

 **Building Tier 2/3 Leadership—Part I**
Administrative Structures and
Commitments for Effective
Implementation of Advanced Tier
Behavioral Interventions

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 **Some “Big Picture” Challenges**


- Low intensity, low fidelity interventions for behavior/emotional needs
- Habitual use of restrictive settings (and poor outcomes) for youth with disabilities
- High rate of undiagnosed MH problems (stigma, lack of knowledge, etc)
- Changing the routines of ineffective practices (systems) that are “familiar” to systems

 **Examples of Ineffective**
Secondary/Tertiary Structures


- Referrals to Sp. Ed. seen as the “intervention”
- FBA seen as required “paperwork” vs. a needed part of designing an intervention
- Interventions the system is familiar with vs. ones likely to produce an effect
 - (ex: student sent for insight based counseling at point of misbehavior)

 **Big Ideas for Administrators about Tier 2/Tier 3**

- PBIS legislation, SEL standards, RTI
- The link between academic and social success
- ALL students get access to PBS; ALL students should receive constant positive feedback
- Administrators “need to know” the system, the data/tools, and the practices well enough to guide/lead any “corrections” needed.
 - Ex: If an individual behavior intervention plan is not working, what should you look for or ask?

 **Administrators Need to...**

- Have knowledge of behavior support for Tier 2/3.
- Know why a behavior plan may not be working and need to know how to “troubleshoot” a plan.
- Ensure that systems are in place and interventions are offered routinely and rapidly at all 3 tiers to allow ALL kids to be successful

 **Setting the Context:**

- A Three-tiered System of Support

Positive Behavioral Interventions & Supports

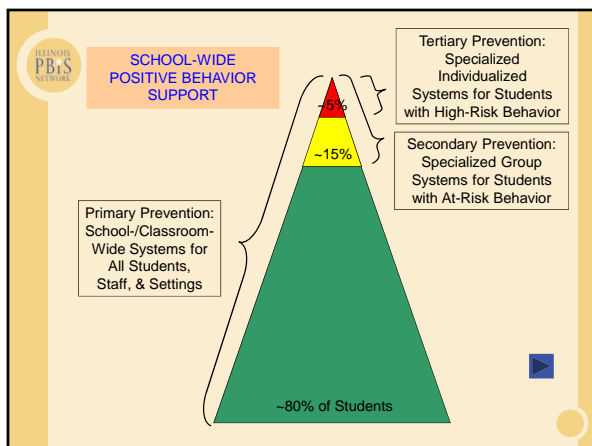
“PBIS” is a research-based *systems* approach designed to enhance the capacity of schools to...

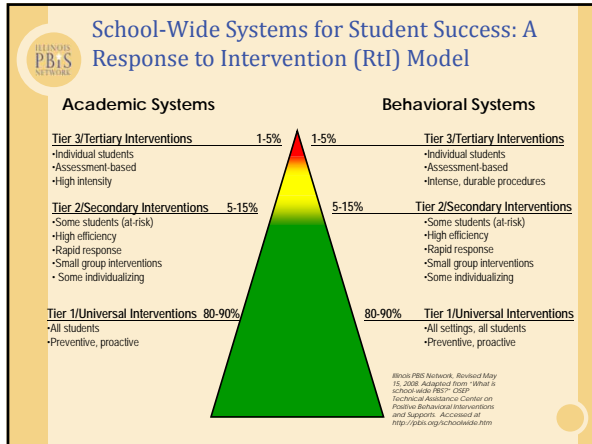
- effectively educate all students, including students with challenging social behaviors
- adopt & sustain the use of effective instructional practices

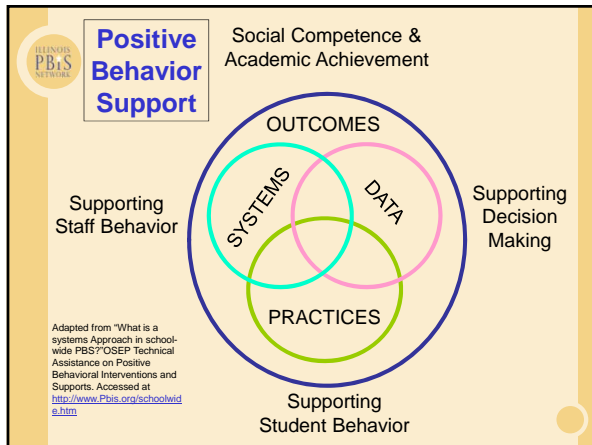
(Lewis & Sugai, 1999; Sugai et al., 1999; Sugai & Horner, 1994, 1999)

