HOW TO STREAMLINE AND FACILITATE AN EFFECTIVE PBIS REFERRAL PROCESS USING AT-RISK TEAMS

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LEARNING OUTCOMES

• ATTENDEES WILL RECEIVE GUIDANCE ON HOW TO SET UP AND RUN AN EFFECTIVE PBIS AND ACADEMIC REFERRAL PROCESS USING AT-RISK TEAMS.

• ATTENDEES WILL DETERMINE THE ESSENTIAL ELEMENTS THAT ARE A PART OF AN EFFECTIVE AT-RISK TEAM SO THAT THEY CAN IMPLEMENT THESE STRATEGIES WITHIN THEIR OWN BUILDINGS.

• ATTENDEES WILL RECEIVE SAMPLE FORMS THAT ARE USED AT DENT-PHELPS FOR OUR REFERRAL PROCESS, COMMUNICATION WITHIN OUR BUILDING, AND FOR MAKING DECISIONS BASED OFF OF A CLEARLY DEFINED SET OF DATA DECISION RULES.
AGENDA

• INTRODUCTIONS AND LEARNING OUTCOMES
• SELF ASSESSMENT
• SETTING UP THE TEAM
• THE REFERRAL PROCESS
• MAKING DECISIONS
• THE FOLLOW UP PROCESS
• THE IMPORTANCE OF COMMUNICATION
• FINAL OVERVIEW OF THE PROCESS
• KEYS TO STREAMLINING YOUR OWN PROCESS
• QUESTIONS AND ANSWERS
INTRODUCTION AND SELF ASSESSMENT
REFLECTION AND CURRENT REALITY

WHAT IS YOUR CURRENT REALITY? WHAT ARE YOUR BIGGEST STRENGTHS? WHAT CURRENTLY ARE YOUR BIGGEST AREAS FOR IMPROVEMENT?
SELF-ASSESSMENT

PICK A SONG TITLE OR MOVIE TITLE THAT BEST DESCRIBES YOUR CURRENT PROCESS.
OUR PAST REALITY

- LONG, UNPRODUCTIVE MEETINGS
- RESULTS?
- LACK OF UNDERSTANDING OF HOW THE GROUP WORKED.
- JUDGMENTAL DECISIONS MAKING
- LACK OF INFORMATION TO MAKE DECISIONS
- MULTIPLE TEAMS WITHOUT COMMUNICATION
SETTING UP YOUR AT-RISK TEAM

THE WHO, THE HOW, AND THE WHY BEHIND EFFECTIVE SUPPORTS.
WHAT IS AN “AT-RISK” TEAM?

AN “AT-RISK” TEAM LOOKS AT DATA AND INFORMATION GIVEN BY THE TEACHERS ABOUT STUDENTS THAT THEY ARE CONCERNED WITH. THE TEAM LOOKS AT ALL INFORMATION AVAILABLE AND DECIDES THE APPROPRIATE RESPONSE AND THE NEXT STEPS TO ENSURE ALL STUDENTS SUCCEED AT HIGH LEVELS!
WHAT IS AN “AT-RISK” STUDENT?

1. FAILING ACADEMICS
2. DECLINING ACADEMICS
3. BEHAVIORAL ISSUES
4. ATTENDANCE PROBLEMS
5. CHANGING HOME SITUATION
6. SUDDEN, UNEXPLAINED CHANGES IN BEHAVIOR
7. UNDIAGNOSED LEARNING DISABILITY

THE IDEA IS TO IDENTIFY POTENTIAL STUDENT ISSUES EARLY SO THAT THEY CAN BE PROPERLY ADDRESSED.

NO MORE STUDENTS FALLING THROUGH THE CRACKS!
WHO SHOULD BE ON THE TEAM

1. ADMINISTRATION *(IF AVAILABLE)*
2. BEHAVIOR REPRESENTATIVE(S) *(PBIS TIER II / TIER III)*
3. ACADEMICS REPRESENTATIVE(S) *(TITLE 1, TUTORING, RTI, ETC.)*
4. ATTENDANCE REPRESENTATIVE(S)
5. SPECIAL EDUCATION REPRESENTATIVE(S)
6. COUNSELOR(S)
7. ANYONE ELSE YOU FEEL IS IMPORTANT TO MAKING A DECISION THAT BENEFITS THE WHOLE CHILD
CHARACTERISTICS OF AN EFFECTIVE TEAM

I. CLEARLY DEFINED MISSION AND PURPOSE
II. MEETING NORMS
III. CLEARLY DEFINED ROLES
IV. SHARED RESPONSIBILITIES
V. FREQUENT AND ACCESSIBLE INFORMATION SHARING
VI. REGULARLY SCHEDULED MEETINGS
VII. STRONG TEAM COHESION
REFERRAL PROCESS

YOU HAVE YOUR TEAM, NOW WHAT?
GETTING REFERRALS

- REFERRAL FORMS SHOULD BE EASY TO ACCESS FOR ALL STAFF
- ALL STAFF SHOULD BE TRAINED ON HOW TO PROPERLY COMPLETE THE REFERRAL FORM
- ALL STAFF SHOULD UNDERSTAND WHY A STUDENT SHOULD BE REFERRED
THE REFERRAL FORMS

Dent-Phelps R-III At-Risk Form

Student Name: ___________________ Grade: ______
Teacher Name: ___________________ Date: __________

(Complete and return to the counselor’s office the Monday before an At Risk meeting)

Academia:
Please describe the student’s academic concern.

How is the student performing academically in the following areas?

Grade% for the Following:
Math _____ Communication Arts _____ Science _____ Social Studies _____

Stan Scores for the Following:
Math _____ Reading ______

Which of the following apply to this student?
☐ IEP ☐ Speech/Language ☐ 504 ☐ Other

Frequency of missing assignments?
THE REFERRAL FORMS

• YES, THERE IS A LOT OF INFORMATION WE ASK FOR ON THAT FORM

• WE POTENTIALLY NEED ALL OF THAT INFORMATION IN ORDER TO MAKE A GOOD DECISION!

• HAVING ALL THE INFORMATION WE NEED AT THE TIME OF REFERRAL HELPS US TO SPEED UP THE PROCESS.

• IMPORTANT TO EXPLAIN THIS TO STAFF!
SCREENING TOOLS

• IT IS VERY VALUABLE TO HAVE A WAY TO IDENTIFY STUDENTS WHO ARE “AT-RISK” EARLY ON.

• USE THE DATA THAT YOU HAVE AVAILABLE TO YOU TO LOOK CRITICALLY AT YOUR STUDENTS.

• LOOKING AT THIS DATA SHOULD BE ONE OF THE WAYS THAT AN “AGENCY REFERRAL” CAN BE INITIATED.
  • WHO IS BEHIND WHERE THEY NEED TO BE ACADEMICALLY AT THIS POINT IN THE YEAR?
  • WHO IS NOT MAKING PROGRESS AT THE RATE WE EXPECTED?
  • WHO WAS MAKING PROGRESS BUT THEN SUDDENLY STOPPED?

• IF YOU CAN, FIND A WAY TO MAKE THIS SYSTEM AS AUTOMATED AS POSSIBLE
Progress Comparison - Departure from GL from 16-17 to Current

<table>
<thead>
<tr>
<th>Grade Progress Breakdown - Reading</th>
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<tbody>
<tr>
<td>Grade Level</td>
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</tr>
<tr>
<td>2nd Grade</td>
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<td>3rd Grade</td>
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<td>4th Grade</td>
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**SCREENING TOOLS**

Figure out ways to look at your data critically. Become obsessed with using data to make decisions, and to identify students who are falling behind before they slip through the cracks!
MAKING DECISIONS

YOU HAVE THE INFORMATION, NOW WHAT DO YOU DO WITH IT?
THE EFFECTIVENESS OF YOUR INTERVENTIONS WILL DEPEND LARGELY ON YOUR ABILITY TO IDENTIFY THE ROOT OF THE BEHAVIOR AND MATCH THAT WITH THE PROPER RESPONSE.
DETERMINING THE ROOTS OF BEHAVIOR

Gain  Avoid
The most important element is determining the **why** behind the observed behavior, then finding the intervention that best addresses this behavior.
DATA DECISION RULES

THESE ARE VITAL TO STREAMLINING YOUR REFERRAL PROCESS

- CLEARLY DEFINE HOW THE INFORMATION YOU HAVE IS USED IN ORDER TO MAKE A DECISION (*HELPS TO REMOVE BIAS FROM THE PROCESS*)
- CUT DOWN ON THE DISCUSSION TIME BY CLEARLY DEFINING WHAT DOES AND DOES NOT QUALIFY A STUDENT FOR INTERVENTIONS
- HELPS YOU TO MATCH THE PROBLEM BEHAVIORS TO EFFECTIVE INTERVENTIONS

