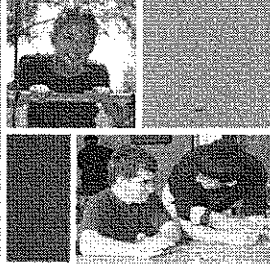


BUILDING SYSTEMS FOR SUPPORTING STUDENTS WITH AUTISM AT ALL 3 TIERS



Bob Putnam
May Institute
National Autism Center

Kathy Gould
Illinois Autism Partnership
Briana Weiner
Illinois MidWest PEIS Network


Positive Behavioral Interventions & Supports

NATIONAL PBIS LEADERSHIP FORUM
OCTOBER 2015
CHICAGO, ILLINOIS

MayInstitute
Improving the lives of people with autism


ASD AND SPECIAL CHALLENGES FOR SCHOOLS

- Heterogeneity
- Dramatically increased prevalence
- High risk of problem behaviors
- Presence of massive amounts of information and misinformation regarding effective practices (e.g., via internet)
- Tendencies toward litigation



ASD & SCHOOL CHALLENGES

- Need for specialized services and supports
- Structure; precise & highly systematic instructional procedures; sophisticated communication and social skills interventions
- Essentially all students with ASD require some supports, though this need can be mitigated with effective universal and secondary supports
- Need exists across all levels of functioning, all ages, all placements

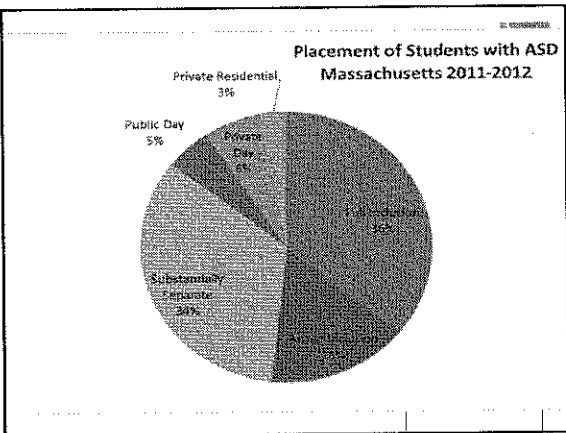


+ ASD & SCHOOL CHALLENGES

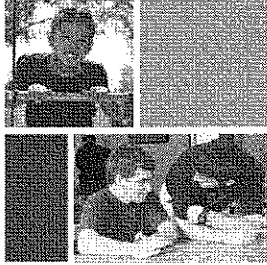
- Need for specialized services and supports
- Structure; precise & highly systematic instructional procedures; sophisticated communication and social skills interventions
- Essentially all students with ASD require tertiary supports, though this need can be mitigated with effective universal and secondary supports
- Need exists across all levels of functioning, all ages, all placements

+ AUTISM PREVALENCE

- Between 2000 to 2008, autism prevalence has grown from 1 in 150 children to 1 in 88 from the year 2000 until 2008. (Center for Disease Control, 2012)
- Between 1998 to 2010, the number of 6 to 21 year old children receiving services for an ASD in public special education programs across the nation increased from 54,064 to 370,011.



