

LEADING WITH PURPOSE:
DISTRICT ADMINISTRATION'S
ROLE IN TIER 3 BEHAVIOR
SUCCESS



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ABOUT ME:



MOTHER OF TWO MIDDLE SCHOOLERS; ENJOYS BEACH TRIPS AND PARK ADVENTURES WITH HER KIDS.



DISTRICT SPECIAL EDUCATION COORDINATOR AT NEW BRAUNFELS ISD WITH 18 YEARS OF EXPERIENCE IN SPECIAL EDUCATION.



PASSIONATE ABOUT CREATING INCLUSIVE LEARNING ENVIRONMENTS AND SUPPORTING STUDENTS WITH DIVERSE NEEDS.



COMMITTED TO FOSTERING GROWTH, LEARNING, AND MEANINGFUL CONNECTIONS

PURPOSE & GOALS:

PURPOSE:

TO EQUIP DISTRICT LEADERS WITH THE KNOWLEDGE AND STRATEGIES NEEDED TO EFFECTIVELY SUPPORT AND ENHANCE TIER 3 BEHAVIOR INTERVENTIONS THROUGH COLLABORATION, DATA-DRIVEN DECISION-MAKING, AND SYSTEMIC CAPACITY-BUILDING.

GOALS:

- HIGHLIGHT BEST PRACTICES FOR FOSTERING CAMPUS-DISTRICT COLLABORATION, CAPACITY BUILDING & MONITORING.
- EXPLORE METHODS FOR USING DATA TO GUIDE INTERVENTION DECISIONS AND RESOURCE ALLOCATION.
- PROVIDE TOOLS FOR DEVELOPING SUSTAINABLE TIER 3 SYSTEMS ACROSS CAMPUSES.



