Supporting RTI^2-B in Tennessee Schools:

Tier III Training – Virtual Session 2

TBSP | Tennessee Behavior Supports Project

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All TBSP training materials are informed by peer-reviewed research and our own field testing across the state. We make our training materials freely available to districts and schools on the following conditions: (1) the materials are used in a manner consistent with TBSP training and recommendations and (2) TBSP is cited appropriately. We recommend the following citation for this training: Tennessee Behavior Support Project (2019). *Tier III RTI^2-B Training* [PowerPoint Presentation] Vanderbilt University.

TBSP | Tennessee Behavior Supports Project

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Welcome to RTI^2-B Tier III Training! Virtual Session 2

1. Introduce yourself in the chat box
2. Type your school name next to your first and last name by clicking on "participants", hover over name, click "rename"
3. Make sure your audio and video work
4. Download all training materials for this session and make yourself comfortable!

This session will be recorded.

To share with participants and inform trainers.

TBSP

Administrators: If you need TASL credit, don't forget to sign-in using the REDCap Link in the chat box

3

Schedule for Today

Tier III Teams
Identifying Students for Tier III Supports
Student Support Teams
Record Review
Wrap-Up

4

Online Training Expectations

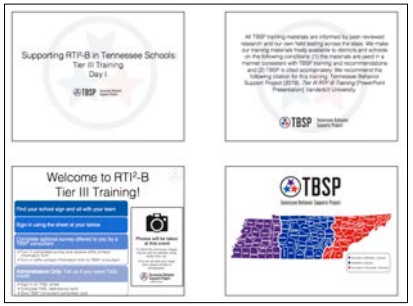
Expectation	Behavior
Be Responsible	•Take care of your needs (water, food, restroom) •Answer polls and chat box promptly •Stay on topic •Use chat to ask for clarification and answer questions
Be Respectful	•Mute audio unless speaking •Contribute where possible •Keep video on when possible •Use break out rooms for team discussions
Be Engaged	•Ask for clarification when needed in chat feature •Share ideas and information with your team during work time •Fulfill responsibilities of your RTI²-B School Team role
Be Prepared	•Follow up and complete assigned tasks •Take notes and use action plan throughout training •Have materials ready

*All chats, public or private will be printed in the final transcript of this session

5

Training Materials

Workbook



Presentation Handout

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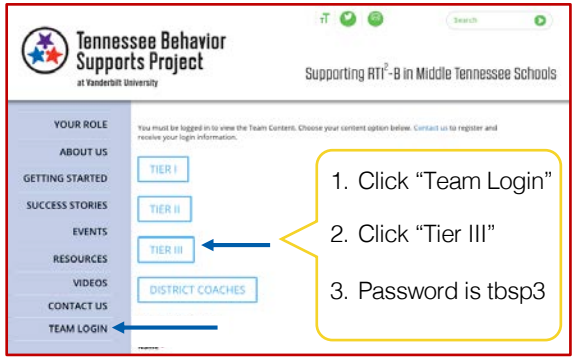
Accessing Materials from the Website www.tennesseebsp.org



Materials can also be found on Vanderbilt Box!

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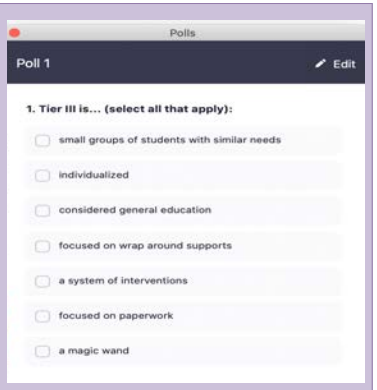
Poll

Quick Check✓

- Get ready!
- Promptly answer the poll to the best of your ability 🤓



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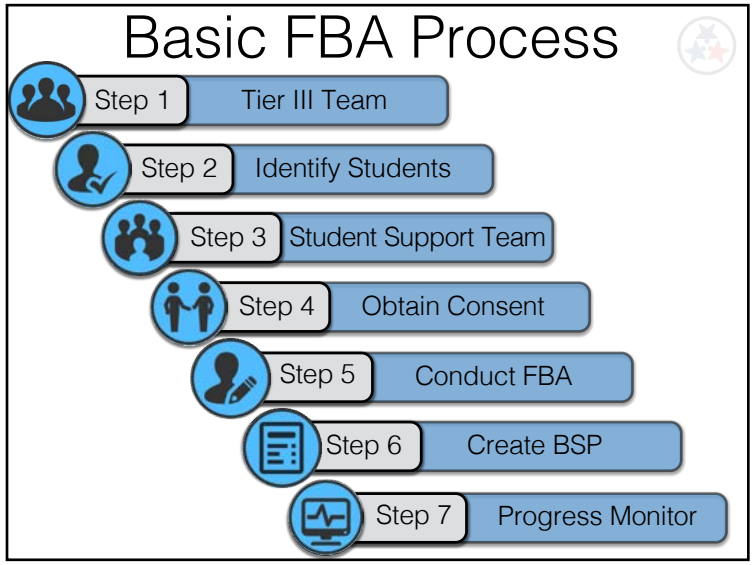
Basic FBA Process
Step 1
Tier III Team
Step 2
Identify Students
Step 3
Student Support Team
Step 4
Obtain Consent
Step 5
Conduct FBA
Step 6
Create BSP
Step 7
Progress Monitor

