

School Psych as MTSS Leader

Practical Progress Monitoring
and Data-Based Decision
Making

Presenter Introduction



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 - California State University, Fresno
- Nationally Certified School Psychologist
- Licenced Educational Psychologist # 4136
- 6 years of practice as a school psychologist
- Owner of Weller Educational Psychology Services



Bryan Morris

- M.S. in School Psychology
 - National University
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- KASP President 2022-2023
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Guidelines for Consultation

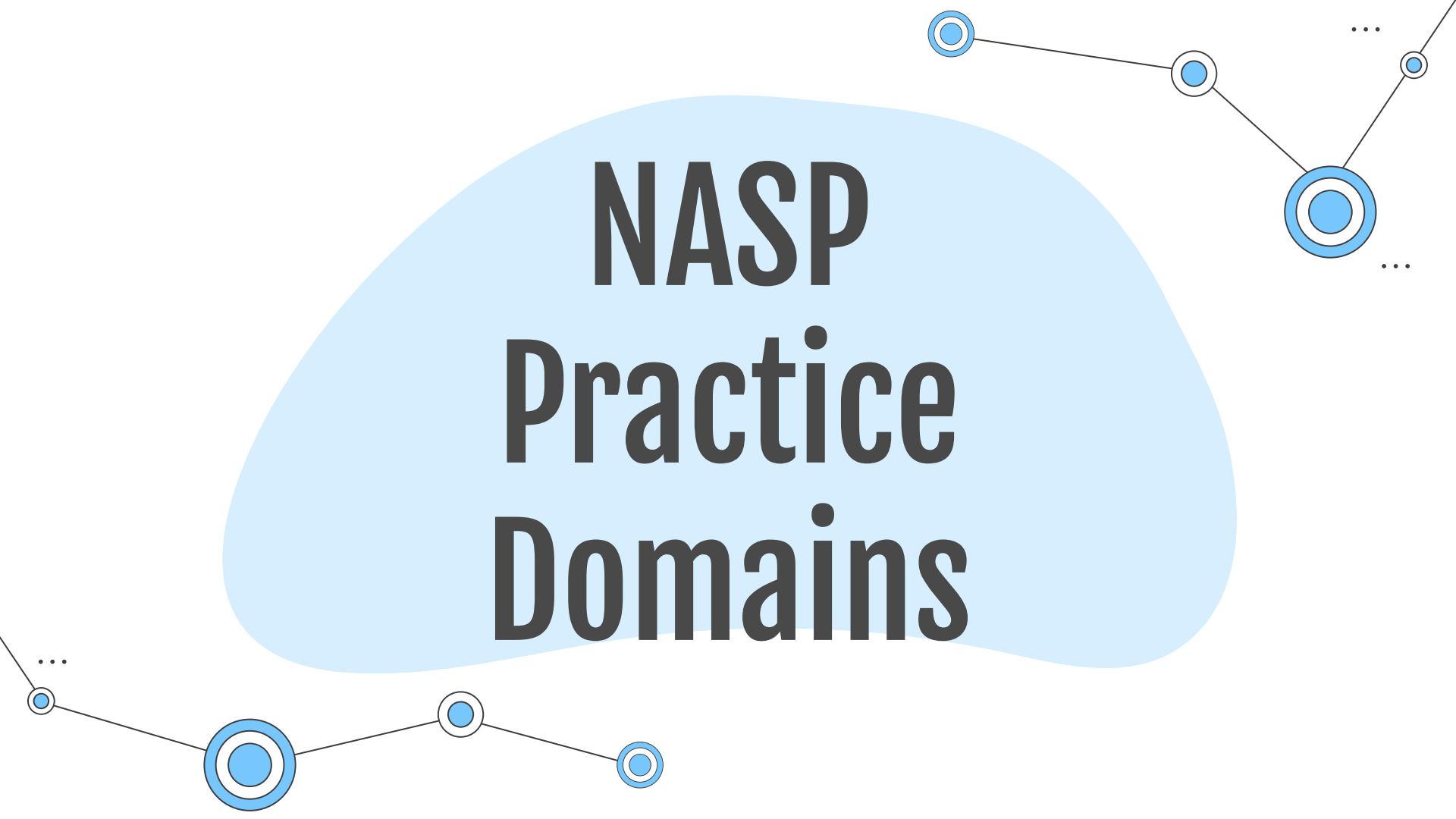
Getting buy-in by making it simple

04
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Electronic Progress Monitoring

Innovative practices to make life easier for everyone



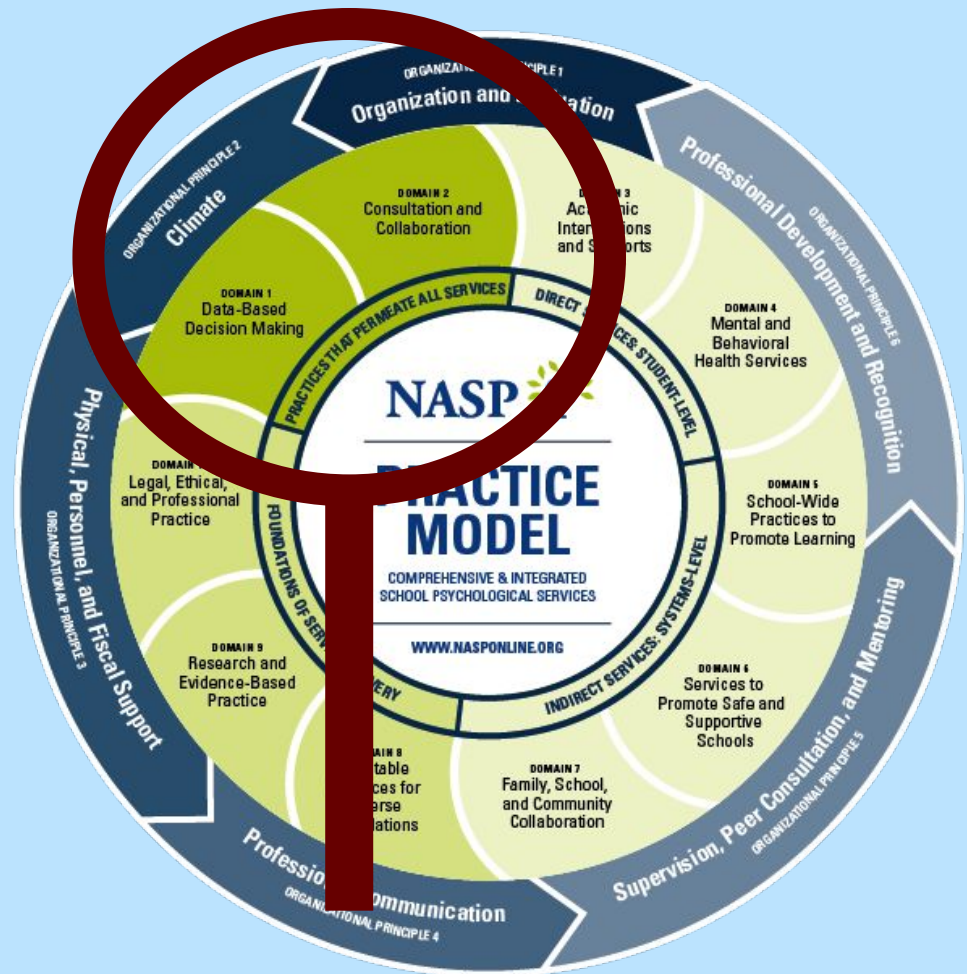
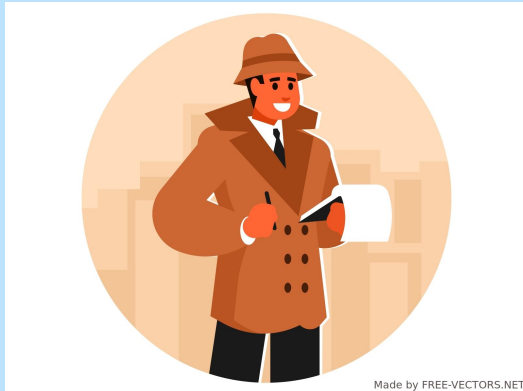


NASP Practice Domains

National Association of School Psychologists (NASP) Practice Model

10 Practice Model Domains

Focus on Domains 1 & 2



Domain 1: Data-Based Decision Making

School psychologists **understand and utilize assessment methods** for identifying strengths and needs; developing effective interventions, services, and programs; and **measuring progress and outcomes within a multitiered system of supports**. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists **systematically collect data from multiple sources** as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.



