 0	(2) 1 0	(2) 1 0	2 (1) 0	(2) 1 0	(2) 1 0
Respectful	(2) 1 0	(2) 1 0	2 (1) 0	(2) 1 0	2 (1) 0	(2) 1 0	(2) 1 0
Responsible	(2) 1 0	2 (1) 0	2 1 (0)	(2) 1 0	2 (1) 0	(2) 1 0	(2) 1 0
Total Points	6	5	3	6	3	6	6

Research on CICO

Implementing CICO results in 50% reduction of problem behavior for 67% of students who enter program.

(March & Horner, 2002)

... with students who do not maintain

"... (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.

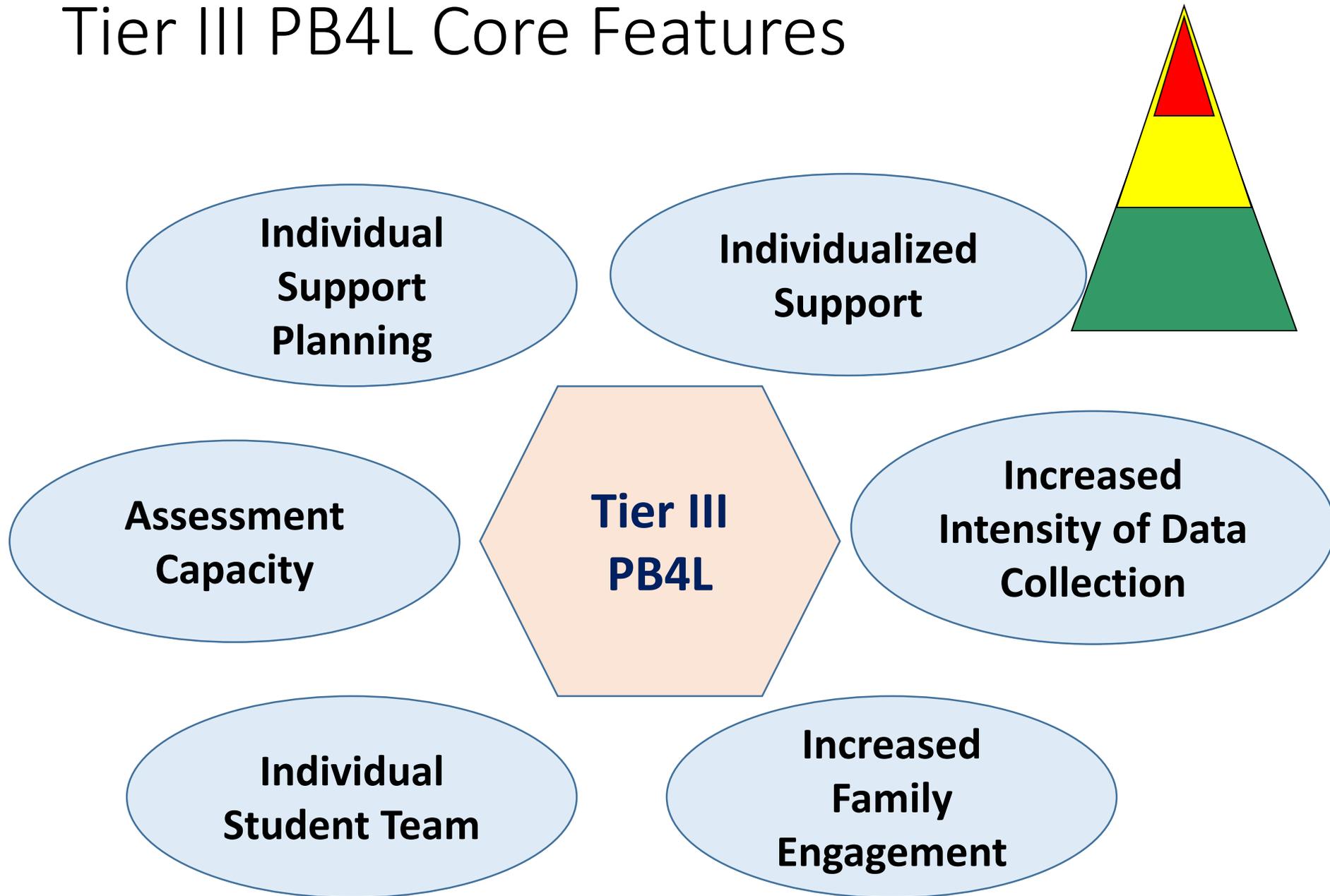
... as long as student

■ Students who do not benefit from function-based interventions benefit from CICO easily combines with more intensive, individualized supports

(Fairbanks, et al., 2002; Horner & Horner, 2002; Macleod, Hawken, & O'Neill, 2010)



Tier III PB4L Core Features



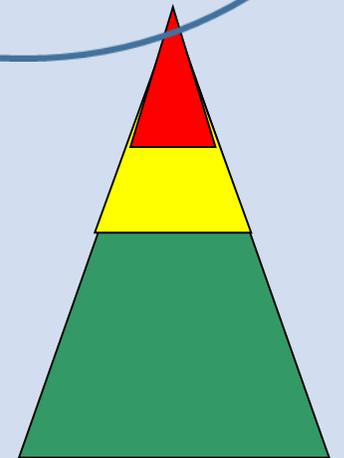
Implementing Tier II and Tier III



Critical Features and Systems at all Three Tiers

PB4L - Behavior

	Critical Features	Systems
Tier III	<p>Tier II/ Tier III leadership team</p> <p>Individual student assessment</p> <ul style="list-style-type: none">• Academic, Behavior (FBA), Mental Health <p>Individual support plan</p> <ul style="list-style-type: none">• Comprehensive• Function-based• Tied to Action Plan <p>Measure of support fidelity</p> <p>Increased focus on reducing the unintended rewards for problem behavior</p> <p>Increased frequency and precision of data collection</p> <p>Increased family engagement.</p>	<p>Team designation and time</p> <p>Personnel trained in behavioral theory</p> <p>Functional and efficient Tier III data system.</p>





- 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.

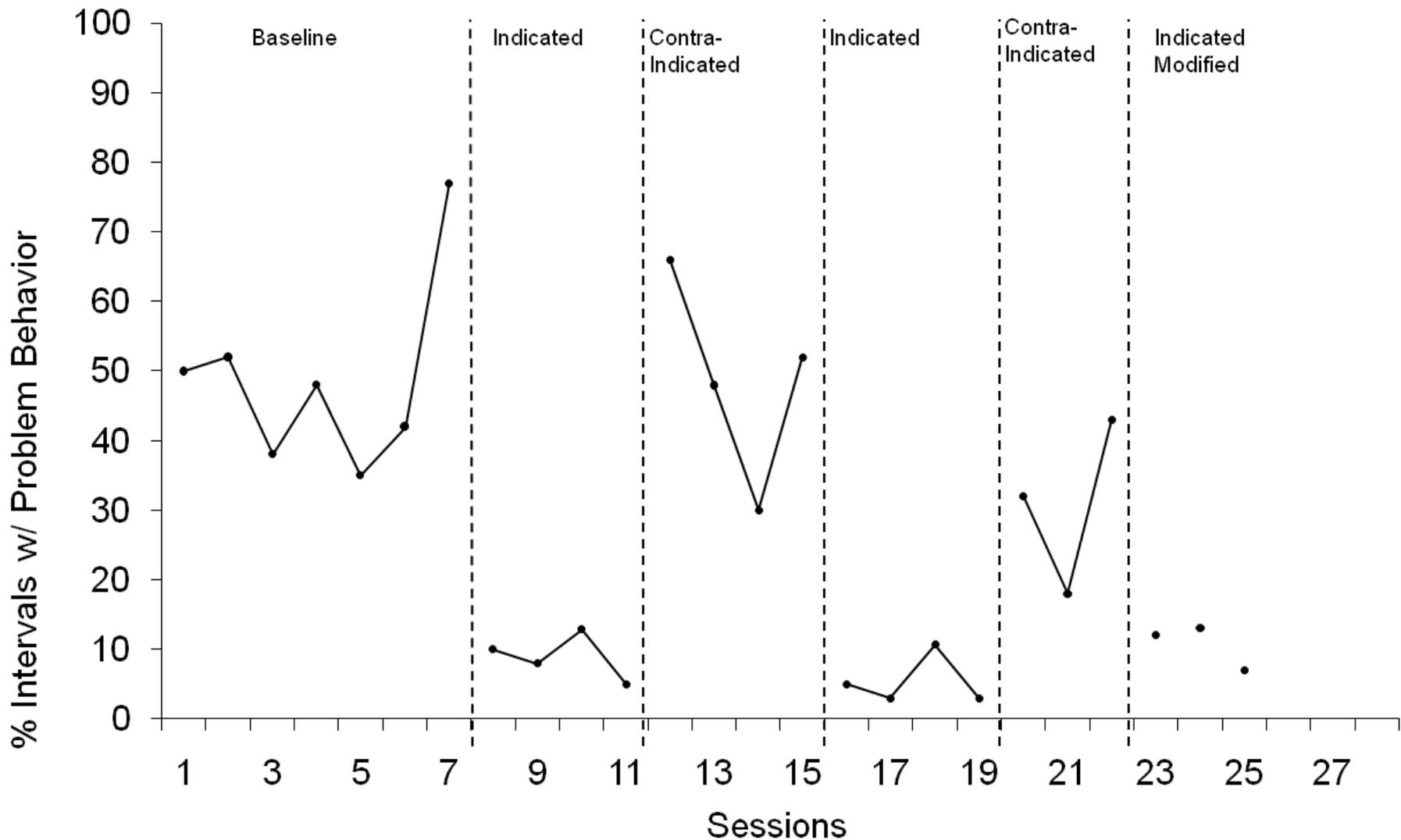
Kimberly Ingram
George Sugai
Teri Lewis-Palmer

