

The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier III Training

Module 1

Overview and Readiness for PBIS Tier III



Arkansas State Personnel Development Grant

Focus Area: An introduction to Tier III

Title of Training:



Module 1: Overview and Readiness for PBIS Tier III

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the Tier III series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier III.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:

- [PBIS Tier I Modules](#)
- [PBIS Tier II Modules](#)
- Basic Behavior Concepts developed by K-12 Arkansas Behavior Support Specialists, found at the website www.arbss.org (courses at <https://arbss.org/courses-2/>)

Training Description:

This presentation is a brief overview of PBIS Tier III. It is designed to give administrators, schools, districts, or other personnel an introduction to Tier III, foundations of behavior management, and readiness criteria for Tier III.

Module Sections:

Introduction – Purpose and objectives (slides 1 – 6) pgs. 5 – 11

Training Sections

Section 1 – Introduction to PBIS Tier III (slides 7 – 14) pgs. 12 – 20

Section 2 – Foundations of Behavior Management (slides 15 – 22)
pgs. 21 – 29

Section 3 – Functional Behavior Assessment (slides 23 – 31)
pgs. 30 – 39

Section 4 – Behavior Intervention Plan (slides 32 – 38) pgs. 40 – 47

Section 5 – Wraparound (slides 39 – 42) pgs. 48 – 52

Section 6 – Teaming at Tier III (slides 43 – 46) pgs. 53 – 57

Section 7 – Readiness Criteria (slides 47 – 57) pgs. 58 – 72

Case Study, TFI, and Next Steps – (slides 58 – 68), pgs. 73 – 84

Conclusion – Summary and resources (slides 69 – 73) pgs. 85 – 90

Discussion questions, homework, resources – pgs. 91 – 92

Training Materials/Equipment:

PowerPoint for Module 1: Overview and Readiness for PBIS Tier III

- Equipment needed/recommended to project the PowerPoint:
 - Laptop computer
 - Access to PowerPoint (downloaded on computer, flash drive, etc.)
 - Projector
 - Speakers, if needed
 - Microphone(s), if needed
 - Required connecting cables, extension cords, etc.
 - “Clicker” to advance slides
- Showing videos embedded in the PowerPoint presentation:

- Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
- Note that it may take a minute for the video to load.
- Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes



Handouts:

Physical and/or electronic copies of:

- [Tier III Readiness Guideline](#) (pg. 67)
- [Tier III Readiness Guide with Action Planning](#) (pg. 70 – 71)



Activities in this Training:

- Tier III Overview for Staff (pg. 20)
- Completing an A-B-C (pg. 35)
- Collaboration in FBA (pg. 39)
- The FBA/BIP Relationship (pg. 47)
- Tier III Readiness Checklist (pg. 72)

Essential Questions:

These essential questions will be addressed in this training module:

- How does Tier III fit into the 3-tiered PBIS framework?
- What are the foundations of behavior management and how do they influence PBIS Tier III?
- What do teams look like at Tier III of PBIS?
- What indicators determine readiness for PBIS Tier III?

Trainer Tips:

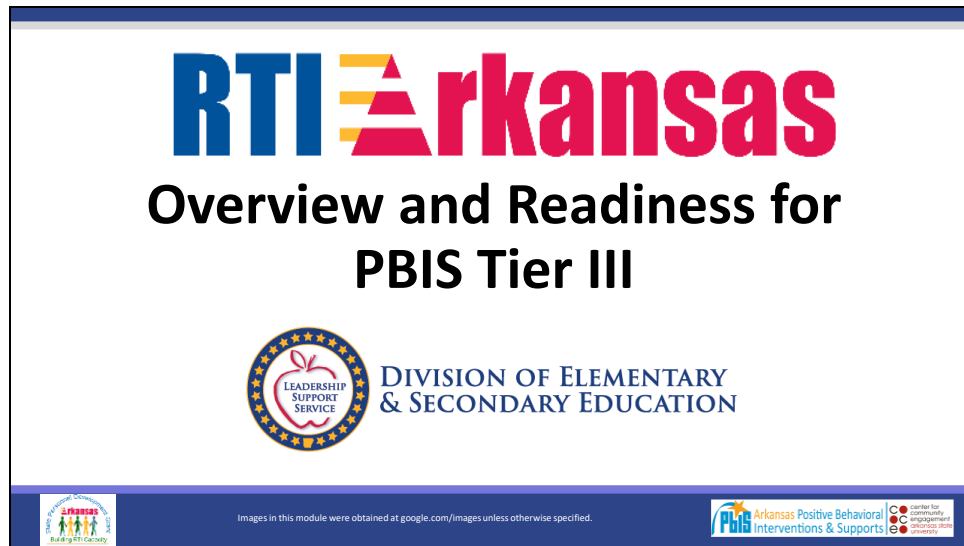
This first module of the Tier III training series is designed to help schools and districts understand what is needed to begin implementing Tier III.

- Tiers II and III are aligned to Tier I, so it is important for schools to understand that they must have a strong Tier I in place.
- Because it is not efficient to have individualized supports for every student needing more than Tier I, it is important to have a strong Tier II with interventions and instruction linked to behavioral expectations developed and defined in Tier I implementation.
- Developing individualized behavior plans for students will require more time and resources than small group or school-wide supports. Thus, it is important for the PBIS team or a dedicated Tier III team to take time up front to create systems that will make it more efficient to refer, assess, and create individual plans for students.
- The modules in the Tier III training series will include an ongoing case study. We will follow a school's journey through implementing Tier III, assessing a student referred for Tier III supports, and creating a behavior intervention plan for the student.

Introduction

Slides 1 - 6

- Purpose of this module
- Objectives of this module
- Introduction to the case study



Slide #1

[Overview and Readiness for PBIS Tier III]

Trainer Notes:

Basic Behavior Concepts developed by K-12 Arkansas Behavior Support Specialists can be found at the website www.arbss.org (courses). This should be a prerequisite for viewing Tier III modules. (<https://arbss.org/courses-2/>)

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Purpose of This Module


Participants will learn how individualized intervention fits within the three-tiered system

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Slide #2
[Purpose of This Module]



Objectives

Participants will learn about:

- Introduction to PBIS Tier III
- Foundations of behavior management
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plans
- Wraparound
- Teaming at Tier III
- Readiness for Tier III



Slide #3
[Objectives]

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The Tiered Fidelity Inventory (TFI)
Tier III Planning Tool

<p>TEAM</p> <ul style="list-style-type: none"> ▪ 3.1 Team Composition ▪ 3.2 Team Operating Procedures ▪ 3.3 Screening ▪ 3.4 Student Support Team <p>RESOURCES</p> <ul style="list-style-type: none"> ▪ 3.5 Staffing ▪ 3.6 Student/Family/Community Involvement ▪ 3.7 Professional Development 	<p>SUPPORT PLANS</p> <ul style="list-style-type: none"> ▪ 3.8 Quality of Life Indicators ▪ 3.9 Academic, Social, and Physical Indicators ▪ 3.10 Hypothesis Statement ▪ 3.11 Comprehensive Support ▪ 3.12 Natural and Formal Supports ▪ 3.13 Access to Tier I and Tier II Support <p>EVALUATION</p> <ul style="list-style-type: none"> ▪ 3.14 Data System ▪ 3.15 Data-Based Decision Making ▪ 3.16 Level of Use ▪ 3.17 Annual Evaluation
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Slide #4

[The Tiered Fidelity Inventory (TFI) Tier III Planning Tool]

Trainer Notes:

- The TFI will be used throughout PBIS modules. Each module aligns with one or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, items 3.6, 3.7 3.12 and 3.13 will be addressed.

