

*Reframing Risk: Strategies for Nominating Students in Need of Tier 2 Supports*

John Secor and Amy Difeo  
Sandown Elementary School  
Howard Muscott  
NH Center for Effective Behavioral Interventions & Supports

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## Presenters

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## Goals for Today

1. To identify practices for determining students at risk and in need of Tier 2 interventions and supports for behavior
2. To learn about specific scientifically-based screeners
3. To learn the nomination and activation process being used at Sandown North Elementary School to provide Tier 2 support

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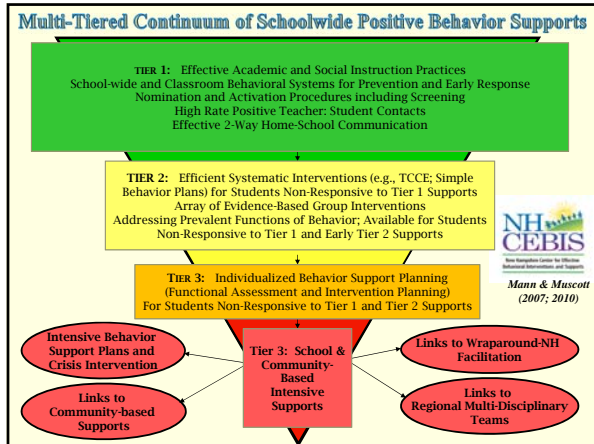
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### A 3-Tier Approach

- Tier 2, secondary prevention, is aimed identifying and supporting at the roughly 5-15% of students considered **at risk** of school failure due to **social, emotional or behavioral** concerns.
- These students enter school with **significant risk factors** and are usually **unresponsive** to universal prevention strategies alone.

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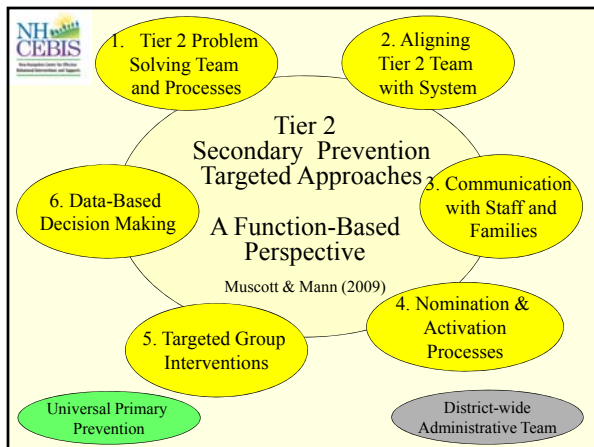
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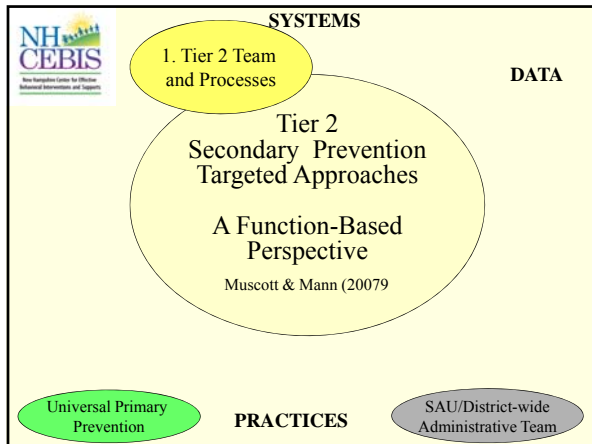
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**RtI Problem-Solving Team and Process**  
Adapted from Colorado Department of Education

- When a student is struggling and needs targeted or intensive intervention to succeed, a team of family members, teachers and specialists works to:
  - Identify and prioritize concerns
  - Develop shared measurable goals
  - Plan prescriptive interventions
  - Progress monitor
  - Evaluate effectiveness
  - Move students up and down tiers as needed

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**What Systems of Support are Already in Place?**

- Informal Supports
- Grade Level Teams, Collaborations
- Professional Learning Communities
- Student Support Teams
- Pre-referral Teams
- Child in Need of Assistance Teams
- Others

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## What are the Roles of Those Teams and How Do They Align?

For each team, structure, ask ...

- What is the role of that support?
- Is it formal or informal?
- What do I have to do before I activate supports?
- How are supports activated?
- Is there a sequential process or can I jump supports and activate any?

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## Steps for Implementing Tier 2 Systems in PBIS-NH

### 1. Create a behavior or blended problem solving team

- a) Membership
- b) Identify behavior coach(es)
- c) Identify norms and processes
- d) Identify Mission

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## Blended Tier II Academic and Behavior Teams

- Move from IST, CST, PRT to Tier II
  - Diagnostic to early identification & intervention
  - Precision and Individualization to Efficiency
  - One student to include group and tier
- Move from before special education to continuum of supports
- Move from data at one point in time to progress monitoring with predetermined benchmarks based on key skills

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## Effective Tier 2 Problem Solving Teams

1. Have essential skills and member commitment
2. Have a clear mission to address early identification and intervention
3. Meet regularly and use effective team practices
4. Have effective communication practices and coaching skills
5. Have clear and well-communicated early identification and early intervention procedures
6. Use data-based decision making to guide the work

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## Sample Mission Statements for Targeted (Tier 2) Team

To efficiently and effectively match children who have not responded to School-Wide supports to supports more likely to produce successful outcomes.

