Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier III Training

Module 2
Tier III Leadership

RTI Arkansas

PbIS Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

State Personnel Development Grant
Arkansas
Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: The Tier III team

Title of Training:

Module 2: Tier III Leadership

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 and PBIS Tier II Modules
- Basic Behavior Concepts, developed by K-12 Arkansas Behavior Support Specialists, which can be found at this website: www.arbss.orghttps://arbss.org/courses-2/
- PBIS Tier III Module 1

Training Description:

     This training module was designed to help districts and schools build strong Tier III Core Teams and create structures to ensure efficient, effective team meetings.

Module Sections:

    Introduction – Purpose and objectives (slides 1 – 7) pgs. 5 – 12

    Training Sections

        Section 1 – Planning for Tier III (slides 8 – 11) pgs. 13 – 17

        Section 2 – Leadership at Tier III (slides 12 – 23) pgs. 18 – 30

        Section 3 – Core and Action Teams (slides 24 – 43) pgs. 31 – 56

    Case Study, TFI, and Next Steps – (slides 44 – 61), pgs. 57 – 75

    Conclusion – Summary and resources (slides 62 – 65) pgs. 76 – 80

    Discussion questions, homework, resources – pgs. 81 – 82

Training Materials/Equipment:

PowerPoint for Module 2: Tier III Leadership

- 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:
- Team Meeting Agenda (pg. 43)
- Problem Solving Meeting Agenda (pgs. 48 – 51)

Activities in this Training:
- Create a School Profile (pg. 16)
- Core Team Members (pg. 39)
- Scheduling Meetings (pg. 40)
- Guiding Questions (pg. 56)

Essential Questions:

These essential questions will be addressed in this training module:

- What planning needs to be done before beginning Tier III implementation?
- What does leadership look like at Tier III? What are the responsibilities of the Tier III Core Team?
- What are Action Teams and how are they created?

Trainer Tips:

- At Tier III, students will be receiving individualized assessments and behavior interventions plans, or other individualized supports. Because this process needs to be student-centered (and family-centered), individual Action Teams will be created for each student. However, there needs to be a Core Team to drive the Tier III implementation process and to support the Action Teams through their assessment, planning, and progress monitoring.
- The Tier III Core Team will set up processes, procedures, and documents to make the Tier III referral and assessment process more efficient. They will also be providing training and support to school staff on Tier III.

Introduction

Slides 1 - 7

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

Slide #1
[Tier III Leadership]

Trainer Notes:
Basic Behavior Concepts developed by K-12 Arkansas Behavior Support Specialists will be live soon. The website is www.arbss.org (courses). This should be a prerequisite for viewing these Tier III modules. (https://arbss.org/courses-2/)

Slide #2
[Purpose of This Module]

Trainer Notes:

Refer to the PBIS tiers of intervention and have participants review Tiers I and II.

Slide #3
[Objectives]

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 3.1, 3.2, 3.4, 3.5, 3.16, and 3.17 will be addressed.

Introduction to the Case Study

- In each of the Tier III 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 took to create their Core Team and an Action Team for a particular student who had been referred for Tier III services.

Slide #5
[Introduction to the Case Study]

Slide #6

[University Heights Elementary]

Slide #7
[Follow Aiden's Journey]

Trainer Notes:
- We will be following Aiden's journey throughout the Tier III modules.
- Aiden is a 7-year-old 2nd grader at University Heights Elementary School who was first identified for interventions due to aggressive behaviors and disengagement in the classroom.
- Due to the severity of the behavior problems Aiden displayed, he was referred to the school building level committee for Tier II interventions.
- Based on data decision rules, Aiden met the threshold for Tier II supports.
- After reviewing data and teacher referral to determine probable function of behavior (an FBA was not conducted), it was decided by the team that Aiden would begin Big Buddy mentors for three days per week for social skills training.
- After six weeks of participating in this training, Aiden continued to display the same behaviors, and the classroom behaviors generalized and intensified to the cafeteria, school bus, and at home.
- Because he was unsuccessful at Tier II, the team followed their PBIS procedures and data decision rules and referred him for Tier III interventions.
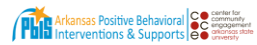
Training Section One

Planning for Tier III

Slides 8 - 11

Goals

Participants will begin thinking about how Tier III will look in their school.

Planning for Tier III

Slide #8
[Planning for Tier III]

Slide #9
[Planning for Tier III]

Planning for Intervention: School Profile

- At University Heights Elementary School, the student population is 500 students.
- If Tier I universal practices are implemented with fidelity, it is expected that 80%, or 400 students, will use the expected behaviors without additional support.
- Approximately 10-15%, or 50-75 students, may need a little extra support (Tier II), and 1-5%, or 5-25 students may require intensive levels of support (Tier III), during the school year.

