

TIER

Tiered Interventions Using
Evidence-Based Research

Handouts

Behavior

Intensive PBIS Implementation



© 2021 The University of Texas System/Texas Education Agency

These materials may be reproduced under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License (CC-BY-ND-NC-4.0 International). To view a copy of this license, visit

<http://creativecommons.org/licenses/by-nc-nd/4.0>

To obtain a license to use the materials in a manner not specified above, contact
licensing@meadowscenter.org

Designing Individual Interventions

Step 1: Operationally define the behavior.

What does it look like?

How can it be measured?

Step 2: Collect data about the behavior.

What consistently occurs before the behavior?

What consistently occurs after the behavior?

Who is present when the behavior occurs?

When does the behavior occur?

Where does the behavior occur?

How often does the behavior occur?

Step 3: Determine the function of the behavior.

Does the behavior allow the student to obtain something?

Does the behavior allow the student to escape or avoid something?

Step 4: Design the intervention.

Target replacement behaviors.

Involve the student.

Identify reinforcers.

Consider multiple-level interventions.

- If a skill deficit exists, select strategies that teach the desired behavior or modify the expectations.
- If a skill deficit does not exist, assess the need for changes in both antecedent and consequence strategies.

Step 5: Develop an action plan.

Step 6: Implement the intervention and collect progress-monitoring data.

Step 7: Evaluate the effectiveness of the intervention.

Step 8: Modify the intervention as necessary.

Adapted from the Texas Behavior Support Initiative Course (<https://tier.tea.texas.gov/TBSI>).

T·I·E·R

Resources

Tools Discussed in This Session

Wraparound supports: <https://nwi.pdx.edu/wraparound-basics>

Schoolwide PBIS Tiered Fidelity Inventory (TFI): www.pbis.org/resource/tfi

Equity monitoring: www.pbis.org/school/equity-pbis

Institute of Education Sciences What Works Clearinghouse practice guides:

- Reducing Behavior Problems in the Elementary School Classroom: <https://ies.ed.gov/ncee/wwc/PracticeGuide/4>
- Preventing Dropout in Secondary Schools: <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Functional behavioral assessment (FBA): <https://iris.peabody.vanderbilt.edu/module/fba/#content>

Related TIER Modules

Decision Making: <https://tier.tea.texas.gov/decision-making>

Screening: <https://tier.tea.texas.gov/screening>

Progress Monitoring: <https://tier.tea.texas.gov/progress-monitoring>

Behavior: <https://tier.tea.texas.gov/behavior>

Mental Health: <https://tier.tea.texas.gov/mental-health>

Other Tools to Explore

Blueprints:

- www.pbis.org/resource-type/blueprints
- www.fldoe.org/core/fileparse.php/7690/urlt/Tier3Blueprint.pdf

Materials: www.pbis.org/resource-type/materials

Behavior strategies:

<https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions#reinforcement>

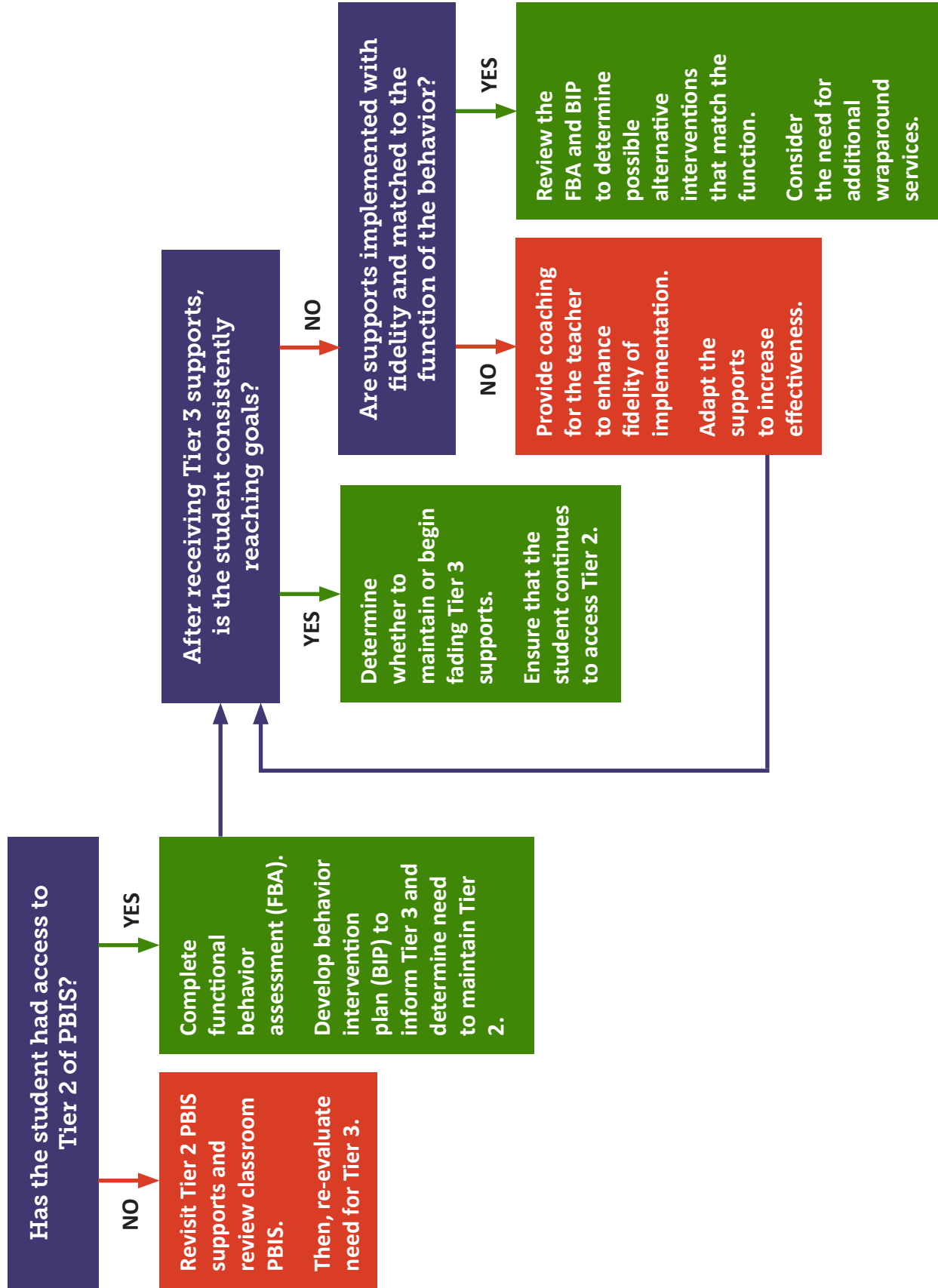
Assessments: www.pbis.org/resource-type/assessments

Texas School Mental Health and Behavioral Health:

<https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>

T·I·E·R

Sample Tier 3 Decision Rules Flowchart



T·I·E·R

Tier 3 Inventory and Action Plan

Tier 3: Intensive SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
<p>3.1 Team Composition: Tier 3 systems planning team (or combined Tier 2 & 3 team) includes a Tier 3 systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.</p>	<ul style="list-style-type: none"> • School organizational chart • Tier 3 team meeting minutes 	<p>0 = Tier 3 team does not include a trained systems coordinator or all 5 identified functions</p> <p>1 = Tier 3 team members have some but not all 5 functions, and/or some but not all members have relevant training or attend at least 80% of meetings</p> <p>2 = Tier 3 team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%</p>
<p>3.2 Team Operating Procedures: Tier 3 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.</p>	<ul style="list-style-type: none"> • Tier 3 team meeting agendas and minutes • Tier 3 meeting roles descriptions • Tier 3 action plan 	<p>0 = Tier 3 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier 3 team has at least 2 but not all 4 features</p> <p>2 = Tier 3 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>3.3 Screening: Tier 3 team uses decision rules and data (e.g., ODRs, Tier 2 performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier 3 supports.</p>	<ul style="list-style-type: none"> • School policy • Team decision rubric • Team meeting minutes 	<p>0 = No decision rules for identifying students who should receive Tier 3 supports</p> <p>1 = Informal process or one data source for identifying students who qualify for Tier 3 supports</p> <p>2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier 3 supports, and evidence the policy/rubric includes option for teacher/family/student nominations</p>
<p>3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.</p>	<ul style="list-style-type: none"> • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = Individual student support teams do not exist for all students who need them</p> <p>1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/or team membership has partial connection to strengths and needs</p> <p>2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Resources		
<p>3.5 Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier 3 supports.</p>	<ul style="list-style-type: none"> • Administrative plan • Tier 3 team meeting minutes • FTE (i.e., paid time) allocated to Tier 3 supports 	<p>0 = Personnel are not assigned to facilitate individual student support teams</p> <p>1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment</p> <p>2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier 3 supports</p>
<p>3.6 Student/Family/Community Involvement: Tier 3 team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.</p>	<ul style="list-style-type: none"> • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = District contact person not established</p> <p>1 = District contact person established with external agencies, OR resources are available and documented in support plans</p> <p>2 = District contact person established with external agencies, AND resources are available and documented in support plans</p>
<p>3.7 Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.</p>	<ul style="list-style-type: none"> • Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy 	<p>0 = No process for teaching staff in place</p> <p>1 = Professional development and orientation process is informal</p> <p>2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Support Plans		
<p>3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).</p>	<ul style="list-style-type: none"> Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<ul style="list-style-type: none"> Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) <p>0 = Quality of life needs/goals and strengths not defined, or there are no Tier 3 support plans</p> <p>1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan</p> <p>2 = All plans document strengths and quality of life needs and related goals defined by student/family</p>
<p>3.9 Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.</p>	<ul style="list-style-type: none"> Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = Student assessment is subjective or done without formal data sources, or there are no Tier 3 support plans</p> <p>1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)</p> <p>2 = All plans include medical, mental health information, and complete academic data where appropriate</p>
<p>3.10 Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.</p>	<ul style="list-style-type: none"> Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = No plans include a hypothesis statement with all 3 components, or there are no Tier 3 support plans</p> <p>1 = 1 or 2 plans include a hypothesis statement with all 3 components</p> <p>2 = All plans include a hypothesis statement with all 3 components</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.</p>	<ul style="list-style-type: none"> • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = No plans include all 7 core support plan features, or there are no Tier 3 support plans</p> <p>1 = 1 or 2 plans include all 7 core support plan features</p> <p>2 = All plans include all 7 core support plan features</p>
<p>3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.</p>	<ul style="list-style-type: none"> • At least one Tier 3 behavior support plan requiring extensive support (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = Plan does not include specific actions, or there are no plans with extensive support</p> <p>1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports</p> <p>2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports</p>
<p>3.13 Access to Tier 1 and Tier 2 Supports: Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports.</p>	<ul style="list-style-type: none"> • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = Individual student support plans do not mention Tier 1 and/or Tier 2 supports, or there are no Tier 3 support plans</p> <p>1 = Individual supports include some access to Tier 1 and/or Tier 2 supports</p> <p>2 = Tier 3 supports include full access to any appropriate Tier 1 and Tier 2 supports and document how access will occur</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
<p>3.14 Data System: 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.</p>	<ul style="list-style-type: none"> • Reports to staff • Staff meeting minutes • Staff report 	<p>0 = No quantifiable data</p> <p>1 = Data are collected on outcomes and/or fidelity but not reported monthly</p> <p>2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans</p>
<p>3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p>	<ul style="list-style-type: none"> • Three randomly selected Tier 3 student behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = Student individual support teams do not review plans or use data</p> <p>1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans</p> <p>2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making</p>
<p>3.16 Level of Use: Team follows written process to track proportion of students participating in Tier 3 supports, and access is proportionate.</p>	<ul style="list-style-type: none"> • Student progress data • Tier 3 team meeting minutes 	<p>0 = School does not track proportion or no students have Tier 3 plans</p> <p>1 = Fewer than 1% of students have Tier 3 plans</p> <p>2 = All students requiring Tier 3 supports (and at least 1% of students) have plans</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
<p>3.17 Annual Evaluation: At least annually, the Tier 3 systems team assesses the extent to which Tier 3 supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.</p>	<ul style="list-style-type: none"> • Tier 3 team meeting minutes • Tier 3 team action plan • Team member verbal reports 	<p>0 = No annual review</p> <p>1 = Review is conducted but less than annually, or done without impact on action planning</p> <p>2 = Written documentation of an annual review of Tier 3 supports, with specific decisions related to action planning</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

