Tier 3 Behavior System
Acknowledgments

The material for this training was based off the work of:

- Missouri SW-PBS
- National Center on PBIS (pbis.org)
- Illinois PBIS Network
- Rob Horner
- George Sugai
- Geoff Colvin, Randy Sprick, Mickey Garrison
Group Expectations

• Be Responsible
  – Attend to the “Come back together” signal
  – Active participation…Please ask questions
  – Identify a partner for structured discussion

• Be Respectful
  – Please allow others to listen
    • Please silence cell phones
    • Please limit sidebar conversations
  – Share “air time”
  – Please refrain from email and Internet browsing

• Be Safe
  – Take care of your own needs
Scope & Sequence

- School-wide PBIS (3 days)
- Classroom Systems & Data Review (1 day)
- Tier 2 Behavior System (1 day)
- Tier 2 Behavior Check-In, Check-Out (1 day)
- Tier 3 Behavior System (1 day)
- Data Review
Purpose

Equip the Tier 2/3 Behavior Systems Team to install, implement, and coordinate an efficient, effective, equitable, and sustainable Tier 3 system in order to improve outcomes for students needing intensive behavioral support.
What the Tier 3 Behavior System Training is NOT…

- Training in Functional Behavior Assessment (FBA) or developing Behavior Intervention Plans / Behavior Support Plans
- Training in specific interventions
Agenda

1.0 Review of Tier 1 & Tier 2 Behavior Systems

2.0 What is Tier 3?

3.0 Tier 3 Team Structures

4.0 Tier 3 Process: What Does This Look Like?

5.0 Comprehensive Support (TFI 3.11)
   - Prevent, Teach, Respond Structure
   - Cycle of Behavioral Escalation

6.0 Wrap Up & Next Steps
Intended Outcomes

After this training, the Tier 2/3 Systems Team will:

- Be prepared to respond to questions about why we take time to install standardized systems at Tier 3, rather than just moving into interventions
- Define, assess their system’s readiness for, and address misrules around, Tier 3
- Understand roles and functions of the Tier 2/3 Systems Team and Student Support Teams and begin to make installation decisions for a Tier 3 System
- Practice a Prevent, Teach, Respond structure for planning interventions
- Understand the cycle of behavioral escalation and appropriate adult responses
Getting Ready for Today

- **Facilitator**: guide discussions and activities to keep the team moving forward
- **Time Keeper**: keep track of the time and bring the team back together
- **Implementation Plan Recorder/Note Taker**: keeps track of the activities to add to the School-Level Tier 2/Tier 3 Behavior Systems Implementation Plan
- **Communication Link**: ensures that information is communicated back to the Leadership Implementation Team and the rest of the school staff
- **Active Team Members**: engaged and participating in discussions and activities
Setting Up Our Time for Success

- Activities & Team Times (green edges) are meant to be conversation starters or work starters.
- We may frustrate you because these times are not intended for the conversation or work to be completed at the end of the time.
- Our goal is to give you enough information in order to move the work forward in your buildings.
- This means you will be meeting as a Leadership Team / Tier 2/3 Team in between these sessions.
Implementation Plan for Today

School-Level Tier 2/Tier 3 Behavior Systems Implementation Plan

This document outlines the specific activities that teams will need to complete in order to successfully install and use school-level Tier 2 and Tier 3 behavior systems. This plan aligns with the installation activities outlined in the Tier 2/Tier 3 Behavior Systems training series specific to Promoting Positive School Climate

Author: Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI)

Version: 1.1
Date: May 2018

Goals

- Install the components of Tier 2 and Tier 3 behavioral systems
- Use the behavior data, systems and practices with fidelity to improve student outcomes

Installation Checklist Objective:
Complete 100% of the installation tasks for Tier 2/Tier 3 by Spring of 2019

Fidelity & Outcome Objective:
Implement Tier 2 and Tier Behavior Systems with fidelity as measured by a Tier 2 and Tier 3 scale score of 70% or higher on SWPBIS Tiered Fidelity Inventory (TFI) by Fall of 2019
Activity

• Log into MiMTSS and use the directions in the back of the binder to update your team’s status for each item in MIDATA on the PPSC PBIS Installation Checklist for Tier 2/3

• Take out your Tier 2/Tier 3 Behavior Systems Implementation Plan and review the Tier 2 Behavior Systems & Check-in, Check-out portions of the document

• Determine action steps needed to complete any items and record these in your Implementation Plan

• Capture any barriers that need to be communicated to the Leadership Implementation Team; record these and set them aside, as we will come back to them later
1.0 Review of Tier 1 & Tier 2 Behavior Systems
In Module 1.0, We Will…

• Practice responding to questions about why we talk about installing systems at Tier 3, rather than just moving into interventions

• Assess levels of implementation of Tier 1 (SWPBIS) and Tier 2 systems

• Establish common understanding of beliefs, underlying assumptions, and background knowledge regarding behavior science
What is the “Goal” of a Systems Approach?
“Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going reform efforts.”

