Tier 3

Critical Elements

- Tier 3 Referral Process
- Tier 3 Essential Elements
- Functional Behavior Assessments
- Defining and Understanding Behavior
- FBA: Practice Interviewing
- FBA: Practice Observing
- Critical Features of a Behavioral Support Plan and Building a BSP from a FBA
- Teacher Support Team
- Implementation and Evaluation
Critical Element
Teacher Support Team
(TST)
Objectives

- List roles and responsibilities of TST members.
- Describe the role of BSP Team Leader.
- Describe the necessary component of Implementation and Evaluation Plans.
- Identify the specific activities that the team leader will engage in before, during, and after the team-based BSP development process.
- Lead a “team” of professionals through the process of developing a sample BSP.
- Describe the process for conducting and products that should result from a Plan Review Meeting.
Essential Elements for Tier 3 Behavior

1. Teacher Support Team (TST) process;
2. Progress monitoring of the target area(s);
3. Documentation of progress in target area(s) through a graphical display;
4. Appropriate decision making;
5. Strategic/targeted intervention supported by scientifically based research in behavioral/emotional concerns;
6. Documentation of intervention implementation with integrity;
7. System of behavioral support (school and district level);
8. Instructional leadership;
9. Parental/family and community involvement; and
10. Teacher Support Team (TST) outcomes.

Essential Element 1
Tier 3

Teacher Support Team

• In order to meet expectations, schools must:
  • Have regular meetings (1 time per week)
  • Have documentation of member participation
  • Have a chairperson who is the principal or principal’s designee
  • Systems/procedures for referring students
Tier 3 Support Team Responsibilities

• Gather information to conduct a Functional Behavior Assessment

• Identify individual behavioral issues through data analysis

• Develop intensive individual interventions and supports (BIP) based on the FBA hypothesis

• Implement or support implementation of the BIP

• Monitor the progress of the BIP

• Assess integrity and intensity of interventions

• Reviews the Tier 3 school process and considers modifications, as needed

• Administration is responsible for providing all faculty and staff with PD regarding interventions and Tier 3 processes
TST Members

• 3-5 core members
  • principal or principal’s designee as the TST chair
  • the general education teacher(s)
  • the referring teacher
  • the guidance counselor or school psychologist/psychometrist/behavior specialist

• Length of membership:
  • 3 to 5 years
  • 1 member should rotate off each year and be replaced by a new member
Auxiliary TST Members

• “members who may participate in the team process but are unique to each student that is referred to the TST”

• Auxiliary members could include, but are not limited to:
  • the student
  • the student’s parent(s) or legal guardians
  • school-based support personnel (e.g., special education teacher, speech language pathologist, mental health counselor, intervention specialist, etc.),
  • building-level teaching staff
Basic BSP Team Members

**Basic BSP Team Leader**
Staff member with:
- a. Basic Behavioral Knowledge
- b. Understanding of FBA
- c. The Role of Leading BSP Teams

**Meeting Facilitator**
Ensure Technical Adequacy, Monitor Progress

**Team Members**
Teachers & Staff who work w/ student (Gen Ed & SPED staff as appropriate)

**Implementer(s) w/ Knowledge of Student & Context**
Rate Contextual Fit

For more challenging cases, make sure to involve **Behavior Specialist**

**Behavioral Expertise/Case Manager & Facilitator**
TST Roles and Responsibilities

**Recorder**
- transcribes the team’s responses on flip chart paper, transparency, or team agenda/minutes form

**Timekeeper**
- monitors the amount of time available and keeps the team aware of time limits by prompting (i.e., “10 minutes left”)

**Data Specialist**
- trained in entering and accessing data from the discipline data management system
Role of the TST Coordinator
(e.g., Lead Teacher, Intervention Specialist, etc.)

- coordinates the process at the building level
- provides training and technical assistance
- coordinates instructional services
- gathers information
- organizes the presentation of data
- documents the meeting (maintains the TST record-keeping process);
- develops timeframes and schedules meetings
- manages progress monitoring data (i.e., academic and/or behavior) to determine intervention effectiveness.
Role of the TST Coordinator

Primary role of the Team Leader is to Guide the team members in the development of a Function-based, Contextually Relevant plan.
The Basic FBA to BSP Process

1. Define the Problem Behavior

2. Conduct assessment for behavior support planning
   a. Functional Behavioral Assessment
      • Defining behavior in observable & measureable terms
      • Ask staff and student about where, when, & why behavior occurs
      • See the behavior during specified routines
      • Hypothesize a final summary of where, when, & why behavior occurs

