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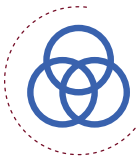
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Positive Behavioral
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TIER 3 STUDENT-LEVEL SYSTEMS GUIDE

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Tier 3 Student-level Systems Guide

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Laura Kern and Don Kincaid lead the development of this guide

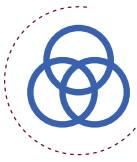
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Introduction

Tier 3 **Student Level** systems support all students who are not responding to Tier 1 and Tier 2 supports and would benefit from intensive strategies matched to individual student needs. Student challenges may include behaviors that range from disruptive behaviors to aggression (externalizing) and/or suicidal ideation, depression, anxiety (internalizing). These behaviors might be impacted by trauma or crisis situations (temporary or permanent) or driven by mental health needs. Tier 3 behavioral supports may be helpful for any student, no matter the (dis)ability, who needs support to meet intensive social, emotional, and behavioral needs. When their individual needs are met, students are better able to learn and benefit from academic instruction.

Teaming

The first feature to consider is “Teaming.” Teaming helps support a student’s intense needs at Tier 3 by bringing together a group of people with different expertise and perspectives to help create better opportunities for student success. Teaming includes who is on the team (membership), what the team does (activities), and types of teams.

Team Membership

Teaming might occur through all of the tiers. Tier 3 teams, however, focus on the individual needs of one student instead of a group of students. Because those needs might be more intense, complex, and specific to that student, Tier 3 teams include members with different types of expertise. This may include administrators, teachers, social workers, school

psychologists, behavior analysts, etc. Tier 3 Student Teams are also encouraged to invite the student, family members, and/or members of the community to participate who meet needs not normally addressed in school settings.

Tier 3 teams members may have different backgrounds and types of knowledge, including members who:

- know the student’s behavioral needs (including specialized training on what impacts the student)
- know the student’s personal and needs outside of school (including family members or members of the community who are part of the student’s world)
- have applied behavioral expertise (can do FBA/BIPs)
- can make administrative decisions
- know how the school works across grade levels and programs
- understand multi-agency and community supports (person centered planning, wraparound)

Team Activities

Student teams should work together to meet the needs of the individual student. The Tier 3 team activities might include:

- identifying students for Tier 3 supports using existing data
- coordinating data collection initially and across time (academic, social, emotional, and behavioral)
- establishing a relationship with the student and family
- obtaining input/approval from student and family
- allocating school resources (often by an administrator)



- Identifying strengths and needs through behavior intervention planning or person centered planning
- developing a comprehensive behavior support plan
- considering changes to meet the needs of students and families
- monitoring the design, implementation, and management of behavior support plans
- assisting with transitioning to less intense interventions, when appropriate

Types of Teams

Student teams may look different depending on the needs of the student. Table 1 highlights a few examples. In order to meet the individual needs of the student, the type of teams might include members with more specialized training. In other words, more intensive needs might require more intensive training for team members and change who is included in the team.

Table 1. Example Team Configurations

Type of Team	Who is included
Consultation-based approaches	teacher and classroom consultant
Comprehensive team	school personnel, family, student etc.
Wraparound teams	school personnel, family, student and members of the community/outside agencies

Identifying/Screening Students

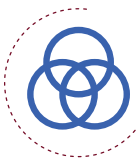
The next feature of Tier 3 determines who will receive Tier 3 supports and services. This includes nominations by teacher and staff or screening. Students who receive supports at Tier 2 might also be identified

through nominations and screening tools, but at Tier 3 the students are identified because the intensity of their behavioral need requires a corresponding intensity of response that may not be met by a Tier 2 intervention alone. Also, students identified as needing Tier 3 supports are likely to include students who have not been responsive or had their needs met with one or more Tier 2 interventions.

Students who need Tier 3 support might be nominated by a teacher or parent (a teacher or parent raises a concern) because of on-going social, emotional, and behavioral issues (learning issues, office disciplines, suspension, time out of instruction, etc.). Students might also be identified through screening tools. For more information on identifying students for Tier 3 supports see the [Tier 3 School-level Systems Guide](#).

