K1 - Take a Deeper Dive in Tier 3: Reviewing the 2020 Tier 3 Presentations

Chris Borgmier, Ph.D., Portland State
Rose Iovannone, Ph.D. & Don Kincaid, Ed.D., University of South Florida

Topic: School-wide
Keywords: Tier 3, FBA/BIP/BSP, Individual
# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✞ Use a <em>shared action plan</em> for your team ✞ Complete session evaluations</td>
<td>✞ Post positive <em>on-topic</em> comments ✞ Questions for the presenters go in the <strong>POLLS tab</strong></td>
<td>✞ <strong>Add questions</strong> before and/or during session</td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✞ Limit <em>distractions</em> ✞ <strong>Follow up</strong> on your assigned action items</td>
<td>✞ Use <em>inclusive</em> language</td>
<td>✞ Use <em>sincere</em> phrasing ✞ Complete additional polls <em>when prompted</em></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✞ Take <em>movement breaks</em> ✞ Be aware of your <em>stress level</em></td>
<td>✞ Engage in <em>productive</em> dialogue</td>
<td>✞ Ask <em>solution-oriented</em> questions</td>
</tr>
<tr>
<td>For Presenters</td>
<td>✞ <em>Ensure Files Tab</em> has current materials and related weblinks</td>
<td>✞ <em>Monitor</em> and remove inappropriate comments</td>
<td>✞ <em>Identify common Qs</em> to address in final 15 minutes</td>
</tr>
</tbody>
</table>

## For Presenters
- Ensure Files Tab has current materials and related weblinks
- Monitor and remove inappropriate comments
- Identify common Qs to address in final 15 minutes
Tips for Participants
Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the Q&A under Polls. Questions for presenters go there.

3. Some sessions have other Polls or more **Specific Questions**.
Complete those when prompted

---

**1.**

Chat  | Polls  | People  | Files  
---|---|---|---

**Chat**

Meeting?

- Jennifer Norton: Let's all join!
- Brian Meyer: Can you see this window?

2 days ago  ...
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Objectives

• Participants will:
  – Receive an overview of the Tier 3 content form the 2020 Forum
  – Learn some extensions or additional information about each presentation
  – Have an opportunity for Q & A around any Tier 3 issues
Overview of the 2020 Tier 3 Strand

• Basic FBA to BSP: A Practical Approach to Designing & Implementing Function-Based Support

• Tier 3 Supports for Students with Intensive Needs: Basic, Comprehensive, & Systems Approaches

• Critical Systems that are Necessary to Support Effective Tier 3 Practices
K1-Take a Deeper Dive in Tier 3: Reviewing the 2020 Tier 3 Presentations

Session 1: Basic FBA to BIP
A Practical Approach to Designing & Implementing Function-Based Support

Chris Borgmeier, Ph.D.
Chris.Borgmeier@pdx.edu

Portland State University
Learning Objectives

• Define what we mean by a proactive approach to using FBA in schools

• Describe the tools, supports, and systems needed for district and school personnel to use FBA/BSP more efficiently for students who engage in a wide range of problem behaviors

• Provide an overview of the Basic FBA to BIP curriculum and tools for school-based behavior support specialists and district trainers/coaches
Many of problem behaviors that teams encounter do not require comprehensive FBA-BSP

Using simplified FBA-BSP procedures allows us to provide FBS earlier
Why Does FBA Continue to Be Underutilized In Schools?

• Common barriers...
  – Lack of personnel with sufficient training in FBA/BSP can lead to providing support in a “triage” manner
    – Opportunity is lost to utilize FBA for less severe persistent problem behavior
  – Plans built by outside “specialist” with minimal input from implementers
    – Plans lacking contextual fit
    – Lack of follow-up support, feedback, coaching
Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.

www.BasicFBA.com
Training Modules: Big Ideas

• Skills taught in manageable chunks
  – 60-90 minute modules
  – Intended delivery: 1 module every 1-2 weeks

• Interactive Training Activities – Learn through demonstration & practice application activities

• Built-in Assessment Activities – included at end of each module

• Homework Tasks with each module for real-world practice that culminate in implementation of a BSP developed from an FBA
Basic FBA to BIP Training Series
New interactive on-line e-modules

