

A District Model for Integrated Rtl Systems

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Missouri SW-PBS Summer Training Institute 2013

Our Journey

- SMSD is the third largest district in Kansas providing an education to approximately 28,000 students
- 46 schools – 33 elementary level
- First ring suburb
- Formally started our efforts with RtI in 2005

Why an Integrated Model?



Why Integrate Behavior and Academic RtI?

- Both are critical for school success
- Share critical feature of data-based decision making
- Both utilize three tiered prevention model
- Both incorporate a team approach at school level, grade level, and individual level
- Models of integrated behavior and reading supports produce larger gains in literacy skills than the reading-only model
 - (Stewart, Benner, Martella, & Marchand-Martella, 2007)

High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior

(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)

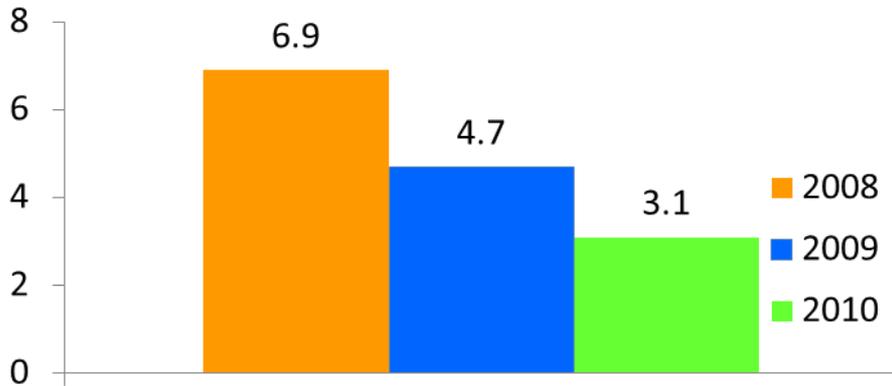
Implementation of schoolwide positive behavior support leads to increased academic engaged time and enhanced academic outcomes

(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)

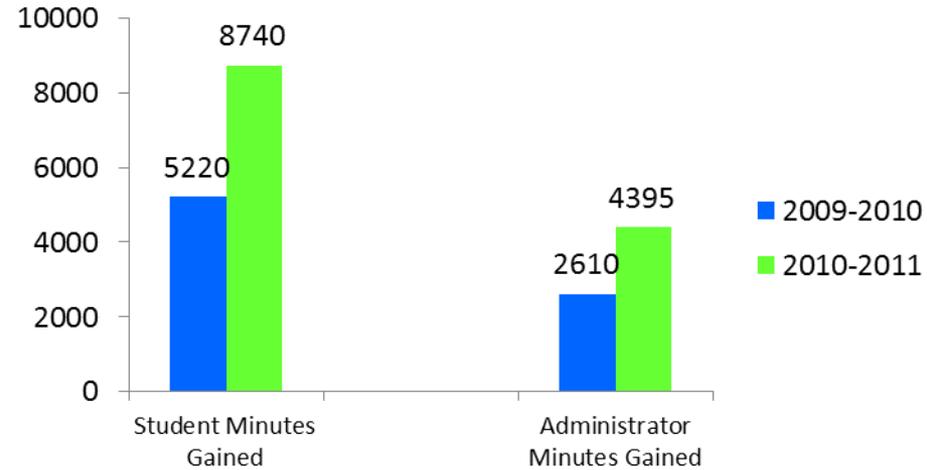
Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing

(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)

Apache's Average Referrals Per Day Per Month



Instructional and Administrative Minutes Gained



Apache's Office Discipline Referral Data

Year	Number of referrals
2008-2009	1026
2009-2010	852
2010-2011	559
Average number of minutes student is out of class due to referral	30
Average number of minutes administrator needs to process referral	15

Apache's Instructional and Academic Time Regained

	Student	Administrator
Minutes		
First Year	5220	2610
Second Year	8740	4395
Hours		
First Year	87	44
Second Year	147	73
Days		
First Year	11	5
Second Year	18	9

SMSD Strategic Plan for Student Success

Core Beliefs:

- Every student learns and continually achieves to high and challenging standards.
- Education includes both social and academic competencies.
- The teacher is the most important influence on student achievement.
- Everyone has an individual, collaborative, and collective responsibility for each student.
- Everyone in the educational community continually reflects and learns in an empowering culture.
- Change is inevitable and necessary; our response is intentional.

Mission Statement:

The educational community will relentlessly empower each student to succeed through an intentional multi-tiered system of support

Our Path

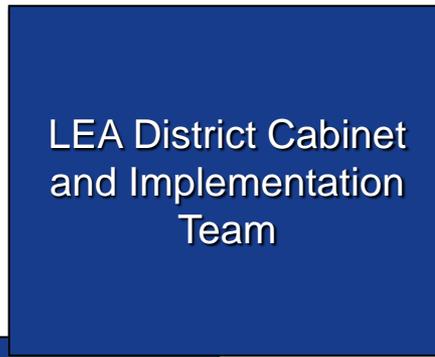
- Elementary Buildings
 - Addressed infrastructure and implementation for academic system.
 - Added infrastructure for behavior system and implemented Tier I.
 - District focused remaining training from an integrated standpoint.

Stages of Implementation

Focus	Stage	Description
Should we do it?	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it better!	Initial implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

Who is supported?

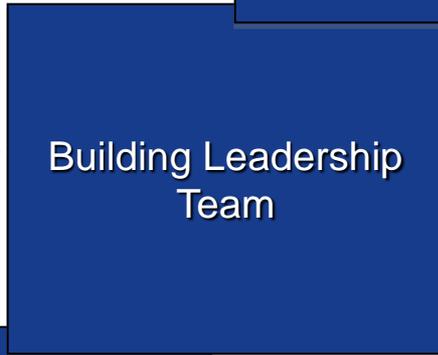
Multiple schools w/in local district



- District Leadership Team
- Principal Leadership Team
- District MTSS Facilitator
- District PBIS Coordinator



