Putting the System in MTSS at Tier 2

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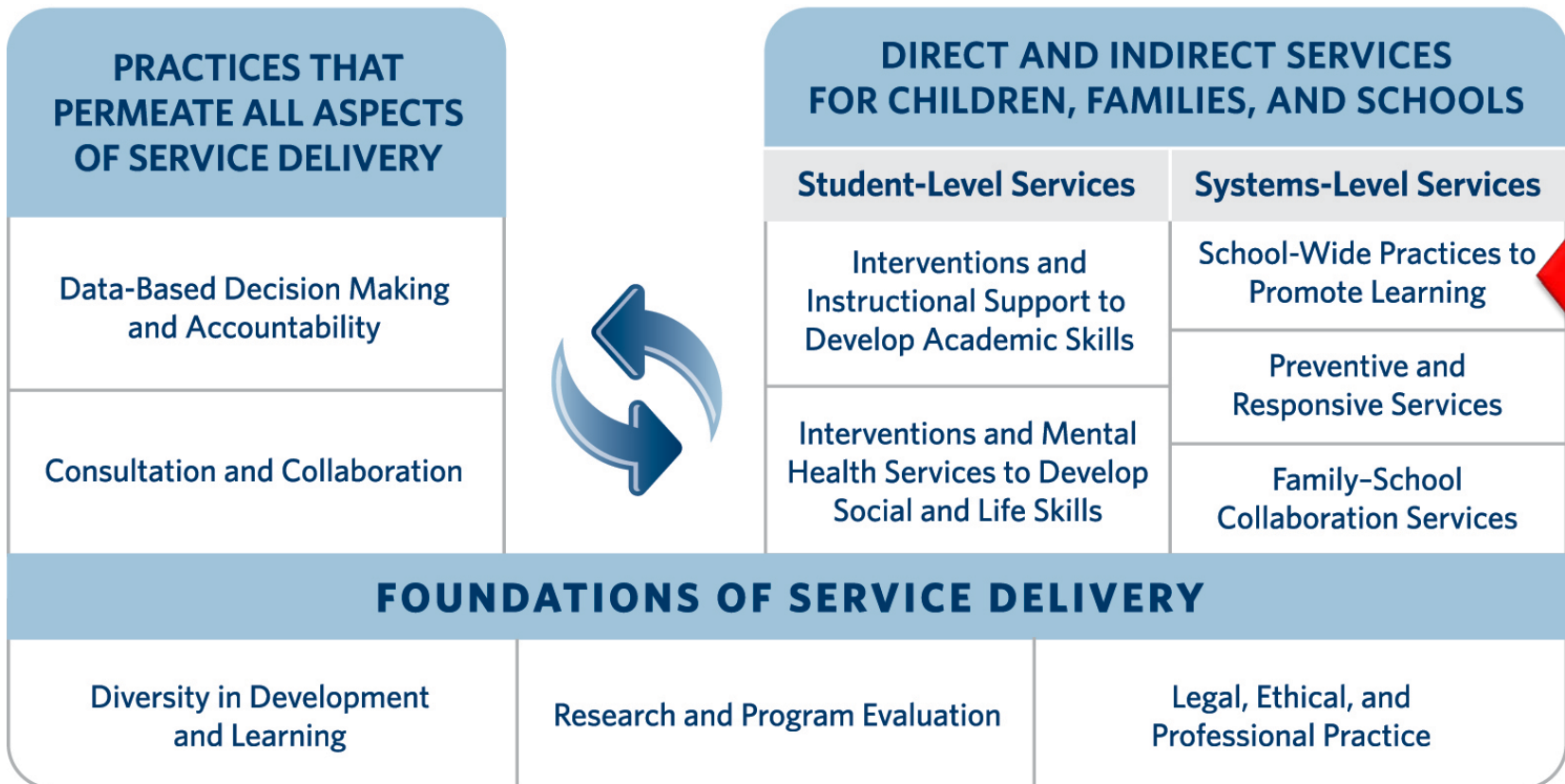Center for Disabilities Studies
NASP San Antonio - February 2017

Learning Objectives

Participants will increase their knowledge of:

- Planning, implementing, and evaluating a Tier 2 system

- Ways to differentiate evaluation of the overall system from the evaluation of individual student progress

- Strategies for maximizing the effectiveness of specific interventions

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY	DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS	
	Student-Level Services	Systems-Level Services
Data-Based Decision Making and Accountability	Interventions and Instructional Support to Develop Academic Skills	School-Wide Practices to Promote Learning
		Preventive and Responsive Services
Consultation and Collaboration	Interventions and Mental Health Services to Develop Social and Life Skills	Family–School Collaboration Services

FOUNDATIONS OF SERVICE DELIVERY

Diversity in Development and Learning	Research and Program Evaluation	Legal, Ethical, and Professional Practice

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

Common Problems within Tier 2

- **Tier 3 overgeneralization**
  - Too many students
  - Too many staff required

- **Tier 2 strategy mismatch**
  - Limited Tier 2 intervention- unable to attend to needs

- **Data collection and tracking**
 - Interventions not being evaluated

Professional Development Overview

- **1 Day "Initial" PD** for teams new to Tier 2
- **½ Day "Networking" PD** for 1 Day trained teams
  - Agenda for both include:
    - *Asset mapping activities*
    - *Data analysis tools*
    - *Exploration of existing interventions*
    - *Self-assessment*

- **Coaching**
  - Post 1-Day
  - Upon request
  - Includes self-assessment

- **Website** (delawarepbs.org)

The System is Key

- Fixsen, Blase, Horner, & Sugai (2008)

