



4I: Working Smarter at Advanced Tiers Implementation

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- **Topic:** District & State PBIS
- **Keywords:** Implementation, Tier 2, Tier 3



Learning Objectives

Participants will learn

- (a) key systems that support advanced tiers implementation,*
- (b) a teaming structure for monitoring individual student progress and overall system effectiveness,*
- (c) ways to measure utilization, effectiveness, and fidelity of advanced tiers interventions.*



Who's Here?



Agenda

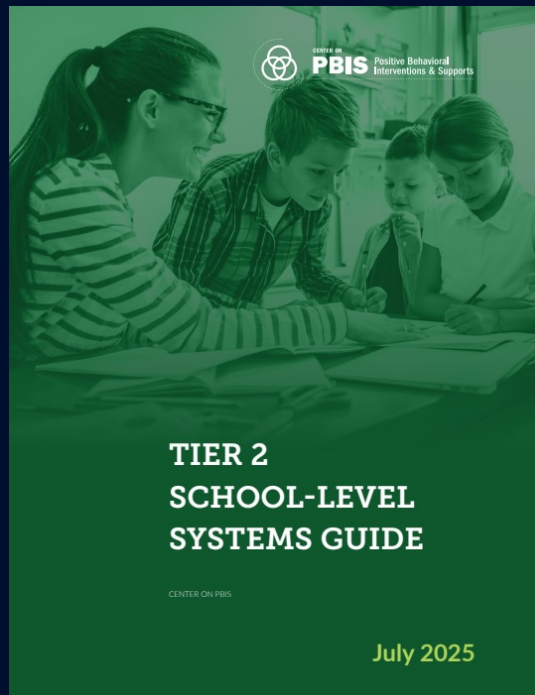
1. Advanced Tier Foundations
2. Meet Southbridge Public Schools
3. Systems
4. Practices
5. Data
6. Outcomes & Recommendations

ACKNOWLEDGEMENTS

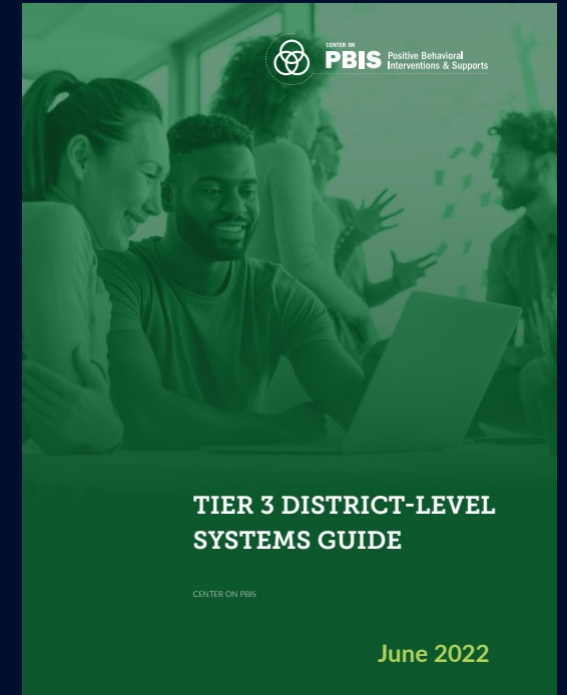
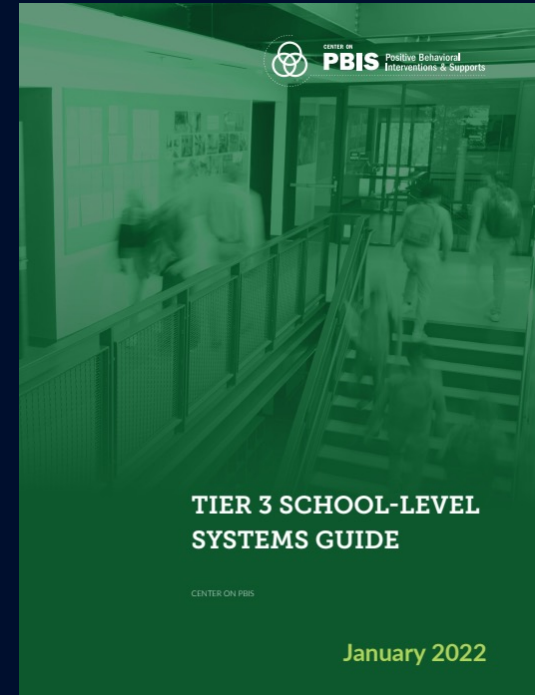
- Missouri SW-PBIS
- Midwest PBIS Network
- Susan Barrett, Lucille Eber, Mark Weist & colleagues on the Interconnected Systems Framework
- Coaches, team members, and administrators at Southbridge Public Schools
- Open Architects for the data dashboards

Helpful Guides

Tier 2

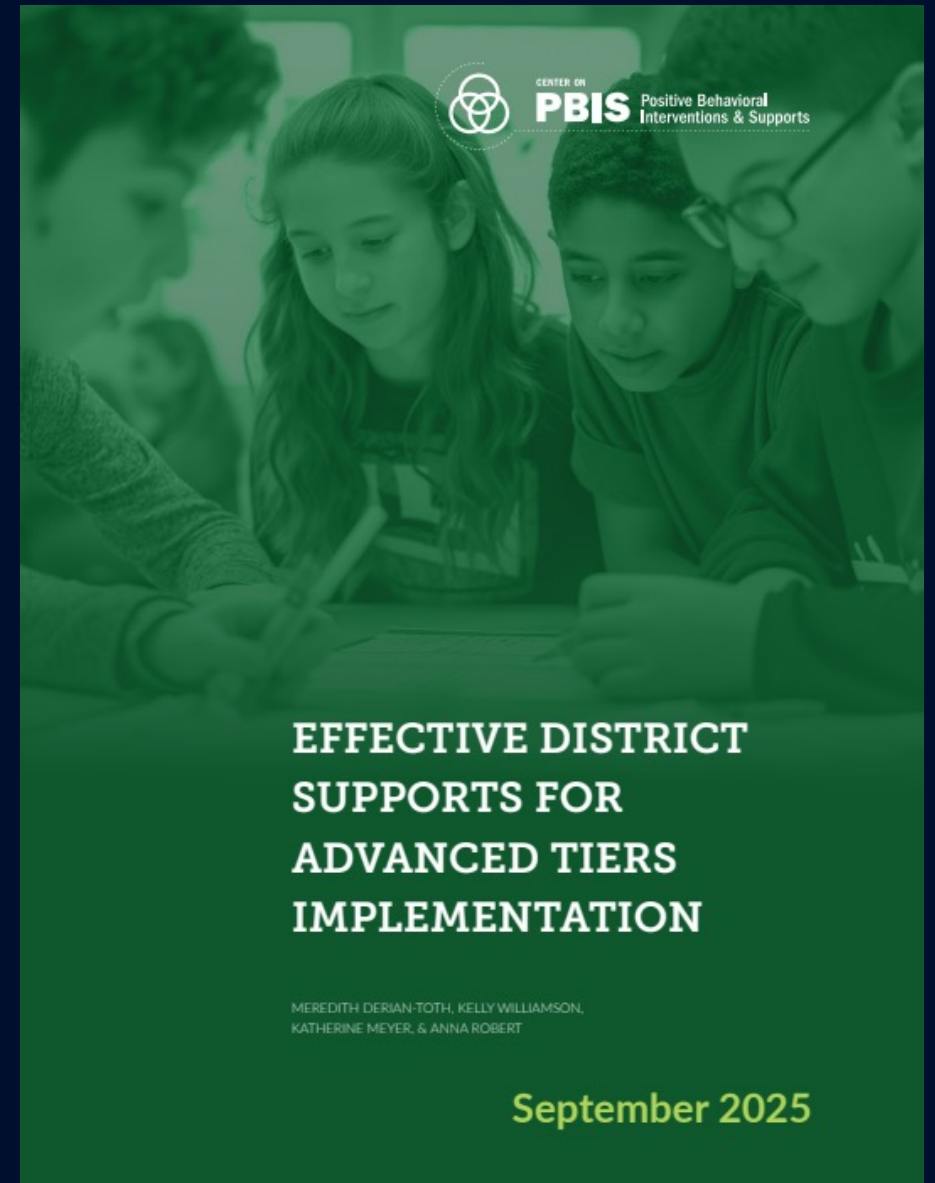


Tier 3



Evaluation Brief

Derian-Toth, M., Williamson, K., Meyer, K., & Robert, A. (September 2025). Effective District Supports for Advanced Tiers Implementation. Center on PBIS, University of Oregon.
www.pbis.org.



District and Team Training Materials

www.nepbis.org

The screenshot shows the NEPBIS website with the 'ADVANCED TIERS' menu highlighted. The 'ADVANCED TIERS TRAINING MATERIALS' link is also highlighted. Below the menu, the 'TRAINING OVERVIEW' section is visible, followed by a 'TRAINING SEQUENCE' section.

TRAINING OVERVIEW

The advanced tiers training materials in this section support district and school-based teams with initial and sustained implementation of Tier 2 and Tier 3 PBIS. It is important to note that training is **only one component** of a comprehensive model of support for schools. Support should also include coaching, technical assistance, and data-based decision-making supports.

The NEPBIS Network comprehensive model is composed of half-day district and full-day school team trainings, coaches' trainings, networking, on-site technical assistance, and consultation over three years. District-level support is critical particularly for developing and sustaining Tier 3 systems. This model is developed for Tier 3 implementation to be lead by a district leadership team.

***Note:** This content is aligned with the most recent version of the [Tiered Fidelity Inventory](#) (Center on PBIS, 2025; crosswalk can be accessed in the Scope and Sequence below). *These materials are currently in draft form so please check back often for updates.*

TRAINING SEQUENCE

Year 1. Tier 2 School Team training leads teams through exploration and initial implementation of Tier 2 through ten Getting Started Steps (see image, right).

Year 2. Advanced Tiers District Team training is designed to be provided

GETTING STARTED WITH Tier 2

1	Establish a representative T2 leadership team	6	Develop a process to match student need to practices
2	Develop a collaborative process for identifying students	7	Develop a process for progress monitoring, data-based decision rules
3	Strengthen T2 Supports	8	Develop procedures for modifying or adjusting

Tier 2 School Team Training

Focus on the exploration and installation of Tier 2 through ten Getting Started Steps.

