

Problem Solving

Meeting the Needs of Students Within 3 Tiers of Support

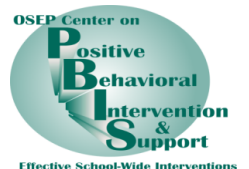
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MO SW-PBS
Missouri School-Wide Positive Behavior Support



MU Center for SW-PBS
College of Education
University of Missouri



Daniel



MO SW-PBS
Statewide Coach
Former Middle/Jr
High Administrator
General Education
Science Teacher

Deanna



MO SW-PBS Virtual
Production
Former Middle School
Administrator
Special Education and
General Education
Elementary Teacher

Objectives



Identify the essential components of tiered instruction and intervention for academics and behavior, and apply to your context

Consider the needs of diverse learners and **select appropriate levels of support**, including assessment and progress monitoring

Plan for collaboration with other professionals to meet the needs of all students, including ways to collaborate, roles and responsibilities, and communication

Tiered Support for Academics and Behavior

Tier 3 - Intensive

- ❖ Individualized
- ❖ Assessment-based
- ❖ High Intensity

1 - 5%

1 - 5%

Tier 2 - Targeted

- ❖ Some Students
- ❖ High Efficiency
- ❖ Rapid Response

5 - 15%

5 - 15%

Tier 1 Universal

- ❖ All Students
- ❖ Preventive, Proactive

80 - 90%

80 - 90%

Academic (RTI)

Behavior (PBIS or SW-PBS)

Tier 3 - Intensive

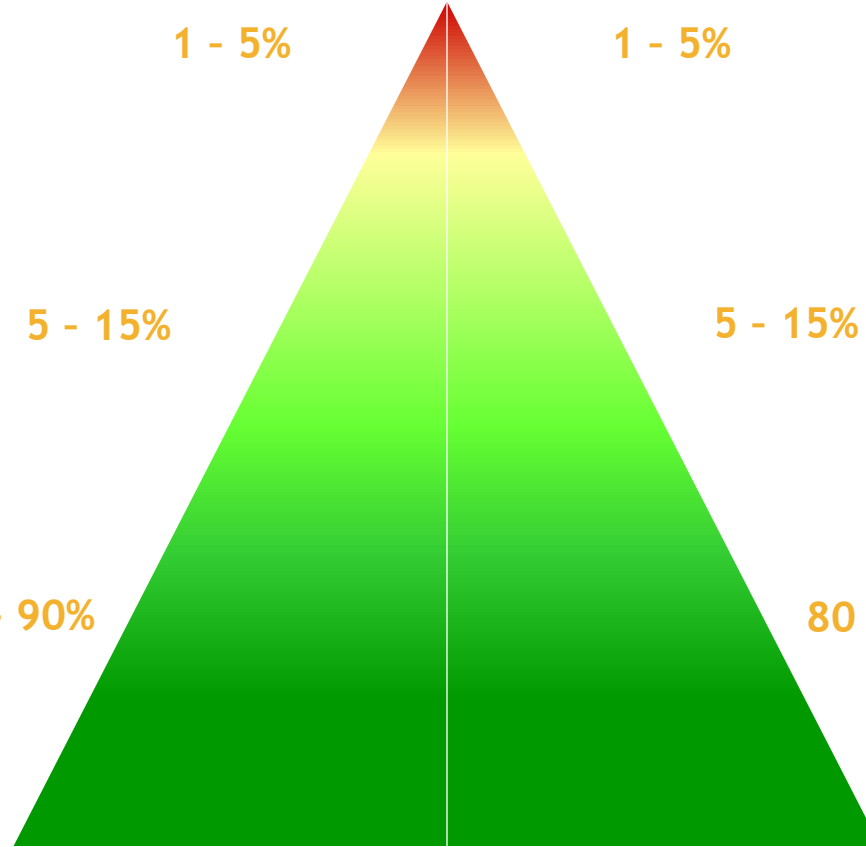
- ❖ Individualized
- ❖ Assessment-based
- ❖ Intense, Durable Procedures

