



Seventh Annual APEX Summer Leadership Institute

Building a Sustainable Tier 2 System to Support Youth, Schools and Families

A Presentation for the APEX Summer Institute

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Outcomes for Strand C

Tier 2 team members will:

1. Understand the importance of early identification students to target for Tier 2 supports.
2. Learn efficient ways to identify students early to create a more preventative system.
3. Consider a variety of targeted group interventions and begin developing interventions based on school's needs.
4. Develop interventions for 2012-13, addressing:
 - 1) Criteria for referral to the interventions
 - 2) Data to be used to monitor effectiveness of interventions
 - 3) Fidelity of implementation protocols for interventions.
5. Leave with a specific work plan with action steps for school year 2012-2013



Session One



Agenda for Session 1: Knowing Your Targeted Population

1. Welcome, Intros and Preview
2. Strand Schedule and Outcomes
3. Different ways to think about students and behavior when Tier 1 supports are not enough
4. Finding the ‘Right’ kids and finding them early
 1. Behavioral Indicators
 2. Systematic Screening
 3. Responsiveness Inventory



Our Expectations

Expectations	Leadership Team Training
Be Responsible	<ul style="list-style-type: none">■ Make sure you are comfortable & that your personal needs are met■ Address question/activity in group time before discussing “other” topics■ Address your attention to the topic and task■ Ask questions
Be Respectful	<ul style="list-style-type: none">■ Turn cell phones, beepers, PDA’s, and pagers off or to vibrate/silent■ Respect and consider every idea■ Contribute to activities and conversations
Be Prepared	<ul style="list-style-type: none">■ Bring an open mind■ Follow through

Why Does Problem Behavior Happen?

- Today and tomorrow are mostly about finding the correct students for Tier 2 interventions and ensuring that interventions are accessible and implemented with fidelity.
- But it is important to spend a few minutes on *why problem behaviors occur*.
 - The items in the next slide won't cover EVERY reason for behavioral output, but will address what underlies most behavioral concerns we see in schools.
- At tier 2, it is not about providing higher levels of punishment or aversive consequences, it is about providing the right *supports*.

3 Big Ideas for Understanding Behavioral Concerns:

1. Skill Deficits
2. Function of Behavior
3. Stress Awareness and Management

Skill Deficits

- Academic Skill Deficits impact social-emotional functioning.
- Social-emotional Skill Deficits impact academic functioning.

Either can be the catalyst to concerning behavioral output.

4-minute Table Discussion:

1. Select a timekeeper.
 2. Discuss the following questions for 2 minutes each:
 - 1) How does your school address or attempt to solve academic skill deficits?
 - 2) How does your school address or attempt to solve social-emotional skill deficits?
- Be ready for signal for attention.

Social-Emotional Skill Deficits

- Think about social-emotional skill deficits as you would think about a reading skill deficit or numeracy skill deficit.
- Skills strengthen when:
 - there is motivation to learn
 - when good teaching/modeling/practice is available
 - when people experience positive results from their efforts.
- Responding to social-emotional skill deficits only with reprimand, punishment and removal is not likely to result in the skill-building you are hoping for.

How Would Identifying Function Influence a Behavior Plan?

Example: 3 students consistently disrupt class and are sent to the office:

Jen: Occurs at 10:30; she meets a friend who has a job in the office (Maintained by what ‘function’?)

Chad: Occurs when assigned a writing task; goes to ISS – sits quietly till end of class (Maintained by what ‘function’?)

Joe: Occurs sporadically; spends at least 15 minutes ‘processing’ with Assistant Principal (Maintained by what ‘function’?)

How could knowing function influence behavior support practices with these 3 students?

Typical Consequences that We THINK are Aversive to Students

- Reprimand/ Yell at
- Send to office
- Lose privileges
- Detention
- Poor grades
- Ignore
- Assign extra work
- Send to/ refer to office
- Call to parent
- Remove from class
- Stay after school to complete work
- Clean up a mess
- Apologize
- Not able to play sports

Think about 'Function of Behavior': How might the above 'consequences' actually reinforce problem behavior (making it more likely to occur) rather than discourage the behavior (as we hope it will)?

Stress Awareness and Management

STRESS

Impacts Behavior

Managing Stress

Behavioral Output can be seen as the result of:

1. What an individual experiences as stressful (different for everyone).
2. To what degree (volume and intensity) the person's stressors are present.
3. The person's skills in stress awareness and stress management.

Presence of Stressors + Stress Management Skill \longrightarrow Behavioral Output

5-minute Table Discussion

(Address the following for 5-minutes each)

1. What are possible stressors that children in your school are experiencing?:
 - 1) In the classroom.
 - 2) Carrying into school with them.
2. What are some of the stressors that adults are experiencing?

“Dealing with Stress” Suggestions

Mann (2011)

- ❑ Just being aware of what your stress is can help reduce the impact of stress.
- ❑ Taking a few deep Calming Breaths helps some people.
- ❑ *Positive Self-Talk* and positive thinking can get break a negative thinking cycle and improve your mood.
- ❑ Briefly writing about your stressors and how you are feeling helps some people.
- ❑ Briefly drawing about your stressors and drawing how you feel helps some people.
- ❑ Reading a positive or inspirational passage can help break a cycle of negative thinking.
- ❑ Exercise or physical activity (doing something safe, but physical) can reduce the impact of stress.
- ❑ Talking to a trusted person about the stress (teacher, counselor, parent, friend) helps some people.
- ❑ Talking with (resolving with) the person you are frustrated with, angry with or concerned about sometimes helps to reduce stress.

Tier 2 Mantra: *‘Urgency plus Patience’*

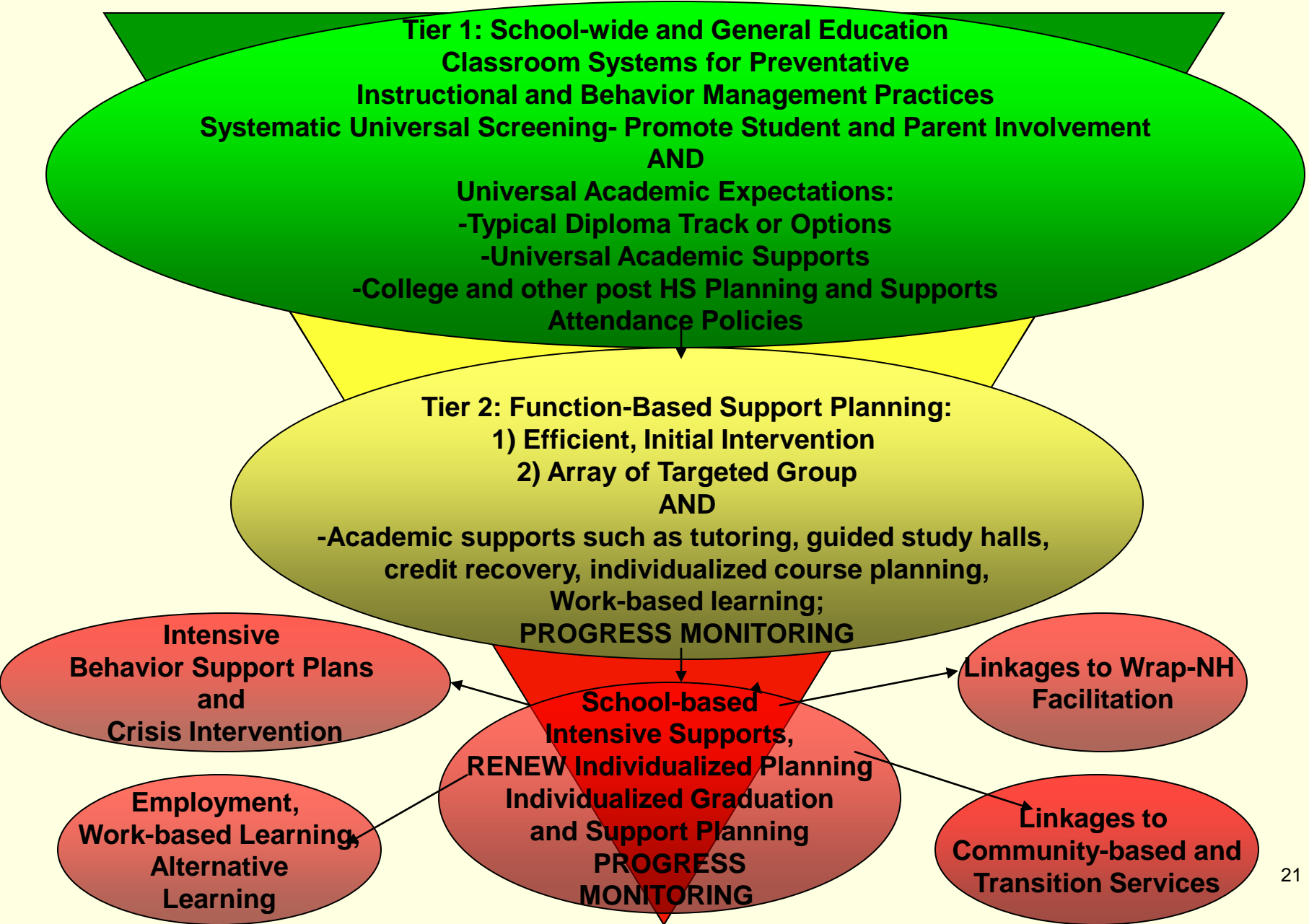
- A sense of ***URGENCY*** is catalyst for change.
 - If you aren’t feeling anxiety about the need to change or to improve your approach, you probably won’t.
- ***PATIENCE*** is also needed. The development of multi-tiered systems takes time.
- ***Urgency without Patience*** often leads to failed or false starts, to disappointments, and to loss of energy.
- ***Patience without Urgency*** often leads to foot-dragging, inaction, complacency, and lack of real change.

Multi-Tiers of Need = Multi-Tiered Approach

Since there are **multiple tiers of need** among children, meeting the needs of **ALL** children requires a **comprehensive, multi-tiered approach.**

APEX Model Continuum of Supports

Malloy, Agorastou, & Drake, 2009 (Adapted from Muscott & Mann, 2007)



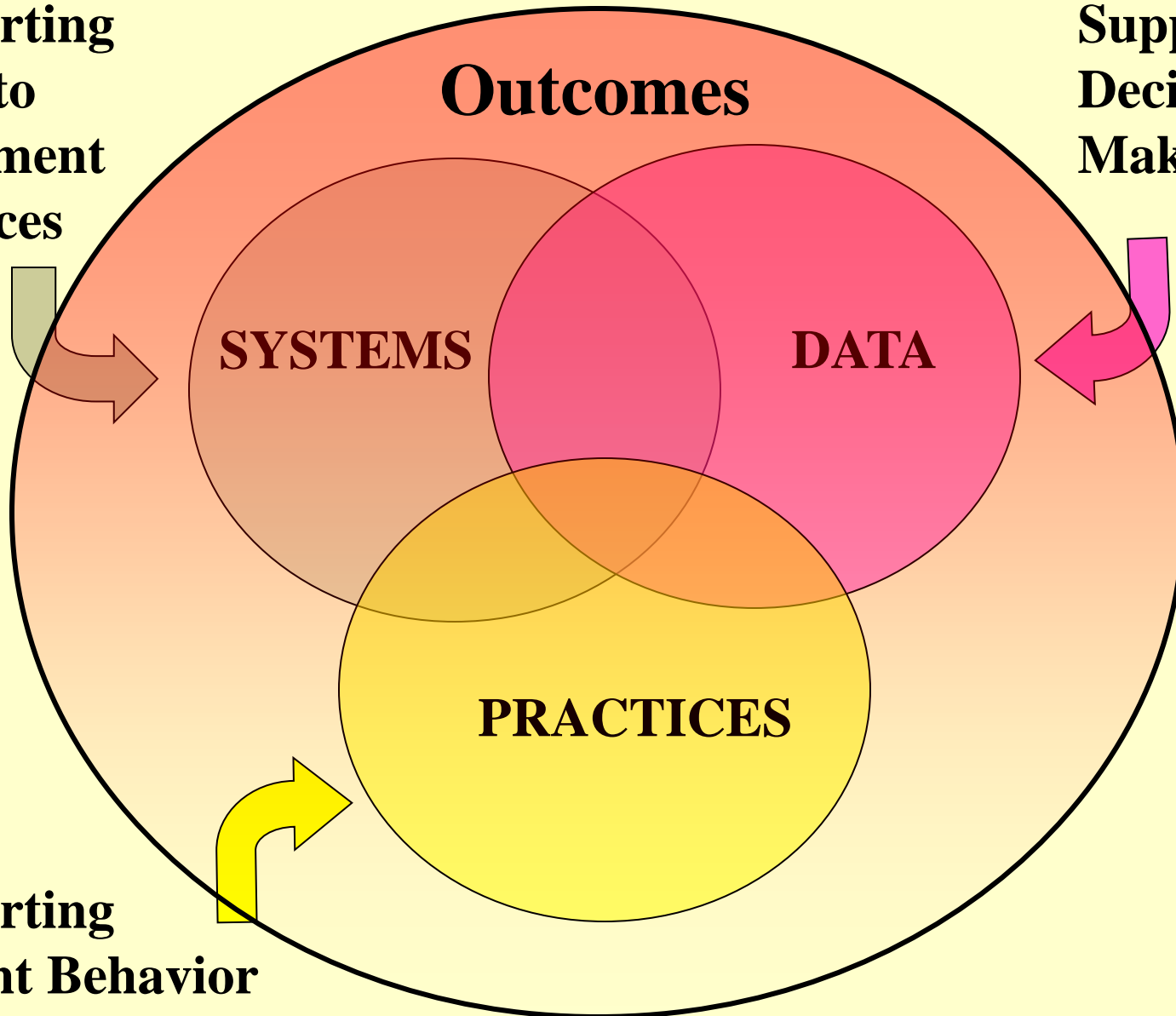
Essential Beliefs of PBIS as RtI for Behavior

1. Belief that it is never too late to support behavior change.
2. Belief that academic and social-emotional successes are interconnected.
3. Belief that behavior and social-emotional skills should be taught.
4. Belief in using science and data to support practices and decision-making.
5. Belief in youth engagement and voice.
6. Belief in family engagement and voice.

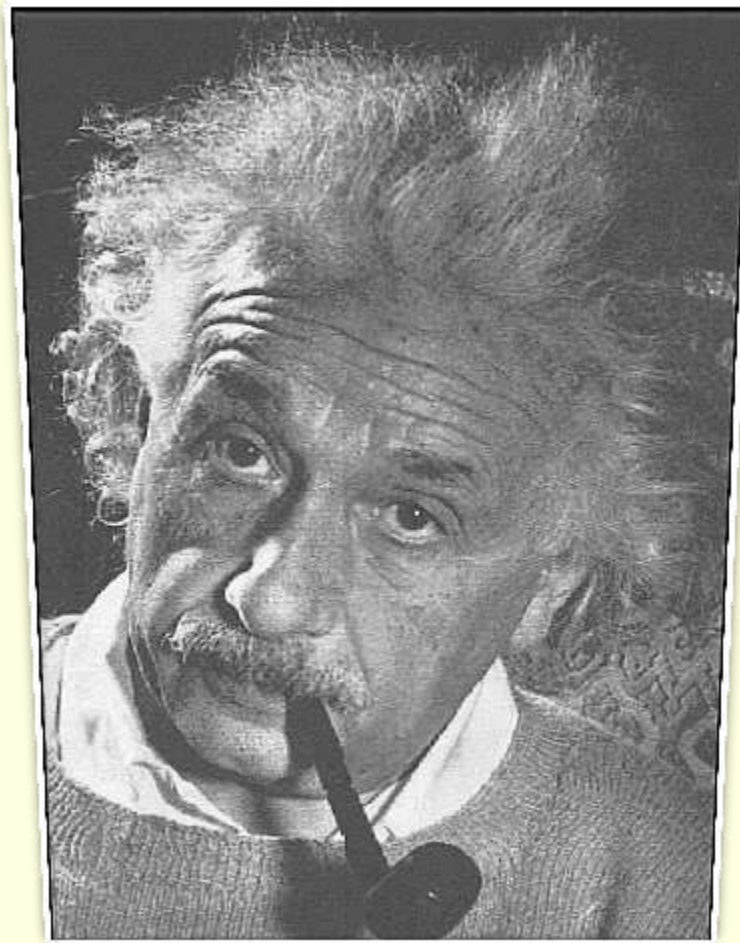
PBIS Support Systems

**Supporting
Staff to
Implement
Practices**

**Supporting
Decision
Making**



**Supporting
Student Behavior**



“Insanity is engaging in the same process over and over, and expecting different outcomes.”

