

*Status Check: Where is Your Middle or High School in Building Capacity for MTSS Tier 1/Classroom Interventions?*



## 2-Day Workshop: Outcome Goals...

*"We are looking forward to the launch of the District's MTSS Initiative on July 12 & 13 with Jim Wright.... The work completed this summer and fall...will guide our MTSS work throughout the school year.*

*As a result of this work, we will increase our effectiveness of:*

- implementing research-based Tier 1 interventions to help struggling students in the classroom, and*
- utilizing data to progress monitor and share in highly structured and efficient MTSS Committee Meetings."*

## Agenda...

- Overview of MTSS-Behavior.
- Review of MS and HS student scenarios.
- Discussion about 'building capacity' to support teachers with unmotivated/disengaged students.

## 5 Elements of Tier 1/Classroom Intervention Support: What is Your Status?

1. Roster of MTSS 'colleagues' available to meet with teachers, help to model intervention-planning.
2. Creation of a standard Tier 1 intervention documentation form.
3. Development of a bank of intervention ideas for easy teacher access.
4. Provision of teacher training in the 'new' intervention model.
5. Expectation that each teacher in your school will pilot one intervention case to ensure that all are familiar with the classroom intervention protocol.

*What are the elements of MTSS-Behavior?*



## MTSS: ACADEMICS

### **Tier 3: High-Risk Students: 5%**

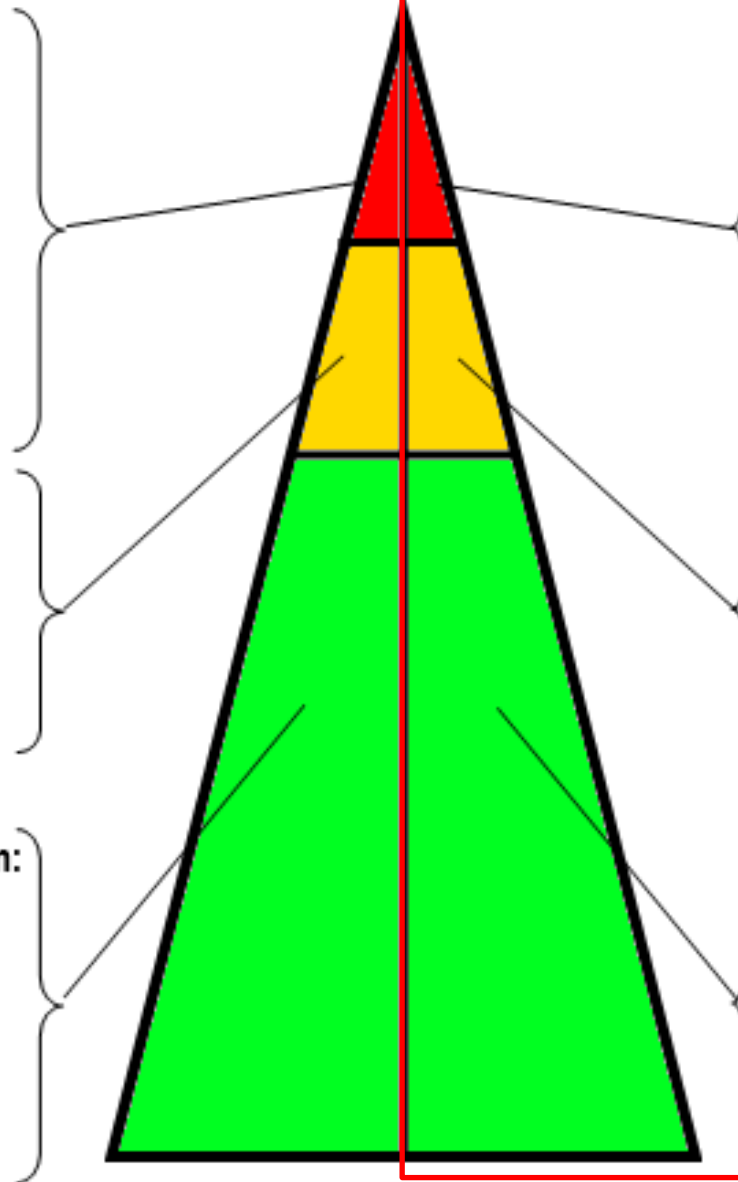
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