- Kimberly L. Ingram,
- Teri Lewis-Palmer and George Sugai
- University of Oregon,

% Intervals w/ Problem Behavior for Carter



- Compare plans “indicated” by FBA versus “contra-indicated”

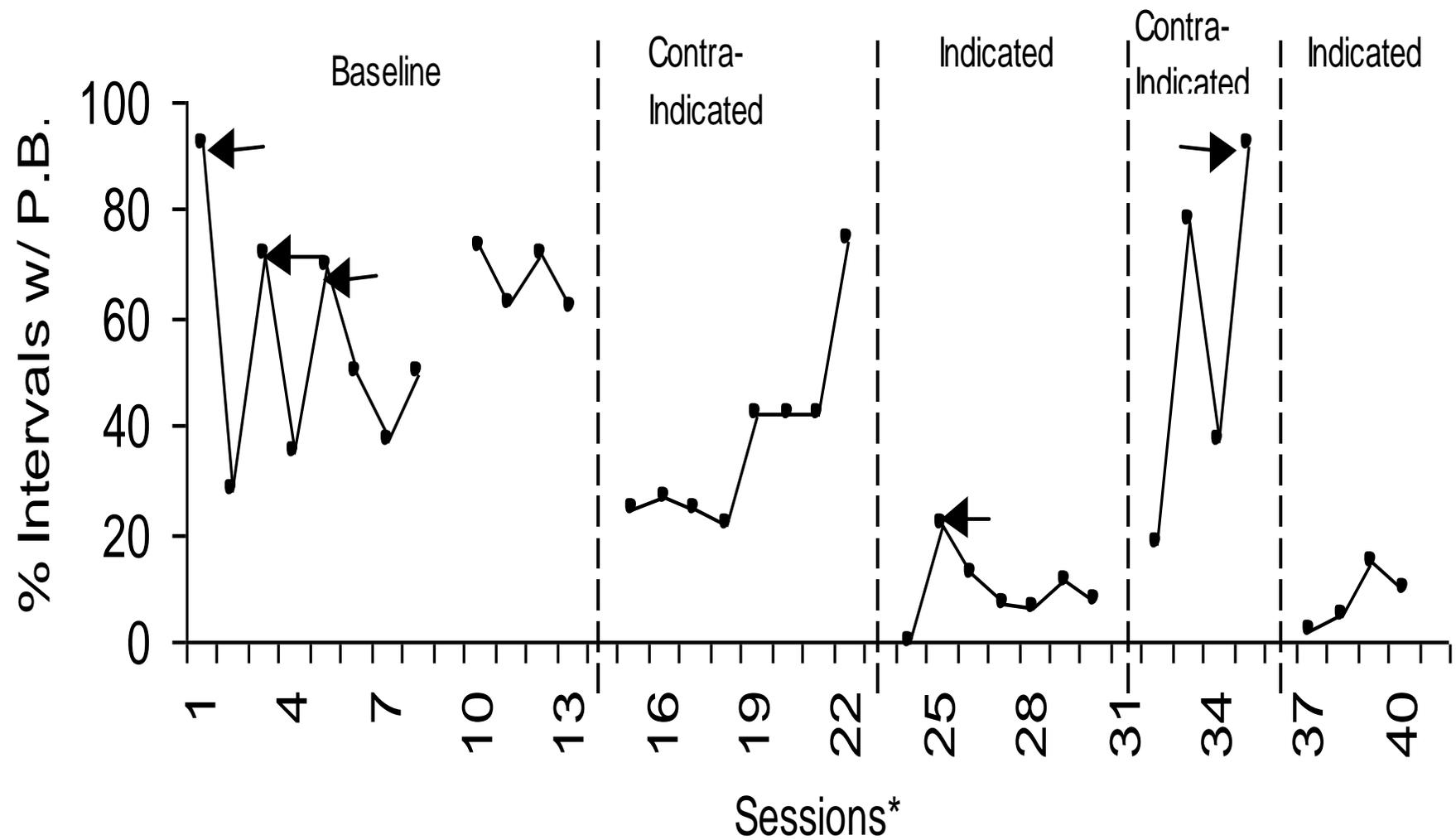




- Compare plans “indicated” by FBA versus “contra-indicated”



% Intervals w/ P.B. for Bryce



*Data points with arrows indicate no medication

Comprehensive Support Planning

- Target Area(s):
- Goal:

Behavior Support
Reading Support
Math Support
Mental Health Support

Add Safety Protocol if needed

Solution Component	Action Step(s)
Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequence (if needed)	
Data collection	

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.

Solution Component	Action Step(s)
Prevention	What do you think?
Teaching	
Recognition	
Extinction	
Corrective Consequence	
Data collection	

Problem Solving



- Move from solution elements to Action Plan

Precise Problem Statement:

Goal:



BSP
Template



BSP
checklist

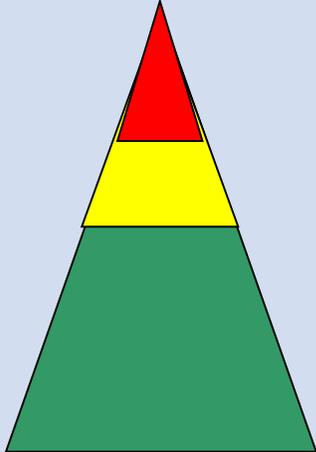
Solution Components	What are the action steps?	Who is Responsible?	By When?	How will fidelity be measured?	Notes/Updates
Prevention					
Teaching					
Recognition					
Extinction					
Corrective Consequence					
	What data will we look at?	Who is responsible for gathering the data?	When/How often will data be gathered?	Where will data be shared?	Who will see the data?
Data Collection					

Implementing Tier II and Tier III



Critical Features and Systems at all Three Tiers

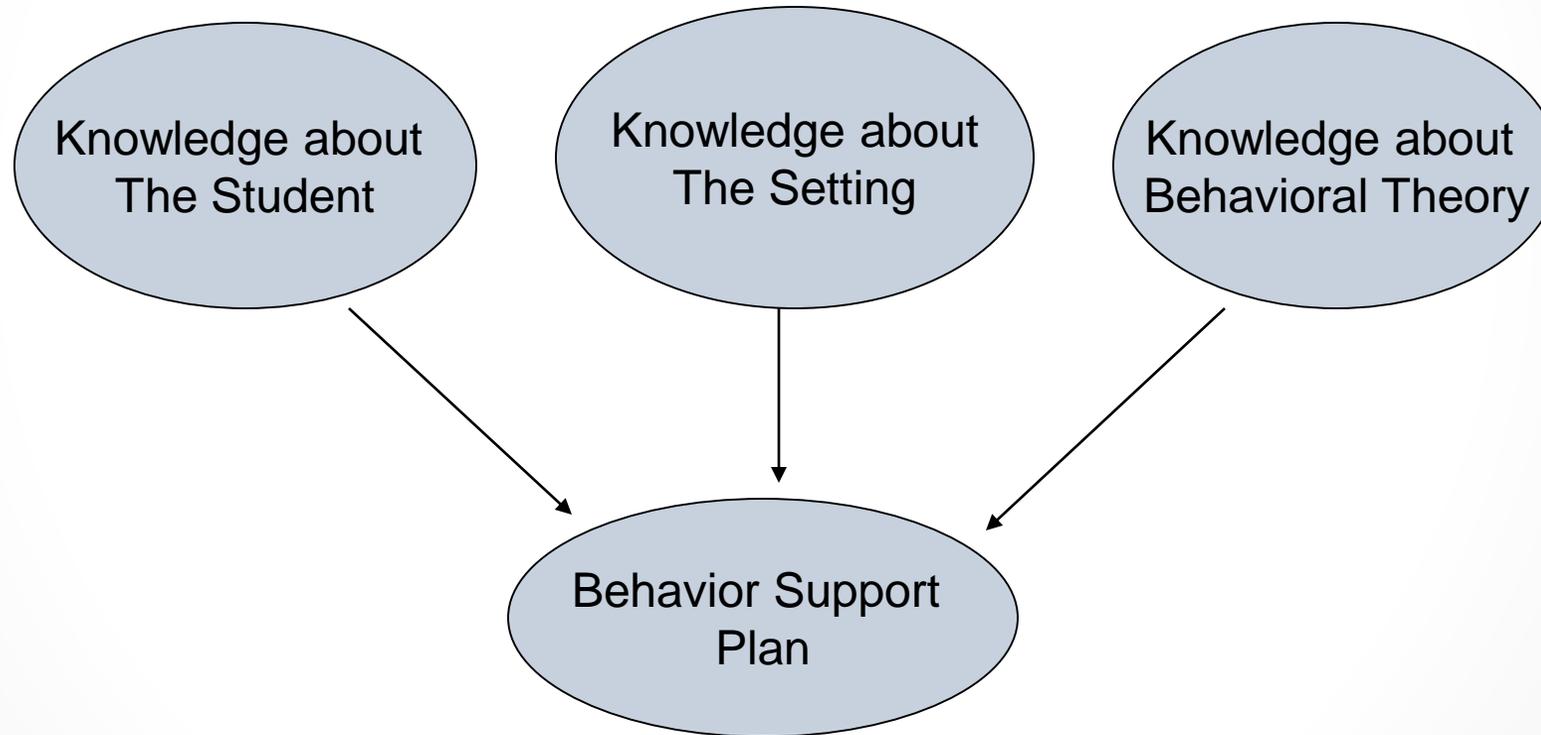
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The Role of Behavior Specialists in the Development of Function- based Behavior Support Plans

