D1: Supporting Implementation of Advanced Tiers Systems

Tobey Duble Moore and Katherine Meyer, University of Connecticut, and Kelly Williamson, Southbridge Public Schools
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Disclosures: The presenters do not have financial interests or conflicts of interest to declare regarding the content of this presentation. There are no foreseeable risks associated with learning about this topic.
Who’s Here?
Objectives

• Describe the process used in one district to develop & implement tier 2 & 3 systems, with a focus on three key actions.

• Provide activities you can do with your school or district PBIS team to support advanced tiers systems development.

• Share common barriers, solutions, and three key recommendations.
Foundations of Advanced Tiers Support

- Layered on top of and aligned with other tiers
- Serves 10-15% and 1-5% of the student population, respectively
- Available to all students with and without a diagnostic label
- Behavioral competence at school & district levels
- Team & data-based decision making
- Includes intensive social skills & self-management instruction and function-based behavior support planning

www.pbis.org
Foundations of Advanced Tiers Support

Schools often have more in place at advanced tiers than they realize

Focused on systems from the start

- What’s already in place
- What needs formalizing

Started with the district team
Southbridge Public Schools

- 1800 students across 6 schools, PK-12
- 84% of students low income
- 26% of students with disabilities
- 34% of students’ first language not English
- In receivership since 2016
- Partnership with UCONN since 2018
Elementary schools had a solid foundation in Tier 1 & were implementing CICO.
Training & Development
Training Plan

The district team led the process & informed team trainings.

Composition
Meeting schedule
Collaborative Process

District Team
Day 1
• Overview
• Integration & Alignment
Day 2
• Capacity Building
Day 3
• Systems Check

School Team
Day 1
• Overview
• Teaming
Day 2
• Protocols
• Data Systems
Day 3
• Implementing School-Wide
Day 4
• Implementing with Individual Students

The district team led the process & informed team trainings.
Establish an effective district Advanced Tiers team

Evaluate, integrate, and align existing systems, data, and practices

Assess current levels of expertise and capacity

Establish district-wide practice protocols and templates

Establish a district-wide data system for identifying students and monitoring progress

Develop PD and coaching plan aligned across tiers

Establish evaluation routines for outcome data

Establish routines to evaluate implementation fidelity of practices

Coordination Existing Teams

Integrate & Align Systems, Data, Practices

Build Local Capacity

Training Plan

Coordinate Existing Teams

- Special Education Team
- Tier 1 PBIS Team
- Tier 2 PBIS Team
- Student Support Team
## Working Smarter: Tier 3 Resources Form

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Team Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education TEAM</td>
<td>Assess and address suspected and identified disabilities</td>
<td>Eligible or ineligible for specialized instruction</td>
<td>Students with suspected disabilities as identified through the SST process</td>
<td>Special education professionals</td>
</tr>
<tr>
<td>Student Support Team</td>
<td>Identify and problem solve for students not responding to Tier 1 supports, either academic, behavior, social or emotional</td>
<td>Teams effectively support student achievement using Tier 2 and Tier 3 supports</td>
<td>Students not effectively progressing exclusively through Tier 1 supports</td>
<td>Administrator, School Psychologist, Teacher, City Connects, BCBA, SAC, Interventionists</td>
</tr>
<tr>
<td>Advanced Tiered Systems Team</td>
<td>Analyze Tier 2 and 3 systems for fidelity of implementation, outcome, and access.</td>
<td>Improved student outcomes and implementation fidelity and equal access</td>
<td>Students served by Tier 2 and 3 supports and staff providing those supports</td>
<td>Administrator, School Psychologist, City Connects, BCBA, SAC</td>
</tr>
</tbody>
</table>
Advanced Tiers Team

- Systems Coordinator (Coach)
- Administrator
- School Adjustment Counselor

- School Psychologist
- BCBA
- City Connects Coordinator

 Tier 2

- Review School-wide data: SWIS, SSC, Academics
  - Are we missing kids in need of support?
  - Do we have Tier 1 concerns?
- Review current intervention data
  - Fidelity: Do staff need training?
  - Outcome: Is each appropriate for each student?

