3rd Annual CA PBIS Conference
Tier 3 Results Driven Simple Behavior Support Plan
Cristy Clouse cristy@pbiscaltac.org
Barbara Kelley barbara@pbiscaltac.org

Students in Need of Tier 3 Systems

△ Tier 3 supports are aimed at students in need of individualized, immediate or long-term supports due to the predominance of social-behavioral problems and/or mental health support needs. Within a results-driven system, Tier 3 supports target **all** students in need of individualized, intensive strategies in order to sufficiently achieve or maintain desired student outcomes and prevent future problems.

△ Tier 3 supports are not based on categorical service options or requirements (e.g., whether a student has qualified for exceptional education services or meets criteria for a specific disability), but provide individualized, intensive supports matched to a range of specific student needs. The array of behavior problems requiring Tier 3 supports may include externalizing behavior problems (e.g., disruptive behaviors, aggression) and internalizing behavior problems (e.g., suicidal ideation, depression, anxiety).

△ Tier 3 behavioral supports may be delivered to students whose behaviors may be impacted by trauma or crisis situations, whether they are of a temporary or permanent nature. Engagement in Tier 3 supports may also include collaboration with family members in gathering information to address challenging behavior at school and/or development and implementation of behavior support across school and home settings.

△ Tier 3 behavioral supports may be necessary for students who are transitioning from segregated placements (e.g., alternative schools, residential hospital treatment facilities) to less restrictive placements (e.g., neighborhood school).

Defining Tier 3 Behavior Support Systems

△ Function-based Assessment (FBA) is the process that drives a function-based Behavior Intervention Plan (BIP)and provides the foundation for a systematic, coordinated, data-driven problem-solving process, which in turn ensures that interventions lead to improved student outcomes.

△ The array of supports at Tier 3 include increased, individualized assessment and intervention within a collaborative problem-solving framework and development of a support team with the requisite skills to assess, identify interventions, and plan for coordinated implementation and monitoring of supports. Regardless of the complexity of behaviors presented by students, this FBA and BIP process is crucial to: (a) understand the variables associated with or maintaining a student's behavior, (b) develop strategies to prevent challenging behavior, and (c) determine interventions that can teach and reinforce appropriate or prosocial behaviors.

△ The FBA/BIP process guides assessment, intervention planning, implementation, and monitoring of interventions within a data-based problem-solving framework. Foundational to the individualized level of intervention at Tier 3 is the importance of understanding *why* behaviors are occurring. The FBA/BIP process provides the student's team with information needed to analyze the problem behavior in a manner that links assessment to intervention and, thereby, informs the team as they identify which interventions are most likely to be effective for the individual student. This process can be used to target a range of social-behavioral, academic, and mental health concerns (e.g., anxiety, substance abuse, and trauma). In addition, the FBA/BIP process aligns behavior supports with contextual factors, taking into account the goals and strengths of the student and the strengths and resources of the setting.

Results Driven Tier 3 Systems

A shift to a results-driven Tier 3 system will involve substantial systemic change to ensure that **outcomes** for all students who require intensive, individualized intervention are maximized. Foundational to Tier 3 redesign is the significant shift from the traditional focus on compliance procedures (e.g., completing an FBA/BIP form) to demonstrations of improved student outcomes (e.g., tracking the progress of students receiving Tier 3 supports to show improved behavioral and academic outcomes).

The student outcomes that may be tracked include observable behaviors that are also measurable (frequency, duration, intensity, permanent products, etc.), and thereby, provide quantifiable information about increases in desired behaviors (e.g., academic performance, social skills) and decreases in negative student outcomes (e.g., targeted problem behaviors, suspensions). Monitoring student outcomes is an essential component of the Tier 3 process and determining if the adoption of Tier 3 redesign practices result in intended academic, social, and emotional improvements for students with behavioral issues. Monitoring of student outcomes is also critical because data-based decision making guides the problem-solving process at both the individual student and at the systems (school, district, and state) level as educators make important decisions about the adoption of evidence-based practices.

Tier 3 outcome data are essential to:
- △ Supporting data-based decision making and problem solving
- △ Determining sufficiency of implementation integrity
- △ Facilitating identification of, as well as the process of, implementing any adjustments that need to be made to Tier 3 practices
- △ Maximizing resources and ensuring efficient supports are provided to all students
- △ Evaluating the effectiveness of evidence-based interventions
- △ Evaluating the equity of services and supports provided to students
- △ Evaluating the effectiveness of Tier 3 practices
- △ Determining eligibility for Special Education services and evaluation of individual education programs.