Domain 1: Data-Based Decision Making

Let's Break Down the Standard of Practice

School psychologists use a variety of assessment methods to identify strengths and needs, develop interventions, create service plans, develop/evaluate programs, and measure progress and outcomes. School psychologists focus on analyzing problems, developing solutions, and implementing plans to address problems. School psychologists use a variety of sources of data for decision making and they consider the impact of the environment on identified problems.



Domain 2: Consultation and Collaboration

School psychologists **understand varied models and strategies of consultation and collaboration** applicable to individuals, families, groups, and systems, as well as **methods to promote effective implementation of services**. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, **school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.**



Domain 2: Consultation and Collaboration

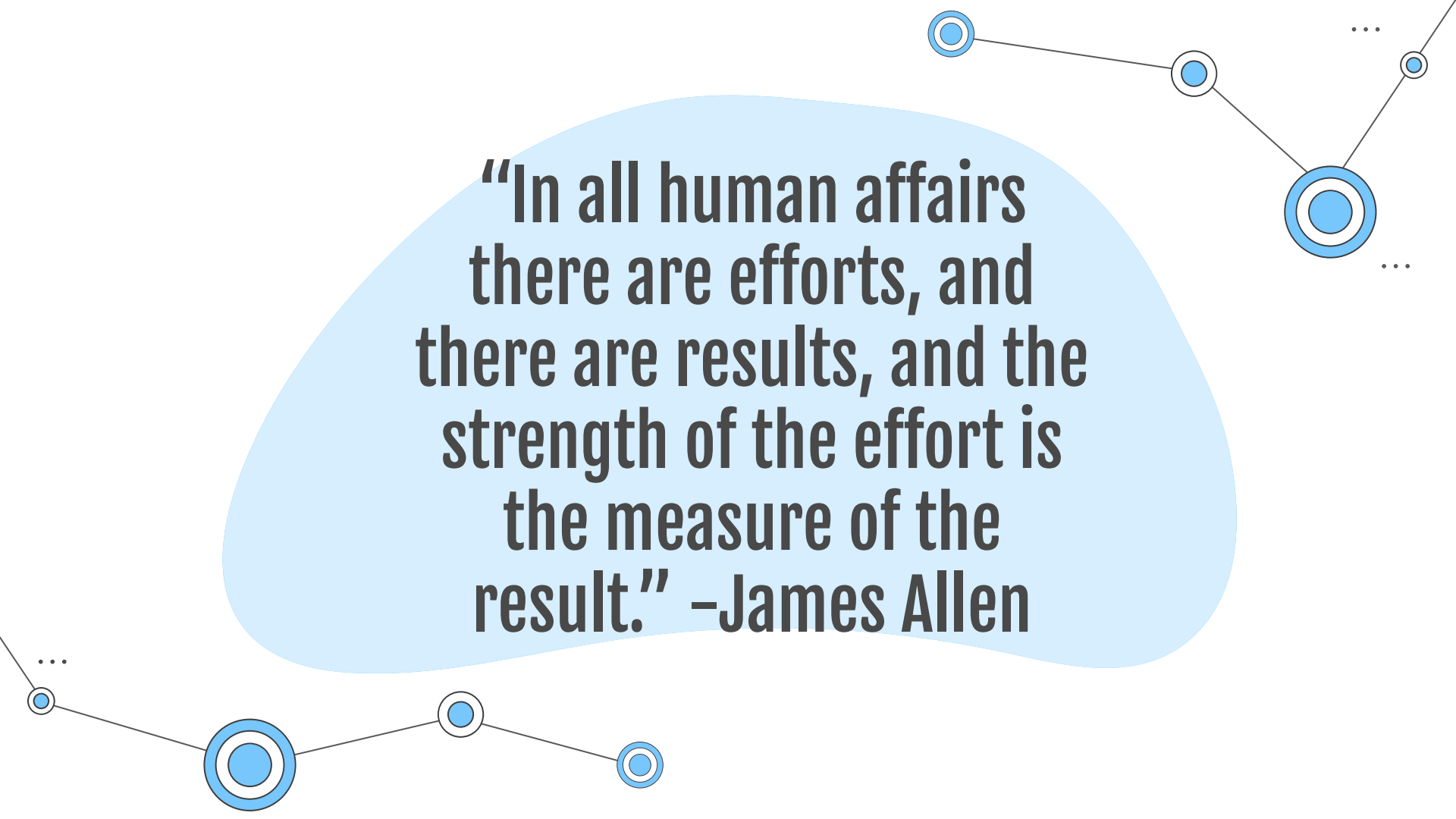
Let's Break Down the Standard of Practice

School psychologists work together with others to identify problems, develop solutions, and create plans to address the problems that are most likely to be followed through and effective. They are experts in strategically providing guidance, working as a member of a team, and communicating important information regarding the plan to educational ... partners.





