Building Tier 2 Systems: Identifying Students At Risk

Barbara Mitchell, Ph.D.
MU Center for SWPBS
FIRE DRILL!
Social Competence & Academic Achievement

- Supporting Staff Behavior
- Supporting Student Behavior
- Supporting Decision Making

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

SW Positive Behavior Support
Creating Systems of Support

• Think about all the activities that take place when a fire drill occurs in your building.
  • Make a list of key *practices*.
  • What *data* is available to help evaluate outcomes?
  • Identify the *systems* in place that support adult and student success.
Three Levels of Implementation

A Continuum of Support for All

Academic Systems

Tier One
- All students
- Preventive, proactive

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier Three
- Individual Students
- Assessment-based
- High Intensity

Behavioral Systems

Tier One
- All settings, all students
- Preventive, proactive

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier Three
- Individual Students
- Assessment-based
- Intense, durable procedures

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What Do We Know?

• Approximately 1 in 4 children & youth meets criteria for a mental disorder with severe impairment across their lifetime.

• Among those affected only 30% actually receive services.

(Merikangas et al., 2010; U.S. Public Health Service, 2000)
What Do We Know?

• The most common conditions include
  – Anxiety (31.9%)
  – Behavior disorders (19.1%)
  – Mood disorders (14.3%)
  – Substance use disorders (11.4%)

• Approximately 40% of individuals meet criteria for multiple disorders.

(Merikangas et al., 2010)
What Do We Know?

- The median age of onset occurs during school-age years
  - 6 years for anxiety
  - 11 years for behavior
  - 13 years for mood
  - 15 years for substance use disorders.

(Merikangas et al., 2010)
What Do We Know?

• Academic success is linked with social & behavioral skills

• Early identification with intervention can decrease the likelihood of academic failure
  – Prevent onset

• Preventive supports reduce the need for more intensive supports later.
  – Minimize impact of risk
Purpose of Tier 2

• Tier 2 practices and systems are designed to:
  – Identify students who are at-risk for emotional and/or behavioral difficulties.
  – Decrease the frequency and/or intensity of problem behaviors.
  – Provided interventions that effectively support students but do not require individualized plans.
Purpose of Tier 2

• Provide interventions to support approximately 15% of the student population who are at risk, *but not currently engaging in severe problem behavior*

(Walker & Horner, 1996; Crone, Hawken & Horner, 2010, p. 7)
Key Features of Tier 2

• Standard identification process and criteria.

• A bank of research-based interventions that are continuously available and matched to identified need and function of problem.

• Data used to monitor progress and make decisions.
Who is At-Risk?

Externalizing Behaviors

• Aggression to others or things
• Hyperactivity
• Non-compliance
• Disruptive
• Arguing
• Defiance
• Stealing
• Not following directions
• Calling out
Who is At-Risk?

Internalizing Behaviors

- Exhibits unusual sadness
- Sleeps a lot
- Is teased or bullied by peers
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for self
- Withdrawn
- Avoids social interactions
By the end of this session teams will be able to...

- Create a data-based process for identifying students who need additional supports

*Resource

MO SWPBS Tier 2 Team Workbook 2013-14
Chapter 3: Student Identification Process
Create Identification Process

- Teacher Nomination
- Existing School Data
- Universal Screening Instrument

Allows for early intervention?
Identifies internalizing & externalizing?
Create Identification Process

• Identification through Nomination
  – Typically, a teacher makes the nomination but referrals can also come from parents, staff members, or the student.

• Minimum Features
  – Short/simple (less than 10 min to complete)
  – Designed for quick response
Create Identification Process

• Includes:
  – Academic information
    • with possible impact on behavior
  – Information about the problem behaviors
    • description of the behavior
    • when, how often, and why
    • possible function
  – Strategies implemented

(Anderson & Scott, 2009, pp. 709-710)
Create Identification Process

• Systematic process for recruiting and accepting nominations
  – How frequently/when will students be nominated?
  – What materials will be needed?
  – Who will sort and organize the nomination data?
  – How will classroom teachers be involved once a nomination is submitted?
  – What is the entry criteria for accessing support?
Team Discussion Topic

• Consider your existing nomination/request for assistance process.