Tier 3 Features

Team

⚠ At least one person with knowledge of the student and the behavioral context and curriculum, including academic instruction and intervention (e.g., teacher, parent)

⚠ At least one person with knowledge and proficiency in MTSS/problem-solving framework and behavioral principles underlying FBA/BIP

⚠ Someone with knowledge of school/district resources and policies

⚠ Family member(s) in discussions regarding behavior function and support strategies across home and school settings, student preferences/interests, and intervention history

⚠ A plan for collaboration when additional expertise is needed (e.g., social work, mental health, medical)

Function-based Assessment FBA

⚠ Target behaviors (academic, social, emotional, etc.) identified and defined in measurable and objective terms

⚠ Replacement/alternative behaviors:
- ⚠ identified and defined in measurable and objective terms
- ⚠ include: (a) functional equivalent replacement behavior (e.g., teach the student to ask for a break if escape is the function); (b) academic skill (i.e., teaching specific academic strategy if problem behavior occurs due to an academic skill deficit); (c) communication strategy (e.g., teach the student to communicate for help when confronted with a difficult task); or (d) self-management strategy (e.g., teach student ways of managing their behaviors in response to difficult situations)

⚠ Antecedent events triggering behavior incidents

⚠ Consequences or responses that immediately follow problem behavior

⚠ Hypothesis or summary statement developed based on FBA data

Behavior Intervention Plan BIP

⚠ Multiple component intervention/support plan developed that is linked to the hypothesis and includes: o Instructional method to teach and reinforce replacement/alternative behavior
- ⚠ interventions that prevent problem behavior by modifying the environmental events identified in hypothesis
- ⚠ Interventions that change responses of others to problem behaviors so that the problem behavior is no longer effective in obtaining reinforcing outcome (i.e., function-obtain/escape)
- ⚠ Intervention that has home components as appropriate

⚠ Determining if replacement/alternative behavior is a skill or performance deficit

⚠ Consideration of culture and context in the selection/development and implementation of interventions

⚠ Access to a continuum of supports (e.g., school-wide, classroom, etc.)

⚠ Integration of academic and behavioral supports

⚠ Intervention plan matches teacher context, is feasible for implementation, and is acceptable to the teacher or implementer

Progress Monitoring & Follow Up

⚠ Timeline for follow-up (reviewing data, making decisions)

⚠ Plan for providing coaching and support to the implementer(s)

⚠ Data plan and decision rules to determine effectiveness of intervention that includes:

⚠ Student behavior data

⚠ Student academic data

⚠ Teacher implementation fidelity data

⚠ Plans for extending behavior interventions to ensure generalization of skills across multiple environments (e.g., school, home, community)

Continnum of Tier 3 Supports		
Level 1: **Efficient**	**Level 2:** **Comprehensive**	**Level 3:** **Wrap Around**
At an entry level, the FBA is conducted in a brief, efficient method, often as a consultation approach with a facilitator and teacher(s) (and student, particularly at the middle and high-school level) working together to identify contextual events related to behavior occurrences through indirect methods and developing a behavior intervention plan that focuses on teaching appropriate replacement or alternative behaviors that get naturally reinforced (i.e. with the function) and addressing environmental features that will prevent behavior plan failure and increase success. The efficient approach may be a functional way for schools to address less complex individual student needs in a timely fashion.	The second level of FBA would involve an increasingly comprehensive team approach that addresses students who have chronic and durable behavior issues. Team-based FBAs would require more resources for activities as well as use both direct and indirect methods of gathering FBA data and would include strategies that address antecedent events, teach and reinforce new behaviors, and discontinue reinforcing problem behaviors.	The third level would be dedicated to support a small subset of students within Tier 3 whose behaviors are impacted by multi-faceted and complex physical, mental health, environmental, and behavioral issues. These students' needs may best be met through a "wrap-around" process in which a team collaborates on an individualized plan of care that is implemented and evaluated consistently across time.
Example: Keep It Simple: Teacher-Guided Behavior Support Plan	**Example:** Prevent Teach Reinforce *Collaborative Team Model* Behavior Intervention Plan *Expert Model*	**Example:** RENEW Person-Centered Planning

