Multi-Tiered Systems of Support (MTSS): Voices from the field

The 2019 Annual Conference on Advancing School Mental Health

November 7-9, 2019
Austin, TX: Hilton Austin
Safe and Supportive Schools for All Students!

James McDougal, Psy.D
Director, School Psychology Program
State University of New York at Oswego
BIMAS2, Senior Author

Amy DiVita, Executive Director
Special Education
Liverpool Central School District

Tony Cardamone, Director of Curriculum K-6
Danielle Nahorney, Director of Academic Services & Accountability
Karrie LaMacchia, Director of Pupil & Personnel Services
Jennifer Wolken, District Psychologist
Baldwinsville Central School District

Andria Amador, CAGS, NCSP, NCSP,
Senior Director,
Behavioral Health Services,
Boston Public Schools

Maria Iglesias, S.S.P., NCSP

School Psychological Services
School District of Palm Beach County
Finally it's time to get real about students' Emotional-Behavioral Health.

ESSA Emphasizes children's mental health in the schools- title 1 funds for MTSS, funds for safe/health schools.

Evidence indicates the onset of serious behavioral problems predicts profound, widespread, and persistent problems across virtually every facet of development (e.g., educational, familial, social).

A Mile Wide and A Mile Deep: Comprehensive Interventions for Children and Youth with Emotional and Behavioral Disorders and Their Families

Kevin P. Quinn and James L. McDougal
University at Albany, State University of New York
Prevalence & Progression:

Emotional and Behavioral Disorders

- About 20% of children present themselves with diagnosable disorders (i.e., U.S. Department of Health and Human Services, 1999)

- 3-6% of children with serious and chronic behavioral disorders (Kauffman, 1997)

- Progression of disorders is very predictable
  - Externalizing behaviors (severe tantrums, aggression, defiance)
  - Internalizing difficulties (anxiety, depression, suicide)
Implicit within a perspective of positive psychology is the assumption that environments can be promoted to foster individual strengths through a preventative focus and the development of positive institutions. Given that the development of positive institutions has direct implications...
Increasingly schools across the nation are encountering behaviorally challenging students entering primary grade classrooms.

The BCT utilizing (1) an intervention team approach, (2) behavioral consultation/functional behavioral assessment, (3) positive behavioral interventions, (4) frequent progress monitoring, and (5) program evaluation.

Results indicated resolution of the referral problem achieved in 75% of the completed cases, and that successful and unsuccessful cases varied on elements related to acceptability and integrity.
The widely discussed gap between research and practice has been a continuing problem in the fields of school psychology and education. In particular, the extent to which information gener-
GOOD, BAD, OR IN-BETWEEN: HOW DO BEHAVIOR REPORT CARDS WORK?

SANDRA M. CHAFOLEAS
University of Connecticut

T. CHRIS RILEY-TILLMAN
Temple University

JAMES L. MCDOUGAL
Syracuse University

The Use of Change-Sensitive Measures to Assess School-Based Therapeutic Interventions: Linking Theory to Practice at the Tertiary Level

Amanda L. Lanne
Dowman Center for Effective Schools

Robin S. Codling
University of Massachusetts, Boston

James L. McDougal
State University of New York at Oswego

Scott Meier

Development of a Change-Sensitive Outcome Measure for Children Receiving Counseling

Scott T. Meier
University at Buffalo

James L. McDougal
State University of New York at Oswego

Achilles Bardos
University of Northern Colorado
Problematic Territories we have settled with Prevention

• **Prevalence in Children & Youth**
  • Visual impairment 6%
  • Hearing loss (40 or more decibel) under 1%
  • speech sound disorders- young children 8 to 9%

**Effective School Approaches**
• Screening for sensory and speech difficulties, begins in Pre K-K
• Accommodations for vision/hearing
• Early and intense treatment S/L
Problematic Territories we are exploring with Prevention

Prevalence in Children & Youth
• Reading difficulties 20-25%,
• Dyslexia 5-17%

Effective School Approaches
• Screening for Pre-Literacy and Early Skills
• Tiered model: vary intervention intensity based on need.
• Use of data: UA, PM, Evaluation
The Final Frontier - endeavor to persevere
Multi-tier System of Supports (MTSS) for Students Behavioral Health

Baldwinsville Central School District
Achieving our full potential together.