Slide #10

[Planning for Intervention: School Profile]

Trainer Notes:

- If Tier I is implemented with fidelity, then approximately 80% of the students in the school will respond to these prevention efforts, while 10-15% of students will require Tier II interventions.
- Tier III interventions are usually provided to approximately 1-5% of students.
- With progression through the tiers, more involvement is required from staff to ensure effective results.

ACTIVITY

Create a School Profile

- Ask participants to go through this exercise for their own school.
- Ask the participants to take their total student population and calculate how many students would represent 1%, 5%, 10%, and 15% of their school. These percentages could help the school see how many students may need Tier II and Tier III supports.
- Use these numbers to form a Needs Statement like the example on this slide.

Tracking Access to Tier III

Schools need a written process for tracking the proportion of students participating in Tier III supports.

- Should monitor whether all students needing Tier III supports have access to those supports
- Should monitor the proportion of students who have Tier III plans in place (should fall between 1-5% of student population)

Slide #11

[Tracking Access to Tier III]

Trainer Notes:

- It's important to ensure that all students who need Tier III supports have access to those supports.
- Tier III supports are meant to serve 5% or less of the student body.

Training Section Two

Leadership at Tier III

Slides 12 - 23

Goals

Participants will learn

- About the team composition
- About the importance of the team
- About action planning
- About using goals to measure success

Slide #12

[Leadership at Tier III]

Leadership at Tier III

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

Slide #13
[Leadership at Tier III]

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
- The core team deals with the overall implementation of Tier III. 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.

Slide #14
[Team-based Processes]

Trainer Notes:

- Below is the abstract of *Individualized Positive Behavior Support in School Settings: A Meta-Analysis*, Goh, A. E., & Bambara, L. M. (2012).

- "This meta-analysis examined school-based intervention research based on functional behavioral assessment (FBA) to determine the effectiveness of key individualized positive behavior support (IPBS) practices in school settings. In all, 83 studies representing 145 participants were included in the meta-analysis. Intervention, maintenance, and generalization effects were measured by computing the percentage of nonoverlapping data points (PND). Overall, FBA-based interventions were found to be equally effective across diverse student populations and educational settings, including inclusive classrooms. **In terms of key IPBS practices, results indicated that team decision making during intervention planning led to significantly larger PNDs.** Descriptive analysis revealed that there has been an increase in the use of IPBS practices in school-based FBA-based intervention research; however, some deficiencies were noted. Implications and recommendations for future research are discussed." (*PsycINFO Database Record (c) 2016 APA, all rights reserved*)
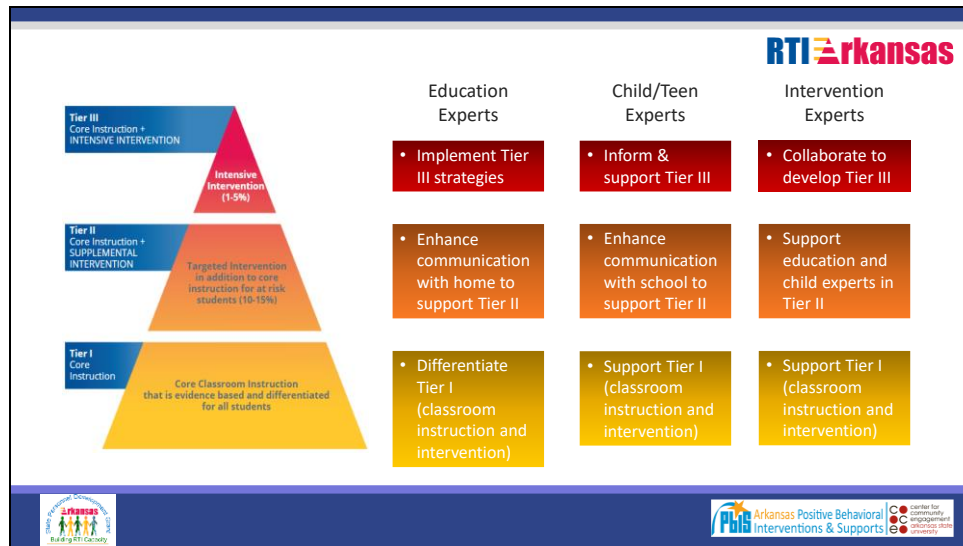
Slide #15
[Teaming Is Critical in Tier III]

Trainer Notes:

This slide is animated.