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Introduction to the Case Study

- In each of these modules, we are going to follow a Case Study to illustrate the process of Tier III.
- In this module, the Case Study will focus on the process a school undertook to determine their readiness for Tier III and to begin their initial implementation.

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Slide #5

[Introduction to the Case Study]

Trainer Notes:

The school and people presented in this case study are fictional. The purpose of the Case Study is to provide a concrete example of Tier III processes to enhance participant understanding.

University Heights Elementary



- University Heights Elementary School has 500 students in grades 1-4.
- They began implementing Tier I of PBIS 5 years ago.
- They have been doing Tier II Interventions (Check-In, Check-Out and Big Buddy Social Skills Groups) for the past 2 years.
- Because they have a small group of students who are still experiencing behavioral difficulties, they are exploring the process of Tier III implementation.



Slide #6

[University Heights Elementary]

Training Section One

Introduction to PBIS Tier III

Slides 7 - 14

Goals

Participants will learn

- The purpose of Tier III
- Tier III core features
- How to transition into Tier III

Introduction to PBIS Tier III



Slide #7

[Introduction to PBIS Tier III]

Purpose of Tier III

The purpose of Tier III is to provide intensive supports for students who exhibit academic or behavior difficulties over an extended period of time in multiple settings (e.g., school, home, community).




Slide #8

[Purpose of Tier III]

Trainer Notes:

Tier III interventions of support are also referred to as the tertiary level.

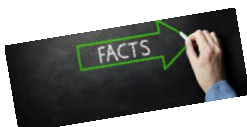
- This level of support consists of individualized interventions that target the function, or cause, of the student's behavior.
- Students typically receive Tier III supports due to non-responsiveness to secondary interventions and intensity of behavior (e.g., self-injurious behavior, severe aggression) (*Simonsen et al, 2010*).




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Tier III Focuses on Intensity of Need *not defined by one class of behavior*

Some Important Facts:

- Behavioral need may be internalizing and/or externalizing.
- Tier III is for students in special or general education.
- Tier III interventions address long-term or short term needs.



Slide #9

[Tier III Focuses on Intensity of Need]

Trainer Notes:

- Animations. Click once for pictures and Reminders about the Facts.
- Click again for first bullet. Click again for 2nd bullet. Click again for bullets 3-4.
- Examples of behaviors:
 - Internalizing: anxiety (e.g., biting fingernails, rocking back and forth), depression (e.g., not engaging in preferred activities, sleeping in class), withdrawal from peers
 - Externalizing: throwing chairs, screaming obscenities, hitting others

Students in Tier III

- Students in Tier III still receive Tier I core instruction.
- Students in Tier III are still eligible for all Tier I acknowledgments and incentives.
- Students in Tier III may still have access to Tier II interventions if the team decides it's appropriate and helpful.
- Tier III Behavior Intervention Plans/Wraparound Plans should document how access to Tier I and Tier II supports will occur.

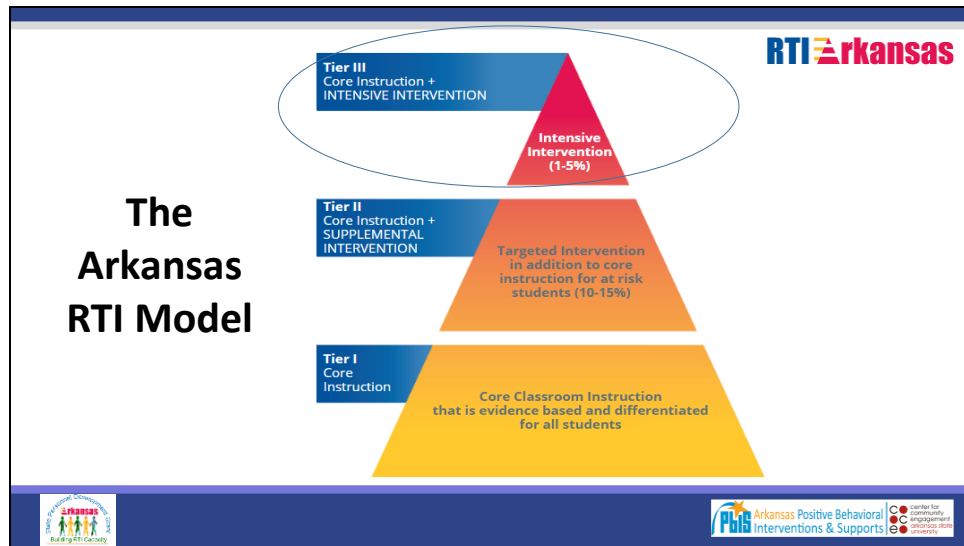


Slide #10

[Students in Tier III]

Trainer Notes:

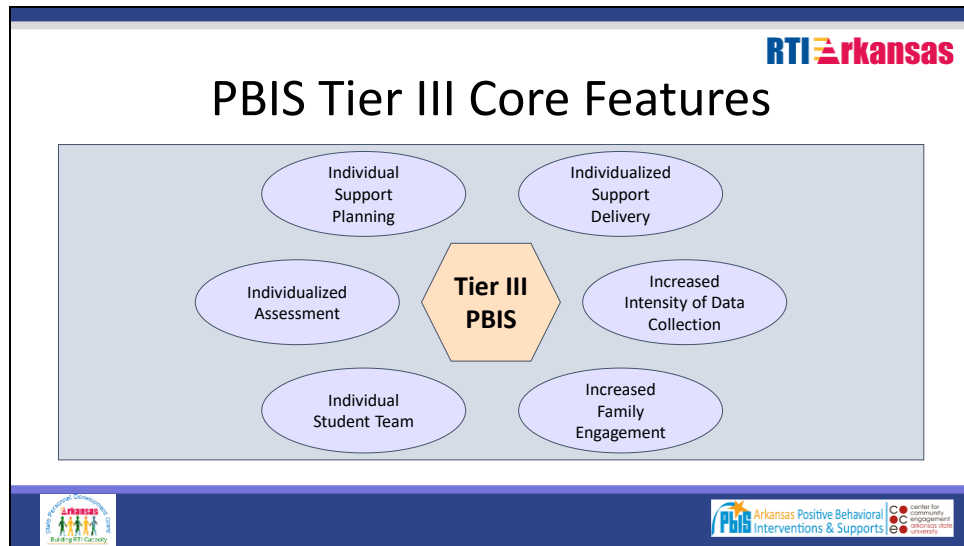
Students in Tier III still receive reminders about the school-wide and classroom behavior expectations; are still eligible to be acknowledged for Tier I behaviors and are included in Tier I celebrations; are still able to remain in CICO or social skills groups, if needed; etc.



Slide #11
[The Arkansas RTI Model]

Trainer Notes:

- This is the Arkansas RTI model, which shows the levels of support available for students, and what types of supports they receive at each tier.
- The circled area shows where Tier III fits in the model; individualized intervention for a very small percentage of students (1-5%).



Slide #12

[PBIS Tier III Core Features]

Trainer Notes:

- Tier III provides specialized and intensive supports for students who have a history of behavior and academic difficulties over an extended period of time across multiple domains (e.g., school, home, community).
- Tier III involves identifying and providing individualized supports to students who require intensive supports.

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Transitioning to Tier III

- Behavior professionals team up with family, teachers, and community to support students.
- A functional behavior assessment is completed.
- A behavior intervention plan is created.
- Collaboration among school professionals, community, parents, and students is essential.