Module 1 - Defining & Understanding Behavior
Module 2 - FBA: Practice Interviewing
Module 3 - FBA: Practice Observing
Module 4 - Critical Features of BIP
Module 5 – Building BIP from FBA
Module 6 – Implementation Plan & Leading a BIP team
Module 7 – Evaluation Planning and BIP Review Meeting
Completers who filled out the Google Survey Evaluation (as of Oct. 12, 2021)

<table>
<thead>
<tr>
<th>Behavior Specialist</th>
<th>School Wide Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod 1 – 3338</td>
<td>Mod 1 – 3412</td>
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<tr>
<td>Mod 2 – 2491</td>
<td>Mod 4 – 2141</td>
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<td>Mod 3 – 1928</td>
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<td>Mod 4 – 2329</td>
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<td>Mod 5 – 3201</td>
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<tr>
<td>Mod 6 – 435 <em>(no data since 3/19/20)</em></td>
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<tr>
<td>Mod 7 – 373 <em>(no data since 2/4/20)</em></td>
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</tbody>
</table>
Behavior Specialist Module 1 Feedback

- Effective use of time
- Functional transfer learning to practice
- Will use the content or implement
- High quality

n = 3338

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
How are School Districts & Schools using the Modules?
Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don’t miss the blog below.

Planning for Effective Use

School-wide Plan

www.BasicFBA.com
Capacity Building Model Tier 3 Behavior Supports

Leadership Team
Student Services (Director & Admin, TOSAs, School Psychologists) Superintendent’s Office (Director of Education) Curriculum Dept.

- District & School Administrators, Behavior Support Leaders, Implementers, Community & Mental Health
- TOSA-AB, School Psych
- TOSA-EG, School Psych
- TOSA-AB, School Psych
- TOSA-KB, School Psych

Step 1: Leadership Team Coordination & Planning (Spring 2020 → ongoing)

Step 2: Train District-Level Behavior Specialists (TOSAs & SPSYs) in Basic FBA to BIP (Fall 2020 →)

Step 3: District-Level Behavior Specialists lead training & coaching of 1 school team (Win/Spr 2021)

 Represents a School-Level Behavior Support team to Receive Training & Coaching in Basic FBA to BIP from Behavior TOSA

- Administrator
- School Behavior Specialists (SBS)
- Other School Team members (e.g. School Counselor, SPED Teacher, School Psych, SAS, other building TOSAs)
### Basic FBA to BIP Training Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
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<tbody>
<tr>
<td>Sept 21</td>
<td>Basic FBA to BIP &amp; Tier 3 Behavior Support</td>
<td>Complete Modules 1 &amp; 2 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)</td>
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<td></td>
<td>Overview</td>
<td>Identify a student on whom to conduct an FBA &amp; get permissions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Modules 1 &amp; 2 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)</td>
</tr>
<tr>
<td></td>
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<td>Identify a student on whom to conduct an FBA &amp; get permissions</td>
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<td>Complete FBA Interview(s)</td>
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<td>Oct 5</td>
<td>FBA Interviews</td>
<td>Complete Module 3 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)</td>
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<td>Complete FBA Interview(s)</td>
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<td>Oct 19</td>
<td>FBA Observations</td>
<td>Complete Module 4 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)</td>
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<td>Complete FBA Observation(s) &amp; Summary of FBA</td>
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<td>Nov 2</td>
<td>Function-Based Intervention</td>
<td>Complete Module 5 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)</td>
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<td>Complete Behavior Intervention Plan form</td>
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<tr>
<td>Nov 16</td>
<td>Function-Based Intervention</td>
<td>Complete Module 6 &amp; 7 of Behavior Specialist Training (<a href="http://www.BasicFBA.com">www.BasicFBA.com</a>)</td>
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<td>Continue work on Behavior Intervention Plan form</td>
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<td>Dec 7</td>
<td>Implementation Planning</td>
<td>Hold Implementation Planning meeting, complete Implementation Plan,</td>
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<td>Implementation Supports, Daily Point Card -- begin implementation of the Plan</td>
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<tr>
<td>Dec 14</td>
<td>Evaluation &amp; Decision Making</td>
<td>Implement Plan &amp; Collect &amp; Graph Data</td>
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<tr>
<td></td>
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<td>Hold BIP Review meeting after 2 weeks of implementation</td>
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</table>

**the intensity and duration of this training will depend on the prerequisite skills participants are bringing to the training and progress within the training**
Behavior Specialist Training
Module 2 (FBA Interviews)