Positive Behavioral Interventions & Supports, OSEP Technical Assistance Center
Remember the importance of “firming-up” the School-wide and Strategic Behavior Support
Focus on strengthening Tier 1
SWPBIS and Individual Behavior Support Plans

Schools who are implementing SWPBIS create higher quality behavior support plans when compared with schools who are not implementing.

(Medley, Little, & Atkin-Little, 2008)
Individual Behavior Support Plans

“… even the best intervention plans will have no impact when implemented in chaotic, unstable, or inconsistent environments.”

(Scott, Alter, Rosenberg, & Borgmeier, 2010; p.522)
Activity 1.1

Independently:

• Identify a response to the *Scenario for Tier 3 Training* handout and record it in your participant materials based on the content from the previous slides

With Your Partner:

• Share your responses to the scenario
Two Key Questions to Ask

1. Are we doing what we said we were going to do?
2. Are we having a positive impact on student outcomes?
Fidelity Data

• Collected using the SWPBIS Tiered Fidelity Inventory

• Examine Scale Scores for Tiers I & II to answer the question “Are we doing what we said we were going to do?” and determine your team’s next step(s)
Activity 1.2

• Briefly review your school’s Scale Scores for Tier I and Tier II
• Determine how you will communicate this information to:
  • Faculty and staff in your building
  • District or ISD Leadership Implementation Team
  • Parents/Families/Community members
Establish Common Understandings

• Two prerequisite concepts from which we must operate
• Underlying assumptions and beliefs related to FBAs
• Common background knowledge
Prerequisite Concepts

1. Behavior is highly malleable – it can be changed

2. Staff must recognize that they need to manipulate the variables that are within their control and not worry about those outside their control
Activity 1.3

With a partner, quickly determine who will be Partner 1 and Partner 2.

• Partner 1: Tell Partner 2 about the first critical belief, but without using the words “change(d)” or “malleable”

• Partner 2: Tell Partner 1 about the second critical belief, but without using the word “control”
Underlying Assumptions Related to Functional Behavior Assessment (FBA)

“...before implementing function-based behavior support, it is important to appreciate three assumptions that serve as a foundation for FBA systems:

1. Human behavior is functional,
2. Human behavior is predictable, and
3. Human behavior is changeable.”

(Crone & Horner, 2003)
Activity 1.4

Three Assumptions that serve as a Foundation for FBA…

1. Human behavior is _______________

2. Human behavior is _______________, and

3. Human behavior is _______________
A Word from Dr. George Sugai

“We know how to change student behavior. The hard part is getting adults to change.”
An Underlying Belief Must Be Established

“...Faculty and staff must believe that any change in student behavior starts with the adults in the school changing their approach to behavior management.”

(Sprick, 2009; p. 427)
Activity 1.5

Think about the staff in your building:

• Without naming names, what percentage of your staff will need minimal support because they currently hold this belief and demonstrate it in their actions?

• What percentage of your staff may need some support to change their actions to reflect this belief?

• What percentage of your staff will need significant support in changing their actions to reflect this belief?
Common Background Knowledge

• Behavior is learned

• Any behavior that occurs repeatedly is serving some function for the individual exhibiting the behavior (Remember our mantra? Behavior continues because behavior works!)

• Altering the classroom environment can change student behavior

(Reinke, Herman, & Sprick, 2011)
Teaching Teachers FBA

Allows teachers to:

• Frame their thinking when problem behavior arises in their classroom
• Become more fluent at thinking about function of behavior at Tiers 1, 2, & 3
• Take action immediately to address behavior concerns (instead of waiting for a team of “experts”)
• More effectively support ALL students
Activity 1.6

• Review the document titled “Basic Principles of Behavior Modification”
• How will you share the information in this document with your staff?
• How will you begin encouraging and developing their ability to “think” FBA?
• Record your action steps on Item 1 of your Tier 2/Tier 3 Behavior Systems Implementation Plan
2.0 What is Tier 3?
In Module 2.0, We Will…

• Create a description of Tier 3 to share with staff and families

• Assess your system’s readiness for Tier 3 by looking at student outcomes data

• Address common misrules around Tier 3 and create a plan for addressing the contextual misrules in your school
Activity 2.1

Quick Write

• Jot down your own description of Tier 3 within 30 seconds
Activity 2.2

• Individually read the document “Tier 3 Overview” and pull out one big idea from each paragraph
• Work together as a team to create a description of Tier 3 on chart paper in 5 bullets or less
• Put questions on the “Parking Lot” chart paper
Why Readiness?

“For schools that do not have primary supports in place, the impact of the individualized plan will be minimized due to the lack of consistent control across the school environment. In other words, if the school or classroom environment is inconsistent, nonresponsive to demonstrated prosocial behavior on the student’s part and primarily relying on reactive and negative strategies in an attempt to control behavior, an individualized function-based PBIS plan has little chance of successfully changing student behavior.”