To efficiently and effectively identify students at risk of school failure for behavior *early* and to provide them and the staff who serve them efficient and effective *early* interventions that lead to successful outcomes.

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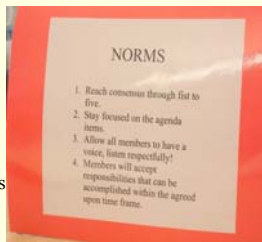
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## Effective Tier 2 Problem Solving Team Norms and Group Processes

- Roles and responsibilities defined
- Meeting ground rules are established
- Agendas are prepared
- Decision-making is formalized
- A strategic problem solving approach is used
- Action plans with tasks, timelines and accountability are developed
- Data is used for decision-making
- Conflicts are resolved constructively and professionally




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**NH CEBIS**  
 The Hampshire Center for Effective Behavioral Interventions and Supports

## Collaborative Team Process Checklist Mann and Muscott, 2004

- Tool to assess team functioning (14 items)
- Assess status (In place, Partial, Not in Place)
- Identify Priority (High, Medium, Low)
- Develop action plan based on priorities
- Should be completed 2xs a year (Fall, Spring)
- Team functioning is priority #1!

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**NH CEBIS**  
 The Hampshire Center for Effective Behavioral Interventions and Supports

## Yearly Schedule for Secondary Tier 2 Positive Behavior Supports as Response to Intervention Muscott (2010)

Jul-Aug	Sep-Oct	Nov	Dec-Jan-Feb-Mar-Apr	May-Jun
<p>Re-Organize Team</p> <p>Review and Update Policies, Procedures, Forms</p> <p>Plan Confirm PD for Team and Staff</p> <p>Plan Family Engagement</p>	<p>Review Tier 2 Students from Previous Year</p> <p>Activate Interventions &amp; Review Cycle</p> <p>Activate Early Identification</p> <p>Teacher Referral Monthly Indicators Systematic Screening</p>	<p>Develop procedures for reviewing data from sources with faculty and families</p> <p>Determine students at-risk status</p> <p>Engage families</p> <p>Determine, implement, monitor interventions</p>	<p>Use Data Based Decision Making for Progress Monitoring</p> <p>Quarterly Reviews of Activation Data</p> <p>Quarterly Reviews of Student Outcomes</p> <p>Logging of Student progress &amp; System level data</p> <p>Share data on implementation and progress with stakeholders</p>	<p>Review System</p> <p>Summarize yearly data</p> <p>Plan for Next Year</p>

Are your team processes effective? If not, go back to ground rules and the Collaborative Team checklist.  
 Have you determined how you will keep the team and the faculty on the same page?  
 Have you determined sources and use of data for decision-making? Decision rules for identification and intervention?  
 At each stage, ask "Is it appropriate for families to be involved?" If the answer is yes, what is your plan?

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## 2 Minute Turn, Talk, Share: Problem Solving Teams

- Turn to the Person Sitting Next to You
- Talk for 2 Minutes: Discuss the problem solving teams you have at your school to support students who are experiencing social, emotional or behaviors issues.
- Share with Session Participants

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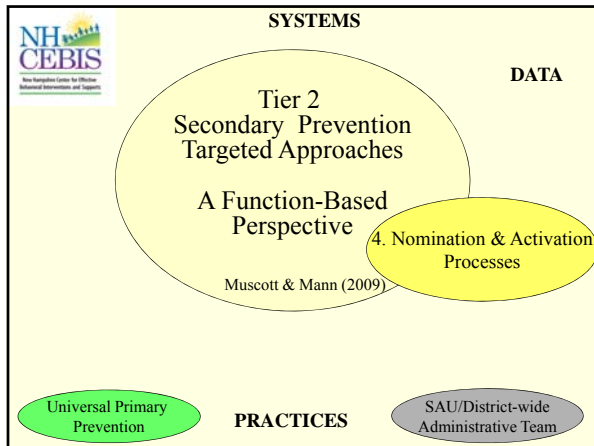
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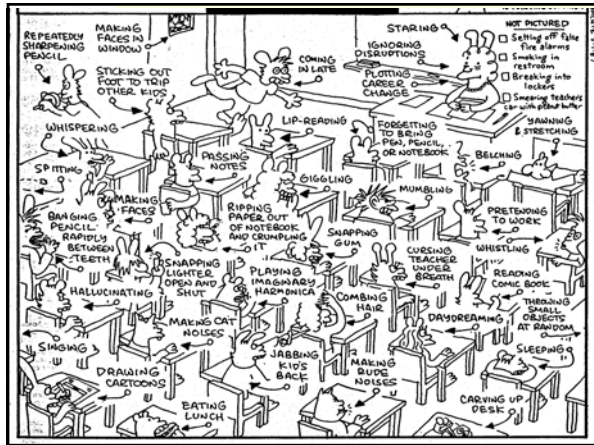
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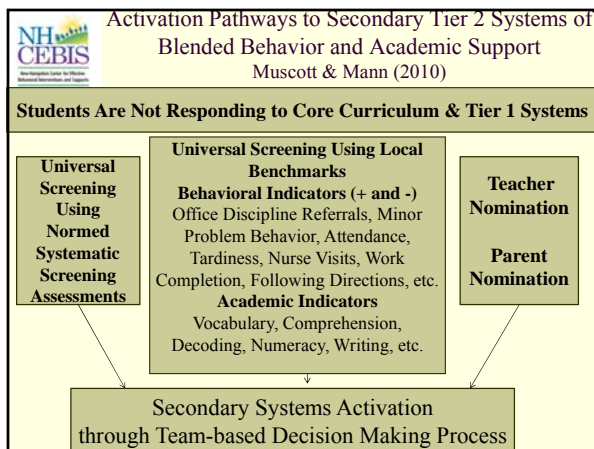
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### Practice 1: Teacher Nomination to Tier 2 Team

