Developing an Integrated Multi-Tiered System of Support

Collective Responsibility, Roles, Teams, Data Analysis, Plan Development

Dr. Emily Miller, Lee’s Summit School District
Dr. Kaye Otten, University of Central Missouri

“If you don’t have time to do it right, when will you have time to do it over?”

John Wooden

Our Story……

READY! FIRE! AIM!?!

Academic Framework

Dr. Katie Collier, Associate Superintendent of Instruction and Leadership

And

Beth Wood, Consultant

Behavior Framework

Dr. Emily Miller

Assistant Superintendent

Dr. Kaye Otten

Consultant

Marty Huitt

Consultant

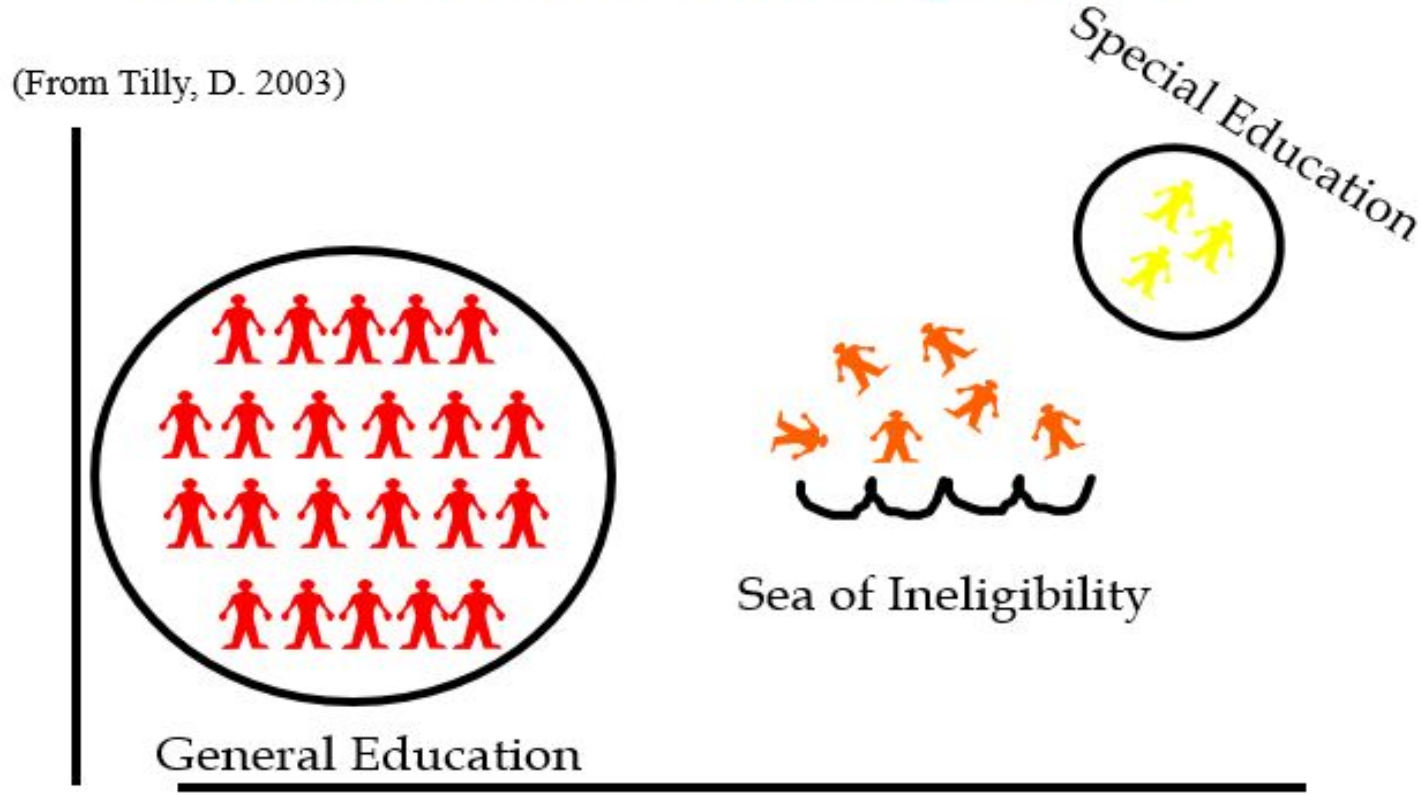
Timeline of Events

2012 - 2013	Decision to implement RtI for Academics K-6, including eligibility
2013 - 2014	Applied meaningful structure to RTI process, emphasis on reading
2014 - 2015	Emphasis on math, behavior planning
2015 - 2016	Tier 1 behavior work with seven pilot schools
2016 - 2017	Tier II, III behavior work with pilots, Tier I work with non-pilots