Albert Einstein

Tier 2: Changing a Tire

Changing a tire is important
when you've got a flat....

But, you need to be ready.

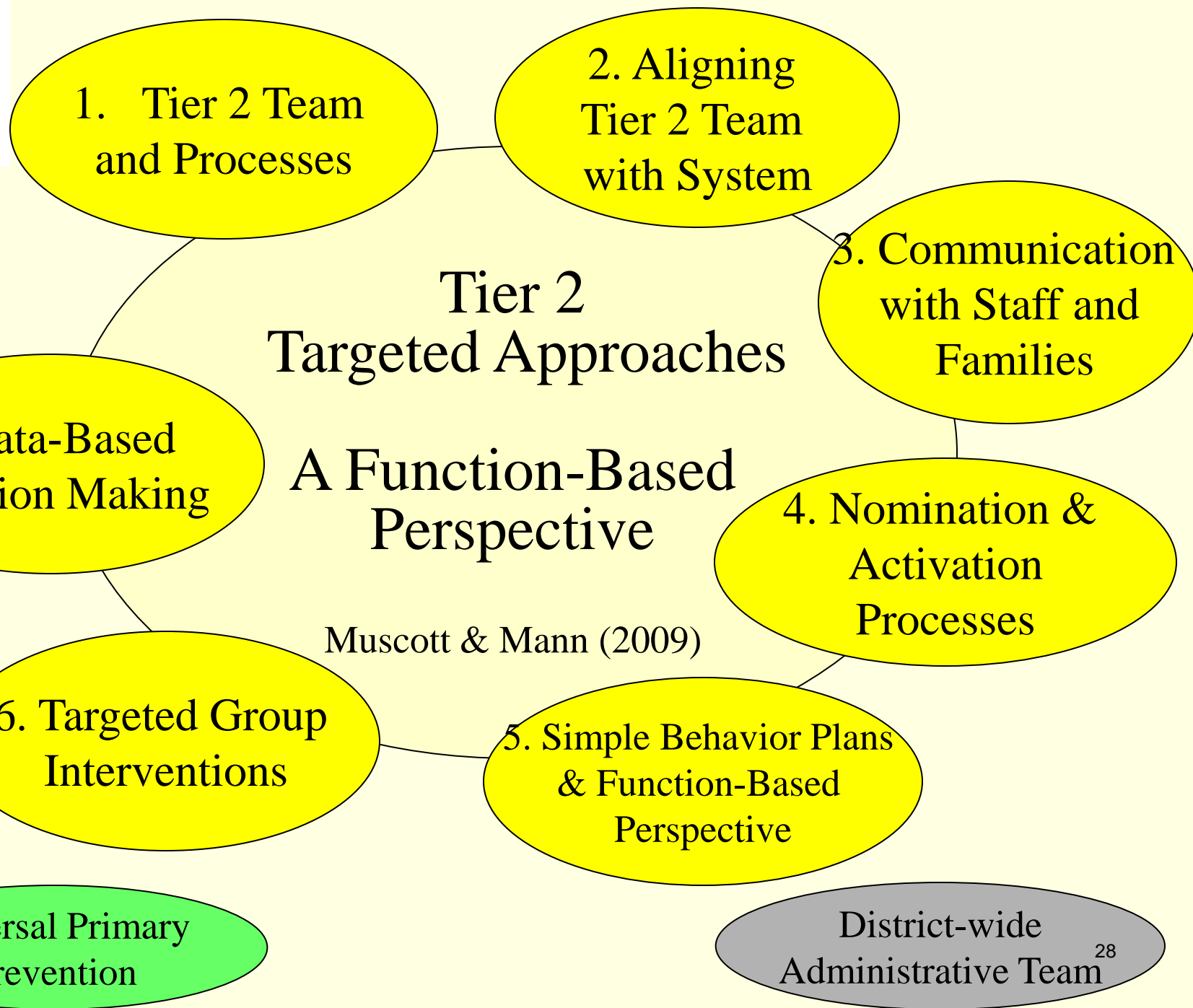
To Change a Tire...

1. You need expertise (know how to change a tire)
2. You need physical capacity
 1. Strength and agility
3. You need materials:
 1. Jack
 2. Lug-nut wrench
 3. Spare tire
4. You need the right conditions:
 1. Flat land
 2. Safe from traffic

Without the above, the task will be very difficult to achieve.

Tier 2 Requires:

- Expertise
 - Find the ‘right’ students
 - Understand social-emotional skills and behavior
 - Design and deliver effective interventions
- Systems support: Time, Space, Priority
- Administrative and Faculty Commitment and Involvement



Tier 2: Basic Features

1. Effective Team Process
2. Serve the ‘right’ need
3. Have group interventions ready and implement with fidelity
4. Use data to evidence success
5. Use data to drive decisions
6. Know when supports must be individualized and/or more comprehensive (refer for plan development to folks with expertise)

Tier 2 Team Readiness

1. Tier 1 system is in place.
2. Tier 2 Team has full administrative and staff support; administrator(s) and staff understands team's purpose.
3. T2 Team is well-constructed: People and Skills.
4. Team understands its purpose/mission.
5. T2 Team understands function-based perspective.
6. T2 Team develops Tier 2 interventions.
7. T2 Team is ready coach staff in interventions.
8. T2 Team is able to distinguish between students needing Tier 2 and Tier 3 Supports.

Finding the ‘Right’ Students for Tier 2 Supports

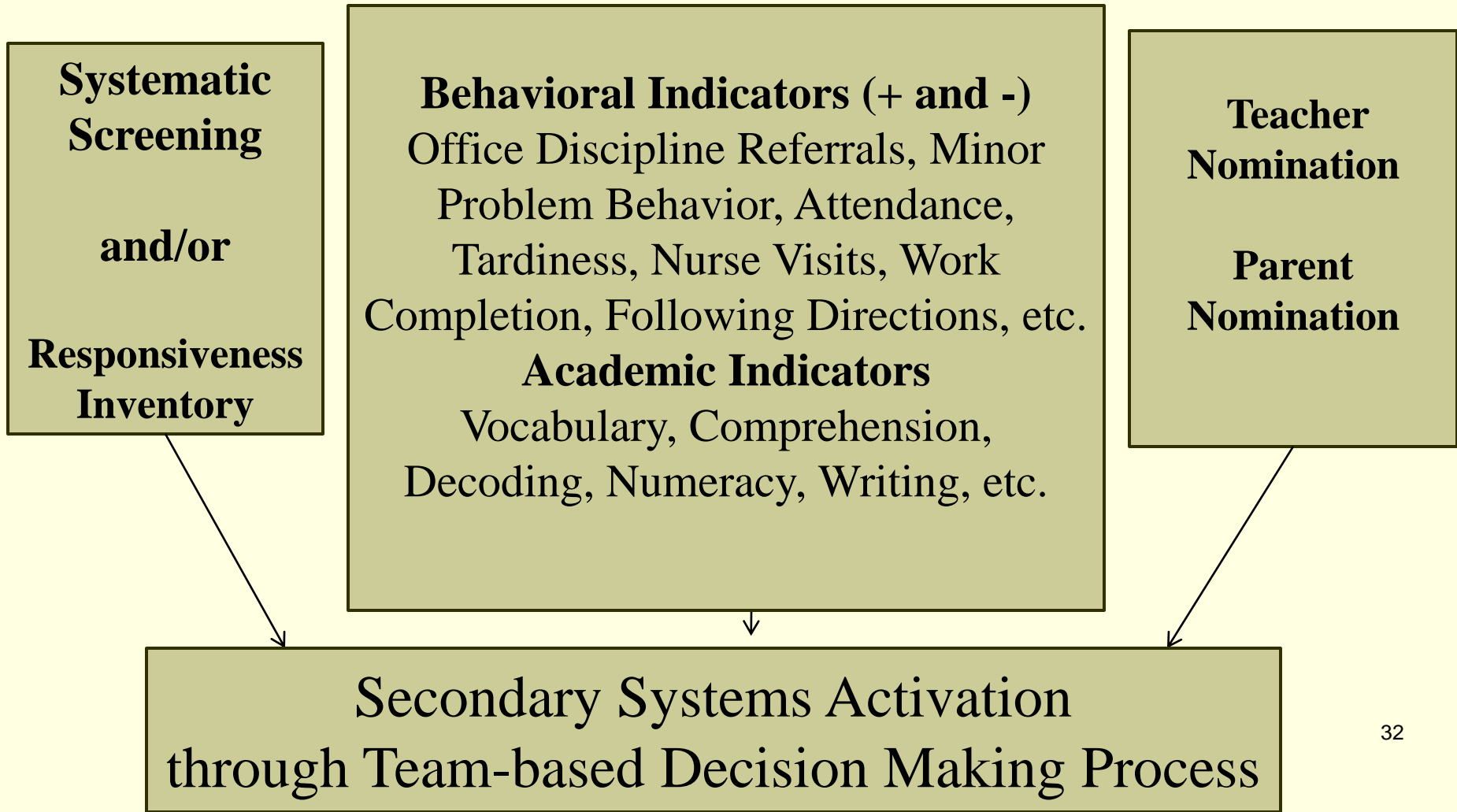
2 of the biggest challenges for a Tier 2 Team are:

1. Ensuring that you are serving the correct students (*students who are non-responsive to T1, but not intensive needs*).
2. Ensuring that you are getting to these students before too much disengagement or lack of social, emotional or academic success has occurred.

Nomination Pathways to Secondary Tier 2 Systems of Behavioral Support

Muscott & Mann (2010)

Students Are Not Responding to Core Curriculum & Tier 1 Systems



5-Minute Table Discussion

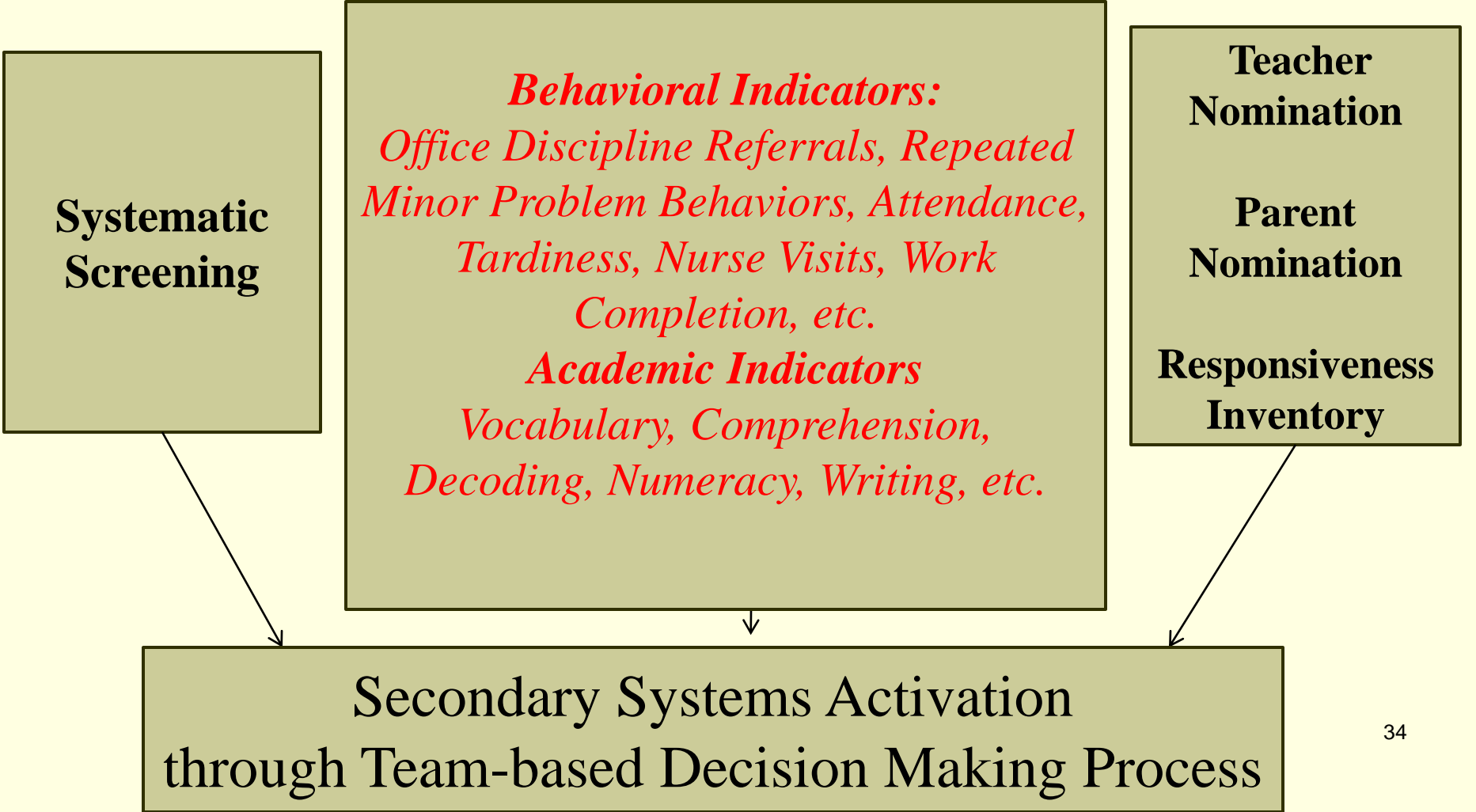
- Has your team succeeded or struggled with finding the ‘right’ students?
- Has your team succeeded or struggled with finding the ‘right’ students early enough?

Discuss

Nomination Pathways to Secondary Tier 2 Systems of Behavioral Support

Muscott & Mann (2010)

Students Are Not Responding to Core Curriculum & Tier 1 Systems



Behavioral Benchmarking

09-10

Referrals By Student



Students: 20 Referrals: 25

Early Identification: Behavioral Indicators and Cut Scores

1. Behavioral risk indicators should be identified.
2. Indicators should be related to risk for school/social disengagement or failure.
3. Frequency numbers should be addressed:
 - a) Approximately 6 – 8 weeks into school year.
 - b) Time intervals thereafter.

ABC High School
Tier 2 Behavioral Benchmarks

(If student meets benchmark criteria T2 is considered)

Indicator	November 1	February 1	March 1
ODR Major Discipline Infractions	3 or more with T1 Responses	3 or more in this timeframe	3 or more this timeframe
Attendance (Not in school)	3 or more unexcused with T1 Responses; 5 or more excused	5 in this timeframe	3 in this timeframe
Tardy (Late for school or classes)	5 or more with T1 Responses	5 in this timeframe	5 in this timeframe
Skip Class	5 or more with T1 Responses	5 in this timeframe	5 in this timeframe
Homework (Missing assignments)	5 or more with T1 Responses	5 in this timeframe	5 in this timeframe
Nurse Visits for Emotional Concerns	4 or more	4 in this timeframe	4 in this ₃₇ timeframe

Tier II Behavior Risk Indicators Worksheet

Area and Indicator	Tier 1 Responses	By November 1, how many times occurs before conclude that student may be non-responsive to T1 (T2 Consideration)
ODR (Major)		
Attendance (Not in Attendance)		
Tardy (to class or school)		
Skip Class		
Homework (missing assignments)		
Nurse Visits for emotional concerns		

Nomination Pathways to Secondary Tier 2 Systems of Behavioral Support Muscott & Mann (2010)

Students Are Not Responding to Core Curriculum & Tier 1 Systems

***Systematic
Screening***

**and/or
Responsiveness
Inventory**

Behavioral Indicators (+ and -)
Office Discipline Referrals, Minor
Problem Behavior, Attendance,
Tardiness, Nurse Visits, Work
Completion, Following Directions, etc.
Academic Indicators
Vocabulary, Comprehension,
Decoding, Numeracy, Writing, etc.

