

# 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



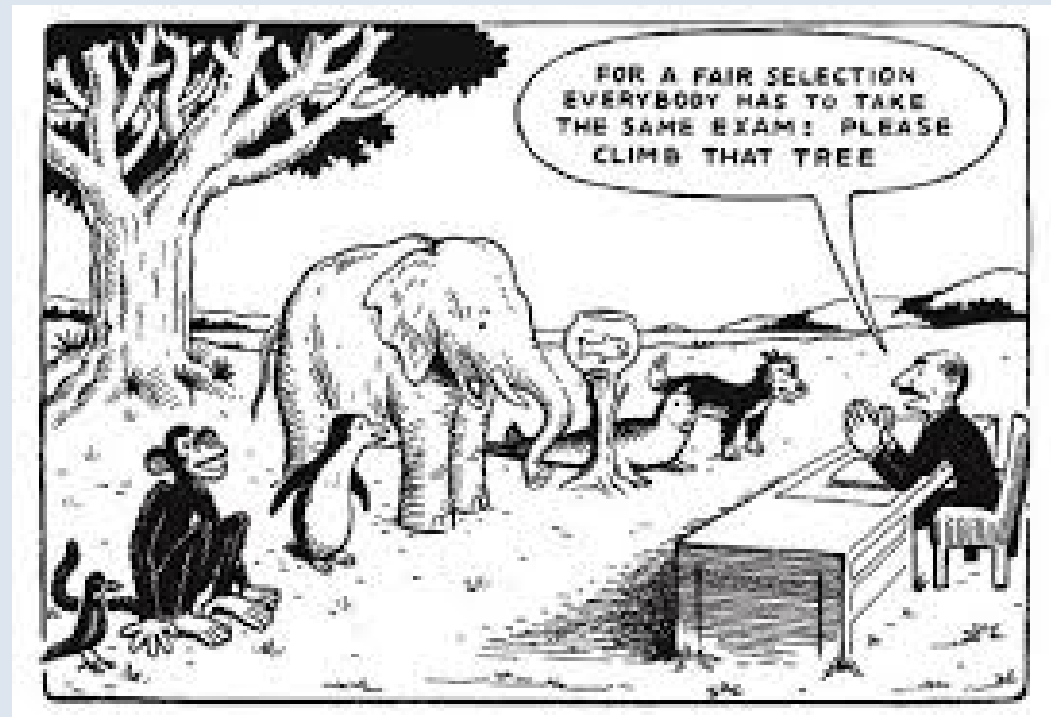
# REFLECTION AND CURRENT REALITY

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!*

A chalkboard with green chalk and a white arrow pointing up.