- Content specialists are important to developing technically adequate plans.
- School-based teams with diverse representation are more likely to develop and implement plans that are contextually relevant.
- School-based teams that include content specialists are more likely to develop technically adequate plans that are also contextually relevant!
- Not everyone on the team needs to be an expert in behavior or multi-tiered systems of support.

Slide #16
[Tiers of PBIS Implementation]

Trainer Notes:
- This slide is animated.
- Different experts can provide different input and support throughout the tiers, contributing to the overall success of PBIS implementation.

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 #17

[Resources Needed]

Trainer Notes:

- Adequate time will be needed for the development of Tier III systems, data, and practices, which is why it is crucial to have a team member with administrative authority.
- 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 (TFI) 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)

Slide #18
[Schedule Regular Meetings]

Trainer Notes:

- Tier III individualized supports are resource intensive. If teams are to be successful, they must be given the time to meet on a regular basis.
- The team must be provided detailed information regarding team roles and responsibilities.

Action Planning

- Provides a framework for assessing how to complete a task effectively.
- Process typically contains these elements:
  - Goals
  - Measures of success
  - Activities/steps
  - Timelines
  - Resources
  - Person(s) responsible

Slide #19
[Action Planning]

Trainer Notes:

Just as in Tier I or Tier II, action planning continues for Tier III. This assures the process is efficient.

Goals and Measuring Success

- Establish goals by asking, "What things do we need to do to move our work forward?"
- Measure your success by asking, "What completed products, data or processes are in place after the work is finished?"

Slide #20
[Goals and Measuring Success]

Trainer Notes:

- Goals and/or needs will emerge, drawn from items within the Tiered Fidelity Inventory (TFI).
    - The objective of the TFI is to provide an efficient means for teams to self-assess implementation fidelity at each tier.
    - Results from the TFI can be used to monitor overall implementation fidelity, to monitor progress toward short or long-term goals, and to determine action steps that address areas of concern.
- Measures of success—measures of whether you have reached your goal successfully through completed products, data, or processes; in other words, how will we know we met our goals?

Slide #21
[Activities and Steps]

Trainer Notes:

- Activities/steps—This comes after you identified the goal and have a clear vision of what success would look like.
- Starting from the beginning, the team brainstorms a list of ideas in a rational sequence needed to achieve the goal, asking, "What is the first action that needs to take place? What happens next? Are there any activities that are prioritized to meet deadlines?"
- Design in a logical manner to reach the goal. Ask, "What do we need to do to reach our goals?"

Slide #22
[Timelines and Resources]

Trainer Notes:

- Timelines—Can be changed/adapted as the plan moves forward and helps maintain accountability.
- Resources—Helps with thinking in advance and preparing the framework.

Persons Responsible and Deadlines

- The team delegates a person to complete each task.
- The action plan includes dates when activities should and have been completed.

Slide #23
[Persons Responsible and Deadlines]

Trainer Notes:

- Persons(s) Responsible—This is also an accountability measure to assure the work gets accomplished by each stakeholder within the timeline assigned.
- In the next section, we will talk about agendas for use in team meetings.

Training Section Three

Core and Action Teams
Slides 24 - 43

Goals

Participants will learn
- About Core (systems) Teams
- About Action Teams
- Some guiding questions to form Action Teams

Slide #24

[Core and Action Teams]

Slide #25
[Teaming at PBIS Tier III]

Trainer Notes:

- In PBIS, there is a "systems" (Core Team) conversation and a problem-solving (ActionTeam) conversation. At Tier III, there are a core group of people that look at Tier III in more general terms, and they help convene the Action Teams for each individual student.
- The Core Team is a small, fixed group that develops the PBIS Tier III systems and manages requests for the interventions. This ensures consistency and fidelity across interventions.
- Once the Core Team determines that a student meets the criteria for Tier III individualized intervention, the team develops an Action Team for that particular student.
- **ONE Core Team member participates as a member of the Action Team.**
    - This Core Team liaison contacts the required Action Team members, including staff and family, and conducts student interviews.
    - This is the point where the Action Team takes over the responsibilities from the Core Team.
- The Action Team will be smaller and more focused (talking about individual students).
- Problem-solving conversations need to take place more often than systems conversations.
- Team members involved in problem solving will have to be able to commit to meeting at least every two weeks.

Slide #26
[Core (Systems) Teams]

Trainer Notes:
- The Core Team builds the Tier III Systems.
- Action Teams support individual students.
- Depending on the school situations (e.g., the size of the school), these teams might include the same people.
    - For example, in big schools, each student needs an individualized Action Team because Core Team members may not know or have a connection with the student.