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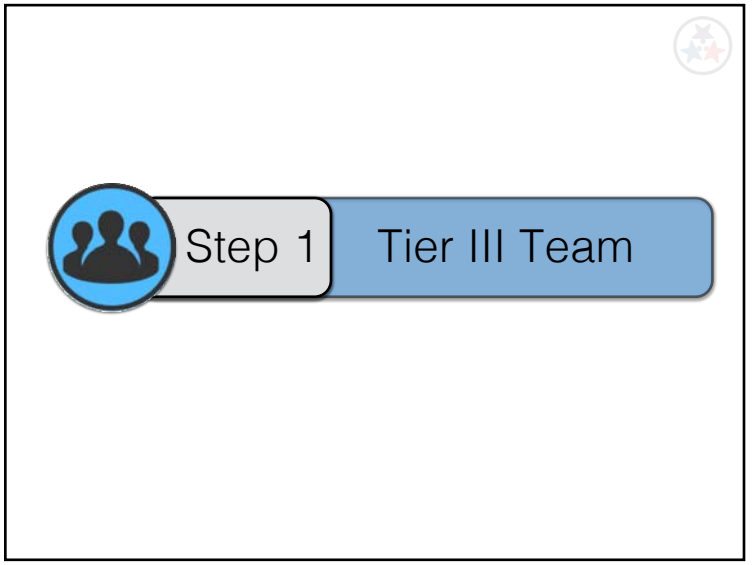
Step 1
Tier III Team

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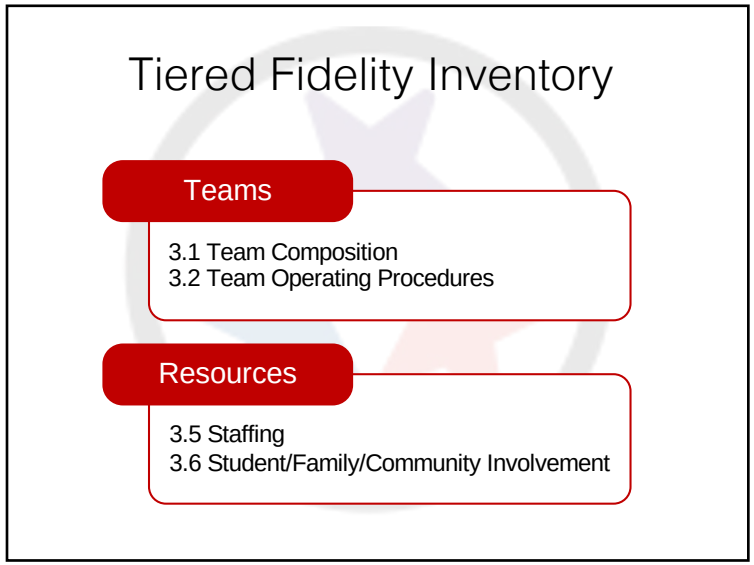
Tiered Fidelity Inventory
Teams
3.1 Team Composition
3.2 Team Operating Procedures
Resources
3.5 Staffing
3.6 Student/Family/Community Involvement

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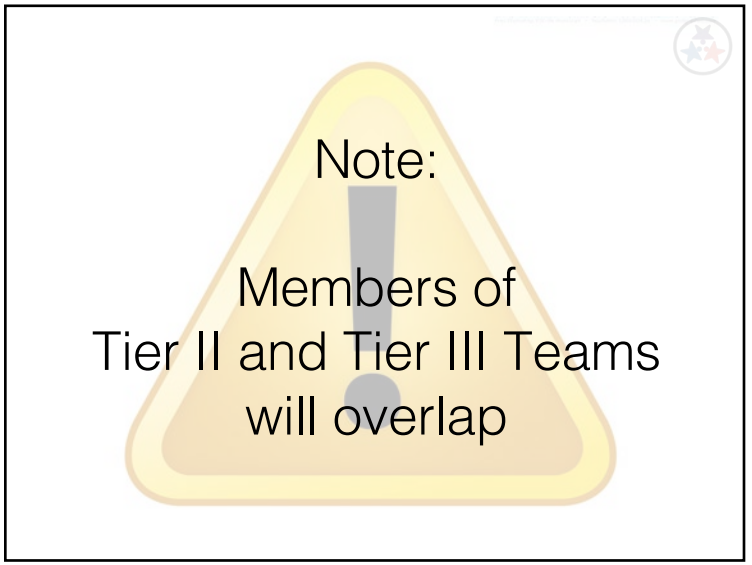
Note:
Members of
Tier II and Tier III Teams
will overlap