Tier 2 - Targeted

- ❖ Some Students, At Risk
- ❖ High Efficiency
- ❖ Rapid Response

Tier 1 Universal

- ❖ All Students
- ❖ All Settings
- ❖ Preventive, Proactive



Four Elements of Tiered Support

❖ Outcomes

❖ *What is the goal?*

❖ Systems

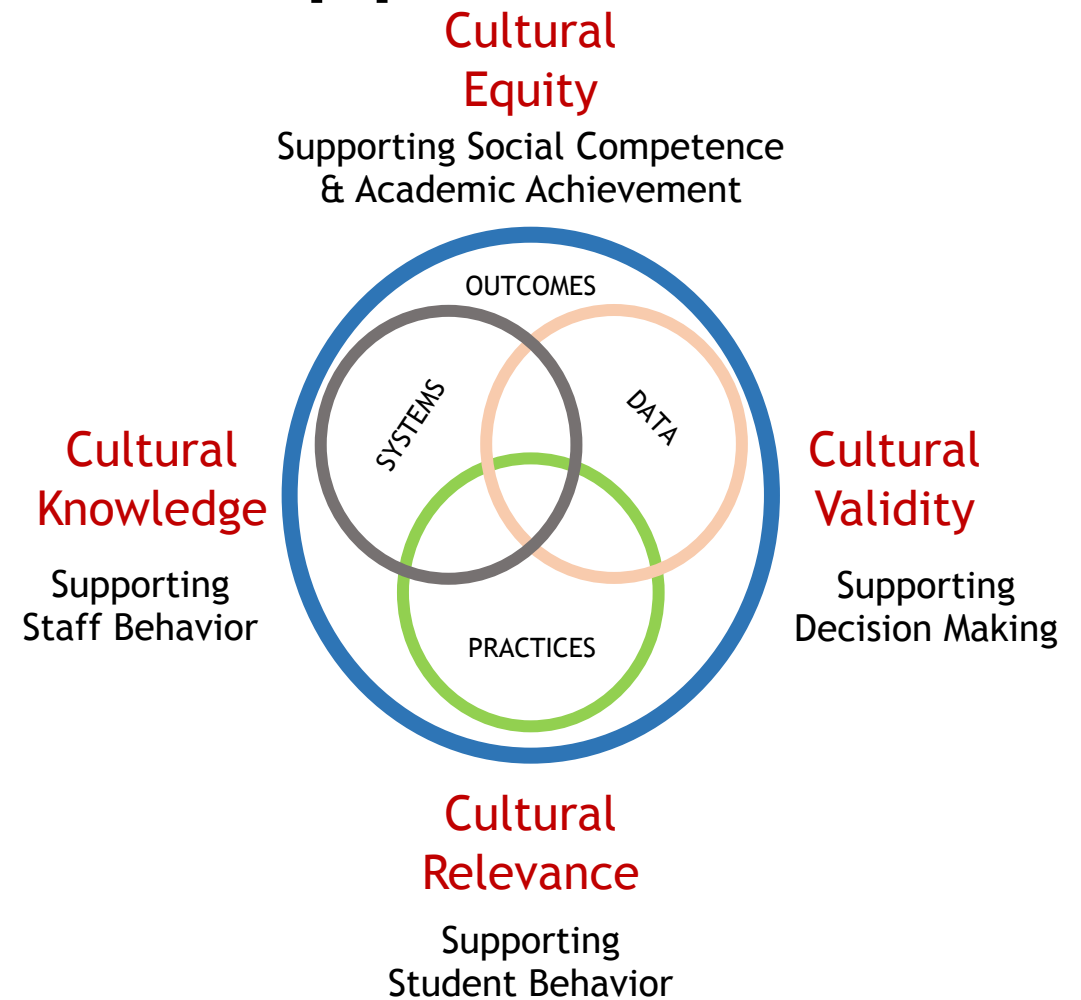
❖ *What do adults need?*

❖ Data

❖ *What information do we need?*

❖ Practices

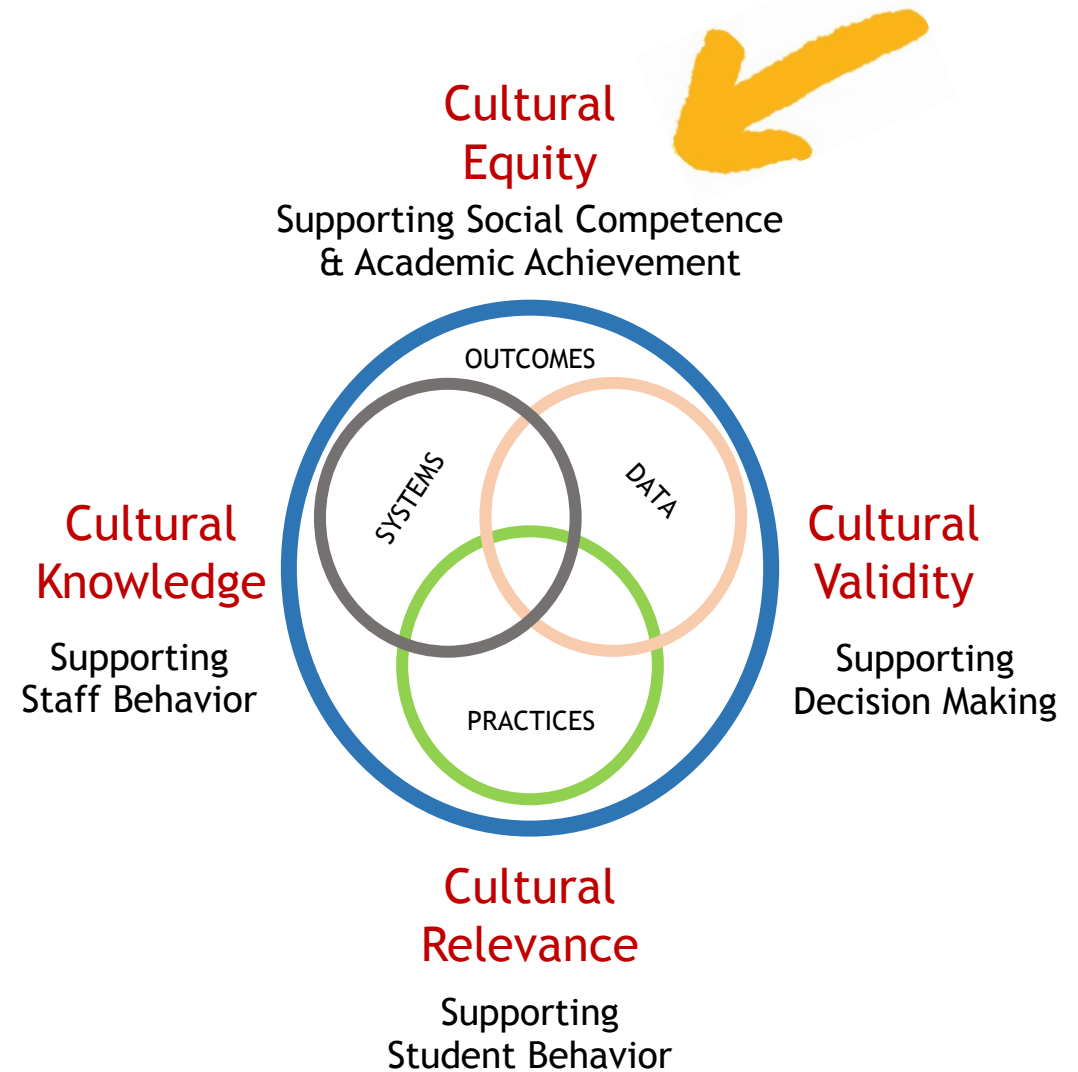
❖ *What do we do for students?*



Outcomes

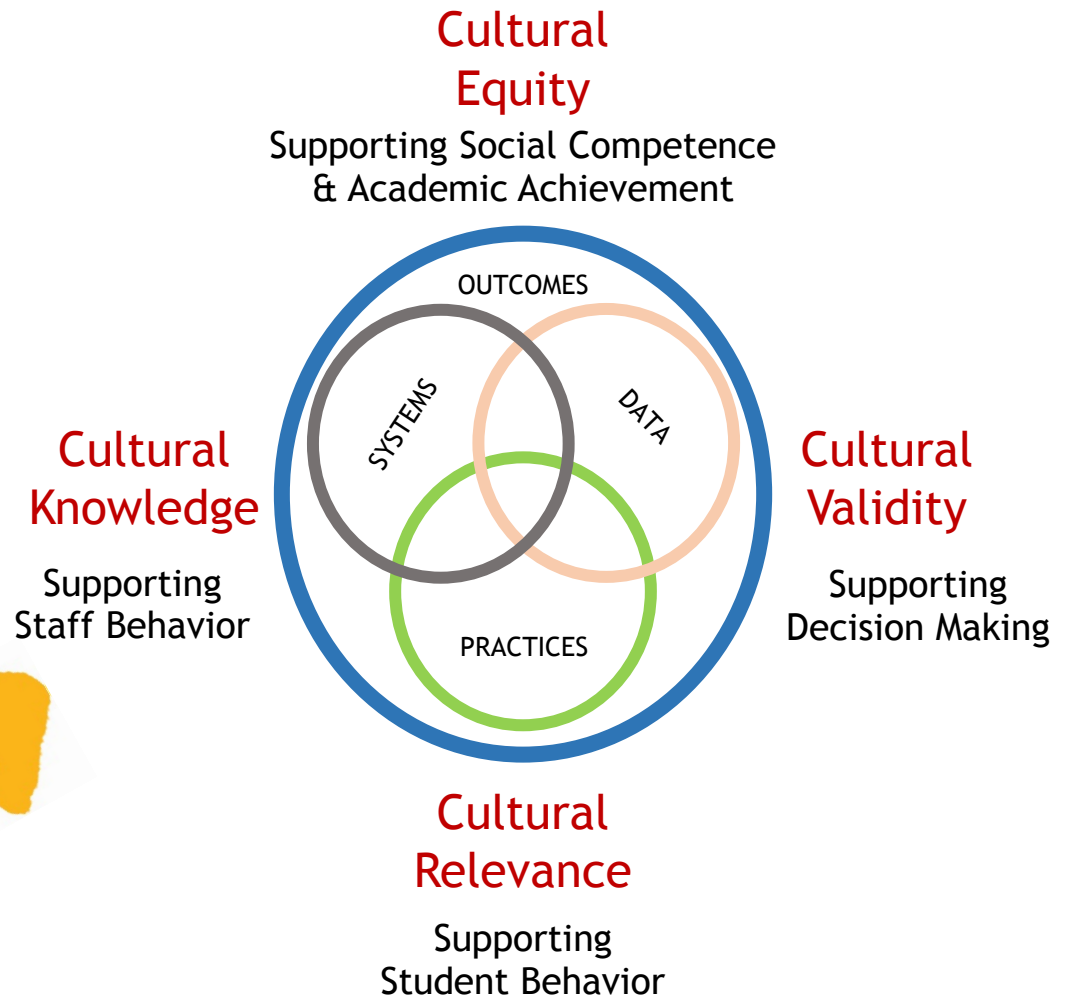
❖ *Academic and Behavioral Success*

- ❖ *Mastery of Standards*
- ❖ *Achievement of Goals*
- ❖ *Knowledge, Skills, and Ability to Succeed in School and in Post-Secondary Pursuits*
- ❖ *Social Competence*
- ❖ *ALL Students*



