

# Meeting the Needs of Each Student: A Tiered Approach to Intervention



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# Today's Agenda

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- **Core Beliefs of Intervention**
- **Trauma-Informed Lens**
- **Support for Students**
- **Support for Staff**
- **Action Step**





# Core Beliefs

- Instruction, assessment, and intervention
- Achievement and behavioral health needs
- Way of doing business-process, not program
- Blend of RTI and PBIS



# Trauma-Informed Care







Trauma is not the event.

Trauma is the response.

Each individual responds differently.

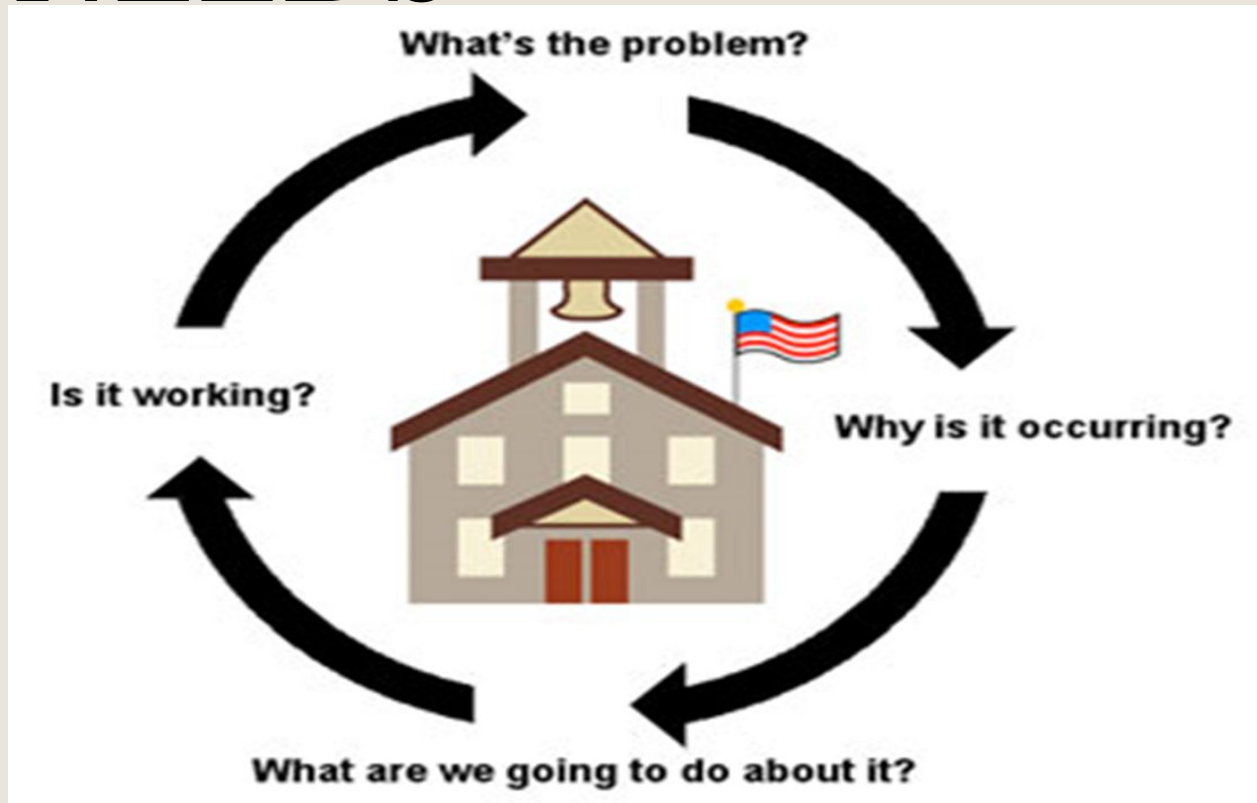
***STOP ASKING: What is wrong with this student?  
AND START ASKING: What has happened to this student?***



The background features a dark blue gradient with faint, light blue circular patterns and a scale. The scale is a semi-circular arc with tick marks and numbers ranging from 160 to 260. The circular patterns consist of concentric circles, some with arrows indicating a clockwise direction, and dashed lines. The overall aesthetic is technical and modern.