  – To scale up interventions, we must first scale up implementation capacity

  – Building implementation capacity is essential to maximizing the use of MTSS frameworks, such as Positive Behavior Support
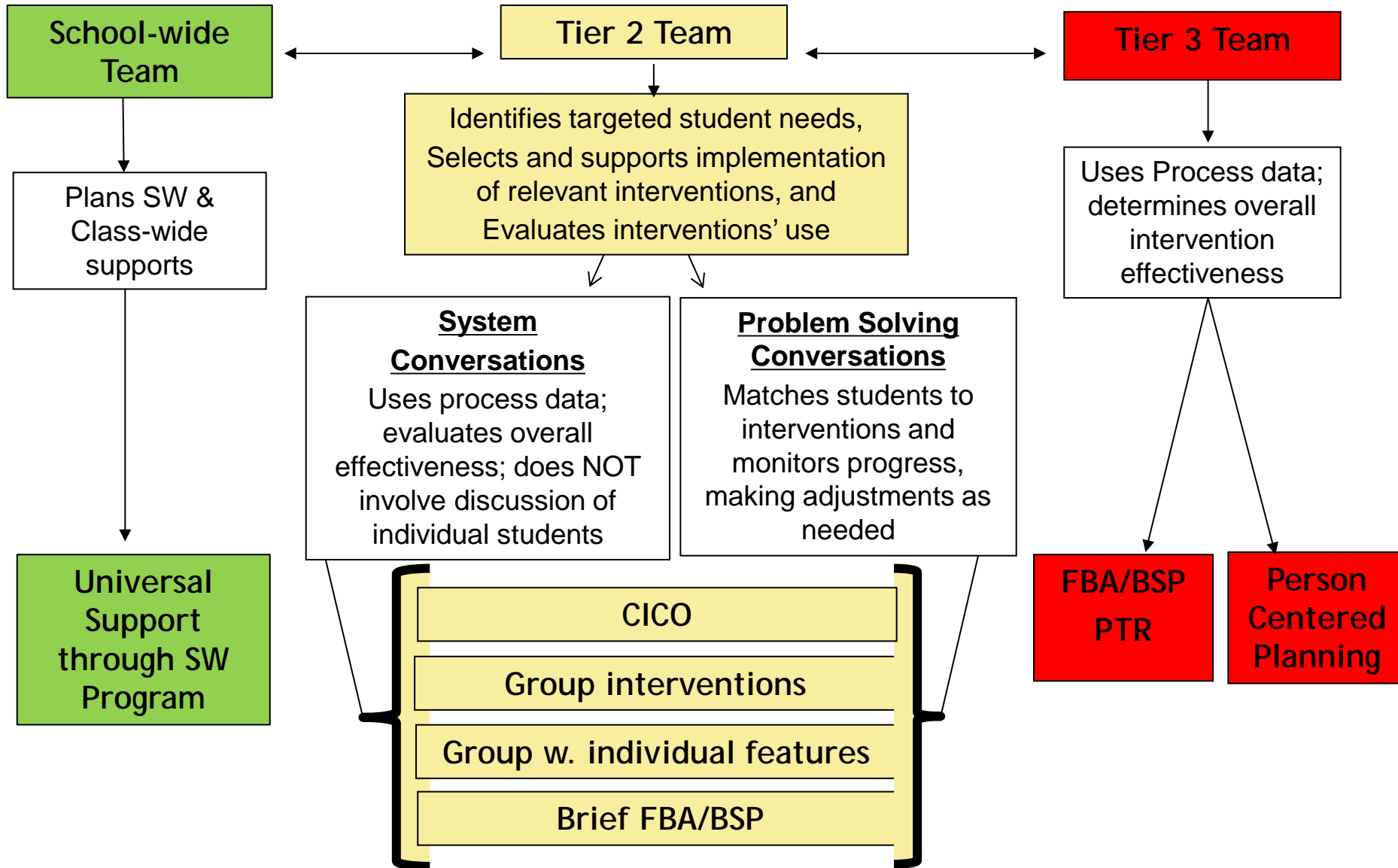
- Teams need to be "willing and ready"
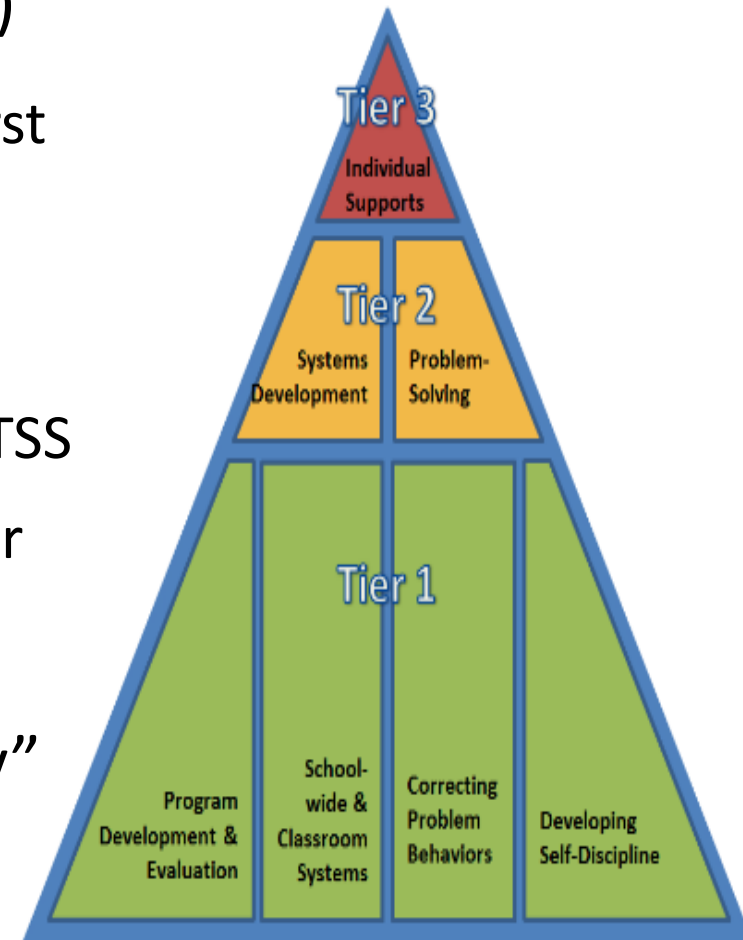
The System is Key

"When a school implements an intervention without careful consideration of the **systems features** necessary to guide **implementation**, the intervention is likely to [1] disappear quickly, [2] be implemented with poor fidelity, or [3] becomes part of a hodgepodge of interventions, none of which have documented effects."

