

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



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Today's Goals

Why?

What?

How?



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



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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?***



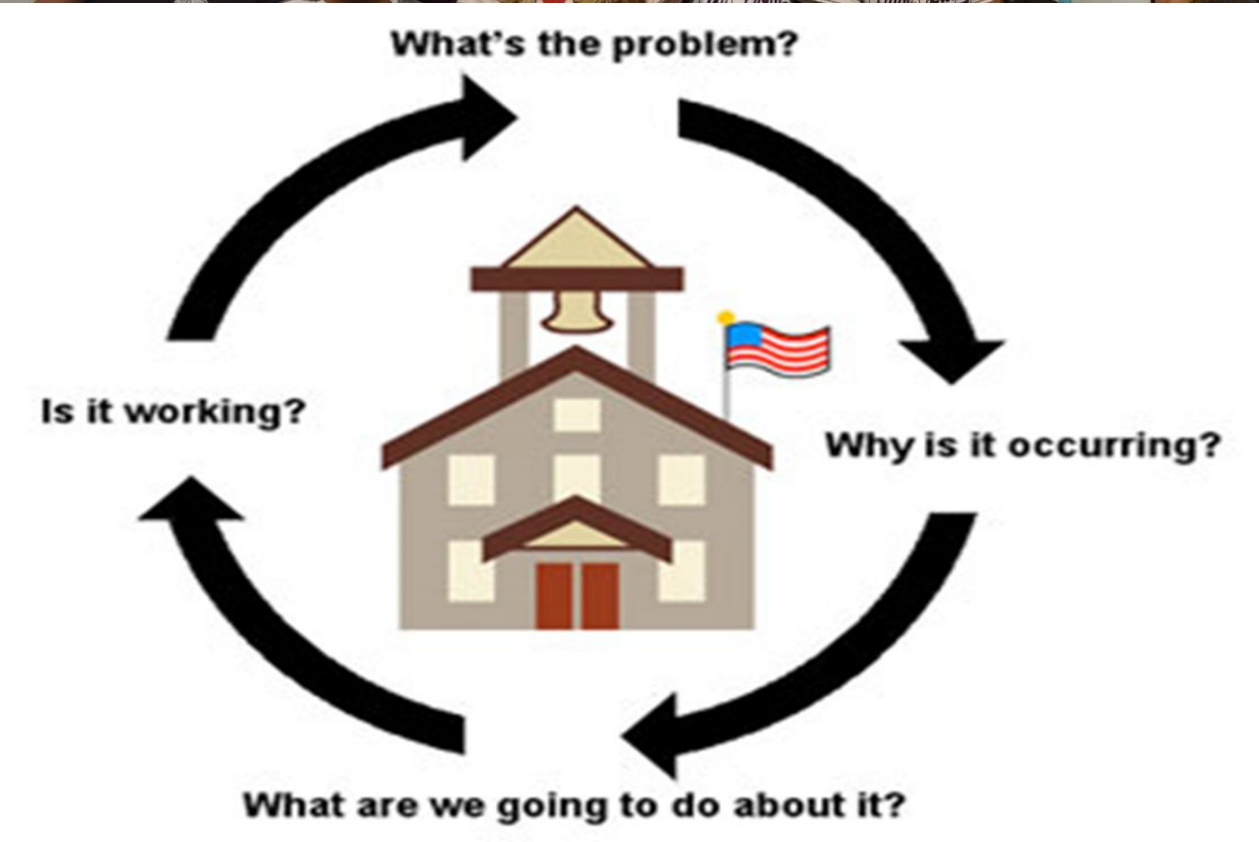
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IT'S ABOUT MEETING STUDENT NEEDS

“What is the student trying to tell us?”



