Transcript

This lesson describes the need for systematic and early identification of students needing Tier 2 supports.   A teacher nomination process is one component of a comprehensive identification system teams can develop that allows candidates to be considered for Tier 2 supports. Nominations are particularly effective for early identification of students with internalizing behaviors.

Two other processes, the use of existing school data and universal screening, are described in accompanying lessons.

These are 2 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents

By the end of this lesson, you will be able to:
- Develop a simple and brief Teacher Nomination form as a part of your systematic process to identify students at-risk.
- Develop the logistics for your nomination process.

A clearly defined, systematic identification process is a necessary component to your Tier 2 system.   This process will allow for early identification of students who are at-risk, thereby decreasing the likelihood of academic failure and poor outcomes and minimizing the impact of risk. By providing preventative support early, the need for more intensive support is reduced.

Here are key acronyms and descriptions that will be used in this lesson.

Nomination is a process that allows candidates to be considered for Tier 2 supports. A nomination can be made by teachers, parents, and/or students and is sometimes referred to as a "request for assistance".

Internalizing behaviors are behavior problems that the student directs inwardly toward him or herself and are often based on social deficits and avoidance.

Externalizing behaviors are observable and overt, often directed toward people and/or objects in the social environment.

Multiple methods can be used to identify students for Tier 2 supports. No single method is likely to identify all students who may need Tier 2 intervention, so it is recommended that schools select and use multiple methods. The identification methods selected should be efficient in terms of cost and time requirements from school personnel.

The Student Support Model illustrates three methods teams can use for early identification of students needing Tier 2 supports. This lesson will provide information for the development of your nomination system. Remember that students should not be identified for additional support if they have not received Tier 1 with fidelity.

Nominations are particularly effective for early identification of students with internalizing behaviors – those behaviors that do not warrant a major or minor referral. Internalizing behaviors are behavior problems that the student directs inwardly toward him or herself and are often based on social deficits and avoidance. This is a list of common internalizing behaviors.

Students exhibiting internalizing behaviors are just as at-risk as those students displaying acting-out, or externalizing, behaviors. Classroom or specialist teachers who work directly with students typically make the referral, however some schools also allow nominations by parents and/or provide a way for students to nominate themselves for extra assistance.

In addition to identifying students with internalizing behaviors, nominations can also be effective for early identification of students with externalizing behaviors – those behaviors that typically warrant a major or minor referral. Externalizing behaviors are behavior problems that are observable and overt and are often directed toward people and/or objects in the social environment.

This is a list of common externalizing behaviors.

While staff, students, and/or parents can make a nomination any time there is a concern, some schools also schedule a staff nomination process at designated points throughout the school year (for instance, near the end of the first grade reporting period or at the end of the semester). During this time, teachers are provided a description of risk characteristics and asked to review their class rosters. Names of students who meet risk criteria are submitted to the Tier 2 team for additional consideration.

Consider these questions about your nomination system:

- Will parents and/or students be able to make referrals? If so, how will they be made aware of the process?
- Will there be designated times during the year when you ask all teachers to review their students for designated risk characteristics?

Pause the video, and when you are ready, continue watching.

Your nomination process should be designed for quick response, provide supports for the classroom teacher, and if criteria is met, allow for rapid access to intervention for the student.

To make the nomination form efficient and effective, it should require less than 10 minutes to complete and utilize checklists whenever appropriate.   Checklists are quicker to complete and leave less room for interpretation of responses.

Now we will review the *Teacher Nomination for Assistance Example* handout to illustrate a brief form that allows for the collection of relevant information in an efficient manner.

Information to collect on a nomination form includes:

- Identifying information such as name, grade, referring teacher, and date of request
- Academic information that includes a space to indicate whether a student's academic skills might have an impact on the problem behavior
- Information about the problem behavior. Use a checklist of common internalizing and externalizing concerns and a blank space to list other problem behaviors.
- Teacher information about strategies that have been tried and the level of success achieved with each strategy. Provide a checklist of common strategies and levels of success and a blank space to list other strategies.

- Does your school have an existing nomination or request for assistance form? If so, review your school's form to determine if it contains all the nomination form features described earlier. Determine what modifications may need to be made to your existing form.

- If your school does not have an existing nomination or request for assistance form, review the *Teacher Nomination for Assistance Example* document. Are there modifications to consider in order to fit your context?

Pause the video, and when you are ready, continue watching.

In addition to reviewing and/or revising your nomination form, your team needs to determine your system for the basic logistics of the nomination process.   Having a clear system for nomination increases the likelihood teachers will follow the nomination process, and students will receive the support they need more quickly. Your team will develop systems for nomination logistics and professional learning.

Consider the following questions about your process. If everyone on your staff can consistently answer these questions, then your system is in place.

- How will teachers access the nomination form?
- Who will they contact with questions about the form and/or to receive assistance in completing it?
- Who will receive the completed form?
- How will the team be notified that there is a new referral?

Do you need to make any revisions to your current system? Or do you need to develop a system?

Pause the video, and when you are ready, continue watching.

Discuss these questions to help your team make plans for professional learning on the nomination process:
- How will teachers learn the nomination process?
- How will teachers be trained to recognize internalizing and externalizing behaviors?
- How will new staff be trained?
- When will this information be shared?
- Who will share it?

Pause the video, and when you are ready, continue watching.

We will now share a scenario about how a Tier 2 team developed their nomination form and process. You will need access to the *Scenario Teacher Nomination for Assistance* handout.

The team was very interested in learning how they could improve their nomination process. The school had a nomination form to refer students for academic and behavior support, but it was rarely used. When the team saw the brevity of the sample nomination form, they immediately realized that their current form was way too long – in fact, teachers said it took at least 45 minutes to completely fill out the 6 page form and gather all the necessary documentation. No wonder nominations rarely occurred!

The team reviewed the sample nomination form and made a few minor changes. Refer to the *Scenario Teacher Nomination for Assistance* handout to view the draft of their revised form; their changes are highlighted. They added places to document 504 and English Language Learner status. Two internalizing behaviors were added – nervousness and feels worthless or inferior. Cheating was added to the externalizing behaviors checklist. They also added several additional strategies to address the problem behavior: increase active supervision and proximity and offering choice. These are strategies the school has focused on over the past year.

The Tier 2 coach shared the draft nomination form during a staff meeting, emphasizing that the current nomination form is not being used and they want this one to be "teacher-friendly". He asked the staff to estimate how long it would take to fill out and most said 10-12 minutes. Each grade level team was asked to review the form during their next meeting and provide written feedback to the coach within 10 days.

When the feedback came in, it was overwhelmingly positive. At the next Tier 2 team meeting, the team developed their nomination process. For this first year, they decided that only staff members would make nominations but they left it open for parent and student nominations in the future.

The team decided they will ask all staff members to review their class lists for internalizing behavior concerns at the end of the first and third quarters. If a student has internalizing concerns, the teacher will complete a nomination form for that student. For the first review, they will ask grade levels to work together and a Tier 2 team member will participate in each of the grade level meetings to provide support and answer questions. After the review of all students at the end of the quarter, the team will have 15 minutes during a staff meeting to discuss the process and receive feedback.

The nomination form will be available on the school's shared drive, and the counselor, who serves on the Tier 2 team, will be the "go-to" person if a teacher has questions about how to complete the form. When a form is completed, it will be given to the team's intervention coordinator, who will notify the Tier 2 coach for inclusion on the next agenda.

The principal is providing the Tier 2 team with a 90 minute block of time during the upcoming professional development day. The coach, intervention coordinator, and counselor will share the final nomination form and provide training on internalizing and externalizing behaviors. They decided for one activity, they will provide tables with strips of paper listing internalizing and externalizing behaviors and ask the groups to sort them. They will also provide a sample of a completed nomination form. In addition to the face-to-face training, the communication coordinator will be responsible for creating a nomination section in the Tier 2 staff handbook; a blank form, sample completed form, and information about the process will be included. As new staff members join the staff, they will be trained by a member of the Tier 2 team.

- How did the team receive staff input into the draft nomination form?
- What is the benefit of asking all staff to complete a nomination for any student with internalizing behavior concerns?
- How are they going to train staff on internalizing and externalizing behaviors?
- How will new staff be trained?

Pause the video and when you are ready, continue watching.

During this lesson, you learned about the need to have multiple methods for student identification that include internalizing and externalizing behaviors. You also learned how to design a nomination form that is effective and efficient and discussed key questions to help you design your nomination system and staff development.

Now is the time to start planning your nomination process, including how you will train your staff. Update your Tier 2 action plan.   Develop action steps and a timeline for completion of your teacher nomination form and nomination system. Include any professional development you will provide to your staff.

When you have completed your Nomination Form, please submit it to your consultant.

Additional information about the Student Identification Process can be found in Chapter 3 of the *Missouri SW-PBS Tier 2 Team Workbook* which can be found at www.pbismissouri.org.

When you are ready, continue with the next lesson, *Existing School Data,* where you will learn how to utilize data such as office discipline referrals, classroom minors, and absences to identify students at-risk.

Here are the references for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 2 Team Workbook* available on the Missouri SW-PBS website.