 Tier 3

- Coordinate individualized interventions
  - Brief FBA/BSP
- Review current intervention data
  - Fidelity: Do staff need training?
  - Outcome: Is each appropriate for each student?
Integrate & Align Existing Systems, Data, & Practices

<table>
<thead>
<tr>
<th>Systems</th>
<th>Interventions</th>
<th>Data Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Referral process</td>
<td>• Academic</td>
<td>• Fidelity</td>
</tr>
<tr>
<td>• PD Plan</td>
<td>• Social–Emotional</td>
<td>• Student outcomes</td>
</tr>
<tr>
<td>• Assessment &amp; intervention protocols</td>
<td>• Mental Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Behavioral</td>
<td></td>
</tr>
</tbody>
</table>

Disaggregate data to assess the degree to which existing systems & practices support all students.

Goal is to outline process for seeking and providing support to students across tiers. Supports consistency & equitable access.

**Multi-Tiered Systems of Support**

**Tiered support protocol**

- **Tier 1**
  - Implementation: Academic & Social, Emotional and Behavioral
  - Student is making progress → Continue Tier 1
  - Student is not making progress → Implement additional Tier 1 strategies for 4-6 weeks.
    - Yes - Continue with current strategies
    - No - Submit a referral and data to Student Support Team (SST)

- **SST Team**
  - Reviews data, sets goals, plans Tier 2 interventions for 6-8 weeks.
    - SST Team reviews fidelity and outcome data to determine progress and next steps
      - Yes - Continue with current strategies and fade plan
      - No - Team plans another round of interventions for 4-6 weeks, targeting an increased duration and/or frequency.
    - Did the student make progress?
      - Yes - Continue with current strategies and fade plan
      - No - Proceed to Tier 3

**SST Team determines a need for individualized supports and assessments, including but not limited to:**
- Creation of Tier 3 team for Brief FBA and BSP
  - Within 2 weeks, if requested
  - BSP implemented for 4-6 weeks
    - Weekly data collection on outcomes and fidelity
- Special education evaluation
  - Individual supports in place for 2 weeks prior to referral
  - All interventions remain in place during 45-day evaluation timeline

**FBA: Functional Behavior Assessment**
**BSP: Behavior Support Plan**
Integrate & Align

Common assessment & intervention protocols & templates

- Request for Assistance Form
- Brief FBA & BSP Forms
- Safety Plan

Goal is to provide standardized forms & process across the district to support equitable access and consistent quality.
Integrate & Align

Tiered Intervention Map

Goal is to outline interventions each elementary school should have in place across each tier including purpose, entry criteria, outcome data, and fidelity data to be collected.
Intervention menu based on the needs of the student population.

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Method</th>
<th>Assessment</th>
<th>Placement</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step Extensions</td>
<td>Directly teaches targeted social-emotional skills to a targeted group</td>
<td>YES</td>
<td>SAC’s</td>
<td>Refer to decision grid</td>
<td>Need</td>
</tr>
<tr>
<td>ECRI, K-2 K-5 Small Group Instruction</td>
<td>Enhanced Core Reading - provides direct and explicit phonics instruction Small Group Differentiated Instruction</td>
<td>YES</td>
<td>Teacher, Reading Specialists, Intervention Teachers</td>
<td>Refer to Tiered Guidance</td>
<td>DIBELS Benchmark Goals</td>
</tr>
<tr>
<td>I-Ready Personalized Instruction</td>
<td>Personalized sequence of online ELA lessons based on diagnostic data.</td>
<td>YES</td>
<td>Teachers</td>
<td>Diagnostic results place students on individualized instructional pathways</td>
<td>Daily</td>
</tr>
<tr>
<td>Wonders Foundations Skill Kit</td>
<td>Explicit and differentiated instruction of key foundational skills taught in earlier grades of Reading Wonders</td>
<td>YES</td>
<td>Reading Specialists, Intervention Teachers</td>
<td>Prescribed Instructional Focus Area</td>
<td>DIBELS Progress Monitoring</td>
</tr>
<tr>
<td>Wonders Differentiated Resources</td>
<td>Targeted lessons to reteach grade level skills.</td>
<td>YES</td>
<td>Teachers</td>
<td>Prescribed Instructional Focus Area</td>
<td>DIBELS, IReady Placement Data and/or Phonics Screener</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready Classroom Differentiated Lessons</td>
<td>Ready Classroom Core Instruction reinforcement lessons. Teach and reteach resources</td>
<td>YES</td>
<td>Teachers</td>
<td>Data based decision making process. Analysis of student work and formative assessment data</td>
<td>Unit Assessment Checks for Understanding</td>
</tr>
</tbody>
</table>