**Teacher
Nomination**

**Parent
Nomination**

**Secondary Systems Activation
through Team-based Decision Making Process**

What is Screening?

Salvia & Ysseldyke (1988)

- Screening is an initial stage of assessment in which those who may evidence a particular problem, disorder, disability or disease are sorted out from among the general population.
- Individuals who score low on screening measures are considered “at-risk.”

Why Screen for Social-Emotional or Behavioral Concerns?

Kauffman (2001)

- To find youth whose problems may not be immediately obvious or may not be intensive, but are concerning.
- To identify early issues with a high degree of accuracy.
 - Early identification allows for early intervention.
 - Early intervention may preempt bigger problems.

Campbell High School



School Wide Screening

- Data collection method to examine at-risk students
- Questions we wanted answered:
 - Academic or Behavior problem?
 - Subject level driven?
 - How can we identify more students to provide interventions for?



Screening Process

At a staff meeting (5 minute exercise)

- Each teacher received a copy of their rosters, an instruction sheet, a pink highlighter and a yellow highlighter

Rationale: Gain teacher input on the at-risk (academic and behavior) students that would benefit from the interventions at CHS.

Directions:

1. Please find a copy of your class lists and two different colored highlighters
2. Look at each student and highlight the ones that are “at-risk”
Highlight **Yellow**: Behavior Concerns
Highlight **Pink**: Academic Concerns
3. You can highlight with both colors if they are both an academic and behavior concern or put a star next to their names



Step 3: Data Decision Making

Data Gathered by Teacher Screening

At-Risk Highlighting Screening	Total number of highlights	830	
	Number of Students Highlighted	258	49.40%
	Total number of Academic highlights	526	
	Number Students Identified for Academic Concerns	221	42.30%
	Total Number of Behavior Highlights	299	
	Number Students Identified for Behavior Concerns	162	31.00%
	Number Students Identified for Both Concerns	135	25.90%



At-Risk Screening Data

- In addition to the Teacher Nominations:
 - Failure Quarter 1
 - Failure Semester 1
 - Discipline Infraction
 - Tardy & Absences
 - Suspensions
-
- Note: Teachers checklist were very accurate with other data sources



Step 4: Protocols

- Use of ChAT as the Vehicle
 1. Teacher/Staff refer students to ChAT
 2. Discuss student concern as a team
 3. Make a team recommendation for appropriate intervention
 4. Communication of recommendation to stakeholders
 - Staff
 - Parents
 - Student



Step 5: Fidelity & Progress Monitoring

- APEX team analyzes data
- Is the intervention being implemented as recommended?
- Is the student making progress?
- Is it the right interventions?
- How will we know if the intervention is working?
- How do we monitor the efficacy of our various interventions?



Analyzing Data

- Understanding where large failures occur and themes/patterns
 - Freshmen
 - Specific Classes –writing, transition, math
 - Understanding the behaviors
 - Structure & Culture about Courses
 - Embedding strategies study skills into the curriculum
 - More discussion on differentiated instruction



School Wide Screening In your School

What if you have more students?

Options:

- By Grade
- By Department
- By Special Education
- Case load by Assistance Principal

Research-Validated Screening Tools

- Systematic Screening for Behavior Disorders:
 - Rank Order students based on 2 behavioral dimensions: Internalizing and Externalizing.
 - Complete ‘maladaptive behavior checklist’ and observation.
- BASC2:BESS
 - 27-item Questionnaire for teachers (student and parent questionnaire also available).
- Drummond Scale:
 - Review each student using 7-item assessment.

Externalizing AND Internalizing: Office Referrals Seldom Locate the Internalizers

- Externalizing and internalizing account for nearly all the behavior concerns that underlie adjustment problems in school and for which students are commonly referred for school psychological services.

Externalizing Behaviors

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

Internalizing Behaviors

- Having low or restricted activity levels
- Socially Anxious or Inhibited
- Acting in a fearful manner
- Timid and/or unassertive
- Not talking with others
- Extreme shyness
- Avoiding or withdrawing from social situations
- Preferring to spend time alone
- Not participating in activities
- Unresponsive to social initiations by others
- Not standing up for oneself



Not Research-Validated Approach: *Responsiveness Inventory*

Teacher Nomination via Responsiveness Inventory

Student Responsiveness Inventory

***A Responsiveness Inventory* systematically and regularly (if scheduled) simply asks teachers to consider which students are non-responsive to Tier 1 supports who may be considered for nomination to Tier 2 supports.**

A Responsiveness Inventory is like an efficient screening, but is not a research-validated tool or process.

Teacher Nomination via Responsiveness Inventory

Student Responsiveness Inventory:

**An Efficient Look at Responsiveness
to Tier 1**

Why Do this Inventory?

- Generates Usable Data
 - Quickly summarizes students who are ‘*NON-RESPONSIVE*’ to current supports.
 - Identifies prevalent clusters of social, emotional or academic needs to inform the development of T2 interventions.
- Easy and Time-Efficient to Implement

Student Responsiveness Inventory

(Mann, 2011)

School: _____

Student Responsiveness Inventory Process:

1. Quickly review your class list noting in the chart below the names of students who meet the following criterion:

The student is non-responsive (considering academic achievement AND/OR social/emotional progress) to current educational supports, demonstrated by one of the following:

- The student engages in repetitive problematic or concerning behavior that meets the school's definition for 'minor' or 'major' behavior infractions which interferes with learning (self or peers) or teaching (teacher), OR:
- The student does not disrupt the learning process for others, but there are concerns about internalizing behaviors that may be impacting the student's social/emotional progress or academic achievement (e.g., social isolation, withdrawal, sadness, anxiety, etc.).

For each student listed, indicate a specific student concern using the table at the bottom of the page (if more than one concern, list in order of priority of importance, and list no more than three concerns)

'The student is non-responsive to current educational supports':			
Student:	The student engages in repetitive problematic or concerning behavior that meets the school's definition for 'minor' or 'major' behavior infractions and interferes with learning (self or peers) or teaching (teacher): Place a check in this column if applies:	The student does not disrupt the learning process for others, but there are concerns about internalizing behaviors that may be impacting the student's social/emotional progress or academic achievement (e.g., concerning social isolation, withdrawal, sadness, anxiety, etc.) Place a check in this column if applies:	STUDENT Concern/ Need (See key on bottom)

CONCERNS/ NEEDS:

***If there is more than 1 concern, list in the 'needs' column in order of priority:**

- | | | |
|----------------------------------|--------------------------------------|--|
| 1– Coping with Stress/Anxiety | 6 – Energy needs to 'rev' up | 10 – Peer Attention Needs |
| 2 –Coping with Anger/Frustration | 7 – Energy needs to slow down | 11 – Social Avoidance or Withdrawal |
| 3 - Coping with Sad feelings | 8 – Organization skills | 12 – Making positive social contacts/connections with: |
| 4 - Distractibility | a – Study skills | a - Peers |
| 5 –Impulsivity | b – Time management/ planning skills | b - Adults |
| | c – Task Completion | 13 – Sensory Needs (movement; touch; pressure) |
| | d - Homework Completion | 14 – Other _____ |
| | 9 – Adult Attention Needs | 15 – Unsure |

Student Responsiveness Inventory –

School: _____

(Mann, 2011)

Student Responsiveness Inventory Process:

1. Quickly review your class lists noting in the chart below the names of students who meet the following criterion:

The student is non-responsive (considering academic achievement AND/OR social/emotional progress) to current educational supports, demonstrated by one of the following:

- The student engages in repetitive problematic or concerning behavior that meets the school's definition for 'minor' or 'major' behavior infractions which interfere with learning (self or peers) or teaching (teacher), OR:
- The student does not disrupt the learning process for others, but there are concerns about internalizing behaviors that may be impacting the student's social/emotional progress or academic achievement (e.g., social isolation, withdrawal, sadness, anxiety, etc.).

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'The student is non-responsive to current educational supports':

<p>Student:</p>	<p>The student engages in repetitive problematic or concerning behavior that meets the school's definition for 'Minor' or 'Major' behavior infractions and interfere with learning (self or peers) or teaching (teacher): Place a check in this column if applies:</p>	<p>The student does not disrupt the learning process for others, but there are concerns about internalizing behaviors that may be impacting the student's social/emotional progress or academic achievement (e.g., concerning social isolation, withdrawal, sadness, anxiety, etc.) Place a check in this column if applies:</p>	<p>STUDENT Concern/ Need (See key on bottom)</p>

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| | d - Homework Completion | 14 – Other _____ |
| | 9 – Adult Attention Needs | 15 – Unsure |

Quick Check

Student: _____

Date: _____

Behavior rating scale: 1=No Concern 2=Some Concern 3=Considerable Concern			
	Date:	Date:	Date:
Attendance			
Tardy			
Prepared for Class			
Homework Completion			
Class Work			
School or Classroom Rule Violations			
Socially Withdrawn or Avoidant (Internalizing concerns)			

Academic Skill rating scale: 1=Seems On/Above Peer Level 2=Seems Mildly Below Peer Level 3=Seems Considerably Below Peer Level			
	Date:	Date:	Date:
Reading			
Math			
Writing			
Organization Skills			
Attention/ Distractibility Skills			63

Team Activity:

Intervention Needs: What do you think?

- Who: Teams
- What: Review the Student Concerns/Needs lists on previous slide
 - What do you think might be prevalent clusters of need at your school (i.e., identify ‘clusters of need’ -- concerns that are relevant for multiple students)
- Time: 10 minutes
- Report Out: Volunteers

From Screening to Intervention

Process for Post-Screening Review

- Data review of results of a systematic screening or responsiveness inventory should occur within 2 weeks.
- For each concerning student, a quick holistic data check should occur.
- Important programmatic decision should never be made on basis of 1 piece of data.

Brief Review of Each 'At-Risk' Student

- T2 team *with* teacher(s) determine degree of concern and consider nomination to a Tier 2 intervention:
 - *Brief* discussions: 10 minute max per student
- Process results in recommended next step for each concerning student.
 - Could result in a nomination for Tier II supports.
 - Could result in monitoring or 'no worries'.
 - Could result in nomination to intensive level support process (T3).
- Information and decisions should be shared with families and collaboration fostered.

Once T2 interventions are activated:

- Begin intervention according to the specific intervention protocol.
 - 4-6 Week data review for each intervention.
 - Identify Success/Progress indicators.
 - Identify how fidelity of implementation is determined.
 - Identify decisions that could be made at review meeting.



Film Clip

- Nicole (12:16)
 - A mini film by Dan Habib

Nomination Pathways to Secondary Tier 2 Systems of Behavioral Support

Muscott & Mann (2010)

Students Are Not Responding to Core Curriculum & Tier 1 Systems

**Systematic
Screening**

and/or

**Responsiveness
Inventory**

Behavioral Indicators (+ and -)
Office Discipline Referrals, Minor
Problem Behavior, Attendance,
Tardiness, Nurse Visits, Work
Completion, Following Directions, etc.

Academic Indicators

Vocabulary, Comprehension,
Decoding, Numeracy, Writing, etc.

*Teacher
Nomination*

*Parent
Nomination*

**Secondary Systems Activation
through Team-based Decision Making Process**

Tier 1 Problem-Solving at the Middle School at Parkside (Draft)

Tier 1 Implemented with Fidelity (Prevention)

Effective Teaching (Engaging Instruction and Practice; Differentiated Instruction; Practice; Systematic Progress Monitoring)
Social-Emotional Curriculum Taught (Teach Behavioral Expectations; Teach School Routines; Teach Problem-Solving; Teach Organization)
Positive Home-School Communications
Positive Teacher-Student Relationships
Common/Effective Practices for Noticing & Responding to Early Concerns (Social, Emotional and Academic)

Independent Problem-Solving (If on 504 Plan or IEP Consult CM):
Self-Reflection Protocol (Is T1 Being Implemented with Fidelity?)
File Review

Discuss with Peers (Last Year Teacher(s); Guidance, Learning Specialists, Other Specialists, Mentors)
Home Contact (protocol for engagement/problem-solving)

Phase 1 Collaborative Problem-Solving:

Informal Discussion with Team
Ideas and Suggestions Protocol (15 minute Protocol)
Leave Meeting with Plan to Implement New Idea(s)/Suggestion(s)
Identify Success Indicators and Target Date to Report Back to Team
Home Contact

Phase 2 Collaborative Problem-Solving:

Implement Team Protocol to Develop an Efficient Formal Written Plan
Design includes strategies to try; 'Dosage'; Length; Success Indicators; Not-Working Indicators; Data; Data Review Date
Home Contact

Implement Nomination Process to Activate Tier 2 Team

When Nominated for Tier 2 by a Teacher

- If a student is nominated for Tier 2 supports by a teacher, the teacher should be able to demonstrate that the student has received Tier 1 supports *implemented with fidelity*, and is non-responsive.
- An effective Tier 2 nomination form should provide reminders for what should have been tried prior to Tier 2 nomination.

Tier 1-Plus Supports: Any regular support provided by classroom teacher for a student that would be available for all students, but is not typically applied universally for all students. Tier 1-Plus supports can be uniquely developed or differentiated supports, or could be identical to a universal support but applied individually or applied with greater time or intensively for a particular student.

Examples of Tier 1-PLUS Supports:

1. Regular Pre-Corrects (review of expectations prior to an anticipated problematic context)
2. Systematic (planned and/or regular) Behavioral Reminders
3. Systematic (planned and/or regular) Checks for Understanding
4. Proximity Controls (using physical proximity as a regular behavioral support strategy)
5. Systematic (planned and/or regular) check-ins
6. Systematic (planned and/or regular) Home-School Communication
7. Individualized Incentive System
8. Scheduled Breaks from School Tasks
9. Sensory Breaks
10. Extra time to complete tasks
11. Time reductions for instruction or task completion (i.e., limiting time expected to focus on listening to instruction or completed non-desired tasks)
12. Other

Teacher Nomination and Intervention

- After Tier 1 implementation has been assured, the teacher provides nomination information and data.
- Then, the Tier 2 team provides access to an initial, efficient Tier 2 support by initiating the activation protocol for the support. Initial support examples:
 - Check-in
 - TCCE
 - Simple Behavior Plan

Teacher Self-Determined Nomination to Tier 2 Team

- Complete a nomination form.
- Form should be efficient and easy to complete. Include:
 - Reason for requesting supports.
 - Quick data summary including behavioral and academic indicators.
 - What has been tried.
- The amount of information requested should match what is necessary to make good decision about potential supports.
- Consider forms and information used for Tier 1 problem solving processes.



Session Two



Strand C, Session 2: Identifying Targeted (T2) Interventions

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Agenda for Session 2:

Identifying Targeted (T2) Interventions

1. Discuss categories (types) of T2 interventions.
2. Present examples of efficient ‘Go To’ interventions.
3. Begin to identify interventions you want to have ready based on your ‘Clusters of Need’.
4. Consider/determine an intervention ‘Lead’ for each intervention.

Targeted Group Interventions

TGIs address groups of students who:

1. Fail to respond to school-wide and classroom expectations.
2. Are not currently engaging in dangerous behavior.
3. Require similar skill development.
4. Have similar needs (function of behavior).

Targeted Group Interventions

Targeted Group Interventions are most effective if students are supported **EARLY, *before*** failure is ingrained in the student and before teachers have had it with the student and his or her behavior.

