

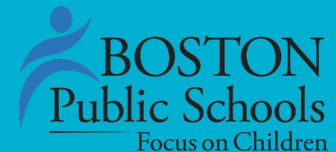
# A Tier 2 Intervention Plan for Internalizing Difficulties Within an Urban MTSS Framework

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*University of Massachusetts Boston*



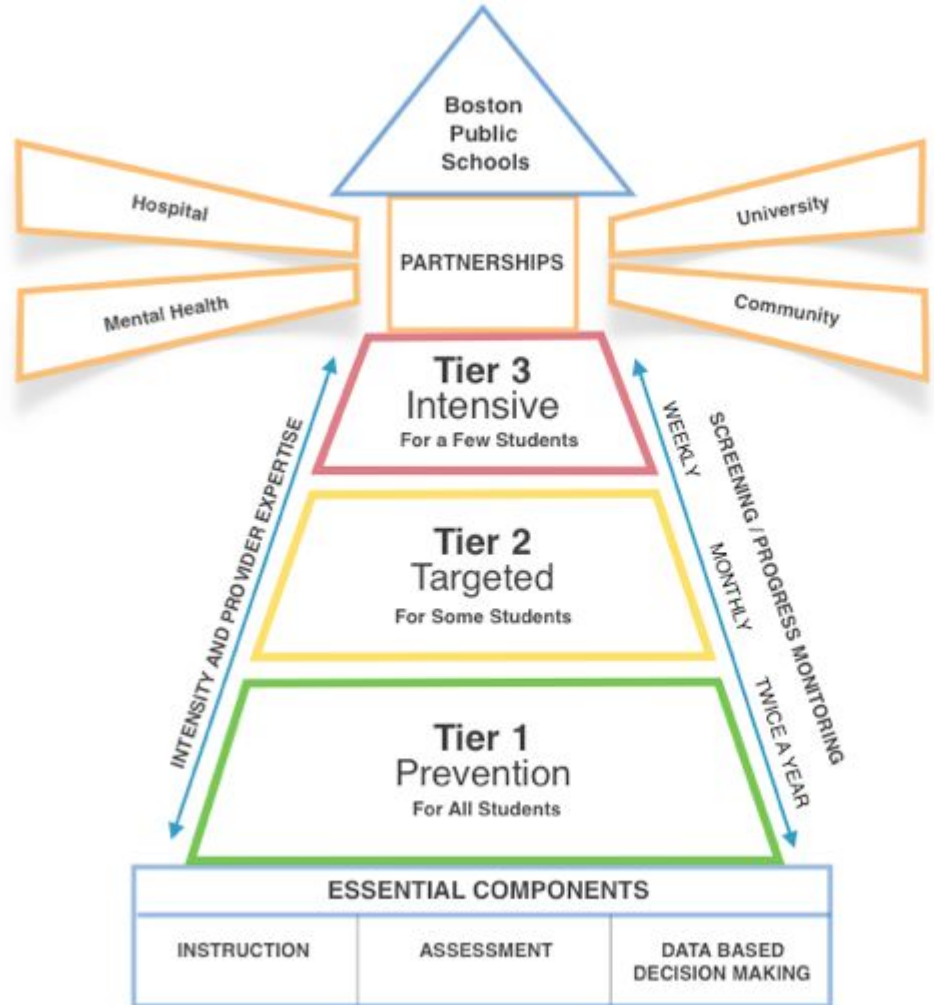
# Agenda

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- ❖ 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?

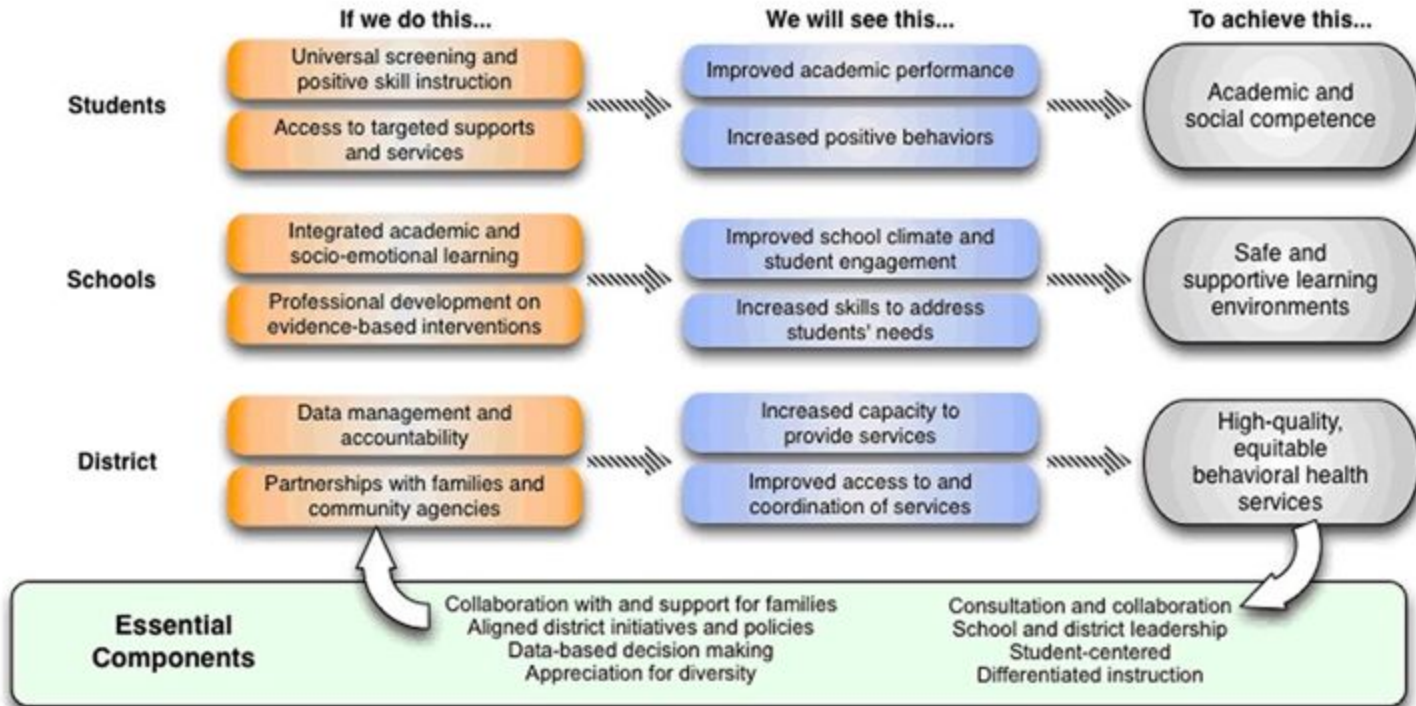


# Overview of CBHM



# BPS Comprehensive Behavioral Health Model

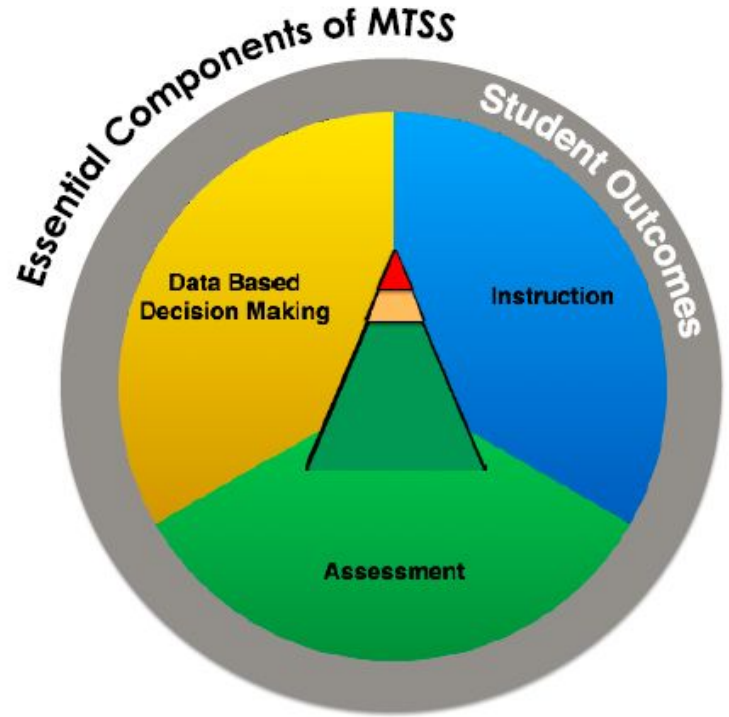
**Mission:** Ensuring that all students have a safe and supportive school where they can be successful