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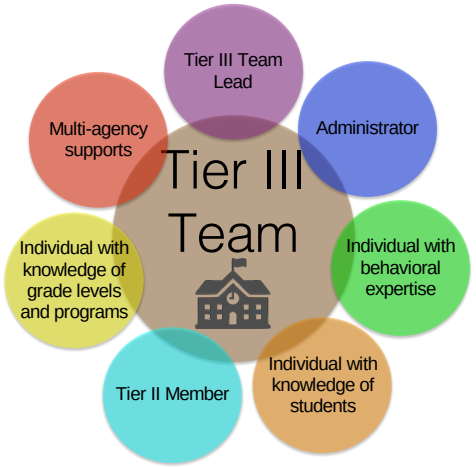
Tier III Team



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Tier III Team

Example Team

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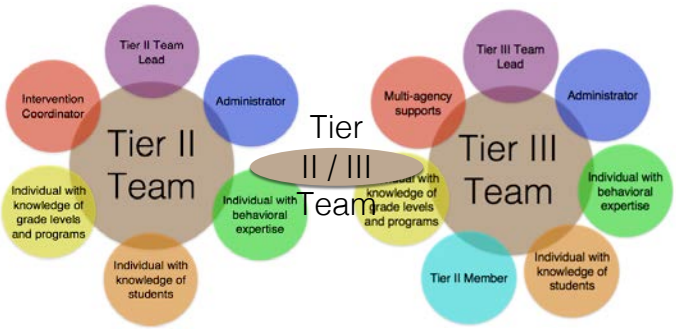
Tier III Team



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Tier III Team

Tier III Team Responsibilities

- Process to identify students
- Process to conduct FBA
- Process to develop & monitor BSP
- Method to identify & elicit staff working directly with student, family member, & student (if appropriate)
- Model for providing staff training
- Method for updating all involved

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Tier III Team

Monthly Meetings

Schedule meetings the same

- day of the week
- time of day
- room

each month to facilitate maximum participation

Example:
1st Thursday of the month at 4:15 in the conference room

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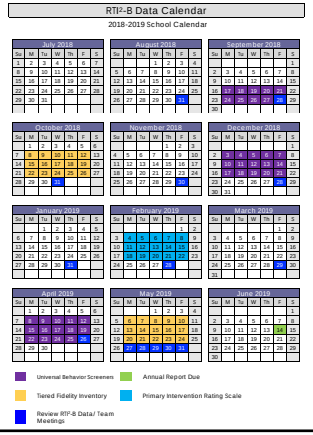
Tier III Team

Monthly Meetings



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Tier III Team

Team Roles

Team Lead	Prepares agenda Facilitates meeting Follows-up on assigned tasks
Recorder	Takes notes Records tasks, deadlines, and decisions Distributes information to applicable stakeholders
Tier II Member	Provides direct line of communication between Tier II and III Team
Time Keeper	Monitors time available for topics Provides "warnings" to make members aware of time limits
Communicator	Acts as point person for communication between team and school staff
Administrator	Supports process by attending meetings Restructures resources Shares updates with staff

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Tier III Team

Meeting Topics

- Welcome and Introductions
- Review previous meeting's tasks
- Problem Solving / Action Planning
- New Referrals to Tier III
- Administrative Issues

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Break Out Room Problem Solving

Click "Ask for Help" in your Breakout Room if you need us!

- If not in the correct break out session, click return to main session (NOT leave meeting)
- Click join breakout room and try to reenter
- You can also try leaving the meeting and reentering, then click breakout room and reenter
- If this does not work, remain in the main session and we will work to reassign you

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Activity #1: Tier III Team Roles

1. Assign your Tier III team roles
2. Discuss responsibilities
3. Determine when you will be meeting

RTI^2-B Tier III Team Composition Chart

Function	Name of Person(s)	Position of Person(s)	If unfilled, Action Steps
Team Lead			
Recorder			
Time Keeper			
Communicator			
Day to meet:		Time:	
Location:			

10 minutes

Page 1

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Basic FBA Process

- Step 1 Tier III Team
- Step 2 Identify Students
- Step 3 Student Support Team
- Step 4 Obtain Consent
- Step 5 Conduct FBA
- Step 6 Create BSP
- Step 7 Progress Monitor

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Step 2 Identify Students

for Tier III Services

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Tiered Fidelity Inventory

Teams

3.3 Screening

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Identifying Students

Tier II Data Actions

Positive Response

Poor Response

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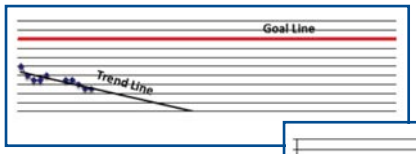
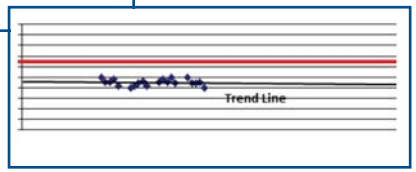
Identifying Students