Targeted Group Interventions...

Why?

- Supports students rather than punishes.
- Addresses real, but non-severe skill deficits and/or functions of behavior.
- Address multiple students efficiently.
- Can help T2 team gain credibility through successes.
- Aligns with mission to support a high volume of at-risk (not intensive needs) students.
- Will prevent further social or academic disengagement or failure for *some* students.

Targeted Group Interventions

- **Efficient** - Similar set of behavioral strategies for a group of students.
- **Effective** – Should result in decreased concerning behavior and/or increased academic engagement/achievement.
- **Early** – Provided as soon as it is clear that the student will not respond to less complex (tier 1) interventions.
 - *Before failure is ingrained & before the teacher has ‘had it’ with the student.*

Using a Teaching Approach is the *most* effective way to increase desired behavior

1. Provide Instruction
2. Provide opportunities for Practice
3. Provide Feedback and Recognition for demonstrating what is expected and what has been taught
4. Utilize effective methods for correction of incorrect behavior
 - Pre-correction
 - Reminding
 - Re-teaching
 - Use alternative teaching methods
 - Teach replacement behavior or skill
5. Assess progress: Use Data for Decision-Making

Tier II Interventions Examples:

- Check In Programs
- Mentoring Programs
- Social, Emotional, Behavioral Skills Groups
- Study or Organization Skill Groups

Features of Tier II Targeted Group Interventions

1. An array of interventions are identified to address needs of 5-25% of students.
 - Adequate resources for support and implementation with fidelity are necessary.
2. Efficient access to T2 is arranged through systematic nomination and activation processes.
3. Implementation with Fidelity protocols are documented for each intervention.
4. Indicators of success are identified for each intervention.
5. Decision options are identified and are considered at designed periodic review points.
6. Data are used for decision making.

Early and Efficient Tier 2 Behavior Interventions

- Once the correct students are known, Tier 2 interventions must be readily accessible.
- The most efficient approach is to use one *initial* intervention for most (many) students.
- Having two or three options is also popular.
- Common ideas for initial interventions:
 - A teacher daily progress monitoring approach such as Teacher Check, Connect & Expect (TCCE)
 - A Check-in/out process
 - A simple behavior plan (contract or goal setting intervention)

T2 Group Interventions Should be Useful Whether they Work or Not

Either:

- Improves student behavior and/or skills

OR

- Provides useful data to help Targeted Team (or T3 Team) with assessment of function and subsequent interventions

Addressing Functions with Targeted Group Interventions

TGIs should provide supports targeted to prevalent ‘functions’ of behavior and specific skill development.

Targeted Group Interventions and Functions of Behavior

- **Adult Attention Examples:**
 - Check-In/ Check-Out
 - Adult Mentoring Programs
 - Service Learning
- **Peer Attention Examples:**
 - Social Skills Instruction (when done in groups)
 - Peer Mentoring or Tutoring
 - Self-monitoring system with Peer Share Component
 - Interest groups with peers with like interests
- **Academic task avoidance or social avoidance by teaching academic or social skills:**
 - Organization Skills
 - Homework Planning or Completion Club/Group
 - Tutoring
 - Social Skills Instruction



Examples

- Somersworth HS
 - Check-In/Check-Out
 - includes criteria, referral, progress monitoring

- Memorial – Attendance Boost



Somersworth High School and Career Technical Center



“Proud Past, Bright Future”



Why SHS implemented CICO?

- An **effective** and **efficient** way of supporting MORE students at the Tier 2 level
 - Students can enter in a few days from referral point
 - Can accommodate a number of students
 - Efficient system for monitoring student's progress
 - Provide transition to a self-managed program
- Designed for students who are not responding to Tier 1 practices and systems
- Increase positive adult attention
- Does not require more individualized interventions
- Can be observed across multiple settings
- Looking to be more preventative
- Desired an efficient system to support Freshman
- Built in data collection system with SWIS



How SHS started implementing CICO

- Identified CICO Coordinator
 - Respected as a positive adult by students and faculty
 - Effective communication skills
 - Consistent and dependable
 - Effective in understanding and using data to make decisions
- Identified students through specific criteria:
 - Freshman Experience Teachers
 - Attendance data
 - Homework completion
 - Office discipline data
 - Parent requests
- Developed a roll out for the faculty
- Introduced to students and parents



The Score Card

Name _____ Date _____

2= zero or 1 reminder 1 = two or more reminders 0= major referral

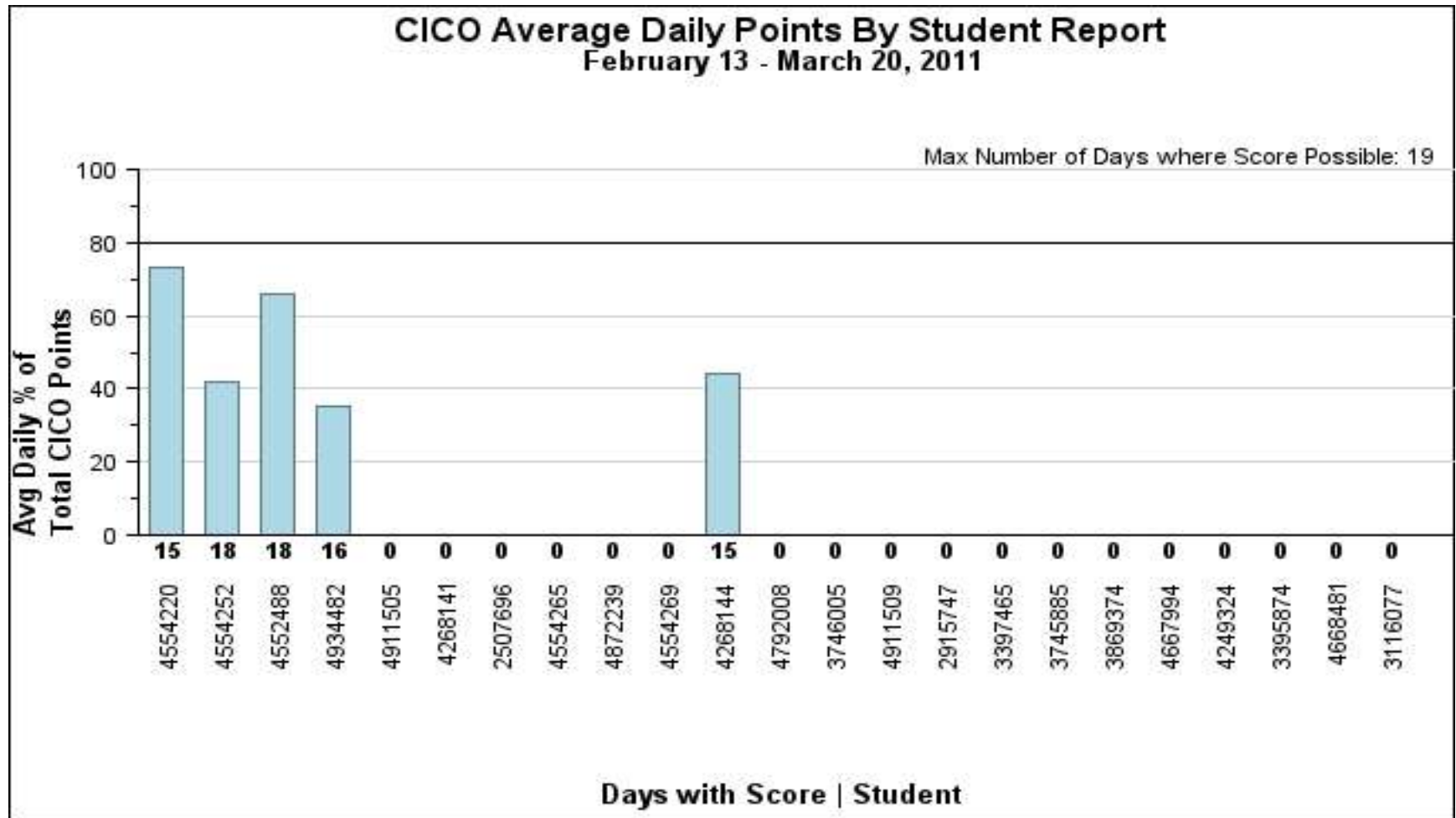
Block	1	2	3	4	TOTAL
Be Cooperative					/8
Be Responsible					/8
Be Respectful					/8
Be Safe					/8
Total for the Day					/32

Teacher Signature _____

Parent Signature: _____

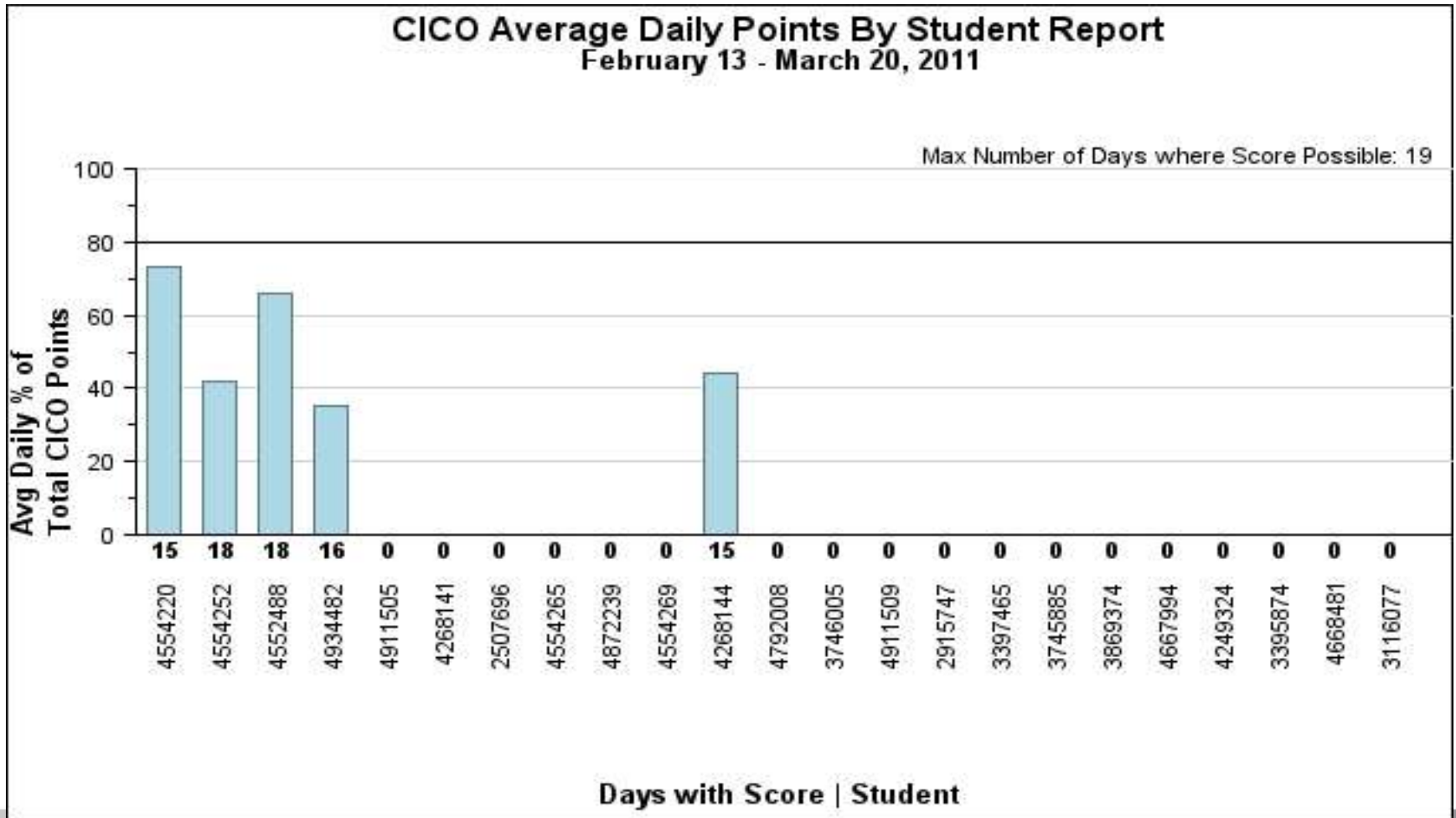


What the Data Tells Us...





What the Data Tells Us...





What we found out through the data...

In the first 2 weeks...

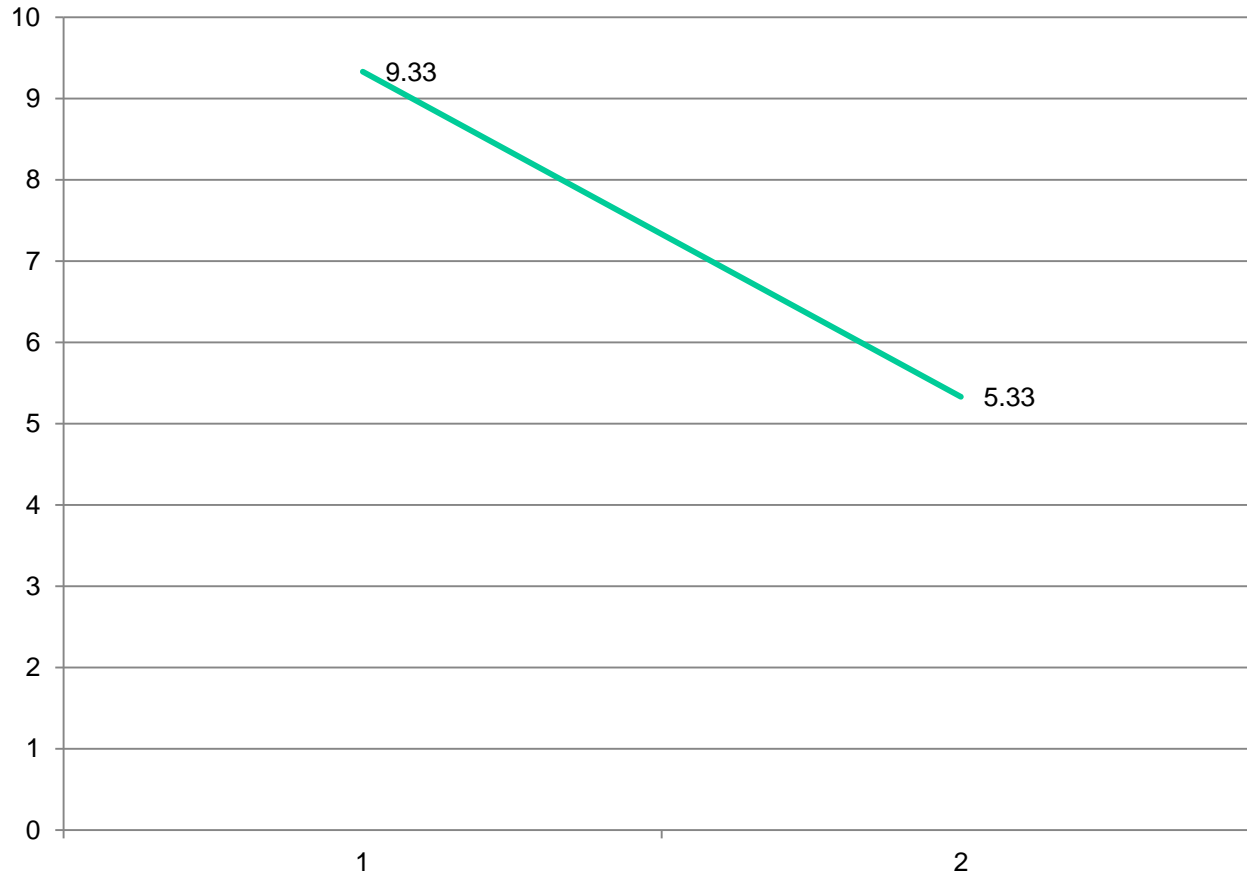
- None of the students were reaching their goal of 80% (*wanted to establish a baseline*)
- 4 out of 6 students were below 60%
- One student did not check in consistently
- Out of the 19 days, 5 out of 6 students were consistently turning in score cards

After 6 weeks....

