



# Intensifying Social, Emotional, and Behavioral Supports Session 1

Winter 2024

[mimtsstac.org](http://mimtsstac.org)

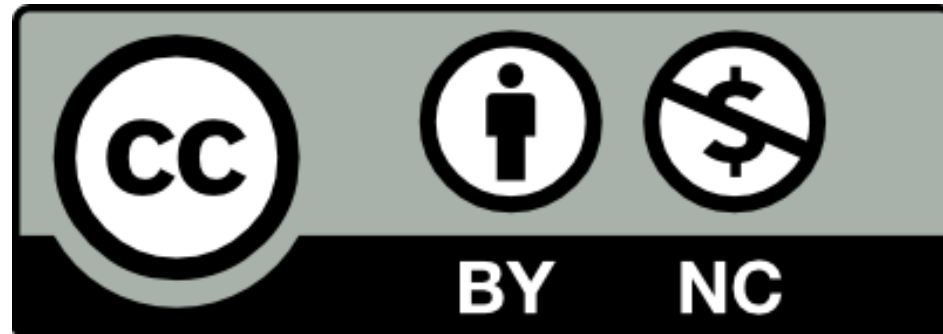


# Acknowledgments

The content for this training day was developed based on the work of:

- National Center on Positive Behavioral Interventions and Supports
- National Center on Intensive Interventions

# Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Purpose

This series focuses on the data, systems, and practices for increasing the intensity of behavioral support for students with the most persistent social, emotional, and behavioral needs.

# Intended Outcomes

1. Define Tiers 2 & 3
2. Describe data-based individualization with a focus on behavioral supports
3. Define the role of the Multidisciplinary Team (MDT)
4. Determine how to use and analyze data to determine when and how to intensify intervention supports
5. Review examples and resources that can be applied to their school or district settings
6. Explore ways to integrate school-based mental health providers to ensure a single system of delivery

# Agenda

1.0 Defining Tier 2 and Tier 3

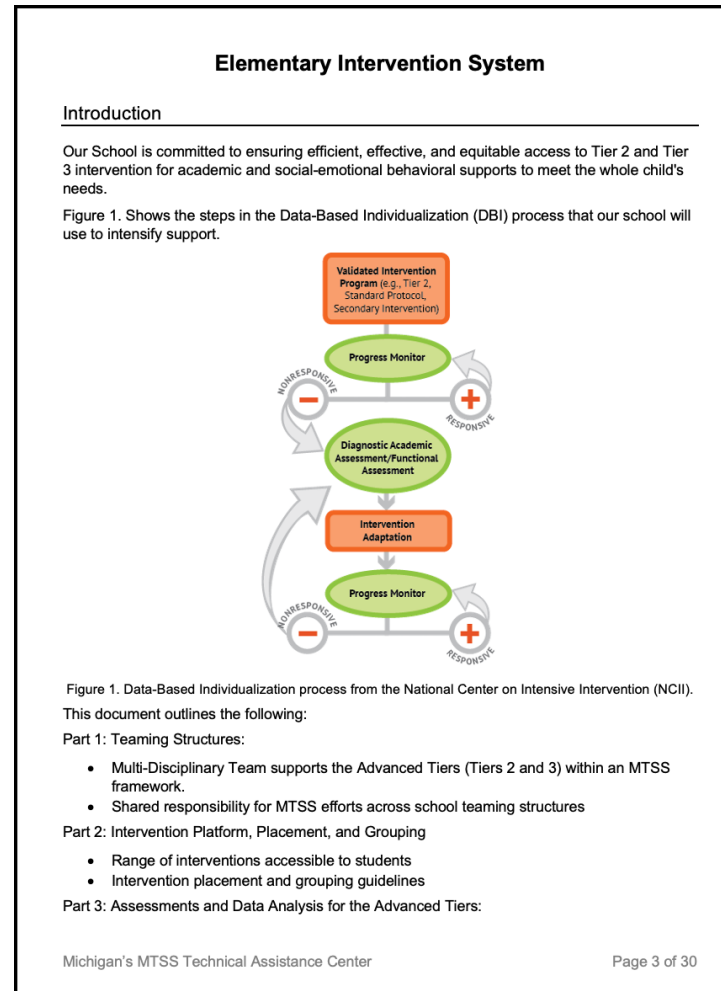
2.0 Multi-Disciplinary Team

3.0 Intervention Platform

4.0 Wrap Up & Next Steps



# Example Intervention System



# 1.0 Intensifying Interventions

# Social, Emotional, and Behavioral Interventions

Promote **well-being** and **mental health**:

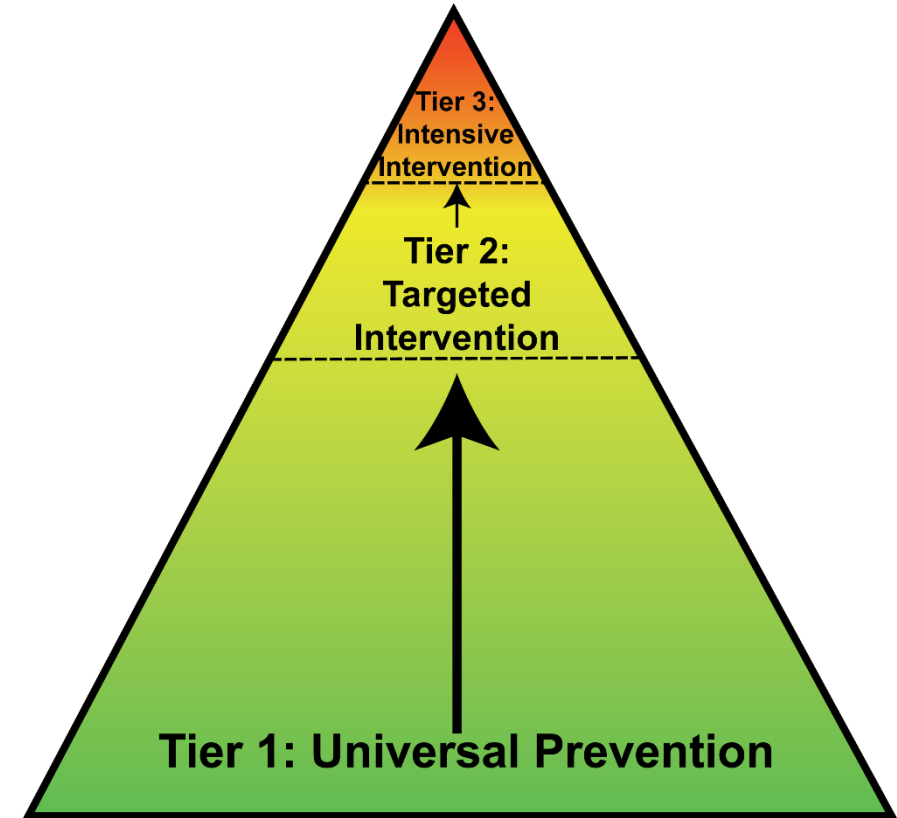
- Social – how we interact
- Emotional – how we feel
- Behavioral – how we act