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

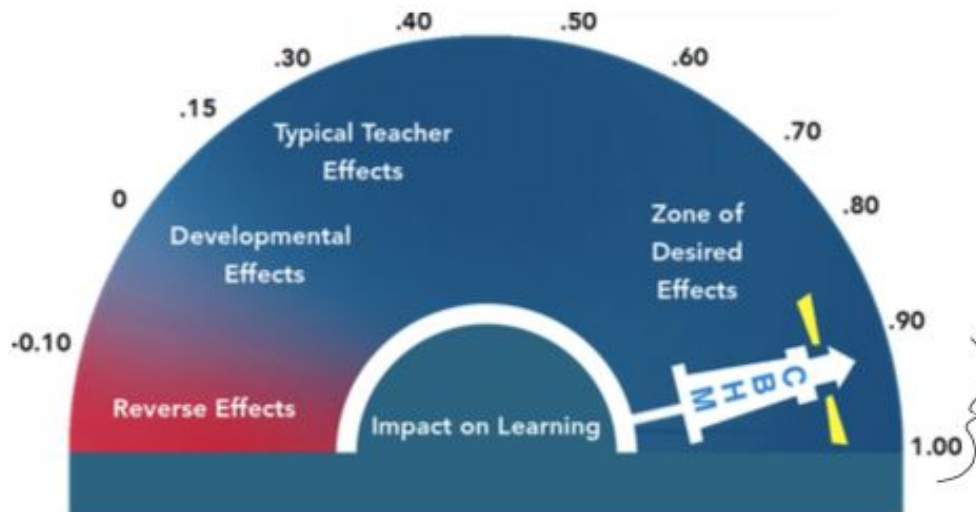
**Theory of Change:** Integrating behavioral health services into schools will create safe and supportive learning environments that optimize academic outcomes for all students.

# 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?

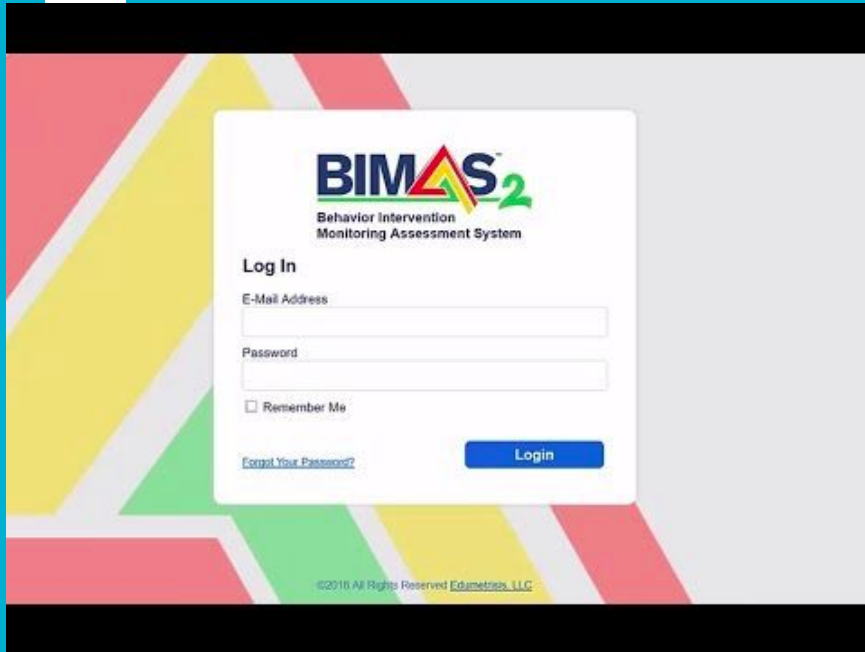
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- Tier 1
- Pilot project
- Sustainability