- 3 out of 6 students were reaching their goal of 80%
 - 2 students were above 70%
 - 1 student was below 60%
- Another intervention was implemented for one of the students.
- 5 of the 6 students were turning in score cards and a student recognition was put in place
- Fidelity issues around implementation were identified and addressed



CICO data for 2010/11 Year ODR's (n=5)



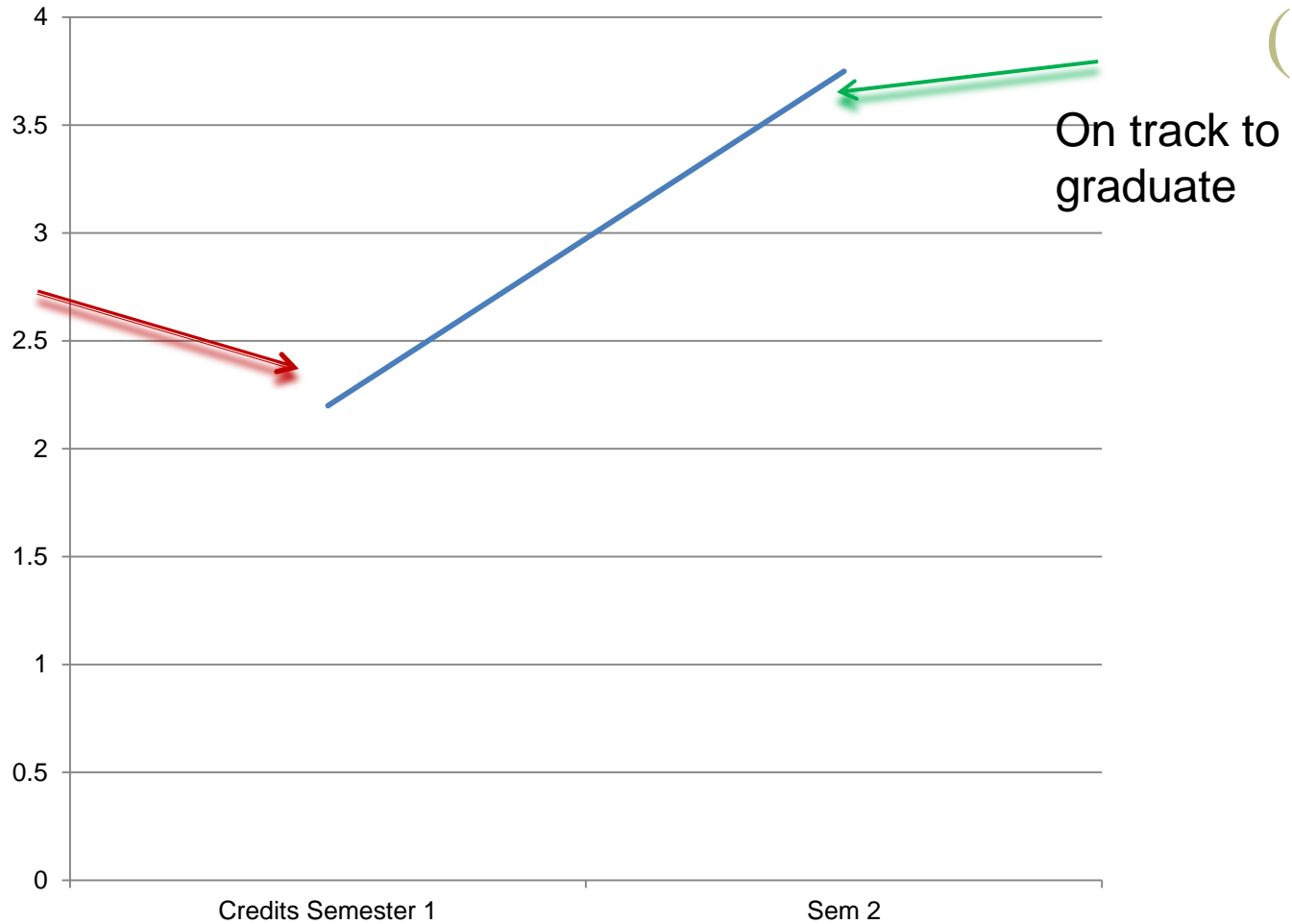
That's a
43%
reduction
in 3
months



Average Credits Earned for Youth in CICO

(n=5)

Not on track to graduate





Student's Perspective

■ Cole

- Sophomore, athletic, disruptive in some classes, has an IEP, known by peers as in the “cool” crowd, multiple failures
- His initial comment was: “...not sure if all of my 4 teachers even know name”
- What he liked: “Teachers had to talk to me”

■ James

- Repeater Freshman, has an IEP, multiple failures, “outlier”
- Unsure at first and doubted anything would change
- What he liked: The consistency that someone cared and checked in with him daily

■ Allen

- Freshman, no IEP, needed help with high school transition
- Open and willing and liked all of it!



Lessons Learned

- Do not take on too many students –*NOT intended for students with higher level support needs*
- Do not make it mandatory for students
- Set criteria and identify students that will most likely respond
 - Use data and listen to teacher input
- Give ongoing teacher support, training, and coaching
- CICO coordinator needs to be familiar with students and seen as positive
- Have CICO location in close proximity of the students.
- Celebrate successes!



Using Outcome Data

- We use outcome data to measure how we did “after the fact”
 - SWIS DATA (including ISS and OSS data)
 - CICO score cards
 - Attendance Data
 - Grades
 - Credits earned per quarter
- Observational Data
- Evaluation of FBA/BSP
- Examine Fidelity of Implementation of Interventions

Manchester Memorial High School



Our Mission

The BST will identify students with Educational Disabilities who consistently attend school but do not attend classes. The Team will implement multiple strategies to increase the likelihood of class attendance and engagement. Students will not have previous conduct history



Big Issue

- The Tier 2 Team saw a “Big Cluster” of need around school avoidance



What we know...

- Skipping is a precursor to attendance issues
- Available skipping data are fairly accurate



Why Skipping?

- Begins the pattern
- 3 Skipping = 1 detention
- No show for 3 detentions = 1 external suspension
- Students get further and further behind

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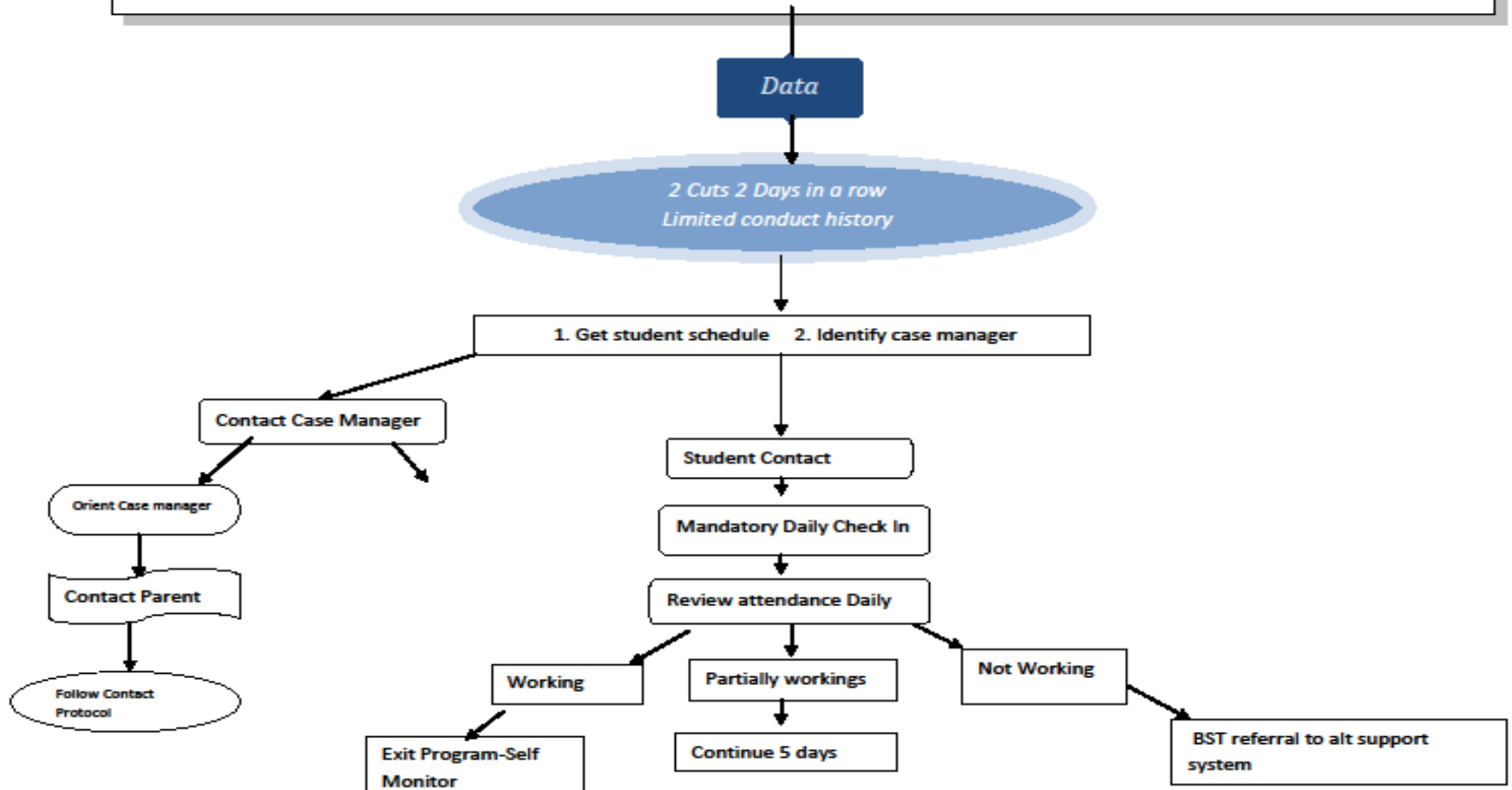


Search ID: jhan1500

**“I really feel like he’s about to
cut class.”**

Memorial High School
Behavior Support Team
BST

The BST will identify (students with Educational Disabilities who consistently attend school but do not attend classes. The team will implement multi-tiered strategies to increase the likelihood of class attendance and engagement. Students will not have previous conduct history





Student Collection Sheet

- Use the format that the football coach uses
- Did not want to make it look “different”
- Did not want the teacher to have to be introduced to something “different”

APEX BST Student Attendance Verification

Teachers: Please sign to verify that _____ attended class.

Period	Date:	Date:	Date:	Date:	Date:
A					
B					
ADV					
C					
D					
E					
F					
G					
H					



Protocols for Positions

- Para Educator (data collector)
 - Every day period H: data will be reviewed
- Mentors
 - Will seek out student every day
- Case Managers
 - Will call home to inform parents using same script
- Assistant Principal
 - Will check for behavior incidents upon referral



Protocols for Systems

- Referral
- Exit
- Intermittent check in protocol



Rollout

- Started out small population in special education and just within the team as mentors
- Ran some pilots to work out the kinks
- Expanded to entire special education population with all the trained mentors
- Used data to establish success rate
- Now have rolled out to school-wide population