3. Design an individualized behavior support plan (BSP)
   • Ensure technical adequacy
   • Ensure contextual fit

4. Ensure Fidelity of Implementation

5. Monitor Plan Impact on Student Behavior

Adapt BSP and implementation as needed based on on-going monitoring

Adapted from Horner, Albin, Todd, Newton & Sprague, 2011
Role of the TST Coordinator

Specific tasks:

• Display/provide necessary information for team members to see/use throughout the process

• Guide team in selecting **Function-Based** preventive, teaching, and consequence strategies

• Ensure that ALL team members participate in the process and agree with outcomes (assess **Contextual Fit** of the plan)

• Ensure that the BSP includes all necessary components, including **Implementation and Evaluation plans**

The process will take approximately 45 minutes to 1 hour to complete.
Before the Meeting

TST Coordinator:

• Read FBA results and determine if FBA contains a COMPLETE summary statement, including:
  • **Observable** definition of problem behavior
  • **Routine(s)** in which problem behavior occurs
  • **Antecedents** (setting events & triggers)
  • **Primary Function** of the problem behavior

• Make note of a possible replacement behavior, along with **prevention, teaching, and consequence strategies** that are consistent with the FBA information.
During the Team Meeting

**First:** FBA Summary Statement

- Provide team members with copies of the FBA summary statement.

**Before moving forward**

Ensure that all team members **agree** on:

- The **Problem Behavior** and **Context** in which it is most likely to occur
- The **Function** of the problem behavior
Building the Competing Behavior Pathway

- Help team members complete the Competing Behavior by observably defining:
  - The Replacement Behavior
  - The Desired Behavior

- Ensure that the team selects an Replacement behavior that is:
  - Functionally equivalent to problem behavior
  - Easier to do than problem behavior
  - Socially acceptable
Completing the Competing Behavior Pathway

**Routine** Math Class

**Setting Event** None Identified

**Antecedent** Asked complete long division problems

**Desired Behavior** Complete writing assignment and turn in work

**Problem Behavior** Verbally refuses, tears up worksheet

**Replacement Behavior** Ask to work with a peer

**Consequence** Good grades, teacher acknowledgement

**Consequence/Function** Reprimand and sent to hall

AVOIDS DIFFICULT TASK

1. Serves same Function?
2. Is it Easier?
3. Is it Socially Acceptable?
Identifying Behavior Support Strategies

Draw or display columns to write suggested preventive, teaching, and consequence strategies

- Ask team members a series of questions to recruit ideas for potential strategies
- Ensure that all team members have an opportunity to participate

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Antecedents</th>
<th>Teach Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate or Neutralize</td>
<td>Prevent/Modify “Triggers”</td>
<td>Teach Alternate Behavior</td>
<td>Reinforce Alt/Des Behavior</td>
</tr>
</tbody>
</table>

It may be necessary to provide an example strategy under some or all of these categories, then ask team members to suggest additional strategies.
## Identifying Strategies Questions for the Team

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Teaching Strategies</th>
<th>Consequences Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate or Neutralize Setting Events</td>
<td>Prevent/Modify “Triggers”/ Prompts for Alt/Des</td>
<td>Teach Alternate/Desired Behavior</td>
<td>Reinforce Alt/Des Behavior</td>
</tr>
</tbody>
</table>
| How can we arrange the environment to Prevent problem behavior? | How will we prompt the Replacement behavior? | How will we teach a replacement behavior? | How will we:  
  - Reward the Alt behavior?  
  - Maximize payoff for approximations of desired behavior?  |
| | | What skills can we teach to move toward the desired behavior? | Response to Problem Behavior  
  How will we **Minimize** the **Payoff** for the problem behavior? |
Selecting Function-Based Strategies

IF team members suggest a strategy that is not function-based or is contraindicated...

• Direct team members’ attention back to the competing behavior pathway

• Use the pathway to remind team that:
  • We DO want to reward appropriate behavior with the same or similar consequences as those currently maintaining the problem behavior
  • We **DO NOT** want the student to access reinforcement following problem behavior
Selecting Contextually Appropriate Strategies

• For each strategy being considered the TST Coordinator will ask implementers to answer/rate:
  • Do you believe this intervention will be effective for the student?
  • Is this intervention consistent with your values as an educator?
  • Is this intervention feasible for you to implement?
  • Do you have the skills needed?
  • Are the necessary resources (time, space, staff, administrative support) available?

