Data-based Problem Solving within MTSS for Complete Mental Health

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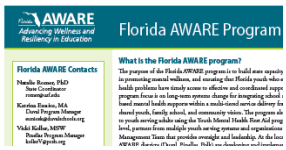
Overview of Florida AWARE

Review The Overview Handout:

- What questions do you have?
- How do our goals relate to your work?



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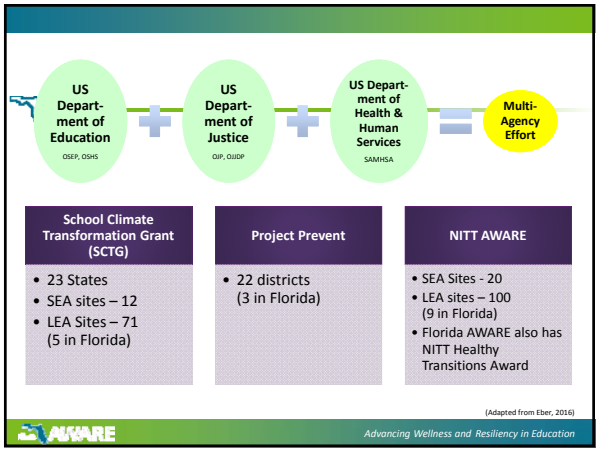

(Adapted from Eber, 2016)

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Why an MTSS approach?

Social and emotional supports and interventions within a MTSS can reduce risks and teach social and emotional skills and create environments that support student wellbeing and positive academic outcomes

(Bradshaw et al., 2008; Doll, Spies, & Champion, 2012; Durlak et al., 2011; Greenberg, Domitrovich, & Bumbarger, 2000; Hoagwood et al., 2007; Kutash, Duchnowski, & Green, 2011; McIntosh et al., 2008; Masten et al., 2005; Payton et al., 2008; Suldo, Gormley, DuPaul, & Anderson-Butcher, 2014)

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MTSS

MTSS is a framework to ensure successful outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior and social-emotional instruction/intervention supports matched to student need.

Read this definition, what words stand out to you?

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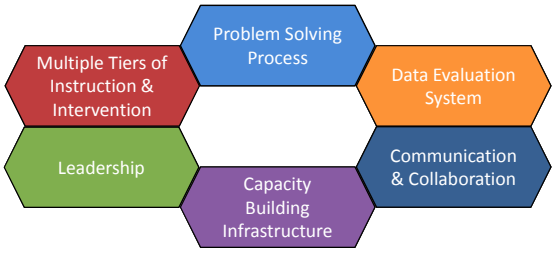
Multi Tiered System of Supports

Critical Components



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Logic of a Multi-Tiered Approach…

Diverse populations

…get support matched to need…

…in order to succeed.

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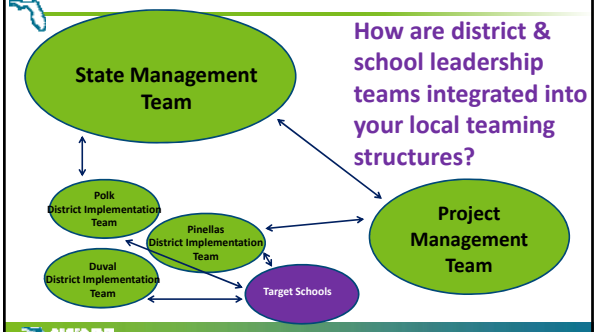
Florida AWARE Team Structure

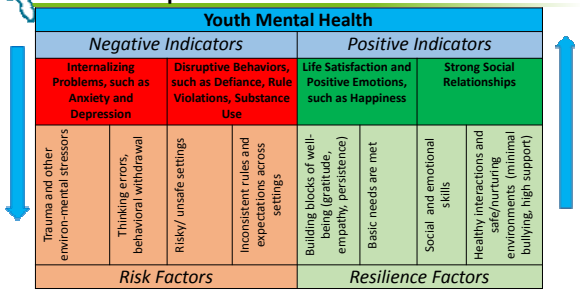


How are district & school leadership teams integrated into your local teaming structures?

Florida AWARE Definition of Complete Mental Health

The presence of social, behavioral, and emotional well-being and resilience factors, as well as minimal social, behavioral, and emotional problems, and the reduction of risk factors.

Achieving Outcomes Aligned with Complete Mental Health



The Florida AWARE will support Complete Mental Health by:

1. Teaching social, behavioral, and emotional skills.
2. Creating safe and nurturing environments that support well-being.
3. Fostering resilience and increasing protective factors.
4. Minimizing risk factors for internalizing and externalizing problems.
5. Providing support to youth in crisis or with chronic mental health needs.

Data-based Decision Making

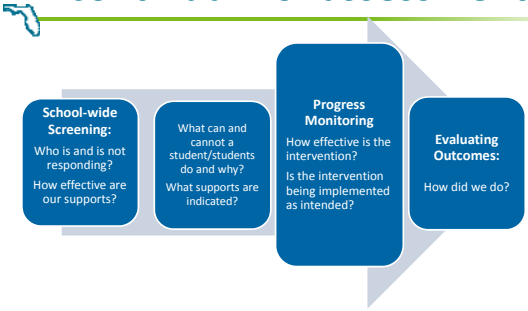
Web-based overview to orient districts to assessments and outcomes

Assessment

"the process of collecting data to make decisions…"

(Salvia & Ysseldyke, 1998)

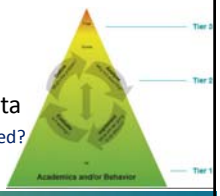
A continuum of assessment



Data-Based Decision Making

Data is used to make decisions during:

- Every step of the Problem-Solving
- At every tier of support
- Progress monitoring data
  - Response to intervention?
- Fidelity of implementation data
  - Intervention delivered as intended?



Types of Data-Based Decision Making

Type	Function	Key Question
Screening/ Benchmarking	Quickly determine if students are preforming adequately and identify if at-risk of *future* problems	What students are at-risk (in need of additional support)?
Progress Monitoring	Ensure the intervention is working	Is the student/s making progress towards a predetermined goal?
Outcome	Document the effectiveness of an intervention	Has the program been a success?
Diagnostic*	Develop a support plan to address a significant problem	What supports does the student need and how to provide them?

*Reserved for when progress monitoring data indicate that various supports have not worked.

(Adapted from Hosp, Hosp, & Howell, 2007)

Goal for Districts

- Increase positive outcomes for students ***accessing mental health supports*** at:
  - Tier 1
  - Tier 2
  - Tier 3
- Define "positive outcomes"
- Identify measures
- Develop performance targets

Consider Positive and Negative Indicators of Students' Complete Mental Health

Youth Mental Health	
Negative Indicators	*Positive Indicators*
Internalizing Problems, such as Anxiety and Depression; Disruptive Behaviors, such as Defiance, Rule Violations, Substance Use	Life Satisfaction and Positive Emotions, such as Happiness; Strong Social Relationships
Risk Factors	*Resilience Factors*

Key questions/Infrastructure w/in MTSS…

Levels (School and Community)	Target Populations (Quantifiable, defined, with decision rules)	Supports (What is really being delivered? Fidelity data)	Outcomes (Is it working for the students? Data sources.)
Tier 1	# of students receiving (enrollment)		Data being collected to determine outcomes (e.g. ODRs, days of OSS, visits to nurse)
	System (% Receiving)		
Tier 2	# of students receiving		Data being collected to determine outcomes (e.g. daily behavior report card)
	System (% Receiving Tier 2)		
Intervention #1			
	System (Receiving Intervention #1/total enrollment)		
Intervention #2			
	System (Receiving Intervention #2/total enrollment)		
Intervention #3			
	System (Receiving Intervention #3/total enrollment)		
Tier 3	# of students receiving		Data being collected to determine outcomes (e.g. rating scale, frequency counts)
	System (% receiving Tier 3)		