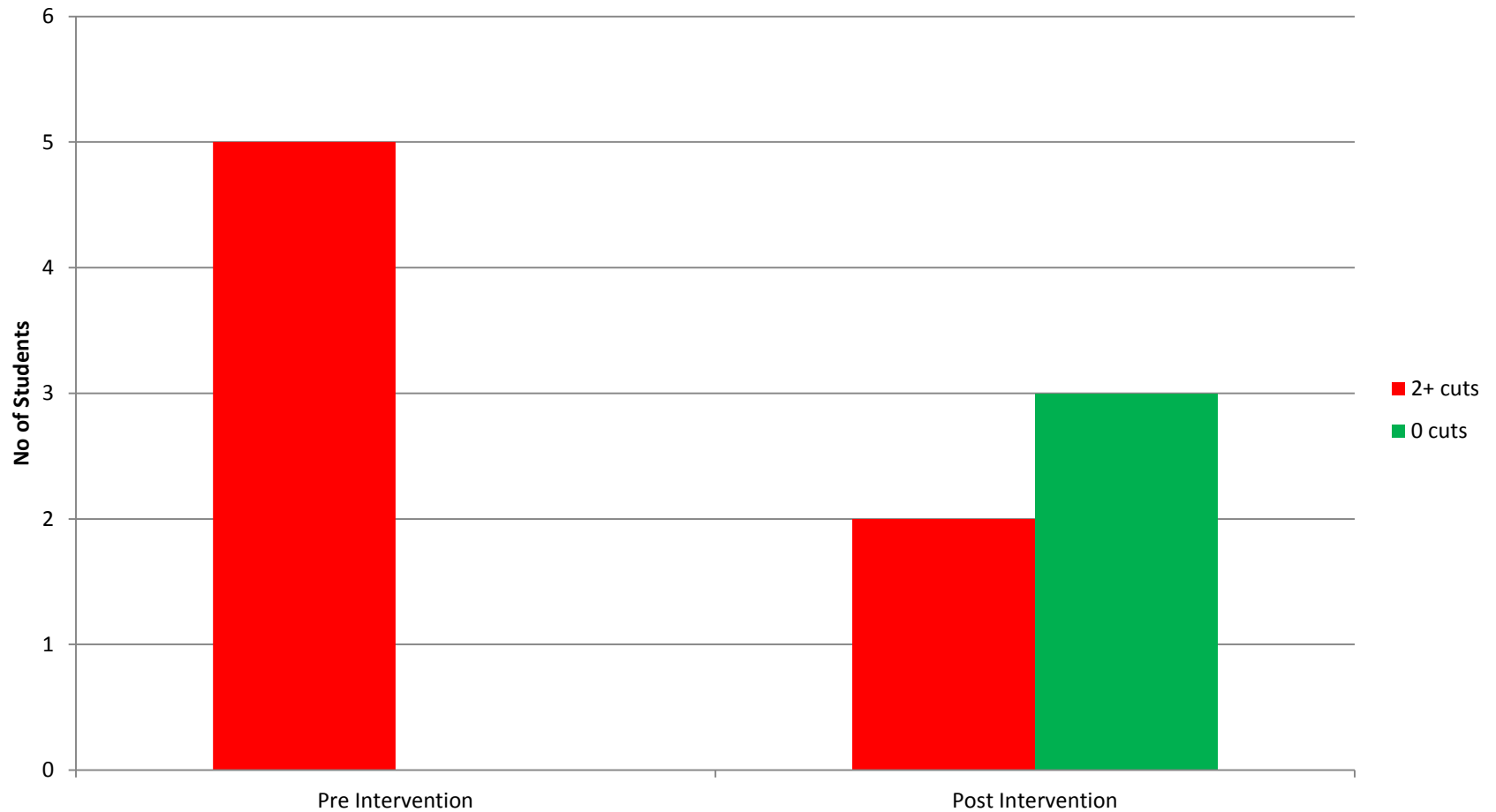


General Education Rollout February 2012

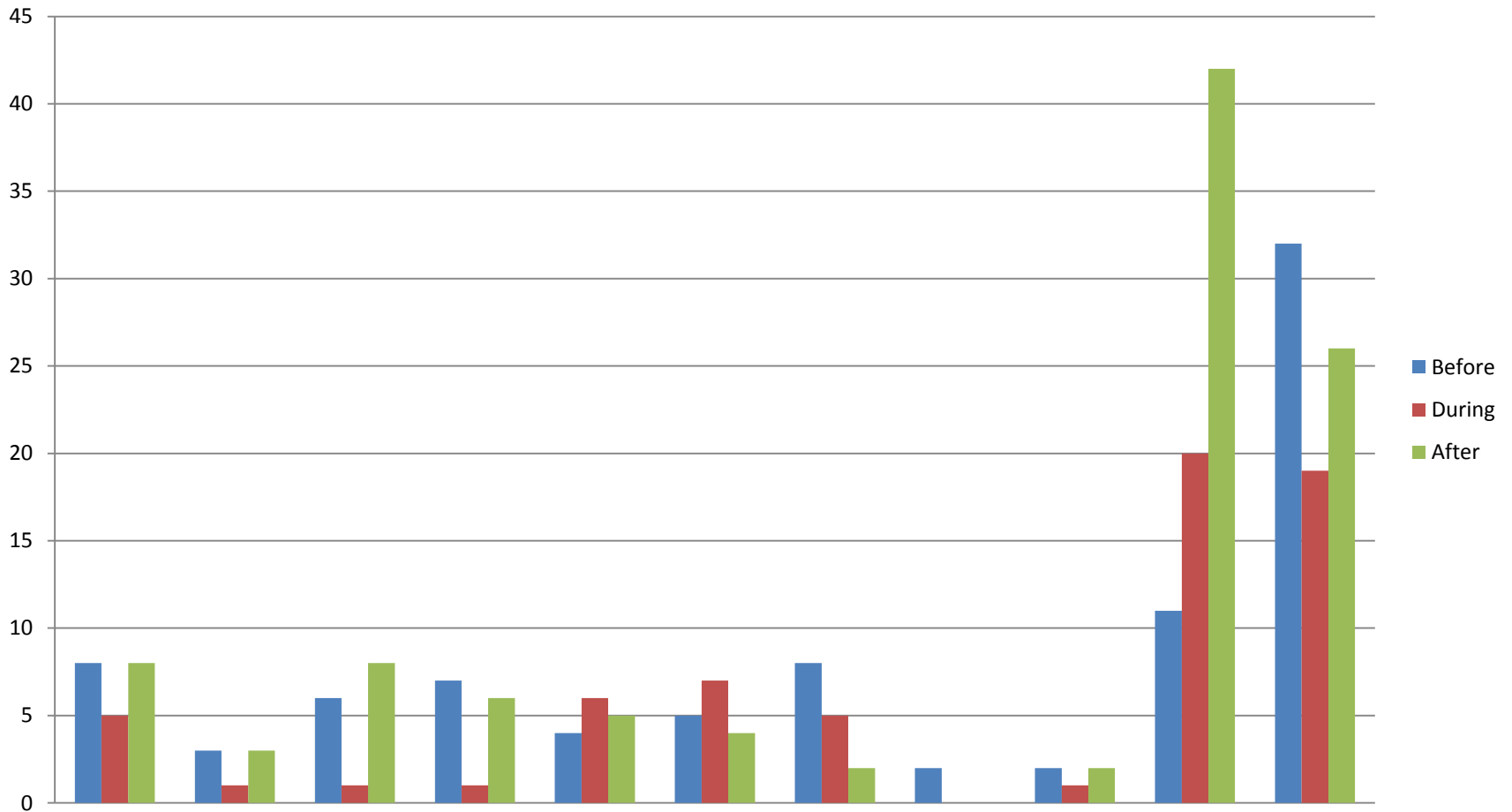
- Rolled out at the beginning of 2nd semester
- Had department heads inform each department
- Sent out reminders the Friday before
- 5 student s were referred and all responded 100%
- Some difficulty getting teachers to refer

First Pilot Roll Out

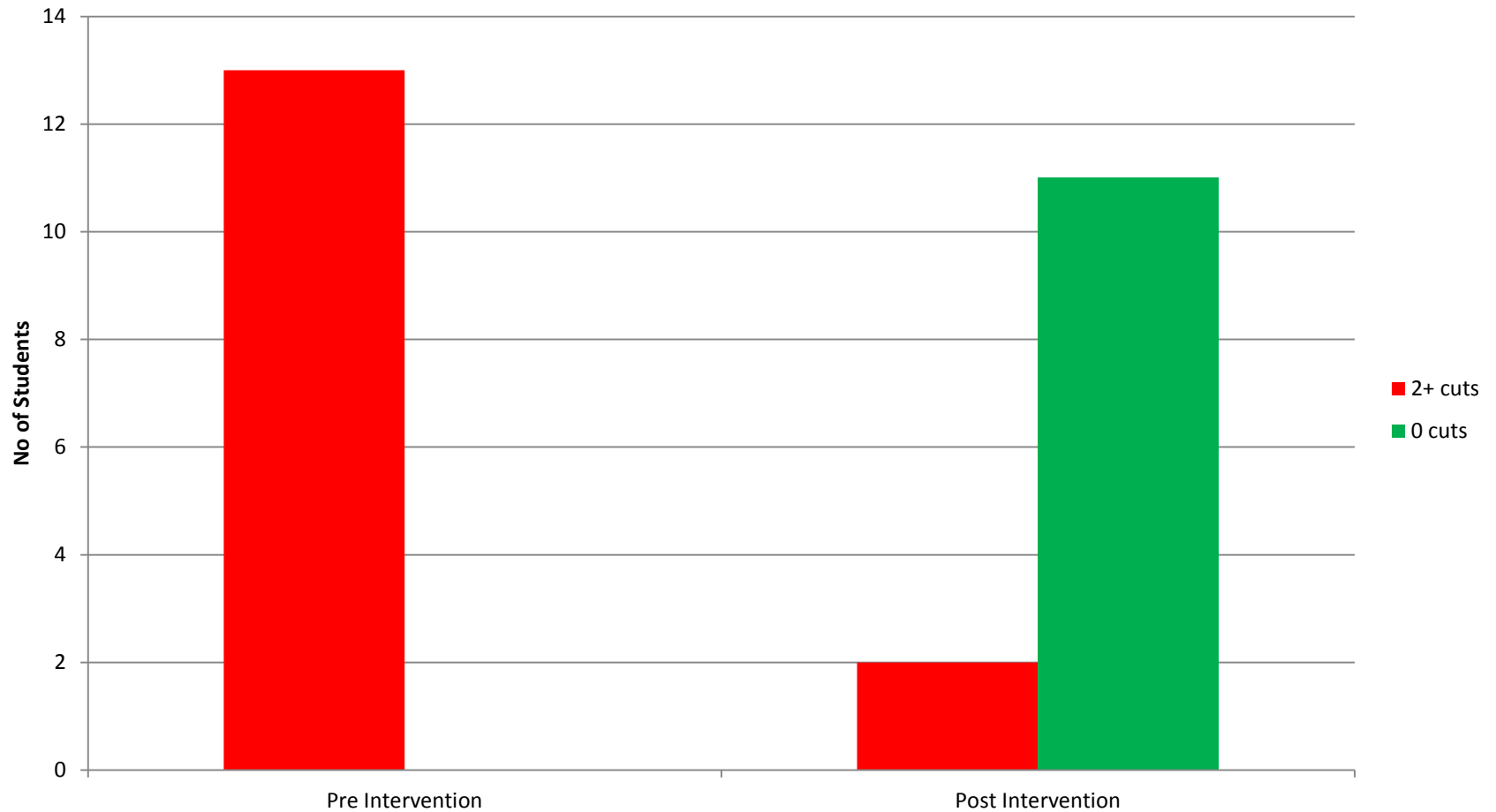
During Semester 1 2011 10 days



Second Roll Out Special Education Students

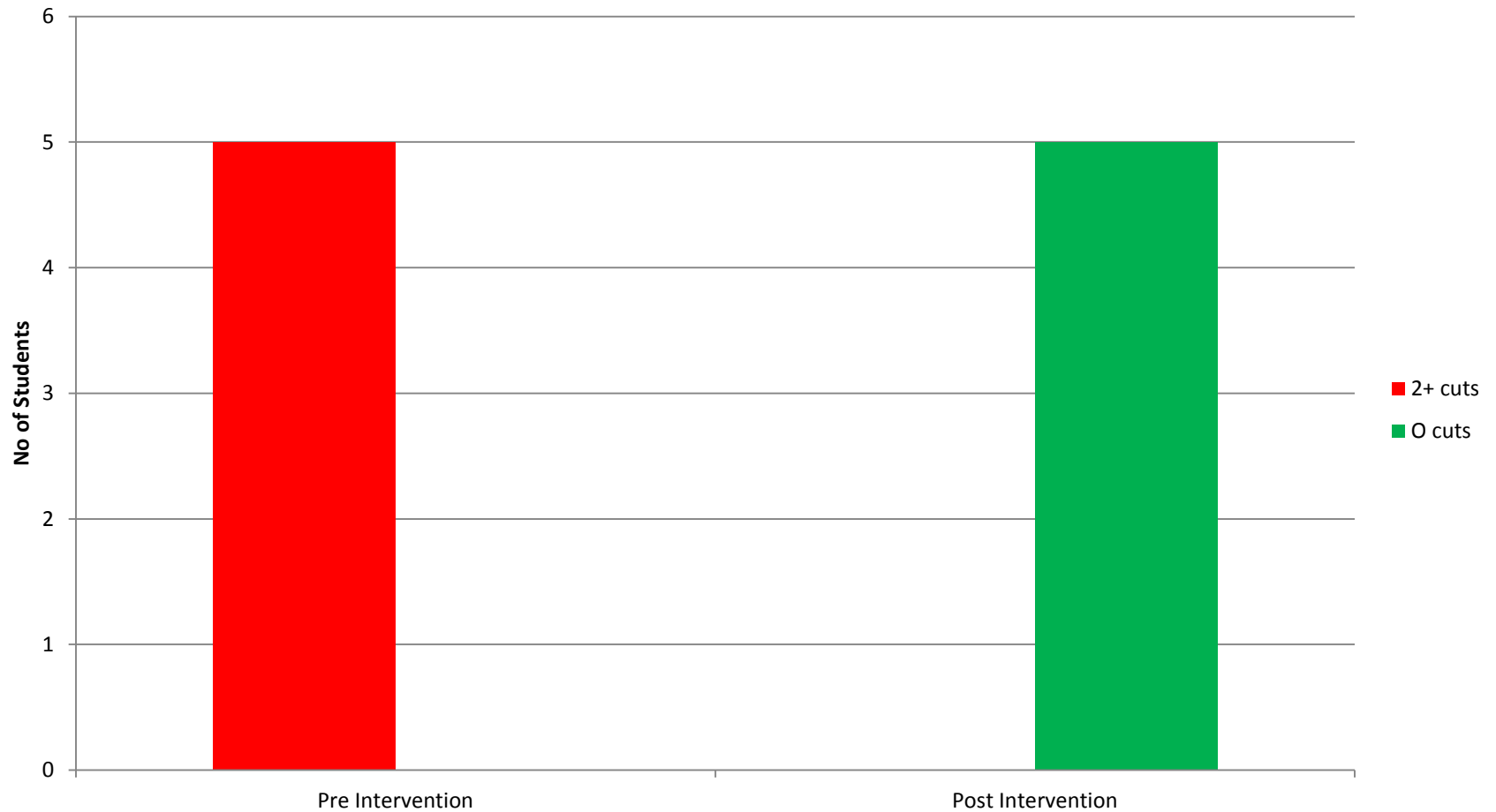


Third Roll Out Semester 1 2011



Fourth Roll Out

General Education Population





Two Student's Perspective

- Rachael P
 - Level 3 (college prep) student
 - Shocked
 - Angry got caught at first
 - Helped
- Rebecca A
 - Liked it right away
 - Surprised someone knew
 - Continued relationship

Social Skills are

Specific, identifiable, and learned sets of social behaviors, that if performed effectively produce positive social results.

Social Behaviors

Social Behaviors -

- individual, observable acts that collectively make up more complex social skills

■ Examples

- Eye contact
- Shaking hands
- Saying hello

(Greeting Skills)



Types of Social Skills (any of which could be basis of a targeted group intervention)

1. Basic Social Skills or Classroom Survival Skills

- Listening, Asking for Help, Asking a Question

2. Friendship-Making Skills

- Introducing Yourself, Beginning a Conversation
- Offering Help, Sharing, Apologizing

3. Skills for Dealing with Feelings

- Knowing your Feelings, Expressing Feelings, Showing Understanding of Another's Feelings, Dealing with Anger

Types of Social Skills

4. Skill Alternatives to Aggression

- Dealing with an Accusation
- Responding to Teasing

5. Skills for Dealing with Stress

- Knowing your Stressors, Dealing with Losing, Saying No, Responding to Peer Pressure

6. Social Problem Solving and Planning Skills

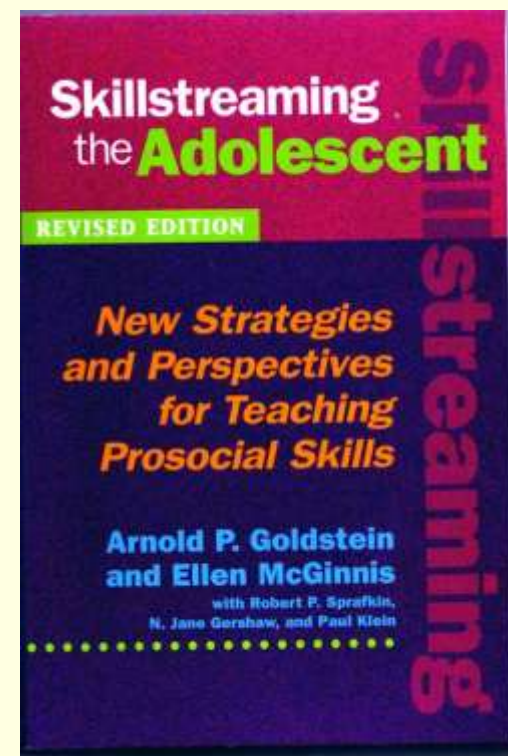
- Setting a Goal, Making a Decision

Skillstreaming the Adolescent

Ellen McGinnis & Arnold Goldstein
Research Press

50 Prosocial Skills in 6 Categories

- Beginning Social Skills (Listening)
- Advanced Social Skills (Convincing Others)
- Friendship-Making Skills (Reading Others)
- Skills for Dealing with Feelings (Dealing with Someone Else's Anger)
- Skill Alternatives to Aggression (Negotiating)
- Skills for Dealing with Stress (Standing Up for a Friend)



Interest Groups and 'Peer Attention'

- Interest groups or clubs can address peer attention needs for some students.
- Since existing, on-going clubs often do not have an inherent data collection component, if a student is assigned to a club or activity as a T2 intervention to address peer attention needs, it is important to identify what you believe will be impacted by the intervention:
 - Identify baseline data
 - Identify what will constitute progress
 - Identify when you will check
- Example: RESPECT club

Mentoring as a Targeted Group Intervention Newcomer (2005)

Identify Students

- Data decision rule
- Teacher recommendation
- Likes adult attention

Identify Mentors

- Teachers
- Administrators
- Counselors
- Secretaries
- Cooks
- Custodians
- Volunteers

Tier II Intervention: Stress Management

Intervention

Mann (2012)

Intervention (Academic or Social-Emotional)	Lead Person	Student Need/Concern Addressed	How are Needs/Concerns Addressed	Entry Criteria and How to Get Nominated for the Support	Success Indicators/Outcomes	Time, Days, Weeks (e.g. One 45 minute session per week for 5 weeks)	When is progress Monitored
Stress Management Group Intervention	Ned White	<ul style="list-style-type: none"> •Need for Stress Management Skill Improvement •Impact different per student: Examples: <ul style="list-style-type: none"> •Academic (off-task) difficulties • Social/ behavioral difficulties (disruption or social isolation) when too many stressors present. 	<ol style="list-style-type: none"> 1. Stress assessment strategy taught 2. Stress management strategies taught 3. Use of strategies Practiced and assessed. 	<ul style="list-style-type: none"> •T1 strategies used & student is non-responsive to T1. •Nominated by teacher or thru screening process. 	Individualized: <ul style="list-style-type: none"> •Student improves time on task. •Student reduces behavioral outbursts or isolation. •Student demonstrates learning of stress assessment and management strategies to criteria. 	Small group sessions Wednesday AM from 9:30 to 10:30 for 6 weeks.	After 6-Week Session

Date: _____

Student Name: _____

Time of Day: _____

“I have extra worries or stress today.”*What is stressing me? How can I deal with the stress so it doesn't mess up my school day?***“I'm angry or frustrated about something (or angry at someone).”***What am I angry or frustrated about? Who am I angry with? How can I avoid taking out my anger where it doesn't belong? How can I deal with it so that I don't make things worse for myself?***“Doing school work is frustrating.”** I am having a hard time understanding what I am supposed to do It's so boring -- I can't stand it*How can I deal with this without aettina mvself into self-defeatina behavior like aivina up on work or beina defiant with mv teacher?***“I am not getting my basic needs met”** I didn't get enough sleep last night (lately) I didn't eat breakfast I am not feeling safe**“My energy level is: too high too low.”***I need to slow myself down or get myself energized for school so that I avoid self-defeating behavior***“I am stuck in a “Thinking Trap”** Fixating Mind Reading All or Nothing Discounting the Posiitve**“I carried something in today from home or my personal life”***I need to deal with what is going on so that I don't take my frustrations out on others or give up on my school work.***“I don't think there is anything going on right now that should keep me from doing my work”***Maybe I just need a quick break and a deep breath to get myself back on track*

Tier II Intervention Template

Intervention (Academic or Social - Emotional)	Lead Person	Student Need /Concern Addressed	How are Needs/ Concerns Addressed ?	Entry Criteria/ How Nominated for this Support	Success Indicators/ Outcomes after 4-6 Weeks	Time, Days, Weeks (e.g. One 45 minute session per week for 5 weeks) if imple- mented with Fidelity	How and When is Progress Monitored (Data)	<i>Who takes it from here and what will he/she do?</i>

Activity: Identify Three Tier 2 Interventions for Your School

Based on prevalent concerns/needs from earlier activity, identify 3 interventions that make sense to have at your school.