Vincent, Randall,
Cartledge, Tobin, &
Swain-Bradway 2011;
Sugai, O'Keeffe, &
Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

***Culturally
Knowledgeable***
Staff



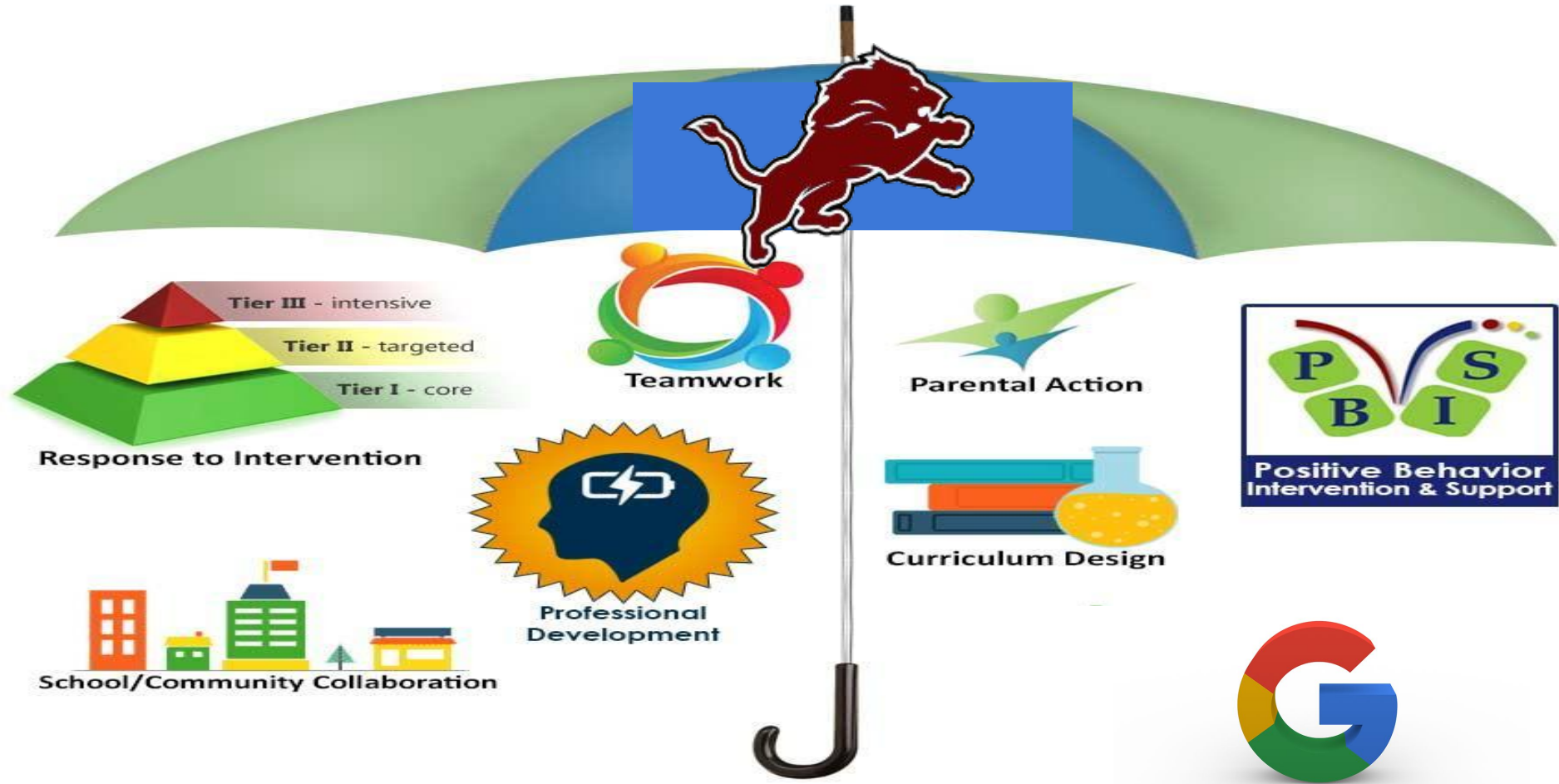
Culturally Valid
Information for
Decisions

Culturally Relevant & Effective
Instruction

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What lives under the MTSS Umbrella



