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

School Based Services

Cultivating Social and Emotional Health
School-Based Services Partnership

MU Researchers/Professors
Graduate Students

Regional Coordinators

School Counselors

Superintendents

Other School Administrators

54 Public, Private & Parochial Schools

School Psychologists, School Social Workers, Outreach Counselors, Nurses

MU
<table>
<thead>
<tr>
<th><strong>Our work in schools</strong></th>
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<tbody>
<tr>
<td><strong>Develop &amp; Implement</strong></td>
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<tr>
<td>Developed and now implement county-wide screening to assess risk and protective factors that are predictive of poor school, mental and life course outcomes</td>
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<tr>
<td><strong>Provide</strong></td>
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<tr>
<td>Provide professional development to school personnel in Boone County in evidence-based practices</td>
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<tr>
<td><strong>Support</strong></td>
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<tr>
<td>Support school-based teams to implement evidence-based programs and measure outcomes for youth who require behavioral and/or social-emotional supports</td>
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<tr>
<td><strong>Improve</strong></td>
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<td>Improve the coordination of information and services for at-risk youth and their families</td>
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<tr>
<td><strong>Develop &amp; Implement</strong></td>
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<tr>
<td>Develop and implement child-centered, family-based wrap-around services for students and families who require significant supports</td>
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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 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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Destyn</th>
<th>Makinlee</th>
<th>TaKiya</th>
<th>Cornell</th>
<th>DraVon</th>
<th>Emily</th>
<th>Christian</th>
<th>Phuthanet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily distracted</td>
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<td></td>
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<td>Is disliked by peers</td>
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<td>Is left out of activities by peers</td>
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<td></td>
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<tr>
<td>Has no close friends</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Does not work well with others</td>
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<td></td>
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<tr>
<td>Has poor social skills</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Is bossy</td>
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<tr>
<td>Trouble expressing feelings appropriately</td>
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<td></td>
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<tr>
<td>Trouble understanding feelings of others</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not complete assignments</td>
<td>14.00%</td>
</tr>
<tr>
<td>Easily distracted</td>
<td>26.00%</td>
</tr>
<tr>
<td>Has trouble concentrating</td>
<td>15.00%</td>
</tr>
<tr>
<td>Poor academic performance</td>
<td>21.00%</td>
</tr>
<tr>
<td>Poor organizational skills</td>
<td>18.00%</td>
</tr>
<tr>
<td>Refuses to persist if a task is hard</td>
<td>9.00%</td>
</tr>
</tbody>
</table>

### School Level - Social Skills and Peer Relations

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has no close friends</td>
<td>4.00%</td>
</tr>
<tr>
<td>Has poor social skills</td>
<td>11.00%</td>
</tr>
<tr>
<td>Is disliked by peers</td>
<td>8.00%</td>
</tr>
<tr>
<td>Is left out of activities by peers</td>
<td>7.00%</td>
</tr>
<tr>
<td>Trouble expressing feelings appropriately</td>
<td>16.00%</td>
</tr>
<tr>
<td>Trouble understanding feelings of others</td>
<td>8.00%</td>
</tr>
</tbody>
</table>

### School Level - Internalizing Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is sad</td>
<td>5.00%</td>
</tr>
<tr>
<td>Is withdrawn</td>
<td>3.00%</td>
</tr>
<tr>
<td>Poor self-esteem</td>
<td>7.00%</td>
</tr>
<tr>
<td>Worries a lot</td>
<td>6.00%</td>
</tr>
</tbody>
</table>
### School Level - Self-Regulating and Externalizing Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argues with adults</td>
<td>11.00%</td>
</tr>
<tr>
<td>Blames others</td>
<td>13.00%</td>
</tr>
<tr>
<td>Breaks rules</td>
<td>14.00%</td>
</tr>
<tr>
<td>Breaks things on purpose</td>
<td>3.00%</td>
</tr>
<tr>
<td>Bullies others</td>
<td>11.00%</td>
</tr>
<tr>
<td>Difficulty controlling temper</td>
<td>9.00%</td>
</tr>
<tr>
<td>Does not think before acting</td>
<td>12.00%</td>
</tr>
<tr>
<td>Does not work well with others</td>
<td>11.00%</td>
</tr>
<tr>
<td>Excludes others</td>
<td>5.00%</td>
</tr>
<tr>
<td>Has trouble calming down</td>
<td>8.00%</td>
</tr>
<tr>
<td>Is bossy</td>
<td>13.00%</td>
</tr>
<tr>
<td>Is Defiant</td>
<td>12.00%</td>
</tr>
<tr>
<td>Is easily irritated</td>
<td>10.00%</td>
</tr>
<tr>
<td>Is physically aggressive</td>
<td>6.00%</td>
</tr>
<tr>
<td>Is verbally aggressive</td>
<td>7.00%</td>
</tr>
<tr>
<td>Lies</td>
<td>9.00%</td>
</tr>
<tr>
<td>Spreads rumors about other students</td>
<td>7.00%</td>
</tr>
<tr>
<td>Takes property of others</td>
<td>3.00%</td>
</tr>
</tbody>
</table>

### School Level - General Risk

<table>
<thead>
<tr>
<th>Risk</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has expressed suicidal statements</td>
<td>0%</td>
</tr>
<tr>
<td>I am struggling with this student</td>
<td>9.00%</td>
</tr>
<tr>
<td>Is bullied</td>
<td>3.00%</td>
</tr>
<tr>
<td>Is NOT academically ready for this grade</td>
<td>9.00%</td>
</tr>
<tr>
<td>Is NOT behaviorally ready for this grade</td>
<td>6.00%</td>
</tr>
</tbody>
</table>
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 indicate that this student's overall score was slightly elevated in this area as compared to peers. Red indicates that the overall area is a concern and needs attention; scores were 2 standard deviation higher than peers.

<table>
<thead>
<tr>
<th>No Risk</th>
<th>Some Risk</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

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

**Bullied by others - ZScore = 2.36947718604319**
- Other kids make fun of me at school
- I am bullied by others
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 student's 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.

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>No Risk</th>
<th>Some Risk</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

**Attention and Academic Competence** - Z-score = 3.00060162140832
- 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** - Z-score = 3.746585850826441
- 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

**Externalizing Behavior** - Z-score = 4.81483647814726
- Is self-centered
- Is sad
- Is withdrawn
- Worry a lot

**Self-Regulating and Externalizing Behavior** - Z-score = 3.6149518495979
- 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** - Z-score = 4.08740853298225
- 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.
Recent Professional Development training determined by checklist

- **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
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
  • Hill Hall Annex #19
  • University of MO 65211
  • tannerjonesl@umsystem.edu

• 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/
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.
Positive, Predictable, & Safe Learning Environments

- Connect
- Screen
- Monitor
- Teach
- Support

Students’ Social, Emotional, Behavioral, & Academic Growth
Screen

Connect with family using family’s preferred method.

Provide enhance training and opportunities for social skills.

Obtain information from family about progress.

Consider a broad array of screening and assessment tools.

Use all data to inform selection and implementation of targeted and/or intensive individualized supports.

Maintain 5:1 ratio of positive to corrective feedback.

Develop or revise FBA and BSP as needed.

Consider person-centered or wraparound processes for complex situations.

Support

Make certain BPS plan has an active teaching component.

Make certain BSP connects with Tier 1 framework.

Develop decision rules for non-responsiveness.

Use simple but effective behavior tracking tools.

Monitor overall fidelity of behavior system and specific BSPs.

Make certain components of BSP (including teaching) are done with fidelity.

Schedule meetings with family and student.

Obtain information from family about progress.

Consider a broad array of screening and assessment tools.

Use all data to inform selection and implementation of targeted and/or intensive individualized supports.

Maintain 5:1 ratio of positive to corrective feedback.

Develop or revise FBA and BSP as needed.

Consider person-centered or wraparound processes for complex situations.

Positive, Predictable, & Safe Learning Environments

Students’ Social, Emotional, Behavioral, & Academic Growth
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.
- Polices, 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
Additional Resources
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
Wrap Up & Closing
Disclaimer

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