Anderson & Borgmeier, 2010

3-Tiered System of Support
Necessary Conversations (Teams)

School-wide Team

Tier 2 Team

Tier 3 Team

Plans SW & Class-wide supports

Identifies targeted student needs, Selects and supports implementation of relevant interventions, and Evaluates interventions' use

Uses Process data; determines overall intervention effectiveness

System Conversations
Uses process data; evaluates overall effectiveness; does NOT involve discussion of individual students

Problem Solving Conversations
Matches students to interventions and monitors progress, making adjustments as needed

Universal Support through SW Program

CICO

Group interventions

Group w. individual features

Brief FBA/BSP

FBA/BSP PTR

Person Centered Planning

Adapted from the Illinois PBIS Network

Guiding Tool:
Tiered Fidelity Inventory

TEAM
- 2.1 Team Composition
- 2.2 Team Operating Procedures
- 2.3 Screening
- 2.4 Request for Assistance
- 2.5 Options for Tier II

INTERVENTIONS
- 2.6 Tier II Critical Features
- 2.7 Practice Matched to Student Need

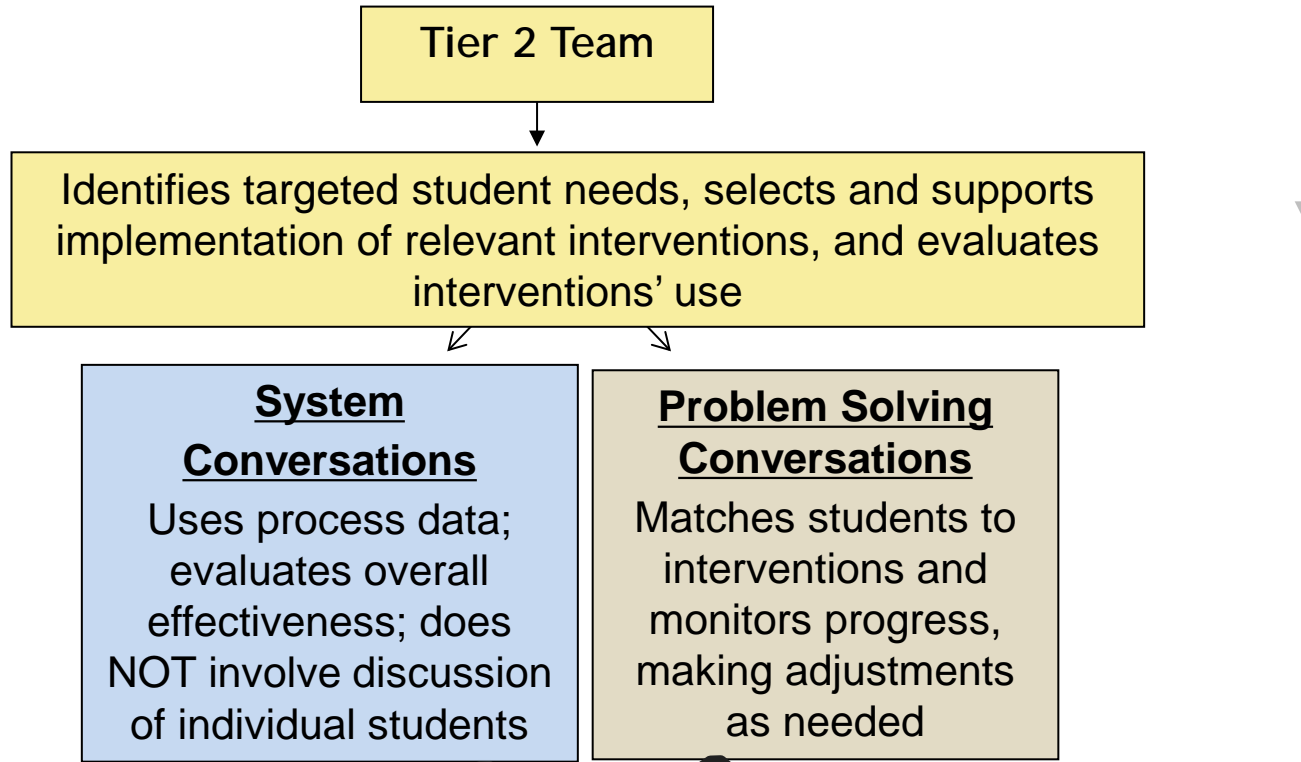- 2.8 Access to Tier 1 Supports
- 2.9 Professional Development