Tim Lewis
<table>
<thead>
<tr>
<th>Tier</th>
<th>Efficient &amp; effective support</th>
<th>Expected student numbers based on percentage</th>
<th>Actual student numbers and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>80%</td>
<td>300</td>
<td>234 (62%)</td>
</tr>
<tr>
<td>Tier 2</td>
<td>10-15%</td>
<td>38-56</td>
<td>72 (19%)</td>
</tr>
<tr>
<td>Tier 3</td>
<td>1-5%</td>
<td>4-19</td>
<td>69 (18%)</td>
</tr>
<tr>
<td>Tier</td>
<td>Efficient &amp; effective support</td>
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<td>592</td>
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</tr>
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<td>Tier 2</td>
<td>10-15%</td>
<td>71-111</td>
<td>45 (6%)</td>
</tr>
<tr>
<td>Tier 3</td>
<td>1-5%</td>
<td>7-37</td>
<td>4 (1/2%)</td>
</tr>
</tbody>
</table>
Activity 2.3

• Pull out your student enrollment number or look it up in MiMTSS

• Complete the Readiness Sentence Frame portion of the Readiness Data handout in your materials for today

• **STOP** before you get to the actual student numbers/percentages section
Activity 2.3 Cont.

- Using your SWIS Triangle Data Report and your School-wide SRSS percentage at Low Risk (if you have administered it), fill in your actual numbers
  - Do you have too few or too many students needing Tier 3 support?
  - What will you do to strengthen other Tiers while you are building Tier 3?
- Write down action steps on **Item 2** of your Tier 2/Tier 3 Behavior Systems Implementation Plan
- Determine how you will communicate this current outcome data to stakeholders; record it on **Item 3**
FACT?
OR
FICTION?
Tier 3 interventions are based upon individual student need and aligned with the curriculum, instruction, and supplemental supports.
Item 1: FACT

• Tier 3 interventions are designed to be the most intensive level of intervention and are based upon individual student needs (data-based, function-based)

• Tier 3 interventions are integrated and in alignment with universal instructional goals and standards
Fact or Fiction: Item 2

A Tier 2/3 Systems Team is necessary for a strong, effective Tier 3
Item 2: FACT

• Tier 3 cannot be implemented with fidelity or efficiency without a foundational system of team-based problem solving and data-based decision making

• Therefore, a Tier 2/3 Systems Team develops standard processes to:
  o Identify students
  o Conduct FBA
  o Develop and monitor BIPs
  o Provide staff training and professional development
  o Update staff and other involved with student support
Fact or Fiction: Item 3

Tier 3 is special education
Item 3: FICTION

• Tier 3 is the most intensive level of support in a multi-tier system of support and is considered general education

• Special Education is “specially designed instruction” that addresses the unique needs of a child that result from the disability and ensures access to the general education curriculum so that the child can meet the educational standards that apply to all children
Fact or Fiction: Item 4

Students who are eligible for special education can’t access Tier 3 supports and interventions
Item 4: FICTION

• The Individuals with Disabilities Education Act (IDEA) makes it clear that students with disabilities are to be considered first and foremost as general education students.

• Effective universal instruction and interventions are provided for ALL students, including students with disabilities, who need various levels of supports to master grade-level standards.
Fact or Fiction: Item 5

I have a student who receives special education services. It is OK for him participate in Tier 2 Check-In, Check-Out and a Tier 3 reading intervention group, in addition to special education services.
Item 5: FACT

YES!
Activity 2.4

• What misrules around Tier 3 do you currently hear in your building?
• What misrules do you anticipate you may hear?
• How will you proactively address these Tier 3 misrules?
• Start discussing a plan and record action items on **Item 4** of your Tier 2/Tier 3 Behavior Systems Implementation Plan
3.0 Tier 3 Team Structures
In Module 3.0, We Will...

• Establish an understanding of the necessary features of effective and efficient Tier 2/3 Teams
• Teach each other the roles and responsibilities of the Tier 2/3 Systems Team
• Teach each other the roles and responsibilities of the Student Support Teams
• Address current teaming practices around behavioral problem-solving and make a plan to strengthen those practices
Activity 3.1

• Locate the SWPBIS Tiered Fidelity Inventory: Tier 3 items in your materials

• Individually read items 3.1 – 3.4 (Teams Subscale)

• With your team, discuss these items:
  • What stands out to you?
  • What questions do they generate?
Quick Check

• How many types of teams are needed at Tier 3?

• What are some of the required Tier 3 Systems Team operating procedures?

• Who determines who received Tier 3 interventions?

• Is the Student Support Team static and stable or fluid? Can there be more than one?
Tier 3 Teams

- Graphic that shows a large circle called the Tier 3 Systems Team. Three smaller circles are connected to it with dual direction arrows. These smaller circles are the Student Support Teams.
- The Tier 3 Systems Team is a stable group that is responsible for developing the Tier 3 systems as well as being the intake team for student referrals. Once the Systems Team has determined that a student meets the criteria for Tier 3 individualized intervention, the team assigns the Student Support Team for that student; one Systems Team member is also assigned to be on the Student Support Team.
- The Student Support Team members are notified and assignments for staff, family, and student interviews are made. At this point, the Student Support Team takes over with the planning for the individual student, including conducting the FBA, developing the BIP, monitoring student progress, and data-based decision making.
Caution!

