

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



Joseph D. Fantigrossi, Ed.D.
Pre K-12 Intervention Coordinator
Lyons CSD

Today's Goals

Why?

What?

How?



Today's Agenda

www.JosephFantigrossi.com

- **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 is not the event.

Trauma is the response.

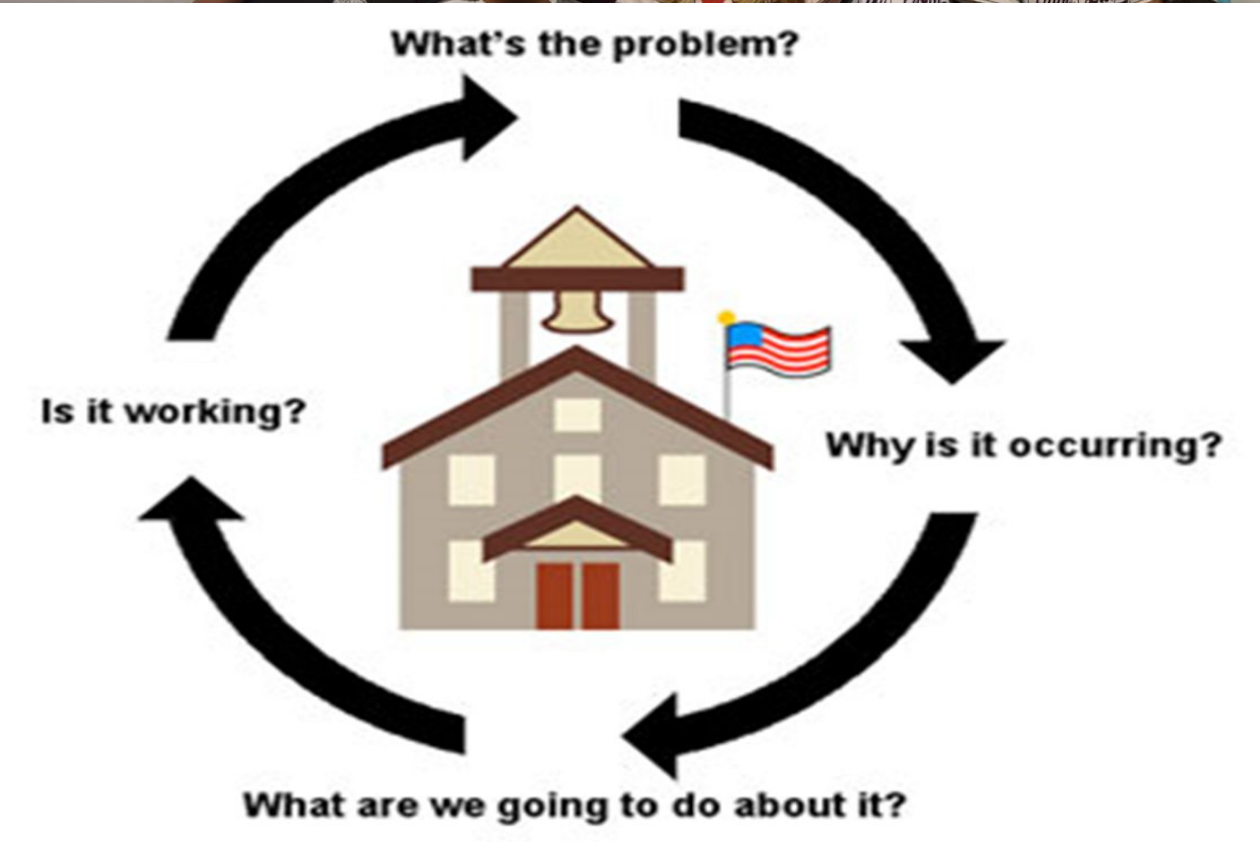
Each individual responds differently.