All staff



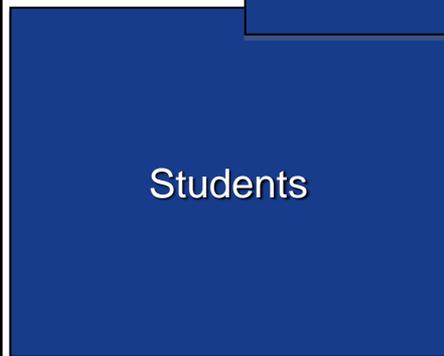
- Building Leadership Teams



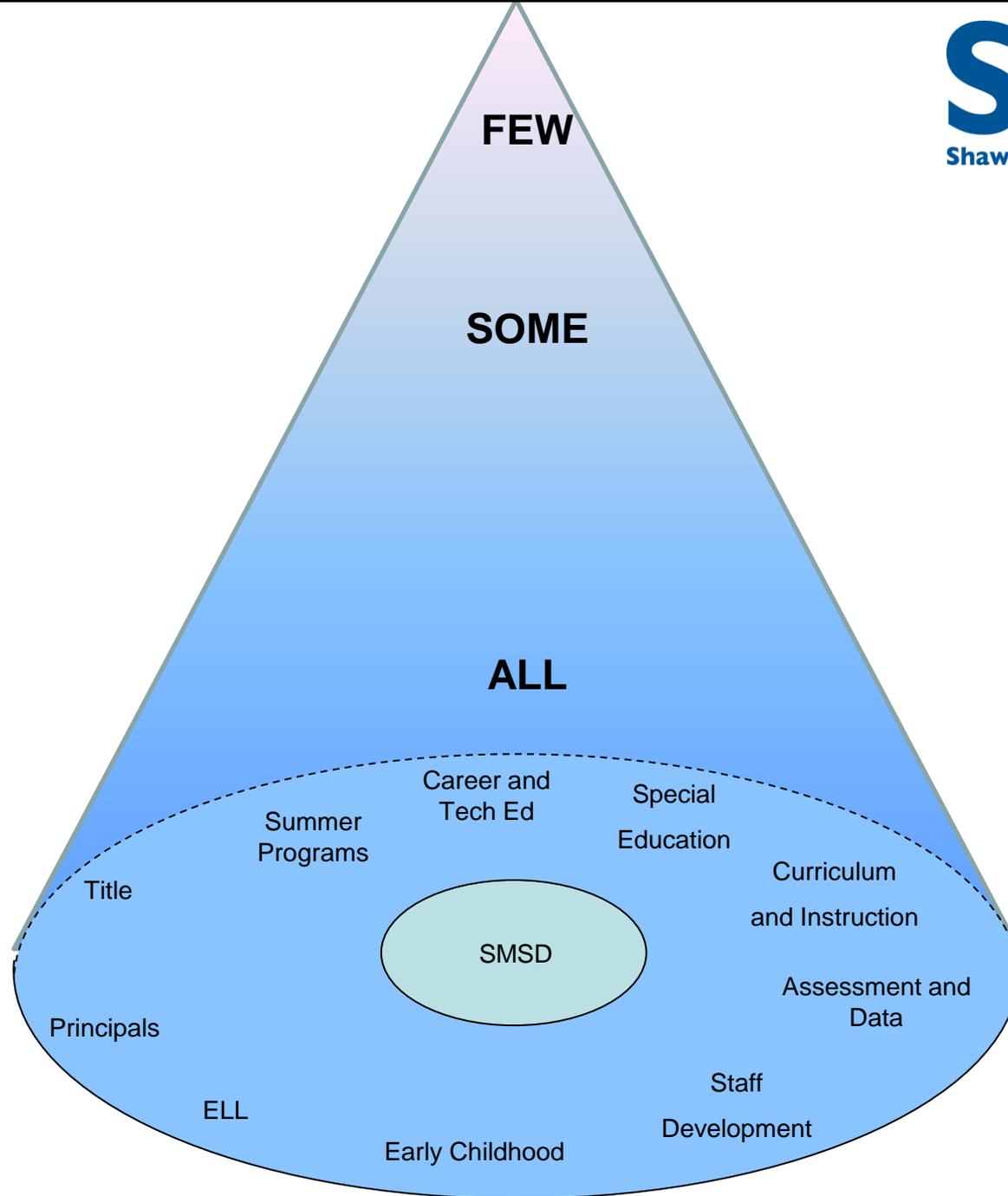
All students



- Building Integrated Committees



How is support provided?



FEW

SOME

ALL

Career and
Tech Ed

Special
Education

Summer
Programs

Curriculum
and Instruction

Title

SMSD

Assessment and
Data

Principals

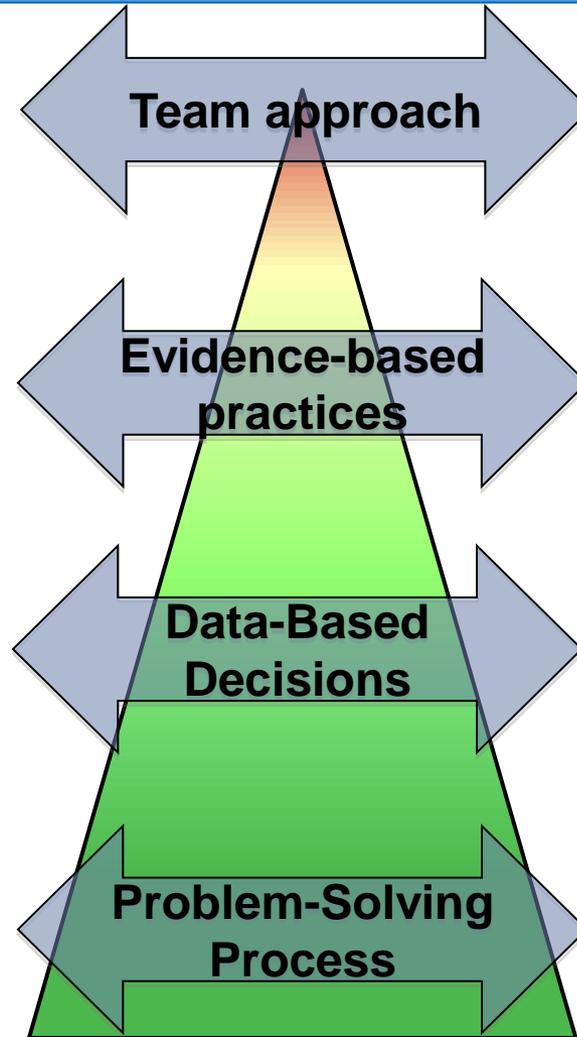
Staff
Development

ELL

Early Childhood

Integrated Functions Across All Tiers of Support

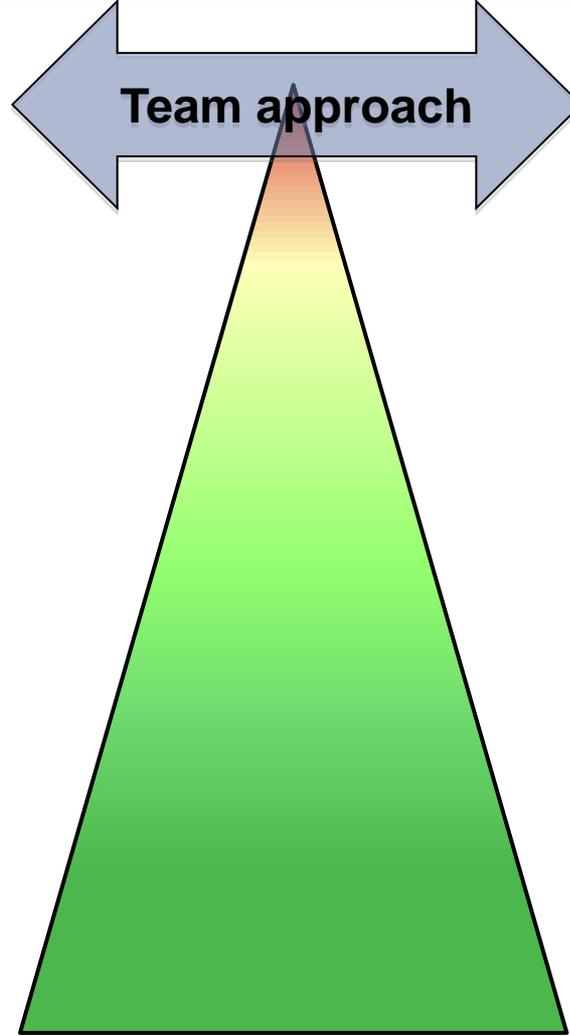
Behavior Support



Reading Support

Integrated Functions Across All Tiers of Support

Behavior Support



Reading Support

Evaluation Tools for Integrated

Multi-Tiered System of Support Structuring Components – Cohort C

School _____

Building Team Members _____

S = Social Competence
A = Academic



		Status: <u>Achieved</u> , In Progress, Not Started			
		Quarter: (MM/YY/YY)			
		1st	2nd	3rd	4th
A	Establish Commitment to Core Beliefs Core beliefs reviewed and agreed upon by majority of faculty.	Status:			
A	MTSS beliefs and how to achieve them integrated into existing school structures (ex., School Profile, Parent Information).	Status:			
S-1	Administrator's support & active involvement.	Status:			
S-2	Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:			
SA-3	Establish & Maintain Team Team established (representative).	Status:			
SA-4	Team has regular meeting schedule, effective operating procedures.	Status:			
S-5	Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:			
S-6	Self-Assessment Team/faculty completes EBB self-assessment survey	Status:			
S-7	Team summarizes existing school discipline data.	Status:			
S-8	Strengths, areas of immediate focus & action plan are identified.	Status:			
A	Intervening Early Adequate training for administration of universal screening measures provided for data collectors.	Status:			
A	Process for insuring fidelity to administration and scoring identified.	Status:			
A	Process for insuring fidelity to administration and scoring shared with data collectors and conducted.	Status:			

