



Facilitating Tier 2 Supports

From Adoption to Implementation

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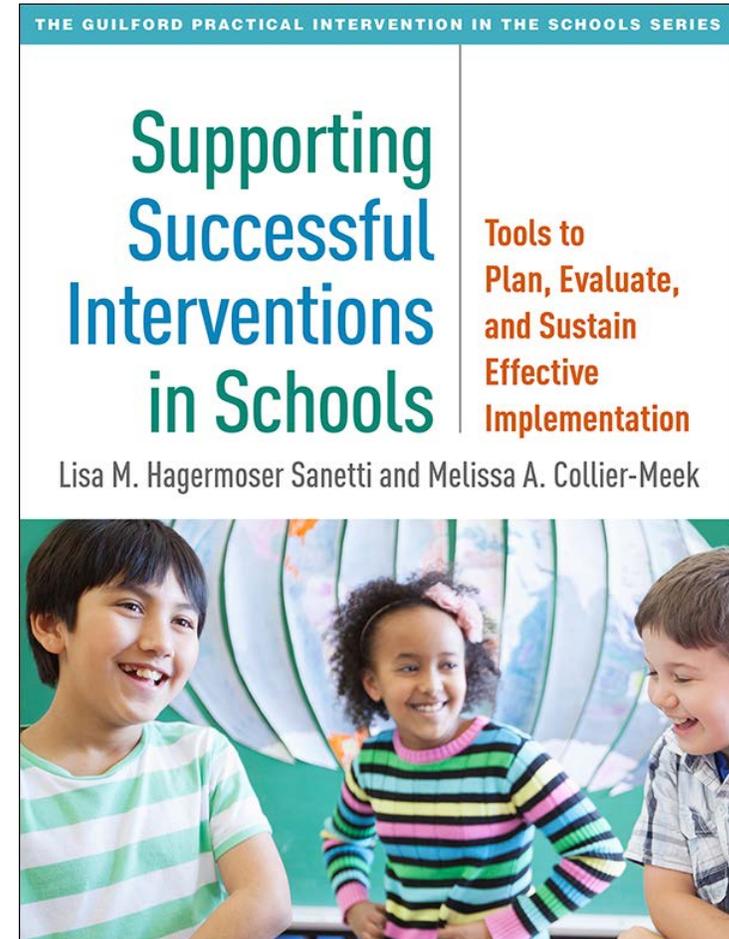
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Conflict of Interest Statement

- Drs. Sanetti & Collier-Meek published a Guilford text on supporting implementation of school-based interventions, which they receive royalties from.

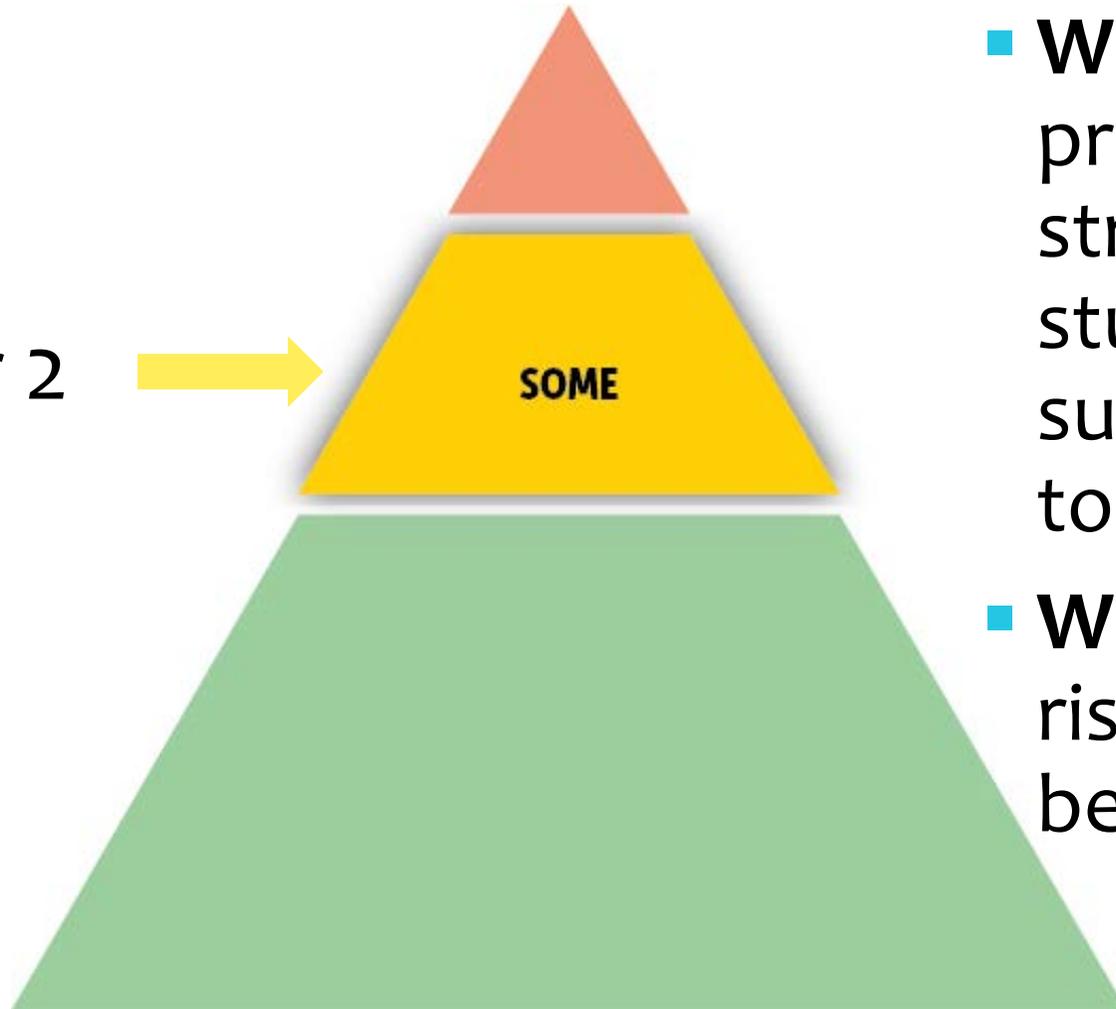


Learning Objectives

- *Attendees will be exposed to a range of research-based Tier 2 interventions*
- *Attendees will learn about the exploration, preparation, implementation, sustainability (EPIS) framework as applied to developing Tier 2 system and delivering individual student interventions through didactic training, examples, and practice activities*
- *Attendees will apply Tier 2 intervention knowledge and EPIS framework to develop concrete action items to apply in their settings*

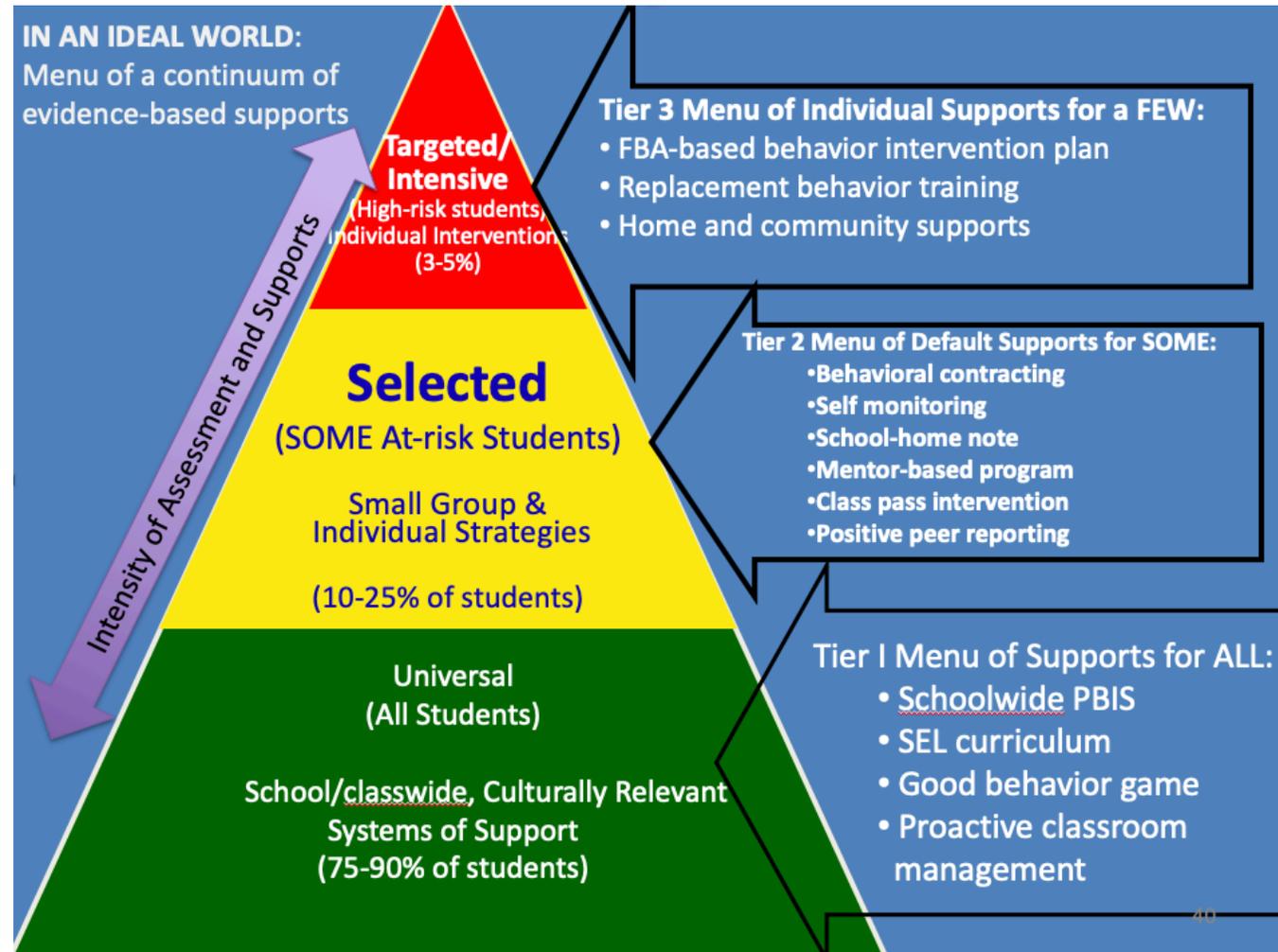
Tier 2: Overview

A focus on Tier 2



- **WHAT:** The additional programs and strategies provided to students who require supports in addition to universal supports.
- **WHY:** to reduce the risk of academic or behavior problems.

Tier 2 Resources Already Available through PENT



Expanding Tier 2 Resources

Tier 2 Menu of Default Supports for SOME:

- Behavioral contracting
 - Self monitoring
 - School-home note
- Mentor-based program
- Class pass intervention
- Positive peer reporting



A focus on Tier 2 Across Phases of Implementation

What do we need?
What is available?

How to prepare for success?

How do we use & evaluate Tier 2?

How do we learn & continue?