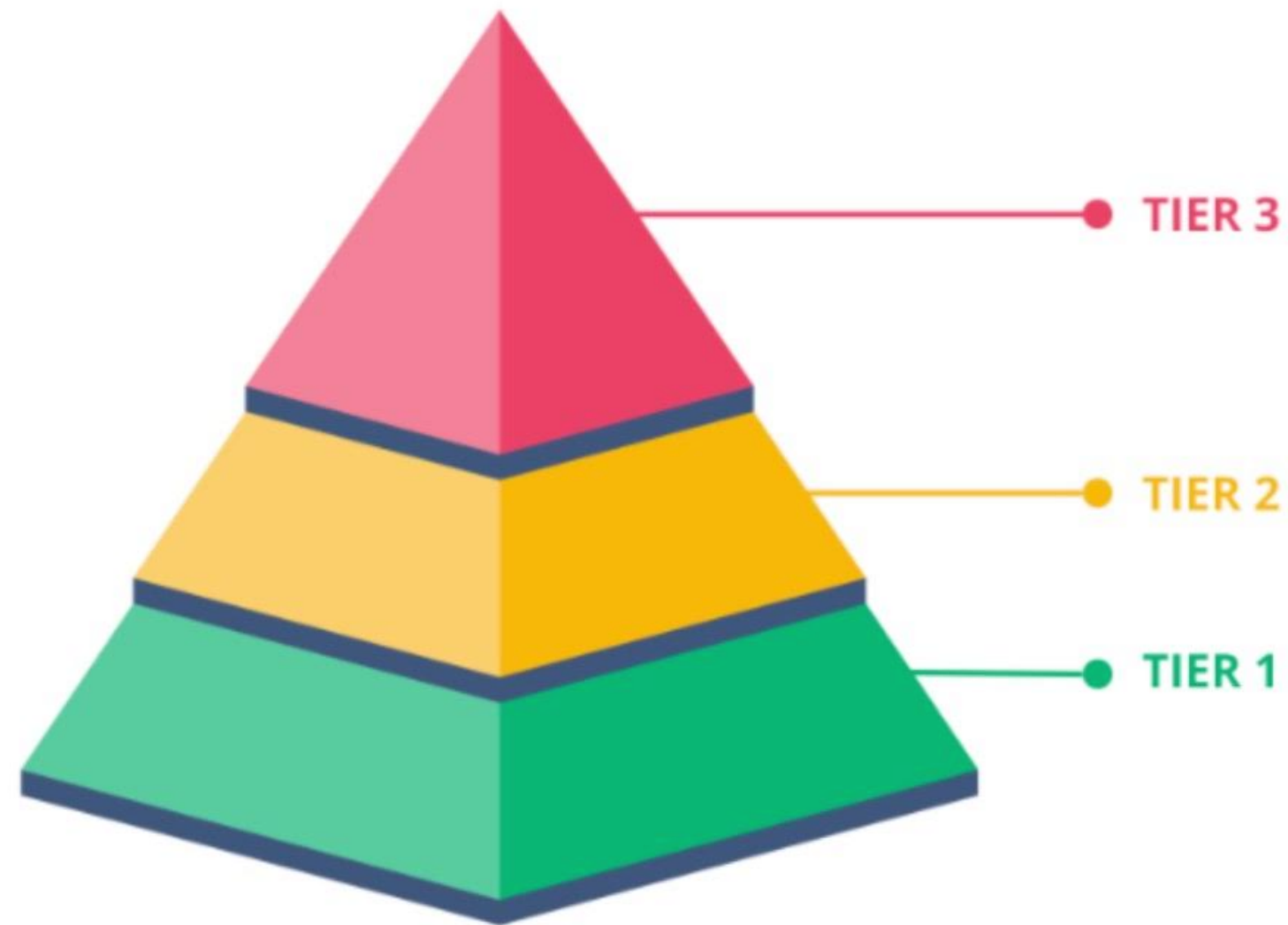
LEARNING OBJECTIVES

BY THE END OF THIS PRESENTATION, PARTICIPANTS WILL BE ABLE TO:

- IDENTIFY KEY COMPONENTS OF SUSTAINABLE SYSTEMS OF SUPPORT FOR STUDENTS REQUIRING INTENSIVE BEHAVIORAL INTERVENTIONS.
- DESCRIBE STRATEGIES FOR FOSTERING COLLABORATION AND COMMUNICATION AMONG EDUCATORS, FAMILIES, AND SUPPORT PERSONNEL.
- ANALYZE APPROACHES FOR CAPACITY BUILDING THROUGH TARGETED TRAINING AND ONGOING STAFF SUPPORT.
- DEVELOP ACTIONABLE NEXT STEPS TO STRENGTHEN TIER 3 BEHAVIOR INTERVENTION PRACTICES WITHIN THEIR OWN SETTINGS.



UNDERSTANDING TIER 3 BEHAVIOR INTERVENTIONS



- ✓ FUNCTION-BASED APPROACH
- ✓ BEHAVIOR INTERVENTION PLAN
- ✓ STUDENT CENTERED



CHALLENGES

COMMON CHALLENGES IMPLEMENTING TIER 3 BEHAVIOR PLANS

- **LACK OF STAFF CAPACITY**
 - LIMITED PERSONNEL
 - TIME CONSTRAINTS
 - INSUFFICIENT TRAINING
- **INCONSISTENT IMPLEMENTATION & USE OF DATA**
 - LOW FIDELITY
 - DATA NOT ANALYZED REGULARLY
 - LACK OF DATA-INFORMED DECISIONS
- **INSUFFICIENT COLLABORATION & COMMUNICATION**
 - TEAM SILOS
 - CRISIS-DRIVEN RESPONSE
 - LIMITED ADMINISTRATIVE SUPPORT