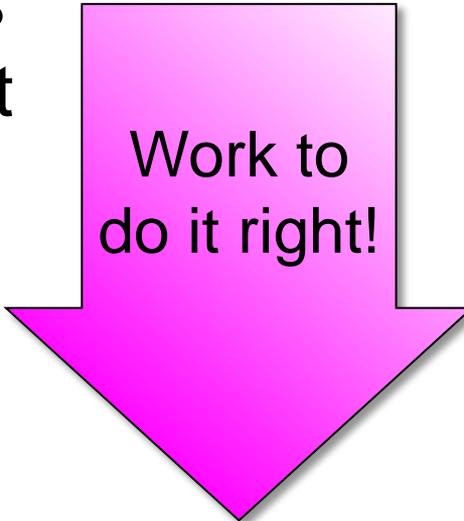
A	Tiered System of Support Model of support selected (e.g., cross grade, intervention team). Resources necessary for small groups are adequate.	Status:				
A	Master schedule reflects necessary supplemental reading support (90+30+30).	Status:				
A	Inventory for efficient integration of efforts with other programs addressing reading challenges (e.g., tutoring) completed.	Status:				
S-9	Establish School-wide Expectations 3-5 school-wide behavior expectations are defined.	Status:				
S-10	School-wide teaching matrix developed.	Status:				
S-11	Teaching plans for school-wide expectations are developed.	Status:				
S-12	School-wide behavioral expectations taught directly & formally.	Status:				
S-13	System in place to acknowledge/reward school-wide expectations.	Status:				
S-14	Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
A	Evidence-Based Practices Inventory of core curriculum status/support (e.g., Open Court Needs Assessment) completed.	Status:				
A	Inventory of interventions status/support (e.g., resource mapping for interventions) completed.	Status:				
A	Inventory of staff needs regarding reading big ideas and instructional practices (e.g., staff survey) completed.	Status:				
A	Data-Based Decision Making Master schedule reflects time for data analysis (3x year for building/grade level and at least every 6 weeks for individual students).	Status:				
A	Inventory of diagnostic tools completed.	Status:				
A	Training on the use of assessment information (DIBELS, MAP) determined.	Status:				
S-15	Establish Information System Discipline data are gathered, summarized, and reported.	Status:				

Team Approach

- Serves as the **over-arching management group** for facilitating and evaluating implementation **in a building**.
- Primary roles include **evaluating school achievement and behavior data** to identify **needed changes** in existing tools, training, and support, especially around **fidelity of implementation**.

Growing an Integrated System

- Building Leadership Team includes leads from academic and behavioral teams that meet monthly.
- Members of the BLT lead schoolwide committees.
- All staff are on a committee:
 - Data committee
 - Details committee
 - Acknowledgement committee



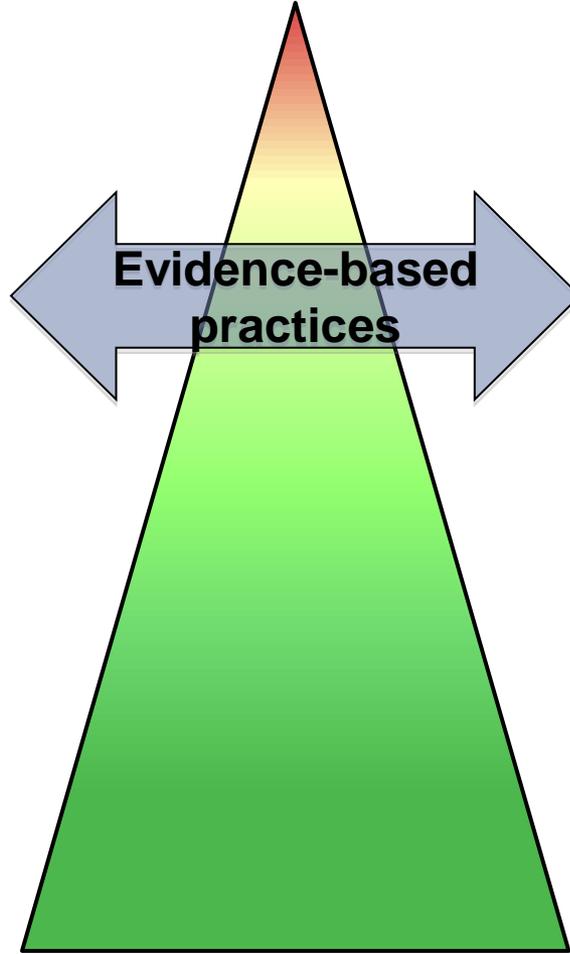
Work to
do it right!



Work to
do it
better!

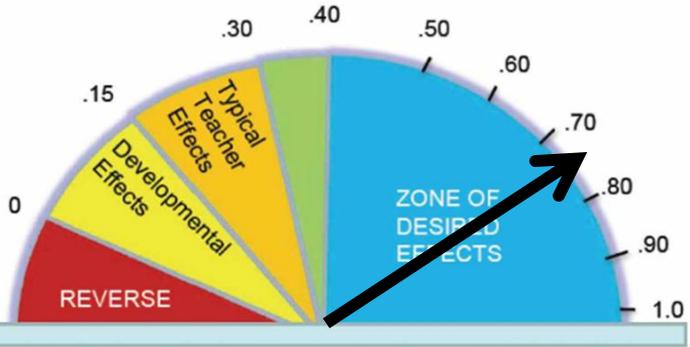
Integrated Functions Across All Tiers of Support