Systems

- ❖ *Supporting Staff*
 - ❖ *Leadership & Resources*
 - ❖ *Shared Vision & Values*
 - ❖ *Clear Two-way Communication*
 - ❖ *High Quality Professional Development and On-Going Support*
 - ❖ *District Support*
 - ❖ *ALL Staff*



Data

❖ *Information for Decision Making*

❖ *Academic Data*

❖ *Grades, Test Scores, GPA*

❖ *Behavioral Data*

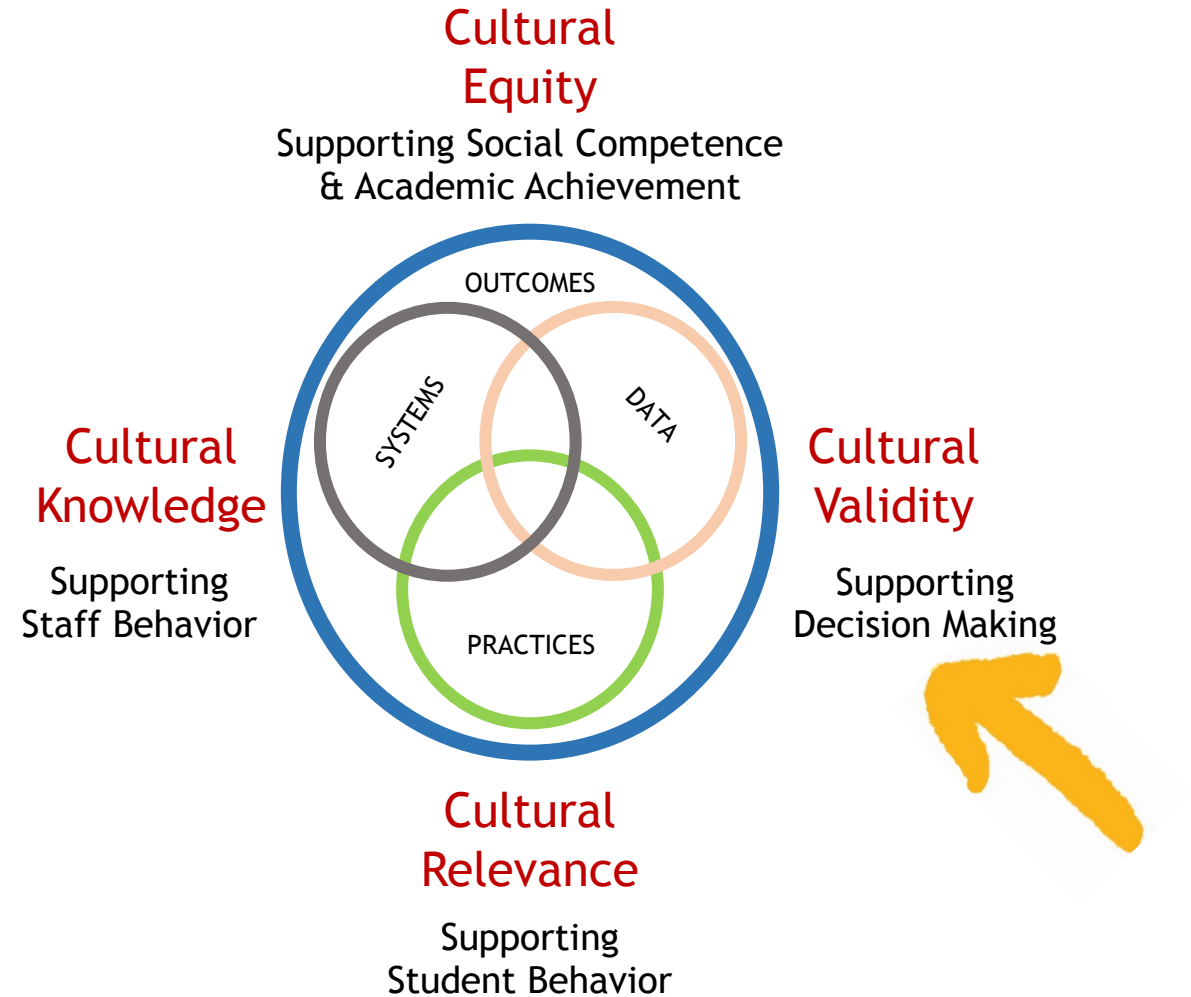
❖ *Discipline Referrals, ISS, OSS*

❖ *Demographic Data*

❖ *Age, Race, Ethnicity, Gender, Disability Status, SES*

❖ *Record Data*

❖ *Attendance, Family Contacts, Family Status, Health Records*



Practices

❖ *Instruction and Intervention*

❖ *Academic Core Curriculum*

❖ *Standards Based, High Quality, Research Based*

❖ *Social Behavior Curriculum*

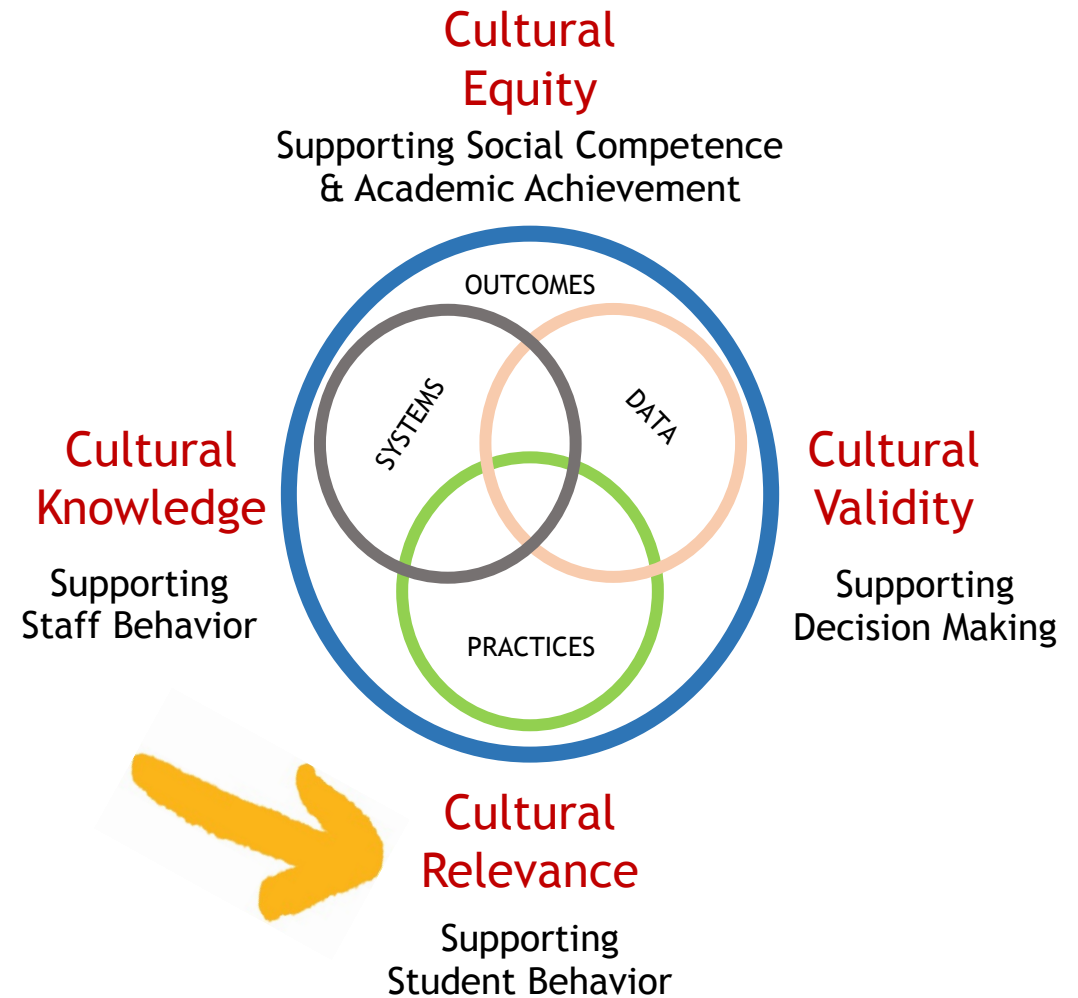
❖ *Expectations/Rules Matrix*

❖ *Strategies and Tools*

❖ *Universal Design for Learning, Assistive Technology, Instructional Technology*

❖ *Assessment*

❖ *Formative Assessment, On-Going Monitoring, Summative Assessment*



Turn and Talk

What outcomes, systems, data, and practices are working in your setting?

What opportunities for growth are there?

4 minutes



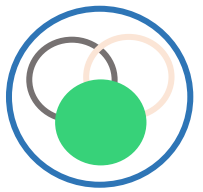
Objectives

Identify the essential components of tiered instruction and intervention for academics and behavior, and apply to your context



Consider the needs of diverse learners and **select appropriate levels of support**, including assessment and progress monitoring

Plan for collaboration with other professionals to meet the needs of all students, including ways to collaborate, roles and responsibilities, and communication