CORE RESPONSIBILITIES FOR TIER 3 SUCCESS

- **STRATEGIC OVERSIGHT** ENSURES COHERENCE ACROSS CAMPUSES AND BUILDS A SHARED UNDERSTANDING OF WHAT EFFECTIVE TIER 3 SUPPORT LOOKS LIKE.
- TIER 3 INTERVENTIONS ARE **RESOURCE-INTENSIVE**. WITHOUT TARGETED STAFFING, SCHOOLS CANNOT DELIVER INDIVIDUALIZED SUPPORT WITH THE INTENSITY & FIDELITY REQUIRED FOR MEANINGFUL IMPACT.
- **HIGH-QUALITY DATA** ENABLES DISTRICTS TO MAKE INFORMED DECISIONS, TRACK EFFECTIVENESS, AND ENSURE EQUITY. IT ALSO HELPS IDENTIFY SYSTEMIC GAPS AND ADJUST SUPPORTS PROACTIVELY.
- WHEN **SYSTEMS ARE ALIGNED**, SCHOOLS CAN PROVIDE COHESIVE, STUDENT-CENTERED SUPPORTS THAT REDUCE SILOS AND MAXIMIZE IMPACT.

BRIDGING STRATEGY & SUPPORT

Elementary Action Item

Secondary Action Item

Sample Response to Behavior Observation/Coaching

Tier 3 Implementation Tracker

SIBS Minutes Guide

District Operating Procedures



Take Action



CAPACITY
BUILDING



BUILDING SUSTAINABLE SYSTEMS OF SUPPORT

DISTRICT LEADERSHIP PLAYS A CRITICAL ROLE IN CREATING THE FOUNDATION FOR EFFECTIVE TIER 3 BEHAVIOR SUPPORTS.

SUSTAINABILITY IS ACHIEVED THROUGH INTENTIONAL ACTION IN THREE KEY AREAS:

1. ESTABLISHING CLEAR POLICIES AND PROCEDURES
2. PROVIDING ONGOING TRAINING AND COACHING
3. MODELING DATA-INFORMED DECISION MAKING

SIBS CRITERIA

SIBS MINUTES GUIDE

DBRC CAMPUS FIDELITY

FOSTERING COLLABORATION & COMMUNICATION

- COLLABORATION BREAKS DOWN SILOS, BUILDS SHARED OWNERSHIP, AND ENSURES THAT ALL STAKEHOLDERS ARE WORKING TOWARD COMMON GOALS. CLEAR COMMUNICATION ENHANCES COORDINATION, INCREASES FIDELITY OF IMPLEMENTATION, AND IMPROVES RESPONSIVENESS TO STUDENT NEEDS.
- BY MODELING COLLABORATIVE LEADERSHIP AND PROVIDING THE STRUCTURES, TIME, AND TOOLS FOR TEAMS TO WORK TOGETHER, DISTRICT LEADERS CREATE A CULTURE OF TRUST, TRANSPARENCY, AND CONTINUOUS IMPROVEMENT.



A hand holding a transparent sphere with the word 'MENTORING' in large orange letters. Other words like 'team', 'successful', 'educate', 'corporate', 'inspiration', and 'development' are visible inside the sphere. The image is framed by a blue and gold geometric pattern.

- NEEDS BASED TRAINING- INDIVIDUALIZED PER CAMPUS AND OR TEACHER.
 - BACK TO SCHOOL BOOT CAMP (2 DAYS) IN MODEL CLASSROOM.
 - INCORPORATE SPEECH
 - SENSORY/MOTOR LAB TRAINING
- COACHING & MODELING- ONGOING WEEKLY BY OUR BEHAVIOR SPECIALISTS
 - TEACHERS TIERED BASED ON THEIR LEVEL OF NEED
- BEHAVIOR INTERVENTION TEAMS
 - SPED
 - SPED & GEN ED.

REFLECTION & ACTION

- **WHAT AREAS CAN YOU STRENGTHEN IN YOUR DISTRICT?**
- ACTION STEPS:
 - IDENTIFY YOUR TIER 3 SUPPORT TEAM
 - OUTLINE ROLES & RESPONSIBILITIES
 - AUDIT CURRENT SYSTEMS
 - PRIORITIZE 1-2 KEY CHANGES

**WHAT'S
NEXT?**



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THANK
YOU!

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