Behavior Support

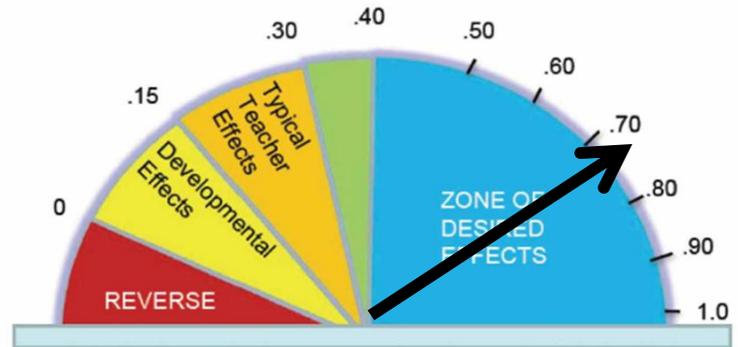


Reading Support

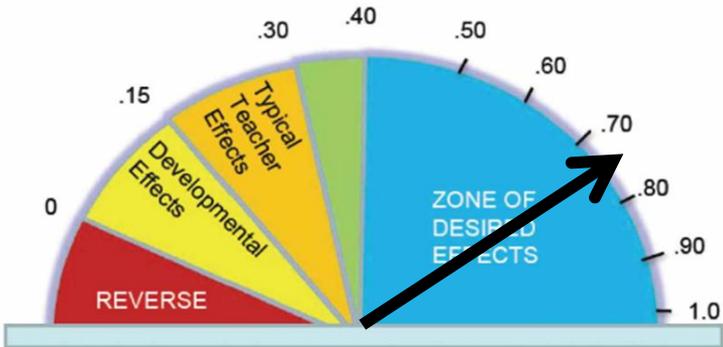
Evidenced-Based Practices



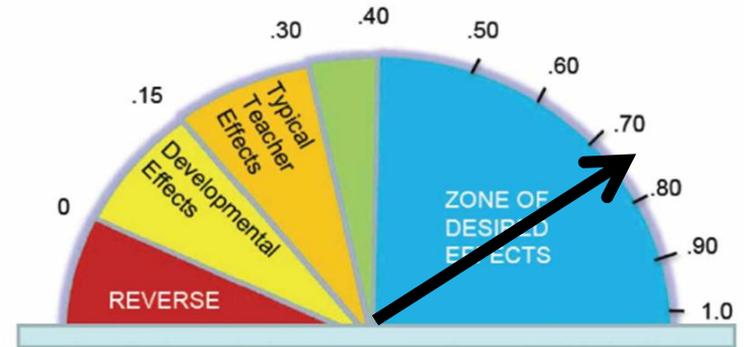
Feedback .75



Teacher-Student Relationships .72

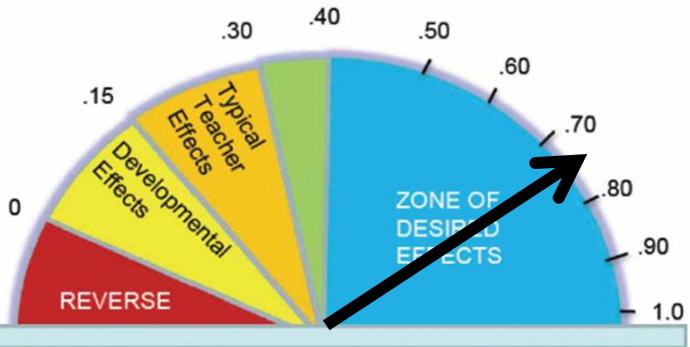


Classroom Management .52

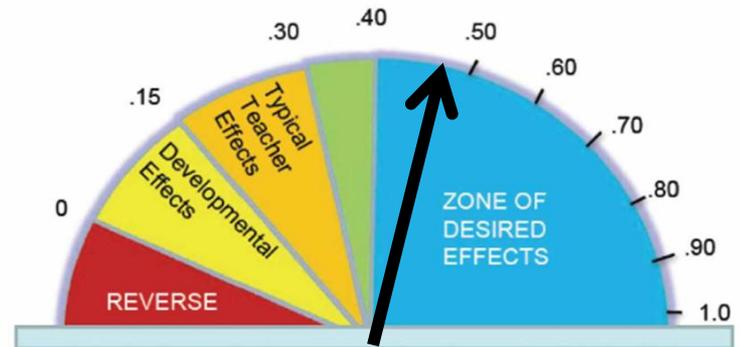


Teacher Clarity .75

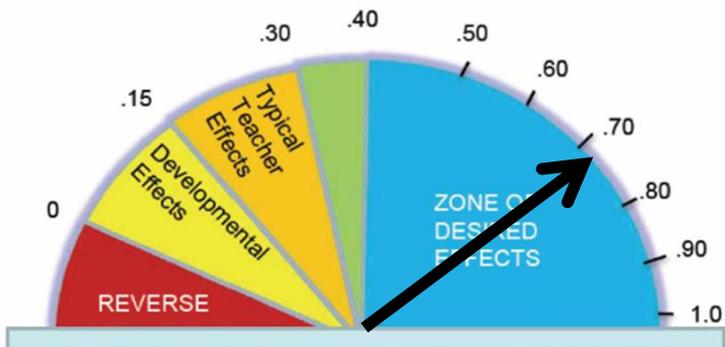
Evidenced-Based Practices



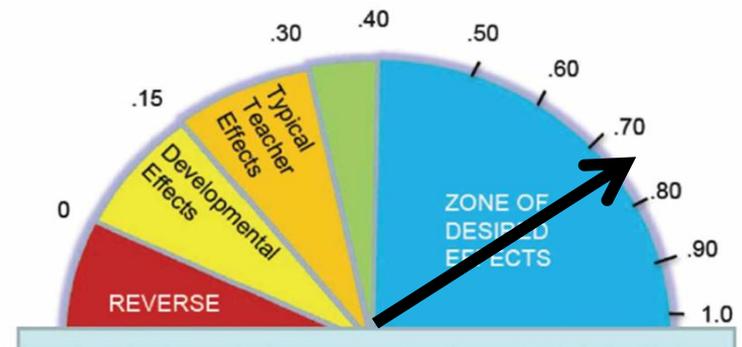
Explicit Instruction .75



Questioning .46



Spaced vs.
Massed Practice .71



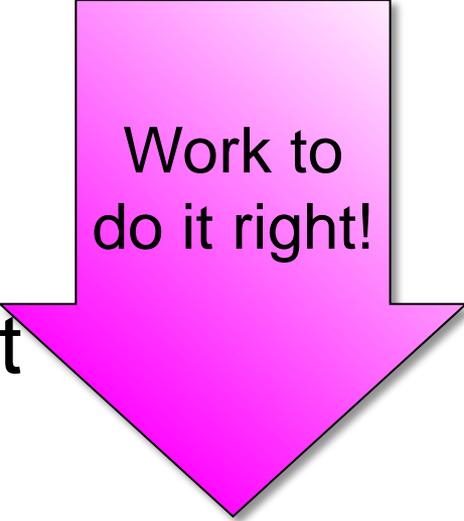
Reciprocal Teaching
.74

Evidenced-Based Practices

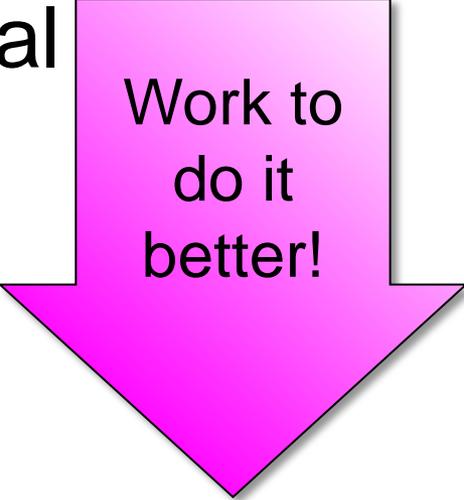
- District protocol includes evidence-based:
 - Core materials/programs.
 - Open Court reading
 - Envision math
 - Second Step
 - Intervention programs
 - Reading: KPALS, PALS, EIR, Read Naturally, Passport, Corrective Reading, REWARDS
 - Math: Math PALS
 - Social Skills: Check in-Check out

Growing an Integrated System

- Maximizing Instructional Time
- Ensuring Academic Engagement
- Integrated curriculum/instructional opportunities



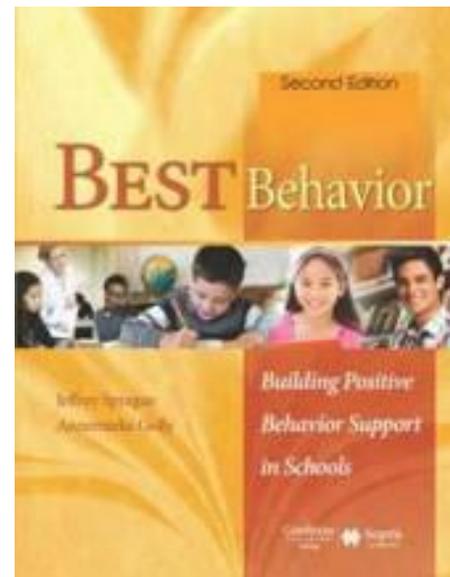
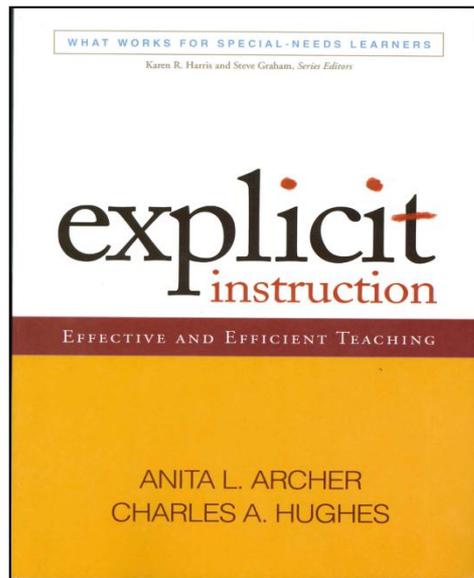
Work to
do it right!



Work to
do it
better!