### **Tier 1: Universal: Core Instruction: 80%**

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



## MTSS: BEHAVIOR

### **Tier 3: High-Risk Students: 5%**

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

### **Tier 1: Universal: Classroom Management: 80%**

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

## Scenario 2: Middle School

Scenario	Tier 1 Tried	Tier 2 Tried
<p>Student constantly shouts out in class, is seeking negative attention from peers and is a general disruption to the class</p>	<ul style="list-style-type: none"> <li>- CKH Social Contract</li> <li>- Reminders of class rules when the student enters the room</li> <li>- Seating near teacher and away from negative peer influences</li> </ul>	<ul style="list-style-type: none"> <li>- Behavior plan- student is earning points based on behavior in class- if he earns the appropriate number of points over the course of the day, he gets to take his phone home at the end of the day, if he doesn't earn his points, the phone stays in the main office</li> </ul>

# RTI/MTSS for Behavior/Social-Emotional Concerns: 'Continuum of Care'

**Tier 3:** Intensive Interventions. Coordinated via referrals to RTI/MTSS Problem-Solving Team. Services include:

- creating of school-wide student-support plans.
- completing FBA-BIPs.
- conducting Agency/School Wraparound Planning meetings.

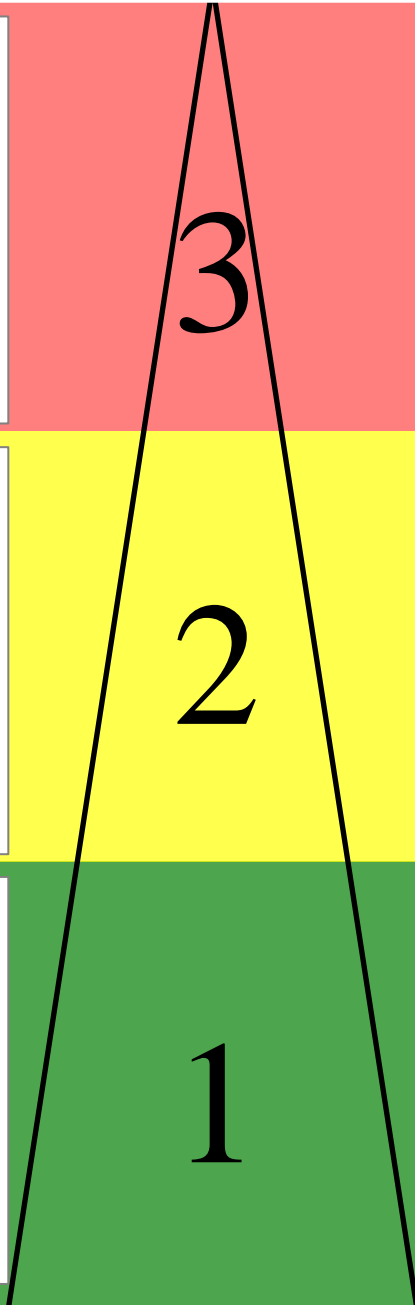
**Tier 2:** Targeted Interventions. Support provided through:

- 1:1 Coaching/Mentoring
- Counseling or Therapy Group (Including Skills Training)
- Solution-Focused Brief Counseling

Students identified via referral &/or school-wide MH screening.

**Tier 1:** School-Wide & Classroom

- **School-Wide.** Positive behaviors are taught & reinforced.
- **Classroom.** Teachers can access a toolkit for ideas to promote positive social-emotional functioning among individuals, groups.





# Tier 1 Intervention Meeting for Behavior: Steps

Selecting appropriate Tier 1/classroom interventions is (informed) trial and error:

1. Identify problem behavior(s) in clear, specific terms.
2. Identify cause of problem behavior(s).
3. Select intervention(s) to address problem behavior(s).
4. Select method to measure/monitor problem behavior(s).

