



Kansas Tertiary Behavior Supports Initiative **2015**



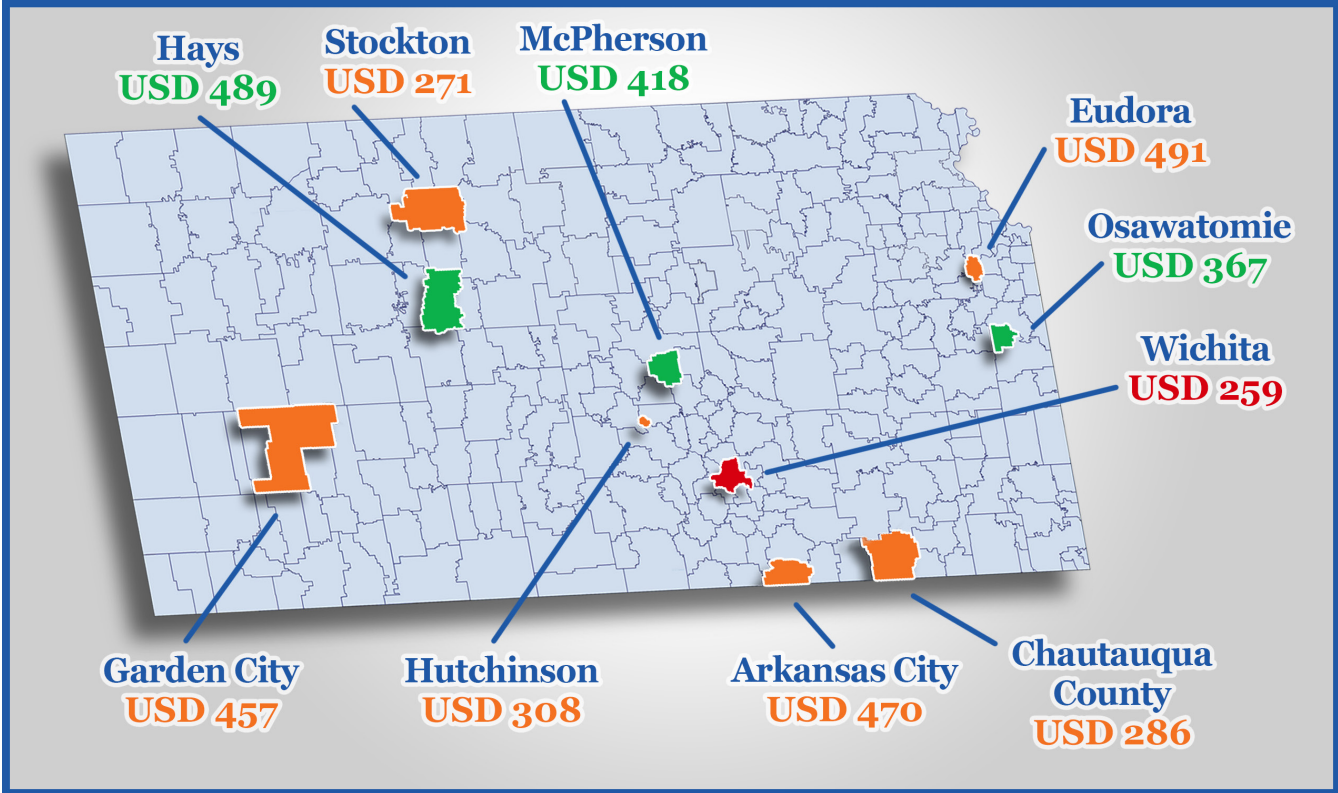
2015



Kansas Multi-Tier System of Supports

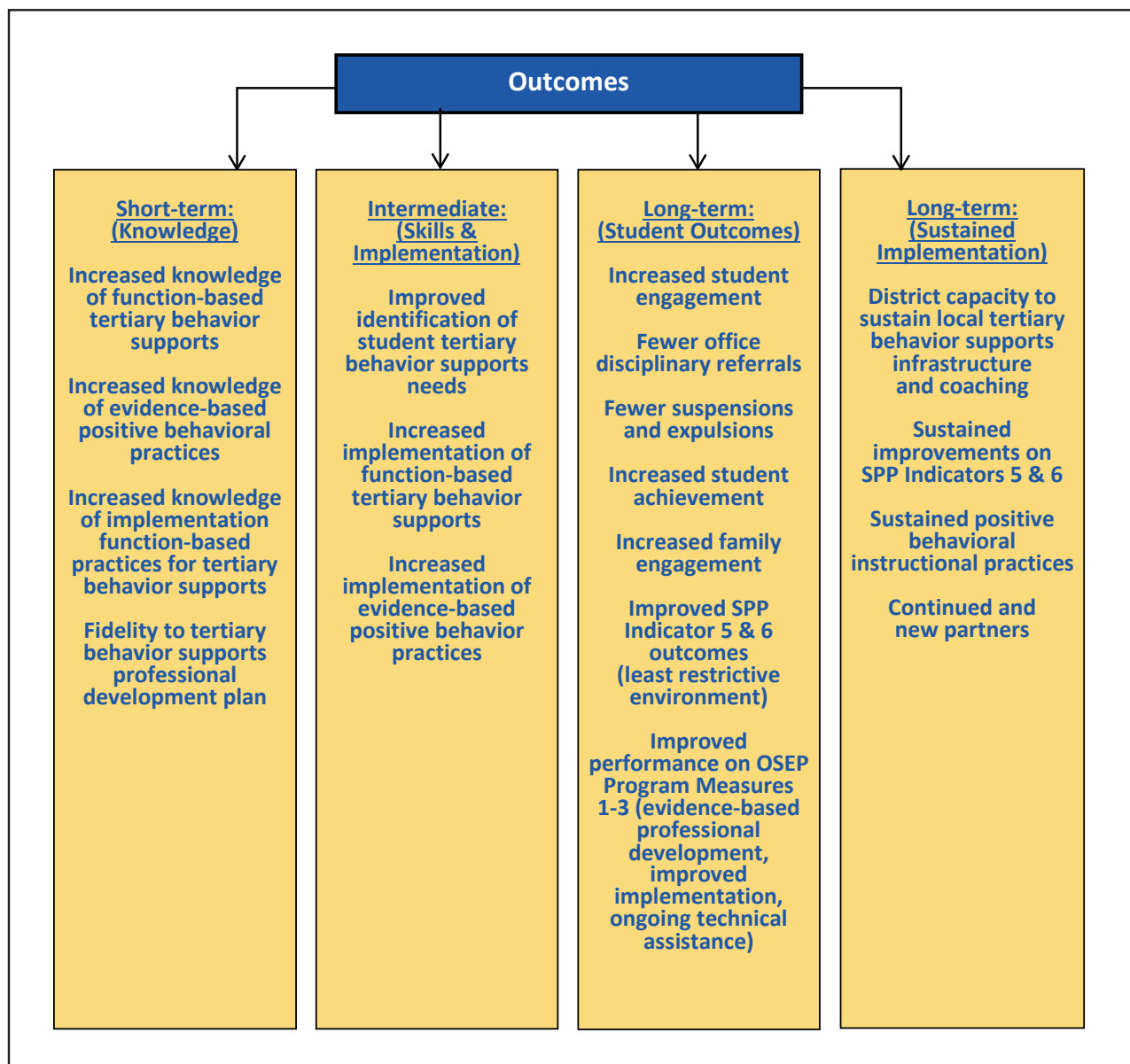
Kansas SPDG: Tertiary Behavior Supports

■ Began Participation in 2012-13
 ■ Began Participation in 2013-14
 ■ Began Participation in 2014-15



The **Kansas Tertiary Behavior Supports Team** (TBST) initiative provides training, coaching, and technical assistance to regional/district/school teams to build capacity in the process of functional behavior assessment, behavioral data analysis, and behavior intervention plan implementation. The KSDE operates the initiative through a five-year (2012-17) SPDG-funded partnership with TASN Autism and Tertiary Behavior Supports, Families Together, Inc., Keystone Learning Services, Kansas Multi-Tier System of Supports (MTSS) Integrated Framework, and the University of Kansas. Educators expand their skills through a series of professional development trainings that are designed to support and sustain the implementation of tertiary behavior supports within the Kansas MTSS Integrated Framework. This professional development is provided to teams that include administrators, general education and special education teachers, and other specialists. Local TBS teams collect and analyze each student’s baseline and intervention data to continually improve the implementation of evidence-based positive behavioral practices. **During the 2014-15 school year, the TASN Autism and Tertiary Behavior Support providers trained 67 school-level teams within Wichita Public Schools.** They also provided online and in-person coaching to each team trained during the 2012-13 and 2013-14 school years. Currently, ten districts are actively implementing the Kansas TBS Team Initiative.