• Of the 717 respondents who completed the Behavior Specialist Training as required by professional development for their employer
  – 75% of respondents reported they were required to provide evidence of module completion
  – 37% of respondents identified that they were being required to complete the homework.
  – 67% reported that a coach was available to answer questions they had about the module or homework
  – 49% reported receiving feedback on homework tasks they completed
School-wide Training: Module 1
Completers reported:

• Out of **2580 Completers** of the School-wide Training, who completed the module as part of their Professional Development at work:
  - **77%** were required to provide evidence of module completion
  - **19%** were required to complete and turn in the homework.
  - **54%** identified that there was a coach available to answer questions they had about the module content or homework task
  - **29%** reported the opportunity to receive feedback following completion of the homework task.
Summary

• Need to Build Capacity
  – Walk before you can run → Basic to Complex FBA/BIP

• Free Training Tools at www.BasicFBA.com

• Training is necessary, but insufficient
  – Practice w/ Coaching & Feedback is required
  – How many FBA/BIPs do you need to do to achieve fluency?

• Check out the new Basic FBA to BIP District Planning & Implementation Guide
K1-Take a Deeper Dive in Tier 3: Reviewing the 2020 Tier 3 Presentations
Comprehensive FBA/BIP Practices for Tier 3

Rose Iovannone, Ph.D, BCBA-D
 iovannone@usf.edu
University of South Florida

• Keywords: FBA/BIP/BSP, Tier 3
Objectives

• Participants attending this session will
  – Identify key features of comprehensive FBA/BIP processes for enhancing implementation fidelity of BIPs
  – Discuss issues related to identifying, training, and locating resources to build a cadre of FBA/BIP coaches.
<table>
<thead>
<tr>
<th>Component</th>
<th>Basic/Efficient (e.g., ERASE)</th>
<th>Comprehensive</th>
<th>Wrap-Around/Expertise</th>
</tr>
</thead>
</table>
| Behaviors          | • Mild, discrete behaviors                                        | • Intense challenging behaviors; occur often, multiple contexts, multiple functions | • Behaviors impacted by external events  
• Mental health needs  
• Behaviors for which function is difficult to determine |
| Teaming            | • Smaller team                                                    | • Larger team  
• Team roles defined  
• Consensual process | • Team expands to include people from all areas of life (outside agencies)                   |
| FBA                | • Primarily indirect                                              | • Direct and indirect                                                        | • Person-centered planning  
• Strength-needs assessment  
• Additional assessments (physical and mental health) |
| BIP                | • Focus on teaching/reinforcement strategies                       | • Multiple component plan                                                   | • Full range of intervention options  
• Action plan addressing goals from PCP |
| Progress Monitoring| • Student outcomes  
• Fidelity outcomes  
• Follow-up timelines  
• Data-based decisions | • Fidelity, student outcomes, social validity, alliance  
• Follow-up timelines  
• Data-based decisions | • Outcome measures broader than student behavior changes (quality of life)  
• Multiple agency coordination and follow-up |
Essential Steps for Comprehensive FBA/BIP Approaches

1. Teaming
2. Identifying, prioritizing, defining target behaviors to increase/decrease
3. Feasible daily progress monitoring method
4. Hypothesis - multiple informants
5. BIP linked to hypothesis
   - One strategy directly modifying antecedent
   - One strategy specifically describing how to teach replacement behavior
   - One strategy specifically describing how to reinforce replacement behavior with function
   - One strategy specifically describing responses to challenging behavior that no longer provide function
6. Active coaching to support teacher implementation fidelity of BIP
7. Data-based decision-making (fidelity and student outcomes)
Teaming PTR Model

Step 1 - Identify, define, and prioritize behaviors

Step 2 - Analyze the problem by conducting an FBA on each target problem behavior

Step 3 - Select and develop a multi-component intervention plan linked to the hypothesis

Step 4 - Within 3 weeks, examine the progress monitoring data and fidelity data and make next-step decisions

Student-Centered Team

• Coach
• Members who know student
• Member who know school/district

Step 1 - Develop and use a daily progress monitoring system

Step 3 - Coach the teacher to implement the plan and measure fidelity

Step 2 - Develop a hypothesis from synthesized information

Coaching Members who know student

Members who know school/district
### Behavior Rating Scale

**Student: Jeff**

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**KEY:**

**Disruption**: Definition—tapping pencil on desk, talk outs without raising hand and not on topic, tapping person’s shoulder seated next to him, out of seat, sharpening his pencil. *Rate your perception of Jeff’s disruptive behavior over the entire day using the key: 5 = Terrible day (20 or more times in a day); 4 = Bad day (10-19 times); 3 = So-so day (5-9 times); 2 = Good day (5-9 times); 1 = fantastic day (less than 5 times)*