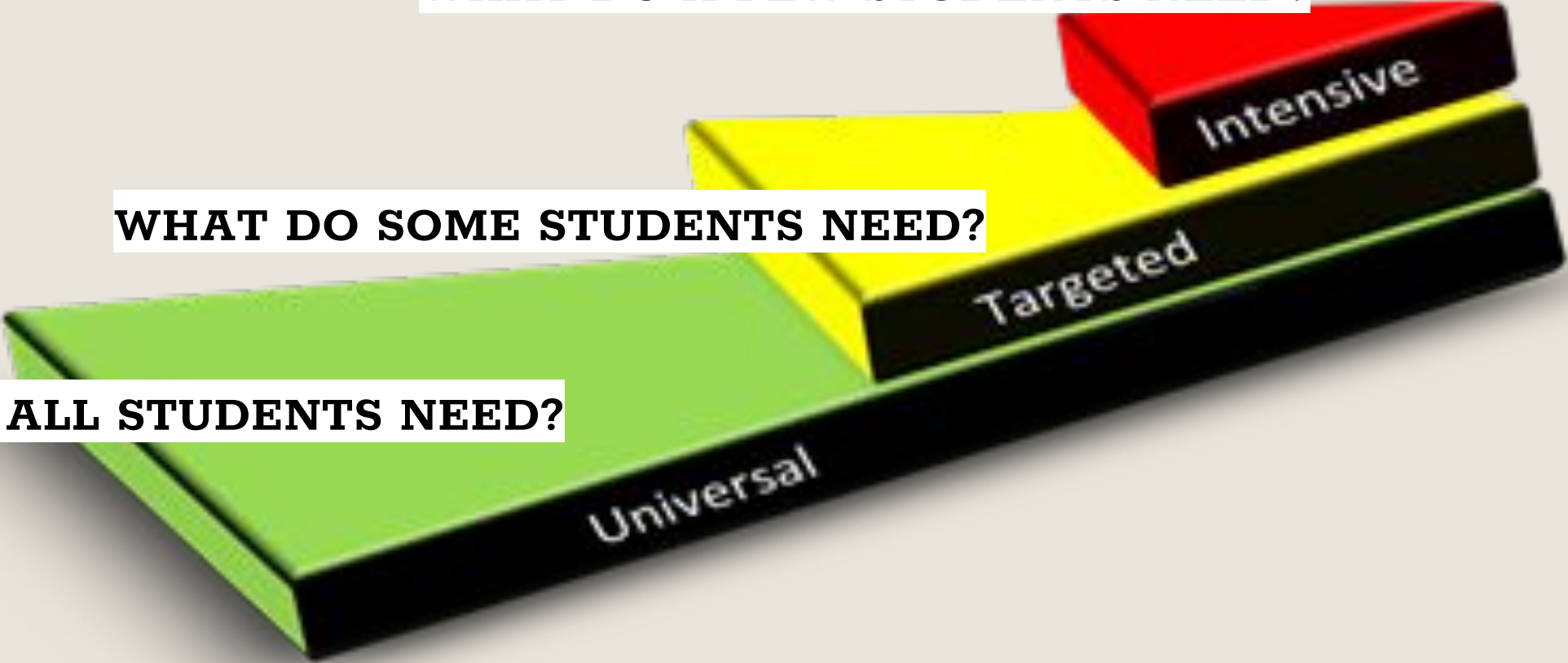
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WHAT DO A FEW STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

WHAT DO ALL STUDENTS NEED?



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Myth #1: It really doesn't apply to all students. Some/Most don't have any problems with behavior.

- Framework for everyone-positive encouragement.
- Better learning environment, Proactive rather than reactive.
- Clear expectations and focus on positive behavior = engaged learners



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Myth #2: It's all about the prizes. I want my students to have intrinsic motivation for their behavior.



- Does not remove intrinsic motivation for behavior.
- Feedback to help guide support future behavior.
- Behaviors and expectations are something to be learned.
- Extrinsic motivation=learned behavior=intrinsic motivation



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Myth #3: It's not reality. It would not work to correct a student's behavior. They need consequences.



- Does not remove remediation for inappropriate behavior.
- Focuses on the positive by laying out clear behavior expectations
- Guide the student and allow them to learn from their mistake.
- Continued patterns of misbehavior = consequence, with an opportunity for reflection.