Logic Model



The Tertiary Behavior Support Team Initiative produces a number of outcomes ranging from short- to long-term, as described in the logic model. Short-term outcomes impact educators' and families' knowledge base. Intermediate outcomes reflect the implementation of evidence-based tertiary behavioral supports for individual students, while long-term student and implementation outcomes provide encompassing benefits at the school, district, and state levels. This report provides a snapshot of the short-term, intermediate, and long-term outcomes for districts, educators, and students.

Throughout the training series, each team learned and utilized the functional assessment/behavior intervention (FABI) process to address the needs of individual students with challenging behavior. In addition, they learned how these Tier 3 supports are integrated within the Kansas MTSS framework. Throughout the training and coaching process, many schools enhanced their universal and secondary supports to better meet the needs of all students. The district spotlight below exemplifies the system-wide improvements schools have undertaken with the support of the Tertiary Behavior Support Team Initiative.

District Spotlight USD 470

We have benefited greatly from the Tertiary Behavior Support trainings. Since starting this process in our district, we have had sweeping system changes. We no longer have a “Behavior Classroom” in an off-site school. Because our district asked for this, Cowley County Cooperative has moved toward a format of providing behavior and social/emotional support within each building in an inclusive model. We combined new knowledge from the TBS local team, the local Autism Team, Safety First training, and other TASN trainings to develop a system in which students with behavioral needs could be successful in the general education environment. Every school in Cowley County has embraced integrated behavioral supports more fully, and students with all abilities/disabilities are placed in their home schools first. **As a result, the number of students in the elementary schools in pull-out behavior services has been reduced by 71%.** Across the four elementary schools in the district, 91.5% of students with disabilities are educated in the general education classroom more than 80% of the day. This is substantially above the state average of 68.6%, as reported on the State Performance Plan Indicator 5A.

We continue to address tertiary behavior needs through the functional assessment/behavior intervention (FABI) process. During the 2014-15 school year, behavioral intervention plans were implemented for several students. Of these students, 67% are already showing behavioral improvement, 50% have increased academic achievement, and 67% have increased time in the general education environment. By supporting students to replace disruptive behaviors with productive behaviors, students are able to engage in the general education curriculum and with their peers.

Throughout the 2014-15 school year, a five-day training series on Tertiary Behavior Supports was provided by the TASN Autism and Tertiary Behavior Support Project in conjunction with Dr. Kathleen Lane from the University of Kansas. In order to accommodate the large number of teams participating this year, each of the five installments of the training was repeated over three consecutive days. Attendees included general education teachers, special education teachers, administrators, service providers, and other staff.

