### Building Tier 2 / Tier 3 Capacity within A PBIS System of Support:

### Model Development and Lessons Learned

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This report provides a description of a Tier 2 /3 model of systems, data, and practice features for school-wide systems of Positive Behavior Interventions and Supports (PBIS).  This model was developed in Illinois as part of a federally funded four-year Tertiary Demonstration grant (USDOE-H326S03002), with additional support through collaboration with OSEP's PBIS Technical Assistance Center. Development was also supported by state-funded demonstrations, allowing the IL PBIS Network to cultivate the Tier 2/Tier 3 model through an iterative process in over 80 schools across 10 Illinois districts between 2006-07 and 2010-11. Expansion of the model to include over 150 schools, including high schools, occurred in 2011-12. The information that follows details the critical system structures needed to ensure effective delivery of a continuum of Tier 2/3 interventions including readiness criteria at both the district and school level. Tools for measuring and ensuring fidelity and impact of the model and next steps for building capacity and scaling of the model are also described.

### District Leadership and Commitment: A Critical Features of the Tier 2/3 Model

The goal of the Tier 2/Tier 3 model is to ensure the *timeliness* and *effectiveness* of group and individualized interventions for all students needing additional support. District commitment to Tier  2/3 implementation requires that district leaders assess and action plan around the necessary foundation and system features at district and school levels.

District leaders must ensure the Universal systems of school-wide PBIS are fully developed as the foundation for Tier 2/3 supports. Full development of Universal systems includes fidelity at Tier 1 with the necessary Tier 2/3 behavioral expertise and teaming structures at *both* district and school levels. Additionally, district leaders need to meet regularly to (1) facilitate resources and personnel supports for implementation in the schools, and (2) to monitor impact and fidelity over time. On-going progress monitoring by district leaders is needed to confirm 5-15% of students are accessing Tier 2/3 interventions and a variety of student-level indicators document student success.

A major focus of district commitment and planning involves the repositioning of specialized service staff to coach, coordinate, and facilitate the evidence based practices.  The positioning of staff, including district-level coaching, is a prerequisite to the training of school teams and interventionists. Adequate dosage of professional development and coaching is critical to support skill development and fluency of the personnel leading the Tier 2/3 interventions.

To systematically support a full continuum of group and individual interventions the IL PBIS Tier 2/3 model includes the following system features:  (a) a process for universal screening to ensure expedited support to students at first sign of need; (b) systems-focused planning teams with a (c) clearly defined process for progress-monitoring of implementation fidelity and student outcomes. We begin with brief descriptions of the continuum of Tier 2/3 interventions supported by the model, followed by more information about universal screening, and an explanation of the Tier 2/3 teaming processes and tools. Examples of system and student outcomes, a brief

description of the professional development model and next steps in the Tier 2/3 model refinement are also provided.

**Continuum of Tier 2/Tier 3 Evidence-Based Practices.**

The interventions supported by the model of Tier 2/ Tier 3 within the IL PBIS demonstrations implementation are described below in order of complexity, from least to most complex.

*Check-In Check-Out (CICO)* is a simple, small group, Tier 2 intervention that reinforces universal school-wide expectations by systematically providing a higher frequency of scheduled prompts, pre-correction, and acknowledgement to all participating students (Crone, Horner, & Hawken, 2004). A key feature of CICO is that the students themselves are initiating the positive contact with the adults. Using data for high-frequency progress-monitoring via a Daily Progress Report (DPR) is also critical component of CICO.

*Social/Academic Instructional Groups (S/AIG)* are simple secondary interventions where small group instruction is used to teach specific behaviors (e.g. problem-solving skills, study skills, how to make friends) that are linked to the Tier 1 Universal expectations (e.g. Respect, Responsibility, Safety). To ensure transference and generalization of behaviors taught across school settings, we recommend that the students needing this extra small group instruction also be accessing the CICO system. This also allows for seamless progress-monitoring using the Daily Progress Report (DPR) to track goals specific to each S/AIG..