Slide #13
[Transitioning to Tier III]

Trainer Notes:

- Despite our best efforts in Tiers I and II, some students require more intensive support and planning.
- At this level, the behavior professionals in the school need to team up with the family and teachers to learn more about the student and create a comprehensive individualized behavior plan.
- The first step in this process is to complete a functional behavior assessment (FBA) and then develop a behavior intervention plan (BIP).
- Most importantly, Tier III will require the collaborative efforts of professionals from the school and community and parents to fully achieve student success.

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Table Talk

How would you describe Tier III to your staff based upon your implementation of Tiers I and II?

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Slide #14
[Table Talk]

Trainer Notes:

- Notes for guiding the discussion:
 - Review Tier I.
 - Review Tier II and when and how students are referred to Tier II.
- Below are some key points:
 - Tier III is focused on an individual with chronic or sometimes dangerous behaviors.
 - Tier III uses a team approach to enhance students' quality of life and the quality of life of the school as a whole.
 - Tier III is targeting those behaviors which continue despite Tier I (and possibly Tier II) input and intervention.
 - The Tier III target audience is much smaller but will have significant impact on the school culture as well as individual outcomes.



DISCUSSION

Tier III Overview for Staff

- Use the trainer notes above to lead a discussion around providing a Tier III overview to staff that builds on the implementation of Tiers I and II.
- Engage participants in a discussion on what they might include in a Tier III introduction to staff.

Training Section Two

Foundations of Behavior Management

Slides 15 - 22

Goals

Participants will learn

- The foundations of behavior
- Basic principles of ABA

Foundations of Behavior Management

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Slide #15

[Foundations of Behavior Management]

Trainer Notes:

This section addresses some underlying assumptions, basic concepts, myths and misconceptions, and historical foundations of the study of behavior and behavior management.

What is Behavior?

- Behavior is every action by a person that can be seen or heard.
- Behavior is best defined in a way that is:
 - Observable
 - Measurable
 - Described in concrete terms
- Example: During math class, Jimmy stands up, picks up his book from his desk and throws it on the floor next to his desk.



Slide #16

[What is Behavior?]

Trainer Notes:

When we hear the word “behavior,” we may often think of it in terms of challenging behavior; however, it also refers to those appropriate/desired skills that a child demonstrates (e.g., taking turns playing a game, washing the dishes, taking a break when they are feeling frustrated, etc.).

Explore and Investigate Behavior

- There is science behind understanding the behaviors of the students we support.
- Our challenge is to understand its context.



Slide #17

[Explore and Investigate Behavior]

Trainer Notes:

Understanding why individuals behave the way they do and how behavior may be learned, changed, or modified is the primary concern of Tier III.



Slide #18
[Historical Foundations]

Trainer Notes:

The behavior of individuals has been influenced since the beginning of civilization (*Alberto & Troutman, 2013*).

Behavior and Consequences

- **Burrhus Frederic Skinner: Father of Operant Conditioning**
 - Reinforced behavior is more likely to be repeated.
 - Behavior that is not reinforced is less likely to be repeated.
- **Based on Thorndike's Law of Effect**
 - Behavior that is followed by pleasant consequences is likely to be repeated.
 - Behavior followed by unpleasant consequences is less likely to be repeated.



Slide #19

[Behavior and Consequences]

Trainer Notes:

- Operant conditioning – explains and predicts changing human behavior. It focuses on the consequences of behavior and the relationship between the behavior and the consequence.
 - What happens prior to the behavior? What happens after the behavior?
- Note: the words pleasant and unpleasant used in Thorndike's Law of Effect refer to behaviors that are adaptive or productive for the individual vs. behaviors that are maladaptive or result in exposure to aversive conditions.

Applied Behavior Analysis (ABA)

ABA is the science in which procedures derived from the principles of learning are systematically applied...

- to *improve socially significant behavior*
- to demonstrate experimentally that the procedures used were responsible for the improvement in behavior



Cooper, Heron, and Heward (2007)



Slide #20

[Applied Behavior Analysis (ABA)]

Trainer Notes:

- Every behavior has an antecedent (what happens immediately before the behavior) and a consequence (what happens right after the behavior).
- We need to modify these in order to have an effect on a behavior.
- From Psychology Today (<https://www.psychologytoday.com/us/therapy-types/applied-behavior-analysis>): “Applied Behavior Analysis (ABA) is a type of therapy that focuses on improving specific behaviors, such as social skills, communication, reading, and academics as well as adaptive learning skills, such as fine motor dexterity, hygiene, grooming, domestic capabilities, punctuality, and job competence. ABA is effective for children and adults with psychological disorders in a variety of settings, including schools, workplaces, homes, and clinics. It has also been shown that consistent ABA can significantly improve behaviors and skills and decrease the need for special services.”
- From Integrated Behavioral Solutions (<https://ibs.cc/science-of-aba/>): “...behaviors are assessed within the context of their functional relationship with their environment. That is, for example, how does my behavior (e.g., my language or my social interactions with other people) change my environment—the things and people around me—to such a degree that it is more or less likely to occur in the future?”

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Basic Principles of ABA

- Behavior is learned through experience in the environment.
- All behaviors have antecedents and consequences.
- Reinforcement and punishment are processes through which consequences impact behavior.

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Slide #21
[Basic Principles of ABA]

Trainer Notes:

- Antecedents are events that happen immediately before the behavior; consequences are events that happen immediately after the behavior.
- Building on the Jimmy example in the last slide, the antecedent to the behavior would be the teacher asking students to work on math problems. The behavior prompted by the antecedent was to throw the math book on the ground. In this case, the consequence provided was a trip to the office.
- Teachers can use modeling to teach an acceptable replacement behavior, such as asking for help or a break when frustrated or “stuck” on a math problem, in Jimmy’s case.

The slide features a blue watercolor-style background on the left with the title "Basic Principles of ABA (cont.)" in white. On the right, three bullet points are listed. The top right corner has the "RTI Arkansas" logo. The bottom of the slide contains several logos: "Arkansas Building the Future" on the left, "Arkansas Positive Behavioral Interventions & Supports" in the center, and "Center for Community Engagement & University" on the right.

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Basic Principles of ABA (cont.)

- Behavior is strengthened by reinforcement.
- Behavior is weakened by punishment.
- Reinforcement is more effective for teaching desired behavior.

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Slide #22

[Basic Principles of ABA (cont.)]

Trainer Notes:

- In managing classroom behavior and designing interventions, it is critical that teachers understand these principles. Sometimes teachers inadvertently reinforce behaviors. For example, Jimmy gets sent to the office during math class because of disruption (throwing textbook on the floor). However, getting sent to the office was not a punishment to Jimmy, but rather reinforced the behavior because he wanted to get out of doing the math work.
- Reinforcement allows us to avoid some of the unwanted effects that can result from punishment procedures.

Training Section Three

Functional Behavior Assessment

Slides 23 - 31

Goals

Participants will learn

- What FBA is
- What FBA looks like

Functional Behavior Assessment



Slide #23

[Functional Behavior Assessment]

Trainer Notes:

This section will provide a brief overview of Functional Behavior Assessment. PBIS Tier III Module 4 will cover FBA in greater detail.

Research Supporting Effectiveness

- Interventions based on functional behavior assessment reduced problem behavior an average of 70.5% (Gage, Lewis, & Stichter, 2012).
- Behavior intervention plans that were function-based had greater impact on reducing the number of problem behaviors (Ingram, Lewis-Palmer, & Sugai, 2005).