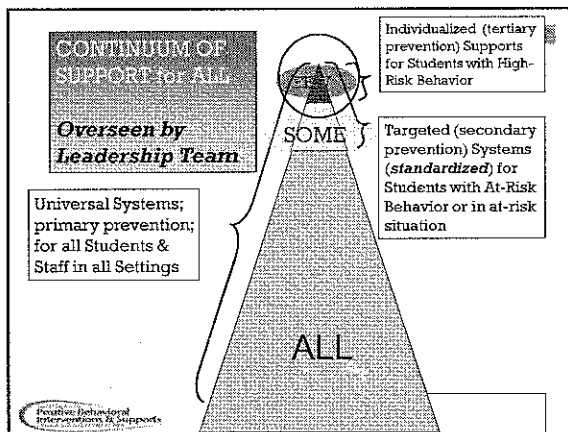
IMPLEMENTING A TIER 3 SYSTEM

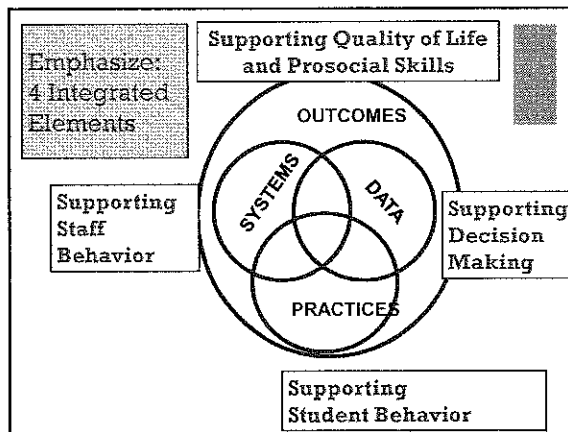


Bob Putnam

Positive Behavioral Interventions & Supports

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+ Tier 3 PBIS System

<p>What do we know about the individual's behavior?</p>	<p>Is what we have in place effective for those with high risk behavior?</p>
<p>Are there trends or patterns across these individuals' behavior?</p>	<p>What interventions are in place?</p>

What should be done to address the problem behaviors that are not improving?

+ Tier III System

Purpose: To provide a venue for teams to systematically analyze behavioral data, make decisions based on those data, and monitor individuals' progress

Goal: To prevent problem behaviors by using data based decision making.

Objective: To find the simplest solution that will make the biggest change in the behavior problem

Guiding Questions:


- Are there trends across the individuals' behavior?
- Are the individuals making progress with the interventions and supports in place?
- What should be done to address the problem behaviors that are not improving?

+ Criteria for Placement in Tier III

- The individual has engaged in behaviors that are dangerous to themselves or others on a regular basis
- The individual has had long standing behavior problems which has not been responsive to current interventions
- The most frequently recorded behavior problems are aggression, self-injury, elopement, and property destruction.


+ Behavior Support Plans

- All individuals have behavior support plans that are assumed to be
- **Linked to a functional behavior support plan**
- **Built from evidenced based practices**
 - Reducing or eliminating predictors of the problem behavior
 - Active teaching of functionally equivalent replacement behaviors and desired behavior
 - Reinforcement of desired and replacement behavior
 - Elimination of reinforcement of problem behavior
- Implemented with high treatment integrity
- Measured with ongoing progress monitoring data



+ MEASURING SYSTEM'S TREATMENT INTEGRITY


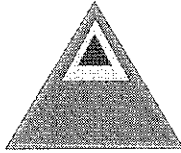
**School-wide PBIS
Tiered Fidelity Inventory**



+ PURPOSE OF THE SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY

The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.

- Tier I (Universal PBIS)
 - Whole School Universal Prevention
- Tier II (Targeted PBIS)
 - Secondary, Small Group Prevention
- Tier III (Intensive PBIS)
 - Tertiary, Individual Support Prevention



+

Features of Tier III
(Tiered Fidelity Inventory)

Teams: Composition, Operating Procedures, Screening, Individual Support Team

Resources: Staffing, Individual/Family/Community Involvement, Professional Development, Quality of Life Indicators, Functional Skill, Social, and Physical Indicators

Support Plans: Hypothesis Statement, Comprehensive Support, Formal and Natural Supports, Access to Tier I and II Support