*Group Interventions with an Individualized Feature*, are simple Tier 2 group interventions, structured similarly for all students receiving them (e.g. CICO or SAIG) but delivered with a unique characteristic such as additional check-ins, or an individualized skill instruction session. Other examples include a unique goal added to a student's DPR or a mentoring component added to CICO for a selected student.

*A Brief Function-based Behavior Plan* is a simple yet individualized intervention recommended and developed by a standing Tier 2 problem-solving team trained in a brief function-based behavior intervention process. Using a simple behavior pathway, the process involves quick assessment and planning to predict and prevent the problem behavior. The resulting plan includes prompts, instruction and increased opportunities for the student to practice a desired new behavior. Behavioral change can be measured with existing Tier 1 and Tier 2 data points (i.e. DPR).

*Complex Functional Behavioral Assessment/Behavior Intervention Planning (FBA/BIP)* is a Tier 3 practice that extends the principles of the previously described brief function-based behavior planning through a more complex process that takes additional time and data collection, including direct observation, for students who exhibit more complex behavior across multiple settings. This Tier 3 process is highly individualized and involves a team *uniquely constructed* for each student. Behavior change can be measured using usual Tier 1 and Tier 2 data (e.g. attendance, ODRs, DPRs) as well as more individualized data including direct observation of behavior.

*Person Centered Wraparound* , the most complex Tier 3 support, is an individualized team-based process grounded in the principle of family voice and choice (i.e., families/youth

determine intervention priorities). The unique support team developed for each student includes key people in the student's life at home, school and in the community. Outcomes can be measured by a combination of Tier 1 data ( attendance, ODRs, grades), Tier 2 data such as DPRs, and Tier 3 data such as high frequency measurement of strengths/needs as perceived by key stakeholders in the home, community and schools settings.  For older youth, the wraparound-based RENEW (Rehabilitation, Empowerment, Natural Supports, Education and Work (Malloy, Drake, Cloutier, & Couture, 2010) process focuses specifically on school engagement, employment, and post-secondary education and completion for older, transition-aged youth.

## Universal screening

Early identification of students with Tier 2/3 needs is paramount to intervening as quickly as possible and minimizing the potential for academic or social failure. To support early identification, the Tier 2/3 model includes installation of a multi-gated universal screening process where teachers are guided through identifying students most at-risk for externalizing and internalizing behaviors. This first step is followed by the completion of a research-based checklist for those students identified through the teacher nomination process. Schools are encouraged to place all students who pass through both gates of this process into the simple Tier 2 CICO process to provide immediate support and increased opportunity for progress monitoring Students may move up the continuum of supports depending on the appropriateness of CICO to meet their needs. . Examples of tools to use for universal screening are listed on the *IL PBIS Universal Screening* page at www.pbisillinois.org.