Slide #24

[Research Supporting Effectiveness]

Trainer Notes:

- There are many studies demonstrating the positive effects of FBA-based interventions and a growing body of research signifying that typical school personnel, with proper training, can develop effective BIPs.
- The interventions implemented with fidelity had greater impact than those that were not implemented with fidelity (Cook, et al, 2012).
- A student's disruptive behavior was substantially decreased when the function-based intervention was implemented. Additionally, the teacher, as well as the student, rated the intervention as acceptable (Hoff, Ervin & Friman, 2005).

Functional Behavior Assessment

- A Functional Behavior Assessment (FBA) is a problem-solving process that addresses a challenging behavior.
- This process examines the underlying function of a student's behavior that impedes the learning of the student or the learning of the student's peers.



Slide #25

[Functional Behavior Assessment]

Trainer Notes:

- The purpose of conducting an FBA is to identify the function of a student's misbehavior.
- It looks beyond the "form" of the behavior (what it looks like and sounds like) and focuses on the underlying "cause" to maintain the behavior (the function).
- All behavior serves a specific function; a student will behave a certain way to fulfill a need OR gain a desired payoff.

Complexity of an FBA

- For mild to moderate problem behaviors that are not physically threatening to the self or others, and which occur over no more than two school routines, school personnel can conduct the FBA.
- For more serious problem behaviors, trained personnel may need to conduct the FBA.



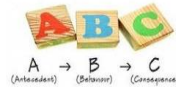
Slide #26

[Complexity of an FBA]

Trainer Notes:

- “An FBA that is conducted without the FA step is considered to be a practical, simple or ‘basic’ FBA, while an FBA that includes the FA step is considered to be a ‘complex’ FBA.” (Loman, Strickland-Cohen, Borgmeier, & Horner, 2013)
- “Emerging but compelling recent research supports the implementation of basic FBAs (i.e., limited to no more than two school routines and the problem behaviors are not physically threatening to the student or adults) that can be completed by typical school personnel.” (Loman & Horner, 2013; Strickland-Cohen & Horner 2015).
- A basic FBA may be conducted by school staff.
- A complex FBA requires outside staff support from a behavior specialist trained to conduct complex FBA.

Antecedent-Behavior-Consequence



Determine the relationships between the student's problem behavior and aspects of their environment using the ABCs:

- **A**ntecedent - What happens before the target behavior
- **B**ehavior
- **C**onsequence - What happens after the target behavior



Slide #27

[Antecedent-Behavior-Consequence]

Trainer Notes:

Through completing an ABC, the team looks at the target behavior and describes the condition surrounding the behavior in context. This helps to simplify complex behavior chains for a more effective intervention plan (Baer, Wolf, & Risley, 1968; Bijou & Baer, 1961; Skinner, 1953).



DISCUSSION

Completing an A-B-C

- Have participants think about a specific behavior incident with a student. Have them try to identify the antecedent, describe the behavior in observable/measurable terms, then identify the consequence.
- Now, consider what they could do in the future to prevent the behavior; would a different consequence make the behavior less likely to repeat?



Slide #28
[Videos: Function of Behavior]



Slide #29
[Function Video]

Trainer Notes:

- This video explains possible reasons behaviors occur and strategies teachers can use to change those behaviors based on their function.
- It gives the viewer a snapshot of the ABCs of data collection to find the function of the behavior using the acronym "S.E.A.T." (S for sensory, E for escape, A for attention, and T for tangible).
- Video is on YouTube: "Functions of Behavior (Behaviorbabe) / slower version". The website linked from there is behaviorbabe.com and the owner is Dr. Amanda N. Kelly. Link to video: <https://www.youtube.com/watch?v=f0CnHVptht0>

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Video: Behavior Scenario

What do you think
the function is?



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Slide #30

[Video: Behavior Scenario]

Trainer Notes:

- What do you think is the function of the behavior, based on this video?
- Can you identify which of the functions from the S.E.A.T. acronym are being displayed in this scenario?
- Link to video: <https://www.youtube.com/watch?v=K4-XCebLwFA>
- Citation: YouTube account UABehavior prof – title: Classroom Management: Function Video 5

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Table Talk

Collaboration in FBA:

- Is it practical to ask a regular education teacher to be involved in the FBA process?
- What about the music teacher, the librarian, or a resource teacher?

Discuss the parties that should be involved in the process.

Slide #31
[Table Talk]

Trainer Notes:

- A successful FBA requires a team approach.
- The team is comprised of people who know the student best.
- This collaborative approach is best designed with the support of building administration; behavior specialist; ALL teachers, counselors, and school psychologists involved with the target student; and with parental involvement and student input.
- All parties are essential to the outcome of the process.
- On what aspect of the student and the behaviors present will they have valuable input? Given your school population, list members (titles) you would select for an FBA/BIP team.
- Reference: SWPBIS Tiered Fidelity Inventory Teams Subscale, beginning on page 17 of the tool. Link:
[https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20\(TFI\).pdf](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf)



DISCUSSION

Collaboration in FBA

Use the trainer notes to guide a discussion on collaboration in FBA. Who could and should be involved in the process?

Training Section Four

Behavior Intervention Plan

Slides 32 - 38

Goals

Participants will learn

- What a BIP is
- Steps in the FBA/BIP process
- Basic principles of BIPs

Behavior Intervention Plan (BIP)



Slide #32

[Behavior Intervention Plan (BIP)]

Trainer Notes:

- This section will provide a brief overview of Behavior Intervention Plan (BIP).
- The PBIS Tier III Module 5 will cover the BIP in greater detail.

What we sometimes see as
a failure to **BEHAVE**
properly,
is actually a failure to
COMMUNICATE
properly.

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Slide #33
[Communication Quote]

Trainer Notes:

In other words, if a student isn't able to communicate what is wrong, what they need, or that they need help, etc.... they will continue the behavior that works for them.

Behavior Intervention Plan (BIP)

- Based on the results of the Functional Behavior Assessment
- Designed to teach and reinforce replacement behaviors
- Defines the behavior, reasons the behavior occurs, and intervention strategies that will take place when the behavior occurs



Slide #34

[Behavior Intervention Plan (BIP)]

Trainer Notes:

- The behavior intervention plan (BIP) is designed using an instructional approach, similar to that used by teachers for designing academic instruction.
- It defines how an educational setting will be changed to improve the behavioral success of the student.

Steps in the FBA/BIP Process

- Establish a team.
- Identify the interfering or problem behavior.
- Collect baseline data.
- Form a hypothesis statement.
- Develop interventions and decide on a behavior intervention plan (BIP).
- Monitor the chosen intervention's effectiveness.



Slide #35

[Steps in the FBA/BIP Process]

Trainer Notes:

- Completing an FBA and developing a BIP are done when a student's behavior significantly impedes his learning or the learning of his classmates.
- In order for the BIP to be successful, the student **MUST** be a part of the planning process.

Progress Monitoring

- The BIP should be reviewed by the **ACTION TEAM** on a regular basis.
- Assess **fidelity of implementation**.
- Assess **social validity**.



Slide #36

[Progress Monitoring]

Trainer Notes:

- Note: Teaming at Tier III will be addressed in Module 2. Action teams are small teams that are created to work with each individual student.
- A BIP should be monitored and adjusted as needed.
- A BIP doesn't always work as planned. Here are two of the most common reasons:
 - A mismatch between the function and the intervention. Sometimes the Tier III team assumes the misbehavior happens for one reason, but the real reason is completely something else.
 - A failure to monitor and adjust the rewards or reinforcement for appropriate behavior over time. What works at first might soon become "old hat" and need to be switched up.
- Social validity refers to the extent that replacement behaviors are appropriate; intervention procedures are acceptable, important and significant; changes in target and collateral behaviors are produced.