Screening tools can be used for all students in a school (universal) or for at-risk students. Examples of validated tools used to universally screen students for social, emotional, and behavioral concerns are listed below:

- the Behavioral and Emotional Screening System (BASC-2 BESS; Kamphaus & Reynolds, 2007)
- social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus, Chafouleas, Riley-Tilman, and von der Embese, 2013)
- the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)
- the Systematic Screening for Behavior Disorders (SSBD; Walker and Severson, 1994) For more information see an [overview of universal screening tools](#)¹



Professional Development and Training

Another core feature of Tier 3 systems support is making sure that staff have the knowledge and expertise to support the needs of the student. This includes professional development and training at different levels based on the role the staff play in supporting the student's behavioral needs.

Professional development for Tier 3 supports is different than Tier 1 and 2 because strategies are individualized for the academic, social, emotional, and behavioral needs of each student. Ideally, all school staff should have some experience in assessment, support plan design, implementation, and changing of individualized behavior supports. At a minimum there should be targeted training for key content for all staff, including teachers, administrators, and specialists (counselors, special educators, behavior specialists, school psychologists, etc.) who may work together as a team.

Professional development for Tier 3 supports should not be a one-time training. Training should include core foundational content and regular updates for new staff that address research recommendations and family and students needs. At a minimum, professional development for Tier 3 includes:

- orientation and/or review of Tier 1
- specific training in procedures and management for the Tier 3 School System team
- targeted content support for behavior specialists or other staff involved with behavior plans

Training for All Staff

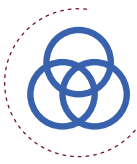
First, Tier 1 in the school (practices, systems, data) should be reviewed for how well Tier 1 is working within the school. It is important to remember that individual student needs should be addressed even if Tier 1 or 2 is not in place. However, starting and sustaining Tier 3 practices is more likely if a school is already using Tier 1 PBIS (and often also Tier 2). For more information see an [overview of Tier 1](#).²

All staff should be reminded of how the multi-tiered support logic works to support behavior, including a review of Tier 1 and introduction to Tier 2 and Tier 3 supports. In addition, all staff in the school should understand that a Tier 3 student support team might include anyone in the school who interacts regularly with a student who is having challenges. Training for all staff should include, at a minimum, how to:

- access and use the nominating process for a student for Tier 3 supports,
- be a member of a Tier 3 student support team,
- make decisions for inclusion in Tier 3 supports,
- monitor if Tier 3 support systems are being used
- assess if Tier 3 supports are effective

Training for Tier 3 School System Team Members

For staff more likely to work with students with Tier 3 needs, the training can be more in depth. The process for Tier 3 Professional Development may involve 2-3 days of team training followed by on-site coaching.



Training might include:

- defining a process for how a student goes from “nominated” to “selected” for Tier 3 supports
- developing and managing how individual student support teams will be formed and supervised, including the roles for members
- understanding the role and process for “functional behavioral assessment” (FBA) and its connection with academic and mental health assessment information
- identifying types of individualized function-based interventions
- developing the school process for designing and implementing behavior support plans
- identifying the critical features of effective Tier 3 wraparound support plans
- developing systems to collect, interpret, and use Tier 3 data (fidelity, outcome and quality of life)

For more Information, see the [Tier 3 School-level Systems Guide](#).³

Training for Behavior Specialists or Other Staff Who Lead the Individual Student Process

Training for behavior specialists ranges from “introductory” to “extensive” and is a well-researched area. A behavior specialist assists with the design and helps to carry out a behavior support plan. This plan is more likely to work and be used if it is: (a) based on accurate assessment of what a student prefers, behavior patterns, and behavioral functions, (b) follows

basic principles of human behavior, (c) is adapted to what works in the social, environmental, and organizational context, and (d) is guided by on-going collection of fidelity and outcome data.

When leading a team for a student with tier 3 needs, additional expertise may be needed in both team leadership and composition. This means that training for team leaders must be both broad and specific to address many areas:

- understanding behavioral theory
- conducting functional behavioral assessment
- leading a team in using assessment information to design individualized behavior/academic supports
- understanding core features of a support plan that is contextually appropriate AND technically sound
- implementing individualized support plans, including wraparound plans
- designing, collecting, and using fidelity, outcome, and quality of life data for individual student supports

Professional development for behavior specialists often includes prior university-level training (School Psychology, Counseling, Social Work, Behavior Analysis, Special Education). Schools might also provide direct training on the specific tools and protocols used by the school. For example, a senior staff might provide targeted training or set up a professional learning community to help support professional development within the school.



Coaching

In general, “Coaching” can be a way to support professional development (Killion & Harrison, 2006; Sugai & Horner, 2006) and is a core feature of Tier 3. It has been found that training without on-going assistance might not lead to the use of new skills. When combined with coaching, schools have found better success in helping staff gain needed skills.