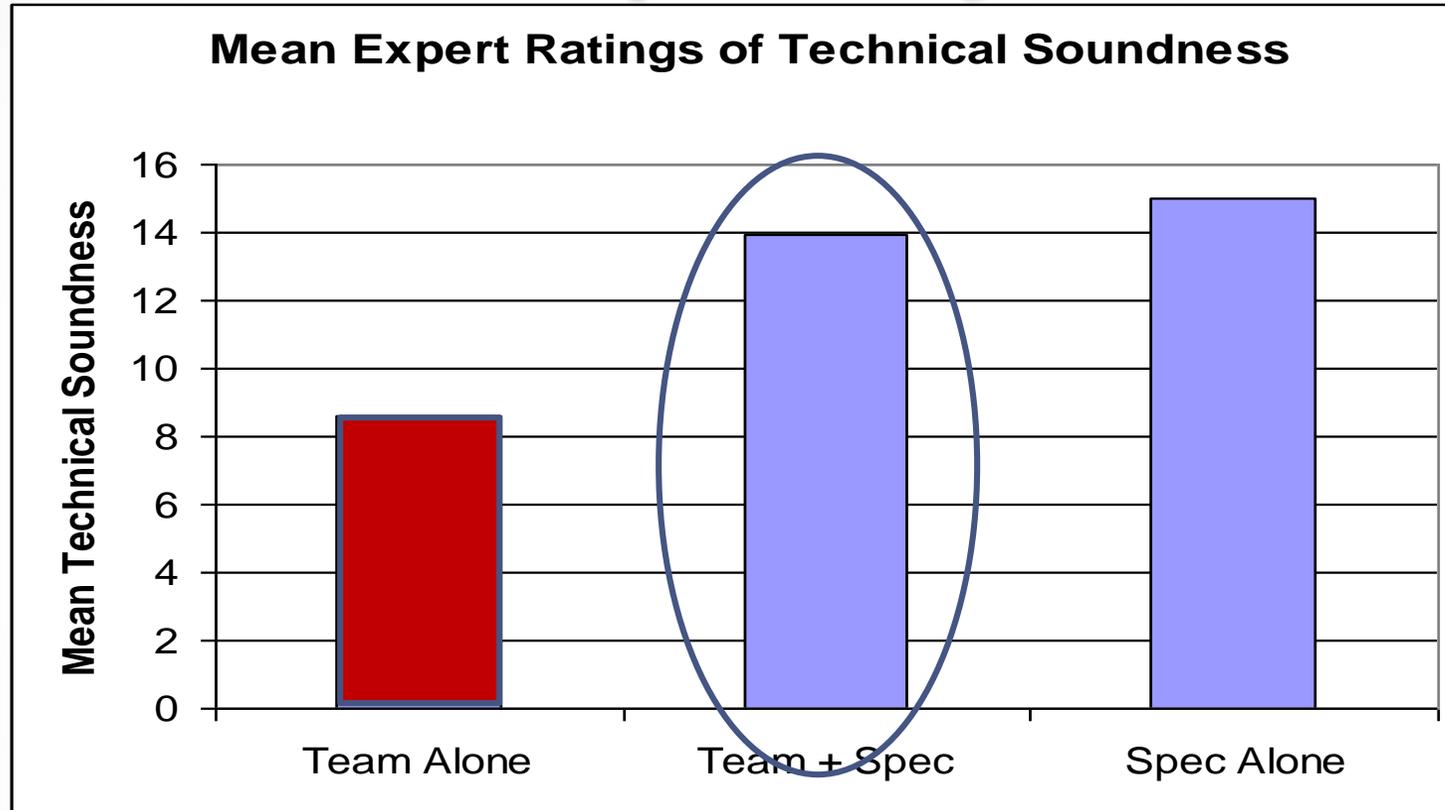
Benazzi, L., Horner, R., & Good, R.
University of Oregon

Three knowledge areas needed for a behavior support plan



Results: Technical Adequacy

Mean Expert Rating (6-18)

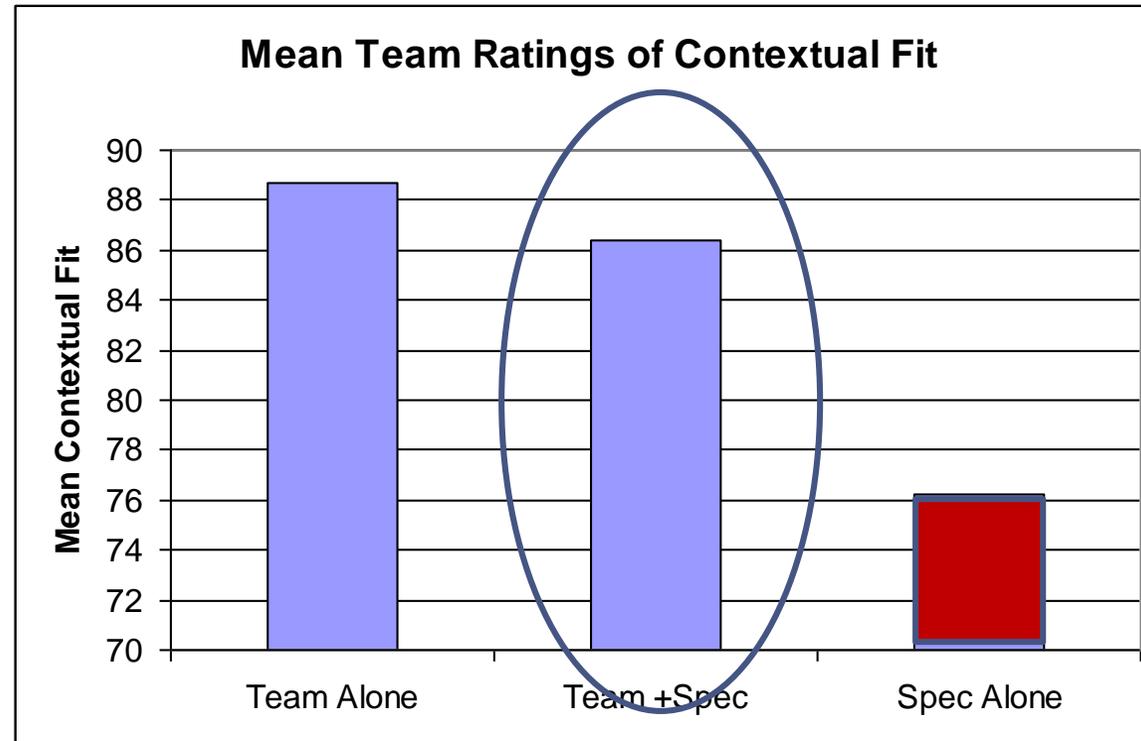


* Team alone plans were statistically different from plans that included behavior specialist.

*Team + Specialist and Specialist Alone were not statistically significantly different.

