C15 - Tier III Progress Monitoring

Keywords: Tier III, Assessment, Systems Alignment

Can individualized supports be monitored systematically, efficiently, & individually? We think so!

Presenters
- Therese
- Katie
- Introducing
- Bob
- Angus
- Kimberly

Partners in the Audience
- Classroom teachers and PBIS leaders
- Building coaches and PBIS leaders
- District/county coaches and leaders
- State coaches and leaders
- Evaluators and Researchers
Where are you in the PBIS implementation process?

- **Exploration & Adoption**
  - We think we know what we need so we are planning to move forward (evidence-based)

- **Installation**
  - Let’s make sure we’re ready to implement (capacity infrastructure)

- **Initial Implementation**
  - Let’s give it a try & evaluate (demonstration)

- **Full Implementation**
  - That worked, let’s do it for real and implement all tiers across all schools (investment)
  - Let’s make it our way of doing business & sustain implementation (institutionalized use)

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**Session Description**

This session is designed for coaches and implementers who monitor Tier 3 student supports. Unlike universal and targeted supports, Tier 3 fidelity and outcome data are individualized and can become burdensome to collect, organize and analyze. Presenters will share strategies to balance quality and efficiency in Tier 3 monitoring.

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**Session Objectives**

- Identify the types of data necessary for making decisions about the progress of students receiving individualized support
- Describe characteristics of progress monitoring and fidelity tools that enable efficient data collection
- Apply strategies to increase the efficiency of individual student and school-level Tier 3 meetings
- Identify free and low-cost tools available to support data-based decision making at Tier 3 for both student and systems-level teams.
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- In our mobile application by clicking the link in the session description.
- Online underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

Overview of Tier III

What are intensive and individualized systems of support within the PBIS framework?

Prevalence: 2015-16

6.7 million students received special education services (NCES, April 2018)

- Only 5% were identified with ED (NCES, April 2018)

2.7 million of all students received one or more suspensions (NCES, April 2018)

- Only 25% were students with a disability (NCES, April 2018)
**True or False?**

Most students with disabilities spend their school day in a separate classroom.

*False*

**One of these things is not like the other…**

- Absenteeism
- Arrest
- Being restrained
- Being secluded
- Bullying
- Expulsion
- Low academic achievement
- Neglect
- Receiving a regular high school diploma
- Suspension

**WHY are we seeing the outcomes we’re seeing for students who receive Tier 3 support for behavior?**

**PBIS SYSTEMS**

Effective evidence-based processes exist to support students with serious problem behaviors. Not implemented with fidelity, are compliance-driven.*

*Blood & Neel, 2007; Greene et al., 2003; Cook et al., 2007; Van Acker et al., 2005*
Tier 3 Triangle

Success with more intensive problems often requires a re-examination of earlier actions.

Practices are doable, durable & available

Tier 3 Triangle

Defining the Target

1. Clear enough so a stranger would be able to recognize it immediately, and
2. Communicates a specific action by the student

Gary is non-compliant whenever he’s asked to take out his book and start reading.

The teacher tells the class to take out their books and start reading. In response, Gary will sometimes put his head down, throw his book to the floor, walk around the room, or initiate a conversation with his peers.

Monitoring Individual Outcomes

How do student support teams monitor the impact that Tier III supports have in meeting the student’s behavior goals?

Monitoring Student Outcomes - J. D.

Defining the Target

Monitoring Student Outcomes - J. D.

Defining the Target
Dimensions of Behavior

- How much/How often (frequency)
- How long the behavior lasts (duration)
- What bothers you most?
- How long it takes the student to start the behavior (latency)
- The intensity

Progress Monitoring Measures

**WHAT do we monitor?**
- The “problem” behavior
- The desired behavior
- An incompatible behavior

Tools Must Be:
- Valid & Reliable
- Quick & Easy
- Relevant
- Repeated Frequently
- Sensitive to Small Changes
- Inexpensive

Does it seem like our intervention is making a difference?
Is our student likely to meet their longer-term goals?

