

Building Systems at the Tier 3/Tertiary Level

Presenters:

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Introductions: What is your role?

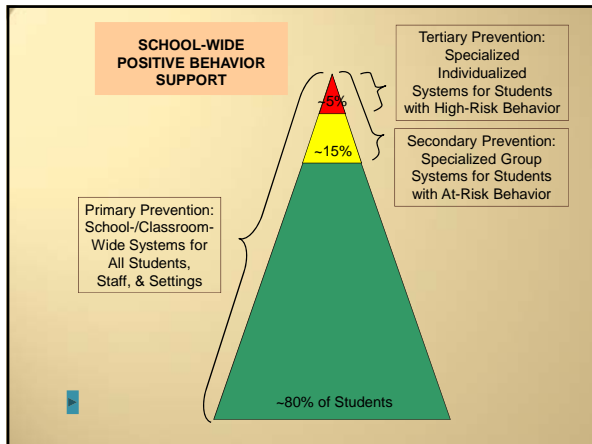
Please share with your shoulder partner

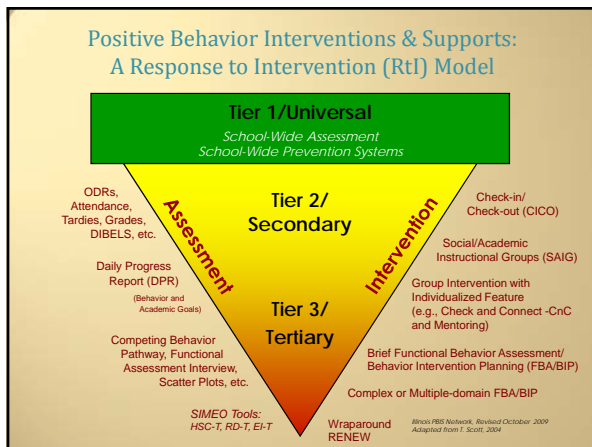
- Your name
- Role
- Where you are on the journey to Tier 3?
 1. Just getting started – gathering information
 2. Have started at least one tertiary intervention this school year
 3. Have started two or more tertiary interventions this school year and now I really have questions

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems	1-5%	1-5%	Behavioral Systems
Tier 3/Tertiary Interventions • Individual students • Assessment-based • High intensity	1-5%	1-5%	Tier 3/Tertiary Interventions • Individual students • Assessment-based • Intense, durable procedures
Tier 2/Secondary Interventions • Some students (at-risk) • High efficiency • Rapid response • Small group interventions • Some individualizing	5-15%	5-15%	Tier 2/Secondary Interventions • Some students (at-risk) • High efficiency • Rapid response • Small group interventions • Some individualizing
Tier 1/Universal Interventions • All students • Preventive, proactive	80-90%	80-90%	Tier 1/Universal Interventions • All settings, all students • Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008. Adapted from "What's School-Wide PBIS?" ©2007 Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>





How are students identified?

- Typically the secondary team requests that tertiary interventions be added to the secondary ones already in place
- An administrator, teacher, student, or parent might make a special request
- ALWAYS THROUGH THE USE OF DATA:
 - Grades
 - Attendance
 - Daily Progress Report (DPR) weekly averages
 - Office Discipline Reports (ODR) – majors offenses
 - Classroom behavior data – frequency, and/or intensity

Data-Based Decision-Making

Student outcome data is used :

- a) To identify youth in need of support and to identify appropriate intervention
- b) For on-going progress-monitoring of response to intervention
- c) To transition youth out of interventions at the appropriate time

Teaming at Tier 3

Tertiary Systems Team 'conversations'

- Monitor effectiveness of Complex FBA/BIP & Wraparound and RENEW supports using data
- Review data in aggregate to make decisions on improvements to the interventions themselves
- Students are NOT discussed

Individualized Teams for Intensive Intervention

- *FBA/BIP Team*
- *Child and Family Team*
- *RENEW team*

Student-Specific Teams

Complex FBA/BIP Team:

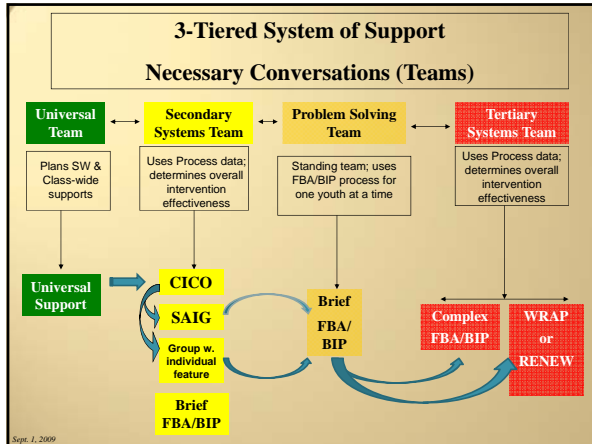
- Much like a wraparound team, this team is uniquely created for each individual child in need of comprehensive planning and families are critical members of the team. All relevant individuals/staff/community providers are invited.

Wraparound Team:

- Parents or guardians of the child choose the relevant stakeholders to be invited. Wrap facilitators are trained to effectively engage families. School staff involved are informed that their presence is uniquely important for this youth and invited to participate. The Child and Family Team takes a strength-based approach to problem solving.

RENEW

- Student meets with facilitator and chooses an individual support team of significant persons in their life to participate in person-centered planning process – mapping.



Tertiary Systems Team Meeting Agenda

- Discussion of data for Complex FBA/BIPs and Wraparounds and RENEWs:
 - # of youth in each interventions (as recorded on TT)?
 - # of youth responding (as record on TT)?
 - Consider Wrap OR use of WIT for all youth not responding?
 - Number of new youth potentially entering intervention?
- *If less than 70% of youth are responding to any of the interventions, the Tertiary Systems Team should consider the integrity of the intervention and make adjustments as needed.*
- *If less than 1-5% of the school population are receiving tertiary intervention consider why.*

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Tier 2/Tier 3 Intervention Tracking Tool

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School Name: _____

Total School Population as of October 1: _____

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Individualized Check-in/Check-out, Groups & Mentoring		Brief FBA/BIP (includes Behavior Assessment/Behavior Intervention/Training)		Complex FBA/BIP		Wraparound Support	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Data-based Decision rules for defining "response to intervention". Please list below your data based decision rules to determine youth "response" for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in/Check-out (CICO)