Results: Contextual Fit

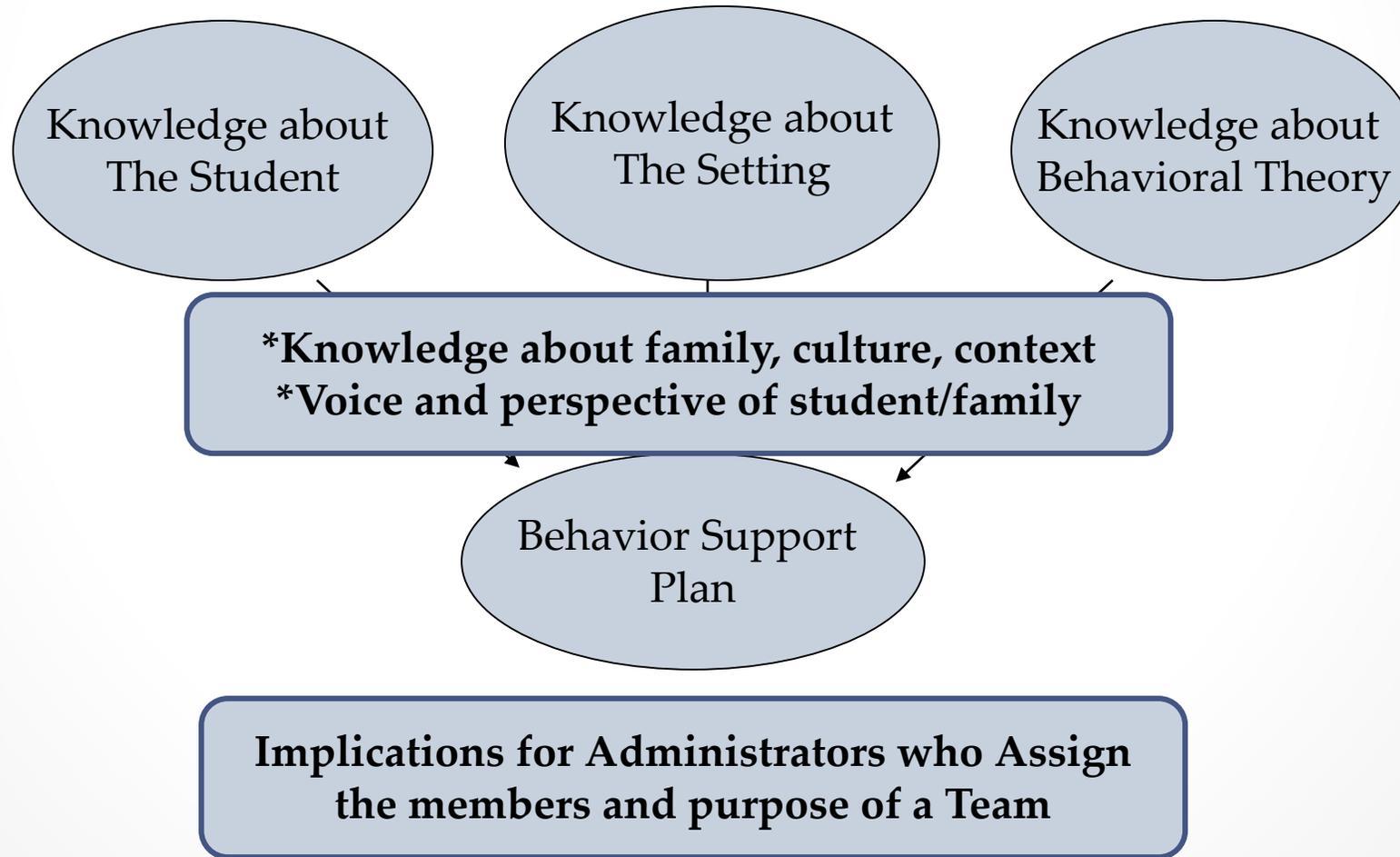
Mean Team Rating (0-100)



* 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

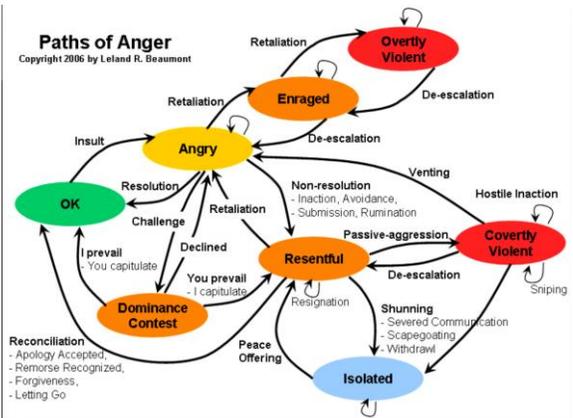
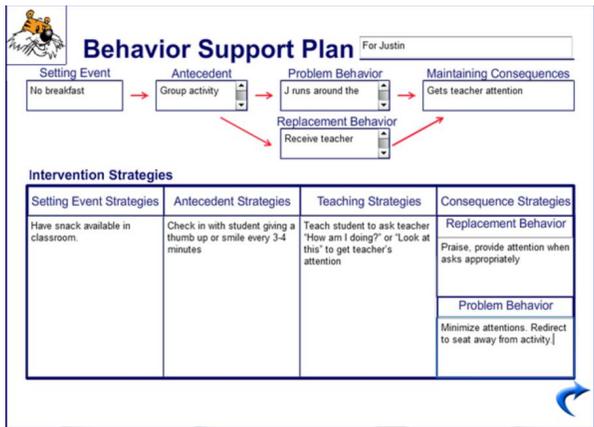


CULTURAL SENSITIVITY AT TIER III

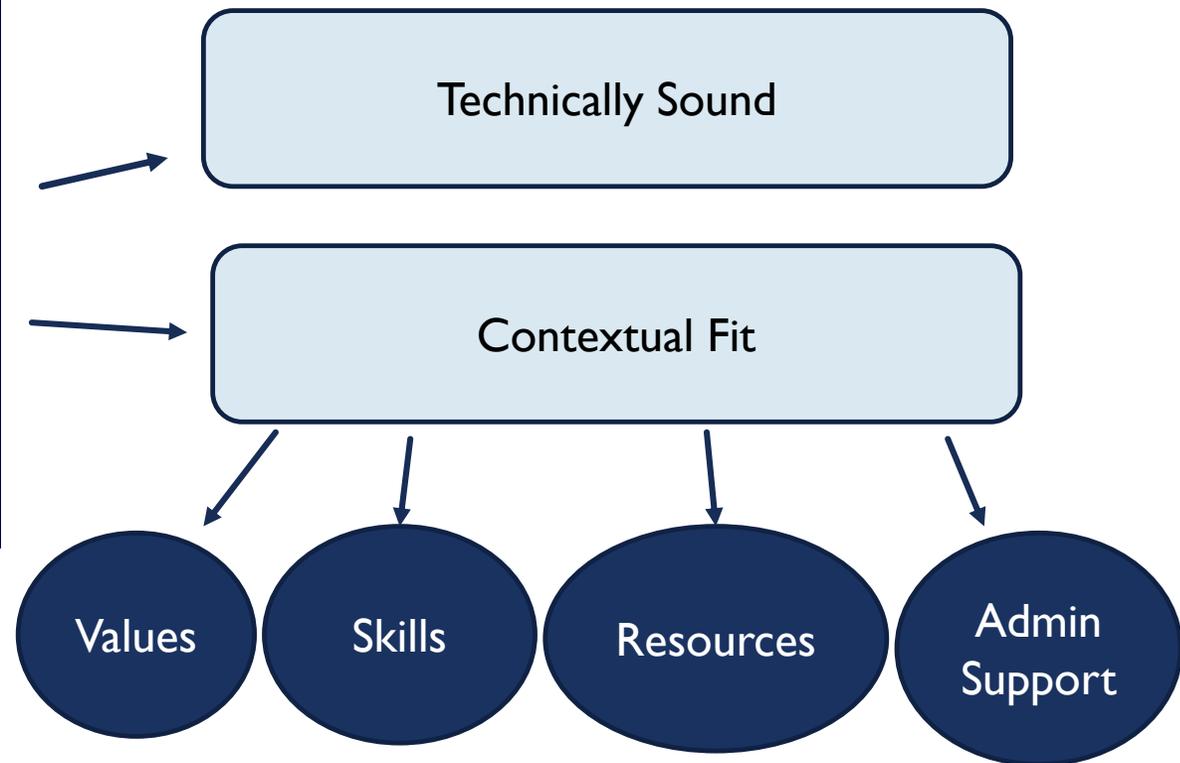
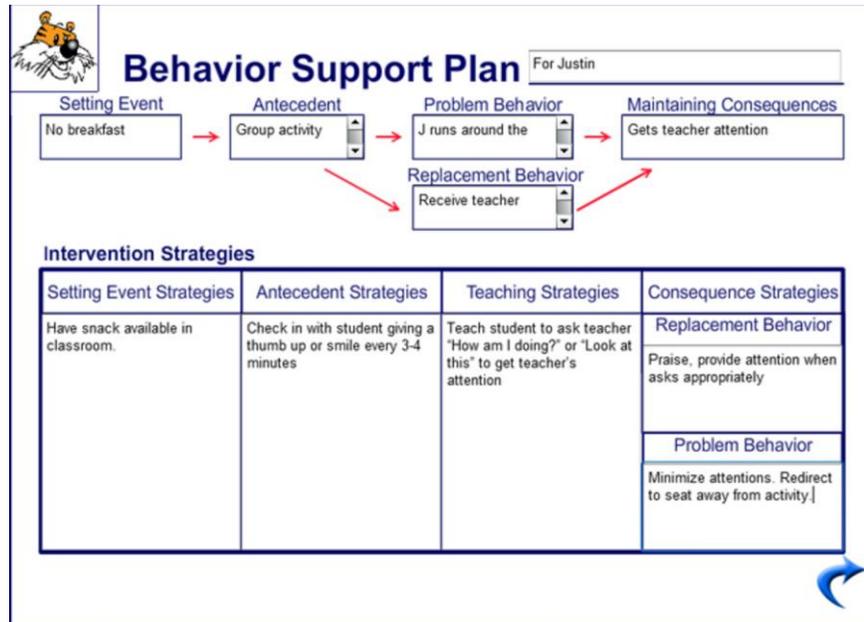
- ***Effective Systems Adapt to the Local Culture***
 - Focus on core features
 - Systems should facilitate adoption and sustained use of the core features that benefit students.