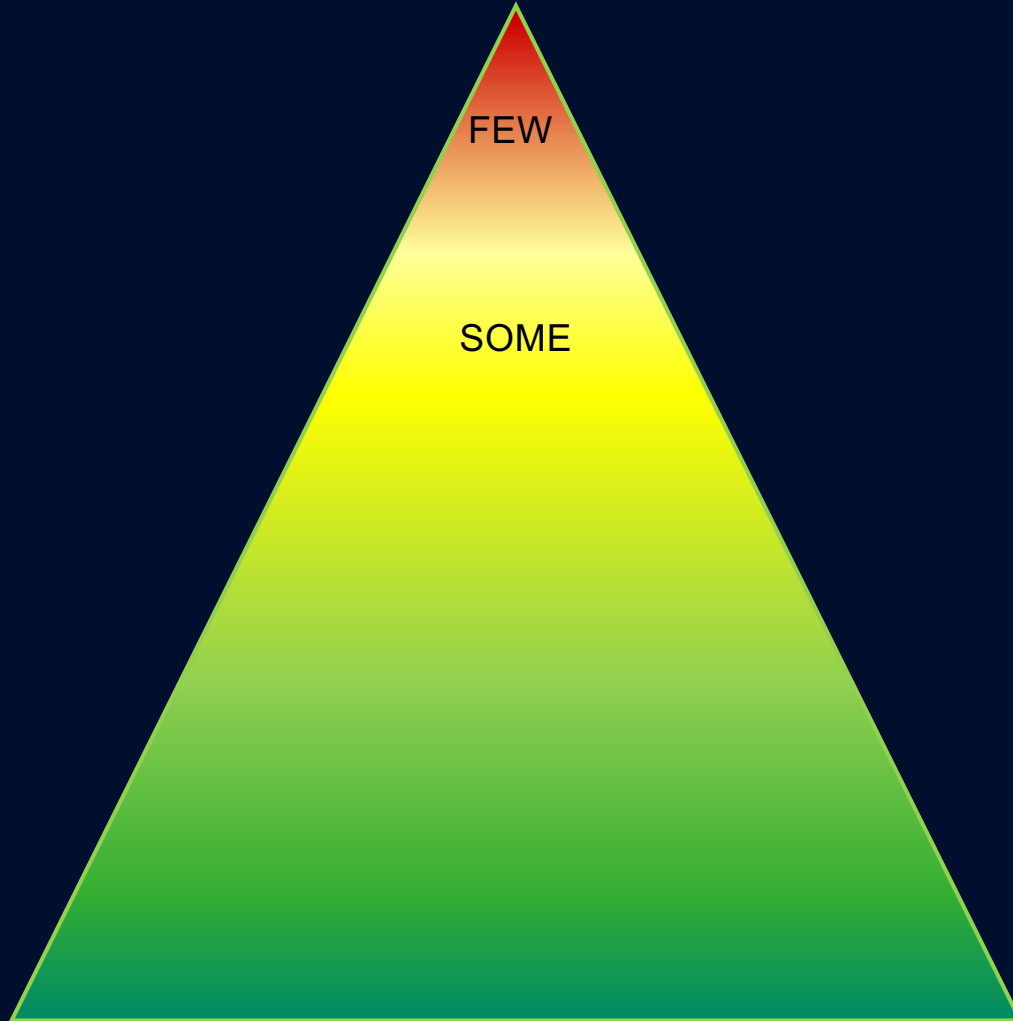
DAY 1 MATERIALS	DAY 2 MATERIALS	DAY 3 MATERIALS
Overview of Tier 2	Step 4: Select & Adopt Tier 2 Practices	Step 7: Develop a process for monitoring progress
Step 1: Leadership Teaming	Step 5: Install Selected Practices	Step 8: Develop procedures for modifying or adjusting implementation
Step 2: Process for Identifying Students	Step 6: Match Student Need to Practices	Step 9: Develop evaluation routines for fidelity & outcome data
Step 3: Fidelity & Strengthening Tier 1		Step 10: Develop a system to document and communicate routines, practices, and policies

Advanced Tiers District Team Training

District team training focuses on developing and strengthening systems critical to efficient, coordinated provision of Tier 3 supports.

DISTRICT DAY 1 MATERIALS	DISTRICT DAY 2 MATERIALS	DISTRICT DAY 3 MATERIALS
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Foundations of Advanced Tiers Support



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

www.pbis.org

Foundations of Advanced Tiers Support

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

Focused on **systems** from the start

- What's already in place
- What needs formalizing

Started with the district team

Southbridge Public Schools

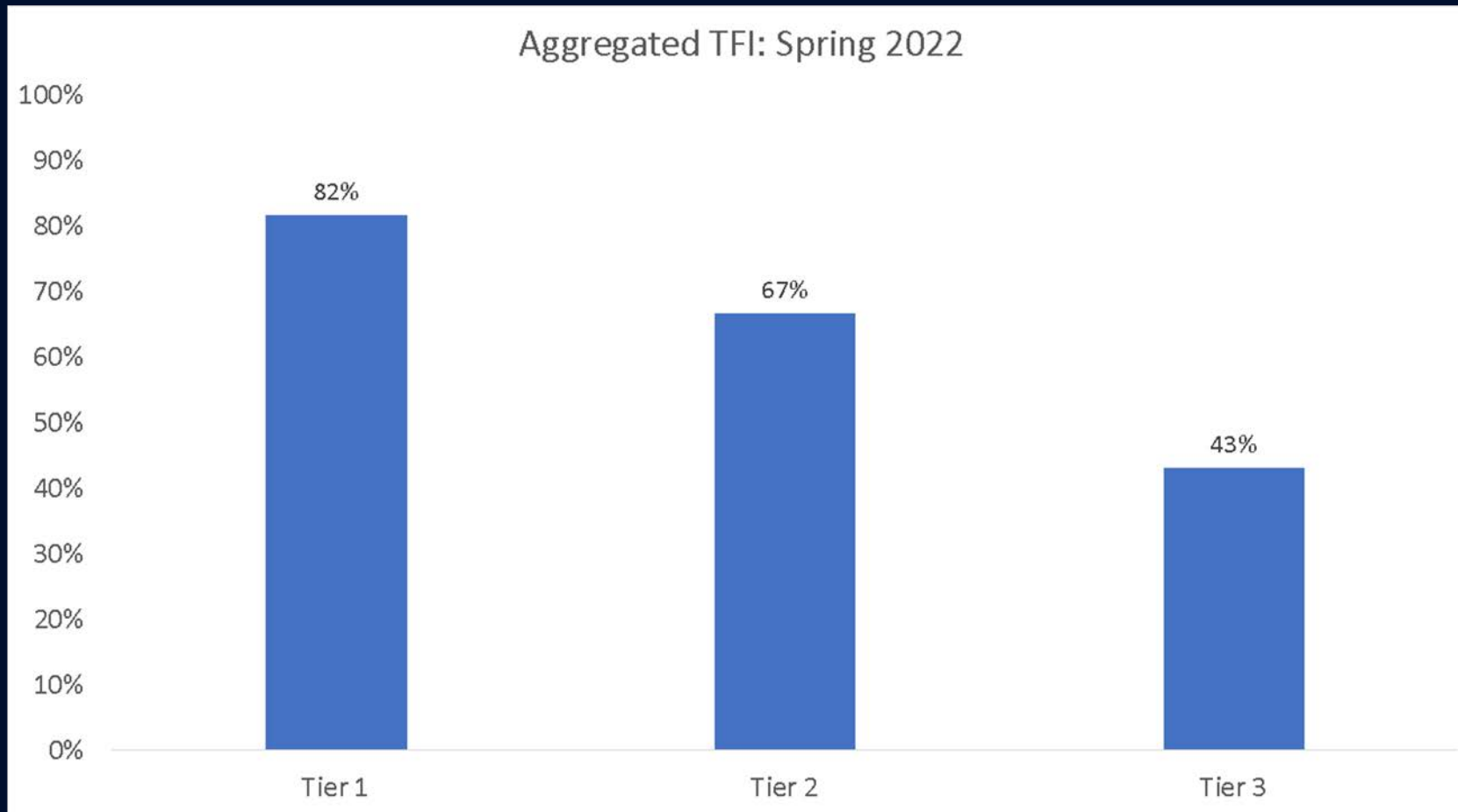
- 1800 students across 5 schools, PK-12
- 81% of students low income
- 27.5% of students with disabilities
- 35% of students' first language not English
- 20% of students moved in/out of district after start of school year
- In receivership since 2016



PBIS Training Timeline

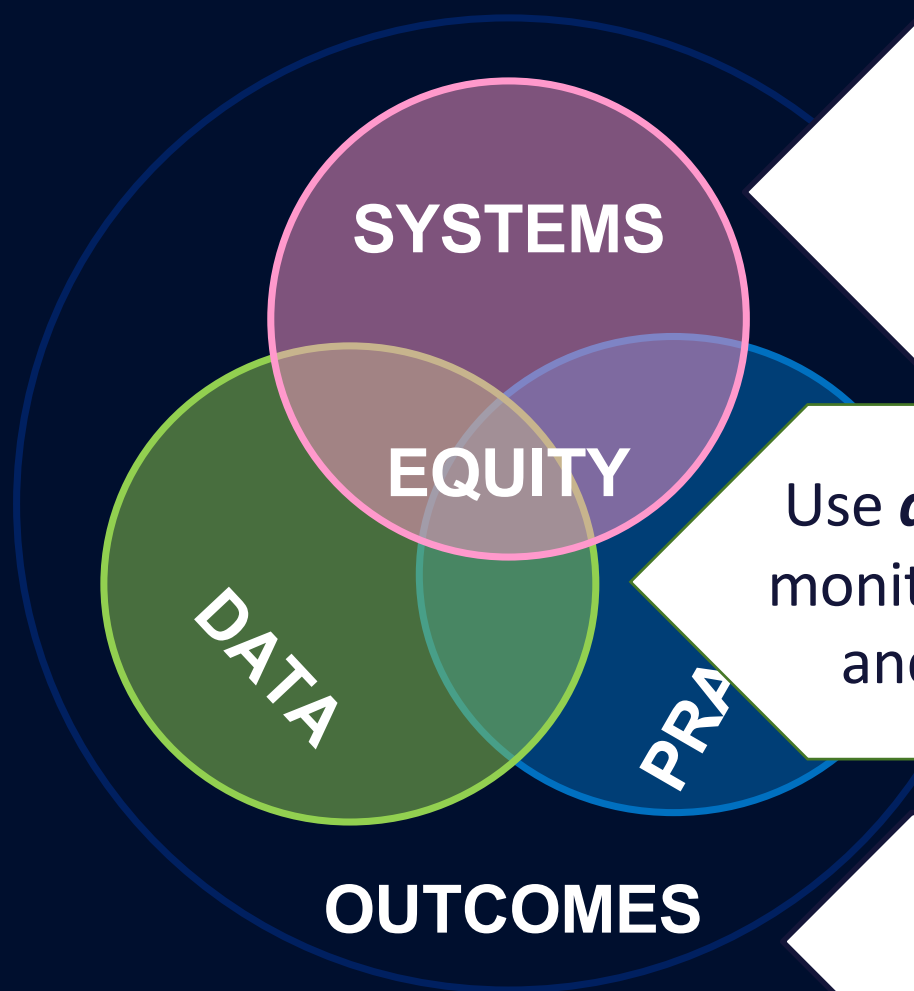


Southbridge Public Schools



Elementary schools had a solid foundation in Tier 1 & were implementing CICO

Critical Features of Advanced Tiers



Invest in **systems** to support high-fidelity implementation over time.

