Behavior RtI (MTSS)

*Data Sources within a Multiple Gate Process*

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Topics

- Multiple Sources Throughout the Tiers
- Screening using Multiple Gates
- Data Matrix (ICEL/RIOT)
- Student Specific Data for Progress
- Case Analysis
Multiple Sources of Behavior Data

Non-negotiables

1. Increase Intensity and Scope as behavioral output increases.
2. Align intervention with data.
3. Monitor Fidelity.

Tier 1 90%
Tier 2 8%
Tier 3 2%
Classroom
Schoolwide
Historical
Attendance

SEL
PM
Std
PM

Multiple Sources of Behavior Data
How Do You Determine Student Needs (Other than discipline referrals or “adult” needs)?

1. Target causes: motivation, attendance, behavior are symptoms.

2. Examine history of academic failure (particularly reading).

3. Use caution on preconceived notions and reputations that unfairly “label”.

4. Gather data and identify which students are in need of additional support.
Tier 1 Data Includes:

- **Campus Self-assessment of culture and climate**
- **Observations**
  - Circulate throughout the classroom and building
  - Visually scan to monitor alignment with expectations
  - Teacher behaviors such as modeling, encouraging,
  - Interacting, etc.
- **ODR’s**
  - Look for patterns: time of day, classroom, areas
  - Attendance
What does our data tell us about need?

- How strong is our Tier 1?
- How effective are we at Tiers 2 / 3?
- What is missing?
  - Skills
  - Positive Climate
  - Safety
  - Relationships
  - Connectedness
If we are going to ask teachers, administrators and support staff to change their behaviors we have to evaluate the impact of interest.

What is your intended area of impact?

- Do you have access to the data you need to assess impact?
Self-Evaluate

- Feelings of belonging
- Student problem behaviors
- Adult responses to problem behavior
- Academic instructional time
- Peer interactions
- Suspensions, expulsions, and graduation rates
- Parental involvement / satisfaction
- Community providers on school teams
Resources for Data

Self-Assessments of Systems and Practices: Climate and Culture

Tiered Fidelity Inventory (TFI: www.PBISapps.org) for systems evaluation.
District Capacity Assessment (DCA: http://sisep.fpg.unc.edu/) for capacity of the district to scale.
Tier 1:
ICE- (L)

Instruction
Curriculum
Environment
Instruction/Curriculum/Environment

• Instruction
  • Lessons are designed to create variety and engagement
  • Teachers provide frequent unconditional attention
  • Restorative Practices are evident during observations
  • Teachers provide age-appropriate positive feedback
  • Maintain a 5:1 ratio of positive interactions
  • Lessons are Taught (and re-taught )on behavioral expectations
Instruction/Curriculum/Environment

• Curriculum
  • Campus Character Ed Program
  • Anti-Bullying Program
  • PBIS Specific Structure (i.e. Champs)

• Environment
  • Create a classroom environment that is structured for success:
    • *Free From clutter, routines established, rules posted and taught*
    • *Relationship building is intentional*
    • *Social skills taught within the delivery of instruction*
Tier 1 RIOT

- Review
- Interview
- Observe
- Test
## Progress Monitoring Indicators (Tier 1)

<table>
<thead>
<tr>
<th>Change</th>
<th>Indicator</th>
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<tbody>
<tr>
<td><strong>Decrease</strong></td>
<td>Rates of out-of-district placements</td>
</tr>
<tr>
<td><strong>Decrease</strong></td>
<td>Rates of out of school suspensions and DAEP placements</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
<td>Graduation rates for at-risk students including students with ED</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
<td>Academic engagement time</td>
</tr>
<tr>
<td><strong>Improve</strong></td>
<td>Academic performance</td>
</tr>
<tr>
<td><strong>Improve</strong></td>
<td>Personnel retention</td>
</tr>
<tr>
<td><strong>Improve</strong></td>
<td>Attendance rates for students and staff</td>
</tr>
</tbody>
</table>
Multiple Gating Procedures

Gate 1: Cast a wide Net
- Discipline referrals
- Attendance
- Teacher report or nomination

Gate 2: Refine the “Catch”
- Rating Scales

Gate 3: Identify those most at risk
- Observation(s)
- Interview(s) Teacher & Parent
- Behavior data
- Student self report
Multi-Stage & Multi-Gate Approach to Screening

Stage 1

Universal Screen

Stage 2

Elevated? Screen #2

Not elevated? Done.

Stage 3

Elevated? Refer to team

Not elevated? Done.
Data: Tier 1 Screening for Tier 2 Supports

*Multiple Gate Rating Scale*

• Defines needed social skills
• Quantifies skills in area of importance
• Aligns with curriculum being used

**Example:**
Devereux Early Childhood Assessment
Devereux Student Strengths Assessment
SYSTEMATIC SCREENING for BEHAVIOR DISORDERS (SSBD 2nd Ed.)

- Evidence based
- Pre-K – 9th grade
- Internalizing & Externalizing
- Three gate systematic process
- Cost: $225 + $30 / 100 students

https://pacificnwpublish.com
SSBD Multi-Stage or Multi-Gate Process

**Screening**
- Review class roster
- Rank order top 5 students in each group

**Teacher Rating**
- Complete two rating scales for top 3 externalizers and top 3 internalizers

**Direct Observation**
- In class & playground
- Code academic engaged time & peer social behavior
Additional Screeners

• Student Risk Screening Scale
  http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures/StudentRiskScreeningScale.aspx

• Social Skills Improvement System

• Strengths and Difficulties Questionnaire
  www.sdqinfo.org

• BASC™-2 Behavioral and Emotional Screening System (BASC-2 BESS)
  http://www.pearsonassessments.com
Progress Monitoring Tier 2/3

• Systematic process of repeatedly collecting data on student response to make instructional/intervention decisions

• Best done with “direct” assessment that is sensitive to small changes in student social behavior

• General outcome measure
  • Blood pressure, BMI, subcutaneous stomach fat
Operationalize the target behavior(s)

Sources to establish comparative analysis

Qualitative data to establish patterns

Baseline data collected with integrity
• Frequency, duration, latency

“L” in ICEL (Learner)
Tiers 2/3 Challenge

“For schools that do not have primary supports in place, the impact of the individual plan will be minimized due to the lack of consistent control across the school environment. In other words, if the school or classroom environment is inconsistent, nonresponsive to demonstrated prosocial behavior on the student’s part, and primarily relying on reactive and negative strategies in an attempt to control behavior, an individualized function-based PBS plan has little chance of successfully changing student behavior.” (Lewis, T.J., 2009, p. 368)
Tier 3 Data to Inform Plan
Intensified Individualized Behavior Supports

1. Define the problem
2. Collect Data
3. Generate Hypothesis
4. Determine Replacement Behavior
5. Select Intervention

The cycle continues from Select Intervention back to Define the problem.
Data Integration

• Variables that set up the occurrence of the behavior
• Antecedents/ triggers for behavior
• Operational Definition of behavior
• Consequences of behavior

ABC Charts
Event Recording
Interval Recording
Data to Collect

**Progress Monitoring**

- Attendance
- ODR’s
- Frequency, latency, duration counts
- Check in/Out forms
- Earned positive reinforcement data sheet
- Observations
- Teacher/Parent contact
Opportunities for Coherence

1. RtI: Create Better Professional Learning Supports for Teachers
   a. Emphasis on common formative and summative assessments through screening, progress monitoring and diagnostic assessments
   b. Shifting to Tiered interventions
   c. Focus on student engagement
   d. RIOT/ICEL
# Data Collection Summary

What types of data are necessary to make decisions at each of the tiers?

<table>
<thead>
<tr>
<th>Tier 1 Universal</th>
<th>Tier 2 Supplemental</th>
<th>Tier 3 Intensive</th>
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<tbody>
<tr>
<td>Discipline referrals</td>
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<tr>
<td>Suspensions</td>
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<td>Requests for assistance</td>
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<td>Direct behavior observation forms</td>
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<tr>
<td>Faculty, student, family surveys</td>
<td>Direct observations</td>
<td>Behavior rating scales</td>
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<tr>
<td>Direct observations</td>
<td>Daily progress reports</td>
<td>FBA forms</td>
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<tr>
<td>Universal Screening</td>
<td></td>
<td>Individualized measures of student outcomes</td>
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Resources

RtI—Three Tiers of Behavior
Strategies and Programs That Work!

Andrea Ogonosky and Karen Mintsiosulis

Includes Bonus CD with 40+ Forms

The RtI Behavior Strategies Guide

What Is RtI?

Core Characteristics of RtI

Example of a 3-Tier Process

Park Place Publications