Review of Tier II Intervention Data: Poor Response

Gap between trend line and goal line continues to widen with no change in rate



Trend line remains flat and consistently below the goal line



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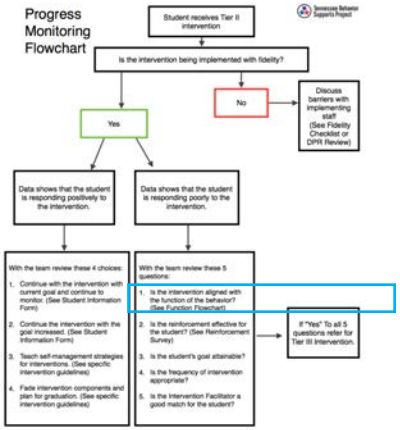
Identifying Students

Poor Response to Tier II Interventions



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Identifying Students

Poor Response to Tier II Interventions

Data shows that the student is responding poorly to the intervention.

With the team, review these 5 questions:
1. Is the intervention aligned with the function of the behavior?
2. Is the reinforcement effective for the student?
3. Is the student's goal attainable?
4. Is the frequency of intervention appropriate?
5. Is the Intervention Facilitator a good match for the student?

→ If "yes" to all 5 questions, refer for Tier III Intervention.

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Identifying Students

Poor Response to Tier II Interventions

Data shows that the student is responding poorly to the intervention.

With the team, review these 5 questions:
1. Is the intervention aligned with the function of the behavior?
2. Is the reinforcement effective for the student?
3. Is the student's goal attainable?
4. Is the frequency of intervention appropriate?
5. Is the Intervention Facilitator a good match for the student?

Gather at least 6 data points each time an intervention change is made.

Expect students to be in intervention for at least 6-8 weeks.

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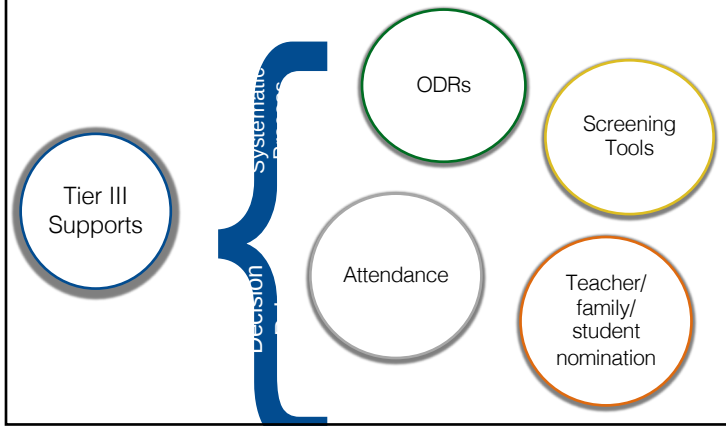
Identifying Students

Identifying Students for Tier III



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Identifying Students

Using ODRs to Identify Students

ODRs

Office Discipline Referrals are a valuable resource to identify students at risk for behavioral concerns.

-Tobin, Sugai & Colvin, 1997

School's should develop Office Managed ODR triggers for each Tier:

Tier I: 0-1 Referral
Tier II: 2-4 Referrals
Tier III: 5+ Office Discipline Referrals

Adapted from MO-SWPBIS

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Identifying Students

Screening Tools

Using Universal Screeners to Identify Students

Schools should use screener data to identify students who are at high risk for behavioral problems on the Student Risk Screening Scale - SRSS-IE.

Student Risk Screening Scale - IE

Externalizing
Low Risk: 0-3
Moderate Risk: 4-8
High Risk: 9-21

Internalizing

Elementary:
Low Risk: 0-1
Moderate Risk: 2-3
High Risk: 4-15

Middle/High:
Low Risk: 0-3
Moderate Risk: 4-5
High Risk: 6-18

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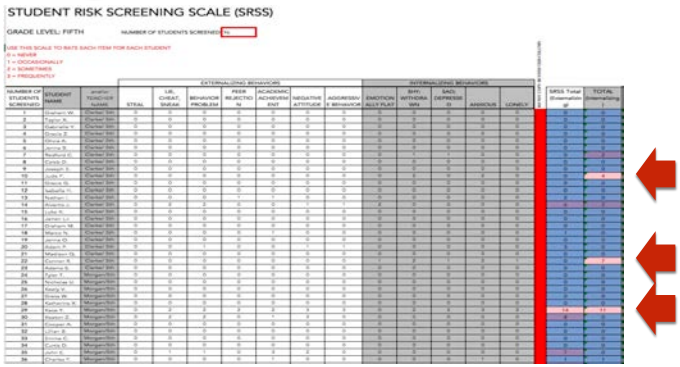
Identifying Students