- Begins with completion of an nomination form
- Form should be efficient and easy to complete
- It should include a reason for requesting supports
- It should include a quick data summary including behavioral and academic indicators
- It could include what has been tried
- Amount of information should match what’s necessary to make good decision about potential supports
- Consider what forms and information were used at Tier 1 teams and other teams such as SST, CHAT, etc




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### 2 Minute Turn, Talk, Share: Teacher Nomination

- Turn to the Person Sitting Next to You
- Talk for 2 Minutes: What are the advantages and disadvantages of using teacher nomination as the only method of identifying potential students at risk?
- Share with Session Participants

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### Practice 2: Behavioral Indicators and Cut Scores

1. Behavioral indicators of students risk and cut scores within time periods should be identified
2. Indicators should be practical, easily available and related to behavioral risk
3. Cut scores should be aligned with benchmarking and/or reporting periods
4. Align cut scores to past data and district or school policy, if applicable

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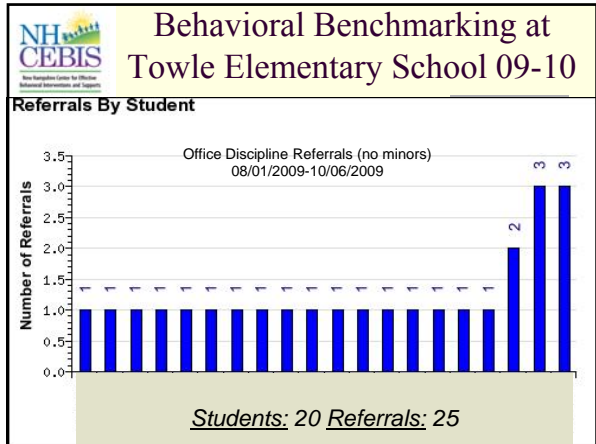
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**Why Aren't ODRs are Sufficient as a Screening Tool?**  
Cheney, et al.

- Office discipline referrals typically involve acting out, noncompliance, and disruption, which are known as externalizing types of behaviors
- Thus, students with less disruptive, more internalizing behavior problems such as extreme shyness, withdrawal, and depression, who are equally in need of supports and intervention, are often

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**Potential Behavioral Indicators**

Behavioral	Academic
<ul style="list-style-type: none"> <li>Attendance</li> <li>Tardies</li> <li>Documented Behavioral Incidents</li> <li>TLC Visits to Nurse or Others</li> <li>Victim of Bullying Incidents</li> <li>Report Card Ratings on Behavior</li> <li>Major Life Stressors</li> </ul>	<ul style="list-style-type: none"> <li>Courses Failed</li> <li>Homework Completion</li> <li>Report Card Ratings on Effort, Work Completion</li> </ul>

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School Leadership & Social Development	Works hard & strives for excellence
	Actively participates in discussions
	Is able to work independently
	Knows where to find information
	Gets help when necessary
	Organizes workspace & materials
	Turns in neat, legible work
	Completes & returns homework assignments
	Observes classroom & school rules
	Shows self-control
	Respects others' rights & opinions
	Respects cultural differences
	Works cooperatively with peers
	Accepts suggestions & learns from mistakes

## A Positive Approach

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 <b>Sandown North</b> <b>Tier 2 Behavioral Benchmarks</b>			
Indicator	November 1	February 1	March 1
ODR Major Behavior	3 or more	3 or more in this timeframe	3 or more this timeframe
Minor Behavior	8 or more	8 in this timeframe	8 in this timeframe
Nurse TLC Visits	4 or more	4 in this timeframe	4 in this timeframe
Tardies	5 or more	5 in this timeframe	5 in this timeframe
Attendance	5 or more	5 in this timeframe	5 in this timeframe

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 <b>2 Minute Turn, Talk, Share:</b> <b>Behavioral Indicators</b>	
■	Turn to the Person Sitting Next to You
■	Talk for 2 Minutes: Discuss which behavioral indicators might be most useful at your school
■	Share with Session Participants