## Tier 2/3 Systems Planning Structures

The IL PBIS Tier 2/ Tier 3 teaming model encourages efficient delivery of Tier 2/Tier 3 interventions by separating and defining the different tasks needed for Tier 2 and Tier 3 (see Figure 1). Some tasks are *systems* oriented, and some are *student* oriented. For example, Universal, *Secondary and Tertiary Systems meetings* have a specific focus on *systems* planning, which is separate and different from the *student* level planning which occurs during *Problem-Solving meetings*.  The ongoing planning and assessment tasks for Tiers 2/3 are a natural extension of the Tier 1/Universal leadership team's planning and monitoring of school-wide and classroom systems and student outcomes. Similar to Tier 1/Universal, Tier 2/3 systems planning needs to occur on a regularly scheduled basis and includes checking rates of student access as well as fidelity and outcomes of interventions. Separation of the various Tier 2/3 functions allows teams to prioritize efficient delivery of interventions based on student needs, and focus on building systems necessary for maximal effects.  The sections below describe the key teaming functions.
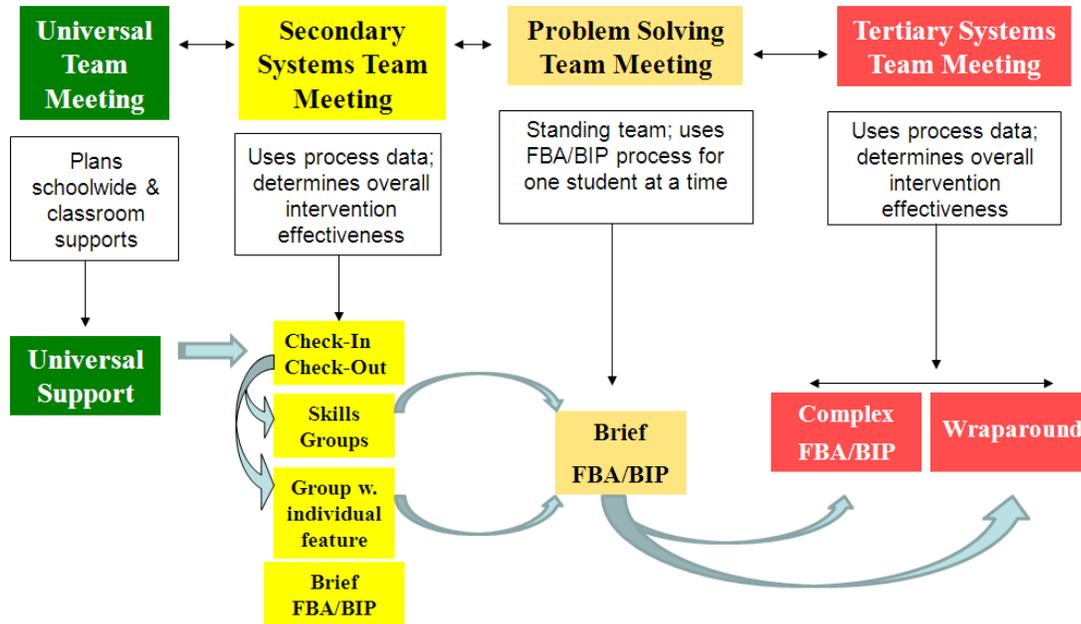
Figure 1. Tier 2/ Tier 3 Teaming Model

## Key System Functions at Tier 2 and Tier 3

In this section we describe the tasks to be accomplished through the Tier 2 and Tier 3 team meetings. While the tasks are addressed separately, the individuals who participate in these Tier 2 / Tier 3 teaming functions may be the same people (i.e. building leaders, specialized service staff such as counselors, psychologists, social workers, etc.). Separating the systems-planning tasks from individual student-planning is necessary to ensure schools clearly designate specific meeting time to plan and progress-monitor both the overall Tier 2/Tier 3 system and individual youth response to Tier 2/3 interventions..

The Secondary Systems team meeting focuses on the systems needed to support Tier 2 implementation. The goal is to ensure overall effectiveness of each Tier 2 intervention in place within the school. A key Secondary Systems meeting task is to regularly review aggregate student outcome data to determine the percentage of students meeting goals within their respective Tier 2 intervention. If less than 70% of students are responding to any given intervention, the team develops an action plan to improve that intervention's effectiveness. Strategies may address staff training and student orientation to make sure the intervention is being delivered as intended. This team also helps to identify and/or develop new Tier 2 interventions to add to the school's Tier 2 continuum of supports. Regular fidelity checks of all Tier 2 interventions are reviewed at these meetings.

Ensuring sufficient numbers of students are accessing Tier 2 supports is also an important systems planning task. For example, teams are encouraged to design CICO for access by 7-12% of the school population with a smaller portion of students also needing more support. This robust application of CICO for 7-12% has been observed in schools that have experienced less behavior problems overall as well as a greater effect for students with repeated behavior problems (e.g. 6+ ODRs). With all teachers in the routine of providing some students with higher

frequency positive contact every day, many students will be prevented from needing higher level supports. Additionally, a strong CICO system establishes a host environment for consistent application of higher level interventions for students with the greatest level of need.