Assess/Collect
- Throughout Day
- Daily
- As incidents occur

Evaluate
- Weekly (+)
- 2x/Month
- Monthly

Behavior Report Cards
- Individualized Tools
- Periodical Products, Artifacts, ODIs, IEPs
Tier 3 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.

Are interventions implemented with fidelity?

Overall, are individuals' behavior improving, staying the same, or getting worse? Have they acquired skills?

Decreasing Trend (+)

![Aggression Graph](chart.png)
Flat/No Change-(0)

Increasing Trend (-)

Data Based Decision Making

**Modification:** Some change needs to be made
- FBA
- Preference assessment
- Medical
- Treatment integrity

**Monitor:** Continue to observe for change
Tier 3 Outcomes:

- 20 individuals
- 4 females, 16 males
- All are diagnosed with ASD
  - 14 have additional diagnoses including Down’s Syndrome, PTSD, TBI, and Schizoaffective Disorder
- All attend and/or live in May Institute day and residential programs

What are other ideas?

What strategies have worked well for your teams/schools?

What are other important considerations in monitoring student outcomes?

Monitoring Implementation Fidelity of BSP/BIP

How do student support teams monitor their own consistency and quality of plan delivery (antecedent, teaching, response)?
Competing Behavior Pathway

Antecedent

Unexpected Behavior

Alternative Strategy

Expected Behavior

Current Consequence

Natural Reinforcement

Routine/Setting

Compete Behavior Pathway – Cricket

Classroom

Transition Signals

Prevent

Teach

Reinforce

Rationale for collecting fidelity data

- Inform plan modifications
- Identify staff resources needed (time, training, materials)
- Maintain consistency across multiple staff
- Document strategies and modifications implemented
- More accurately pinpoint impact of plan on student behaviors

Transition Signals

Refusal – yelling, ignoring, head down

Access current activity (longer)

Earn class points & avoid loss of privilege and teacher attention

Prevent

Teach

Reinforce

Fidelity Data

Outcome Data
## Action Plan & Fidelity Data - Cricket

<table>
<thead>
<tr>
<th>Type</th>
<th>Action</th>
<th>Who</th>
<th>When</th>
<th>Fidelity Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent</td>
<td>Prompt student to check in and pick up daily behavior rating card and check in at transitions</td>
<td>A.K.</td>
<td>M-F</td>
<td>Morning checklist</td>
</tr>
<tr>
<td>Prevent</td>
<td>Give student 2 warnings and 1 reminder to use request for more time at least 5 min before major transitions</td>
<td>T.S.</td>
<td>M-F</td>
<td>Tally next to schedule</td>
</tr>
<tr>
<td>Teach</td>
<td>Transition routines</td>
<td>T.S.</td>
<td>11/12</td>
<td>Teacher self-rating</td>
</tr>
<tr>
<td>Teach</td>
<td>Request extra time on current activity</td>
<td>A.K.</td>
<td>11/12</td>
<td>Counselor self-rating</td>
</tr>
<tr>
<td>Reinforce</td>
<td>Provide 5 minutes extra time on current activity when</td>
<td>T.S.</td>
<td>M-F</td>
<td>Teacher self-rating</td>
</tr>
<tr>
<td>Reinforce</td>
<td>requested appropriately, 3 min for staff-prompted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>extra time, and 2 min when problem behavior occurred during transition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide opportunity to earn extra time on preferred</td>
<td>T.S. &amp; A.K.</td>
<td>M-F</td>
<td>Teacher &amp; counselor self-rating</td>
</tr>
<tr>
<td></td>
<td>activities when transitions are smooth</td>
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</tbody>
</table>