# Hypotheses for Academic Problems

Skill Deficit

Fluency Deficit

Retention Deficit

Endurance Deficit

Generalization Deficit

Motivation Deficit

# 'Big Ideas' in Behavior Management...

- *Identify the underlying function of the behavior.*  
Problem behaviors occur for a reason. Such behaviors serve a **function** for the student.

When an educator can identify the probable function sustaining a student's challenging behaviors, the educator can select successful intervention strategies that match the function—and meet the student's needs.

# 3

# Hypotheses for Behavior Problems

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## 'Big Ideas' in Behavior Management...

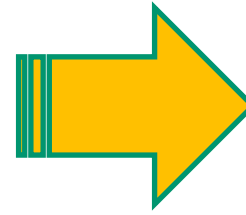
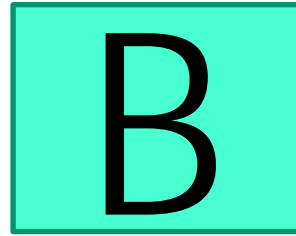
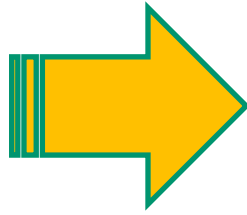
- *Eliminate behavioral triggers.* Problem behaviors are often set off by events or conditions within the classroom.

Sitting next to a distracting classmate or being handed an academic task that is too difficult to complete are two examples of events that might trigger student misbehavior.

When the educator is able to identify and eliminate triggers of negative conduct, such actions tend to work quickly and--by preventing class disruptions--result in more time available for instruction.

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# ABC Timeline: Antecedent-Behavior-Consequence



**Antecedents.** Stimuli, settings, and contexts that occur *before* and influence ('trigger') behaviors.

**Behaviors.** Observable acts carried out by individuals.

**Consequences.** Events that *follow* behavior and may include influences that increase or decrease the behavior.

## Examples.

- Instructions
- Gestures
- Looks from others
- Independent math seatwork

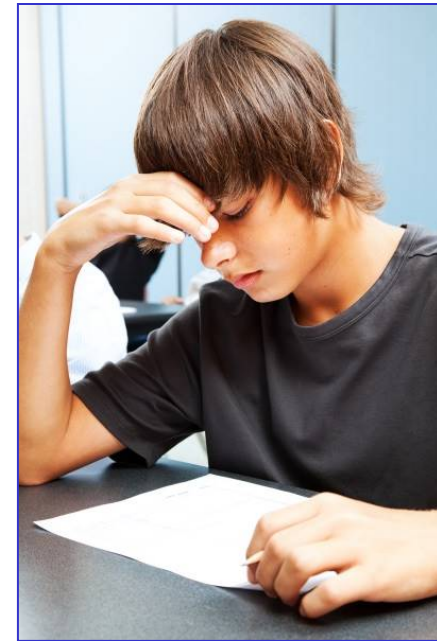
## Examples.

- Engaging in classwork
- Calling out
- Turning in homework late

## Examples.

- Teacher praise for student behavior
- Loss of free time for non-compliance

*What are scenarios of students who pose intervention challenges in the classroom?*



# Scenario 1: Middle School

Scenario	Tier 1 Tried	
<p>Student is unorganized, cannot find belongings and loses everything given</p>	<p>- Whole class has a checklist that they use when they enter class, student is unable to follow, checklist is modified to be more specific to student and student is provided 1:1 reminders and support from the teacher- still not helping</p>	<p><u>Questions:</u>            What is likely explanation for problem behavior?            Has student ever successfully followed checklist with tchr prompts/without prompts?            Is lack of organization present in other classrooms?            Is Tier 2 appropriate-e.g., assigned mentor?</p>



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## Scenario 2: Middle School