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### Practice 3: Features of Scientifically-based Universal Screening




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**NH CEBIS** New Hampshire Center for Effective Behavioral Interventions and Supports

#### Features of Effective Universal Screening within a Multi-tiered System of PBIS

- Goal is to insure acceptable levels of accuracy, fidelity, cost efficiency, consumer acceptance, and usefulness
- **Accuracy** implies that the *screening* process provides reliable and valid information for the purposes of making decisions
- **Fidelity** means it can be implemented as designed
- **Cost efficiency** means that implementation does not consume too much professional time and money
- **Consumer acceptance** implies that it would be adopted by professionals and used repeatedly
- **Usefulness** means information helps determine interventions

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**NH CEBIS** New Hampshire Center for Effective Behavioral Interventions and Supports

#### A Systematic Screening Process for At-Risk Behavior

- Use a multistage, multigated screening process to identify students at-risk for developing ongoing behavior concerns that takes into consideration teacher judgments and uses national norms to assess the level of risk
- At each gate, the level of risk is determined
- Those with an elevated risk who may require additional assessment or services
- Those who don't have an elevated risk "exit" the system.

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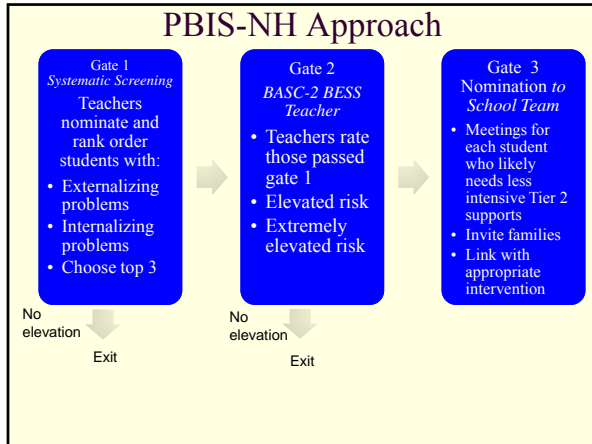
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## Multiple Gate Screening

- Gate 1 involves teacher nomination and rank ordering of students along two dimensions of behavior – internalizing & externalizing.
- Gate 2 requires that teachers complete the a scientifically-based screening tool such as the BASC-2 Behavioral Emotional Screening System for each of the top 3 students with externalizing and internalizing behavior.
- Students whose elevated scores exceed the established cut scores are candidates for Gate 3.
- At Gate 3 the Tier 2 school-based team determines additional steps and appropriate interventions

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**Systematic Screenings of Behavior to Support Instruction**

*From Preschool to High School*

Kathleen Lynne Lane  
Holly Marshall Menzies  
Wendy Peila Oskers  
Jenna Robertson Kalberg

## WHAT SCREENING TOOLS ARE AVAILABLE?

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**BASC-2 Behavioral and Emotional Screening System (BASC-2 BESS)**



**T score 61-70 = elevated risk**  
**T score 71+ = highly elevated risk**

Student	Test Date	Form Type	Validity Index				Scores		Classification	
			F	CI	RP	RP	Raw	T		
Frances, Ferris	10/06/2003	Chd/Adol	A	A	A	A	11	42	24	Normal
Ornce, Gary	01/26/2004	Chd/Adol	A	A	A	A	17	47	45	Normal
Hughes, Hickum	10/15/2003	Chd/Adol	A	A	A	A	34	60	82	Normal
Jebson, Jorge	10/08/2003	Chd/Adol	A	A	A	A	36	61	85	Elevated
Karmufson, Kandy	06/30/2003	Chd/Adol	A	A	A	A	40	65	92	Elevated
Kruskan, Kurt	12/16/2003	Chd/Adol	A	A	A	A	45	69	95	Elevated
Lang, Lenay	01/11/2004	Chd/Adol	A	A	A	A	49	72	98	Extremely Elevated
Lupe, Luis	06/23/2003	Chd/Adol	C	A	A	A	54	76	99	Extremely Elevated

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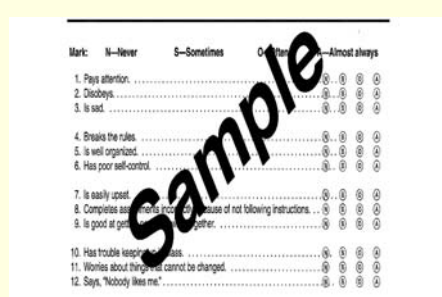
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**Sample of BASC-2/BESS Form**



Mark: N—Never      S—Sometimes      O—Often      A—Almost always

1. Pays attention.....0 0 0 0

2. Disobeys.....0 0 0 0

3. Is sad.....0 0 0 0

4. Enjoys the rules.....0 0 0 0

5. Is well organized.....0 0 0 0

6. Has poor self-control.....0 0 0 0

7. Is easily upset.....0 0 0 0

8. Completes assignments.....0 0 0 0

9. Is good at getting along with others.....0 0 0 0

10. Has trouble respecting personal boundaries.....0 0 0 0

11. Worries about things that cannot be changed.....0 0 0 0

12. Says, "nobody likes me".....0 0 0 0

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**BASC-2 BESS: Administration & Scoring Criteria**