Principles of the BIP Process

The FBA and BIP incorporate several critical principles that shape the process:

- Quality of Life (QoL)
- Self-determination
- Person-Centered Planning (PCP)



Slide #37

[Principles of the BIP Process]

Trainer Notes:

- Quality of Life is used to measure outcomes that lead to feeling satisfied in life.
- Four characteristics that identify self-determined actions (Wehmeyer & Schalock, 2001):
 - The person acted autonomously.
 - The action was self-regulated.
 - The person initiated and responded to the event(s) in a “psychologically empowered” manner.
 - The person acted in a self-realizing manner as students seek to have needs met, their choices and decisions are made based in part upon what motivates them. Their actions are evidence of their choices.
- Allowing the student a voice and encouraging them to be an active participant further guides the FBA/BIP implementation. The individual is the focus of the planning process. The individual helps decide who will be invited to be on the planning team as part of person-centered planning.
- Another aspect of Person-Centered Planning is recognizing the abilities of ordinary individuals who can teach skills, model appropriate behaviors, and foster interdependent relationships with those with needs (Wehmeyer & Schalock, 2001).
- We will go more in-depth about these three principles in Module 5: Behavior Intervention Plan.

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Table Talk

What is the relationship between Functional Behavior Assessment and the Behavior Intervention Plan?

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Slide #38
[Table Talk]

Trainer Notes:

Guiding the discussion:

- Considering the population that requires Functional Behavior Assessment (FBA) application, are we prepared for the interventions to take a period of time to see results?
- Recognizing that identifying the function of behaviors is the largest indicator of success in implementing the Behavior Intervention Plan (BIP), the FBA is critical.
- Schools should be aware that there are many steps to move from identification to intervention planning and implementation.
- One step that should always be considered is adherence/fidelity of the BIP and monitoring of outcomes.



DISCUSSION

The FBA/BIP Relationship

- Use the trainer notes to guide a discussion around the relationship of FBA to the BIP.
- Stress the importance of getting relevant, thorough information during the FBA in order to determine the function of behavior and create a solid BIP that sets the student up for success.

Training Section Five

Wraparound

Slides 39 - 42

Goals

Participants will learn

- What wraparound is
- When wraparound is needed
- Who is involved in wraparound

Wraparound



Slide #39
[Wraparound]

What is Wraparound?

- Wraparound is a community-based process used to build support networks for students with emotional or behavioral challenges.
- Wraparound plans address multiple life domains (e.g., physical, safety, academic, social, career).
- Wraparound plans are family-centered.
- Wraparound plans bring the agencies with which the student is involved (e.g., mental health, social services) to the table to work together with the family to design interventions based on the student's goals.



Slide #40

[What is Wraparound?]

When is Wraparound Needed?

Not all students receiving Tier III services will need wraparound.
Wraparound is needed when...

- Students have multiple needs across a number of settings, such as home, school, and community.
- Students are at-risk for alternative placement.
- Students have many agencies involved in their lives (such as social workers, counselors, teachers, probation officers) who need to coordinate their care to assure the best outcomes for the student.
- Students have guardians who are disengaged or not getting along.



Eric Bruns, PhD, University of Washington School of Medicine, Annual Northwest PBIS Conference, 2019



Slide #41

[When is Wraparound Needed?]

Who is Involved in Wraparound?

- Each district needs to have a contact person who is in touch with community agencies who may need to be involved on a student's wraparound team.
- These agencies may include mental health agencies, social work agencies, juvenile justice, faith-based organizations, employment services, housing departments, recovery support groups, etc.
- Because wraparound is a family-centered process, the student's family also needs to be part of the process.



Slide #42

[Who is Involved in Wraparound?]

Training Section Six

Teaming at Tier III

Slides 43 - 46

Goal

Participants will learn about the team composition, resources, and professional development needed for Tier III.

Teaming at Tier III



Slide #43
[Teaming at Tier III]

Team **Team-Based Processes**

- Tier III systems, data, and practices are led by a team.
- This intensive system must include the following:
 - Personnel who are trained in the basic principles of behavior, functional assessment, and behavior support planning
 - A system for early identification and referral
 - An organizational structure that allows for flexible teaming and planning

Logos: Arkansas Department of Education, RTI Arkansas, Arkansas Positive Behavioral Interventions & Supports, Center for Community Engagement & Leadership, University of Arkansas

Slide #44
[Team-Based Process]

Trainer Notes:

- Team composition in Tier III should include five aspects:
 1. Applied behavioral expertise
 2. Administrative authority
 3. Multi-agency support
 4. Knowledge of students
 5. Knowledge about the operations of the school across grade levels and programs
- Individual action teams are formed to design and implement individual student plans. The action teams should include those adults who are typically involved with the student on a daily basis.
- More information on teaming will be included in Module 2: Tier III Leadership.

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Resources Needed

Team members working with individual students will need time for the following:

- Attending trainings to develop expertise
- Conducting the FBA
- Developing, implementing, and monitoring the resulting BIP

Slide #45
[Resources Needed]

Trainer Notes:

- Adequate time will be needed for the development of Tier III systems, data, and practices.
- The development of supports, collaboration as a team and with the student, professional development, staff release time, and availability of service professionals all require a time commitment.
- Refer to the SWPBIS Tiered Fidelity Inventory Tier III Intensive Features Resources subscale as a guide for thinking about allocated time demands for this level.
 - Reference link (beginning on page 17 of the tool):
[https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20\(TFI\).pdf](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf)

Professional Development

- Depending upon their role, staff members will need varying levels of professional development around Tier III.
- Staff members serving on Core (systems) and Action (individual student) teams may need professional development on basic behavioral theory, function of behavior, and function-based interventions.
- A written process should be developed to teach and coach all relevant staff on Tier III theory and components.



Slide #46

[Professional Development]

Trainer Notes:

Core and Action teams will be defined and discussed in Module 2.

Training Section Seven

Readiness Criteria

Slides 47 - 57

Goal

Participants will learn how to get ready for Tier III implementation.

Readiness Criteria



Slide #47
[Readiness Criteria]

Readiness Criteria

- Readiness for Tier III implementation requires that Tier I and Tier II systems, data, and practices are implemented in a consistent and efficient manner.
- **Checkpoint:**
 - Fidelity checks (e.g., TFI, SAS)
 - School-wide discipline data
 - Tier III team identified



Slide #48

[Readiness Criteria]

Trainer Notes:

- Refer to Tier II modules and to the TFI for Tier II implementation.
- In general, Tier II full implementation consists of the following:
 - There is a standard system to identify students for Tier II supports.
 - There is a process to identify the function of behavior and match the intervention to the function.
 - Specific goals are determined for each student.
 - At least one research-based small group and/or targeted behavioral intervention is implemented.
 - Staff are trained on the Tier II system and data decision rules as well as their role in implementing the interventions.
 - Standard data are collected for each student and used for making decisions.
 - Data decision rules are in place and consistently followed.
 - Family members receive regular updates about their child's progress.

Fidelity of Universal Systems

Ideally, before implementing Tier III, schools should have...

- **SWPBIS Tiered Fidelity Inventory (TFI) Tier I** score of 70%
- **Self-Assessment Survey (SAS)** results of 80% or more features in place for school-wide systems, non-classroom systems, and classroom systems



Slide #49

[Fidelity of Universal Systems]

Trainer Notes:

- The first readiness indicator, the TFI, provides evidence that universals are implemented with fidelity.
- As schools implement Tier II and Tier III interventions, it is important that Tier I remains firmly in place so the numbers of students identified as requiring targeted and individualized interventions can be efficiently served (Missouri SW-PBS, 2017).
- The SAS is a tool used to measure how well staff think that PBIS is being implemented.

