



Kansas Tertiary Behavior Supports Initiative **2014**

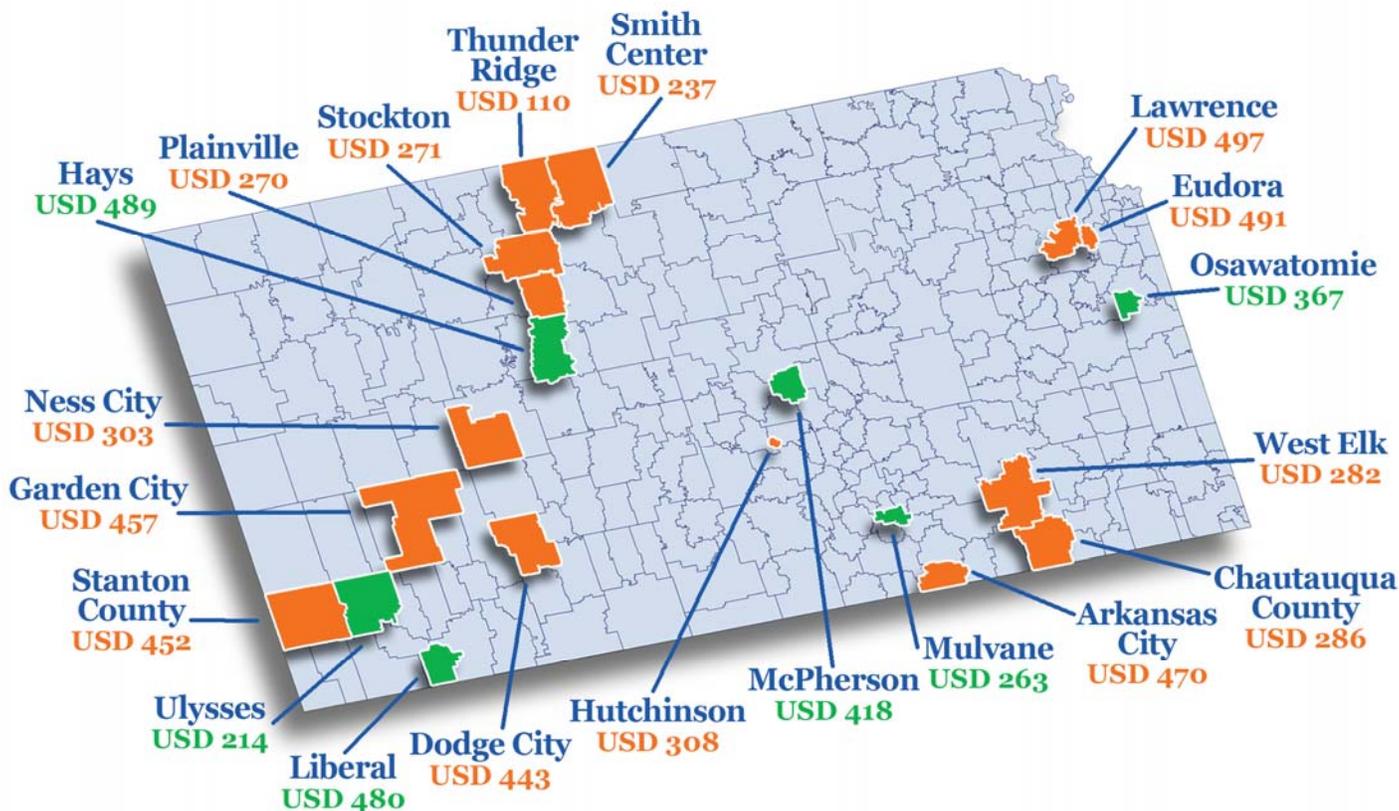


2014

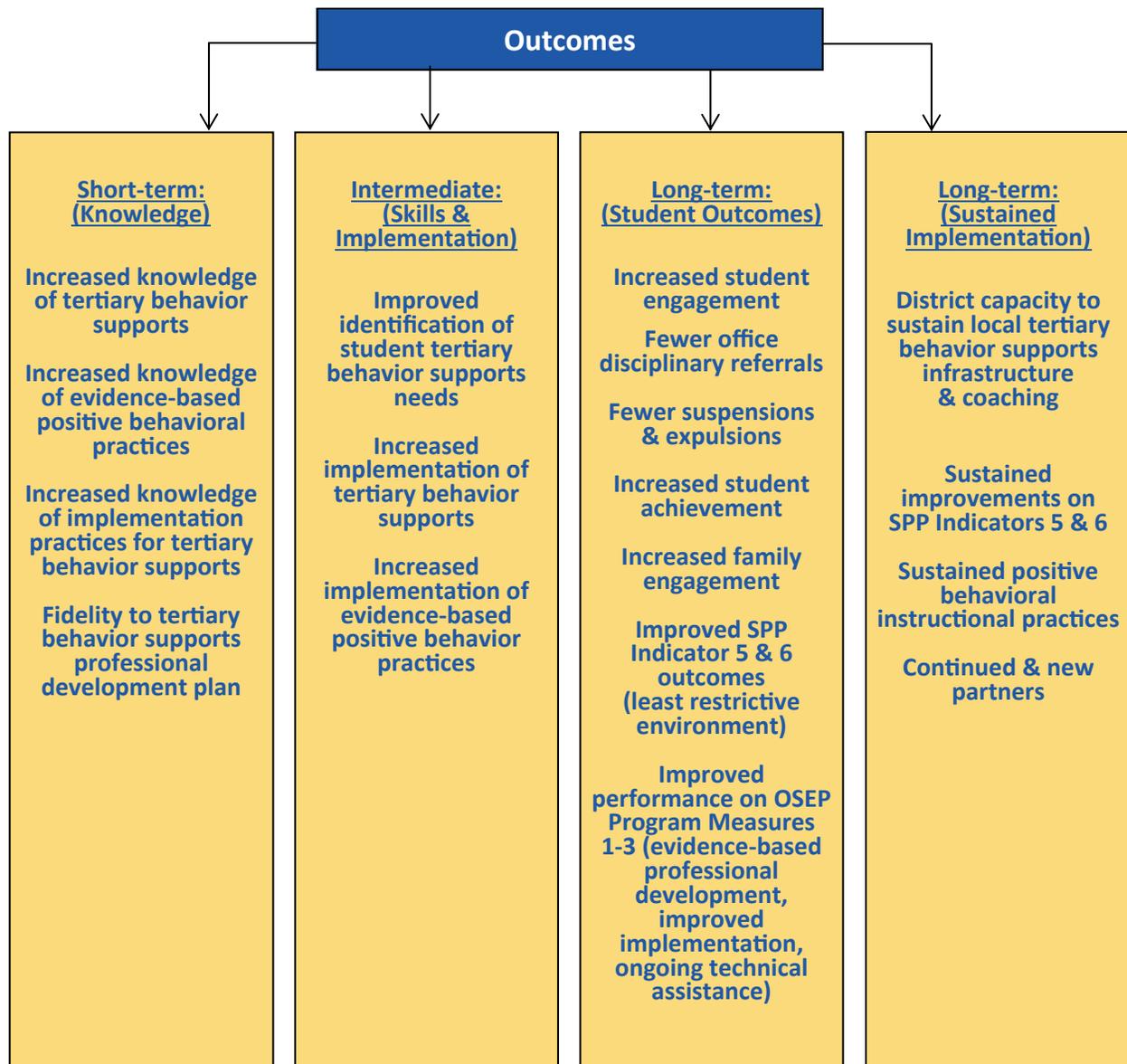


Kansas SPDG: Tertiary Behavior Supports

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

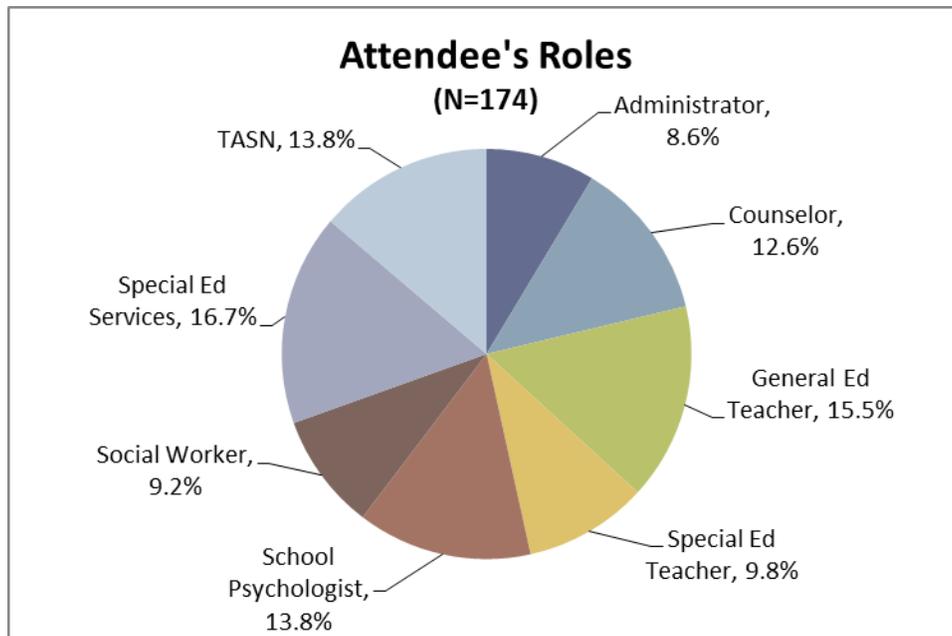


The **Kansas Tertiary Behavior Supports Team** (TBST) initiative provides training, coaching, and technical assistance to regional/district teams to build capacity in the process of functional behavior assessment, behavioral data analysis, and behavior intervention plan implementation. The KSDE operates the initiative through a five-year (2012-17) SPDG-funded partnership with TASN Autism and Tertiary Behavior Supports, Families Together, Inc., Keystone Learning Services, and the University of Kansas. Educators expand their skills through a series of regional professional development trainings that are designed to support and sustain the implementation of tertiary behavior supports within the Kansas Multi-Tier System of Supports (MTSS). This professional development is provided to teams that include administrators, general education and special education teachers, and other specialists. Local coaches complete student progress logs that are reviewed by the regional/district team to continually