Screening Tools

Using Universal Screeners to Identify Students



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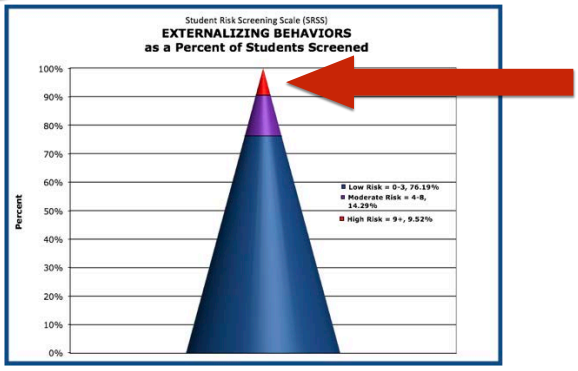
Identifying Students

Screening Tools

Using Universal Screeners to Identify Students



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Attendance

Using Attendance to Identify Students

Schools should ***review unexcused absences monthly*** to identify students who are at-risk for continued or increasing absences.

Attendance Works

Guidelines for Attendance (By Semester)
Low Risk: < 10% of days absent
(0-4 unexcused absences)
Moderate Risk: 10%-19% of days absent
(5 -7 unexcused absences)
High Risk: ≥ 20% days absent
(8+ unexcused)
Based upon Attendance Works Guidelines

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Identifying Students

Measure	Low Risk	Moderate Risk	High Risk	Date(s) to Review
ODR	0-1	2 -4	5 or more	Monthly (list meeting dates)
SRSS-IE Externalizing	0-3	4-8	9+	Fall, Winter, Spring (list dates)
SRSS-IE Internalizing	0-1	2-3	4+	Fall, Winter, Spring (list dates)
Unexcused Absences	<10% of days absent	10%-19% of days absent	≥ 20% days absent	Monthly (list meeting dates)
Tardy	0-3	4-6	7+	Monthly (list meeting dates)
ISS	0-1	2	4 or more	Monthly (list meeting dates)
OSS	1	2	3 or more	Monthly (list meeting dates)

Adapted from MO SW-PBS

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Identifying Students

Using Data to Make Decisions

Continues Tier II Intervention	Refer Student for Tier III Intervention
Student meets 2 or more criteria for "At-Risk" behavior	Student has met 2 or more criteria for "High Risk" Behavior
Student meets 2 or more criteria "At-Risk" and 1 "High Risk"	Student is in crisis
	Student is not responding to Tier II after changes have been made

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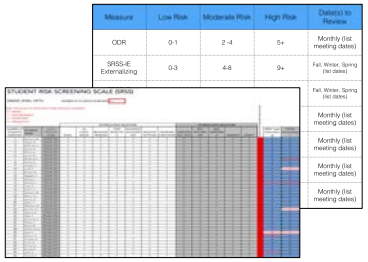
Activity #2: Identifying Students

1. Take out Student Data Spreadsheet and Cut Score Grid
2. Use grid to identify students who are "high-risk" in any area (SRSS, ODRs, attendance)
3. Write student names in workbook
4. Begin identifying students
   - Qualify to start Tier III interventions
   - Continue to monitor



20 minutes

Page 2

Cut Score Grid

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Identifying Students

Creating Entry Criteria for Your School

- Review your Tier II Criteria
- Create criteria for Tier III
  - Office Discipline Referrals
  - Attendance
  - In School Suspension
  - Out of School Suspension
- Review Universal Behavior Screener cut off scores
- Teacher Referral Data

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Identifying Students

Measure	Low Risk	Moderate Risk	High Risk	Date(s) to Review
ODR				Monthly (list meeting dates)
SRSS-IE Externalizing				Fall, Winter, Spring (list dates)
SRSS-IE Internalizing				Fall, Winter, Spring (list dates)
Unexcused Absences				Monthly (list meeting dates)
Tardy				Monthly (list meeting dates)
ISS				Monthly (list meeting dates)
OSS				Monthly (list meeting dates)

What will this look like at your school?

Adapted from MO-SWPBIS

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Activity #3: Completing Your School's Grid

1. As a team, review and complete the Cut-Off Score Grid in your workbook or from Tier II Training

Measure	Low Risk	Moderate Risk	High Risk	Date(s) to Review
ODR				Monthly (list meeting dates)
SRSS-IE Externalizing				
SRSS-IE Internalizing				
Unexcused Absences				
Tardy				
ISS				
OSS				

Student Risk Screening Scale - IE Externalizing
Low Risk: 0-3
Moderate Risk: 4-8
High Risk: 9-21
Internalizing

Elementary:
Low Risk: 0-1
Moderate Risk: 2-3
High Risk: 4-15

Middle/High:
Low Risk: 0-3
Moderate Risk: 4-5
High Risk: 6-18

10 minutes
Page 3
Cut Score Grid

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Identifying Students

Teacher/ family/student nominations

Using Teacher Nomination to Identify Students

Allows parents, teachers, and students to nominate students (or themselves) for Tier II or Tier III interventions.

