Session 2

June 4, 2024 | 11 am to 12:15 pm

Building a Multi-Tiered System of Support is Hard

→ We're Here to Help Make it Easier!

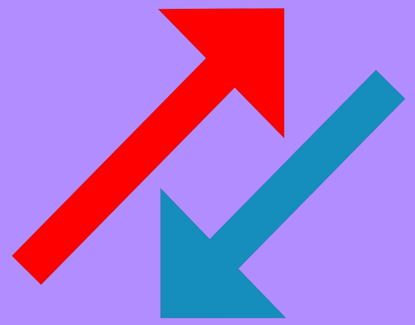
Session Outcomes

See how a core team can manage a multi-tiered system of supports, and how this team coordinates collaboration with building-wide experts when planning interventions.

See a process for determining an appropriate pathway of interventions based on a teacher referral.

Take away tools that are designed to drive cycles of intervention, record data, debrief for progress monitoring, and communicate effectively with parents/guardians.

Summit Intermediate Student Success Team Background



Past Support Team Structures

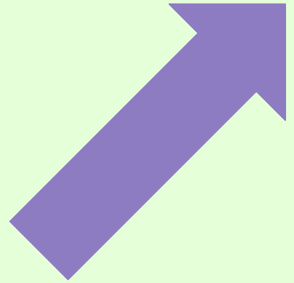
- PBIS Tier 1
- PBIS Tier 2 & 3
- Care Team (academic support)

How We Got Here

- Merged our separate teams into our Student Success Team (SST).
- Utilized the Knoster Model for Complex Change.
- Solicited staff feedback frequently.

Stumbling Blocks

- We could brainstorm ideas, but took little action.
- If an intervention was implemented, there was no system to ensure fidelity and determine the effect of the intervention.



Where We Are Now

- Established a Core Team that manages all three tiers in four support areas.
- Established a general team that includes the Core Team + teachers and support staff working through a referral.
- We have 15 submitted referrals, and all are being actively monitored and adjusted to continue to meet student needs.

Model for Managing Complex Change

Vision	Skills	Incentives	Resources	Action Plan	=	Success
Vision	Skills	Incentives	Resources	Missing	=	False Starts
Vision	Skills	Incentives	Missing	Action Plan	=	Frustration
Vision	Skills	Missing	Resources	Action Plan	=	Resistance
Vision	Missing	Incentives	Resources	Action Plan	=	Anxiety
Missing	Skills	Incentives	Resources	Action Plan	=	Confusion

Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

SST Features

Teams

Core Team

- Building Admin
- 3 Case managers
  - Behavior coach
  - Instructional Coach
  - School Counselor

SST General

- Pathway Experts
- Teachers

Pathways

Four Pathways

- Behavior
- Academic Skill
- Social Emotional
- Executive Functioning

Each pathway has a case manager who is also a Core Team member.

Cycles

- Each cycle of intervention includes three phases.
- The Core Team develops a timeline for observations, parent updates, data collection, and debrief meetings.

Communication

- Core team members/ case managers communicate the timelines
- Parent update scripts are provided for each phase

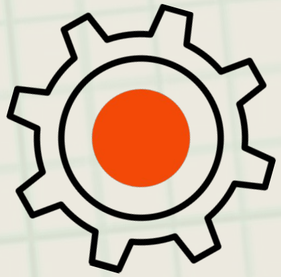
Referral Pathways & Flowchart

Behavior

Social Emotional

Academic Skill

Executive Functioning



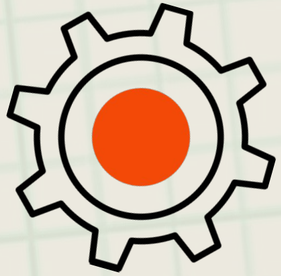
Behavior

Social Emotional

Referral Form

Academic Skill

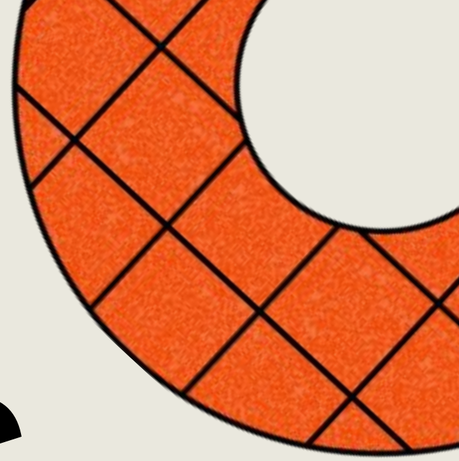
Executive Functioning



Let’s pretend a referral has been made.

Before the Initial SST First Cycle Planning Meeting

Referral Manager Creates Student File



- Template is copied and named for student. Student Plan Template
- Initiates team communication, including having teachers answer Question 0.
- Adds referral to next Core Team meeting agenda; our Core Team meets weekly before school *and this is barely enough time.*

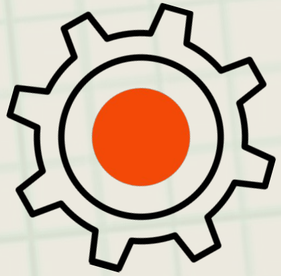
Behavior

Social Emotional

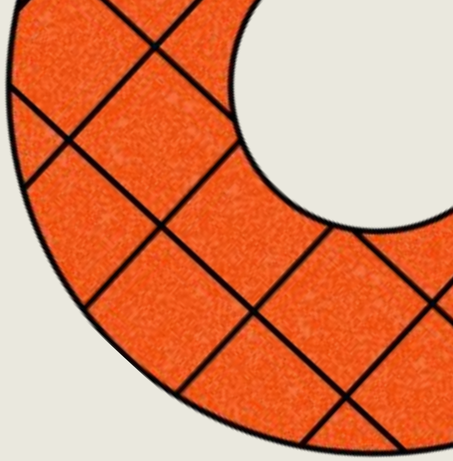
Initial Team Communication

Academic Skill

Executive Functioning



Case Manager Observation



- An assigned case manager observes the student in the environment(s) in which their struggle is occurring. This occurs ***before the core team meeting.***
- Case managers are part of the Core SST Team.
- In the case of a behavior referral, the Behavior Case Manager completes the Tier 2 ABC Observations and Tier 2 FACTS to determine the function of the behavior.

Core Meeting

- Confirm the appropriate pathway.
- Narrow the focus by answering Question 1.
- Build out the timeline, including parent communication.
- Decide which General Team experts to invite to the planning meeting.

Referral Manager Schedules the Initial SST Planning Meeting

- This meeting includes the Core Team plus the referring teachers and any other necessary experts (social workers, school based therapists, school nurse), who we refer to as the General Team.

During the Initial SST First Cycle Planning Meeting

CYCLE 1 PHASE 1 General Planning Meeting

- Share the initial impressions and suggestions from the Core team.
- Brainstorm strategies and tools to address the pathway focus (Question 1).
- Create tangibles needed to take action.
- Teacher communicates with parents regarding Cycle 1, Phase 1 interventions.

After the Initial SST First Cycle Planning Meeting

CYCLE 1 PHASE 2 Implementation & Observations

- Intervention is implemented.
- Re-observation at 3 weeks.
- Teacher provides Phase 2 Parent Update.
- Final observation (for Cycle 1) at 6 weeks.
- Answering Question 2.

CYCLE 1 PHASE 3
General Planning Meeting + Intervention Adjustment

- General Team determines how to proceed by answering Question 3.
- If additional or different interventions are necessary, a second cycle begins.
- Strategies & tangibles are developed.
- Teacher communicates with parents regarding Cycle 2, Phase 1.
- Adjusted intervention is implemented.

These cycles continue for as long as a student requires support.

References

- DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by doing: A handbook for Professional Learning Communities at work* (3rd ed.). Solution Tree.
- Knoster, T. (1991). Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.
- Missouri Schoolwide Positive Behavior Support. (2024, April 12). https://pbismissouri.org/

Q&A

Contact Information

Alysia Ackerman
alysiaackerman@nixaschools.net

Catherine Livesay
catherinelivesay@nixaschools.net

Emily Myers
emilymyers@nixaschools.net

Summit Intermediate,
Nixa Public Schools

417-724-4000

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