• Determine what adjustments or modifications need to be made to facilitate proactive, early identification

*An example nomination form is provided on pp. 67-68 of the MO SWPBS Tier 2 Team Workbook
Create Identification Process

✓ Teacher Nomination
  - Existing School Data
  - Universal Screening Instrument

Allows for early intervention?
Identifies internalizing & externalizing?
Create Identification Process

• Existing School Data
  – ODR/Classroom Minors
  – Attendance
  – Academic Indicators/Grades

**Allows for early identification?**

**Identifies internalizing & externalizing?**
# Data Decision Rules

<table>
<thead>
<tr>
<th>Measure</th>
<th>Proficient Score</th>
<th>At-Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ODR</td>
<td>0-1</td>
<td>2 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>2. Classroom Minors</td>
<td>2-4</td>
<td>5 or more</td>
<td>15 or more</td>
</tr>
<tr>
<td>3. Absences</td>
<td>&gt;5/trimester</td>
<td>5+/trimester</td>
<td>10/trimester</td>
</tr>
<tr>
<td>4. Tardy</td>
<td>&gt;4/trimester</td>
<td>4+/trimester</td>
<td>10/trimester</td>
</tr>
<tr>
<td>5. ISS</td>
<td>0-1</td>
<td>2</td>
<td>4 or more</td>
</tr>
<tr>
<td>6. OSS</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Course Grades</td>
<td>2.5 or higher</td>
<td>D or F in any course</td>
<td>Ds or Fs in multiple courses</td>
</tr>
</tbody>
</table>
Create Identification Process

• Systematic process for monitoring data and responding when decision rules are met.
  – How frequently/when will data be monitored?
  – What data will be monitored?
  – Who will sort and organize data?
  – How will classroom teachers be involved once a data decision rule is met?
  – What is the entry criteria for accessing support?
Team Practice Activity

• Make a list of all the academic & behavioral data collected and available in your setting.

• Identify what is considered “proficient” in for each measure.

• Determine what is considered “at-risk” and then “high risk” for each measure
## Team Practice Activity

### Existing School Data Inventory

<table>
<thead>
<tr>
<th>Measure</th>
<th>Proficient Score</th>
<th>At-Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Create Identification Process

✓ Teacher Nomination
✓ Existing School Data
• Universal Screening Instrument

Allows for early intervention?
Identifies internalizing & externalizing?
Create Identification Process

• Limitations associated with nominations and school performance data:
  – Poor reliability if the system used to collect these data is not implemented with strong procedural fidelity
  – May not adequately identify students with internalizing concerns
Create Identification Process

• Universal screening is recommended as an evidenced-based practice
  – World Health Organization
  – National Research Council & Institute of Medicine (2009)
Create Identification Process

- Advantages of systematic screening
  - Fast, efficient, and respectful
  - Include all children and youth of interest
  - If we make an error, the error tends to identify students who are not at-risk
  - Informs schools about the student population

(University of Oregon Institute on Violence and Destructive Behavior)
Create Identification Process

• Screening *less common* because...
  – Behavior is often viewed as purposeful rather than environmental
  – Schools tend to be a reactive rather than proactive with respect to behavior
  – Impression that kids will “grow out of it”
  – Concern about profiling/stigmatizing
  – Fear of costs and potential to identify large number of EBD students
Create Identification Process

• Screening is *less common* because...
  – Easier to screen vision & hearing because response falls in the realm of the parents
  – Political realities of managing parent reactions to behavior screenings; confidentiality
  – Systems skill set
    • *Do we know how to respond to behavior with the same confidence that we respond to academic concerns?*
Screening Instruments

• School-Age Instruments
  – Strengths & Difficulties Questionnaire (SDQ)
  – Behavioral & Emotional Screening System (BASC-2 BESS)
  – Systematic Screening for Behavior Disorders (SSBD)
Strengths & Difficulties Questionnaire (SDQ)

- Parent, teacher or student raters
- Ages 4-10 or 11-17
- Respond for each student on 25 items
  - Score = Low, Medium or High Risk
  - Administered and scored by hand or on-line
  - No cost!
Strengths & Difficulties Questionnaire (SDQ)

- Provides a *readable report* of results
- Provides a *technical report* of results
  - Close to average
  - Slightly raised
  - High
  - Very high

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Strengths & Difficulties Questionnaire (SDQ)

- Technical report includes information about signs reported.
  - emotional distress,
  - behavioral difficulties,
  - hyperactivity and attention difficulties,
  - difficulties getting along with other children,
  - impact of difficulties on the child’s life,
  - extent to which the child demonstrates kind and helpful behavior.
## SDQ Practice Opportunity

<table>
<thead>
<tr>
<th></th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerate of other people's feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often complains of headaches, stomach-aches or sickness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often loses temper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many worries or often seems worried</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has at least one good friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally liked by other youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous in new situations, easily loses confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind to younger children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many fears, easily scared</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Behavioral & Emotional Screening System (BASC-2 BESS)