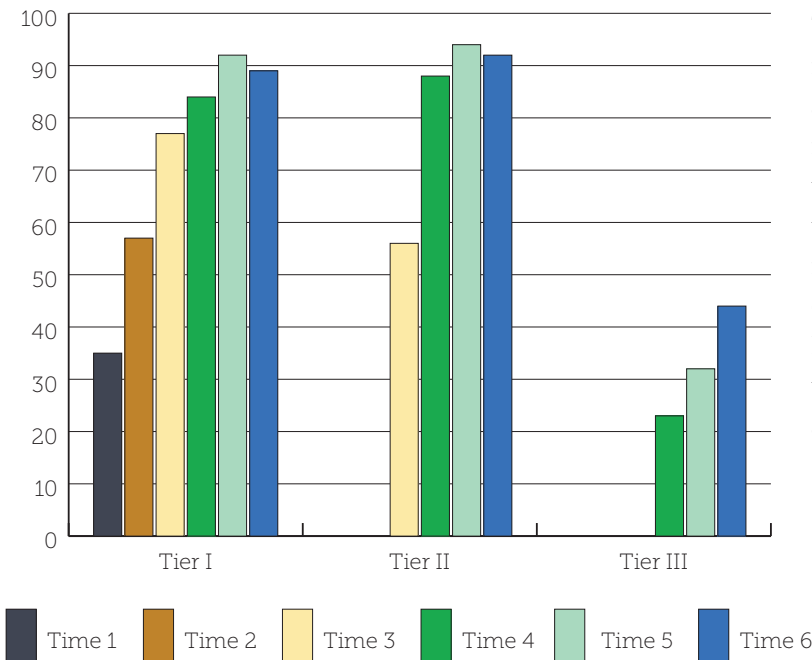
Scoring the SWPBIS Tiered Fidelity Inventory

The TFI generates scores reflecting the percentage of implementation for Tier 1, Tier 2, and Tier 3 core features. Scores are determined by calculating the percentage of possible points awarded for items in each tier (section). No weighting of items is included in this calculation (see below).

Core Features	Items/ Points	Points Award/ Possible Points	Percentage of SWPBIS Implementation
Tier 1	1-15 / 30 points	_____/ 30	
Tier 2	1-13 / 26 points	_____/ 26	
Tier 3	1-17 / 34 points	_____/ 34	

Across time, a school may monitor progress on implementation of SWPBIS by tier as depicted in the simulated data for a school in the figure below. This sample school used the TFI to assess Tier 1 at six different points in time, Tier 2 during the last four points in time, and Tier 3 during the last three points in time.

Tiered Fidelity Inventory Scores for One School Across Six Administrations of the Survey



The Inventory also provides a “by Item” report in the PBIS Assessment application, available at www.pbisassessment.org. This Item Report is the basis for Action Planning and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.

Action Planning Form

Item	Score	Action	Who	When
3.1 Team Composition				
3.2 Team Operating Procedures				
3.3 Screening				
3.4 Student Support Team				
3.5 Staffing				
3.6 Student, Family, and Community Involvement				
3.7 Professional Development				
3.8 Quality of Life Indicators				
3.9 Academic, Social, and Physical Indicators				
3.10 Hypothesis Statement				
3.11 Comprehensive Support				
3.12 Formal and Natural Supports				
3.13 Access to Tier 1 and Tier 2 Supports				
3.14 Data System				
3.15 Data-Based Decision Making				
3.16 Level of Use				
3.17 Annual Evaluation				

Total score percentage (total of all points awarded divided by 34): _____

Reprinted and adapted from Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., . . . Sugai, G. (2019). *School-wide PBIS tiered fidelity inventory*. Washington, DC: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

T·I·E·R