• If the answer to any of these questions is “maybe” or “no”:
  • Are there ways that the strategy could be modified to make it a better “fit”?
# Example of Revising Strategies

How can we revise the strategies while still preventing problem behavior?

<table>
<thead>
<tr>
<th>Manipulate Antecedent</th>
<th>Teacher Concern:</th>
<th>Manipulate Antecedent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prevent problem behavior</strong></td>
<td>Teacher doesn’t think it’s necessary, instead teach student they can cross off difficult problems</td>
<td><strong>Prevent problem behavior</strong></td>
</tr>
<tr>
<td><em>Modified assignments:</em> Intersperse easy problems with long division problems</td>
<td></td>
<td><em>Teach student to cross off difficult problems and move on</em></td>
</tr>
<tr>
<td><strong>Prompt Alternate/Desired Behavior</strong></td>
<td><strong>Teacher Concern:</strong> “Not age appropriate, would verbal or gesture reminders work?”</td>
<td><strong>Prompt Alternate/Desired Behavior</strong></td>
</tr>
<tr>
<td><em>Put visual reminder on desk to prompt H to ask for a break or easier task</em></td>
<td></td>
<td><em>Give verbal/gestural reminders to take a break</em></td>
</tr>
</tbody>
</table>
Considering Neutral Strategies

TST Coordinator must determine

1) Is this a neutral strategy? (Ensure that the strategy is not contraindicated!!)

2) Does the plan include function-based prevention, teaching, and consequence strategies?

3) Does this strategy improve contextual fit?

If “yes” to all, then it may be fine to include the neutral strategy.

- However, be careful not to add too many pieces to the plan (remember feasibility!)
Implementation Planning

After strategies are selected, the TST Coordinator will guide members in developing a plan to specify:

- **What** activities will need to be undertaken to ensure that **EVERY** plan component is implemented

- **Who** is responsible for implementing each component of the plan

- **When** each aspect of the plan will be implemented
Evaluation Planning

The TST Coordinator will ensure that the BSP includes an evaluation plan with:

• A **short-term goal** that is reasonable based on current performance
  
  • Focused on increasing **Replacement behavior** and decreasing **problem behavior**

• A **long-term goal** focused on increasing **desired behavior**

• Specific activities/procedures that will be used to **evaluate progress**

• A **specific date** when the team will next meet to review progress
Implementing & Evaluating the BSP
Role of TST Coordinator

TST Coordinator

• Provide coaching on how to carry out each aspect of the plan
• Check in with implementing staff (via e-mail, phone, or in person) & collect direct observation data (student and staff behavior)
  • Initially a minimum of 1 x per week
  • Less often as staff & student become successful
• Provide frequent acknowledgement for staff implementation of plan components
Training Staff
How to Implement the BSP

• The plan will not be implemented if...
  • staff don’t understand how to do it

• The plan will not work if...
  • the intervention is being used incorrectly

• Plan times for **Modeling/Role play** and **Feedback**
  • Think 20-30 min
  • Role play with teacher/staff outside of problem context
    • What actions will be taken, what words will be used, what materials are needed and how will they be used?
Training Staff
How to Implement the BSP

• Plan for **Observations** and **Follow-ups** to provide feedback, help problem solve, and ensure that intervention is being used as designed

  • Ex. E-mail “check-in”, along with periodic visits/observations
Evaluating the BSP
Role of Plan Implementers

Plan Implementers

• Collect fidelity of implementation data at least 1 x per week
  • Report any difficulties in implementing the plan to the team leader

• Collect data on student behavior at least 3 x per week to assess progress
  • If problem behavior increases or escalates contact team leader immediately
Meeting to Review the Plan

• The plan is a **WORKING DOCUMENT**!