# SUPPORTS FOR STUDENTS

# IT'S ABOUT MEETING STUDENT NEEDS



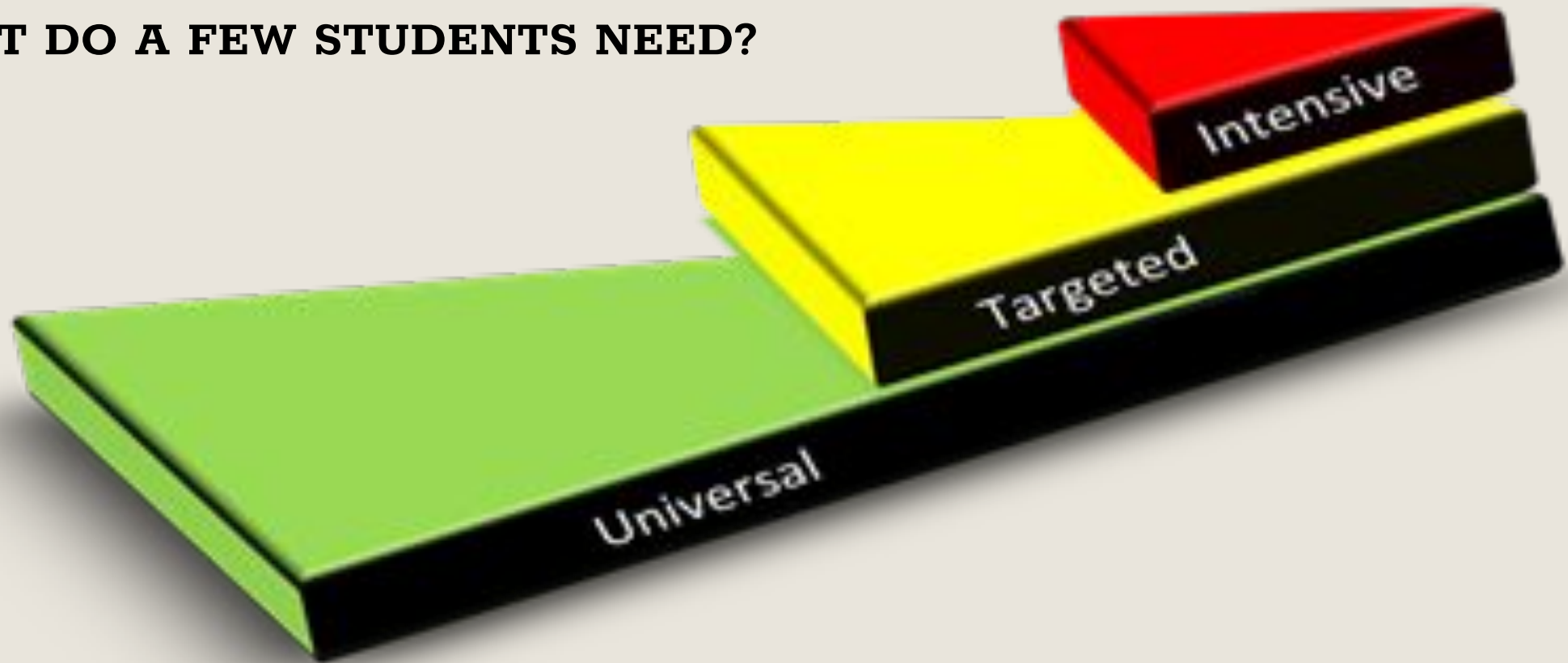
**“What is the student trying to tell us?”**