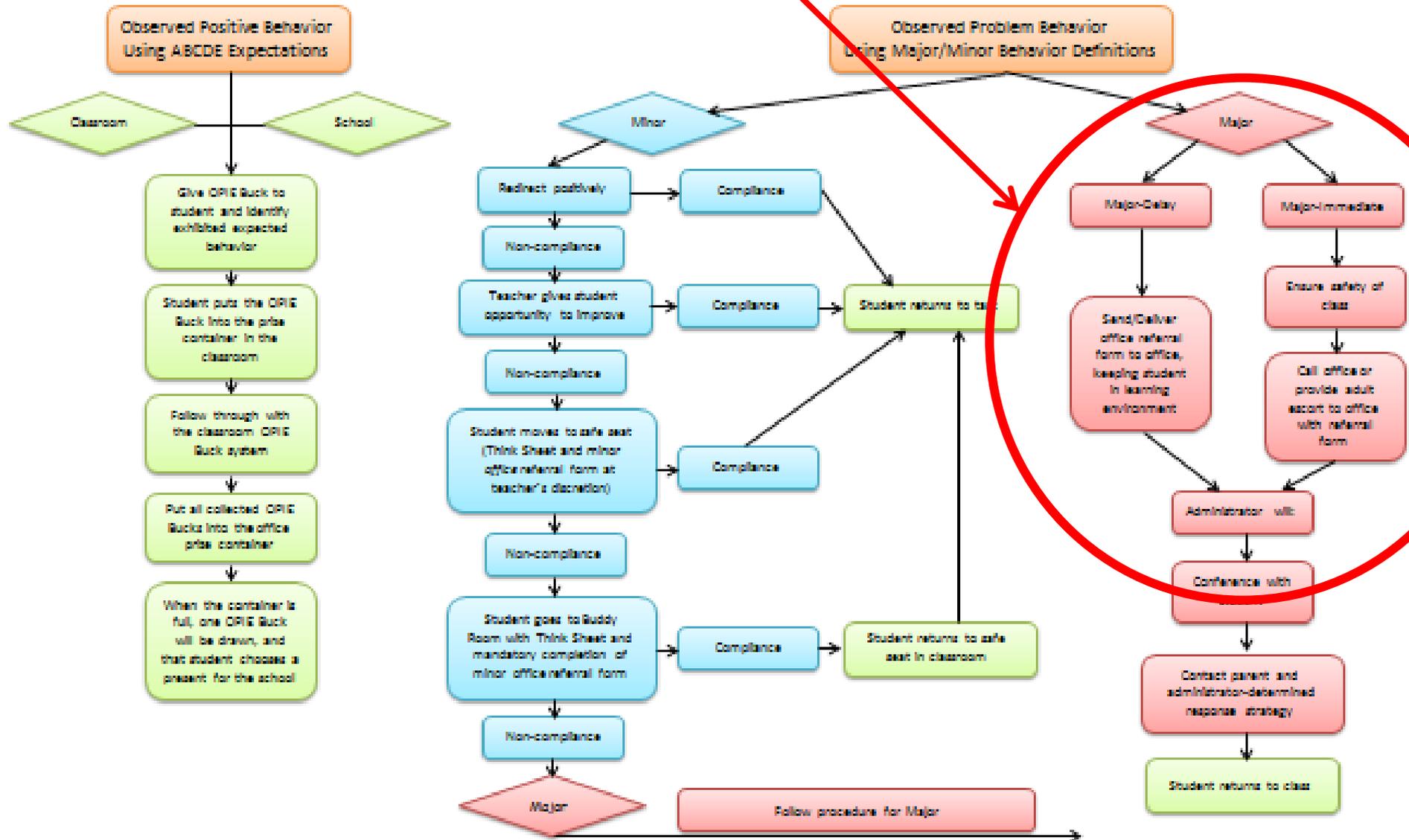
Maximizing Instructional Time

- PBIS Classroom
 - Routines, acknowledgments



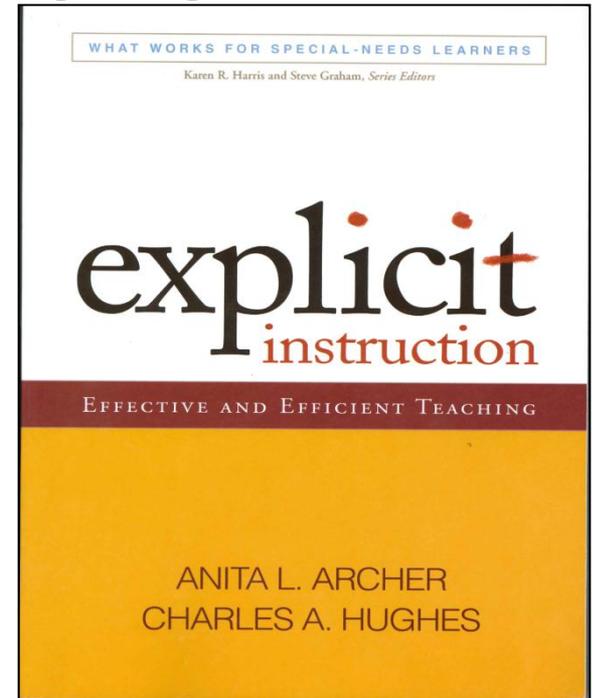
- Delayed major – no sending to office (OP)

Major Delay and Major Immediate Distinction



Ensuring Academic Engagement

- Anita Archer
- “Kevin Feldman’s Law”
 - Every 2-10 seconds students are doing, saying, writing something.....



14. STUDENT ACTIVE PARTICIPATION

Response	Average	Total
Asks/ answers questions	 5%	11
__0-34%	 1%	2
__35-64%	 2%	5
__65-84%	 5%	11
__85-100%	 19%	42
__reading	 14%	31
__writing	 15%	33
__speaking	 20%	45
Students can articulate the objective of the lesson	 16%	35
Demonstrates knowledge using bodily-kinesthetic	 2%	5

Intentional Planning for Core

- Our focus on Tier I for all students has changed some historical practices.
- Including students with disabilities in core does not mean being present – expectation is for meaningful participation.



Work to
do it right!



Work to
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better!

Planning for Differentiating Core

Day 1	Day 2	Day 3	Day 4	Day 5
Paired Ava and Corbin.				
Green Band – review “i_e”, introduce “a_e” and “ay”	Same	Review	review	Decodable – Spice Ring
Dictation – from same word work words	First read with class	2 nd Read – Do either a cloze read or an echo read with students (be careful of time – you will probably need to read aloud some of it)	Checking Comprehension – ask same questions, but offer choices as a scaffold	Write sentences about a picture
Decodable – Spice Cake from EIR	Asking and answering questions – use pictures to help ask and answer questions, Making Connections	Do compare and contrast with Venn Diagram (provided) and with the activity provided	Handing Off – Use questions from the comprehension check. Hand signals for agree and new info.	
Vocab Focus – marvelous and magnificent	Summarizing – give 1 true choice with 2 not true choices	Can do writing activities about each tree house	Vocab – Pick two words – marvelous and magnificent and write sentences	

Integrated Curriculum/Instructional Opportunities

- Looked for alignment between CCS and Second Step Scope and Sequence
- Divided lessons out so that each subject only had to replace a few existing class subjects
 - Communications: Empathy, Communication and bullying prevention
 - PE: Emotion management & problem solving
 - Science: substance abuse prevention

Integrated Curriculum/Instructional Opportunities

Second Step

Sample Lesson for Communications

Lesson 5: Responding to Bullying Part 1

Lesson Outline:

1. Preview the DVD, Lesson 5 segment with handout 5A.
2. Ask students to *Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation* SL 8.2 – students should verbally or in writing analyze the situation described in the video evaluating the feelings of the individuals involved. Discuss the purpose of the video in reference to its message, targeted audience, and motives behind the presentation.
3. Share the definition of bullying. Pick the important words within the definition and clarify their meaning. Example: harm, harass, intimidate...L.8.4 *Determine or clarify the meaning of unknown and multiple-meaning words or phrases...*
4. Evaluate whether the events in Emily's story were fair. Collaborate with peers to generate one assertive statement Emily could use with her friends who are excluding her. Brainstorm two positive qualities she should look for in a group of friends. SL 8.1 *Engage effectively in a range of collaborative discussions with diverse partners*
5. Predict what might happen if circumstances of Emily's story were different.
6. Analyze the feelings you might have when telling a friend to stop bullying.
7. Read the informational article from the National Health Services website entitled, *My Daughter was Bullied.* Students should *analyze the central theme of the article by identifying what the text states explicitly about bullying behaviors.* RI 8.2 Ask students for a written response comparing the article written from the parent's perspective to that of the video illustrating the student's perspective. Utilize a Venn Diagram as a whole-class brainstorming tool to help students understand how to compare and contrast multiple sources. W. 8.9 *Draw evidence from informational text to support analysis, reflection, and research.*

Alignment with CCS
Speaking and Listening

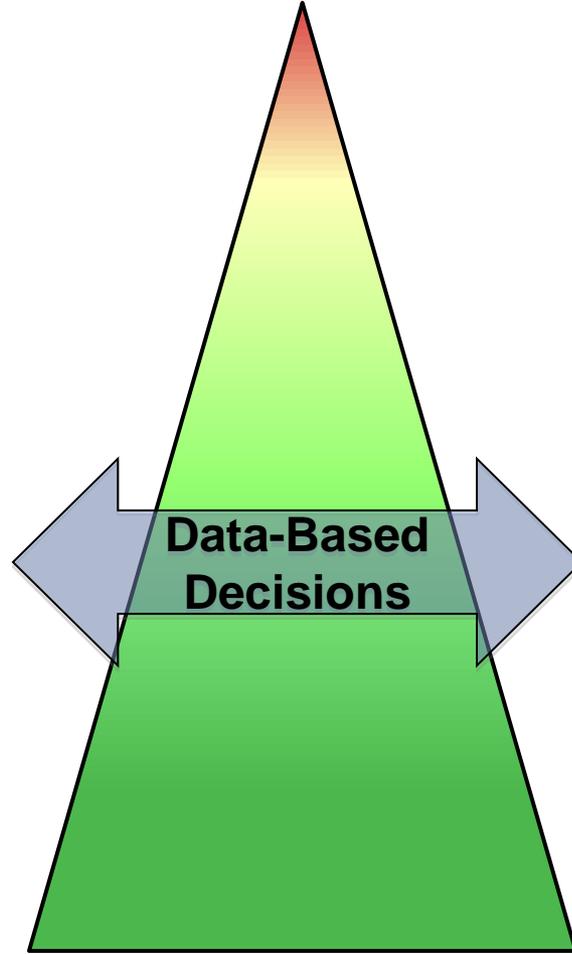
Alignment with CCS
Reading Literature

Alignment with CCS
Writing

Homework: Reflect on the content of both the bullying video and article, what questions do you have about bullying?

Integrated Functions Across All Tiers of Support

Behavior Support



Reading Support

Data-Based Decisions

- Early identification and response.
- Intervention matched to need/function.
- Progress monitoring frequency matches level of concern.
- Data are reviewed and decision rules applied to keep or change the intervention.

Growing an Integrated System: Early Identification and Response

- Strengthening our data sort process.
 - Talking student behavior/emotional needs when selecting interventions
- Review frequency of acknowledgements for incoming ODR's by principal.
- Combining data sources as they become available.



Work to
do it right!



Work to
do it
better!



3

Fall

LC

LC

LC

LC

Growing an Integrated System: Intervention Matched to Needs

	Open Court Intervention	KPALS	PALS	REWARDS	Passport	Read Naturally	EIR
Adult attention	X		X	X	X		X
Peer attention		X	X	X			

Growing an Integrated System

Data Decision Rules Applied

- Progress formally reviewed no less frequently than every 6 weeks.
 - Students receiving behavioral support may be reviewed by building team and flagged for discussion
 - OR
 - Academic and behavioral data reviewed together at meeting



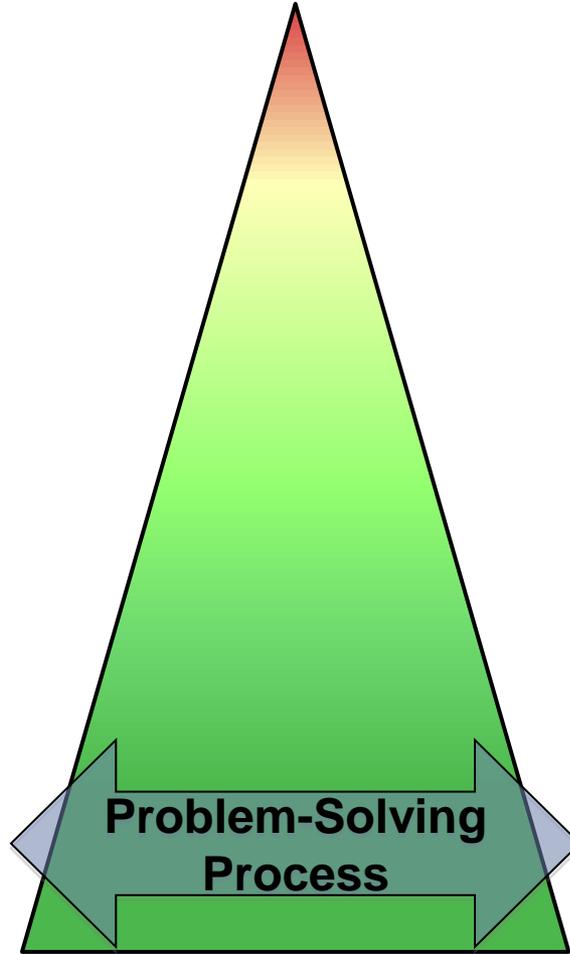
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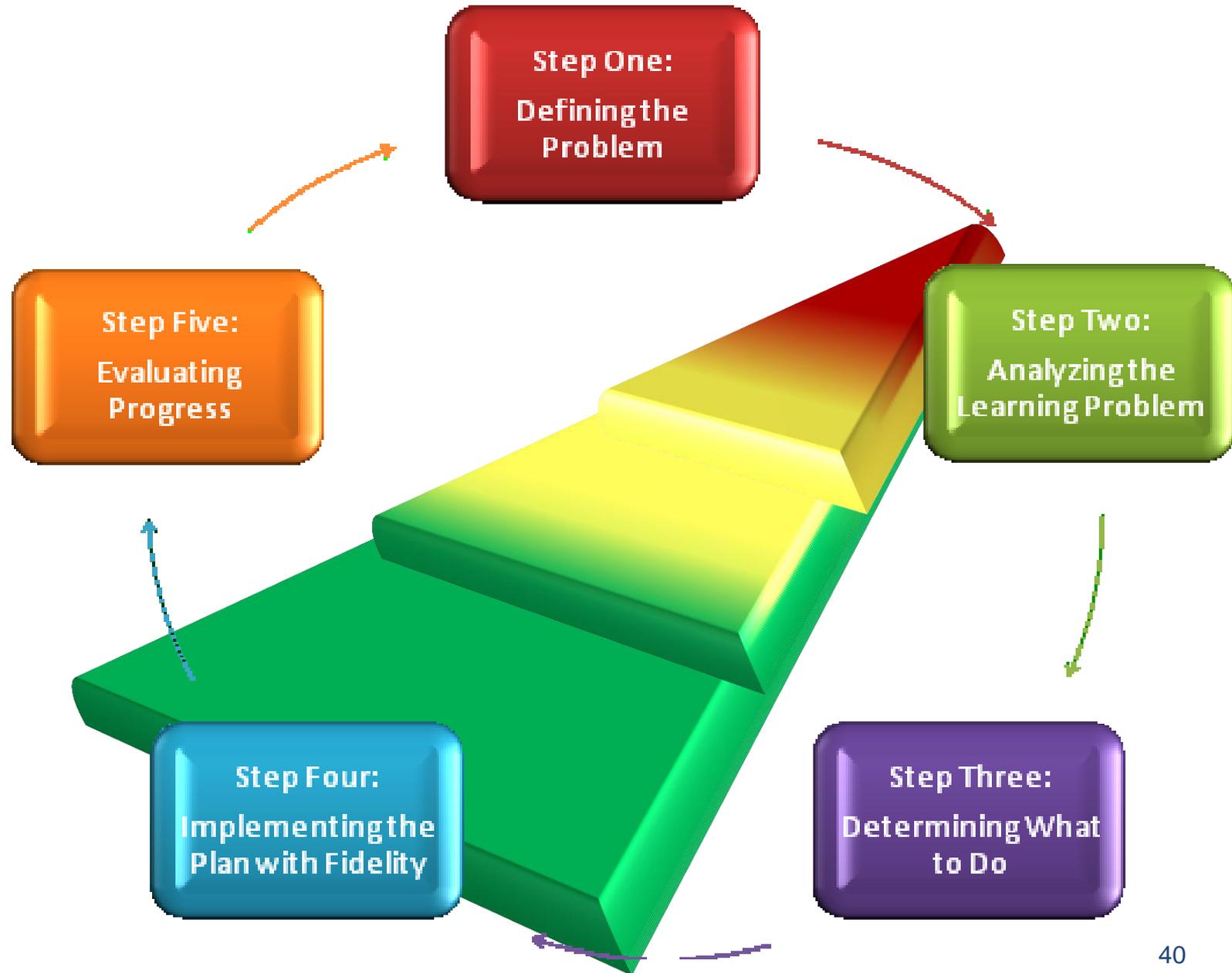
Integrated Functions Across All Tiers of Support