Adapting Behavior Support to Local Culture

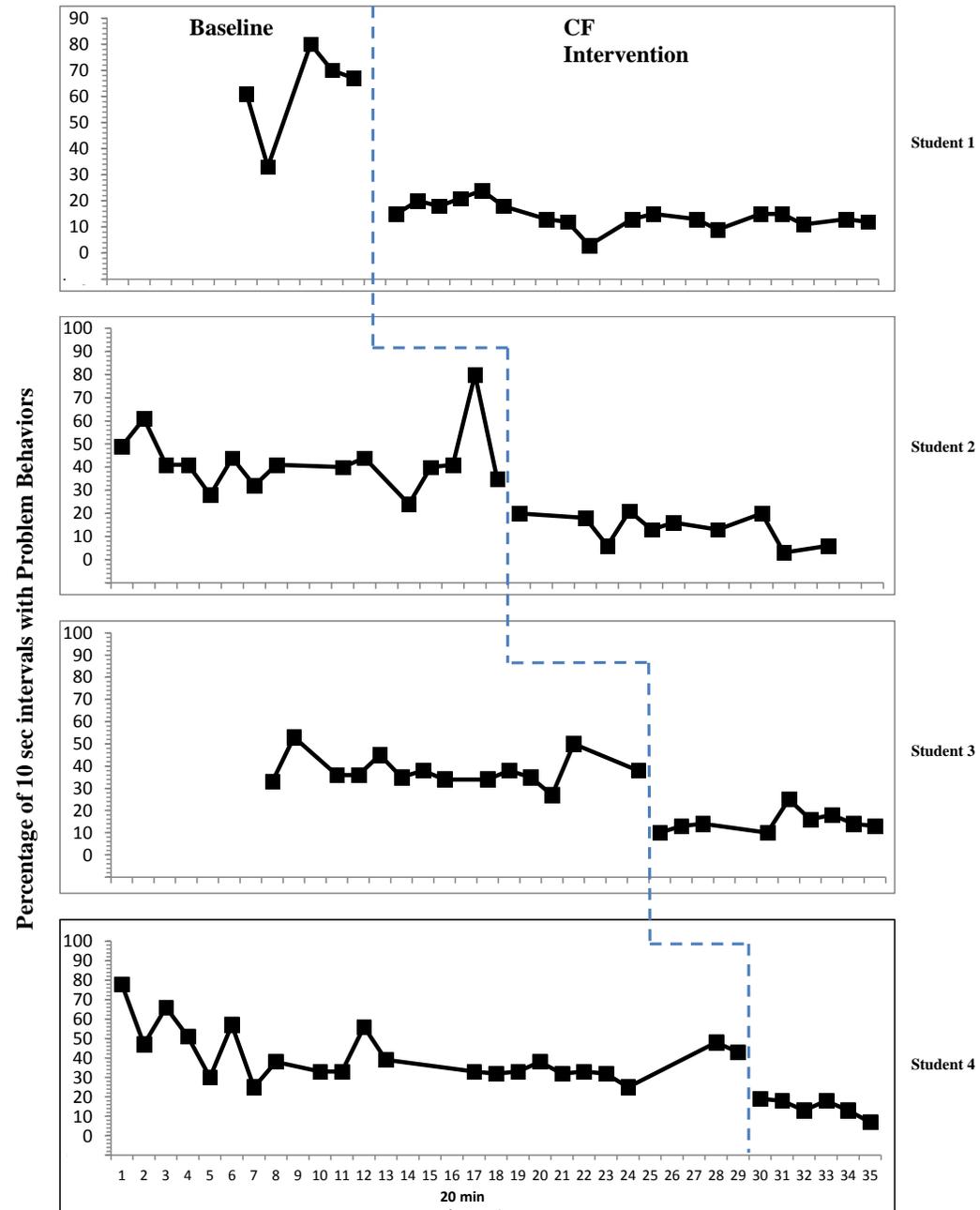
Manuel Monzalve, Ph.D.



CONTEXTUAL FIT



Improve Use of the Support Plan Led to Improved Student Behavior



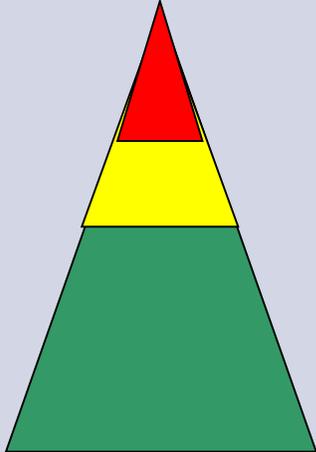
Implementing

Tier II and Tier III



Critical Features
and Systems at
all Three Tiers

PB4L - Behavior

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Individual Student Behavior Plan

Name: _____
Date: _____

This Behavior Plan is necessary because I: _____

Mr. Bradford and I agree that an appropriate consequence is: _____

In the future, I will take responsibility for my actions. Instead of this behavior: _____

I will conduct myself in this way _____

Student Signature: _____
Mr. Bradford: _____

Improving Implementation of Function-Based Interventions: Self-Monitoring, Data Collection, and Data Review

Sarah E. Pinkelman, PhD, BCBA-D¹ and Robert H. Horner, PhD²

Journal of Positive Behavior Interventions

1-11

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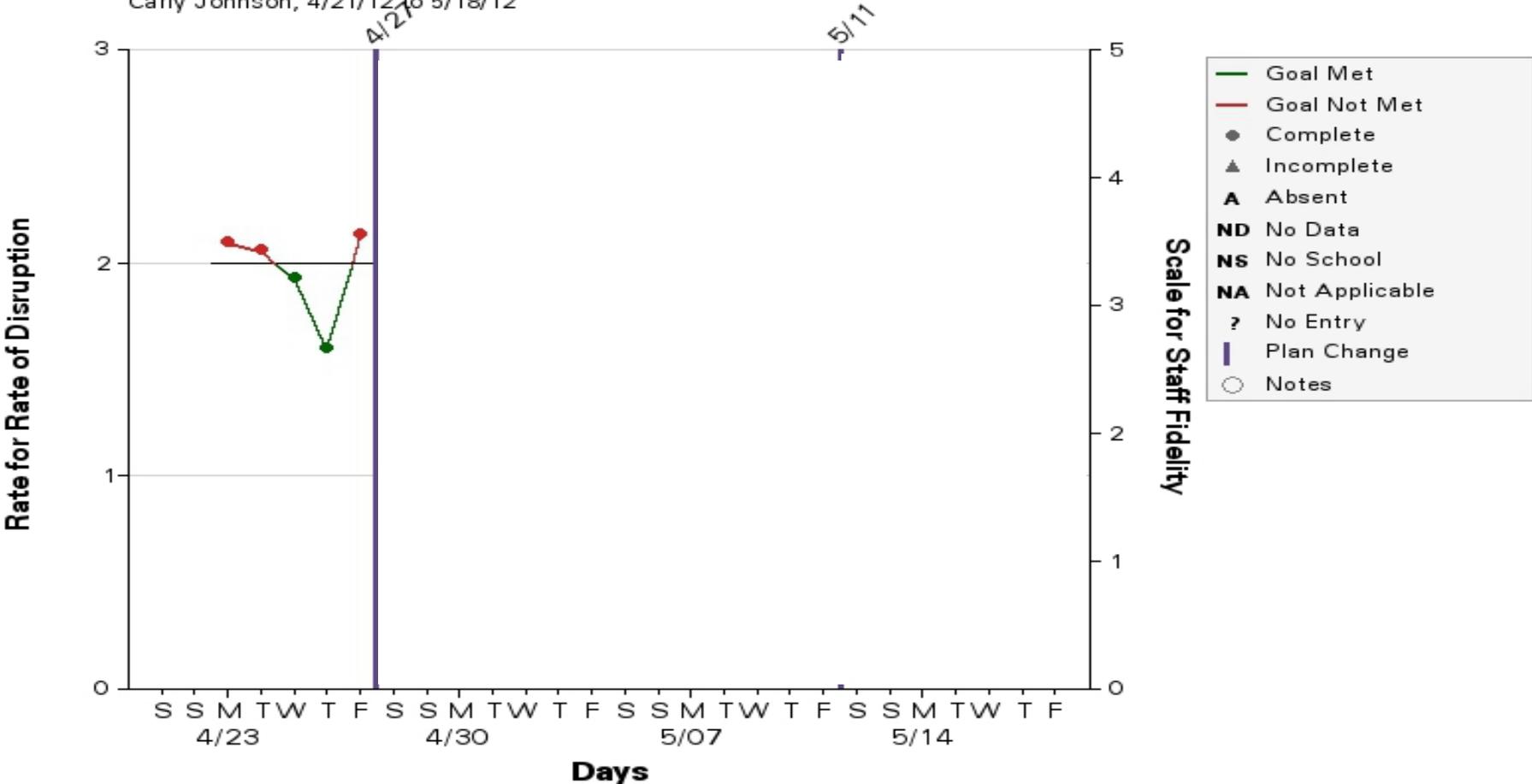
Combine Behavior and Fidelity Data