Evaluation: Data System, Data-based Decision Making, Annual Evaluation

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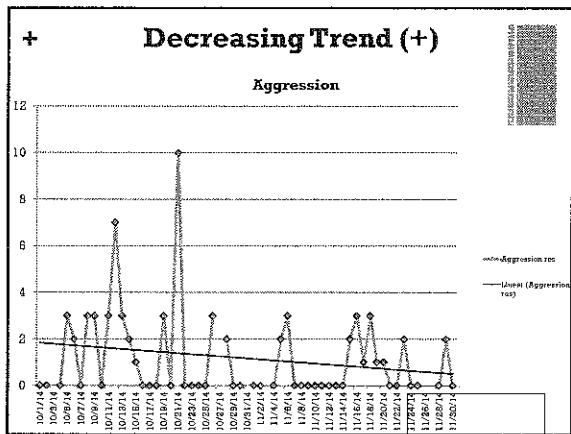
3.1 TEAM COMPOSITION

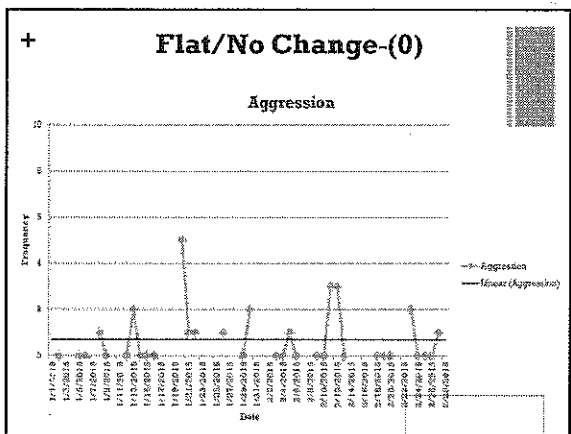
Feature	Data Sources	Scoring Criteria
<p>3.1 Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., parent network, planning, wraparound, RENDW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p>	<ul style="list-style-type: none"> School organizational chart Tier III team meeting minutes 	<p>0 = Not implemented 1 = Partially implemented 2 = Fully implemented</p> <p>0 = Tier III team does not include a trained systems coordinator or all 5 identified functions</p> <p>1 = Tier III team members have some but not all 5 functions, and /or some but not all members have relevant training or attend at least 80% of meetings</p> <p>2 = Tier III team has a coordinator and all 5 functions and attendance of those members is at or above 80%</p>

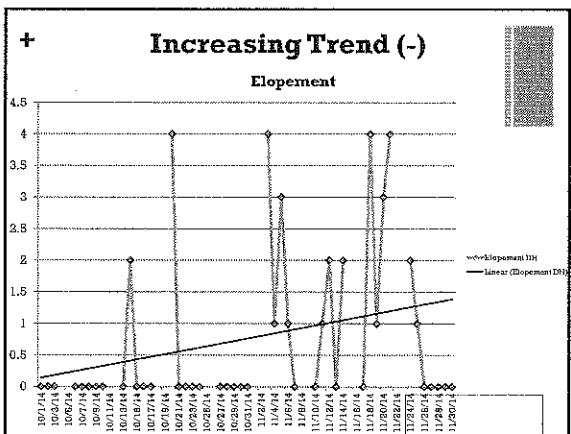
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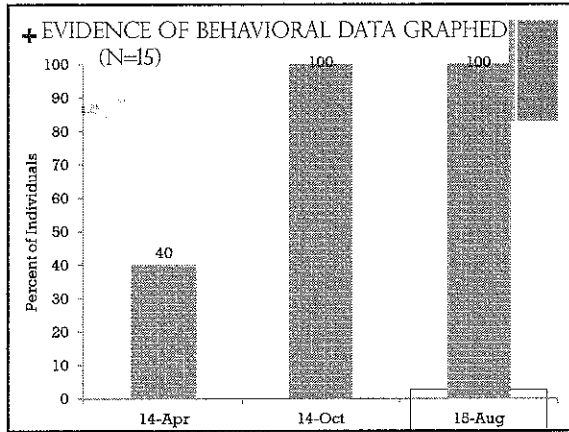
Tier III Team Systems Meeting

