



April 30, 2021

Welcome to Part 3 of our Webinar Series: *Supporting Secondary Students with Intensive Needs During the Pandemic*



Webinar Series

Webinar 1 Check and Connect: Implementation and Adaptation in a Virtual Environment

- Recording and Slides: <https://intensiveintervention.org/resource/supporting-secondary-students-intensive-needs-during-pandemic>

Webinar 2 Early Warning Systems: Using Data to Plan for the 2021-2022 School Year

- Recording and Slides: <https://intensiveintervention.org/resource/supporting-secondary-students-intensive-needs-during-pandemic>

Webinar 3 Intensive Intervention: Supporting Secondary Students with Intensive Behavior Needs





March 2021

Intensive Intervention: Supporting Secondary Students with Intensive Behavior Needs



Agenda

1. Welcome and Introductions
2. Setting the Stage for Fall 2021
3. Screening to Identify At-Risk Students
4. Supporting Students Within MTSS
5. Panel Discussion
6. Wrap Up and Closing



Housekeeping

- **Questions**
 - Please type questions into the Question Box.
- **Captioning**
 - Use the link in the chat to access live captioning
- **Slides and Resources**
 - We will post the slides and some additional resources on the NCII website after this webinar.



Meet Our Panelists



Dr. Lou Ann Tanner-Jones, Ph.D., NCSP

Assistant Clinical Professor

Educational, School & Counseling Psychology Dept.

University of Missouri

Boone County Schools Mental Health Coalition &

National Center for Rural School Mental Health



Dr. Don Kincaid, EdD

Professor and Director

Florida Center for Inclusive Communities

Department of Child & Family Studies

College of Behavioral and Community Sciences

University of South Florida



Setting the Stage for Fall 2021





Screening to Identify Students At Risk

Dr. Lou Ann Tanner-Jones

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

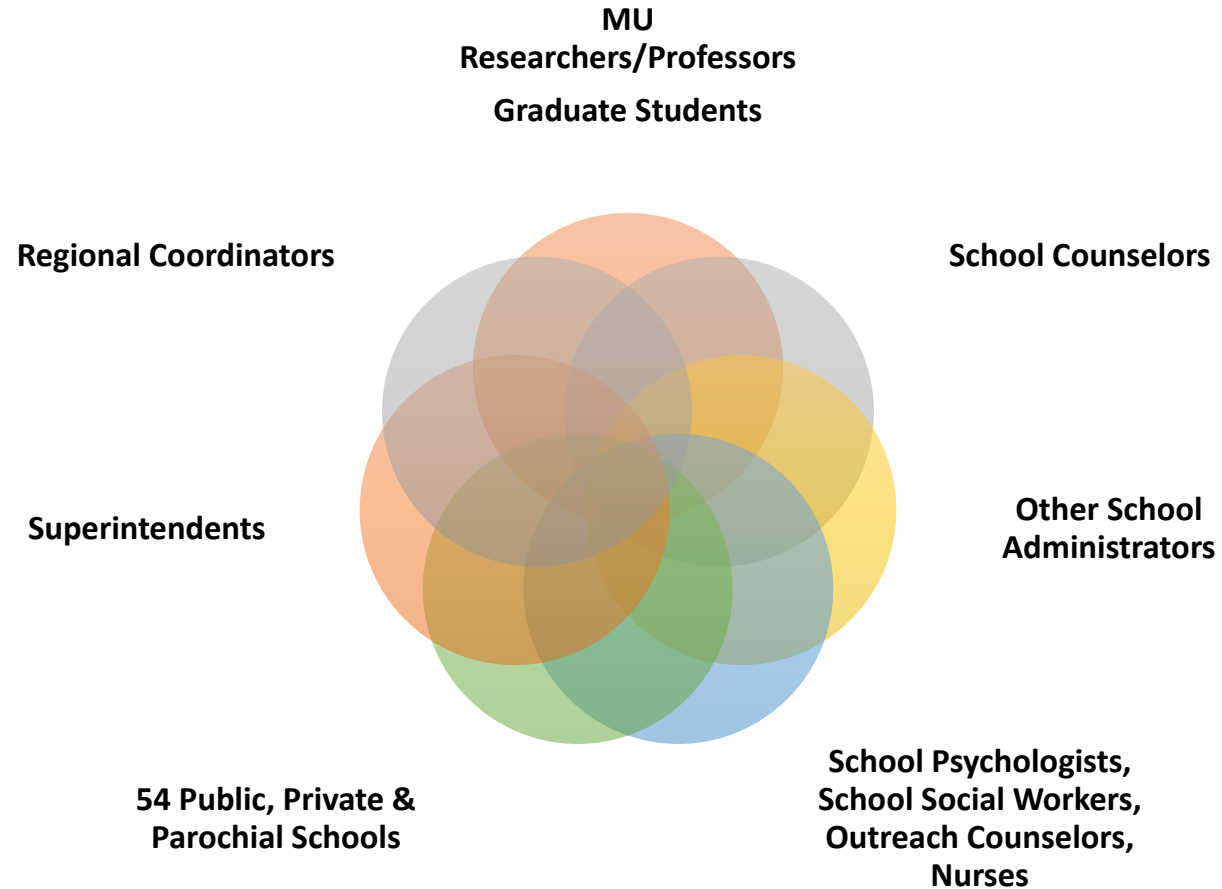
Family Access Center of Excellence (FACE) of Boone County MO

School Based Services

Cultivating Social and Emotional Health



School-Based Services Partnership





Our work in schools

Develop & Implement

Developed and now implement county-wide screening to assess risk and protective factors that are predictive of poor school, mental and life course outcomes

Provide

Provide professional development to school personnel in Boone County in evidence-based practices

Support

Support school-based teams to implement evidence-based programs and measure outcomes for youth who require behavioral and/or social-emotional supports

Improve

Improve the coordination of information and services for at-risk youth and their families

Develop & Implement

Develop and implement child-centered, family-based wrap-around services for for students and families who require significant supports

Boone County MO Early Identification System (EIS) for Universal Screening

Our system

- Screen all students for social-emotional risk factors 2-3x/year
- Ask teachers pre-12 how students compare to same age peers

Screen county-wide

- 25,000+ students in each checklist round
- Time reference last 30 days
- Norms based on each school
- Find students who are at risk for developing behavioral or emotional concerns
 - Internalizing as well as externalizing behaviors

Universal Screening

Universal screening allows for the **early identification** of students who may need additional behavior support, including those who exhibit both externalizing and internalizing patterns of problem behavior

Rather than relying only on teacher nomination or examination of existing school data like ODRs, this approach **refocuses the conversation from a reactive, wait-to-fail model to a proactive, prevention-based system** in which needs are identified early and interventions are delivered efficiently to the level of need demonstrated by the student

Teacher Checklist example

Items →

← Roster

	Destyn	Makinlee I	Ta'Kiya I	Cornell	Dra'Von	Emily	Christian	Phuthanet	
Behavior									
Easily distracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is disliked by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is left out of activities by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Has no close friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does not work well with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Has poor social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is bossy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Trouble expressing feelings appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Trouble understanding feelings of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Checklist

Sample Items

Students indicate how often these have been experienced in the last month:

- ***Never, Sometimes, Often or Always***
- *I have a hard time asking for help*
- *In the past month, I felt like I did not matter*
- *I feel left out by others*
- *I try hard to get good grades on my work*
- *I have a hard time controlling my temper*
- *I look forward to learning new things at school*



Areas of Risk

Attention and Academic Issues

Peer Relationship Problems

Externalizing Behaviors

Internalizing Behaviors

Emotional Dysregulation

School Disengagement

Bullying Behaviors

Screening
Results Available
at these Levels

County

District

Building

Grade level

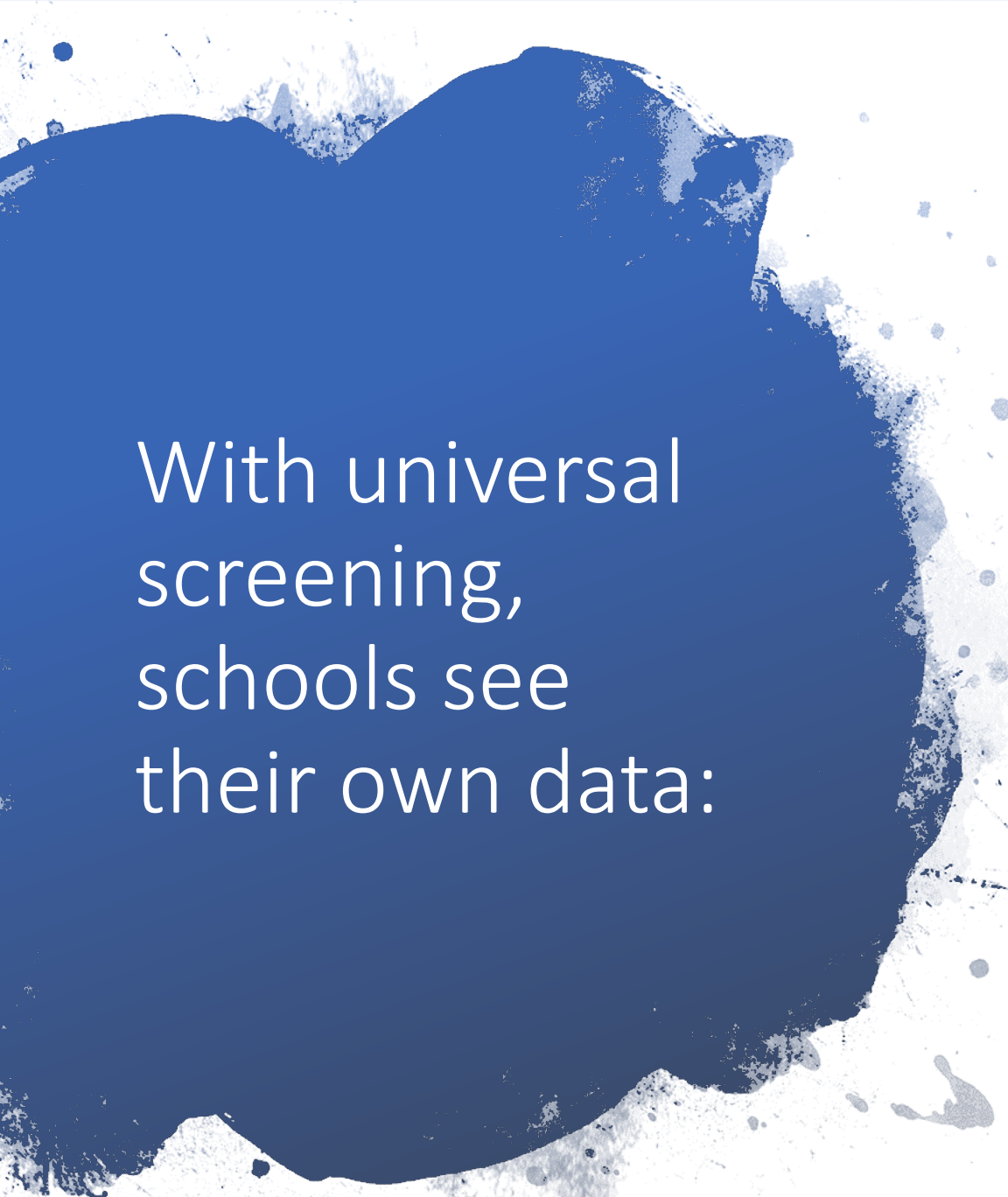
Student



Staff work directly with schools

Problem Solving Teams (PST)

- Checklist data help identify broad issues to be addressed and/or specific student needs to be discussed at PST meetings
- Teaming process to problem solve identified risk at all tiers
- Offer proactive and preventative problem-solving opportunities
- Interventions determined



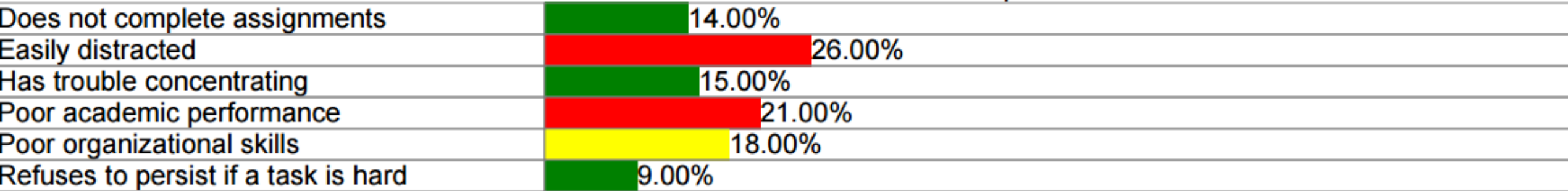
With universal
screening,
schools see
their own data:

- **We use a public health model color code to summarize results:**
- **Green** <15% of students experience this risk factor.
- **Yellow** 15%-19% of students experience this risk factor; your school or grade level may consider small group or tier 2 supports to target needs.
- **Red** >20% of youth experience this risk factor; you may consider a universal level intervention to address this concern, as it affects more than 1 in 5 students.

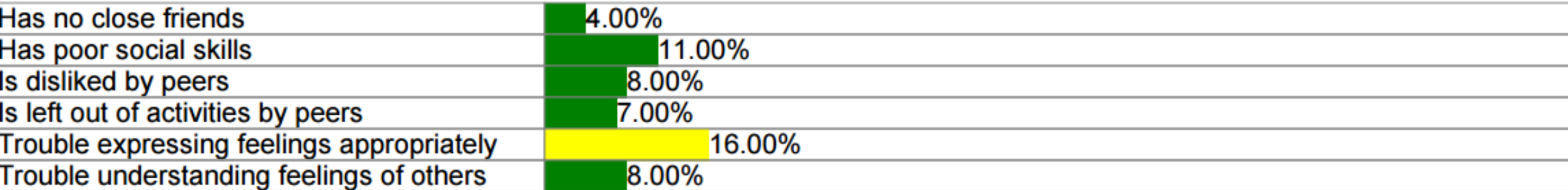


The next slides
show a variety
of reports from
our system

School Level - Attention and Academic Competence



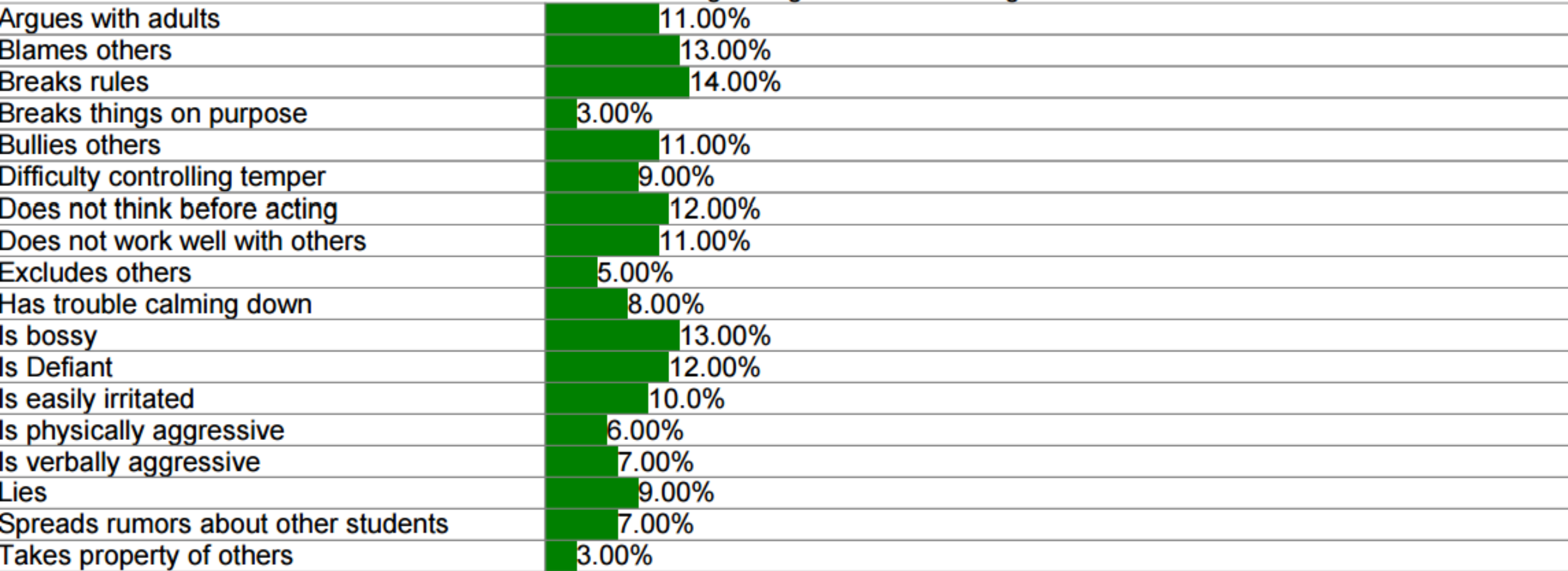
School Level - Social Skills and Peer Relations



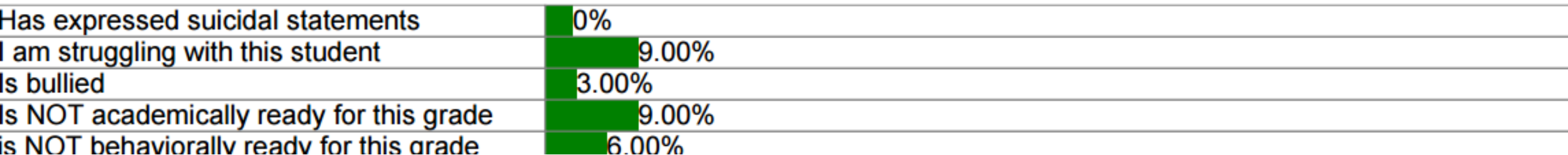
School Level - Internalizing Behavior



School Level - Self-Regulating and Externalizing Behavior



School Level - General Risk



Student Name	[REDACTED]
Grade	3
School	[REDACTED]

The following provides a summary of areas in which this student may need additional supports to be successful. Green indicates that the item was not endorsed. Yellow indicates that an item was endorsed and may benefit from attention. Overall areas in yellow indicates that this students overall score was slightly elevated in this area as comparison to peers. Red indicates that the overall area is a concern and needs attention; scores were 2 standard deviation higher than peers.



Peer Relations-Social Skills - ZScore = 0.716124746042952	Green
I have friends to talk to at school	Green
I have friends to eat lunch with at school	Green
I am a good friend	Green
I cooperate with others	Green
I work well with my classmates	Green

Bullied by others - ZScore = 2.36947718604319	Red
Other kids make fun of me at school	Red
I am bullied by others	Red

Student Name	[REDACTED]
Grade	[REDACTED]
School	[REDACTED]

The following provides a summary of areas in which this student may need additional supports to be successful. Green indicates that the item was not endorsed. Yellow indicates that an item was endorsed and may benefit from attention. Overall areas in yellow indicates that this students overall score was slightly elevated in this area as comparison to peers. Red indicates that the overall area is a concern and needs attention; scores were 2 standard deviation higher than peers.

No Risk	Some Risk	Needs Attention
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Attention and Academic Competence - ZScore = 3.10060162140832	
Poor organizational skills	
Poor academic performance	
Easily distracted	
Does not complete assignments	
Refuses to persist if a task is hard	
Has trouble concentrating	

Social Skills and Peer Relations - ZScore = 3.74650058926441	
Is disliked by peers	
Is left out of activities by peers	
Has no close friends	
Has poor social skills	
Trouble expressing feelings appropriately	
Trouble understanding feelings of others	

Internalizing Behavior - ZScore = 4.14183647814726	
Poor self-esteem	
Is sad	
Is withdrawn	
Worries a lot	

Self-Regulating and Externalizing Behavior - ZScore = 3.63849518495979	
Does not work well with others	
Is bossy	
Blames others	
Difficulty controlling temper	

Bullies others	
Spreads rumors about other students	
Excludes others	
Is easily irritated	
Is Defiant	
Is verbally aggressive	
Is physically aggressive	
Breaks rules	
Lies	
Has trouble calming down	
Takes property of others	
Argues with adults	
Breaks things on purpose	
Does not think before acting	

General Risk - ZScore = 4.08740453250225	
Is bullied	
Has expressed suicidal statements	
I am struggling with this student	
Is NOT academically ready for this grade	
is NOT behaviorally ready for this grade	

Intervention selection

- Teams determine one or more problem area(s) to target, and the PST assures that:
 - **Interventions are matched to address concerns**
 - Interventions and supports are **based upon the level and/or function of concern and on the available resources** in the school and/or community
 - We use **evidence-based interventions, manualized curricula** that match need at different tiers
 - **SMART goals are written**
 - **Action plans are designed**
 - **Fidelity measurements are included**

A note about students with high needs

- Students determined to be at high risk may need further assessment to determine supports and intervention.
 - **It is important to note that students with indicators for extreme risk (e.g., threats to harm self or others, violence potential) need immediate assessment and intervention.**
 - Engaging in threat assessment or determining potential is a **different process than the EIS screening for risk factors** associated with adjustment problems in students.
- Tools we use (references in toolkit)
 - Columbia Lighthouse tools for Suicide Risk Assessment
 - Comprehensive School Threat Assessment Guidelines (CSTAG)



Measuring What We Do

Data-Based Decision Making

- Data-based decision making refers to systematic collection and analysis of various types of **data to guide a range of decisions** to help improve the success of students and schools.
- Collecting assessment data allows us to evaluate if an intervention worked efficiently and effectively.
- If an intervention worked...
 - **Our students improve!**
 - We can replicate the intervention with similar students in the future.
- If an intervention didn't work...
 - We can identify modifications to be made.
 - We continue to seek a good intervention fit for our student.
- **Don't underestimate the power of data!**
- **Data can provide you with information to inform decision makers and back up budget requests for more support and personnel to do this work!**

- This standing committee has supported Boone County families for decades.
- Representatives from community providers and governmentally funded agencies have a standing meeting one afternoon each week.
- We define and eliminate barriers families face in accessing mental health and basic needs resources.
- Coordination approach, led by family needs as assessed through Top Problems Assessment.
- Periodic follow up and case management until the family successfully links to community provider(s) and is satisfied with the support.
- Revisits for accountability and support.
- Highly successful with linking families.
- Families report high levels of satisfaction.

Family-led Wraparound Process (Interagency Committee)

- **Topics & Interventions Trained (examples)**
 - Stress Management for School Staff
 - Suicidality: Educator's Role in Prevention
 - Conducting Suicide Risk Assessment
 - Trauma Informed Care in Schools (Approaches to Helping Students Return to School during/after COVID-19)
 - Compassion Fatigue
 - Mental Health in the Classroom
 - Supporting Internalizing Concerns in the Classroom
 - Attention and Academic Competence Supports
 - Anxiety 101: What Anxiety Is, and How You Can Help
 - Conducting Problem-Solving Teams
 - Externalizing Behavior: The Escalation Model and Prevention Strategies
 - Mental Health Literacy for Paraprofessionals
 - Classroom Management during virtual instruction
 - Helping Teachers support AAPI students
- **Interventions Trained:**
 - Second Step Social Emotional Learning Curriculum
 - Classroom Check-Up

Recent
Professional
Development
training

determined by
checklist

If you would like more information about our work, please feel free to contact me:

- Lou Ann Tanner-Jones, Ph.D., NCSP
 - Past Director, School Based Services FACE
 - Assistant Clinical Professor, Dept of Educational, School and Counseling Psychology
 - Boone County Schools Mental Health Coalition and National Center for Rural School Mental Health
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- FACE of Boone County website:
 - <https://faceofboonecounty.org/>

- We gratefully acknowledge the support of our funder: Boone County Children's Services fund:
 - <https://www.showmeboone.com/community-services/children/>

**For More
Information**



Supporting Students Within an MTSS Framework

Dr. Don Kincaid



Students with Intensive Behavioral Needs

- Many schools have been virtual or hybrid, so routines and behaviors may have changed.
- Some students will need more support adjusting to the school environment.
- Some students may need changes to their behavior support plans.
- Students who exhibit intensive behavior do not necessarily require intensive levels of support.



Initial Steps for Supporting Student

- Make certain that your Tier 1 systems are in place: expectations, teaching of behavior, rewarding/recognizing students for success, etc.
- Spend more time orientating and training student on the “core” school-wide system again.
- Revise that system to include new expectations and rules post return to school.
- Monitor students with intensive needs and make certain that the Tier 1 system works for them.
- Consider one or two initial Tier 2 systems to establish to support students with more need (including students with intensive behavior).
- For students who had intensive interventions, continue with those interventions but monitor for effectiveness.



Considerations...

- Do not immediately screen or evaluate a student with intensive needs for special education.
- Do adapt Tier 1 and Tier 2 strategies including re-teaching.
- Do evaluate any existing individualized, intensive interventions and consider alterations.
- Do consider screening for the impact of additional trauma and mental health concerns.



Go Back to Basics

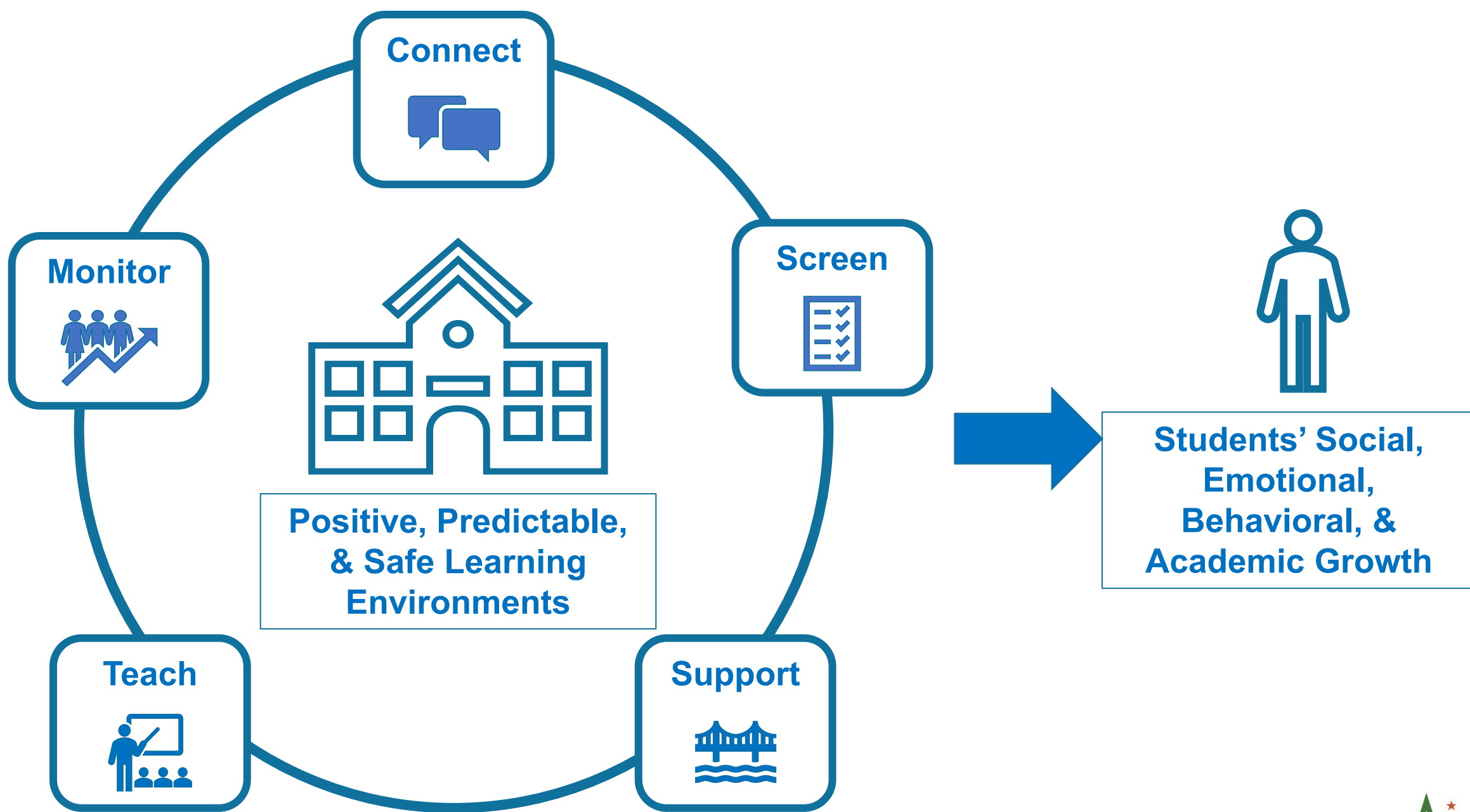
- Implement a few intensive intervention practices well:
 - evidence-based,
 - culturally relevant,
 - intensive intervention practices across social, emotional, behavioral (SEB) and academic domains,
 - using them well, consistently, and with fidelity.
- [https://assets-global.website-files.com/5d3725188825e071f1670246/5f5b94263852937c9464b12e_RTS_Intensive%20Intervention_Final_508%20\(2\)%20copy.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5f5b94263852937c9464b12e_RTS_Intensive%20Intervention_Final_508%20(2)%20copy.pdf)

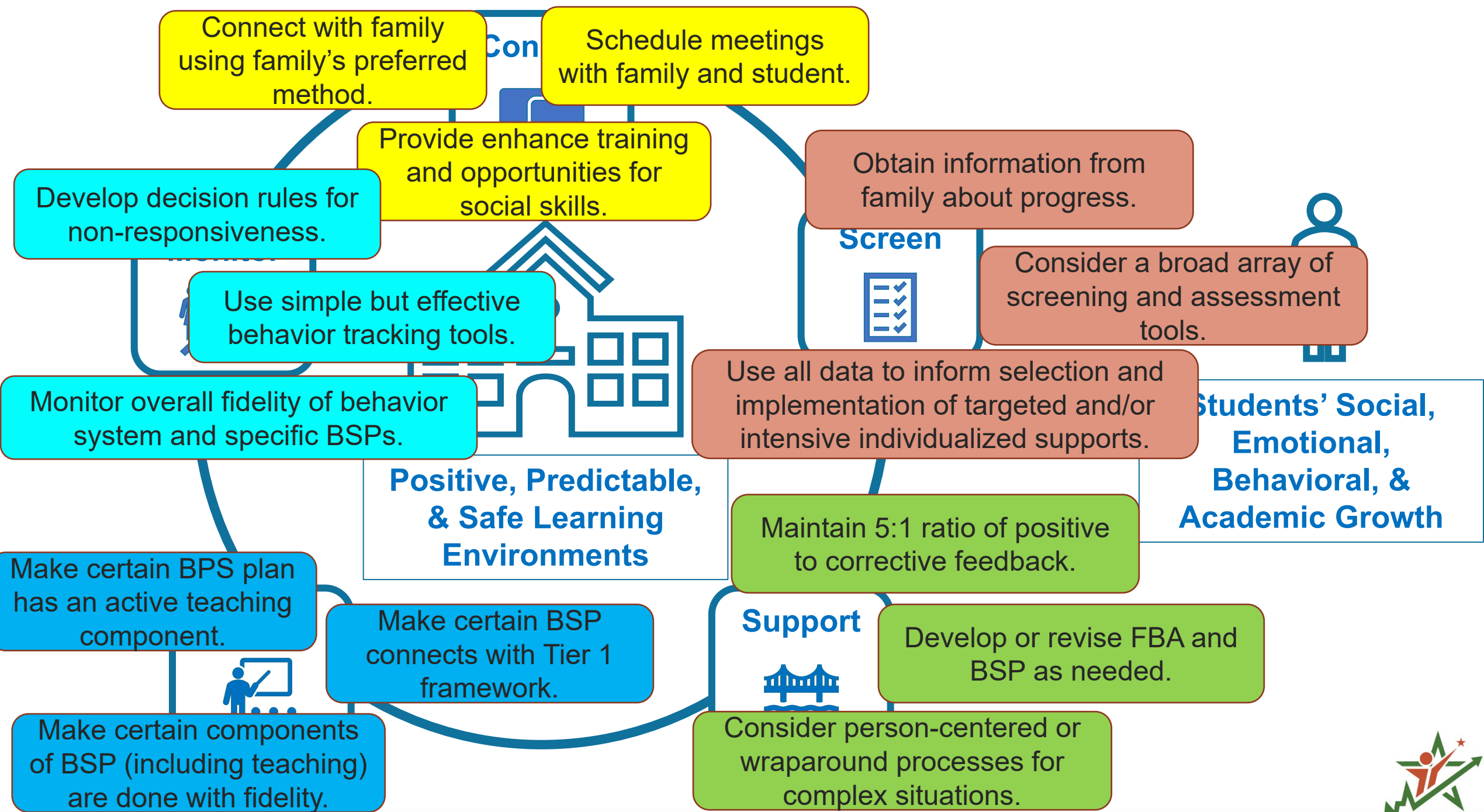


The Basics...

- **Connect** - Check in with the family. What has changed in the life of the student?
- **Screen** - Utilize both formal and informal systems, identify areas of strength and need.
- **Support** - Establish a safe environment (in class and/or remote); explicitly teach and prompt predictable routines, positive expectations, and SEB skills; bridge expectations (teach connections) across settings (e.g., home, school, community); and provide specific feedback to acknowledge and encourage desired behavior.
- **Teach** - Effectively teach and prompt critical academic skills, and actively engage students in learning by increasing the frequency in opportunities to respond. Prompt and reinforce expectations and SEB skills throughout instruction.
- **Monitor** - Monitor safety, health, needs (SEB) to: (a) determine whether supports are sufficient and (b) identify students who require more or modified support over time. Match the intensity of monitoring to the intensity of the need.







Broad Recommendations: Ensure...

- All educators understand a Tier 3 system of behavior supports.
- Educators have beliefs, knowledge and skills to implement and sustain Tier 3.
- Sufficient professional supports at school level to implement Tier 3.
- Sufficient district & school infrastructure alignment to evidence-based practices.
- Policies, procedures, and practices align between state, district, and schools.



**Specific
Recommendations:
After you understand
why the behavior is
occurring....**



Prevent



Teach



Reinforce



Context





Panel Discussion

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■





Additional Resources

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■



Resources

FACE of Boone County website

- <https://faceofboonecounty.org/>

School Based Services Toolkit

- <https://intensiveintervention.org/resource/supporting-secondary-students-intensive-needs-during-pandemic>

Returning to School: Considerations For Students With The Most Intensive Behavioral Needs

- https://intensiveintervention.org/sites/default/files/Return_School_Intensive_Behavior_508.pdf.pdf





Wrap Up & Closing



Disclaimer

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