Exploration

Preparation

Implementation

Sustainment



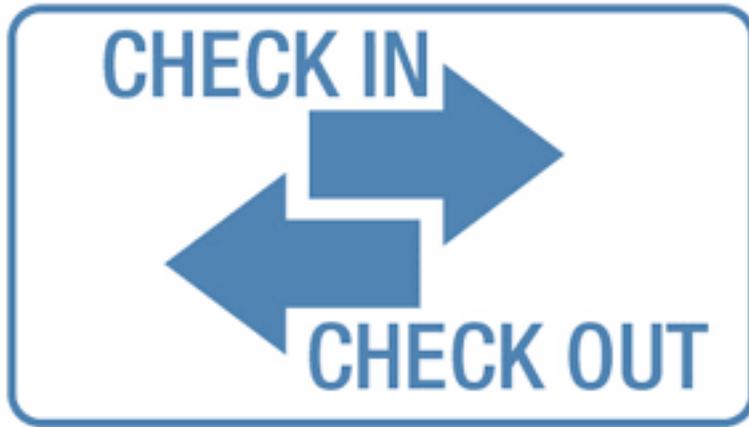
Part 1 - Exploration

Resource Mapping focused on Tier 2 Interventions

What do
we need?
What is
available?

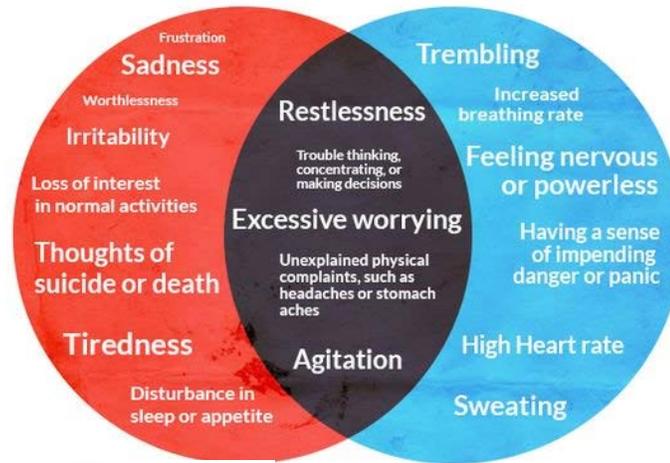
- “Resource mapping” is a process of identifying human and program assets within a school, district, and/or community that can be mobilized to facilitate student success.
- Resource mapping is a strategic process with maps continually updated as new resources are identified, acquired or developed.

What Tier 2 Social-Emotional-Behavioral Interventions are Available?

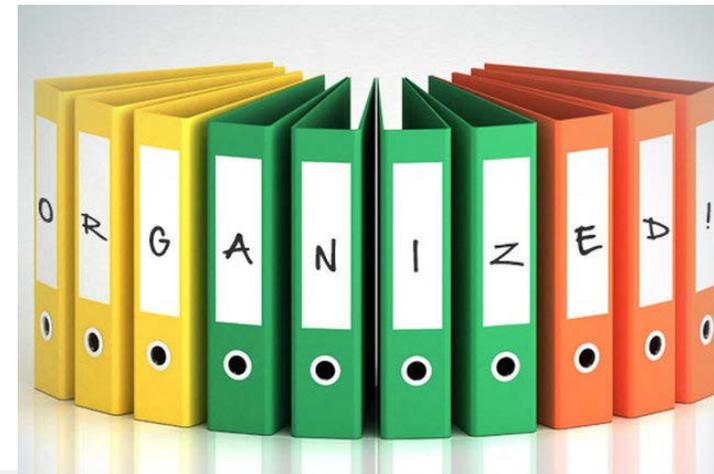


Depression

Anxiety



School success starts with attendance



Mild Externalizing Behavior



- Commonly occurring “externalizing” behaviors:
 - Inattention
 - Impulsivity
 - Noncompliance
 - Disruption

Check-in Check-out : General Overview

- Students check in daily with an adult at the start of school & retrieve a goal sheet, encouragement, and materials needed for the day.
- Throughout the day, teachers provide feedback on goal sheet.
- Students check out at the end of the day with an adult.
- Students take the sheet home to be signed, returning it the following morning at check in.

Internalizing Symptoms



- Less “visible” internalizing problems including
 - Depression – median age of onset = 13 years old
 - Anxiety – median age of onset = 6 years old

Resilience Education Program: General Overview

Cognitive behavioral instruction (CBI)

- Five lessons, taught across five weeks
- Small-group format (3-5 students)
- Focus on key skills
 - Coping skills
 - Cognitive restructuring
 - Problem-solving skills

Modified Check In/Check Out (CICO)

- Check in and out with a mentor each day
- Teacher feedback throughout the day regarding skill use and other positive behaviors
- Connection with parents

Social Skills Deficits

- **Many** youth in need of explicit social skills training
- Plethora of “effective” social skills training interventions



- BUT we commonly fail to:
 - Use assessment to address specific social skills deficits
 - Provide sufficient intensity or duration
 - Plan for generalization skills to applicable settings

CICO + Social Skills : General Overview

■ Preparation:

- Top 3-5 social skill deficits identified from social skills assessment

1. Lessons (5 min)

- Brief social skills instruction *daily* on top-rated skill deficits
- I → We → You (3x independently)

2. Generalization (10 min)

- Guided practice at recess → 3x independently → provide a social skills “assignment” before end of day.

3. Check out

- Report back on assignment completion

Absenteeism

- More than 8 million students are missing so many days of school that they are academically at risk.
- Chronic absence — missing 10 percent or more of school days due to absence for any reason—can translate into
 - third-graders unable to master reading,
 - sixth-graders failing subjects, and
 - ninth-graders dropping out of high school.

Attendance Daily Mission Card: General Overview

- Beginning of the day:
 - Staff meets with student & reviews their attendance “mission” for the day
- Throughout the day:
 - Staff greet the student enthusiastically, encourage strategy use
- At lunch/end of day
 - Staff reviews DMC and problem-solves barriers
- End of day:
 - Staff member tracks progress & sends home DMC

Organizational Deficits

- Many students struggle with academic-enabling skills, such as organization.
- A lack of organizational skills can have a negative impact on school performance, friendships, and can cause issues at home.
- Organization training has been proven effective for teaching these skills to youth with ADHD.

Organizational Skills Training: General Overview

Organizational Skills Training

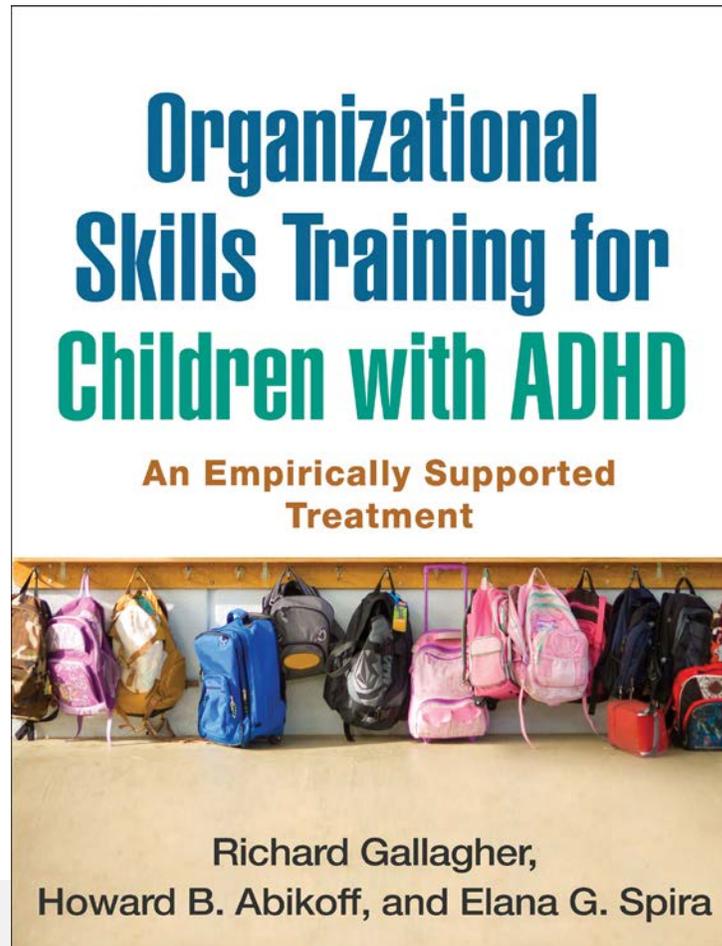
- 5-session modules focused on:
 - Tracking Assignments
 - Materials Management
 - Time Management
 - Task Planning

STAND

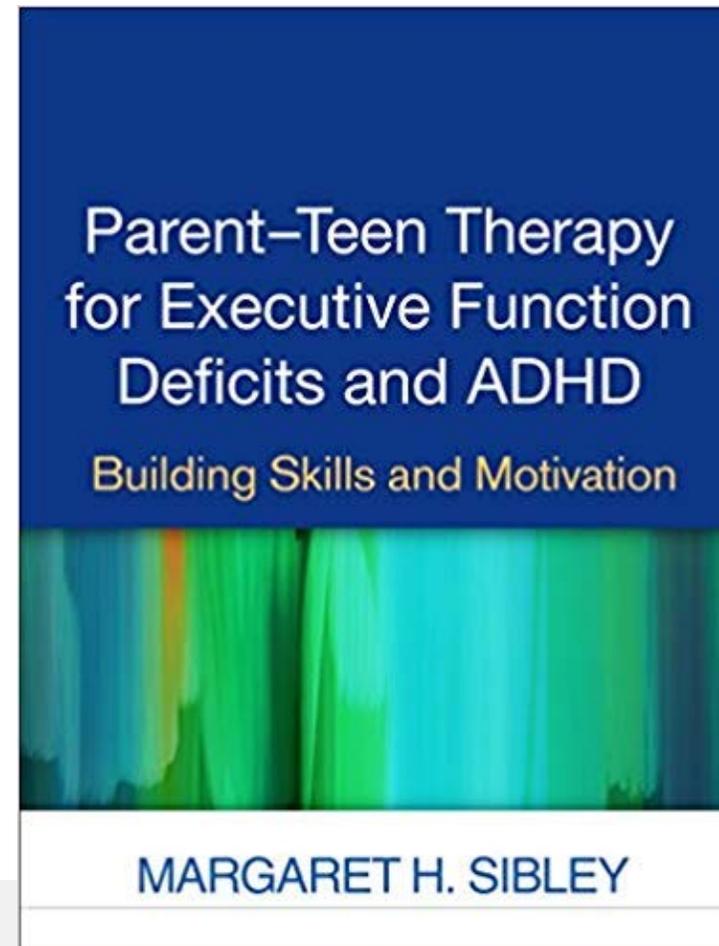
- 4 Engagement modules
- 7 Skill modules:
 - Homework, Organization, Time management, Study skills, Taking notes, Problem-solving
- 4 Mobilizing modules

Organizational Skills Training: General Overview

Organizational Skills Training



STAND



Need Support to Identify Appropriate Interventions?

University-School Partnerships Provide Supplemental Support

Common:

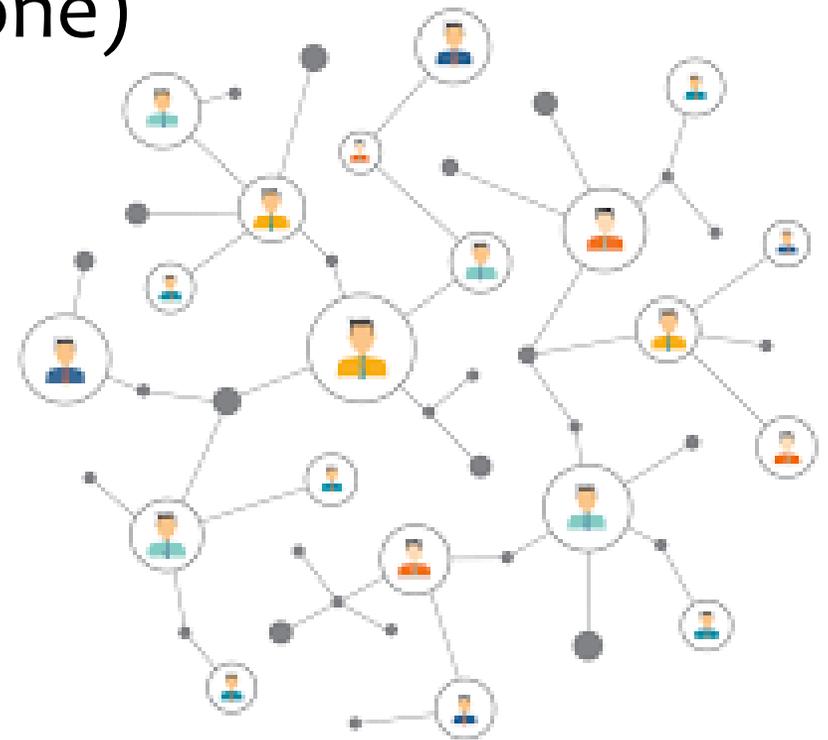
- Student teachers
- School psychology practicum students / interns
- Counselor practicum students / interns
- Social work practicum students / interns
- Applied education research

Possible:

- Needs assessment
- Professional development
- On-going coaching
- Program evaluation
- District- or school-driven research
- Systems-level or individual consultation

University-School Partnerships

- Factors that facilitate *development* of a partnership:
 - An acknowledged need
 - Existing infrastructure (or creation of one)
 - Appropriate timing
 - Networked networking



University-School Partnerships

- Factors that facilitate an *effective* partnership:
 - Clear communication
 - Goal(s)
 - Defined expectations & roles
 - Valued outcomes for each party
 - Alignment of goals/objectives
 - Clarity of the duration of the specific project within the partnership so it may survive turnover

Once interventions are identified, link to students – AKA Intervention Matching

- Make sure you have data sources aligned with all areas of student need (more to come on this topic!)
- Use your clear list of interventions and associated target areas
- Use data sources and clinical decision-making (and feasibility) to match align students to intervention
 - Always continue to monitor impact; student outcome data is how to you know interventions are working!

A Focus on Tier 2 Across Phases of Implementation

What do we need?
What is available?

How to prepare for success?

Exploration

Preparation

Implementation

Sustainment



Part 2 - Preparation

Readying to implement Tier 2 interventions

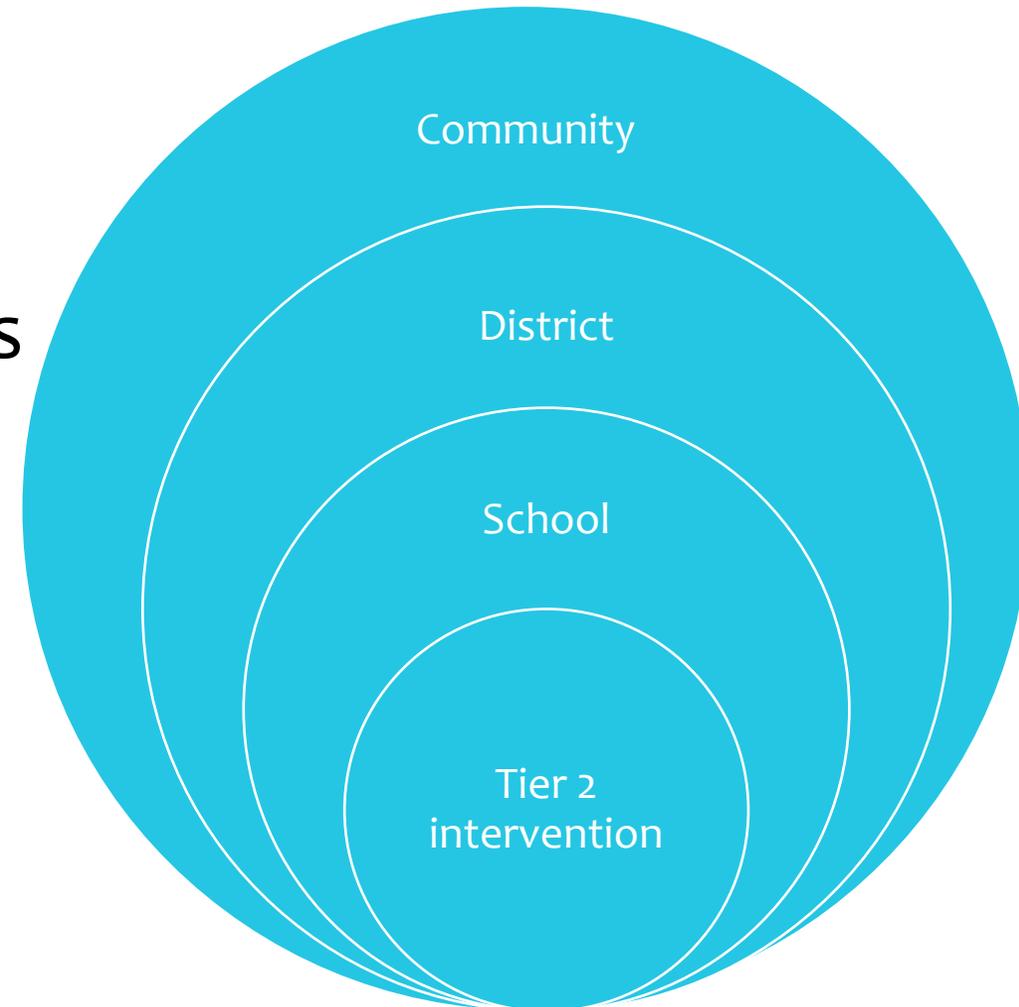
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- Establish criteria for student eligibility.
- Prep intervention & materials.
- Train implementer(s).
- Make data collection plan.
- Build Tier 2 team.
- Outline onboarding process.

Let's Get a Sense of Tier 2 Preparation in Your Setting

- My school context (ex., positive climate, adequate materials, staff, and time, supportive administrator) positively facilitates our Tier 2 system
- Our school has clear, written criteria based on multiple data sources for who is eligible for Tier 2 interventions
- My school has intervention, teaming, training, and family materials for each Tier 2 intervention ready to go.
- We always provide high-quality training and coaching to prepare Tier 2 intervention implementers.
- There's a clear, written plan for collecting student outcome and intervention fidelity data throughout Tier 2 intervention implementation.
- We have a Tier 2 team that has a structured process to identify eligible students, monitor current student progress, and evaluate Tier 2 overall.
- There's a clear process for quickly getting eligible students Tier 2 interventions.

Adjust School-level Structures

- Everything happens in context
- School structures can act as facilitators and/or barriers
- What *school-level adjustments* can be made to support Tier 2 interventions?



School-Level Facilitators to Tier 2 Interventions

- Positive intervention/implementation climate and values
- Requisite knowledge, skills, and expertise
- Staff availability for necessary roles
- Sufficient time allocated for intervention and teaming
- Available materials, resources, and structures
- Adequate funding
- Supportive administrator

School-Level Facilitators to Tier 2 Interventions

- Depending on your school and your role, these school-level facilitators may seem more or less possible to adjust.
- Let's reflect and rate where your school is now.
 - *Are many areas partially in place?*
 - *Are a few areas not in place at all?*
 - *What are relative strengths and areas for improvement?*
- Let's discuss these facilitators and identify feasible action plan.

Positive Intervention/ Implementation Climate and Values

What does it look like?

- Improving student outcomes through implementing evidence-based interventions is a school priority.
- Educators are open to trying evidence-based interventions, receive support to do so, help one another, and publicly recognize these efforts.
- Educators communicate about school values, evidence-based interventions and, implementation.

How can we improve it?

- Emphasize school values of improving student outcomes
- Provide PD about interventions & implementation
- Publicly acknowledge educators go above and beyond

Requisite Knowledge, Skills, and Expertise

What does it look like?

- School staff includes expertise and experience with Tier 2 interventions and MTSS.
- School staff engage in problem-solving.
- School staff are comfortable with data-based decision-making including setting intervention goals and evaluating progress with fidelity data.
- School staff lead team meetings that are efficient and organized.

How can we improve it?

- Identify areas of strength and growth within school.
- Make a system-wide learning plan to build knowledge in key topics (e.g., book reads and discussion).
- Advocate for specific staff to build targeted expertise through PD and training.

Sufficient Time Allocated for Intervention and Teaming

What does it look like?

- Protected time for intervention delivery, in keeping with recommended intervention duration and frequency (e.g., 3x per week for 20 min).
- Sufficient time for weekly Tier 2 meetings with team members attending.
- Sufficient time for team members to accomplish their responsibilities outside of the meeting.

How can we improve it?

- Identify intervention duration and frequency to plan for implementation.
- Make suggestions to adjust school calendar to include intervention blocks, team meetings, etc.
- Balance team members' other responsibilities.

Staff Availability for Necessary Roles

What does it look like?

- School staff are identified for completing all necessary tasks for delivering Tier 2 interventions
- Staff are trained and prepared for their roles
- Staff have sufficient time in their workday to accomplish their roles and attend meetings
- Back up staff are identified in case of absences or other changes in availability

How can we improve it?

- List the necessary roles to facilitate Tier 2 intervention implementation
 - Implementer, Trainer, Family liaison, Data collector, Data entry, Tier 2 team members
- Identify staff person (and back up) for all roles, ensuring sufficient FTE

Adequate Funding

What does it look like?

- Sufficient funding as necessary for...
 - Intervention materials
 - Professional development and trainings
 - Rewards
 - Substitutes
 - Stipends

How can we improve it?

- Make a clear budget
- Evaluate sources of funds available in school to identify potential sources of funding
- Advocate to parent and community groups to solicit additional funding

Available Materials, Resources, and Structures

What does it look like?

- Intervention materials, possibly from program developer.
- Implementation materials, including trainings.
- Rewards to acknowledge student outcomes and staff efforts, selected per preference assessment.
- Databases for evaluating student eligibility and monitoring student outcomes and fidelity.
- School calendar with time for regular data collection, intervention implementation, and professional development.

How can we improve it?

- Proactively identify necessary materials.
- Develop implementation materials (*more to come!*).
- Evaluate student preferences.
- Use district/school Excel gurus to build databases.

Supportive Administrator

What does it look like?

- Administrators who are knowledgeable about interventions & implementation.
- Administrators who help develop plans, remove obstacles, clarify standards, and persevere during challenges.
- Administrators who consistently attend team meetings, participate, and support team decision-making.
- Administrators who support educators in their efforts, including protecting time.

How can we improve it?

- Provide information about interventions, implementation, and MTSS through professional development and resource sharing.
- Encourage administrator to connect and visit schools that use MTSS.
- Facilitate conversations at school.



Part 2 - Preparation

Readying to implement Tier 2 interventions

- Adjust school-level facilitators.
- Establish criteria for student eligibility.
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Establish Criteria for Student Eligibility

Consider already available sources of data at your school

Use school-wide academic and behavioral screening

Create a systematic referral process

Consider Already Available Sources of Data

Office discipline referrals

Attendance data (absences, tardies)

Nurse visits

Grades

OTHERS?

School-wide Academic and Behavioral Screening

- Advantages:
 - Prevention-oriented
 - Detect a wide range of concerns
- Collect and use school-wide screening data *three times per year* (fall, winter, spring)

School-wide Academic and Behavioral Screening

Sample Behavioral Screeners

- BASC-3 Behavioral & Emotional Screening System (BESS; Kamphaus & Reynolds, 2015)
- Student Risk Screening Scale – Internalizing & Externalizing (SRSS-IE; Lane et al., 2012)
- Strengths & Difficulty Questionnaire (SDQ; Goodman, 1997)
- Direct Behavior Rating (DBR; Briesch, Chafouleas & Riley-Tillman, 2016)
- Social, Academic, & Emotional Behavior Risk Screener (SAEBERS; Kilgus & von der Embse, 2014)

Sample Academic Screeners

- DIBELS Next
- easyCBM
- FAST
- Lexia RAPID Assessment
- MAP Growth
- Spring Math
- Star Reading and Math
 - See here for more info: <https://charts.intensiveintervention.org/chart/academic-screening>

Systematic Referral Process

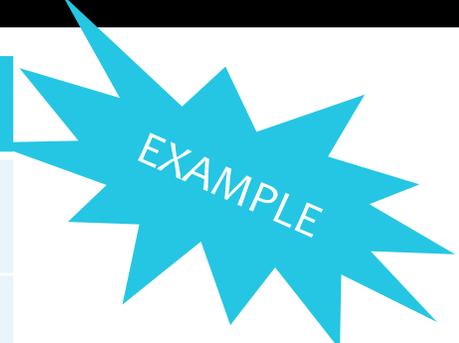
- Components:
 - Student name, date
 - Area of concern and supporting data
 - Previous efforts to address concern
 - Additional comments

- Included in school handbook for educators and families

Criteria for Student Eligibility for Tier 2

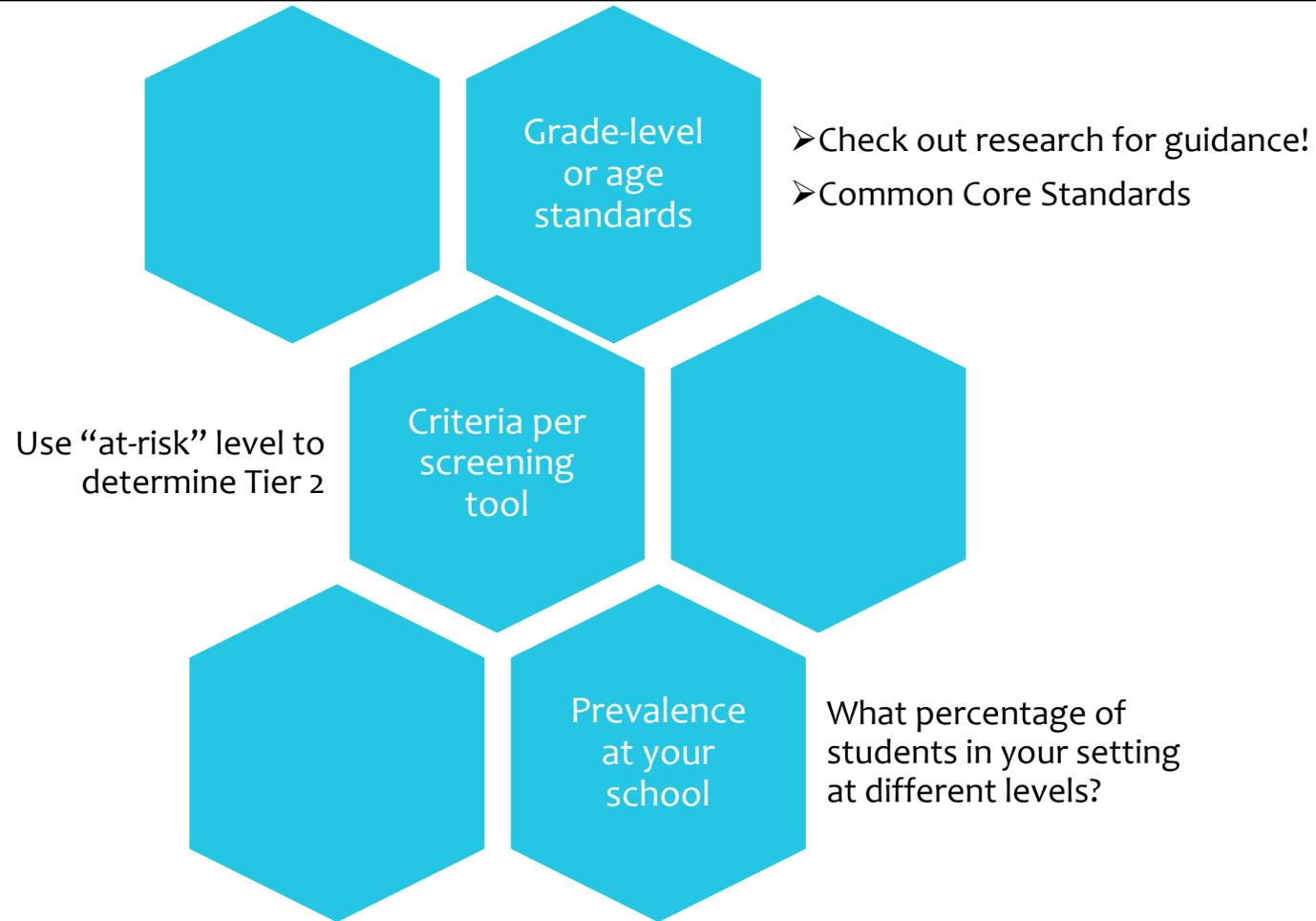
What is the standard for students to receive Tier 2 support?

	Criteria
Office Discipline Referrals	<ul style="list-style-type: none">• 2+ office discipline referrals per month
Attendance Data	<ul style="list-style-type: none">• 2+ unexcused absences per month• 2+ school tardies per month
Nurse Visits	<ul style="list-style-type: none">• 2+ nurse visits per week, unexplained by clear medical need
Grades	<ul style="list-style-type: none">• Mid-semester or semester grades C or below
Academic Screener	<ul style="list-style-type: none">• Rated at-risk or risk level
Behavioral Screener	<ul style="list-style-type: none">• Rated at-risk or risk level
Referral	<ul style="list-style-type: none">• Referral from teacher or parent that cannot be addressed by Tier 1 supports



Criteria for Student Eligibility for Tier 2

What is the standard for students to receive Tier 2 support?



Criteria for Student Eligibility for Tier 2

Wait – is this actually a Tier 1 issue?!?



When the answer is NO to the preceding questions, provide Tier 2 intervention

Activity 4: Criteria for Student Eligibility for Tier 2

What is the standard for students to receive Tier 2 support?

	Criteria
Office Discipline Referrals	
Attendance Data	
Nurse Visits	
Grades	
Academic Screener	
Behavioral Screener	
Referral	



What Are Your Action Items?

Facilitating Tier 2 Supports – Action Items
What will you do with what you've learned?

Action Item	Content Addressed	Person Responsible	Timeframe



Part 2 - Preparation

Readying to implement Tier 2 interventions

- Adjust school-level facilitators.
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Prep Intervention & Materials

- What intervention materials will facilitate smooth intervention implementation?
- Let's make sure that we have these materials prepped and ready for all Tier 2 interventions at our school
- Step 1, operationalize intervention activities

Prep Intervention & Materials

- Step 2, use intervention activity list to create materials

Intervention Materials

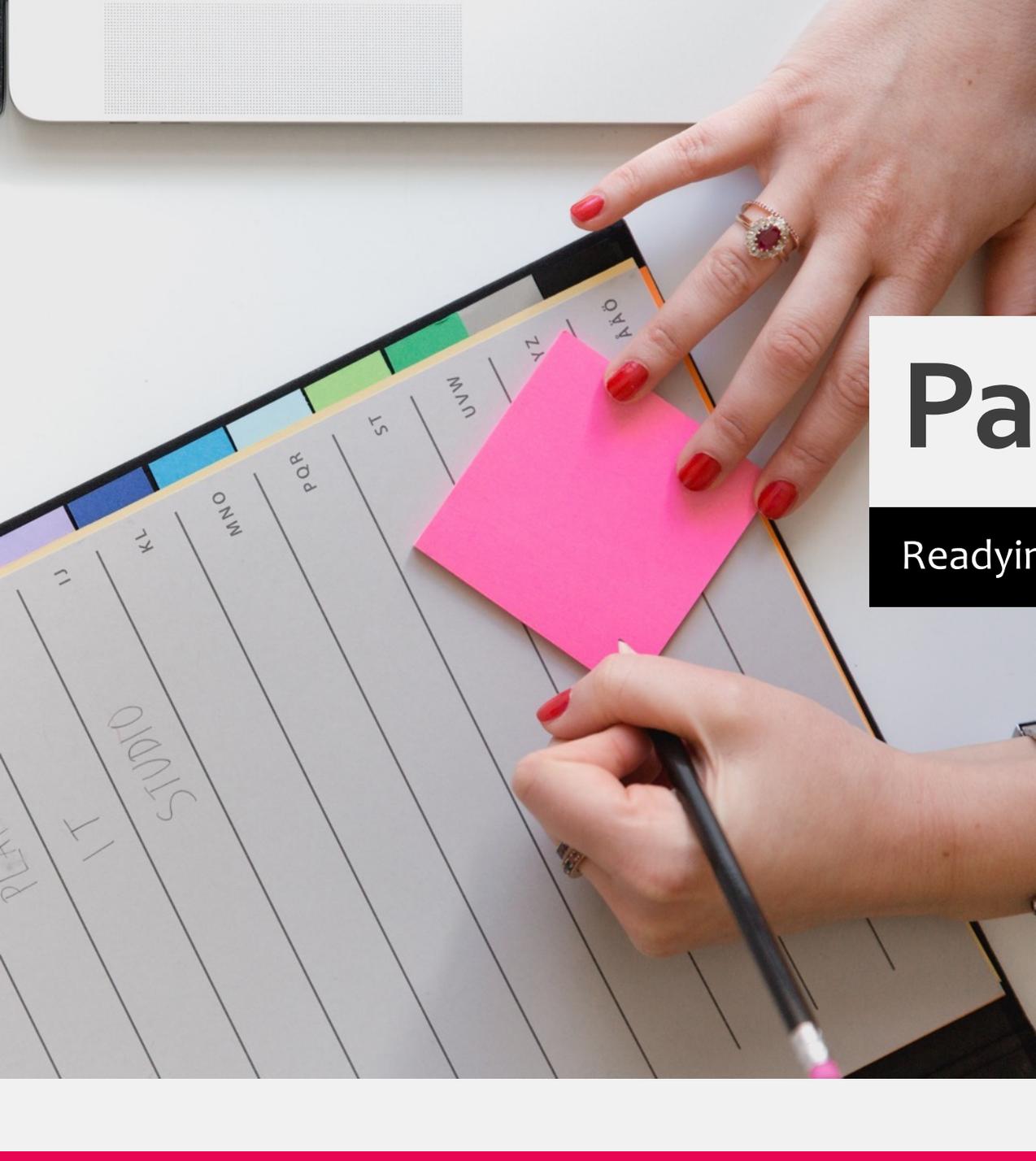
- Written intervention plan
- Any materials needed to implement

Training & Materials for Implementers

- Intervention quick guide
- Training materials for implementer(s) and student
- Intervention fidelity form

Materials for Families

- Intervention brochure
- Permission form



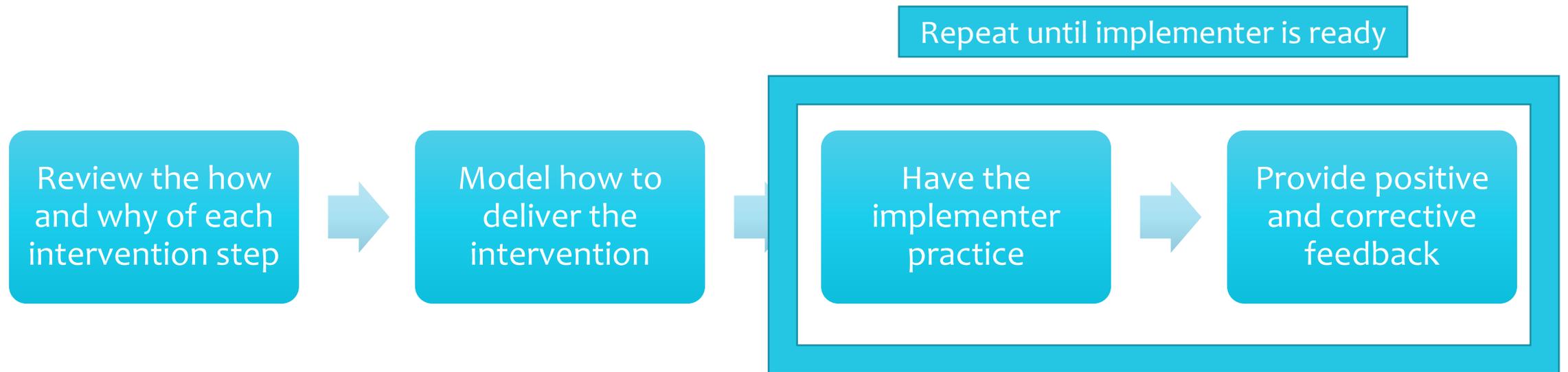
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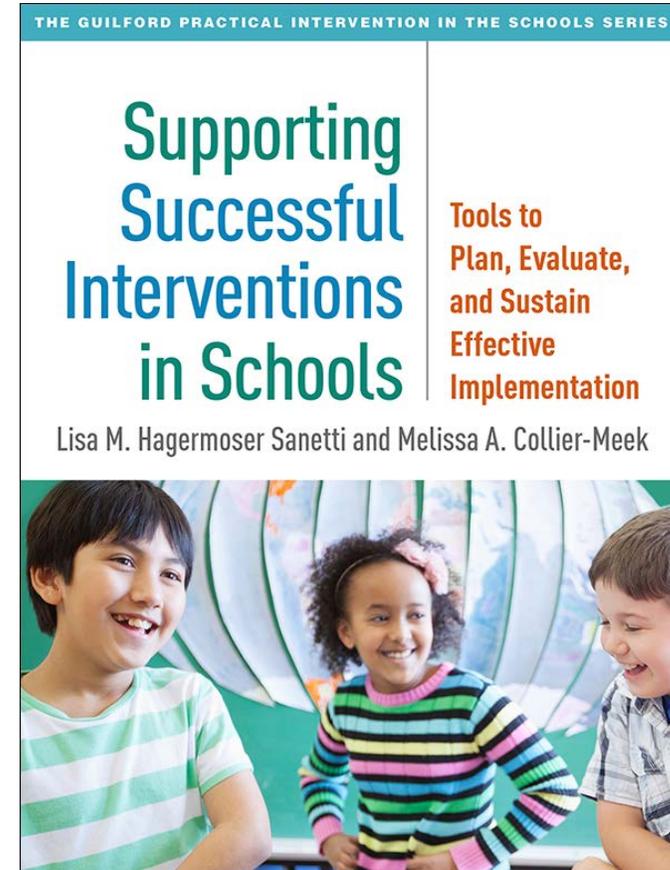
High-Quality Implementation Training

- Before we can expect an implementer to engage in a new behavior, we must teach them how to do it



High-Quality Implementation Training – Tips!

- Make it a conversation
 - “How have you seen similar interventions work in your classroom?”
- Bring up modeling and practice naturally
 - “I might say something like...”
 - “So, if Jordan got 2 points on his CICO sheet, how would you talk with him about it?”



High-Quality Training is Just the Beginning...

- High-Quality Training is Tier 1 for implementers
- Necessary but not sufficient for all!



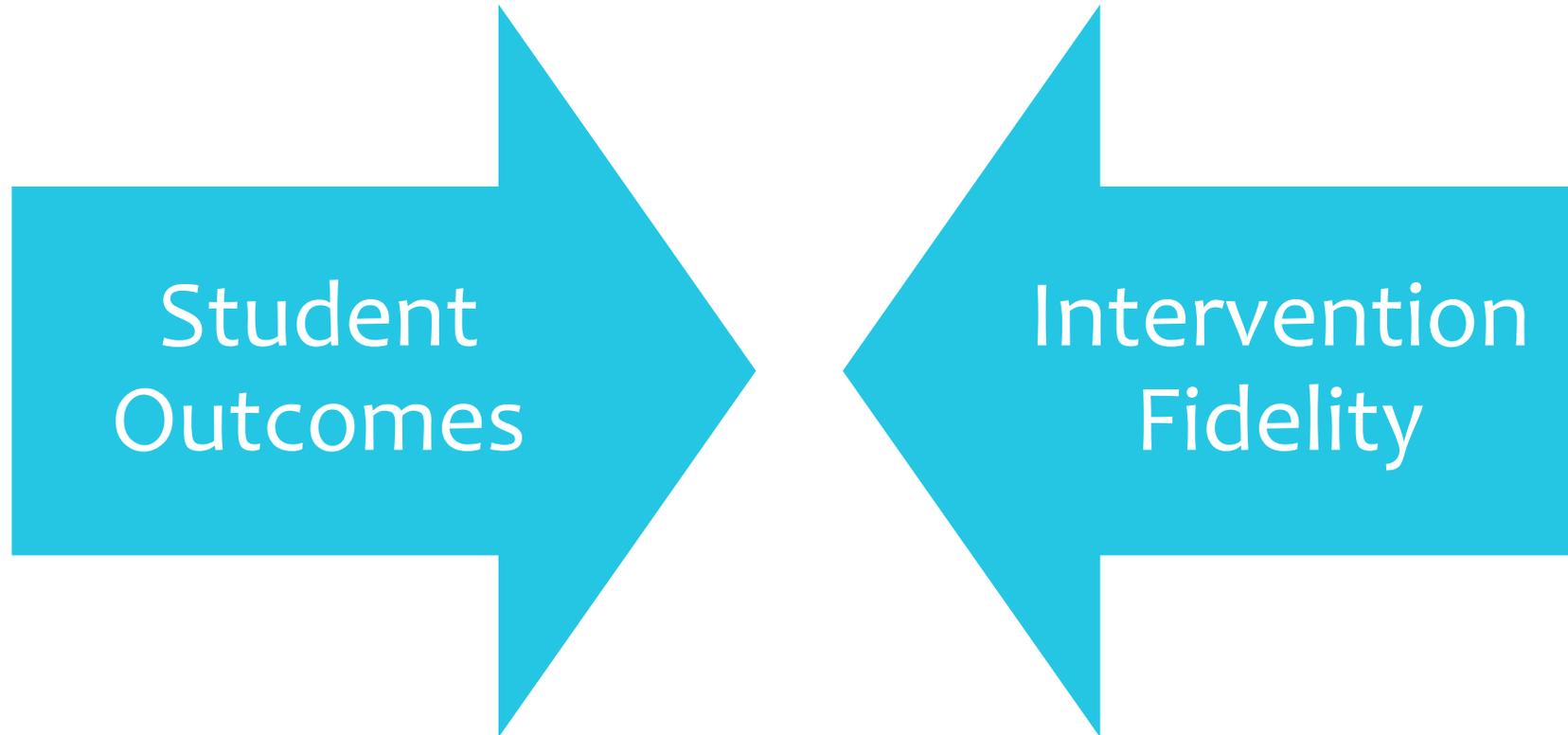


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Make a Data Collection Plan



Student Outcomes

- Select **progress monitoring measures** with psychometric support indicating adequate reliability, validity, and ability to identify growth
- Determine the **frequency and timing** of progress monitoring and who is responsible for completing it
 - Make sure to evaluate progress *at least monthly*
- Make sure to evaluate at **students' instructional level**

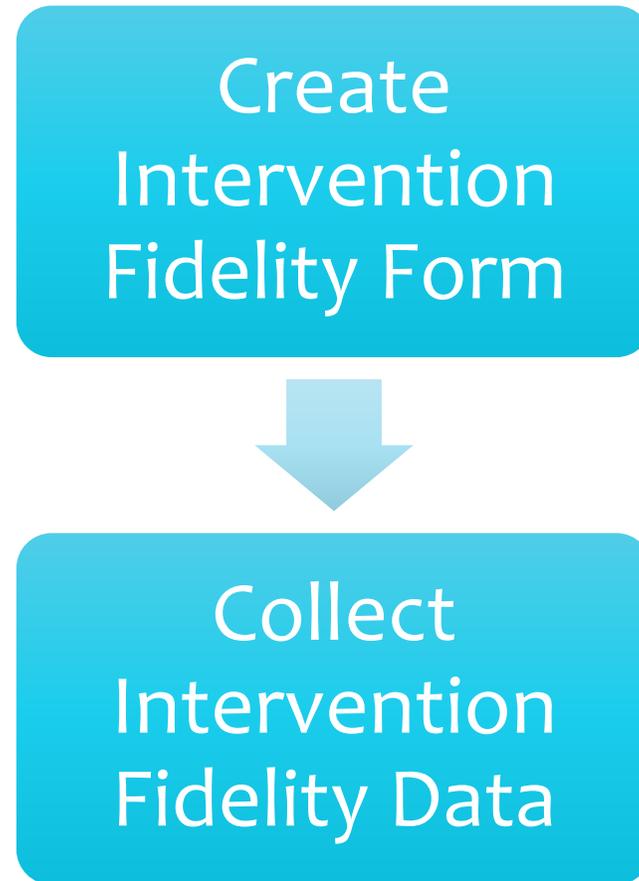
Student Outcomes

- **Set intervention goals** (performance level & date) based on national norms, growth rates, and/or benchmarks
- Create/use database to **graph progress monitoring data**
- Compare student progress over time to intervention goal aim line to **determine if progress is sufficient**
- **Share progress** with stakeholders at least every 6 weeks

Student Outcomes Data Collection Plan Checklist

- ✓ Progress monitoring measure
- ✓ Data collection timing / frequency and person responsible determined
- ✓ Intervention goal
- ✓ Database for data entry
- ✓ Graphing capabilities
- ✓ Data review and sharing timing determined

Intervention Fidelity



Intervention Fidelity Data Collection Plan Checklist

- ✓ Intervention fidelity data collection form
- ✓ Data collection timing / frequency and person responsible determined (and trained!)
- ✓ Database for data entry
- ✓ Graphing capabilities
- ✓ Data review and sharing timing determined



Part 2 - Preparation

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Build Tier 2 Team

- Tier 2 cannot be managed by an individual.
- Tier 2 team reflects the systems-level of this work and appropriately distributes the roles and responsibilities.
- Consider:
 - Team members
 - Responsibilities
 - Structure

Build Tier 2 Team – Team Members

Expertise Required:

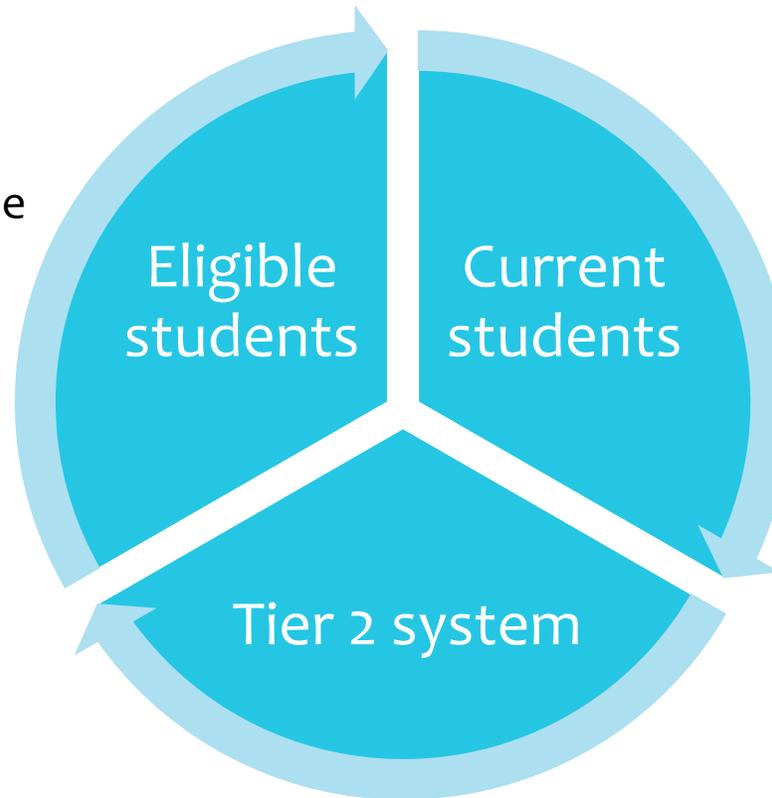
- Applied behavioral expertise
- Academic expertise
- Data-based decision-making expertise
- Knowledge of school across grade levels

Team Roles:

- Facilitator
- Minute taker
- Time keeper
- Data analyst
- Communication liaison
- Family liaison
- Administrator

Build Tier 2 Team – Responsibilities

- Review data sources
- Identify eligible students
- Match to intervention



- Graph & review student outcome and fidelity data
- Make data-based decisions
- Communicate with stakeholders

- Review Tier 2 utilization
- Use data to update Tier 1 instruction
- Support material development
- Review training needs

Build Tier 2 Team – Structure

- Meet weekly for sufficient duration
- Data prepped ahead for each meeting
- Meeting agenda and regular structure
- Meeting minutes
- Action plan

Data to Prepare for Tier 2 Meeting

- Review Tier 2 eligibility
- Monitor students currently in Tier 2 interventions
- Implementation fidelity data

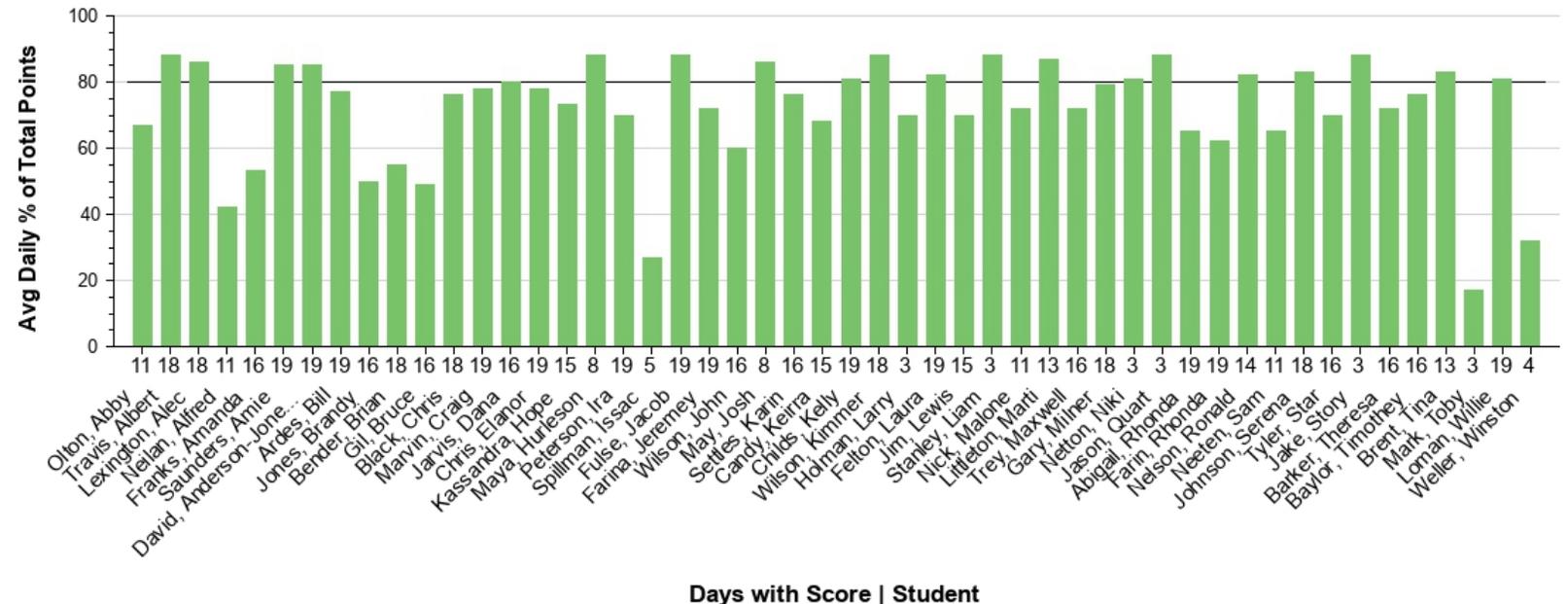


Average Daily Points By Student Report

CONFIDENTIAL

Nov 21, 19 to Dec 19, 19

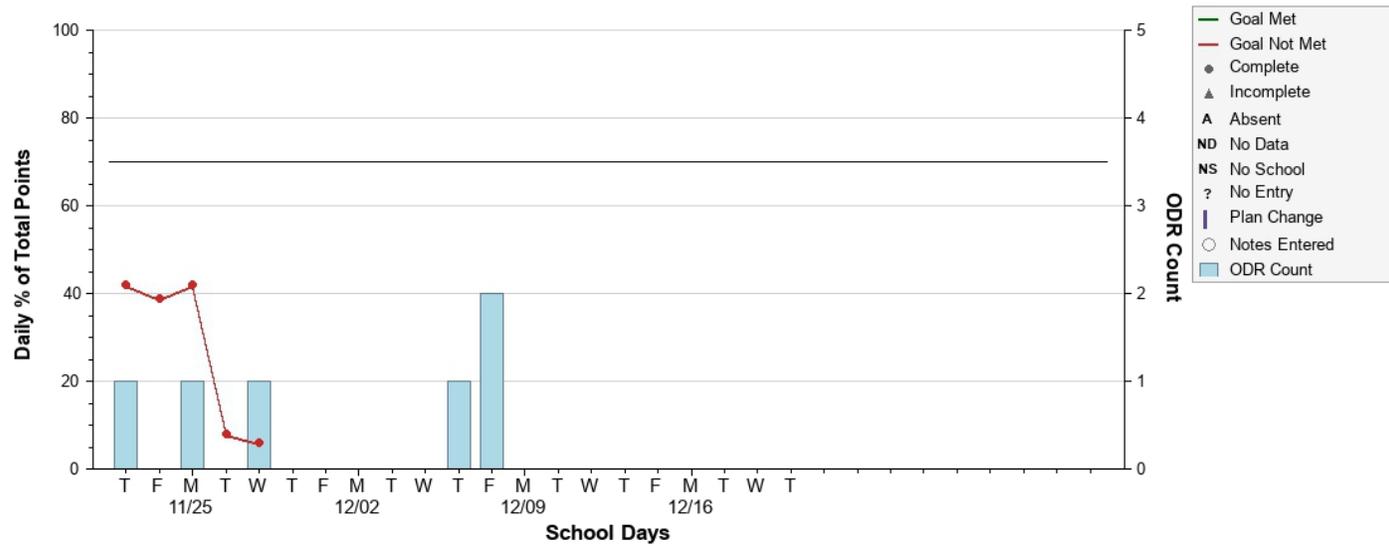
Max Days where Score Possible: 19



Individual Student Count Report

CONFIDENTIAL

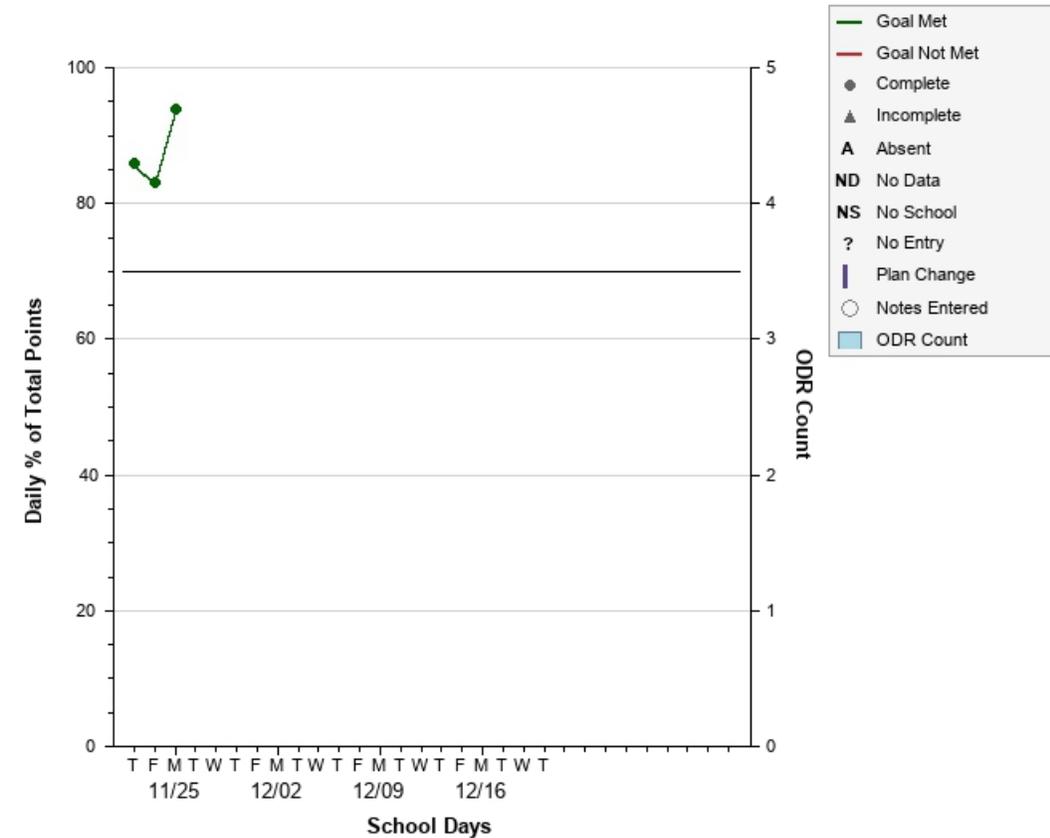
Spillman, Issac, All, Nov 21, 19 to Dec 19, 19



Individual Student Count Report

CONFIDENTIAL

Jake, Story, All, Nov 21, 19 to Dec 19, 19



Action Plan

Date	Action Item	Person Responsible?	Timeframe?	Current Status
Date action item is initially discussed	What specific, discrete task needs to be done?	Who will complete the task?	When is the task due?	In progress? Completed?



Part 2 - Preparation

Readying to implement Tier 2 interventions

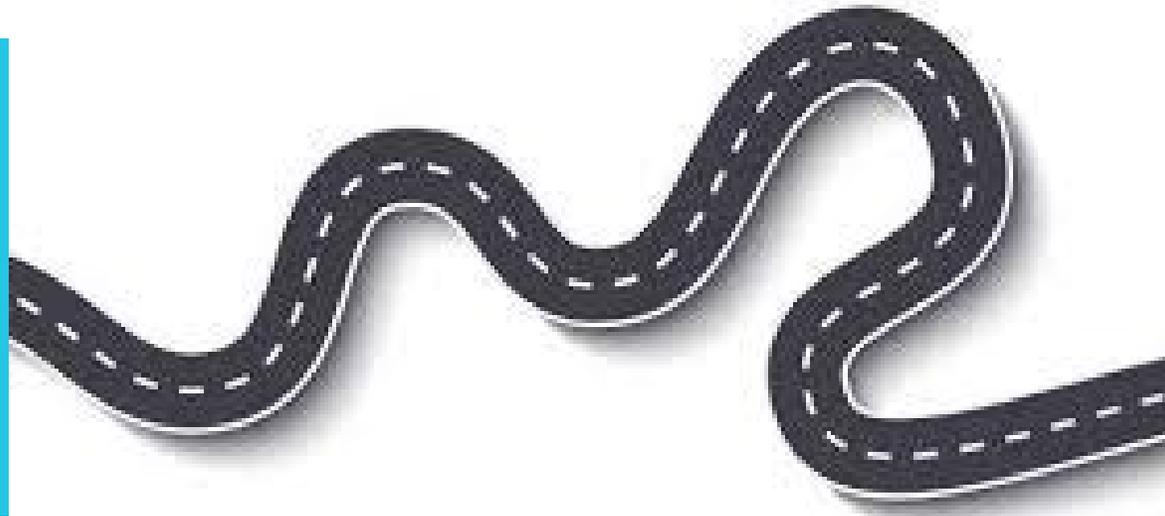
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Outline Onboarding Process

- Tier 2 interventions are meant to be...
 - Efficient
 - Timely
 - Accessible
 - Targeted
 - Short-term
- So, how can we ensure that students at-risk quickly receive necessary supports? **Outline a streamlined onboarding process**

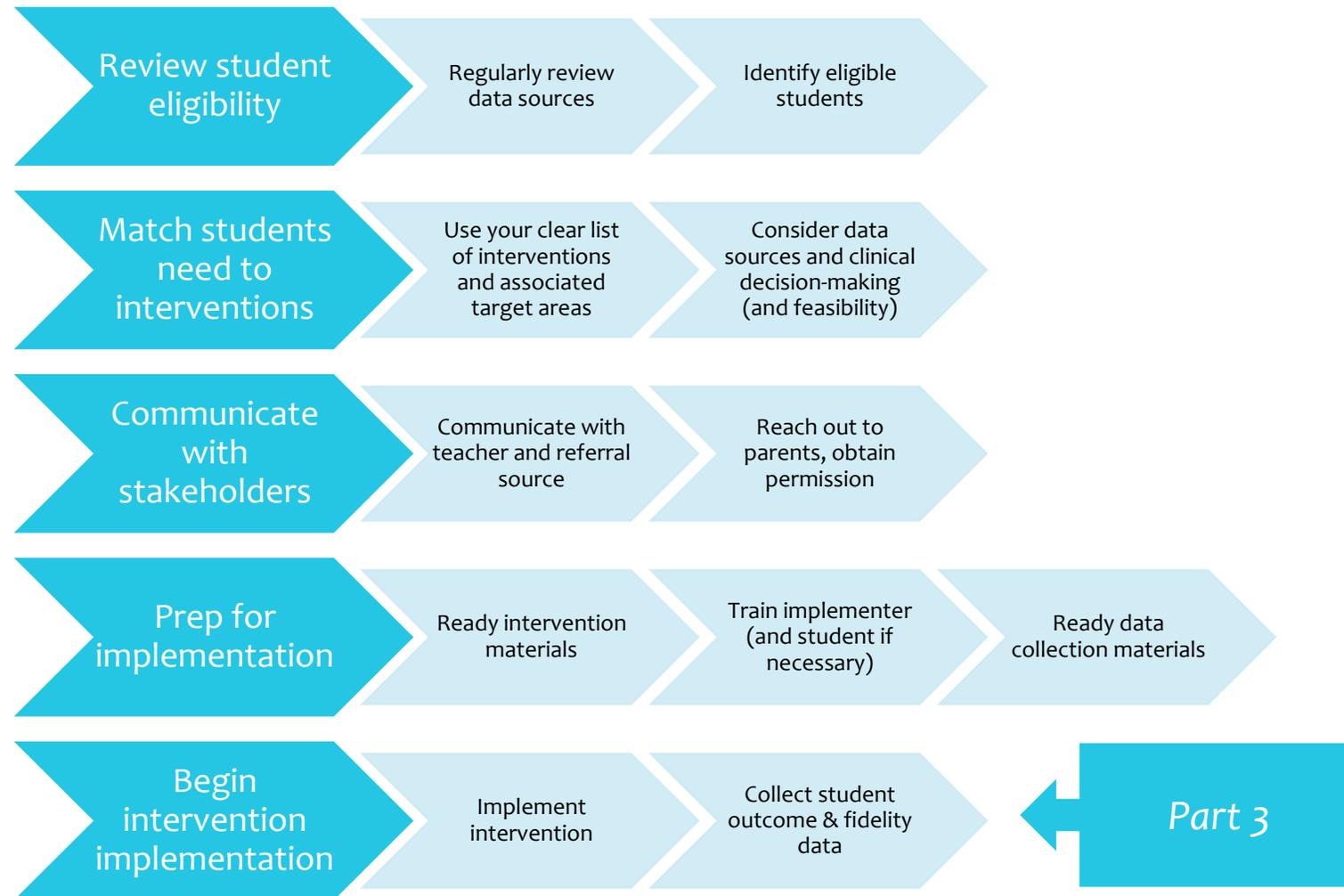
What do we mean by onboarding?

Student
in-need of
support



Student
receiving
Tier 2
intervention

Outline Onboarding Process



A focus on Tier 2 Across Phases of Implementation

What do we need?
What is available?

How to prepare for success?

How do we use & evaluate Tier 2?

Exploration

Preparation

Implementation

Sustainment

- Deliver Tier 2 intervention.
- Evaluate student outcomes & intervention fidelity.
- Engage in data-based decision-making.



Part 3 -Implement

Provide Tier 2 intervention to students.

Deliver Tier 2 Intervention



Sanetti & Collier-Meek (2020) @DrSanetti @DrCollierMeek

Deliver Tier 2 Intervention – Quick Tips

- Check in with the implementer – How is it going? Do they have everything they need? Any issues arising?
- Check in with the student and stakeholders – How is it going? Does the student enjoy the intervention? Any improvement detected?

Checking in can help identify small issues that can be quickly adjusted and managed before problems set in

- Deliver Tier 2 intervention.
- Evaluate student outcomes & intervention fidelity.
- Engage in data-based decision-making.



Part 3 -Implement

Provide Tier 2 intervention to students.

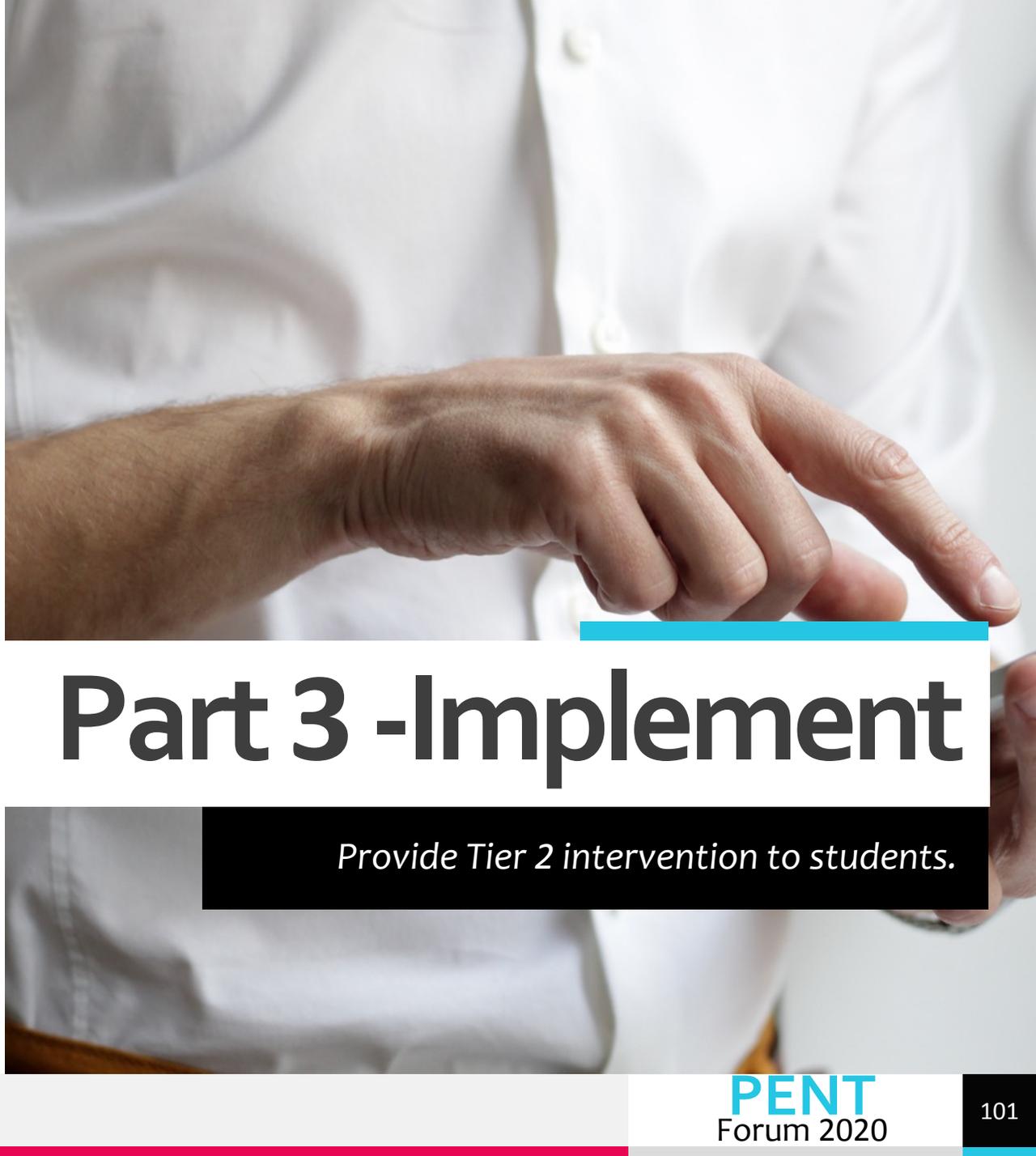
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- ✓ Database for data entry
- ✓ Graphing capabilities
- ✓ Data review and sharing timing determined

- Deliver Tier 2 intervention.
- Evaluate student outcomes & intervention fidelity.
- Engage in data-based decision-making.

A close-up photograph of a person's hand and arm, wearing a white button-down shirt. The hand is pointing towards the right side of the frame. The background is blurred.

Part 3 -Implement

Provide Tier 2 intervention to students.

Bring Together Intervention Fidelity & Student Outcome Data

		Student Outcome Data	
		On-Track to Meet Goal	Not On-Track to Meet Goal
Intervention Fidelity Data	Sufficient	Intervention is effective!	Intervention isn't a good fit
	Insufficient	Unclear, look into issue	Promote intervention fidelity

A focus on Tier 2 Across Phases of Implementation

What do we need?
What is available?

How to prepare for success?

How do we use & evaluate Tier 2?

How do we learn & continue?

Exploration

Preparation

Implementation

Sustainment



past



now



future

4. Sustainment

Key Elements of Sustainability

- Practitioner buy-in / Staff ownership
- Acceptability
- Contextual fit / Adaptation
- Degree of collaboration
- Team-based approach
- Use of data
- Administrator support

- Continuous teaching
- Involving new personnel
- Positive reinforcement of staff behavior
- Community of practice
- Access to external expertise
- Maintaining priority

Sustaining + Improving : Plan-Do-Study Act Cycles

- Can be used
 - When adjusting Tier 2 supports
 - To increase contextual fit
 - Determine adaptations
 - Identify and remediate implementation barriers

The PDSA Cycle for Learning and Improvement



Apply PDSA to Improve Tier 2

In the spring, 30% of students qualify for Tier 2 interventions

Social skills intervention has examples that aren't appropriate for your urban, high school setting

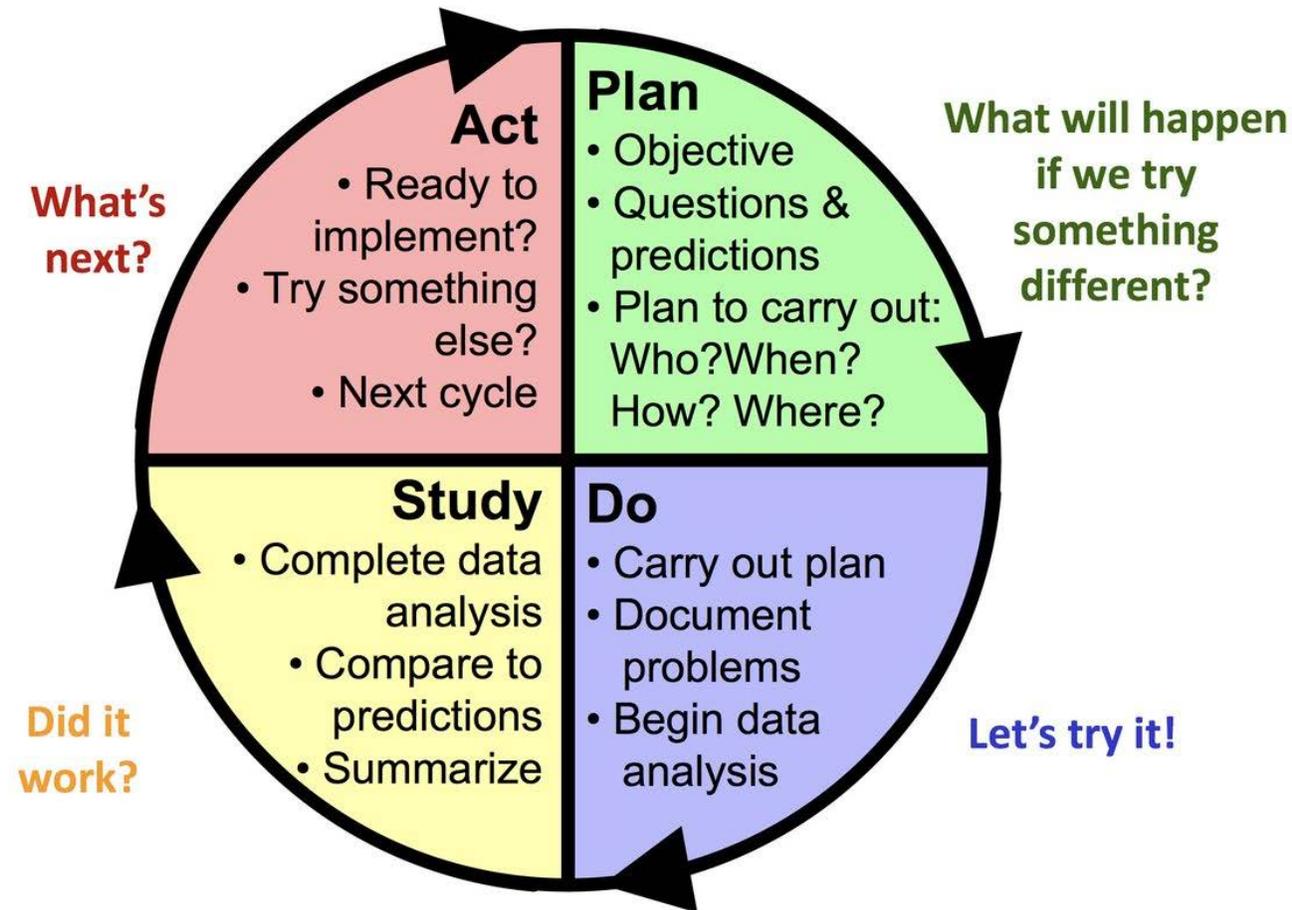
CICO morning check-in person is frequently late to work

Middle school math teachers are retroactively adding CICO data without talking to students

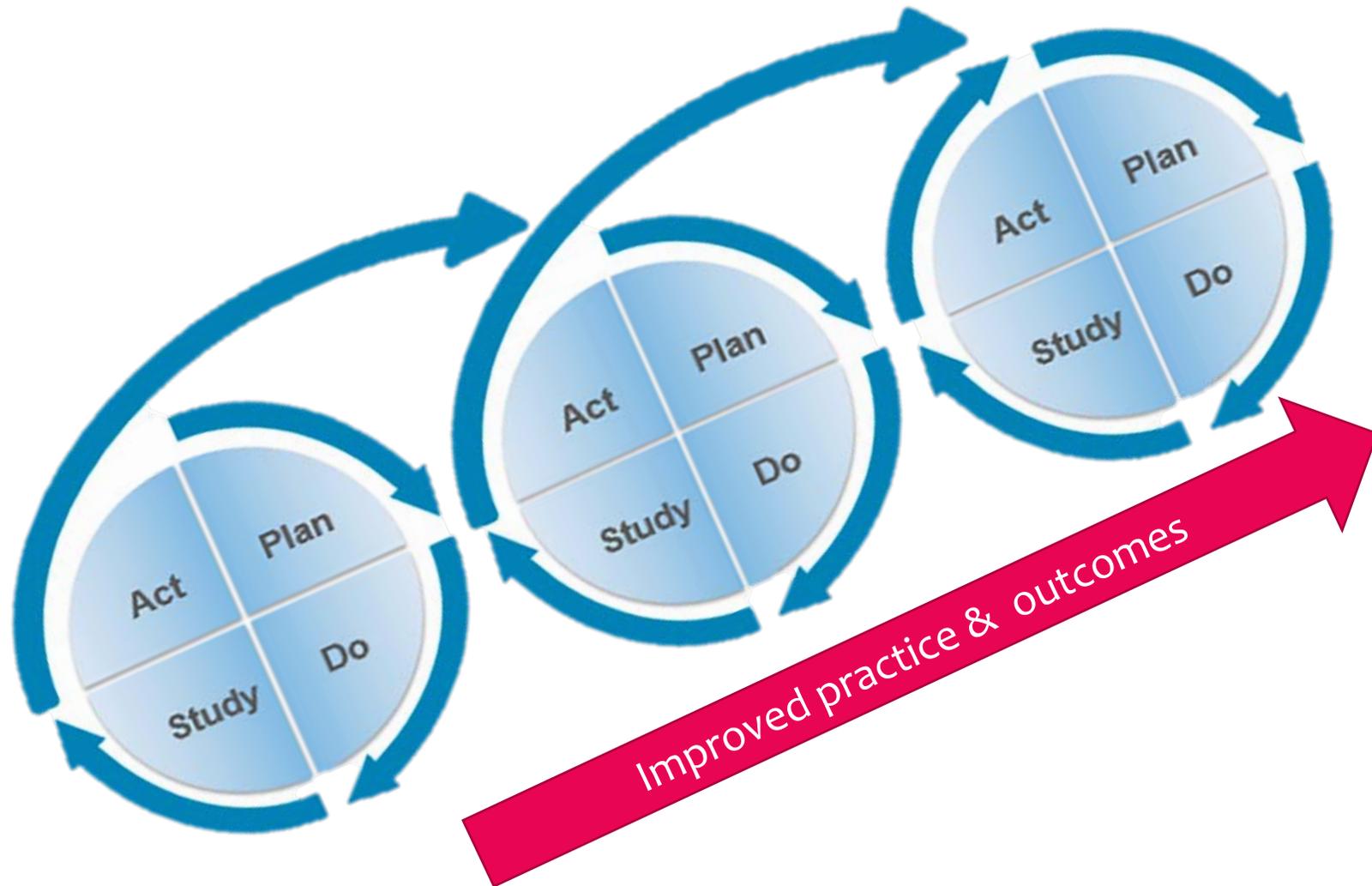
The person responsible for the organizational skills training Tier 2 intervention is moving to a different school

Apply PDSA to Improve Tier 2

The PDSA Cycle for Learning and Improvement



Sustaining + Improving : Plan-Do-Study Act Cycles





Facilitating Tier 2 Supports

From Adoption to Implementation

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