- Leadership teams
- PD & Coaching
- Intervention Implementation

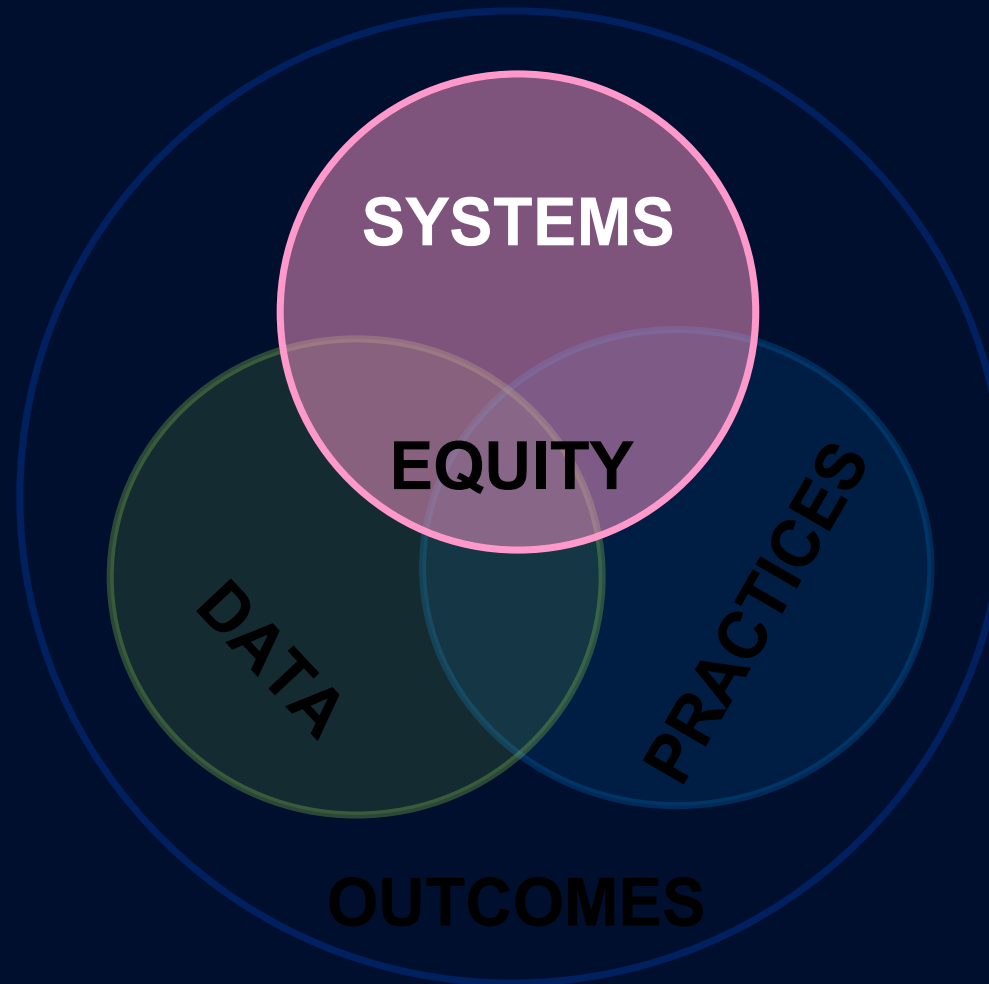
Prioritize the most efficient and effective

Use **data** to inform decisions. Data should be used to monitor utilization of and progress in AT interventions and that supports are implemented with fidelity.

implementation across time.

Improve **outcomes** of students with more intensive needs.

Critical Features of Advanced Tiers



Key District Systems



Teaming

Protocols & Templates

PD & Coaching

Teaming Guidelines

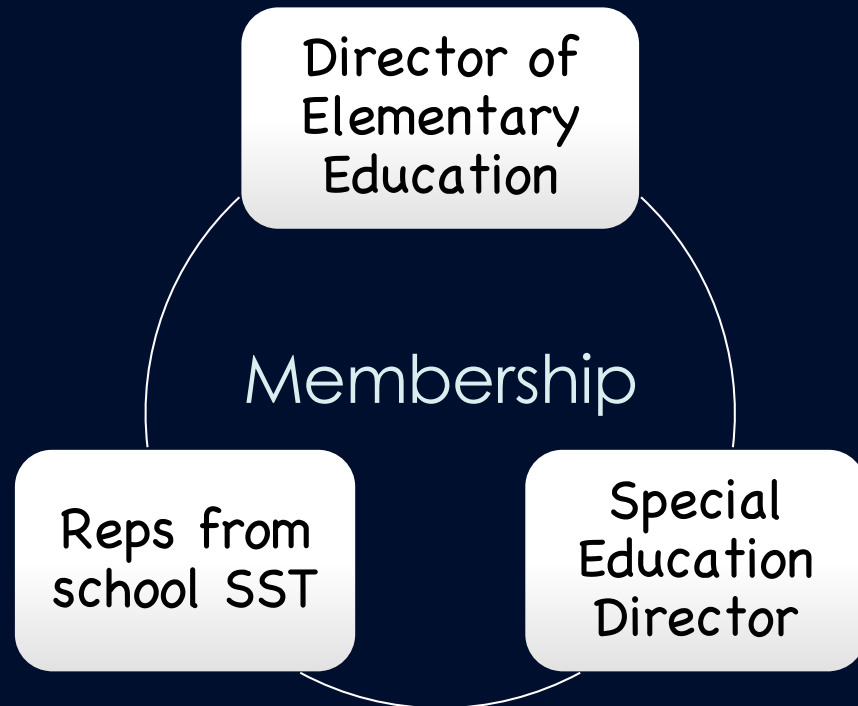
from Enhancing Team Functioning

- Clear Purpose
- Team Membership and Authority
- Team Member Roles and Responsibilities
- Coordination, Communication, and Consistency
- Coaching



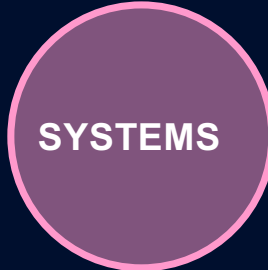
District Team

District AT Leadership Team steers implementation across schools.



Responsibilities

- Coordinate & align existing teams and resources
- Support consistency (e.g., procedures, templates)
- Build internal capacity
- Assess & monitor overall effectiveness & fidelity of AT systems



Clarified
purpose of
each team

<i>School Team</i>	<i>Purpose</i>	<i>Outcome</i>	<i>Target Group</i>	<i>Team Membership</i>
<i>Student Support Team</i>	Identify and problem solve for students not responding to Tier 1 supports, either academic, behavior, social, or emotional	Teams effectively support student achievement using Tier 2 and Tier 3 supports	Students not effectively progressing with Tier 1 supports	• Administrator • School Psychologist • Teacher • BCBA • School Counselor • Interventionists
<i>Advanced Tiers Systems Team</i>	Analyze Tier 2 and 3 systems for fidelity of implementation, outcomes, and access	Improved student outcomes and implementation fidelity and equal access	Students receiving Tier 2 or 3 supports and staff providing those supports	• Administrator • School Psychologist • BCBA • School Counselor
<i>Special Education Team</i>	Assess and address suspected and identified disabilities	Eligible or ineligible for specialized instruction	Students with suspected disabilities as identified through the SST process	• Special education professionals

Advanced Tiers Team

SYSTEMS

- Systems Coordinator (Coach)
- Administrator

- School Adjustment Counselor
- School Psychologist
- BCBA

Tier 2

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

Tier 3

- Coordinate individualized interventions
 - Basic FBA/BSP
- Review current intervention data
 - Fidelity: Do staff need training?
 - Outcome: Is each appropriate for each student?