• This may be different than your system currently!
• We are not expecting you to completely revamp your system
• Think about how to add components, tweak or strengthen processes, and increase consistency
“If you don’t have a systems team that’s keeping track of the percentage of students receiving Tier 3 interventions, what happens is kids don’t get interventions”

Neal Grimes
Kankakee High School
Activity 3.2

- Count off by 4’s at your table
- Read the section of the Tier 2/3 Systems Team document assigned to you, summarize in a sentence or two, and take turns reporting out to your team
  1. “Systems Team Responsibilities” & “Team Membership”
  2. “Systems Team Member Roles”
  3. “Considerations for Scheduling Systems Team Meetings”
  4. “System to Elicit Participation of Student Support Team Members”
Activity 3.3

• Based on what you read and discussed, are there any additions to the Tier 2/3 Systems Team membership that need to be made?
• Write down any action steps on Item 5 of your Tier 2/Tier 3 Behavior Systems Implementation Plan
Student Support Teams

• The student support team is the team that works directly with conducting the FBA and developing the BIP

• Each team membership will shift and look different from student to student (i.e. teacher and family, possibly mental health providers)

• At least one member of the Tier 2/3 Systems Team participates as a member on each student support team
But we have a psychologist that does our FBAs…

“The most sustainable process for completing a school-based FBA will be team based.”

(Scott, Anderson, Mancil, & Alter, 2009)

Horner Study

• Individual with strong technical knowledge
• Team of implementers
• Combination of both
Activity 3.4

• As a team, work together to sort the cards
• Put the cards that describe roles, responsibilities, members, features that belong to the Tier 2/3 Systems team together
• Put the cards that describe roles, responsibilities, members, features that belong to Student Support Teams together
Answers: Systems Team

1. Keeps track of the % of students receiving Tier 3 support
2. Uses decision rules & data to identify students who require Tier 3 supports
3. Develops a standard process to conduct FBAs and develop BIPs
4. Agenda Item: What professional development might our staff need right now?
5. Develops a teacher referral/nomination form for Tier 3
6. Makes recommendations for next steps if Tier 3 support is not appropriate for student based on decision rules
Answers: Student Support Team

1. Works directly with conducting the FBA and developing the BIP
2. Team is uniquely constructed and student specific
3. Designs, implements, monitors, and adapts the student specific support plan
4. Conducts observations of a student
5. Identifies strategies for a BIP
6. Develops a hypothesis /summary statement about student’s function of behavior
7. Agenda Item: Develop fidelity checklist for BIP implementation
8. Conducts FBA interviews
9. Makes adjustments to a BIP
What About This One?

This team includes individuals who can provide behavioral expertise, administrative authority, knowledge of students, knowledge of the school.
Elephant in the Room?

We have a binder system in place where teachers just sign up if they need to meet with “the team” to problem solve around a particular student. How does that fit in?
Considerations

• A primary function of the Tier 3 Systems Team is to ensure that students have **access** to Tier 3 intensive intervention/supports. This will take care of those kids in the binder that rise to this level.

• Much of the time, the problem solving consists of gathering some good ideas to try, adding in some classroom level interventions, or some level of need for targeted support.

• Let’s return to our colored chart from Tier 2 content and take a look at where this level of problem solving might fit in to the system.
Where does this level of problem solving fit?
Analogy: The ER Evolution

• For years, the only option for after hours medical care was the emergency room; however, minor, non-urgent medical needs clogged the ER and created long wait times

• To fill the need, Urgent Care facilities began popping up, which provided after hours care for non-emergent medical needs and reduced wait time

• Now, we see Physicians Assistants at CVC and Rite Aid to meet minor medical needs even more efficiently
Activity 3.5

As a team:

- Create a visual of how the Tier 2/3 Systems team and the Student Support Teams relate to each other and differ from each other to share with your staff; include potential names of team members
- Start a discussion about how to talk with your staff about shifting from the binder sign-up system to using the system of Tier 1 SLT, Grade Level Teams, Tier 2/3 Systems Team, Tier 3 Student Support Teams
- Record actions on Items 6 & 7 of your Tier 2/Tier 3 Behavior Systems Implementation Plan
4.0 Tier 3 Process

What Does This Look Like?
In Module 4.0, We Will…

• Practice running through a Tier 2/3 Systems Team agenda

• Review a typical sequence of Student Support Team meetings and tasks associated with each meeting

• Begin to make installation decisions for the Tier 2/3 Systems Team and the Student Support Teams
Recall: Tier 3 Teams

The Tier 3 Systems Team is a stable group that is responsible for developing the Tier 3 systems as well as being the intake team for student referrals. Once the Systems Team has determined that a student meets the criteria for Tier 3 individualized intervention, the team assigns the Student Support Team for that student; one Systems Team member is also assigned to be on the Student Support Team.