In particular, coaching is an important consideration for Tier 3 because in some cases the expertise needed might not be available in the school. Teachers and staff may need additional help through coaching to learn and develop proficiency in the supports needed at Tier 3.

Role of the Coach

“Coaching” is not a job title, but consists of activities that support PBIS including:

- leading team planning and problem-solving
- using data to guide decision-making
- evaluating fidelity and outcomes of interventions
- providing ongoing professional development and technical assistance to school staff
- assisting leadership with using resources

Types of Coaching

“Coaching” includes providing supports directly for the student or teacher (individual/instructional coaching) or for the team (systems coaching). Individual and systems level supports work together: instructional coaching helps staff to support better academic, social, emotional, and behavioral outcomes for students, and systems coaching helps instructional coaching to be more effective and efficient. These types of coaching activities may be provided by professionals at the school or district level, or even external to the district if additional expertise is required.

INSTRUCTIONAL COACHING

Instructional coaching generally involves experienced professionals who work closely with less experienced professionals. For students with mental health, substance abuse, and/or medical needs, coaching may also include working with highly skilled community professionals that can help the team use additional strategies. Table 2 provides examples of skills ideally needed for an instructional coach.

Table 2. Instructional Coach Skills

Pedagogical Knowledge	Content Knowledge	Interpersonal Skills
<ul style="list-style-type: none">• Understanding how students learn• Understanding instructional practices• Understanding adult learning processes• Understanding the culture of the school, community and family and need for contextual fit	<ul style="list-style-type: none">• Use of function-based behavior assessment and intervention procedures• Ability to adapt intervention for different developmental levels• Ability to identify mental health, substance abuse, medical support issues	<ul style="list-style-type: none">• Communication• Willingness to collaborate• Problem-solving• Flexibility• Supportiveness• Tactfulness• Approachability



Instructional coaching can be provided in many ways. One of the most common and highly preferred is face-to-face support in the classroom. For some individuals, small group coaching can also be very effective. Remote coaching can also be used through internet-based audio-video connections and real-time observations and feedback.

SYSTEMS COACHING

Systems coaching is a set of activities that help to develop the capacity of school teams. While systems coaching requires many of the same skill sets as instructional coaching (see Table 2), systems coaching focuses on problem solving on systems issues versus individual student issues. Additional skill sets may include:

- using data to solve systemic issues
- facilitating skills for collaborative planning and problem-solving
- sharing knowledge about organizational change and innovation
- evaluating the effectiveness of actions for systems change

Student/Family/ Community Involvement

Another core feature of Tier 3 is the involvement of the student, family, and community.

Tier 3 student needs can be more intense and impacted by what happens outside of school. At the most simple level, a brief consultation may only involve the teacher and the consultant. At the more intense level (comprehensive, wraparound, etc.), it is important

to include the student and family. The student can help decide what works best for them and what they would like to see for their future. The family can also help with those decisions and provide greater insight into what happens after school. For example, are the same behaviors occurring at home? Similarly, students might be involved with other agencies or medical providers in the community (doctors, mental health providers) that might be able to assist with developing a comprehensive plan more likely to work for the student.

Assessments

One of the core features of Tier 3 is the use of assessments. This involves functional behavioral assessments, quality of life, wraparound, and person-centered planning.

The goal of an assessment is to identify strengths and needs to build effective, individualized plans. Assessments must provide specific information on the problem behaviors and often address academic, social, emotional, behavioral, medical, and vocational (employment) needs.

Those that are involved in assessments might need to:

- develop individualized assessments
- use a collaborative problem-solving framework that considers data
- collaborate with a support team
- assess interventions for fidelity and student outcomes
- plan for coordinated implementation across multiple settings and staff
- monitor supports



There are many types of assessments. For the individual student level, Tier 3 assessments might include functional behavior assessments, well-being and quality of life, and person-centered planning.

Functional Behavior Assessments

In order to address individual behaviors, it is important to understand why behaviors are occurring. Functional behavior assessment (FBA) is the term for the process that supports a behavior intervention plan (BIP) or Behavior Support Plan (BSP) that addresses the function (reason) for the behavior. The FBA/BSP can be used to address a range of social, emotional, and behavioral concerns (including anxiety, substance abuse, and trauma). The FBA/BSP process should also consider the behavior supports with what is happening in the student's environment (contextual factors), taking into account the goals and strengths of the student and the strengths and resources of the setting.