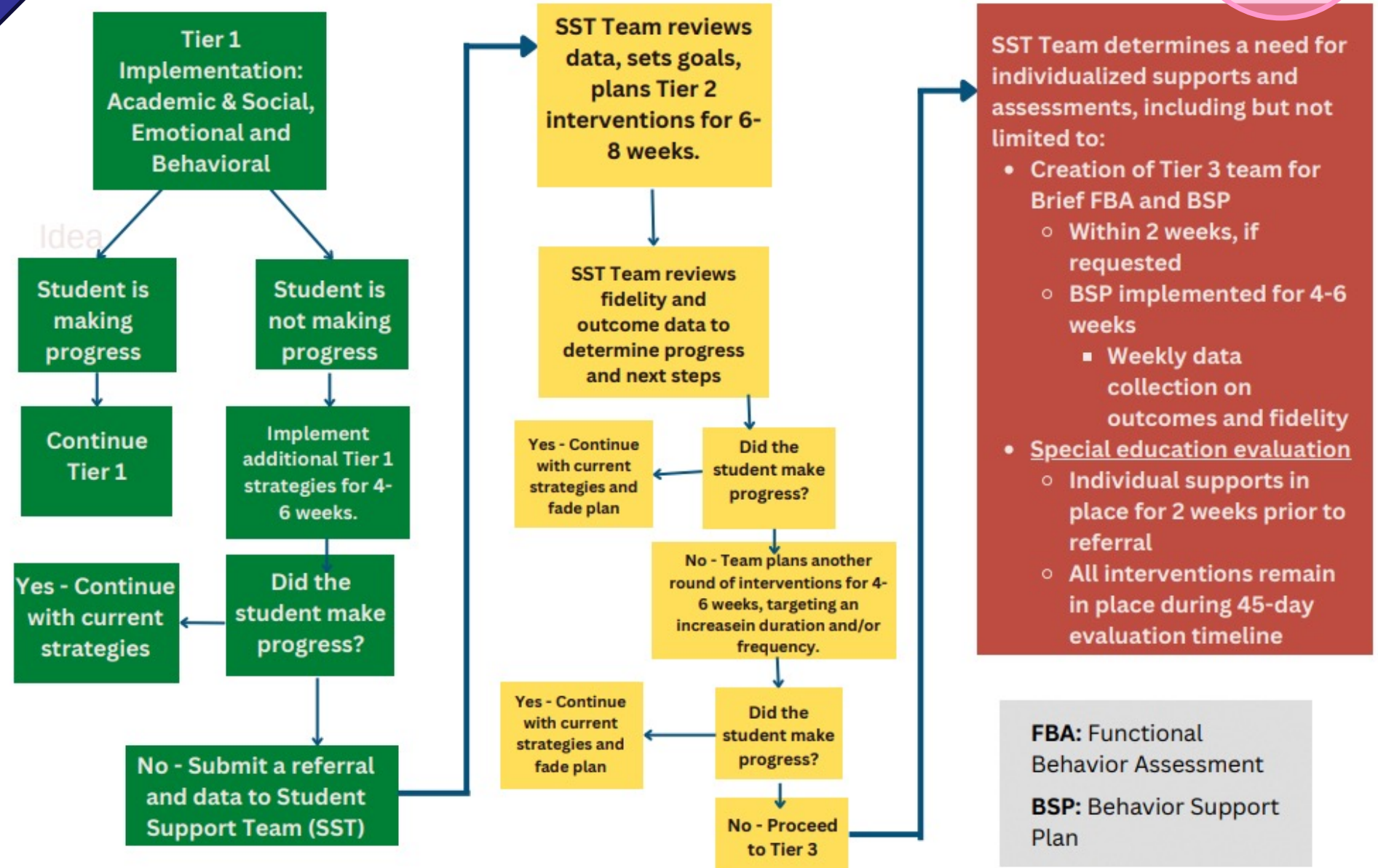
Tiered support protocol

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



Multi-Tiered Systems of Support

SYSTEMS



Integrate & Align

Common assessment & intervention protocols & templates

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

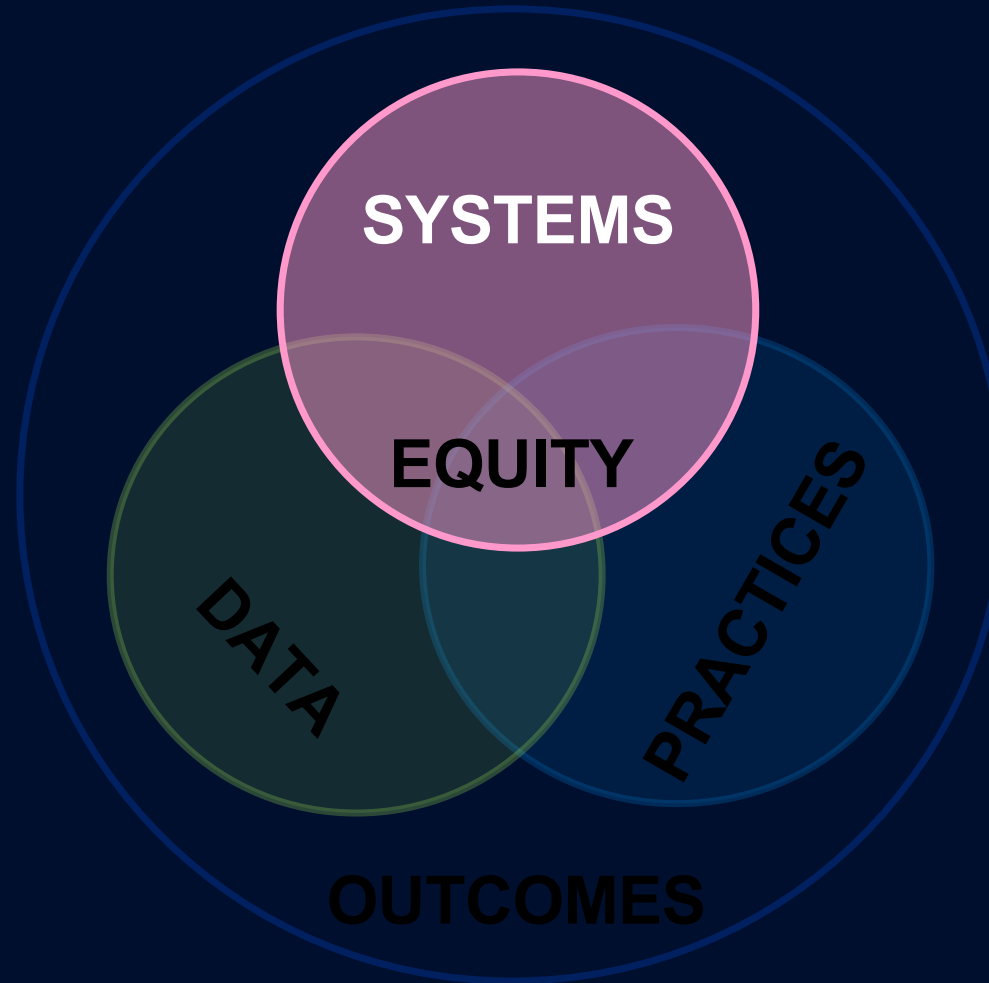
Goal is to provide standardized forms & process across the district to support equitable access and consistent quality.

SYSTEMS

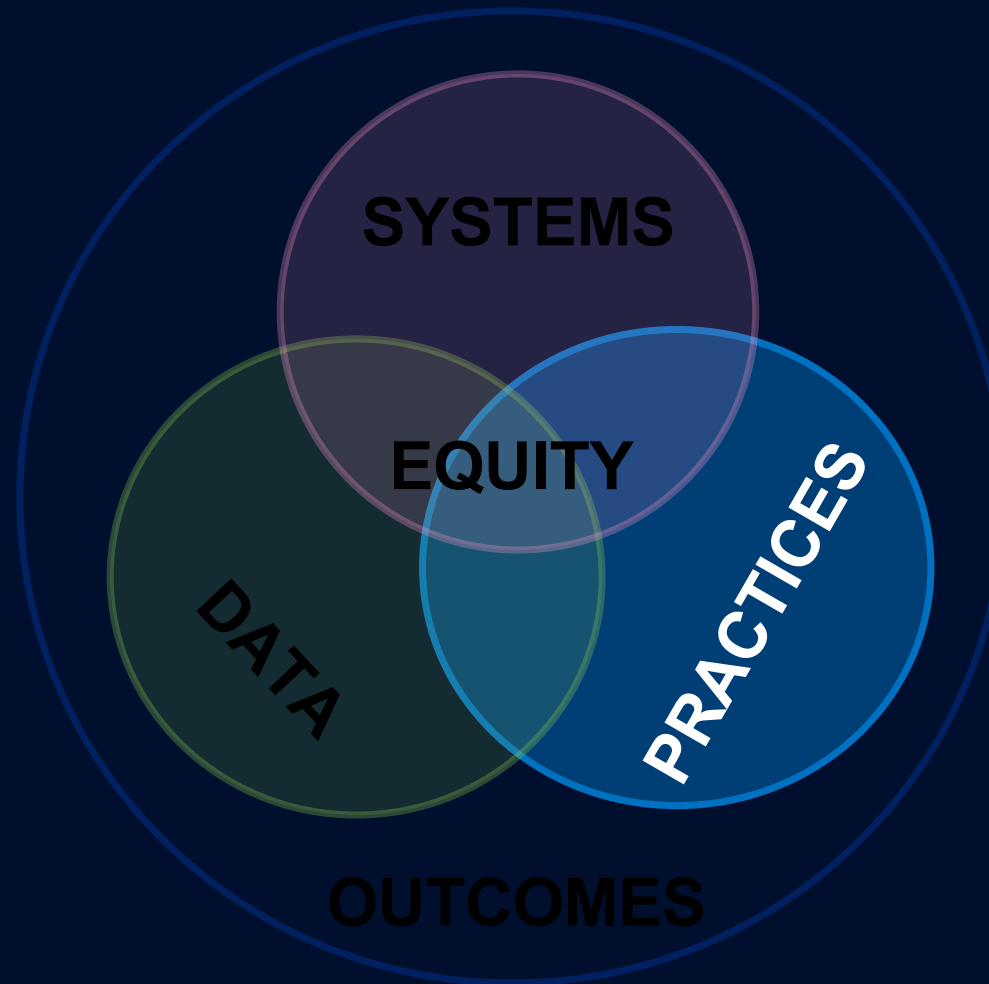
EXAMPLE TEACHER NOMINATION FOR ASSISTANCE	
Student Name _____	Age _____ Grade _____ IEP: Yes No
Teacher Completing _____	Date _____
Academic Information	
Overall G.P.A. _____	Do you believe that academic skills, including task completion, are impacting the problem behavior? ☐ Yes ☐ No ☐ Unsure
Reading Grade _____	
Written Language Grade _____	
Math Grade _____	
What is the Problem Behavior?	
Internalizing Behaviors:	
☐ Exhibits sadness or depression	
☐ Sleeps a lot	
☐ Is teased or bullied by peers	
☐ Does not participate in games	
☐ Very shy or timid	
☐ Acts fearful	
☐ Does not stand up for self	
☐ Self-injury (cutting, head banging)	
☐ Withdrawn	
☐ Other _____	
Strategies Tried to Address Problem	
☐ Tangible recognition for expected behavior	
☐ 4:1 positive verbal feedback	
☐ Retought expected behavior	
☐ Multiple opportunities to practice expected behavior	
☐ Self-monitoring	
☐ Modified assignments	
☐ Change of schedule for activities	
☐ Extra assistance	
☐ Family/Guardian contact	
☐ Other (Specify): _____	
Adapted _____	
INDIVIDUAL STUDENT SAFETY PLAN	
An individual student safety plan, unlike a typical behavior plan, addresses specific behavior that is dangerous to the student and/or others.	
Date: _____	
Student Name: _____	Grade: _____
Special Education? ☐ No ☐ Yes	If yes, Case Manager: _____
Other Plan? ☐ No ☐ Yes	If yes, Case Manager: _____
Contact Information	
Parent/Guardian: _____	
Cell Phone: _____	Home Phone: _____ Other: _____
Emergency Contact: _____ Phone: _____	
Places Student May Be if Missing During School Hours	
On School Grounds: _____	
Off School Grounds: _____	
Medical Information	
Physician: _____ Phone: _____	
Diagnoses: _____	
Medications: _____	
Allergies/Special Considerations: _____	
Description of Specific Unsafe Behaviors (why student requires a safety plan)	

CRISIS RESPONSE PLAN	
What to do if student exhibits above described behavior	Who will do what/backup staff
_____	_____

Critical Features of Advanced Tiers



Critical Features of Advanced Tiers



Integrate & Align

Tiered Intervention Map

Goal is to outline interventions each elementary school should have in place across each tier including **purpose**, **entry criteria**, **outcome data**, and **fidelity data** to be collected.