## Example Fidelity Collection Tools

### Checklist

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Prompt morning check-in</td>
<td>X</td>
</tr>
<tr>
<td>Check-in</td>
<td>Check in routine with prompts for transition goals and strategies</td>
<td></td>
</tr>
<tr>
<td>A.M.</td>
<td>Prompt transitions, requesting time, and point card checks</td>
<td>/</td>
</tr>
<tr>
<td>Lunch / Recess</td>
<td>Prompt transitions, requesting time, and point card checks</td>
<td>X</td>
</tr>
<tr>
<td>P.M.</td>
<td>Prompt transitions, requesting time, and point card checks</td>
<td>0</td>
</tr>
<tr>
<td>Check-out</td>
<td>Check out routine with neutral debrief and identify new goal</td>
<td>X</td>
</tr>
</tbody>
</table>

### Self-Rating

| Preven   | Transition warnings, point card | 5   |
| Teach    | Transitions, requests for more time | 4   |
| Reinforce| Smooth transitions = big payoff Prompt required = moderate payoff Bumpy transitions = low payoff | 2   |

## Tiered Fidelity Inventory - Tier 3 Total Implementation Score

<table>
<thead>
<tr>
<th>Goal: 80%</th>
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</thead>
<tbody>
<tr>
<td>Q4 2014</td>
</tr>
<tr>
<td>Q1 2015</td>
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<tr>
<td>Q2 2015</td>
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<tr>
<td>Q3 2015</td>
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<tr>
<td>Q4 2015</td>
</tr>
</tbody>
</table>
What are other ideas?

What strategies have worked well for your teams/schools?

What are other important considerations in monitoring implementation fidelity (for one plan)?

System-Level Planning

How does the school leadership team monitor overall outcomes and fidelity across support teams and staff delivering Tier III supports?

Tier 3 SWPBIS Systems

Importance

- Tier 3 systems are intended to support 5% of students unresponsive to Tier 1 & Tier 2 systems
- Tier 3 systems teams:
  - Important for providing structure, support, and consistency to student support teams
  - Ensure schools have the capacity for the number of students needing supports (Horner et al., 2017)

Teaming systems

- Ensure effective practices, data and teaming systems in place to implement/maintain support plans with high fidelity
- Demand for staff with behavior expertise increases as schools with strong Tier 1 systems are in place (Horner et al., 2014)
Teaming Systems

Membership
- Systems teams work to aligning practices and data systems at Tier 3 with those being implemented at Tiers 1 and 2
- Those with behavioral expertise serve to ensure plans are implemented with fidelity

Responsibilities of systems teams:
1. Tier 3 systems are implemented with fidelity and producing meaningful student outcomes
2. Individual student teams are regularly meeting and using student outcome and support plan fidelity data for decision making
3. Tier 3 systems have the capacity to support all students receiving Tier 3 supports

- Algozine et al., 2014

Responsibilities

Supporting individual student support teams
- Select behavior support plans to evaluate whether individual student teams are meeting regularly and making data-based decisions on fidelity and student outcomes
- Evaluate whether student support teams have the resources, skills, and administrative support needed (i.e., contextual fit)

Finding capacity
- Tier 3 systems teams regularly track and monitor the number of students receiving supports
  - Too few students or too many students possible indicators of capacity issues
    - Fewer than 1% of students = Possible screening/identification issues
    - More than 10% of students = Possible lack of capacity to support all

Progress Monitoring and Fidelity

Adhering to fidelity
- At least monthly, systems teams are expected to report on overall fidelity of support plans and student outcomes
- At least annually, systems teams should evaluate/report the extent that Tier 3 features are in place

Progress monitoring
- Systems teams can conduct more frequent evaluations of Tier 3 systems (i.e., 2/3 months)
- Frequent administrations help to monitor implementation progress/update team actions plans

Kittelman, Eliason, Ruscetti-Dickey, McIntosh (2018)
Possible Indicators of Student ID/Select.