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





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



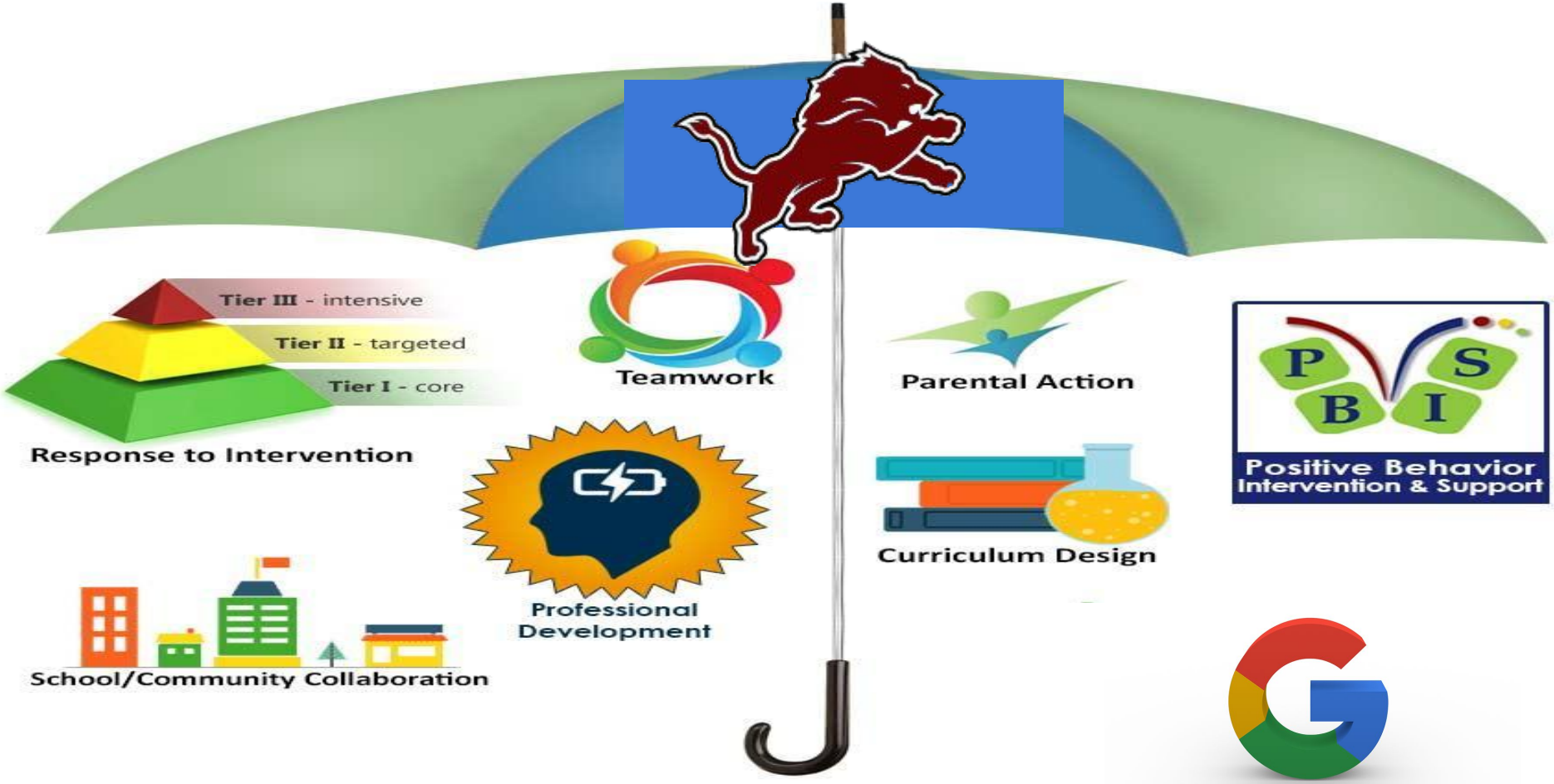
Culturally Valid
Information for
Decisions

Culturally Relevant & Effective
Instruction

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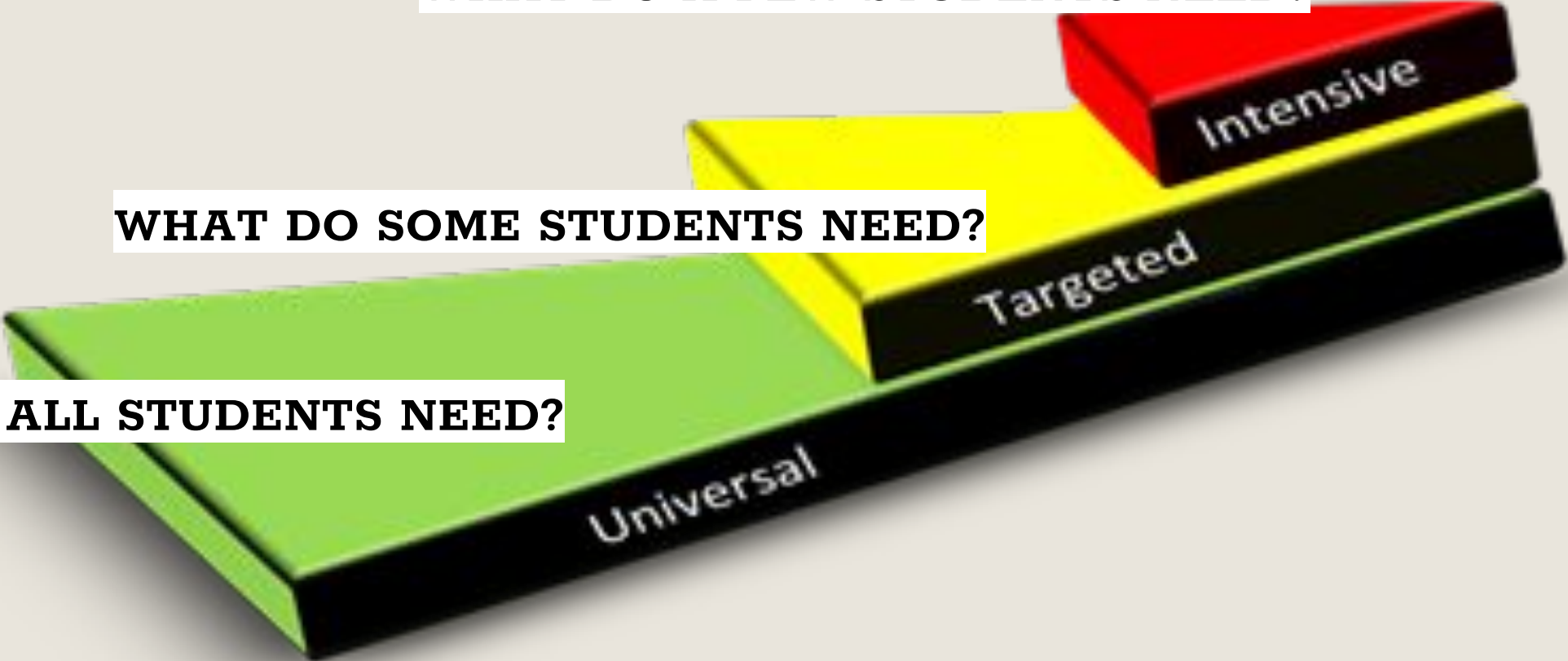
What lives under the MTSS Umbrella



WHAT DO A FEW STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

WHAT DO ALL STUDENTS NEED?







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



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



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.



Myth #4: *This is a “one-size-fits-all” approach, and I like to deal with things in my classroom as I see fit.*



- Does not remove autonomy, framework of expectations
- Concise, positive behavior expectations= productive learning environment.

MTSS is a framework that provides a positive learning environment which benefits both students and teachers.



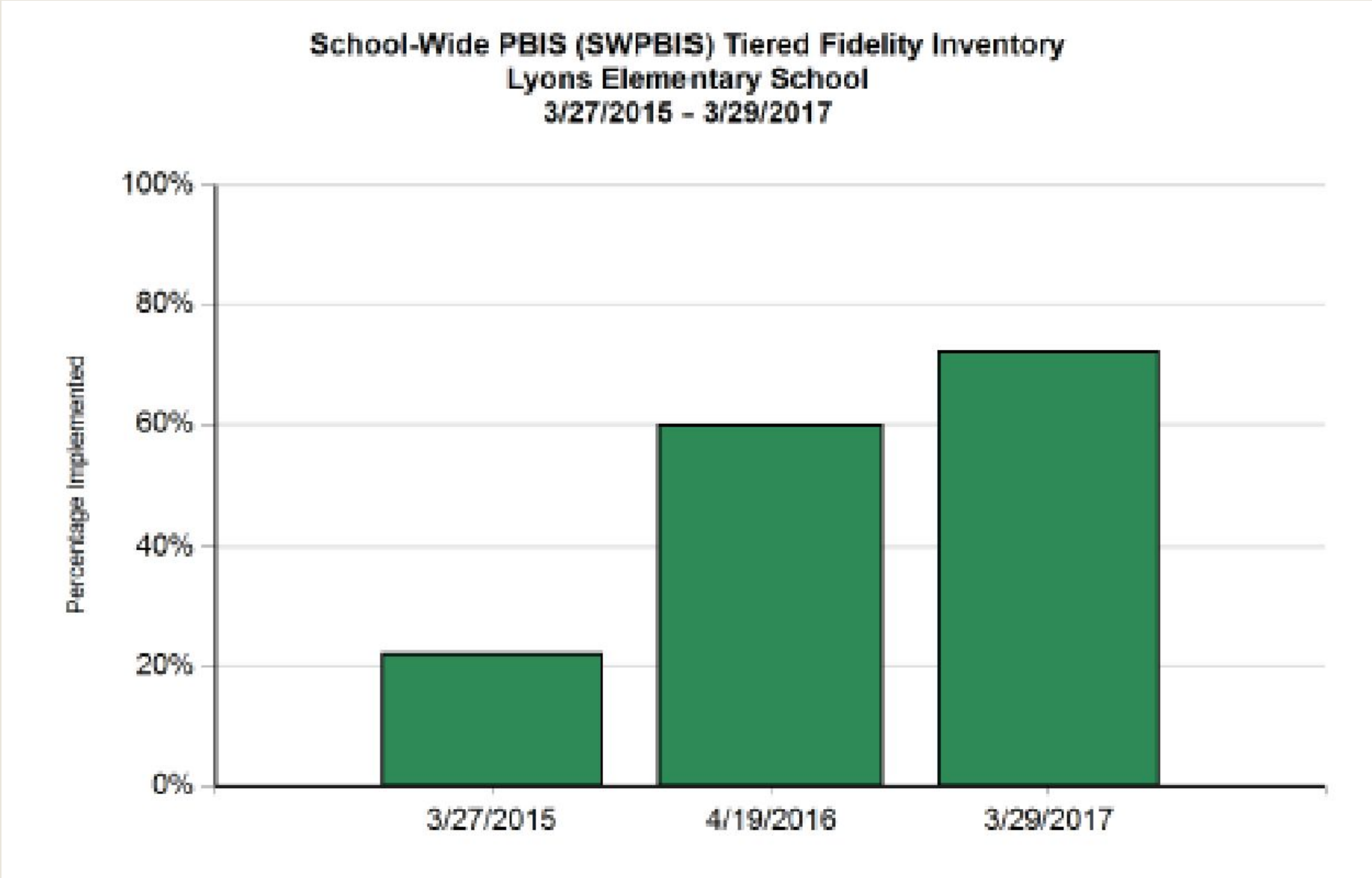
Classroom Strategies Menu

Small Group Activity

- Please read the intro to yourself
- Document broken into 3 sections
- 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

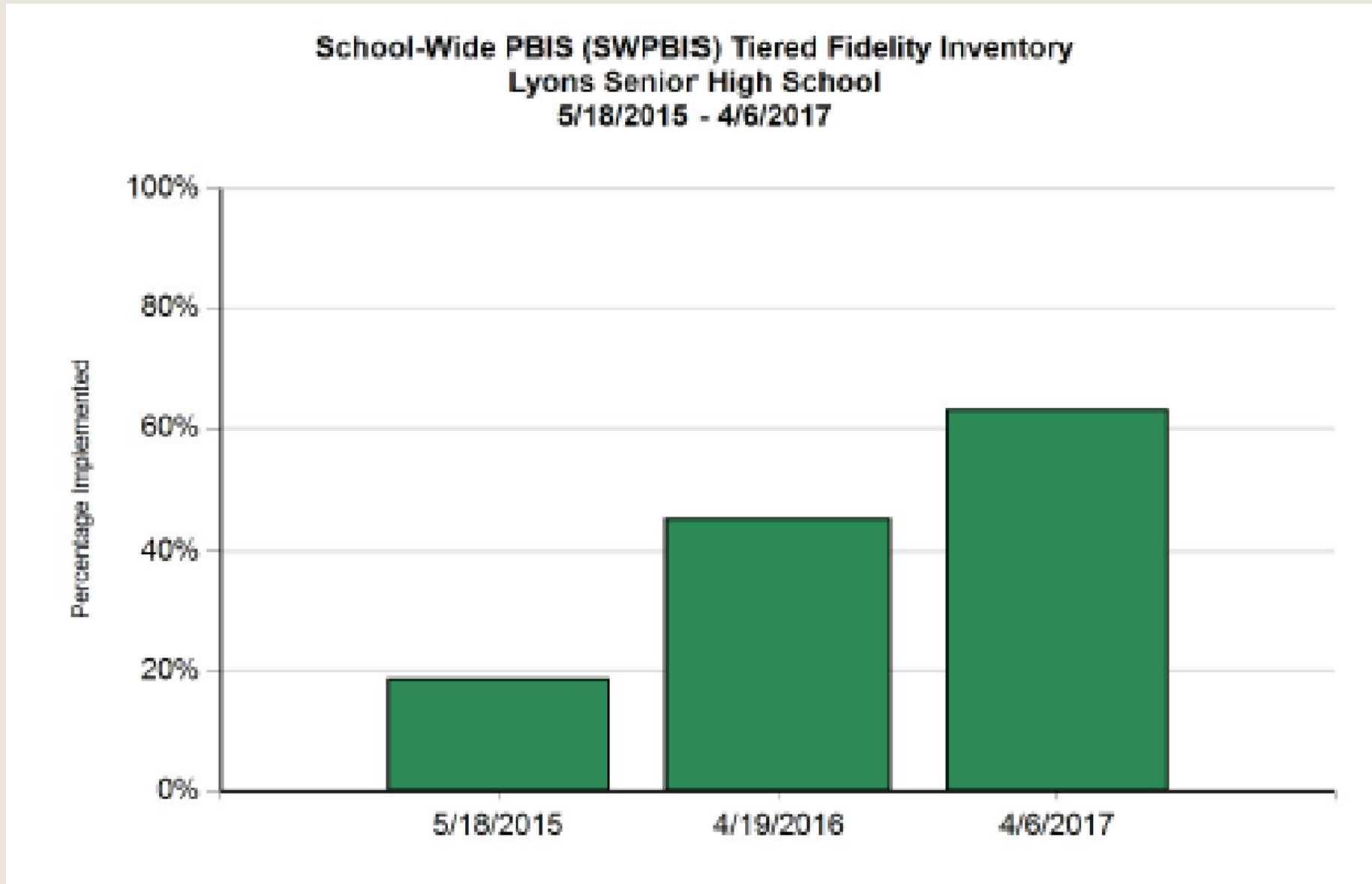


TFI SCORE--ELEMENTARY



TFI SCORE FOR MS/HS

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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

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

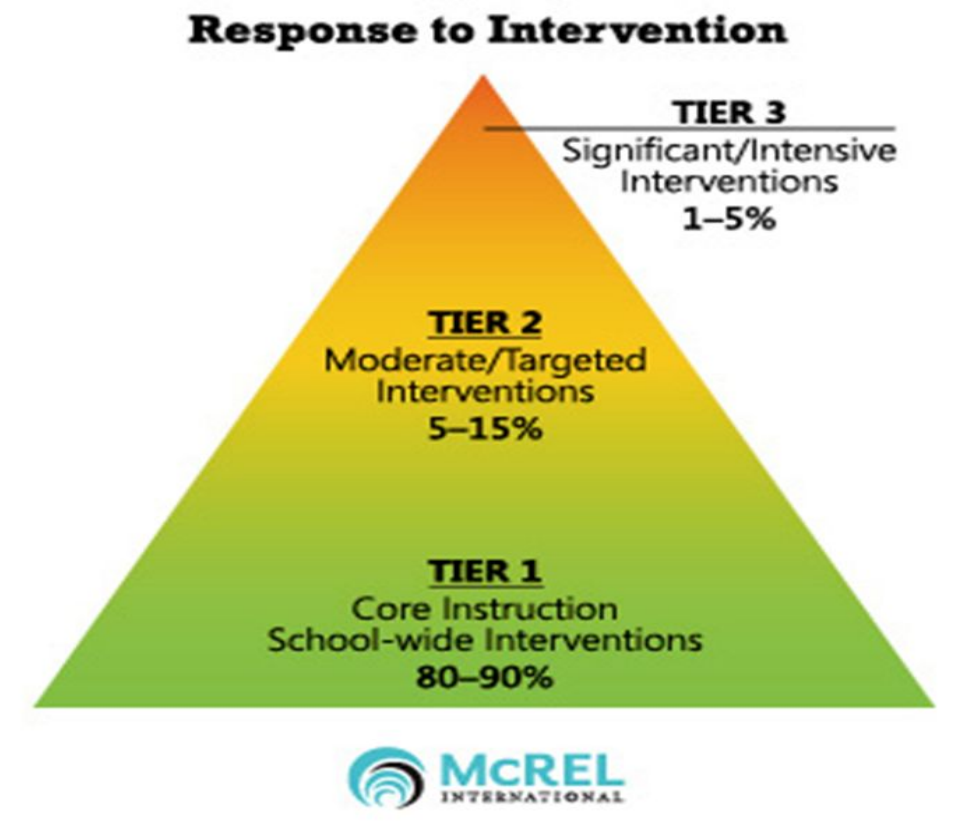
Community Services: 3 full-time counselors from community agencies in house

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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4528 to 2361



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



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 systematically responsive to student needs.



THANK YOU!

- jfantigrossi@lyonscsd.org
- @jfantigrossi on Twitter
- JosephFantigrossi.com
- <http://bit.ly/wayne-cty-mtss>