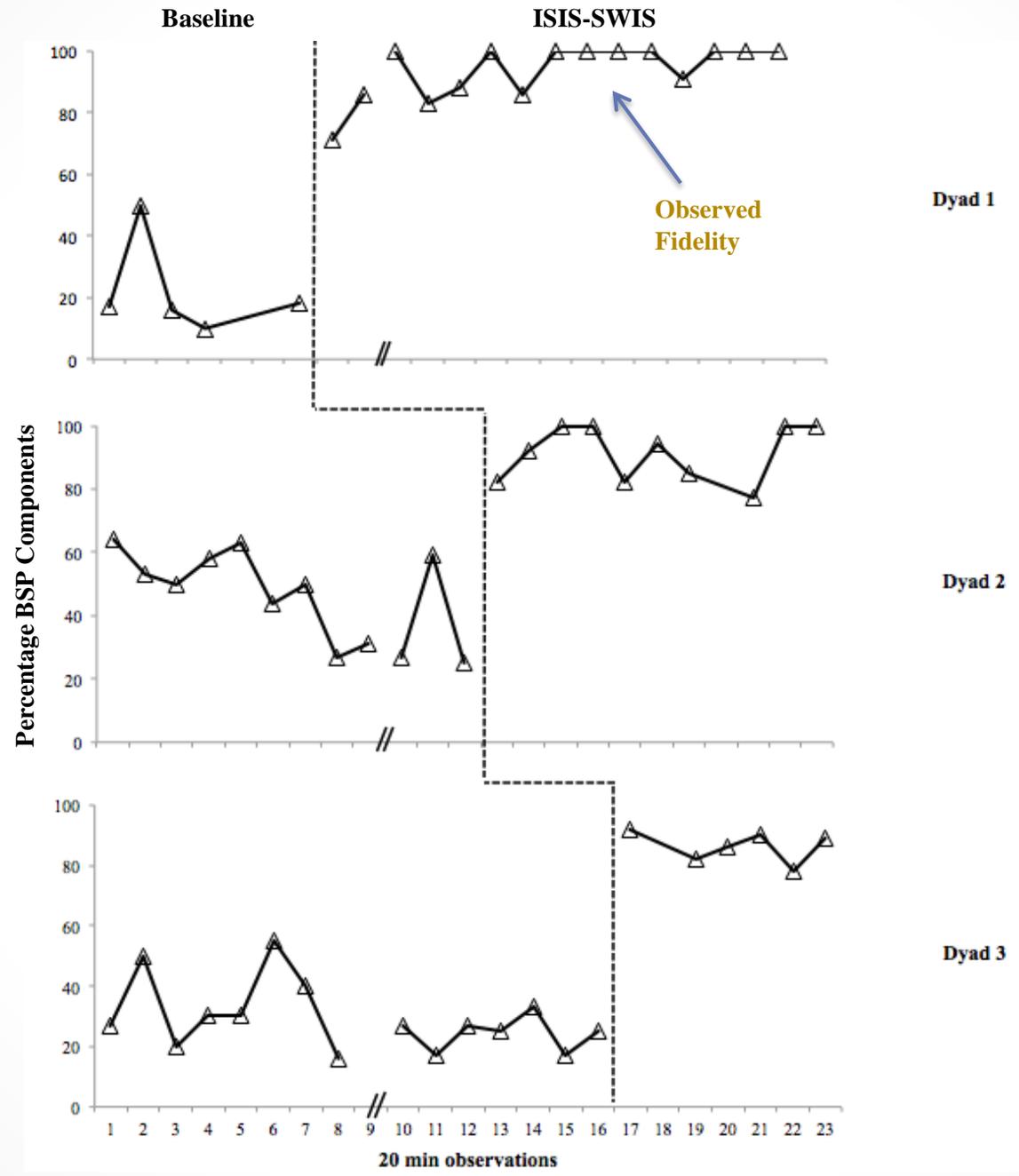
ISIS Measure Report

Rate of Disruption

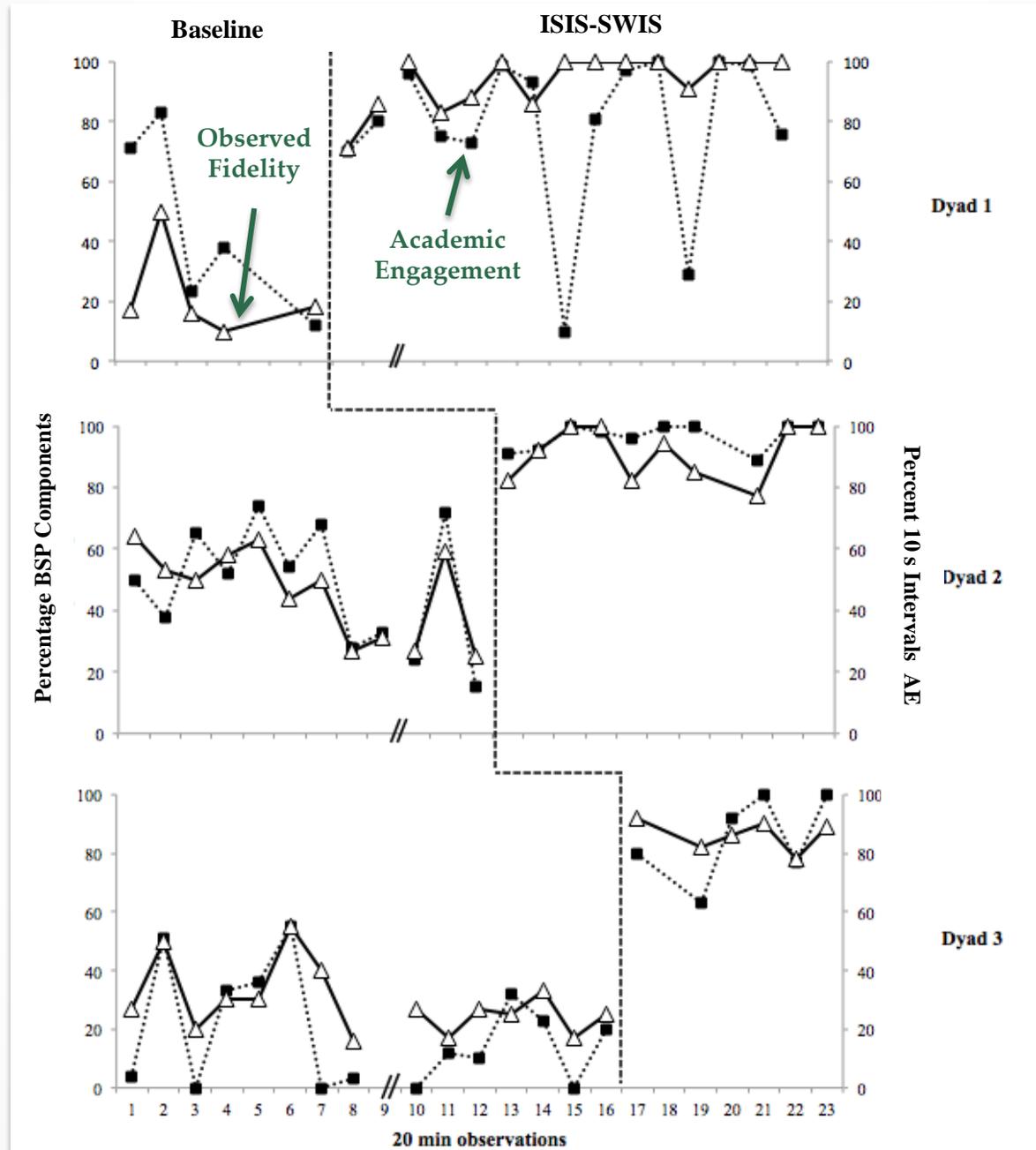
Carly Johnson, 4/21/12 to 5/18/12

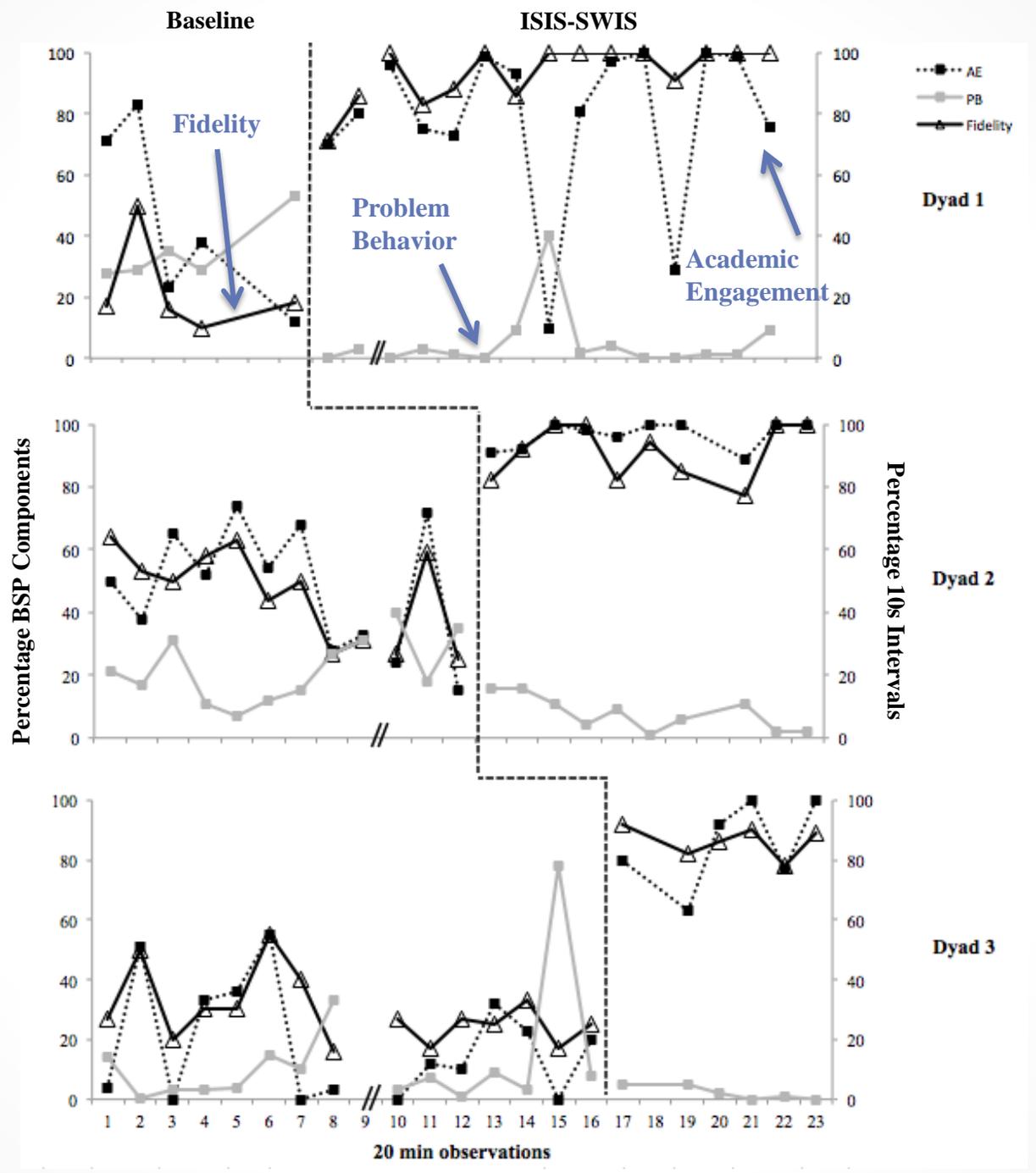


- Goal Met
- Goal Not Met
- Complete
- ▲ Incomplete
- ▲ Absent
- ND No Data
- NS No School
- NA Not Applicable
- ? No Entry
- | Plan Change
- Notes



Observed Treatment Fidelity & Academic Engagement

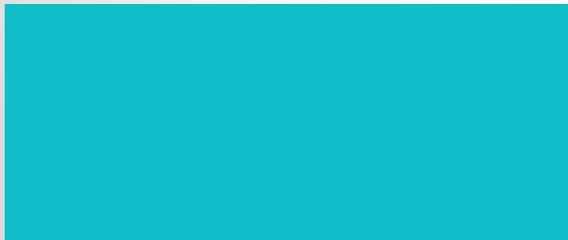


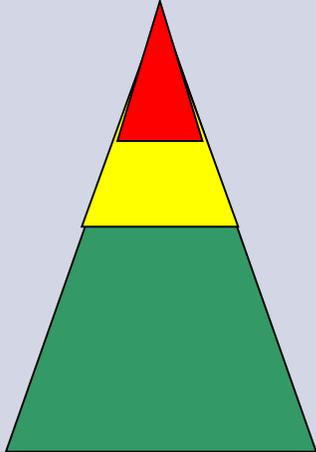


Tier II and Tier III