# Universal Screening:

## Behavior Intervention Monitoring Assessment System-2 (BIMAS-2)



**BIMAS<sup>2</sup>**  
Behavior Intervention  
Monitoring Assessment System

**Log In**

E-Mail Address

Password

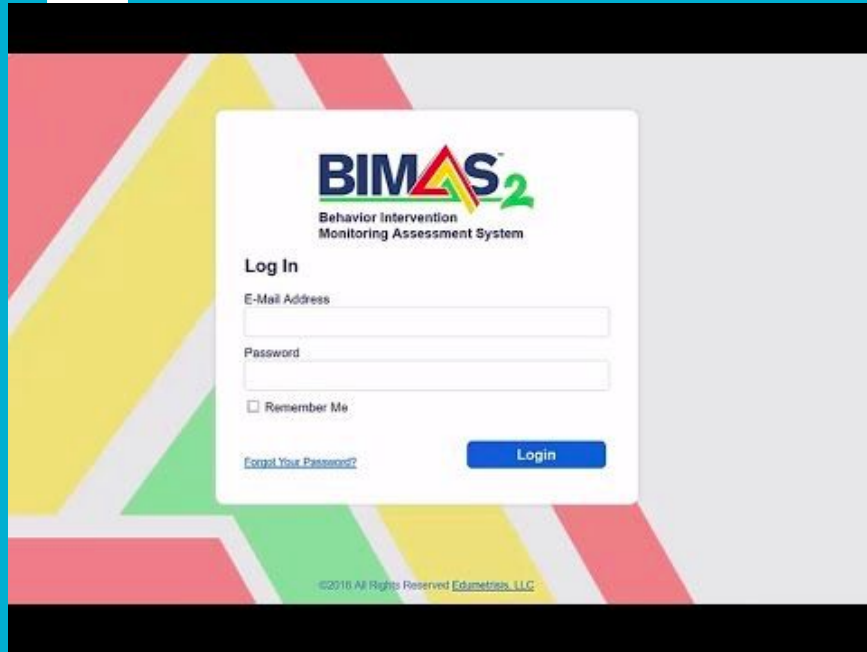
Remember Me

[Forgot Your Password?](#)

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- 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

# Data Based Decision Making



**BIMAS<sup>2</sup>**  
Behavior Intervention  
Monitoring Assessment System

**Log In**

E-Mail Address

Password

Remember Me

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*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 themselves.

was emotional or upset.

# Needs in the Negative Affect Domain

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- 1<sup>st</sup> and 2<sup>nd</sup> 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

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- 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

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If 25% or more of the students in the class are in the yellow or red on Negative Affect:

*Classwide intervention with support of School Psychologist or Intern*

If less than 25% of the class is in the yellow or red based on Negative Affect:

*6 week small group intervention delivered by the School Psychologist or Intern*

19 students identified for tier 2 groups

1 2<sup>nd</sup> grade class identified for tier 1+

# Tier 1 + vs. Tier 2

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*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

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*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

The **ZONES** of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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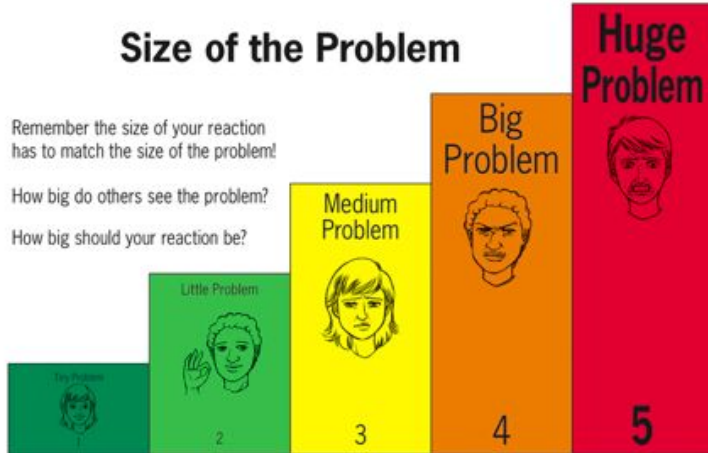
(Kuypers, 2011)

## 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?

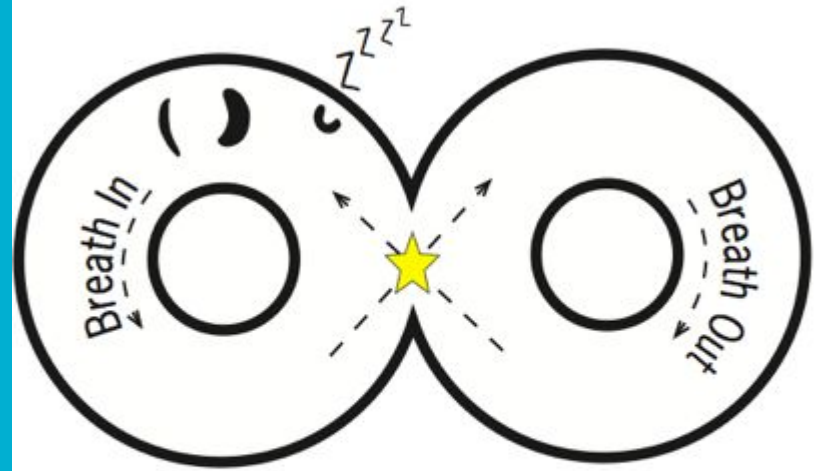
How big should your reaction be?



Visual adapted by Leah Koopers, Donna Brittan and Jill Kuznia for The Zones of Regulation® from the original work of Werner's Think Social! (2005), pages 44-45, [www.socialthinking.com](http://www.socialthinking.com), and Burton and Curtis' The Incredible 5-Point Scale (2003), [www.5pointscale.com](http://www.5pointscale.com).

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## 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.

# 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

The **ZONES** of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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# 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)





# Data Based Decision Making in Practice

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- 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

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*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)



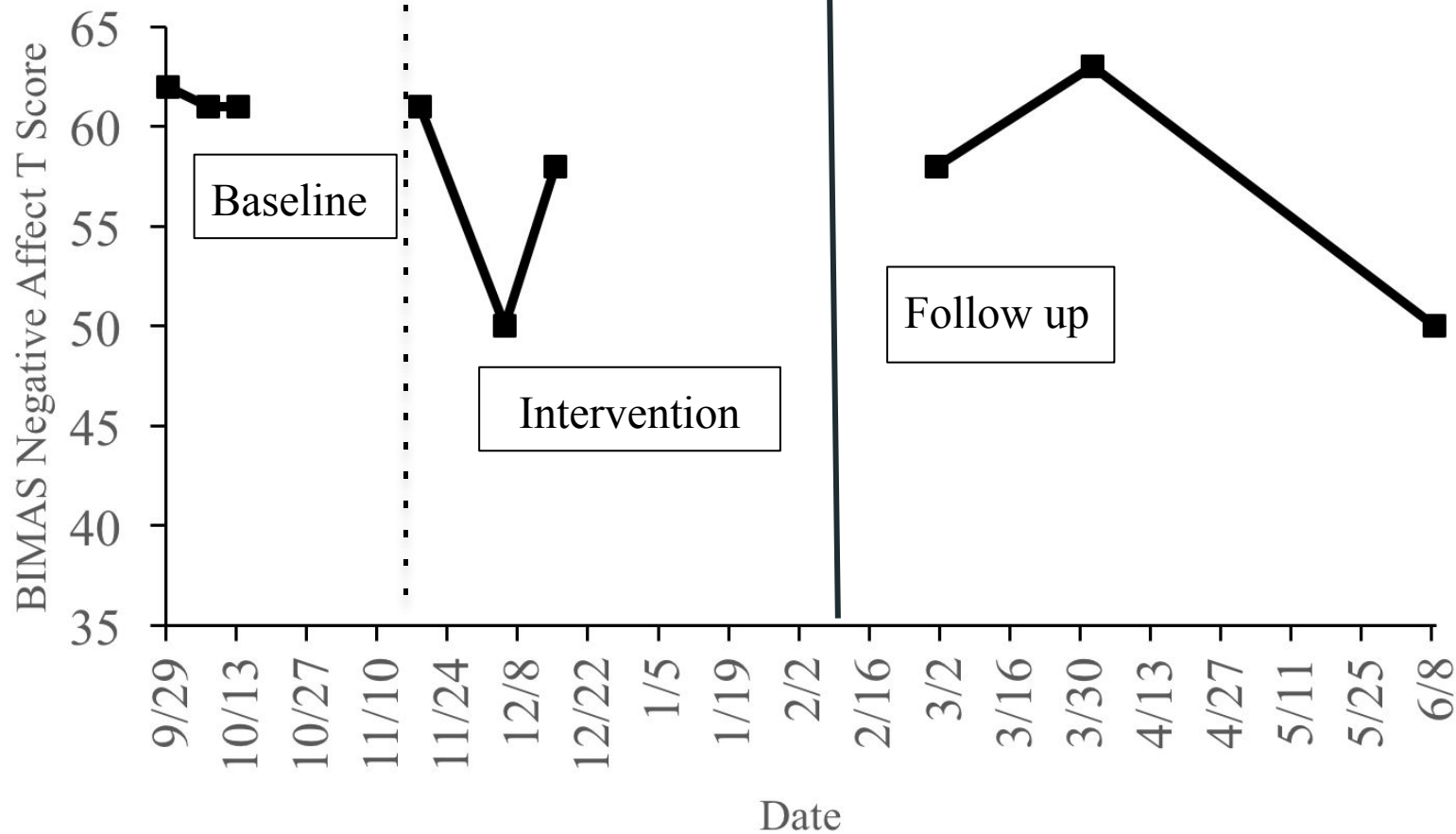
# Did we implement with fidelity in tier 2 groups?

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

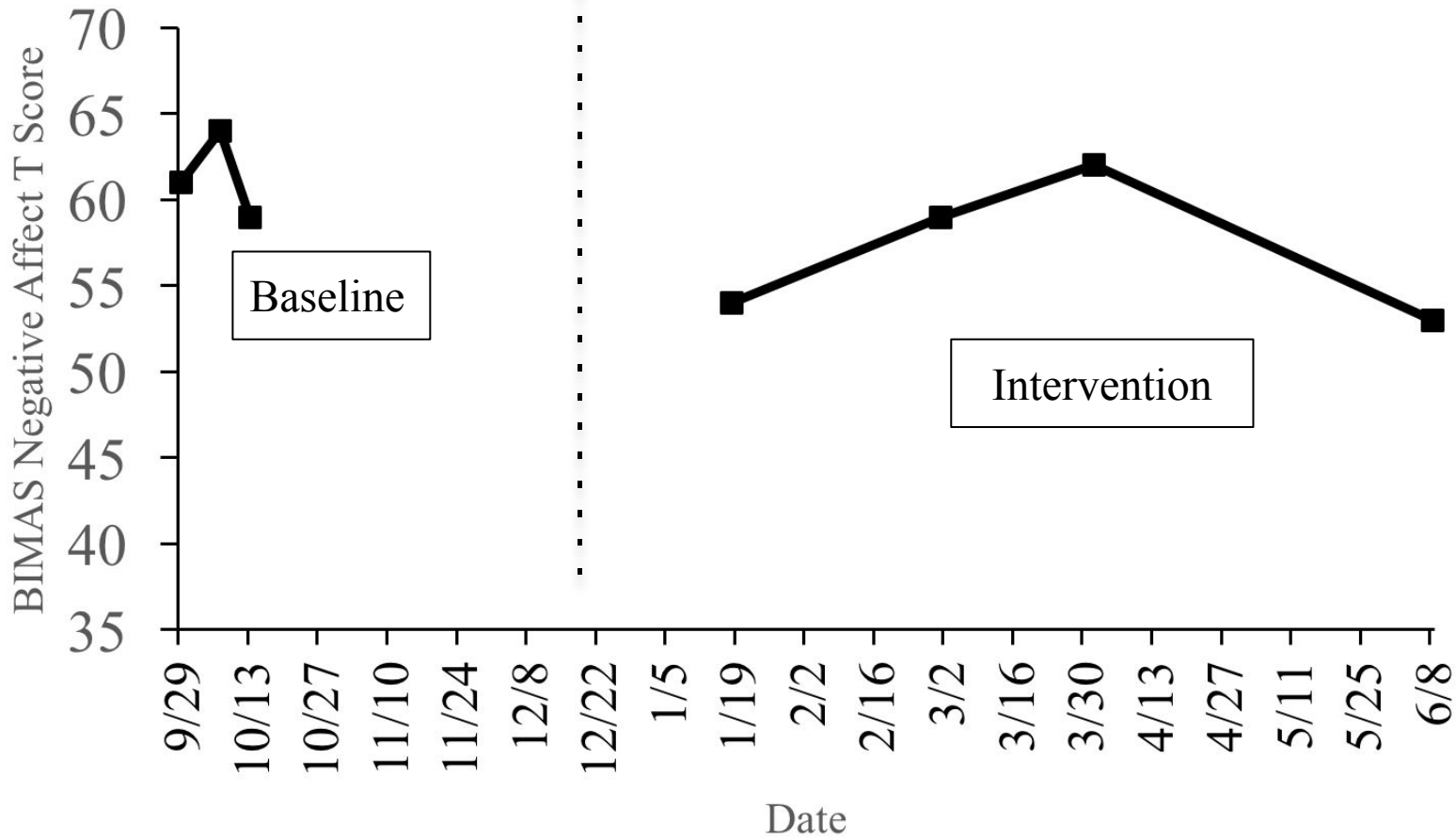
97% of the time our students were present for intervention sessions based on provider report