improve the implementation of evidence-based positive behavioral practices. The TASN Autism and Tertiary Behavior Supports providers also visit each team six times per year to provide ongoing observation and coaching and ensure fidelity of implementation. In 2012-13, eight teams were trained, including three at regional special education cooperatives: (1) the Southwest Kansas Area Cooperative, (2) Chautauqua and Elk County Special Education Services, and (3) the North Central Kansas Special Education Cooperative. In 2013-14, an additional seven teams were trained, including the regional High Plains Educational Cooperative. Students in twenty-one districts, as shown in the map above, have now received tertiary behavior supports through the project.



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. Short-term and intermediate outcomes are evident as the project completes its second year of implementation, but long-term outcomes will take longer to become evident.

Throughout the 2013-14 school year, a four-day training series on Tertiary Behavior Supports was provided by Dr. Kathleen Lane from the University of Kansas in conjunction with the TASN Autism and Tertiary Behavior Support Project. Attendees included general education teachers, special education teachers, administrators, service providers, and other staff. The graph below displays the breakdown of attendees by workshop date. A total of 174 individuals* participated in the trainings; 71 people attended the training on October 21-22, 2013; 59 attended the training on November 18, 2013; and 44 attended the training on April 17, 2014.

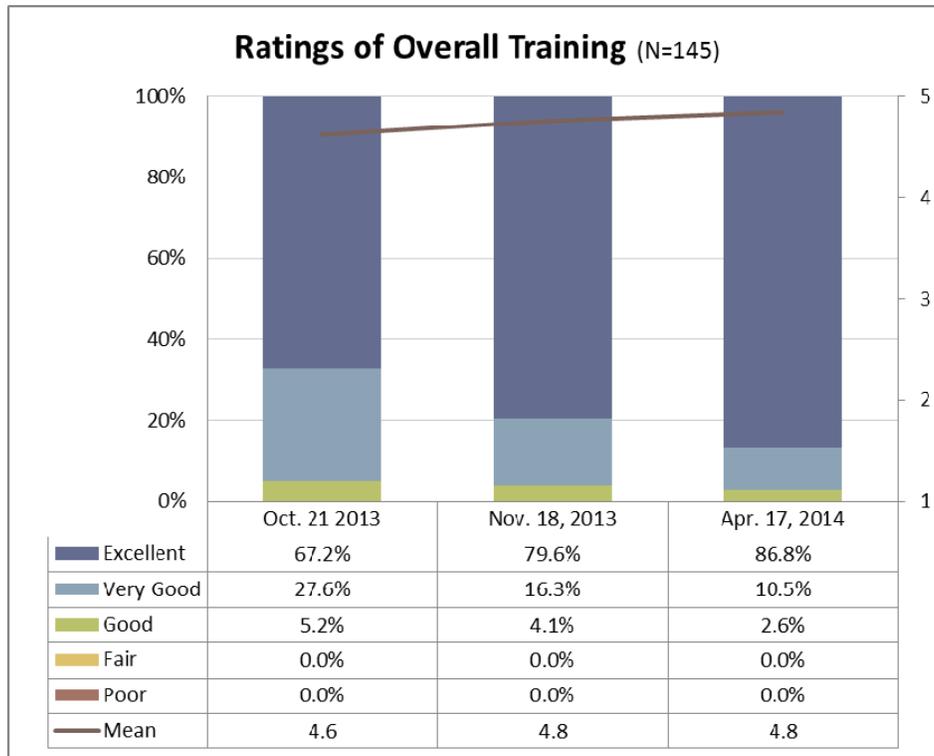


*Total attendees represent the total count from workshop sign-in sheets. An individual who attended multiple trainings is counted multiple times.

The first workshop 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 during the October training, they completed the functional behavioral assessment process with a student and reviewed the results at the November training. They then implemented a behavioral intervention plan and began monitoring student progress. At the same time, the team began the functional behavior assessment process with additional students. In April, the teams attended a final training where they continued to plan the implementation of secondary and tertiary behavioral supports. They received individual team coaching throughout the day from the TBST consultants. Throughout the school year, TBST consultants also provided on-site observation and coaching to support the local teams.