- Consensus Building
  - **Why** are we building this system?
  - *The Unintended Consequences of Education…*
  - All hands on deck supporting!
- Infrastructure Development
  - Obtain needed tools
  - Build the processes and procedures
  - Develop the ‘rules’
- Building for Sustainability
  - Implementation with fidelity
  - After planning the work~ ~ ~ work the plan…with integrity!
  - Conduct program evaluation and act on the data

Unintended Consequences

(From Tilly, D. 2003)



Lessons Learned From Initial Academic Work

- Subtle but significant difference between RTI and MTSS
- High Quality Tier I
- Clearly defined teams (Data Consult and Problem Solving)
- Universal screening protocol
- Clear decision-making rules
- Analysis of data to identify area of treatment
- Defined intervention protocol
- Aligned progress monitoring
- Monitoring fidelity
- Creating a plan for sustainability

Consensus Building

Listen, Look, Discuss, & Listen Some More

Academics - In 2012, the decision to move to RTI for academics was an administrative decision that occurred by previous administration.

Look at your data (e.g. ODR, suspensions, attendance, culture/climate surveys).

We questioned the existing decision with principals, counselors, and process coordinators. 100% buy in to the decision.

Train-the-trainer model - Beth Wood, consultant, led the learning and infused the philosophy and purpose as a part of the procedural training.

Missed opportunity - It is important to share with your entire staff a unified message.

Norms for Leading the Work

- Clarity with administrative purpose, decision, and timeline
- Begin with those that are invested in the work to create a critical mass (e.g. seven pilot schools)
- Set the tone for collective learning
- Articulate where the district is “tight” and “loose,” define where buildings have autonomy
- Foster personalization unique to your district
- Take risks with those that are invested, failure is often your best teacher
- Determine when messages need to be delivered to all or to some

Start Simple….

Share the Why……

Trauma Informed Care

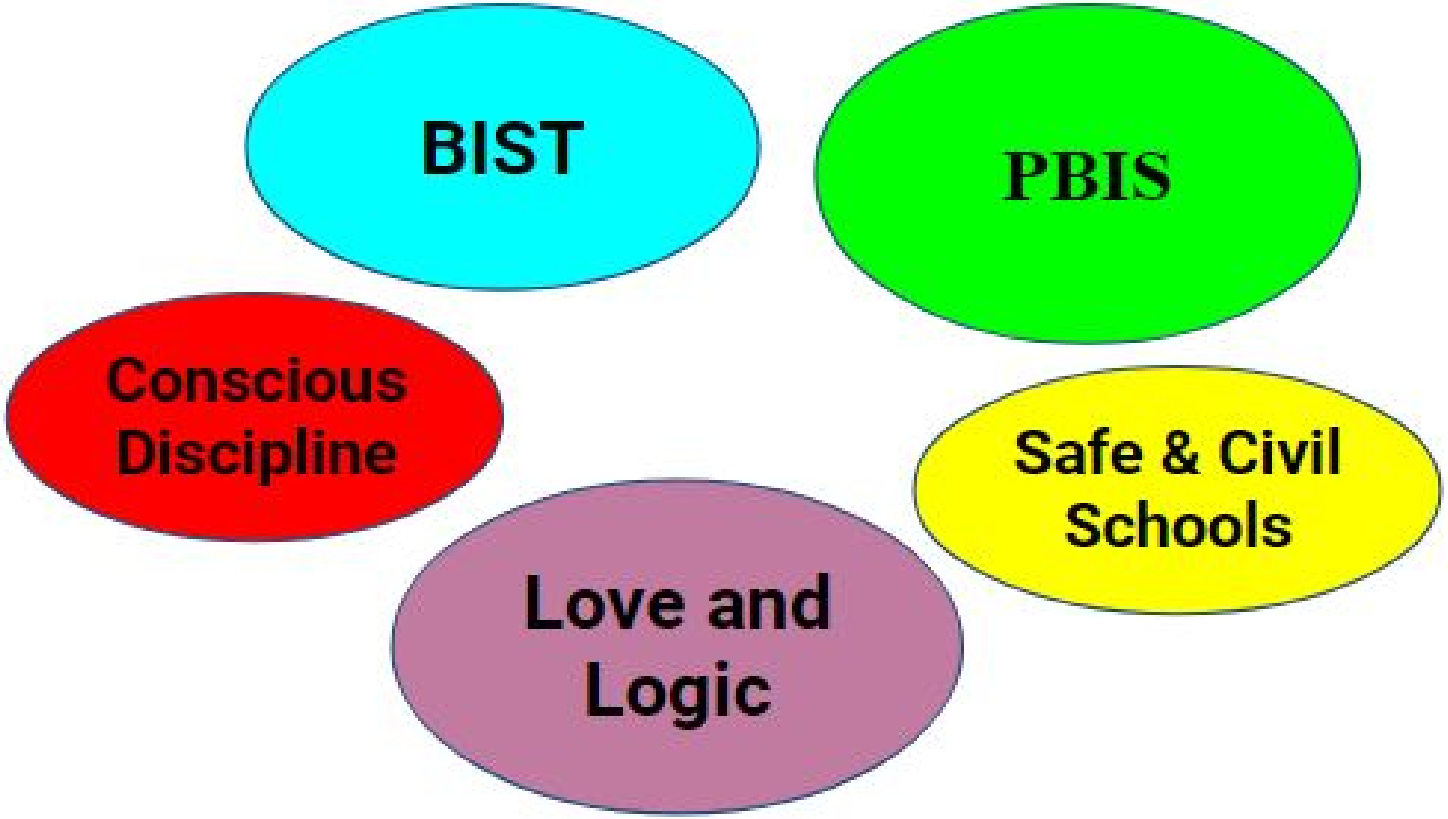
District presenter: Summit Ridge Academy Principal, Andy Campbell