Schools also need designated time to discuss and plan support for students who have not responded adequately to lower-level Tier 2 interventions, but who are not in need of a highly individualized Tier 3 process and plan. Consequently, the model also includes a <u>Secondary Problem Solving</u> function, which is scheduled as a separate meeting from the systems planning meeting described above. At this meeting, brief function-based behavior plans are developed for one student at a time. This brief problem solving process involves 30 minutes or less per student and results in a brief function-based behavior plan with components that predict, prevent, teach and reinforce a desired replacement behavior. The student's teachers and family are active participants in this meeting, along with a standing team, trained to conduct this brief behavior intervention planning.

The <u>Tertiary Systems</u> team meetings focus on access, fidelity and overall effectiveness of Tier 3 interventions to include complex FBA/BIP and the more comprehensive person-centered wraparound process. Dedicated planning and progress-monitoring time for students with Tier 3 needs is crucial due to the complexity of the systems, data, and practices required for successfully supporting these students. Tertiary Systems meetings do not include development of interventions for individual students; at Tier 3, each student has *their own individual FBA/BIP or wraparound team* that meets regularly to build networks of support, design and refine specific strategies, and review data. The Tertiary Systems Team is instead charged with monitoring the student identification process, providing support for Tier 3 facilitators, ensuring quick access for students, and examining aggregate Tier 3 fidelity and outcome data in the same way the Secondary Systems team does for Tier 2 interventions.

**Monitoring of Fidelity and Student Outcomes**

As previously discussed, a key component of the Tier 2/Tier 3 model at the school and district level is regular assessment of student outcomes as well as constant review of fidelity of implementation.  District coaches and school teams can be trained and supported to accurately self-assess fidelity of the Tier 2/3 systems and interventions using the Benchmarks of Advanced Tiers (BAT: Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding, 2011). Various checklists are used to measure fidelity of specific interventions (CICO, FBA/BIP, wraparound, RENEW).District coaches and intervention facilitators are encouraged to review results at their Tier 2 and Tier 3 Systems Planning meetings. Aggregate outcome data including office discipline referrals, grades, suspensions, DPR's, direct observation of behavior data and Tier 3, perception of strengths/needs across multiple life domains and settings are all used to measure impact of interventions.  In addition to the BAT below we briefly describe several options for tools that can be used by schools to guide Tier 2/3 systems development including expedited identification, progress-monitoring, and scaling up of supports for students with greater level of need. These tools can be accessed at <u>www.pbisillinois.org</u>.

**Readiness checklists** are utilized for district and school level teams to evaluate their collective readiness for implementation of advanced tiers and to ensure commitment to build internal fluency with the increasingly complex interventions. The district-level  readiness checklist

includes an inventory of district level supports including (1) data collection and use, (2) staff training and follow-up technical assistance, (3) adequate FTE allocation for intervention facilitation, and (4) coaching capacity.  A building-level readiness checklist is also used to assess and establish readiness for individual schools. Schools would necessarily have Tier 1 in place with fidelity as a foundation for the Tier 2/3 systems and practices.

The **Guiding Questions** tool walks school teams through a self-assessment of and development process for Tier 2/Tier 3 systems, data, and practices. the Guiding Questions tool requires more detailed information than the broad questions included on the readiness checklists, and guides school teams through the development of their day to day practices including referral procedures, staffing, progress-monitoring systems and other key system features.

The **Tier 2/Tier 3 Interventions Tracking Tool** is used to track proportions of students receiving and responding to the various Tier 2/Tier 3 interventions within each building.

The **Systems Response Tool** is used to analyze school and district-wide data on typical responses to challenging youth behavior.   Identifying suspension rates, placement of youth in restrictive settings or excessive special education testing of students not found eligible, can lead to action planning for more proactive system responses.