- Teacher rates each student on 27 items
  - Score = Normal, Elevated or Extremely Elevated
  - Most efficient if administered and scored using software system
  - Parent & student format also available
  - Requires funding
Behavioral & Emotional Screening System (BASC-2 BESS)

• Group Summary Report
  – State,
  – Region,
  – District,
  – School,
  – Classroom
# Group Summary – District

<table>
<thead>
<tr>
<th>School Name</th>
<th>Avg. Raw Score</th>
<th>Avg. T Score</th>
<th>Classification</th>
<th>Num</th>
<th>Grp%</th>
<th>Tot%</th>
<th>Num</th>
<th>Grp%</th>
<th>Tot%</th>
<th>Num</th>
<th>Grp%</th>
<th>Tot%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Primary</td>
<td>35</td>
<td>61</td>
<td>Normal</td>
<td>5</td>
<td>45</td>
<td>25</td>
<td>4</td>
<td>36</td>
<td>20</td>
<td>2</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>North Primary</td>
<td>15</td>
<td>45</td>
<td>Elevated</td>
<td>2</td>
<td>100</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>South Primary</td>
<td>37</td>
<td>62</td>
<td>Extremely Elevated</td>
<td>2</td>
<td>29</td>
<td>10</td>
<td>4</td>
<td>57</td>
<td>20</td>
<td>1</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>60</strong></td>
<td></td>
<td><strong>9</strong></td>
<td><strong>45</strong></td>
<td><strong>10</strong></td>
<td><strong>8</strong></td>
<td><strong>40</strong></td>
<td><strong>15</strong></td>
<td><strong>3</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Num: Number of administrations  
Grp%: Percent of this School  
Tot%: Percent of District 123  
Total Teacher forms: 20
# Group Summary – School

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Avg. Raw Score</th>
<th>Avg. T Score</th>
<th>Classification</th>
<th>Total Teacher forms: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Normal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Num</td>
<td>Grp%</td>
</tr>
<tr>
<td>Mr. Mauer</td>
<td>36</td>
<td>62</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>Mrs. Casilla</td>
<td>32</td>
<td>59</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>61</td>
<td>5</td>
<td>45</td>
</tr>
</tbody>
</table>

Num: Number of administrations
Grp%: Percent of this Teacher
Tot%: Percent of Central Primary
# Group Summary – Classroom

<table>
<thead>
<tr>
<th>Student</th>
<th>Test Date</th>
<th>Form Type</th>
<th>Validity Index Elevation</th>
<th>Scores</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances, Ferris</td>
<td>10/06/2003</td>
<td>Child/Adol.</td>
<td>A A A</td>
<td>11 42 24</td>
<td>Normal</td>
</tr>
<tr>
<td>Grace, Gary</td>
<td>01/26/2004</td>
<td>Child/Adol.</td>
<td>A A A</td>
<td>17 47 45</td>
<td>Normal</td>
</tr>
<tr>
<td>Hughes, Hockum</td>
<td>10/15/2003</td>
<td>Child/Adol.</td>
<td>A A A</td>
<td>34 60 82</td>
<td>Normal</td>
</tr>
<tr>
<td>Jebson, Jorge</td>
<td>10/08/2003</td>
<td>Child/Adol.</td>
<td>A A A</td>
<td>36 61 85</td>
<td>Elevated</td>
</tr>
<tr>
<td>Karmelson, Kandy</td>
<td>06/30/2003</td>
<td>Child/Adol.</td>
<td>A A A</td>
<td>40 65 92</td>
<td>Elevated</td>
</tr>
<tr>
<td>Krackus, Kurt</td>
<td>12/16/2003</td>
<td>Child/Adol.</td>
<td>A A A</td>
<td>45 69 95</td>
<td>Elevated</td>
</tr>
<tr>
<td>Long, Lenny</td>
<td>01/11/2004</td>
<td>Child/Adol.</td>
<td>A A A</td>
<td>49 72 98</td>
<td>Extremely Elevated</td>
</tr>
<tr>
<td>Lupe, Lora</td>
<td>06/23/2003</td>
<td>Child/Adol.</td>
<td>C A A</td>
<td>54 76 99</td>
<td>Extremely Elevated</td>
</tr>
</tbody>
</table>
Behavioral & Emotional Screening System (BASC-2 BESS)

• Individual Summary Report
  – Raw Score, T Score, Percentile, Classification
  – Responses for each item

• Individual Tracking Report
  – Monitor progress over time
  – Stores up to 3 test dates
### BESS Practice Opportunity