School-wide Discipline Data

- Office Discipline Referral (ODR) data should indicate that at least 80% of students are responding well to Tier I (in the 0-1 referral range).
- Before moving to Tier III, schools should be consistently using school-wide data for making decisions.

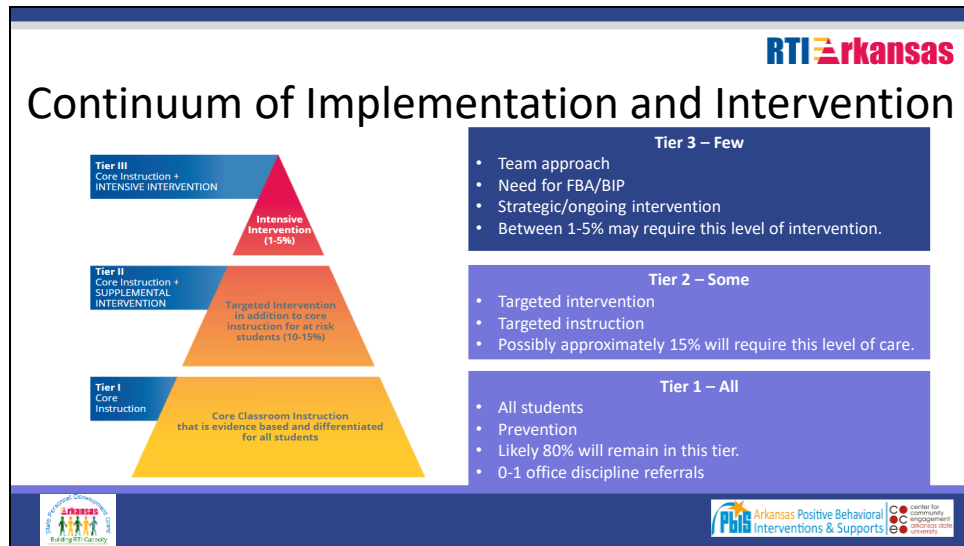


Slide #50

[School-wide Discipline Data]

Trainer Notes:

- As teams move to Tier III, it is crucial that at least 80% of students are responding to Tier I.
- It is unrealistic for schools to provide targeted or individual supports for more than 20% of their students.
- Data-based decision making is the process of using relevant information to make objective decisions.
- This also provides ongoing data to ensure that Tier I is implemented with fidelity.
- Best practice:
 - Use available data.
 - Make data collection easy (<1% of staff time).
 - Develop relevant questions.
 - Display data in efficient ways.



Slide #51

[Continuum of Implementation and Intervention]

Trainer Notes:

- This is a graphic representation of the three tiers of support (this is the Arkansas RTI model) and what each tier represents.
- As the identified student(s) require an increase in intervention intensity, the number of adults providing services for the student increases as well.
- The largest portion of students should be in Tier I. If the triangle is in reverse (or well beyond 5% in Tier III), a look at implementation fidelity and retraining needs to occur.

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Tier III Team

A core group of staff have been identified who will serve on the Tier III team. At minimum, this should consist of the following:

- Administrator
- Member with behavioral expertise
- Member with academic expertise
- Crossover member with Tier II expertise



Slide #52
[Tier III Team]

Trainer Notes:


- A core group of team members will attend trainings (an administrator, a member with behavioral expertise, and a member with academic expertise).
- An administrator must be an active participant on the team since they will have knowledge of all aspects of the school and the authority to make decisions.
- The team should include at least one member of the team who has behavioral expertise, at least one member who has academic expertise, and one team member who has been identified as a crossover member who will serve on the Tier II and Tier III teams.
- The crossover member will ensure accurate and timely communication between the Tier II and III teams.
- These members should be responsible and committed to implementing a full continuum of interventions.
- The Tier III team should be available for trainings and to observe modeling of interventions.
- District level support and communication is vital for the durability of the Tier III system.

Checklist Review

You can use the readiness checklists on the following three slides to determine your school's capacity for building a Tier III team.






Slide #53
[Checklist Review]

RTI 

Tier III Readiness Checklist

TIER III READINESS GUIDELINE	TIER III READINESS GUIDELINE
<p>Tiered Fidelity Inventory (TFI) with 70% or higher on both Tier I and Tier II.</p> <p>Score and date Tier I _____ 70% Criteria met? Yes No Score and date Tier II _____ 70% Criteria met? Yes No</p> <p>Self-Assessment Survey (SAS) results indicate current status of 80% or more features in place for:</p> <ul style="list-style-type: none"> • Schoolwide Systems • Non-classroom Setting Systems • Classroom Systems <p>Score and date _____ 80% Criteria met? Yes No</p> <p>Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.</p> <p>Percentage in 0-1 range _____ 80% Criteria met? Yes No</p> <p>Data demonstrate reduction in classroom minor referrals over at least a one year period.</p> <p>Classroom Minor Referrals collected? Yes No If Yes: Number of previous year's Classroom Minors _____ Number of current year's Classroom Minors _____</p> <p>Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.</p> <p>Big 5 used monthly for decision-making? Yes No</p> <p><small>Adapted from MO SW-PBS Tier III Workbook</small></p>	<p>Tier II systems and processes are in place, including:</p> <ol style="list-style-type: none"> 1. System for identifying students 2. Process to identify function of behavior and match intervention to the function 3. Full implementation of at least one research-based small-group and/or targeted behavioral intervention 4. Ongoing staff training for implementation of interventions 5. Data decision rules for deciding when to continue, intensify, change, or fade intervention 6. System for communicating and collaborating with parents and other family members about students' progress <p>Administrator and core group of staff who will serve on Tier 3 team:</p> <ul style="list-style-type: none"> • Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise) • At least one member with behavioral expertise • At least one member with academic expertise • Crossover member from Tier II team <p>Access to district level support</p>

Slide #54

[Tier III Readiness Checklist]

Trainer Notes:

- This checklist, adapted from MO SW-PBS, is available as a handout on the next page.
- It is highly recommended that schools make sure these criteria are met before implementing Tier III.
- <http://cce.astate.edu/pbis/wp-content/uploads/2020/11/Tier-III-Readiness-Guideline.docx>



EXAMPLE

Tier III Readiness Guideline

This checklist is presented as a handout on page 67.

TIER III READINESS GUIDELINE

Tiered Fidelity Inventory (TFI) with 70% or higher on both Tier I and Tier II.

Score and date Tier I _____ 70% Criteria met? Yes No
 Score and date Tier II _____ 70% Criteria met? Yes No

Self-Assessment Survey (SAS) results indicate current status of 80% or more features in place for:

- Schoolwide Systems
- Non-classroom Setting Systems
- Classroom Systems

Score and date _____ 80% Criteria met? Yes No

Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.

Percentage in 0-1 range _____ 80% Criteria met? Yes No

Data demonstrate reduction in classroom minor referrals over at least a one year period.

Classroom Minor Referrals collected? Yes No

If Yes: Number of previous year's Classroom Minors _____
 Number of current year's Classroom Minors _____

Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.