Behavior Support

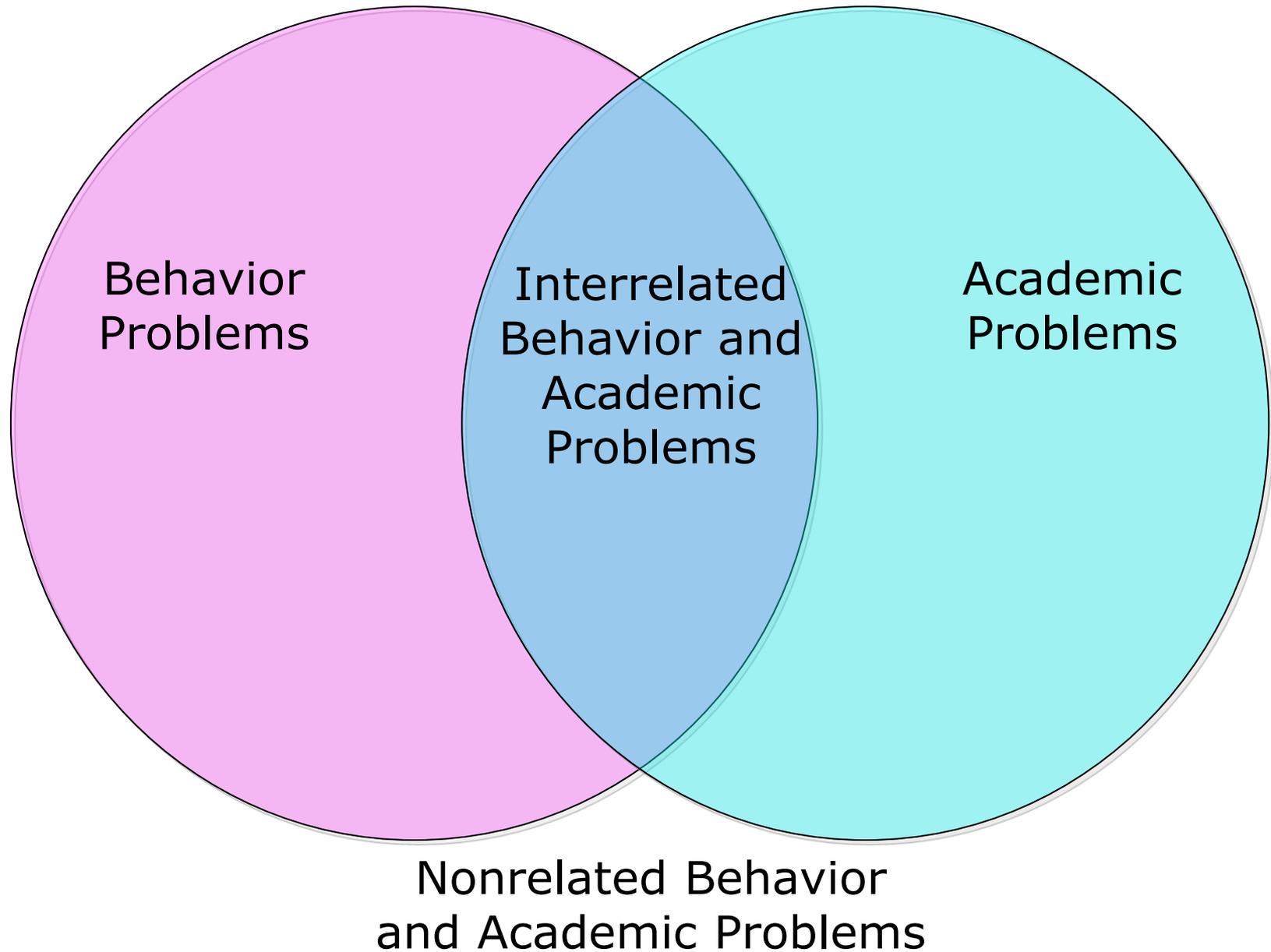


Reading Support

Problem-Solving Process



Maturing our Data-Review Process



Growing an Integrated System

- Problem-Solving Routines
- Data Analysis Safety Nets

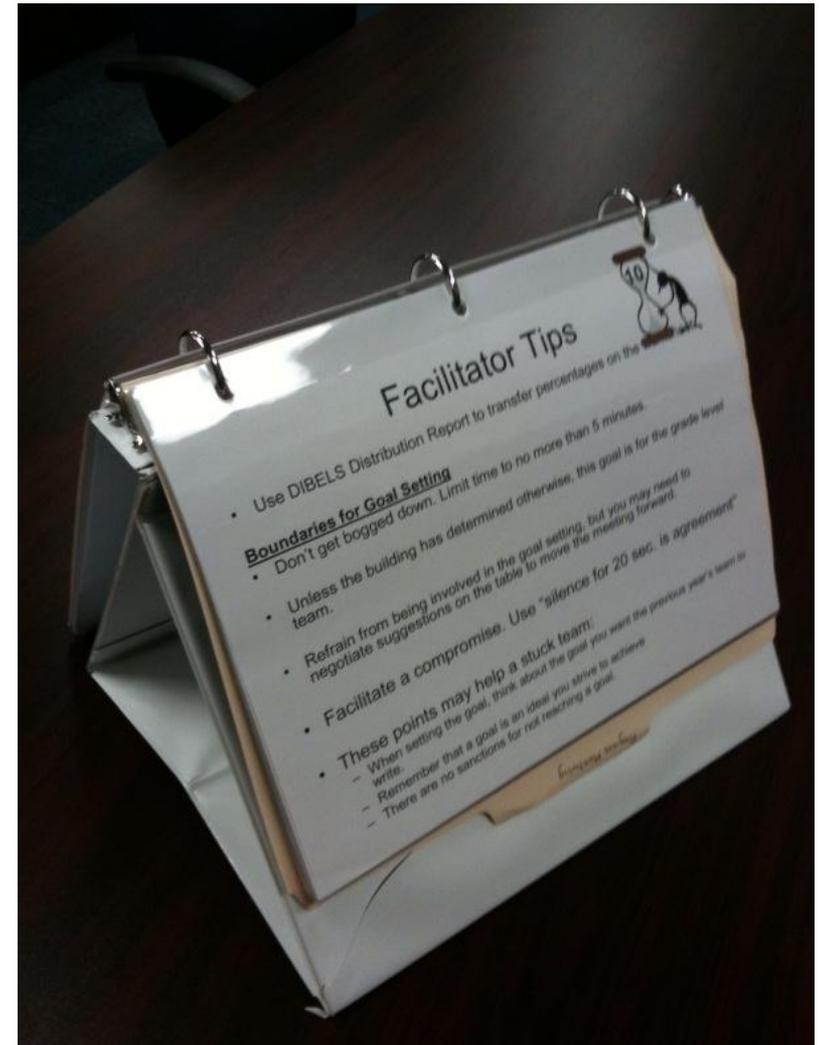
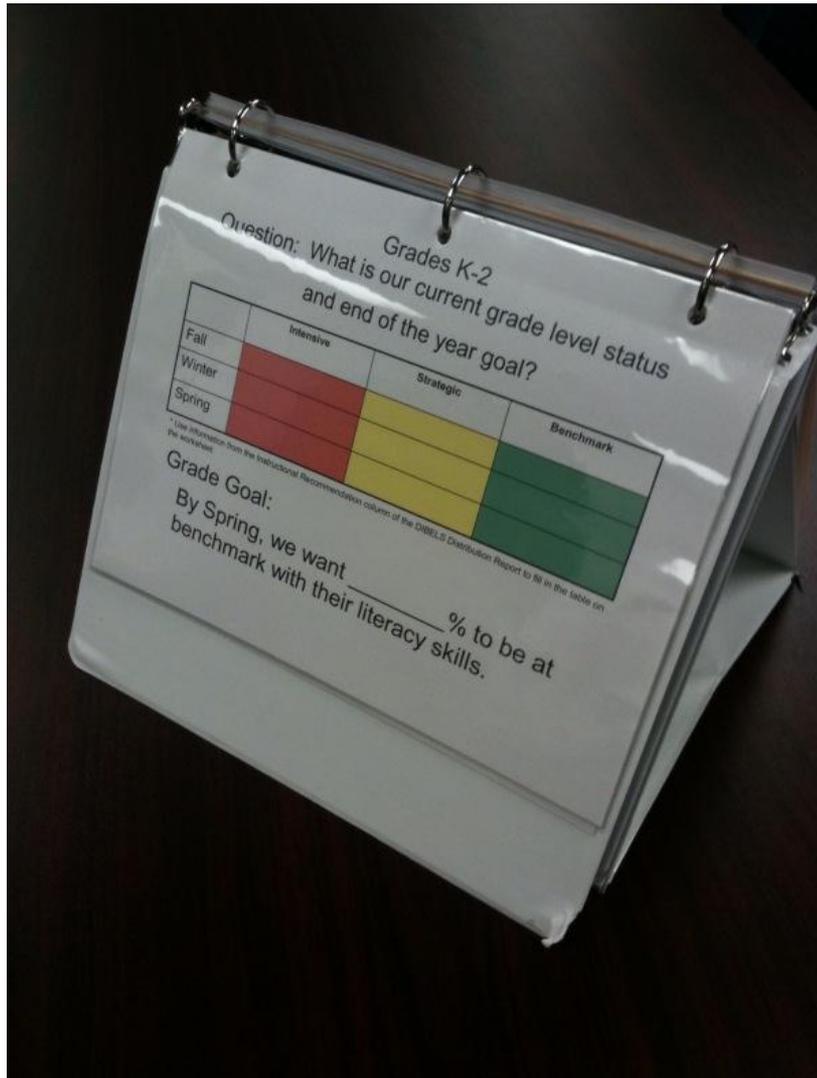