For the FBA/BIP process, it is always crucial to:

- understand what is keeping (maintaining) a student's behavior the same
- develop strategies to prevent the challenging behavior
- determine interventions that can teach and reinforce appropriate or desired behaviors

There should be a strong connection between the FBA (assessment) and the BIP/BSP (intervention plan).

FBA Process

There are different ways to use a function-based assessment based on the severity of the behaviors and needs of the individual. An FBA process in

schools might use a continuum of progressively more formal and intense procedures such as the process described below (Scott et al., 2010). It is important to remember that level of expertise needed for Tier 3 might not be found in the school the student attends. The comprehensiveness of the FBA should still match the intensity of the student need and might require including expertise on the team from professionals in the district and/or community.

CONSULTATION-BASED FUNCTIONAL THINKING/ BRIEF FUNCTIONAL BEHAVIOR ASSESSMENT

The first level of assessment might involve consultation-based functional thinking (Scott et al., 2010). With simple consultation, an individual who understands function helps the teacher or staff to understand the problem behavior. This method involves a facilitator, teacher(s), (and student (particularly at the middle and high-school level working together to identify factors (e.g., contextual events) related to the behavior. The goal is to develop a behavior intervention plan that focuses on teaching appropriate replacement or alternative behaviors that are naturally reinforced (work with the function) and addresses environmental features that will prevent behavior plan failure and increase success. This process might also help school staff to identify the role of function earlier in Tiers 1 and 2 that might prevent the need for Tier 3 intensive supports.

COMPREHENSIVE, TEAM-BASED FUNCTIONAL ASSESSMENT

The second level of assessment process is more complex, intense, and addresses students who have



chronic and lasting behavior issues. This level of functional assessment would use a team approach involving descriptive and indirect methods of gathering data. A functional assessment might consider the following:

- antecedents of behaviors (what happens before the behavior)
- behaviors
- consequence of behaviors (what happens after the behavior)
- setting events relevant to the occurrence of behaviors (what environmental factors might impact the behavior)

INDIRECT ASSESSMENTS

The first part of comprehensive team-based functional assessments might consist of indirect assessments. Indirect assessments have no direct observation of behavior and might include rating scales, questionnaires, and interviews. Indirect assessments may include a form that addresses function (reason for the behavior; Functional Assessment Checklist for Teachers and Staff; FACTS; March, Horner, Lewis-Palmer, Brown, Crone, Todd & Carr; 2000). These forms are completed by the staff working with the student and help identify problem behavior/s, the activities in which the behavior/s occur most frequently, and the possible functions/motivations of the behavior/s.

STUDENT FEEDBACK

Students can share information about their behavior. There are several forms for gathering student

functional assessment information. Examples of these forms are the Functional Assessment Checklist for Students (Loman, Strickland-Cohen, Borgmeier, & Horner, 2013) or the Student-Directed Functional Assessment Interview (O'Neill, Albin, Storey, Horner & Sprague, 2015).

CONTEXTUAL VARIABLES

Other data sources can be used to determine the contextual variables that might influence the problem behaviors. In other words, what is happening in the environment that might impact behavior? A few data sources that might be useful include discipline events (ODRs, suspensions) and out of classroom events (visits to the nurse's office). A review of existing records may highlight specific times, locations, or activities where the problem behaviors occur most often. If Daily Behavior Report or Check in Check Out data are available, analysis of this information might provide additional information on the time and activities that occur before the problem behavior. Lastly, Antecedent Behavior Consequence (ABC) data could be collected to record what happens before and after behaviors of concern.

DESCRIPTIVE ASSESSMENT

Another level of assessment would include descriptive assessment. Descriptive assessment consists of a direct observation of behavior, but without any effort to change the behavior. For example, "Antecedent, Behavior, and Consequence" (ABC) data could be collected to record what happens before and after problem behaviors. Individuals who have training and experience in conducting FBAs and evidenced-based,



function-based interventions should do the observations. This information will be used to build a stronger hypothesis about the contextual variables that occur before the behavior and the functions of (reasons for) the behavior.