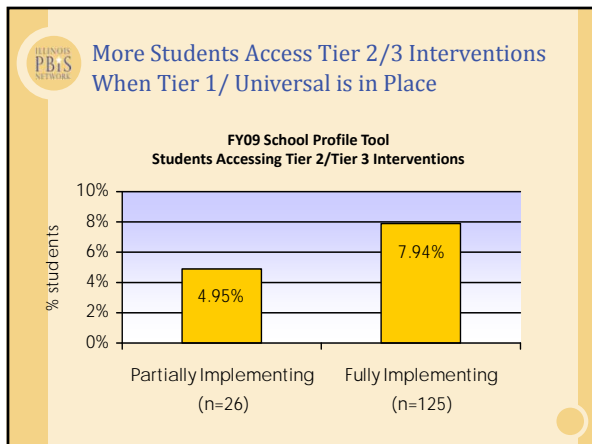
Core Features of a Response to Intervention (RtI) Approach

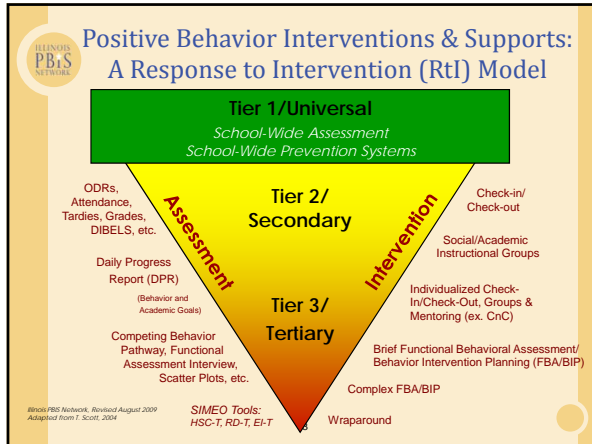
- Investment in prevention
- Universal Screening
- Early intervention for students not at “benchmark”
- Multi-tiered, prevention-based intervention approach
- Progress monitoring
- Use of problem-solving process at all 3-tiers
- Active use of data for decision-making at all 3-tiers
- Research-based practices expected at all 3-tiers
- Individualized interventions commensurate with assessed level of need

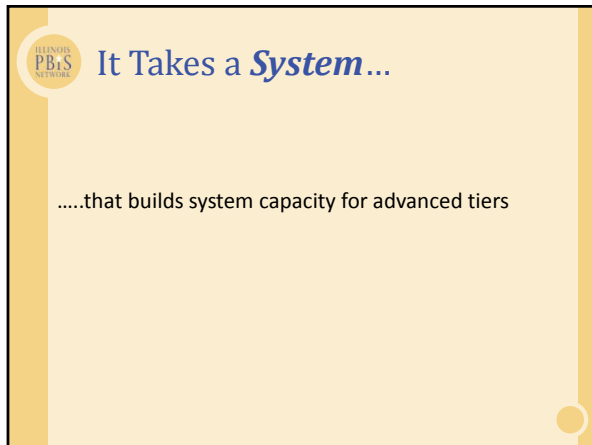


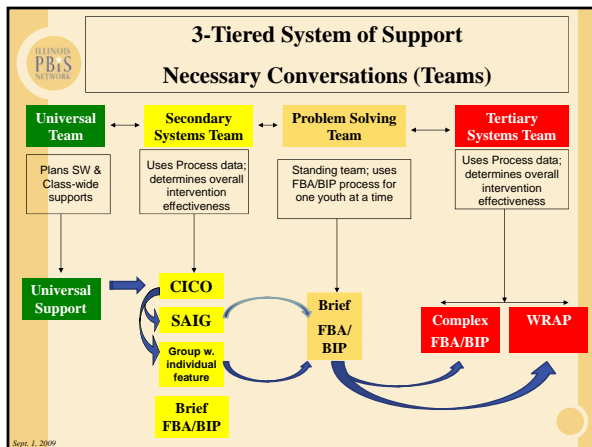















 **Quick Assessment of Student Access to Intervention**


- Total enrollment of your school?
- Number of students accessing CICO?
- Number of students on complex function-based or wraparound plans?
- Percent of total population of the school?

 **Moving Forward with Tier 2 and Tier 3**

 **Problem**

- Innovative practices do not fare well in old organizational structures and systems
- Organizational and system changes are essential to successful use of innovations
 - Expect it
 - Plan for it

© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008


 **Stages of Implementation**

Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

} 2 – 4 Years


Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

 **Advanced Organizer:**


- Where is your school/district at with implementation of advanced Tiers?

 **Tertiary Level System Components Installation Stage**


1. District Planning Team to address the system challenges and address the data trends to be changed.
2. Building level tertiary systems planning team to monitor progress of tertiary plans and address challenges at building level.
3. Tertiary Coaching (District level).
4. Facilitators identified and “positioned” to facilitate Tier 3 teams and plans for 1-5% of students.
5. Comprehensive training and technical assistance plan.
6. Data system/tools to be integrated into tertiary practices.

