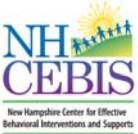# Session 5: Tier 3 Systems Overview and Chamberlain Street Tier 3
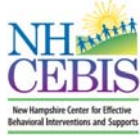
Eric Mann, MSW
NH Center for Effective Behavioral Interventions
& Supports at SERESC
www.nhcebis.seresc.net
(603) 206-6820

Abby Hood, Assistant Principal,
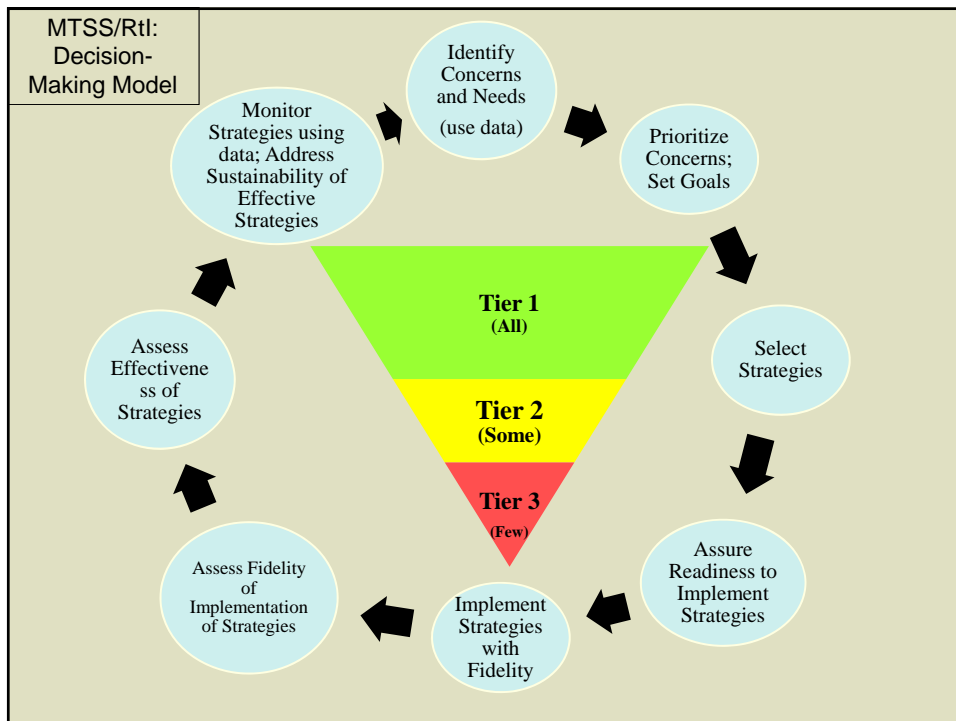Chamberlain Street Elementary School, Rochester, NH

Agenda

12:30 – 1:15	Eric Mann
	Tier 3 Overview
1:15 – 1:30	Abby Hood
	Tier 3 at Chamberlain ES, Rochester, NH

Tier 3 Systems Overview and Chamberlain Street Tier 3 Manual

- This session will feature an overview of Tier 3 systems and practices and a presentation of Chamberlain Street Elementary School's Tier 3 systems Manual.

- Chamberlain's manual provides an example of a *work in progress* in an elementary school for organizing a Tier 3 system and clarifying their Tier 3 philosophy, practices, and processes.

MTSS/RtI: Decision-Making Model

Identify Concerns and Needs (use data)

Prioritize Concerns; Set Goals

Monitor Strategies using data; Address Sustainability of Effective Strategies

Select Strategies

Tier 1 (All)

Tier 2 (Some)

Tier 3 (Few)

Assess Effectiveness of Strategies

Assure Readiness to Implement Strategies

Assess Fidelity of Implementation of Strategies

Implement Strategies with Fidelity

"Ready to Learn"

(Socially, Emotionally and Academically)

is the Primary Goal of Systems of Support at Tier 1, Tier 2, and Tier 3

Tier 3
Knowledge, Systems And Practices
Muscott & Mann
(2007; 2015)

1. Tier 3 Systems Team

2. School-Based Nomination and Activation; Individual Teams

3. Behavioral and Emotional Escalation

4. Engaging Families with Children with Intensive Needs

5. Intensive FBA & Behavior Support Plans

6. Facilitated Referral Process to Community-Based Supports:
MH Supports; Multi-Disciplinary Team; Wraparound; RENEW

7. Multi-Disciplinary Problem-Solving Team

8. Family and Person-Centered Planning
(Wraparound and RENEW)

Building Relationships

School RTI Tier III Oversight Team

1. Meets regularly
2. Oversees Tier III nomination process, T3 systems, and T3 support implementation.
3. Identifies system needs and coordinates commensurate supports.
4. Activates and coordinates access to supports.
5. Assures capacity to develop intensive support plans.

School RTI Tier III Oversight Team

6. Assures training, coaching & support for school staff to implement intensive support plans.
7. Uses data to guide decisions.
8. Monitors fidelity of implementation of plans and impact of interventions.
9. Communicates with key stakeholders (Tier 1 and 2 teams, parents/families, staff, administrators, community partners).

Tier 3

Thoughts

Behavior Plans at Tier 3

Behavior Plans that **rely** solely on *Reward & Consequence* are not effective when there are significant Executive Skills weaknesses

(especially when these weaknesses are in *Response Inhibition, Mental Flexibility* and *Emotional Regulation*)
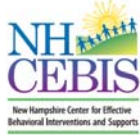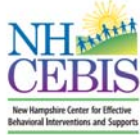
What is a "Good" Day?

It's a better day when there have been *managed* struggles (even if not perfectly) than a perfect behavior day when the stars, moon and Earth are aligned (i.e., low stress).
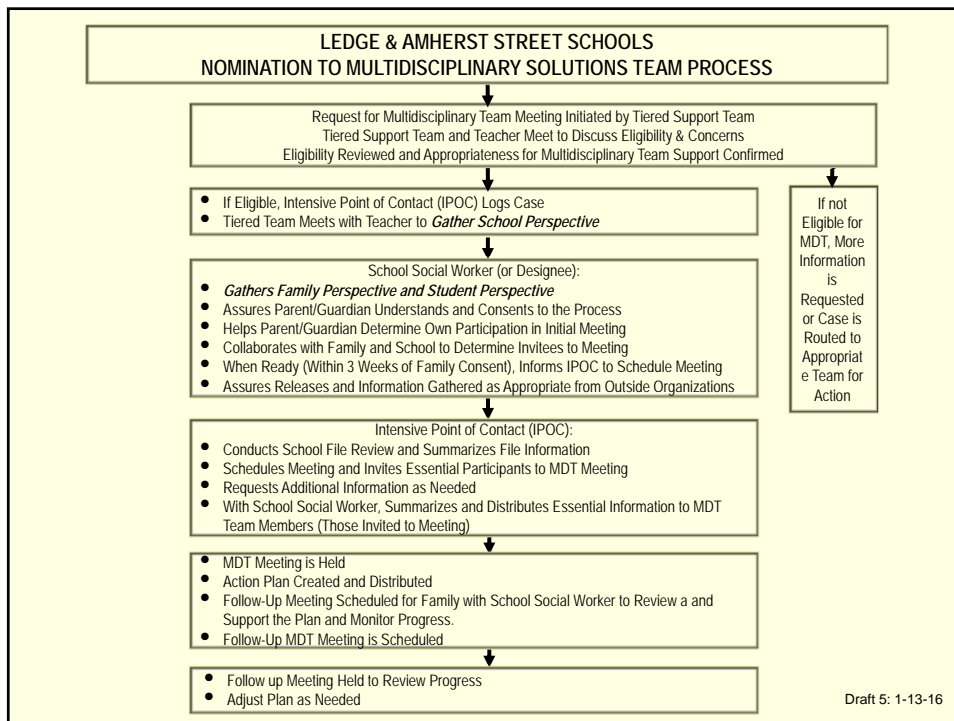
Daily Feedback Form

Date:_____ Student: _____	Executive Skill Focus Response Inhibition (Impulse Control)	Zone Assessment (Indicate: Adult-Assessed or Self-Assessed):	Stress Strategies Self-Implemented or Prompted (to get Ready to Learn)	Time In Class:	Time On Task:
	What to Notice: Thoughtful Decision-Making: • Raises hand • Considers options before acting • Shows physical control especially if frustrated (e.g., places book down instead of slamming it) • Does "Zone Assessment" • Effectively uses Stress Strategy	☐ Green Zone: Ready To Learn ☐ Blue: Sad; Sick; Tired; Bored; Slow Motor ☐ Yellow: Frustrated; Worried; Agitated; Defensive; Silly; Jumpy; Excited ☐ Red: Furious/Angry; Very Anxious or Scared; Depressed; Yelling/Hitting; Non-Communicative; Feeling Out of Control	☐ Deep Breath (3) (breathe in - count 5; hold for 3; slowly release) ☐ Mindfulness Break ☐ Movement Break (2 minutes) ☐ Positive Thinking ☐ Schedule Meeting ☐ Other:	2 = Time In Class: 75 - 100% 1 = Time In Class: 50 - 75% 0 = Time In Class: < 50%	2 = Time On-Task: 75 - 100% 1 = Time On-Task: 50 - 75% 0 = Time On-Task: < 50%
Class:	Notice Points:		Strategy Used:		
A Period					
B Period					
C Period					
D Period					
E Period					
F Period					
G Period					
Totals					

Tier 3 Plan Development

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If you can't make sense of a child's behavior, then you can't develop a sensible plan.

LEDGE & AMHERST STREET SCHOOLS
NOMINATION TO MULTIDISCIPLINARY SOLUTIONS TEAM PROCESS

Request for Multidisciplinary Team Meeting Initiated by Tiered Support Team
Tiered Support Team and Teacher Meet to Discuss Eligibility & Concerns
Eligibility Reviewed and Appropriateness for Multidisciplinary Team Support Confirmed

- If Eligible, Intensive Point of Contact (IPOC) Logs Case
- Tiered Team Meets with Teacher to *Gather School Perspective*

School Social Worker (or Designee):
- *Gathers Family Perspective and Student Perspective*
- Assures Parent/Guardian Understands and Consents to the Process
- Helps Parent/Guardian Determine Own Participation in Initial Meeting
- Collaborates with Family and School to Determine Invitees to Meeting
- When Ready (Within 3 Weeks of Family Consent), Informs IPOC to Schedule Meeting
- Assures Releases and Information Gathered as Appropriate from Outside Organizations

Intensive Point of Contact (IPOC):
- Conducts School File Review and Summarizes File Information
- Schedules Meeting and Invites Essential Participants to MDT Meeting
- Requests Additional Information as Needed
- With School Social Worker, Summarizes and Distributes Essential Information to MDT Team Members (Those Invited to Meeting)

- MDT Meeting is Held
- Action Plan Created and Distributed
- Follow-Up Meeting Scheduled for Family with School Social Worker to Review a and Support the Plan and Monitor Progress.
- Follow-Up MDT Meeting is Scheduled

- Follow up Meeting Held to Review Progress
- Adjust Plan as Needed

If not Eligible for MDT, More Information is Requested or Case is Routed to Appropriate Team for Action

Draft 5: 1-13-16

MDT Solutions Team Forms

- Family 1-Pager
- MDT Planning Process
- Action Planning Form
- Request Form (Referral Criteria)
- Invitees Form (Meeting Team)
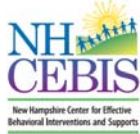
MDT Perspective Forms

- School Perspective
- Family Perspective
- Student Perspective

Differences in Psychological Worlds: A Student in Stress and a Helpful Adult

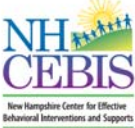|	A Person (Student) in Stress:	A Helpful Adult:
Perceptions	Concrete One-dimensional Sees One Perspective (Own)	Diverse Can Consider Multiple Perspectives
Thoughts	Negative Thinking Irrational/ Illogical Stuck (Options Limited) Fight, Flight or Freeze Only My Needs Matter	Logical Cognizant of Options Positive Self-Talk How Do I Validate the Child's Experience? Seeks to Understand; Then be Understood Thinks WIN-WIN
Feelings	Flooded Volatile Defensive; Self-Protective	Accepts & in Control of Feelings (via thoughts) Calm
Behaviors	Aggressive; Passive-Aggressive; Resistant; Withdrawn	Models Self-Control Responds to Student's Needs Rather Than Their Behavior

Differences in Psychological Worlds: A Student in Stress and an Adult in Stress

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	Student in Stress Reactions	Staff in Stress Reactions
Perceptions	One-dimensional Sees Only One Perspective	One-dimensional Sees Only One Perspective
Thoughts	Negative Thinking Stuck (Options Limited) Irrational/ Illogical/Generalized	Negative Thinking Stuck (Options Limited) Irrational/ Illogical/Generalized
Feelings	Flooded Volatile	Flooded Volatile
Behaviors	Aggressive; Passive-Aggressive; Passive-Resistant	Aggressive; Passive-Aggressive; Passive-Resistant

Conflict Cycle
(Life Space Crisis Intervention (LSCI) Institute)

- Tier 3 systems Team should assure that all children with intensive social, emotional, and behavioral support needs have access to well-trained adults.

- All adults who work with these children should understand the dynamics of Conflict Cycle.

- Understanding a student's stressors and what the stress stirs in the student can help adults avoid a conflict cycle.

The Conflict Cycle
(Life Space Crisis Intervention (LSCI) Institute)

STUDENTS SELF CONCEPT
IRRATIONAL BELIEFS

STRESSFUL EVENT

STUDENT'S THOUGHTS

STUDENT'S FEELINGS

ADULT/ PEER REACTIONS

STUDENT'S OBSERVABLE BEHAVIOR

© Life Space Crisis Intervention Institute
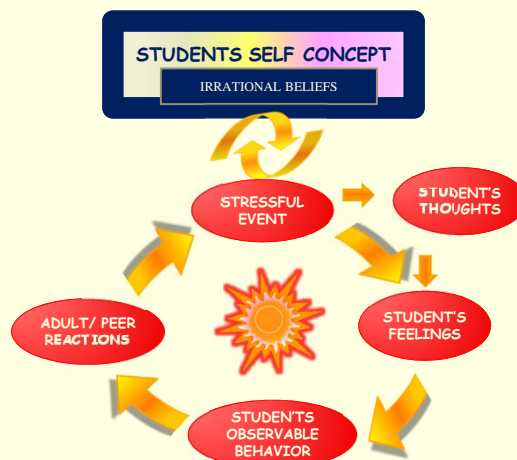
Life Space Crisis Intervention
Three Possible Outcomes of a Crisis

Staff- Child Relationship Improved

Staff- Child Relationship Unchanged

Staff- Child Relationship Damaged
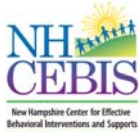
Escalation

Unwittingly Adults Often Contribute to Student Escalation and Crisis.

The Key is Preparation and Paying Attention to Our Own Stress.

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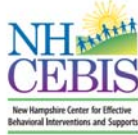
- Sometimes we get so wrapped in our own present stress that we miss opportunities to lighten the stress of others.

- If we can lighten ours enough to focus on lightening theirs first, we may end up breathing easier.
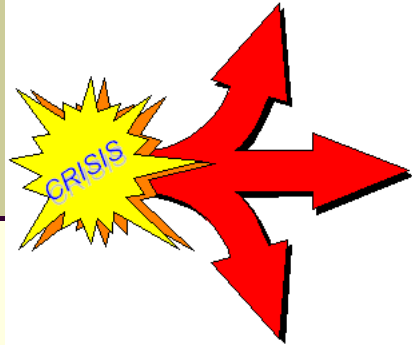
- When our own stress is high, we have more trouble seeing someone else's perspective and more trouble considering our own options.

- When stressed, we seek to get our own needs met, we seek our most efficient means for quick relief.

- When stressed, we easily forget the mantra: *"Seek first to understand, then to be understood"*.

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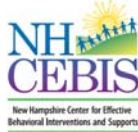
Escalating Behavior Paradigm
Colvin (1992); Walker, Colvin, & Ramsey (1995)

- Adults who work with children with intensive support needs should understand the *Escalating Behavior Paradigm.*
- By observing the process of escalating behavior (which can be viewed via acting out or acting in), we can identify:
  - Student Stressors
  - Responses that might work
  - Responses that won't work
  - When to intervene and when to provide space/time
  - When to get outside support
- Using this paradigm we can also be reminded of the student "at their core".

Acting-out or "Acting-in" Behavior Process

5. Peak

Period of Escalation

A time when the student calls upon existing coping skills to resolve a problem presented by a trigger

4. Acceleration

Period of De-escalation

This phase marks the beginning of the student's disengagement and reduction in severity of behavior. Students are still not especially cooperative or responsive to adult influence

6. De-escalation

3. Agitation

2. Triggers

1. Calm (Ready to Learn)

7. Recovery

Time

Sources: Colvin (1992); Walker, Colvin, & Ramsey (1995)   25

Escalating Behavior Process – Arnie (this is a work in progress)

Sources: Colvin (1992); Walker, Colvin, & Ramsey (1995)

4. Acceleration

4. Acceleration: May respond intensely to perceived reprimand, disappointment, negativity. Can't be "reasoned with". Reaction may be escape (leaves), aggressive refusal or non-compliance "I won't do it!"; or Communication shut-down (non-communicative); can be aggressive to or exploitative with peers; stuck or fixated – holds onto negative thoughts/feelings; very inflexible; self-worth is highly vulnerable; blames others -- will not take responsibility for his part in a conflict; feelings may include a sense of panic and desperation (a need for relief); may feel that he has to act quickly to gain self-control. Very limited capacity to choose his behavior – operating on auto-pilot. Goals, values and interests don't matter; Acceleration may come rapidly following a stressor depending on the intensity and volume of the stressor itself and the presence of other stressors.

5. Peak

Peak: Height of Arnie's behavioral response to an undaunted or exacerbated stressor. Total communication shut-down; Refusal to talk or work; Physical escape from the setting is highly likely. Self-worth is extremely low – from "I can't do anything" to "I am worthless" (this can sustain during de-escalation and recovery). If verbalizing at all it is for blame and aggression against others for the current situation. Find safe place. Provide space. No verbal mediation is possible. Apply emotional drain-off and emotional first aid.

6. De-escalation

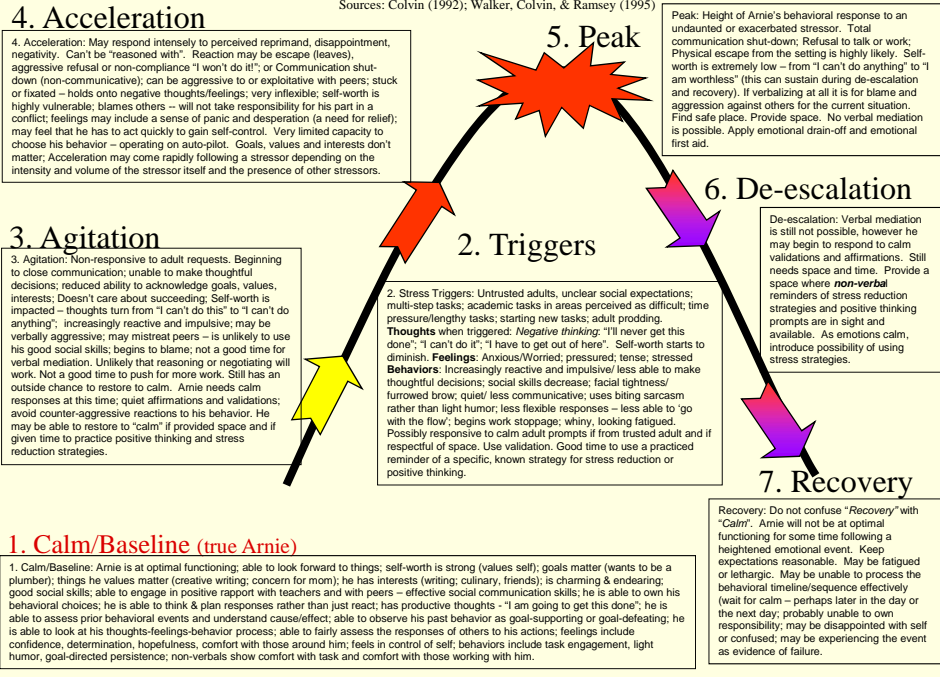De-escalation: Verbal mediation is still not possible, however he may begin to respond to calm validations and affirmations. Still needs space and time. Provide a space where *non-verbal* reminders of stress reduction strategies and positive thinking prompts are in sight and available. As emotions calm, introduce possibility of using stress strategies.

3. Agitation

3. Agitation: Non-responsive to adult requests. Beginning to close communication; unable to make thoughtful decisions; reduced ability to acknowledge goals, values, interests; Doesn't care about succeeding; Self-worth is impacted – thoughts turn from "I can't do this" to "I can't do anything"; increasingly reactive and impulsive; may be verbally aggressive; may mistreat peers – is unlikely to use his good social skills; begins to blame; not a good time for verbal mediation. Unlikely that reasoning or negotiating will work. Not a good time to push for more work. Still has an outside chance to restore to calm. Arnie needs calm responses at this time; quiet affirmations and validations; avoid counter-aggressive reactions to his behavior. He may be able to restore to "calm" if provided space and if given time to practice positive thinking and stress reduction strategies.

2. Triggers

2. Stress Triggers: Untrusted adults, unclear social expectations; multi-step tasks; academic tasks in areas perceived as difficult; time pressure/lengthy tasks; starting new tasks; adult prodding. **Thoughts** when triggered: *Negative thinking*: "I'll never get this done"; "I can't do it"; "I have to get out of here". Self-worth starts to diminish. **Feelings**: Anxious/Worried; pressured; tense; stressed **Behaviors**: Increasingly reactive and impulsive/ less able to make thoughtful decisions; social skills decrease; facial tightness/ furrowed brow; quiet/ less communicative; uses biting sarcasm rather than light humor; less flexible responses – less able to 'go with the flow'; begins work stoppage; whiny, looking fatigued. Possibly responsive to calm adult prompts if from trusted adult and if respectful of space. Use validation. Good time to use a practiced reminder of a specific, known strategy for stress reduction or positive thinking.

7. Recovery

Recovery: Do not confuse "*Recovery*" with "*Calm*". Arnie will not be at optimal functioning for some time following a heightened emotional event. Keep expectations reasonable. May be fatigued or lethargic. May be unable to process the behavioral timeline/sequence effectively (wait for calm – perhaps later in the day or the next day; probably unable to own responsibility; may be disappointed with self or confused; may be experiencing the event as evidence of failure.

1. Calm/Baseline (true Arnie)

1. Calm/Baseline: Arnie is at optimal functioning; able to look forward to things; self-worth is strong (values self); goals matter (wants to be a plumber); things he values matter (creative writing; concern for mom); he has interests (writing; culinary, friends); is charming & endearing; good social skills; able to engage in positive rapport with teachers and with peers – effective social communication skills; he is able to own his behavioral choices; he is able to think & plan responses rather than just react; has productive thoughts - "I am going to get this done"; he is able to assess prior behavioral events and understand cause/effect; able to observe his past behavior as goal-supporting or goal-defeating; he is able to look at his thoughts-feelings-behavior process; able to fairly assess the responses of others to his actions; feelings include confidence, determination, hopefulness, comfort with those around him; feels in control of self; behaviors include task engagement, light humor, goal-directed persistence; non-verbals show comfort with task and comfort with those working with him.

The behavioral event that caused adult intervention is often *not* the best place to discover reasons for the behavior or effective solutions.

The Six Stages of an LSCI Interview

Stage 1: Drain Off
Staff helps drain off the student's intense feelings while controlling one's own counter-aggressive reactions

Stage 2: Timeline
Staff uses relationship skills to obtain and validate the student's perception of the crisis

Stage 3: Central Issue
Staff determines if the crisis represents one of the six LSCI patterns of self-defeating behavior

Diagnostic Stages

Stage 4: Insight
Staff uses clinical skills to pursue the student's specific pattern of self-defeating behavior for personal insight and accountability

Stage 5: New Skills
Staff empowers student by teaching new skills to change the pattern of self-defeating behavior

Stage 6: Transfer of Training
Staff strategically helps the student plan for re-entry to the classroom and reiterates plans to help the student use and generalize new skills

Reclaiming Stages

RAFT (Reflection and Focus Time) — Re-Entry Form

RAFT (Reflection and Focus Time)
Mann, 2015
Re-Entry Form

Student:_____ RAFT Facilitator:_____ Date:_____
　　　　Time:_____ Providing this form to:_____

1. Student's emotional level on arrival to RAFT was:

- ☐ Calm (body and voice are relaxed; is communicating effectively using words; emotionally well-regulated)
- ☐ Agitated or defensive (body is rigid or hyper-energized; easily angers or is resistant to verbal communication: may manifest in either externalized or internalized behavior)
- ☐ Accelerated (in a sustained highly emotional state; unavailable to verbal support or mediation)
- ☐ Peak (may be unsafe to self or others; may require physical containment)

2. Student was able to:

- ☐ Drain-off emotions and calm down (is "Calm" per definition above).
- ☐ Clearly describe his/her perspective of the events prior to, leading up to, and during emotional acceleration.
- ☐ Identify stressors that may have contributed to his/her responses/actions:
  _____.
- ☐ Identify a strategy to help regain better self-control (e.g., stress reduction strategy; make a plan for dealing with stressful issue) _____.
- ☐ Demonstrate readiness to re-enter classroom (or related context) through engaged behavior and evidence of effective self-management (per 'Calm' definition above).

**3. If the above items in #2 were not achieved, briefly explain why student is returning to (re-entering) class:**
_____
_____.

4. Anything teacher needs to know:_____.

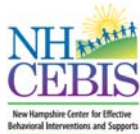**5. If needed, identify plan to contact home (teacher, behavioral support, or administrator):**
_____.

Re-entry Plan

Student:_____ Date:_____ Time:_____

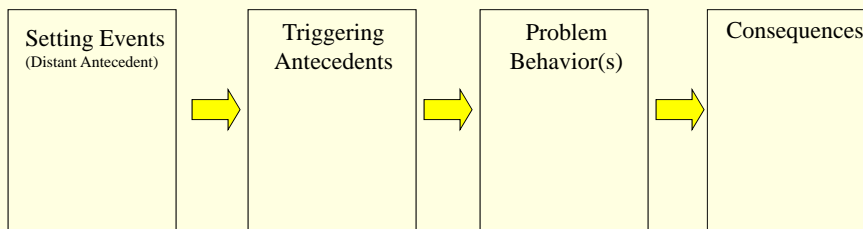| Teacher Role:	Facilitator Role:	Student Role:
• **Begin with the End in Mind:** *Act in ways that will increase the likelihood that re-entry will be successful:* • **Let go of emotions that will make successful re-entry less likely.** • **Sincerely welcome student back.** • **Validate student perspective.** • **Model Responsibility or Accountability:** *if appropriate, model ownership for your own part in the conflict.* ✓ if recommended: ☐ Complete data form: 　☐ Minor 　☐ Major ☐ Contact parent: promote partnership ☐ Other:_____ _____	• **Follow-up with teacher** (*Seek First to Understand:* get teacher perspective; check on re-entry plan). • **Follow-up with student** (*Synergize:* check on the plan; provide recognition for successful re-entry). • **Complete re-entry form** ✓ if to do: ☐ Contact parent: promote partnership ☐ Other:_____ _____ _____	• **Practice successful re-entry with RAFT facilitator** Check (✓) If student was able to: ☐ **Seek First to Understand/ Then to be Understood:** *able to see other's perspective* ☐ **Think Win-Win:** *Win-Win Plan:*_____ _____ ☐ **Choose His/Her Weather:** *(Strategy that helped student "choose his/her weather" and return with a positive attitude):* _____ _____

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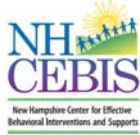
Function:
'To Get or Avoid', that is the question

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

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Function Based Behavior Pathway

Routine (Context or Activity):

Setting Events (Distant Antecedent)	Triggering Antecedents	Problem Behavior(s)	Consequences

Hypothesis of Maintaining Consequence:

Hypothesis of Function: 32

Tier 3 at Chamberlain ES

Abby Hood, Assistant Principal,

Chamberlain Elementary School

Rochester, NH