Tiered Support for Academics - Practices

Tier 3 - Intensive

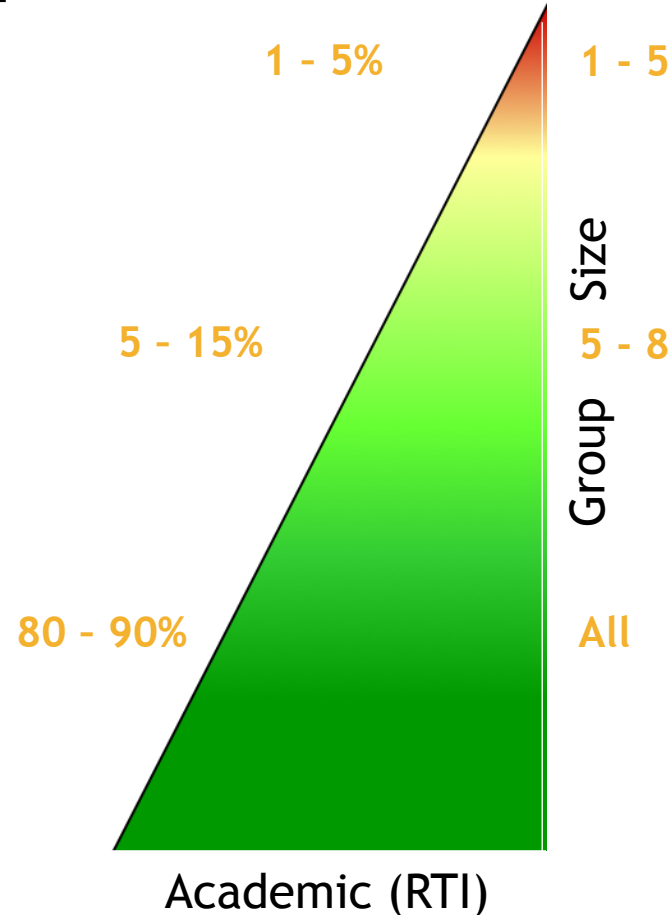
- ❖ Individualized
- ❖ Assessment-based
- ❖ High Intensity

Tier 2 - Targeted

- ❖ Some Students
- ❖ High Efficiency
- ❖ Rapid Response

Tier 1 Universal

- ❖ All Students
- ❖ Preventive, Proactive



Intensive, Individualized Intervention

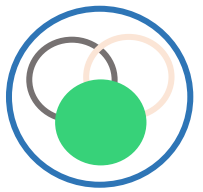
- ❖ Remediate foundational skills
- ❖ Increased dosage and intensity of instruction
- ❖ Increased progress monitoring frequency

Targeted Small Group Intervention

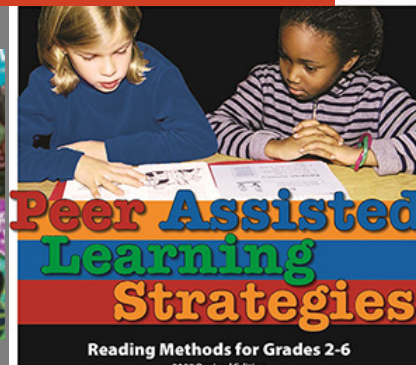
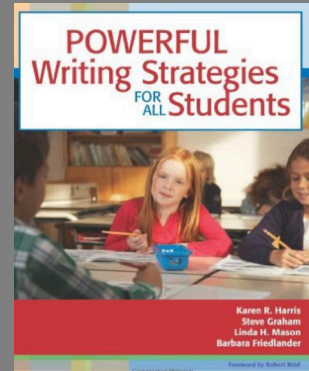
- ❖ Assessment identifies needs
- ❖ Increased dosage and intensity of instruction
- ❖ Increased progress monitoring frequency

Core Instruction for All Students

- ❖ Clearly articulated scientific research base
- ❖ Involve explicit instructional strategies
- ❖ Provide consistent organizational and instructional routines



Tiered Support for Academics - Practices



Academic (RTI)



IES : WWC What Works Clearinghouse

MENU

Find What Works based on the evidence

<https://ies.ed.gov/ncee/wwc/FWW>



Literacy



<http://www.readingrockets.org>

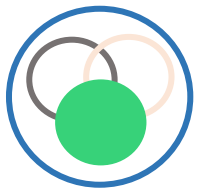


<http://www.rtinetwork.org>

All Core Instruction for All Students

- ❖ Clearly articulated scientific research base
- ❖ Involve explicit instructional strategies
- ❖ Provide consistent organizational and instructional routines

Examples are for illustrative purposes only. No endorsement or recommendation for a particular strategy or program is implied by the presenter. Source for examples: What Works Clearinghouse



Tiered Support for Behavior - Practices

Tier 3 - Intensive 1 - 5%

- ❖ Individualized
- ❖ Assessment-based
- ❖ Intense, Durable Procedures

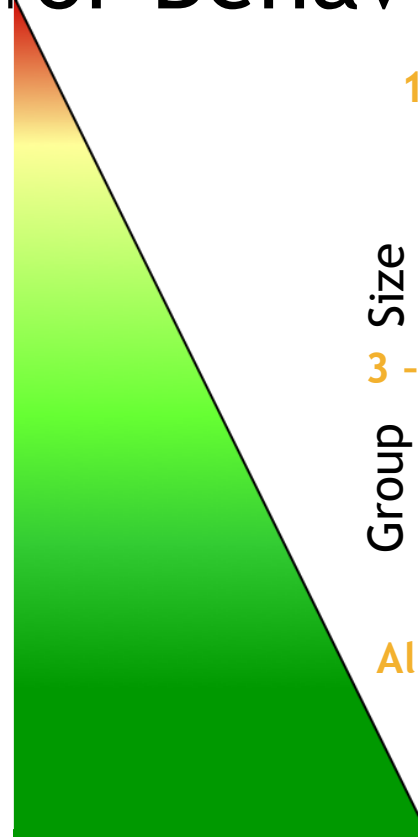
Tier 2 - Targeted 5 - 15%

- ❖ Some Students, At Risk
- ❖ High Efficiency
- ❖ Rapid Response

Tier 1 Universal 80 - 90%

- ❖ All Students
- ❖ All Settings
- ❖ Preventive, Proactive

Behavior (PBIS or SW-PBS)



Intensive, Individualized Intervention

- ❖ Remediate foundational skills
- ❖ Increased dosage and intensity of instruction
- ❖ Increased progress monitoring frequency

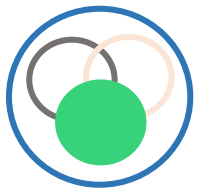
Targeted Small Group Intervention

- ❖ Assessment identifies needs
- ❖ Increased dosage and intensity of instruction
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Core Instruction for All Students

- ❖ Clearly articulated scientific research base
- ❖ Involve explicit instructional strategies
- ❖ Provide consistent organizational and instructional routines

Tiered Support for Behavior - Practices



Behavior Examples

I do

WE do

You do

<https://ies.ed.gov/ncee/wwc/FWW>

Find What Works based on the evidence

<https://www.pbis.org>

<http://pbissmissouri.org>

Core Instruction for All Students

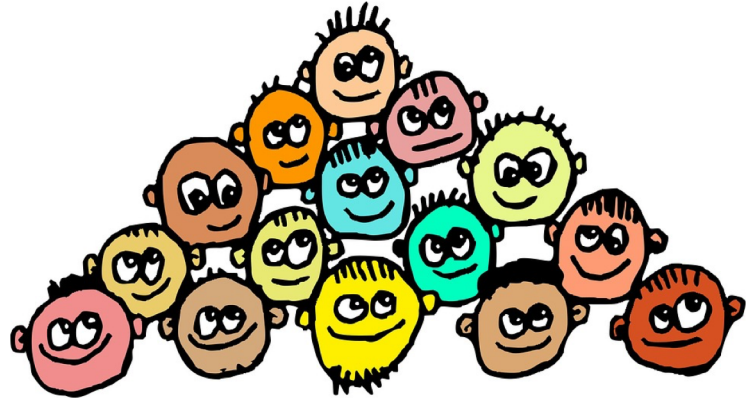
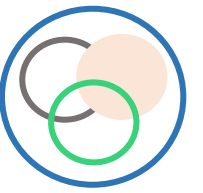
All

- Clearly articulated scientific research base
- Involve explicit instructional strategies
- Provide consistent organizational and instructional routines

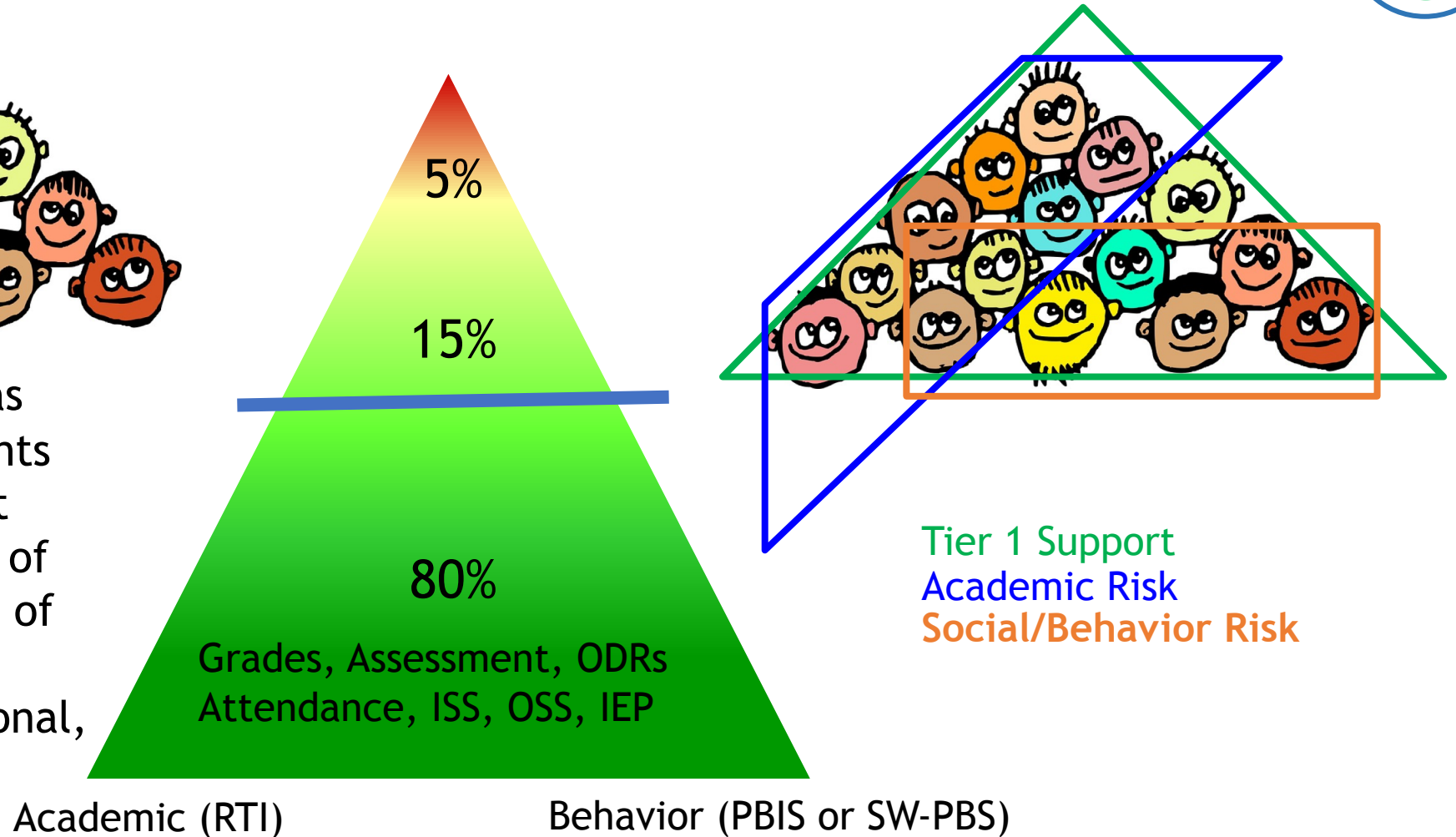
Examples are for illustrative purposes only. No endorsement or recommendation for a particular strategy or program is implied by the presenter. Source for examples: What Works Clearinghouse, Simonsen et al, 2008.