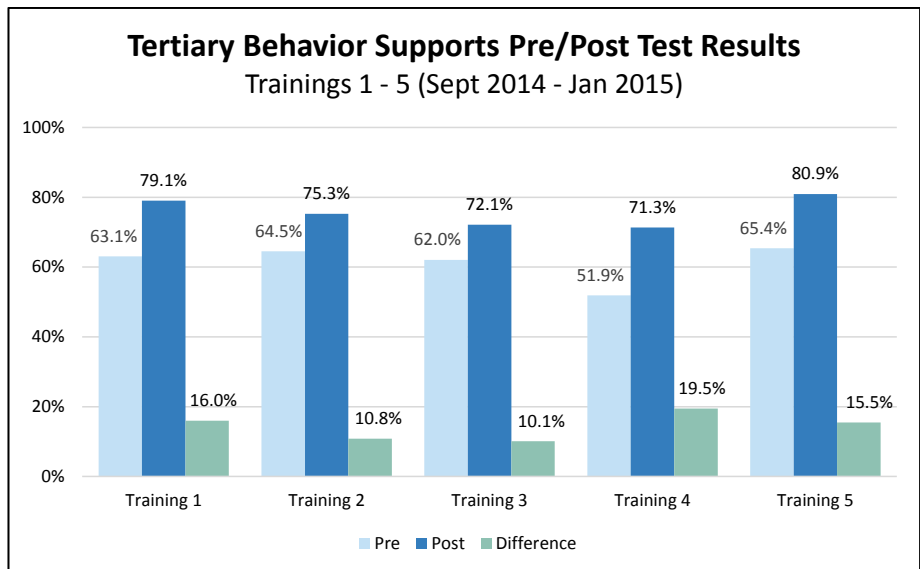


“Coaching staff from TASN are only a phone call away.”
Training Attendee

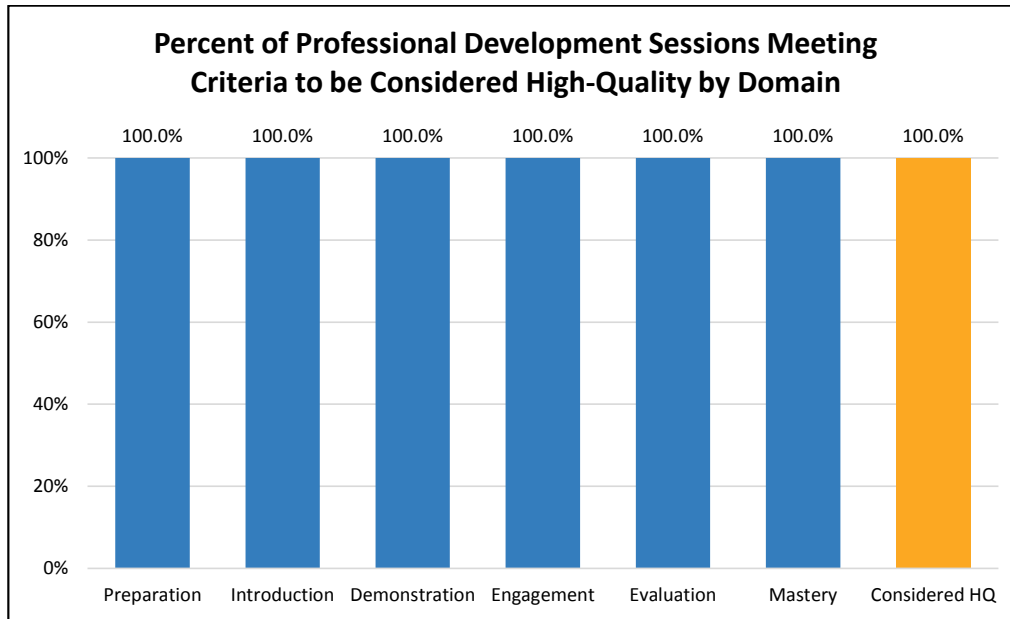
The training series provided attendees with the research base for tertiary behavior supports as well as the process and tools for conducting a functional behavioral assessment, including teacher and parent interviews and student observations. After teams learned the process, they completed the functional behavioral assessment process with a student and reviewed the results. They then implemented a function-based behavioral intervention plan and began monitoring student progress. In January, the teams attended a final training where they shared their results and continued to plan the implementation of secondary and tertiary behavioral supports. Each team received

individual team coaching throughout the day from the TBST consultants. Throughout the school year, TBST consultants provided virtual and on-site coaching to support the local teams. Local coaches were also trained by TASN staff to provide immediate support to teams between trainings.

Each training included a 10-question pre/post-test to assess participants' knowledge gain. Results showed that participants gained knowledge at all trainings. Across all five trainings, the average pre-test score was 61.4% and the average post-test score was 75.7% correct, for an average gain of 14.4%.



At the first four trainings, the SPDG evaluation team utilized the High-Quality Professional Development Checklist to monitor the use of evidence-based adult learning components during the trainings. To be considered high-quality, professional development must miss no more than one indicator in each of the domains (Preparation, Introduction, Demonstration, Engagement, Evaluation, and Mastery). All four of the trainings met criteria in all six domains and can be considered high-quality professional development.