# 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

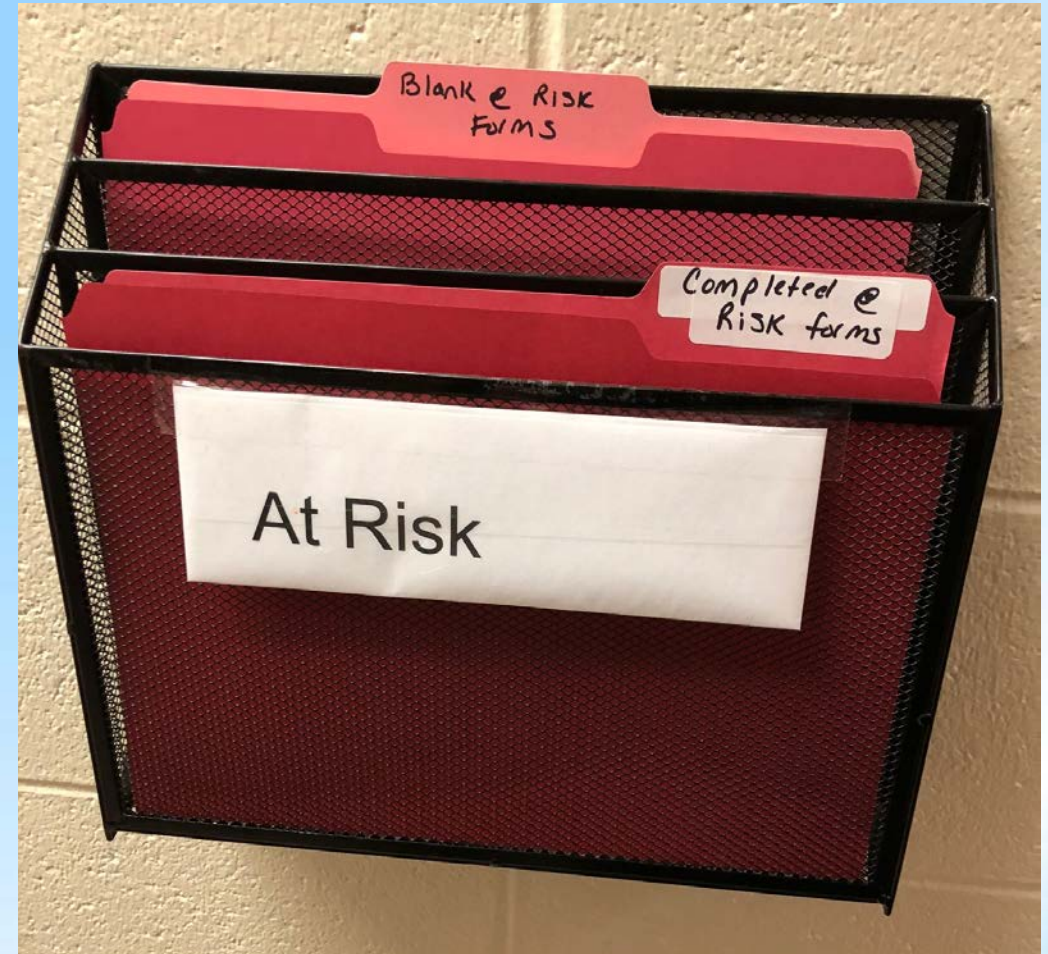


# REFERRAL PROCESS

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)

### Academic:

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 \_\_\_\_\_

Star Scores for the Following:

Math \_\_\_\_\_ Reading \_\_\_\_\_

Which of the following apply to this student?

IEP    Speech/Language    504    Other

Frequency of missing assignments?

- WHAT INFORMATION DO WE NEED?
- WHY DO WE NEED THIS INFORMATION?
- WHAT WILL YOU USE THIS INFORMATION FOR?

# 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						
		Baseline	1Q	2Q	3Q	4Q
Reading	16-17	-0.37	0.20	0.57	0.98	1.11*
	17-18	-0.02	0.42	0.85	1.16	
Math	16-17	0.21	0.36	0.82	1.22	1.31*
	17-18	0.34	0.72	1.11	1.36	

Grade Progress Breakdown - Reading						
Grade Level	Measure	2017 Base	2017 1Q	2017 2Q	2017 3Q	2017 4Q
2nd Grade	GL	52%	78%	89%	100%	
	GL+1	11%	30%	52%	70%	
3rd Grade	GL	45%	67%	82%	88%	
	GL+1	23%	24%	23%	42%	
4th Grade	GL	69%	75%	94%	94%	
	GL+1	25%	50%	50%	53%	

# SCREENING TOOLS

Grade	Teacher	Student	R IEP?	MIEP?	Average Score	High Score	Scoring Trend	Scores above GL	Scores at GL+1	Outlier Score?	Last Year High Score	Reading Baseline	Reading 1Q	Reading 2Q	Reading 3Q	Reading 4Q	Retest High	Times Retested
2	Back	Doe, John			2.7	2.9	Stagnant	4	0		2	2.1	2.8	2.8	2.9			
2	Back	Doe, James			2.2	2.5	Stagnant	2	0		1.5	1.8	1.9	2.4	2.5			
2	Back	Kid, Billy			2.5	3.2	Improving	4	1		1.8	2.2	1.9	2.6	3.2			
3	Dittman	Doe, Jane			3.3	3.8	Decreasing	4	0		2.8	3.4	2.8	3.8	3.3			
3	Dittman	Holiday, Buddy			4.3	4.7	Improving	4	4		4	4	3.9	4.4	4.7			
3	Dittman	Dinosaur, Barney			6.8	8.2	Improving	4	4			5.8	6.1	6.9	8.2			
3	Dittman	Black, Jack			4.6	5.1	Improving	4	4		5.1	4.4	4.5	4.5	5.1			