MAKE SURE YOU DEFINE WHAT HAPPENS IF A STUDENT DOES NOT MEET THE CRITERIA FOR SUPPORTS. WHAT IS THE FOLLOW UP FOR THIS STUDENT?
## Tier 2/Tier 3 Qualification Form

<table>
<thead>
<tr>
<th>Measure</th>
<th>Proficient Score</th>
<th>At Risk</th>
<th>High Risk</th>
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<tbody>
<tr>
<td>1. Office Discipline Referral (ODR)</td>
<td>0-1</td>
<td>2 or more</td>
<td>5 or More</td>
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<tr>
<td>2. Classroom Minors</td>
<td>0-4</td>
<td>5 or more</td>
<td>15 or more</td>
</tr>
<tr>
<td>3. Absences</td>
<td>6/quarter</td>
<td>4/quarter</td>
<td>8/quarter</td>
</tr>
<tr>
<td>4. Arriving Late</td>
<td>4/quarter</td>
<td>8/quarter</td>
<td>12/quarter</td>
</tr>
<tr>
<td>5. In School Suspension (ISS)</td>
<td>0.1</td>
<td>2-3</td>
<td>4 or more</td>
</tr>
<tr>
<td>6. Out of School Suspension (OSS)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Course Grades</td>
<td>2.5 or higher</td>
<td>D or F in any core class</td>
<td>D's or F's in multiple core classes</td>
</tr>
<tr>
<td>8. Star Math</td>
<td>At Grade level</td>
<td>1 level below grade level</td>
<td>2 levels below grade level</td>
</tr>
<tr>
<td>9. Star Reading</td>
<td>At Grade level</td>
<td>.5 level below grade level</td>
<td>1.5 levels below grade level</td>
</tr>
<tr>
<td>10. Behavior Rating</td>
<td>Level 1-2</td>
<td>Level 2-3</td>
<td>Level 3-5</td>
</tr>
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This student **did** / **did not** qualify for AT Risk / High Risk because:

**Action to be Taken:**

- [ ] Check-In/Check-Out
- [ ] Mentor
- [ ] Small Group Organization Skills
- [ ] Reading/Math Interventions or Tutor
- [ ] Small Group Social Skills
- [ ] SPED Testing

Person assigned and starting date:

Notes:
MAKING AN INTERVENTION SELECTION

ONCE YOU FEEL THAT YOU CAN CONFIDENTLY MATCH A STUDENT’S PROBLEM BEHAVIOR TO ITS ROOT CAUSE, YOU CAN NOW DETERMINE WHICH INTERVENTION WILL BE THE MOST EFFECTIVE TO HELP THE STUDENT.
QUESTION: WHAT TYPE OF SUPPORTS DO YOU HAVE AT YOUR SCHOOL?

- Behavioral Supports
- Academic Supports
- Emotional Supports
## Making an Intervention Selection

### Behavioral Supports
- Check in Check Out
- Check and Connect
- Modified CICO
- SGOS (Organization)
- SGSS (Study Skills)
- Behavior Contract
- Self Monitoring
- Other Tier II Supports
- Behavior Improvement Plan
- Other Tier III Supports
- Outside Agency

### Academic Supports
- Classroom Supports
- Small Group Supports
- Individual Supports
- After School Tutoring
- IEP Referral
- Outside Agency

### Emotional Supports
- Counselor Referral
- Mentor Referral
- Outside Agency
INTERVENTION FOLLOW UP

• VERY IMPORTANT TO HAVE A FOLLOW UP PLAN FOR YOUR INTERVENTIONS. THIS MUST BE DONE ON A SET TIMELINE IN ORDER TO CHECK THE EFFECTIVENESS OF THE SELECTED INTERVENTION.

• ALL STUDENTS RECEIVING SUPPORTS SHOULD BE REGULARLY SCHEDULED FOR A FOLLOW UP.

• ONCE A STUDENT “GRADUATES” FROM INTERVENTIONS YOU SHOULD FOLLOW UP ON THEM IN ORDER TO ENSURE THEY ARE DOING FINE ON THEIR OWN.
INTERVENTION FOLLOW UP

Identify

Implement

Follow Up

Key Questions

I. Is this intervention working?
II. What data do we have to support this decision?
III. What modifications (if any) do we need to make to the current interventions?
IV. Should we continue this intervention?
V. When do we need to revisit this student.

Follow Up Options

Re-Identify Behavior / Change Interventions

Continue Interventions

Modify Interventions

Graduate
THE IMPORTANCE OF COMMUNICATION

THERE IS NO SUCH THING AS "OVER COMMUNICATION" WHEN IT COMES TO HELPING KIDS.
THE IMPORTANCE OF COMMUNICATION

A LACK OF UNDERSTANDING ABOUT HOW THE PROCESS WORKS OFTEN LEADS TO FRUSTRATION.

IT IS VITAL THAT AT EVERY POINT OF THIS PROCESS WE CLEARLY COMMUNICATE WHAT IS GOING ON AND WHY WE ARE DOING WHAT WE ARE DOING!
SETTING THE STAGE

AT THE START OF THE YEAR, ALL STAFF ARE INFORMED ABOUT:

• THE OVERALL FLOW OF THE INTERVENTIONS PROCESS
• HOW TO MAKE A REFERRAL FOR A STUDENT
• KEY WORDS THAT LEAD TO A REFERRAL (REQUEST FOR TESTING)
• WHAT INFORMATION WE NEED AND HOW WE USE THAT INFORMATION
• WHAT OUR DATA DECISION RULES ARE
• WHAT OUR INTERVENTION OPTIONS ARE
• WHAT THEY CAN EXPECT WHEN THEY MAKE A REFERRAL

25 minute discussion
HOW WE COMMUNICATE

REFERRAL

Teacher informed when we meet about their student

DECISION

Teacher informed of the decision we made

INTERVENTIONS

Teachers have access to intervention information

FOLLOW UP

Teacher is informed of the decision we made
WHY WE COMMUNICATE

TEACHERS CARE ABOUT KIDS. WHEN THEY REFER A KID, THEY WANT TO KNOW THAT SOMETHING IS BEING DONE TO HELP THAT STUDENT. HELPING THEM UNDERSTAND THE WHAT AND THE WHY FOR WHAT WE ARE DOING HELPS TO MAKE ALLIES.
A SIDE NOTE...

YOUR ANSWER SHOULD NEVER BE A SIMPLE “NO” WHEN RESPONDING TO A REFERRAL

No!

Change your phrasing

“At this time, this student doesn’t meet criteria for supports based on (explain data decision rules you used). We will... (explain your follow up plan)”
FINAL OVERVIEW OF THE PROCESS

PUTTING IT ALL TOGETHER
## “At-Risk” Process

<table>
<thead>
<tr>
<th>1</th>
<th>Initial Referral</th>
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<tbody>
<tr>
<td></td>
<td>Agency Referral (within School)</td>
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<td>Parent Referral (outside of school)</td>
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<td>Data Screenings (monitoring)</td>
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FINAL OVERVIEW OF PROCESS

- HAVING A FIRM UNDERSTANDING OF YOUR PROCESS, AND KNOWING WHAT YOUR OPTIONS ARE FOR INTERVENTIONS IS PART OF EFFECTIVELY STREAMLINING AN AT-RISK TEAM.

- IF YOU ALREADY HAVE INTERVENTIONS LINED UP FOR SPECIFIC BEHAVIORS, YOU ARE NEVER STUCK ASKING “WHAT DO WE DO NOW?”
KEYS TO STREAMLINING YOUR PROCESS

I. GET YOUR TEAM TOGETHER

II. SET YOUR NORMS

III. KNOW YOUR TEAM ROLES AND RESPONSIBILITIES FOR EACH MEETING

IV. ESTABLISH YOUR DATA DECISION RULES

V. SET UP YOUR REFERRAL FORM WITH ALL THE INFORMATION YOU NEED

VI. FIGURE OUT WHAT INTERVENTIONS YOU HAVE TO ADDRESS EACH SPECIFIC TYPE OF SUPPORT (EMOTIONAL, BEHAVIORAL, AND ACADEMIC)

VII. DETERMINE WHAT CONSTITUTES A SPECIFIC INTERVENTION RESPONSE
QUESTIONS
THANK YOU!

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573-729-4680 X 1003

ANYONE IS MORE THAN WELCOME TO COME VISIT OUR AT-RISK MEETINGS ANYTIME