UCONN
NEAG SCHOOL OF EDUCATION
<table>
<thead>
<tr>
<th>Tier 3 SEB</th>
<th>Brief FBA/BIP</th>
<th>Low intensity, high frequency behaviors that are NOT dangerous</th>
<th>Yes</th>
<th>SACs</th>
<th>Frequent, minor behavior that occurs in one or more settings. (Quantify?)</th>
<th>Individualized per student</th>
<th>Fidelity checklist of key components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive FBA/BIP</td>
<td>Chronic high intensity or dangerous behaviors</td>
<td>Yes</td>
<td>BCBA</td>
<td>Dangerous or high intensity behavior that occurs across settings</td>
<td>Individualized per student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wraparound</td>
<td>Students with intensive needs across home-school-community</td>
<td>Yes</td>
<td>City Connects Coordinator</td>
<td>MyConnects data</td>
<td>Individualized per student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Lexia Wilson</td>
<td>Students in the evaluation process who have not responded to TIER 2 literacy interventions</td>
<td>Yes</td>
<td>Special education teachers</td>
<td>SST data showing a lack of response to TIER 2 interventions</td>
<td>Individualized per student</td>
<td>Usage checks Lesson completion</td>
</tr>
<tr>
<td>Math</td>
<td>iReady differentiated lessons</td>
<td>Individualized small groups</td>
<td>Interventionists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Build Capacity

Estimated need across tiers

10–15% = ??

Assessed current capacity to meet that need

Current resources can support ____ students

Identified ways to build internal capacity through training & coaching

Additional resources?
Build Capacity

Identified need:

Schools had multiple Tier 2 interventions, but no system for assessing (a) utilization or (b) effectiveness.
Build Capacity

Solution:
Developed a data dashboard for advanced tiers.

Midwest PBIS Network, 2015
### SST Student Count by School

<table>
<thead>
<tr>
<th>School</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Street</td>
<td>48</td>
</tr>
<tr>
<td>Charlton Street Elementary School</td>
<td>44</td>
</tr>
<tr>
<td>Southbridge Middle School</td>
<td>23</td>
</tr>
<tr>
<td>Eastford Road Elementary School</td>
<td>18</td>
</tr>
<tr>
<td>Southbridge High School</td>
<td>5</td>
</tr>
</tbody>
</table>

### SST Student Count by Intervention Tier

<table>
<thead>
<tr>
<th>Tier</th>
<th>Count</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>123</td>
<td>SEL/BH: Check-in, Check-out</td>
</tr>
<tr>
<td>2</td>
<td>117</td>
<td>LIT: ECRI, LIT: Wonders Differentiated Resources, MATH: iReady Differentiated Lessons</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>SEL/BH: Skills Group (Zones of Regulation), SEL/BH: 1:1 Counseling w/ SAC</td>
</tr>
</tbody>
</table>

### Students Making Progress by Tier

<table>
<thead>
<tr>
<th>Tier</th>
<th>No Progress Made</th>
<th>Making Progress</th>
<th>Met Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>61.49%</td>
<td>17.24%</td>
<td>8.05%</td>
</tr>
<tr>
<td>3</td>
<td>70.83%</td>
<td>8.33%</td>
<td>16.67%</td>
</tr>
</tbody>
</table>

### SST Student List

<table>
<thead>
<tr>
<th>LASID</th>
<th>Name</th>
<th>School</th>
<th>Grade Level</th>
<th>EL</th>
<th>IEP</th>
<th>504</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td></td>
<td>Southbridge Middle School</td>
<td>08</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>02</td>
<td></td>
<td>Charlton Street Elementary School</td>
<td>03</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>03</td>
<td></td>
<td>West Street</td>
<td>04</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>04</td>
<td></td>
<td>West Street</td>
<td>04</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>05</td>
<td></td>
<td>Southbridge Middle School</td>
<td>08</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>06</td>
<td></td>
<td>Southbridge Middle School</td>
<td>08</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>07</td>
<td></td>
<td>West Street</td>
<td>05</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>08</td>
<td></td>
<td>Charlton Street Elementary School</td>
<td>02</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>09</td>
<td></td>
<td>West Street</td>
<td>04</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>West Street</td>
<td>04</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Charlton Street Elementary School</td>
<td>04</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>
Identified need:

Function-based assessments and supports were only accessible through Special Education referral and a comprehensive FBA/BSP process.
Build Capacity

Solution:

Trained SACs and BCBAs on team-based, brief FBA/BIP process. BCBAs coach SACs to build fluency & internal capacity.

