

Focused Implementation of Tertiary Supports: Triangulating Outcome and Process Data

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Session Objectives

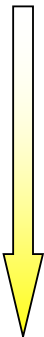
Participants will:

- understand PBIS as a continuum of behavior support
- learn a framework for analyzing school level data to deliver technical assistance
- understand how to interpret how parallel systems compete with one another
- refine school/district action planning around current systems and practices related to the continuum of RtI
- interpret primary and secondary data to determine student/family in need of tertiary support
- understand need for comprehensive plans of support through the wraparound process



Levels and Descriptions of Behavior Support

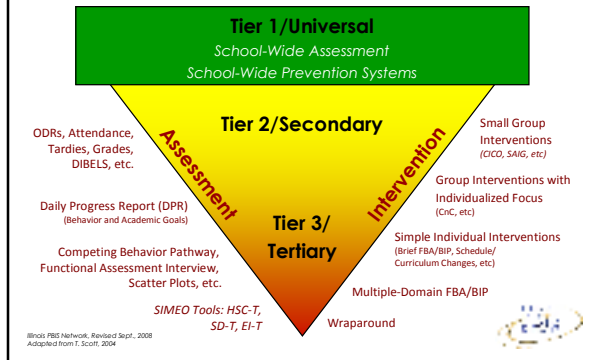
Adapted from *Levels and Descriptions of Behavior Support* Peshak-George, Harrower, & Knoester, in press)



LEVEL	DESCRIPTION
1. School-wide	Procedures and processes intended for all students, staff, in specific settings and across campus
2. Classroom	Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms
3. Target Group	Process and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)
3. Individual-Student	Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students



Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Continuum of Support for Tier 2/Secondary-Tier 3/Tertiary Level Systems

- 1. Small group interventions:** Check-in Check-Out (CICO), social/academic instructional groups (SAIG), tutor/homework clubs, etc.
- 2. Group interventions with individualized focus:** Utilizing a unique feature for an individual student, e.g. CICO individualized into a Check & Connect (CnC), mentoring/tutoring, etc.
- 3. Simple individual interventions:** A simple individualized function-based behavior support plan for a student focused on one specific behavior, e.g. brief FBA/BIP-one behavior; curriculum adjustment; schedule or other environmental adjustments, etc.
- 4. Multiple-domain FBA/BIP:** A complex function-based behavior support plan across settings, e.g. FBA/BIP home and school and/or community
- 5. Wraparound:** A more complex and comprehensive plan that addresses multiple life domain issues across home, school and community, e.g. basic needs, MH treatment, behavior/academic interventions, as well as multiple behaviors

Illinois PBIS Network, Revised Sept., 2008

Commitments Needed at Tertiary Level

- District Commitment to review data, ongoing planning, support tertiary development at district and building levels
- Designated Buildings/District Staff positioned to facilitate tertiary teams for individual students (3-5%)
- External Tertiary Coach/Coordinator positioned
- Continuum of Skill Sets (training, guided learning, practice, coaching, consultation)
- Commitment to use of Data at System and Practice Levels:
 - Going beyond ODRs (i.e. SSBD)
 - Self assessment/fidelity (i.e. CISS, Pol)
 - System monitoring (SR-T, Tier2/3 Tracking Tool, etc)
 - SIMEO-Student Outcomes (complex FBA/BIP and wraparound)



Tools Used to Build District and Building Level Action Plans for Secondary/Tertiary Implementation

- Phases of Implementation (PoI)
- Checklist for Individual Student Systems (CISS)
- Secondary/Tertiary Tracking Tool
- Systems Response Tool
- Out-of-Home-School Tool
- Tier 2 Guiding Questions Tool
- Wraparound Integrity Tool



Progress Monitoring Secondary/Tertiary Interventions

Teams need to track and monitor interventions by category:

1. How many students are receiving each intervention?
2. How many students are responding to each intervention?
3. What data is used to monitor each intervention type?

Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool



Illinois PBIS Network-Tertiary Demo Document - Draft 08/08

Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

School Name: _____

Interventions	Check-in/Check-out (CICO)		Social/Academic Instructional Groups		Simple Tier 2 Interventions with Individualized Features (e.g. CNC)		Brief Function-based Interventions		Complex/Multi-life-domain FBABIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Please list below how your school defines "responding" at each of the six levels:

1. Responding to CICO:
2. Responding to Social/Academic instructional groups:
3. Responding to Simple Tier 2 with Individualized Features (i.e. CNC):
4. Responding to Brief Function-Based Interventions:
5. Responding to Complex Function-based Interventions:
6. Responding to Wraparound Plans:



**Application of Data from Tertiary Demos:
IL PBIS Network Level**

- Revised PoI Tool with clearer benchmarks of secondary/tertiary intervention
- New "Commitments for Success" document that now includes secondary/tertiary requirements
- Support for Districts to change policies/procedures including:
 - Revised Job descriptions for specialized staff
 - FBA/BIP procedures
 - Policies re: supports to students w/tertiary plans as they transition within the district



**Application of Data from Tertiary Demos:
District and Building Levels**

- Need for more constant monitoring of ALL students needing more than Universals
 - It is not OK to NOT do interventions commensurate with student needs (i.e. FBA/BIP and wraparound)
 - Ongoing team meetings facilitated for each student with data used at each meeting
- Need for more aggressive review of Educational Environment (EE) data and all "placement" data:
 - Interventions vs. Identification/placement



**District-wide Tertiary
Implementation Process**

- District meeting quarterly
 - District outcomes
 - Capacity/sustainability
 - Other schools/staff
- Building meeting monthly
 - Check on all levels
 - Cross-planning with all levels
 - Effectiveness of practices (FBA/Wrap)
- Tertiary Coaching Capacity
- Facilitators for complex FBA/BIP and wraparound teams



On-going Self-Assessment of Secondary/Tertiary Implementation

Building Level:

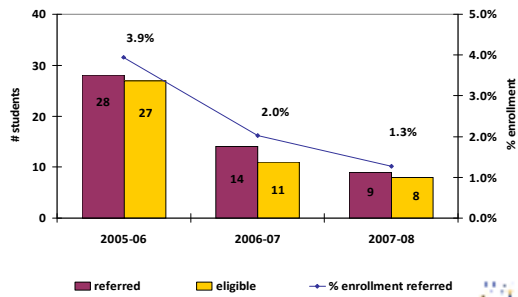
- IL Phases of Implementation (PoI) Tool
- IL Secondary/Tertiary Intervention Tracking Tool
- IL Systems Response Tool
- Sp. Ed Referral Data
- Suspensions/Expulsions/Placements (ongoing)
- Aggregate Individual Student Data (IL SIMEO data)
- LRE Data trends
- Subgroup data (academic, discipline, Sp. Ed. Referral, LRE, etc)

District Level:

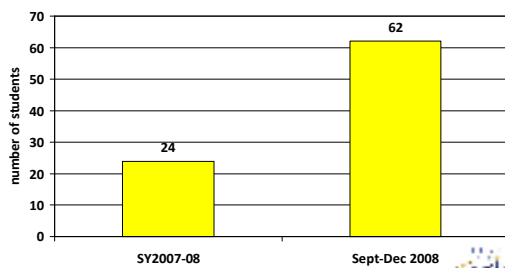
- Referral to Sp. Ed. Data
- LRE Data (aggregate and by building)
- IL Out-of-Home-School-Tracking Tool (multiple sorts)
- Aggregate SIMEO data
- Aggregate PoI Data



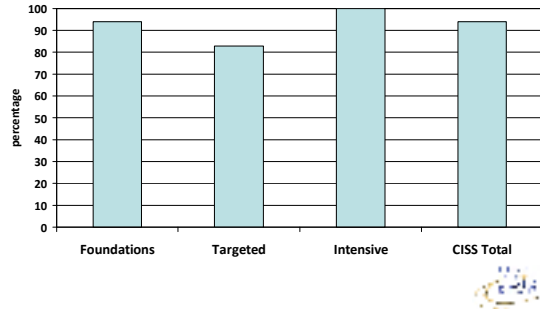
Exemplar Elementary School Referral and Placement by School Year



Exemplar Elementary School Number of Students in CICO in 2007-08 and Sept. – Dec. 2008



**Exemplar Elementary School
Checklist for Individual Student Systems Data
2008-09**



Exemplar Elementary School

Students with # ODRs:	2006-07	2007-08
0-1	596	662
2-5	31	15
6+	4	0
9+	1	0

Technical Assistance Process

- Self-assessment/reflection (S)
- Observe practices (C)
- Collect data to assess impact of effort (S)
- Provide training and support (C)
- Develop action plan (C/S)
- Evaluation (C/S)