PND = 67%



PND = 50%

# Student JH BIMAS data

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## Spring 2016

Social	34
Academic Functioning	33
Conduct	77
Negative Affect	79
Cognitive/Attention	74

## Spring 2017

Social	47
Academic Functioning	49
Conduct	64
Negative Affect	58
Cognitive/Attention	59

# Overall student outcomes: Tier 2

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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+

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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!

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- 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

Grow the  
green

to mellow the  
yellow

\* stop the  
spread  
of the  
red!

# Tied to Core Values

Pride

Responsibility

Individuality

Determination

Engagement



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



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

<b>P</b> urpose	<ul style="list-style-type: none"><li>➤ To provide social, emotional, and behavioral support to students struggling with feelings of worry or sadness more than is developmentally appropriate</li><li>➤ To use BIMAS data to inform intervention</li><li>➤ Tier 2 implementation will begin with 1<sup>st</sup> and 2<sup>nd</sup> grades</li></ul>
<b>R</b> esponsibility	<ul style="list-style-type: none"><li>➤ 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</li><li>➤ <i>School Psychologist and School Psychology interns:</i> Give 7 item Negative Affect screener to teachers to complete for students identified at-risk in their classes</li><li>➤ <i>Classroom teacher:</i> 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)</li></ul>
<b>I</b> ndividuality	<ul style="list-style-type: none"><li>➤ <i>School Psychologist and School Psychology interns:</i> Follow up with teachers to let them know which students continue to score in the at-risk range (yellow or red) on the BIMAS</li><li>➤ <i>School Psychologist and School Psychology interns:</i> Determine appropriate intervention for students based on Negative Affect scores (classroom wide vs. small group intervention)</li><li>➤ <i>Classroom teacher:</i> 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</li></ul>



# Sustainability

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- Transferring leadership to climate team
- Student Support Team
- Grade Level Teams
- Adding additional grade levels over time





# Ok so where do I start?

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

# Resources

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

[pbisapps.org](http://pbisapps.org)

[rti4success.org](http://rti4success.org)

[casel.org](http://casel.org)

Evidence-based interventions:

What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>

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

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# Thank you for attending!

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Questions?

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