**Task Engagement**: Definition: (whole group active involvement, hands quiet, listening to the teacher; independent work time—pencil moving, hand raised to ask question, letting peers work). *Rate your perception of Jeff’s engaged behavior over the academic day using the key: 5 = Fantastic Day (more than 85% engaged); 4 = Good day (65-84%); 3 = So-so day (45-64%); 2 = Bad day (25-44%); 1 = Terrible day (<25%).*

**Independent Work Completion** (completed assigned activity within timeline): *Rate your perception of Jeff’s independent work completion over the academic day using the key: 5 = Fantastic Day (75-100% of work completed); 4 = Good day (65-74%); 3 = So-so day (40-59%); 2 = Bad day (20-39%); 1 = Terrible day (<20%).*
### Step 1: Individualized Behavior Rating Scale Tool (IBRST)

**Student:** Dianne  
**School:**  
**Teacher(s):**  

<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disrespect</strong></td>
<td></td>
</tr>
<tr>
<td>≥8 x</td>
<td>5</td>
</tr>
<tr>
<td>6-7 x</td>
<td>4</td>
</tr>
<tr>
<td>4-5 x</td>
<td>3</td>
</tr>
<tr>
<td>2-3 x</td>
<td>2</td>
</tr>
<tr>
<td>0-1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Appropriate Interactions</strong></td>
<td></td>
</tr>
<tr>
<td>≥8 x</td>
<td>5</td>
</tr>
<tr>
<td>6-7 x</td>
<td>4</td>
</tr>
<tr>
<td>4-5 x</td>
<td>3</td>
</tr>
<tr>
<td>2-3 x</td>
<td>2</td>
</tr>
<tr>
<td>0-1</td>
<td>1</td>
</tr>
</tbody>
</table>

**KEY:**  
**Problem Behavior** Disrespect: Definition calling teachers by their first names to get teacher’s attention; demanding teacher assistance/compliance ("come here"); whining “noooo” in response to teacher directive; touching teacher property without permission  
**Specific Time/Routine:** First Period

**Replacement/Alternate Desired Behavior:** Appropriate Interactions Definition Responding to teacher directives by complying with request, verbally responding with conversation volume level; asking before touching teacher property  
**Specific Time/Routine:** First Period
# Jeff’s Hypothesis

<table>
<thead>
<tr>
<th>Inappropriate</th>
<th>Jeff is presented with demands to start non-preferred academic tasks, specifically independent writing,</th>
<th>Walk around the room, talk to and touch peers, put his head down, tap his pencil, and not initiate writing</th>
<th>He avoids/delays non-preferred tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate</td>
<td>Jeff is presented with demands to start non-preferred academic tasks, specifically independent writing</td>
<td>Be academically engaged and independently complete tasks within the time assigned</td>
<td>He avoids/delays non-preferred tasks.</td>
</tr>
</tbody>
</table>
#5 Intervention

## Jeff—PTR Teach Intervention Plan

<table>
<thead>
<tr>
<th>Teach Strategies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incompatible Replacement Behavior—Academic Engagement</td>
<td>Jeff will be taught how to remain engaged on a writing assignment. Engagement is defined as: working on a task without disrupting by raising hand to speak, keeping pencil upright, and letting neighbors work.</td>
</tr>
</tbody>
</table>
| **Steps:**                                           | **1.** Each day, divide Jeff’s writing task into 3 major sections—starter, details, conclusion.  
**2.** Initially, tell Jeff that for each section completed, he earns a “dot” that he should place in the envelope hanging at the side of his desk.  
**3.** Inform him that he can use the dots later to get out of work and to get special rewards for himself and the rest of the class.  
**4.** Each day after giving the writing assignment to Jeff, review his self-management checklist/dot total sheet. Review each section of the writing assignment (step 1), his goal (time for completion), and the academic engaged behaviors.  
**5.** On Monday, a weekly goal should be discussed and set.  
**6.** Immediately after reviewing Jeff’s goals and expected behaviors, provide him a choice and set the timer. |
Week: ____
I can earn DOTS for doing work. I can use my DOTS to get out of work, and my teacher will say okay!