Responding to Social/Academic Instructional Groups

Responding to Individualized CICO, Groups & Mentoring

Responding to Brief FBA/BIP

Responding to a Complex FBA/BIP

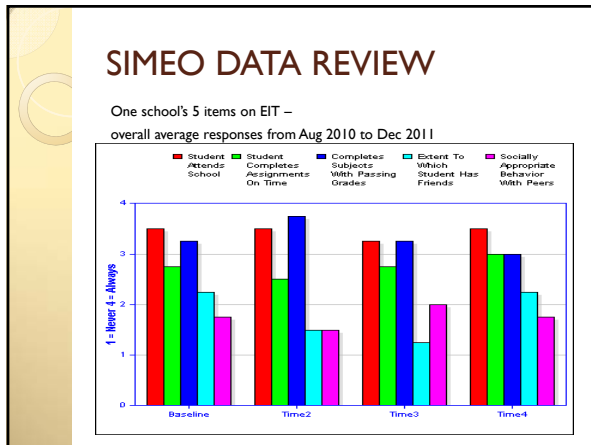
Responding to Wraparound Support

Tier 2/Tier 3 Tracking Tool - Version 2.0

IL PBIS Network August 2011

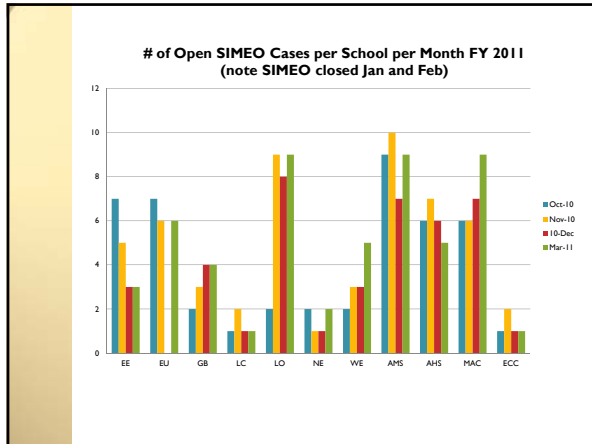
Group 1 Name: BD		Group 2 Name: 1 st grade		Group 3 Name: K Loesch		Group 4 Name: K Broadway		Group 5 Name: K Cappel		Total for Social/Academic Instructional Groups:	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
11	9	3	1	5	2	5	1	4	4	28	17

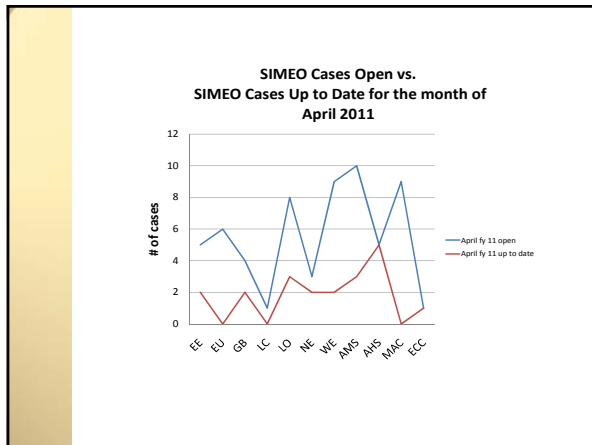
Type/Name 1: ind CICO		Type/Name 2: Mentoring		Type/Name 3:		Type/Name 4:		Type/Name 5:		Total for 3 rd Type of Tier 2 Interventions	
# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
10	2	1	1							11	3



Examples of District-wide Data

Ways to monitor development and integrity of Tertiary Interventions on a larger scale





Tertiary Systems Team Roles

- **Team Leader:** responsible for agenda & overall facilitation
- **Intervention facilitators (Wrap, FBA/BIP, RENEW)** report out on aggregate student data from interventions they facilitate (ex. "10 youth w/ Wrap plans & 6 are responding")
- **Action Plan Recorder:** a.k.a. note taker
- **Time Keeper:** help team to set time limits and stay within allotted time for each agenda item
- **Family Representative:** brings family voice to the conversation.
- **Community Representative:** brings resources from Mental Health, other organizations

In the beginning...

6 years ago

- Wrap training before secondary training
- No real model
- Flying by the seat of our pants
- MANY students in need of tier 2 and 3
- No real guide as to who gets what intervention
- Needed to refresh universal and create tier 2
- District leadership team started to meet 9xs times a year
- ½ time tier 2/3 external coach

Currently....

- Scheduled tier 2 and 3 systems meetings in every building in the district
- Integrated academic and behavior Rtl district leadership team meetings
- Ongoing training and technical assistance for tier 1, 2, and 3 coaches and teams
- Social workers have Professional Learning Communities
- School Psychologists are becoming consistently involved in Problem Solving Teams

Currently continued...

- Use of the Tracking Tool to monitor effectiveness of Tier 2 and 3 interventions
- Use of the Systems Response Tool to determine where children falling through the cracks within our system
- Development of RENEW as an available tertiary intervention for both High School and Middle School
- EE data committee actively looking for ways to reduce out of district placements

The vision for 5 years from now..

- All levels of intervention academically and behaviorally fully developed, sustaining, and being done with fidelity – utopia!
- Automatic decision rules that are consistent within the district for all interventions
- Reductions in referrals to special education
- Dramatic reductions and eventual elimination of placements outside of home district – more utopia!

Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