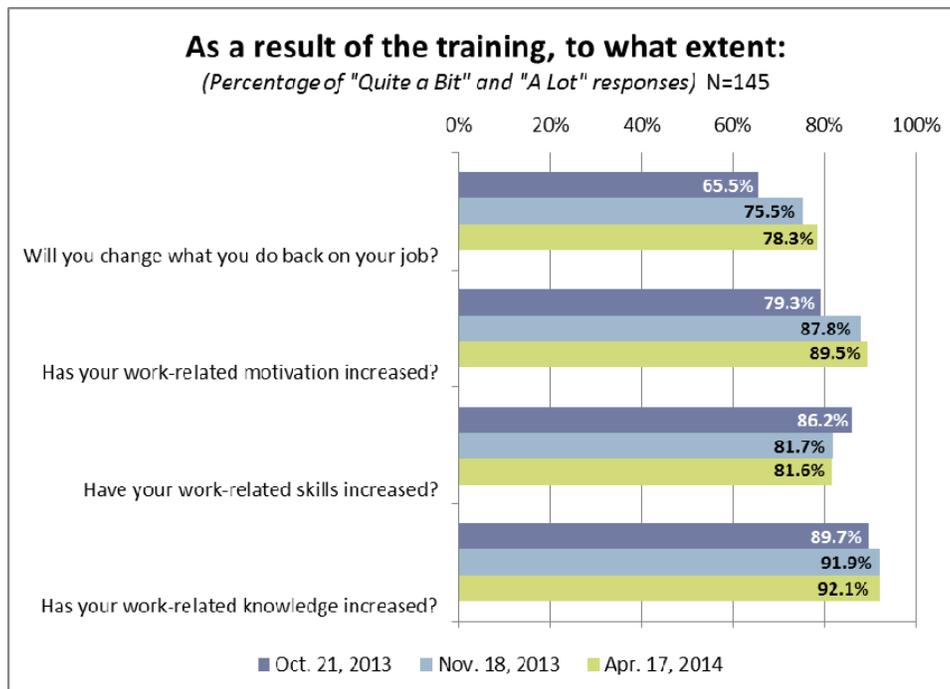
“ It has changed the way that I look at behaviors, and the things that I do, or don't do, to exacerbate them. ”