Elementary Tiered Intervention

Items in **red** are flagged for conversation and action planning

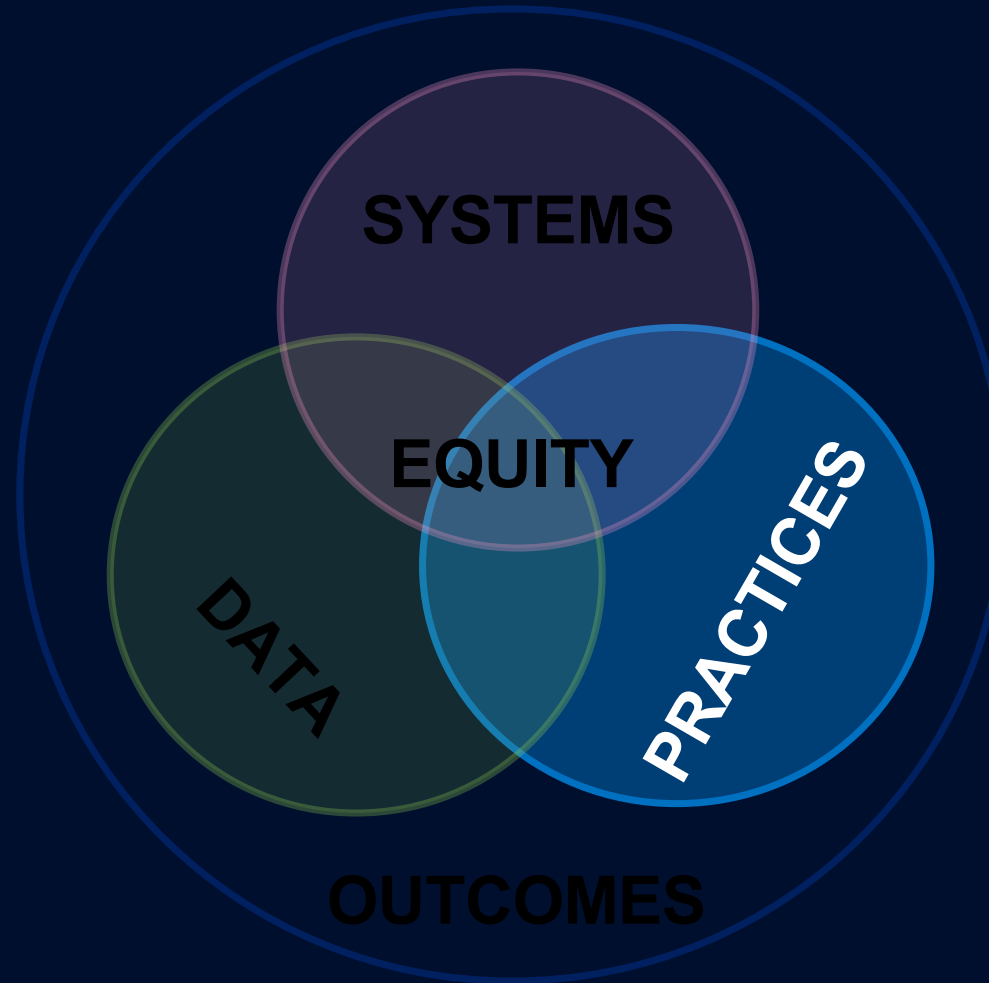
	Intervention	Purpose/Need	Evidence Based	Coordinator	Entry Criteria	Outcome Measure	Fidelity Measure
Tier 1 SEB	Tier 1 PBIS	Routines and practices are established in all classroom and non-classroom settings to introduce and reinforce expected behaviors, prevent undesirable behaviors, and increase academic achievement.	Yes	Tier 1 Coaches	Everyone	SWIS data Attendance GSCS DESSA	TFI
	Second Step	Directly teaches social-emotional skills	Yes	Teachers and SAC's	Everyone	SWIS data DESSA	
Literacy	Wonders Curriculum	Core language arts program for all students	Yes	Teachers	Everyone	DIBELS IREADY	
	ECRI	Enhanced Core Reading - Teaching foundational literacy skills	Yes	Teacher, Intervention ists	Everyone	DIBELS	
Math	Ready Math Curriculum (K-8)	Core math program K-5.	Yes	Teachers	Everyone	IREADY	
Tier 2	Check In, Check Out	Structure for providing students with behavioral feedback throughout the day.	Yes	SST Teams	Refer to decision grid	CICO-SWIS	CICO Data Sheets
	Zones of Regulation	Teaches students a way to talk about, understand and manage theirDi emotions.	Yes	SAC's	Refer to decision grid	SWIS DESSA	

Intervention menu based on the needs of the student population.

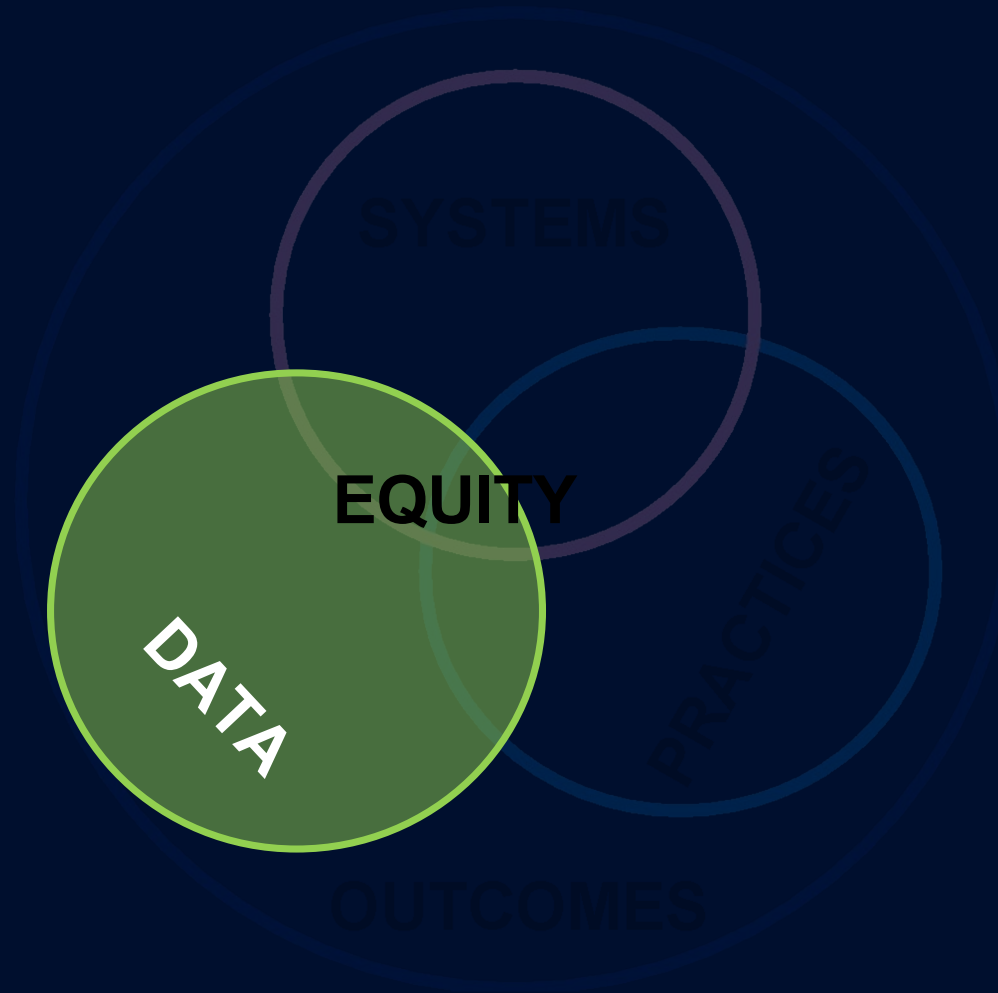
	Second Step Extensions	Directly teaches targeted social-emotional skills to a targeted group	YES	SAC's	Refer to decision grid	Need	Need
Literacy	ECRI, K-2 K-5 Small Group Instruction	Enhanced Core Reading - provides direct and explicit phonics instruction Small Group Differentiated Instruction	YES	Teacher, Reading Specialists, Intervention Teachers	Refer to Tiered Guidance Literacy 2023 ...	DIBELS 8 Benchmark Goals	Progress monitoring bi-weekly Student/Adult attendance
	I-Ready Personalized Instruction	Personalized sequence of online ELA lessons based on diagnostic data.	YES	Teachers	Diagnostic results place students on individualized instructional pathways	Daily	Weekly analysis
	Wonders Foundations Skill Kit	Explicit and differentiated instruction of key foundational skills taught in earlier grades of Reading Wonders	YES	Reading Specialists, Intervention Teachers	Prescribed Instructional Focus Area	DIBELS Progress Monitoring	bi-weekly
	Wonders Differentiated Resources	Targeted lessons to reteach grade level skills.	YES	Teachers	Prescribed Instructional Focus Area	DIBELS, IReady Placement Data and/or Phonics Screener	bi-weekly
Math	Ready Classroom Differentiated Lessons	Ready Classroom Core Instruction reinforcement lessons. Teach and reteach resources	YES	Teachers	Data based decision making process. Analysis of student work and formative assessment data	Unit Assessment Checks for Understanding	Ongoing