Work to
do it right!



Work to
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better!

Tools Help Facilitate the Process



Integrated Grade-Level Data Review

Question: What is our current status of office referrals by time? Give your top three.

	<i>Reading/lang.</i> <u>9:30-11:00</u> Time	<u>12:45-1</u> Time	<u>1:30-1:45</u> Time
Fall			
Winter	2	2	2
Spring			

Provide a Summary of Data by Time:

- The most frequent time(s) for referrals are _____ and _____.
- Compared to the previous month(s), this represents a _____ trend for time.
- Are there other times that warrant analysis?

Reflection for Later Analysis:

- Be **thinking** about why the referrals are happening at these times... subjects... transitions... structured vs. less structured activities...

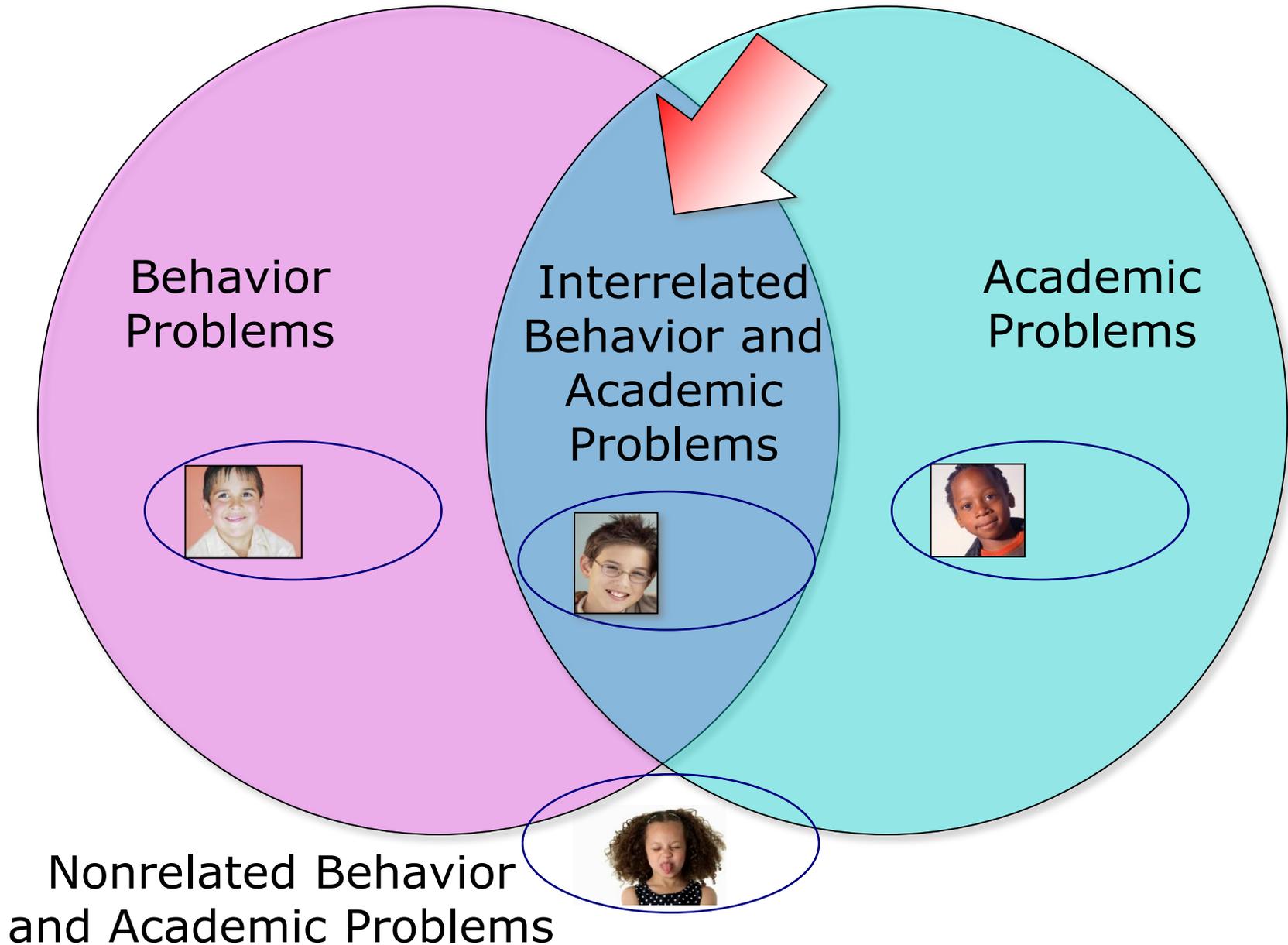
1st Grade Precision Statement

- From January to March, we had 24 incidence of disruptive behavior occurring in the classroom between the times of 10:00-11:30 – during core reading time. This involved 8 students. Motivation of the behaviors were marked as task avoidance or obtaining attention.

1st Grade Response Plan

Setting Event Strategies	Antecedent Strategies	Teaching Behavior Strategies	Consequence Strategies
<ul style="list-style-type: none">• Review expectations• Check and connect with students• “I’ ve been impressed with _____”	<ul style="list-style-type: none">• Plan out a scaffolded 5-day plan for Open Court.• Provide choices in response strategies.• Visual prompts for replacement behaviors.• Pull in scaffolds from EIR.	<ul style="list-style-type: none">• Replacement behaviors: Asking for help and implementing strategy to keep working while waiting for help.	<ul style="list-style-type: none">• Higher rate of acknowledgement – esp. for replacement behaviors• Eagle Game?• Earning peer academic game time

Possibilities of Behavior/Academic Concerns around function of problem



Customizing Intervention

Phonemic Awareness		
Day 1	Hearing Sounds (Activity 2)	Day 5
Paired Ava and Co	Say-it-move-it mat	
Alphabetic Princ		
Green Band – review	Letter-Sounds (Activiti	codable – Spice
“i_e”, introduce “a_	Have student high	g
and “ay”	Reinforce with Soun	ite sentences about
Dictation – from sa		picture
word work words		
Decodable – S		
Cake from EIR		
Vocab Focus –	Passage Reading (Activiti	
marvelous and	Periodic use of “	n and
magnificent	extra practice	
Fluency and Comp		
	Story Sharing Routin	
	Pretend-Read: Making predictions	

Setting
Event
Strategies

Antecedent
Strategies

Teaching
Behavior
Strategies

Consequence
Strategies

Growing an Integrated System



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We've Learned A Lot.....

We're Optimistic....

We Have a Long Way to Go.....