**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

# ***DETERMINING THE ROOTS OF BEHAVIOR***

## **Gain**

Peer Attention  
Adult Attention  
Desired Consequence  
Specific Task

## **Avoid**

Peer Attention  
Adult Attention  
Doing Work  
Specific Task

*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

Student Name \_\_\_\_\_ Teacher Name \_\_\_\_\_

Grade \_\_\_\_\_ Date of Meeting \_\_\_\_\_

Measure	Proficient Score	At Risk	High Risk
1. Office Discipline Referral (ODR)	0-1	2 or more	5 or More
2. Classroom Minors	0-4	5 or more	15 or more
3. Absences	2/quarter	4/quarter	6/quarter
4. Arriving Late	4/quarter	8/quarter	12/quarter
5. In School Suspension (ISS)	0-1	2-3	4 or more
6. Out of School Suspension (OSS)	0	1	2
7. Course Grades	2.5 or higher	D or F in any core class	D's or F's in multiple core classes
8. Star Math	At Grade level	1 level below grade level	2 levels below grade level
9. Star Reading	At Grade level	.5 level below grade level	1.5 levels below grade level
10. Behavior Rating	Level 1-2	Level 2-3	Level 3-5

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 STUDENTS 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

<b>Behavioral Supports</b>	<ul style="list-style-type: none"><li>• Check in Check Out</li><li>• Check and Connect</li><li>• Modified CICO</li><li>• SGOS (Organization)</li><li>• SGSS (Study Skills)</li><li>• Behavior Contract</li><li>• Self Monitoring</li><li>• Other Tier II Supports</li><li>• Behavior Improvement Plan</li><li>• Other Tier III Supports</li><li>• Outside Agency</li></ul>
<b>Academic Supports</b>	<ul style="list-style-type: none"><li>• Classroom Supports</li><li>• Small Group Supports</li><li>• Individual Supports</li><li>• After School Tutoring</li><li>• IEP Referral</li><li>• Outside Agency</li></ul>
<b>Emotional Supports</b>	<ul style="list-style-type: none"><li>• Counselor Referral</li><li>• Mentor Referral</li><li>• Outside Agency</li></ul>

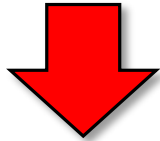
# INTERVENTION FOLLOW UP

- 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.

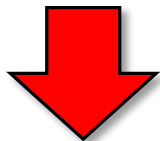


# INTERVENTION FOLLOW UP

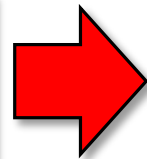
**Identify**



**Implement**

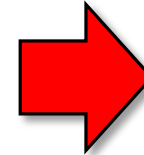


**Follow Up**



## 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!**

A green chalkboard with two pieces of pink chalk and a white arrow pointing up.

# SETTING THE STAGE

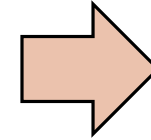
AT THE START OF THE YEAR, ALL STAFF ARE INFORMED ABOUT:

- 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*

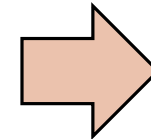
# HOW WE COMMUNICATE

**REFERRAL**



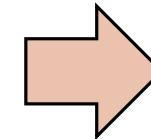
*Teacher informed when we meet about their student*

**DECISION**



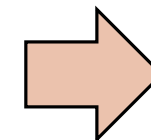
*Teacher informed of the decision we made*

**INTERVENTIONS**



*Teachers have access to intervention information*

**FOLLOW UP**



*Teacher is informed of the decision we made*



A green chalkboard with two pieces of pink chalk and a white arrow pointing up.

# 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

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1

## Initial Referral

Agency Referral (within School)  
Parent Referral (outside of school)  
Data Screenings (monitoring)

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