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Identifying Students

Teacher/ family/student nominations

Guidelines for Teacher Nominations

1. Create your teacher nomination form:
   - Used with multiple data sources to determine if Tier II or Tier III intervention is necessary
2. Define your nomination form process:
   - Documented in checklist or flowchart form
   - Train staff on process

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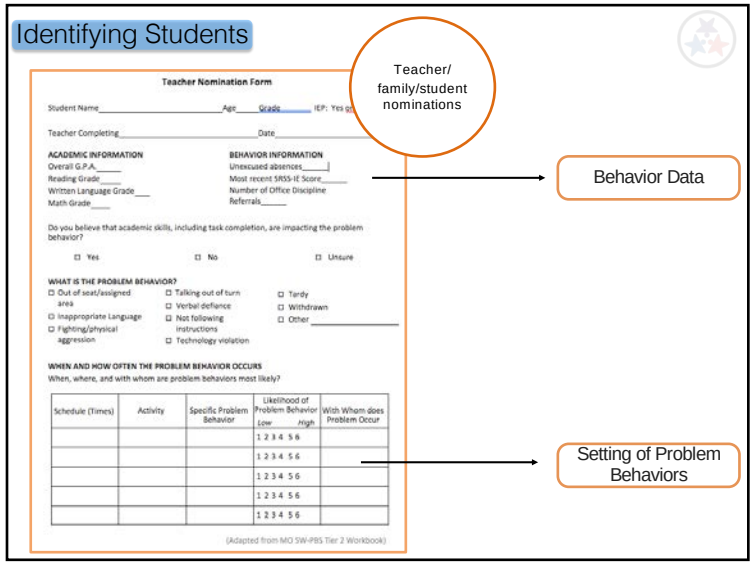
Identifying Students
Teacher/ family/student nominations
Behavior Data
Setting of Problem Behaviors

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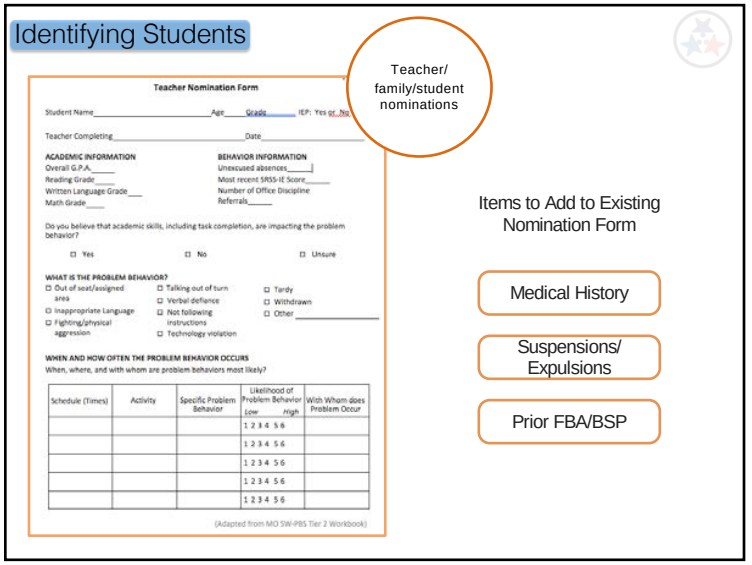
Identifying Students
Teacher/ family/student nominations
Items to Add to Existing Nomination Form
Medical History
Suspensions/ Expulsions
Prior FBA/BSP

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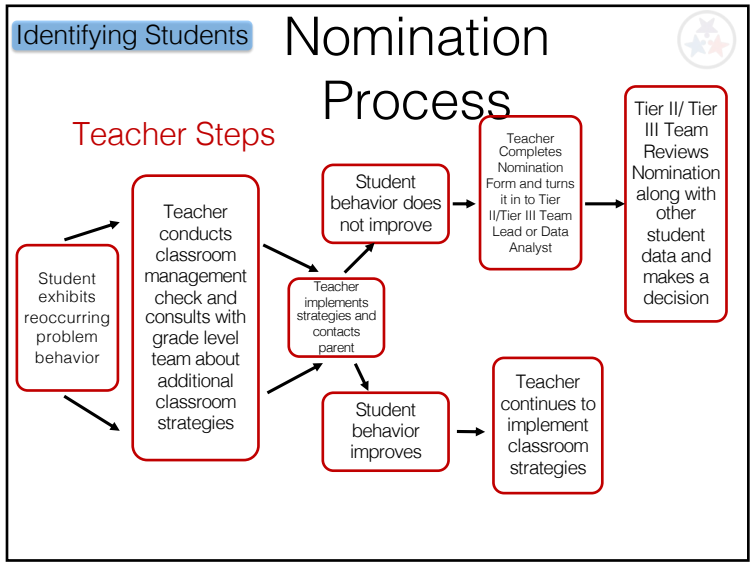
Identifying Students
Nomination Process
Teacher Steps
Student exhibits reoccurring problem behavior
Teacher conducts classroom management check and consults with grade level team about additional classroom strategies
Teacher implements strategies and contacts parent
Student behavior does not improve
Teacher Completes Nomination Form and turns it in to Tier II/Tier III Team Lead or Data Analyst
Tier II/ Tier III Team Reviews Nomination along with other student data and makes a decision
Student behavior improves
Teacher continues to implement classroom strategies