Scenario	Tier 1 Tried	<u>Questions:</u>
<p>Student constantly shouts out in class, is seeking negative attention from peers and is a general disruption to the class</p>	<ul style="list-style-type: none"> <li>- CKH Social Contract</li> <li>- Reminders of class rules when the student enters the room</li> <li>- Seating near teacher and away from negative peer influences</li> </ul>	<p>What is likely explanation for problem behavior?</p> <p>What is the student's academic performance?</p> <p>What are triggers?</p> <p>Does behavior occur only in select classroom(s)?</p> <p>Do other students encourage his behavior?</p> <p>Can parent(s) assist?</p> <p>Are there alternative positive ways to fulfill student behavioral need?</p>

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## Scenario 3: Middle School

Scenario	Tier 1 Tried	<p><u>Questions:</u></p> <p>What is likely explanation for problem behavior?</p> <p>Has student ever been successful on this task?</p> <p>Is this task embedded in word problem?</p> <p>What are student's overall math skills?</p> <p>Does student have math deficits impacting task?</p>
<p>Student cannot solve single step equations</p>	<ul style="list-style-type: none"> <li>- Step by step directions provided to student with visual and written cues for what to do- still unable to follow</li> <li>- 10th period practice twice a week with teacher 1:1</li> <li>- Practice in math lab</li> </ul>	

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## Scenario 4: Middle School

Scenario	Tier 1 Tried	<p><u>Questions:</u></p> <p>What is likely explanation for problem behavior?</p> <p>What are student's overall academic skills?</p> <p>What work does the student complete?</p> <p>What evidence shows student can do the work?</p> <p>Is problem present across classrooms?</p> <p>Are parents a support?</p>
<p>Student refuses to do any work in class</p>	<ul style="list-style-type: none"> <li>- 10th period schedule to keep student up-to-date on work</li> <li>- constant</li> <li>- communication with parents</li> <li>- praise for completing work that is done</li> </ul>	

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## Scenario 5: Middle School

Scenario	Tier 1 Tried	<u>Questions:</u>
Student is always late to class	<ul style="list-style-type: none"> <li>- Pack it up checklist provided to help student get belongings together at the end of class</li> <li>- Practice moving from class to class</li> <li>- referrals for being late</li> <li>- singing/chanting students name when he is on time (he likes this)- still late daily</li> </ul>	<p>What is likely explanation for problem behavior?</p> <p>What are student's overall academic skills?</p> <p>What occurs in class during missed time?</p> <p>How late is the student each day?</p> <p>Are parents a support?</p>

# Hypotheses for Behavior Problems

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## Scenario 1: High School

- A student comes to class a few minutes late every day. The student does not make any effort to fix this when it is addressed or detention is assigned.

## Scenario 2: High School

- A student doesn't do classwork or homework. The student doesn't respond to teacher or counselor interventions to find out why they aren't working or possible natural consequences of failure/repeating the class.

## Scenario 3: High School

- A student has poor attendance... misses at least one day every week. When in school, tries to avoid class by going to multiple offices. Calls a relative to pick them up and take them home early.

*What are good practices to support teachers with behavioral interventions?*



# Factors Influencing the Difficulty of Changing a Challenging Behavior (Gresham, 1992)

These factors strongly influence the effort required to eliminate a problem behavior:

- **Severity:** Frequency and intensity of the problem behavior(s).
- **Generalization:** Degree to which the student displays the problem behavior(s) across settings or situations.
- **Chronicity:** Length of time that the problem behavior(s) have been displayed.

*Source: Gresham, F. M. (1992). Conceptualizing behavior disorders in terms of resistance to intervention. School Psychology Review, 20, 23-37.*



# Supporting Teachers with Behavioral Interventions: 4 Ideas

1. **Model** for teachers how to match student problem behavior to cause/function to help them to select effective interventions.
2. Ensure that teachers are **documenting** their Tier 1/classroom behavioral interventions to increase consistency and duration of those interventions.
3. If a student **fails to respond** to a teacher's initial classroom intervention and is failing or disrupting the class, consider an expedited referral to the MTSS Team.
4. Consider **referring** students with a history of challenging behaviors to the MTSS Team at the start of the new school year to review case with receiving teacher(s).



*What is Motivation?*





“ *You can lead a horse to water,  
but you can't make it drink.* ”

-English Proverb (12<sup>th</sup> Century)

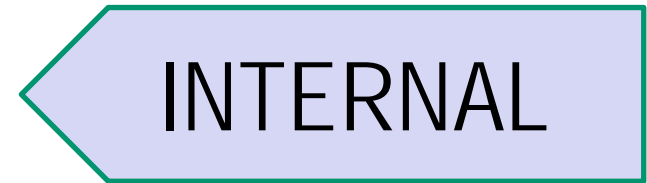
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*Motivation is the art of getting  
people to do what you want  
them to do because they want  
to do it.*

-Dwight D. Eisenhower

# Motivation: A Definition

Motivation “refers to a student's willingness, need, desire ...

to participate in, and be successful in, the learning process.”



*Source:* Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). The impact of teaching strategies on intrinsic motivation. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED 418 925)

# Anxiety: Drain on Student Performance

Anxiety can arise from deficient academic skills, negative self-talk, and/or poor self-management. Severity of anxiety often corresponds directly to negative impact on learning.

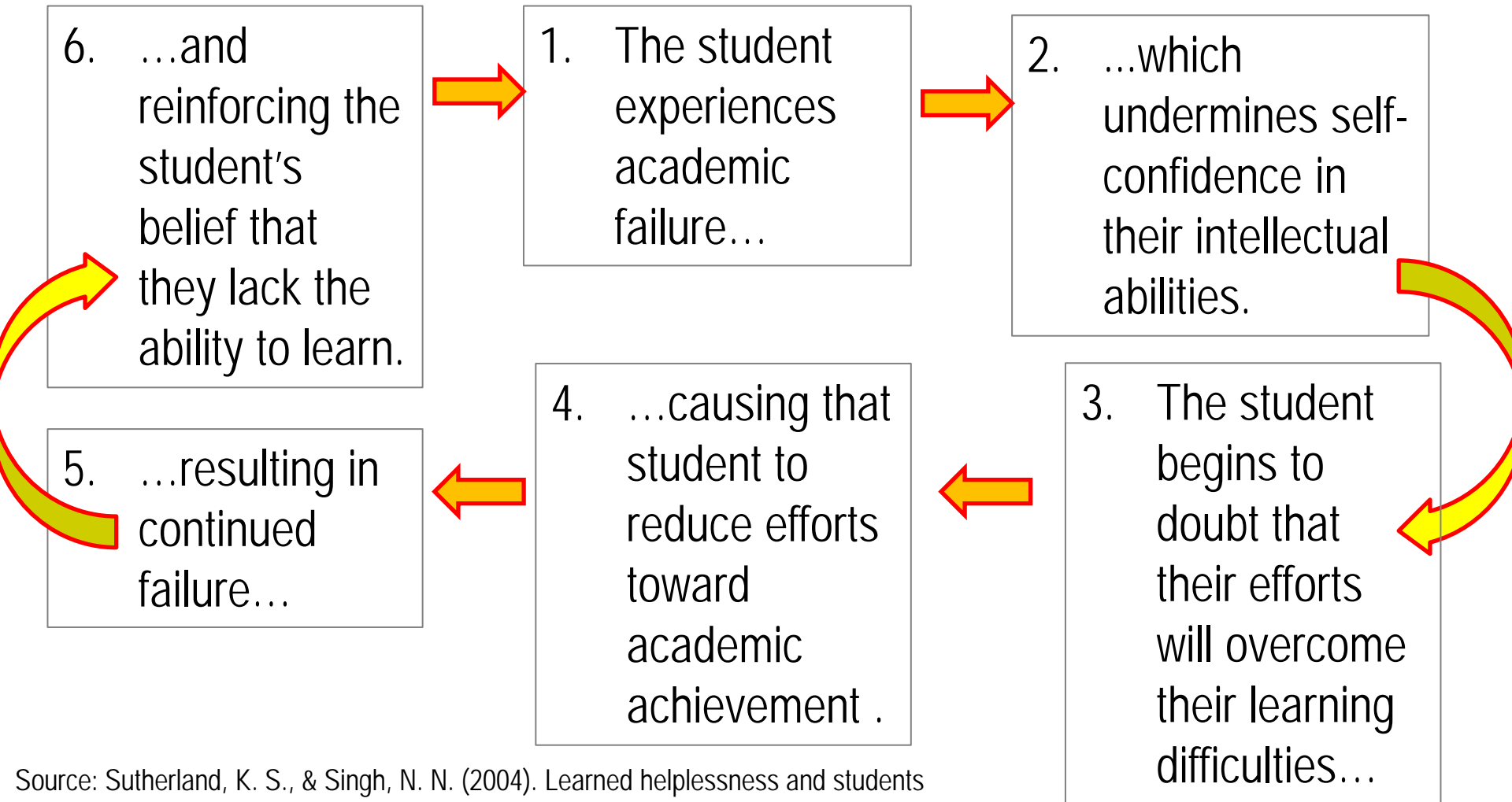
Anxiety



- Deteriorating attendance
- Impaired performance during 'high stakes' activities (e.g., tests)
- Habitual work avoidance
- Occasional work avoidance (e.g., skipping homework items).
- Procrastination
- Rushing through assignments

## Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned-helplessness cycle:





## The 'Successful Student' Profile...

Successful, confident students tend to share these qualities:



1. Adequate academic skills

BASIC SKILLS

2. Positive self-coaching/  
self-talk

INTENTION

3. Efficient, consistent  
self-management  
routines

ACTION

## Unmotivated Students: What Works

Motivation can be thought of as having two dimensions:

1. the student's expectation of success on the task .....10
  - Multiplied by**
  2. the value that the student places .....X.....10  
on achieving success on that learning task
- 
- 100

The relationship between the two factors is *multiplicative*. If EITHER of these factors (the student's expectation of success on the task OR the student's valuing of that success) is zero, then the 'motivation' product will also be zero.