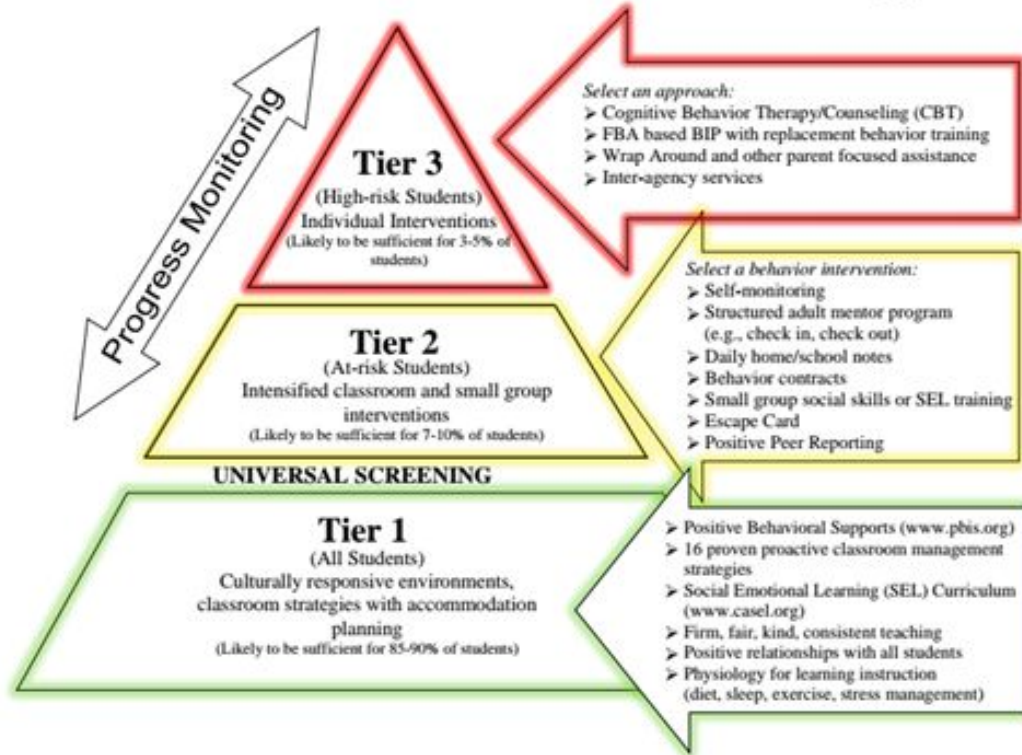
Best Practices in Progress Monitoring

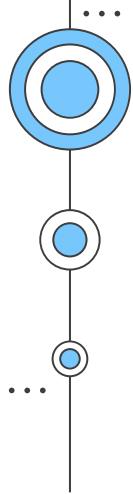
A decorative graphic consisting of a network of blue circles of varying sizes connected by thin grey lines. The circles are arranged in a path that starts from the top right, goes down to a larger circle, then up and left to another circle, then down and left to a third circle, then down and left to a fourth circle, then up and left to a fifth circle, and finally down and left to a sixth circle. There are also three small grey circles with three dots next to them, one at the top right, one at the bottom left, and one at the bottom right.

**“In all human affairs
there are efforts, and
there are results, and the
strength of the effort is
the measure of the
result.” -James Allen**

MTSS Framework for Perspective

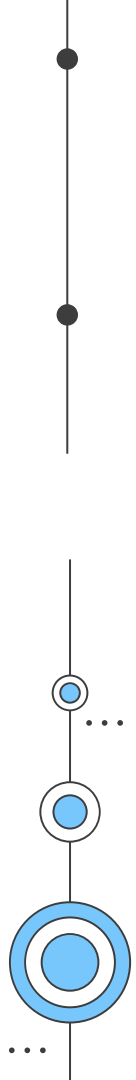
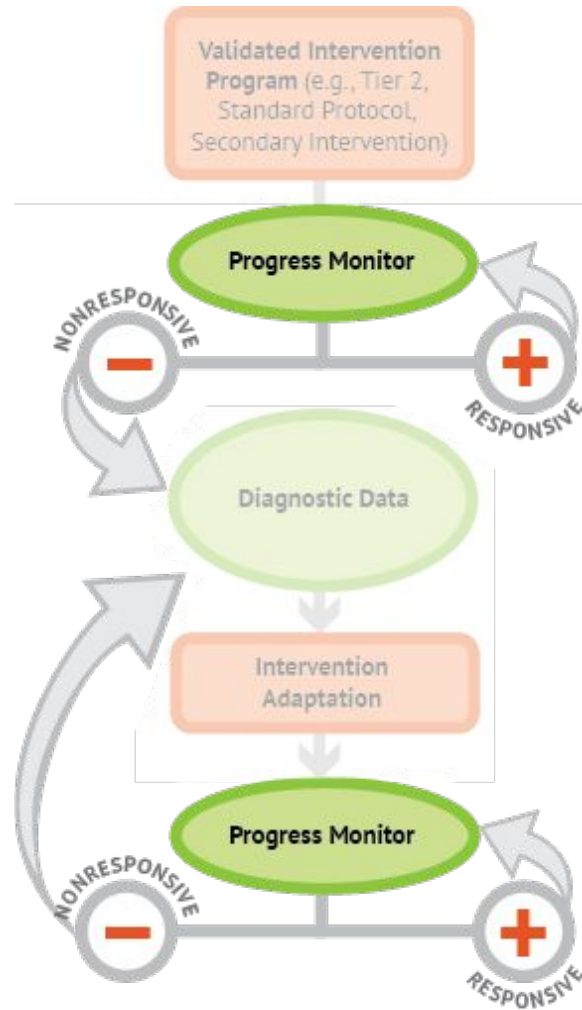
Three-Tiered RtI Model for Behavior and Social/Emotional Support





Taken from:

[National Center on Intensive Intervention](#)



Focus on Tier 2

Tier 2

Intervention

Check-In/Check-Out

Social Skills Training

Break Card

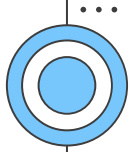
Data Collected

CICO Data

Direct Behavior Ratings

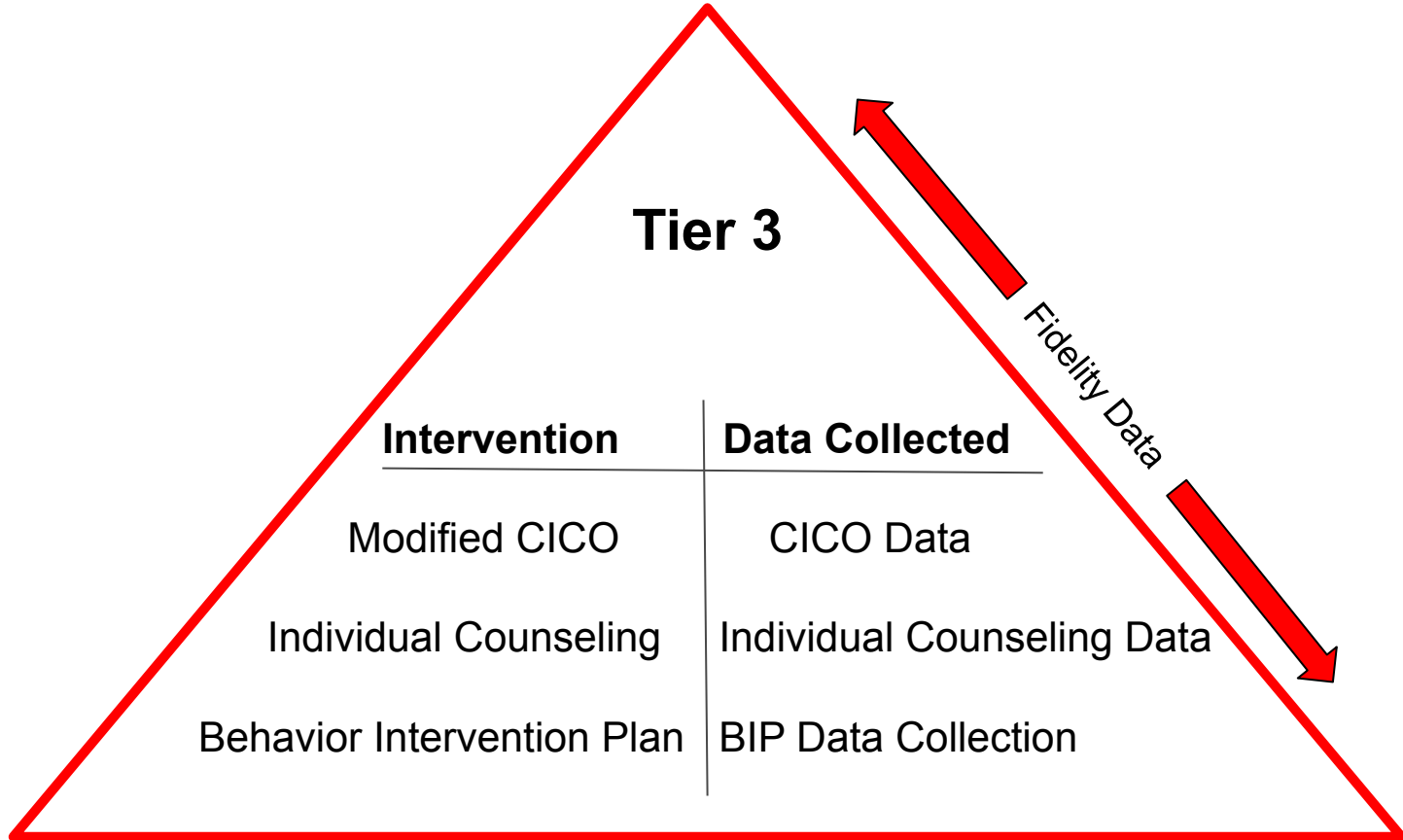
Scatterplot Data

Fidelity Data



Focus on Tier 3

Tier 3




Fidelity Data

Fidelity Data




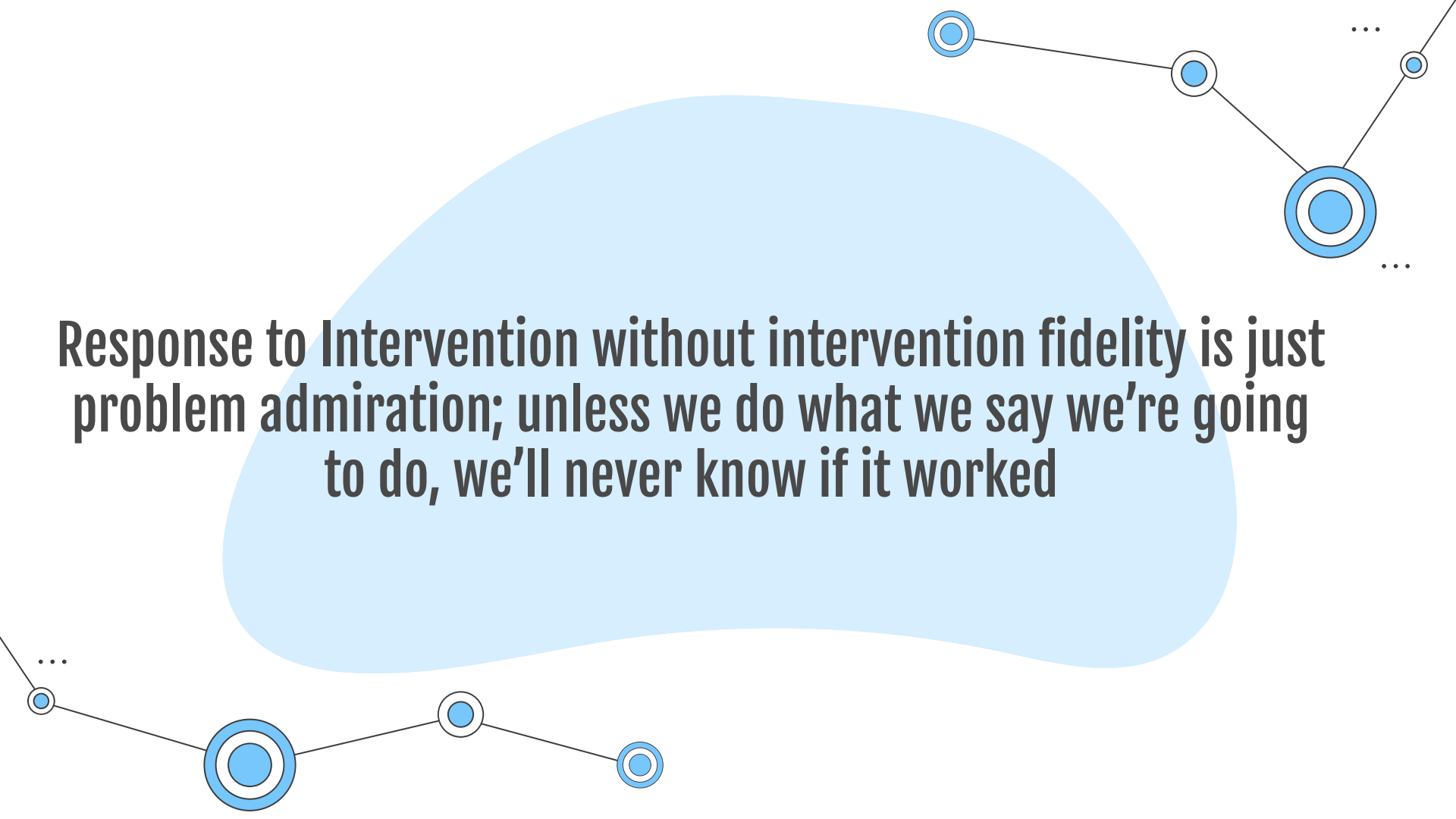
Recommendations for Data Collection

- Frequent data collection improves its accuracy
 - The more data, the more reliable the trend of that data
 - Build capacity in your staff to understand the interventions AND the tools
 - Ensure your progress monitoring data reflect the behavior targeted by your interventions.
 - When teaching staff to collect data, remember that you are teaching a behavior. They need prompts, timely feedback, and reinforcement for their efforts.
- 



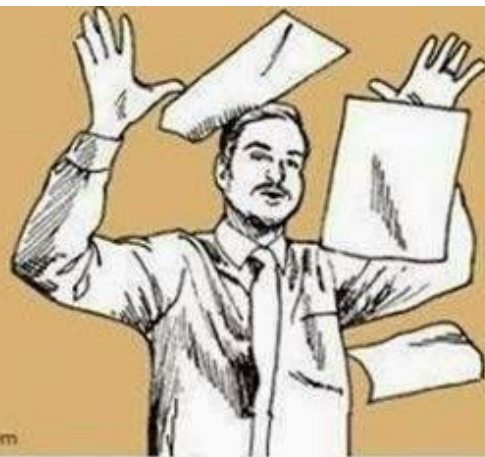
Collecting Data from Multiple Sources

- As a part of NASP Practice Domain 1: Data-Based Decision Making, school psychologists are expected to use multiple sources of data.
 - In assessment, we use the RIOT process and the Rule of Two (Levitt & Merrell, 2009). We should consider how this applies to MTSS.
 - Consider using Tier-1 data sources, teacher input, parent input, fidelity data, and intervention data when making decisions. (i.e. ODR data, teacher/parent interview data, fidelity data, and intervention data matched to the provided intervention).
- 



Response to Intervention without intervention fidelity is just problem admiration; unless we do what we say we're going to do, we'll never know if it worked

**Boom!
Behavior
Reduced!
I'm Out!**



your  ecards
someecards.com



**Just kidding.
I'm sorry, data.
I Love you...**

Intervention Fidelity

Treatment fidelity describes the specific strategies used to monitor and improve the reliability and validity of behavioral interventions (Bellg et al., 2004).

There are five critical areas involved in the monitoring and improvement of fidelity; four of which we recommend are relevant to the work of school psychologists:

- Training Providers
- Delivery of Treatment
- Receipt of Treatment
- Enactment of Treatment Skills

Adapted from Bellg et al. (2004)



Training Providers



- Many school psychologists assume that interventions are self-explanatory or abandon their interventions prior to training staff.
- Behavior interventions are rarely actually implemented, part of that may be due to failure to properly train staff to implement and monitor them.
- Implementation is improved by
 - a) standardizing training,
 - b) measuring skill acquisition of staff, and
 - c) having procedures in place to prevent intervention drift.

Recommendations:

- Create a self-monitoring checklist
- Review each step of intervention with staff
- Model intervention implementation while staff score your modeling on the checklist and flip roles.
- Create a schedule on which you observe staff implement the intervention and provide feedback.

NOTE: “One and done” is insufficient training

If this is the only place to find your intervention plan, it's destined to fail.



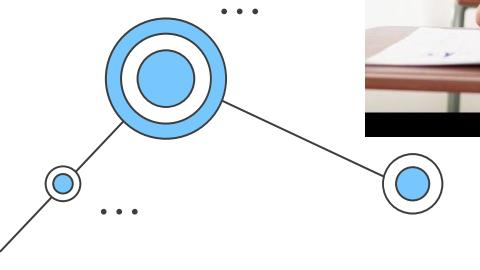


Delivery of Treatment



- The “active ingredients” of an intervention are the evidence-based practices that are critical to the behavior change aspect of the intervention.
- Because interventions can vary based on who is implementing them, capturing the active ingredients in your self-monitoring checklist is critical for monitoring treatment delivery and reducing treatment drift.
- Barriers in delivery can include insufficient time, inadequate warmth, lack of credibility of the staff, etc.

Recommendations:

- Create forums or case staffing meetings where implementing staff can discuss implementation and receive guidance and support
- 

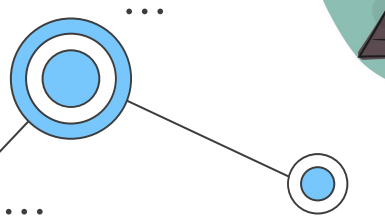


Receipt of Treatment



- Receipt of treatment describes the ability of the student to demonstrate the behavioral/cognitive skills/strategies during the intervention implementation.
- Example: Can the student demonstrate deep breathing with the prompting and support of staff while implementing the intervention?

Recommendations:

- Include both staff behaviors and student response in your fidelity checklists
- 



Enactment of Treatment Skills



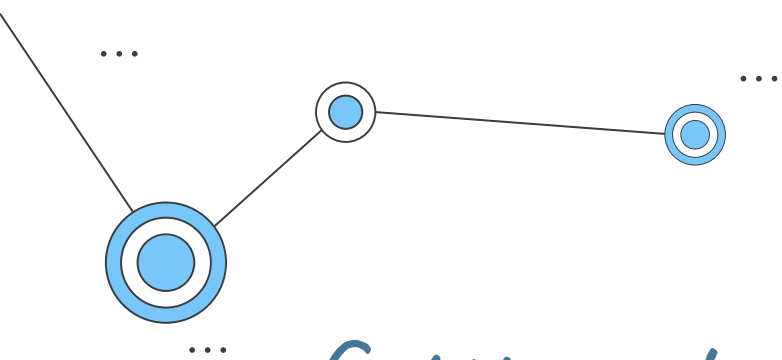
- Processes to monitor and improve the ability of students to implement the behavioral and/or cognitive skills/strategies taught to them in natural environments (generalization).
- This type of treatment fidelity seeks to monitor whether the skills taught are being used; not necessarily whether the use of the skills is preventing the overall problem.
- Example: the team monitors whether the student uses deep breathing when she becomes upset with a writing assignment; not whether the use of the deep breathing actually prevents the use of maladaptive behavior.

Recommendations:

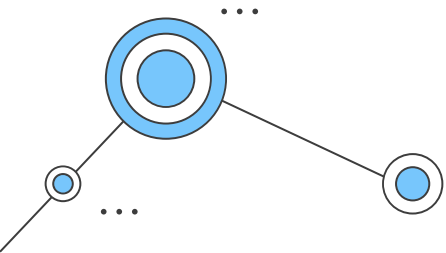
- Create systems to probe skills such as direct behavior ratings completed by the teacher AND/OR ongoing performance data such as that used with check-in/check-out.

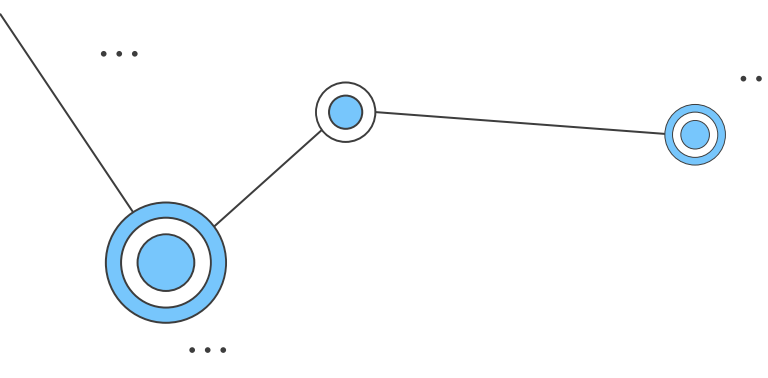


Guidance for Consultation



*Getting staff to do what we
want them to do goes far deeper
than the situation at hand...*





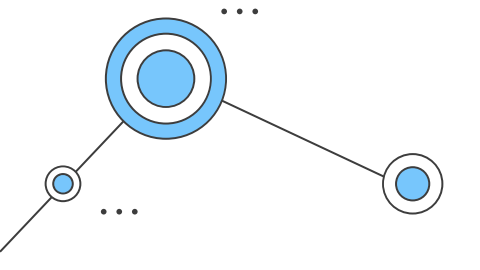
Getting buy-in starts early in relationships with staff and continues throughout the relationship. Here are some critical characteristics to consider when developing a relationship focused on learning:

- Core values and dispositions such as respect, collaboration, empathy and trust
- Active and sincere listening
- An understanding of the generational differences that may be present in the relationship

Relationship building is the most necessary first step to effective collaborative practice, and the coaching relationship must be built on trust. That trusting relationship is grounded in the commitment to help the coachee achieve his or her goals (Bloom, Castagna, Moir and Warren, Blended Coaching, 2005).

We build trust by:

demonstrating sincerity during our interactions
demonstrating reliability by being available and consistent, and
by
demonstrating competence in your coaching/mentoring role
(Bloom, Castagna, Moir and Warren, Blended Coaching, 2005).



Credibility - Respect - Buy In



Practical Steps to Build Trust



1. Schedule face-to-face time.
2. Practice active listening.
3. Validate emotions that are expressed.
4. Avoid quick end all/be all solutions, be patient.
5. Show respect for the consultee's experience.
6. Be realistic about time and labor.
7. Practice what you preach
8. Avoid microaggressions
9. Document the plan.
10. Deliver on your part and be gracious.

More Resources

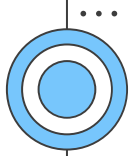
<https://pent.ca.gov/resources/tc/doanddontconsulting.aspx>

<https://pent.ca.gov/resources/tc/professionalcommunication.aspx>

<https://pent.ca.gov/resources/tc/personalities.aspx>

<https://pent.ca.gov/resources/tc/consultingtips.aspx>

<https://pent.ca.gov/resources/tc/staffreinforcers.aspx>



...

Well, this is
awkward...please
hold while we
swap
presenters...



...



...

Data Collection Practices

Common

- Universal Paper Data Sheets
- Manual Data Entry
- Misaligned Progress monitoring
 - CICO for Counseling
 - ODRs for MTSS response

Effective

- Customize Data Tools
- Automated Data Entry
- Progress Monitoring Aligned to Intervention

Google Form Data Collection

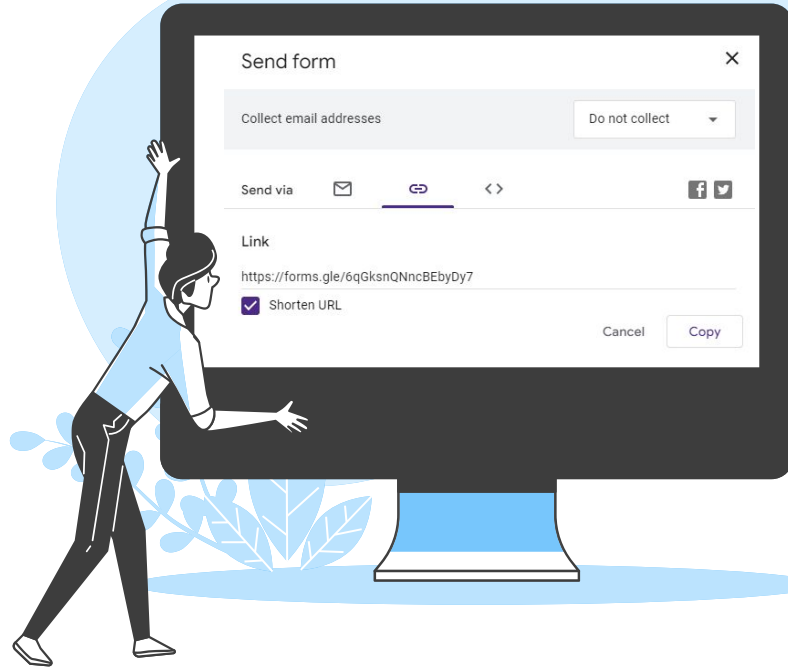


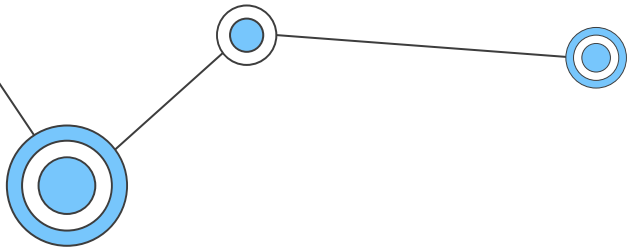
Advantages of Google Forms include:

- No paper
- No manual data entry
- Live information
- Automatic graphing
- No cost if your district uses Google

Sharing Google Forms With Others

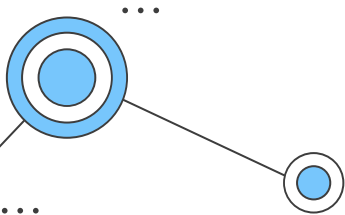
- Emailing Directly From Google Forms
- Emailing Links manually
- Using Google Calendar
- QR Code





Using Google Calendar:

- Create a new Google Calendar.
 - Give this Calendar a unique name.
- Create recurring events for the provider/teacher.



- Subscribe to calendar
- Create new calendar
- Browse resources
- Browse calendars of interest
- From URL
- Import

Other calendars + ^

Mr. Stevenson's Data Links, 7:45am

Mr. Stevenson's Data Links
Wednesday, August 23 · 7:45 – 8:00am

Take meeting notes
Start a new document to capture notes

Jim's behavior data tracking form:
<https://forms.gle/3LBHpuSwpgMNwom99>

Data Collection
Created by: Cody Weller

Tier 1 Universal Screening



Differs from site to site.



Data collected for all students



In example: CASEL Framework based screeners

Note: Practitioners should work with their districts to adopt tier 1 screening procedures.

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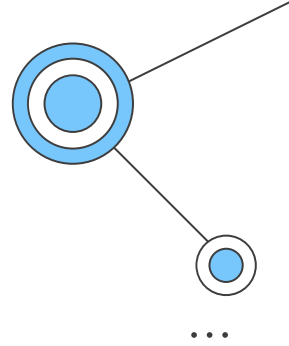
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Tier 2 Electronic Progress Monitoring



01

Establish behavior for intervention.

02

Monitor intervention progress.

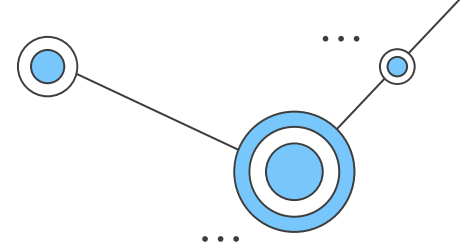
03

Efficient data collection.

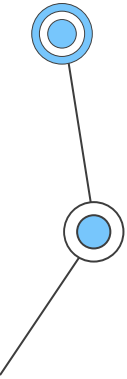
Google Suite

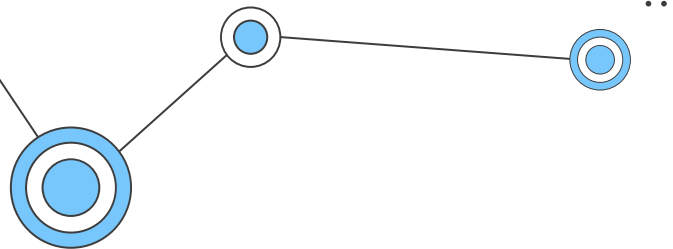
Electronic Progress Monitoring
Tool Examples

Explanation Sheets

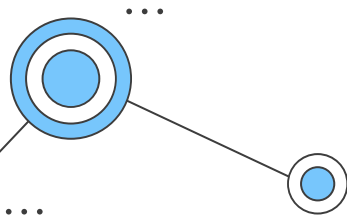


- “How to Use This Tool” Document
 - Found within each tool’s folder
- Save a copy of Downloadable Google Form and Google Sheet to your Google Drive.
- On your Google Drive, link the downloaded Form and Sheet together.
- Submit a test entry.
- Copy-Paste the formula provided in the document into cell A2 of the “Form Response 1” page of the Sheet.



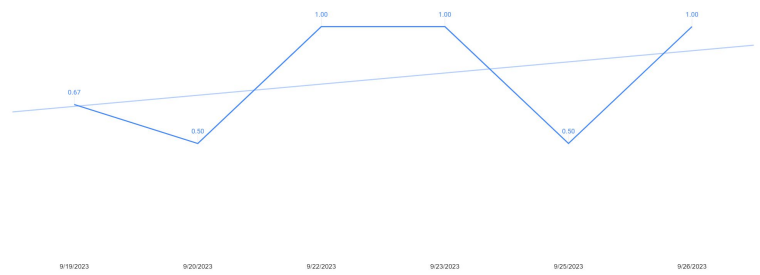


Daily Intervention/ CICO Progress Monitoring



Measure percentage of daily goal met over time.

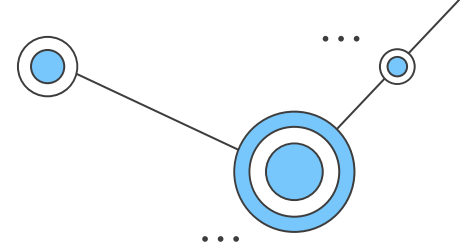
Check-In Check-Out Intervention Daily Percentage



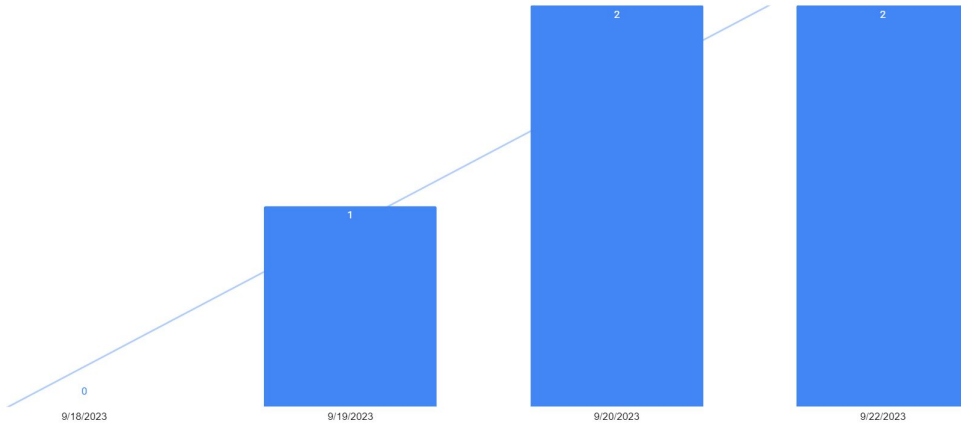
Intervention Daily Progress Monitoring



Direct Behavior Ratings

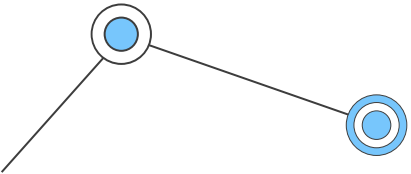


Presence of Pro-Social Behavior Over Time



Measure of target behavior occurrence throughout day.

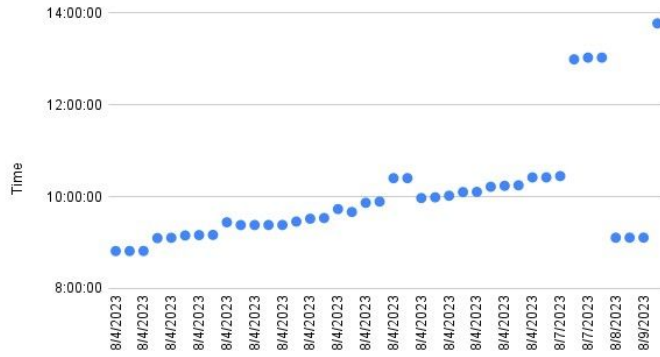
- I.e. prosocial behaviors in the classroom.



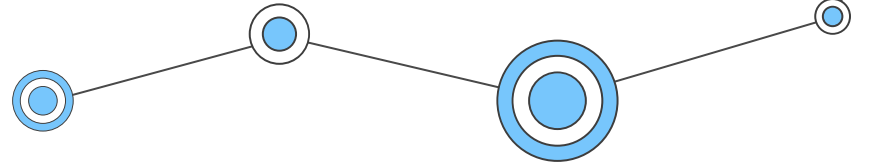
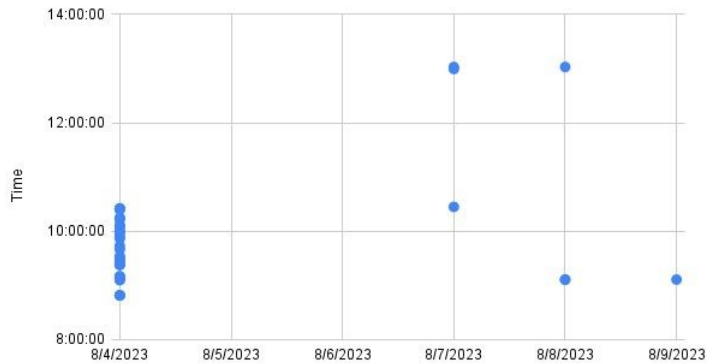
Scatter Plot

Establish patterns of behavior.

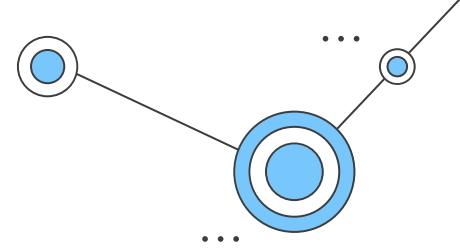
Scatter Plot



Scatter Plot

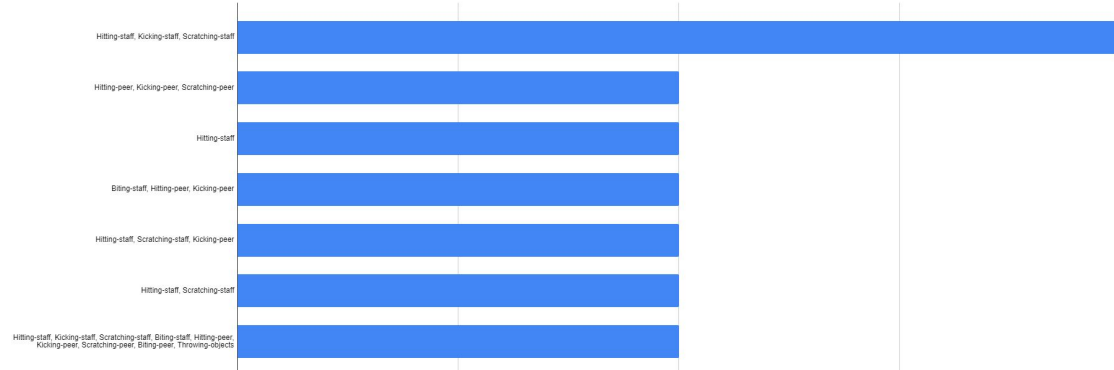


Observed Behavior

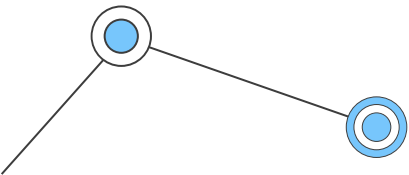
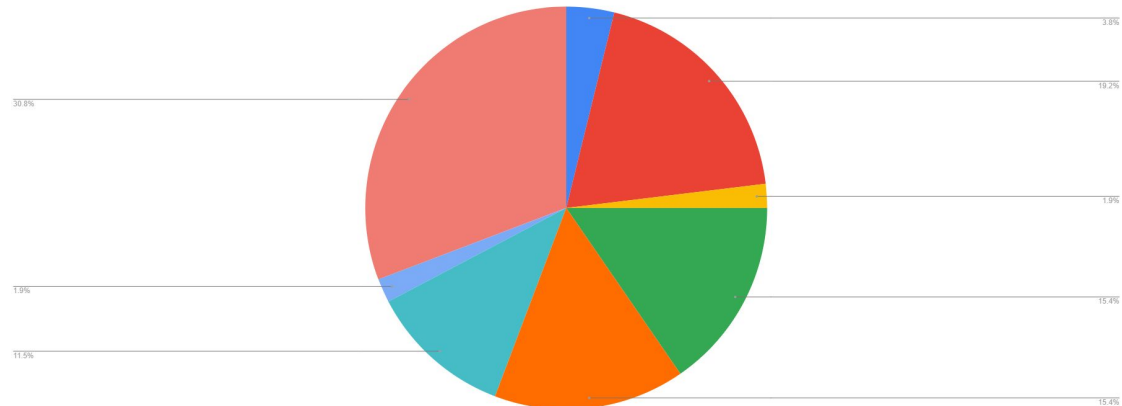


Measure frequency and duration of specific behaviors.

Frequency of Observed Behaviors



How many minutes did the behavior last? Specify if more than 10.



Tier 3 Electronic Progress Monitoring

Establish and monitor student goals.

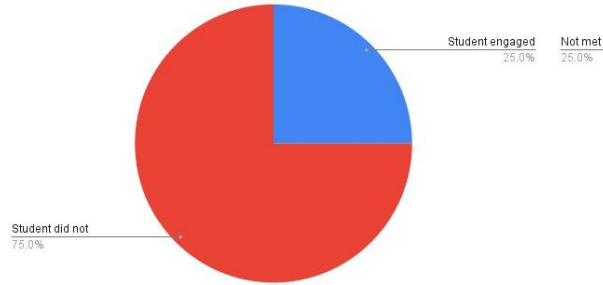
Align to intervention enter/exit criterion.

More in-depth data collection.

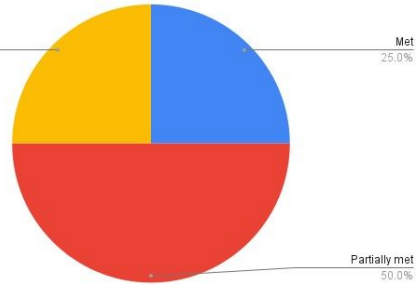


Individual Counseling

Individual Counseling Session Engagement Observations

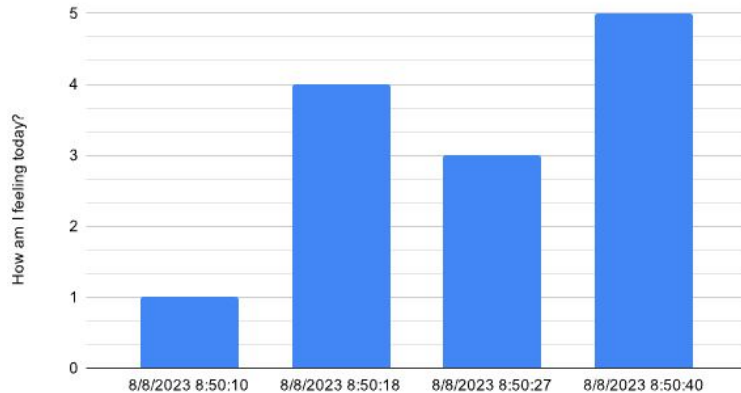


Individual Counseling Session Goal Achievement



- Session Engagement
- Session Goal Progress
- Student Self Rating

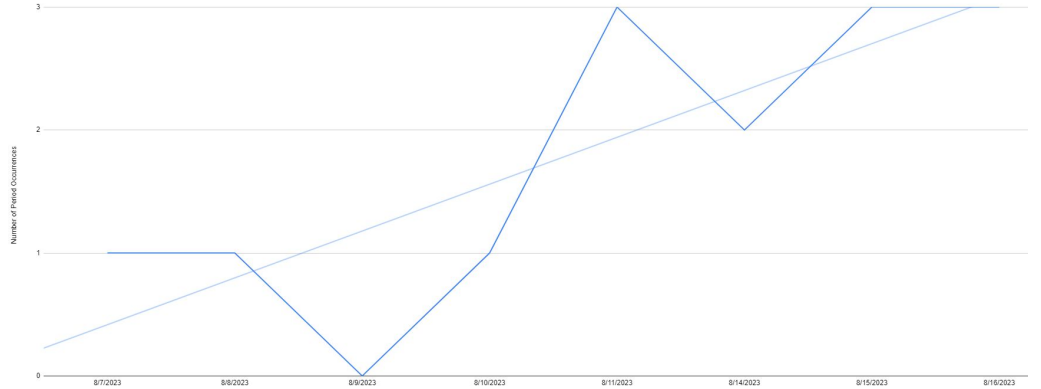
Individual Counseling Session Student Self-Rating



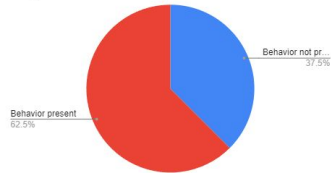
Behavior Intervention Plan

- Target Behavior
- Functionally Equivalent Replacement Behavior
- Desired Replacement Behavior

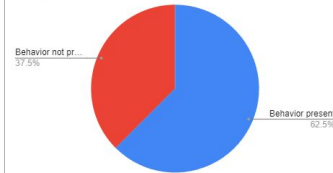
Total Target Behavior Period Occurrence



Target Behavior Morning to Recess



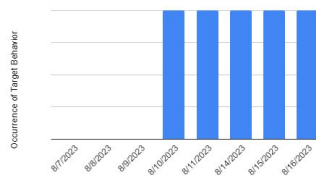
Target Behavior Recess to Lunch



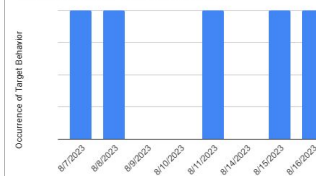
Target Behavior Lunch to End of Day



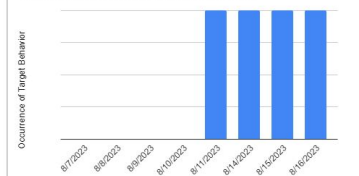
Target Behavior Morning to Recess



Target Behavior Recess to Lunch



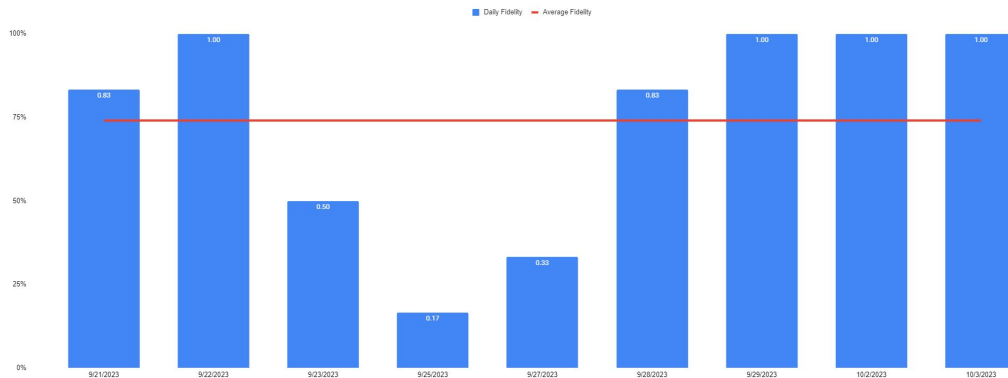
Target Behavior Lunch to End of Day



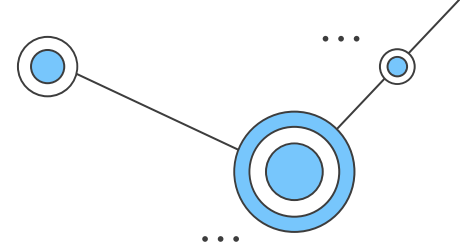
Measure percentage of implementation fidelity for a given intervention over time.

Intervention Fidelity Tracking

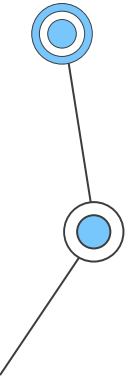
Daily & Average Intervention Fidelity Over Time



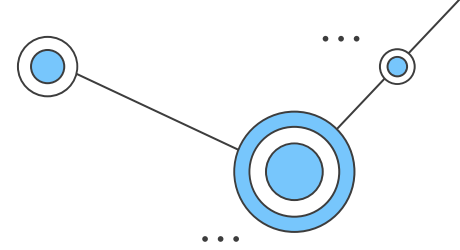
Activity



- Practice activity: Let's download and setup an electronic progress monitoring tool together.



Thank you for attending!



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Cody Weller

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