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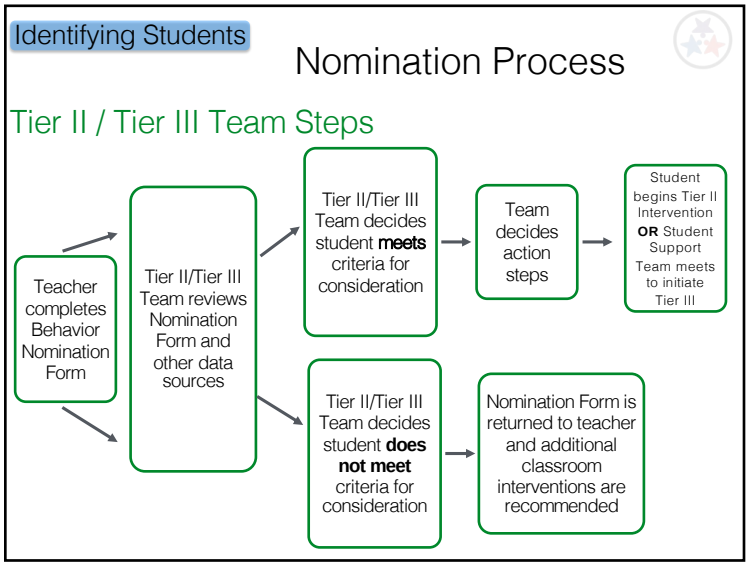
Identifying Students
Nomination Process
Tier II / Tier III Team Steps
Teacher completes Behavior Nomination Form
Tier II/Tier III Team reviews Nomination Form and other data sources
Tier II/Tier III Team decides student meets criteria for consideration
Team decides action steps
Student begins Tier II Intervention OR Student Support Team meets to initiate Tier III
Tier II/Tier III Team decides student does not meet criteria for consideration
Nomination Form is returned to teacher and additional classroom interventions are recommended

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Activity #4: Teacher Nomination Form

1. Review your Tier II Nomination Form
2. Determine what information needs to be added
3. Use guiding questions

- Is there a place to record relevant medical history?
- Are suspensions and expulsions noted?
- Where can teachers state if there was a previous FBA/BSP conducted?

5 minutes

Page 4

School nomination or referral forms

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Basic FBA Process

- Step 1 Tier III Team
- Step 2 Identify Students
- Step 3 Student Support Team
- Step 4 Obtain Consent
- Step 5 Conduct FBA
- Step 6 Create BSP
- Step 7 Progress Monitor

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Step 3 Student Support Team

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Tiered Fidelity Inventory

Teams

3.4 Student Support Team

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Student Support Team

Tier III Team

Student Identified

Conducts FBA
Develops BSP
Monitors progress

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Student Support Team

2 Team Model

Tier III Team

Develops Tier III System
Assigns Support Team Members

Student Support Team

Formed around each student
Conducts FBA
Develops BSP
Progress Monitors

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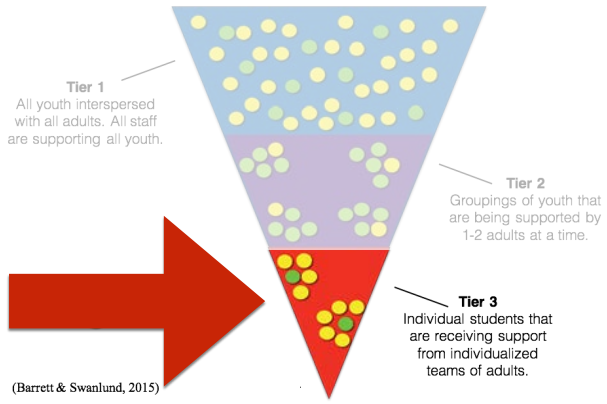
Student Support Team

Student Support Team



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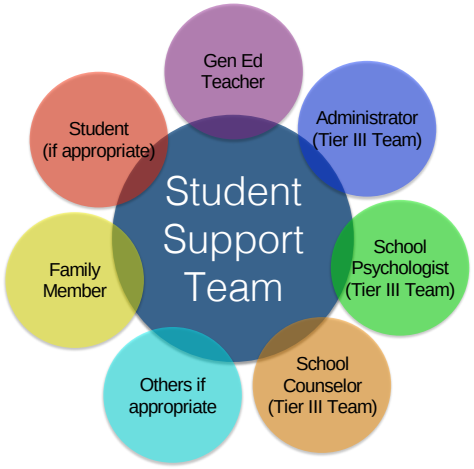
Student Support Team



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Student Support Team

Student Support Team Responsibilities

- Review academic records
- Conduct interviews
- Share FBA data
- Develop summary statement
- Conduct observations
- Develop BSP
- Implement and monitor BSP

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Student Support Team

Student Support Team members will not initially have expertise in process.

