STRENGTHENING THE TRIANGLE:
TIER 2 AND 3 PROBLEM-SOLVING PROCESSES

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WELCOME!
1:00 PST, 4:00 EST

A couple of quick notes before we start:
• Questions
• Technical Trouble
• Audio Issues
• Recording

PC Users (upper right)  MAC Users (lower right)
Closing the Gaps (Part 1 of this content)

- Provided:
  - Overview of multi-tiered systems for behavior
  - Differences between interventions at each tier
  - Examples of a range of interventions for Tiers 2 and 3

- To access:
  - Go to www.pacificnwpublish.com
  - On top bar, click on “Webinars”
  - “Archives”
  - “Closing the Gaps” (November 2017)

Tiers of Behavioral Support

- “Try the easiest, cheapest thing first and hope you get lucky.”
- Tailor intensity of service to intensity of need
- A seamless continuum with a goal that no student falls through the cracks
Pitfalls of Intervention Systems

- Too few interventionists and too many referrals
- Significant gaps between tiers
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- Lack of systematic process for identifying and implementing interventions
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- Significant gaps between tiers
- Lack of systematic process for identifying and implementing interventions
- Lack of flexibility in processes
- Lack of follow-through on interventions and next steps
  - Intensification of supports
  - Eventual fading of supports

Goals of Webinar

- Identify possible team structures and problem-solving processes for implementing a multi-tiered approach to behavior support
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  - **Who**—Critical personnel at each tier
  - **What**
    - Methods for problem solving interventions
    - Methods for ensuring each student receives needed support
    - Methods for ensuring systems function effectively
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- Identify possible team structures and problem-solving processes for implementing a multi-tiered approach to behavior support
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    - Methods for problem solving interventions
    - Methods for ensuring each student receives needed support
    - Methods for ensuring systems function effectively

- Raffle at end for those who can stay!
**Tier 1: Universal problem-solving**

For schoolwide and classroom concerns:
- PBIS team, MTSS–B team, RTI–B team
- Climate and safety efforts, classroom behavior support

For individual student concerns:
- General Education Teacher
- Early-Stage Interventions

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**SS Team**

- Teacher-Teacher
  - Early-Stage Int. → Highly Structured
- Interventionist “Advocate”
  - Early-Stage Int. → Highly Structured
  - Ready-to-Use Int.

**Multidisciplinary Team**

- Functional Behavior Assessment
- Case Manager
- Early-Stage → Highly Structured Ready-to-Use Int.
- Wrap-Around /Community Services
- SPED Referral

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**Gen. Ed. Teacher**

- Early-Stage Int.
Early-Stage Interventions

- A *range* of basic interventions that all are trained to use
- Protocols
  - Planned discussion
  - Academic assessment and assistance
  - Goal setting
  - Data collection and debriefing
  - Increasing positive interactions
  - STOIC analysis and intervention
- Bridge strategies
Collaborative Problem-Solving: Teacher-to-Teacher

- Teacher going to a mentor or peer
- Small learning community, grade-level team
  - Discuss needs of an individual
  - Example: 25-minute planning process
25-Minute Planning

Teacher-Teacher

Early-Stage Int. → Highly Structured

Teacher

Early-Stage Int.

Gen. Ed. Teacher

Early-Stage Int.
Collaborative Problem-Solving: Identified Interventionist

- Range of interventionists who can be sought out by teacher
  - Counselors
  - School psychs
  - Social workers
  - Instructional/Behavioral coaches
  - Teacher leaders
  - Admins
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- Trained in basic behavioral consultation using protocols of behavioral intervention

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- Trained in basic behavioral consultation using protocols of behavioral intervention

- Aware of available ready-to-use interventions
Protocol Example:

- Managing physically dangerous behavior
- Managing severely disruptive behavior
- Managing the cycle of emotional escalation
- Cueing and precorrecting
- Self-monitoring and self-evaluation
- Positive self-talk and attribution training
- Teaching replacement behavior
- Functional communication
- Structured reinforcement systems
- Defining limits and establishing consequences
- Relaxation and stress management
- Internalizing problems and mental health

Ready-To-Use Intervention Examples

- Special attention for targeted students
- Connections
- Meaningful Work
- Leadership class
- Structured lunch or recess
- Small group interventions (e.g., social or problem-solving skills)
Strengthening the Triangle

1. Gen. Ed. Teacher
   - Early-Stage Int.

2. Teacher-Teacher
   - Early-Stage Int. → Highly Structured

3. Interventionist “Advocate”
   - Early-Stage Int. → Highly Structured
   - Ready-to-Use Int.

4. SS Team

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Intervention Planning Team

- Group that meets regularly to problem solve
- Ensures each student has a plan for moving forward
  - Advocate
  - Multi-disciplinary team—Case manager
- Uses 25-minute planning process for collaborative problem solving
- Ensures each interventionist and intervention has adequate resources based on number of students and need
Assign an “Advocate”

- Investigates problem
- Links student to supports and resources (targeted interventions)
- Possible advocates
  - Administrator
  - Dean
  - Nurse
  - Social worker
  - Resource officer
  - School psychologist
  - Counselor
  - Parent liaison
  - Behavior specialist
Individualized Intervention Planning (Tier 3+)

- Involves systematic data collection—Functional Behavioral Assessment
- Multi-disciplinary team planning
  - Use of Intervention Decision Guide: Multi-disciplinary Team
- Assign a case manager
- Increasingly intensive and complex intervention as demonstrated by need
- Interventions may involve collaboration with outside services

Intervention Decision Guide: MDT
Intervention Decision Guide: MDT

Next Steps for Your School/District
Related Safe & Civil Schools Resources

- Procedural Guides

Related SCS/PNW Resources
Safe & Civil Schools Resources for Tier 3

Cohort Training Model

- Student Support Teams
- 3–7 days per year across 2–3 years
- Includes:
  - Data collection, analysis, and decision-making
  - Training in Connections and Meaningful Work
  - Overview of use of Teacher’s Encyclopedia, The Tough Kid Tool Box, On-Task in a Box, social skills curricula
  - Training in highly structured interventions
  - Training in Functional Behavior Assessment and intervention
Conclusion

- Raffle—BRTI, Interventions
- For information on resources, go to www.pacificnwpublish.com
- For information on training support, contact Safe & Civil Schools (800-323-8819)
- Thank you for your time and efforts to address this critical issue!