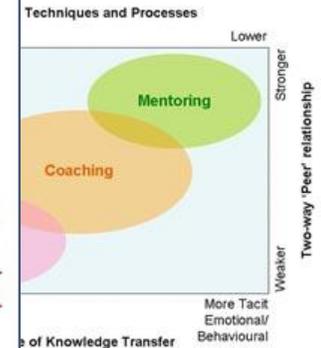
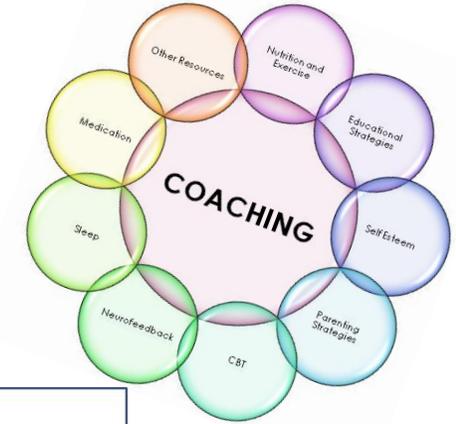
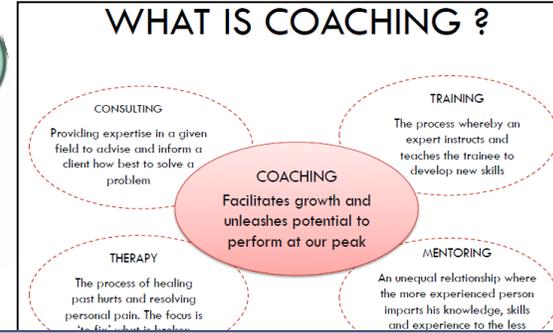


Critical Features and Systems at all Three Tiers



	Critical Features	Systems
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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



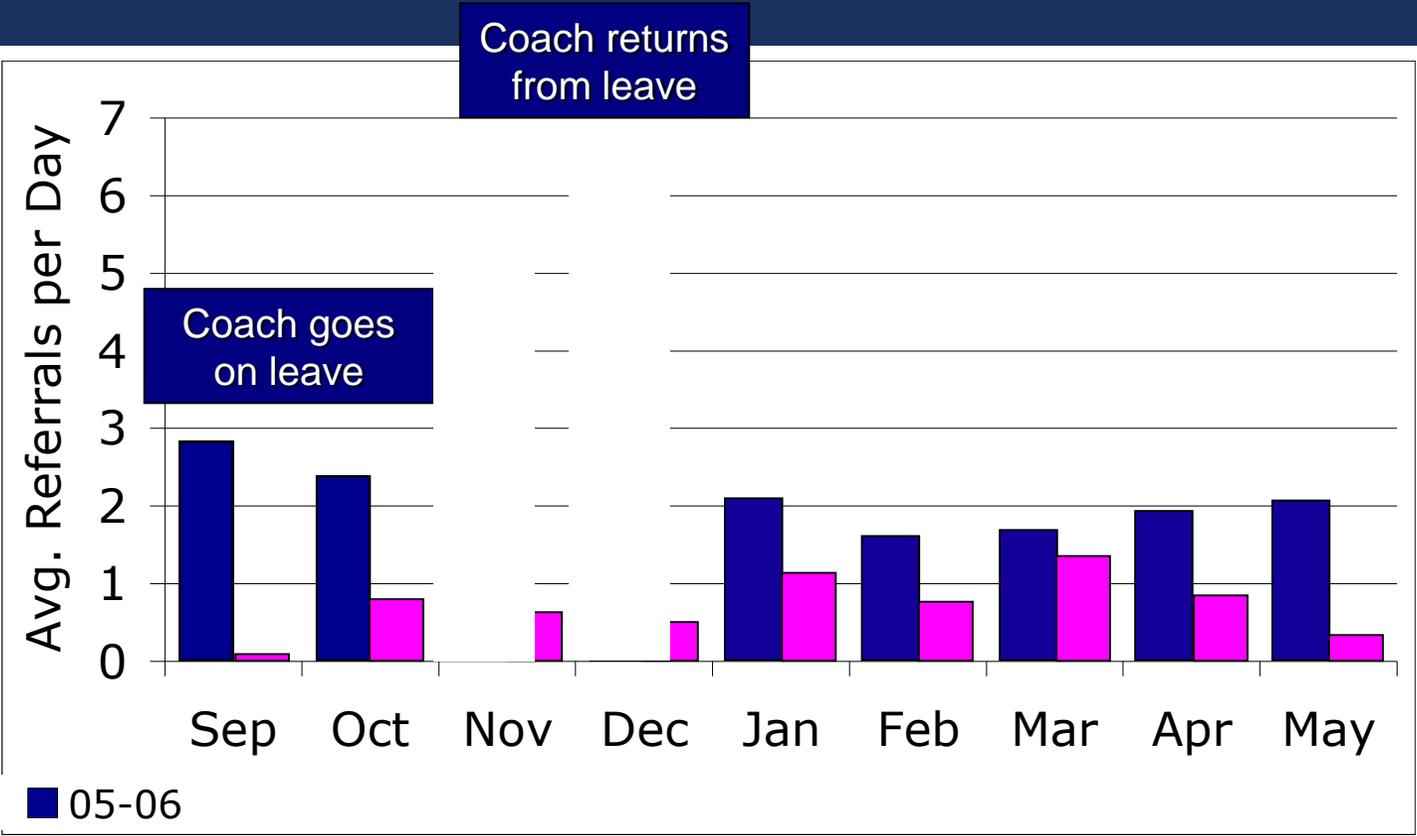
- **Training** is the presentation of events, activities and materials to develop **new** knowledge and /or skill
 - First Teach **WHAT** to do
 - Then Teach **WHEN** to do it