Workshop Attendee

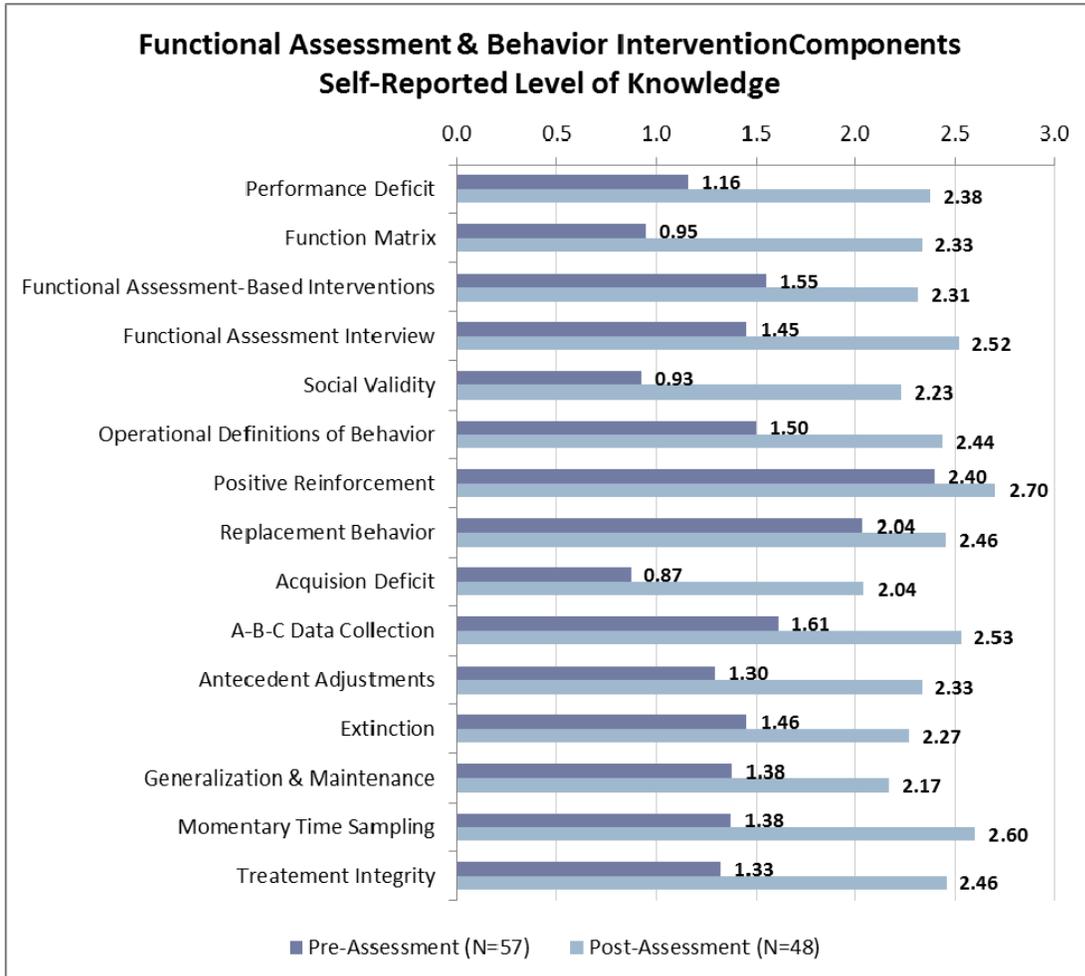


Overall, the trainings received very positive reviews from attendees. In October, 94.8% of respondents rated the training “Very Good” or “Excellent;” in November these ratings were received from 95.9% of participants; and in April from 97.3% of respondents.

The majority of participants felt that as a result of the training, they gained knowledge and skills and were motivated to changed their behavior. The chart below displays the percentage of respondents answering “Quite a bit” or “A lot” to questions regarding the effectiveness of the training.

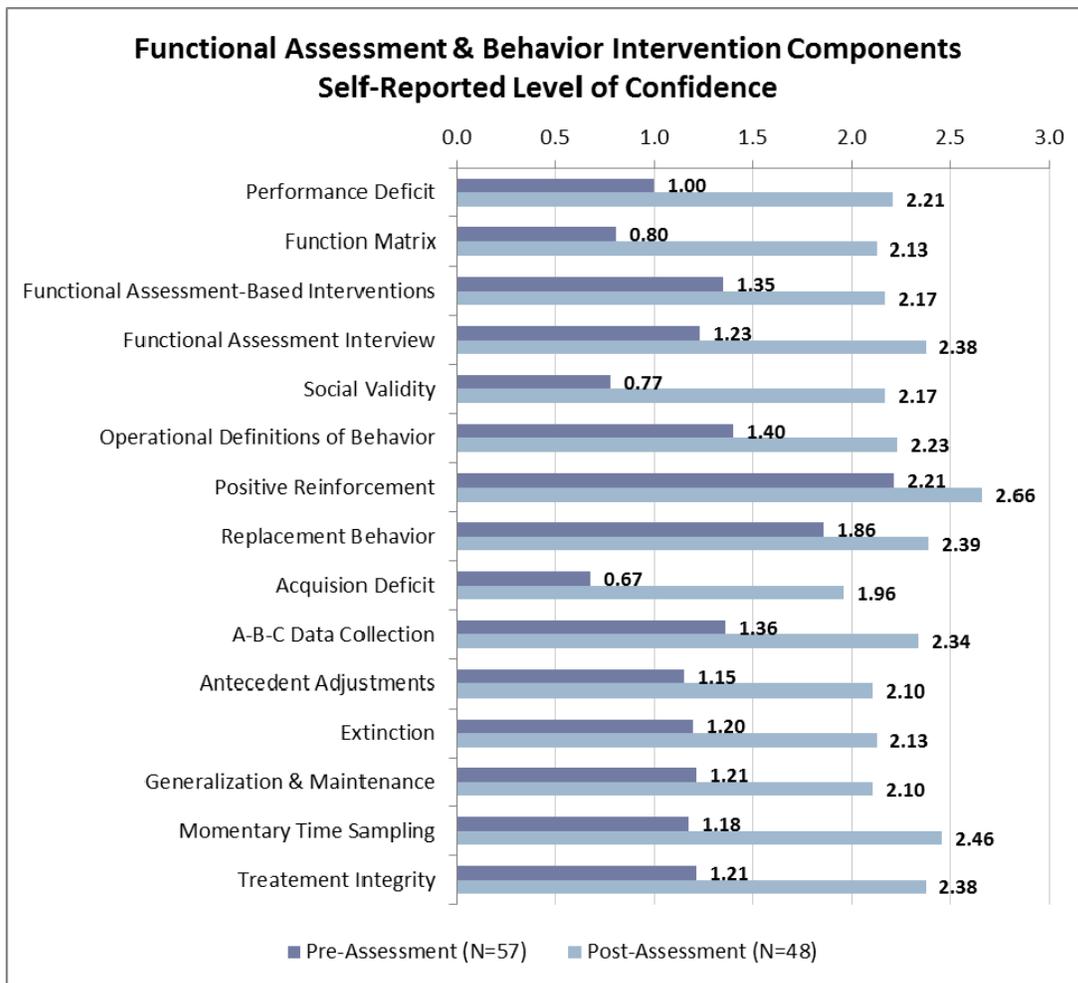


Participants completed a 45-item pre-assessment at the beginning of the first training and then completed the same assessment as a post-measure during the second training. The self-assessment asked participants to rate their knowledge, confidence and usefulness of training content on a 4-point scale (0 =low; 3=high). As displayed in the table below, participants clearly felt that their knowledge had increased as a result of the training.