EVALUATION
- 2.10 Level of Use
- 2.11 Student Performance Data
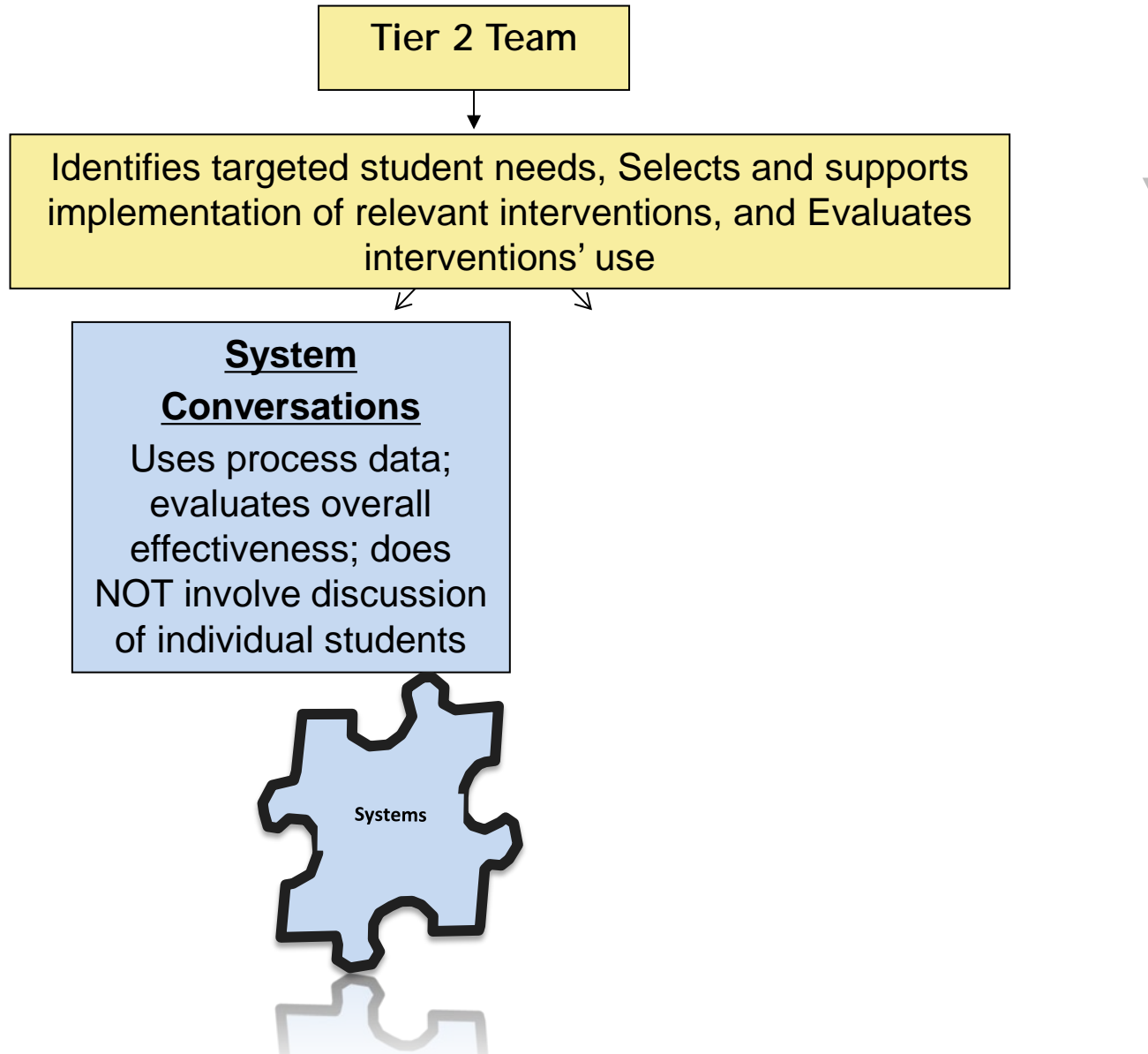- 2.12 Fidelity Data
- 2.13 Annual Evaluation

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Multi-Tiered System of Support
Necessary Conversations (Teams) at Tier 2

Tier 2 Team

Identifies targeted student needs, selects and supports implementation of relevant interventions, and evaluates interventions' use

System Conversations

Uses process data; evaluates overall effectiveness; does NOT involve discussion of individual students

Problem Solving Conversations

Matches students to interventions and monitors progress, making adjustments as needed

Systems

Problem-Solving

Multi-Tiered System of Support
Necessary Conversations (Teams) at Tier 2

Tier 2 Team

Identifies targeted student needs, Selects and supports implementation of relevant interventions, and Evaluates interventions' use

System Conversations

Uses process data; evaluates overall effectiveness; does NOT involve discussion of individual students

Systems

Tier 2 System Conversation

The team must consider...

Available Interventions

- *Relationship- or Skill-Building?*
- *Evidence base for the interventions*
- *Gaps?*

Measurement and Evaluation:

- *Of the interventions' use and fidelity*

Systems

Tier 2 System Conversation
Outcomes

- Examining & addressing gaps in available Tier 2 interventions

- Identifying interventions for implementation and that need refinement *

- Determining percent of students successful in group interventions*

- Identifying students for problem solving conversations*

  *** Data will guide yours systems team in these activities.***

Systems

Tier 2 System Conversation
Logistics and Set-Up

Team Operating Procedures

- **Membership on team**

- **Monthly meeting schedule**

- **Agenda, minutes, and use of meeting roles**

System Set up Activities

- Develop process for identifying students for Tier 2 support

  - Request for assistance

  - Forms & data rules

Staffing

- Identification of coordinators & facilitators of existing interventions

- Identification of coordinators & facilitators of new interventions

Communication:

- with staff, student, families

Tier 2 Team (PST/IST/? Team)

Required:

Administration
School Psychologist
Staff with RTI experience
Tier 1 – School-wide Team Representative
Intervention Coordinators for each intervention

Knowledge about operation of school across grade levels and programs

Consider:

Counselors, Social Workers, Family Crisis Therapists, Community representatives

Knowledge of students

Administrative authority

Applied behavioral expertise

Systems

Team Operating Procedures

TIER 2: SYSTEMS Conversation

Meeting Agenda – 4/1/17

I. Review summary data most recent Tier 2 Tracking Tool for each intervention
   A. Intervention #1:_____*Friendship circles*_____
   B. Intervention #2:_____*Afterschool mentoring*_____
   C. Intervention #3:_____*First Steps to Success*_____
      - % of students responding = _____
      - % of students graduating = _____
      - % of students not responding = _____
      - Based on data determine if changes are needed (ie. Fewer than 70% of students in intervention are responding)
      - Review new students potentially entering this intervention
      - Determine who and how to share this data at the April staff meeting

II. Discuss roll-out of new Tier 2 intervention: _____*Check-In/Check-Out (CICO) intervention*_____
   A. Complete Tier 2: Initial Training Checklists (staff, student, family)
   B. Determine who will coordinate staff, student and family information dissemination
   C. Determine coordinator and facilitators

III. Discuss possible interventions for *students having trouble managing anger*
   A. Review the data – Does it warrant a new Tier 2 strategy?
      - DDRT data trends
      - Review teacher, student and/or parent Requests for Assistance
   B. Review the potential strategies and reach consensus on additional strategies to adopts
      - The 10 Critical Features
   C. Determine how to share intervention ideas with staff (April staff mtg.?)

III. Recommendations for Tier 2: Problem-Solving Meeting
   A. 4/8/2017
   B. Room 201

Tier 2 System Conversation
Logistics and Set-Up

Team Operating Procedures

– Monthly meeting schedule

– Agenda, minutes, and use of meeting roles

System Set up Activities

– **Develop process for identifying students for Tier 2 support**

- **Request for assistance**

- **Forms & data rules**

Staffing

– Identification of coordinators & facilitators of existing interventions

– Identification of coordinators & facilitators of new interventions

Communication:

– with staff, student, families

Sample Request Form

Teacher's Request for Assistance

Student Name/Grade: _____ Date: _____

Your name: _____

Area(s) of Concern (check as many as apply):

_____ Academic   _____Attendance
_____ Behavior   _____Health
_____ Other

Please briefly describe your primary concern.

_____
_____
_____
_____

What is the parent's view of the concern?

_____
_____

Convenient times for you to meet:

_____

Date Received: _____

Consultant: _____

Data Rules
Identifying Students for Tier 2 Interventions

Systems

Student outcome data from School-wide:

– Office Discipline Referrals

– Suspensions

– Attendance

– Tardies

– Nursing/Wellness Visits

Multiple data sources

Additional Sources:

• Universal Screeners (SSBD, BESS etc.)

• Requests for Assistance made by teachers, family members and/or students
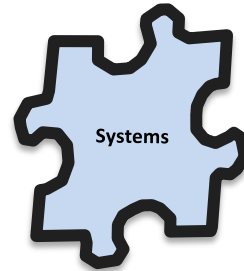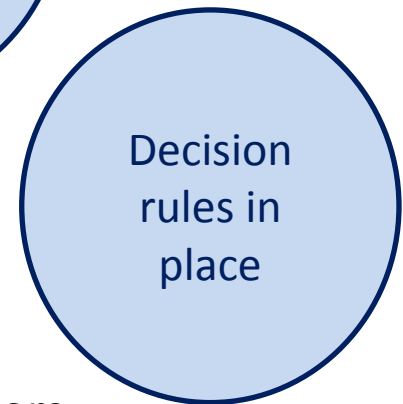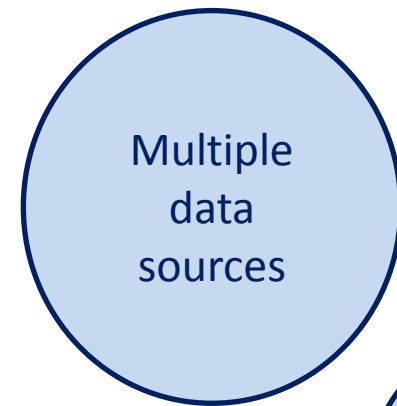
Decision rules in place

Tier 2 System Conversation
Logistics and Set-Up

Systems

Team Operating Procedures

– Monthly meeting schedule

– Agenda, minutes, and use of meeting roles

System Set up Activities

– Develop process for identifying students for Tier 2 support

- Request for assistance

- Forms & data rules

Staffing

– **Identification of coordinators & facilitators of existing interventions**

– **Identification of coordinators & facilitators of new interventions**

Communication:

– with staff, student, families

Team leader vs. Coordinator vs. Facilitator

Tier 2 Team Leader
- Schedules monthly meetings
- Collects & reviews data to share during team meetings
- Provides general staff updates

Intervention Coordinators
- Organizes and/or oversees the specific interventions such as CICO or group interventions with & without individual features
- Communicates with intervention facilitators
- May also be a facilitator of group interventions

Facilitators-Trained Staff
- Directly provides intervention support services to youth/families
- Roles include: meeting with students for CICO, running groups, not necessarily members of systems team
- Report student progress
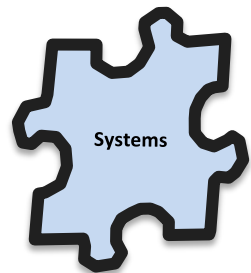
Systems

Tier 2 System Conversation
Logistics and Set-Up

Systems

Team Operating Procedures

– Monthly meeting schedule

– Agenda, minutes, and use of meeting roles

System Set up Activities

– Develop process for identifying students for Tier 2 support

- Request for assistance

- Forms & data rules

Staffing

– Identification of coordinators & facilitators of existing interventions

– Identification of coordinators & facilitators of new interventions

Communication:

– **with staff, student, families**

Sharing Information:
Beyond Team Meetings

– MTSS Booklet

- Outline of interventions

– Other methods:

- Faculty meeting updates

- Website

– Letters to student and family

Tier 2 interventions
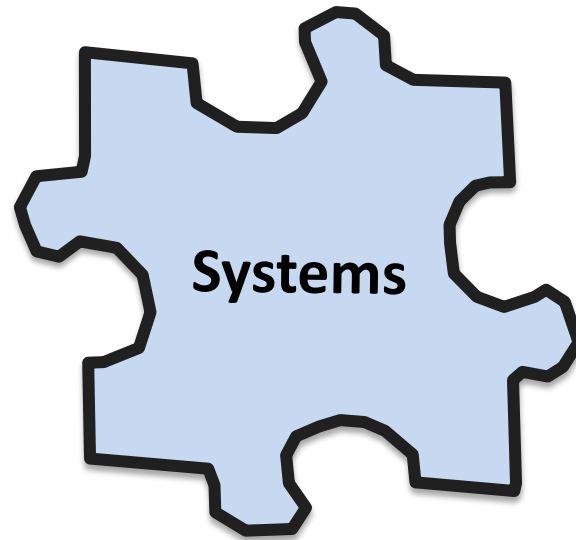
Systems

Tier 2 System Conversation
Tier 2 Interventions – Guiding Principles

- Interventions are <u>efficient</u>
  - Continuously available so students can receive support quickly (within 2-3 days optimally)

- <u>Minimal time</u> commitment required <u>from classroom teachers</u>

- Required skill sets needed by teachers are <u>easily learned</u>

Adapted from Rose Iovannone, Brief PTR

Systems

Problem-Solving
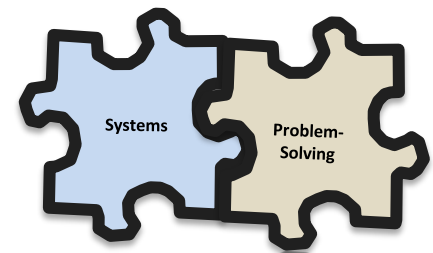
Tier 2 System Conversation
Tier 2 Interventions – Guiding Principles

- <u>Aligned</u> with school-wide expectations

- Emphasis on interventions designed to <u>support multiple students simultaneously</u> (e.g. *Check-In/Check-Out*, Social Skills Groups, etc.)
  - Consistently implemented with most students, some flexibility

- Interventions selected should <u>match the function</u> of student behavior

Adapted from Rose Iovannone, Brief PTR

Systems   Problem-Solving
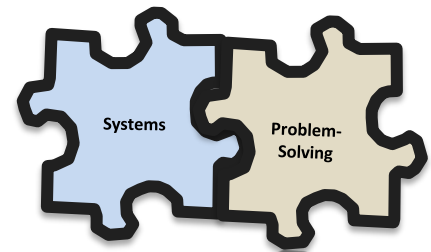
10 Critical Features of Tier 2 Interventions

1. Intervention linked directly to schoolwide expectations and/or academic goals

2. Intervention can be modified based on assessment and/or outcome data

3. Intervention includes structured prompts for what to do in relevant situations

4. Intervention results in students receiving positive and corrective feedback from staff (with emphasis on positive)

5. Intervention includes a school-home communication exchange system at least weekly.

6. Orientation process and introduction to materials is provided for students as they begin the intervention

7. Orientation to materials provided for staff/sub's/volunteers who have students using the intervention. Ongoing information shared with staff.

8. Systemic attention to generalization and fading of supports

9. Intervention continuously available for student participation

10. Intervention is implemented within a few school days of determining whether the student is in need of the intervention

RELATIONSHIP-BUILDING INTERVENTIONS

Relationship-building interventions targeted to:

- students whose behavior is a function of seeking adult attention

- students who "can do" appropriate behavior but typically "don't do"

- Goal: to provide greater reinforcement for desired behaviors than is currently provided for undesired behavior (and build connections with adults in the school)

How is academic success being addressed?

RELATIONSHIP-BUILDING INTERVENTIONS
CRITICAL FEATURES

- Consistent availability of the relationship

- Consistent routine for intervention

- Trained mentors

If the student does not experience the interactions as positive and supportive, the intervention will not work!

SKILL BUILDING INTERVENTIONS

Skill-building interventions are targeted to:

- Students who "can't do" because they don't have the proper skills in their behavioral repertoire

- Students who lack specific skills needed to be successful in school (e.g., emotion regulation, friendship skills, organization skills)

- Goal: to teach, practice, and reinforce use of specific core skills that support academic and behavioral success

SKILL-BUILDING INTERVENTIONS
CRITICAL FEATURES

- Implemented in small groups, typically outside of the classroom

- Address specific challenging behaviors that are replaced with positive behaviors

- Take place in a natural environment (i.e. in school, with other students)

- Include progress monitoring

- Focus on prevention

- May involve community: parents, teachers, school staff

Assess Your Needs: Asset Mapping

Tier 2/Targeted Asset Mapping by People

School: _____   Date: _____

- *Assessing Personnel Supports* is a tool used when designing and reviewing Tier 2 interventions and maximizing existing staff resources.
- *Instructions:* List current interventions (reference Asset Mapping by Intervention) and list them at the top of the worksheet. Indicate which school personnel are actively involved in each intervention. Identify any empty rows; school personnel not included in your interventions work. Assess if these personnel match with group needs identified by the team. Assess if there school personnel who you might want to acknowledge for the intervention support they do

Who?	Interventions			
	Name: Building: ☐ Skill ☐ Relationship	Name: Building: ☐ Skill ☐ Relationship	Name: Building: ☐ Skill ☐ Relationship	Name: Building: ☐ Skill ☐ Relationship
1. Social Worker				
2. Family Crisis Therapist				
3. School Psychologist				
4. School Counselor				
5. Other Counselor				
6. School Nurse				
7. Wellness Center Staff: Mental health provider				
8. Behavior Interventionist				
9. Speech Therapist (other related service staff)				
10. School-based mentors				
11. Other willing adults (e.g., administrative, custodial, food service, transportation staff)				

Assess Your Needs: Asset Mapping

Asset Mapping by Tier 2/Targeted Interventions

School: _____   Date: _____

- *Assessing Targeted Interventions* is a tool used when designing and reviewing function-based support for groups and individual students.
- *Instructions:* List the targeted interventions that are available in your school. Identify the function or maintaining consequence(s) within the program that are naturally available through program participation. Identify empty cells noting functions with no interventions available. Based on data, discuss if there are groups of students whose problem behavior is not being addressed with these functions.