## **SEB Intervention Examples**

- Check-In Check-Out
- Social Skills Intervention Groups
- Attendance Check-In

# A Traditional Approach to MTSS

- You must have a strong Tier 1, before you can work on Tier 2 (or 3)
- Students placed **IN** Tiers
- The general education teacher is responsible for Tier 1 and Tier 2
- If Tier 1 and 2 fail, a student problem solving process begins
- Special education and Mental Health services are outside of the MTSS system



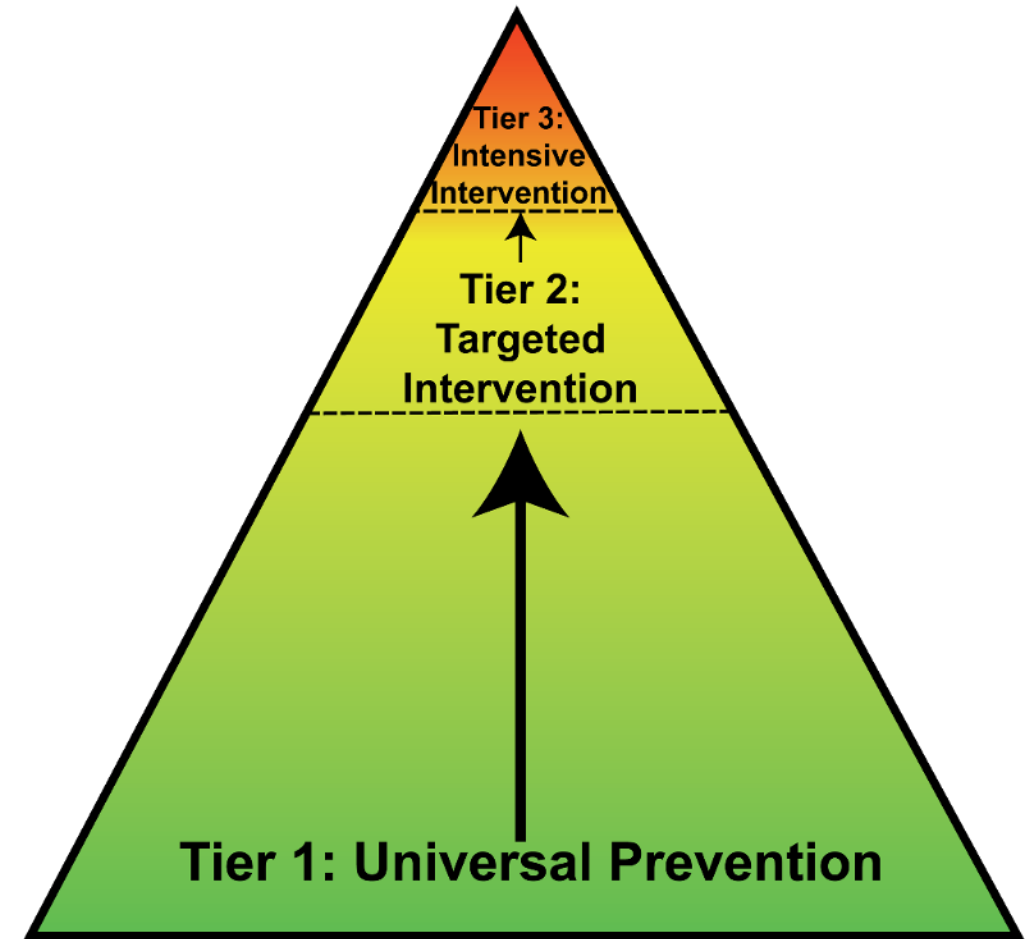
# Challenges with the Traditional Approach

- The “Tier 1 Problem” is never solved
- Students are not their tier
- Special Education and Mental Health services (staff, students, instruction) are excluded
- Student problem-solving approach is deficit-based
- No team-based leadership in the advanced tiers
- Indistinct implementation of Tier 2

# Activity 1.1

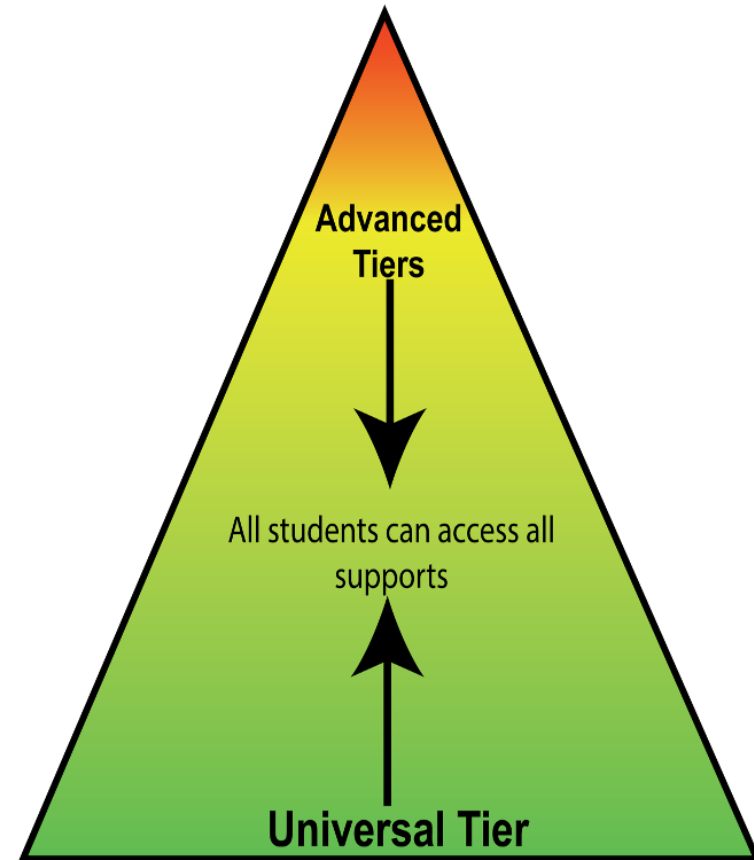
Consider your context:

- Who and/or what teaming structure makes decisions about Tiers 2-3?
- Where are students with IEPs served?



# An Alternate Approach

- **Students** - flexibly move within varying levels of instructional support
- **Teams** - Schools work to improve both the Advanced and Universal Tiers simultaneously
- **Resources** - All students receive high quality Tier 1 students who need it, participate in a validated intervention platform



## Defining Tier 2

- Focus on students performing below grade-level expectations
- Interventionists deliver Tier 2 interventions chosen from the **Intervention Platform**
- Interventions include specialized instructional procedures, duration, and frequency
- The selected intervention may be enhanced with the addition of evidence-based practices that are also listed in the intervention platform
- Quick access to interventions that are matched to student
- Increased intensity of data collection to adjust our intervention
- A Multi-Disciplinary Team oversees the development and use of the infrastructures to support effective intervention instruction

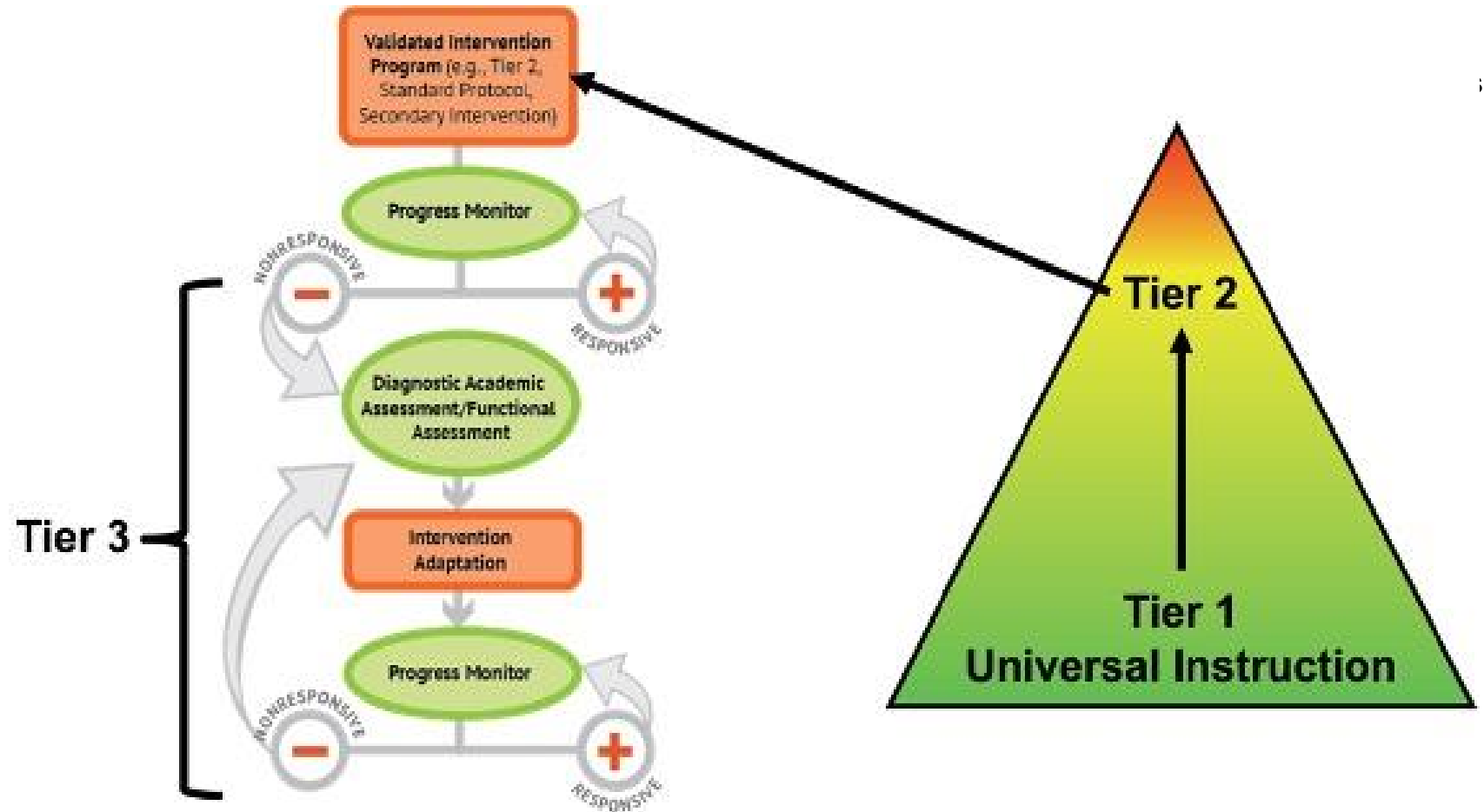


## Defining Tier 3

- Most intensive level of intervention support for general education and special education learners
- Defining features include:
  - ⑩ Student individual year-end goals are established (visible on progress monitoring graphs)
  - ⑩ Instructional materials and practices are matched to student's needs
  - ⑩ **Validated interventions** are still implemented with individualized adjustments (sometimes made even before intensive intervention begins)
  - ⑩ Progress monitoring data are used over the course of the intensive intervention to formatively evaluate and individualize the instruction

# DBI, a Process for Intensifying Instruction

- Data-based Individualization (DBI)
- Also referred to as **Intensifying Intervention Instruction**



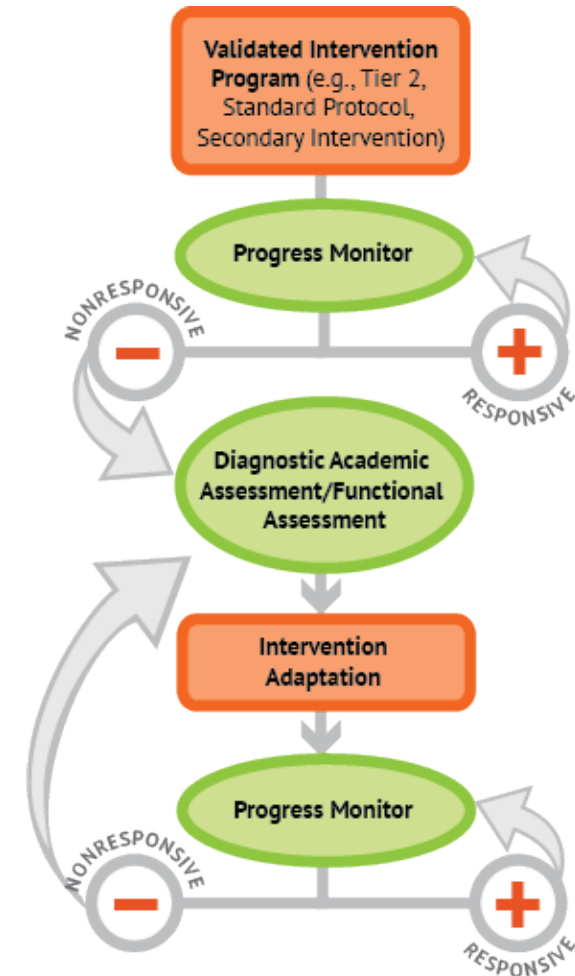
# 5 steps in the DBI Process

1. Implement a Validated Intervention Program
2. Monitor Progress

**If students don't respond...**

3. Collect diagnostic academic or functional behavior data
4. Design and implement an intervention adaptation
5. Monitor progress in the adapted intervention

**Repeat steps 3-5 until student responds (is on track to meet grade level benchmark)**

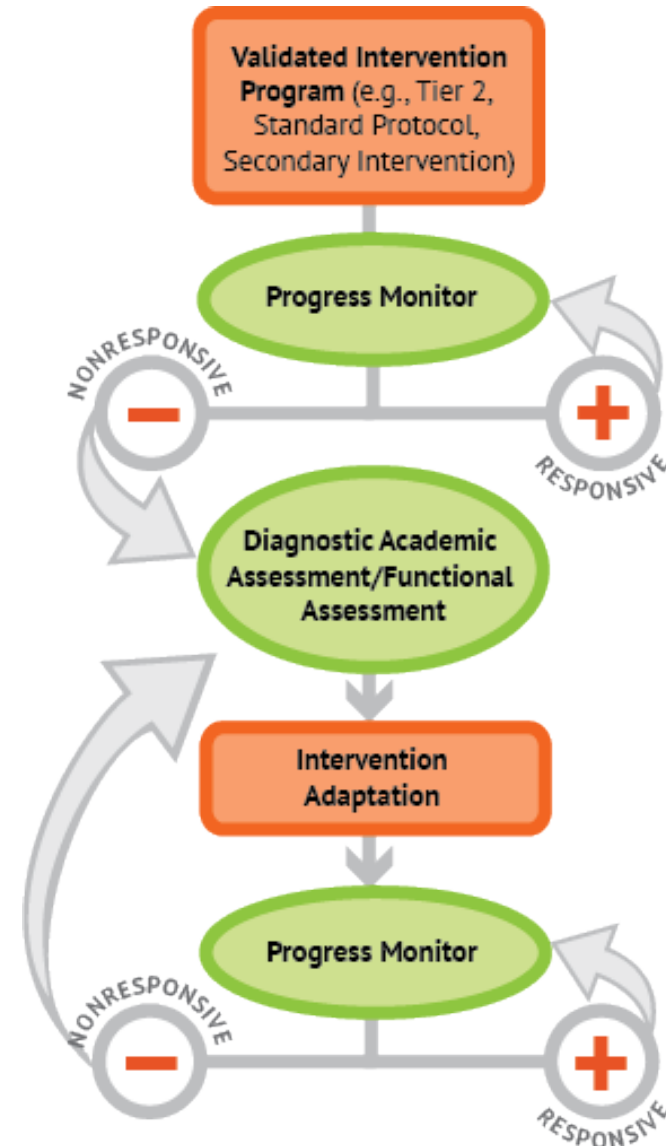


Source: National Center for Intensive Intervention

# What is Data Based Individualization (DBI)?

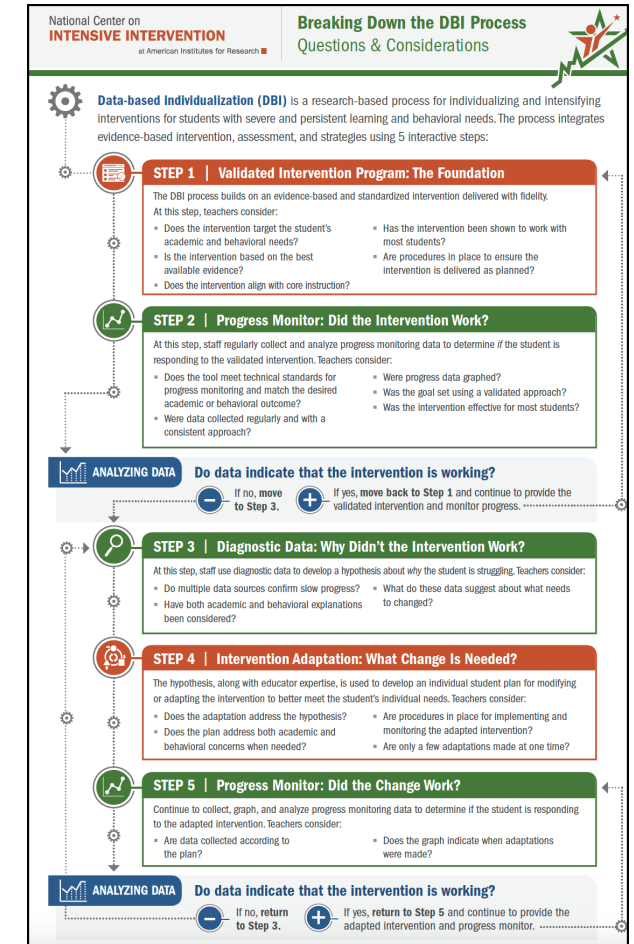
- A systematic process for using data to determine *when* and *how* to intensify intervention
- An ongoing process—not a single intervention
- Intended for students with *severe* and *persistent* learning and behavioral needs

Source: National Center on Intensifying Intervention  
([www.intensiveintervention.org](http://www.intensiveintervention.org))



# Activity 1.2

- Review the *Breaking down the DBI Process: Questions and Considerations*
- Read through each step and the questions associated with the step
- Individually, craft a 90-second or less “elevator speech” describing what DBI is and is not (use the graphic as a visual support)
- Be ready to come off mute to share your “elevator speech” with someone in a breakout room



## 2.0 Multi-Disciplinary Team

# Team-Based Leadership is an Essential Component of MTSS

- **School Leadership Team (SLT)** oversees the overall MTSS implementation (e.g., aggregated fidelity and outcome data across tiers)
- **Grade Level Teams (GLT)** are responsible for Tier 1/Universal instruction
- **Multidisciplinary Team (MDT)** is responsible for the Advanced Tiers:
  - Tier 2, **Intervention** using an evidence-based standard protocol intervention
  - Tier 3, **Intensifying** Support

MDE MTSS Practice Profile, 5.0 (2020)

## Team Roles and Responsibilities

- Design and develop the components of the intervention system
- Train staff in the intervention system components
- Supports student selection for interventions
- Review and update intervention system based on data
- Communicating with other teams (i.e., School Leadership, Grade Level) to ensure intervention strategies are being embedded within Tier 1 and Classroom SEB supports



# Example MDT Team Membership

- Administrator
- Individuals with behavioral expertise
- Individuals with academic expertise
- Intervention coach (Instructional Coach)
- Mental health clinician
- Occupational therapist
- Team leader/Facilitator (Systems Coach)
- School psychologist
- Speech and language pathologist
- Special educator

## Integration/Coordination with Mental Health


- Development of a Single System of Delivery
- Resource Mapping helps identify what resources are available, how they are being used, and if they are effective
- Access and use both community and school data for decision-making
- More robust and aligned interventions
- Access to mental health expertise for problem-solving and decision-making

## Communication with Other Teams

- What other teams will you need to communicate with?
  - Grade Level Teams
  - School Leadership Team (supporting Tier 1 Behavior)
  - District teams
  - Academic intervention teams
- Tip: Include an agenda item at the end of every meeting to address what needs to be communicated to each team and by whom

# Activity 2.1

- Review the *MDT Recruitment and Selection Guidance* document
- Compare to your current context:
  - Which features are in place at your school(s)?
  - Which features are not in place at your school(s)?
- Respond to the Mentimeter



Michigan's Multi-Tiered System of Supports Technical Assistance Center  
Month Year – Version 1.0

### Multidisciplinary Team Recruitment and Selection Guidance

#### Team Description

The Multidisciplinary Team attends to, coordinates, and is accountable for students' access to intervention supports (Tier 2 and Tier 3) by:

- Using district processes and procedures for the selection and use of interventions
- Planning and coordinating intervention efforts within the school (groupings, scheduling, intervention provider supports)
- Engaging in data analysis to determine when the most intensive Tier 3 supports are needed and to determine intervention effectiveness
- Ensuring communication amongst different groups/ teams within the school and across the district (School Leadership Team, Grade-Level Teams, Interventionist Teams, District Implementation Team)

A multidisciplinary team is of functional size and standing membership includes:

- School Administrator with decision-making authority
- Individual to organize and facilitate the team
- Team members with different professional roles, representative identity markers (i.e., race, gender, etc., reflective of population served) and perspectives
  - Reading Specialist (e.g., holds LETRS or equivalent literacy certification; familiar with most recent evidence and scientific theory regarding reading instruction)
  - Behavior Specialist
  - Data coordinator (e.g., Acadience mentor)
  - School Psychologist
  - Special Educator
  - Other Interventionists
  - Speech and Language Pathologist

*\*Standing Team members are present for all meetings. Additional Team members may be called upon when engaging in individualized planning: parents/guardians, classroom teachers, related service providers (e.g., occupational therapist, etc.). These members offer important expertise and perspectives, but would not be needed for all team meetings.*

#### Qualifications and Skills

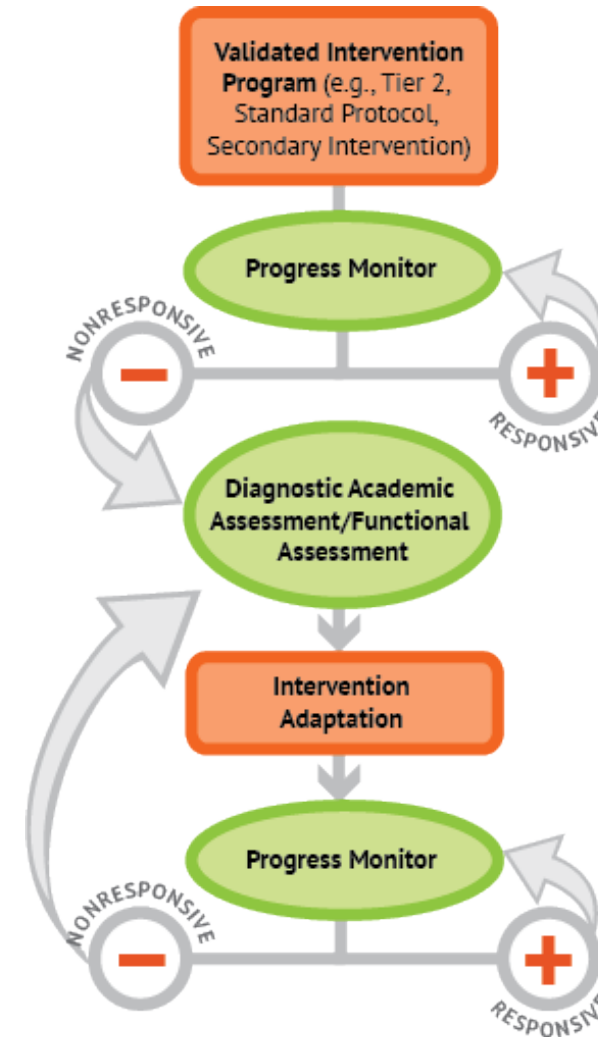
Individuals who demonstrate the following qualifications and skills are likely to be successful as members of a multidisciplinary team:

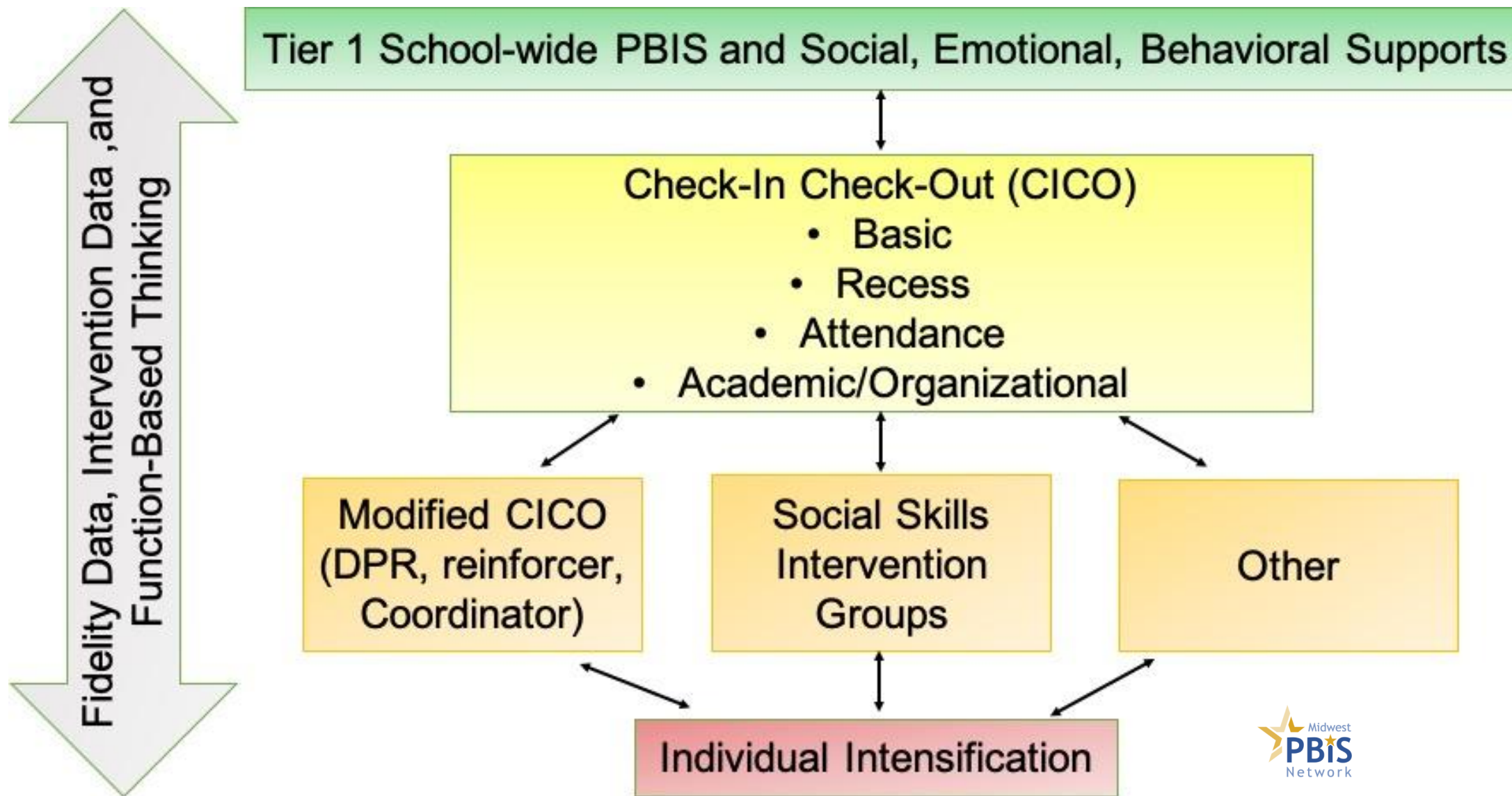
- Methods for intensifying instruction

## 3.0 Intervention Platform

# 4 Types of Data Fuel the Intensification Process

1. **Universal Screening Data**
2. Fidelity Data
3. Progress Monitoring Data
4. Diagnostic Data





## Activity 3.1

- What interventions do you currently have in place?
- Do all staff know what is available and how students are placed in intervention?
- Is data used to give students access to interventions available rather than relying solely on staff referral?





# Goal

The Intervention Platform empowers the team to make:

- **Effective decisions** – matching students to intervention based on their identified need(s) in critical skill area(s)
- **Efficient decisions** – quickly matching students to the right intervention at the right place in the intervention in order to maximize time and outcomes
- **Equitable decisions** – all students will have access to interventions because all staff will know what is available, how entrance criteria are applied, and how to match a student to an intervention

# Behavior Intervention Platform

Provides an “**at-a-glance**” **view of interventions** accessible to students within the school and outlines the following critical information:

- Description/Purpose of the intervention
- Entrance criteria
- Permission
- Progress monitoring guidelines
- Decision rule

## Entrance Criteria

- Entrance Criteria provide guidance to help teachers, staff, and/or families determine when an intervention may be appropriate for a student
- Entrance Criteria clearly identify data points that indicate when a student may benefit from the intervention to support **efficient and equitable access** to intervention supports

## Possible Data Sources

- Office Discipline Referrals/Behavior Incident Reports
- Social, Emotional, Behavior Screener
- Attendance
- Grades
- Office visits (i.e., stomach aches)
- Teacher/Parent Request for Assistance

# SEB Screening Process: Best Practices

- Implementation of high-quality MTSS behavior framework that reflects educational equity
- Engaging multiple perspectives (e.g., teachers, students, caregivers)
- Providing high quality professional learning on selected screener
- Use of data that allows multiple needs to be identified:
  - Systemic change of adult behaviors to support all students (including marginalized learners) at the Tier 1 level Systemic change
  - Different, additional, or more customized supports provided by adults

[TA Center: Social, Emotional, Behavior Screening page](https://mimtsstac.org/evaluation/student-assessments/social%2C-emotional%2C-behavioral-screening)

(<https://mimtsstac.org/evaluation/student-assessments/social%2C-emotional%2C-behavioral-screening>)

# Example Entrance Criteria

Intervention Support	Attendance Check-In
Entrance Criteria	Attendance: Students with 4 or more absences within a 6-week marking period <b>OR</b> 5 or more referrals for tardy within a month

## Using Entrance Criteria: Scenario

Leonardo is a sixth-grade student. In the past month, Leonardo received 2 discipline referrals for being tardy to class and 2 for disrespect. These referrals came from multiple locations and teachers. He has also had 3 absences this marking period.

Leonardo enjoys spending any free time during school socializing with his friends or helping Mr. Apple (PE Teacher) set up equipment for upcoming classes.