Big 5 used monthly for decision-making? Yes No


TIER III READINESS GUIDELINE

Tier II systems and processes are in place, including:

1. System for identifying students
2. Process to identify function of behavior and match intervention to the function
3. Full implementation of at least one research-based small-group and/or targeted behavioral intervention
4. Ongoing staff training for implementation of interventions
5. Data decision rules for deciding when to continue, intensify, change, or fade intervention
6. System for communicating and collaborating with parents and other family members about students' progress

Administrator and core group of staff who will serve on Tier 3 team:

- Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)
 - At least one member with behavioral expertise
 - At least one member with academic expertise
 - Crossover member from Tier II team
- Access to district level support


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Tier III Readiness Guide with Action Planning




Note: Tier III implementation decisions should be based on local context and in coordination with local coaches and technical assistance providers. Below is an interactive guide (helpful resources are hyperlinked) to help schools determine readiness for Tier III. It is important to have data to substantiate your responses, so some possible data sources are listed below.

Page 1

Guiding Questions	Status/Update	Possible Data Sources	Notes, Action Plans
What is our WHY? Why do we want to implement Tier III?		Mission or Vision statement	
Are administration and staff committed to implementing Tier III?		Survey	
Do we have resources to implement Tier III? (e.g., personnel, expertise, resource allocation for interventions, etc.)		<ul style="list-style-type: none"> School Improvement Plan priorities Mental health partners Initiative Inventory 	
Recommended Tier III Readiness Criteria:			
<ul style="list-style-type: none"> 70% or higher on the Tiered Fidelity Inventory (TFI) 80% or higher on the Self-Assessment Survey (SAS) Effective classroom practices are being implemented 		<ul style="list-style-type: none"> 80% of students with 1 or fewer discipline referrals A sufficient number of Tier II interventions are accessible 80% of students in Tier II have positive outcomes 	

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Slide #55

[Tier III Readiness Guide with Action Planning, Page 1]

Trainer Notes:

- This is page 1 of the Tier III Building Readiness Checklist/Guide.
- The Readiness Guide is on pages 70-71.
- <http://cce.astate.edu/pbis/leadership-at-tier-iii/>



EXAMPLE

Tier III Readiness Guide with Action Planning

This guide is presented as a handout on pages 70 – 71.

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Guiding Questions	Status/Update	Possible Data Sources	Notes, Action Plans
How well are we implementing Tier I and Tier II?		<ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI) Self-Assessment Survey (SAS) Student outcomes 	
How many students are following the school-wide expectations most of the time?		School-wide discipline data	
Are we regularly collecting and reviewing school-wide discipline data and sharing with stakeholders?		<ul style="list-style-type: none"> Communication Plan Team meeting minutes 	
Are effective classroom practices being implemented widely? Are classroom minor data being documented?		Classroom Checklists	
Are Tier II intervention data being collected and reviewed regularly?		Team meeting minutes	
Is our current data system capable of supporting Tier III data?			

Page 2

RTI Arkansas





Slide #56

[Tier III Readiness Guide with Action Planning, Page 2]

Trainer Notes:

This guide is on the CCE PBIS website here: <http://cce.astate.edu/pbis/leadership-at-tier-iii/>

Tier III Readiness Guide with Action Planning

Note: Tier III implementation decisions should be based on local context and in coordination with local coaches and technical assistance providers.

Below is an interactive guide (helpful resources are hyperlinked) to help schools determine readiness for Tier III. It is important to have data to substantiate your responses, so some possible data sources are listed below.

Guiding Questions	Status/Update	Possible Data Sources	Notes, Action Plans
What is our WHY? Why do we want to implement Tier III ?		Mission or Vision statement	
Are administration and staff committed to implementing Tier III?		Survey	
Do we have resources to implement Tier III ? (e.g., personnel, expertise, resource allocation for interventions, etc.)		<ul style="list-style-type: none"> School Improvement Plan priorities Mental health partners Initiative Inventory 	
Recommended Tier III Readiness Criteria:			
<ul style="list-style-type: none"> 70% or higher on the Tiered Fidelity Inventory (TFI) 80% or higher on the Self-Assessment Survey (SAS) Effective classroom practices are being implemented 	<ul style="list-style-type: none"> 80% of students with 1 or fewer discipline referrals A sufficient number of Tier II interventions are accessible 80% of students in Tier II have positive outcomes 		

Guiding Questions	Status/Update	Possible Data Sources	Notes, Action Plans
How well are we implementing Tier I and Tier II?		<ul style="list-style-type: none"> • Tiered Fidelity Inventory (TFI) • Self-Assessment Survey (SAS) • Student outcomes 	
How many students are following the school-wide expectations most of the time?		School-wide discipline data	
Are we regularly collecting and reviewing school-wide discipline data and sharing with stakeholders?		<ul style="list-style-type: none"> • Communication Plan • Team meeting minutes 	
Are effective classroom practices being implemented widely? Are classroom minor data being documented?		<ul style="list-style-type: none"> • Classroom Checklists 	
Are Tier II intervention data being collected and reviewed regularly?		Team meeting minutes	
Is our current data system capable of supporting Tier III data?			

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Table Talk

- Which indicators are in place for your school?
- Which indicators are not in place or need increased fidelity?

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Slide #57
[Table Talk]

Trainer Notes:

Discussion for after completing the Tier III Readiness Checklist:

- What resources are available to meet the needs of Tier III?
 - How will you access necessary resources?
- Add to/revise your action plan to document action steps that need to be completed.
 - What additional information or technical assistance does your school need?
- Think of the qualities and attributes of the PBIS Tier III team members.
 - Their position in the school/district allows time and flexibility for collaboration.
 - Their professional beliefs create an atmosphere that fosters support for children and families and voice, choice and access for families and youth.
 - They are skilled in facilitation, focus, gathering data, and follow through.



ACTIVITY (Optional)
Tier III Readiness Checklist

- Ask participant teams to go through the Tier III Readiness Checklist (on pages 70 – 71).
- Afterwards, engage in a discussion using the bullet points in the trainer notes.

Case Study, TFI, and Next Steps

Slides 58 - 68

- A summary of how this module relates to the case study
- A review of the TFI components addressed in this module
- A preview of what to expect in the next module

Case Study



Slide #58
[Case Study]

Checking for Readiness

- Members of the district leadership team met with the University Heights principal, assistant principal, and a counselor to watch a webinar on Tier III. They then completed the Tier III Readiness Checklist.
- In completing the Tier III Readiness Checklist, they determined that University Heights Elementary School met the criteria for implementation of PBIS Tier III.



Slide #59

[Checking for Readiness]

Assembling a Team

- The Assistant Superintendent agreed to be the district contact for the Tier III Team. In addition to lending district support, she would also serve as the contact person between University Heights Elementary School and the various community agencies that may be needed for Wraparound.
- The other members of the Core Team were the Assistant Principal, a Guidance Counselor, two teachers, and the PBIS Tier II Coach.



Slide #60

[Assembling a Team]

Professional Development

To prepare for Tier III Implementation, University Heights Elementary School scheduled the following professional development activities:

- The Core Team received Tier III Training from their state's PBIS Resource Center.
- The Assistant Principal gathered resources on function of behavior to provide training as needed to teachers and other staff who might serve on action teams.
- All faculty and staff attended an in-service training on the referral process for identifying students for Tier III interventions.



Slide #61

[Professional Development]

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Do it With Fidelity!

Tiered Fidelity Inventory (TFI)

- Section 3.6: Student/Family/Community Involvement
- Section 3.7: Professional Development
- Section 3.12: Formal and Natural Supports
- Section 3.13: Access to Tier I and Tier II Supports

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Slide #62
[Do it With Fidelity!]

