

Building Strong Systems to Support Effective Practices at the Advanced Tiers

Kathy Francoeur, M.Ed.

Institute on Disability at University of New Hampshire

Margie Borawska-Popielarz, Ph.D.

Concord High School

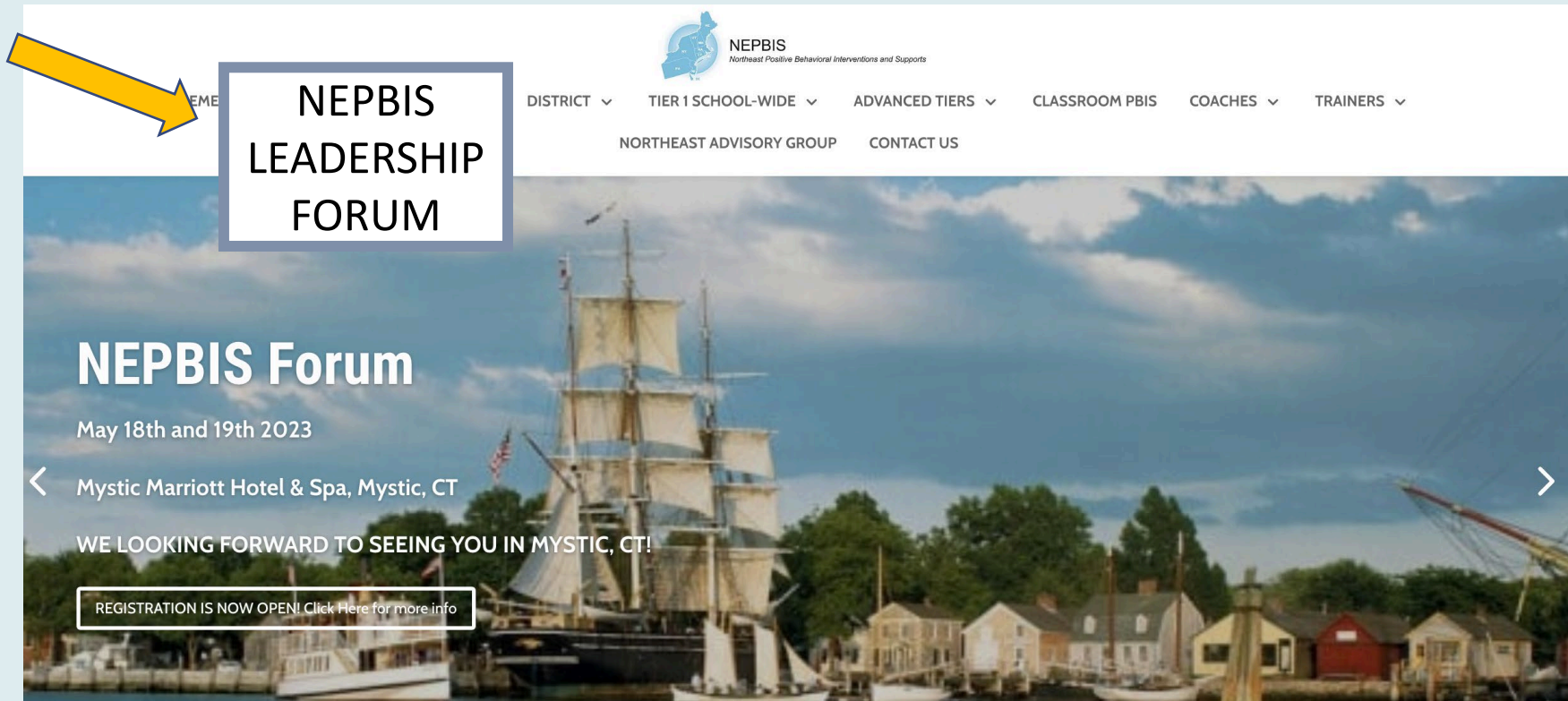
Sarah Skoglund

Governor-Wentworth Regional School District

**Northeast
PBIS Network
Leadership Forum**
MAY 17-18, 2023



Access Conference Program and Session Materials at NEPBIS.org



The screenshot shows the NEPBIS website header with a navigation menu. A yellow arrow points to a box containing the text "NEPBIS LEADERSHIP FORUM". Below the header is a banner for the "NEPBIS Forum" event, scheduled for May 18th and 19th, 2023, at the Mystic Marriott Hotel & Spa in Mystic, CT. The banner includes a call to action: "REGISTRATION IS NOW OPEN! Click Here for more info".

NEPBIS
Northeast Positive Behavioral Interventions and Supports

DISTRICT ▾ TIER 1 SCHOOL-WIDE ▾ ADVANCED TIERS ▾ CLASSROOM PBIS COACHES ▾ TRAINERS ▾

NORTHEAST ADVISORY GROUP CONTACT US

ME

NEPBIS LEADERSHIP FORUM

NEPBIS Forum

May 18th and 19th 2023

< Mystic Marriott Hotel & Spa, Mystic, CT >

WE LOOKING FORWARD TO SEEING YOU IN MYSTIC, CT!

REGISTRATION IS NOW OPEN! [Click Here for more info](#)

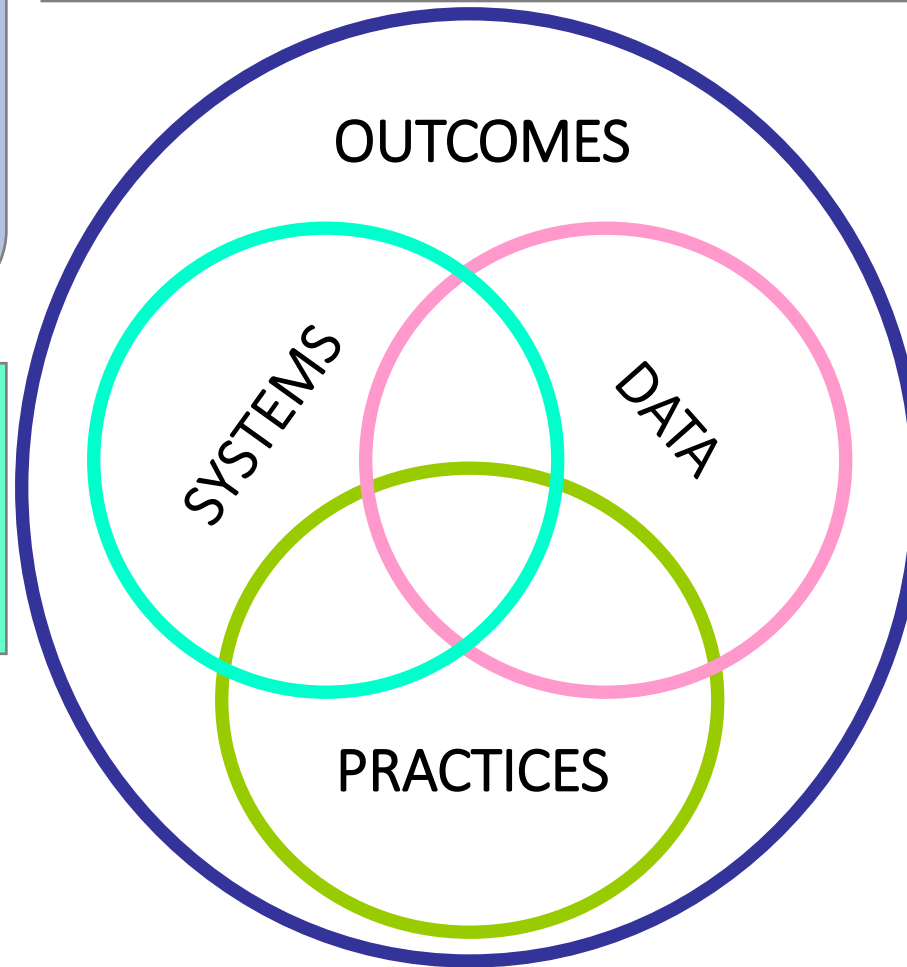


Objectives

- Learn components of Implementation Science to effectively implement advanced tiered interventions
- Understand the critical features at the Advanced Tiers and how it aligns with the TFI V 3.0
- Reflect on the screening processes to activate Tier 2 supports & Tier 3 supports match to student need.
- Gain knowledge of a variety of research-based Tier 2 & Tier 3 interventions

Supporting Social Skills and Academic Performance

Emphasize:
4 Integrated
Elements



**Supporting
Staff
Behavior**

**Supporting
Decision
Making**

**Supporting
Student Behavior**

Stages of Implementation

Focus on
Should we do it?

Focus on
Getting it right

Focus on
Making it better

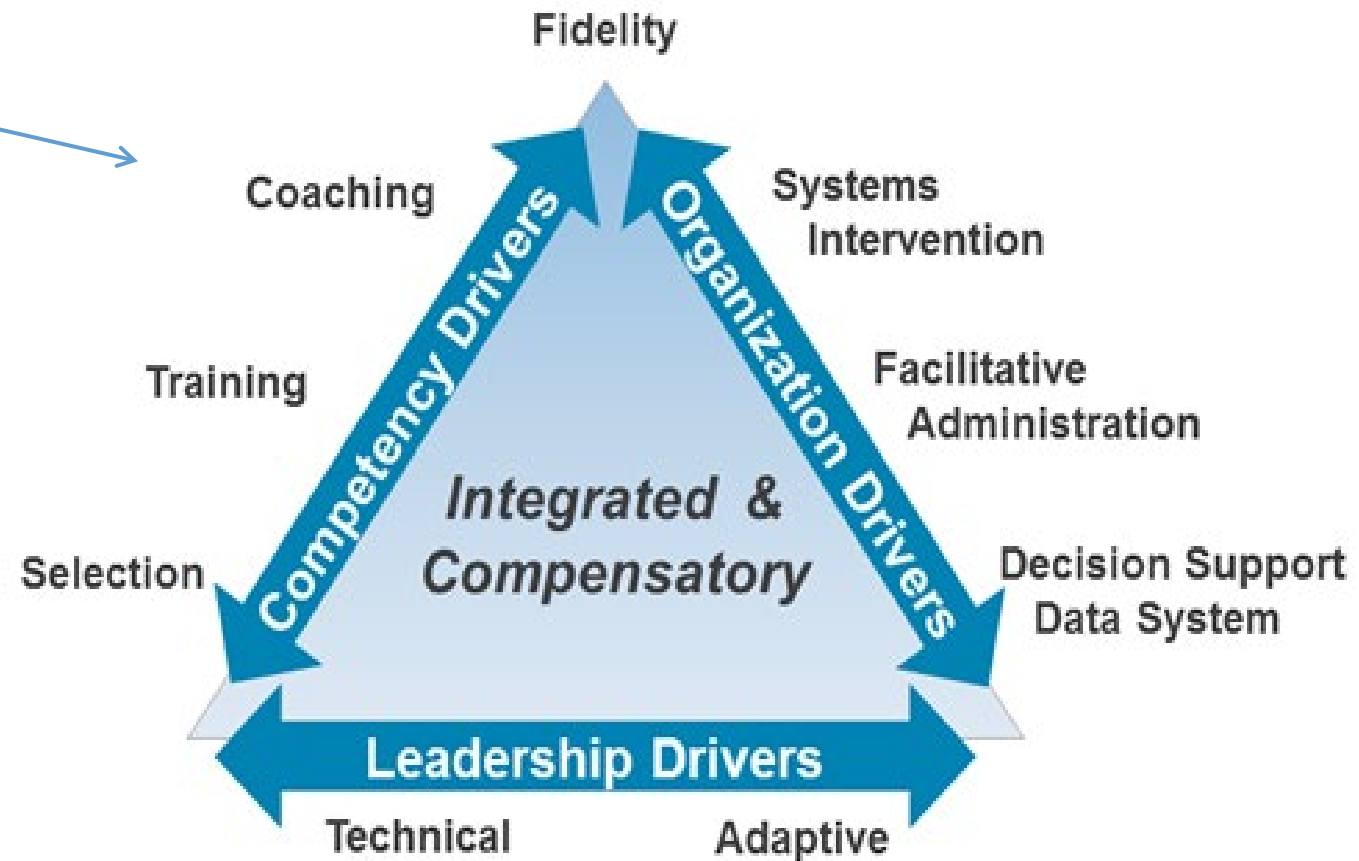
Exploration/ Preparation	Installation	Initial Implementation	Full Implementation	Sustainability
<ul style="list-style-type: none"> • Assess need and fit • Consider resources/ capacity • Make decision to adopt, commit to supporting successful implementation 	<ul style="list-style-type: none"> • Set up systems for successful implementation • Establish implementation team • Identify & train staff • Referral and transition criteria • Data system 	<ul style="list-style-type: none"> • Start facilitating RENEW • Monitor and evaluate implementation • Develop improvement strategies • Communicate with partners and community members 	<ul style="list-style-type: none"> • Expand practice • Continuously analyze data and make adjustments • Support facilitators' success and growth • Assess how system is working 	<ul style="list-style-type: none"> • Make it easier, more efficient • Embed within current practices

Drivers

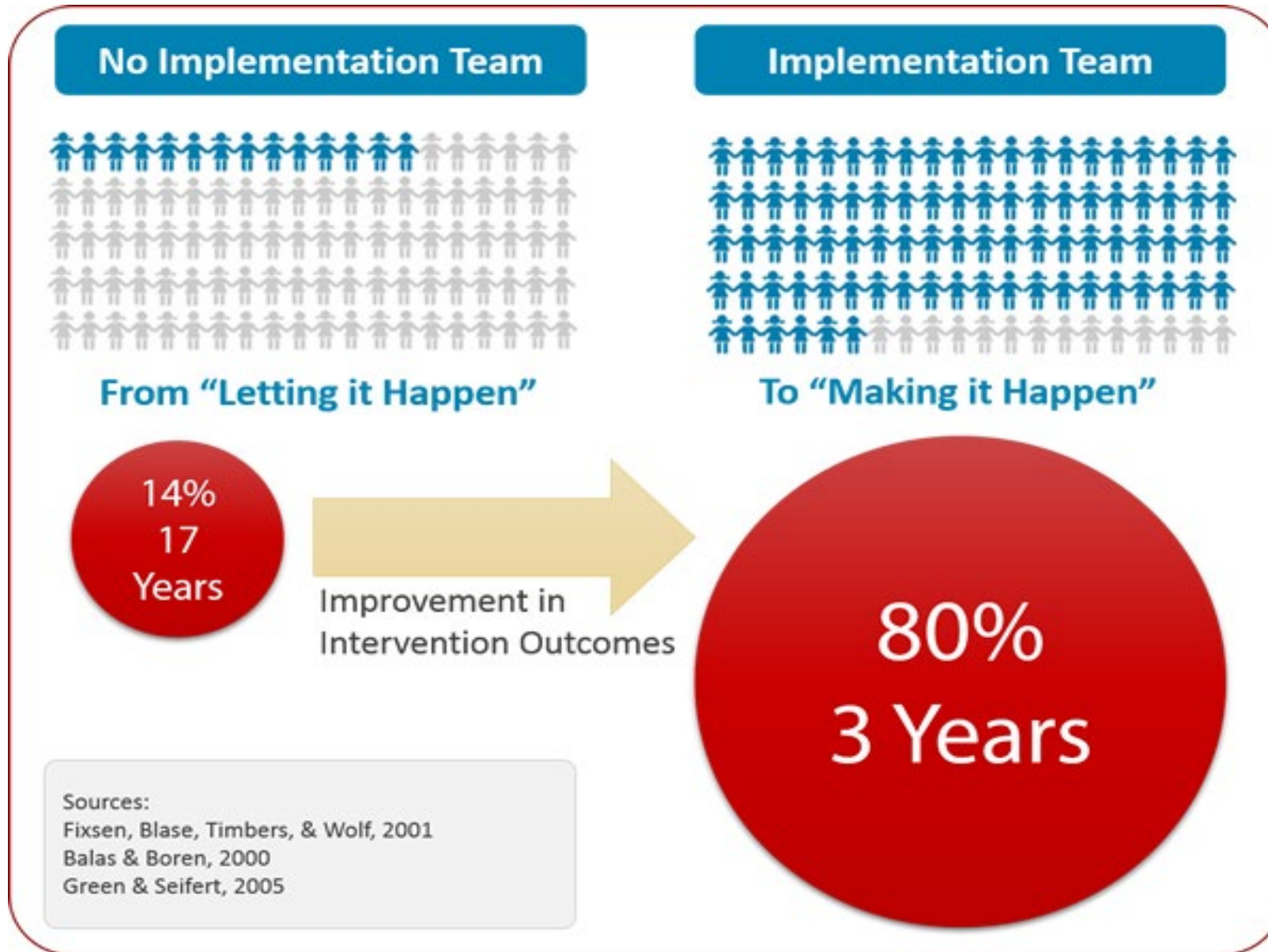
Implementation Drivers

OUTCOMES

95% of participants who demonstrate knowledge, demonstrate new skills learned and use new skills in the setting



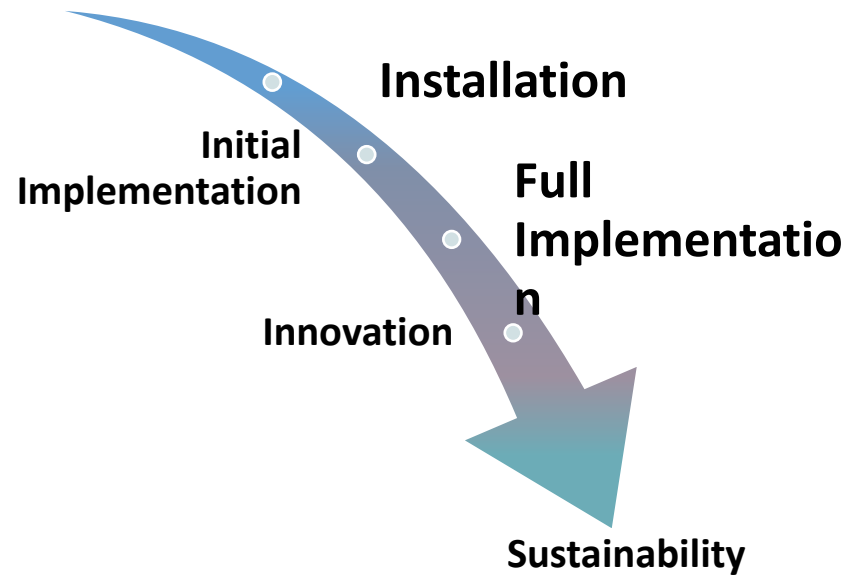
Rationale for Teams



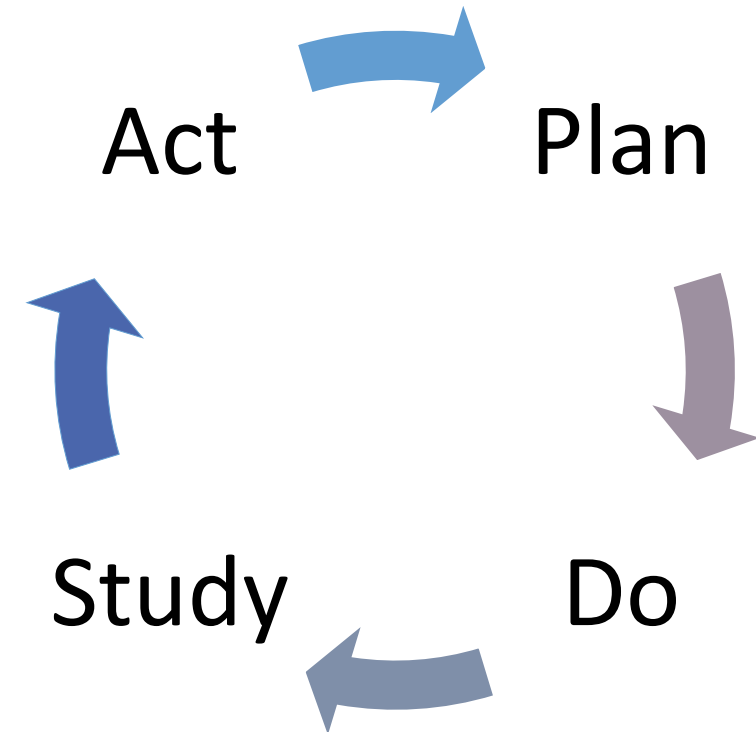
STAGES OF IMPLEMENTATION & IMPROVEMENT CYCLES

STAGES OF IMPLEMENTATION

Exploration
& Adoption



IMPROVEMENT CYCLES



Critical Features of Readiness For Advanced Tiers

- Tier 1 implemented with fidelity
- Tier 1 data reviewed and used
- Administrators and District commitment
- Plan to make faculty aware of Tier 2 alignment and implementation
- Advanced Team Members identified
- Data system supportive of Tier 2 & Tier 3 information
- Collaboration exist with community Mental Health Partners
- Plan in place to identify interventions

What stage best fits where you are in implementing Advanced Tiered Systems?

Where would you like to be by Fall 2023?

What is needed to get there?



Activation Process For Tier 2 System & Supports

The Challenges For Tier 2

1

Ensuring that you are serving the correct students

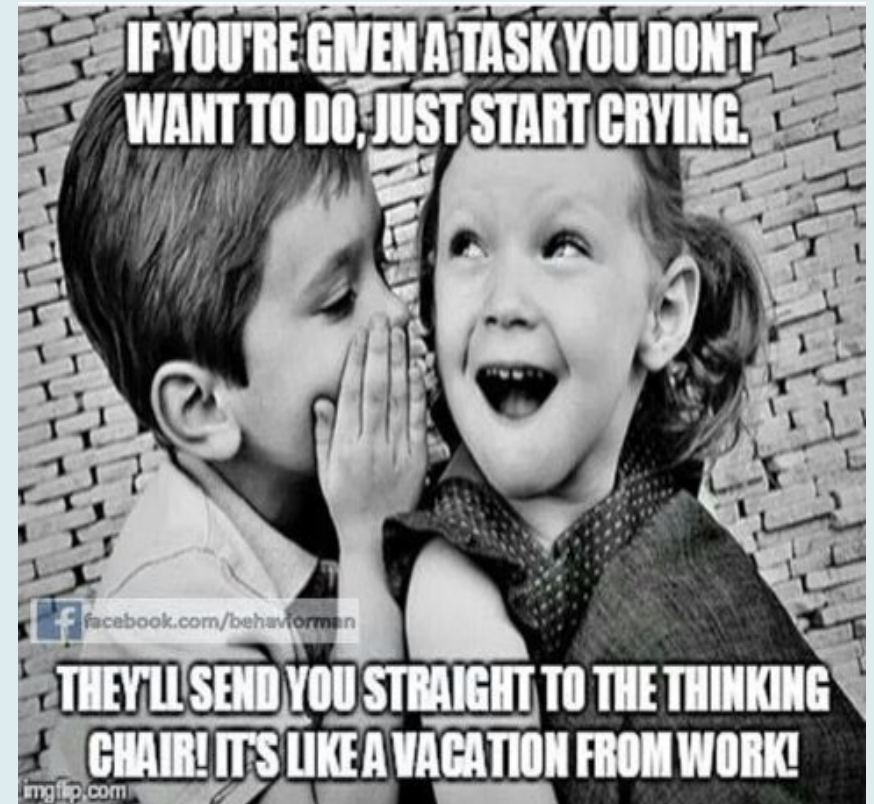
2

Ensuring you are getting to these students before too much disengagement

Why Tier 2 Matters

- Keeps students in typical learning environments
- Tier 2 is proactive
- Part of the continuum of tiered supports
- Efficient use of resources for groups of students
- Supports students who are non-responsive to Tier 1 supports
- Uses a functional perspective
- Promotes skill-based instruction
- Addresses multiple students

- **When done correctly Tier 2 works!**



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 2: Subscale: Practices

This is a revised TFI 3.0 item:

2.3 Screening: Tier 2 leadership team uses decision rules and multiple sources of data (e.g., discipline referrals, academic progress, screening tools, attendance, nominations), available from multiple informants (e.g., teacher, family, student), at **multiple points in time (e.g., screening at identified points, on-going data review, on-going access to nomination process) to identify students who require Tier 2 internalizing or externalizing supports and to inform the modification or intensification of Tier 1 supports .**

2.4 Request for Assistance: Tier 2 leadership team uses a written request for assistance form and process that are timely and available and accessible to all staff, families, and students.



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 2: Subscale: Practices

This is a revised TFI 3.0 item:

2.5 Options for Tier 2 Interventions Exist: Tier 2 continuum has multiple ongoing SEB support interventions available schoolwide that meet a range of student SEB internalizing or externalizing needs and behavioral functions, are designed to support groups of students, have documented evidence of effectiveness, and provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, (c) increased opportunity for feedback (e.g., daily progress report), and (d) increased communication with families, and (e) include planned modifications to address a range of behavioral function, mental health needs, or academic skills.

2.6 Decision Rules for Assigning and Exiting Students for Intervention: A written process and set of decision rules is used for (a) matching students to Tier 2 interventions that are aligned to student need, cultural fit, and family and student preference and (b) exiting students from intervention after reaching pre-determined levels of performance.



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 2: Subscale: Data

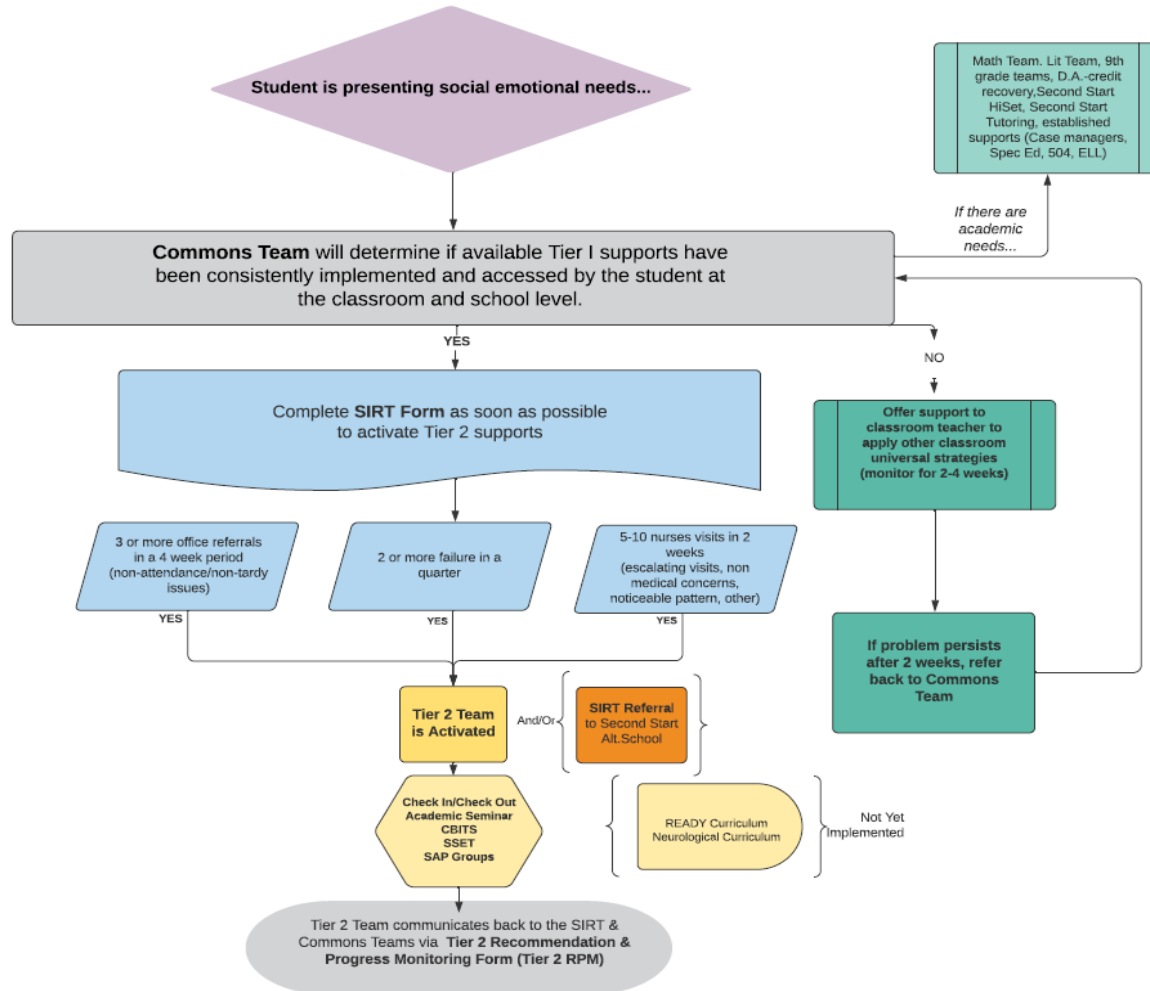
This is a revised TFI 3.0 item:

2.13 Decision Making and Student Performance: Tier 2 leadership team establishes and uses decision rules and a written process for regular data review to (a) monitor benefit, overall, by subgroup, and for individual students and (b) adjust support (e.g., intensify, modify, or fade) to increase responsiveness.



Efficient System From Tier 1 to Tier 2

Concord High School Student Intervention Referral Team:
 This chart is a guideline of procedures for referring students who may require social emotional interventions.
 The Commons Team will make the initial referral to Student Intervention Referral Team (SIRT).



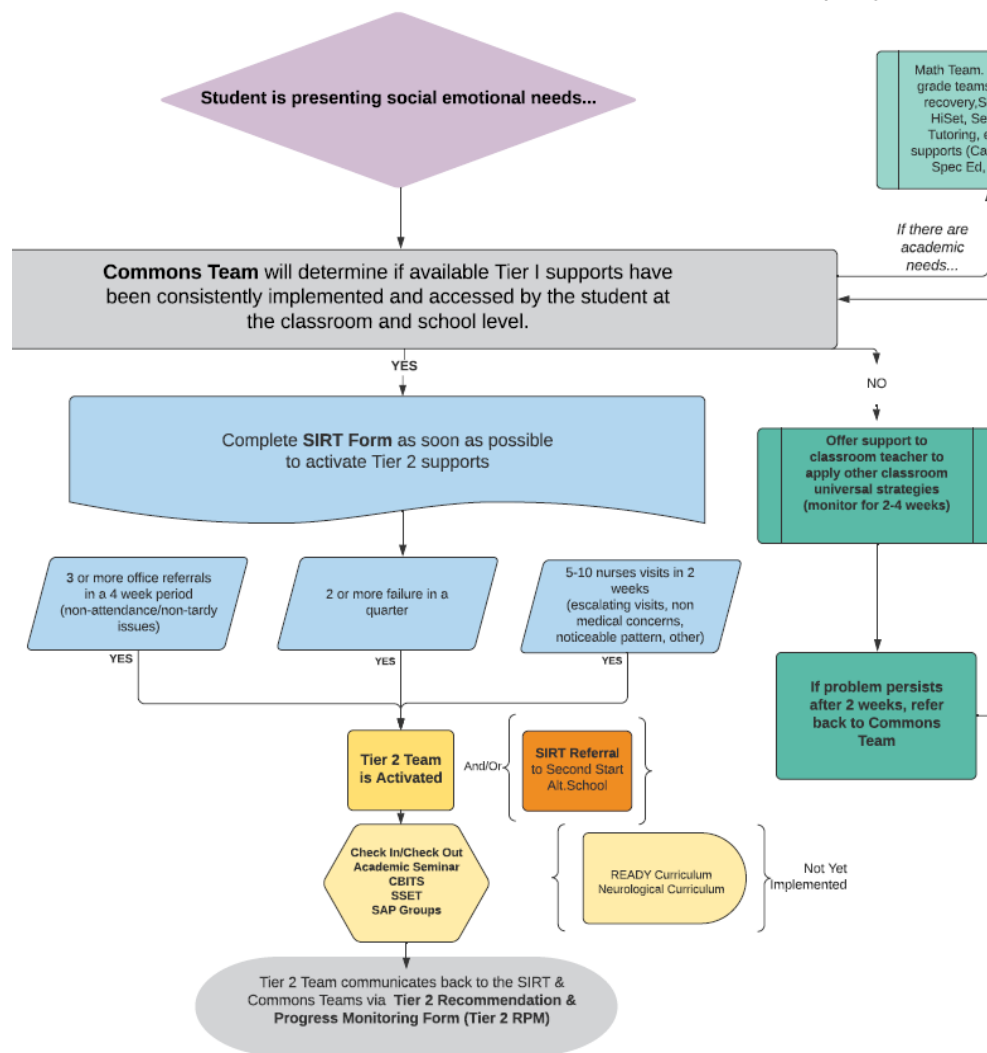
1. Determine if Universal Strategies have been applied with fidelity, **if yes...**
2. Referral to Student Intervention Referral Team (SIRT)
3. SIRT determines if referral meets eligibly for Tier 2 supports based on established criteria., **if yes...**
4. Activation of Tier 2 Supports by Tier 2 Team



Eligibility Criteria

- >3 ODR's in a 4-week period
- >2 failures in a Quarter
- 5-10 nurse visits in 2 weeks (i.e., escalating visits, non-medical concerns, noticeable pattern)
- Screening data
- Based in the data, youth is matched to appropriate Tier 2 intervention

Concord High School Student Intervention Referral Team:
 This is a guideline of procedures for referring students who may require social emotional interventions. The Commons Team will make the initial referral to Student Intervention Referral Team (SIRT).



Request For Assistance Process

- Form should be efficient and easy to complete
- Reason for requesting supports
- Brief data summary
- Include possible motivation or function of behavior
- Strategies used to address behavior
- Communication plan



Screening for Internalizing & Externalizing Behaviors

Teacher Nomination based on Systematic Screening for Behavior (SSBD)

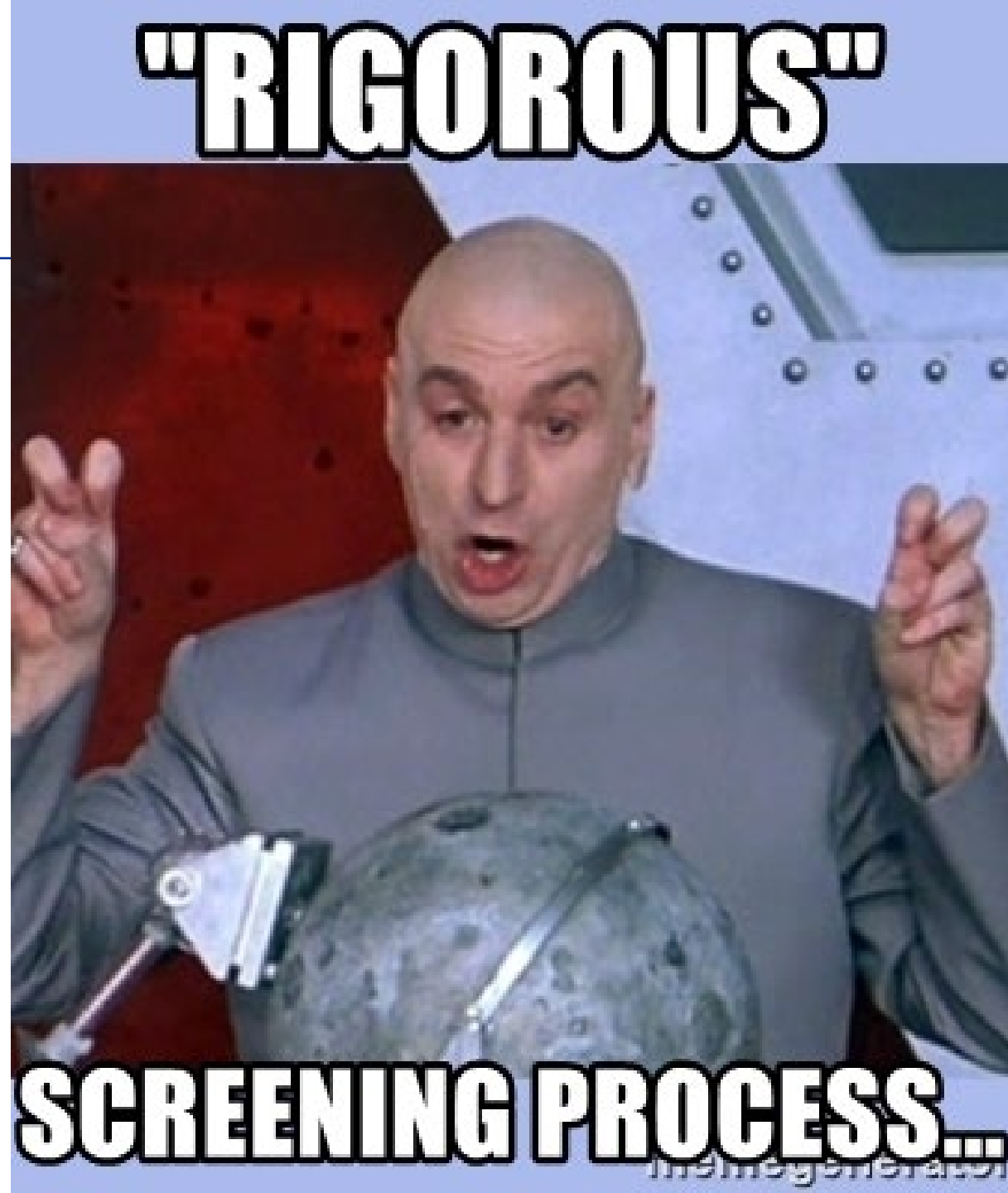
Hill., W & Sevenson, H 1991

Behavior Concerns		Academic Concerns
<i>Externalizing</i>	Internalizing	
Displays aggression towards others or objects	Low or restricted levels of activity	Class failure
Argues	Does not talk/interact with peers	Does not in-class complete assignments
Defies the teacher	Presents shy, timid, and/or unassertive	Does not present with an understanding of concepts
Does not comply with teacher instructions	Prefers to be or work alone	Does not complete homework
Overly active ("on the go")	Does not participate in group activities or games	Seems frustrated with pace and/or difficulty of work
Disruptive to others	Frequent nurse visits and/or school counselor visits	Frequent tardies/absences from school



Student Screener

- Importance of student voice in selecting Tier 2 interventions
- Used as a screener for incoming freshman
- When students are referred to an intervention as a pre and post

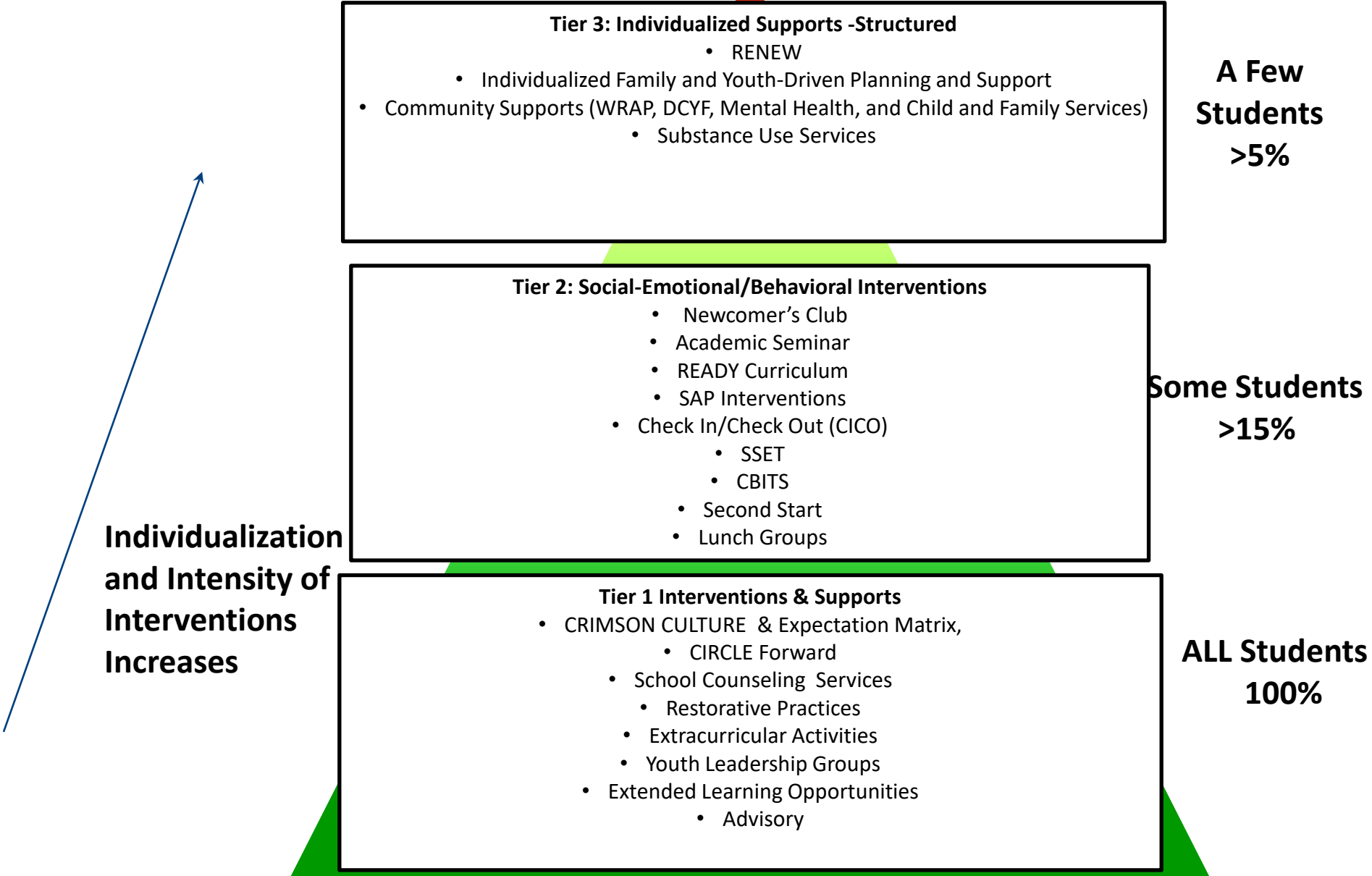


Tier 2 Interventions

- Group based
- Matched to function and need
- Increased exposure to schoolwide expectations
- Early and efficient
- Implemented across multiple settings
- Standard and consistent



Example Concord HS Pyramid of Interventions



Inventory Group Interventions

Discover existing and missing interventions and their components

- Identify Tier 2 Intervention
- Describe the intervention
- Decide on who, when & how often
- Identify entry criteria, response criteria & exit criteria
- Action plan to improve current group interventions

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria

Tier 2 Intervention Grid

Tier 2 Interventions

- Check In/Check Out (CICO)
- Academic Seminar
- Resources and Engagement to Achieve Dreams for Youth (READY)
- Grief Group
- MATCH
- CBITS/SSET
- Student Assistance Programs (SAP)
- Newcomer's Group



Youth Feedback on CICO

What CICO has done and meant to me?

- M - Helped me not flip out at my teachers.
- H - I was hungry. So I got a snack.
- T - The snacks
- A - Not getting aggravated during the day.
- M - Helps with my anxiety and I don't have to deal with this crap.
- J - Helped me go to class. My attendance is better and my grades are better. It's nice to check in.
- R- It helps me be in a good mood for the day and not be grouchy

Is there anything we could be doing with CICO differently or better?

-
- A - Doing the paper throughout the day instead of at the beginning and the end. Candy. Jolly Ranchers. Starburst. Life savers.
- H - Having the teacher mark it as well so I can mark mine and they can mark theirs about our classes.
- T - Let us come see you if we need to. You yell with your eyes Ms. Jordan.
- M - I think we should have time during every period to visit or during periods we don't do well in or we don't like.
- H - Our teachers don't let us leave.
- R- Having teachers do a reflection of us in class once a week or every day
- Once a month can we do a group activity?

Data used to Track Interventions

- CICO SWIS
- [Pre & Post Measures for Academic Seminar](#)
- Pre & Post Measure for READY (WHY TRY Assessment)
- Progress Monitoring based on Response Criteria Per Interventions



Student Reflections

Student A: "I'm not getting mad at people – I manage & control my emotions"

Student B: Good things about READY Seminar "not bored, fun and interactive" Bad things about READY Seminar "no snacks"

Student C: "I have gotten better at talking about my emotions and also I have become more self-aware about how to calm myself. I feel more welcomed with people who have similar things going on."

Student D: "My grades have gone up recently...I think. I'll get a degree, hopefully in any subject."

Tier 3 System For Individualized Supports



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 3: Individualized PBIS Features Subscale: Leadership Team Systems

This is a revised TFI 3.0 item:

3.1 Team Composition: Tier 3 leadership team (or combined Tier 2 and Tier 3 Team) includes the following roles: **1-2 Tier 3 systems coordinators** (i.e., coaches), a school administrator, **a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), members from marginalized groups, relevant community partners (e.g., mental health providers)**, and individuals who actively provide expertise in the following areas:

- applied behavior support
- **mental health and trauma**
- **academic instruction**
- **coaching**
- **equity**
- **physical health and wellness (e.g., nurse, health teacher)**
- **data systems and information regarding system and student academic and SEB strengths and needs**
- operations of the school across grade levels and programs



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 3: Individualized PBIS Features

Subscale: Leadership Team Practices

This is a revised TFI 3.0 item:

3.3 Screening: Tier 3 leadership team uses decision rules and multiple sources of data (e.g., discipline referrals, Tier 2 performance, request for assistance process, academic progress, screening tools, attendance, nominations, **crisis/safety plan** development) **to identify students with internalizing or externalizing needs who require Tier 3 supports. Data are available from multiple informants (e.g., teacher, family, student) and at multiple points in time (e.g., screening at identified points, ongoing data review, ongoing access to request for assistance process).**



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 3: Individualized PBIS Features

Subscale: Leadership Team Systems

This is a new TFI item:

3.5 Individual Support Plan Protocol: Tier 3 leadership team develops, implements and monitors the use of an individual support plan protocol to guide the development of individualized support plans based on individualized assessment data (item 3.16), including decision rules for matching plan to student level of need (e.g., brief, comprehensive, **wrap-around**) and all of the following plan elements.

3.9 Staffing: A written administrative plan is used to ensure staff with adequate FTE, training, and support are available to consistently facilitate individualized plans for the students enrolled in Tier 3 supports.



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 3: Individualized PBIS Features

Subscale: Leadership Team Systems

This is a revised TFI 3.0 item:

3.7 Leadership Team Professional Development and Coaching: Tier 3 leadership team and Tier 3 facilitators have access to **ongoing professional development and coaching** on comprehensive assessment and individualized support plan development guided by the review of fidelity and student performance data.

2	3	4
Professional development and coaching process is formal but does not include both comprehensive assessment and individualized support plan development.	Professional development and coaching process is formal, includes both comprehensive assessment and individualized support plan development, and ongoing training and coaching needs are determined through fidelity and student performance data review.	Professional development and coaching process is formal, includes both comprehensive assessment and individualized support plan development, ongoing training and coaching needs are determined through fidelity and student performance data review, and all leadership team members have had access within the last 12 months.



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 3: Individualized PBIS Features

Subscale: Leadership Team Systems

This is a new TFI item:

3. 10 Student Engagement: Tier 3 leadership team purposefully and regularly **engages students that are: (a) representative of the school's demographics**, (b) any marginalized groups in the regular review of school wide and community data on order to (1) **identify systematic barriers** that may contribute to over and under representation of student groups in Tier 3 supports, and (2) **co-design and actively revise the selection and adaption of interventions** and the implementation of the Tier 3 foundational practices



Connection of the Presentation Topic to TFI 3.0 Item(s):

Tier 3: Individualized PBIS Features

Subscale: Leadership Team Data

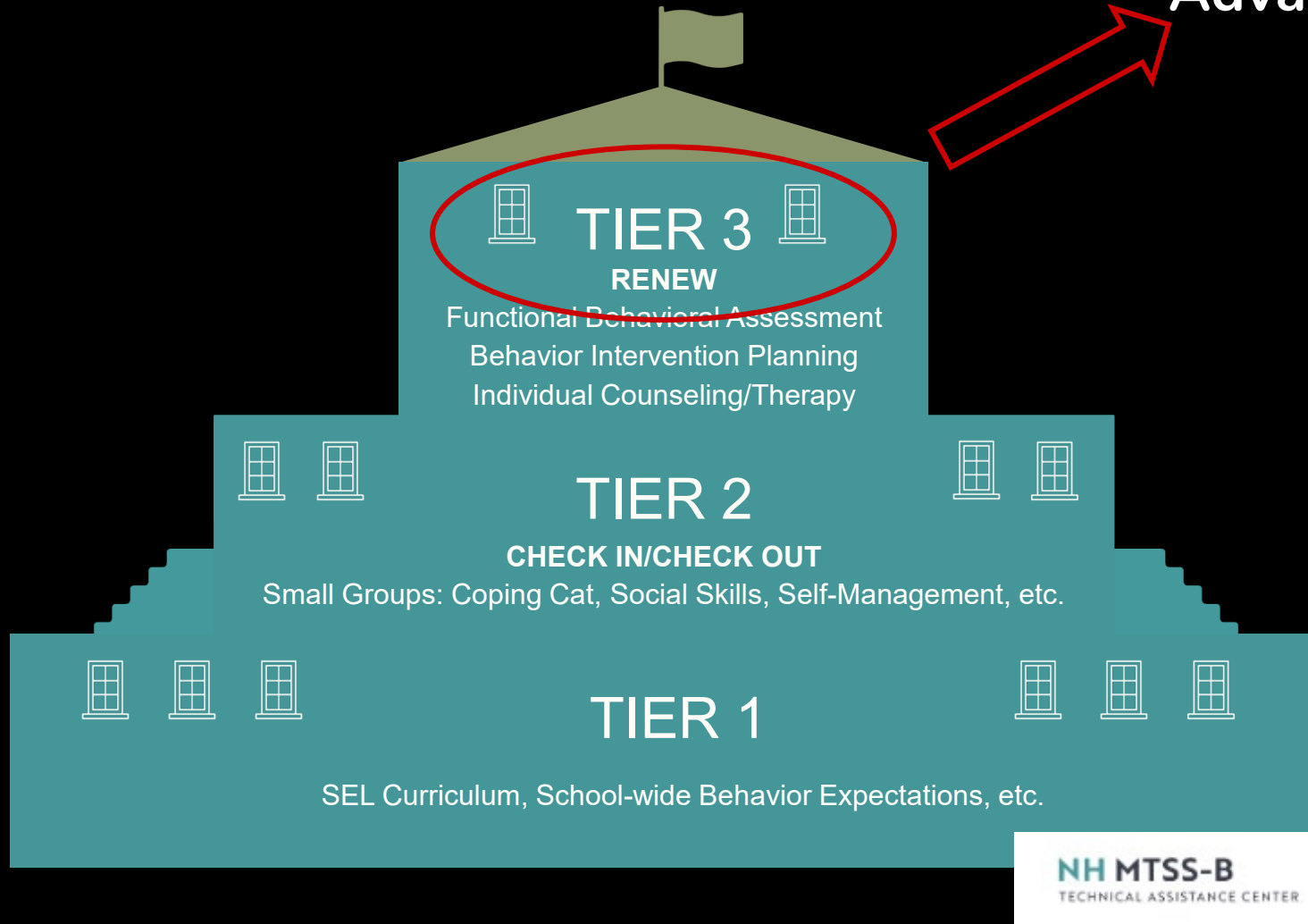
This is a new TFI item:

3. 13 Decision Making with Student Performance Data and Fidelity Data: Tier 3 leadership team has a protocol for ongoing review of student performance data, overall and by subgroup, and fidelity of Tier 3 systems and each Tier 3 practice, including those implemented by school-based and natural (e.g., family, friend) supporters and uses these data to monitor the effectiveness of tier 3 foundational practices (items 3.3-3.6) and systems (items 3.7-3.12) overall and by subgroup and to adjust supports (e.g., referral pathways, range of supports, training and coaching) to increase student benefit



RENEW & MTSS-B

RENEW Implementation Team acts as an Advanced Tier Team





KRHS RENEW Implementation Team

Grady Charland (KRHS Assistant Principal/Facilitator)

Joanne Baker (Student Coordinator/Facilitator)

Jennifer French (Educator/Facilitator)

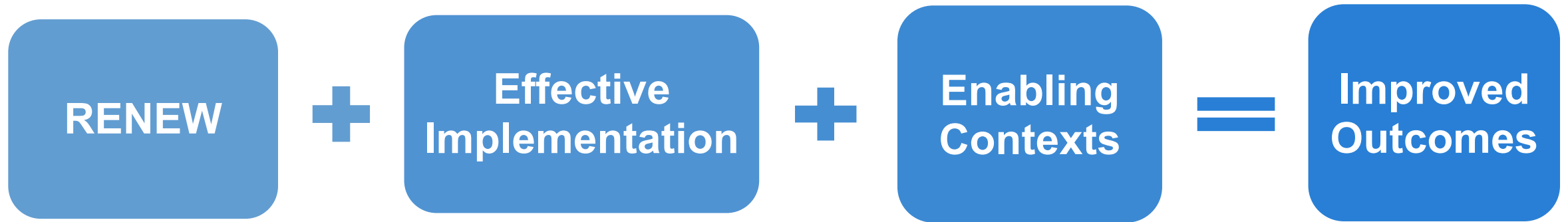
Sarah Skoglund (Student Wellness Coordinator)

Kathy Francoeur (External Coach)

Dave Poland (Community Mental Health Clinician- School Liaison)



What Implementation Teams Do



1. Select and facilitate adoption of RENEW
2. Build awareness of RENEW
3. Install and sustain systems for implementation
4. Use data for decision making
5. Build connections with community partners and youths' natural supports
6. Problem-solve and sustain



KRHS RENEW Mission Statement

The KRHS RENEW Implementation Team is responsible for sustaining the RENEW program at KRHS. This includes ongoing training and support of facilitators, education about the program within the KRHS community, and celebrating individual and program success.

The Team is responsible for recruiting staff to be RENEW Facilitators, as well as identifying youth who meet criteria and would benefit from RENEW. The Team will match facilitators with appropriate youth.

RENEW Core Values and Principles

RENEW Core Values

- Youth-driven,
- Community-based
- Culturally and linguistically competent,
- Trauma-responsive

RENEW Principles

- Self-Determination
- Empowerment
- Strengths-Based
- Self-Efficacy
- Developing Natural and Formal Supports
- Unconditional Care
- Equity
- Full Inclusion



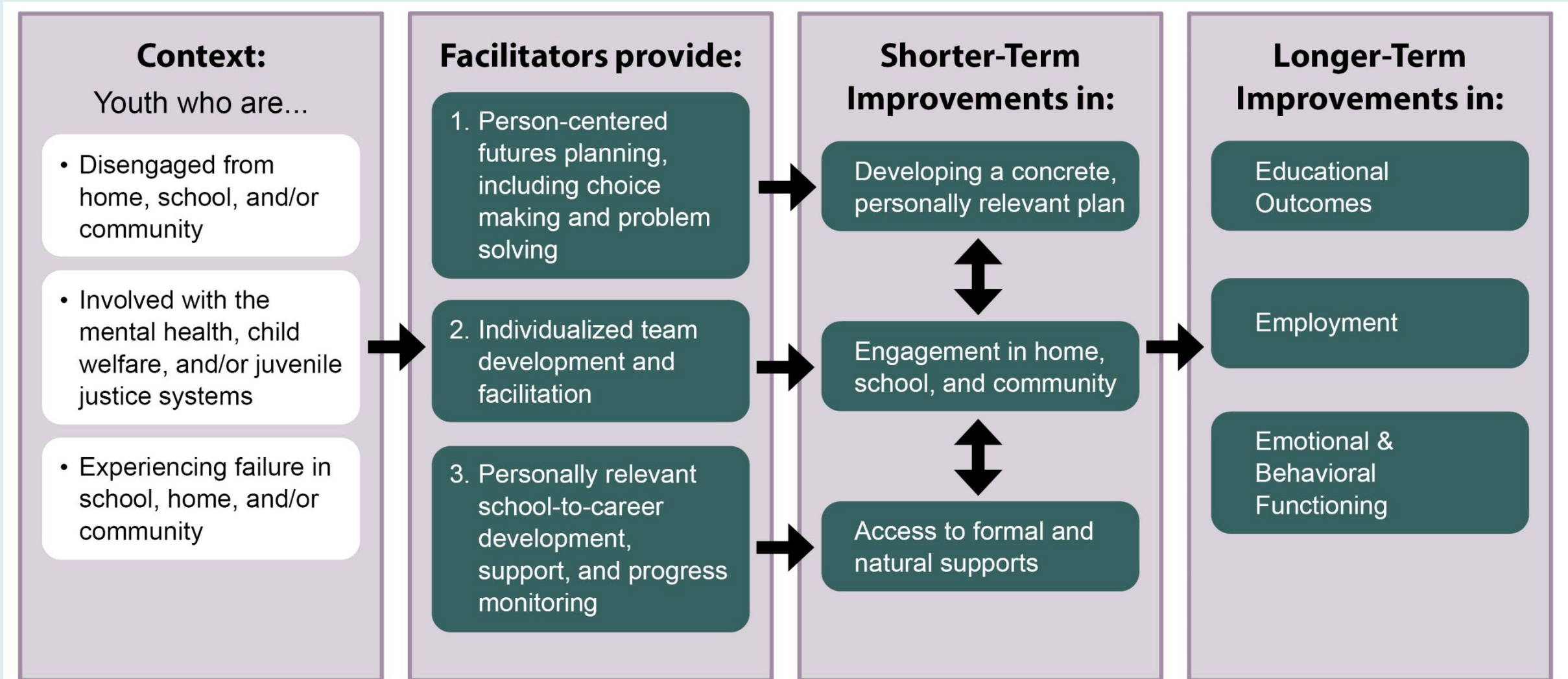
RENEW Goals

RENEW Goals

- High School Completion
- Employment
- Post-Secondary Education
- Community Inclusion



RENEW Theory of Change



RENEW Maps

1. My History Map
2. Who Am I Today Map
3. My Strengths & Accomplishments Map
4. My People & Resources Map
5. What Works and Doesn't Work Map
6. My Dreams Map
7. My Fears, Challenges, and Barriers Map
8. Needs Map
9. My Goals Map
10. Next Steps Map



Map
Examples:
Using My
Strengths

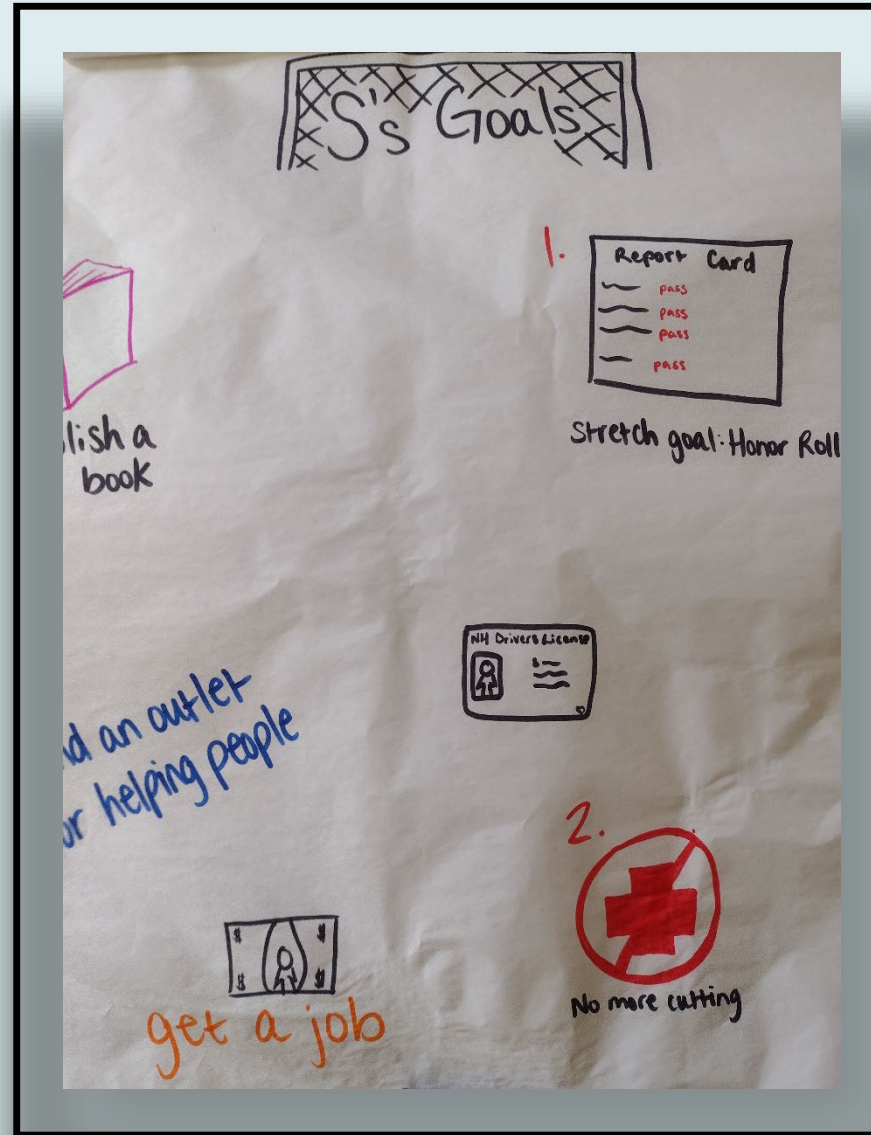
Strengths	Accomplishments
 <p>^{HOME} Biking</p>	<p>^{Woodshop} • Bandsaw • Box • Whistle</p> 
 <p>Making Friends</p>	<p>• Build Things • Bike</p> 
 <p>Working [⌘] Stacking wood Cleaning ^{q-what} Carburetors</p> 	<p>• Getting Odd Jobs • Earning Money [⌘]</p>
<p>School</p>  <p>Get work done in class</p>	
<p>$\begin{matrix} 325 \\ \times 30 \\ \hline \end{matrix}$ Math</p>	
<p>Adapt to change easily!! 😊 Easy Going Oct. 1, 2014</p>	

Understanding My Needs...

NEEDS

- I need to feel safe
- I need to be able to trust others
- I need to know that I matter
- I need to make a difference
- I need to sleep & eat regularly
- I need to feel connected
- I need to feel like I can be myself
- I need others to believe in me

Setting
Achievable
Goals...



Data Decision Rules For Nomination

Eligibility Criteria based on multiple sources of data (e.g. failed/failing classes, ODRs, suspensions, disability status, difficulties at home, lack adult connection, lack of post graduate plans, etc.)

- staff/self-referral process (with data review)
- universal screening process based on eligibility criteria

RENEW Youth Needs and Strengths Checklist

(Malloy & Drake, 2013, Adapted From: Morley, & Veale, (2002) Student Risk Assessment for Identifying Needs and Evaluating Impacts, 2005; Balfanz, 2010)

Youth (or ID): _____ Date: _____

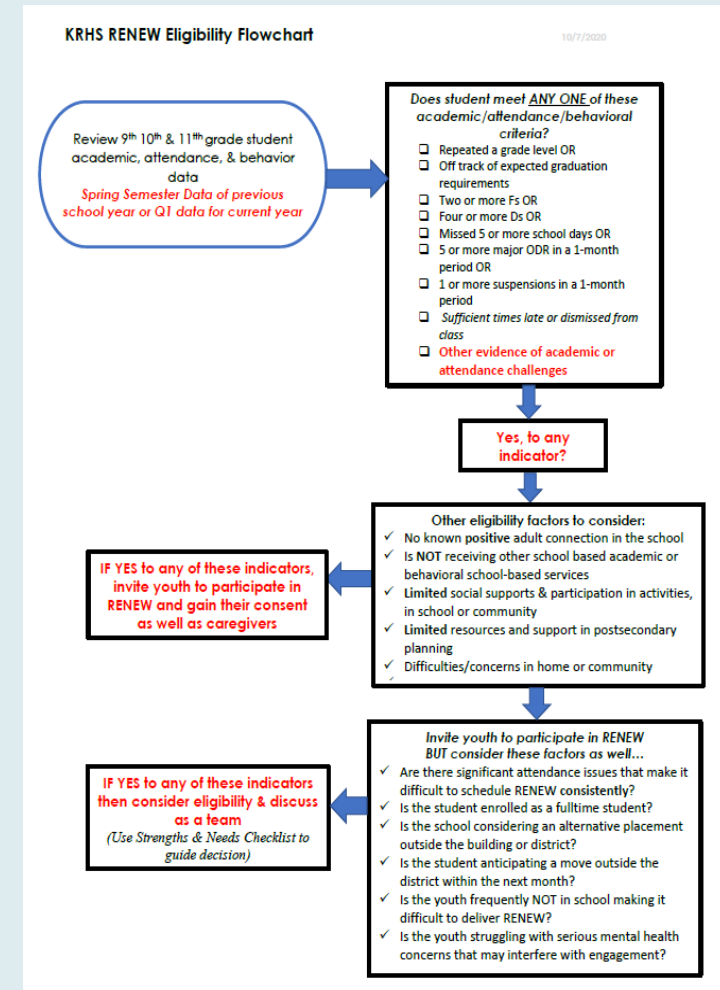
INSTRUCTIONS: The items listed below are factors associated with a high risk of failing to make a successful transition to adult life, and protective factors that are helpful despite the challenges. A counselor or team of people who know the youth best should complete the items in steps 1, 2, 3, and 4 of the checklist. A check in any one or more of the items in STEP 1 indicates high risk and therefore eligible for RENEW. After review, the team should assess all of the items and decide on the best course of action for the youth, which may include a referral to RENEW. (Some young people possess strong protective factors that can be engaged to help the youth succeed).

STEP 1: Identify Risk Factors: Age 14- 25	CHECK (✓) IF PRESENT
1. Meets the state criteria for Severe Emotional Disturbance or educational disability of Emotionally Disturbed.	
2. Has behavioral difficulties in school (falling behind, truant, dropped out, failing grades, multiple discipline problems, suspended, expelled, social problems).	
3. Has difficulties in the community (arrested, gang involvement, substance abuse, disconnected, isolated, among others)	
4. Has difficulties at home (homeless or couch surfing, placement, hospitalized, conflicts at home, among others).	
5. Is withdrawn to the extent it interferes with typical activities.	
OTHER	

STEP 2: Identify Protective Factors: The youth ...	CHECK (✓) IF PRESENT
1. Has a positive/resilient temperament	
2. Has well developed social competencies and problem-solving skills	
4. Seeks and receives social support from adults and peers	
5. Holds high expectations for self and abilities	
6. Has positive expectations/optimism for the future	
7. Receives positive family support	
8. Participates in regular and meaningful after-school programs, sports, and organized and non -organized, peer to peer activities and/or clubs.	

Student Eligibility Process

- Repeated a grade level OR
- off track of expected graduation requirements;
- Two or more Fs OR Four or more Ds OR
- Missed 5 or more school days OR
- 5 or more major ODR in a 1-month period OR
- 1 or more suspensions in a 1-month period
- *Sufficient times late or dismissed from class*
- **Other evidence of academic or attendance challenges**



Other Eligibility Factors to Consider:

- ✓ No known **positive** adult connection in the school
- ✓ Is **NOT** receiving other school based academic or behavioral school-based services
- ✓ No responding to Tier 1 and Tier 2 supports
- ✓ **Limited** social supports & participation in activities, in school or community
- ✓ **Limited** resources and support in postsecondary planning
- ✓ Difficulties/concerns in home or community

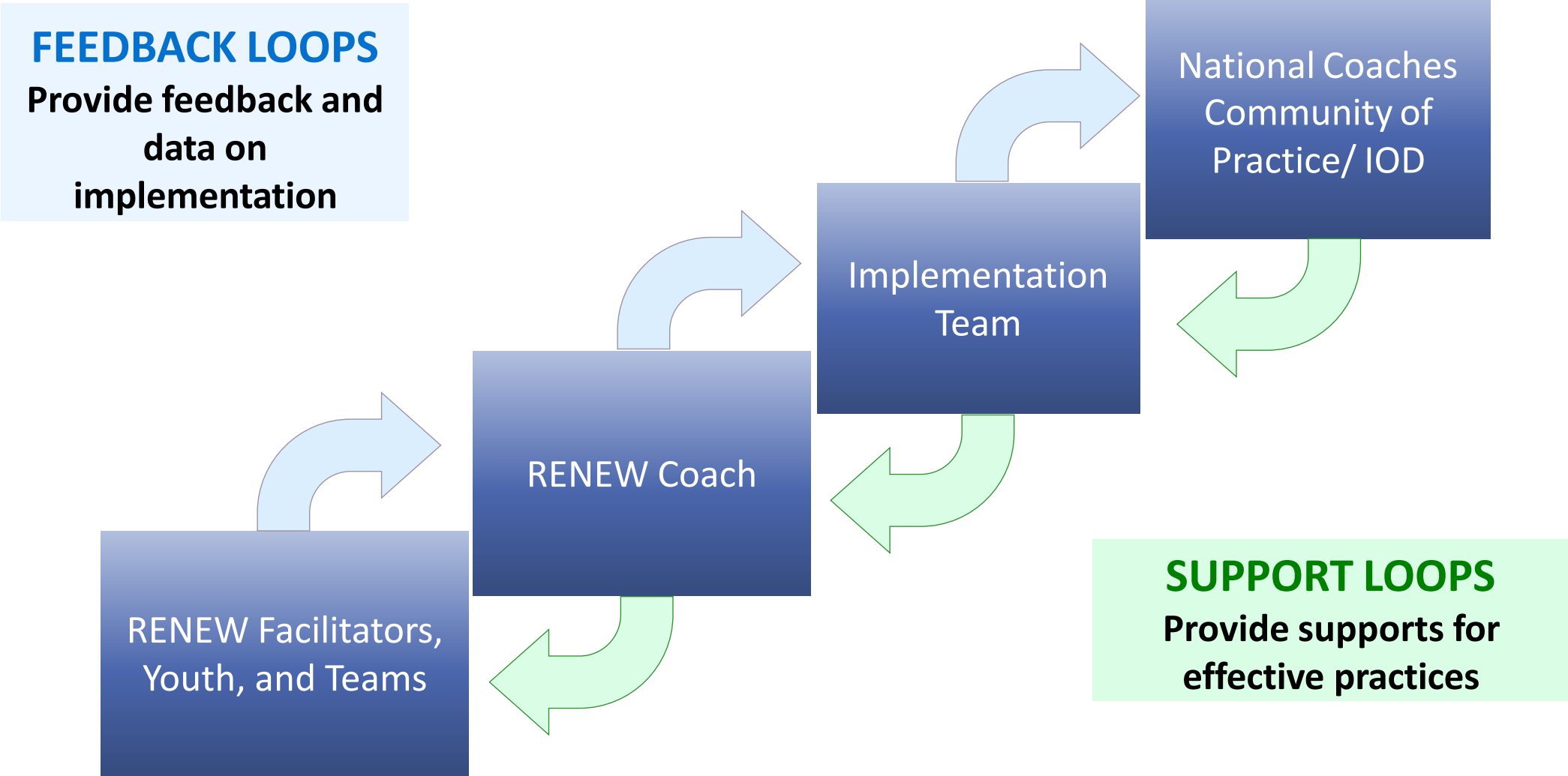
External RENEW Coach

- Provides training, coaching, and supports for the development of:
 - RENEW Implementation Team
 - RENEW Facilitators
 - Data collection and data-based decision making
 - Sustainability of RENEW
- Assists with resources (time, training supports)
- Empowers staff to learn and practice
- Invests in problem-solving with individual youth teams
- Participates in and observes individual student meetings, models facilitation techniques
- Makes RENEW a priority as part of the system

RENEW Coaching Model

Coaching Activity	Frequency
Observe Facilitators during mapping process	<ul style="list-style-type: none">• 1x during Facilitator's first time mapping• 1x per facilitator annually
Observe Facilitators at least during team process	<ul style="list-style-type: none">• 1x during Facilitator's first time facilitating a team meeting• 1x per facilitator annually
Meeting one-on-one with each Facilitator to provide feedback, create professional development plans, and review data	<ul style="list-style-type: none">• 1x per month or more if needed
Meet with Implementation Team (which should include Administrator, Facilitators, and other stakeholders)	<ul style="list-style-type: none">• 1x per month or more if indicated by the Implementation Team
Administer RENEW Integrity Tool (RIT)	<ul style="list-style-type: none">• 6 months after working with first youth• 1x per Facilitator annually
Administer RENEW Implementation Checklist (RIC) with Implementation Team	<ul style="list-style-type: none">• During initial meetings of RENEW Implementation Team to establish baseline• Annually

RENEW Implementation Structure





Data Being Monitored

Basic Demographics

Facilitator Implementation Benchmarks

Classes Passed/Classes Taken

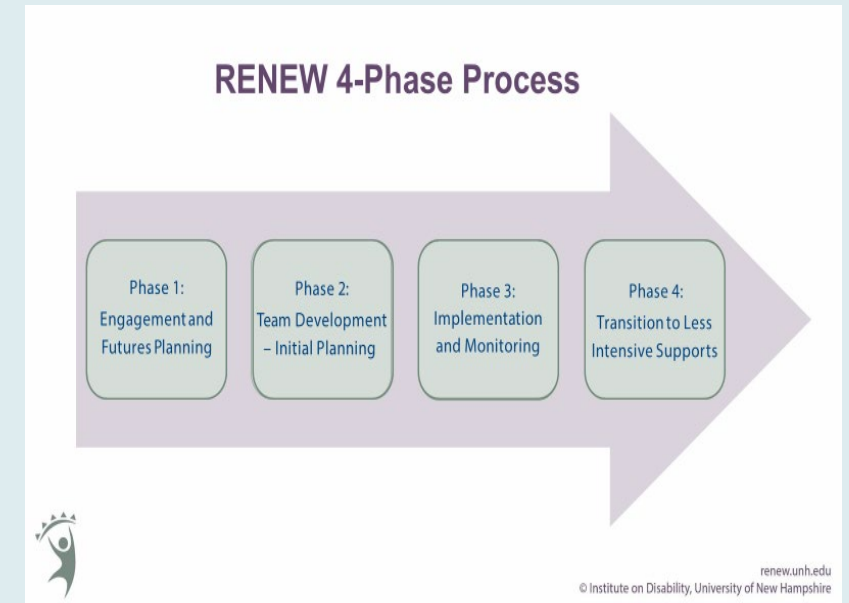
School Attendance

Behavior Attendance & Suspension Rates

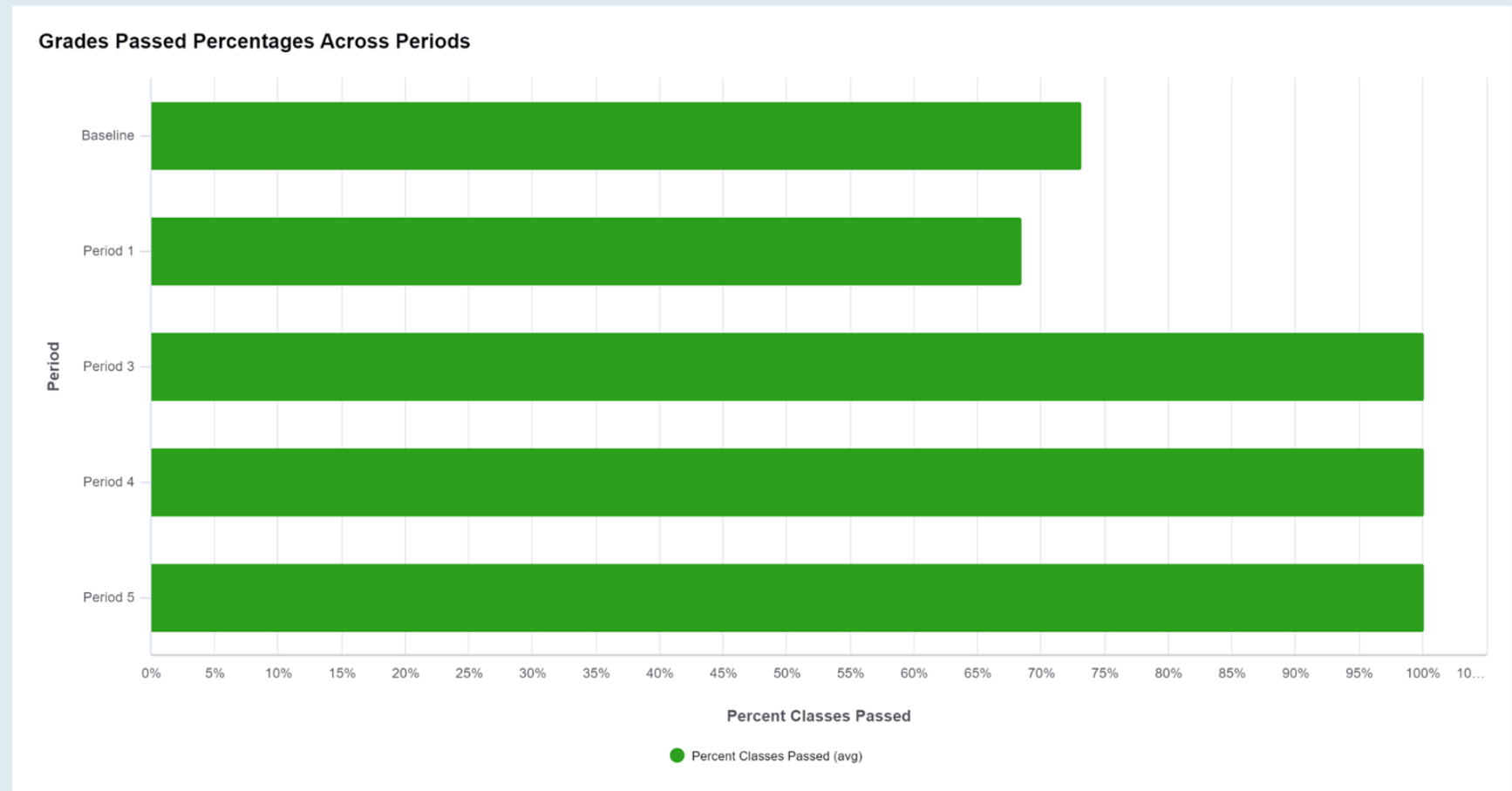
Work-based Experiences

Goals Achieved/Goals Identified

Fidelity Data

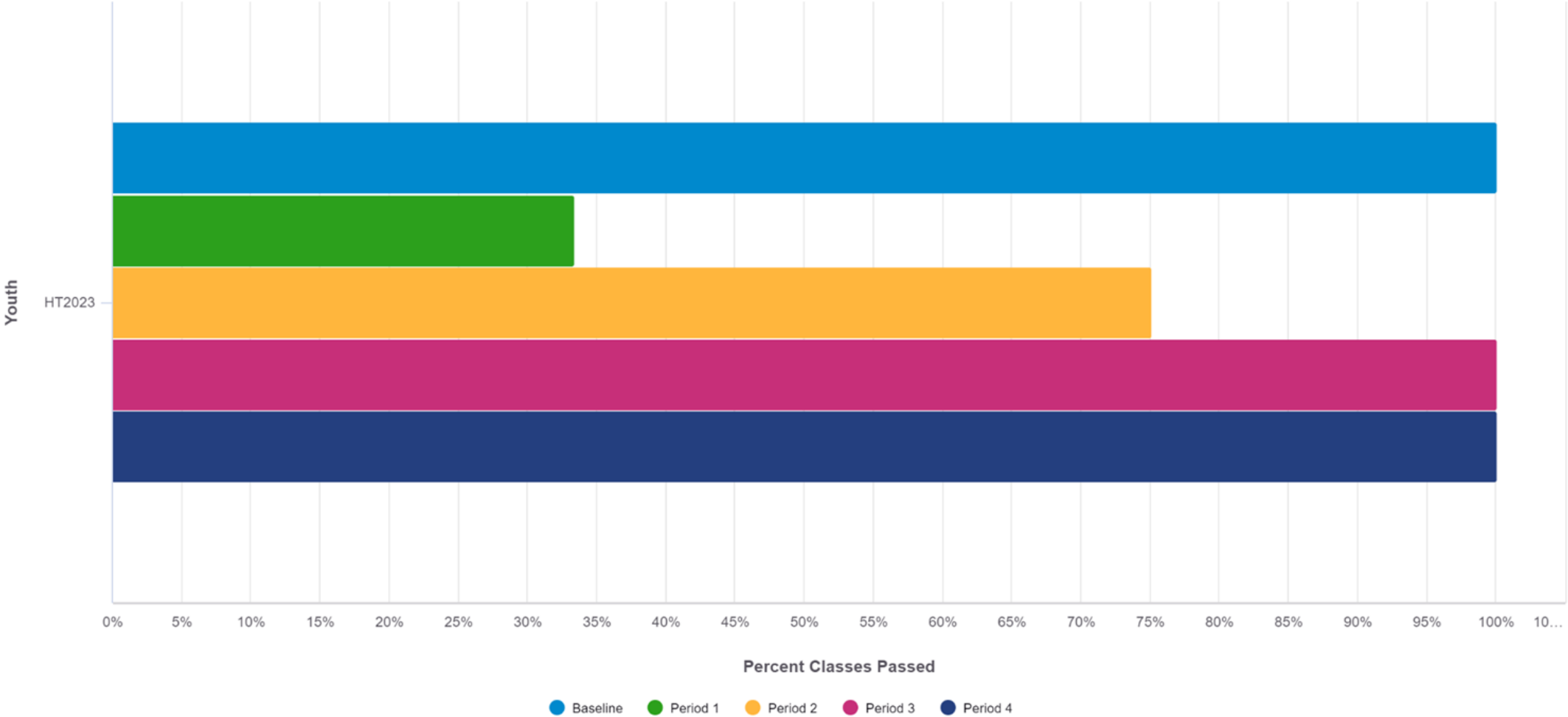


Aggregate Youth Outcome Data Across Time: Percentage of Classes Passed/Classes Taken



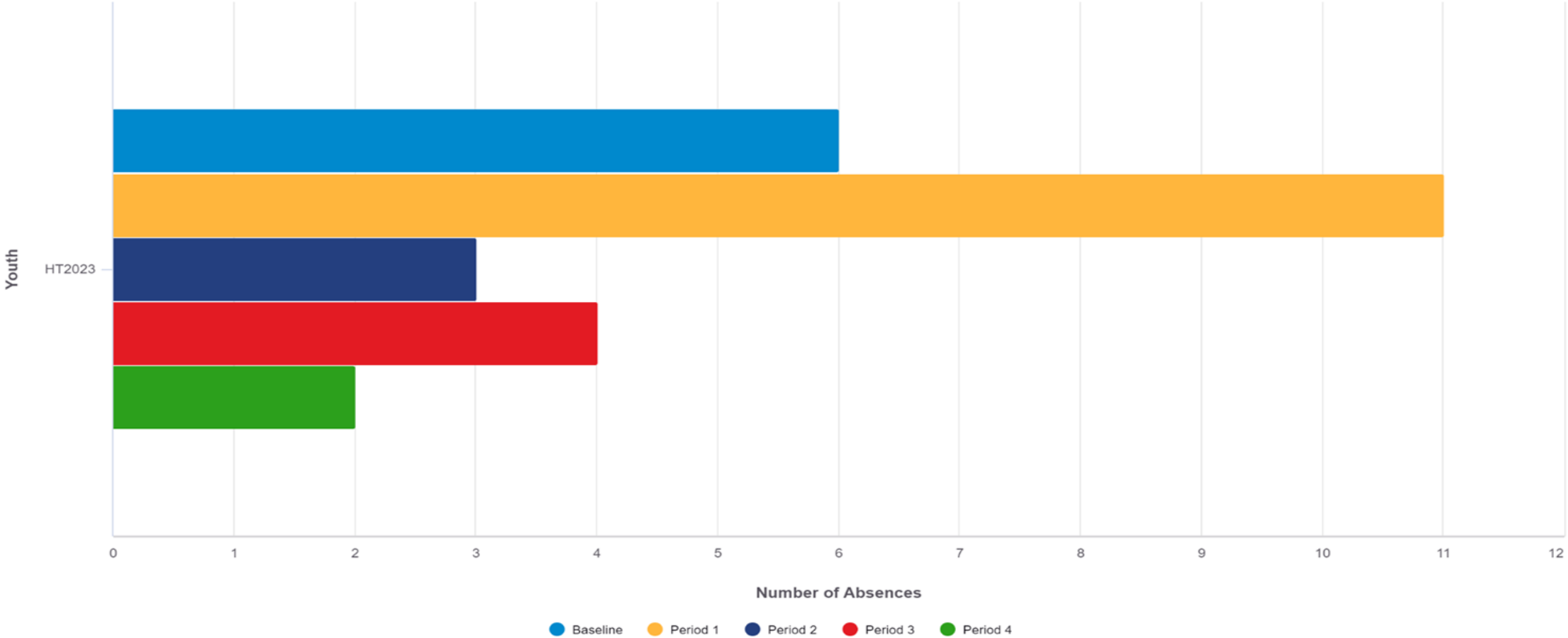
Monitoring Individual Student Grades

Percent Classes Passed Per Youth



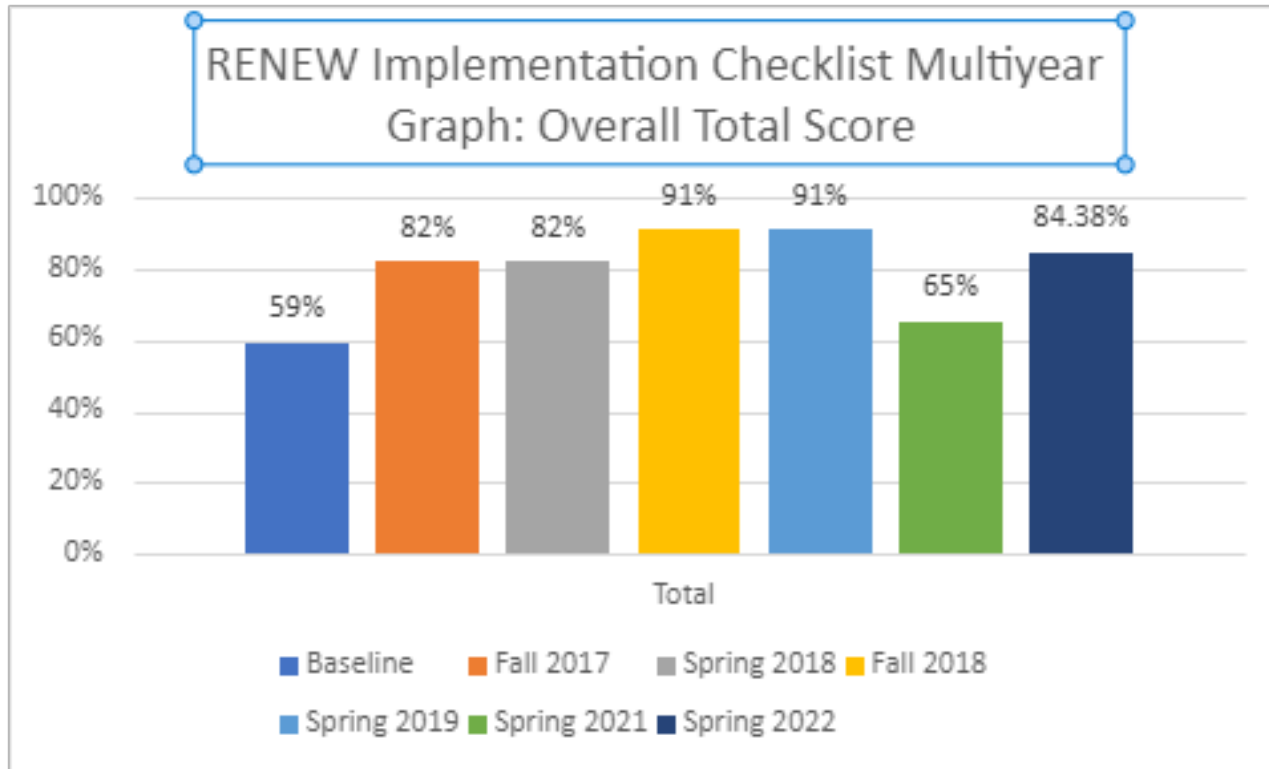
Monitoring Individual Student Attendance

Absences Per Youth





System Assessment: RENEW Implementation Checklist (RIC)

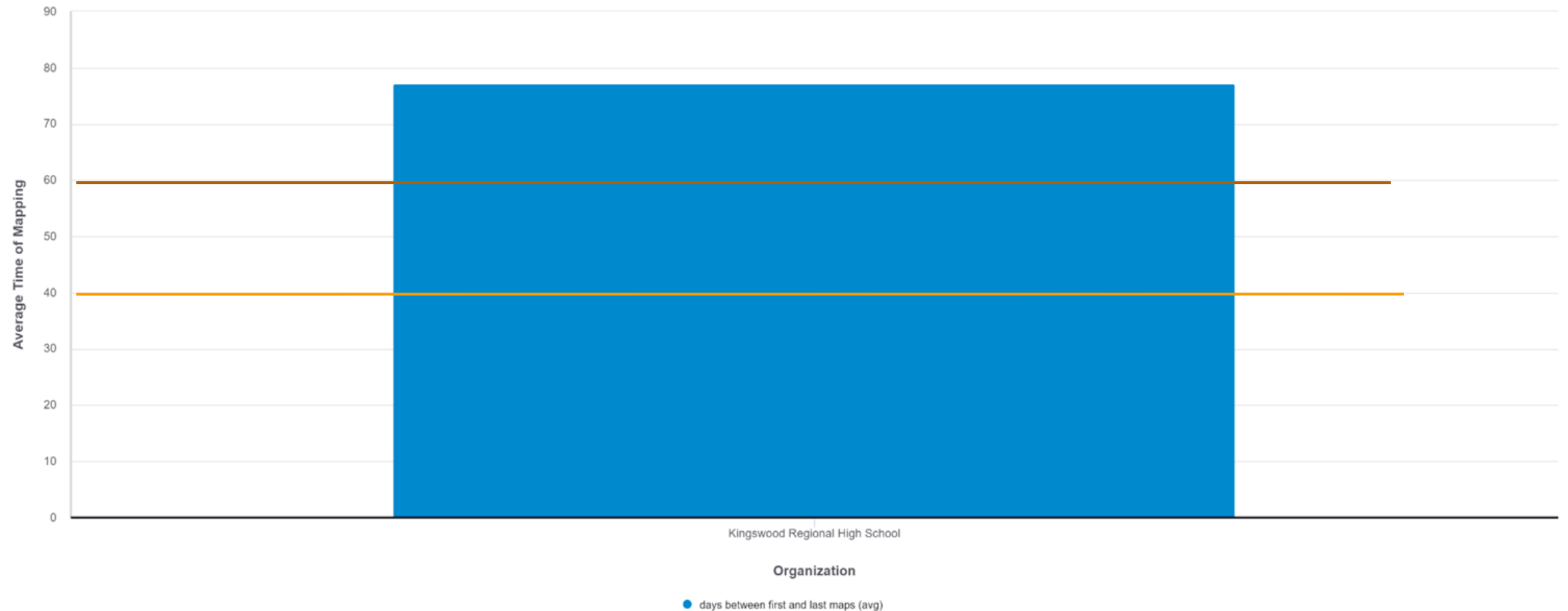


“Designed to help the RENEW Implementation Team self-assess and monitor the school’s level of implementation. The RIC addresses 3 critical domains to support and sustain RENEW. Domains include (a) **Foundations**, (b) **Training and Technical Assistance**, (c): **Ongoing Progress Monitoring, Support, and Sustainability.**”



Benchmarks for Fidelity: Phase 1 of Future's Planning

Organization Average Timeline Phase 1





Sustainability Considerations:

Continued District/School-Level Administration Support:

- Facilitator acknowledgement systems
- Anyone want to become a facilitator?? :)

Building Internal Capacity at KRHS

- Time/space/supplies/resources
- Train Facilitators (new and existing)
- Train internal RENEW coaches
- Build RENEW Coach into job position/description?
- Maintain Tech Center Connection- new representative?



Sustainability Considerations:

Build External Capacity:

- Continued fiscal support for IOD-UNH (Kathy)
- Northern Human Services collaboration- new facilitators?
- Promote to various stakeholders for buy-in/support

Additional opportunities:

- Provide student credits as an ELO?
- Continue to review and improve data practices



What Does Your Dream Implementation Look Like?



Questions?

**For more information,
please contact:**

**Thank
you!**

Kathy Francoeur, M.Ed.
MTSS-B Coach/Trainer
Institute on Disability, UNH
Kathryn.Francoeur@unh.edu
603-973-3367



Session Evaluation

Your feedback is critical to future planning of this event.

PLEASE take a moment to share your valuable insight!

THANK YOU!



<https://bit.ly/NEPBISForum2023>