The Student Support Team members are notified and assignments for staff, family, and student interviews are made. At this point, the Student Support Team takes over with the planning for the individual student, including conducting the FBA, developing the BIP, monitoring student progress, and data-based decision making.
Let’s run a Tier 2/Tier 3 Systems Team meeting!
Sample Tier 2/Tier 3 Systems Team Agenda

- Review Tier 2/Tier 3 Tracking Tool
- Status Update to Staff
- Staff Development
- Review of Students for Tier 2 Interventions
- Review of Students for Tier 3 Interventions
Agenda Item 1

Review Behavior Intervention Access and Effectiveness Monitoring Tool

• Review of data to determine percentage of students responding to each intervention (Goal: 80%)
Activity 4.1

• As a team, examine the intervention data for the three interventions provided for January
  • Be sure to review the data-based decision rules for defining a “response to intervention”
  • The goal is to have 80% of students responding to each intervention
• Answer the Intervention Data Analysis questions based on the data provided - you may have to make up some context (we are just practicing the process)
• What action items would you suggest?
Agenda Item 2

Status Update to Staff

• Need to update staff on information from the Behavior Intervention Access and Effectiveness Monitoring Tool
Activity 4.2

• Your team has identified information that needs to be shared with the whole staff regarding how well the Tier 2 and Tier 3 systems are impacting student progress – a staff meeting might be a great place to share this information!

• As a team, brainstorm as many additional ways as you can in which your team might share this information with staff

• You will have only 2 minutes!

• Be ready to report out
Agenda Item 3

Staff Development

• Behavior Science presentation:
  • Who will present?
  • When?
  • What format/materials will be used?
Activity 4.3

• Chat as a team about possible staff development ideas around Tier 3
• What skills or knowledge might your staff need to deepen to be more effective at supporting Tier 3?
• How might you begin to share some of the Tier 3 team structure and process with your staff?
Agenda Item 4
Review of Students for Tier 2 Interventions

- Student MN
- Student SD
- Student AO
Activity 4.4

• Locate the **Review of Students for Tier 2** and the **Tier 2 Intervention Grid** documents in your materials

• Using the decision rules in the intervention grid, review the student information and for each student determine:
  • Does this student meet criteria for Tier 2 intervention?
  • Which one appears to be the best fit?
Agenda Item 5

Review of Students for Tier 3 Interventions

• Student VV
• Student CL
Considerations for Identifying Students for Tier 3

1. Poor or nonresponse to Tier 2 intervention
2. Intense behaviors
3. Staff referral or nomination (teacher/parent referral)
Poor or Nonresponse to Tier 2 Intervention

- Recall examples of graphed student response to CICO from previous training.
- Recall your exit criteria on your Tier 2 Intervention Grid regarding when to consider Tier 3 support.
Intense Behaviors

• Defined as the force or magnitude of the behavior, specifically as the level of the behavior’s impact on the environment.

• If the behavior significantly disrupts classroom instruction so that instruction cannot continue, or if there is concern for the safety of students and staff, then the behavior is deemed very intense.

• Considerations: Intensity is subjective; Tier 1 systems may need tightening up in classroom.
Staff Referral or Nomination (Parent/Staff)

Benefits

• Those close to student may notice issues before any behavior data exists
• Less chance of missing students needing support
• Less teacher frustration

Risks

• Flood system
• What if student is not considered eligible for Tier 3 intervention?--teacher frustration
• Perpetuate old system process
Activity 4.5

• Review the **Consideration of Students for Tier 3** scenarios of the two students who are being reviewed for Tier 3 interventions

• Using considerations listed on previous three slides, determine whether or not each student will be moved into Tier 3 intervention

• If yes, what happens next? If not, what happens next?
Shifting to the Student Support Team

Tier 3 Meeting Process

This document puts everything together to illustrate the flow of meetings from the Tier 3 Systems Team meeting through the third Student Support Team meeting. It is adapted from Missouri Schoolwide Positive Behavior Support: Tier 3 Team Workbook (2015).

Author: Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI)
Version: 1.0
Date: December 2017

Tier 3 Systems Team Meeting
- Identify student for Tier 3 Intervention and:
- Identify action team members
- Determine who will notify action team members
- Assign action team member(s) to review student records
- Assign action team member(s) to interview staff, family, student

Prior to next meeting:
Student Support Team members are notified of their participation and date of meeting. Record review and interviews are completed.
Activity 4.6

• Divide the 4 meetings on the Tier 3 Meeting Process handout among your team

• Each person:
  1. Review the tasks for your assigned meeting, including those that occur after the meeting, prior to the next meeting
  2. Highlight key words and phrases that provide an overview of the meeting
Activity 4.6 Cont.