	I-Ready Personalized Instruction	Personalized sequence of online math lessons based on diagnostic data.	YES	Teachers	Diagnostic results place students on individualized instructional pathways	IREADY	Weekly Analysis
Tier 3 SEB	Brief FBA/BIP	Low intensity, high frequency behaviors that are NOT dangerous	Yes	SACs	Frequent, minor behavior that occurs in one or more settings. (Quantify?)	Individualized per student	Fidelity checklist of key components
	Comprehensive FBA/BIP	Chronic high intensity or dangerous behaviors	Yes	BCBA	Dangerous or high intensity behavior that occurs across settings	Individualized per student	
	Wraparound	Students with intensive needs across home-school-comm unity	Yes	City Connects Coordinator	MyConnects data	Individualized per student	
Literacy	Lexia Wilson	Students in the evaluation process who have not responded to TIER 2 Literacy interventions	Yes	Special education teachers	SST data showing a lack of response to TIER 2 interventions	Individualized per student	Usage checks Lesson completion
Math	iReady differentiated lessons	Individualized small groups		Intervention ists			

Critical Features of Advanced Tiers



Critical Features of Advanced Tiers





Data Systems Guiding Questions

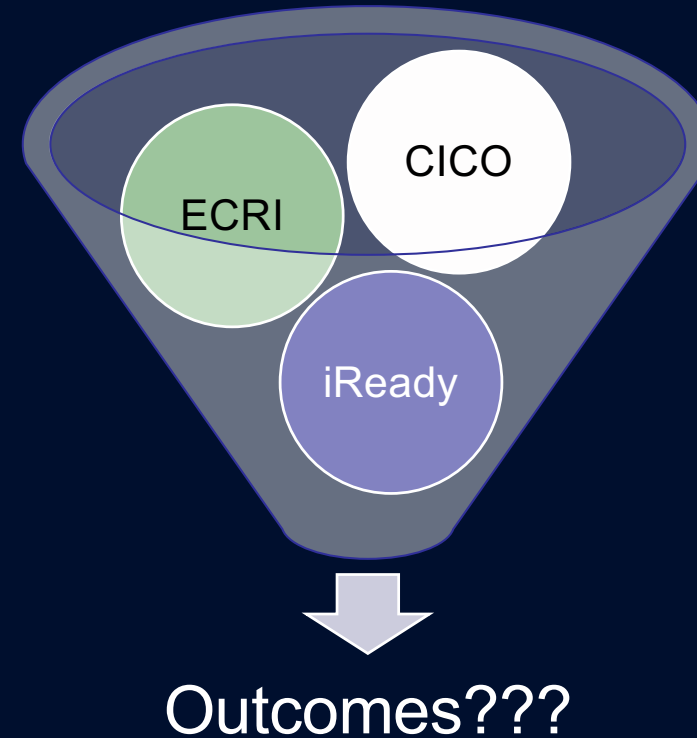
from [Tier 3 School Level Systems Guide](#)

- Data systems need to answer the following questions:
 - **How many** students are receiving Advanced Tier supports?
 - Are those supports **effective** and resulting in meaningful change?
 - Are Advanced Tier interventions **implemented as designed**?
Is our request for additional support system efficient and effective?
 - Are our Advanced Tier systems **equitable**?

Data Systems



Schools had multiple Tier 2 and Tier 3 interventions, but no system for assessing (a) utilization or (b) effectiveness.



Data Systems



Developed a data dashboard for advanced tiers.

Tier 2/Tier 3 Intervention Tracking Tool

School Name: _____

Total School Population as of October 1: _____

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

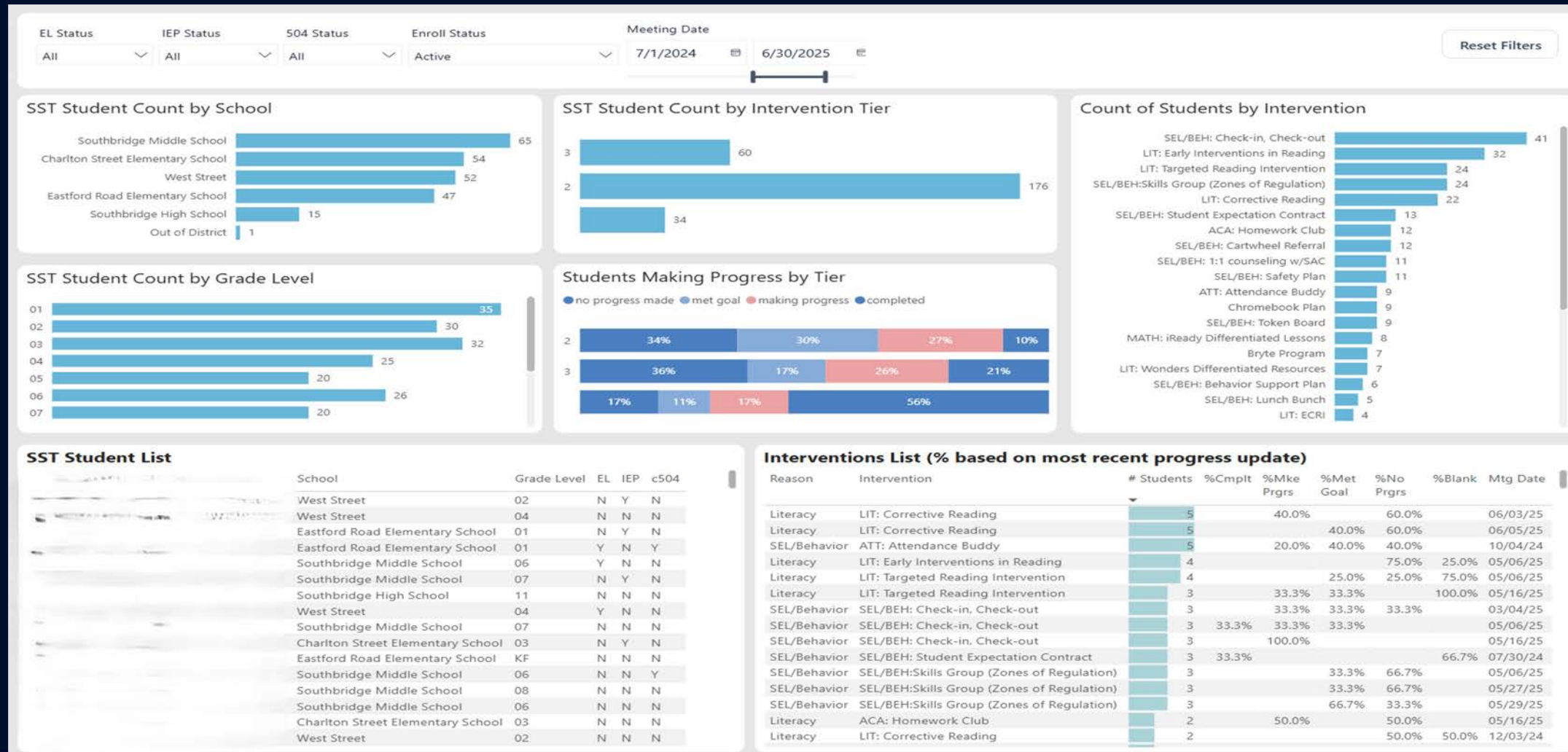
Interventions	Check-in Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Individualized Check-In/Check-Out, Groups & Mentoring # / %		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning) # / %		Complex FBA/BIP # / %		Wraparound Support # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
July	/	/	/	/	/	/	/	/	/	/	/	/
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/

- Questions we are trying to answer:
 - Which Tier 2 and Tier 3 interventions are we utilizing?
 - Of those interventions, which are proving most effective?
 - What percentage of students are receiving supports at Tier 2 and Tier 3?
 - Are there differences in effectiveness by subgroups?