 **Initial Implementation Stage:**


- **District Leadership Team** meets at least quarterly
- District Tertiary Coach (.5 fte for start-up)
- 3 or more buildings with at least monthly Secondary **Systems** & Tertiary Systems Team mtgs.
- 3 or more buildings with **1-3 kids with 2** or more data points

 **Full Implementation Stage:**


- District Leadership Team mtg. with a **Tertiary focus** at least quarterly
- District Tertiary Coaching (**1.0 fte allocated**)
- **6** or more buildings with at least monthly Secondary Systems, Tertiary Systems & **Problem Solving** Team mtgs.
- **6** or more buildings with **3 or more kids with 2** or more data points

 **Innovation Stage:**


- District Leadership Team mtg. w. a Tertiary focus at least quarterly w. **community & family representation**
- District Tertiary Coach (1 fte)
- **9** or more buildings with at least monthly Secondary Systems, Tertiary Systems & Problem Solving Team mtgs.
- **9** or more buildings with **1-3 % of kids with 2** or more data points
- Modified district **policies**/procedures
- Specific strategies for **blending** related initiatives

 **Sustainability Stage:**


- Representative District Leadership Team mtg. with **integrated** Tertiary focus **regularly**
- District Tertiary Coach/es 1 fte **or more** (fully funded)
- **80%** of buildings with at least monthly Secondary Systems, Tertiary Systems & Problem Solving Team mtgs.
- **80%** of buildings with **1-3 % of kids with 2** or more data points
- Modified district policies/procedures
- Specific strategies for blending related initiatives

 **Application of Data from Tertiary Demos:
IL PBIS Network Level**


- Revised Pol Tool with clearer benchmarks of secondary/tertiary intervention
- New "Commitments for Success" document that now includes secondary/tertiary requirements
- Support for Districts to change policies/procedures including:
 - Revised Job descriptions for specialized staff
 - FBA/BIP procedures
 - Policies re: supports to students w/tertiary plans as they transition within the district

 **Application of Data from Tertiary Demos:
District and Building Levels**


- Need for more constant monitoring of ALL students needing more than Universals
 - It is not OK to NOT do interventions commensurate with student needs (i.e. FBA/BIP and wraparound)
 - Ongoing team meetings facilitated for each student with data used at each meeting
- Need for more aggressive review of EE data and all "placement" data:
 - Interventions vs. Identification/placement

 **Commitments Needed at Tertiary Level**

- District Commitment to review data, ongoing planning, support tertiary development at district and building levels
- Designated Buildings/District Staff positioned to facilitate tertiary teams for individual students (3-5%)
- External Tertiary Coach/Coordinator positioned
- Continuum of Skill Sets (training, guided learning, practice, coaching, consultation)
- Commitment to use of Data at System and Practice Levels:
 - Going beyond ODRs (i.e. SSBD)
 - Self assessment/fidelity (i.e. CISS, Pol)
 - System monitoring (SR-T, Tier2/3 Tracking Tool, etc)
 - SIMEO-Student Outcomes (complex FBA/BIP and wraparound)

 **District-wide Tertiary Implementation Process**

- District meeting quarterly
 - District outcomes
 - Capacity/sustainability
 - Other schools/staff
- Building meeting monthly
 - Check on all levels
 - Cross-planning with all levels
 - Effectiveness of practices (FBA/Wrap)
- Tertiary Coaching Capacity
- Facilitators for complex FBA/BIP and wraparound teams

 **Lessons Learned from Tertiary District Leaders**

- Specialized staff should be allocated based on total student population, not on Sp. Ed. population (include HR staff in Rtl training)
- Commitment message is needed from the Superintendent (clarify expectations of staff at tier 2/3)
- Look at "triangle" data in ALL buildings and ask questions
- Policies/procedures may need review
 - How transitions of students are handled
 - FBA/BIP is NOT just for Special Education
 - Job descriptions of specialized staff may need to be changed

Administrative Support
What Does it Look Like?

The Administrator:

- Attends the team meetings
- Builds fluency (train with the team)
- Participates in adult practices
- Provides channels of communication
- Provides financial support
- Acknowledges the “doers”
- Deals with accountability issues


Components of Tier 2/3 Model

- Differentiated Teaming Structures
 - Across all 3 Tiers
 - Assigned roles for Coordination/Facilitation
- A Full Continuum of Interventions
 - Scaling up and down the continuum
- Universal Screening
 - Beyond ODRs
- Ongoing Use of More Specified Data
 - Tools for Monitoring Systems and Outcomes


Replication of Tertiary Demos Moving Rapidly

Phases of Implementation: Secondary Phase I (n=8 Replication Schools)

Item	Fall 2008	Spring 2009	Fall 2010
Team meets regularly	60%	85%	85%
Sec/Ter. tracking tool used	25%	85%	85%
Students are referred for tier 2 interventions	60%	85%	85%
DPR used	25%	85%	85%
70% success rate for simple tier 2 interventions	60%	85%	85%


 **Administrators Role:
Dealing with the tough issues**

- Adult response to problem behavior.
 - Adults need to model being respectful in their communications with students around behavior.
 - non-examples that need correcting?
- School personnel should not get to choose NOT to give students evidenced based interventions.