Initial Core Team Responsibilities

- Develop **standardized processes:**
  - Identifying students for Tier III support
  - Conducting FBAs
  - Developing and monitoring BIPs
  - Identifying and prompting participation of action team members, including family members and student (if applicable)
  - Updating team, staff, and others involved with student supports
- Create a model for offering staff professional development and training.

Slide #27

[Initial Core Team Responsibilities]

Trainer Notes:

- As schools begin to implement Tier III, the Core Team will be tasked with creating standardized processes and procedures.
  - For example, the Tier III Core Team will have a standardized process for identifying students that includes regular school-wide data review, a standard form and process for teacher nominations (referrals), and a detailed plan for screening. (**Tier III Module 3** will address the identification of students for Tier III interventions in more detail.)
- The Core Team builds the Tier III Systems. Action Teams support individual students. Depending on the school situations (e.g., the size of the school), these teams might include some of the same people (although the team will be individualized to include additional people specifically chosen to support the student).
  - For example, in big schools, each student needs an individualized Action Team because Core Team members may not know or have a connection with the student. (**Tier III Modules 4 and 5** will address FBA and BIP and will go into much more detail about action teams.)

Annual Evaluation

- At least once a year, the Tier III Core Team will conduct a fidelity assessment (e.g., TFI).
- This annual assessment will be used for action planning.

Slide #28

[Annual Evaluation]

Trainer Notes:

- At least once a year, the Tier III Core Team will assess the extent to which Tier III Supports are meeting the needs of students, families, and school personnel.
- This annual review will be used for action planning around ways to increase the fidelity and usefulness of Tier III supports.

Core Team Membership

- **Administrator** (or someone with administrative authority)
- Member with **behavioral expertise**
- Member with **academic expertise**
- **Crossover** member (if there are separate Tier II and III core teams)

Slide #29
[Core Team Membership]

Trainer Notes:

- Crone and Horner (2003) suggest that membership be at a minimum of one year; frequently, members serve for two or more years. This builds the stability of the Core Team.
- Steady, consistent participation in ongoing training impacts the team's ability to develop a high-quality, sustainable system.

Core Member Roles

Four team roles are needed as the Tier III systems are developed:

- **Facilitator**- prepares agenda, facilitates meeting, follows-up on assigned tasks
- **Recorder**- takes notes (including decisions, assigned tasks, and deadlines set during the meeting) and distributes this information to all stakeholders
- **Administrator**- supports process with attendance, restructures resources as needed, and shares updates with staff
- **Crossover Member** - provides direct line of communication between Tier II and Tier III teams (can be a member listed above or a fourth member)

Slide #30

[Core Member Roles]

Trainer Notes:

- Once the systems are established, the focus of the Core Team shifts to student problem-solving.
- Roles and responsibilities are evenly distributed across the members.

Slide #31

[Table Talk]

DISCUSSION

Core Team Members

- Engage participants in conversation around who could be potential members of the Tier III Core Team.
- The bullet points on the slide show the types of expertise that are needed for the team.

Slide #32

[Scheduling Considerations]

Trainer Notes:

- The meeting time and day should be consistent each week to foster attendance.
- Crone and Horner (2003) suggest that regularly scheduled meetings are held on the same day of the week and at the same time to support all team members in attendance.
- Determine your Core Team calendar for a regular meeting time.
- What are the options at your school for flex time for the Core Team members – if they come in early, can they leave early that day?
- With administrative support and colleagues' assistance, the Core Team has the opportunity to effectively collaborate.

⭐ **ACTIVITY (Optional)**

Scheduling Meetings

- Have participants start planning dates/times for regular meetings. What administrative support is needed to ensure dedicated time each week for meetings?
- Use the bullet points both on the slide and in the trainer notes as considerations for planning a meeting schedule.

Core (Systems) Team Meeting Format

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- The next slide contains a sample agenda template that can be used for systems-level discussions at Tier II or Tier III.
- The four slides following the agenda contain a sample agenda template that can be used for problem-solving discussions at Tier II or Tier III.

Slide #33
[Core (Systems) Team Meeting Format]

Trainer Notes:

The Core Team can use the agenda on the following slides to assign students to interventions and to progress monitor students receiving interventions.
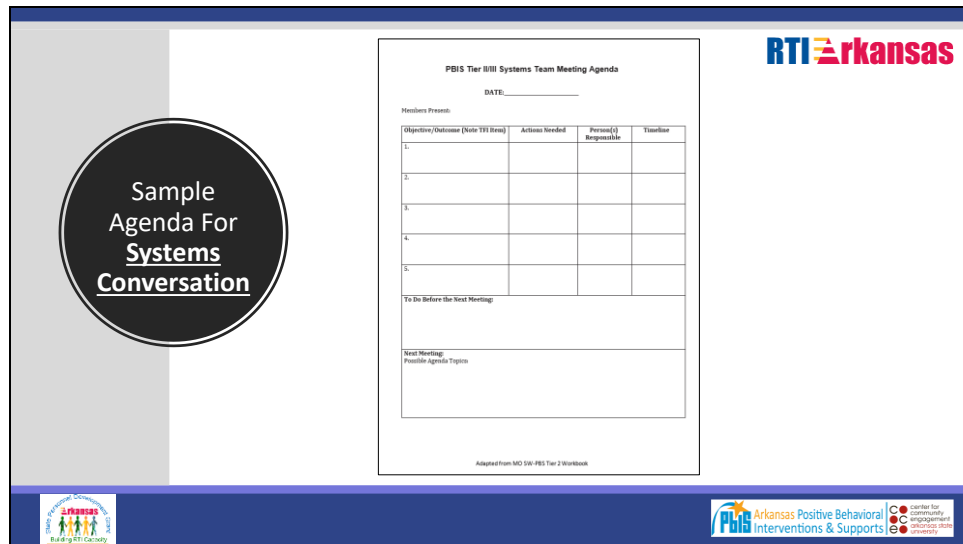
Slide #34

[Sample Agenda For Systems Conversation]

Trainer Notes:

- This agenda (adapted from MO-SWPBS workbook) can be used for the systems conversations at Tier II and Tier III.
- No individual students are reviewed here, just overall progress and outcomes for ALL Tier III interventions (for example, how many students are responding positively to their BIP or Wraparound plan?).
- Agenda templates are available for download at this website under "Tier II Team Meetings": http://cce.astate.edu/pbis/leadership-at-tier-ii/

☺ **EXAMPLE**

Team Meeting Agenda

The Tier III Team Meeting Agenda is presented as a handout on page 43 or can be downloaded from this link: http://cce.astate.edu/pbis/wp-content/uploads/2019/07/Tier-II_III-Systems-Team-Meeting-Agenda-Template-adapted-from-MO-1.docx

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PBIS Tier II/III Systems Team Meeting Agenda

DATE:_____

Members Present:

Objective/Outcome (Note TFI Item)	Actions Needed	Person(s) Responsible	Timeline
1.			
2.			
3.			
4.			
5.			
To Do Before the Next Meeting:			
Next Meeting: Possible Agenda Topics:			

Slide #35

[Problem Solving Meeting Agenda (Page 1)]

Trainer Notes:

- This is a four-page agenda that can be used for the problem-solving conversation in both Tier II and Tier III.
- Individual student progress is discussed, and decisions are made.
- The first page contains "housekeeping" items as well as a space for listing students that are being considered for Tier II or Tier III interventions.
- Agenda templates are available for download at this website under "Tier II Team Meetings": http://cce.astate.edu/pbis/leadership-at-tier-ii/

Slide #36
[Agenda (Page 2)]

Trainer Notes:

- On page two, there are spaces to list students that aren't having a positive response to their interventions and any information that will help the team problem solve and make decisions.
- Data collection and problem solving will be discussed in depth in later modules.

Slide #37
[Agenda (Page 3)]

Trainer Notes:

- Page three has a space for listing students that may be ready for fading or graduating, along with information that will help the team make decisions.
- The agenda also allows for adding additional items as needed after discussing student data.
- Later modules will discuss the specific processes in these agenda items.

Slide #38
[Agenda (Page 4)]

Trainer Notes:
- The document ends with an evaluation of the meeting.
- This gives the team an opportunity to make sure the meeting was conducted efficiently, and everyone knows their role going forward.

☺ **EXAMPLE**

Problem Solving Meeting Agenda

The Tier III Problem Solving Meeting Agenda is presented as a handout on pages 48 – 51 or can be downloaded from this link:
http://cce.astate.edu/pbis/wp-content/uploads/2019/04/Problem-Solving-Team-Meeting-Agenda-Minutes-Action-Plan-FINAL-EDIT-3-25-19.doc

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Tier II/Tier III Problem Solving Meeting Agenda, Minutes and Action Plans

Tier II Data Decision Rules:

Meeting Norms:

Agenda Items:
1. Students being considered for Tier II interventions
2. Updates on students currently in interventions
3. Team management items (please list):
   •

	Date	Time	Location
Today's meeting			
Next meeting			

Intervention Coordinator(s):

Administrator:

Team Members Present and Roles:

Facilitator:	Coach:
Recorder:	Time Keeper:
Team Members:	

Agenda item 1: Students Being Considered for Interventions

Student Name	How Was Student Selected?		Function Identified And Intervention Selected	Staff Responsible To Notify/Train	Start Date
	Name of nominator	Data			
1.					
2.					
3.					
4.					
5.					