Targeted Intervention	Relationship-building Increases opportunities for positive adult attention (function - obtain adult attention)	Relationship-building Increases opportunities for positive peer attention (function - obtain peer attention)	Skill-building Provides academic supports (avoid difficult tasks)	Skill-building Provides skill development when desired behavior is not in student's repertoire (e.g. social skills, organization)	Skill-building Provides access to choice of alternatives / activities (obtain feeling of control)	Skill-building Increases pre-correction and structure for "what to do" throughout day	Other
CICO	X						

IN/OUT/ON

Intervention Name	Contact Name	Type (S/R)	Decision Rules:		
			In	On	Out

Evaluation: Fidelity and Effectiveness

- Systems conversation also includes assessing the fidelity with which EACH intervention is delivered.

- You have to have decision rules about how the team will decide that a particular intervention is not a good fit for the school.

Monitoring:
Relationship-Building

How will you monitor the effectiveness of existing relationship-building (mentoring) interventions?

- **Track fidelity**
  - Frequency of mentoring
  - Frequency of parent contact
  - Student and/or parent satisfaction with match
- **Track outcomes using existing data as much as possible**
  - Reduction in ODRs
  - Improvements in attendance, tardies, skips
  - Improvement in Daily Report Card of school expectations
- **Summarize these individual data for use in tracking the success of the system**

Monitoring:
Skill-Building

How will you monitor the success of skill-building interventions?

- **Fidelity**
  - Manualized interventions or leader created fidelity measures
  - Observations or leader self-ratings
- **Outcome Data**
  - Daily progress reports
  - Absences and tardies
  - Academic performance
  - Reduction in referrals for behavior problems
  - Teacher rating scales
  - Pre- and Post-intervention data regarding skill attainment

Monitoring (On-Going)
Intervention Tracking Tool & Effectiveness Monitoring

- Based on data sources identified to monitor progress for a given intervention, the team will define how they <u>measure student success</u>.

  - Example: *Responding to Check-in Check-out*:
    - After 4 weeks, student has earned 80% or more of their Daily Progress Report (DPR) points.

  - Example: *Responding to Anger Management Group*:
    - After 4 weeks, student has no major office discipline referrals for aggression related behaviors (e.g., fighting, offensive touching).
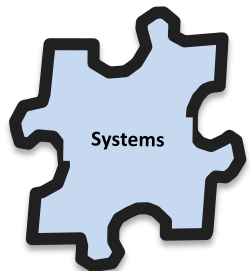
Systems

Monitoring
Overall Intervention Effectiveness

- If **less than 70% of students are responding** to an intervention, the Tier 2 Team should have a systems conversation to review the fidelity of the intervention and make adjustments as needed.

- For each intervention **a plan for progress monitoring** will be established. As part of a system conversation, the team will collect and summarize intervention data to assess overall response.
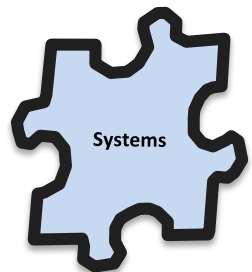
Systems

Tier 2 System Conversation Monitoring

- Meet to review/determine overall effectiveness and efficiency of strategies:
    - Interventions available (asset mapping)
    - Data-decision rules for student selection
    - Interventions available
    - Fidelity of implementation
    - Evaluation/data sharing
    - (On-going) support for implementers
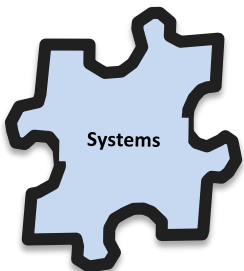
Systems

Effectiveness Monitoring

– If **fidelity is weak**: retrain the staff and reteach the students

– If **fidelity is strong**:

- **but fewer than 70% are responding** = flag for system discussion (e.g., "This is not a good fit for our school or our students").

- **at least than 70% are responding overall** = flag the students not responding for problem-solving discussions (e.g., "Why isn't this student responding to this intervention?)
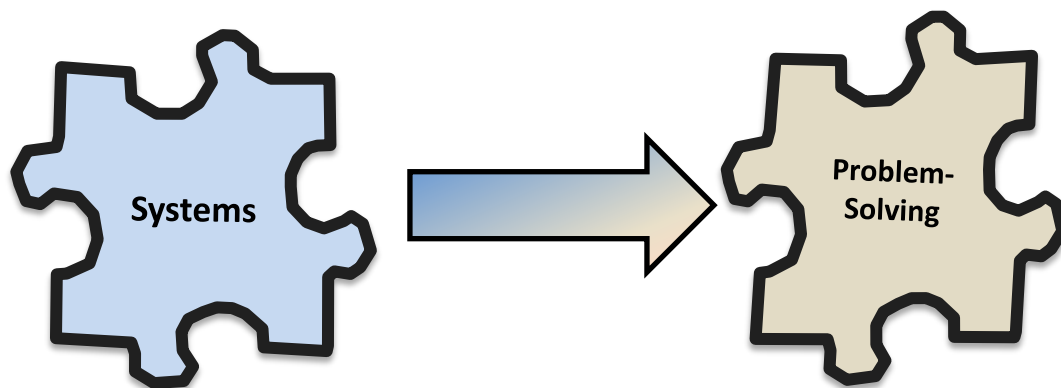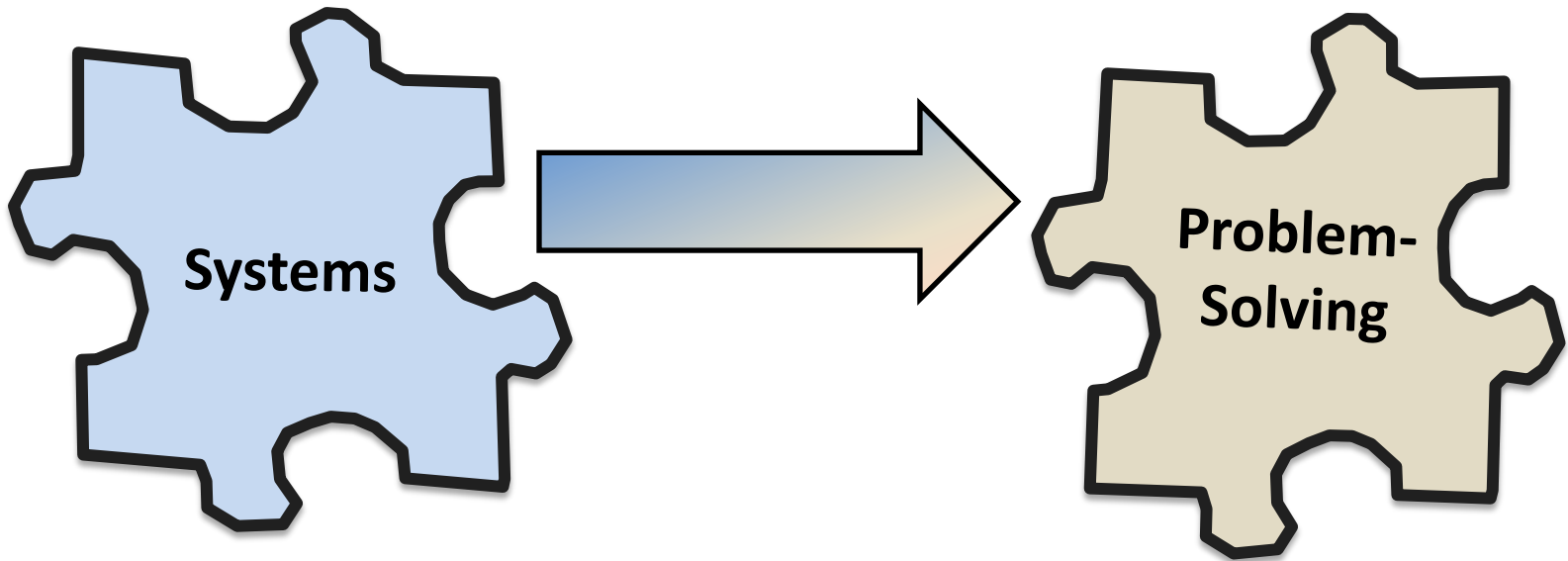
Tier 2 Problem-Solving Conversation
Outcomes

- Discussing **individual students** identified for supports
  - Review request for assistance from staff & home
  - Review students identified via school-wide student outcome data

- **Matching students** to existing interventions (examine function of behavior)

- **Individual Success Monitoring**
  - Identify need for increased supports
  - Identify readiness for decreased supports
  - Identify readiness for graduating from intervention

Problem-Solving

Tier 2 Problem-Solving Conversation
Logistics and Set-Up

- **Meeting logistics**
  - Monthly meeting schedule
  - Use of meeting roles

- **Problem-solving conversation set-up**
  - Process for review of **<u>individual students</u>** referred to Tier 2 team & match to interventions available
    - Students identified via requests for assistance or school-wide student outcome data

Problem-Solving

Dover High School Reflections

- Meeting attendance
- Returned and completed forms – week in advance
- Data review

- Number of mentees per teacher
- Over referral by teachers/staff
- Data not returned by a mentor

DE-PBS website resources **delawarepbs.org**

Sample website resource: **Tier 2 Intervention Tracker** for Systems and Problem-Solving Conversations

Targeted Data Tracking and Graphing Tool
Schools can use this document to track the number of students receiving Tier 2 interventions. Schools can use this to track daily and weekly performances of students, as well group trends. Weekly comparisons are also generated by this tool.

Sample website resource: **Tier 2 Intervention Tracker** for Systems and Problem-Solving Conversations

Adapted from Illinois PBIS Network Tier 2/Tier 3 Tracking Tool - version 2.0

Sample website resource: **Tier 2 Intervention Rating Form** for Systems Conversations

TIER 2 Intervention Rating Form

NAME OF THE INTERVENTION _____

FEASIBILITY

How feasible is it for staff to implement this intervention at your school?

0	1	2	3
Not at all feasible	Somewhat feasible	Feasible	Very feasible

BENEFIT

To what extent do you think some students with behavior problems would benefit from intervention?

0	1	2	3
No benefit	Minimal benefit	Some benefit	Significant benefit

WILLINGNESS

How willing do you think staff would be to implement this intervention as a TIER 2 intervention for students who continue to have behavior problems?

0	1	2	3
Not willing	Somewhat willing	Willing	Very willing

TEAM OPINIONS

What do you like and dislike about this intervention? Why?

Like_____

Dislike_____

Tier 2 Intervention Rating Form

This form helps schools to easily measure the feasibility of implementation, benefit of students with behavior problems, willingness of staff to implement, and team opinions of the specific intervention.

Tool by Diana Browning Wright

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Questions/Discussion

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