 **Student “Need” or System “Need”?**

- There is a high use of restrictive settings for students with EBD; and the outcomes for these students are not good.
- There is no self-contained classroom nor one-to-one aide for students with EBD in life/society after high school; just jail.
- Students removed from general education due to emotional/behavioral factors, are more likely to go to jail than to have good “life” outcomes.


References:
Bradley, Henderson, Monfore (2004) Bullock and McArthur (1994), Rutherford and Nelson (2005), Rutherford, Nelson and Wolford (1985), Grosenick, George, George, Lewis (1991), Greenbaum, Dedrick, Freidman, Kutash, Brown, Lardieri (1996), Mathur (2007), Quinn (2004)
Moore, Solomon, “Mentally Ill Offenders Stretch the Limits of Juvenile Justice”, New York Times, August 10, 2009 page 1

 **Alton School District
Changes in Roles of Special Education
Staff and Procedures**


- Social Workers
 - From individual counseling to doing coordinating simple secondary interventions such as CICO and SAIG’s
 - From no data to using excel spreadsheet to monitor all students in Tier 2/3 interventions and using the tracking tool
 - Using data to know who needs/gets interventions
 - From transporting youth for testing to leading/participating in Tier 2/3 systems teams

 **Alton School District**
Changes in Roles of Special Education Staff and Procedures, continued

- **School Psychologists**
 - From being in a building where children came for testing to being in the building where children are
 - From centralized referral conferences where people came to “plead their case” with no data for special education testing to being a part of systems planning and problem solving teams in buildings
 - From special education coordinators being the link to students placed out of their home school to the school psychologist being the link

 **Alton School District**
Changes in Roles of Special Education Staff and Procedures, continued

- **Special Education Director**
 - From leading district centered referral conferences to reviewing Educational Environment data for the district
 - From knowing about PBIS to the district assigned administrator leading the charge with all things PBIS

 **Alton: Challenges for support staff to do more Evidence Based Practices**

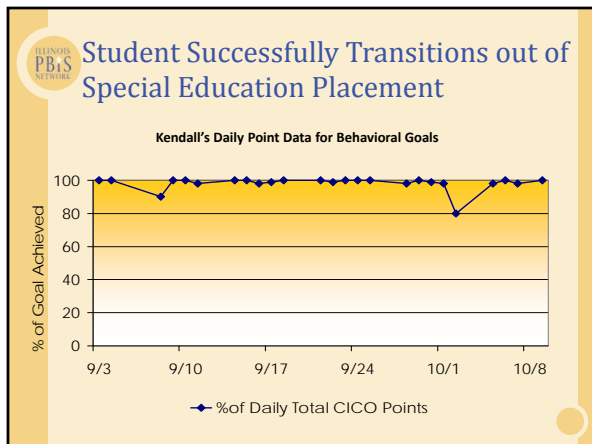
- Letting go of what we are doing and doing something different
- Crisis management to doing interventions that are EBP
- Time
- Personnel
- Attitudes **Belief in doing something different will have a better outcome


Changes at the District and Building using the TIER 2/3 Teaming Model

- District
 - Joint Academic and Behavior RTI District Leadership Team Meeting
 - Monthly meeting for whole team
 - Asst. Supt, Rep. principals from all grade levels, Special Ed. Director and coordinators, Tier 1 and Tier 2/3 external coaches, tech. coordinator, RTI coordinator, Curriculum coordinator, Tech. coaches, SSHS grant coordinator,
 - Monthly meeting for problem solving team of the larger group
 - Workgroups for the DLT
 - Coaching, Pre K-12 alignment, Educational Environment, Data Based Problem Solving and Data Solutions, Assessment and Evaluation, Family and Community Engagement


Changes at the District and Building using the TIER 2/3 Teaming Model, cont.

- Building
 - Secondary and Tertiary systems discussions at all 11 buildings
 - Problem solving team meetings (not just a referral to special ed. Meeting)
 - Administrators strongly encouraged to participate in both levels of meetings
 - Accountability through Tracking Tool and Systems Response tools
 - Also thought Systems meeting with District tier 1 and 2/3 coach and each building 4 times each year (bringing Tier 1, 2, and 3 leaders and administrator together to review triangle, SRT, TT data) and action plan on areas of need






Did Kendall 'need' a restrictive placement?
Or effective interventions?



Questions



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