- The BASC-2 BESS uses T-scores to communicate results relative to the average (mean=50)
- Identifiers and percentile ranks are provided for ease of interpretation
- Normal risk level: **T-score range 10-60**
- Elevated risk level: **T-score range 61-70**
- Extremely Elevated risk level: **T-score range  $\geq$  71**

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**The Strengths and Difficulties Questionnaire (SDQ)**  
Goodman (2001)

- The SDQ is a **free** psychological measure available at [www.sdqinfo.org](http://www.sdqinfo.org)
  - Assesses emotional functioning of children aged 3-17 based on parent, or teacher reports
  - Various uses: Screening, clinical assessment, progress monitoring, research tool

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**The SDQ: Administration & Scoring Criteria**

- The SDQ is comprised of five scales with five corresponding items
- Each item is scored on a three-point Likert type scale
  - Not true=0; Somewhat true=1; Certainly true=2
- Factor analytically derived tool based on standard classification of psychological disorders

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**SDQ: Scales and Corresponding Items**

Emotional Symptoms Scale	Conduct Problems Scale	Hyperactivity Scale	Peer Problems Scale	Prosocial Scale
Often complains of headaches, stomach-aches...	Often has temper tantrums or hot tempers	Restless, overactive, cannot stay still for long	Rather solitary, tends to play alone	Considerate of other people's feelings
Many worries, often seems worried	Generally obedient, usually does what...	Constantly fidgeting or squirming	Has at least one good friend	Shares readily with other children
Often unhappy, downhearted or tearful	Often fights with other children or bullies them	Easily distracted, concentration wanders	Generally liked by other children	Helpful if someone is hurt, upset or feeling ill
Nervous or clingy in new situations	Often lies or cheats	Thinks things out before acting	Picked on or bullied by other children	Kind to younger children
Many fears, easily scared	Steals from home, school or elsewhere	Sees tasks through to the end, good attention span	Gets on better with adults than with other children	Often volunteers to help others

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### Student Risk Screening Scale Drummond, Eddy, & Reid, 1998a, 1998b

- The SRSS is a no-cost 7 item psychometrically sound universal screening tool designed to identify students (K–Grade 6) who are at risk for antisocial behavior – and recently validated for middle and high school
- Steals; lies, cheats, sneaks; behavior problems; peer rejection; low achievement; negative attitude; and aggressive behavior.
- Each student is rated using a 4-point Likert-type scale (0 = *never*, 1 = *occasionally*, 2 = *sometimes*, 3 = *frequently*).
- Total scores used to classify students into three levels of risk: low (0–3), moderate (4–8), and high (9–21).

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### Student Internalizing Behavior Screener Cook, et. al. (2011)

- The SRSS is a no-cost 7 item psychometrically sound universal screening tool designed to identify students (K–Grade 6) who are at risk for internalizing behavior – and recently validated for middle and high school
- *Nervous/Fearful, Bullied, Spends Time Alone, Clings to Adults, Withdrawn, Seems Sad or Unhappy, Complains About Being Sick or Hurt*
- Each student is rated using a 4-point Likert-type scale (0 = *never*, 1 = *rarely*, 2 = *occasionally*, 3 = *frequently*).
- Total scores used to classify student risk: Score of 9 or more indicates risk

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### SRSS: Administration & Scoring Criteria

- Behaviors are rated from 0-3
  - 0= never; 1= occasionally; 2=sometimes; and 3=frequently
  - Risk status is based upon the following ranges:
    - **High**=9-21; **moderate**=4-8; and **low**=0-3
- Schools can create their own screening forms using excel, or other computer software

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### Sample Student Risk Screening Scale (SRSS) Results

Names	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Totals
Marcos	2	3	3	1	3	2	2	16
Terrel	0	0	0	3	3	1	0	7
Jonathan	0	0	1	0	0	1	0	2

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
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Features of Effective Universal Screening within a Multi-tiered System of PBIS

#### Family Engagement

Determine **active vs. passive** permission:  
Better if district decision

Determine procedure for **notifying families** of results

- Determine whether to send a letter to families of students who are
  - Identified from screening
  - All students

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
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#### Post-Screening Procedures

1. Implement family notification and engagement activities
2. Summarize screening (and other data)
3. Determine Role of Teachers and Other Staff in sorting and activation
4. Determine Tier 2 team sorting and activation activities
5. Sort/Match students into interventions

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## Post-Screening Process within an RTI Framework

- The process results in a decision regarding risk or need for additional supports for every student
  - Not Worried About Student
    - No additional support or review needed until next screening
  - Worried Enough to Nominate or Apply Higher Support
    - Initial Tier 2 intervention (e.g., TCCE)
    - Schedule short or long meeting to determine intervention(s)
    - Nominate to intensive system team (Tier 3) or IEP Team for individualized assessment and support <sup>49</sup>

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## Sandown North Elementary School K-3 (300 students)




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## STAR

- Safe
- Trustworthy
- Always Respectful
- Responsible




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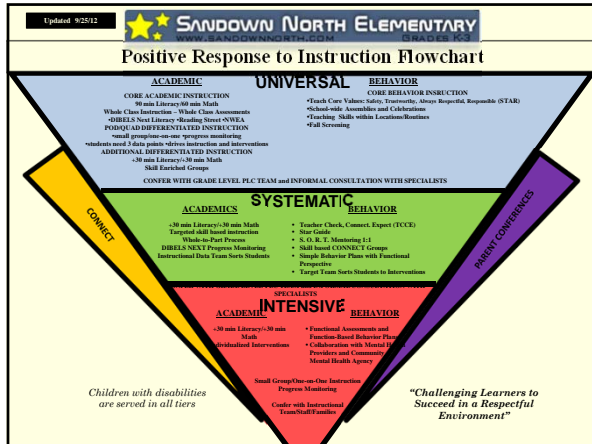
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Our purpose is to provide support for students who are not adequately progressing through universal supports.

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## Target Team Members

- Diane Chauvette- Literacy Specialist
- Jo-Ann Georgian-Principal
- Meagan Morgan – Speech Therapist
- Terry Kellaway – Special Educator
- Marybeth Sharp – School Nurse
- Nancy Stafford – School Counselor
- Dave Ciarla – Enrichment Teacher




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## Sandown North Request for Assistance Form



**SANDOWN NORTH ELEMENTARY TARGET TEAM  
REQUEST FOR ASSISTANCE FORM**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_  
Presenting Staff: \_\_\_\_\_ Date of request: \_\_\_\_\_  
Staff working with student: \_\_\_\_\_ Birth Date: \_\_\_\_\_  
Primary Concerns: \_\_\_\_\_  
Location: \_\_\_\_\_ Referral: \_\_\_\_\_ Student: \_\_\_\_\_  
Specify case area prompting this assistance: \_\_\_\_\_

In what setting situation does the problem occur most often?  
\_\_\_\_\_

In what setting situation does the problem occur least often?  
\_\_\_\_\_

What is your best description of the behavior?  
 Externalizing Behavior  Internalizing Behavior  Social Skills Deficit

Check all that apply:  
 Attention Deficit  Anxiety Disorder  Conduct Disorder  Depression  Disruptive Behavior Disorder  Emotional Disturbance  Oppositional Defiant Disorder  Specific Learning Disability  Speech Sound Disorder  Stuttering  Tic Disorder  Tourette Syndrome  Unspecified Mental Disorder

List the Actions You have Taken to Address Concerns:  

Date	Action	Behavioral Plan

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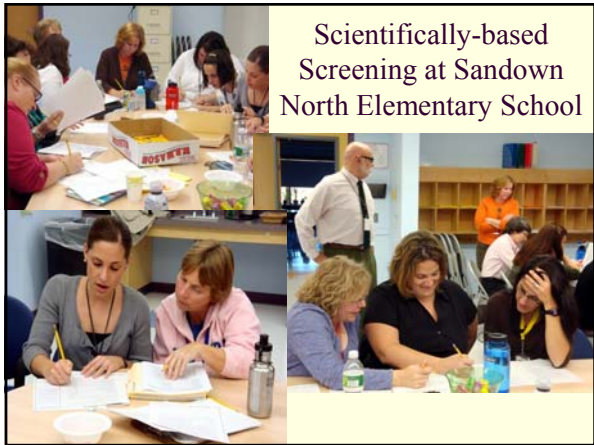
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## Implementation Procedures

- Carefully study the definitions and examples of externalizing and internalizing behavior problems provided on Stage One forms
- Start with externalizing
- Keep in mind that selections are to be made based on how students behave
- Lists must be mutually exclusive

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### Implementation Procedures: Step 1

- Select a group of 10 from the pupils in your class that best fit the externalizing behavior(s) and list them in Column One of the externalizing form

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### Nominating Externalizing Students

- Externalizing refers to all behavior problems that are directly outwardly, by the student, toward the external social environment.
- Externalizing behavior problems usually involve behavioral excesses (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel.

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### Nominating Externalizing Students

- |   |   |
|---|---|
| ■ Displaying aggression towards objects or persons      | ■ Arguing                                       |
| ■ Forcing the submission of others                      | ■ Having tantrums                               |
| ■ Defying the teacher                                   | ■ Being hyperactive                             |
| ■ Being out of seat                                     | ■ Disturbing Others                             |
| ■ Not complying with teacher instructions or directives | ■ Stealing                                      |
|   | ■ Not following teacher or school-imposed rules |

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### Implementation Procedures: Step 3

- Select a group of 10 from the pupils in your class that best fit the internalizing behavior(s) and list them in Column One of the internalizing form

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### Implementation Procedures

- Internalizing refers to all behavior problems that are directly inwardly (i.e., away from the external social environment) and that represent problems with self. Internalizing behavior problems are often self-imposed and frequently involve behavioral deficits and patterns of social avoidance.

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### Nominating Internalizing Students

- Having low or restricted activity levels
- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Preferring to play or spend time alone
- Acting in a fearful manner
- Not participating in games or activities
- Being unresponsive to social initiations by others and
- Not standing up for one's self.