U.S. NEWS

Better Living Through Hacking

Computer Buffs Turn Public-Data Troves Into Apps and Programs That Aid Residents

BY BEN KESLING

CHICAGO—Cash-strapped cities are turning to an unusual source to improve their online services on the cheap: helpful hackers, who use city data to create tools tracking everything from real-time subway delays to where to get a free flu shot near your home and information about a contentious school-closing plan. Hackers have been popularly portrayed as giving fits to national-security officials and credit-card companies, but the term also refers to people who like to write their own computer programs and help solve a variety of problems. Re-



that want to make better use of civic data.

"It's a yearlong commitment, almost like Peace Corps for geeks," Mr. Whitaker said.

Chicago is one of the cities furthest along in translating its data into useful tools. Besides using the bike-share mapping app, city residents can type in their addresses during flu season and find the nearest place to get a free flu shot. There also is a program that tracks the progress of bills that have been presented at city council meetings.

And the local Red Cross is benefiting from an app that maps house fires and helps determine if anyone lives in the house and might need help recovering and resettling.

Officials see the hackers as a new kind of Red Cross volunteer, helping the organization augment its own app-design team. "We're just dipping our toes in this idea of not reinventing the wheel," said Jim McGowan, who manages operations analysis for the Red Cross in Chicago and wants to make full use of existing applications.

Last year, when Chicago Public Schools announced the agency was considering 129 schools for possible closure or consolidation, Josh Kalov teamed up with a half dozen people to design an application, SchoolCuts.org, to compare all publicly available data on the ones facing closure.

"The SchoolCuts group came together at hack night," said Mr. Kalov, a 29-year-old data analyst interested in open government. The program was used by parents and city officials alike to better compare data on the schools and foster a more reasoned debate.

John Tolva, Chicago's chief technology officer, said he and other officials support this kind of use of public data, even when it fuels criticism of some city initiatives. "People have to feel a real conviction about an issue to create an application," he said. "We had our own data, but let's face it, it was a useful tool."

4 Steps to Implement RTI Correctly

VanDerHeyden et al.

Last year, Chicago Mayor Rahm Emanuel signed an executive order mandating the city make available all data not protected by privacy laws. Today, the city has nearly 950 data sets publicly available, the most of any U.S. city, according to Code for America, a nonprofit that promotes openness in government.

Opening up data for hackers to turn into useful programs stretches scarce tax dollars. "As a city IT department, we're never going to be able to build all the apps the people of Chicago could want," said Brenna Berman, of the city's Department of Innovation and Technology.

At a recent hacker meeting on the 12th floor of a building

bikes. The group started chattering about all the tools they might be able to build based on the bike data, such as which routes are most popular or which stations see the most broken bikes, and use that to improve service.

Christopher Whitaker, who heads Chicago's Code for America team, also showed off 311 Service Tracker Chicago, a program from his group and the city that helps residents track the status of service requests for things such as removing abandoned vehicles or filling potholes.

"Now, when you file a request in Chicago, you get a tracking number like you would from UPS," Mr. Whitaker said. People can go to the

website, enter the tracking number and see which city department is working on the problem and the status of the request.

Although officials work to scrub data of anything that could cause privacy violations, there are still some concerns about privacy as more in-depth data sets are opened to the public.

"Anonymization is not a perfect science...there's always going to be risk," said Chris Soghoian, a policy analyst with the American Civil Liberties Union's Speech, Privacy and Technology Project.

Still, the civic hacking movement is gaining traction across the country.

Last year in New York, a free program called Embark that tracks train locations in real time and maps out routes for subway riders won a contest sponsored by the Metropolitan Transportation Authority. San Francisco has a free

iPhone app that helps people use public parks and areas by providing parking information and class schedules and showing photos of the green spaces. Even a smaller city, such as South Bend, Ind., can rely on hackers to help sort city data.

"The bottom line is all this data already belongs to the public," said South Bend Mayor Pete Buttigieg. "It's not costly and it's not a radical policy shift."

Hackers are helping the city sift through volumes of unorganized data and turn it into useful information, an important task for a town with limited budget and staff. "In some ways, the smaller the government, the more you rely on people to find things," Mr. Buttigieg said.

Code for America, a national nonprofit, has fellows in 10 cities from South Bend to Louisville, Ky., this summer. The goal is to place programming volunteers in cities of all sizes



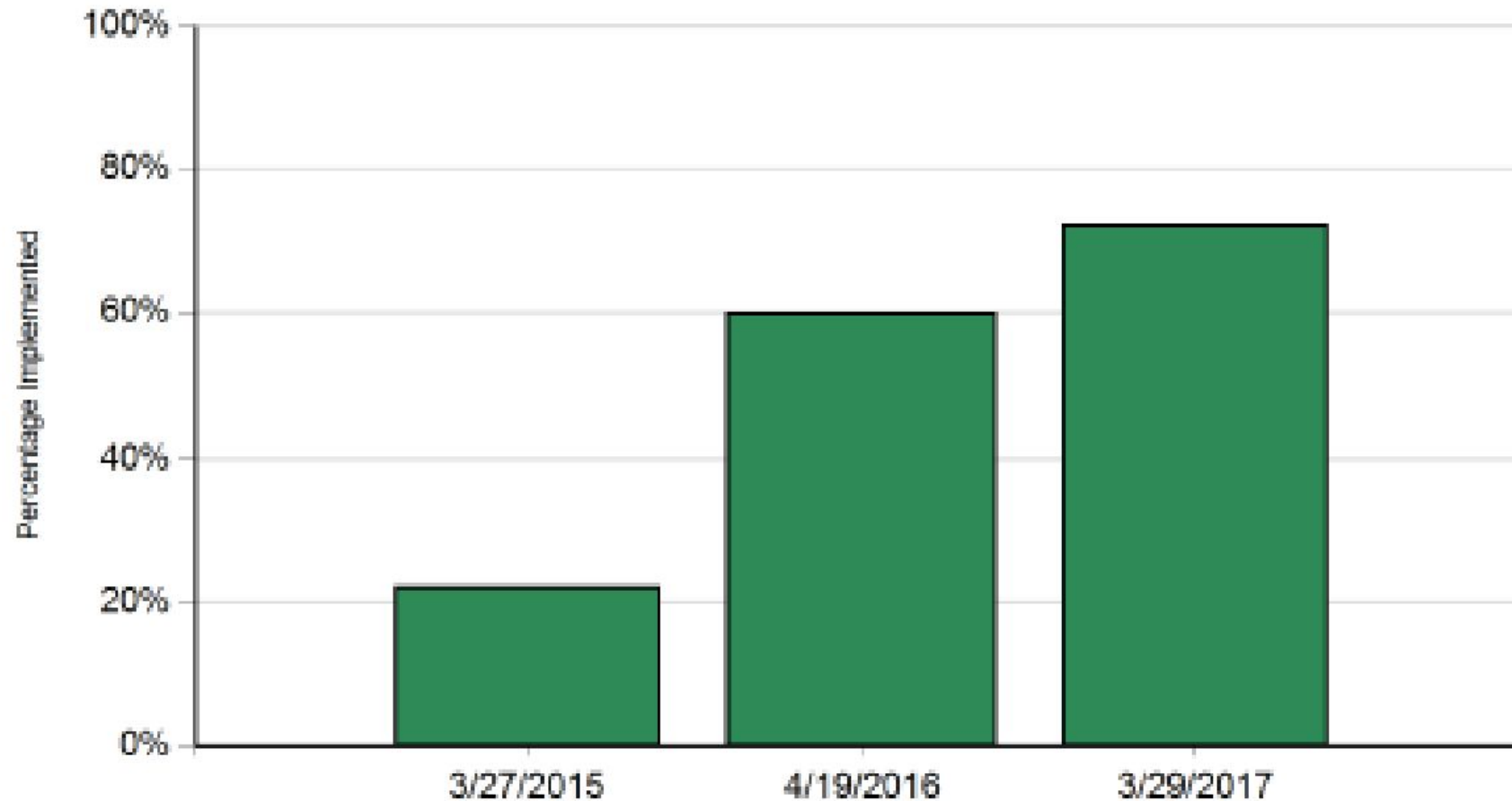
Small Group Activity

- Please read the intro to yourself
- 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



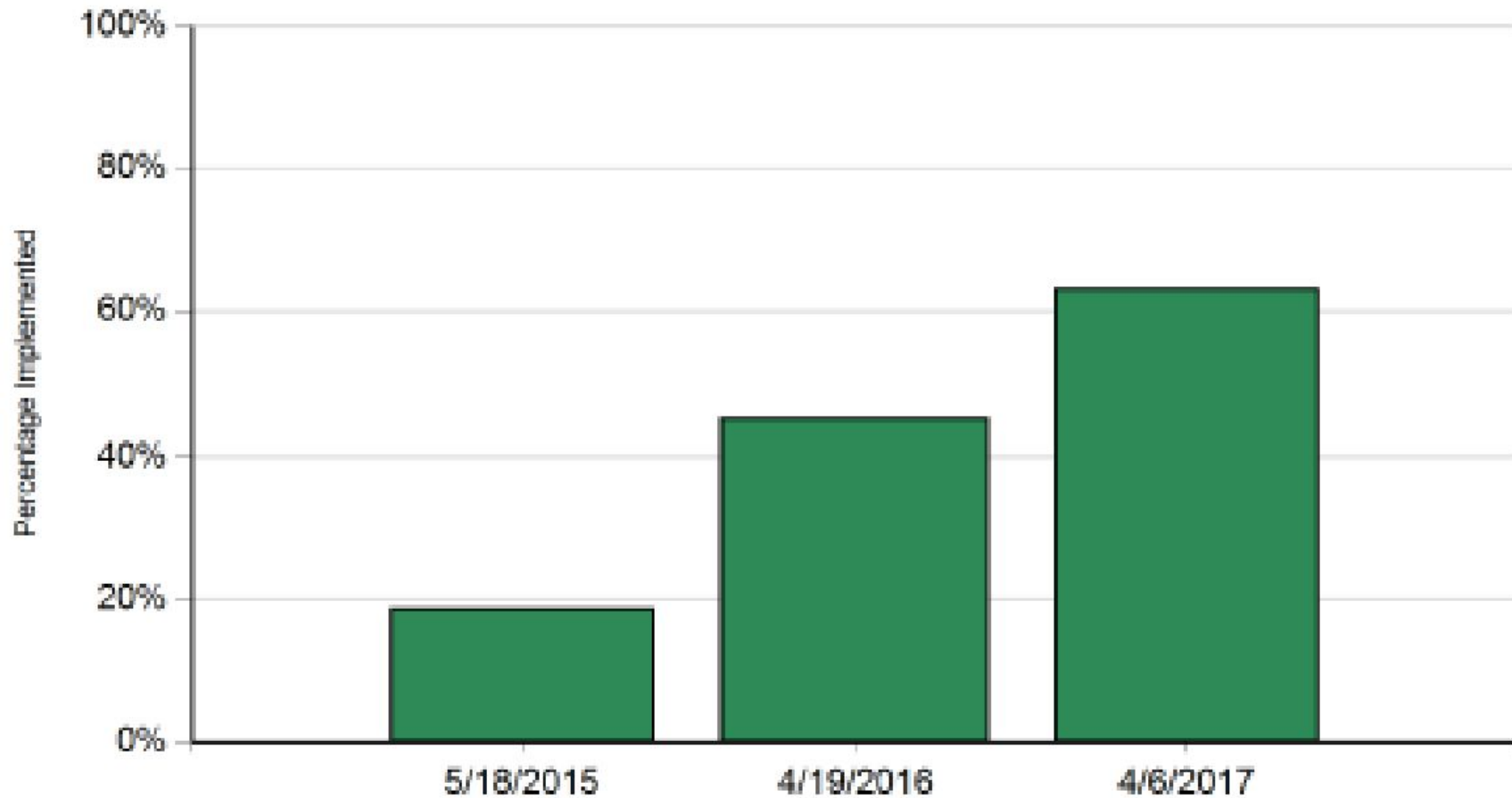
TFI SCORE--ELEMENTARY @jfantigrossi #wflleaders

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



TFI SCORE FOR MS/HS ^{@ifantigrossi #wflleaders}

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



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Best Practices

Next
Exit



TIER 1 Programs

TIER 2 Interventions

TIER 3 Interventions

How to Adult

SW-PBIS

Second Step

Botvin's Life Skills

Project Success

RRR

Incredible Years

Primary Project

NYS Mentoring

Check In/ Check Out

FACT

Why Try

Goal Attainment Scaling

Wrap/Renew

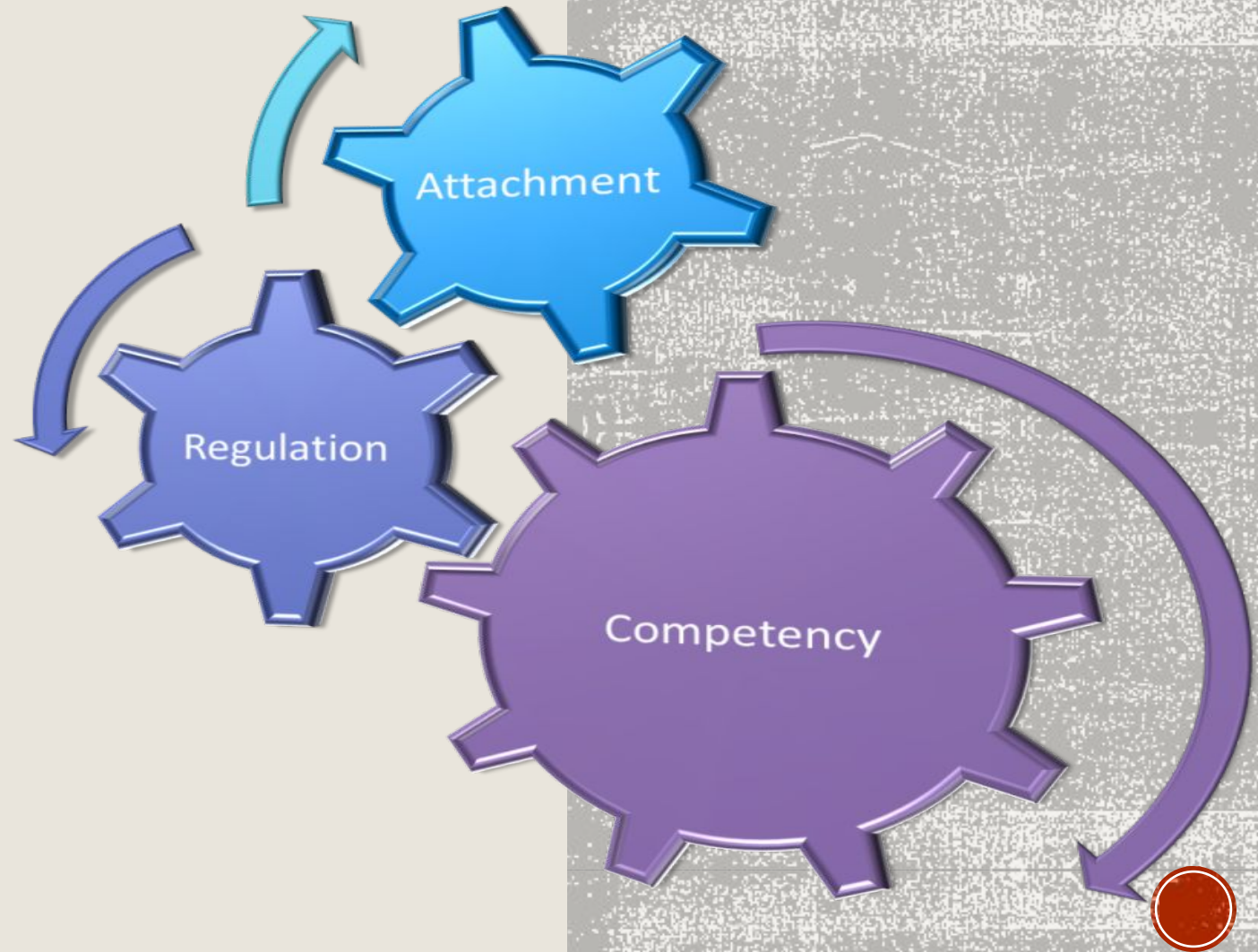
YAP Mentoring (before
involvement with court)

PINS

Satellite MH Office in School
Building

A FRAMEWORK TO HELP

ATTACHMENT
REGULATION
(SELF)
COMPETENCY



arcframework.org

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 activities (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)

TIER 1-FOR ALL STUDENTS

- Academic side=grade-level teams
- Behavioral side=Tier 1 team
- Ongoing support of ROAR
- 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**



TIER 2-FOR SOME STUDENTS

Data-informed meetings

- Review team and process team
- Focus on targeted group intervention
- Review team weekly-review RFAs and decision rules
- Process team every 8 weeks-**Progress Monitoring of intervention, not students**



Tier 2 Interventions

Continuum of Groups: Why Try, social skills

Mentoring: Hobart College, Leadership Class, Teacher to student mentoring

Academic Interventions: AIS Reading/Math, Academic Seminar, IReady

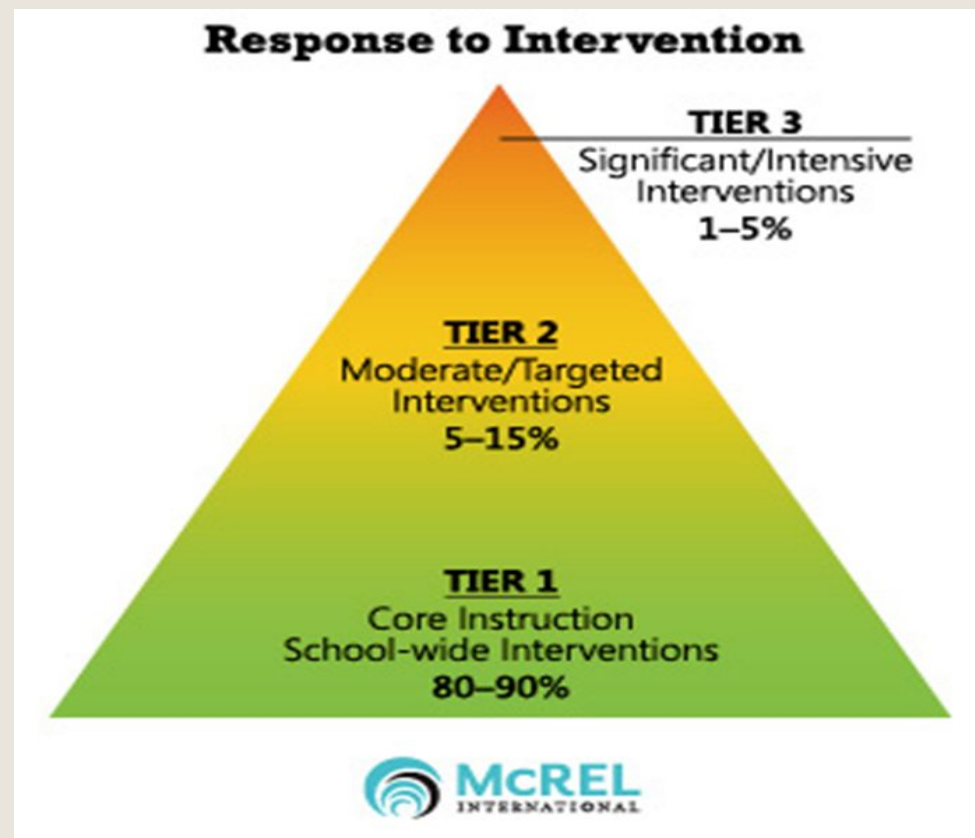
Community Services: 3 full-time counselors from community agencies in house

Check in Check out: 1st Tier 2 intervention for most students



TIER 3-FOR A FEW STUDENTS

- SST meets weekly-reviews RFA and crisis
- Individualized team meets when needed-WRAP/RENEW
- Discusses individualized interventions for students
- **Community agency support**



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Think, Pair, Share

What data from your building/district could inform these systems and practices?



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

Data & Planning Forums (Early Childhood, Prevention Etc)

POSSIBLE:

Strengths Based
Coaching (Gallup)

Covey- 7 Habits

Responsive
Classroom

SELF- CARE

HOW DO YOU RECHARGE & HEAL?

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



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



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