High School Implementation of Advanced Tiers

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WELCOME!
Who’s out there?

Please say hello in the chat. Let us know your position/role and where you are joining us from.
Objectives

- Review the core features of advanced tiers adoption and implementation in high school settings.
- Discuss strategies and recommendations for implementation of advanced tiers in high schools through examples across data, systems, and practices.
- Present three key recommendations based on field experience.
Core Features of Advanced Tiers
Adoption and Implementation
Advanced tiers of support are components of a continuum of behavioral supports, and their features and systems reflect the structure of SWPBIS. They are evidence based, utilize teams to make data-based decisions, require systems-level support, and emphasize prevention. These targeted (Tier 2) and individualized (Tier 3) systems and practices focus on both school-wide and individual student outcomes.
Tier 2

Designed to:

- Use **data** to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties

- **Prevent** the development or **decrease** the frequency and/or intensity of students’ problem behaviors

- Provide standardized interventions that **effectively** and **efficiently** support students yet do not require the time and resources needed to develop individualized plans
Tier 2 Critical Features: Systems

- Tier 2 readiness
- Tier 2 leadership team
- Staff professional development
- Evaluation routines
- District level support/behavioral expertise
Tier 2 Critical Features: Data

- Process/decision rules for identifying students in need of additional support using multiple sources of data
  - Universal screening
  - Request for assistance
  - Existing sources of data
- Matching intervention to student need
- Progress Monitoring, including data-based decision rules for adjusting, fading, and modifying interventions
- Evaluation for fidelity, outcomes, and level of use
Tier 2 Critical Features: Practices

- Consistent, standardized implementation across students
- Easily accessible (e.g., within a few days of referral)
- Continuous availability
- Implemented by all school staff
- Consistent with and extra doses of school-wide expectations and interventions
Phases of Implementation

Why is High School Different?

- Larger size
  - Physical building
  - Student population

- Organizational structure makes coordination and consistency more difficult
  - Administrative team, divided responsibilities
  - Teachers organized by departments

- Increased focus on academics
  - Belief students should have self-management skills

- Developmental level of adolescents
  - Increased role of peer influence
  - Decreased school engagement
  - Increased desire for independence and autonomy

(Flannery & Kato, 2017; Kato, Flannery, Triplett, & Saeteurn, 2018; Obenchain & Taylor, 2005; Sandomierski, Martinez, & Freeman, 2018)
Model Demo Project
Why focus on implementation in High Schools?

- Increasing number of high schools implementing PBIS
  - 3,292 High Schools (pbis.org)
- Research tells us high schools have unique features that affect Tier 1 implementation (???)
  - School size
  - Organizational culture
  - Age of students
- Implementation of Advanced Tiers of PBIS in high schools is less common and guidance is scarce
Who's involved?

- 4 high schools in 3 towns across MA
- All schools received previous training in Tier 1, had active Tier 1 teams, and were implementing Tier 1
- School size from 750-1900 students
- 26-46% of students classified as economically disadvantaged
- 36-58% of students considered high needs
- Largest racial group in each school is White and varies from 48-69%
- Graduation rates from 80-95%
What did we do?

- 2-year MOU with goal of building capacity to implement and sustain Tier 2 & 3
- Schools formed advanced tier teams and identified 2 coaches
- Completed TFI with each school
- Provided on-site TA & coaching
- Year 1 (2019-2020): 4 days of training
  - 2 days coaches training, 2 days team training

Training topics
- establishing a team
- using data for decision making
- identifying students for additional supports
- selecting and adopting Tier 2 practices
- coaching advanced tiers teams
- pivoting practices and systems for virtual learning
Panel Discussion
Summary & Lessons Learned
## Data

### Facilitating Factors
- Comfort with data systems
- Teams had fluency with reviewing, analyzing, and synthesizing data across multiple sources
- Experienced in leveraging data systems for problem solving
- Ex: several schools already used data for screening students and monitoring progress

### Challenges
- Lack of communication across stakeholders
- Siloed data fluency and integration
- Lack of systems for data-based decision making
Practices

Facilitating Factors

- An extensive number of targeted supports were available to students across academic, mental health, behavioral, and social interventions.
- Interventions are innovative, creatively re-purpose staff, and often involve collaboration and partnerships with outside agencies.

Challenges

- Almost standardized interventions.
- Siloed implementation.
- Limited staff knowledge.
Facilitating Factors

- District level priorities, initiatives, and personnel supported school team progress
- Example: One district created a new behavioral support coordinator position to support consistency and resource allocation

Challenges

- Resources, especially personnel, are stretched
- Staff PD, communication, and ownership
- Coordination of systems and lack of procedures
Lessons Learned

1. Continue investing in Tier 1
   - Complete Tier 1 of the TFI
   - Ensure communication between teams
   - Acknowledge Tier 1 successes

2. Connect with a community of practice
   - Support and networking
   - Opportunities to share ideas & resources, celebrate progress, brainstorm, problem-solve

3. Align academic, social, emotional, behavioral, and mental health efforts
Resources

- [https://www.pbis.org/topics/high-school-pbis](https://www.pbis.org/topics/high-school-pbis)
- [https://www.pbis.org/pbis/tier-2](https://www.pbis.org/pbis/tier-2)
- [https://www.pbis.org/resource-type/practice-briefs#tier-2](https://www.pbis.org/resource-type/practice-briefs#tier-2)
- [https://www.pbisapps.org/About-Us/Pages/Using-CICO-SWIS-and-I-SWIS-During-Distance-Learning.aspx](https://www.pbisapps.org/About-Us/Pages/Using-CICO-SWIS-and-I-SWIS-During-Distance-Learning.aspx)
Thank you!

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