Quality of Life

It is also important to consider long-term impacts of the behavior. For example, a student who is dissatisfied with her or his life might be more likely to have problem behavior. Students also learn best in settings and activities that they find enjoyable and meaningful. Often, students who engage in problem behavior have less access to these types of activities in school, home, and community settings. As behaviors become more challenging, that access often decreases. One of the ways that this can be addressed is to consider the impact of the behavior on the quality of life for the individual (QOL). Quality of life has been defined in multiple ways but focuses on what matters to that individual. QOL might consider: (a) interpersonal relationships, (b) self-determination, (c) social inclusion, (d) personal development, and (e) emotional well-being (Kincaid et al., 2002). Researchers have used objective and subjective measures to measure QOL (Cummins, 1997; Schalock et al., 2002). Objective measures might range from observations (e.g., frequency of social interactions) to permanent products (e.g., financial statements; Schalock et al., 2008), and subjective measures can often be done using surveys (Verdugo et al., 2005).

Wraparound Assessment

Students needing tier 3 supports might have more complex needs that require additional levels of behavioral support. A wraparound plan considers a more comprehensive level of support and likely involves collaborating with community, medical, or mental health agencies. This collaboration could occur at the first sign of the need and is not limited to students who require Tier 3 supports. Some students may benefit from a wraparound plan that does not include an FBA/BIP or they may have an FBA/BIP without a full wraparound plan.

A small number of students within tier 3 have multi-faceted, complex physical, mental health, environmental, and behavioral issues that have not responded to previous behavior support interventions. These individuals may need more intensive and sophisticated assessment procedures. Such methods might involve functional analysis, where direct manipulation (change) of either the antecedents or functions is done to better understand the behavior. Only staff experts with previous training and behavioral expertise in this type of assessment should conduct this type of assessment.

Due to their complexity, assessments for wraparound plans need to cover many areas. This starts with identifying areas of need and then analyzing and understanding those areas as completely as possible. Students and their families have a leading role in the development of these plans by deciding what are meaningful outcomes and which strategies are a good “fit” for the student and family.



Examples of Assessments may include:

- [Midwest PBIS Wraparound Webpage](#)⁴
- Life Domain Areas Assessment
- Family Strength Assessment Sample Question
- Wraparound Education Information Tool – EI-T
- Wraparound Home School Community Tool – HSC-T
- person-centered planning

For wraparound plans, intervention plans are often multi-dimensional and may incorporate strategies to support students at home, in school, and the community, including living environment; basic needs; safety; medical; legal; and social, emotional, educational, spiritual, and cultural needs (Eber, 2002).

Person-Centered Planning

Person-centered planning (PCP) is a process that allows a student and their family, friends and community to share information about the person's strengths and needs and goals for the future. PCP has a long history in working with PBIS approaches and provides important information about how to create supports that could sustain behavior change and improve quality of life.

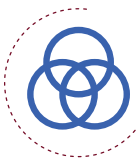
PCP approaches, in general, promote the self-direction and strengthen ties with community supports for individuals with serious behavioral issues. Several different PCP planning approaches include Planning Alternative Tomorrows with Hope (PATH), Making Action Plans (MAPS), Essential Lifestyle Planning (ELP), Personal Profiling, and some hybrid approaches.

Behavior Intervention/ Support Planning

Linked with the assessment feature, Tier 3 systems support includes creating a plan to support the student behavior. Overall, developing Tier 3 behavior support plans often require:

- knowledge shared by the individuals who know the student the best
- the student, where possible
- the expertise of persons with applied behavior knowledge
- information obtained from the FBA process

Tier 3 support plans may be called behavior support plans (BSP) or behavior intervention plans (BIP). It is very important that the BSP/BIP plans are carefully linked to the FBA.



Competing Behavior Model

One method of organizing information collected from an FBA is to build a competing behavior model (O'Neill et al., 1997; Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T., 2000). The competing behavior model uses a three-step process:

- hypothesis or summary statement
- desired behavior
- replacement behavior

HYPOTHESIS OR SUMMARY STATEMENT

The first step involves the development of a four-part summary statement (or hypothesis). This hypothesis is based on the information from the FBA. The first four parts are:

- problem behaviors
- immediate antecedents for problem behaviors (what happens before the behavior)
- maintaining consequence of problem behaviors (what happens after the behavior)
- setting events relevant to the occurrence of problem behaviors (what environmental factors might impact the behavior)

DESIRED BEHAVIOR

The next step requires the team to determine:

- the desired behavior in the situation (what behavior(s) do you want the person to do?)

