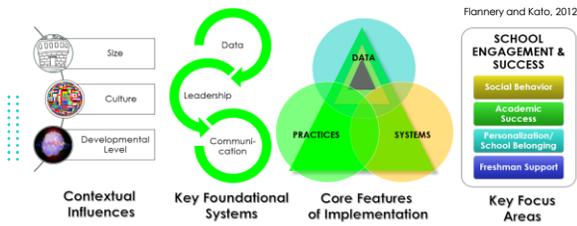


Tiered Fidelity Inventory
ADVANCED TIERS
High School
Elaborations

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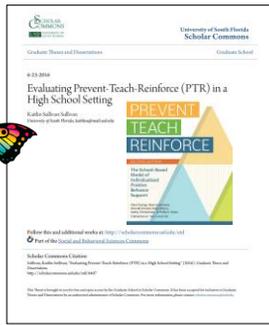
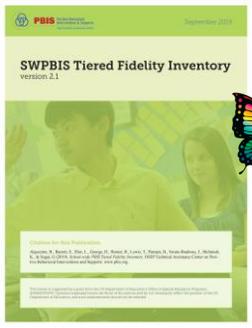
For Your Consideration

2

REFLECT *the "why"*
ENCOURAGE *the dialogue*
CELEBRATE *the change*

AUTHENTIC ENGAGEMENT

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TPI 2.1
Team
Composition

TPI 2.2
Team
Operating
Procedures

- ▶ Tier 2 (or combined Tier 2/3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.
- ▶ Effective PBIS teams are knowledgeable, representative of stakeholders, and have administrative authority.
- ▶ Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
- ▶ Teams with defined roles, consistent procedures, and an ongoing action plan make effective and efficient decisions.

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Who is on your Tier 2 Team?

Tier 2 team includes individuals with academic expertise as well as though familiar with graduation/advancement criteria (counselors).

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TFI 2.3
Screening

TFI 2.4
Request for Assistance

- ▶ Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.
- ▶ Timely selection of students for Tier II supports improves the effectiveness of Tier II implementation.
- ▶ Tier 2 planning team uses written request for assistance form and process available to all staff, families, and students.
- ▶ Faculty, staff, families should have a highly predictable, and low-effort strategy for requesting behavior assistance.

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- **Attendance**
- **Behavior**
- **Coursework**

What data points do you collect for T2 Intervention screening?

The Tier 2 team looks at **ABC** (Attendance, Behavior, Coursework) data for points of screening.
 The Tier 2 teams uses **Request For Assistance** forms that are readily available for staff, faculty (Families)

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TFI 2.5
Options for T2 Interventions

TFI 2.6
T2 Critical Features

TFI 2.7
Practices Matched to Student Needs

- ▶ Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.
- ▶ A wide array of intervention options increases the likelihood student needs are met and done so in a timely way. Using evidence-based interventions to address student need increases the likelihood of improved outcomes.
- ▶ Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).

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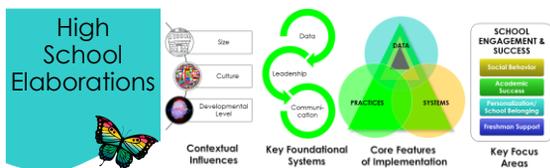
TFI 2.5
Options for T2 Interventions

TFI 2.6
T2 Critical Features

TFI 2.7
Practices Matched to Student Needs

- Tier 2 supports should focus on improving the skills and context needed for student success. When critical features are in place, students are more likely to respond and have improved success.
- A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).
- Interventions are selected through data-based decisions and explicit to all faculty and staff to appropriately address student need.

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High schools typically have many interventions (practices) for students needing additional support. First and foremost, the selected practices need to be **proven through research to be effective**. Contextual factors such as size (number of students, staff, size of building) can require **alterations to the protocol** (e.g. students travel to the provider and building size becomes a factor because of the time it takes to get to that location) however, it is still important that the core features of an intervention that are supported by research remain intact.