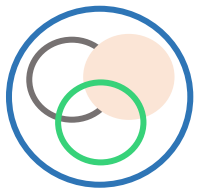
RTI Action Network www.rtinetwork.org

Is Tier 1 Support Meeting Student Needs?



Base rate is defined as the proportion of students within a population that possess a characteristic of interest (the proportion of students exhibiting, academic, social emotional, and/or behavioral risk).



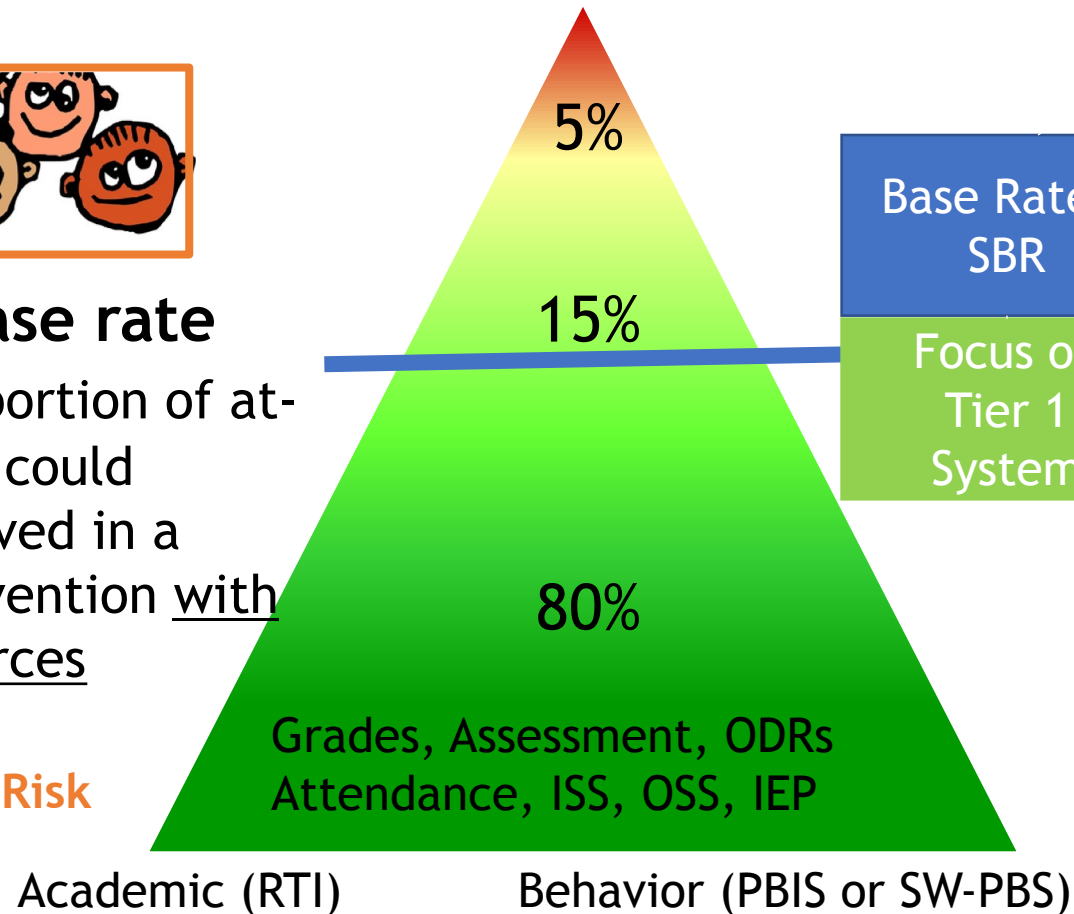


Is Tier 1 Support Meeting Student Needs?



Serviceable base rate (SBR) is the proportion of at-risk students who could reasonably be served in a small group intervention with the current resources

Tier 1 Support
Social/Behavior Risk



Base Rate \geq SBR

Focus on Tier 1 System

Examine the Data

Base Rate $<$ SBR, but Classroom Base Rate \geq SBR

Focus on Classroom Support

Base Rate $<$ SBR, and Classroom Base Rate \leq SBR

Targeted or Intensive Support



Similar for participating students (same skill or process)
Focused on skill fluency
Provided in addition to on-going Tier 1 support

- ❖ Some Students
- ❖ High Efficiency
- ❖ Rapid Response

5 - 15%

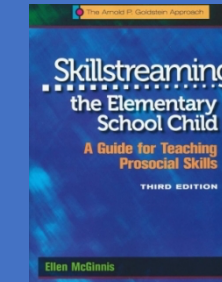
- ❖ Some Students, At Risk
- ❖ High Efficiency
- ❖ Rapid Response



```

graph TD
    A[Student Recommended for CICO] --> B[CICO Implemented]
    B --> C((Morning Check-in))
    C --> D((Parent Feedback))
    C --> E((Regular Teacher Feedback))
    C --> F((Afternoon Check-out))
    D --> G[Si-weekly CICO Meeting to Assess Student Progress]
    E --> G
    F --> G
    G --> H[Revises Program]
    G --> I[Exit Program]
    H --> B
    I --> A
  
```

The flowchart illustrates the Check In Check Out Implementation Cycle. It begins with a student being recommended for CICO, followed by the implementation of CICO. The cycle then moves to a Morning Check-in, which leads to Parent Feedback, Regular Teacher Feedback, and Afternoon Check-out. These three components feed into a Si-weekly CICO Meeting to Assess Student Progress. From this meeting, the program is either revised or the student exits the program, returning to the initial recommendation stage.



Did I finish my work? _____

How did I _____

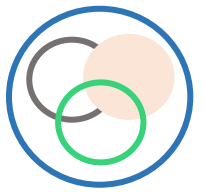
1	2	3	4
I did not start my work.	I started my work at _____	I finished my work at _____	I finished my work at _____

	Monday	Tuesday	Wednesday	Thursday	Friday
La/Reading	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Goal: Match with teacher's rating with my own. _____ at the end of the week. Weekly & monthly _____

Did I meet my goal for the week. Yes or no _____

Signature _____



Is Tier 2 Support Meeting Student Needs?