At least one should address attention needs and should be easily accessible as an initial ‘Go To’ intervention:

Intervention 1: An Adult Attention intervention

Intervention 2: An intervention addressing a Prevalent concern.

Intervention 3: An intervention addressing a Prevalent concern.

Mentoring Program Evaluation Newcomer (2005)

Decreases in:

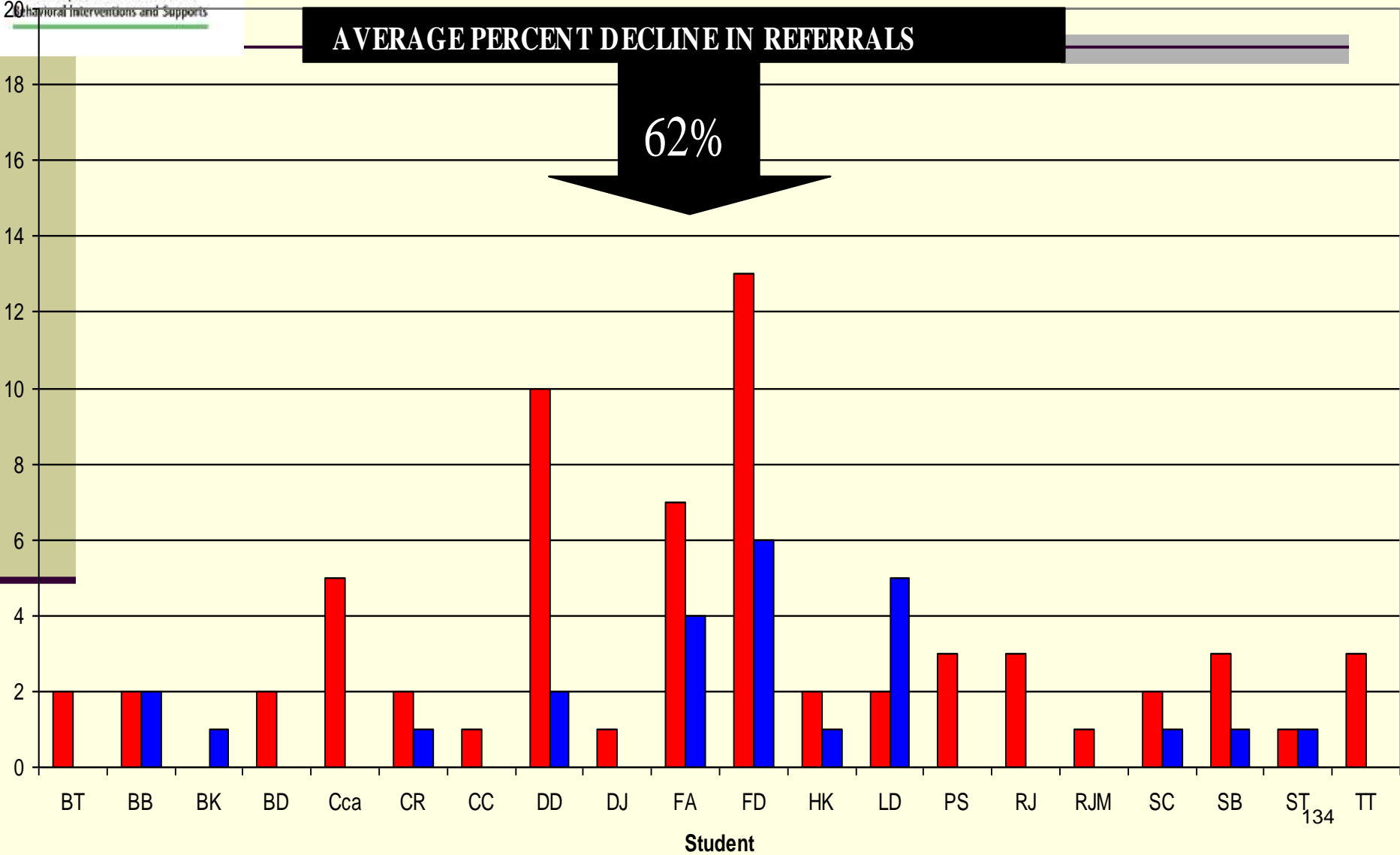
- Meetings with counselor
- Office referrals
- Time outs
- Suspensions
- Detentions

Increases in:

- Student attendance
- Work completion
- Academic performance
- Homework completion
- Parental involvement
- Positive student-teacher interaction

Decrease in Referrals - Mentor Intervention

Fall 2000 Fall 2001



Function of Behavior:

‘To Get or Avoid’, that is the question

	“ To Get” (gain access to)	“To Avoid” (escape from)
Attention		
Activity/ Task		
Tangible		
Sensory		

Simple Behavior Plans: Data-Based Decision Making

1. Identify behaviors in observable and measurable terms including frequency, duration, intensity and context.
2. Describe *intervention* frequency, duration, etc. (i.e., how will intervention be implemented with fidelity?).
3. Determine success indicators and how/when data are to be collected.
4. Determine date of data review meeting when you will review at:
 - 1) Effectiveness data
 - 2) Implementation with fidelity data
 - 3) Determine next steps
5. Determine Communication Plans (home; staff; others).

Developing a Basic Behavior Plan Using Functional Perspective

Although individualized plans (even simple plans) are too inefficient to develop *during* a Tier 2 meeting, teams MAY choose to assign a team member(s) to help develop a simple plan for some students.

A Simple Behavior Pathway is a tool to assist in the development of a behavior plan.

Simple Behavior Plan

Item	Quick Description
What is the problem behavior and problem behavior context? Include function.	
What is the positive desired behavior?	
Using function-based perspective determine: What is the intervention (what will adults do)? What will adults teach to student? When will the intervention occur and how frequently? How long will we use this intervention (until when)?	
What are the Success Indicators (how will you know it's working/ not working)? How will implementation of plan with fidelity be assessed? How and when will we gather the data?	

Simple Function-based Behavior Plan:

Item	Quick Description
<p>What is the problem behavior and problem behavior context? Include function.</p>	<p>Jon makes loud, irrelevant to content, comments that disrupt learning during whole class instruction during English & social studies. Behavior occurs 3 times or more during whole class instruction that lasts 10 or more minutes. Jon receives teacher attention as a result of his comments and brief escape from whole class instruction.</p>
<p>What is the positive desired behavior?</p>	<p>Raise hand and, when called upon, use a quiet voice to make a relevant comment or ask a relevant question.</p>
<p>Using function-based perspective determine: What is the intervention (what will adults do)? What will adults teach to student? When will the intervention occur and how frequently? How long will we use this intervention (until when)?</p>	<ul style="list-style-type: none"> •3 behaviors will be taught directly to Jon and practiced: 1. quiet voice 2. on-track comments 3. hand raise. •Teacher will check in with Jon prior to problem context (<i>before</i> whole class instruction begins) to pre-correct for positive behavior (quiet voice, on-track comments, hand raise) and remind him that teacher will check back after the instruction to check for understanding and give him behavioral feedback. •After each whole group instruction (LA, SS), teacher will write a ‘2’ on Jon’s card if there has been 0 or 1 loud comment; ‘1’ if there has been 2 comments and a ‘0’ if there were 3 or loud comments. •There will be space for recognition on the card for when Jon has raised hand, made relevant comments and used a quiet voice. •Data from his card will be summarized per day, per week and for the full 2 weeks. •English and SS teachers provide these interventions only when there is whole class instruction that will last more than 10 minutes. •Teachers will continue the interventions for 2 weeks and then review progress; Plan will then be adjusted based on the data.
<p>What are the Success Indicators (how will you know it’s working/ not working)? How will implementation of plan with fidelity be assessed? How and when will we gather the data?</p>	<p>Jon will reduce the problem behavior to 1 or zero times for each problem behavior context in the 1st 2 weeks. Fidelity of implementation will be assessed via a staff survey that will asks whether the planned strategies were implemented. John’s card will indicate missing feedback intervals (it is presumed that there will be at least 1 10-minute whole instruction period in each class each day).</p>

Activity: Simple Behavior Plans

- Who: Teams
- What:
 - Review Simple Plan Templates
 - Determine who on the team could be the ‘lead’ in helping teachers to develop ‘simple plans’
- Timeframe: 10 minutes



Strand C, Session 3:

Progress Monitoring (Data-based decision making) for Targeted (T2) Interventions

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Session Three



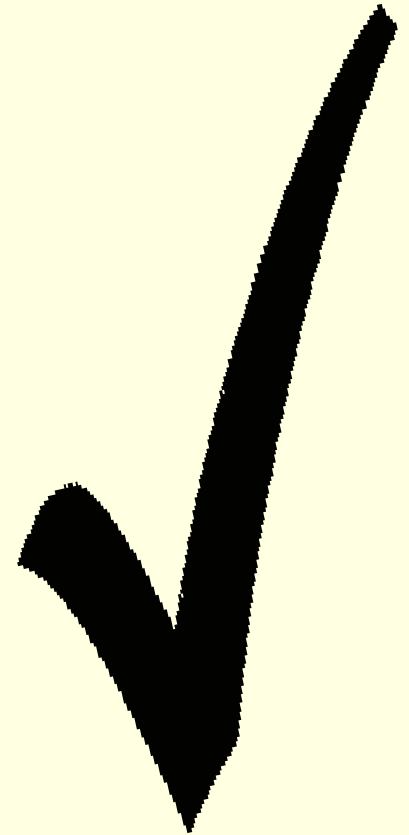
Film Clip

- Latoya (7:13)

- A mini film by Dan Habib

‘Data-Based’ in an RtI model Means That We:

1. Know HOW progress will be assessed.
2. Know WHEN progress will be assessed.
3. Know CRITERIA for fidelity of implementation of the intervention and how fidelity will be assessed.
4. Know CRITERIA for when students are responsive to intervention (it’s working) and non-responsive to intervention (it’s not working).
5. Know what to try next along a continuum of support.



Data-Based Decision Making at Tier II Secondary Systems of Behavior Support:

Types of Data Needed at Tier 2:

- Data that identifies the population of students at risk for social or academic disengagement or failure.
- Data that describes if interventions are being implemented with fidelity.
- Data that displays whether the T2 group intervention is effective (i.e., is it working for enough students to continue using this group intervention?).
- Individual student data that displays whether an intervention(s) is working for a particular student.

Data Entry for CICO-SWIS Student Progress Data

Save

Reset

Main Menu

Previous Day

Monday, March 3, 2008 03/03/2008 GO

School Status: School In

Brian Bender

Student Status: Present

% Total: 69

Period 1

3

Period 2

6

Period 3

4

Period 4

4

Period 5

4

Add Plan Change

Period 6

4

Chris Black

Student Status: Present

% Total: 89

Period 1

6

Period 2

6

Period 3

4

Period 4

6

Period 5

6

Add Plan Change

Period 6

4

Main Menu

SWIS Demo School

Data Entry

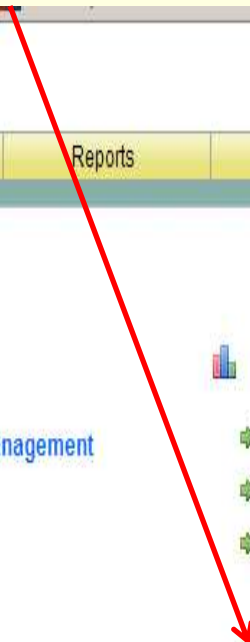
- [CICO Student Management](#)
- [CICO Data Entry](#)

Tools

- [CICO Preferences](#)

Reports

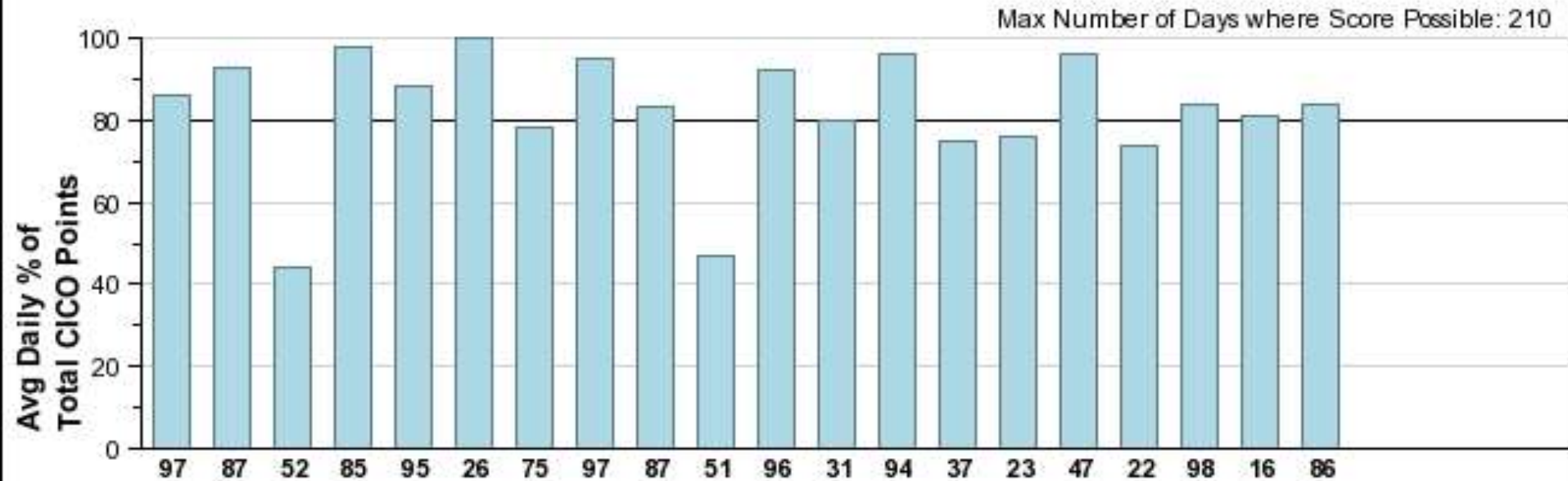
- [Individual Student Count Report](#)
- [Individual Student Period Report](#)
- [Individual Student Single Period Report](#)
- [Average Daily Points By Student](#)
- [School-wide Report](#)