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Agenda Item 2: Updates on Students in Interventions

Students Having Questionable Response

Student	Document Intervention Modifications Made	Staff Responsible to Notify/Train	Start Date
1.			
2.			
3.			
4.			

Students Having Poor Response

Student	Document Intervention Modifications Made	Staff Responsible to Notify/Train	Start Date
1.			
2.			
3.			
4.			

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Adapted from Newton, Todd, Horner, Algozzine, & Algozzine 2010 and MO-SWPBS

Students Having Positive Response, Eligible For Fading Or Graduation

Student	Document Intervention Modifications Made or Graduation Plan	Staff Responsible to Notify/Train/ Plan	Start Date
1.			
2.			
3.			
4.			

Agenda Item 3: Team Management Items (e.g., communication plans, clarifications, events, etc.)

Item	Action Items or Tasks	Staff Responsible	Timeline

Evaluation of Team Meeting (Mark your ratings for 1 – 5 with an "X")	Yes	Partially	No
1. Was today's meeting effective (did we accomplish what we intended)?			
2. Did we use current data to make informed decisions?			
3. Did we follow the data decision rules for problem solving of newly identified students?			
4. Did we follow the data decision rules for problem solving of students currently in interventions?			
5. Is everyone clear about the tasks they are assigned to complete?			
6. If the rating was 'Partial' or 'No', what can we do to improve our rating?			

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Adapted from Newton, Todd, Homer, Algozzine, & Algozzine 2010 and MO-SWPBS

Slide #39

[Action Teams]

Developing Action Teams

Once the Tier III process is established, the core team's focus shifts:
- Receive referrals for students to receive Tier III support
- Determine whether referred students meet the criteria for Tier III interventions
- Contact action team members and assign tasks

Slide #40

[Developing Action Teams]

Trainer Notes:

- The Core Team follows criteria (that they determined, with input from others) to determine Tier III eligibility for students.

- Once a student is found eligible, the one Core Team member who will be on the Action Team for that student will contact the other Action Team members and assign tasks (complete record review, interview student/teachers/staff/family members).

Supporting Action Teams

- Core Team member(s) support the Action Team initially.
  - Provide professional development
  - Support in completing functional behavior assessment
  - Support in creating a behavior intervention plan
- Core Team member(s) will fade support and the Action Teams will begin functioning independently.

Slide #41
[Supporting Action Teams]

Trainer Notes:

- When first formed, the Action Team will require significant support in the FBA/BIP process.
- Until the Action Team has developed knowledge and understanding through professional development, it is suggested that the Core Team members still actively participate in the initial Action Team to model and support the Action Team.
- Once the Action Team is experienced, the Core Team will then resume regular responsibilities (e.g., systems conversations, fidelity checks, etc.), and the Action Team will conduct the FBA and develop the BIP.

Slide #42
[Examples of Action Teams]

Trainer Notes:

- This slide is animated.
- Depending upon the student's needs and the school's resources, decide which type of action team is needed. Here are two examples:
  - 1. Wraparound team
    - In the wraparound process, the family of the child invites all relevant stakeholders to participate and drives the process. Wraparound facilitators are trained to effectively engage families to ensure that the team is created by and for the family. This will increase the likelihood that the family will want to actively participate. Relevant school staff who are uniquely important for this youth are also invited to participate.
    - **Information on Wraparound:** https://nwi.pdx.edu/wraparound-basics/
  - 2. Individual youth FBA/BIP team
    - Similar to the wraparound team, the FBA/BIP team is uniquely created for each individual child in need of comprehensive planning and the families are critical members of the team. All relevant individuals and staff are invited.

Slide #43

[Guiding Questions for Developing Action Teams]

Trainer Notes:

Use these guiding questions to develop your system to assemble an Action Team.

⭐ **ACTIVITY**

Guiding Questions

- Use the guiding questions to begin developing a process for creating Action Teams around individual students.
- Have participants consider thinking of a student at their school and how they would start to assemble their Action Team.
- Have them use the bullet points on the slide to guide the process and document what they will do in this process.