At these same two fall trainings, the SPDG evaluation team utilized an observation protocol, the *High-Quality Professional Development Checklist*, to monitor the use of evidence-based professional development components during the trainings. All of the 22 indicators across six domains on the *High Quality Professional Development Checklist* were observed by the SPDG evaluator at each of the trainings, including 100% in Preparation, 100% in Introduction, 100% in Demonstration, 100% in Engagement, 100% in Evaluation, and 100% in Mastery.





The confidence of the TBS team members to implement the functional assessment and behavior intervention process increased substantially between the first and second trainings as shown in the table above.

At the end of the 2013-14 school year, the local tertiary behavior support teams (TBST) reported implementation of the functional assessment/behavior intervention (FABI) process with 36 students. Students’ ages ranged from six to eighteen (average of 9 years of age); twenty-eight of the students (78%) were male, and eight (22%) were female.

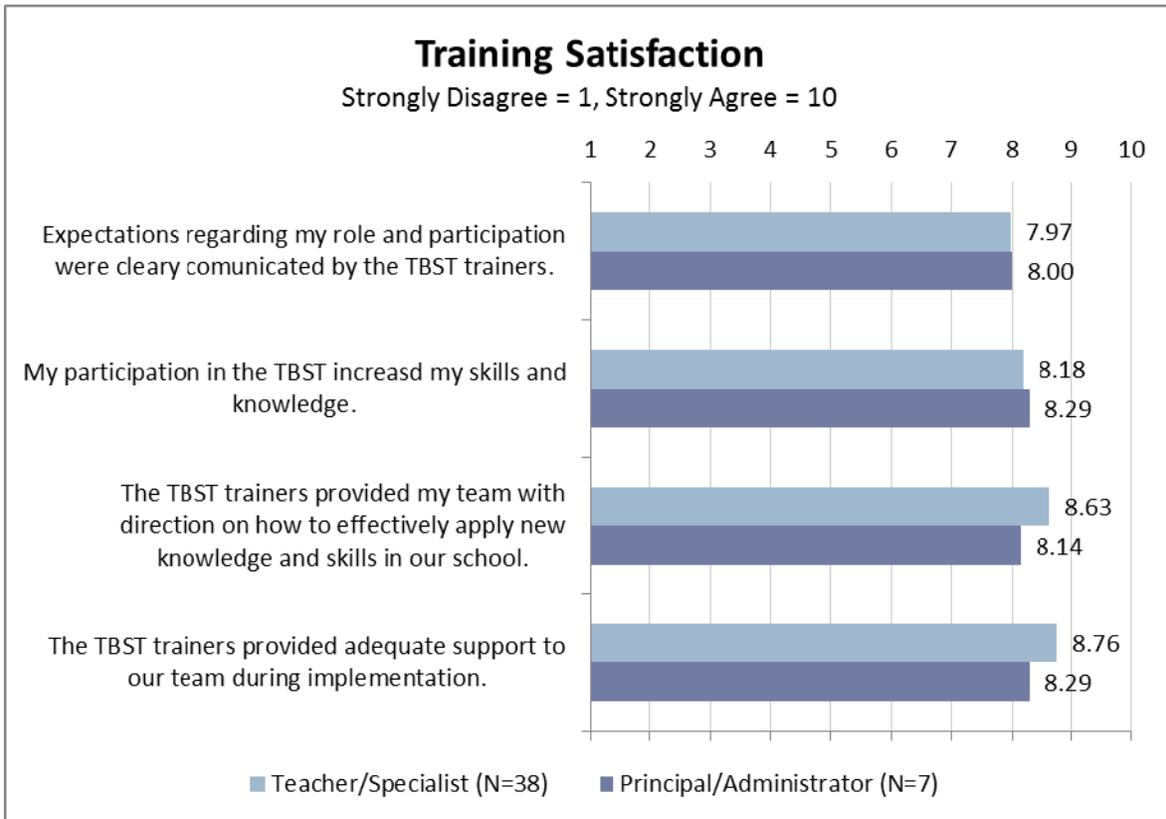
Parental involvement is vital to the success of behavioral interventions. Parental involvement is monitored throughout the project, and parents are integral members of the local TBS teams. The functional behavior assessment process included an interview with the parent/guardian of each of the students. In addition to co-training at the workshops, staff from Families Together, Inc., provided follow-up support and coaching to each of the TBS teams, including families throughout the year.