**Source:** Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.373-401). Bethesda, MD: National Association of School Psychologists.

# Student Motivation Redefined in Observable (and Fixable) Terms

Step 1: Redefine 'motivation' as academic engagement: e.g., The student **is willingly engaged in the assigned academic task** (Skinner, Pappas, & Davis, 2005).

Step 2: Embrace this mission statement: **"When a student appears unmotivated, it is the school's job to figure out why the student is unmotivated and to find a way to get that student motivated."**

*Discussion: What are your thoughts about this redefinition of school 'motivation'?*

*Using Local Data to Screen At-Risk Students.* How can secondary schools use locally collected data to flag students at risk for school problems?



# Response to Intervention

## Tier 2: Matrix: Local RTI/MTSS Screening Data for Secondary Schools

These 3 data sources will be compiled and reviewed every 5 weeks to identify at-risk students. The table (matrix) below includes the threshold for RTI/MTSS action and a listing of intervention actions for first, second, and third consecutive identification.

### Data Sources

- **Office Disciplinary Referrals (ODRs).** Whenever a student is sent from the classroom for disciplinary reasons, a written incident report is completed. The event is entered into an electronic database.
- **Grades.** Course grades are updated during progress reports and issuing of report cards. For progress reports, teachers are to report a specific numeric grade for any student who is failing.
- **Attendance.** Attendance will be taken during each school period/day and entered into an electronic database.

*Handout*

Data Source	5-Week Threshold Requiring RTI/MTSS Intervention	RTI/MTSS Action: 1 <sup>st</sup> Time	RTI/MTSS Action: 2 <sup>nd</sup> Time	RTI/MTSS Action: 3 <sup>rd</sup> Time
Office Disciplinary Referrals (ODRs)				
Grades				
Attendance				



# Step 1: Define Your Data Sources

The school decides on what local data it will collect every 5 weeks to monitor student academic performance and engagement.