Build Capacity

- 7 trainings spread over the spring
- Paired with real cases from school teams
- Gradual implementation rollout in schools
Outcomes & Recommendations
Outcomes

Aggregated TFI Scale Scores

Fidelity of implementation improved across tiers.

Next Steps:
• Implement brief FBA/BSP process, advanced tier data dashboard, and I-SWIS
Outcomes

Level of Use and Progress Monitoring Data: Now Available!

Data used to support systems-level decision making and student-level decisions

<table>
<thead>
<tr>
<th>Intervention</th>
<th># Students With Intervention</th>
<th>% Met Goal</th>
<th>% Making Progress</th>
<th>% No Progress</th>
<th>% Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL/BEH: Check-in, Check-out</td>
<td>47</td>
<td>36.2%</td>
<td>14.9%</td>
<td>29.8%</td>
<td>19.1%</td>
</tr>
<tr>
<td>LIT: ECRI</td>
<td>30</td>
<td>13.3%</td>
<td>13.3%</td>
<td>30.0%</td>
<td>43.3%</td>
</tr>
<tr>
<td>LIT: Wonders Differentiated Resources</td>
<td>21</td>
<td>13.3%</td>
<td>9.5%</td>
<td>90.5%</td>
<td></td>
</tr>
<tr>
<td>SEL/BEH: Skills Group (Zones of Regulation)</td>
<td>17</td>
<td>29.4%</td>
<td>17.6%</td>
<td>17.6%</td>
<td>35.3%</td>
</tr>
<tr>
<td>MATH: iReady Differentiated Lessons</td>
<td>13</td>
<td>7.7%</td>
<td>15.4%</td>
<td>76.9%</td>
<td></td>
</tr>
<tr>
<td>LIT: Wonders Foundational Skill Kits</td>
<td>10</td>
<td>50.0%</td>
<td></td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>SEL/BEH: 1:1 Counseling w/ SAC</td>
<td>8</td>
<td>25.0%</td>
<td></td>
<td>75.0%</td>
<td></td>
</tr>
<tr>
<td>LIT: iReady Differentiated Lessons</td>
<td>6</td>
<td></td>
<td>50.0%</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>SEL/BEH: Skills Group (Second Step)</td>
<td>5</td>
<td></td>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>SEL/BEH: Behavior Support Plan</td>
<td>3</td>
<td>33.3%</td>
<td></td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>SEL/BEH: Buddy System</td>
<td>3</td>
<td></td>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Chromebook Plan</td>
<td>2</td>
<td></td>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>HOME VISIT</td>
<td>2</td>
<td></td>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Math: Small Group</td>
<td>2</td>
<td></td>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
Recommendation #1

1. Create a representative district team to guide the work
   • Resource allocation (personnel, time)
   • Signals priority
   • Integration & alignment with other priorities and initiatives
   • Vision and goal setting
   • Simplifies implementation for school teams
   • Supports consistency across schools
Recommendation #2

2. Take the time to build systems
   - Spent 1 year training teams, building capacity, & planning
   - Formalized and integrated existing practices & protocols
   - Only starting implementation of advanced tier data systems and Tier 3 interventions this academic year
Recommendation #3

3. Continue investing in Tier 1
   • Complete Tier 1 of the TFI
   • Ensure communication between teams
   • Acknowledge Tier 1 successes
   • Invest in building and sustaining Tier 1 foundations
   • Continue to invest time and effort in Tier 1!

Tier 1 is the foundation!
Limitations

These outcomes and lessons learned are based on 1+ year of training with 1 district. We believe these activities will benefit other schools/districts, but we need more models of what the process looks like. We would love to hear from you if you are engaged in this work!
Resources

Tier 3 District-Level Systems Guide: https://www.pbis.org/resource/tier-3-district-level-systems-guide

Tier 3 School-Level Systems Guide: https://www.pbis.org/resource/tier-3-school-level-systems-guide

Basic FBA to BIP training modules: https://basicfba.com/


Tier 2/Tier 3 Planning/Training Resources: