A Tier 2 Intervention Plan for Internalizing Difficulties Within an Urban MTSS Framework

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Agenda

- Utilizing Universal Social-Emotional Screening Data
- Data-based Decision Making To Inform Tier 2 Supports and Services
- Consultation Within A Tier 2 Intervention Plan
- Where do I start?
BPS Comprehensive Behavioral Health Model

**Mission:** Ensuring that all students have a safe and supportive school where they can be successful

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**Students**
- Universal screening and positive skill instruction
- Access to targeted supports and services

**Schools**
- Integrated academic and socio-emotional learning
- Professional development on evidence-based interventions

**District**
- Data management and accountability
- Partnerships with families and community agencies

**If we do this...**
- Improved academic performance
- Increased positive behaviors
- Improved school climate and student engagement
- Increased skills to address students' needs
- Increased capacity to provide services
- Improved access to and coordination of services

**To achieve this...**
- Academic and social competence
- Safe and supportive learning environments
- High-quality, equitable behavioral health services

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**Essential Components**
- Collaboration with and support for families
- Aligned district initiatives and policies
- Data-based decision making
- Appreciation for diversity
- Consultation and collaboration
- School and district leadership
- Student-centered
- Differentiated instruction

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**Guided by** Massachusetts Department of Elementary and Secondary Education’s Behavioral Health Framework

**Theory of Change:** Integrating behavioral health services into schools will create safe and supportive learning environments that optimize academic outcomes for all students.
MTSS Essential Components
Impact on student outcomes:

Dr. John Hattie is a researcher who uses this dial to convey how much impact different things have on student learning. CBHM evaluation data reveals significant improvement in student outcomes, including in the following areas:

- Acting out behaviors (e.g. yelling, hitting)
- Internalizing behaviors (e.g. anxiety, depression)
- Executive functioning (e.g. working memory)
- Social skills (e.g. maintaining friendships)
- Academic skills (e.g. coming to class prepared)
Internalizing difficulties: Why start here?

What are internalizing problems? Symptoms that fall within the four broad categories of anxiety, depression, social withdrawal, and somatic complaints

Why do we need to intervene? Long-term negative outcomes into adulthood

Onset often occurs in elementary school, prevalence rates approximately 10-15%, approximately 50% of all mental health diagnoses in children

Estimates from the World Health Organization (2012) suggest that internalizing problems will be the leading cause of illness for children and adolescents by 2020

Interventions targeting externalizing problems are researched significantly more

(Merrell & Gueldner, 2010; World Health Organization, 2012, McIntosh, Ty, & Miller, 2014; Cook, Xie, Earl, Lyon, Dart, & Zhang, 2015)
Setting
Assessing the need: Where to begin?

- Tier 1
- Pilot project
- Sustainability
Universal Screening:
Behavior Intervention Monitoring Assessment System-2 (BIMAS-2)

• Measure of social, emotional and behavioral functioning in children and adolescents ages 5 to 18 years
• Teacher ratings
• 34 items
• Behavioral Concerns Scales
• Adaptive Scales
• Universal Screening and Progress monitoring
• Standard vs. Flex Items
7 items of the Negative Affect Scale

The student...

Never    Rarely    Sometimes    Often    Very Often

appeared sleepy or tired.

appeared depressed.

acted sad or withdrawn.

was easily embarrassed or felt ashamed.

appeared anxious (worried or nervous).

expressed thoughts of hurting themself.

was emotional or upset.
Needs in the Negative Affect Domain

• 1st and 2nd grades including Sheltered English Immersion:

137 students total in both grades as of Fall 2016 in 8 classes

• Beginning of the school year 2016: 20% of students (n = 27) demonstrating needs in the area of Negative Affect in first and second grades based on Spring 2016 BIMAS screening data and Fall 2016 teacher report
Logistics

- Implementation team
- Training materials for teachers
- Selection of evidence-based interventions
- Parent communication and collaboration
- Progress monitoring
- Fidelity of implementation
**Tier 1+ vs. Tier 2**

<table>
<thead>
<tr>
<th>If 25% or more of the students in the class are in the yellow or red on Negative Affect:</th>
</tr>
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<tbody>
<tr>
<td><strong>Classwide intervention with support of School Psychologist or Intern</strong></td>
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<table>
<thead>
<tr>
<th>If less than 25% of the class is in the yellow or red based on Negative Affect:</th>
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<tbody>
<tr>
<td><strong>6 week small group intervention delivered by the School Psychologist or Intern</strong></td>
</tr>
</tbody>
</table>

19 students identified for tier 2 groups
1 2nd grade class identified for tier 1+
Tier 1+ vs. Tier 2

**Tier 2 groups:** 1 time per week for 30 minutes, size of the group ranged from 2-6 students and length ranged from 4-18 sessions depending on the needs of the group. 5 total intervention groups facilitated by School Psychologist and 3 School Psychology Interns.

**Tier 1+:** 1 time per week for 40 minutes, whole class, 2 school psychology interns facilitated the group with support from the classroom teacher.
Timeline over one school year

September 2016: Training materials developed

Grade level team meetings

Late September/early October 2016: Baseline data collected

Late October 2016: Tier 1+ started

Early November 2016: Tier 2 groups started
Matching Intervention to Student Needs: Factors to Consider

~trauma-informed practices

~culturally responsive practices

(Kuypers, 2011)
Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?
How big should your reaction be?

Lazy 8 Breathing

Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.
As you cross over to the other side of the Lazy 8, slowly let your breath out.
Continue breathing around the Lazy 8 until you have a calm body and mind.

(Kuypers, 2011)
Overview of the Zones

- Cognitive behavior approach targeting self-regulation (emotional and sensory regulation), executive functions, and social cognition
- Developed by Leah Kuypers, OT and Autism Resource Specialist
- 3 sections, 18 lessons total
  - Introducing Students to the Zones
  - Exploring Tools to Calm and Alert
  - Learning When to Use and Apply Tools
- Ways to Check For Learning and Visuals
Consultation and Stakeholder involvement

➔ Supporting generalization for tier 2 small groups: weekly email to teachers and periodic check-ins, whole classroom sessions with classrooms participating in tier 2

➔ Tier 1+: built in consultation model with classwide delivery

➔ Ongoing communication with parents: phone calls and in-person sessions (twice per year)
Progress monitoring

➔ Biweekly for students in tier 2 groups

➔ Three times per year for students in tier 1+ (including Fall and Spring universal screening dates)
Data Based Decision Making in Practice

➔ return to tier 1

➔ remain in tier 2: modify intervention (e.g. increase number of times delivered per week, decrease number of students in the group)

➔ move to tier 3
Treatment Integrity

*Self-report Likert scale* ranging from 0 points (No implementation) to 3 points (Full Implementation)

➔ Reviewed previously learned skills.
➔ Taught new skill using structured lesson plan format.
➔ Provided opportunities for students to practice new skill.
➔ Talk about ways students can generalize skills during the week.

Adapted from Coping Cat (Kendall & Hedtke, 2006)
Did we implement with fidelity in tier 2 groups?

85% of the time our providers reported delivering intervention components with fidelity

97% of the time our students were present for intervention sessions based on provider report
Follow up

Intervention

Baseline

PND = 67%
PND = 50%
# Student JH BIMAS data

<table>
<thead>
<tr>
<th></th>
<th>Spring 2016</th>
<th></th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>34</td>
<td>Social</td>
<td>47</td>
</tr>
<tr>
<td>Academic Functioning</td>
<td>33</td>
<td>Academic Functioning</td>
<td>49</td>
</tr>
<tr>
<td>Conduct</td>
<td>77</td>
<td>Conduct</td>
<td>64</td>
</tr>
<tr>
<td>Negative Affect</td>
<td>79</td>
<td>Negative Affect</td>
<td>58</td>
</tr>
<tr>
<td>Cognitive/Attention</td>
<td>74</td>
<td>Cognitive/Attention</td>
<td>59</td>
</tr>
</tbody>
</table>
Overall student outcomes: Tier 2

76% (n = 13) of students displayed growth in Negative Affect scores from Fall 2016 BIMAS screening to last progress monitoring.

35% (n = 6) of students displayed a level change (decrease in level of risk) in BIMAS scores from Fall 2016 to Spring 2017 screening.
Overall student outcomes: Tier 1+

71% (n = 29) of students in two second grade classes displayed a level change (decrease in level of risk) or stayed at the same level in BIMAS scores from Fall 2016 to Spring 2017 screening
GROW THE GREEN!

- Continuous Improvement
- Developed by schools
  - Grade Level Teams
  - Tier 1 Team
- Goals:
  - Assessment Literacy & inquiry cycle
  - Avoid using data as a hammer
  - Help educators/teams reach consensus & action
Tied to Core Values

- **P**ride
- **R**esponsibility
- **I**ndividuality
- **D**etermination
- **E**ngagement

**Harvard-Kent P.R.I.D.E.**

**Tier 2 Social Emotional Intervention Implementation: Negative Affect (Anxiety and Depression)**

**Purpose**
- To provide social, emotional, and behavioral support to students struggling with feelings of worry or sadness more than is developmentally appropriate
- To use BIMAS data to inform intervention
- Tier 2 implementation will begin with 1st and 2nd grades

**Responsibility**
- Students will be identified as needing this type of support by classroom teachers' ratings of the students on the Negative Affect scale of the BIMAS screener
- School Psychologist and School Psychology interns: Give 7 item Negative Affect screener to teachers to complete for students identified at-risk in their classes
- **Classroom teacher:** Complete 7 item Negative Affect screener one time for each student who scored at-risk (in the yellow or red on the BIMAS last spring)

**Individuality**
- School Psychologist and School Psychology interns: Follow up with teachers to let them know which students continue to score in the at-risk range (yellow or red) on the BIMAS
- School Psychologist and School Psychology interns: Determine appropriate intervention for students based on Negative Affect scores (classroom wide vs. small group intervention)
- **Classroom teacher:** Complete the 7 item Negative Affect screener two more times (as baseline data) for each student in the at-risk range who is going to be receiving small group Tier 2 social emotional intervention support
Sustainability

➔ Transferring leadership to climate team
➔ Student Support Team
➔ Grade Level Teams
➔ Adding additional grade levels over time
Ok so where do I start?

- Develop a Tier 1/School climate team
- Explore universal screening, evidence-based curricula and interventions
Resources

Resources for learning more about MTSS, PBIS, and Social Emotional Learning:

pbisapps.org
rti4success.org
casel.org

Evidence-based interventions:

Evidence Based Intervention Network: http://ebi.missouri.edu/


Thank you for attending!

Questions?

https://cbhmboston.com/

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