• When everyone is done, begin with the first meeting and each member share an overview
• Discuss your system for sharing this information with school staff. Would this handout be helpful in providing a big picture overview?
• How will you share information about the Tier 3 process (systems team agenda and student support team process) with your staff?
• Record action items on **Item 8** of your Tier 2/Tier 3 Behavior Systems Implementation Plan
Activity 4.7

Decisions to make regarding identification of students:

• Discuss and begin to complete **Items 8, 9, 10, & 11** of your Tier 2/Tier 3 Behavior Systems Implementation Plan

• You will need to plan to finalize these items at upcoming team meetings
5.0 Comprehensive Support
In Module 5.0, We Will…

- Articulate two important considerations when developing behavior intervention plans
- Define the Prevent, Teach, Respond structure for planning interventions
- Practice determining strategies with the Prevent, Teach, Respond structure
- Understand the cycle of behavioral escalation
- Determine what adults should do during each phase of the cycle of behavioral escalation
Consideration 1

• What ABOUT the behavior, makes it a problem?
  • Frequency (count or interval recording)
  • Duration (amount of time)
  • Intensity (Likert-type scale)
  • Impact on quality of life for student
Consideration 2

- Historically, many behavior plans consist primarily of consequences or negative responses to behavior, which does not usually result in a plan that changes behavior.

- Behavior intervention plans need to include strategies to prevent the need for the behavior, AND strategies that teach new behaviors, AND strategies that tell us how to respond to both the new behaviors that we want to see more of and the behaviors that we want to decrease.
### Prevent, Teach, Respond

<table>
<thead>
<tr>
<th>Prevent</th>
<th>Teach</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can we do to prevent problem behaviors from occurring in the first place?</td>
<td>How can we use effective teaching techniques to teach new and replacement behaviors?</td>
<td>How can we respond to behaviors in ways to reinforce behaviors we want to see? How do we respond in ways that do not reinforce the problem behavior and prevent further escalation of problems?</td>
</tr>
</tbody>
</table>
We’ve Been Doing This All Along!

<table>
<thead>
<tr>
<th>Prevent</th>
<th>Teach</th>
<th>Respond</th>
</tr>
</thead>
</table>

School-wide Positive Behavioral Interventions & Supports (SWPBIS)

Classroom PBIS

Tier 2 Behavioral Interventions

Tier 3 Behavioral Interventions
Tier 3: Compilation of Interventions

• Tier 3 is really a compilation of interventions that are designed to specifically address the hypothesis statement from the FBA.

• The combination of interventions should reflect the Prevent, Teach, Respond structure.

• Nothing magical about a Tier 3 Behavioral Intervention.

• Interventions applied at Tier 3 are more deliberate, more specific, more precise, more intensive, and individualized.
Prevention Strategies

• High quality instruction/engagement
• Increasing opportunities to respond
• Physical environment considerations
• Pre-correction
• Visual prompts/cues
• Others?
Teaching Replacement Behavior

• Students with reoccurring behavior problems are often incapable of successfully exhibiting a desirable behavior because they have never learned the appropriate behavior.

• Adults frequently take appropriate behavior for granted because most students have learned these skills incidentally at home or at an early age.

• Some students will need to be taught how to replace misbehaviors with appropriate behaviors.
Define Behavior to Increase & Behavior to Decrease

Operationally define the behavior you want to see more of.

Operationally define the behavior you want to decrease.
Teaching

What behaviors/skills will be taught to replace or meet the same function as the student’s target behavior and improve ability to be successful?

Problem Behavior: Making Rude Noises in Class

Teacher typically reprimands & then has private chat

Function: Teacher Attention

Alternative Behavior: Requesting Feedback
What Behaviors/Skills Will Be Taught?

Problem Behavior:
Kicks desk, shoves materials

Teacher typically has him leave class

Alternative Behavior:
Task checklist and help card

Function: Avoid Failure

Long-term Goal:
Complete tasks independently
Response Strategies

- Re-Direct
- Re-Teach
- Ignore/Attend/Praise
- Increasing Positive Interactions
- Proximity
- Signal/Nonverbal Cue
- Provide Choice
- Precision Requests
- Others??
Activity 5.1

• With a partner, read through the scenarios provided on the Prevent, Teach, Respond Scenarios handout

• Choose one scenario and record some possible strategies using the Prevent, Teach, Respond chart provided
  • Be sure to include at least one prevention strategy, one replacement behavior to be taught, and one possible response

• Share your strategies with others at your table once you are finished
What Do We Know About Behavioral Escalation?