The **Reverse Request for Assistance Tool (RRFA)** When students are not meeting the data-based decision-rules for responding to a simple Tier 2 intervention, the RRFA is completed by the referring teacher. The tool allows the teacher to select an additional Tier 2 intervention, such as mentoring or social skills groups; which will typically be provided in addition to the current Tier 2 intervention they are receiving (i.e. CICO).

**System and Student Outcomes**

Tier 2/3 Model of support has been increasingly adopted by districts and schools across Illinois. In the 2008-2009 school year, only two districts funded Tier 2/3 coaching. In 2009-10 school year that number jumped to thirty-five districts.  For the 2011-12 school year, 75 districts have dedicated funding for district coaching specifically dedicated to Tier 2/3 systems and practices implementation. Assessment of fidelity of implementation has grown along with coaching capacity. In 2009-10, 19 Illinois schools completed the Benchmarks of Advanced Tiers (BAT) self-assessment with 142 completing the BAT in the 2011-12 school year. Tier 2 fidelity in particular has seen substantial growth in implementation and fidelity since the first year ISSET data was collected. In 2007-08, no schools met fidelity at Tier 2, in 2009-10 that number jumped to 37 schools at criteria and48 schools in 2010-11. During this past school year, 2011-12,  60 schools (70% of all schools assessde with the ISSET) attained fidelity at Tier 2. .

Examples of **improved student outcomes** linked to Tier 2/3 implementation include state, district, and school level examples. A manuscript in preparation (Hawken et al, 2013) shows emerging evidence that CICO implementation can impact the number of school-wide office referrals. State-wide data from 55 IL PBIS schools in 8 districts implementing CICO were used to analyze the relationship between fidelity, proportion of student population participating in CICO and school-level ODRs. The evaluation of  CICO, ISSET and ODRs from the state-wide sample of suggests that increase in ISSET scores and proportion of students participating in

CICO are negatively related to ODRs per 100 students per day: increased fidelity and access leads to fewer ODRs per day per 100 students (Hawken et al, 2013).

Evidence from 10 districts in Illinois show that intense district-level commitment to Tier 2/3 development has longitudinal impact on educational environment placement patterns within the district. For Tier 2/3 demonstration districts, general education placement, increased 6% in sixyears, 2006-2012, meaning more students with IEPs had access to the least restrictive setting. State-wide averages only showed increase in general educaiton by 3% for the same period. Complimenting the increase in general education placement, a decrease out of school placement was documented for the same time period, with a decrease of .58% from 2006-2012 while state averages actually increase for out of school placement. Betwwen 2006 and 2012 the state saw an increase in out of school placement .25%.

School level evidence of impact on student outcomes are from two schools in Illinois: Willow Elementary School and Teft Middle School. Over the past three years Willow Elementary has seen *decreases* in percentage of ODRs for students receiving 2-5 ODRs. Willow Elementary started with 9% of total ODRs representing students who had received 2-5 ODRs. Each year since 2010 the school has had a 1% decreased the proportion of ODRs accounted for by students with 2-5 referrals. Willow Elementary schools 2012 BAT showed 96% on Foundations, 96% Intensive and 87% for Intensive subscales. Teft Middle School has also seen decreases in office referrals down 29% between 2010 and 2011 and another decrease of 6% in 2012. These decreases occurred even in light of an incresing student population up over 100 students between 2010 and 2012. Teft's 2012 BAT scores were 92% for Foundations, 92% for Targeted, and 76% for Intensive subscales.