**My goal today** is to complete my writing assignment in ____ minutes.

**My goal this WEEK** is to complete ____ or more writing assignments in ____ minutes.

<table>
<thead>
<tr>
<th>DOTS FOR WORK!</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed</th>
<th>Thursday</th>
<th>Friday</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starter Sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detail Sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was I on task during writing?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I meet my goal today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>☑️ = Mystery Letter for Class</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| How many DOTS did I earn today? | ____   | ____   | ____ | ____     | ____   |

<table>
<thead>
<tr>
<th>DID I MEET MY GOAL THIS WEEK?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**On task means:**
- Raising my hand to speak
- Letting my neighbors work
- Keeping my pencil upright

Reward for the week:
Read to the Kindergarten class
Discussion

• Of the first five key features, which one do you consider is the top feature contributing to effective FBA/BIP processes?
• Use the poll to record your response
• Discussion-why did you select that response? Put your answer in the chat box.
Essential Steps for Comprehensive FBA/BIP Approaches

1. Teaming
2. Identifying, prioritizing, defining target behaviors to increase/decrease
3. Feasible daily progress monitoring method
4. Hypothesis—multiple informants
5. BIP linked to hypothesis
   • One strategy directly modifying antecedent
   • One strategy specifically describing how to teach replacement behavior
   • One strategy specifically describing how to reinforce replacement behavior with function
   • One strategy specifically describing responses to challenging behavior that no longer provide function
6. Active coaching to support teacher implementation fidelity of BIP
7. Data-based decision-making (fidelity and student outcomes)
Component #6 Coaching

• Key coaching features in comprehensive approaches
  – Coaches are guides/facilitators, assisting teams to go through the process, not telling them what to do
  – Coaching includes using structured procedures such as explanation, modeling, rehearsal, reflection, and performance feedback
  – Implementation fidelity of behavior intervention plan is primary goal of active coaching.
  – Coach/teacher working relationship or alliance may be a significant ingredient to enhance implementation fidelity.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin with one or more positive statements</td>
<td>It is fine to use general statements such as, “You did a great job today” but be sure to provide some specific examples.</td>
<td>“You did a great job gesturing to Rick and Lila (peers) that they should just ignore Monty’s rocking. That prompt was subtle enough that I don’t think Monty or anyone else even noticed but it really helped reassure Rick and Lila that they were doing the right thing.”</td>
</tr>
<tr>
<td>Ask for positive reflection</td>
<td>Either before or after you identify something positive, ask the teacher what he or she thinks went well. If the teacher focuses on how well the student is doing, try to prompt the teacher to identify something about their own implementation that was positive.</td>
<td>“In your view, what do you think is going well? Either overall or just in the time I watched today?” “I agree that Monty did well responding to his friends today. I’m wondering how you felt about the way you supported Monty and his friends—what went well?”</td>
</tr>
<tr>
<td>Ask for reflection on areas for improvement</td>
<td>Often asking the teacher to identify what went less than perfectly is a great entry into corrective feedback, people often know exactly what was wrong.</td>
<td>“You said you did ‘okay’ using the token board, I think you did a fantastic job. Were there any aspects of your interactions with Luca during table work today that you didn’t think went so well or that you would want to do differently?”</td>
</tr>
<tr>
<td>Corrective feedback is specific</td>
<td>Identify exactly what occurred incorrectly and, when appropriate, why</td>
<td>“On the TIG you and I indicated that praise should occur when James gives a correct answer, how do you think that went today?” “Right, I noticed a couple of times when that happened and several more when it didn’t. There is a lot going on so it is hard to stay on top of the feedback for correct responses too but James seems to really respond well to your praise so I’m thinking that is something we should work on, what do you think?”</td>
</tr>
<tr>
<td>Help the teacher identify strategies to improve</td>
<td>When appropriate, use collaborative problem-solving to improve performance. See the table below for strategies you could use to improve performance of one or more skills</td>
<td>“Maybe we can come up with a way to make it easier to remember to praise correct responses. For example, when I am here and if you want me to, I could use some gesture, like this (makes a thumbs up) to remind you to praise James. What do you think of that?”</td>
</tr>
<tr>
<td>Build fluency slowly</td>
<td>Don’t overwhelm the teacher with corrective feedback. Identify one or at most two things to work on at a time.</td>
<td>“You just identified five things that you could work on. There are probably always things we can improve but let’s pick just one or two things to focus on.”</td>
</tr>
<tr>
<td>End with positive feedback</td>
<td>Feedback should conclude with another positive observation</td>
<td>We spent a lot of time talking about how to ensure that the next teaching session goes better and that is important. I think it is important though that we also recognize how much went right. You know, I really liked how you kept your cool today, even when Brad was really angry. I know that can be really hard to do.</td>
</tr>
</tbody>
</table>
# Jeff Coaching/Fidelity Plan