Data Based Decision Making:
Frequent Progress Monitoring (CBMs, Skill Probes, Daily Progress Report)
Positive, Questionable, Poor Response to Intervention?***
Continue, Intensify or Change, Needs Additional Support

Tier 2 - Targeted

- ❖ Some Students
- ❖ High Efficiency
- ❖ Rapid Response

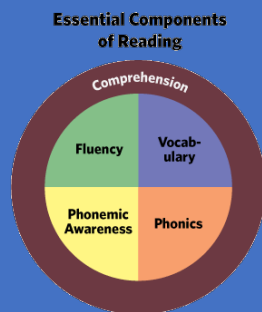
5 - 15%



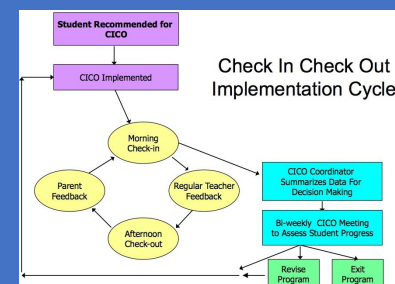
5 - 15%

Tier 2 - Targeted

- ❖ Some Students, At Risk
- ❖ High Efficiency
- ❖ Rapid Response



Formative Assessment Instruments for Reading and Writing						
Formative Reading Assessments	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Benchmark Assessment System (Grades K-5)	X	X	X	X	X	X
Burns and Roe Informal Reading Inventory (IRI) (Grades K-5)	X		X	X	X	X
Curriculum-Based Measurement (CBM) Informal Reading Assessment by Project Central (Grades K-5)		X	X	X		
Developmental Reading Assessment (DRA) (Grades K-5) and Right-PM Benchmark Running Records (Grades K-5)	X		X	X	X	X
Diagnostic Assessments of Reading (DAR) (Grades K-5)	X	X	X	X	X	X
Florida Assessments for Instruction in Reading - Florida Standards (FAIR-FL) (Grades K-5)		X	X	X	X	X
Running Test of Auditory Analysis (Grades K-5)		X				
Yopp-Singer Test of Phoneme Segmentation (Grades K-5)		X				
Intervention Program Embedded Assessments (Grades K-5)						
Intervention Program Embedded Assessments: progress monitoring mastery of skills taught in program						
Appendix A contains a continuum of foundational literacy skills that include the following concepts: Print Concepts, Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words, and Spelling						
Assessment of student writing is an ongoing process and should occur across a variety of text types and purposes for measuring progress toward proficiency. It is essential to provide frequent prescriptive feedback to students and differentiate instruction to meet the specific needs of all developing writers.						
Formative Writing Assessments	Narrative		Informative/Explanatory		Opinion	
Broward County Writing Rubrics (Grades K-5)	X		X			
Units of Study Writing - Lucy Calkins (Grades K-5)	X		X			



		Monday	Tuesday	Wednesday	Thursday	Friday
		Student Name	Student Name	Student Name	Student Name	Student Name
LA/Reading	Did I finish my work?					
Math	Did I finish my work?					
Did I finish my work?	Did I finish my work?					

Goal: Match with teacher's rating within one point. _____ % of time for the week. Weekly % matching: _____

Did I meet my goal for the week? Yes or No: _____

Forward: _____

*** Is the intervention being provided with fidelity? How do you know?



1 - 5%

- ## Tier 3 - Intensive

- ❖ Individualized
- ❖ Assessment-based
- ❖ Intense, Durable Procedures

Interventions are:
Individualized based on student need***
Focused on skill acquisition and fluency
Provided in addition to on-going Tier 1 support - increased dosage and intensity



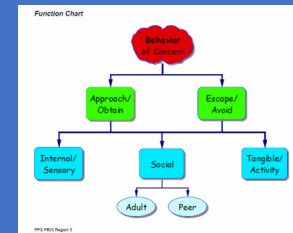
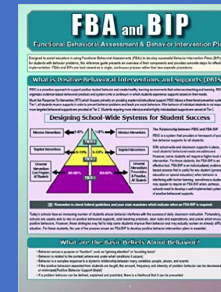
Formative Assessment Instruments for Reading and Writing						
	One-Word Responses	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Formative Reading Assessments						
Research Synthesis Inventory (RSI) (2001)	X					
Issues and Ideas Reading Inventory (IRI) (2001)			X	X	X	X
Fast Facts Informal Reading Assessment by Progress Content Associates (2001)			X	X	X	X
Developmental Reading Assessment (DRA) (Carnegie, K-5, 2001)			X	X	X	X
Page One Informal Reading Inventory (2001)			X	X	X	X
Formative Assessments of Reading (2001) (Carnegie, K-5)			X	X	X	X
Formative Assessments for Instruction in Reading-Developmental (2001) (Carnegie, K-5)			X	X	X	X
Reader Test of Auditory-Verbal Skills (2001)			X	X	X	X
Language Skills and Reading Supervision (2001)			X	X	X	X
Formative Reading Evaluation Instruments						
Developmental Reading Evaluation Instruments						

Developmental Reading Evaluation Instruments measure accuracy of skills taught in programs.

Appendix 2 contains a continuum of developmental levels that include the following concepts:
Print Concepts, Phonological Awareness, Phonics, Awareness, Fluency, Fluency, Vocabulary, and Spelling






Examples of student writing or drawings across six distinct areas or variety of text types are provided for measuring program impact (products). It is assumed that program processes for formative and summative assessment are in place for each level of reading.

Formative Writing Assessment	Narrative	Informational/Expository	Opinion
Descriptive Writing: <i>Myself, My Family, My Community</i> (K-5)			
Expository Writing: <i>Learning, Learning, Learning</i> (K-5)			



The Classroom Environment is home away from home for both the teacher and student. This warm, safe, and caring environment allows students to 'influence the nature of the activities they undertake, engage seriously in their study, regulate their behaviour, and know of the explicit criteria and high expectations of what they are to achieve' (Queensland Department of Education, 2005).

Did I finish my work? _____ Week 21 _____

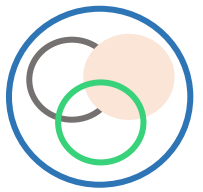
	1	2	3	4	5
					
Did not finish my work					
Finished my work					

	Monday	Tuesday	Wednesday	Thursday	Friday
LatVending	LatVending	LatVending	LatVending	LatVending	LatVending
Mail	Mail	Mail	Mail	Mail	Mail
LatVending	LatVending	LatVending	LatVending	LatVending	LatVending
Mail	Mail	Mail	Mail	Mail	Mail

Goal: Finish with teacher's writing within one week _____, all of them for the week _____ Weekly's meeting _____

Did I meet the goal for the week? Yes or No _____

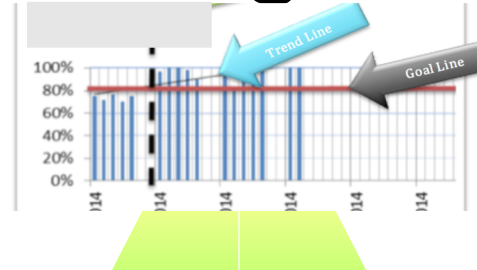
*** Individualized does not have to equal “specialized” - not considered special education.



Is Tier 3 Support Meeting Student Needs?

Tier 3 - Intensive 1 - 5%

- ❖ Individualized
- ❖ Assessment-based
- ❖ High Intensity



1 - 5%

Tier 3 - Intensive

- ❖ Individualized
- ❖ Assessment-based
- ❖ Intense, Durable Procedures

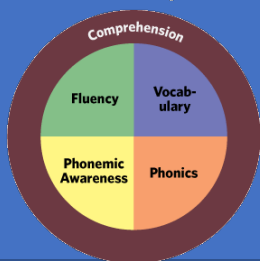
Data Based Decision Making:

Increased Frequency of Progress Monitoring (CBMs, Skill Probes, Daily Progress Report)

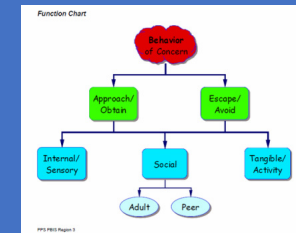
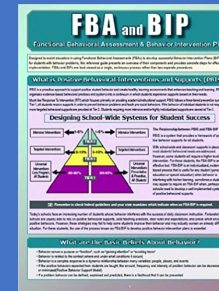
Positive, Questionable, Poor Response to Intervention***