During the 2014-15 school year, the existing local TBS teams will continue to receive technical assistance and coaching from the TASN coaches. They will also monitor their implementation of tertiary behavior supports and the impact on students. Additionally, a new cohort of teams will be trained in this evidence-based process.

In Spring 2014, TBS team members were asked to complete a survey providing feedback on the professional development and their team’s implementation of tertiary behavior supports. Within the graph below, the data is disaggregated to show the average perceptions of principals/administrators in comparison to the perceptions of teachers/specialists. A total of 45 participants across the 15 teams provided feedback via the online survey.

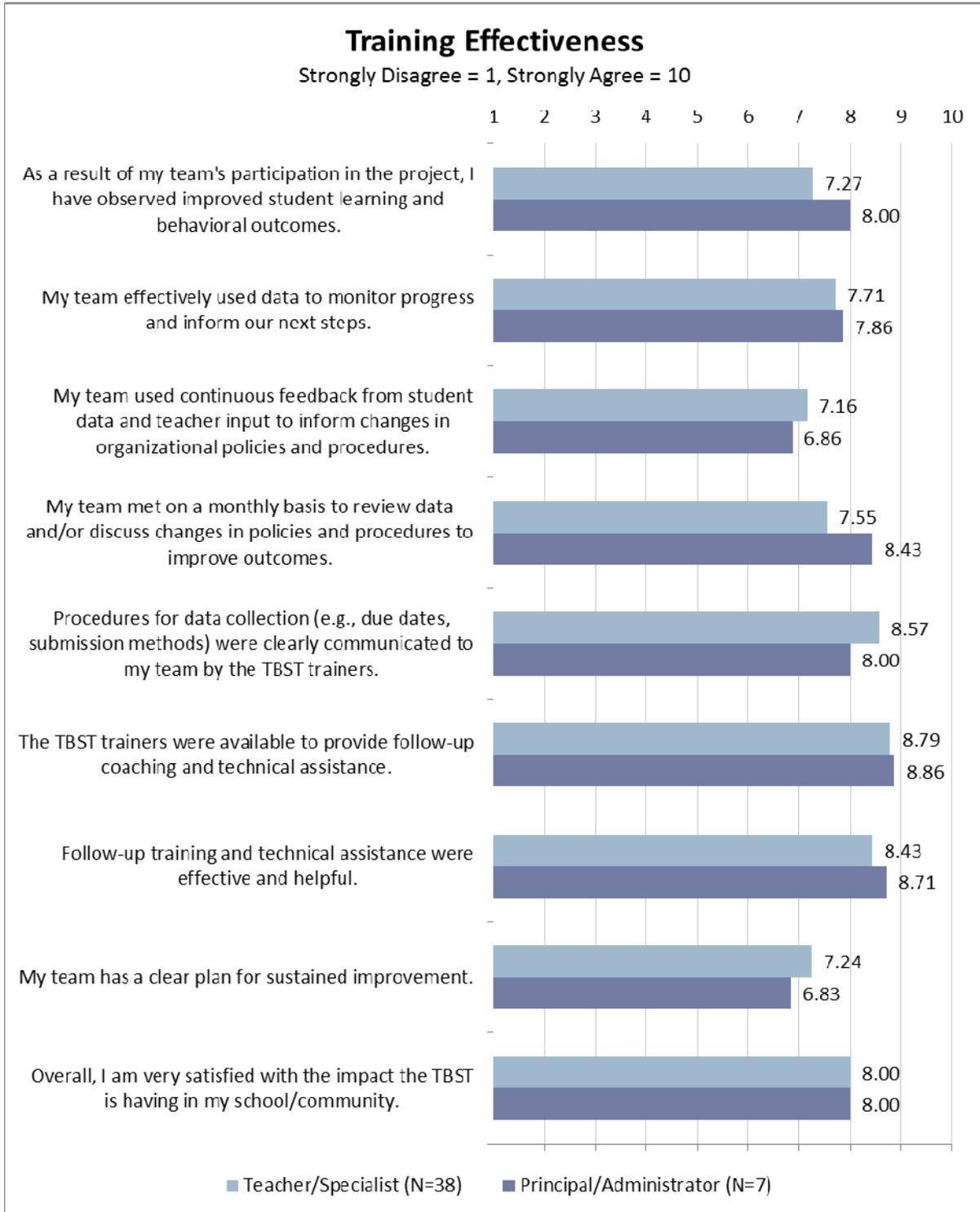
“ *The most beneficial aspect for me was just learning the process, and all that is involved in taking data and writing a behavior plan.* ”