The most typical sources are:

- behavior (Office Disciplinary Referrals, or 'ODRs')
- grades
- attendance



# Step 1: Define Your Data Sources

## Office Disciplinary Referrals (ODRs):

**Sample Definition.** Whenever a student is sent from the classroom for disciplinary reasons, a written incident report is completed. The event is entered into an electronic database.



## Step 1: Define Your Data Sources

**Grades: Sample Definition.** Course grades are updated during progress reports and issuing of report cards. For progress reports, teachers are to report a specific numeric grade for any student who is failing.



# Step 1: Define Your Data Sources

**Attendance: Sample Definition.** Attendance will be taken during each school period/day and entered into an electronic database.



## Step 1: Define Your Data Sources: ACTIVITY

In your teams, develop your own definitions for these data sources:



- **Office Disciplinary Referrals (ODRs).** Whenever a student is sent from the classroom for disciplinary reasons, a written incident report is completed. The event is entered into an electronic database.
- **Grades.** Course grades are updated during progress reports and issuing of report cards. For progress reports, teachers are to report a specific numeric grade for any student who is failing.
- **Attendance.** Attendance will be taken during each school period/day and entered into an electronic database.



## Step 2: Select Your Data 'Cut-Points'

The school examines these data sources every 5 weeks.

For each data source, the school selects the 5-week cut-point that will trigger RTI/MTSS attention:

Data Source	5-Week Threshold Requiring RTI/MTSS Intervention
Office Disciplinary Referrals (ODRs)	
Grades	
Attendance	



## Step 2: Select Your Data 'Cut-Points'

Sample 5-week cut-points:

- **grades:** failing grade in 1 course
- **attendance:** missing 3 or more days; missing 3 or more class sessions from one course
- **behavior** (Office Disciplinary Referrals, or 'ODRs'): 3 or more ODRs

Activity: In your teams, create cut-points for each data source:



# Step 3: Choose RTI/MTSS Actions

The school decides what RTI/MTSS action to take when a student is flagged for the 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> time.

Data Source	5-Week Threshold Requiring RTI/MTSS Intervention	RTI/MTSS Action: 1 <sup>st</sup> Time	RTI/MTSS Action: 2 <sup>nd</sup> Time	RTI/MTSS Action: 3 <sup>rd</sup> Time
Office Disciplinary Referrals (ODRs)				
Grades				
Attendance	3 or more absences	?	?	?



## Step 3: Choose RTI/MTSS Actions

The school decides what RTI/MTSS action to take when a student is flagged for the 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> time.

Sample RTI/MTSS Actions for Attendance:

- **RTI/MTSS Action: 1<sup>st</sup> Time:** parent phone call/student meeting
- **RTI/MTSS Action: 2<sup>nd</sup> Time:** face-to-face parent conference
- **RTI/MTSS Action: 3<sup>rd</sup> Time:** Tier 3 RTI Problem-Solving Team meeting



# Step 3: Choose RTI/MTSS Actions

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Data Source	5-Week Threshold Requiring RTI/MTSS Intervention	RTI/MTSS Action: 1 <sup>st</sup> Time	RTI/MTSS Action: 2 <sup>nd</sup> Time	RTI/MTSS Action: 3 <sup>rd</sup> Time
Office Disciplinary Referrals (ODRs)			RTI/MTSS Action: 2 <sup>nd</sup> Time: face-to-face parent conference	
Grades		RTI/MTSS Action: 1 <sup>st</sup> Time: parent phone call/student meeting		RTI/MTSS Action: 3 <sup>rd</sup> Time: Tier 3 RTI Problem-Solving Team meeting
Attendance	3 absences			

# Step 3: Choose RTI/MTSS Actions

For each data source, select actions when a student is identified one/two/three times in succession:



Data Source	5-Week Threshold Requiring RTI/MTSS Intervention	RTI/MTSS Action: 1 <sup>st</sup> Time	RTI/MTSS Action: 2 <sup>nd</sup> Time	RTI/MTSS Action: 3 <sup>rd</sup> Time
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Attendance				