Trainer Notes:

- The TFI is an important tool in the PBIS implementation process.
- It can be used in the development stage, and then used in an ongoing manner to ensure all core features are in place.
- The TFI highlights each critical component of PBIS.
- The next 4 slides will give more information on each of the items on this slide to help schools measure fidelity of implementation.

3.6 Student/Family/Community Involvement

Feature	Possible Data Sources	Scoring Criteria
<p>Student/Family/Community Involvement: Tier 3 team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.</p>	<ul style="list-style-type: none"> Three randomly selected Tier 3 student support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = District contact person is not established.</p> <p>1 = District contact person established with external agencies, OR resources are available and documented in support plans.</p> <p>2 = District contact person established with external agencies, AND resources are available and documented in support plans.</p>

Main Idea: Accessing external supports and resources, as needed, can enhance individual student support plans.



Slide #63

[3.6 Student/Family/Community Involvement]

3.7 Professional Development

Feature	Possible Data Sources	Scoring Criteria
<p>Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.</p>	<ul style="list-style-type: none"> Professional development calendar Staff handbook Lesson plans for teacher trainings School policy 	<p>0 = No process is in place for teaching staff.</p> <p>1 = Professional development and orientation process is informal.</p> <p>2 = Written process is used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention.</p>

Main Idea: Effective implementation of Tier 3 supports requires that relevant staff have the knowledge base necessary for success.



Slide #64

[3.7 Professional Development]

3.12 Formal and Natural Supports

Feature	Possible Data Sources	Scoring Criteria
<p>Natural and Formal Supports: Behavior Support Plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.</p>	<ul style="list-style-type: none"> At least one Tier 3 behavior support plan requiring extensive support (see TFI Tier 3 Support Plan Worksheet) <p>Main Idea: Some Tier 3 plans may need to include professionals, service providers, and individuals who are familiar with the strengths and needs of the student.</p>	<p>0 = Plan does not include specific actions, or there are no plans with extensive support.</p> <p>1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports.</p> <p>2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports.</p>



Slide #65

[3.12 Formal and Natural Supports]

3.13 Access to Tier I and Tier II Supports

Feature	Possible Data Sources	Scoring Criteria
<p>Access to Tier 1 and Tier 2 Support: Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports.</p>	<ul style="list-style-type: none"> Three randomly selected Tier 3 behavior support plans created in the last 12 months (see TFI Tier 3 Support Plan Worksheet) 	<p>0 = Individual student support plans do not mention Tier 1 and/or Tier 2 supports, or there are no Tier 3 support plans.</p> <p>1 = Individual supports include some access to Tier 1 and/or Tier 2 supports.</p> <p>2 = Tier 3 supports include full access to any appropriate Tier 1 and Tier 2 supports and document how access will occur.</p>

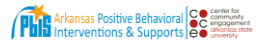
Main Idea: Tier 3 supports are more effective when layered within Tiers 1 and 2.



Slide #66

[3.13 Access to Tier I and Tier II Supports]

Next Steps



Slide #67
[Next Steps]

Looking Ahead

Modules two through five:

- Leadership at Tier III
- Identifying Students for Tier III Interventions
- Functional Behavior Assessment
- Behavior Intervention Plans



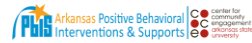
Slide #68
[Looking Ahead]

Conclusion

Slides 69 - 73

- Summary
- Resources

Summary and Resources



Slide #69

[Summary and Resources]

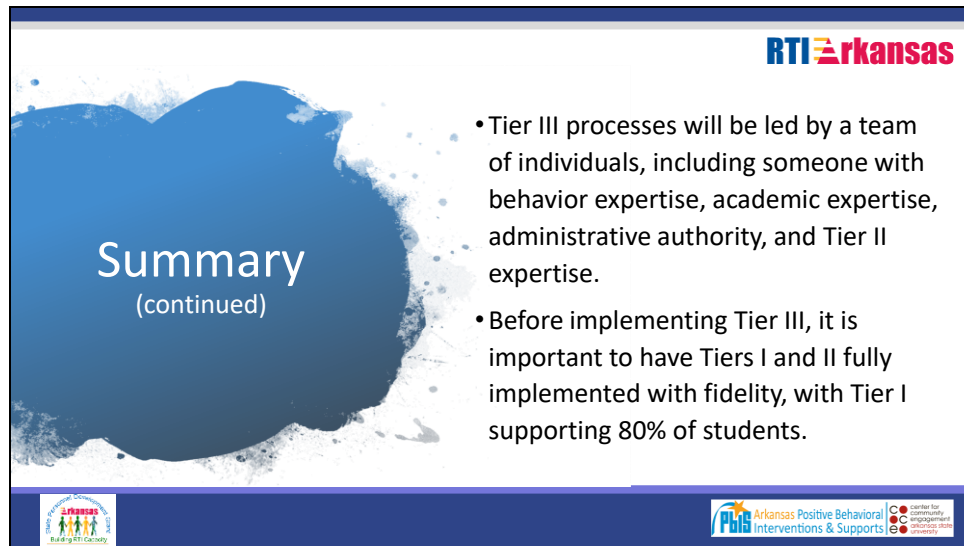
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Summary

- Tier III supports students with multiple difficulties over multiple settings.
- It is essential to determine function of behavior to determine the appropriate interventions needed.
- The process of developing a behavior intervention plan is complex and should address concerns across the student's life, with input from the student and family.

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Slide #70
[Summary]






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Summary

(continued)

- Tier III processes will be led by a team of individuals, including someone with behavior expertise, academic expertise, administrative authority, and Tier II expertise.
- Before implementing Tier III, it is important to have Tiers I and II fully implemented with fidelity, with Tier I supporting 80% of students.

Slide #71
[Summary (continued)]

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Resources

- [Missouri School-wide PBS Tier III Workbook](#)
- [Center on PBIS: Tier III](#)
- [PBISApps: PBIS Assessments](#)

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Slide #72
[Resources]

The slide features a blue vertical bar on the left side. In the top right corner, the logo for RTI Arkansas is displayed. The main text 'Thank You!' is centered and surrounded by a cloud of colorful confetti. Below this, a black circle contains the text 'We appreciate the following for sharing information:'. To the right of the circle is a bulleted list of two items. The bottom of the slide contains a blue footer bar with three logos: the Arkansas Department of Education logo on the left, the PBIS Arkansas Positive Behavioral Interventions & Supports logo in the center, and the Center for Community Engagement and University Research logo on the right.

RTI Arkansas

Thank You!

We appreciate the following for sharing information:

- Missouri School-wide Positive Behavior Support
- PBIS OSEP Technical Assistance Center

Arkansas Department of Education

PBIS Arkansas Positive Behavioral Interventions & Supports

Center for Community Engagement and University Research

Slide #73
[Thank You!]

Discussion Questions:

The following questions will help schools start thinking about the first steps involved in Tier III implementation. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. What is your plan for determining readiness for implementing Tier III?
2. How will you ensure and document your school's commitment to implementing Tier III?
3. Who will serve on your Tier III Core Team? How will you ensure they have adequate time to carry out their responsibilities?
4. How and when will you introduce Tier III to staff?

Homework:

- Complete the [Readiness Guide](#) and develop an action plan for implementing Tier III.
- Identify Tier III Core Team members.
- Plan and schedule initial and ongoing training and professional development for school staff around Tier III and Tier III topics: function of behavior, FBA, BIPs, etc.

Resources:

The following resources will give attendees more information on PBIS Tier III:

- [Center on PBIS: Tier III](#)
- [Missouri SW-PBS: Tier III Overview](#)

Next Module:

The suggested next module is Module 2: Tier III Leadership.