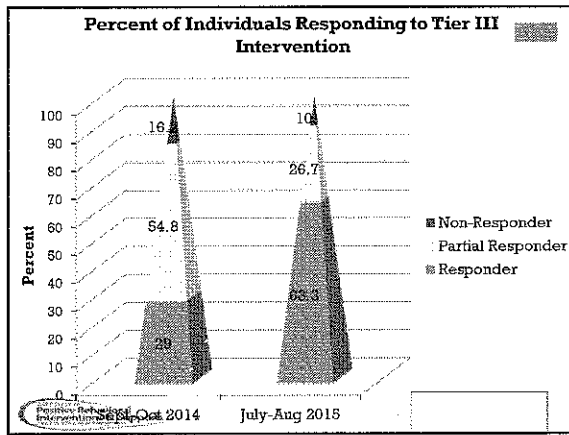
- Once per month the Tier III team meets to review progress or lack of progress for all the individuals who need Tier III services
- The Team consists of both clinical and administrative staff
 - Administrator, Staff with Applied Behavior Analytical Skills, Pupil Personnel, Special Ed, Regular Ed, Other Specialists

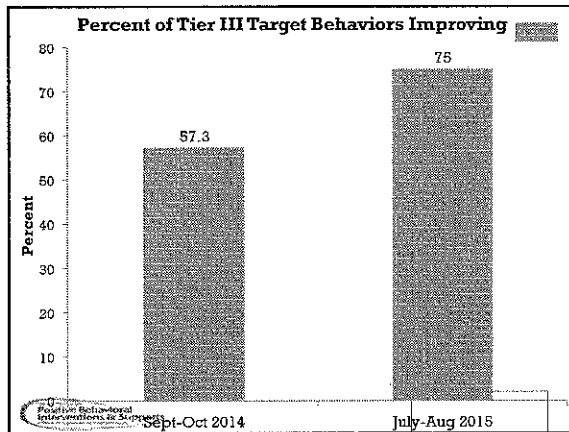


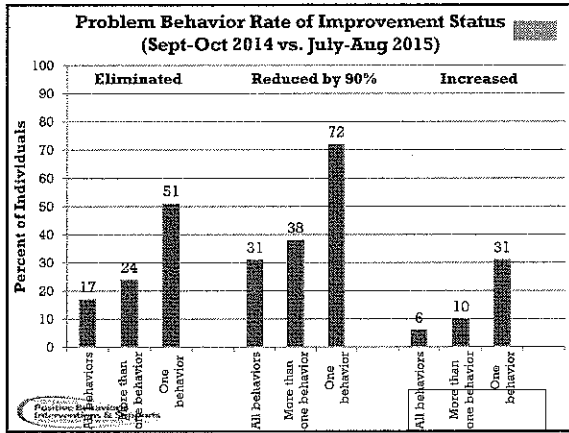


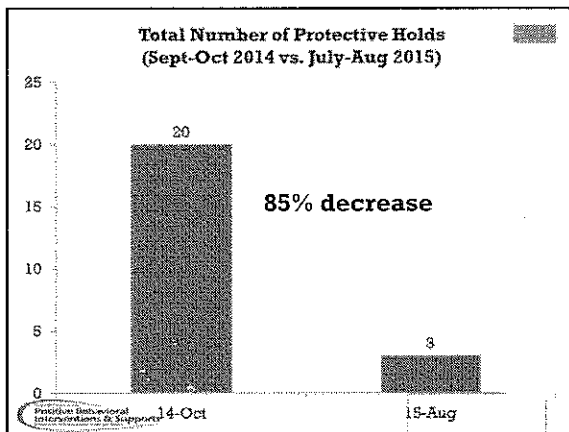












+ SUMMARY

- Use evidenced based practices
- Have applied behavior analytical expertise
- Use on going progress monitoring
- Have regular monthly progress monitoring meetings to action plan not admire progress monitoring data
- Select the simplest solution to try improve problem behavior