• Team members meet regularly to:
  • Monitor progress
  • Modify the plan as needed to:
    • make the plan more effective
    • change mastery criteria and **increase student independence**
Role of the TST Coordinator

Guide team in reviewing **DATA** for **each component** of the plan to document:

- Is each strategy being implemented as designed?
- Is the plan resulting in change in student behavior?
- Do data indicate that the plan needs to be modified, if so, **how**?
- What is the date of the next Review Meeting?
# The Implementation Plan is Used to Record

## Behavior Support Implementation Plan

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>By When</th>
<th>Review Date</th>
<th>Implant Rating</th>
<th>Evaluation Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention: Make problem behavior irrelevant (antecedent intervention)</td>
<td>Mrs. S</td>
<td>3/7</td>
<td>3/21/11</td>
<td>2 1 0</td>
<td>Add more multi-digit problems</td>
</tr>
<tr>
<td>Provide Joe with easier math work</td>
<td>Ms. T-couns.</td>
<td>3/7</td>
<td>2 1 0</td>
<td>Monitor</td>
<td></td>
</tr>
<tr>
<td>Teaching: Teach new skills/ alternate behavior</td>
<td>Mrs. S</td>
<td>3/7</td>
<td>2 1 0</td>
<td>Completed/ Discontinue</td>
<td></td>
</tr>
<tr>
<td>Teach Joe to raise hand and ask to go to back of room</td>
<td>Ms. T-couns.</td>
<td>3/7</td>
<td>2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra math tutoring</td>
<td>Mrs. S</td>
<td>3/7</td>
<td>2 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain new behavior plan to Joe and get agreement to cooperate</td>
<td>Ms. T-couns.</td>
<td>3/7</td>
<td>2 1 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The extent to which the plan is being implemented and...

2. Team evaluation decisions made, based on the data presented at the meeting...
Barriers to Implementation

Questions to ask if plan is not being implemented:

• Do implementers understand how and when to use strategies?
• Have implementers been provided with a way to measure implementation?
• Are strategies feasible in the natural setting?
• Are there ways that plan can be modified to make implementation more likely?

If the plan is not being implemented with fidelity, we cannot assess if the plan is working.
Barriers to Plan Effectiveness

Questions to ask if progress is not being made:

• Is student **Consistently** being rewarded for alt/des behavior? **How often**?

• Are **Reinforcers** for alt/des behavior “**Powerful**” enough? Are reinforcers **Functionally Equivalent**?

• Is the **Problem Behavior** still being **Reinforced**?
  • Remember we must minimize pay-off for problem behavior for new appropriate behavior to “compete”
The Plan is Working! Now What??

The student is making progress, but has not yet met the short term goal.

- Continue plan and progress monitoring
The Plan is Working! Now What?

The student has met the short-term goal!!

• Create a new short-term goal that more closely approximates the desired behavior.

ASK...

• Can we expand the plan/implement in more contexts?
• Can we being fading antecedent prompts and modifications?
• Should we start fading and/or modifying rewards?
• Are there strategies that we can use to increase the student’s monitoring of his or her own behavior?
Key Points

- The role of a BSP team leader is to guide team members in the selection of preventive, teaching, and consequence strategies which:
  - Directly relate to the FUNCTION of the problem behavior
  - Are viewed by the team as CONTEXTUALLY APPROPRIATE

- Both the Team Leader and Team Implementers collect Fidelity and Effectiveness data regularly.
Key Points

The Behavior Support Plan is a Work in Progress!!!

• Team members meet every two weeks to determine:
  • Is the BSP being implemented as agreed on by the team?
  • Is the student making progress?
  • Do we need to modify the plan to:
    • Improve effectiveness
    • Increase student independence?
  • When is the date of our next meeting?
True or False: The primary role of the TST Coordinator is to provide the team members with a function-based, contextually relevant BSP.

FALSE

The primary role of the TST Coordinator is to **GUIDE** the team in building a complete function-based, contextually appropriate BSP.
Edgar’s team has met to review his progress since implementing the BSP

The data show that Edgar’s problem behavior has not decreased in the past 2 weeks.

What is the first question that Edgar’s team should ask?

Is the plan being implemented??
Check 3

In teams please select a sample scenario and use the forms provided to build a complete student BSP
At the end of “free-choice” time, when asked to transition back to her desk, Charlie verbally refuses, cries, and falls to the floor to avoid transitioning to a less preferred activity. This is most likely to occur on days when Charlie does not take her medicine before school. Charlie’s “tantrums” occur 3-4 times per week and can last up to 10 minutes.
During large-group instruction in Math, when students are asked to attend to the materials being projected on the screen at the front of the class. Garrett often turns around in his chair, gets out of his seat and walks around the room, and makes comments to or faces at peers. FBA data show that his behavior is mostly likely maintained by peer attention. Garrett is currently off-task approximately 85% of the time during large-group and he is turning in less than 50% of his math assignments.
Activity

• Complete BSP using examples
• Complete Tier 3 BoQ TST section (items 1 – 9)