Criteria for the Mastery domain are difficult for many trainings to obtain, but the Tertiary Behavior Support Team Trainings met all three indicators in this domain. The trainers did this by:

- Detailing follow-up activities that required participants to apply their learning
- Offering opportunities for continued learning through technical assistance and resources
- Providing coaching to improve fidelity of implementation

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*The coaches are amazing!
So helpful and easy to get in
contact with.*

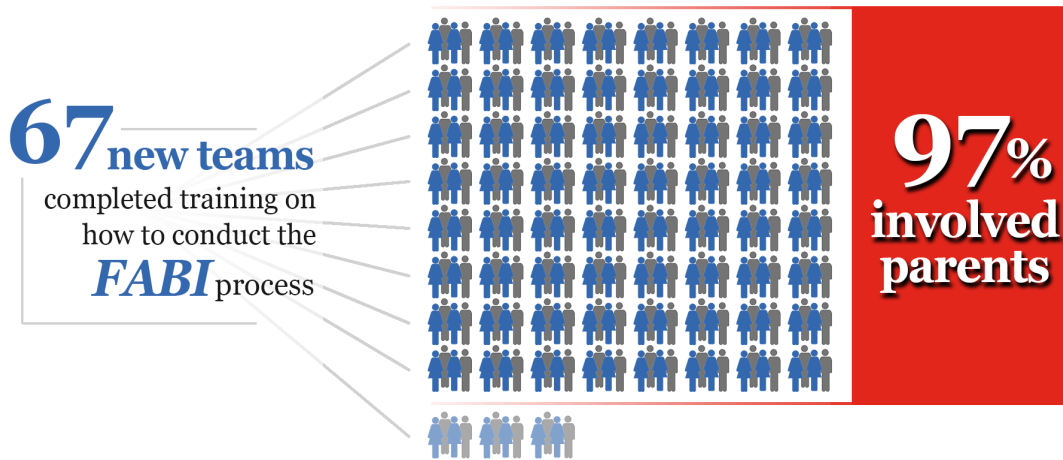
Training Attendee”



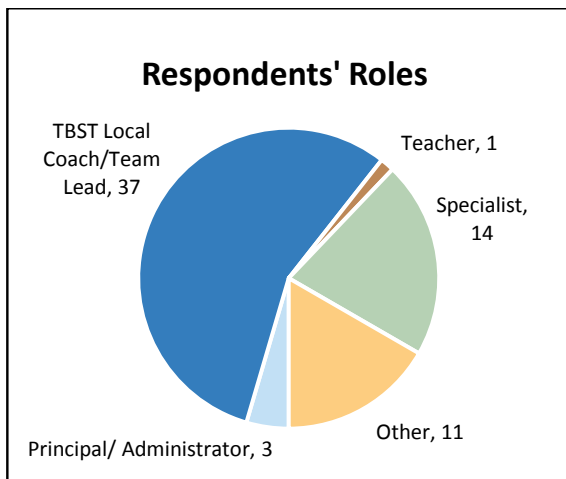
During the 2014-15 school year, 67 new teams completed the training and learned how to conduct the Functional Assessment and Behavior Intervention (FABI) process for students with behavioral needs. 97% of these teams involved parents during the functional assessment process. **Teams reported data on 51 students, and 49 of those students showed positive behavioral change.**

93% of students for whom FABI process was completed this year showed behavioral improvement !

Teams trained during previous years of implementation completed the FABI process for **20 students across the state, and 17 of these students showed behavioral improvement** as a result of the process.



In Spring 2015, TBS team members were asked to complete a survey providing feedback on the professional development and their team’s implementation of tertiary behavior supports. A total of 55 participants provided feedback via the online survey. Respondents represented a variety of roles within the school, including administrators, team leads, teachers, specialists, and other instructional staff.