- We know the course it takes
- We know the behaviors that students engage in during that course
- We know what the appropriate adult responses should be
## Incredible 5-Point Scale

<table>
<thead>
<tr>
<th>Level of Escalation</th>
<th>What the student says and does</th>
</tr>
</thead>
<tbody>
<tr>
<td>5  Aggression</td>
<td>Physical aggression toward self/others</td>
</tr>
<tr>
<td>4  Anger</td>
<td>Verbal aggression, including threats of physical harm</td>
</tr>
<tr>
<td>3  Agitation</td>
<td>Noticeable increase or change in behavior</td>
</tr>
<tr>
<td>2  Anxiety</td>
<td>Slight change in behavior</td>
</tr>
<tr>
<td>1  Green</td>
<td>Appropriate behavior and following expectations</td>
</tr>
</tbody>
</table>
7 Phases of Acting-Out Behavior
Geoff Colvin

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery

Intensity vs. Time Graph
Phase 1: CALM

- Overall behavior is cooperative and acceptable
- Student is able to exhibit behaviors essential to success in the classroom:
  - Stays on task
  - Follows rules/expectations
  - Responds to praise
  - Initiates appropriate behavior
  - Responds to goals

**Adult Goal:** Keep student here, actively engaged. Instructional delivery should be explicit and engaging with high rates of opportunities to respond.
Critical: Teachable Moments

• Engagement is the #1 factor in learning—academic, social, behavioral, communication

• Considerable effort must be placed on preventing the occurrence of meltdowns so the student is available for engagement

• Teach by using tools and supports and by structuring the environment for success

• This phase is the only time in which teaching should occur
Activity 5.2

• Think of a student with frequent challenging behaviors. How do you know when he is at calm and ready to learn? What does it look like?

• Share with a partner and be specific about the behaviors
Phase 2: Triggers
(Antecedents & Setting events)

- Events or circumstances that prompt emotional reactions
- Triggers are classified as either school-based or non-school-based
- “Houston! We have a problem!” (K. Dunlap)
Phase 2: Triggers Cont.

- Adults should identify trigger(s) and intervene to prevent escalation into problem behavior
- **Goal**: Get back to Calm
- **Do you need to:**
  - Reteach expectations (perhaps something is unclear)?
  - Make a change to the environment (change seating, address another student’s behavior, reduce noise)?
  - Cue or pre-correct? (Do they need a reminder?)
  - Provide positive feedback to the student to reinforce the behavior that you want him to return to?
  - Offer a choice within the expectation?
## Phase 3: Agitation

<table>
<thead>
<tr>
<th>Behavioral Increases in Agitation Phase</th>
<th>Behavioral Decreases in Agitation Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Darting eyes</td>
<td>• Staring into space</td>
</tr>
<tr>
<td>• Busy hands</td>
<td>• Veiled eyes</td>
</tr>
<tr>
<td>• Moving in and out of groups</td>
<td>• Non-conversational language</td>
</tr>
<tr>
<td>• Off-task and on-task cycle</td>
<td>• Contained hands</td>
</tr>
<tr>
<td>• Fidgeting</td>
<td>• Withdrawal</td>
</tr>
<tr>
<td>• Making noises</td>
<td>• No response to direction</td>
</tr>
<tr>
<td>• Increasing voice volume</td>
<td></td>
</tr>
</tbody>
</table>
Phase 3: Agitation Cont.

Behaviors at this level are those that are unlikely to go unnoticed and suggest increased emotional dysregulation and a higher likelihood of a full-blown escalation.
Phase 3: Agitation Cont

• **Adult Goal:** Use anxiety reduction or defusing strategies to help student return to Calm phase—
  **Drop compliance demands**
• Engage in passive or movement activity (benign)
• Help student focus: Provide more support to get started on work, helpful prompts, support with materials, but not pushing for completion
• Empathy: Let the student know you understand their agitation and express concern (concisely!)
• Prompt a break: Quiet time away to regroup
Activity 5.3

• Find a partner and review the Phase 3: Agitation Activity handout found in your materials
• Chat with a partner about which strategy listed is the best choice for the student and why
• Record your rationale for not picking each of the other options
Phase 4: Acceleration

Examples

- Screaming / yelling
- Swearing
- Breaking pencils
- Tearing up work
- Stomping feet
- Threats to harm others
- Tipping chair
- Whining or crying

- Does not include behaviors that indicate imminent danger to self or others (Level 5).
- NOTE: Some students do not present with behaviors that can be differentiated between Levels 4 and 5.
Phase 4: Acceleration Cont.

- **Adult Goals:** Must be non-emotional, non-punitive and non-verbal in order to prevent full-blown crisis

- Adults will typically be emotionally charged themselves during this phase and will have to fight their natural inclination to engage in a power struggle

Doing so will serve to escalate the behavior!
Phase 4: Acceleration Cont

• Adults should:
  • Provide a safe environment for the student to de-escalate
  • Prevent behaviors that are a danger to self and others
  • Student removed from the classroom to a safe place (non-punitive time away) or students in the classroom are removed to ensure safety for all
Phase 5: Peak - Crisis

Behavior is out of control

• At this point behavior is so out of control and is so dangerous or disruptive that class cannot continue or can continue only with great difficulty

• Peak behaviors are the most serious in the whole chain of emotional escalation
Phase 5: Peak-Crisis Cont.