Continue, Intensify or Change, Needs Additional Support → Possible to act as Pre-Referral

Essential Components of Reading



Formative Assessment Instruments for Reading and Writing						
	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Formative Reading Assessment (FRA) (Grades K-2)	X	X	X	X	X	X
Formative Writing Assessment (FWA) (Grades K-2)	X	X	X	X	X	X
Formative Reading Assessment (FRA) (Grades 3-5)	X	X	X	X	X	X
Formative Writing Assessment (FWA) (Grades 3-5)	X	X	X	X	X	X
Formative Reading Assessment (FRA) (Grades 6-8)	X	X	X	X	X	X
Formative Writing Assessment (FWA) (Grades 6-8)	X	X	X	X	X	X
Formative Reading Assessment (FRA) (Grades 9-12)	X	X	X	X	X	X
Formative Writing Assessment (FWA) (Grades 9-12)	X	X	X	X	X	X
Formative Reading Assessment (FRA) (Grades K-12)	X	X	X	X	X	X
Formative Writing Assessment (FWA) (Grades K-12)	X	X	X	X	X	X



Classroom Environment

The Classroom Environment is home away from home for both the teacher and students. This warm, safe, and caring environment allows students to "influence the nature of the activities they undertake, engage seriously in their study, regulate their behaviour, and know of the explicit criteria and high expectations of what they are to achieve" (Queensland Department of Education, 2005).



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Turn and Talk

How does this compare with your current practices for academic and behavioral instruction and intervention?

4 minutes



Objectives

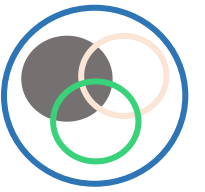
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Consider the needs of diverse learners and **select appropriate levels of support**, including assessment and progress monitoring

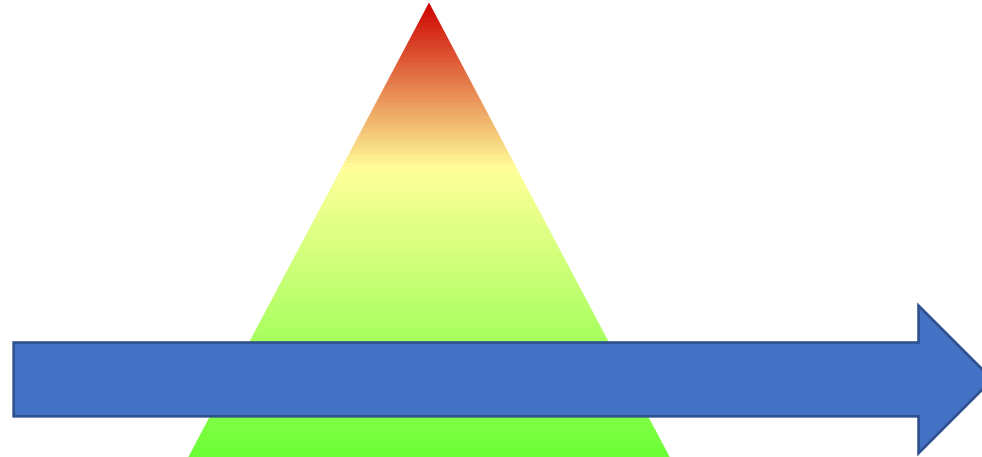


Plan for collaboration with other professionals to meet the needs of all students, including ways to collaborate, roles and responsibilities, and communication

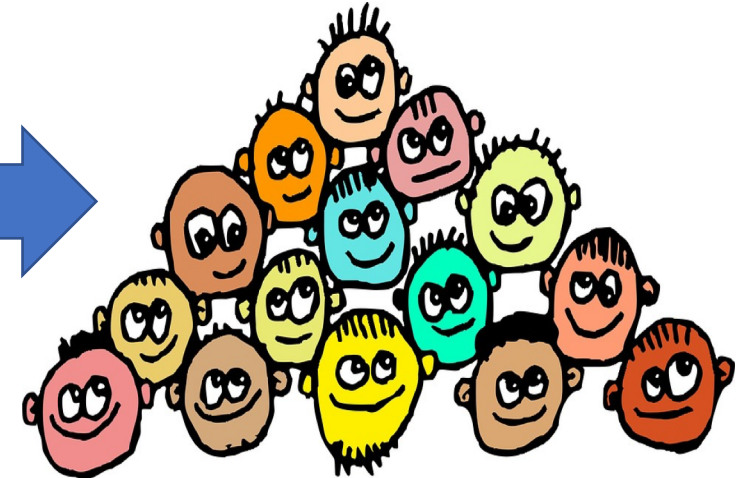
Building the System to Support Academics and Behavior



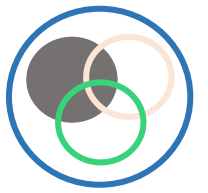
Systems to support teacher efficacy and collaboration



Leadership & Resources
Including District Support
Common Vision & Values
Clear Communication
High Quality Professional
Development
On-going Coaching & Support



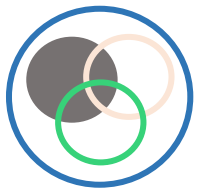
Increases the likelihood of students achieving valued outcomes



Leadership & Resources



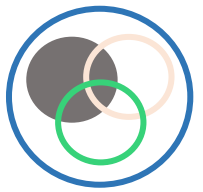
- Administrative Support (building and district)
 - Decision-making and public support
- Effective and Efficient Teams
 - Clear roles and responsibilities
 - Regular meeting schedule
 - Use agenda & communicate meeting decisions
- Adequate Resources
 - Time (for co-planning, intervention, training)
 - Funds (for materials, subs, stipends, recognition)
 - Personnel (for supervision/duty, intervention)



Common Vision & Values



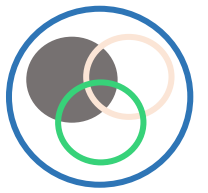
- Common Philosophy & Purpose
 - All students can learn
 - Take an instructional approach
 - Shared responsibility for all students
- Collaboration
 - Instructional strategies and practices
 - Clear communication to all staff working with students about their roles and responsibilities
- Celebration and Recognition
 - Recognizing academic and behavioral success
 - Recognizing and valuing staff



Clear Communication



- Communicate Clear Expectations
 - To staff
 - To students
 - To all stakeholders (e.g., families and community)
- Develop a System of Two-Way Communication
 - For staff and between staff
 - To get feedback from students
 - To get feedback from all stakeholders
- Share Data
 - Be transparent about efforts and outcomes
 - Promote successes publicly!



High Quality Professional Development and On-going Coaching and Support



- Professional Development
 - Relevant to valued outcomes and staff needs
 - Spaced learning and practice
 - Consistent with adult learning principles
- Monitor Implementation and Respond
 - Walkthroughs and feedback
 - Take an instructional approach
 - Clarify and communicate
- Coaching and Support
 - Offer differentiated training and coaching
 - Ensure gen ed and special ed share expertise

Turn and Talk

Where do you see strengths and areas of opportunity in your current systems for supporting adults?

4 minutes



Objectives



Identify the essential components of tiered instruction and intervention for academics and behavior, and apply to your context



Consider the needs of diverse learners and **select appropriate levels of support**, including assessment and progress monitoring



Plan for collaboration with other professionals to meet the needs of all students, including ways to collaborate, roles and responsibilities, and communication



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