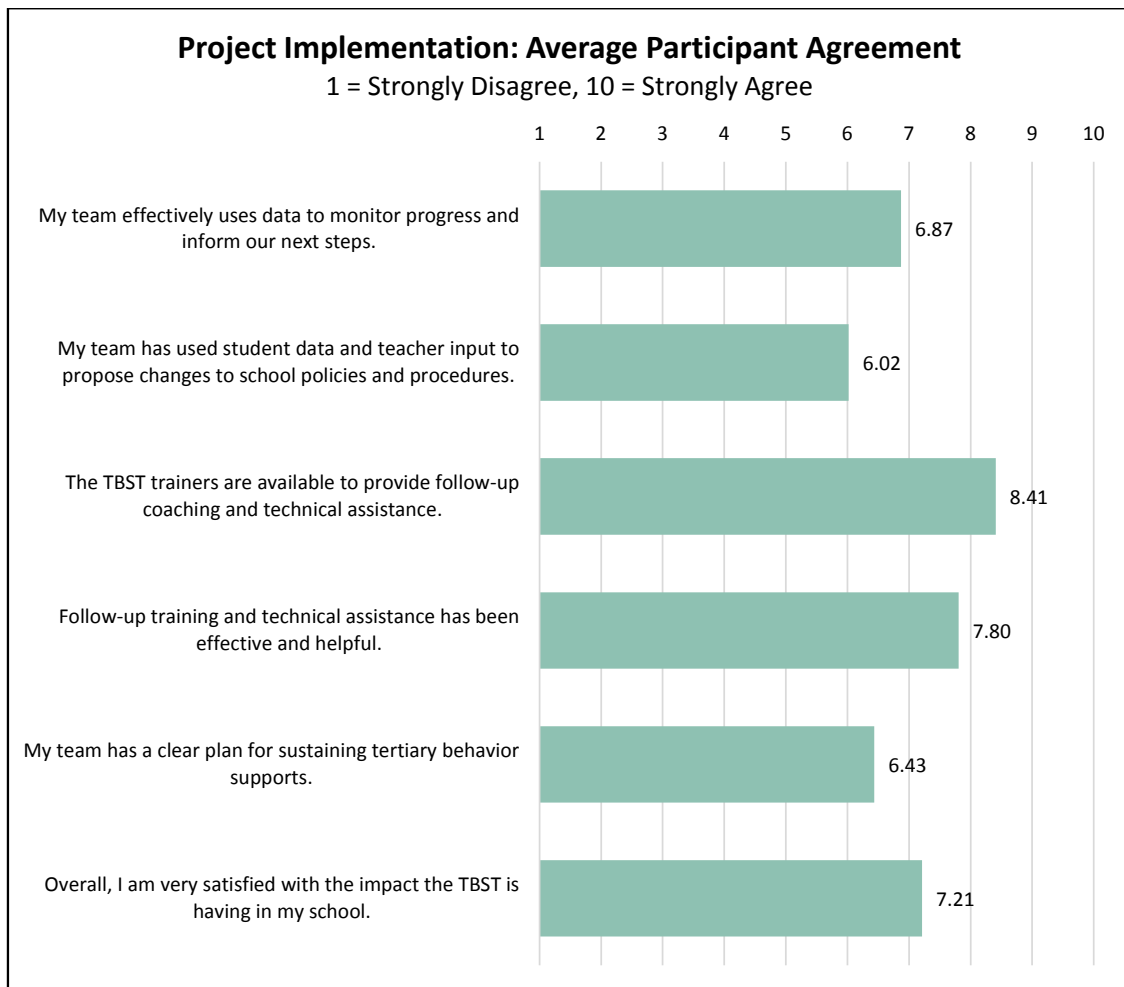


The teams that I have worked with are now utilizing the process with other students who are in need of behavioral supports. They are also including parents on the team.

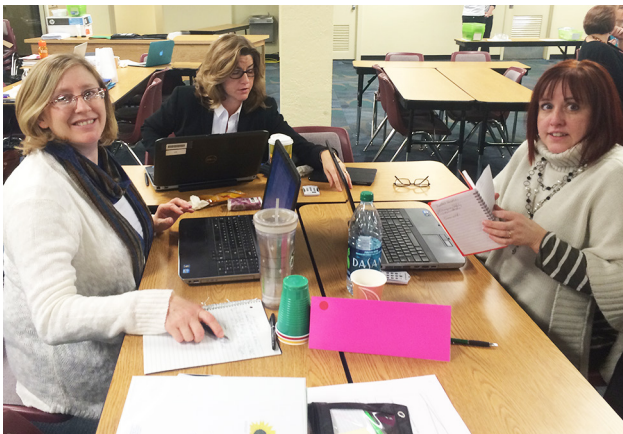
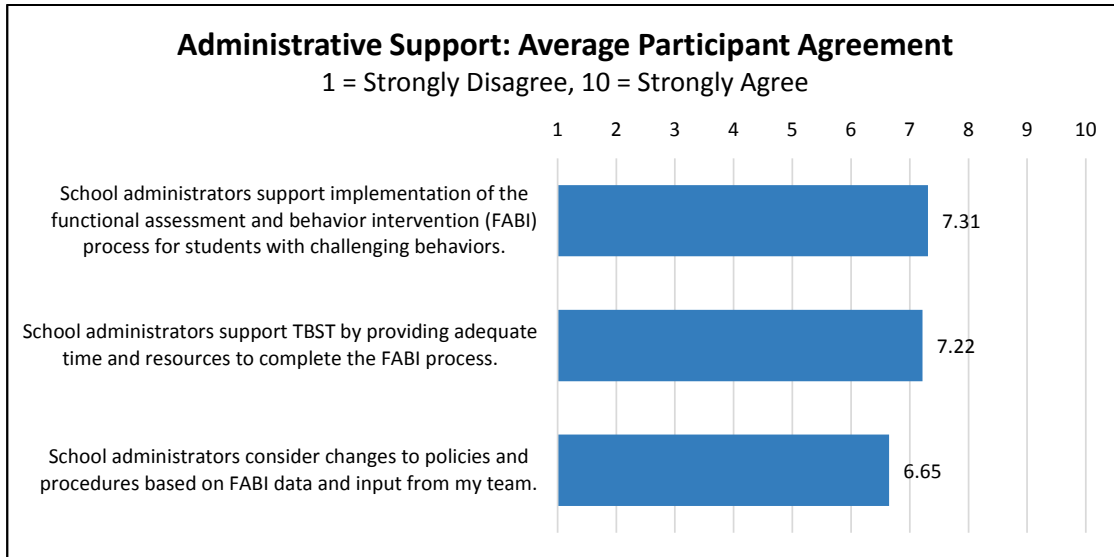
Local Coach

Respondents also provided information on project implementation and their satisfaction with the follow-up support provided. Items about the follow-up coaching and technical assistance received the highest ratings from survey respondents, indicating high levels of satisfaction with post-training support.

Participants also responded favorably to the item, “Overall, I am very satisfied with the impact the TBST is having in my school,” which was most frequently rated as a 10 (strongly agree) and had an average rating of 7.21.



Participants reported high levels of administrative support for the project’s implementation, including provision of time and resources as well as changes to policies and procedures. The first two items in this section were most frequently rated at a 10, or strongly agree, by respondents.



I feel I am better qualified to assist with behavior support for both students and staff. I utilize all of the support I have available from being a part of this team.

Training Attendee

The online survey also included open-ended questions that allowed participants the opportunity to identify the most beneficial aspects of the tertiary behavioral support professional development. Two-thirds of these responses mentioned the benefit of gaining an understanding of the process. One respondent stated, “The process is a comprehensive approach to interventions.” Another respondent appreciated how the project focused on “making the behavior plans more specific to the child, not just a generic plan that is used for all kids with behavior issues.”

Approximately 20% of respondents also mentioned the support received from the TASN trainers; one respondent said, “The coaches are amazing! So helpful and easy to get in contact with.”

Our Future Directions

Kansas Tertiary Behavior Supports Initiative

In the 2015-16 school year, TASN staff will train an additional 21 teams from the Wichita district and three teams from the Hutchinson district. These teams will receive guidance throughout the training process to assist with team selection, student selection, implementation, and progress monitoring. Six of the local coaches from the 2014-15 trainings will receive additional training on the core content, then co-present with TASN staff at the new team trainings. Prior to the start of trainings for new teams, a half-day of refresher training will be provided for last year's teams. Coaching will continue to be provided by local coaches and TASN staff for teams trained in previous years.

Resources

Kansas Department of Education Early Childhood, Special Education and Title Services

www.ksde.org

Kansas Technical Assistance Systems Network (TASN)

www.ksdetasn.org

TASN Autism & Tertiary Behavior Supports

www.kansasasd.com

Families Together, Inc.

www.familiestogetherinc.org

Kansas TASN Evaluation - Research Collaboration, University of Kansas Center for Research on Learning

www.researchcollaboration.org

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This report was developed by SPDG evaluators at the University of Kansas, Center for Research on Learning. Contact Dr. Amy Gaumer Erickson at (785) 864-0517 or agaumer@ku.edu with questions about the project evaluation.