Tier 3 Implementation Barriers SYSTEMIC		
Training staff to support students with severe behavior problems	△ Teachers reporting they are unprepared to deal with behavior problems △ School/teacher use of reactive, punitive practices as primary response to problem behaviors (e.g., in-school, out-of-school suspensions, crisis plans, zero tolerance policies, school to alternative education placements to prison pipeline) △ Focus on student traits, family dynamics, and ethnicity/race rather than engaging in problem-solving process	Christle, Jolivette, & Nelson, 2005 Coalition for Psychology in Schools and Education, 2006, August Fenning & Rose, 2007 Hatt, 2011 Raible & Irizarry, 2010 Nicholson-Crotty, Birchmeier, & Valentine, 2009
Adult behavior change process	Lack of practices that impact adult willingness to change practices and implement interventions with fidelity: △ Few compelling motivators for change and to implement new strategies △ Dearth of positive outcomes contingent upon implementing new strategy △ Absence of rationale and support for change from leaders △ Training and coaching activities do not consistently address: (a) training within actual context; (b) obtaining input from the adult who will be implementing the strategies, (c) providing manualized scripts of interventions; (d) coaching adults through a variety of methods including modeling, role playing, performance feedback; and (e) planning for events that may cause failure	Codding, Feinberg, Dunn, & Pace, 2005 Noell, et al., 2005 Sanetti, Fallon, & Collier-Meek, 2013 Sanetti, Kratochwill, & Long, 2013
System and district supports	Educators are not consistently provided with the necessary level of support (e.g., resources, professional development) to enhance fluent implementation of Tier 3 behavior supports including: △ Routines and structures allowing time for staff to: (a) practice implementing trained strategies, (b) meet/network to review cases and problem-solve, and (c) provide coaching support to guide individuals implementing strategies through performance feedback △ Clear processes and procedures supported by leadership (district and school) that provide structure and incentives for performance △ Team-based problem-solving processes using data to develop effective interventions that result in positive outcomes for students and decrease the need to refer students for special education services △ Multiple trainings for different groups and purposes developed and provided (e.g., overview for administrators identifying supports and resources essential for staff to implement effective FBA process). △ Provision of professional development that takes into consideration how it is delivered, who receives training, and what levels of training are required	Luiselli, Putman, & Sunderland, 2002 Nelson, Martella, & Galand, 1998 Scott, 2001 Scott, Alter, Rosenberg, & Borgmeier, 2010 Sugai, Sprague, Horner, & Walker, 2000

Tier 3 Implementation Barriers SKILL BASED		
Complexity of Tier 3	⚠ Districts may not have skilled staff to implement the FBA/BIP process with adequacy. ⚠ Current training methods (e.g., in-services, one-shot presentations) have not adequately addressed the level of professional development and coaching support necessary to build skill capacity.	Conroy, Clark, Fox, & Gable, 2000 Scott & Kamps, 2007
Culturally responsive practices	⚠ Districts may not have skilled staff to support students from linguistically and culturally diverse backgrounds and to ensure (monitor) equity and implementation of culturally and contextually relevant practices.	Artiles, Kozleski, Trent, Osher, & Ortiz, 2010 Fallon, O'Keeffe, & Sugai, 2012 Sugai, O'Keeffe, & Fallon, 2012 Vincent, Randall, Carteledge, Tobin, & Swain-Bradway, 2011
Technically adequate application of skills to authentic settings	⚠ The field continues to struggle with determining how to apply the FBA/BIP process that was originally implemented and studied in clinical settings by highly skilled professionals to authentic school settings by typical practitioners, who may have a considerable diversity in level of skills. ⚠ The process must be efficient, feasible, and effective and may require schools to re-conceptualize Tier 3 as a continuum of support intensity within the tier.	Scott, Alter, Rosenberg, & Borgmeier, 2010 Scott & Kamps, 2007

Simple Behavior Support Plan

KEEP IT
SIMPLE

Student Name:
Teacher:
Date:
Coach:

STEP 1: TEACHER AND STUDENT INTERVIEW DATA

*Optional for students grade 4 – 12.

Teacher Interview Behavior (TEACH)	Student Interview Behavior (TEACH)
What are some **positive attributes** you have observed in this student?	What are some things you like that **contributes** to your **success** in this classroom? (at school?)
What is the most common low level, frequent **misbehavior** interfering with the student's social/academic success in your classroom?	What is one thing you do which **interferes** with your **success** in this classroom? (at school?) **Behavior:**
Define this **behavior** so it is observable, specific, and measureable. What does the student **do**? What does the student **say**?	What do you **do**? What do you **say**?
	What is one **SWPBIS expectation** that would help you be more successful in this classroom?
What **SWPBIS expectation** does this student need extra practices with to be successful in your classroom?	

Teacher Interview Antecedent(PREVENT)	Student Interview Antecedent(PREVENT)
When is the misbehavior **most** likely to occur? a. time during the day: b. specific activities:	What **time of the day** or **activity** does (the described behavior) **most likely** to happen for you?