Karrie LaMacchia
Danielle Nahorney
Tony Cardamone
Jennifer Wolken
Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.
District-Wide Demographics

★ 5447 students
○ (5) Gr. K-5 Elementary Schools
○ Gr. 6-7 Middle School
○ Gr. 8-9 Jr. High School
○ Gr. 10-12 High School
★ Predominately white but changing over time
★ ELL population increase to 1%
★ Students with disabilities approx. 15%
★ Attendance rate consistently at/above 95%
★ Suspension rate consistent

Shift over last 10 years:
★ Economically disadvantaged
How do we measure what we’re observing?

★ Screening tool/assessment of social emotional learning = shift to preventative, proactive response

★ One school: Van Buren Elementary utilized as part of the norming of the BIMAS 2011-2012 and despite challenges it was very well received

★ It was utilized again at the same building a few years later with success

★ Data from that school was key in moving forward at a district level
  - 2017-18 Year 1: Pilot 2 Elementary Buildings
  - 2018-19 Year 2: All Elementary Buildings
  - 2019-20 Year 3: Middle School
Effect size refers to the magnitude of the impact on student outcomes.

0.40 is the average effect of one year of schooling.
### Van Buren Elementary
### BIMAS Results 2017-18

<table>
<thead>
<tr>
<th>Measure</th>
<th>Tier</th>
<th>n (%)</th>
<th>F '17 Avg</th>
<th>Sp '18 Avg</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conduct</strong></td>
<td>Tier 3</td>
<td>16 (3%)</td>
<td>75.35</td>
<td>71.13</td>
<td>1.16</td>
</tr>
<tr>
<td></td>
<td>Tier 2</td>
<td>47 (9%)</td>
<td>63.06</td>
<td>64.14</td>
<td>-0.45</td>
</tr>
<tr>
<td><strong>Negative Affect</strong></td>
<td>Tier 3</td>
<td>19 (4%)</td>
<td>74.21</td>
<td>68.42</td>
<td>1.67</td>
</tr>
<tr>
<td></td>
<td>Tier 2</td>
<td>53 (11%)</td>
<td>62.81</td>
<td>60.54</td>
<td>0.92</td>
</tr>
<tr>
<td><strong>Cognitive/Attention</strong></td>
<td>Tier 3</td>
<td>58 (11%)</td>
<td>73.98</td>
<td>73.43</td>
<td>0.18</td>
</tr>
<tr>
<td></td>
<td>Tier 2</td>
<td>85 (17%)</td>
<td>64.54</td>
<td>62.56</td>
<td>0.72</td>
</tr>
</tbody>
</table>
## Van Buren Elementary
### BIMAS Results 2018-19

<table>
<thead>
<tr>
<th>Measure</th>
<th>Tier</th>
<th>( n ) (%)</th>
<th>F '18 Avg</th>
<th>Sp '19 Avg</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conduct</strong></td>
<td>Tier 3</td>
<td>21 (4%)</td>
<td>75.5</td>
<td>70.2</td>
<td>1.45</td>
</tr>
<tr>
<td></td>
<td>Tier 2</td>
<td>41 (8%)</td>
<td>62.85</td>
<td>60.9</td>
<td>0.80</td>
</tr>
<tr>
<td><strong>Negative Affect</strong></td>
<td>Tier 3</td>
<td>18 (4%)</td>
<td>75.27</td>
<td>63.45</td>
<td>2.59</td>
</tr>
<tr>
<td></td>
<td>Tier 2</td>
<td>49 (10%)</td>
<td>63.39</td>
<td>57.88</td>
<td>2.10</td>
</tr>
<tr>
<td><strong>Cognitive/Attention</strong></td>
<td>Tier 3</td>
<td>49 (10%)</td>
<td>75.03</td>
<td>69.31</td>
<td>1.52</td>
</tr>
<tr>
<td></td>
<td>Tier 2</td>
<td>71 (14%)</td>
<td>64.87</td>
<td>62.14</td>
<td>0.99</td>
</tr>
</tbody>
</table>

![Bar chart showing effect sizes for different measures and tiers]
PROGRESS MONITORING
2nd Grade Student: Tier 3

Progress monitoring: Weekly

Interventions: CICO, daily behavior chart with reward based on points with conferencing, daily breaks with support staff, daily review of behavior expectations

Graph 1: Appears anxious or worried

Graph 2: Shares his thoughts / feelings

Graph 3: Aggressive behaviors
Community Partners

Mental Wellness Committee

Diversity Committee

RtI shift to MTSS
Data Based Decision Making Teams

Van Buren Elementary 2016 - present

- Potential Agency Referral
  - CSE / 504 Review / FBA
  - Problem Solving Team (IST)
  - Building Level Data Team

- Problem Solving Team (IST)
  - Building Level Data Team
  - Grade Level Data Team
  - Grade Level / Dept. PLC

- Leadership Team
  - Building Level Data Team
  - Grade Level Data Team
  - Grade Level / Dept. PLC
Van Buren Elementary
2016 - present

Supports & Interventions

Liberty Resources
School Resource Officers
Dean of Students
Second Step
Restorative Practices

Special Education Services
Individual Counseling
Outside referrals
Collaboration with outside providers

RTI
Social groups
Silent Mentoring
CICO
Adopt a Bus
H.S. Student Partners
PBIS Tier 2 Team

School Wide Expectations
School Wide Meetings
Positivity Project
McMahon Ryan
Therapy Dog

CICO
Adopt a Bus
Where are we?
Where do we need to be?

K-2 Strengths / Standards

3-5 Strengths / Standards
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Lesson 6</td>
<td>Lesson 7</td>
<td>Lesson 12</td>
</tr>
<tr>
<td></td>
<td>Identifying Feelings</td>
<td>More Feelings</td>
<td>We Feel Feelings in Our Body</td>
</tr>
<tr>
<td>1st</td>
<td>Lesson 12</td>
<td>Lesson 14</td>
<td>Lesson 15</td>
</tr>
<tr>
<td></td>
<td>Identifying Our Own Feelings</td>
<td>Calming Down Anger</td>
<td>Self-Talk for Calming Down</td>
</tr>
<tr>
<td>2nd</td>
<td>Lesson 8</td>
<td>Lesson 12</td>
<td>Lesson 9</td>
</tr>
<tr>
<td></td>
<td>Respecting Different Preferences</td>
<td>Managing Embarrassment</td>
<td>Showing Compassion</td>
</tr>
<tr>
<td>3rd</td>
<td>Lesson 11</td>
<td>Lesson 12</td>
<td>Lesson 13</td>
</tr>
<tr>
<td></td>
<td>Introducing Emotions</td>
<td>Managing Test Anxiety</td>
<td>Handling Accusations</td>
</tr>
<tr>
<td>4th</td>
<td>Lesson 7</td>
<td>Lesson 16</td>
<td>Lesson 17</td>
</tr>
<tr>
<td></td>
<td>Conversations &amp; Compliments</td>
<td>Problem Solving, Part 1</td>
<td>Problem Solving, Part 2</td>
</tr>
<tr>
<td>5th</td>
<td>Lesson 3</td>
<td>Lesson 20</td>
<td>Lesson 21</td>
</tr>
<tr>
<td></td>
<td>Being Assertive</td>
<td>Dealing with Gossip</td>
<td>Dealing with Peer Pressure</td>
</tr>
</tbody>
</table>

Each session runs approx. 20-30 minutes
Next Steps

- All Elementary Buildings now familiar with benchmarking and data process
- Elden and VBE Psychologists to support as needed
- Consider expanding at Middle School Level
- Continue to cultivate and explore Community partnerships
- Use of Edocrina
- Director of Academic Services & Accountability Position
- SEL Curriculum
- Trauma Informed, Mental Health First Aide, Restorative Practices

- Consistency with Grow the green protocol
- Consider expansion of SBMHC
- BIMAS - Parent, provider, and/or student assessment tools
- Classroom Incident Reporting
- Poverty Simulation
- Student-led IEP’s
'IN TEACHING, YOU CAN’T DO THE BLOOM STUFF UNTIL YOU TAKE CARE OF THE MASLOW STUFF.'
ALAN E. BECK
@ASAE1RUVALCABA
IMPLEMENTING A BEHAVIORAL/SOCIAL-EMOTIONAL SCREENER IN THE LIVERPOOL CENTRAL SCHOOL DISTRICT

Amy DiVita, Executive Director for Special Education

Liverpool Central School District

adivita@liverpool.k12.ny.us

(315) 622-7185
Large multidisciplinary group including special education administration, principals, teachers, school psychologists, school counselors and community agencies attended MTSS Conference sponsored by SUNY Oswego.

Group decided that the first step in implementing MTSS for behavior and social-emotional development was a universal screener.

Elementary principals met in the summer to review potential screeners and selected the Behavior Intervention Monitoring Assessment System (BIMAS-2) k-6 in all 9 elementary buildings.

Need for metric for Board of Education goals in SEL and mental health.
THINGS TO CONSIDER

- Time/ease of administration
- Electronic storage of results
- Reports
- Response to critical item endorsement
- How often
- By whom
- Level of access

- Parental Opt Outs
- Requests to see screener
- Level of access
BEFORE YOU START

Superintendent/BOE

Communicate the why

Union President

Suicide/threat assessment protocol: Columbia-Suicide Severity Rating Scale (C-SSRS) and Fairfax County Public Schools (FCPS) Threat Assessment

Downloading student data-talk to your data person

Parent notification
PROCESS

Set screening windows

Parent notification: AIS notification, agreement that results would be shared via face to face contact, we decided on no parental opt outs

Train Staff: Principals showed video in staff meeting

Establish data teams and tiered interventions at the building/level

Principal PLC to review data at the district level
Maria Iglesias, S.S.P., NCSP
Program Planner, School Psychological Services Administrator

Top-performing urban school district in Florida
The School District of Palm Beach County

- Tenth largest in the nation
- Fifth largest in the State of Florida
- Serving more than 193,000 students who speak 146 languages and dialects
- Largest employer in Palm Beach County
  - 22,340 employees, including more than 12,900 teachers.
- School Psychological Services
  - 4 administrators
  - 140 school psychologists
Heritage Elementary school

- Title I elementary school in Greenacres Florida
- Enrollment: 775
  - 72% Hispanic 15% Black 13% Other
  - 93% Free & Reduced Lunch
  - 43% Classified ELL
  - 11% Classified ESE
  - 5% Mobility Rate
Implementation at the School Level

- Enter school staff and students
- Introduce the use of BIMAS-2 as universal screening at faculty meeting
- Completion of BIMAS-2 during grade level PLC meeting
- Data analysis and discussion with SBT/school administration
- Follow up with teachers at grade level PLC or faculty meeting
Follow-up After Universal Screening

- **Universal screening**
  - Identify areas of behavior concerns and adaptive skills
  - Detect students in need of further assessment

- **Progress Monitoring**
  - System-wide interventions
  - Small group interventions (Tier 2)
  - Individual student interventions (Tier 3)
Fall 2017

<table>
<thead>
<tr>
<th>Levels Of Risk</th>
<th>Conduct</th>
<th>Negative Affect</th>
<th>Cognitive/Attention</th>
<th>Levels Of Functioning</th>
<th>Social</th>
<th>Academic Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>34 (5%)</td>
<td>46 (6%)</td>
<td>66 (9%)</td>
<td>Concern</td>
<td>207 (28%)</td>
<td>236 (32%)</td>
</tr>
<tr>
<td>Some Risk</td>
<td>106 (14%)</td>
<td>165 (22%)</td>
<td>114 (15%)</td>
<td>Typical</td>
<td>465 (63%)</td>
<td>411 (55%)</td>
</tr>
<tr>
<td>Low Risk</td>
<td>602 (81%)</td>
<td>531 (72%)</td>
<td>562 (76%)</td>
<td>Strength</td>
<td>70 (9%)</td>
<td>95 (13%)</td>
</tr>
<tr>
<td>Total</td>
<td>742 (100%)</td>
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<td>Total</td>
<td>742 (100%)</td>
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Fall 2018

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</thead>
<tbody>
<tr>
<td>High Risk</td>
<td>32 (5%)</td>
<td>30 (5%)</td>
<td>42 (7%)</td>
<td>Concern</td>
<td>132 (22%)</td>
<td>190 (32%)</td>
</tr>
<tr>
<td>Some Risk</td>
<td>86 (14%)</td>
<td>124 (21%)</td>
<td>92 (15%)</td>
<td>Typical</td>
<td>386 (64%)</td>
<td>334 (55%)</td>
</tr>
<tr>
<td>Low Risk</td>
<td>485 (80%)</td>
<td>449 (74%)</td>
<td>469 (78%)</td>
<td>Strength</td>
<td>85 (14%)</td>
<td>79 (13%)</td>
</tr>
<tr>
<td>Total</td>
<td>603 (100%)</td>
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</tr>
</tbody>
</table>
Follow-up After Universal Assessment

- Review current state of school-wide interventions
  - Create a clear guide/sampler for SWAG and Core Behavior Management alignment (positive classroom behavior)
  - Review the system of positive behavior reinforcement: SWAG store, School-wide SWAG celebration, classroom (as whole) support through recognition
  - Positive behavior promotion
  - List of specific expected behaviors and interventions accessible to teachers
- Using BIMAS-2 for behavior support identification and monitoring
  - Identify and make available behavior resources for ALL teachers
  - Tier 2 and Tier 3 for some risk and high risk students
  - Larger effect sizes for high risk students than for some risk students
Andria Amador, CAGS, NCSP,
Senior Director,
Behavioral Health Services,
Boston Public Schools
Every Child Deserves a Safe & Supportive School

• Preventative model to build capacity within BPS to meet the behavioral health & social emotional needs of all students.
• Builds capacity within BPS schools to provide instruction and intervention supports along a continuum of student need (e.g. universal, targeted, intensive).
• Incorporates use of a universal screener to identify students at risk for social, emotional and/or behavioral health concerns early, and monitor student progress throughout intervention services.
• Implementation began in 10 schools during the 2012-13 School Year.
• Currently being implemented in 50 BPS schools, serving over 24,000 students.

www.cbhmboston.com
Essential Components of MTSS

Student Outcomes
## CBHM at Tier 1

<table>
<thead>
<tr>
<th><strong>WHAT</strong></th>
<th><strong>WHY</strong></th>
<th><strong>HOW</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>School Wide Positive Behavioral Interventions and Supports (SWPBIS)</td>
<td>Students need to know behavioral expectations throughout the school building in order to be successful in the school environment</td>
</tr>
<tr>
<td></td>
<td>Social Emotional Learning (SEL) Curricula</td>
<td>Students need social and emotional skills to successfully navigate interactions with peers and adults</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Universal Screening</td>
<td>Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.</td>
</tr>
<tr>
<td><strong>DATA BASED DECISION MAKING</strong></td>
<td>Problem Solving Teams &amp; Data Based Decision Making</td>
<td>School teams need to understand how to use universal assessment data to make systemic decisions about instruction</td>
</tr>
</tbody>
</table>
MEASURING PROGRESS: BIMAS 2.0

Twice a year, teachers complete a brief (34-item) rating scale for each student.

Sample Item:

In the last week, how often did this student appear comfortable when relating to others?

never / rarely / sometimes / often / very often

• Based on observable behaviors
• Not a diagnostic tool
• Can be completed by students, parents, teachers, or other adults working with a student
## BEHAVIOR INTERVENTION MONITORING ASSESSMENT SYSTEM (BIMAS)

<table>
<thead>
<tr>
<th>CONCERNS (Identify Risk)</th>
<th>BIMAS Scale</th>
<th>Measures…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct</td>
<td></td>
<td>Anger management, bullying behaviors, substance abuse</td>
</tr>
<tr>
<td>Negative Affect</td>
<td></td>
<td>Anxiety, depression</td>
</tr>
<tr>
<td>Cognitive/Attention</td>
<td></td>
<td>Attention, focus, organization, planning, memory</td>
</tr>
<tr>
<td>ADAPTIVE (Strengths)</td>
<td>Social</td>
<td>Friendship maintenance, communication</td>
</tr>
<tr>
<td>Academic Functioning</td>
<td></td>
<td>Academic performance, attendance, ability to follow directions</td>
</tr>
</tbody>
</table>

Effect Sizes: Impact on Learning

Effect Size refers to the magnitude of the impact on student outcomes.

Collaborative Learning +0.3

 Phonics Instruction +0.5

Depression -0.4

John Hattie, Visible Learning
http://visible-learning.org/
Effect Sizes: Behavioral Health

Effect Size refers to the magnitude of the impact on student outcomes.

Reynolds, Wilson, & Hooper (2012)
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes.

Effect Size

Effect Size

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Effect Size
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes.

Conduct +1.0

ZONE OF DESIRED EFFECTS

Developmental Effects
Typical Teacher Effects
REVERSE
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes

Effect Sizes:

- Typical Teacher Effects
- Developmental Effects
- REVERSE

ZONE OF DESIRED EFFECTS

Negative Affect +1.2
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes.

Effect Size: +0.9

Academic Functioning

Effect Sizes:
- CBHM

Effect Size:
- ref. to the magnitude of the impact on student outcomes.
Effect Sizes: CBHM

Effect Size refers to the magnitude of the impact on student outcomes.
QUESTIONS?

For additional information regarding CBHM, please contact:

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or visit us online at
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Questions ???????

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