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TFI 2.5 / 2.6 / 2.7 Activities



Step One:
List all T2 researched interventions supporting student behavior and social/emotional wellness needs. Which are successful?

Step Two:
Choose one intervention from list and complete T2 Features Checklist.

Step Three:
Target Group Reference Guide (Matching Student to Intervention)

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2.8 Access to Tier 1 Supports:

Academic and social/emotional skills support can be delivered within classroom and non-classroom setting to ALL students with extra dosage being provided for students needing the targeted supports. For example, planner checks can be SOP in all Freshman English classes as they are skills that fall in the Learning Processes construct of college and career readiness... at the same time data are collected specific to the student who is explicitly receiving planner checks as part of a Tier II support targeting homework completion and organization).

Describe your school-wide PBIS universal/Tier 1 system?

Are the school's Tier 2 supports linked/layered/ aligned with the school-wide universal system?

Do students receiving Tier 2 supports still receive full access to Tier 1 systems?



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Tiered Fidelity Inventory 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.

A multi-disciplinary approach guided by student and family input and approval is more likely to result in a plan that all will buy-into, actively participate in, thus increasing the likelihood of successful outcomes.

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High School Elaborations

Individual student support teams include the student, family, identifying teacher(s), and behavior specialist, a facilitator, multi-agency representation and administration. The facilitator is responsible for guiding the teachers and student through the process.

These student-specific teams contribute information to an FBA, inform intervention choices in the development of the BIP, and review data following implementation in order to assess the effectiveness of Tier 3 intervention.

All team members need to be involved in the steps and become committed to following through and frequent team meetings. **Implementation is an extensive strength-based process and requires effective collaboration between the school-based team and the student. The identified student plays a major role in the screening, assessment, intervention and evaluation process of the behavior intervention plan implementation.**

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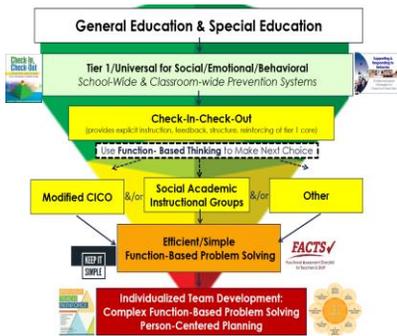
Myth #1&2

Tier 3 is equal to special education eligibility!



Tier 3 can only be provided by *specialists* and is often *providing more* of the same core intervention but in greater doses.

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Myth #3 & 4



Conducting diagnostic or functional assessment *always* leads to high quality Tier 3 supports.



Tier 3 behaviors are primarily *externalizing* behaviors and rooted in the child.

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Myth #5 & 6



Tier 3 is always *specific* to a content area such as academics *or* behavior.

All students who don't succeed at Tier 2 **MUST** move to Tier 3.



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Myth #7 & 8

Most Tier 3 interventions are too **complex and difficult to implement**. We just need an easy menu of interventions to choose from.



All staff should become experts in Tier 3 assessment, intervention, and implementation.

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A Antecedents - What happened before problem behavior that makes it more or less likely and allow you to "PREVENT" problem behavior from occurring.

B Behavior - Clearly define the problem behavior AND TEACH appropriate behavior to replace problem behavior - same reason (function).

C Consequences - REINFORCE appropriate behavior you want to see and decrease reinforcement for problem behavior.

Lifestyle Context - Understanding how what you learn fits into the context of the student's life, classroom, school, etc. Using person-centered planning techniques to understand the student's life goals, strengths, needs, support network, etc.

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Myth #9, 10 & 11

Tier 3 data collection is **difficult, if not impossible, to accomplish** ... especially with fidelity.

Wraparound supports including the home and community are **not the responsibility of the school.**

Tier 1 and Tier 2 **MUST BE IN PLACE** before we start Tier 3 supports
 Tier 1 and 2 **MUST BE FUNCTIONAL** before we start Tier 3 supports

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THANK YOU!

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you are awesome

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