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# Tier II Interventions

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Joseph Fantigrossi, EdD  
Pre K-12 Intervention Coordinator  
Nate Hawver, Child Care Program Director  
Lyons CSD



# What lives under the MTSS Umbrella

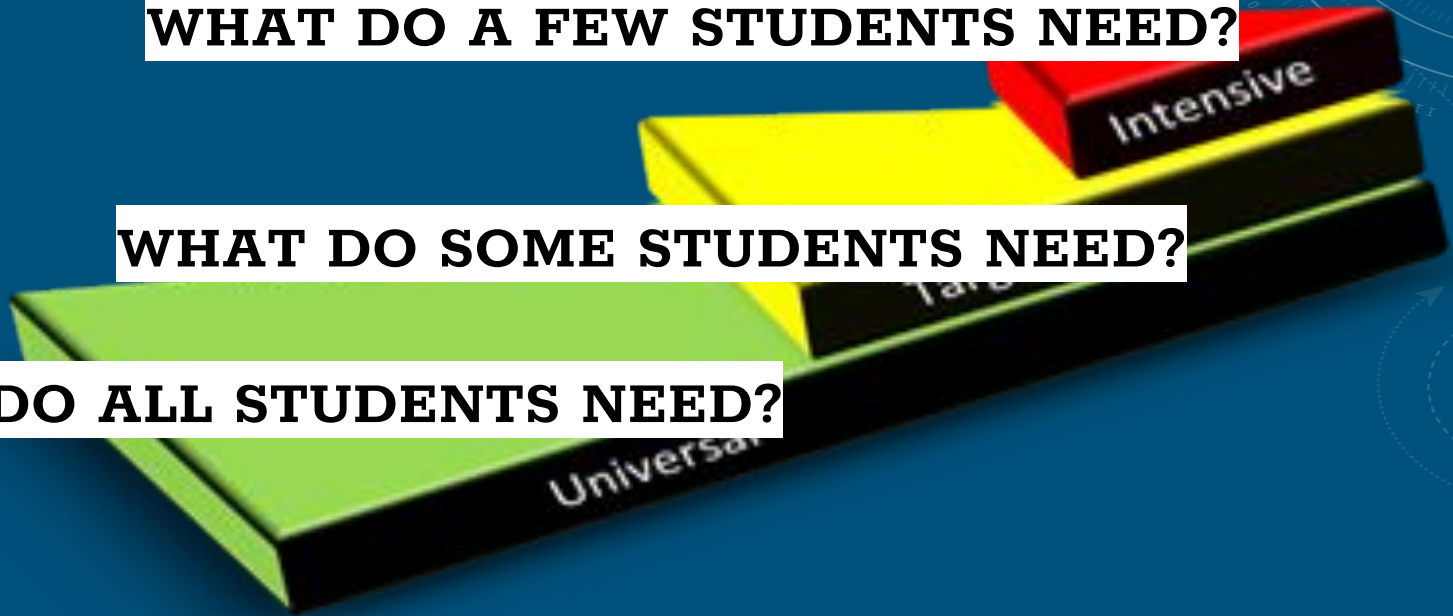


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**WHAT DO A FEW STUDENTS NEED?**

**WHAT DO SOME STUDENTS NEED?**

**WHAT DO ALL STUDENTS NEED?**



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Discuss with someone near you

Why is the MTSS triangle on  
its side?

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You cannot  
out-intervention  
ineffective Tier I  
practices

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

## TIER 1 Programs

How to Adult

SW-PBIS

Second Step

Botvin's Life Skills

Project Success

RRR

Incredible Years

## TIER 2 Interventions

NYS Mentoring

Primary Project

Check In/ Check Out

Why Try

## TIER 3 Interventions

Wrap/Renew

YAP Mentoring (before  
involvement with court)

PINS

Satellite MH Office in  
School Building

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Discuss with someone different than before

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What are some practices you use in your buildings to help small groups of students at the Tier II level?



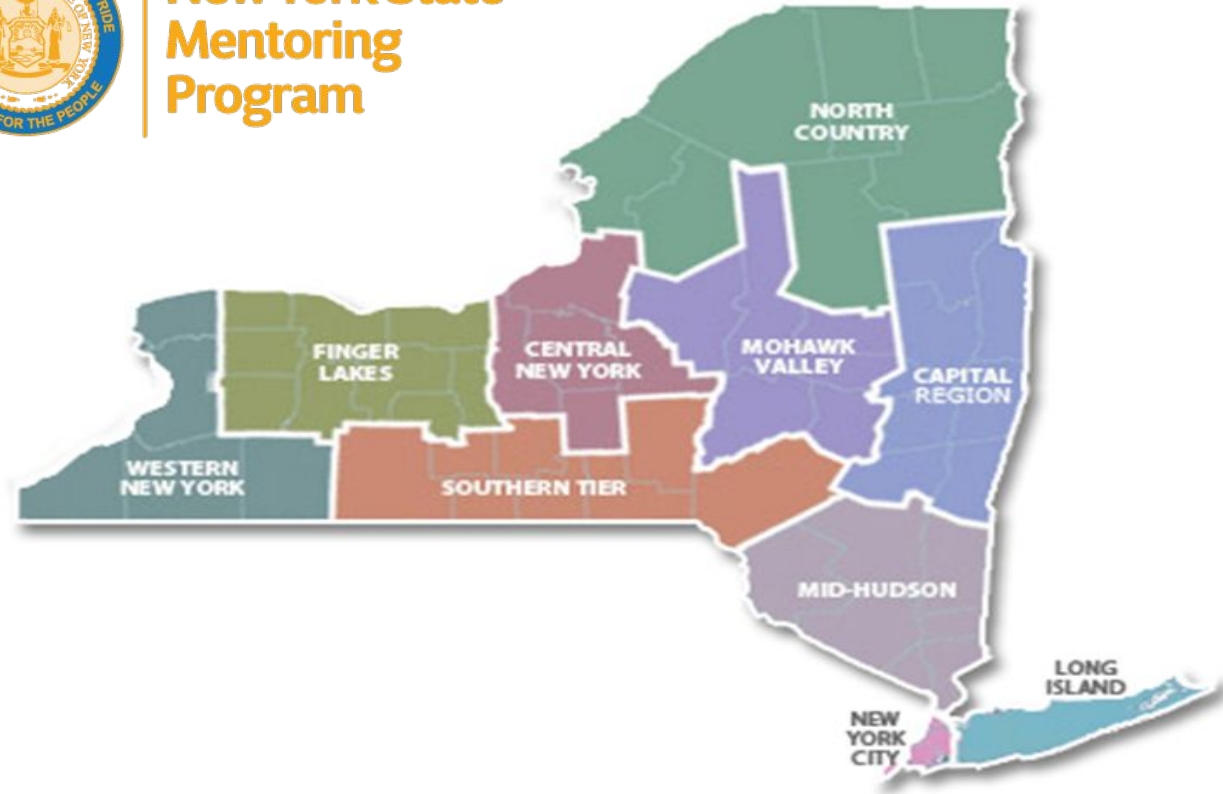
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# NYS Mentoring

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## New York State Mentoring Program





## The Definition of Mentoring

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### **Men·toring** (*n*)<sup>1</sup>:

Mentoring is a structured and trusting relationship that brings a young person together with a caring individual who offers guidance, support and encouragement aimed at developing the competence and character of the mentee.

## Benefits of Having a Mentor

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- 1:1 Personal Support
- Build relationships with positive role model; companionship, trust
- Academic support
- Build self-esteem
- Improved communication skills
- Reduce disciplinary interventions

## Benefits of Having a Mentor

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**59%**  
**OF MENTORED TEENS**  
**GET BETTER**  
**GRADES**

STUDENTS WHO MEET  
REGULARLY WITH MENTORS ARE

**52% LESS LIKELY**

THAN THEIR PEERS TO SKIP  
A DAY OF SCHOOL

YOUTH WHO MEET REGULARLY  
WITH MENTORS ARE

**46% LESS LIKELY**

THAN THEIR PEERS TO START  
USING ILLEGAL DRUGS

## Program Information

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### New York State Mentoring Program

- New York State Program operated by OCFS
- One-to-One
- School based
- Screen and train mentors

# Program Overview

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## Site-Based Programming

NYSMP offers a site-based mentoring program. What this means is the program was thoughtfully and scientifically designed to give both mentors and mentees the best support possible. We do this a few different ways....

- **Commitment of one academic year**
- **Same location**
- **Same time**
- **Same day**
- **Ongoing Support (Site Coordinator)**
- **Thoughtful Matching**





## Program Information

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### New York State Mentoring Program

- Program Coordinator
  - Chosen by school district
  - Oversees matching
  - Monitors pairs
  - Plans and facilitates activities

## Program Information

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Who is the program designed for?

## Peer Mentoring

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### Peer Mentoring - Adapting the NYSMP Framework

- High school students
- Trained by NYSMP
- Paired with elementary school students

# Peer Mentoring





# Wayne County Celebration of Mentoring 2018

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## Contact Information

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### **Melinda Sanderson**

New York State Mentoring Program, Director - Upstate

[Melinda.Sanderson@ocfs.ny.gov](mailto:Melinda.Sanderson@ocfs.ny.gov)

(646) 565-7676

[www.ny.gov/mentoring](http://www.ny.gov/mentoring)

# Primary Project

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- Through play, helps children in Pre-K through third grade adjust to school, gain confidence, social skills, and focus on learning.
- Child-centered play therapy
- 3 year grant
- Teacher-Child Rating Scale

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# What is CICO?



A school based program for providing daily support and monitoring to students who are at risk of developing serious or chronic problem behavior.

Attention seekers\*\*

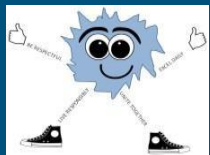
<https://www.youtube.com/watch?v=GMo5aAm2rVw>



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# Check-In Check-Out Vocab

- ✓ **Greeter:** the person who checks in and out with a student at the beginning and end of every day
- ✓ **Daily Progress Report (DPR):** a paper or card that a student carries with them on which their classroom teacher provides feedback (points) about the student's behavior



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# Daily Progress Report

BLUE	Morning Academics	Lunch	Afternoon Academics	Special	Special or -----
Be Respectful	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Live Responsibly	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Unite Together	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Excel Daily	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Total Points					
Teacher Initial					
Check In:		Check Out:		Total Points: ____/40	

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# Check-In Check-Out Process

- ✓ Student checks in with their assigned **GREETER**
- ✓ Student carries **DPR** with them all day
- ✓ Teacher positively checks in with student at certain points in the day
- ✓ Student checks out with **GREETER** at the end of the day

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# Why does CICO work?

- Behavioral expectations are clearly defined and students receive more frequent feedback and reinforcement
- Provides increased adult attention regardless of behavior



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# Home-School Connection

- Parents should be informed:
  - When CICO begins
  - Of the child's CICO points regularly
  - When CICO is fading and ends

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# How to fade CICO?

- Decrease frequency of teacher feedback
- Move toward self-monitoring
- Decrease frequency of check in/out

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## Self-Reflection

How would CICO work in your building?  
What challenges would exist?

## Why Try

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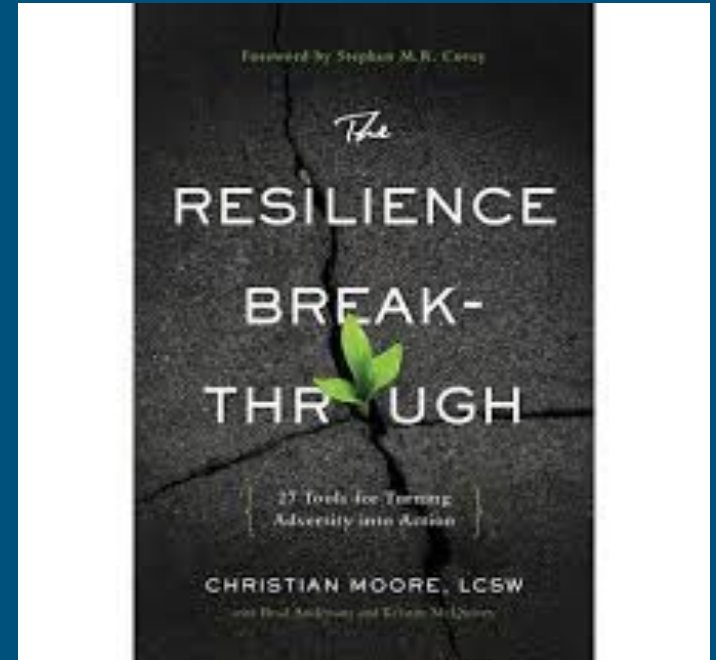
- Resilience education curriculum
- Can be offered in 9, 18, or 40 week increments
- 18,000 Schools and 500 School Districts



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# The Resilience Break-Through (C. Moore)

- Adversity and Anger = Fuel
- Flip the Switch
- 4 types of resilience
  - Relational
  - Street
  - Resource
  - Rock Bottom



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# Relational Resilience

- Others depend on you
- Draw strength from others
- Loneliness is a powerful enemy of resilience
- “Everyone needs to be needed by someone.”

# Street Resilience @rossi #timtss

- Channeling your emotions, instead of letting your emotions use you
- Use disrespect, discrimination, or regret for good, no matter the circumstances.
- Thriving on mistakes

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# Resource Resilience

- Resilience can be increased by tapping into resources you currently possess
- Realization that you have undeveloped talents and untapped capabilities
- What are you doing when you are feeling most fulfilled?





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# Rock Bottom Resilience

- Ability to flip the switch when you're at your lowest point
- Believe in your ability to change your circumstances , combat hopelessness, and fight on
- "Losing in the past does not equal losing in the future."

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## Small Group Work

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What Tier II interventions are you using currently (both academic and social-emotional)?

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# THANK YOU!

- [jfantigrossi@lyonscsd.org](mailto:jfantigrossi@lyonscsd.org)
- @jfantigrossi on Twitter
- Joseph Fantigrossi on Facebook and Linked In
- JosephFantigrossi.com
- <http://bit.ly/wayne-cty-mtss>