**Professional Development**

The recommended professional development process for Tier 2/3 includes a 1 day administrative overview outlining the core features of the system, data and practice components of advanced tiers. The designated district coaches and teams from each school complete a series of trainings designed to build fluency with the continuum of interventions, and the systems to support those interventions, including the use of data to monitor fidelity and effectiveness for each type of intervention. Simple Tier 2 practices like Check-In Check-Out require a relatively brief, half day training to implement the day to day activities. Intensive, Tier 3 practices such as complex FBA/BIP and the Person Centered Wraparound process require an initial three day training as well as follow-up technical assistance to ensure fidelity of delivery. As the intensity of the delivery model increases, the necessary training and coaching supports to school-based interventionists also increases. More complex Tier 3 interventions require higher frequency contact between trainers, coaches and those facilitating Tier 3 interventions, especially during initial implementation. Approximately 4 full days of training per year for 3 years is needed to complete the Tier2/3 skill training. Additionally, 3-6 hours a month of coaching are recommended to build fluency for those personnel facilitating the intensive Tier 3 interventions.

**Next Steps: Building Coaching Capacity and Fluency with Complex Interventions.**

Our experiences with Tier 2/3 model development have taught us that the more complex Tier 3 interventions require higher frequency contact between trainers, coaches and those facilitating Tier 3 interventions, especially during initial implementation. An additional technique employed by the IL PBIS Network includes a series of Webinars for more experienced Tier 3 facilitators and their coaches to share challenges and strategies for building facilitator and coaching fluency as well as district capacity to systematically deliver Tier 3 intervention. A combination of face-to-face, phone and web-based interactive technical assistance (TA) sessions (i.e. webinars) can provide adequate levels of instruction, practice, and feedback to ensure facilitators and coaches develop fluency with the skill sets.

During TA and coaching sessions, Tier 3 plans are shared, discussed and problem-solved and facilitators receive feedback on intervention accuracy. Coaches participate to learn how to replicate the intensive model of TA and improve their overall Tier 3 coaching skills. Ongoing TA ensures that intervention plans are reviewed and feedback for improvement is provided immediately following initial training. Coaches need to be trained to use fidelity checklists unique to each intervention (i.e. FBA/BIP, wraparound, RENEW). This allows them to provide prompts and checks for those facilitating the interventions.

**Summary**

The IL PBIS Tier 2 /3 Model was developed in response to schools' challenges with providing effective interventions in a timely manner for students with more complex needs. The strong emphasis on building Tier 2/3 systems, parallel activities to intervention delivery, supports sustainable and durable implementation. Durable implementation is supported by (1) separation of systems and student directed teaming, and (2) teams and structures at all 3 tiers. District readiness and commitment, stressed at every level of PBIS, requires tools and supports to facilitate building those internal systems; in many cases a lack of clarity between the school and district about the specific resources necessary to implement can hinder the Tier 2/3 process.

The critical components for building competence and confidence with Tier 2/3 PBIS include district leaders who are committed to repositioning personnel to establish systems and use data to systematically guide evidence-based interventions more rapidly and efficiently for all students in need. Rigorous attention to the accuracy of delivery of interventions, especially at Tier 3, is also critical to achieve full implementation and sustainability. This involves reshaping system structures to ensure consistent refinement of practices through ongoing coaching and data review. Intense coaching allows districts to invest fully in a sustainable systems framework (a) efficiently linking effectiveness and the effort required to produce effects; (b) prioritizing practices; and (c) focusing on the practices intended to produce desired effects (Loman, Rodriguez & Horner, 2010).

PBIS is designed to serve as a structure and process that organizes, implements, and evaluates multiple initiatives related to social behavior improvement. The ultimate goal of PBIS is to establish systems that enable educators to "work smarter, not harder" and to achieve success for

all students. The Tier 2/ 3 model allows for efficiency and working smarter to support academic and social success for students at elevated risk for negative schools outcomes.

## Web Links

Illinois PBIS Network website: www.pbisillinois.org

OSEP National PBIS Technical Assistance website: www.PBIS.org

Link to more information on Tier 3 RENEW Model:
http://www.iod.unh.edu/Projects/renew/renew_main.aspx

Link to Illinois PBIS Network End of Year Report for 2012:
http://www.pbisillinois.org/publications/reports

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