Midwest PBIS Network, 2015

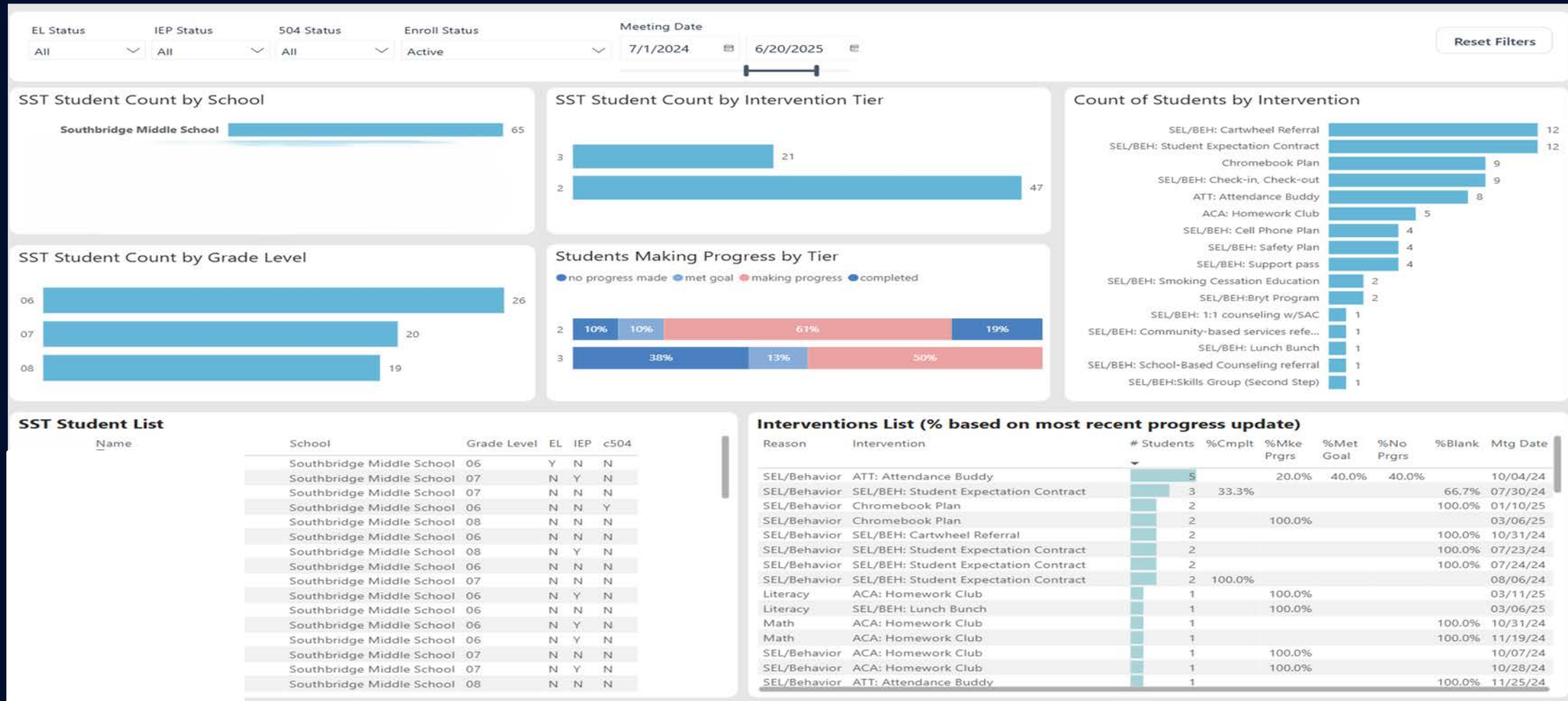
Data Dashboard: District View

DATA

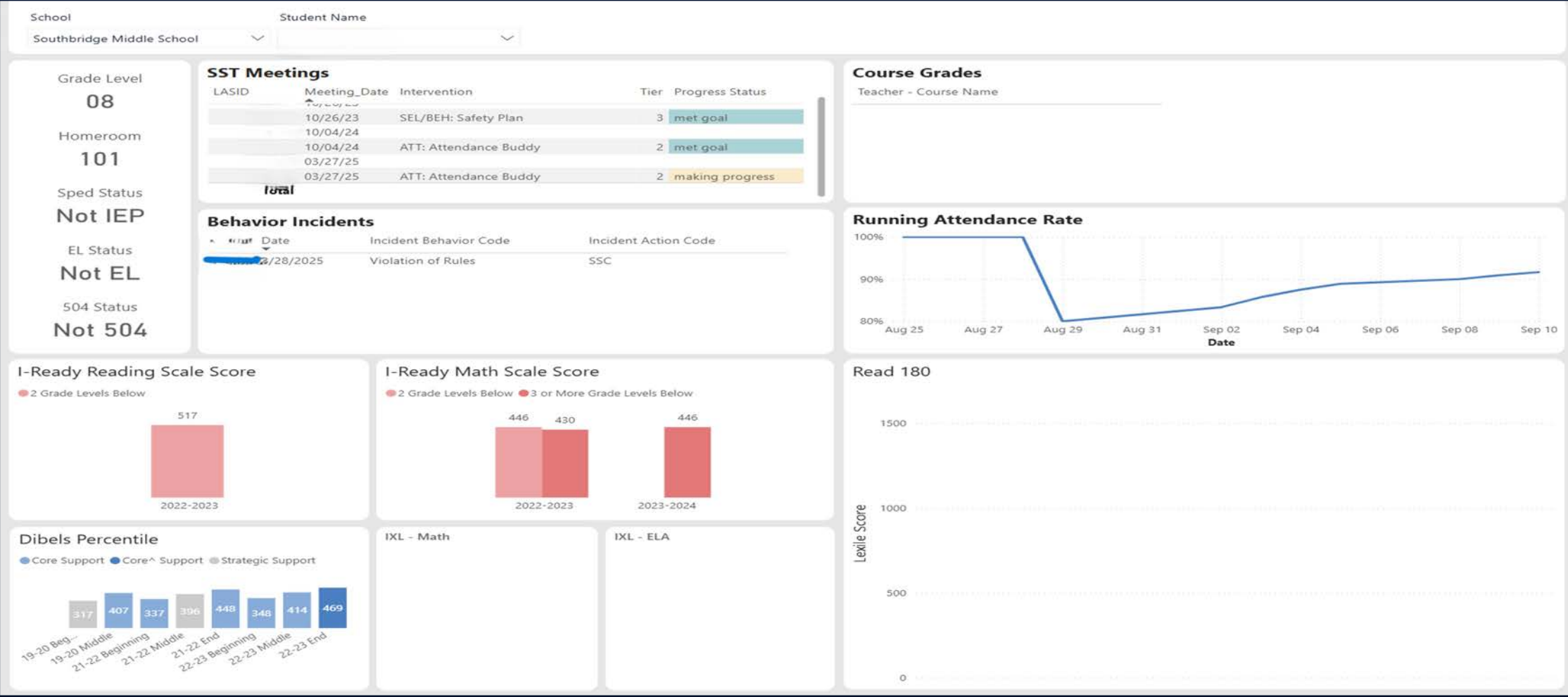


Data Dashboard: School View

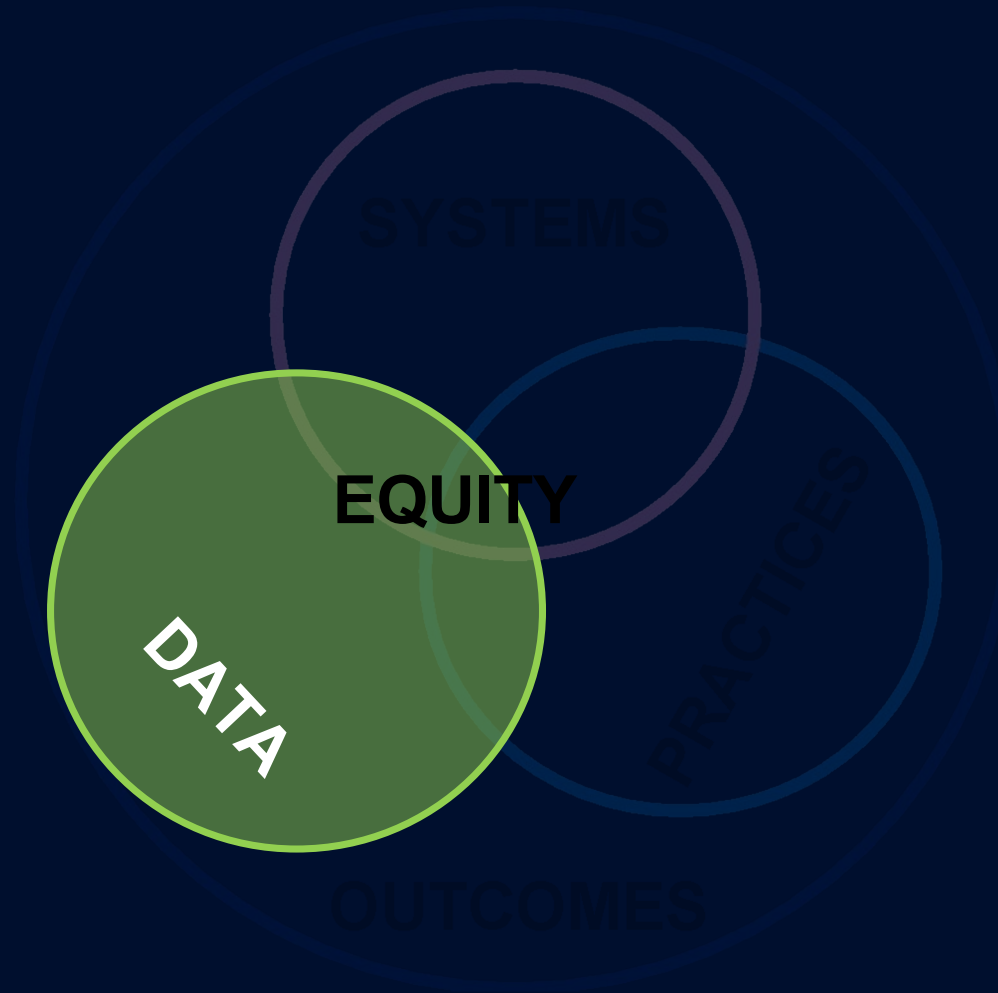
DATA



Data Dashboard: Student View



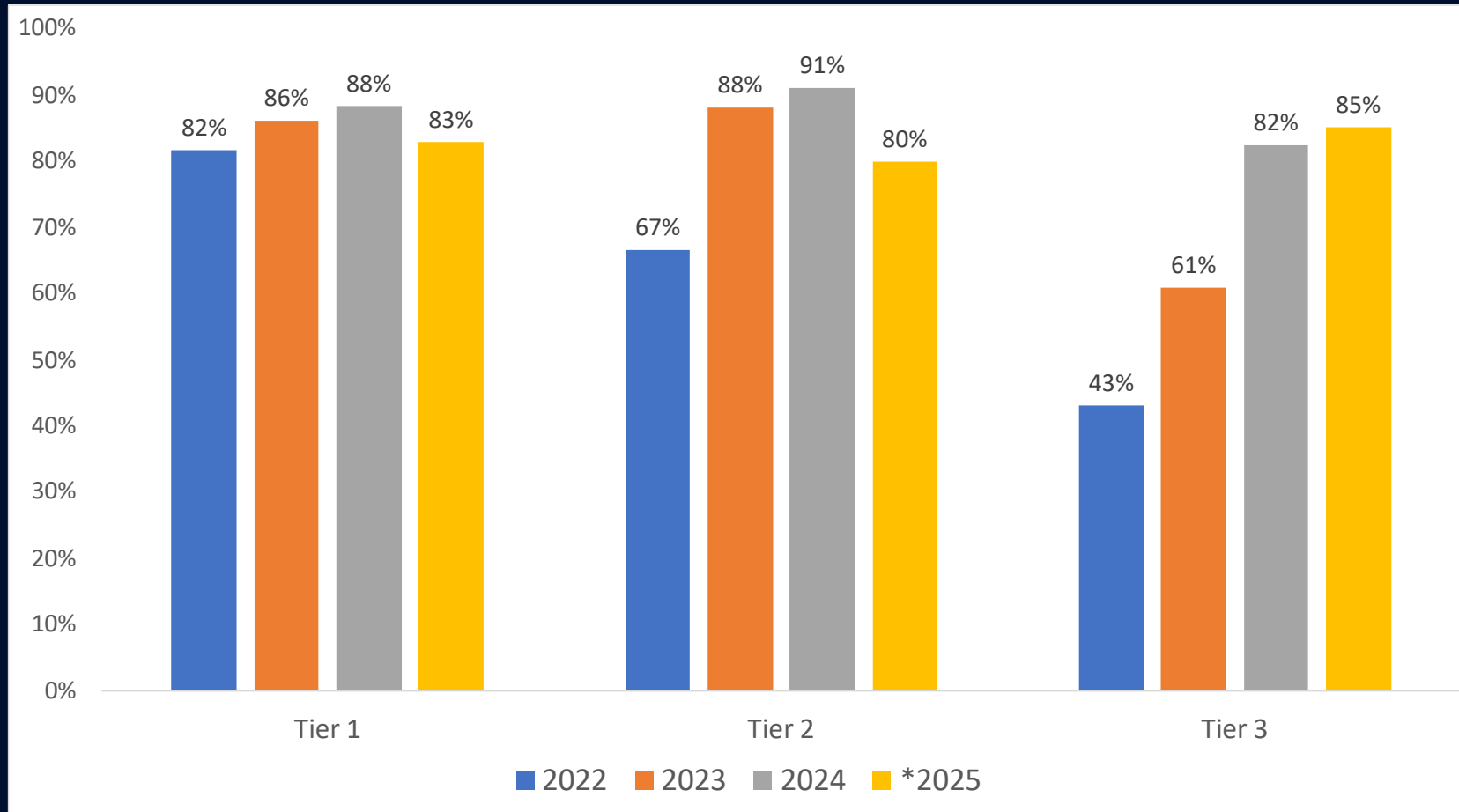
Critical Features of Advanced Tiers



Outcomes & Recommendations

Outcomes

Aggregated Tiered Fidelity Inventory Scale Scores Over Time



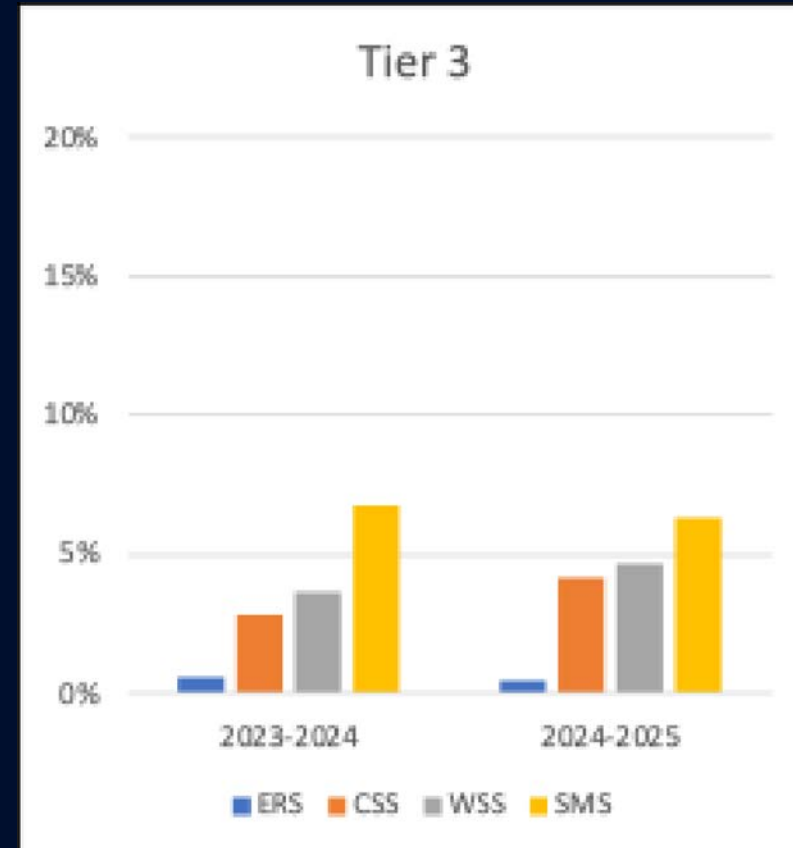
District AT
Team
trained

*TFI 3.0

Outcomes

Level of Use

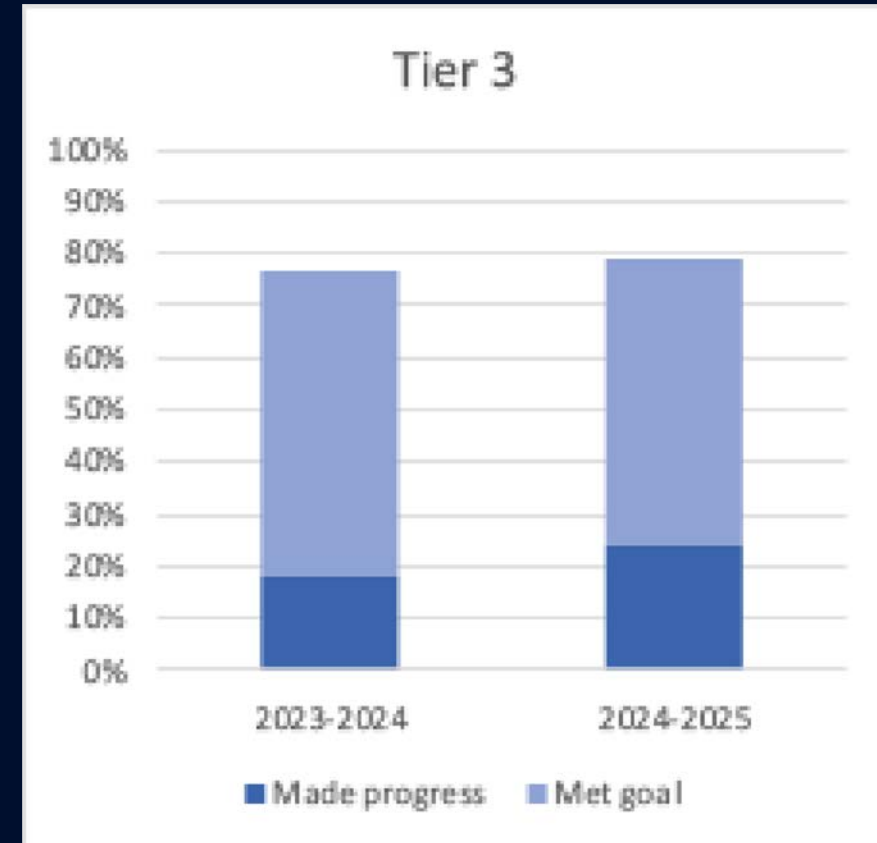
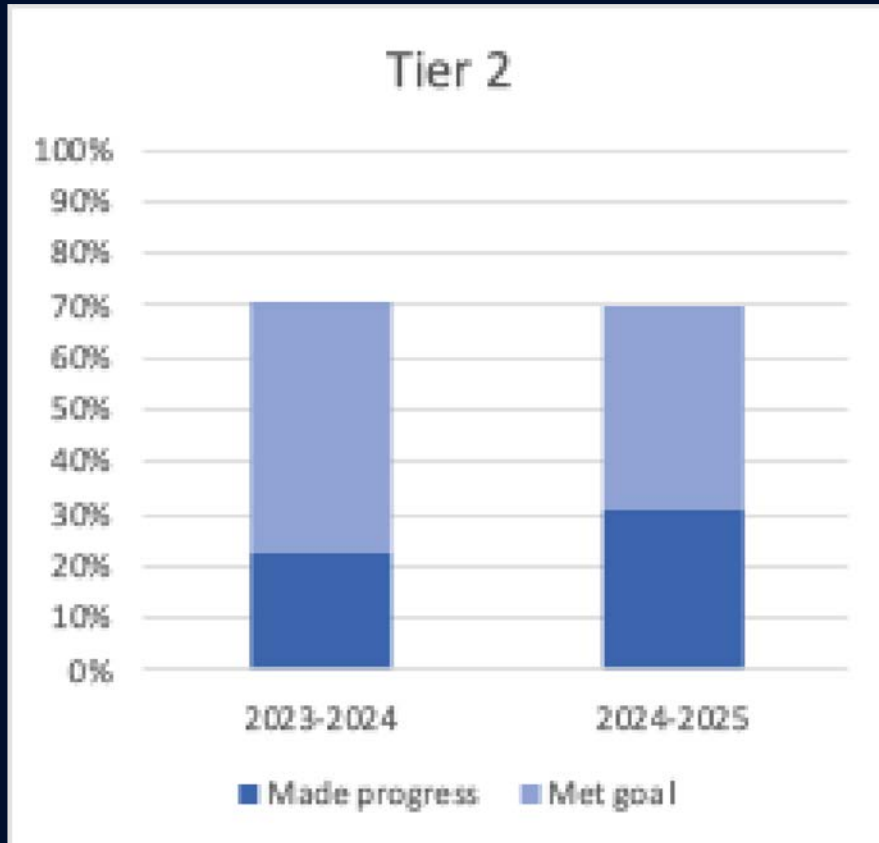
Percent of Students Receiving Tier 2 and Tier 3 Interventions Over Time



Outcomes

Progress Monitoring Data

Student Response to Tier 2 and Tier 3 Interventions Aggregated Across Schools



Recommendation #1

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



Recommendation #2

2. Take the time to build systems

- Spent 1 year training teams, building capacity, & planning
- Formalized and integrated existing practices & protocols
- Introduced advanced tier data system and new Tier 3 intervention after a year of planning



Recommendation #3

3. Continue investing in Tier 1

- Complete Tier 1 of the TFI
- Ensure communication between teams
- Acknowledge Tier 1 successes
- Invest in building and sustaining Tier 1 foundations



Tier 1 is the foundation!

Resources

Training Resources:

<https://nepbis.org/advanced-tiers-training-materials/>

Tier 3 District-Level Systems Guide:

<https://www.pbis.org/resource/tier-3-district-level-systems-guide>

Tier 3 School-Level Systems Guide:

<https://www.pbis.org/resource/tier-3-school-level-systems-guide>

Tier 2 School-Level Systems Guide:

<https://www.pbis.org/resource/tier-2-school-level-systems-guide>

Effective District Supports for Advanced Tiers Implementation:

<https://www.pbis.org/resource/effective-district-supports-for-advanced-tiers-implementation>

Basic FBA to BIP training modules:

<https://basicfba.com/>

Tier 2/Tier 3 Tracking Tool:

<https://nepbis.org/wp-content/uploads/2019/03/Midwest-Tracking-Tool-Dec.-2015.docx>



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10/23

4i – Working Smarter at Advanced Tiers Implementation

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www.pbis.org/conference-and-presentations/pbis-leadership-forum

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National PBIS Leadership Forum