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pays attention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is sad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is well organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is easily upset.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is good at getting people to work together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets into trouble.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annoys others on purpose.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has headaches.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Is fearful.</td>
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<tr>
<td>Is negative about things.</td>
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</tbody>
</table>
Systematic Screening for Behavior Disorders (SSBD)

• Stage 1

  – Teacher lists then ranks 10 students who meet description for internalizing concerns

  – Teacher lists then ranks 10 students who meet description for externalizing concerns

Top 3 ranked students in each category move on
SSBD Practice Opportunity

Examples Include:
- Having low activity levels
- Not talking with other children
- Shy, timid, and/or unassertive
- Preferring to play or spend time alone
- Fearful
- Unresponsive to social initiations

Non-Examples Include:
- Initiating social interactions
- Playing with others
- Joining in with others
- Having conversations
- Resolving conflicts appropriately
- Displaying positive social behavior

<table>
<thead>
<tr>
<th>Column One – List Internalizers</th>
<th>Column Two – Rank Order Internalizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Stage 1
Systematic Screening for Behavior Disorders (SSBD)

• Stage 2
  – Teacher rates top 3 students from each category using:
    • Critical Events Index (CEI - 35 items)
    • Combined Frequency Index for Adaptive & Maladaptive Behavior (CFI - 23 items)
    • Internalizing Students & Externalizing Students
Systematic Screening for Behavior Disorders (SSBD)

• Stage 3
  – Direct Observation
  – Parent Questionnaire
  – This stage is not typically used for Tier 2 identification.
  – May be valuable if student does not respond to interventions provided.
Team Discussion Topic

• Think about the extent to which you believe use of a universal screening instrument might be feasible in your setting.

  – Make a list of potential benefits.

  – Identify possible barriers.
Implementation Example

• 319 students in K-2 screened using teacher ratings from the BESS
  – 256 Normal, 42 Elevated, 21 Extremely Elevated

• Elevated sorted into Tier 2 interventions
  – CICO, Social Skills, or Check & Connect

• Extremely Elevated
  – Conducted classroom observations and provided feedback for effective classroom management
Implementation Example

• 302 students in a 3-5, intermediate building, using teacher BESS ratings
  – 252 Normal,
  – 35 Elevated,
  – 16 Extremely Elevated

• Met with classroom teacher to review results
• Used data to determine interventions to develop; provided information for class lists
Implementation Example

• 267 students, in a 6-8 middle school building, completed teacher BESS ratings
  – 198 Normal, 46 Elevated, 23 Extremely Elevated

• Challenging because different teachers viewed same student differently depending on setting.

• Reeds Spring Middle School & Hawthorn Elementary
  – Conducted assessment using student ratings
Implementation Examples

• Parents complete rating questionnaire during Kindergarten registration

• Parents and/or students complete ratings when new family registers for school

• Incoming 9th graders complete screening questionnaire when they create course schedule; risk scores used to assign advisory courses

• Classroom teacher completes screenings in the spring prior to transition to new building
Implementation Example

• All students in a school or selected grade level are screened early in the school year.
  – Results are shared with classroom teachers and families.
  – Interventions are considered (e.g., check-in/check-out)

• Students screened a second time later in the year
Implementation Example

• Option for teachers to nominate a student is always in place.
  – Teachers receive instruction about internalizing & externalizing characteristics
  – Encouraged to make nomination as soon as concerns arise.

• Data indicators are regularly monitored (e.g., monthly). Students who meet established criteria are given to Tier 2 team.
Benchmark for Advanced Tiers

• (C, 7) The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.
  – Screening, ODRs, Request for Assistance, Nomination, Progress Monitoring, Other

   **In Place:** At least 2 *data sources* are used to identify students for Tier 2 and Tier 3 supports *at least twice a year.*
Session Outcome

By the end of this section teams will be able to...

• Create a data-based process for identifying students who need additional supports
  – Teacher Nomination
  – Existing School Data
  – Universal Screening Instrument

Allows for early intervention?
Identifies internalizing & externalizing?
Resources Available

- MO SWPBS Tier 2 Team Workbook, Chapter 3
  - Example Teacher Nomination Form (pp. 67-68)
  - Example School Data Inventory (pp. 70-71)
  - Screening Instruments At a Glance (pp. 81-84)
  - Universal Screening Recommendations & Sample Letter (pp. 85-86)
  - Screening Considerations Checklist (pp. 87-89)
  - Student Identification Plan (p. 90)
Building Tier 2 Systems: Identifying Students At Risk

Barbara Mitchell, Ph.D.
MU Center for SWPBS

mitchellbs@missouri.edu