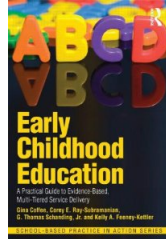## Building Multi-tiered Systems of Support in Early Childhood

Texas Association of
School Psychologists
Summer Institute 2013

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Presenter

- G. Thomas Schanding, Jr., Ph.D., NCSP
  – Sheldon Independent School District

- Adapted from presentation at the National Association of School Psychologists
  – Early Childhood Education: Evidence-Based Multi-Tiered Service Delivery

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Overview

- What's happening in Early Childhood Education with RTI/Multi-Tiered Systems of Support?
- What do you need to know about universal screening in ECE?
- What do you need to know about academic and behavioral interventions/progress monitoring?
- How to keep families engaged?
- What's a plan for my school?

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The State of the Union

- Over 12 million children ages 3-5 in the United States!!
  - Over half of 3-4 yos attend school

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Good News!

- We have the opportunity to directly intervene with children at an earlier age to prevent, identify and treat childhood disabilities!

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Multi-Tiered Systems of Support

- Response-to-Intervention (RTI)
- Positive Behavior Intervention Supports (PBIS)

- Components of MTSS

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Components of MTSS

- Identification of Child's Strengths and Needs
  - Screening, Assessment, and Progress Monitoring
- Evidence-Based Practices and Standard Protocols
- Fidelity of Implementation
- Collaborative Problem-Solving
- Parental and Family Engagement

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Kansas State Department of Education

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What Laws Support ECE MTSS

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Organizations Supporting ECE MTSS

- National Association for the Education of Young Children
- Council for Exceptional Children
- National Professional Development Center on Inclusion
- American Psychological Association
- National Association of School Psychologists

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UNIVERSAL SCREENING OF SOCIAL-EMOTIONAL & BEHAVIORAL FUNCTIONING

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Why Screen for Social-Emotional & Behavioral Problems?

- 20% of children and adolescents have an identified mental health problem (U.S. Surgeon General's Report).
  - In early childhood populations – mean occurrence rate is 19.5%
- Prevalence rates are likely underestimated.
  - Rates do not include youth with subclinical presentations.
- Screening is linked to prevention.

National Scientific Council on the Developing Child (2008)

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Why Screen?

- Many disorders begin in early childhood.
- Problems are linked to diminished functioning (social, academic)
- Long-term consequences of untreated mental health problems
- Cost burden for society

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Key Considerations

- Population of interest
- Type of social-emotional/behavioral problem to be screened
  - Typically begin broadly (internalizing & externalizing)
- Method of screening
  - All children, small groups of children, etc.
  - Rating scales, questionnaires, tiered approach
  - Response format
  - Informant type (parent, teacher)

Feeney-Kettler, Kratochwill, Kaiser, Hemmeter, & Kettler (2010)

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Required Resources

- Examine the infrastructure, determining:
  - Time needed for administration
    - *Recommendation*: no more than 10 minutes per student during a universal screening phase
  - Professional development needed
  - When you will administer the screener
  - How it will be scored? Interpreted?

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Required Resources Con't

– Necessary personnel to
- Administer the screener
- Score the screener
- Interpret the screener
- Provide feedback to families
- Provide evidence-based services to those identified as at-risk

– Financial resources for screening, professional development, and evidence-based services

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Additional Considerations in Evaluating Screening Tools

- Acceptability with key stakeholders
  – parents, teachers, administrators
- Accommodations needed for informants
- Consent issues (active vs. passive)

Kettler & Feeney-Kettler (2011); Glover & Albers (2007)

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Additional Considerations in Evaluating Screening Tools

- Psychometric properties
  – Reliability
  – Validity
  – Conditional probability indices
    - How well the instrument distinguishes children with problems from those without problems.
    - Reducing the number of false positives and false negatives
  – Demographic makeup of the normative population
  – Use of the instrument with CLD children

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Examples of Screening Systems

- Limited number for preschool population
- There are 3 published tools and 1 unpublished tool that currently screen for social-emotional problems in children ages 3-5.
- Includes tools that are broad-band measures, cost & time efficient, and can be used on a large group.

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Specific Screeners

- Early Screening Project (ESP; Walker, et al, 1995)
- Behavior & Emotional Screening System (BASC-2 BESS; Kamphaus & Reynolds, 2007)
- Ages & Stages Questionnaires, Social-Emotional (ASQ-SE; Squires et al, 2002)

Unpublished Measure:
- Preschool Behavior Screening System (PBSS; Feeney-Kettler, Kratochwill, & Kettler, 2011)

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The Early Screening Project (ESP)

- http://esp.ori.org/
- The only multiple stage screening system for early childhood populations.
- Stage 1: Teacher nomination
  - Internalizing and externalizing problems
  - Rank ordering of children based on symptom severity
  - The 3 highest ranked internalizers & externalizers advance for additional screening
- Stage 2: Teacher questionnaire completion regarding:
  - Presence or absence of critical behaviors
  - Frequency of adaptive and maladaptive behaviors
  - Frequency of aggressive behaviors (for top externalizers)
  - Frequency of social behavior (for top internalizers)
- Stage 3: Observations of students (optional)

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BASC-2
Behavioral and Emotional
Screening System

- Parent, Teacher, and Student Rating Scale
  - 5 – 10 minutes to complete
  - Incorporated into AIMSWeb – Includes Social Skills screener
- BASC-2 BESS contains a published intervention guide and "tip sheets" for parents

- 25 forms for $27.20

- Available in English and Spanish

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Ages and Stages Questionnaire – Social-Emotional **ASQ:SE**

- 10 – 15 minutes to complete
  - Parent/Caregiver and Professional/Paraprofessional
- Online option
- ASQ-SE measures 7 constructs:
  - Self-regulation, compliance, communication, adaptive functioning, autonomy, affect, & interaction with people
  - Takes 10-15 minutes per child
  - May not be useful for class-wide screening

- $225 for Starter Kit – Printable PDFs
- Available in English and Spanish

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The Preschool Behavior Screening System (PBSS)

- Also a multiple stage screener (unpublished)

- Incorporates parents throughout the process

- Does not limit the number of students screened in the second stage

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Other options for more Targeted Assessment

- Achenbach System of Empirically Based Assessment (ASEBA)
- Behavior Assessment System for Children-2 (BASC-2)
- Preschool and Kindergarten Behavior Scales-2 (PKBS-2)
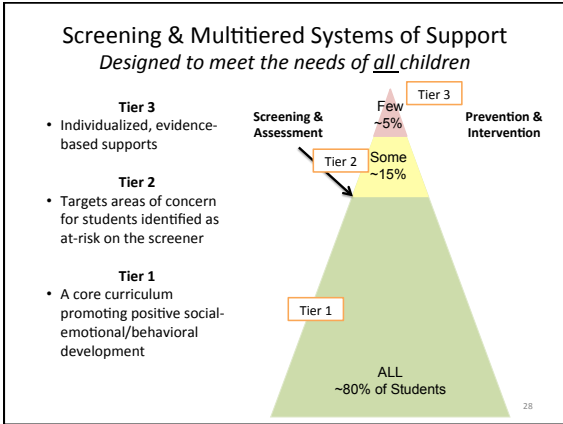
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When Should you Screen?

- Depends on the preschool setting & resources
- Ideally – 2 times/year (Fall & Spring)
- Young children's development changes rapidly
- Should wait until children have been in school for at least 30 days
- Check the particular measure for rules regarding how long the informant should know the child before completing the screener

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Important Considerations for Early Childhood Populations

- Areas of development are closely tied together
  – Physical, language, social-emotional
  – Examples
- Always asses all domains of functioning for those students whose screening indicates an elevated risk status for social-emotional/ behavioral problems.
- Consider influence of environmental variables & setting events

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Screening & Multitiered Systems of Support
Designed to meet the needs of <u>all</u> children

Tier 3
- Individualized, evidence-based supports

Tier 2
- Targets areas of concern for students identified as at-risk on the screener

Tier 1
- A core curriculum promoting positive social-emotional/behavioral development

Tier 3

Screening & Assessment

Prevention & Intervention

Few ~5%

Tier 2

Some ~15%

Tier 1

ALL ~80% of Students

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Additional Suggestions

- Partner with local mental health agencies and/or outside providers.
- Have the evidence-based prevention/ intervention strategies in mind before implementing a screener.
- Consider how to partner with parents from the beginning.
- Select a screening tool that fits with your organization and ultimate goals.

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SOCIAL-EMOTIONAL & BEHAVIORAL INTERVENTIONS & PROGRESS MONITORING

Tiers 1, 2, and 3

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School-wide PBIS is…

- A process, not a packaged program.
  - The components are individualized and always changing to meet the needs of the school.
- It is proactive
  - Discipline data is collected systematically & examined for patterns & possible causes of inappropriate behavior.
  - Data is used to develop interventions to prevent problem behavior.
- It is educative
  - We do not assume that students know how to behave appropriately in school (consider multiple cultures/backgrounds)
    - We wouldn't assume that students know how to do long division before coming to school, right?
  - We TEACH behavior just as we teach academics.
- It is functional
  - Students behave a certain way for a reason (functions are identified)

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School-wide PBIS Looks Like…

- **Data** are collected systematically and frequently examined.
  - What type of data?
- There are consistent discipline **processes and procedures** throughout the school.
- There are a set of school-wide **expectations** & rules for all settings.
  - These expectations are **TAUGHT** to students!
- There is a **reward system** to encourage appropriate behavior and effective consequences to discourage inappropriate behaviors.

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SWPBIS: Important Components

- Administrative Support/Buy-in
- Behavior Matrix (expectations) & Discipline Procedures
  - Expectations (Social Skills)
  - Setting (Natural Context – where do you want them to perform the behavior?)
  - Behaviors (Specific Examples)
- Data collection system (e.g., www.swis.org)
- Team (representative of staff)
  - Reviews data
  - Plans lessons
  - Examines Tier II/III situations (decision rules)
- System for recognizing good behaviors
  - "Gotcha's"
  - Trade in/Store component (Token Economy)
- Lesson plans/Curriculum for teaching appropriate behavior
  - Training for staff (generalization to classroom setting)
- Plans for parent/family involvement

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SWPBIS in Early Childhood Settings

- Less research than has been done in K-12 settings.
- Preschool children benefit from having very simply stated classroom rules.
- Should always involve collaboration with families at this level.
- Some strategies (e.g., token economy) may not fit within the developmental framework applied in early childhood settings.
  - Teachers may prefer to use activities/privileges in place of tangible rewards.
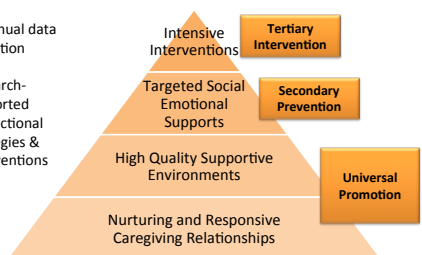
Steed (2011)

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The Pyramid Model

- A multitiered system of support (MTSS) based on PBIS specifically designed to address social-emotional-behavioral needs of young children (ages 2-5; Hemmeter, Ostrosky, & Fox, 2006).

- Continual data collection

- Research-supported instructional strategies & interventions

Intensive Interventions — **Tertiary Intervention**

Targeted Social Emotional Supports — **Secondary Prevention**

High Quality Supportive Environments — **Universal Promotion**

Nurturing and Responsive Caregiving Relationships

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Key Assumptions of the Pyramid Model

1. Inclusive social settings are the context for intervention.
2. Pyramid model tiers have additive intervention value.
3. Instructional precision and dosage increases as you move up the pyramid tiers.
4. Efficiency and effectiveness of intervention is of primary importance.
5. Families are essential partners.
6. Administrative support is essential.

Fox, Carta, Strain, Dunlap, & Hemmeter (2010)

Building Blocks

- An MTSS model designed to promote healthy social-emotional-behavioral development of preschool children (Sandall & Schwartz, 2008).
- Specifically designed for use with children with disabilities.
- Intentional teaching; embedded learning opportunities
- Promotes a high-quality early childhood program that provides a developmentally appropriate learning environment sensitive to each child's needs.
- Includes curriculum modifications and adaptations.
- Promotes inclusion of children with disabilities in the general education setting.

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Tier 1 Interventions

- Social Skills Improvement System (SSIS) Classwide Intervention Program (Elliott & Gresham, 2007)
    - Has a corresponding screening tool: SSIS Performance Screening Guide

- Promoting Alternative Thinking Strategies (PATHS; Domitrovich, Greenberg, Kusche, & Cortes, 2004)
    - Shown to be effective in Head Start classrooms
    - Recognized by SAMHSA, CASEL, & the CDC

- Both programs are implemented by classroom teachers at the universal level.

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Tier 2 Interventions

- Social Skills Improvement System (SSIS) Intervention Guide (Elliott & Gresham, 2008)
    - Designed to promote social competence & prosocial behaviors in children who continue to struggle following universal interventions.
        - 20 instructional units within 7 domains
            - 2x/week for 45 minutes/session over 15 weeks
        - Small group or one-on-one implementation

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Tier 3 Interventions

- Typically embedded in individualized BIP's resulting from an FBA.
- Strategies surround antecedents & consequences associated with the identified behavior.
  - Peer-mediated strategies
  - Cuing/Prompting
  - Precorrection
  - Behavioral contracts
  - School-home notes
  - Group-oriented contingency systems (e.g., Good Behavior Game)
  - Differential reinforcement

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Progress Monitoring

- An essential component of an MTSS model
  - *Remember*: movement through the tiers requires data!
  - Need to develop decision rules for moving through tiers
- Challenges in using office discipline referrals (ODRs) at Tier 1 & behavior incident reports (BIRs) at Tiers 2 & 3
- Recommend using daily point systems & behavioral charting tailored to classroom or individual use.
- Commercially available tools:
  - SSIS-RS
  - BASC-2 Progress Monitor   *Standardized/Norm-Referenced*
  - Teaching Strategies GOLD Assessment System
  - mCLASS+
  - Early Learning Observation and Rating Scale (ELORS)

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UNIVERSAL SCREENING OF EARLY ACADEMIC SKILLS

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Overview

- Developmental screening

- Academic screening
  - Common options
  - Why consider CBMs?

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Universal Screening
of Early Literacy Skills

- Early/emergent literacy . . . reading
- Examples of screening tools
  - Preschool IGDIs (ECRI-MGD)
    - Early Childhood Research Institute on Measuring Growth and Development (ECRI-MGD) at the University of Minnesota's Center for Early Education Development (CEED)
    - Center for Response to Intervention in Early Childhood (CRTIEC)
  - mCLASS+ literacy system
    - Wireless Generation, 2010
    - Center for Improving the Readiness of Children for Learning & Education (CIRCLE)
    - Children's Learning Institute (CLI)
  - EARLI literacy probes
    - DiPerna & Morgan, 2005

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Screening Tools

- Skills assessed
- Administration
- Technology
- Link to curriculum
- CLD considerations
- Availability

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Universal Screening
of Early Math Skills

- Early math skills
- Examples of screening tools
  - mCLASS+
  - Prekindergarten Early Numeracy Screener
    - VanDerHeyden, Broussard, Fabre et al., 2004
    - System to Enhance Educational Performance (STEEP)
  - Preschool Numeracy Indicators (PNIs)
    - Floyd, Hojnoski, & Key, 2006
  - EARLI math probes
    - Reid, DiPerna, Morgan, & Lei, 2006

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**ACADEMIC INTERVENTIONS AND
PROGRESS MONITORING**

Tiers 1, 2, and 3

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MTSS in Early Childhood Settings

- Tier 1

- Tier 2

- Tier 3

- Progress monitoring

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Example of Supports Across Tiers

- Tier 1

- Tier 2
  – Early Literacy
  – Early Math

- Tier 3

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Additional Considerations

- Lack of evidence-based curricula

- Lack of guidance in the incorporation of intervention strategies for Tiers 2 and 3

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FAMILY ENGAGEMENT

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Comprehensive Conceptual Model of Family Engagement

- Encourage and validate family participation in decision making
  - Families are advocates for their children
- Consistent, two-way communication is facilitated through multiple formats and is responsive to cultural and linguistic differences

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Family Engagement

- Families collaborate and exchange knowledge – volunteer and participate in school activities
  - Families can teach about their culture/family history
- Emphasize creating and sustaining learning activities at home and in the community
  - Lending libraries, providing counting games/art projects, and scheduling programs at zoos, libraries, museums

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Family Engagement

- Families create a home environment that values learning and supports programs
  - Establish goals both at home and school
  - Parent workshops, reinforcing the importance of reading to your child
- Create an ongoing, comprehensive system to promote family engagement by ensuring program leaders and teachers are dedicated, trained, and receive the supports needed to fully engage families
  - ARD training, Communication/Relationship Building training for school personnel

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MOVING FORWARD

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What factors are required for implementation?

- Implementation
  - Leadership
  - Data Management
  - Culture and Beliefs
  - Professional Development
  - Staff Recruitment
  - Resource Allocation

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Sample 4-Year Implementation Plan

- Year 1
  - Build stakeholder consensus
  - Educate key stakeholders about core components of MTSS
  - Establish and implement a measurement system to track student performance, family involvement, and implementation fidelity
  - Identify and train a team of core experts for data collection, analysis, decision-making, troubleshooting
  - Train teams on screeners and and assessments
  - Conduct universal screenings and benchmark assessments
  - Identify school leaders or experts to assist core team

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Sample 4-Year Implementation Plan

- Year 2
  - Provide professional development
  - Identify supplemental interventions and provide trainings
  - Continue implementing Year 1 measurement system
  - Identify/establish a problem-solving team in each school to participate in year 3 training

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Sample 4-Year Implementation Plan

- Year 3
  - Begin implementing tiered intervention services
  - Provide training to problem-solving team on problem-solving model
  - Provide coaching for problem solving teams
  - Continue implementing measurement system from Year 1
  - Determine eligibility procedures for Year 4

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Sample 4-Year Implementation Plan

- Year 4
  - Continue implement measurement system from Year 1
  - Problem-solving teams should meet regularly to determine entitlement decisions with coaching
  - Consider networking meetings for team facilitators and coaches on monthly basis
  - Conduct a needs assessment to determine areas of strength and weakness within MTSS

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What's yet to come??

- Increasing access to ECE
- Comprehensive training to all stakeholders
- Ensuring quality data
- Identifying best screeners/progress monitoring tools
- Evidence-based curricula and tiered interventions
- Cost, feasibility, sustainability
- Outcome data
  - Focus of Culturally and Linguistically Diverse Learners

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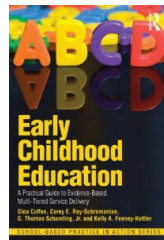
QUESTIONS, COMMENTS?

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