- the maintaining consequence for the desired behavior (why is the behavior occurring and not changing)

Typically, the desired behavior leads to a maintaining consequence that is different from the consequence produced by problem behavior. In other words, the desired behavior would need to lead to another type of consequence for that behavior to occur.

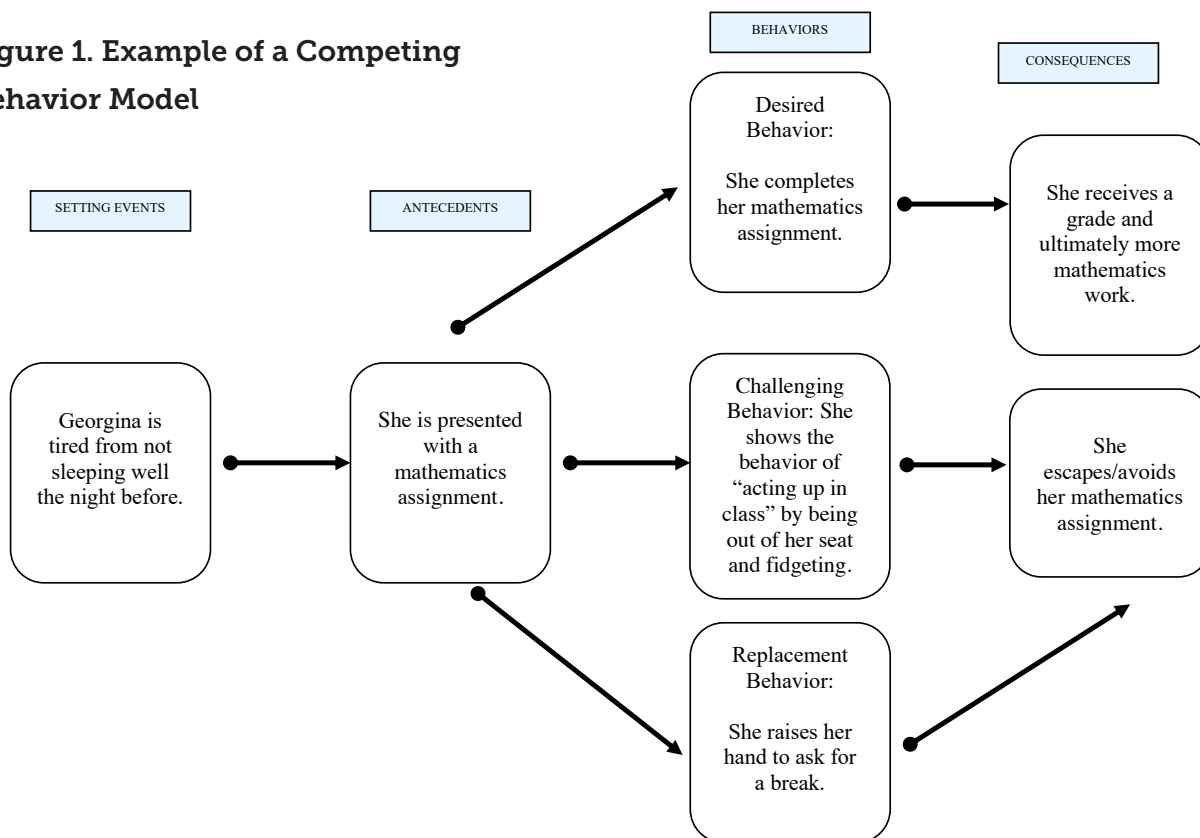
REPLACEMENT BEHAVIOR

The last step includes the selection of a replacement skill (positive alternative behavior) that will produce the same maintaining consequence as the problem behavior. In other words, the replacement behavior would be a better behavior than the behavior that the student is currently doing but has the same consequence as the problem behavior. This step is used as an intermediate step because it can be easier to change the behavior to one that has the same consequences before changing the behavior to the more ideal desired behavior.

These three steps result in a diagram (see figure 1) that is then used for identifying and selecting potential behavior support practices.