↓ Decision Rules for moving to next Tier ↓

↑ Decision Rules for meeting goal(s) at Tier ↑

TA Meeting Goals: Infrastructure

1. Review current data sources and systems within target schools: Infrastructure
2. Begin defining positive outcomes aligned with complete mental health
3. Begin identifying initial outcome measures to establish baseline
4. Following review of baseline data, commit to initial performance targets to evaluate your district's implementation of the Florida AWARE model

Homework: for TA Visit

Target schools need to identify, *if possible*:

- Number of students receiving Tier 2 and Tier 3 supports (can you define/differentiate?) **GPRA baseline Jan-Mar*
- How students' response to interventions are monitored at Tier 2 and Tier 3 (may look different for different programs/approaches)
- Number of students receiving Tier 2 and Tier 3 supports that are having a "positive response"

Next steps

- Schedule a meeting
- Bring the meeting information about the current data being collected by your target schools
- Ensure you have the necessary representation of team members present

ONSITE MEETINGS TO SELECT INITIAL PERFORMANCE TARGETS

Resource to assist teams

- Reviews Considerations with All Tiers:
  - Questions To Consider
  - Initial Data Sources With Samples

Got Data Resource: Tier I

- Review the Tier I Table and Sample Graphs
  - What is a new way to look at Tier I that you had not thought of before?
  - Are there universal data sources missing to assess complete mental health?

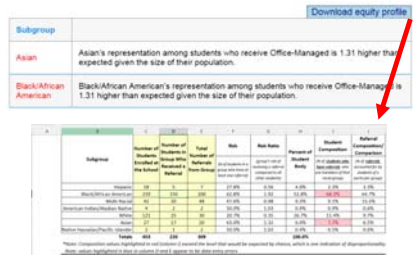
Do the majority of students meet or exceed expected levels of performance?

Referrals per day per month should be low and/or decreasing

- At least 80% of students should have no more than 1 referral per year
- No more than 15% of students should have 2-5 referrals
- No more than 5% of students should have 6+ referrals

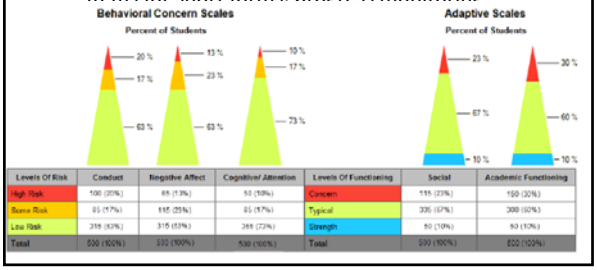
True for all groups of students?

Equity Profile

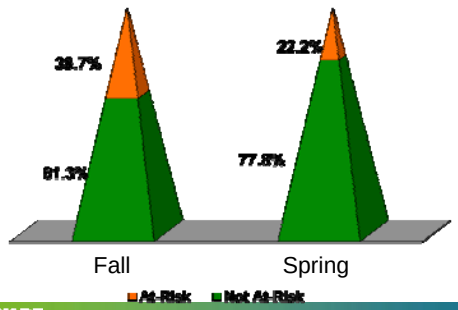


School-wide Screening (e.g. BIMAS)

- BIMAS Flex
  - Items for short forms, progress monitoring



School-wide Screening Repeated



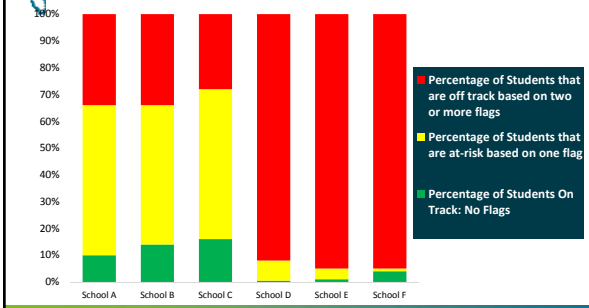
Other Complete MH Measures?