This level, often considered “crisis,” includes behaviors that pose an imminent danger to self and others

- **Adult Goal:** The goal is exclusively to provide a safe environment until the student de-escalates

- **Michigan Public Acts 394-402 of 2016:** By law, no non-emergency use of seclusion or restraint allowed. Restraint and seclusion practices may only be used if a child is a danger to themselves or others and there are reporting and training requirements.
Activity 5.4

• Using the **Behavior Escalation Phases and Goals** handout in your materials, match each phase with the adult goals for that phase

• Check your answers with others at your table
Phase 6: De-escalation

• This level is most often needed for students who engaged in Phase 4 or 5 behavior

• **Examples of behaviors in this phase:** Quiet/withdrawal, crying, sleeping, confusion, denial/blaming others, becoming responsive to instructions

• Because de-escalation is a PROCESS of incrementally reducing the intensity of the behavior, behaviors may vacillate between Calm and Acceleration Calm behaviors indicate readiness to return to schedule

• **Adult goal:** Allow this phase to happen without jumping in and re-escalating student!
Activity 5.5

Quick Write

• What are things adults may naturally do at this point that can easily put the student back into peak/crisis?
Caution: Adult Behaviors that can escalate student during de-escalation phase

- Raising voice or yelling
- Making assumptions
- Saying “I’m the boss here”
- Pleading or bribing
- Insisting on having the last word
- Using sarcasm
- Holding a grudge
- Bringing up unrelated events
- Using tense body language
- Throwing a temper tantrum

- Mimicking the child
- Using unwarranted physical force
- Having a double standard: “Do what I say, not what I do.”
- Commanding, demanding, dominating
- Using degrading, insulting, humiliating or embarrassing putdowns
- Drawing unrelated persons into the conflict
Phase 7: Recovery

• Student’s behavior shows an eagerness for busy work and reluctance to interact
• In this phase the student slowly returns to his original state, is less agitated and more able to resume to normal classroom activities. Provide re-entry task to check for readiness
• Typical recovery behaviors:
  • Eagerness for independent work or activity (i.e. word search, puzzle)
  • Scheduled behavior in group work or class discussion
  • Defensiveness, guarded, cautious behavior
Activity 5.6

• Independently read the **Escalating Behavior Pattern** handout in your materials

• As you read, identify the following:
  • What are some triggers?
  • At what point is Michael getting agitated?
  • Does the behavior accelerate? Why?

• Work with a partner to describe each phase of escalation
Review & Analysis of Michael’s Behavior

Visual chain of behavior, beginning with Michael sitting slouched with feet out, head down. Teacher engages in questioning, and he responds “What math?” “I finished!” “When did we have to do 10?” Arguing happens next, with Michael saying, “I don’t remember that!” “Well, that’s the first time I’ve seen it!” After that is non-compliance/defiance, during which Michael says, “No way. I’m done.” Then he engages in verbal abuse – “F*** you!” Finally, he throws a book, engages in hitting, and hits the teacher. Behavioral interventions need to address each stage of the chain, not just the most intense behavior.
Activity 5.7

• Look at the chain of escalation in your materials
• Using the strategies for behavioral escalation listed on the Phase slides, write in good adult responses to each phase in Michael’s escalation
• Begin to brainstorm Prevent, Teach, Respond strategies to put into place for the future to increase Michael’s appropriate responses/behavior and decrease future behavioral escalation
Activity 5.8

• Begin a brief discussion about how you might share the information on Prevent, Teach, Respond and the Cycle of Behavioral Escalation with the rest of your staff

• Write down any ideas or action steps on Items 12 & 13 of your Tier 2/Tier 3 Behavior Systems Implementation Plan

• What supports do you need to make this happen?
6.0 Wrap-Up & Next Steps
Pause for Communication

At the end of each session we are going to pause to capture communication that needs to go back to your district team.
Activity 6.1

• As a team, generate 1-2 accomplishments coming out of today’s session that you want to share with your District Implementation Team (DIT)
• If you identified any barriers to accomplishing your work, please be sure to capture those on the handout provided for the DIT as well
• Confirm who from your team will be communicating with the designated person from the DIT
Additional Resources

- MIBLSI offers Focus Days around Functional Behavior Assessment and Behavior Intervention Planning – Stay tuned!
- National PBIS Center resources on FBA and Behavior Support Plans
Assignment 1

- Complete all 3 sections of the School-wide PBIS TFI
  - Tier 1: Universal PBIS
  - Tier 2: Targeted PBIS
  - Tier 3: Intensive PBIS
Completing the SWPBIS TFI Tier 3 Scale

• Many items on the Tier 3 Scale (3.4, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.15) require that three randomly selected Tier 3 student behavior support plans created within the last 12 months are reviewed.

• If there are no plans available, those TFI items get scored as 0.

• Specific criteria used to review the BSPs and scoring rules are located in the SWPBIS: TFI Appendix C: TFI Tier III Support Plan Worksheet.
Assignment 2

• Schedule a time to complete the action items on your Tier 2/Tier 3 Behavior Systems Implementation Plan
• Finalize your Tier 2/3 Systems Team membership and schedule meetings for the rest of the year (Item 14)
• Craft the agenda for your first Tier 2/3 Systems Team meeting (Item 15)
thank you!