Tier 3 Behavioral Support

and Building the Airplane while Flying it.

The Snoqualmie Valley story...so far.

RJ Monton, M.Ed.
Associate Director of Behavioral Health
Snoqualmie Valley School District
Learning Targets – Learning Focus

• One District’s Process for balancing Tier 3 support and PBIS/MTSS development simultaneously
• Identify the tools we chose to include in our protocol, including rationale
• Share the full protocol including some extended items and next steps

• What we noticed...
• Why we think it was happening...
• What we are doing to address it...
• How we are going to measure if our efforts are having a positive impact...
A little about me...

• Born and Raised in Mystic Connecticut
• Received Undergraduate Degree in Outdoor Education from Plymouth State College in New Hampshire
• Worked at the Spaulding Youth Center for 10 Years
• Received Graduate Degree in Special Education from Plymouth State University
• Moved to Seattle and began working in Snoqualmie Valley
• Recently completed my Administrative work at Seattle Pacific University
Snoqualmie Valley School District

Demographics

- **Snoqualmie Valley School District**
  - Serving the towns of North Bend, Snoqualmie, and Fall City
  - 7500 Students
    - 6 Elementary Schools
    - 3 Middle Schools
    - 1 High School
    - 1 Alternative High School
  - 400 Teachers
  - 10% FRL
  - 11.5% Special Education
SVSD Behavioral History

- 2015-2016 SVSD Began District-wide PBIS implementation
- Contracted with Bridget Walker from Sound Supports as our external implementation coach
- Provided resources (time, money, flexibility) to get teachers to training and free them to participate on building-level teams
- Established District Level PBIS Team
- End of 2017 we determined that there was a need for Tier 1 SEL Supports beyond what existed informally
- In the Fall of 2018 all Elementary schools were to adopt a similar MTSS influenced master schedule
PBIS - Outcome Data

Schools with solid Tier 1 behavioral supports will be meeting behavioral needs of 80% or more of their population with those supports alone.

Beth Baker M.S.Ed, Char Ryan Ph.D. The PBIS Team Handbook
The Problem

What we began seeing in the 2019-2020 School Year:

• Elementary school w/ <1%FRL had the highest referral rate.
  • Why?
• Elementary Referral Rates were increasing dramatically @ K/1 levels.
  • Why?
• Referrals for Special Education Services were highest for Behavior and Writing supports.
  • Why?

To Date:

• Bridget Walker has cost us $150k for systems development. (Benefits ALL Students) 3 year time frame
• Outside Providers for BT’s and BCBA’s costing in excess of $1.5M. For less than 20 students. (.2% of SVSD population) 3 year time frame.
  • This Does not include students being served out of district.
Evidence Based Practice

Tier 3: FBA/BSP (5%)
6+ Discipline Referrals

Tier 2: CICO (15%)
3-5 Discipline Referrals

Tier 1: SW-PBIS (80%)
0-2 Discipline Referrals

FINANCIAL COST, TIME & CHANGE in Staff behavior required to generate desired outcome
What did we find?

• Everyone was doing it their own way

• Misconception that you had to be receiving special education services to access the Functional Behavior Assessment process to develop a Positive Behavior Support Plan.

• Some students did have documented ‘Behavior Plans’ addressing tier 3 behavioral needs, though...
  • Many were contracts
  • Most had not been shared with student’s team
  • None had a fidelity measure
  • Many were out of date
  • Most had no way of measuring student progress
  • And... most had supports that could have been delivered as a tier 2 intervention.
What did we find? (cont.)

• Tier 2 supports in buildings were under developed, misunderstood, misapplied and in cased fidelity was over reported.

• In 2019-20 SVSD entered a textbook ‘Implementation Lag’

• Because PBIS/MTSS behavioral supports were being organized and carried out from Student Services, the line with Special Education was becoming grey.
PBIS Development: TFI

Tier 1
- Teams
- Implementation
- Evaluation

Tier 2
- Teams
- Interventions
- Evaluation

Tier 3
- Teams
- Resources
- Support Plan
- Evaluation
Our Hypothesis.... (in 3 parts)

• Because of under developed Tier 2 supports in buildings, teams were rushing to Special Education Referrals to access supports for students.

• Implementation expertise in buildings was being pulled from Tier 1 Teams to Tier 2 development, without formal coaching or guidance.

• Snoqualmie Valley School District lacked a formal protocol or practice around addressing Tier 3 Behavior and the development of support plans.
What did we do about it?

• We developed an Implementation protocol for our Functional Behavior Assessment and Positive Behavior Support Plan Process

--STOP--

• We knew that there would be a ‘Field of Dreams’ Response if this wasn’t done carefully.
# The Protocol

<table>
<thead>
<tr>
<th>Step/Action</th>
<th>Time Estimate</th>
<th>Tools needed</th>
<th>Required Personnel</th>
<th>Decision Considerations</th>
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</table>
| 1. **Planning Meeting**  
  a. Define Team Roles/Timeline  
  i. Facilitator  
  ii. Data collection assignments  
  iii. Data Analyst  
  iv. Interviews  
  v. Data Review Dates  
  b. Define problem behavior  
  i. (Operationally define the behavior, can you quantify it?)  
  ii. Investigate/Survey previous behavioral interventions and support attempted  
   1. What?  
   2. Where?  
   3. By who?  
   4. How long?  
  iii. Investigate/document all outside supports student is currently accessing (i.e. outside counseling, tutoring, ABA therapy) | Up to 1 hour | FAST FBA | Special Education: Full IEP Team  
  • Case Manager  
  • School Psych  
  • Building Admin  
  • Classroom  
  • Gen Ed Teacher(s)  
  • Related service  
  • Program Specialist  
  • Optional  
   • School Social Worker  
   • SRO  
   • Interventionist(s)  
   • Instructional Coach(s)  
   • Other classified staff?  
General Education:  
  • Classroom Teacher(s)  
  • Specialists  
  • Counselor  
  • Administrator  
  • Program Specialist  
  • Optional  
   • School Psych  
   • School Social Worker  
   • SRO  
   • Interventionist(s)  
   • Instructional Coach(s)  
   • Other classified staff? | 1. b. ii. If no supports beyond Tier 1 have been attempted with fidelity, investigate Tier 2 interventions aligned with function of student behavior. Plan for review of data from interventions. Pause Formal FBA process, continue Fast FBA to develop next interventions |
How to Support the Tool

• Realized that our Program Specialists for Student Services were supporting ALL Tier 3 behavior.
  • 20% of tier 3 behavioral needs were originating out of student populations NOT already receiving Special Education Services.

• Only one individual was available to support Tier 2 development and coaching at the building level.

  --SO—

• PBIS (Specifically Tier 2 Development) and the Protocol needed direct coaching support... that wasn’t sponsored by the Special Education Department
Next Steps…

• Begin to develop a Behavioral Health Department
  • Parse out tasks and responsibilities from Student Services

• Assign Someone to lead the development of the newer department

• Hire an additional 2.0 FTE – Program Specialists to support the coaching efforts at the building level (K-12: PBIS, SEL, MTSS)

• Create a District Level Tier 3 Team
  • Progress Monitor and develop enhanced meeting protocols
  • All to be ready for when buildings are demonstrating fidelity at the Tier 2 level

• Continue to assess the Implementation Protocol and it’s effectiveness
How will we know it is working?

• Increased measures of fidelity at the Tier 2 level in buildings
  • While maintaining fidelity at Tier 1
• Decrease in the rate of referrals to Special Education
  • Increase in Student Services Program Specialist time back to department to provide Professional Development
• Continued and improved progress monitoring of all Positive Behavior Support Plans (both Outcome and Fidelity)
  • Decreased reliance on outside behavioral support providers
Questions and Follow up...

• Questions?

Stay in touch

• RJ Monton
  • Email: montonr@svsd410.org
  • Twitter: @SVSD_BH