- **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

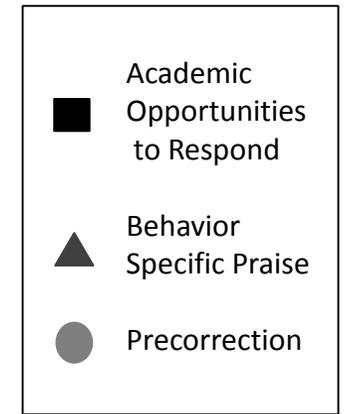
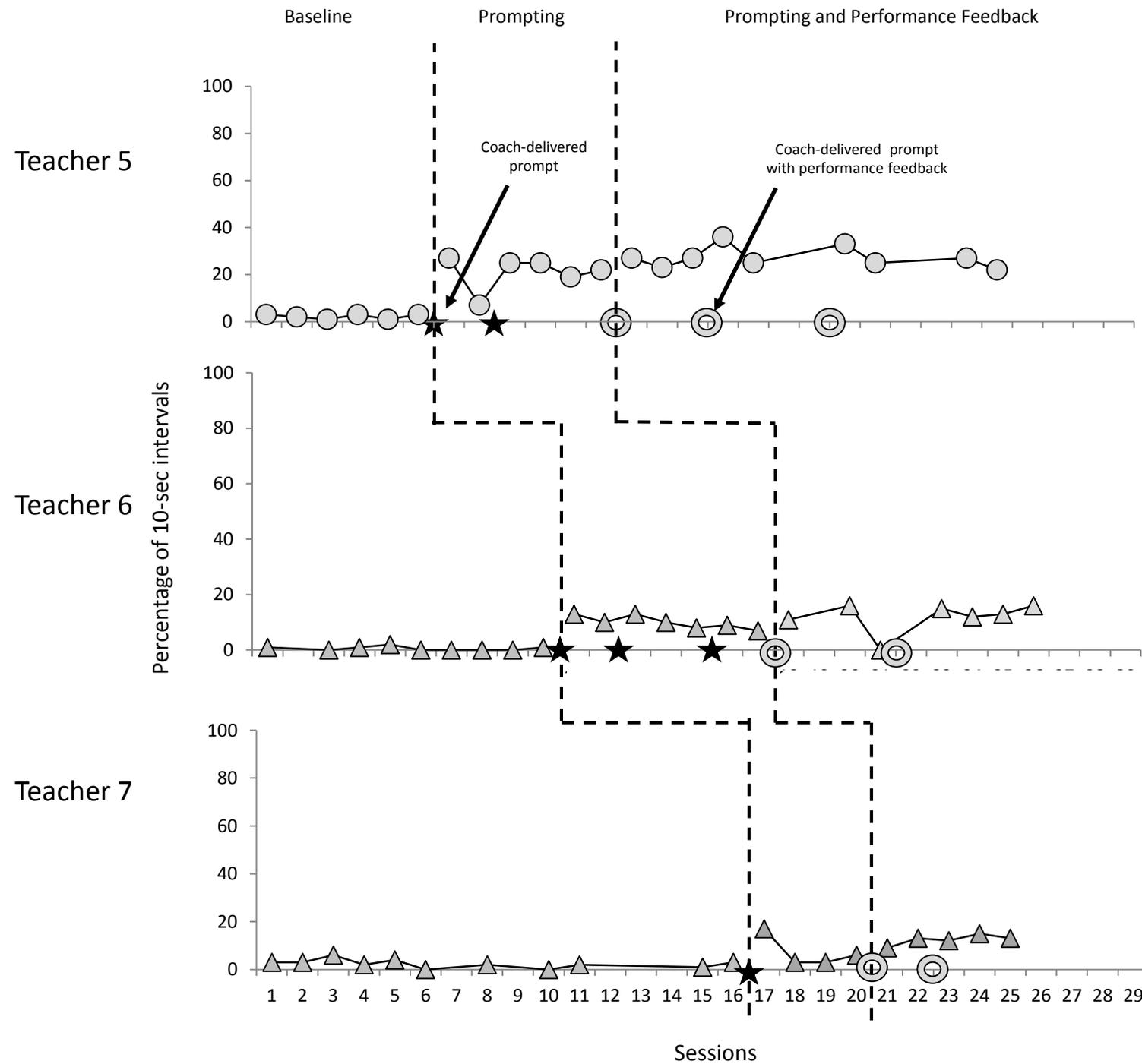


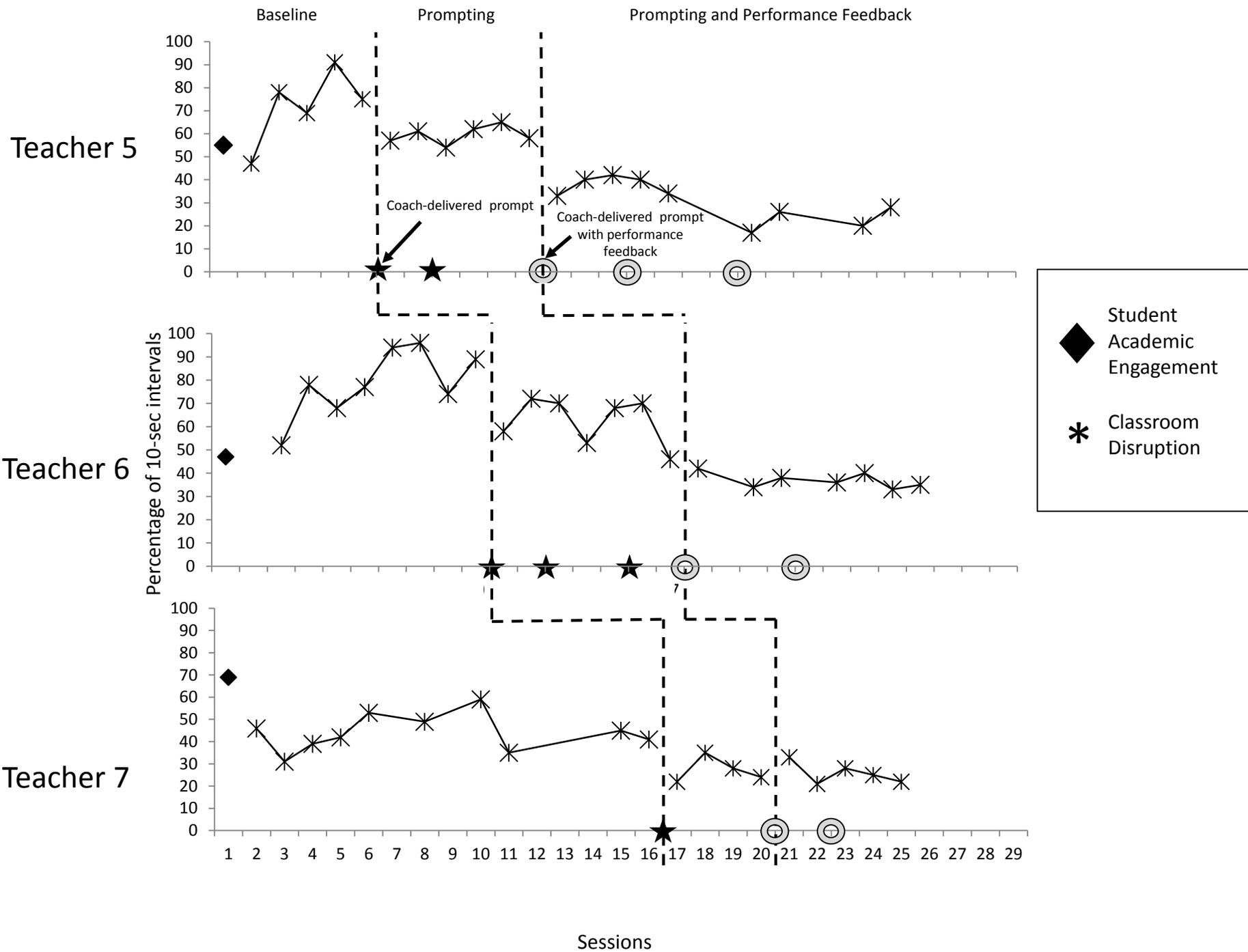
Effects of Coach-delivered Prompting and Performance Feedback on Teacher Use of Evidence-based Classroom Management Practices and Student Behavior Outcomes

Michelle M. Massar
Special Education and Clinical Services

University of Oregon

July 31st, 2017





Tier III



- Managing Tier III support systems

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

Implementing Tier III Supports

0= no, 1 = partial,
2 = yes

1. Tier I practices and systems in place

2. Tier II/III leadership team trained, coached and effective

3. Personnel with knowledge of behavioral theory

4. Assessment of individual student capability and needs (math, reading, behavior, mental health)

5. Comprehensive plan design

6. Action planning

7. Data Systems used for decision-making (individual and system-wide)

8. Process for adapting support plans

9. Defined plan for allocating personnel to meet needs (district wide)



- Discussion

Summary



- Team
- Expertise
- Data
- Decision Process

Summary



- Team
- Expertise
- Data
- Decision Process