Case Study, TFI, and Next Steps

Slides 44 - 61

- 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

Slide #44

[Case Study]

Core Team

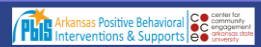In order to have all the expertise required on a Tier III Core Team, the following people were asked to join:

- Mr. Criswell, the Assistant Principal (Administrative Authority)
- Ms. Jackson, the Guidance Counselor (Behavioral Expertise)
- Mr. Poole, a Special Education Teacher (Academic and Behavioral Expertise)
- Mrs. Liddell, a Regular Education Teacher (Academic Expertise)
- Mr. Robinson, the Tier II Coach (Tier II Expertise)

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[Core Team]

Core Team Initial Responsibilities

- Ms. Jackson volunteers to be the Core Team's Facilitator. The team decides to meet every Tuesday at 3:30 in Mr. Poole's room. Ms. Jackson creates the agenda and sends it out ahead of time.

- During their first few meetings, the team creates a standardized referral process for identifying students for Tier III interventions. This process includes the forms that will be used, the data decision rules that they will use to determine whether students qualify for Tier III interventions, and what training will be needed for faculty, staff, and parents regarding this process.

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[Core Team Initial Responsibilities]

Trainer Notes:

The process for identifying students for Tier III interventions is discussed in depth in PBIS Tier III Module 3.

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[Core Team Initial Responsibilities (cont.)]

Trainer Notes:

The processes for conducting Functional Behavior Assessments and writing Behavior Intervention Plans are discussed at length in Tier III Modules 4 and 5.

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Core Team Ongoing Responsibilities

- After Tier III implementation is underway and all processes have been put into place, the Tier III Core Team begins to receive referrals for individual students to receive Tier III interventions.

- The Core Team reviews each referral to see if each student meets the previously established criteria for Tier III interventions.

- When a student meets the criteria, the Core Team delegates one of its members to create an Action (Problem-Solving) Team for that student.

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[Core Team Ongoing Responsibilities]

Core Team Reviews a Referral

- Mr. Jones, the 2nd grade teacher, refers 7-year-old Aiden for Tier III interventions based on the following behaviors: throwing classroom materials, cussing at teacher, and shouting at peers.
- Aiden has been receiving Tier II Social Skills interventions (Big Buddy Mentoring) for the past 6 weeks. His behavior, which began in the classroom, has intensified and spread to the cafeteria, school bus, and at home.
- After reviewing the data, the Core Team decides to put together an Action Team to conduct an FBA to determine if a Behavior Intervention Plan or other services are needed for Aiden.

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[Core Team Reviews a Referral]

Trainer Notes:

- Based on data decision rules, Aiden met the threshold for Tier II supports.
- After reviewing data and teacher nomination to determine probable function of behavior, it was decided by the team that Aiden would begin Big Buddy mentors for three days per week for social skills training.
- After six weeks of participating in this training, Aiden continued to display the same behaviors, and the classroom behaviors generalized and intensified to the cafeteria, school bus, and at home.
- Because he was unsuccessful at Tier II, the team followed their PBIS procedures and data decision rules and referred him for Tier III interventions.

Action Team Created

- Mr. Criswell volunteers to put together an Action Team for Aiden.
- He asks the following people to serve as Aiden's Action Team based on their knowledge of Aiden:
  - Mr. Jones, Aiden's teacher
  - Mrs. Kelly, the school nurse who has good rapport with Aiden
  - Linda Hendricks, Aiden's mother
  - Ms. Jackson, the Guidance Counselor. She will guide the team in the FBA/BIP process
- The Action Team decides to meet on Wednesdays at 8:15 a.m. A sub is provided for Mr. Jones.

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[Action Team Created]

Trainer Notes:

- The Core Team will ensure that the Action Team has the training they need to complete the FBA/BIP process. In this example, a member of the Core Team has joined the Action Team for Aiden.
- We will follow the story of Aiden and his Action Team in more depth in the modules on FBA and BIP (Tier III Modules 4 and 5).

Ongoing Action Planning

- The Core Team continues to meet each week.
- In addition to evaluating referrals and creating Action Teams, the Core Team reviews aggregate data on the interventions being put into place. They ask the following questions:
  - Are the interventions working?
  - Are they being implemented with fidelity?
  - Is any additional training needed?
  - How successful is our Tier III system as a whole?
  - Are any improvements needed?

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[Ongoing Action Planning]

Annual Review

- At least once a year, the Core Team uses the Tiered Fidelity Inventory to evaluate their Tier III system.
- They use the possible data sources suggested by the TFI to objectively evaluate how well each TFI item is being implemented.
- An action plan is created and implemented based on the items that need more improvement.

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[Annual Review]

Trainer Notes:

- The Tiered Fidelity Inventory is a fidelity tool teams can use to measure how well they are implementing all three tiers of PBIS.

- Each module in this series aligns with items on the TFI.

- One way these modules can be used by your team is to help you action plan how to improve your TFI scores. Find the modules that align with the items on which you wish to improve and use them as professional development around those topics.

- The TFI can be found at this link:
  https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf

Do It with Fidelity!