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Student: Jeff</th>
<th>Date:</th>
<th>Self-Assessment</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interventions</strong></td>
<td></td>
<td></td>
<td>Implemented</td>
<td>Impact (1=no impact; 5=great impact)</td>
</tr>
<tr>
<td><strong>PREVENTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Providing Choices</strong></td>
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</tr>
<tr>
<td>• Offered Jeff a valid choice upon presentation of his writing assignment.</td>
<td>Y / N / NA</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Honored Jeff’s choice within 2 minutes.</td>
<td>Y / N / NA</td>
<td></td>
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<tr>
<td><strong>Environmental Support</strong></td>
<td></td>
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<tr>
<td>• Set the timer for the negotiated amount of time</td>
<td>Y / N / NA</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Provided positive/motivational comment</td>
<td>Y / N / NA</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>TEACH</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Replacement Behavior—Academic Engagement</strong></td>
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</tr>
<tr>
<td>• Reviewed Jeff’s writing completion chart, goals, on-task behaviors, earning dots, and use of dots for escape prior to Jeff starting his writing assignment.</td>
<td>Y / N / NA</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Upon completion of the writing assignment or at the end of the writing period, reviewed Jeff’s progress and checks on his chart and provided feedback.</td>
<td>Y / N / NA</td>
<td></td>
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<tr>
<td><strong>REINFORCE</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Reinforce Replacement Behavior (Academic Engagement)</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Delivered dots to Jeff for checks on his chart (work completed, meeting daily goal, staying engaged).</td>
<td>Y / N / NA</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Released Jeff to reinforcement (reading to Kindergarten class) when weekly goal met.</td>
<td>Y / N / NA</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Allowed Jeff to escape tasks upon use of dots.</td>
<td>Y / N / NA</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Modified Group Contingency</strong></td>
<td></td>
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<tr>
<td>• Provided mystery letter for class reinforcer when Jeff met his daily goal</td>
<td>Y / N / NA</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Prompted class to provide Jeff with positive attention when goal met.</td>
<td>Y / N / NA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Behavior Plan Assessment Implementation Score:** Y/Y + N total x 100
#7 Data-based decisions

**Review IBRST and Implementation Fidelity Data.**

**Do IBRST data indicate that the intervention was successful? Is the student’s behavior meeting goal criteria?**

- **Yes**
  - Continue the plan as is for (number) of weeks
  - Extend the plan to enhance generalization
  - Set new criteria for behaviors
  - Teach a new skill or select another target problem behavior
  - Systematically implement fading plan components

- **No**
  - Are the Implementation Fidelity Scores indicating adequate fidelity?

- **Yes**
  - Modify the plan to address gaps (intensity, match of strategies to hypothesis, etc.)
  - Conduct a more comprehensive FEA

- **No**
  - Determine reasons for low fidelity:
    - Teacher drift
    - Plan too complex or not feasible
    - Intervention not acceptable

    - **Drift**
      - Retrain the teacher to do the plan
    - **Plan not feasible**
      - Modify the plan to make more feasible or make it easier
    - **Plan not acceptable**
      - Select new interventions for development and implementation

For any decision, schedule another meeting within 3-4 weeks to review data and make decisions.
Discussion

• Of the coaching features mentioned, which in your opinion is the most important?
• Record your answer in the poll.
• Why did you select your response? Put it in the chat box.
Final Discussion

• All agree that coaching teachers is important in enhancing implementation fidelity.
• Many identify that job responsibilities and resources prevents devoting the time to coaching.
• Many ”coaches” report lower confidence in developing detailed descriptions of behavior interventions.
• What are some actions that need to happen to change these challenges?
• Put your thoughts in the chat box.
K1-Take a Deeper Dive in Tier 3: Reviewing the 2020 Tier 3 Presentations
Critical Systems that are Necessary to Support Effective Tier 3 Practices