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### Implementation Procedures: Step 3

- Rank order the students on each of your internalizing lists using the SSBD rank ordering form
- Rank the student who *most* exemplifies the internalizing pattern Number ONE
- Rank the student who *least* exemplifies the internalizing pattern Number TEN
- Focus on top three in each category

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### BASC-2 Behavioral and Emotional Screening System (BASC-2 BESS)

**Instructions:**  
 1. Read each question carefully. Do not skip any questions. Please read each question carefully and mark the answer that best describes how the child has behaved recently (in the last several months).  
 Mark 1 if the behavior is never observed.  
 Mark 2 if the behavior is sometimes observed.  
 Mark 3 if the behavior is often observed.  
 Mark 4 if the behavior is almost always observed.  
 Please check every item. If you are not sure or you cannot get your response to an item, give your best estimate.  
 Please do not skip any items. Do not skip any items that are marked "omit" or "omit if not applicable" unless you have been instructed to do so by the test administrator.  
 Before starting, please fill in the identification information in the boxes on the first last page of this form.

**Mark:** 1—Never 2—Sometimes 3—Often 4—Almost always

1. Pays attention.
2. Disobeys.
3. Is sad.
4. Breaks the rules.
5. Is well organized.
6. Has poor self-control.
7. Is easily upset.
8. Completes assignments because of not following instructions.
9. Is good at getting along with others.
10. Has trouble keeping class.
11. Worries about things that cannot be changed.
12. Says, "Nobody likes me."

T score 61-70 =  
 elevated risk  
 T score 71+ =  
 highly elevated risk



Student	Test Date	Form Type	Validity Index Elevation			Scores		Classification	
			F	CI	RP	Raw	T		Percentile
Frances, Ferris	10/06/2003	ChM/Adol.	A	A	A	11	42	24	Normal
Genes, Oney	01/26/2004	ChM/Adol.	A	A	A	17	47	45	Normal
Hughes, Huchens	10/15/2003	ChM/Adol.	A	A	A	34	60	82	Normal
Jehons, Jorge	10/08/2003	ChM/Adol.	A	A	A	36	61	85	Elevated
Karnelson, Kandy	06/30/2003	ChM/Adol.	A	A	A	40	65	92	Elevated
Krueger, Kurt	12/16/2003	ChM/Adol.	A	A	A	45	69	95	Elevated
Long, Lesley	01/11/2004	ChM/Adol.	A	A	A	49	72	98	Extremely Elevated
Lape, Lora	06/23/2003	ChM/Adol.	C	A	A	54	76	99	Extremely Elevated

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### Sample of BASC-2/BESS Form

**Mark:** 1—Never 2—Sometimes 3—Often 4—Almost always

1. Pays attention. .... 1 2 3 4

2. Disobeys. .... 1 2 3 4

3. Is sad. .... 1 2 3 4

4. Breaks the rules. .... 1 2 3 4

5. Is well organized. .... 1 2 3 4

6. Has poor self-control. .... 1 2 3 4

7. Is easily upset. .... 1 2 3 4

8. Completes assignments because of not following instructions. .... 1 2 3 4

9. Is good at getting along with others. .... 1 2 3 4

10. Has trouble keeping class. .... 1 2 3 4

11. Worries about things that cannot be changed. .... 1 2 3 4

12. Says, "Nobody likes me." .... 1 2 3 4

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## Sample BESS Results Page

**Score Summary**

Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Student Used: \_\_\_\_\_ Test Date: 10/09/2013

**Teacher Child/Adolescent Form**

**Validity Indicators**

# Indics	Consistency Index	Response Pattern Index
Acceptable	Acceptable	Acceptable
Not Acceptable	Not Acceptable	Not Acceptable

**Teacher Child/Adolescent Form Scores**

Subscore	T Score	Percentile	90th Percentile
33	25	30	30

Classification: Normal 10-40 Elevated 41-70 Extremely Elevated 71 and higher

**Form Responses**

Response	Score	Response	Score
1. Peer accepted	10	21. May be sad	10
2. Disrupt	10	22. Is easily distracted from class work	10
3. In class	10	23. An effective when providing information to a group	10
4. Disrupts the teacher	10	24. Does not contribute to solving problems	10
5. Not cooperative	10	25. Does not understand the writing problems	10
6. Not cooperative	10	26. An effective when solving problems	10
7. Not cooperative	10	27. Does not understand the problems	10
8. Cooperative	10	28. Cooperative when solving	10
9. Cooperative	10	29. Cooperative when solving	10
10. Cooperative	10	30. Cooperative when solving	10
11. Cooperative	10	31. Cooperative when solving	10
12. Cooperative	10	32. Cooperative when solving	10
13. Cooperative	10	33. Cooperative when solving	10
14. Cooperative	10	34. Cooperative when solving	10
15. Cooperative	10	35. Cooperative when solving	10
16. Cooperative	10	36. Cooperative when solving	10
17. Cooperative	10	37. Cooperative when solving	10
18. Cooperative	10	38. Cooperative when solving	10
19. Cooperative	10	39. Cooperative when solving	10
20. Cooperative	10	40. Cooperative when solving	10

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## Summarizing the Screening Data

- Forms are scored and inputted into software program
- Each student receives a score and a designation
  - Typical Risk
  - Elevated Risk
  - Extremely Elevated Risk
  - 90% Percentile Risk
- Screening data is transferred to spreadsheet with additional behavioral data included
- Team adds academic indicator data and Nine to Shine to spreadsheet

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## Sandown North Screening and Behavioral Indicators Spreadsheet

Teacher	Priority	Student	Status	12-13	13-14	14-15	IE	Majors	Minors	Attend	Nurse	Meds	Title I
THIRD													

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ISNES SCREENING PERCENTAGES (2011)				
	E & EE	E	EE	>90 <sup>TH</sup> %ILE
KINDERGARTEN (64)	07.8% (5)	07.8% (5)	0.0% (0)	06.25% (4)
FIRST (72)	09.7% (7)	06.9% (5)	02.7% (2)	06.9% (5)
SECOND (73)	16.4% (12)	09.5% (7)	06.8% (5)	09.5% (7)
THIRD (70)	14.2% (10)	10% (7)	04.2% (3)	12.8% (9)
SNES (279)	12.2% (34)	08.6% (24)	03.5% (10)	08.9% (25)

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NH CEBIS		Sandown North Academic & Nine to Shine Spreadsheet																												
SANDOWN NORTH ELEMENTARY		SPRING - TARGET UNIVERSAL DATA																												
Students	Grade/Class	STAR ASSESSMENT CONSENSUS						ACADEMICS (Current Classroom Performance)			NINE-TO-SHINE (Current)										TOT	Risk								
		FALL		WINTER		SPRING		CLASS 1	CLASS 2	CLASS 3	TOTAL	REPORT	REPORT	SELF REG	LEARN	LEARN	LEARN	LEARN	LEARN	LEARN			LEARN	LEARN	LEARN	LEARN	LEARN	LEARN	LEARN	LEARN
		Early Liter	Read Math	Early Liter	Read Math	Early Liter	Read Math	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ESL			ESL	ESL	ESL	ESL	ESL	ESL	ESL	ESL
								Diane Chauvette																						

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NH CEBIS		Sandown North Tier 2 Behavioral Benchmarks		
Indicator	October 1	January 10	May 13	
ODR Major Behavior	2 or more	3 or more	3 or more	
Minor Behavior	5 or more	8 or more	8 or more	
Nurse TLC Visits	4 or more	4 or more	4 or more	
Tardies	4 or more	5 or more	5 or more	
Attendance	4 or more	5 or more	5 or more	
Nine to Shine	Exceeds, Meets or Need Support			

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 Sandown North Tier 2 Academic Benchmarks			
Indicator	November 1	February 1	March 1
STAR Assessment: Early Literacy	STAR: 40 <sup>TH</sup> % > At/Above Benchmark <b>GREEN</b>		
STAR Assessment: Reading	25 <sup>TH</sup> -39 <sup>TH</sup> % On Watch <b>BLUE (1)</b> 10 <sup>th</sup> -24 <sup>th</sup> % Intervention <b>YELLOW (2)</b> <10 <sup>TH</sup> % Urgent Intervention <b>RED (3)</b>		
STAR Assessment: Math			
Current Performance: Reading, Writing, Math	Exceeds, Meets or Needs Support		

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 From Nomination to Activation of Supports	
<ul style="list-style-type: none"> <li>■ Team reviews full data set and identifies a potential intervention</li> <li>■ Coach meets with classroom teacher to discuss information and recommendation</li> <li>■ Final determination is made and intervention is started</li> </ul>	

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Each classroom teacher is assigned a **COACH** from **TARGET**





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## Tier 2 Supports/Interventions

- Star Guide
- TCCE
- Title 1
- Connect
- Systematic Cross grade level groupings for literacy, math, behavior
- S.O.R.T. (Sharing Our Reading Together)




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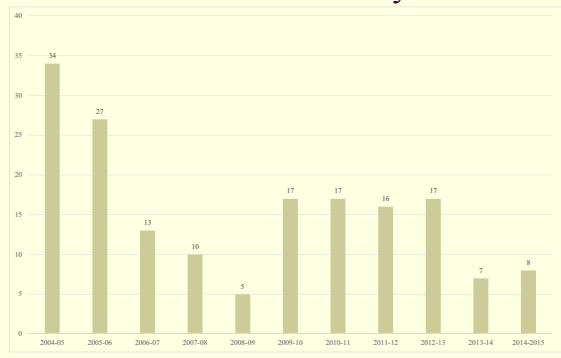
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## New Special Education Identifications at Sandown North by Year




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## Acknowledgements

- Lucille Eber
- George Sugai
- Rob Horner
- Hill Walker
- Doug Cheney
- Kathleen Lane
- JoAnn Georgian
- Nancy Stafford
- Diane Chauvette
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- Lynn Owens
- Eric Mann
- Julie Prescott
- Valarie Dumont

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