- School Climate Surveys
- Academic Performance
  - Grade progression
  - Early warning system
- Baker Acts
- Universal Screeners

Tier 1 Performance Target Example

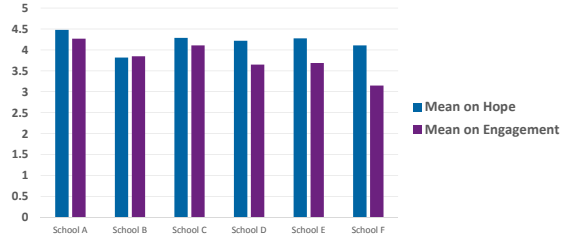
Definition	Measure(s)
1. Increase students meeting social emotional expectations 2. Increase of students on-track for graduation 3. Increase of students reporting positive school climate	1. ↓% of students identified at-risk in norm-referenced social-emotional school-wide screening 2. ↑% of students on-track in Early Warning System (grades, attendance, discipline referrals) 3. ↑average ratings on safety and relationship items on school climate surveys

Baseline Data Tier I



Baseline Data Tier I (cont.)

Increase the Average Of Students Reporting Gallop School Climate Survey



TIER 2

Measuring progress towards what?

- The core curriculum for behavior clarifies the behaviors students need to demonstrate in order to be successful at school.
  - *Therefore, progress monitoring at Tier 2 should allow educators to understand the degree to which students are making progress in demonstrating those expected behaviors* ***(and what else to extend to complete mental health?)***
- Tier 2 should be standardized when possible

An efficient way to measure progress

ONCE-A-DAY Behavior Report Card

Name: _____ Dates: _____ Intervention: _____

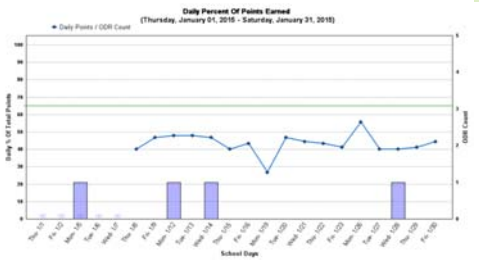
Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

SCHOOL-WIDE EXPECTATIONS/ BEHAVIOR GOALS:	Mon.	Tues.			
Be an Active Learner	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Respectful	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Considerate	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Be Prepared	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Simple rating scale can be used for **all** students

ALL goals are based on the school-wide expectations

Progress Monitoring



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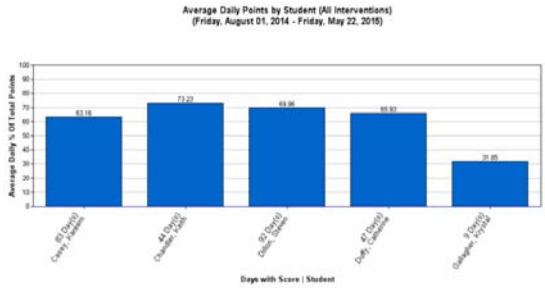
Compare Progress Across Students



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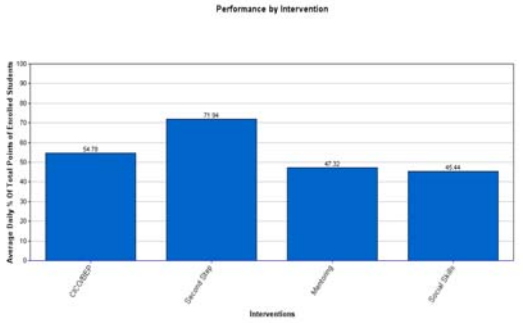
Evaluate Progress Across Interventions



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What about internalizing concerns?