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Tiered Fidelity Inventory (TFI)

- Section 3.1: Team Composition
- Section 3.2: Team Operating Procedures
- Section 3.4: Student Support Team
- Section 3.5: Staffing
- Section 3.16: Level of Use
- Section 3.17: Annual Evaluation

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[Do It with Fidelity!]

Trainer Notes:

- Sections 3.1, 3.2, 3.4, and 3.5 will help you assemble the appropriate personnel for your Tier III systems team; hold efficient, effective team meetings; convene support teams for individual students; and ensure the appropriate staff are available to support students at Tier III.
- Sections 3.16 and 3.17 will help your teams assess the effectiveness of your Tier III implementation.

3.1 Team Composition

Feature	Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
3.1 Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs. **Main Idea:** Tier III teams need individuals with specific skills and perspectives to effectively provide and implement Tier III supports.	• School organizational chart • Tier III team meeting minutes	0 = Tier III team does not include a trained systems coordinator or all five identified functions 1 = Tier III team members have some but not all five functions, and/or some but not all members have relevant training or attend at least 80% of meetings 2 = Tier III team has a coordinator and all five functions and attendance of these members is at or above 80%

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[3.1 Team Composition]

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[3.2 Team Operating Procedures]

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[3.4 Student Support Team]

Trainer Notes:
- Although the TFI refers to "student support teams," we refer to these teams as Action Teams.

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[3.5 Staffing]

3.16 Level of Use

Feature	Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Level of Use: Team follows written process to track proportion of students participating in Tier 3 supports, and access is proportionate. **Main Idea:** Tier 3 supports that are used with too few students (e.g. fewer than 1% of enrollment) or by too many students (e.g. more than 5% of enrollment) are not sustainable.	▪ Student progress data ▪ Tier 3 team meeting minutes	0 = No students have Tier 3 support plans. 1 = Fewer than 1% of students have Tier 3 plans. 2 = All students requiring Tier 3 supports (and at least 1% of students) have Tier 3 support plans.

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[3.16 Level of Use]

3.17 Annual Evaluation

Feature	Data Sources	0 = Not implemented 1 = Partially implemented 2 = Fully implemented
Annual Evaluation: At least annually, the Tier 3 systems team assesses the extent to which Tier 3 supports are meeting the needs of students, families, and school personnel, and this information is used to guide action planning.	• Tier 3 team meeting minutes • Tier 3 team Action Plan • Team member verbal reports	0 = No annual review takes place. 1 = Review is conducted but less than annually, or the review is done without impact on action planning. 2 = Written documentation of an annual review of Tier 3 supports with specific decisions related to action planning.

Main Idea: Any strategy or procedure needs to be reviewed at least annually and revised to remain current and to match changes in the school.

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[3.17 Annual Evaluation]

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[Next Steps]

Looking Ahead

Modules 3 through 5:
- Identifying Students for Tier III Interventions
- Functional Behavior Assessment
- Behavior Intervention Plans

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[Looking Ahead]

Trainer Notes:

Subsequent modules will look at these topics in more depth.

Conclusion

Slides 62 - 65

- Summary
- Resources

Slide #62

[Summary and Resources]

Slide #63

[Summary]

Slide #64

[Resources]

Slide #65

[Thank You!]

Discussion Questions:

The following questions will help schools start thinking about what is needed to establish an effective Tier III Core Leadership Team. 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. How and when will you assess current resources for Tier III implementation?

2. Who will be on your Tier III Core Team? Have you included people with appropriate expertise?

3. What agenda will you use for your systems meetings or discussions?

4. How and when will you communicate information about and receive feedback from staff about Tier III?

Homework:
- Assess current resources for Tier III. Assess needs for implementing Tier III.
- Create a strong Core Team for developing Tier III systems. Include people with diverse expertise or include people who are willing to develop the necessary expertise (work with Administration to secure the funding and time for developing this expertise).
- Work with Administration to reserve time and resources needed to have regular Tier III meetings.
- Develop a process and procedures for creating Action Teams around individual students.

Resources:
The following resources will give attendees more information on Tier III Leadership:
- [Center on PBIS: Tier 3](#)
- [Missouri SW-PBS: Tier 3 Handbook](#)
- [Midwest PBIS Network: Advanced Tiers](#)
  - a. [Tier 2/Tier 3 Intervention Tracking Tool](#) (Word doc)
  - b. [PBIS Tier 2/Tier 3 Tracking Tool](#) (Excel doc)
- [Delaware Positive Behavior Support Project: Tier 3](#)

Next Module:
The suggested next module is Module 3: Identifying Students for Individualized Supports.