Don Kincaid, EdD
kincaid@usf.edu
University of South Florida

• Keywords: FBA/BIP/BSP, Tier 3
Critical Systems for Tier 3

1. Teaming
2. Identifying students
3. Staffing and professional development
4. Student/Family/Community Involvement
5. Assessments: QOL, academic, social, physical
6. Comprehensive supports: BSP with hypotheses, formal and natural supports; Tier 3 is not separated from Tiers 1 and 2
7. Data systems exist for school and student Tier 3 team problem-solving
8. Evaluation of school and student team success
1. Effective Teaming

- Need district, school and student level teams
- School Tier 3 Team is not the place for individual student problem-solving.
- Student team may identify systems issues to forward to School Tier 3 Team.
- All teams should have:
  a) regular meeting format/agenda,
  b) minutes,
  c) defined meeting roles, and
  d) a current action plan
2. Identifying students: Recommendations

• Use multiple strategies
  – Disciplinary actions
  – Universal screeners
  – Responsiveness to tier 2 interventions
  – Teacher nomination
  – Teacher checklist of symptoms
  – Undiscovered students
3. Sufficient Professional Supports

• One Big Idea:
  – We need to shift the focus of professional development from primarily workshops, presentations, institutes to job-embedded PD and coaching that will build competencies of professionals within authentic environments.
  – Not every professional needs the same level of competencies.
  – Component-Scope and sequence of skills necessary; professional development processes to:
    • Assess skill and PD needs
    • Provide adequate PD to address needs
    • Plan for practice-based coaching
    • Evaluate outcomes of PD
4. Student/Family/Community Involvement

That village is really the VILLAGE!

How do we engage families?

- Positive Relationships
- Multiple Forms of Two-Way Communication
- Equity, access, & representation
- Meaningful Decision-Making

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5. Assessments: What are they and who does them?

• Purpose:
  – To inform intervention development
    – Functional Behavioral Assessment
  – To assess student progress
    – Immediate (reductions in problem behavior, increases in appropriate behavior, academic performance, social behavior)
    – Long-term (social skills, quality of life)
  – To determine if intervention is implemented as designed (treatment/intervention fidelity)
6. Comprehensive Supports:  
*Matching the level of support to the level of need*

- **One big idea:**
  - Multiple levels of tier 3
  - Not a one-size fits all
  - Component-continuum of supports across all tiers and Tier 3
  - System provides data points for matching supports to needs

All levels use functional thinking:  
(Scott, Alter, Rosenberg, & Borgmeier, 2010)
7. Data Systems:

Do we have data to use for problem-solving?

- Data systems exist for school and student Tier 3 team problem-solving: Aggregated (i.e., overall school-level) Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.

- Use of disaggregated data for deeper analysis

- Use of data and data-based problem-solving occurs at district, school, student team levels

- Data are used to track access and success of students receiving Tier 3 supports
### Different Levels of Tier 3 Evaluation

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How many students received Tier 3 support?</td>
<td>• How many students received Tier 3 support?</td>
<td>• Did this student get what they needed in our Tier 3 support?</td>
</tr>
<tr>
<td>• Were students successful?</td>
<td>• Did we implement with integrity?</td>
<td>• Did we implement with integrity?</td>
</tr>
<tr>
<td>• Were all subgroups successful (disability types, ethnicity, type of program)?</td>
<td>• Were students successful?</td>
<td>• Was this student successful?</td>
</tr>
<tr>
<td>• Evaluation of overall system: (Training, coaching, behavioral expertise, etc.)</td>
<td>• Were all subgroups successful (disability types, ethnicity, type of program)?</td>
<td>• Do we need to make changes?</td>
</tr>
<tr>
<td></td>
<td>• Evaluation of overall system: (Training, coaching, behavioral expertise, etc.)</td>
<td>• Do we maintain or begin to fade or supports?</td>
</tr>
</tbody>
</table>
Summary

• We need to begin to consider Tier 3 as a system
• We have tools and protocols allow us to assist districts and schools to deliver more consistent and effective Tier 3 supports.
• Finally, this is a long-term process requiring commitment!
Discussion

• Ask your questions in the poll box.
• We will try to respond to questions in the order they were received.
Please Complete this Session’s Evaluation

Session #K1 - Take a Deeper Dive in Tier 3: Reviewing the 2020 Tier 3 Presentations

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

2. QR Code

Evaluations are anonymous!
We send reminder emails to all participants.

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE