Intensifying Social, Emotional, Behavioral Supports
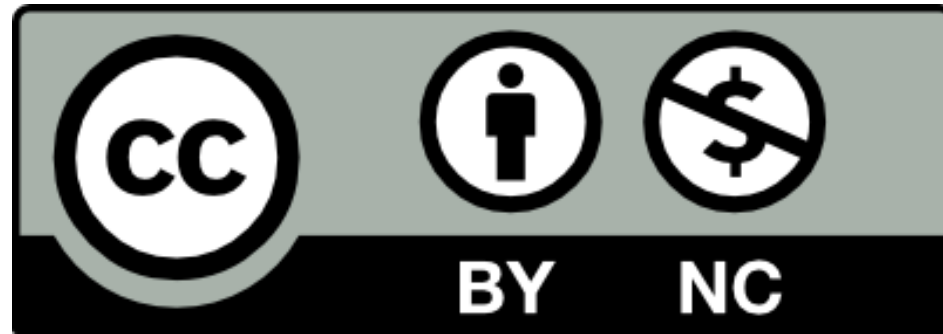
Session 2

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

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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

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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.

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Intended Outcomes

By the end of the series, participants will:

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

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Agenda

1.0 Interactive Review of Session 1

2.0 Analyzing Data

3.0 Taxonomy of Intervention Intensity

1.0 Interactive Review

Session 1

- Defining Tiers 2 & 3
- Data-Based Individualization (DBI) Process – 5 Steps
- Multi-Disciplinary Team
- Intervention Platform
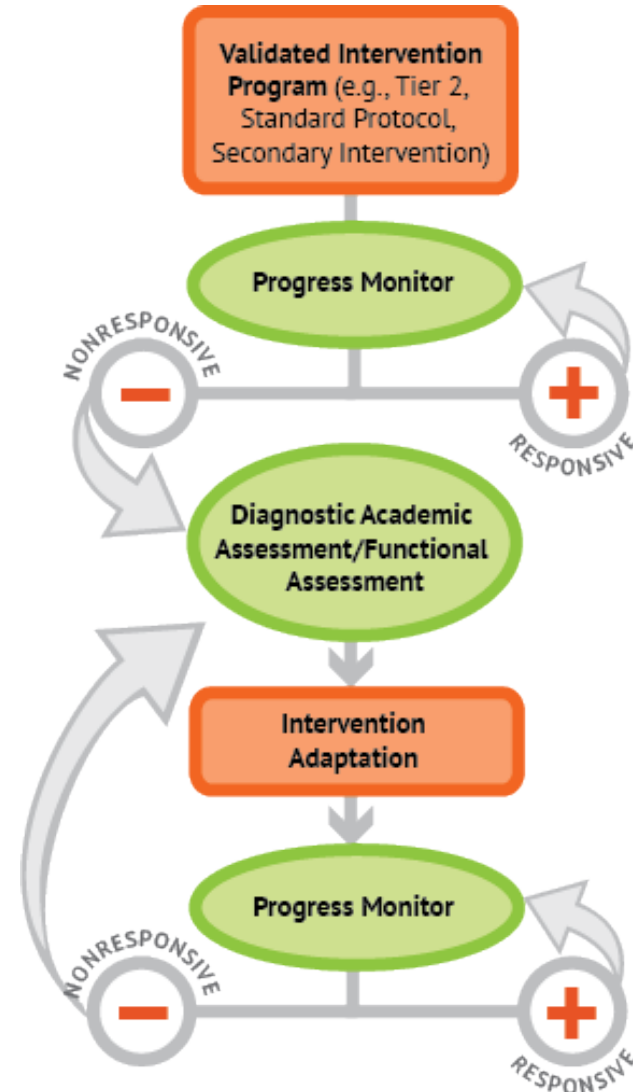
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Activity 1.1

- Take 3 minutes and jot down as many things as you can recall about the Session 1 topics:
  - Defining Tiers 2 & 3
  - Data-Based Individualization (DBI) Process – 5 Steps
  - Multi-Disciplinary Team
  - Intervention Platform
- Get ready to answer the multiple choice questions on the upcoming slides

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2.0 Analyzing Data

4 Types of Data Fuel the Intensification Process

1. Universal Screening Data

2. Fidelity Data

3. Progress Monitoring Data

4. Diagnostic Data

What is Fidelity?

- Did we do what we said we would do the way we said we would do it?

- Includes:
  - Student engagement
  - Adherence
  - Exposure/duration
  - Quality of delivery
  - Program specificity

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Why Fidelity?

"If we don't implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention and identify if a student requires more intensive supports."

"Considerations for Effective Implementation: 5 Elements of Fidelity" (NCII)
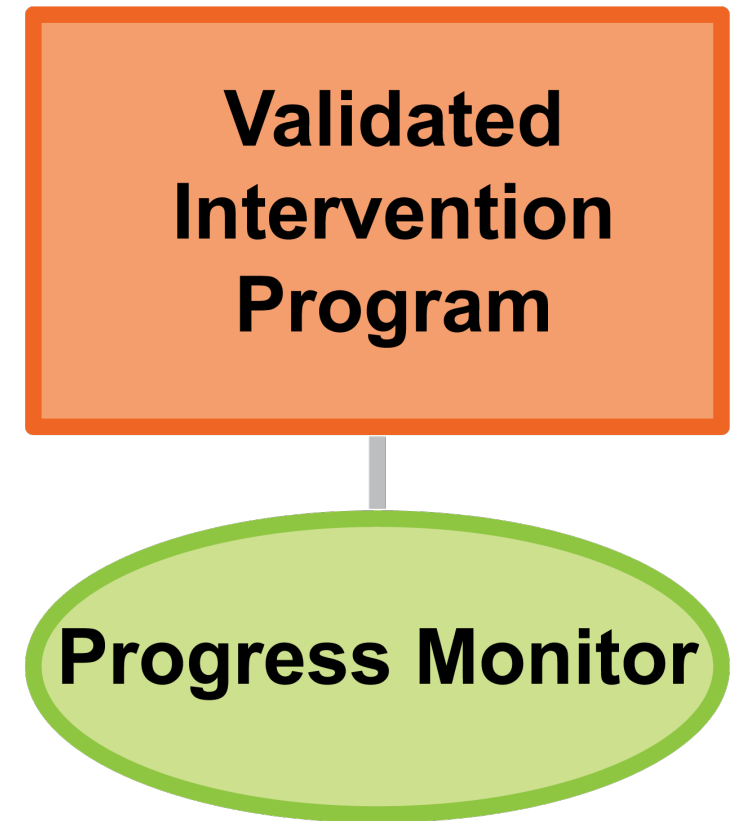
Activity 2.1

- Take 60 seconds to reflect on the role fidelity data will likely play in determining if intensifying intervention instruction is needed

- Type your response in the chat, but don't hit enter yet

- Hit enter when prompted

- Scroll up in the chat to review your colleagues responses

Purpose of Fidelity Data

- Measure the degree to which we implement intervention instruction as designed
  - Implementation
  - Adherence
  - Quality
  - Dosage

- Measure the degree to which students are accessing the intervention as planned
  - Receipt
  - Engagement

Validated Intervention Program

Progress Monitor

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Fidelity/Child Improvement Myth
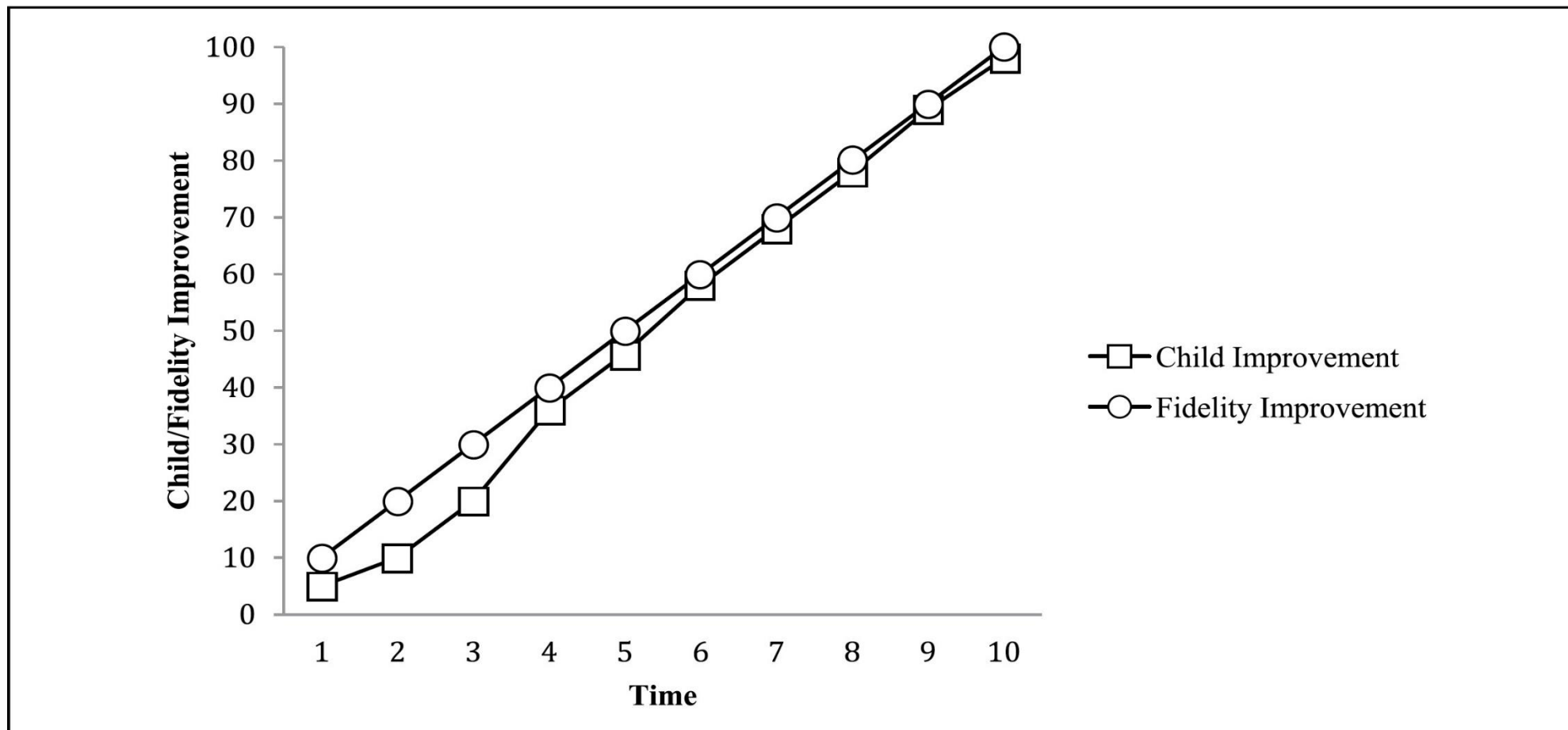

Figure 1. Mythological relationship between fidelity and child behavior change.

(Strain, 2018)

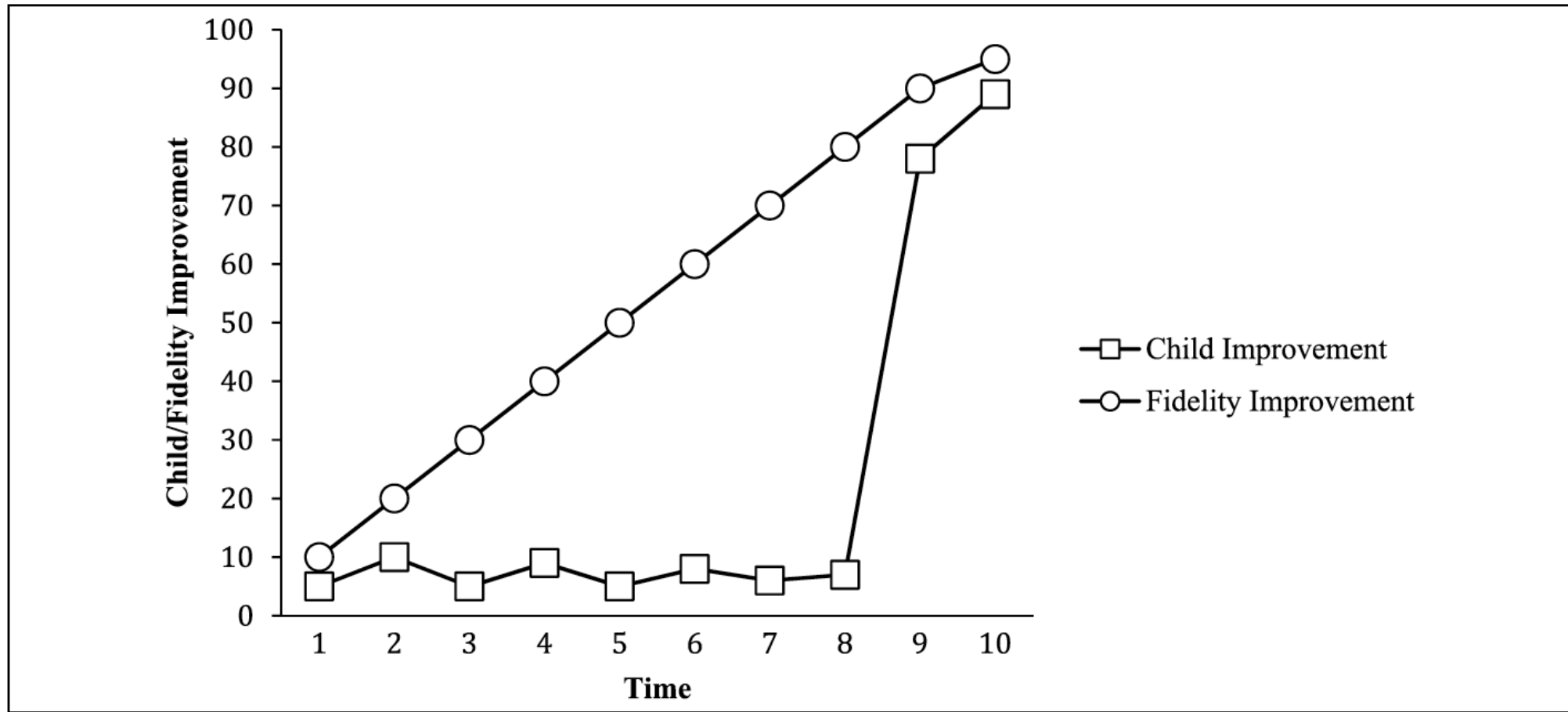# Fidelity/Child Improvement Actual

Figure 2. Actual relationship between fidelity and child behavior change.

(Strain, 2018)

How are we measuring fidelity?

- Implementation records (self-report) (CICO teacher & CICO coordinator)
  - Implementation: doing what we planned
  - Dosage: doing the amount we planned
  - Receipt: getting what we planned
  - Engagement: getting the amount we planned
- Fidelity Observations (colleague/coach)
  - Adherence: delivered as designed
  - Quality: good instructional practice

(Dane & Schneider, 1998; Gresham, Gansle, & Noell, 1993; O'Donnell, 2008)

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Why might a student not respond as expected?

- Hypothesis #1: The instruction/intervention was inadequate

- Hypothesis #2: The instruction/intervention was insufficiently intense

Source: National Center on Intensive Intervention

Data Sources for Hypothesis #1

- Implementation Records
  - Attendance
  - Engagement (if applicable)
  - Percent of intervention opportunities
- Fidelity Observation
  - Average intervention fidelity percent
- Student Graphs
  - Frequency of progress monitoring data collection

SEB Hypothesis #1 Flowchart

SEB Flowchart 1: Have Students Received Adequate Instruction/Intervention? (Hypothesis 1) Updated 12/2023
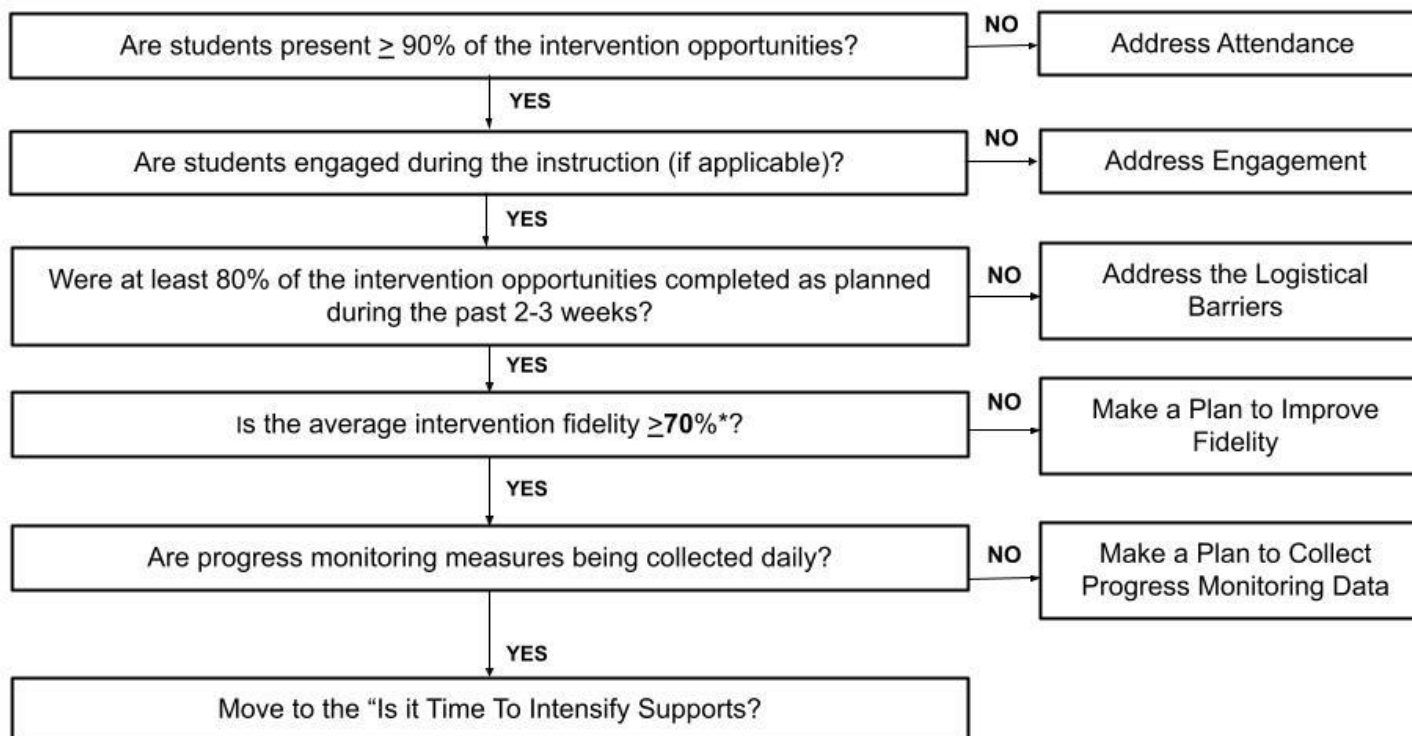
Are students present ≥ 90% of the intervention opportunities? — **NO** → Address Attendance

↓ **YES**

Are students engaged during the instruction (if applicable)? — **NO** → Address Engagement

↓ **YES**

Were at least 80% of the intervention opportunities completed as planned during the past 2-3 weeks? — **NO** → Address the Logistical Barriers

↓ **YES**

Is the average intervention fidelity ≥**70%***? — **NO** → Make a Plan to Improve Fidelity

↓ **YES**

Are progress monitoring measures being collected daily? — **NO** → Make a Plan to Collect Progress Monitoring Data

↓ **YES**

Move to the "Is it Time To Intensify Supports?"

Next Steps:
Addressing attendance, engagement, logistical barriers, lack of fidelity, or the need to collect in-program mastery assessments still warrant **adding a phase line** into the data system for the intervention group.

Design a plan to address the logistical barriers, fidelity challenges, and/or the need to collect in-program progress monitoring (mastery) assessments. Stay focused on what is within your control.

Note:
*Fidelity threshold should be established by the MDT based on intervention program recommendations. If nothing exists, use 70% average as a place to get started.

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Practice with Hypothesis #1 – I Do

CICO Data From 9/11 to 9/29/23	
Attendance for CICO group	
Valerie	73%
John	100%
Angela	100%
Liam	100%
Number of Intervention Sessions Held	14
Number of Intervention Sessions Possible	15
Percent	93%

CICO Data From 9/11 to 9/29/23	
CICO Teacher Fidelity Average	100%
CICO Coordinator Fidelity Average	100%
Progress monitoring data collection daily	Yes

Practice with Hypothesis #1 – We Do

CICO Data From 9/11 to 9/29/23	
Attendance for CICO group	
Allison	100%
Stephanie	100%
Charlie	100%
Liam	93%
Number of Intervention Sessions Held	10
Number of Intervention Sessions Possible	15
Percent	66%

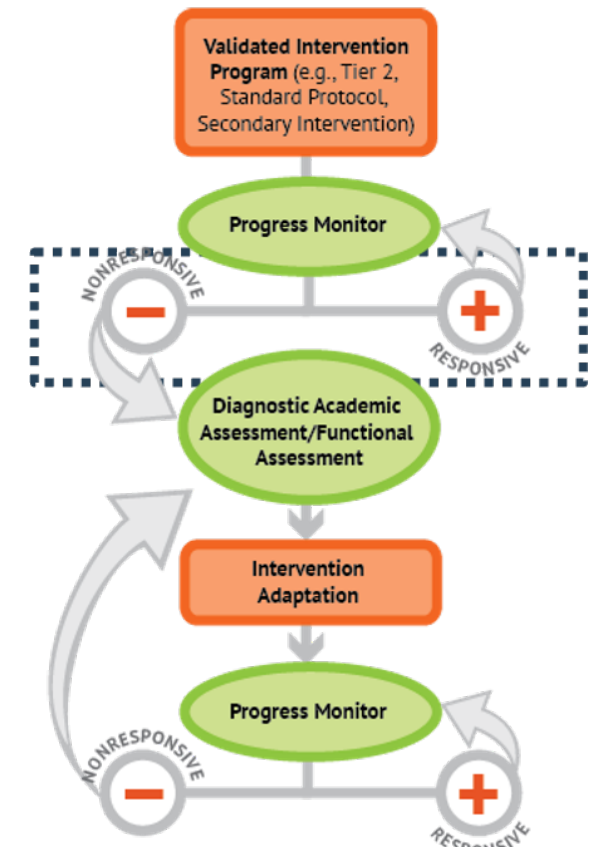| CICO Data From 9/11 to 9/29/23	
CICO Teacher Fidelity Average	92%
CICO Coordinator Fidelity Average	100%
Progress monitoring data collection daily	Yes

Activity 2.2

- Reflect on the information and data sources for addressing Hypothesis #1

- On a scale of 0 to 5, please rate where your school's process is currently

  - 0 = We are not doing this at all

  - 3 = We collect and use some of these data sources

  - 5 = We collect and use all of these data consistently

- Type your number in the chat and then add one thing that would help improve or sustain your current practices

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Recall: Why might a student not respond as expected?

- Hypothesis #1: The instruction/intervention was inadequate

- Hypothesis #2: The instruction/intervention was insufficiently intense

Source: National Center on Intensive Intervention

What Needs To Be In Place to Address Hypothesis #2?