Sandown North Elementary School

Teacher Check, Connect & Expect

CICO Average Daily Points By Student Report
September 1, 2008 - June 30, 2009



20 students given the intervention

14 of 20 (70%) success (averaged 80% or better)

4 partial (20%) success (averaged 70-79% and variable)

2 (10%) non-responders (averaged less than 50%)

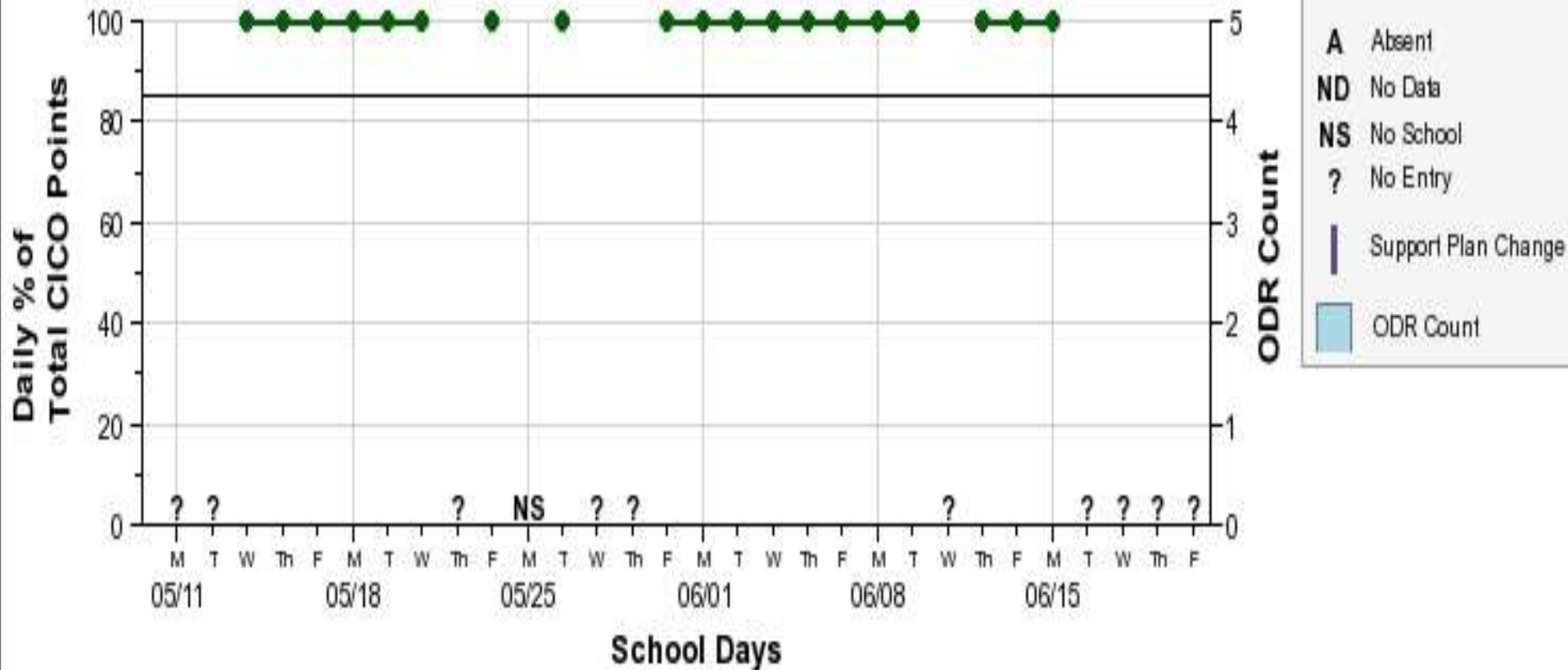
Days with Score | Student

Sandown North Elementary School

Teacher Check, Connect & Expect

Student: 2054420

CICO Individual Student Count Report
 May 9 - June 19, 2009

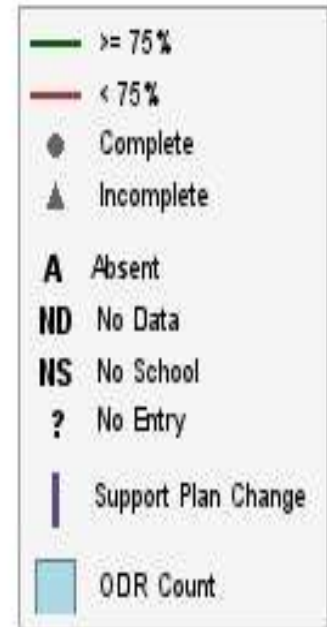
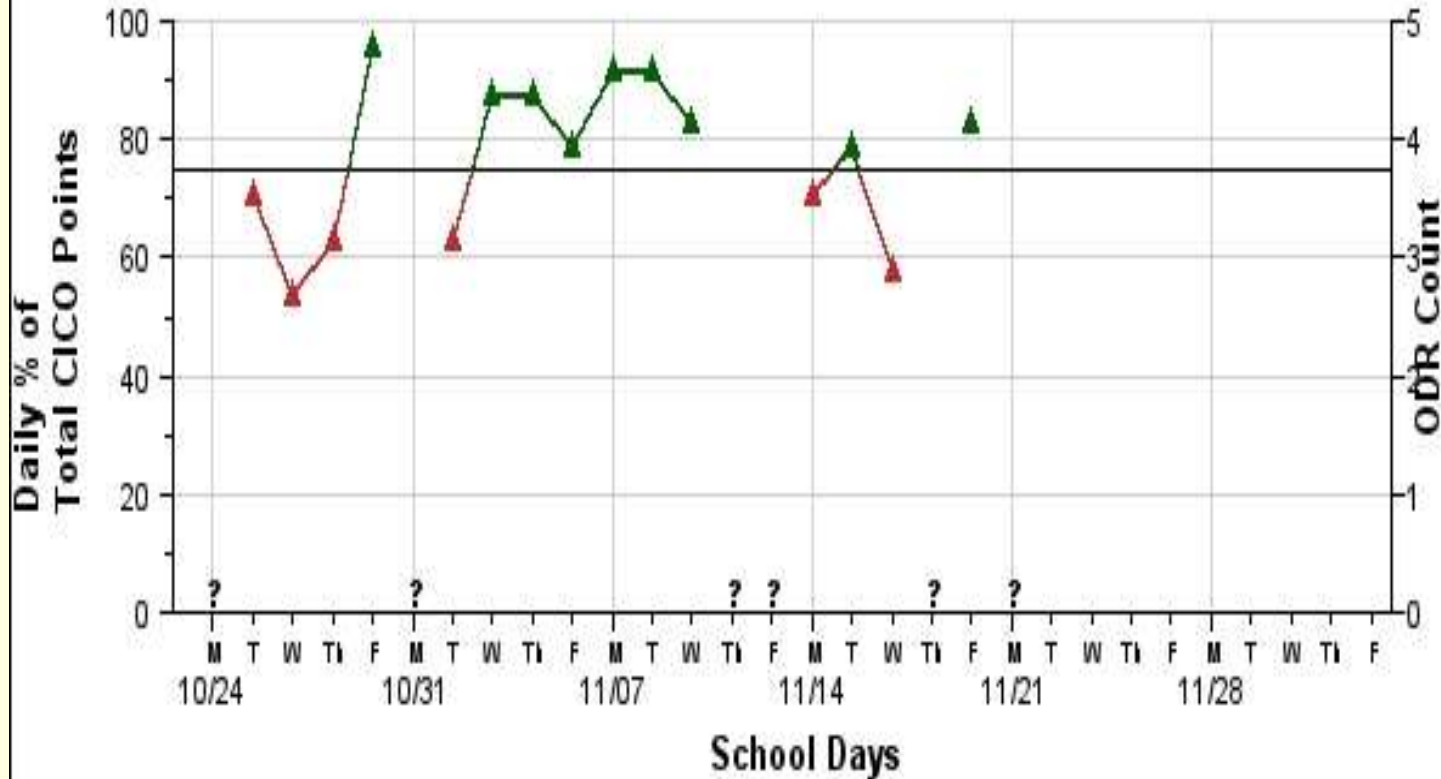


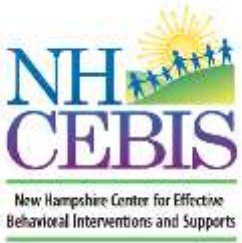
Sandown North Elementary School

Teacher Check, Connect & Expect

Student: 5337652

CICO Individual Student Count Report
October 24 - December 2, 2011





Tier 2 Success Indicators for Interventions Chart

Name of Available Intervention	Success Indicator: Outcomes that Indicate Full Success	Success Indicator Outcomes that Indicate Partial Success	Non-responsiveness Criteria: Outcomes that indicate intervention is not working
			151

Activity: Progress Monitoring Activity

- Who: Team
- What: Using the 3 (or more) interventions identified earlier today:
 - Complete the Success Indicators Chart
- Timeframe: 30 Minutes



Tier II Intervention Template

Intervention (Academic or Social-Emotional)	Lead Person	Student Need /Concern Addressed	How are Needs/Concerns Addressed ?	Entry Criteria/How Nominated for this Support	Success Indicators/Outcomes after 4-6 Weeks	Time, Days, Weeks (e.g. One 45 minute session per week for 5 weeks) if implemented with Fidelity	How and When is Progress Monitored (Data)	Who takes it from here and what will he/she do?

Activity: Progress Monitoring Activity

- Who: Team
- What: Using the success indicators from the previous activity, complete the T2 Intervention template for at least 1 intervention.
- Timeframe: 30 Minutes

Session Four



Strand C, Session 4: Vision, Mission, and Action Planning

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Outcomes for the Day

- Leave with a specific work plan with action steps for school year 2012 -2103



Our Expectations

Expectations	Leadership Team Training
Be Responsible	<ul style="list-style-type: none">■ Make sure you are comfortable & that your personal needs are met■ Address question/activity in group time before discussing “other” topics■ Address your attention to the topic and task■ Ask questions
Be Respectful	<ul style="list-style-type: none">■ Turn cell phones, beepers, PDA’s, and pagers off or to vibrate/silent■ Respect and consider every idea■ Contribute to activities and conversations
Be Prepared	<ul style="list-style-type: none">■ Bring an open mind■ Follow through



Film Clip

- Tario (10:19)

- A mini film by Dan Habib



Tier 2: Goal

- To create an environment where no student falls through the crack

Collectively agree to adhere to a philosophy that “we have never failed unless we have ceased to try”

– (Eleanor Roosevelt)



School Connectedness

- Body of research indicates students' emotional connectedness to school is directly related to their choices about activities involving drugs and violence
- EVERY student has a need for recognition, acknowledgement, purpose, belonging, and competence



How do we accomplish the goal?

- Create systems to support students at multiple levels in both academics and behavior
 - This requires the adults to be relentless in finding something that will work to make every child successful



STAGES of IMPLEMENTATION

(Fixsen, Blasé, 2005)

Exploration/
Adoption

- *Should we do this?*

Installation

- *Put resources and systems in place*

Initial
Implementation

- *Initial pilots and assess results*

Full Implementation

- *The practice was successful, adopt system-wide*

Innovation

- *Adopt variations of the practice and assess results*

Sustainability

- *Make this the way of doing business*

Managing Complex Change

Vision	Skills	Reflective Practice	Resources	Action Plan	Incentives	=Change
	Skills	Reflective Practice	Resources	Action Plan	Incentives	=Confusion/ Conflict
Vision		Reflective Practice	Resources	Action Plan	Incentives	=Poor Quality
Vision	Skills		Resources	Action Plan	Incentives	=Stagnation
Vision	Skills	Reflective Practice		Action Plan	Incentives	=Frustration
Vision	Skills	Reflective Practice	Resources		Incentives	=Treadmill
Vision	Skills	Reflective Practice	Resources	Action Plan		=Resistance





Identify Options & Assess Feasibility

- Needs
- Fit
- Resource availability
- Evidence
- Readiness for replication or degree to which it is operationalized
- Capacity



BST Team:
STAGE OF IMPLEMENTATION
(exploration/adoption; installation; initial implementation; full implementation; innovation)

ACTIVITIES- STEPS WE NEED TO COMPLETE TODAY	INFORMATION, HELP WE NEED	CRITERIA FOR COMPETION (OUTCOMES, PRODUCTS)

Big ideas

1. Know Team Mission and Effective/Efficient Team Functioning.
2. Finding the ‘right’ students using: screening/inventory, risk indicators, or teacher nomination:
 - Students who are Non-Responsive to Tier 1, but who do not have intensive needs.
3. Ensure efficient access to group interventions that address functions of behavior and/or skill-building.

BSTC Tier 2 Implementation Checklist

- Checklist for Tier 2 systems and practice features used to assess and action plan the building of effective Tier 2 systems and practices.

Planning Activity

- Who: Teams
- What: Consider the features discussed yesterday:
 - Nomination via screening or Responsiveness Inventory or Screening
 - Nomination via behavioral risk indicators
 - Nomination by teacher
 - Targeted Group Interventions
 - Simple Behavior Plans
 - Progress Monitoring
- Organize a timeline and action plan for implementation of T2 systems, practices and data for 2012-13.
- Timeframe: Remainder of morning



Tier 2 Start Up Plan (cont.)

Team Activity	Target Date	Date Completed/ Evidence
Team assesses and revises Tier 2 Behavior Flow Chart with decision rules	October 20, 2012	
Team creates a communication plan, identifies methods for creating 2-way communication and referral system with faculty, families, policy makers and community members	November 1, 2012	
Team presents initial plan and data to faculty	November 1, 2012	
Team plans first set of interventions (CI/CO, Stress management , Social skills argetef Group Interventions I,Smple FBAS) including teacher training	By December 15, 2012	
Team trains faculty, administrators, students and implements first Tier 2 interventions	Begin January 20, 2013	
Team assesses implementation	Ongoing beginning Jan 2012 January 1, 2013	



Tier 2 Data Collection

CHECKLIST	PURPOSE & WHO COMPLETES	FALL	SPRING
<u>Behavior Support Team Checklist</u> (for BST)	For Team to assess implementation of Tier 2 behavior support system, data, and practices.	By October 15	By May 1
Collaborative Team Process Checklist	To develop and assess status of Team organization and efficiency	By October 15	By May 1
Tier 2 Student Tracker	Assess responses of individual students to group and individual interventions.	Monthly	
Intervention – specific Checklists (CI/CO Roll out checklist, FBA evaluation checklist)	Ensures comprehensive planning for implementation of specific interventions. Completed by BST Team or sub-committee of Team	By November 1, ongoing	By May 1
BST Tier 2 Flow Chart	Completed a revisited by U Team annually, with input from all staff.	Created within 3 months of start up, revisited each Fall	



Developing a Measurable Goals

- **Goal:** Outcome: *What do we want to achieve? Where do we want to be? What do we want to know?*
- **Problem:** *Where are we? Scope and context through use of data to tell define problem? Achieve precise problem statement?*



Developing a Measurable Goals

- **SPECIFIC OBJECTIVES** with criteria for success based on data; *What exactly do we want to achieve by when?*
- **TOOLS, MEASURED** by....
- **List specific activities/ ACTION ITEMS** to support goal *What? Who? When? Where/ How?; strategic plan which creates structure*
- **MONITOR/EVALUATE:** use data to assess work- *did it work?*



Goal Setting Activity

Based upon the data:

By June 2013, we will have accomplished:

- Specific measures:



Goal

Action Item	Who is Responsible	Due Date

Q and A Prior to Action Planning

Availability of Coaches During Action Planning

Adjourn!

- Enjoy the rest of the Summer!