**Reference the *Practice with Behavior Intervention Platform***

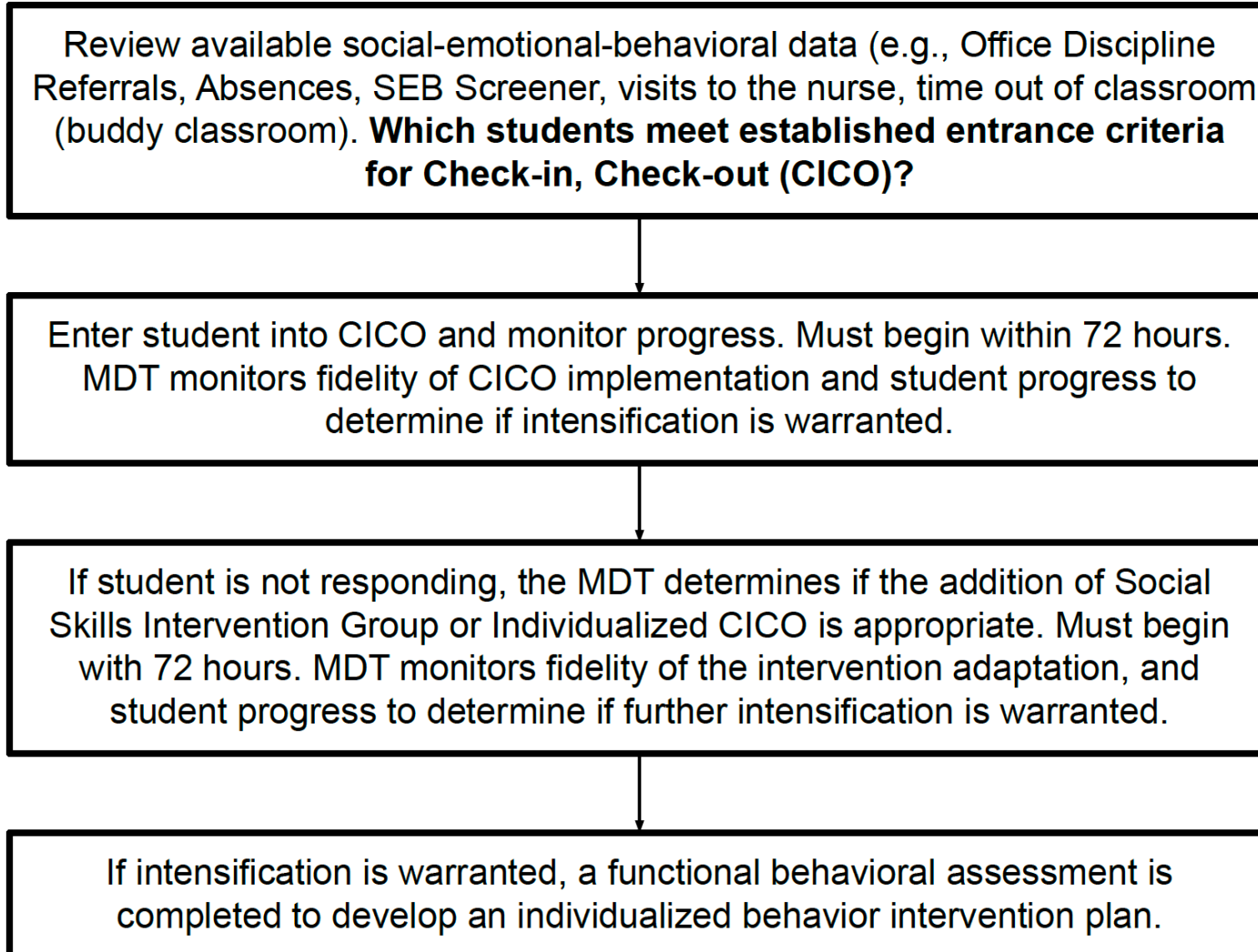


## Activity 3.2

- Locate the document *Practice with the Behavior Intervention Platform* in your workbook
- As a team, use the Sample Intervention Platform and student data provided to determine which intervention is the best fit for Lisa and Xander
- Be ready to share your recommendations and rationale



# Example Identification Flowchart



## 4.0 Wrap Up and Next Steps

# Closing Review

## What is DBI?

- A systematic process for using data to determine *when* and *how* to \_\_\_\_\_ intervention
- An ongoing \_\_\_\_\_ - not a single intervention
- Intended for students with *severe* and *persistent* learning and \_\_\_\_\_ needs

## Possible Next Steps

- Review the *MDT Recruitment and Selection Guidance* document with a current team or an administrator
- Gather information on current interventions in place and whether staff are aware of the interventions
- Determine what data sources are available and whether those are used in decision-making

## Session 2 Preview

### Analyzing Data

- Fidelity Data
- Progress Monitoring Data
- Diagnostic Data

### Taxonomy Dimensions

- Strength
- Dosage
- Alignment
- Attention to Transfer
- Comprehensiveness
- Academic Support
- Individualization

# References #1

- Commisso, C. E., Gaier, K., Kern, L., Majeika, C.E., Van Camp, A. M., Wehby, J. H., & Kelly, S. (2019). How to make adaptations to check in/check out to increase its effectiveness. *Teaching Exceptional Students*, 52(1), 30-37.
- Cooper, J. O., Heron, T. E., Heward, W. L.,(2020). *Applied Behavior Analysis* (3<sup>rd</sup> Edition). Pearson.
- Dane, A.V. & Schneider, B.H. (1998) Program integrity in primary and early secondary prevention: Are implementation effects out of control? *Clinical Psychology Review* 18(1), 23-45.
- Deno, S.L., & Mirkin, P.K. (1977). *Data-Based Program Modification: A Manual*. Minneapolis: Minnesota: Leadership Training Institute for Special Education.
- Fuchs, L.S., Fuchs, D., Malone, A.S. (2017). The taxonomy of intervention intensity. *Teaching Exceptional Children*, 50(1), 35-43.
- Gresham, F.M., Gansle, K.A., & Noell, G.H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis*, 26(2), 257-263.
- Hawken, L.S., Crone, D.A., Bundock, K., & Horner, R.H. (2021). *Responding to problem behavior in schools: The check-in, check-out intervention*. (3<sup>rd</sup> Ed). The Guilford Press.

## References #2

- Michigan Department of Education (2020). *Michigan Department of Education Multi-Tiered System of Supports Practice Profile v.5.0*, Lansing, Michigan.
- National Center on Intensive Intervention. (2018). *Breaking down the DBI process: Questions & considerations*. Washington DC: Author, Office of Special Education Programs, U.S. Department of Education.
- O'Donnell, C.L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K-12 curriculum intervention research. *Review of Educational Research*, 78(1), 33-84.
- Shores, C. (September 2008). Response to intervention implementation models: Standard treatment protocol. *CEC's RTI Blog: Exploring Response to Intervention*. Retrieved from <https://cecblog.typepad.com/rti/2008/09/response-to-int.html>
- Silva, E. (2007). *On the clock: Rethinking the way schools use time*. Washington DC: Author, Education Sector.

## References #3

- St. Martin, K., Harms, A., Walsh, M., & Nantais, M. (2022). *Reading Tiered Fidelity Inventory Elementary-Level Edition*. (Version 2.1). Michigan Department of Education, Michigan's Multi-Tiered System of Supports Technical Assistance Center.
- St. Martin, K., Vaughn, S., Troia, G., Fiend, H., & Coyne, M. (2023). *Intensifying literacy instruction: Essential practices, Version 2.0*. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.
- Strain, P.S. (2018). Personal thoughts on early childhood special education research: An historical perspective, threats to relevance, and call to action. *Journal of Early Intervention*, 40(2), 107-116.
- The Nation's Report Card (2022). *NAEP Report Card – Reading*. Retrieved from: <https://www.nationsreportcard.gov/reading/?grade=4>.



# Stay Connected to the MiMTSS TA Center



@MiMTSSSTACenter

facebook.com/MiMTSSSTACenter

#MiMTSS



[tinyurl.com/MiMTSSListserv](https://tinyurl.com/MiMTSSListserv)

TA Offering, updates



@MiMTSSSTACenter

[youtube.com/@MiMTSSSTACenter](https://youtube.com/@MiMTSSSTACenter)

Videos & Playlists



@MiMTSSSTACenter

[instagram.com/MiMTSSSTACenter](https://instagram.com/MiMTSSSTACenter)

#MiMTSS