Roles: C = PBIS Coordinator; S = School-based team

School x

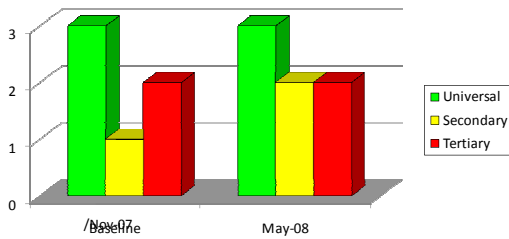
	White	Black	Hispanic	Asian/ Pacific Islander	Native America n	Multi- racia/ Ethnic
State	54.0	19.2	19.9	3.9	0.2	1.9
District	5.6	9.1	82.6	0.6	0.2	2.7
School	2.1	2.2	93.8	0.2	0.0	1.7

	Low- Income Rate	Limited English Proficient Rate	Chronic Truancy Rate	Mobility Rate	Attendan ce Rate
State	41.1	7.5	2.5	14.9	93.3
District	63.0	34.7	7.7	25.0	92.5
School	81.8	68.7	0.2	19.0	95.7

Illinois District Report Card (Illinois State Board of Education, 2008)



School x (Aggregate POI)



*Note: 0 = Below Phase I; 1= Phase I; 2 = Phase II; 3 = Phase III



POI Item Analysis (May 08')

Secondary Phase III	Tertiary Phase I
Evaluate/monitor revise groups of 5 or more plans (small group or simple individual)	School based wraparound facilitator(s) identified and trained
	LAN contact is identified
	Available SIMEO trained facilitators are identified to assist in start-up
	Tertiary Phase II
	School staff informed/updated of tertiary process/activities
	Tertiary Phase III
	School staff receives updates of tertiary activities/progress
	Data used to revise wrap plan as needed
	Fidelity being assessed through review of plans and surveys with 3 teams (use of WIT)

POI Item Analysis (Oct 08')

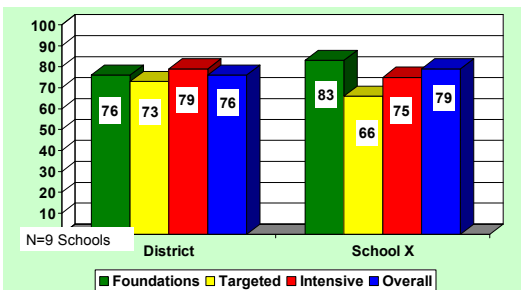
<p>Data-based decisions made at every universal meeting.</p>	<p>Staff are informed and updated on secondary systems, data, and practices (at least quarterly).</p> <p>Entrance criteria into secondary supports by family or staff (when other data sources haven't identified student) developed and communicated to school community.</p> <p>Progress monitoring indicates 70% of students in simple secondary intervention are experiencing success.</p>	<p>Staff are informed and updated on tertiary systems, data, and practices (at least quarterly).</p> <p>Entrance criteria into tertiary supports by family or staff (when other data sources haven't identified student) developed and communicated to school community.</p> <p>Progress monitoring indicates 70% of students in complex/multiple life domain FBA/BIP are experiencing success.</p> <p>SIMEO tools used with complex/multiple life domain FBA/BIPs</p>
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POI Support Themes

- Team communication with all staff about data
- Using data-based decisions
- Progress monitoring interventions
- Establishing durable systems



FY 09 Checklist for Individual Student Systems Findings



What supports are needed at Foundations Level?

- Training of additional staff to facilitate team-based FBA/BSP responsibilities
- Annual orientation of new staff about student discipline and support process
- Process for reviewing progress of secondary interventions weekly needs refinement
- Sharing secondary data with entire staff quarterly



What supports are needed for Targeted Interventions?

- Establish a more efficient process of getting students prompt access to CICO
- Allow the intervention coordinator to share responsibilities with another team member
- Efficient method of aligning intervention to match student behavior



What support are needed for Intensive Interventions?