Figure 1. Example of a Competing Behavior Model



SETTING EVENT STRATEGIES	ANTECEDENT STRATEGIES	BEHAVIOR STRATEGIES	CONSEQUENCE STRATEGIES
<p>Identify when Georgina is tired by setting up home/school communication to see if Georgina is tired in the morning or has other problems with her morning routine</p> <p>Provide parent training on how to fill in a sheet that indicates the time the Georgina goes to bed</p> <p>Ask parents to cut down or eliminate Georgina's access to caffeinated beverages on a school night</p>	<p>Reduce impact of presentation of mathematics assignment:</p> <p>Critically examine Georgina's work in math, perhaps bringing in math consultant, to identify areas of academic concern and re-teach/tutor these areas.</p> <p>Prompt and remind Georgina to work quietly and in her seat (pre-taught social skill lesson)</p> <p>Modify the assignments and/or provide longer time for completing mathematics work</p>	<p>Encourage appropriate behavior by:</p> <p>Teach Georgina to raise her hand, ask for a break, and be given a break immediately for math assignments</p> <p>Teach social skills lesson on working and staying in her seat; model appropriate behavior and role play for class</p> <p>Teach social skills lesson on handing in assignment, model appropriate behavior and role play for class</p>	<p>Manipulate (change) consequences by:</p> <p>Georgina receives a break when she asks (demonstrating functionally-relevant reinforcement for the replacement behavior)</p> <p>Provide specific and contingent praise for appropriate behavior, while ignoring inappropriate</p> <p>Establish token economy, reinforce for appropriate behavior of raising hand and asking for a break and completing the math assignments</p> <p>Set up behavioral contract based on behaviors and tie in with token economy</p>



Although there is not one standard format for a BSP/BIP, there is general agreement that at a minimum an effective BSP/BIP should contain some critical elements such as:

- a clear and operational definition of the problem behavior
- a clear link to the function of the behavior and antecedent and setting events as identified by the functional behavior assessment
- strategies for addressing antecedent variables that may prevent the problem behaviors from occurring or promote more appropriate behaviors
- strategies for teaching alternative or replacement behaviors
- strategies to reinforce alternative or replacement behaviors and reduce reinforcement of problem behaviors
- strategies for matching the BSP/BIP to unique contexts of the classroom, family and community to enhance the success of the plan (contextual fit)
- a method for the collection of data for evaluation of the effectiveness and implementation fidelity of the BSP/BIP
- a safety plan for use only in crisis situations

Comprehensive Data System and Ongoing Data Monitoring

A final feature for Tier 3 addresses the collection and use of data, such as addressing student outcome goals, fidelity of implementation, using data-based decision making, and enhancing a school level data system.

A comprehensive data system addresses two types of data: (a) intervention fidelity (Did we do what we said

we would do?; i.e., implementation integrity, treatment adherence) and, (b) effectiveness (Does it work?; e.g., student outcomes). A Tier 3 data system should contain critical parts such as:

- goals for intervention fidelity and student outcomes should be reasonable, measurable, and valued
- procedures and schedule for collecting evaluation and progress monitoring data (including perception data) across all goals
- procedures and schedule for summarizing data in an understandable way (graphs)
- procedures and schedule for communicating data across all involved
- decision rules to guide team-based decision making about plan fidelity and effectiveness, including perception data

Student Outcome Goals

Goals for student outcome are the acceptable and/or desired level of change in student behavior contained in the BSP/BIP. The short- and long-term goals often address: (a) replacing the challenging behavior with an acceptable alternative (potential short-term goal), and (b) increasing desired behavior (potential long-term goal). All goals should include: (a) what behavior is being measured, (b) the acceptable/desired level, and (c) when the level will be met.

Fidelity of Implementation

Within a BSP/BIP, the final component is a comprehensive plan (data system) for the collection and use of data. This plan is used to evaluate the effectiveness and implementation fidelity of the BSP/



BIP. Fidelity describes the acceptable and/or desired level of implementation of the specific components of the BSP/BIP (Did we do what we said we would do?). It is intended to consider the quality and contextual fit of the support plan, and the training, resources, and staff buy-in needed for the BSP/BIP. Fidelity of implementation might include short- and long-term goals on the: (a) consistency of strategy use across staff or settings, (b) quality of strategy use, and/or (c) frequency of strategy use.

Data-based Decision Making

The team (including the student and family) should meet at least monthly and review the progress monitoring data to see if the student is making progress.

The data collected should be organized in a way that team members and other stakeholders can easily use to see overall patterns and specific areas of concern (time of day, by staff member, for the most recent week/month). Schools might use spreadsheet tools (Excel), The Individual School-Wide Information System (I-SWIS), and the Direct Behavior Rating (DBR) scales. Teams should decide what will provide the best quality of information, efficiency in entering and reporting data, and be flexible to progress monitoring needs across students and time. A team might also use a chart, graph, or bar chart updated monthly or quarterly to look for progress and patterns.