Workshop Attendee

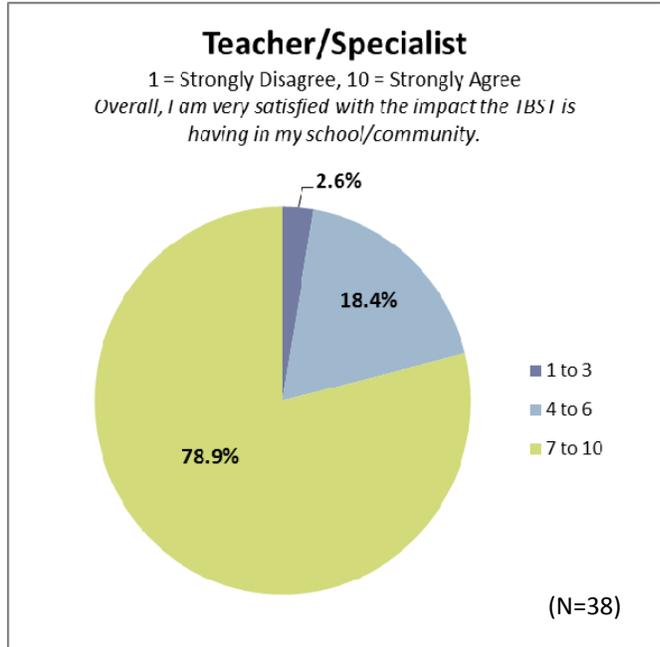
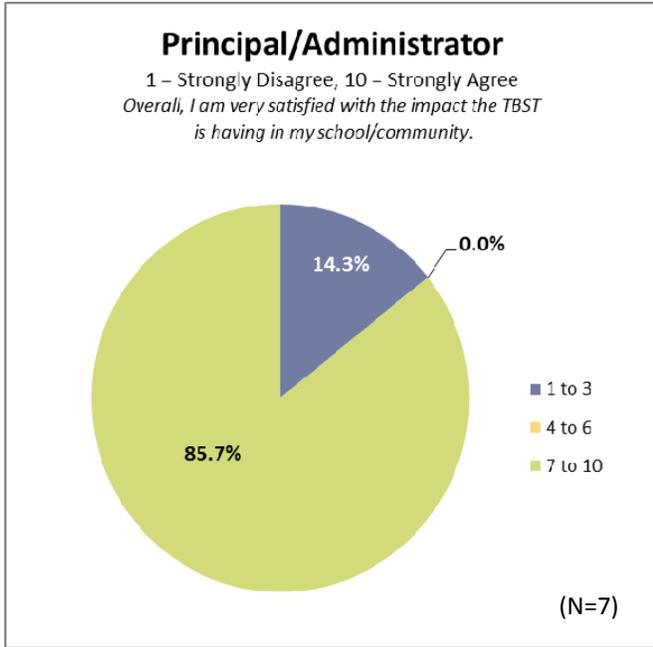


All participants replied favorably to questions related to training satisfaction. Means ratings ranged from 7.97 to 8.76 on the 10-point scale. Over 82% of respondents reported ratings of 7 or above, with the most frequent ratings on each item being 9 or 10.

In responding to questions related to training effectiveness, participants again replied positively, with mean effectiveness ratings ranging from 7.11 to 8.80. They particularly rated the availability of their TBST trainers to provide coaching and technical assistance and the effectiveness/helpfulness of that follow-up training and technical assistance very favorably, with of the most frequent rating being 10.



All respondents reported high levels of overall satisfaction of the project, with an overall mean rating of 8 out of 10. The charts below show that 86% of the principals and administrators and 79% of teachers/specialists rated satisfaction with the impact of the TBST project at 7 or above.



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. More than half these responses mentioned the benefit of gaining a full, well-rounded understanding of the process. One respondent stated, “The organized process is very helpful; understanding what to do and when to do it.”

Follow-up support, coaching, and hands-on training were also reported to be very beneficial. Respondents commented that “the follow-up support from TBS team members was crucial to the implementation of the new learning,” and appreciated “having the expertise of the trainers and their willingness to spend time in helping us.” Others reported that learning to use data to identify the function of a behavior and monitor student behavior was beneficial, and that “data collection and using data to drive changes is very powerful.”

During the 2014-15 school year, additional district teams will begin participation in the Tertiary Behavior Support Initiative, and existing teams will continue implementation with on-site coaching and technical assistance. In addition, through continued collaboration with the MTSS: CI3T core team, the alignment between tiers and across academic and behavioral competencies will continue to expand. Student outcome data, including behavioral and academic achievement, will continue to be collected and utilized by both local TBS teams and the professional development providers to support continual improvement and deeper implementation.

KSDE Special Education Services

<http://www.ksde.org>

Kansas Technical Assistance Systems Network (TASN)

<http://ksdetasn.org>

TASN Autism & Tertiary Behavior Supports

www.kansasasd.com

Families Together, Inc.

<http://famiestogetherinc.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 aerickson@ku.edu with questions about the project evaluation.