What is the best prevention strategy you could focus on to support (*SW-PBIS expectation*) behaviors in your classroom?
    a. Active supervision
    b. Opportunities to Respond
    c. Acknowledgement
    d. Pre-corrections & Prompts
    e. Instructional Supports
    f. Other strategy?
	What could your teacher do to support you being more successful (*SW-PBIS expectation*) in this classroom? (or location?)
	    a. Check in with you more often
	    b. Increase your time to respond in class
	    c. Give you feedback on how you are doing
	    d. Provide you prompts and reminders
	    e. Give you choice with….
	    f. Other idea?

Teacher Interview Consequence (REINFORCE)	Student Interview Antecedent(REINFORCE)

Identify the **top 3 responses** adults and/or peers almost always do immediately after the student's misbehavior:
__verbal reprimand
__verbal redirect
__restated expectations
__physical prompt
__assistance given
__activity changed, delayed or terminated
__student reaction (_____)
__peer reaction (_____)
__adult reaction (_____)
 	
Does student enjoy praise from you? Y or N
Other Staff? Y or N
 	
Is the student's misbehavior reinforced by adult acknowledgement or praise? Y or N
 	
Is the student's appropriate behavior reinforced by adult acknowledgement or praise? Y or N
 	
What do you think the payoff is for the student?
Choice one: Choice one:
___**obtain**   ___adult
___**avoid**   ___peers
            ___activity/task
            ___object/item
	What happens in your classroom during **(time/activity/routine)** when you demonstrate **(targeted SWPBIS expectation)?**
	
	What happens in your classroom during **(time/activity/routine)** when you demonstrate **(misbehavior)**?
	
	Do you like it when your teacher says positive things to you? Y or N
	
	Other Adults? Y or N
	
	Do you enjoy talking with your classmates? Y or N
	
	What activities do you enjoy the most at school?

STEP 2: INTERVIEW DATA
    A. Target Routine: *(When the misbehavior most likely occurs.)*

    B. Target Schoolwide Expectation:

    C. Precision Statement

Antecedent (PREVENT)	Behavior (TEACH)	Consequence (Reinforce)
When……	**Student does….**	**As a result,…** **Therefore…**

STEP 3: FUNCTION OF BEHAVIOR STRATEGY PLANNING WORKSHEET

Targeted Schoolwide Expectations: **Precision Statement:**

Function of Behavior: **TO OBTAIN/TO GET**

Antecedent (PREVENT)	Behavior (TEACH)	Consequence (Reinforce)
Reduce probability of future or continued problem behavior	Increase probability of positive behavior change	Increase probability of positive behavior
Check one: __Schedule adult or peer attention __Leadership responsibility or a class job giving the student the opportunity to interact with staff __ Proximity and accessibility for frequent staff attention __Pre-corrections/Prompts __Pairing/tutoring with peers	*Check one:* __ Specific Academic Instruction __Specific Social Skill Instruction __Specific Classroom Routine	*Check one:* __Frequent adult attention for positive or neutral behavior __Respond quickly if student appropriately requests adult attention __Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior __Limit verbal interaction – create a signal to prompt the student to stop the problem behavior and to raise hand to request attention more appropriately

Function of Behavior: **TO AVOID/ESCAPE**

Antecedent (PREVENT)	Behavior (TEACH)	Consequence (Reinforce)
Reduce probability of future or continued problem behavior	Increase probability of positive behavior change	Increase probability of positive behavior
Check one: __ Modify assignments to meet student instructional/skill level __Peer support/mentoring __Visual prompt to cues steps for completing tasks __Pre-teaching content __Pre-corrections __Schedules/Routines for predictability __Recruit student interest or preference for activity	*Check one:* __ Specific Academic Instruction __Specific Social Skill Instruction __Asking for Help __Asking for a Break __Specific Classroom Routine	*Check one:* __Respond quickly if student asks for help or for a break and provide praise __Provide positive feedback for being on task, trying hard and working __Eliminate and minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior

STEP 4: SUPPORT/SOLUTION PLAN

Precise Problem Statement:
Current Level:
Goal and Timeline:
Classroom Prevention Strategy: (supervision, opportunity, acknowledgment, prompting, instructional supports) Who does what? When? Materials needed?

Prevention	Teach	Reinforce
Prevent Strategy: Who does what? When? Materials needed?	**SWPBIS Expectation** (SOCIAL SKILL): **Teach Strategy:** Step 1: Task Analysis (what are the steps?) Step 2: Lesson Plan Step 3: When, Where, Who	**Reinforce Strategy:** Who does what? When? Materials needed?

TEACHING SOCIAL SKILLS:
- ✓ Short lessons (15 min) taught by a student or teacher
- ✓ Half of the lesson is delivered in a classroom environment

a. introduce skill and
b. initial guided practice
- ✓ After basic skill mastery is acquired, the remainder of lessons are moved to applicable settings

a. guided practice in location
b. practice with specific people including specific students or adults
c. independent practice including an assignment for the rest of the day

Consequence that re-engages the student and minimizes reinforcement of problem behavior

STEP 5: FIDELITY AND OUTCOME DATA

What **FIDELITY** data will we collect? *(what, when, who)*

	Was practice implemented as intended?	Did the student respond as intended?	Was the practice implemented as frequently
Strategies			
Classroom	YES	YES	YES
	NO	NO	NO
Prevent	YES	YES	YES
	NO	NO	NO
Teach	YES	YES	YES
	NO	NO	NO
Reinforce	YES	YES	YES
	NO	NO	NO

FIDELITY row header (highlighted): **FIDELITY:** After two weeks, answer fidelity questions for all practices defined in the plan.

Level of Implementation (Did it work)
- ☐ Not Started
- ☐ Partially Started
- ☐ Implemented with Fidelity
- ☐ Stopped

What **OUTCOME** data will we collect? *(what, when, who)*

OUTCOME: Follow guidelines and procedures for Check-in Check-out

DAILY POINT REPORT	Periods/Time			Periods/Time			Periods/Time		
SWPBIS Expectations	1	2	3	1	2	3	1	2	3
SWPBIS Expectations	1	2	3	1	2	3	1	2	3
SWPBIS Expectations	1	2	3	1	2	3	1	2	3

Comparison to Goal
- ☐ Worse
- ☐ No Change
- ☐ Improved but not to goal
- ☐ Goal Met

STEP 6: COACHING SUPPORT

Interview Checklist
Qualification: Is the student a good candidate for a Tier II Positive Behavior Support Plan? **N = DNQ** ☐ Does the student engage in dangerous behaviors? Y or N ☐ Does student behavior occur in more than 3 school routines? Y or N
Interview: Was the interview completed with the person with primary responsibility for the student? Y or N
Classroom Prevention Practices: Has an evidence-based practice been identified to support student success? Y or N
Defining the Problem Behavior Is the misbehavior clearly prioritized to identify level of concern and defined in a clearly observable and measurable way? Y or N Is the schoolwide positive behavioral expectation identified to teach? Y or N
Antecedent – Is the antecedent described in sufficient detail to inform intervention planning? Y or N
Consequence & Function – Have the consequence and function described in sufficient detail to inform intervention planning? Y or N
Final Summary of Behavior – Was a clear and detailed precision statement formulated from completed teacher and/or student interview?

Implementation Planning Checklist
Classroom: 1.   Have classroom practices been assessed and have steps been taken to improve implementation of classroom practices? Yor N

Prevent:
   1.   Have antecedent intervention strategies been clearly defined to prevent problem behavior(s) from occurring consistent with the identified function of problem behavior. Y or N
   2.   Does the plan clearly identify "Who" is responsible for PREVENT practices & "When" Y or N

Teach:
   1.   Has explicit teaching of identified schoolwide expectation consistent with the identified function of problem behavior been clearly described? Y or N
   2.   Does the plan clearly identify "Who" is responsible for the TEACH practices & "When"? Y or N

Reinforce:
   1.   Are meaningful reinforcement intervention strategies in use when student engages in desired behavior regularly available & achievable for the student. Are they clearly defined? Y or N
   2.   Does the plan clearly identify "Who" is responsible for REINFORCE practices & "When" Y or N

Support: 1.   Did the team determine what training and ongoing support would be provided for the classroom personnel responsible for implementing the behavior intervention plan? Y or N
Fidelity: 1.   Is there documented follow-up meeting time to review implementation fidelity & student progress in less than 2 weeks? Y or N

Reflective Coaching Conversation Questions
✸ *"How do you think the intervention plan worked ?"* ✸ *"What parts of the intervention plan went well?"* ✸ *"What parts of the plan felt less effective?"* ✸ *"Were there any tricky parts? What were they?"*

Collaborative Coaching Conversation Questions
✸ *"Have you considered this?"* ✸ *"What do you think would be more effective?"* ✸ *"Others have found this to work well. Would it work for you?"* ✸ *"What are your next steps?" and "What do you need from me?"*