- # % students proactively identified (screening)
- # % students referred
- Avg # days from identification to determination
- Avg # days from determination to supports implemented
Possible Indicators of Case Load

- # % enrolled students receiving Tier III supports
- # % FBA quality checks
- # % BSPs quality checks
- # % student teams actively reporting data
- Avg # teams meeting regularly
- Avg # weeks students receive Tier III supports

Possible Indicators of Tier III Impact

- # % student teams reporting fidelity data
- # % student teams reporting outcome data
- # % student teams reporting progress toward goals
- # % students graduated from Tier III supports
- # % students discontinued (placement change, drop out)

Improving Outcomes at Tier 3

*Where do we start?*

Student by Student? Systems with demonstrated weaknesses?
Tier 3 System-Level Fidelity: Examples

System Fidelity Tools
- Benchmarks for Advanced Tiers (BAT; Anderson et al., 2011)
- Individual Student Systems Evaluation Tool (ISSET; Anderson et al., 2011)

Technical Adequacy Tools
- Technical Adequacy Evaluation Tool (TATE; Iovannone et al., 2013)
- Behavior Support Plan-Quality Evaluation Guide (BSP-QE; Browning Wright et al., 2013)
TFI Action Planning

## Fidelity of FBA and BIP Assessment – Product Review

**FBA/BIP Technical Adequacy Tool for Evaluation (TATE)**
- Scoring Tool
- Rubric

Quantifies **quality** of completed FBA/BIPs

**Available online:**
- flpbis.org
- Tiers 1, 2, & 3
- Tier 3 resources binder

One District’s TATE Outcomes
Percent of Individuals Responding to Tier 3 Intervention

Percent of Individuals Responding to Tier 3 Intervention:
- Sept-Oct 2014: 16% Non-Responder, 33% Partial Responder, 51% Responder
- Sept-Oct 2015: 13% Non-Responder, 37% Partial Responder, 50% Responder

Percent of Tier 3 Target Behaviors Improving:
- Sept-Oct 2014: 57%
- Sept-Oct 2015: 65%

Problem Behavior Rate of Improvement Status (Sept-Oct 2014 vs. July-Aug 2015):
- Non-Responder: 17, 24, 51, 31, 38, 72
- Partial Responder: 10, 20, 30, 40, 50, 60
- Responder: 0, 10, 20, 30, 40, 50

C15 - Tier III Progress Monitoring
Total Protective Holds (October 2014 vs. October 2015)

<table>
<thead>
<tr>
<th></th>
<th>14-Oct</th>
<th>15-Oct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>8</td>
</tr>
</tbody>
</table>

Building Tier 3 Systems

- **Build representative teams**
  - Leadership & oversight
  - Accountability
  - Resources & support

- **Create or streamline data collection systems**
  - Data based decision making
  - Monitoring effectiveness of systems and practices

- **Utilize evidence based practices**
  - Systematize current practices

- **Determine each individual's level of support**
  - Universal, targeted, intensive
  - Identify risk

What are other ideas?

- What strategies have worked well for your teams/schools?
- What are other important considerations in monitoring fidelity and outcomes across teams?
Session Wrap-Up

Final thoughts

IMPLEMENTING A TIER 3 SYSTEM IN AN ALTERNATIVE PROGRAM

Bob Putnam, Ph.D., BCBA-D

Maximizing Your Session Participation

<table>
<thead>
<tr>
<th>What did I expect or hope to learn?</th>
<th>What did I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When working in your teams, consider...</td>
<td>Where are we at in our implementation of Tier III supports?</td>
</tr>
<tr>
<td>What will I do with what I learned?</td>
<td></td>
</tr>
</tbody>
</table>

C15 - Tier III Progress Monitoring
Big ideas & Questions

A. Tier III progress monitoring at the student level is individualized and intensive and includes both outcome and fidelity measures.

B. Individualized and intensive doesn’t mean complicated but does mean timely (frequent), sensitive to small changes, and tailored to the student support plan (BSP/BIP).

C. Tier III progress monitoring at the system level summarizes fidelity and outcomes across the building team, student support teams, and all implementers of Tier III supports.
Please Complete the Session Evaluation
to Tell Us What You Thought of This Session