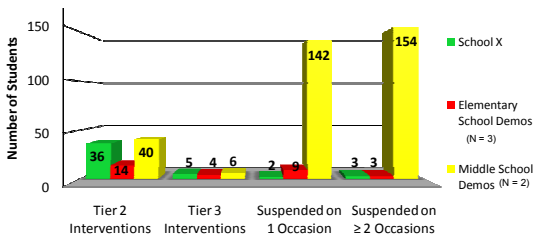
- Formalize behavior support plan process by consistently using competing behavior pathway
- Each child with a behavior support plan has a team
- Implementation of a progress monitoring component is needed to assess fidelity of behavior support plan



School X Triangle Data (Major ODRs)

Academic School Year	# of Students ≥6	# of Students 2-5	# of Students 0-1	% of referrals	% of referrals	% of referrals
2005-06 (N = 516)	4	21	491	26	52	22
2006-07 (N = 497)	4	20	473	31	43	26
2007-08 (N = 553)	3	17	533	27	48	26

Sample Systems Response Tool Data (8/15/08 – 6/30/09)

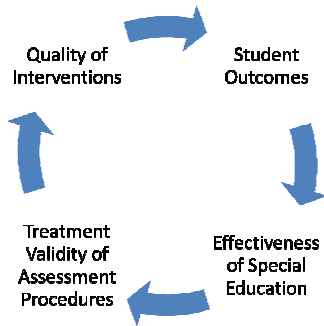


Tier 2 Interventions = CICO, SAIG, CnC, Brief Function-based Interventions

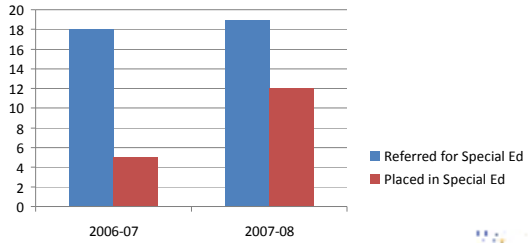
Tier 3 Interventions = Complex/Multiple-life domain FBA/BIP; Wraparound Support



Systems Change

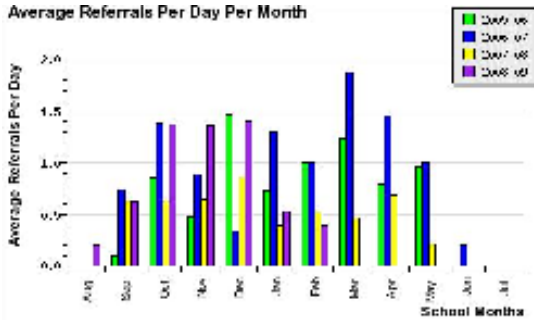


Changes in Special Education Referral Patterns

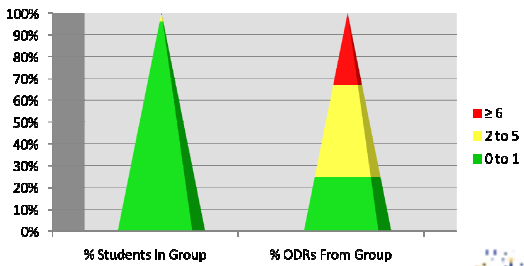


Longitudinal Implementation

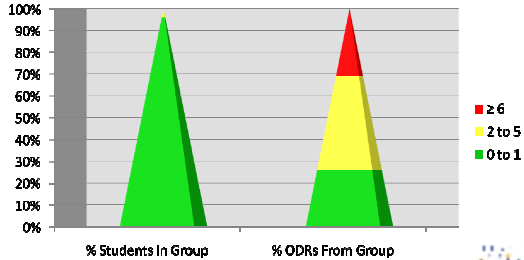
Average Referrals Per Day Per Month



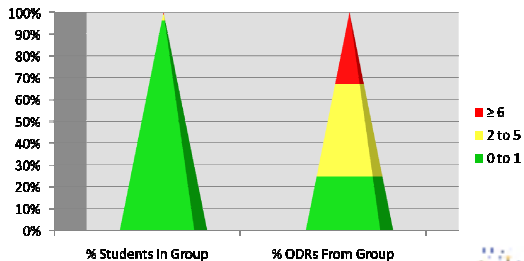
Mean Percentage of Students by Major ODRs 2005-06 Example School - (516 students)



Mean Percentage of Students by Major ODRs 2006-07
Example School - (497 students)



Mean Percentage of Students by Major ODRs 2007-08
Example School - (553 students)



Recommendations

- Fluidity comes with consistent use of the process
- Model movement from analyzing data to developing action plans
- Resources follow policy change (role change of social workers)
- Delivery of technical assistance must be given to a team (right people at the table)