- Progress monitoring measure(s) selected

- Goal(s) set

- Progress monitoring data collected and graphed

Purpose of Progress Monitoring Data
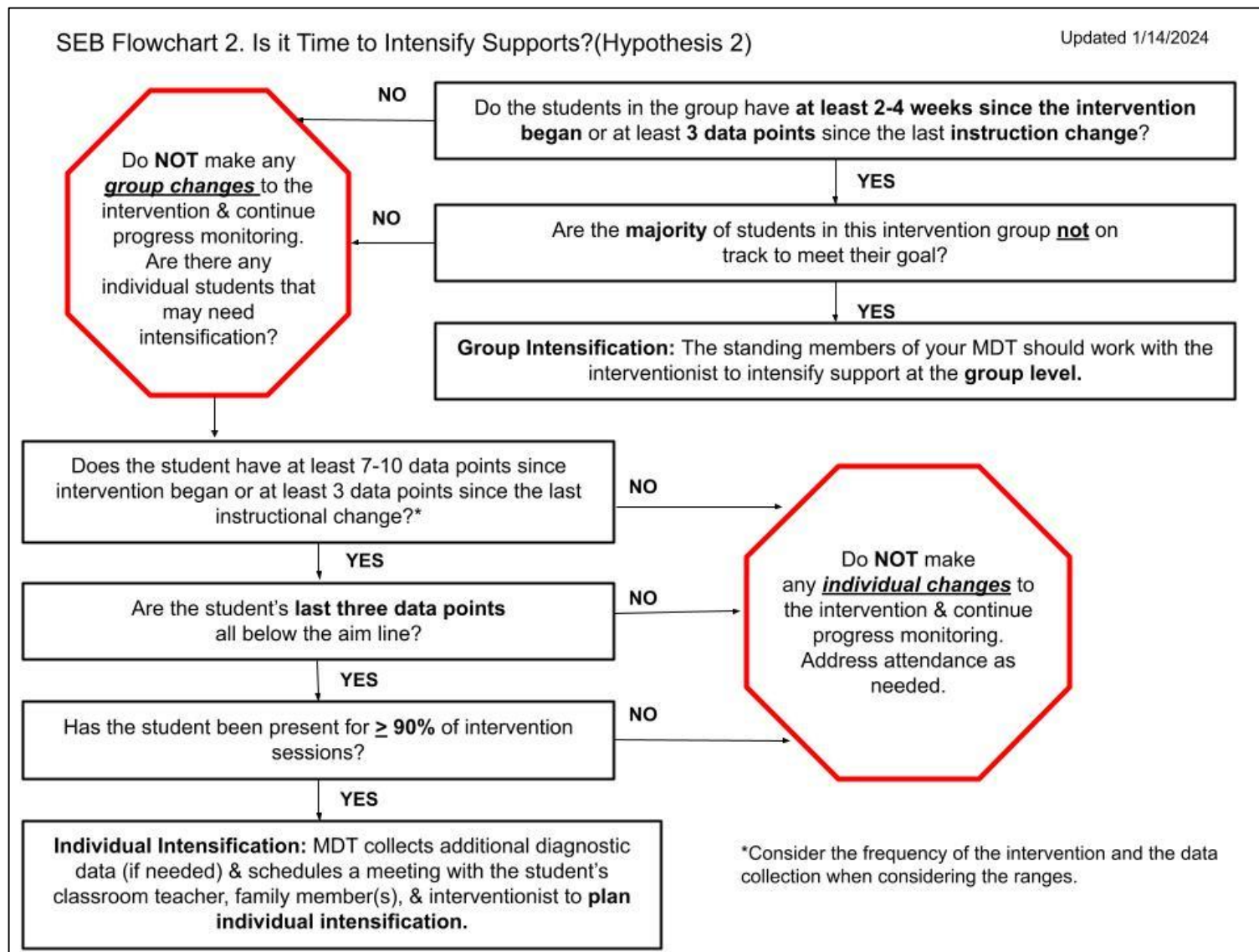
- Ensure students are on track to meet their goals
- Allow the team to identify when changes are needed efficiently

Common Progress Monitoring Measures

- **General Outcome Progress Monitoring**:

    - Office Discipline Referrals (ODR)

- **Daily Progress Monitoring**:

    - Daily Progress Report (DPR)
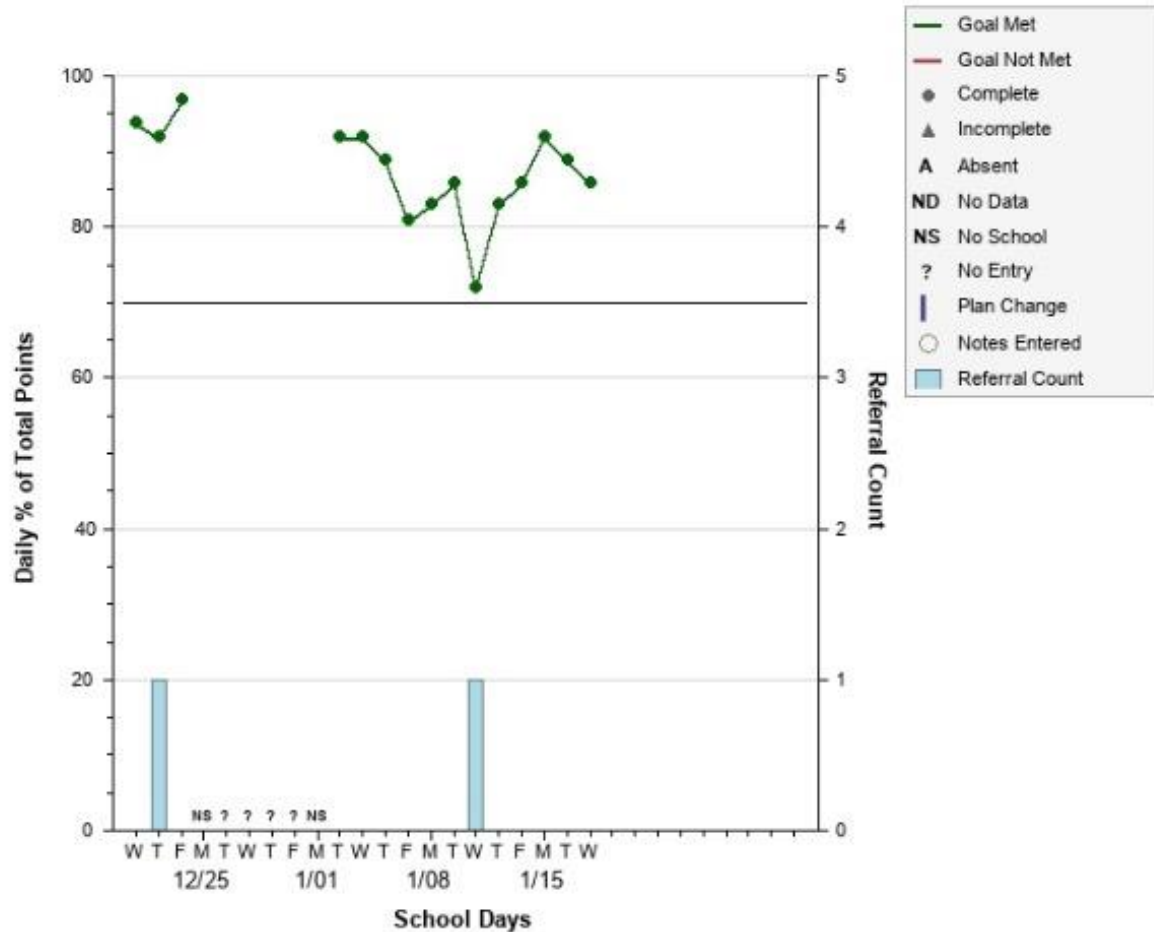
    - [Direct Behavior Rating Scale](#)

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SEB Hypothesis #2 Flowchart

SEB Flowchart 2. Is it Time to Intensify Supports?(Hypothesis 2)

Updated 1/14/2024

NO → Do the students in the group have **at least 2-4 weeks since the intervention began** or at least **3 data points** since the last **instruction change**?

Do **NOT** make any _group changes_ to the intervention & continue progress monitoring. Are there any individual students that may need intensification?

NO ← **YES**

Are the **majority** of students in this intervention group **not** on track to meet their goal?

YES

Group Intensification: The standing members of your MDT should work with the interventionist to intensify support at the **group level.**

Does the student have at least 7-10 data points since intervention began or at least 3 data points since the last instructional change?*

NO →

YES

Are the student's **last three data points** all below the aim line?

NO →

Do **NOT** make any _individual changes_ to the intervention & continue progress monitoring. Address attendance as needed.

YES

Has the student been present for **≥ 90%** of intervention sessions?

NO →

YES

Individual Intensification: MDT collects additional diagnostic data (if needed) & schedules a meeting with the student's classroom teacher, family member(s), & interventionist to **plan individual intensification.**

*Consider the frequency of the intervention and the data collection when considering the ranges.

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Example Individual Student CICO Graphs

Activity 2.3

- Navigate to the menti.com and enter code 9902 9947

- Slide the scale between strongly disagree and strongly agree for each of the following statements:

  - Our team consistently sets ambitious goals for students with the most intensive needs

  - For students needing SEB intervention, we collect data daily

  - Our team consistently sets up progress monitoring graphs for students with the most intensive needs

  - Our team has at least one member who can read and analyze progress monitoring graphs to support decision-making

Diagnostic Assessment

- Examine CICO data through a diagnostic lens
  - Do you have sufficient information to consider intensification?
- Functional Behavioral Assessment
  - Expanded MDT should include classroom teachers, family, and MH providers
  - CICO can still be a component of the larger BIP developed from the FBA
  - Referral to MH services in school for the student could also be a part of the larger BIP
  - If a student's behavior is a danger to self or others, we start with the FBA/BIP

3.0 Taxonomy of Intervention Intervention

Taxonomy of Intervention Intensity

"Seven principles for evaluating and building intervention intensity based upon research"

(Fuchs, Fuchs, & Malone, p. 36; 2017)

Taxonomy Dimensions

- Strength

- Dosage

- Alignment

- Attention to Transfer

- Comprehensiveness

- Academic Support

- Individualization

(Fuchs, Fuchs, & Malone, 2017)

Strength

- How well does the program work for students with intensive intervention needs?