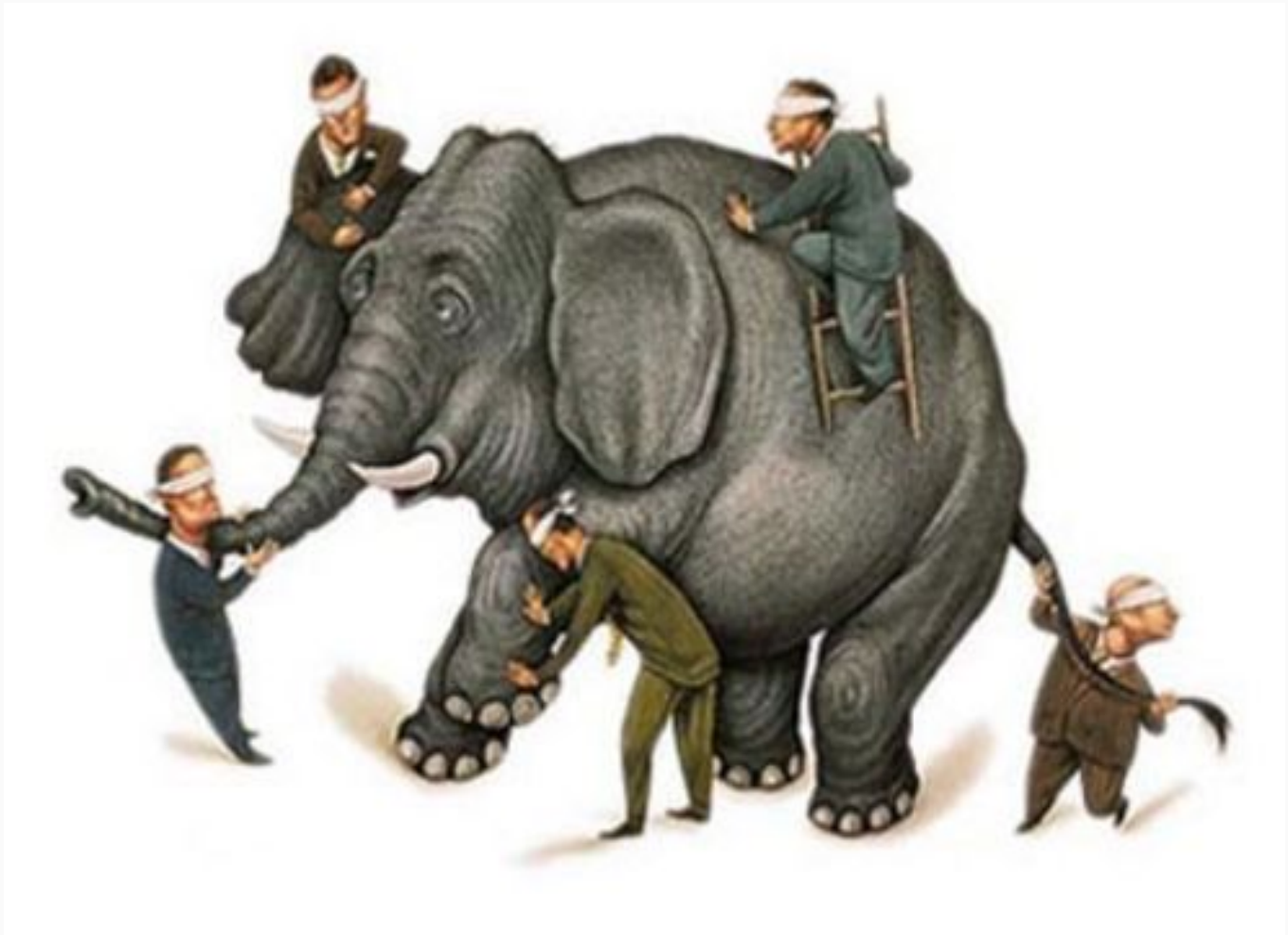
Infrastructure Development

“The academic and behavior link is clear: Good instruction is one of our best behavior management tools, and preventive behavior management is one of our best instructional support strategies.”

(National Center of Positive Behavioral Interventions and Supports, 2009)

What About????


BIST
PBIS
Conscious Discipline
Safe & Civil Schools
Love and Logic



Tier I Indicators

Core Components of Tier I

1) Common purpose and approach
2) Administrative leadership
3) Positively stated agreements, procedures, and routines
4) Explicitly taught agreements, procedures and routines
5) Environmental design
6) Instructional design
7) Frequent acknowledgment of positive behavior
8) Consistent instructional response to problem behavior
9) Ongoing monitoring and evaluating effectiveness

Common Purpose and Approach

- Common language
- Consistent agreements, procedures, and routines
- Proactive and preventative philosophy
- Desired behavior directly taught both proactively and ongoing (triage, redirect, and processing) within a positive relationship interaction
- Focus more on positives than negatives
- General consensus about when students leave instruction
- Objective data regularly collected and analyzed
- Focus on team problem solving-no blame and no excuses
- Willingness to be open to the process and constructive feedback

Administrative Leadership

- Lead the setting of school expectations and development of procedures and routines
- Build consensus among entire staff
- Lead the team through the decision making and paperwork process
- Delegate responsibilities as appropriate
- Provide accountability
- Allocate resources for implementation (e.g. human and financial)
- Attend and actively participate in team meetings
- Support ongoing professional development
- Model inclusion and support rather than just evaluation
- Be willing to think outside the box and seek outside support when needed
- Model/lead a “we will try” attitude vs. a “have YOU done. . . “

Positively Stated Routines & Procedures

- 3 to 5 general school-wide agreements that are all inclusive
- Break down into matrix for each area (classroom, cafeteria, hallway) so there is no confusion or argument
- State POSITIVELY - What do you want them to DO!
- Most visually in multiple places to remind and for easy reference
- Each classroom can have their unique matrix but should use the schoolwide general agreements
- Add to as situations arise that are not clear

Explicitly Taught Procedures & Routines

- Teach through active student engagement - not just lecture
- Define by breaking into steps
- Describe what it looks and sounds like
- Give a rationale about why it is important
- Model
- Provide guided practice
- Give specific feedback
- Reinforce frequently at the beginning
- Shift reinforcement to random or unpredictable to promote maintenance
- Review, reteach, and practice with booster sessions as needed
- Include overall tier one social skills curriculum

Environmental Design

- Room Arrangement so there is an easy flow of movement and students can be monitored at all times
- Areas for teacher directed group lessons, collaboration, differentiated instruction, independent work, and private cool off space
- Separation between quiet and noisier areas
- Materials stored where they can be conveniently accessed and near where they will be used
- Daily schedule visually posted and easily changed if needed
- Little or no unstructured downtime

Environmental Design Continued

- Provides time for large and small group activities, one on one instruction, independent work and socialization
- Students, paras, volunteers, and peer tutors know exactly what they are to be doing at all times
- Visual Supports
- Positive Classroom Climate (e.g. energetic, high levels of engagement, respectful)
- High levels of structure
- Communicates expectations visually
- Organized and aesthetically pleasing
- Minimal clutter

Instructional Design

- Students working at appropriate level of difficulty
- Students working on a variety of activities across different learning modalities
- Students are actively engaged and not just passively receiving instruction
- Modeling (I Do), Guided Practice (We Do) and Independent Practice (You Do) scaffolded approach to instruction is used
- Errorless learning is used

Frequent Acknowledgement of Positive Behavior

- Engage more frequently with every individual when he/she is engaged in positive behavior than negative behavior at a ratio of about 4:1
- Use behavior specific feedback to provide additional instruction and rationale
- Use of free, frequent and unpredictable “catch them being good systems”
- Use of interdependent and independent group-oriented contingencies

Consistent Instructional Response

- Redirecting staff has positive relationship with the student
- Pre-correct before times that are typically difficult
- Students understand what behaviors are considered gateway behaviors and why
- Low level redirection is used at first sign of gateway behaviors
- Redirection is calm, brief, respectful and as private as possible
- Student is only removed from instructional environment for behavior that is dangerous, destructive or significantly disruptive
- Significantly disruptive means doesn't redirect without arguing or escalating
- If student leaves the instructional environment, they have processed the situation, practiced skills needed, and is under instructional control before returning to their regular learning location
- Overall focus in instruction and not punitive-no one is in "trouble"-what skills need to be learned?
- "I care too much about you to not teach you skills you will need to be successful."

Applying the Concepts

Academic and Behavior RTI

Similarities:

Evidenced-based Tier I practices

Universal Screening

Data Consult

Problem Solving Teams

Progress Monitoring

Difference:

There is no universal protocol for behavioral interventions; individual problem solving will be required at all levels...

Academic and Behavior Continued

Academics:

Balanced Assessment, Learning Cycle, Workshop Model

Universal Screening: Aimsweb

Intervention: iStation, others

Progress Monitoring: Aimsweb

Behavior:

Integrating BIST, PBIS, and function-based thinking

SAEBRS, time out of instruction

Intervention: highly individualized

Progress Monitoring: District tool

Empower Teachers

The ultimate goal of building leadership teams is not to remove responsibility, but to **build capacity.**

“I do , we do it, you do it….” Anita Archer

Delicate Balance Between Philosophy and Process

Philosophy: Coalescing around a common purpose and approach is the most important and difficult aspect to making this work.

Behavior is personal and emotional for teachers. It will take time for people to “trust” and develop buyin.

Process: This involves three distinct components: developing an efficient data management system, clear decision-making rules, and a focused meeting structure.

Time.....

Determine where you want to spend your time.

- Well thought out data-management systems help to reduce time on data entry and analysis
- Spend time problem solving students

Data Consult Team

Purpose: To review data and quickly sort students based on need and develop strategic plans when needed. The team will consist of the following:

- Lead grade level teacher - facilitator
- Grade level teachers - timekeeper/contributor
- Interventionist - recorder
- BIST consultant - mentor/encourager
- Principal (optional) - likely participant at the beginning

Decision-Making Rules

Triangulation of data:

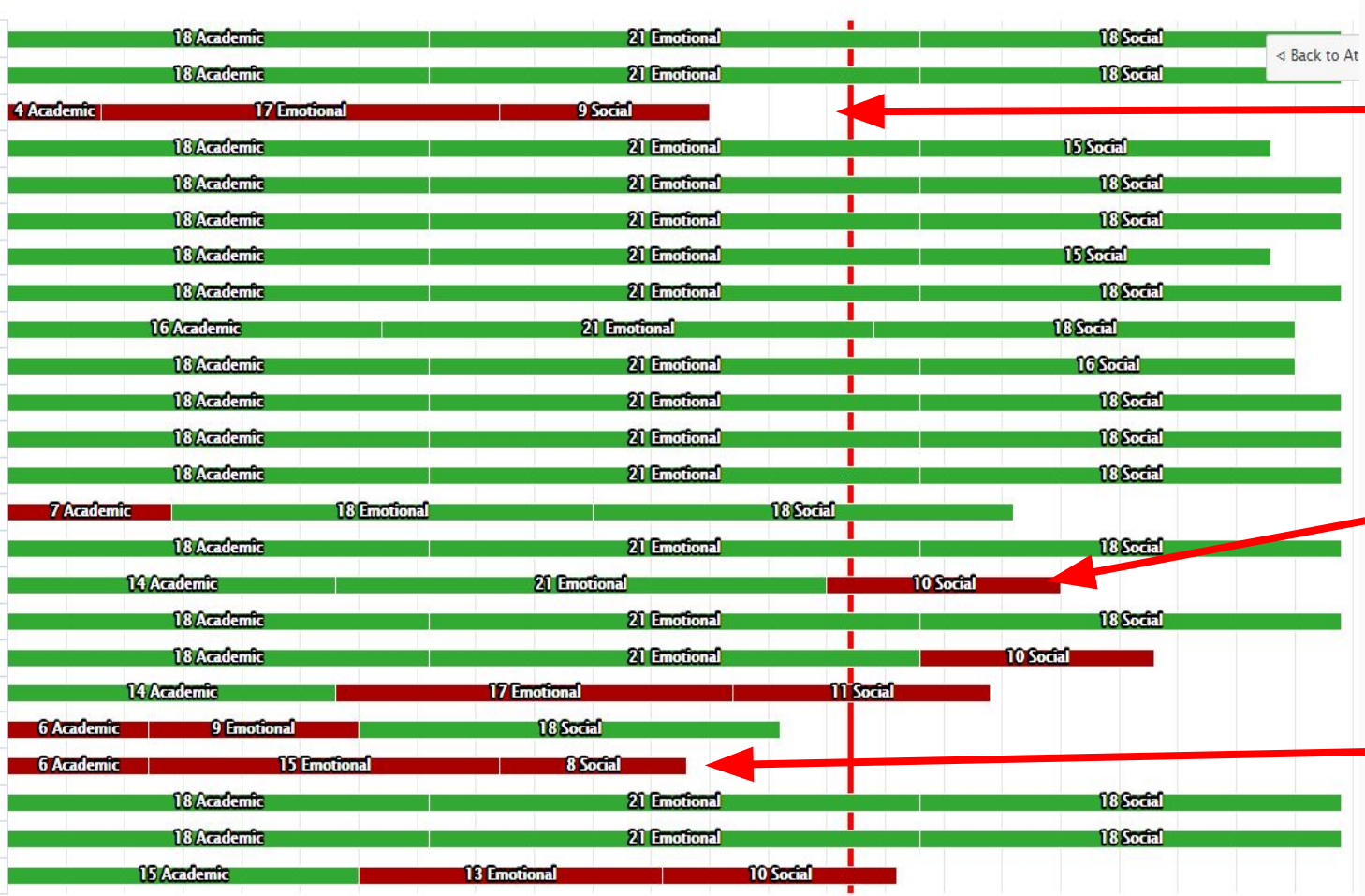
1) Falling below the “at-risk” line on the screening tool
2) Three or more incidents being out of class a month (buddy room, focus room, office)
3) Teacher referral

Universal Screening Data - SAEBRS, Dr. Steven Kilgus

Grade Level Data

Red reflects number of “at-risk” students

Classroom Screening Data



Bright red line reflects the "at-risk" cut score

Student who would benefit from early supports

Student may benefit from a plan

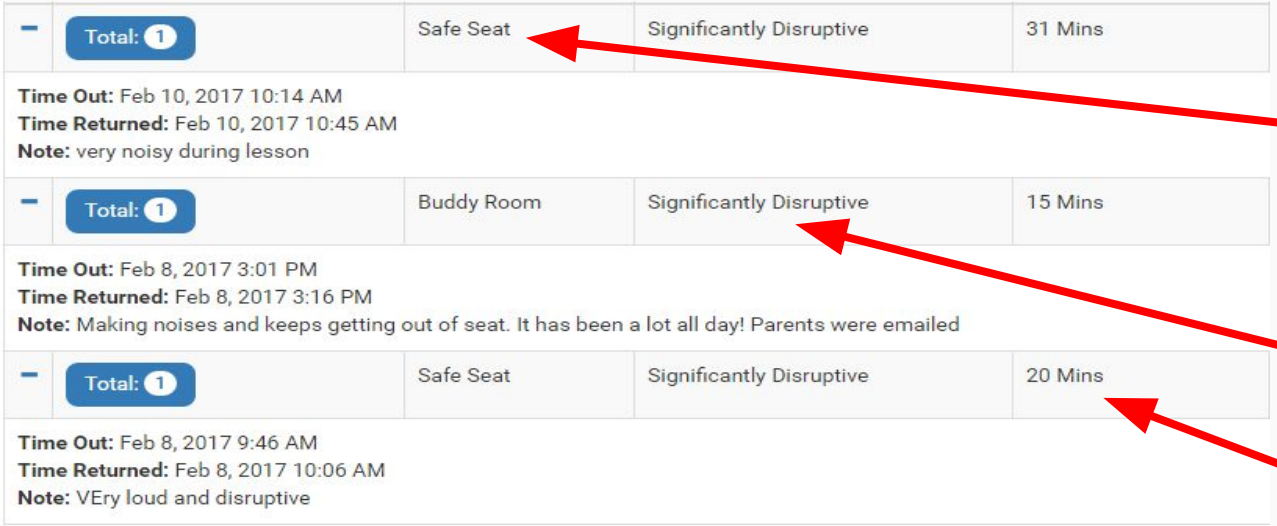
Drilling Down to Identify Skill Deficits

Once “at-risk” students have been identified, the screener gives suggestions for specific skill deficits.

Social	Cooperation with Peers	Never
Social	Temper Outbursts	Often
Social	Disruptive behavior	Often
Social	Polite and socially appropriate responses towards others	Sometimes
Social	Impulsiveness	Often

Capturing Time Out of Instruction

Provides the team with a frequency measure of behavioral instances.



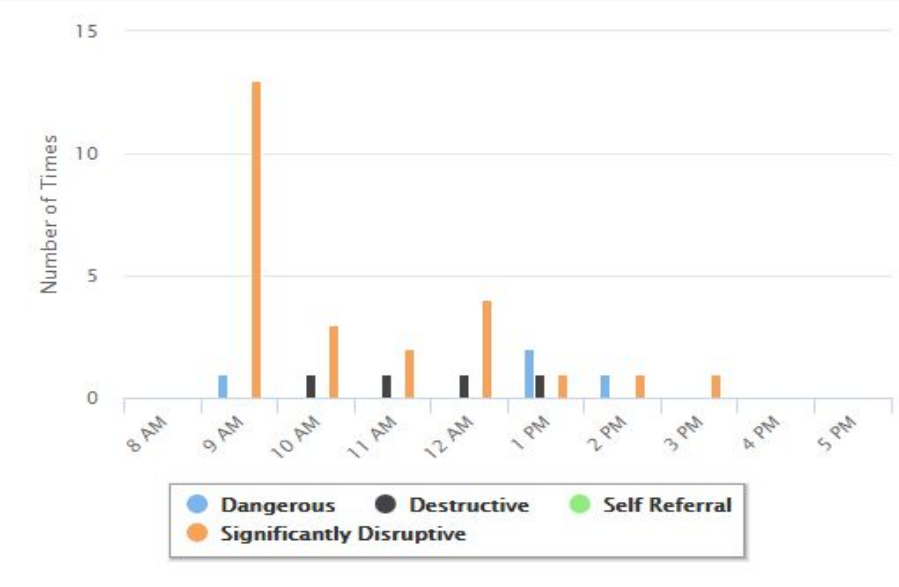
Data tracks location where student is moved.

Movement only occurs after dangerous, destructive, or significantly disruptive behavior.

Duration of movement is captured.

Interpreting Time Out of Instruction Data

Time out of instruction allows teams to look for high frequency issues within the day.



Teacher Referral

Valuing teacher input in the process is critical. Observation may be critical for identifying students who may be internalizers. Examples when teachers refer may include the following:

- Safe seat referrals
- Evidence of isolation/withdrawal
- Comments of self-harm

Agenda Setting - Data Consult Meeting

Data Consult Meetings will occur at a minimum monthly (ideally weekly); work must be done PRIOR to the meeting.

Interventionist will:

- Send out Google Doc agenda (one week prior to meeting)
- Identify students who have 3 or more incidents of time out of instruction

Grade level teachers will:

- Identify students who fell below the “at-risk” line
- Know the students’ specific skill deficits and prioritize one skill

The “Sort”

Prior to the meeting, the classroom teacher and interventionist need to look at his/her roster of “at-risk” students and place students into four “buckets” on the agenda.

- False positive
- Need for classroom accommodations
- Need for a strategic plan (classroom managed)
- Need for an intensive plan (all hands on deck)

2016-2017: Agendas

Topic	Notes	Time
Date		
Present / Roles:	**Facilitator:** **Recorder:** **Timekeeper:** **Reporter/Communicator:** **Encourager:** **Other:**	1 minute
Celebrations:		2 minutes
Data Review: (The Sort)	**Proactive:** (Students who are above the 'at-risk' line but have one area identified risk area) • List of students who are false positives • List of students who need teacher accommodations **Reactive:** (Students who fall below the 'at-risk' line, have 3 or more incidents of time out of instruction, OR teacher referral) • List of students who are false positives (prior to meeting) • List of students who need teacher accommodations (prior to meeting) • List of students needing a strategic plan (developed at meeting) • List of students needing an intensive plan (completed following meeting)	5 minutes 5 minutes
Strategic Plan Development:	**Students:** (document in RTI tool)	15 minutes
Scheduling Intensive Plans:		2 minutes
Next meeting date:		1 minute

Student Plans

- Strategic plans are developed during the Data Consult meeting. Plans should be developed within approximately 5 minutes per plan.
- Intensive plans will be developed with a Problem Solving Team at a later time. Time will not permit extensive planning.

Strategic Plans - Questions for Seek/Get/Obtain

The plan needs to not allow the student to get what they want through problem behavior. It needs to teach them an appropriate way.

- What skill is missing?
- How can we teach them this skill?
- When are you going to talk to this student?
- What happened after the problem behavior? Did it reinforce or “pay off” the behavior in some way?
- How do the adults need to respond differently to not allow the “pay off”?
- What do we need to teach the student to do instead to get the “pay off”
- What help or resources do you need?

Strategic Plans - Questions for Protest/Escape/Avoid

They don't have the skill and/or have difficulty using the skill when actually in the situation.

- What skill is missing?
- How can we teach them this skill?
- When are you going to talk to this student?
- When, where and with whom does the behavior occur?
- What happened before the behavior? Is the student trying to protest, avoid and/or escape it? If so, why?
- What prevention/protection strategies can be put in place? Remove the trigger(s)? Provide more structure and/or support?
- What help or resources do you need?

Sample Classroom Plan

Classroom plans should should be efficient for the teacher and include the following:

- Problem behavior
- Target/replacement behavior
- Evidence-based strategy
- Fidelity
- Progress monitoring

Problem Solving Team

Purpose: A group of “specialists” to assist classroom teacher on the development, implementation, and monitoring of students not making progress or in need of intensive support.

- Classroom teacher(s)
- Interventionist
- Counselor
- IES/School Psychologist
- Principal
- BIST Consultant (if available)
- Autism/Behavior Specialist (if available)
- School-Community Liaisons (if available)

Intensive Plans

Problem behavior

Target/replacement behavior

Explicit instruction of target/replacement behavior

Protection/prevention strategies

Recognition of positive behaviors

Consistent instructional response

Plan for escalation of behaviors

Fidelity

Crisis Plan

Progress Monitoring

Building for Sustainability

Go Slow to Go Fast

Year One: Focus on Tier I evidence-based practices

Year Two: Gather baseline data and accurately capture time out of instruction

Year Three: Add defined intervention protocol, problem solving teams, plan development and progress monitoring

Develop Ongoing Teams

Develop building cohorts - pilots, non-pilots

PIIC Teams - Principals, IES/School Psychologists, Interventionists, and Counselors (2-4 times a year)

Regular principal meetings (2-4 times a year), small group cohort lunches immediately following principal meetings

Stage the work so that it is an ongoing conversation

Example from our non-pilot work:

- January - General overview of Core Components to PIIC teams, homework self-assessment of building
- April - Overview of Trauma Informed Care and revisit BIST philosophy for PIIC teams, begin the planning process
- July - Refresher of Core Components and finalizing first day
- August - All elementary staff revisit BIST philosophy and procedures and routines
- September - Meeting with building principals to review the start of school and plan for October PIIC meetings
- October - PIIC meeting to extend learning on Tier 1
- December - PIIC meeting to learn SAEBRS

Thank You!!!

Dr. Emily Miller
Emily.Miller@lsr7.net
816.986.1024

Dr. Kaye Otten
kayeotten@mac.com
913.269.0462