**WHAT DO ALL STUDENTS NEED?**

**WHAT DO SOME STUDENTS NEED?**

**WHAT DO A FEW STUDENTS NEED?**



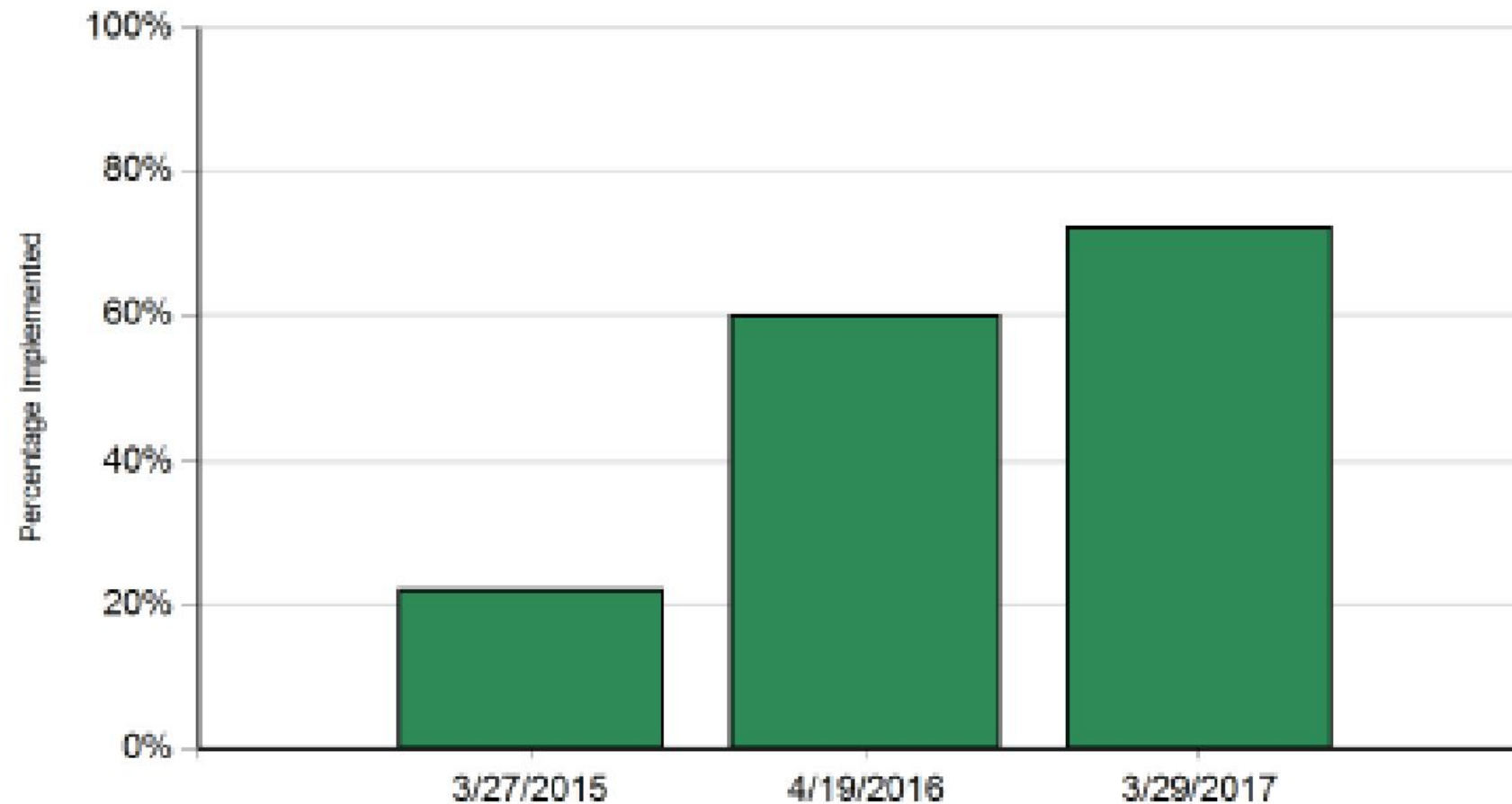


# What lives under the MTSS Umbrella



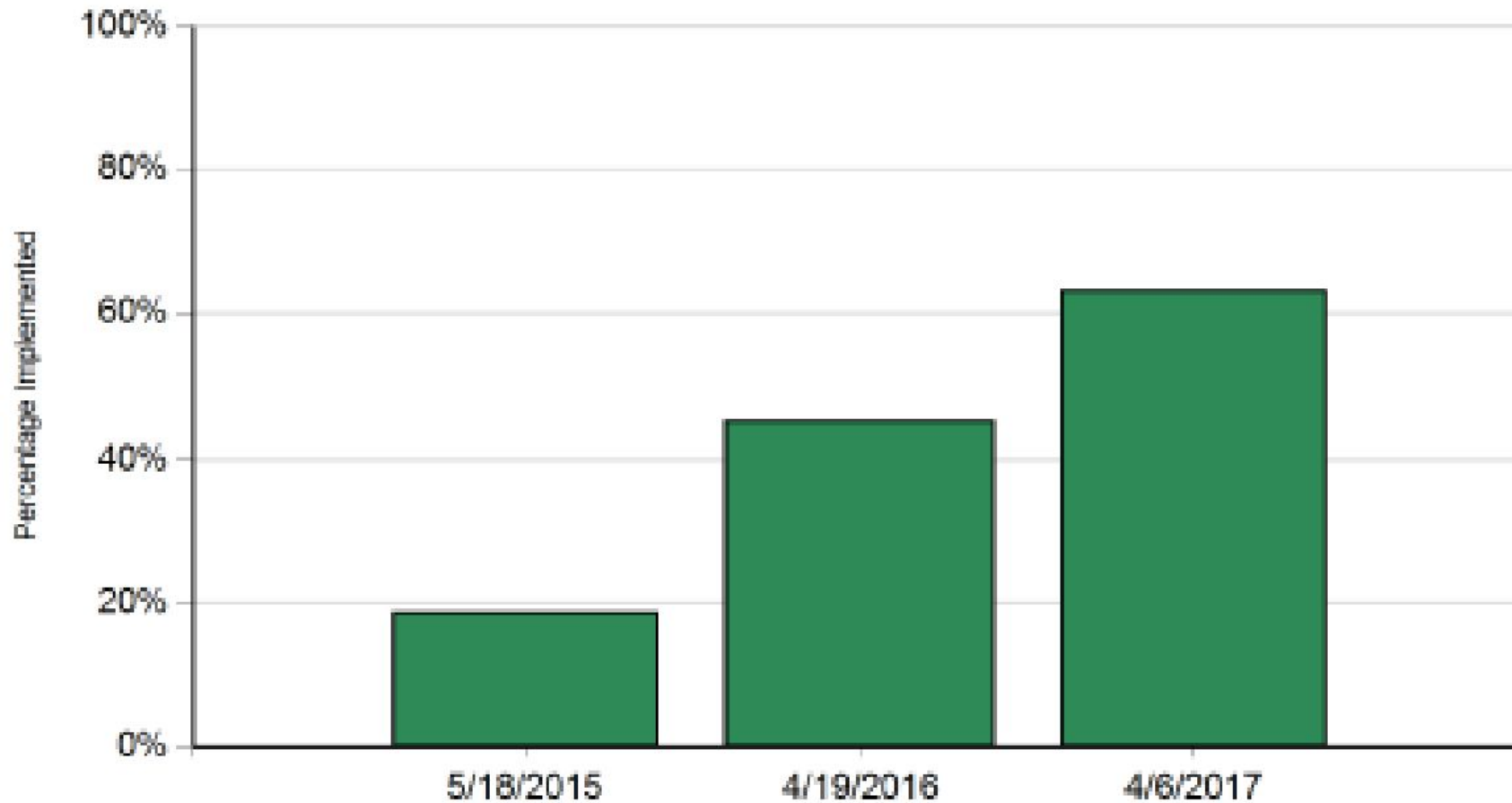
# TFI SCORE--ELEMENTARY

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory  
Lyons Elementary School  
3/27/2015 - 3/29/2017



# TFI SCORE FOR MS/HS

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory  
Lyons Senior High School  
5/18/2015 - 4/6/2017



## SMALL GROUP ACTIVITY

# Dealing with Behavior Problems: The Use of Positive Behavior Support Strategies in Summer Programs

McKevitt, Dempsey, Ternus, and Shriver

## Small Group Activity

- Article broken into 4 chunks
- Each person assigned a number-chunk
- Read silently, then discuss w/ others of the same number
- Representatives from each chunk come together to form new groups and discuss



# TIER 1-FOR ALL STUDENTS

- Ongoing support of ROAR principles
- Teaching expectations and celebrating success
- Promoting school spirit and unity
- Providing students ongoing feedback



# LYONS LIONS R.O.A.R.

- **Respectful**
- **Outstanding**
- **Academically-focused**
- **Responsible**

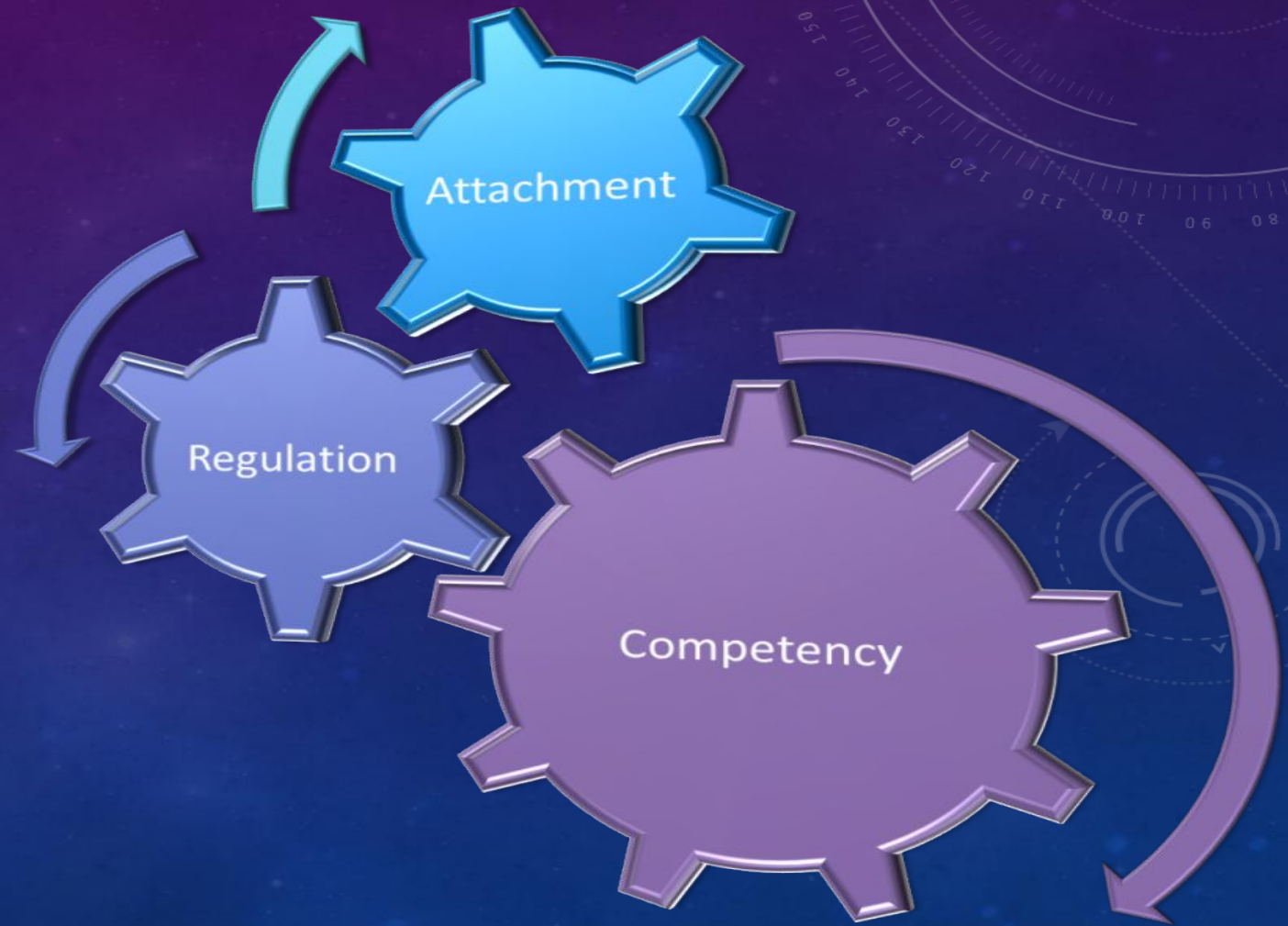


# A FRAMEWORK TO HELP

**ATTACHMENT**

**REGULATION  
(SELF)**

**COMPETENCY**



## ATTACHMENT:

### TIER 1: ALL

**Positive relationships between all staff & students (clear expectations help!)**

Opportunities for clubs, sports & other extracurricular activities

**Involvement in learning!**

### TIER 2: SOME

**Check In/Check Out**

Check & Connect

**Small groups formed for particular students**

Peer Mentoring

### TIER 3: FEW

**Counseling**

Individual Plans

# REGULATION:

## TIER 1:

**A few clearly stated expectations with explicit instruction consistently shared among all staff**

Second Step taught universally to all students

**Model “how to” for self-regulation adults & peers**

## TIER 2:

**Check In/Check Out**

Check & Connect

**Small group re-teach ( can use Second Step)**

## TIER 3:

**Counseling**

Individual Plans (FBA/BIP)



# COMPETENCY:

## TIER 1:

**Strong and engaging classroom instruction for all students**

Differentiated instruction

**Skill based clubs (strategy games, gardening, cooking!)**

Music & Art Classes!

PERSONALIZED  
LEARNING &  
INNOVATION

## TIER 2:

**Check In/Check Out**

Small group re-teach ( can use Second Step)

**After school programs**

## TIER 3:

**Counseling**

Individual Plans (FBA/BIP)

# Small Group Discussion

What is one thing you are currently doing in your school/district that helps students with attachment, regulation, or competency?

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# **BUILDING CAPACITY FOR STAFF**

# Professional Development:

Classroom Management (8 essential practices)

Trauma Informed Schools Training

Tier 1 Team Training

MTSS Training

Youth & Adult Mental Health First Aid

Therapeutic Crisis Intervention

Training for Out of School Time Staff

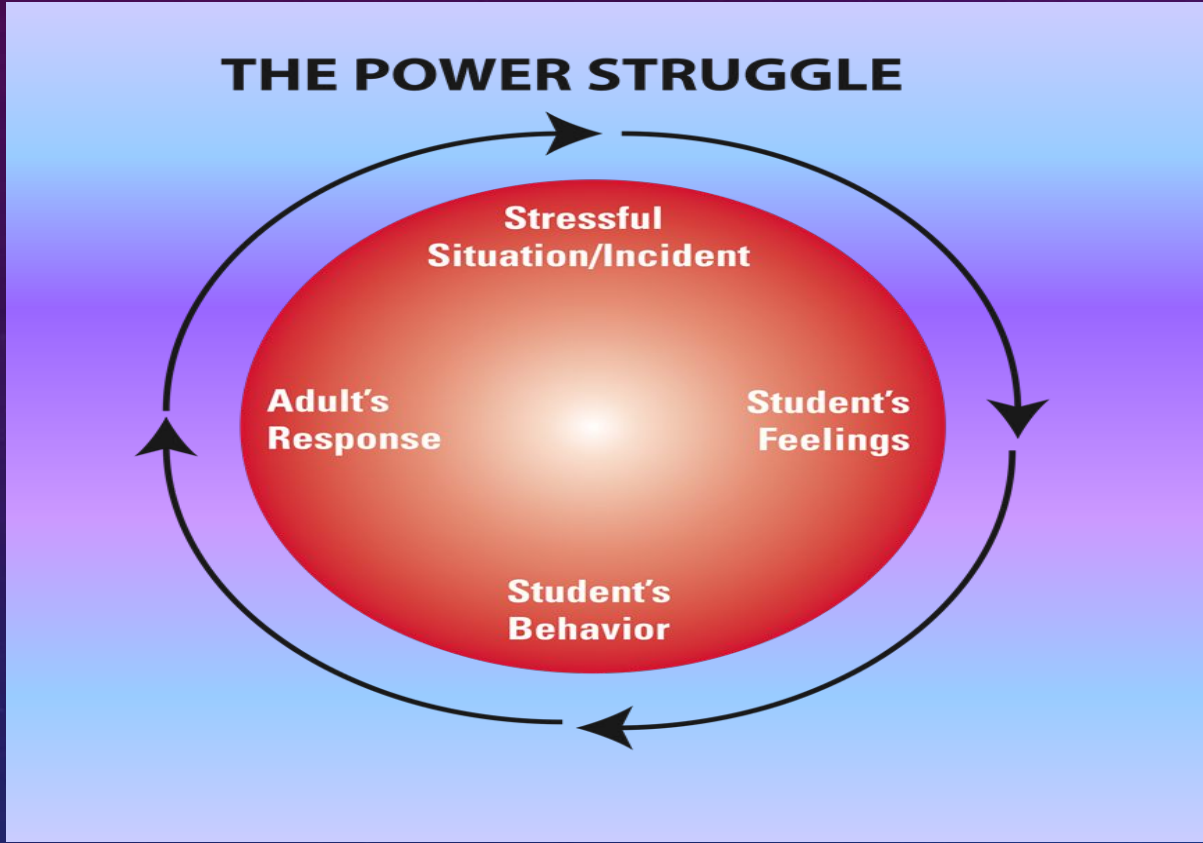
Data & Planning Forums (Early Childhood, Prevention Etc)

**POSSIBLE:**  
Strengths Based  
Coaching (Gallup)

Covey- 7 Habits

Responsive  
Classroom

# Therapeutic Crisis Intervention for Schools (TCIS)



WHAT HAPPENED TO YOU?





YOUTH  
MENTAL  
HEALTH  
FIRST AID®

[www.MentalHealthFirstAid.org](http://www.MentalHealthFirstAid.org)



# YOUTH MENTAL HEALTH FIRST AID

**TAKE A COURSE. SAVE A LIFE.**

ANYONE, ANYWHERE CAN #BETHEONE TO MAKE A DIFFERENCE IN THE LIFE  
OF SOMEONE WITH A MENTAL HEALTH OR SUBSTANCE USE CHALLENGE!

# SELF- CARE

HOW DO YOU RECHARGE & HEAL?

WHO IS “THAT PERSON” FOR YOU TO GO TO WHEN YOU NEED HELP?



<b>MENTAL/ PSYCHOLOGICAL</b>	<b>SOCIAL/ BEHAVIORAL</b>	<b>PHYSICAL/ HEALTH</b>
REFLECTION	BOUNDARIES	REST
BOUNDARIES	USE VACATION	NUTRITION
SOLITUDE	PEER SUPPORT	EXERCISE
READING	HUMOR/LAUGH	SUNSHINE

The background features a blue gradient with scattered white dots. On the right side, there are several circular patterns, including a large one with a scale from 0 to 210 and a smaller one below it. Both circles have dashed lines and arrows indicating a clockwise direction.

Find a partner you have not worked with yet today

Discuss one action step you can take in the near future to make your school/district more responsive to student needs.



# CONTACT INFO

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