  - It could be an established evidence-based program

  - It could be a promising practice identified by a reliable source (e.g., NCII Behavior Interventions Tools Chart, What Works Clearing House, CASEL Program Guide, SAMHSA Evidence-Based Practices Resource Center)

- Important Note About Strength:

  - Strength is a dimension that is considered when selecting interventions for the intervention platform

  - It is not something that is "intensified" through the work of the Multi-Disciplinary Team

(Fuchs, Fuchs, & Malone, 2017)

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Dosage

- The number of opportunities a student has to:
  - Respond (practice/demonstrate skills)
  - Receive positive feedback (e.g., praise, tokens, points)
  - Exchange for back up reinforcers
  - Receive corrective feedback

(Fuchs, Fuchs, & Malone, 2017)

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Alignment

- How well the intervention addresses:
  - School-wide expectations
  - Classroom expectations
  - Students needed areas of skill development and match the identified function(s) of behavior

(Fuchs, Fuchs, & Malone, 2017)

Attention to Transfer

- The extent to which the intervention emphasizes when and how the student uses skills across contexts and situations

- Includes opportunities to practice using skills across contexts and situations

- Reinforces the use of skills across contexts and situations

(Fuchs, Fuchs, & Malone, 2017)

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Comprehensiveness

- The extent to which the intervention includes the application of the prevent, teach, and respond framework by emphasizing:

  - Antecedent strategies to prevent problem behavior

  - Teaching strategies to teach necessary behaviors/skills

  - Consequence strategies to reinforce appropriate behaviors and minimize reinforcement for behaviors of concern

  - Fading supports (when appropriate)

  - Monitor fidelity

  - Collaboration with related services and families

(Fuchs, Fuchs, & Malone, 2017)

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Academic Support

- Focuses on integrating behavior support into academic instruction

- Procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion)

(Fuchs, Fuchs, & Malone, 2017)

Individualization

"A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs"

(Fuchs, Fuchs, & Malone, 2017)

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Who Needs to Know This Information?

- **School Staff**
  - Teachers
  - Interventionists
  - Administration
  - Support staff
  - Others?

- **MH Providers in the School**

Applying the Taxonomy:
CICO Intervention Intensification Checklist

Michigan's Multi-Tiered System of Supports Technical Assistance Center
January 2024 — Version 1.0

Check-In, Check-Out Intensification Strategy Checklist

The strategies listed below are a starting point. This is not a comprehensive list. Utilize student diagnostic and progress monitoring data to determine which dimension of intervention intensity to target. Make no more than one change at a time, and add a phase line on the progress-monitoring graphs when changes are made.

Academic Support

Focus on integrating behavior support into academic instruction and procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).

☐ Operationally define the school-wide expectations with specific examples of the desired behaviors (e.g., define school-wide expectations as active engagement behaviors)
☐ Provide a visual prompt of the materials needed for each class during check-in
☐ Add an assignment tracker to the back of the DPR and assign points to complete the tracker daily

Comprehensiveness

Emphasize the application of the prevent, teach, and respond framework by leveraging antecedent strategies, teaching strategies, and consequence strategies.

Antecedent Strategies:

☐ Provide positive greetings at the door for the student at the start of each class period
☐ Provide the student with a visual prompt/reminder for expected behaviors for each period of the day
☐ Modify the Daily Points Report to include prosocial behaviors (e.g., completing work) and replacement behaviors (e.g., reminders to ask for a break)

Teaching Strategies:

☐ Provide a 5-minute mini skills lesson to the check-in and/or check-out session targeting specific skills in need of development (e.g., skill to develop — how to respond to teacher directions)
☐ Provide a 5-minute academic mini-lesson during check-in to pre-teach or review specific academic content
☐ Provide a 5-minute mini-lesson on organizing class materials during the check-in or check-out sessions
☐ Use behavior skills training (BST) to teach students to request a break or use a break card to ask for help or a break

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Activity 3.1

- Reflect on what you just heard about the taxonomy of intervention intensity for behavior

- How familiar are you with these dimensions on a scale of 1 to 5?

  - 1 = This is all new to me

  - 2 = This rings a faint bell

  - 3 = I have heard these before but have not thought about the application

  - 4 = I am a part of a team that has started to systematically consider the dimensions when discussing how to intensify SEB supports

  - 5 = I am part of a team that routinely applies the taxonomy dimensions when determining how to intensify SEB supports

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Quick Recap

Session 1:

- Defining Tiers 2 & 3
- Data-Based Individualization (DBI) Process – 5 Steps
- Multi-Disciplinary Team
- Intervention Platform

Session 2:

- Analyzing Data at the Advanced Tiers
- Hypothesis #1 & Hypothesis #2
- Taxonomy of Intervention Intensity

Activity 3.2

- Reflect on the content and learning from Sessions 1 and 2

- Identify your Most Valuable Points (MVPs)

- Add at least 1 MVP to the chat but don't hit enter yet

- When prompted, hit enter and watch the MVP chat waterfall

- Scroll back to the top and review others MVPs

References #1

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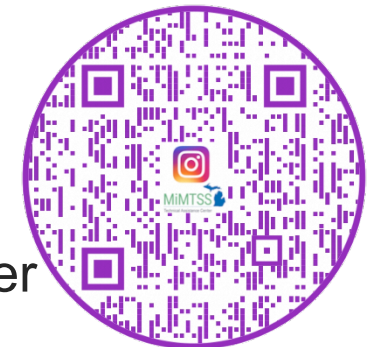
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- Include the session title and date on the application. Multiple sessions in a series can be included in one application.

- Please include the title and date of each session (e.g., Title Session 1 - 9/12/23, Title Session 2 - 9/18/23, Title Session 3 - 9/26/23).

- Please make sure to include your PIC number