- Self-ratings/Goal Attainment Scales
- Intervention Specific Pre-Post
- Norm Referenced Topic Specific Scales

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Tier 2 Performance Target Example

Definition	Measure(s)
1. Decrease % of students identified at-risk for social/emotional/mental health difficulties.	1. ↓% of students at-risk based on *one flag*: not meeting Lexile for grade level or GPA (high school), less than 90% attendance, & >1 OSS or 2+ ODRs (EWS), ***AND*** ↓% of students in the moderate-risk range with universal screener
2. Increase % of students reaching behavioral goals.	2. Review of Progress Monitoring with Behavior Report Card: ↑% of students that are meeting goals after ___ weeks on intervention.

TIER 3

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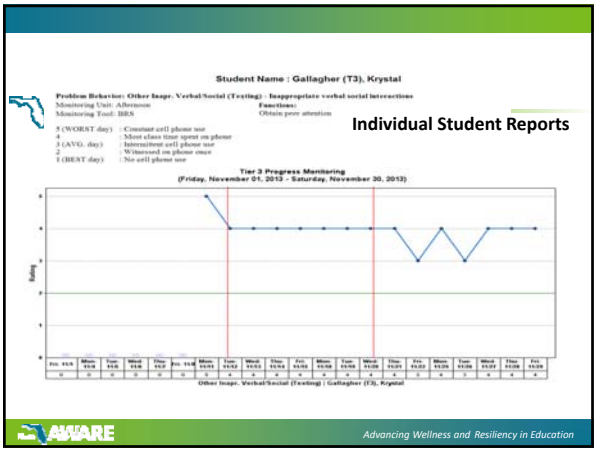
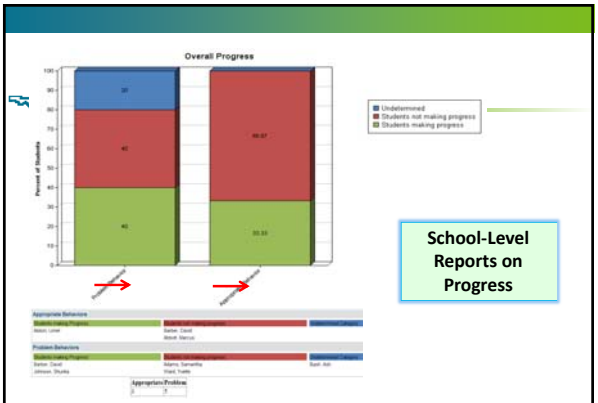
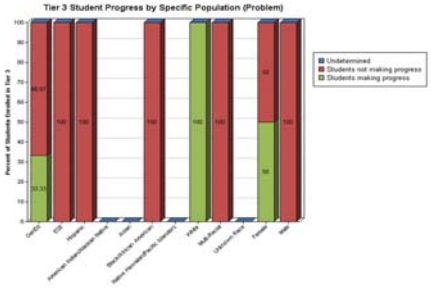
The Behavior Rating Scale (BRS)





Applying Systems-Level Logic to Tier 3…



What about internalizing concerns?

- Self-ratings/Goal Attainment Scales
- Intervention Specific Pre-Post
- Norm Referenced Topic Specific Scales

Tier 3 Performance Target Example

Definition	Measure(s)
1. Decrease % of students identified as having intensive needs for social/ emotional/mental health difficulties.	1. ↑ % of students off-track based on 2+ *flags*: not meeting Lexile for grade level or GPA (high school), <90% attendance, and >1 OSS or 2+ ODRs AND ↓ % of students in the highest risk range of universal screener (language based on tool selected).
2. Increase % of students' reporting improvement of social/emotional health	2. ↑ % of students reporting improvement on Pre/Post self-report measures for intervention with social emotional symptoms: for full service schools use intake and exit survey, in-school will have school staff that administers
3. Increase % of students making progress toward individualized behavioral goals.	3. ↑ % of students with positive trend lines for identified behavioral goals that receive Tier 3 support.

Case Example: AWARE LEA

- County Objective 3.9 Handout Review
- Notice what baseline was available and what was not
- First time universal screening will be used in the county for decisions across tiers
- Baseline data was collected and reviewed in planning meeting

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Questions?

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