It is recommended Tier III Team members serve on Student Support Team.

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Student Support Team

Weekly Meetings

- Meet once per week
- For 3 weeks, or until assessment is complete

Note:
Parent/Guardian should be at 1st meeting to obtain consent. They do not need to be present at following meetings; however, communication is necessary

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Student Support Team

Meeting Checklist

Support Team Meeting 1

- Identify Student Support Team members
- Obtain parent consent
- Review Teacher Nomination Form and determine if more information is needed.
- Identify and discuss target behavior
- Determine who will complete the FACTS – Part A & B with each teacher
- Assign Support Team members to complete the interviews with family and student (if appropriate).

(More to come on Day 2)

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Activity #5: Tier III Team vs Student Support Team

1. Open https://tinyurl.com/tier3team
2. Work together to sort cards by describing roles, responsibilities, members, and features of Tier III team vs Student Support Team

Tier III Team	Student Support Team

10 minutes

Page 5

Adapted from MIBLISI

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Basic FBA Process

- Step 1: Tier III Team
- Step 2: Identify Students
- Step 3: Student Support Team
- Step 4: Obtain Consent
- Step 5: Conduct FBA
- Step 6: Create BSP
- Step 7: Progress Monitor

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Step 4 Obtain Consent

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Obtain Consent

Obtaining Consent

FBAs are evaluation assessments,

informed parental consent is required.

(TN Department of Education)

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Obtain Consent

Uploading Consent

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STOP, DROP, BOX

Practice uploading a document!
(completed consent form or Word document)

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Basic FBA Process

- Step 1 Tier III Team
- Step 2 Identify Students
- Step 3 Student Support Team
- Step 4 Obtain Consent
- Step 5 Conduct FBA
- Step 6 Create BSP
- Step 7 Progress Monitor

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Step 5 Conduct FBA

Indirect Assessment
Record Review

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Tiered Fidelity Inventory

Support Plans

3.9 Academic, Social, and Physical Indicators

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FBA Continuum

- Functional Behavior Assessment
  - Indirect Assessment
    - Record Review
    - Interviews
  - Descriptive Assessment
    - Data Collection
    - Data Analysis
  - Experimental Analysis
    - Functional Analysis

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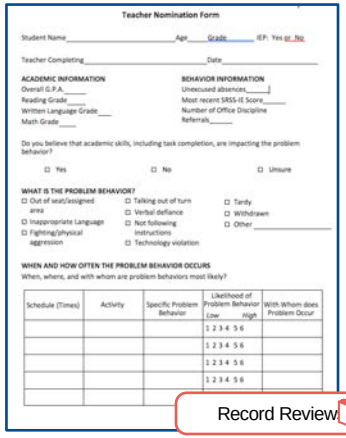
Conduct FBA

Record Review

- History/pattern of problem behavior
- Academic Patterns
- Medical History
- Family History
- Information from previous teachers


Teacher Nomination Form

Record Review

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Activity #6: Record Review

1. Take the selected student or a student in your building and practice completing a Record Review.
2. Discuss as a team, any information that was new to the team and might be a consideration during intervention.

5 minutes

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Student File

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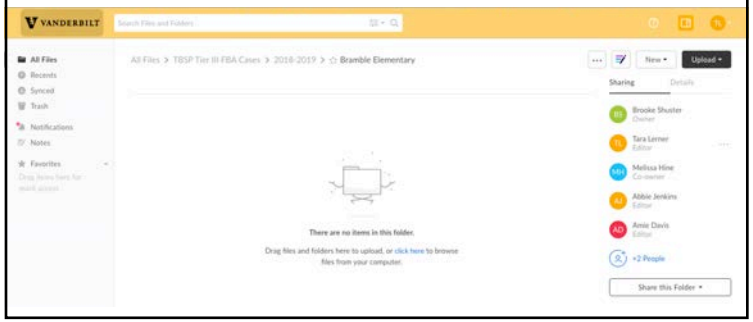
STOP, DROP, BOX

If completed, upload the student's record review
(ONLY if VU Team has consent to view Student Information)



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Session 2 Wrap-Up

1. Recorder or Team Lead Updates Action Plan with remaining tasks for team to complete
2. Check Tier III Syllabus and make a plan to complete tasks from training and homework
3. Announce Raffle Winner

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