Figure 2. Example of Data Monitoring Tool

Midwest PBIS Network: Tier 3 Student Action Plan
Individual Student Data for Progress Monitoring

<i>(Please indicate time period)</i>	Baseline	Time 2	Time 3	Time 4
GRADES				
Daily Progress Report (DPR)				
ODRs				
ISS (In-School Suspensions)				
OSS (Out of School Suspensions)				
Attendance: Absences/tardies				
OTHER DATA				

Other information that is pertinent: (perception of team members, family, etc.)

Attach other data graphs.



Once the data are reviewed, the team should decide if the plan is working (the behavior is getting better, showing no progress, or getting worse). If the plan is working, the team could decide to continue it or reduce the intensity of the plan. If the plan is not working, the team could keep the plan as is and wait to see if the behavior changes, check implementation fidelity, or make changes in the plan by increasing the intensity or changing the plan. The team could start fading parts of the plan or set the criteria for target behaviors higher. For example, the team could reduce the frequency of reinforcement for the student or expect the student to show a greater behavior change.

If the plan is not working, the team will first want to check implementation fidelity and, if fidelity is low, consider why. For example, if the plan is too difficult for the teacher, the team may want to change the interventions so that they are usable for the teacher, or the team may decide to consider other interventions that may be easier for the teacher to perform, and to match the function of the behavior.

If the teacher is implementing with high fidelity, the team may decide to make changes in the plan by increasing the intensity (providing reinforcement at a more immediate and frequent rate) or changing the interventions so that they may be more effective.

The team may want to consider, at times, reviewing the FBA data to make sure that the hypothesis of the function is correct or gather additional data.

School Level Data

A school should consider using a comprehensive data system to measure behavior outcomes and implementation fidelity at tier 3. This might be different from school to school but should work with the procedures already in place. However, for Tier 3, data should be collected more frequently and with more specific details. For example, if the student was in Check In Check Out at Tier 2, it might be possible to use a similar point card, but create individualized goals, more frequent check-in periods, and/or individual feedback procedures. Some of the ways to enhance an existing data collection to create a more comprehensive system may include using:

- systematic direct observation data (frequency, duration, rate, etc.)
- direct behavior ratings (DBR)
- time sampling data
- antecedent, behavior, consequence observations: ABC Form
- interviews
- surveys
- checklists
- record reviews/permanent products
- measures of fidelity of tier 3 implementation (Measures of implementation fidelity are important to determine whether the tier 3 supports were actually provided as planned [frequency and quality])



Conclusion

The foundational systems features discussed in this brief support the coordinated, efficient and sustained implementation of Tier 3 supports at the student level. Teaming structures drive sustained and accurate implementation. Staffing and professional development is necessary for initial scale up and implementation with fidelity, and ongoing coaching is needed to support maintenance and long-term positive outcomes for students. Engaging students, families, and community members ensure relevance and sustainability. Data systems inform decisions regarding need, fit, and effectiveness. With these systems in place, schools are positioned to provide effective and efficient supports to students with the most intensive needs.

Additional Resources

For more information about school systems that support Tier 3:

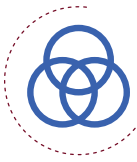
- [Tier 3 School-level Systems Guide](#)⁵

For more information about specific Tier 3 practices:

- [Tier 3 Brief Functional Behavior Assessment \(FBA\) Guide](#)⁶
- [Tier 3 Comprehensive Functional Behavior Assessment \(FBA\) Guide](#)⁷
- [Center on PBIS Tier 3: Wraparound and Person-Centered Planning](#)⁸

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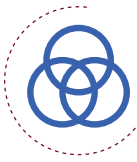
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Embedded Hyperlinks

1. <https://www.pbis.org/resource/systematic-screening-tools-universal-behavior-screeners>
2. <https://www.pbis.org/pbis/tier-1>
3. <http://www.pbis.org/resource/tier-3-school-level-systems-guide>
4. <http://www.midwestpbis.org/materials/wraparound>
5. <http://www.pbis.org/resource/tier-3-school-level-systems-guide>
6. <http://www.pbis.org/resource/tier-3-brief-functional-behavior-assessment-fba-guide>
7. <http://www.pbis.org/resource/tier-3-comprehensive-functional-behavior-assessment-fba-guide>
8. <https://www.pbis.org/pbis/tier-3>