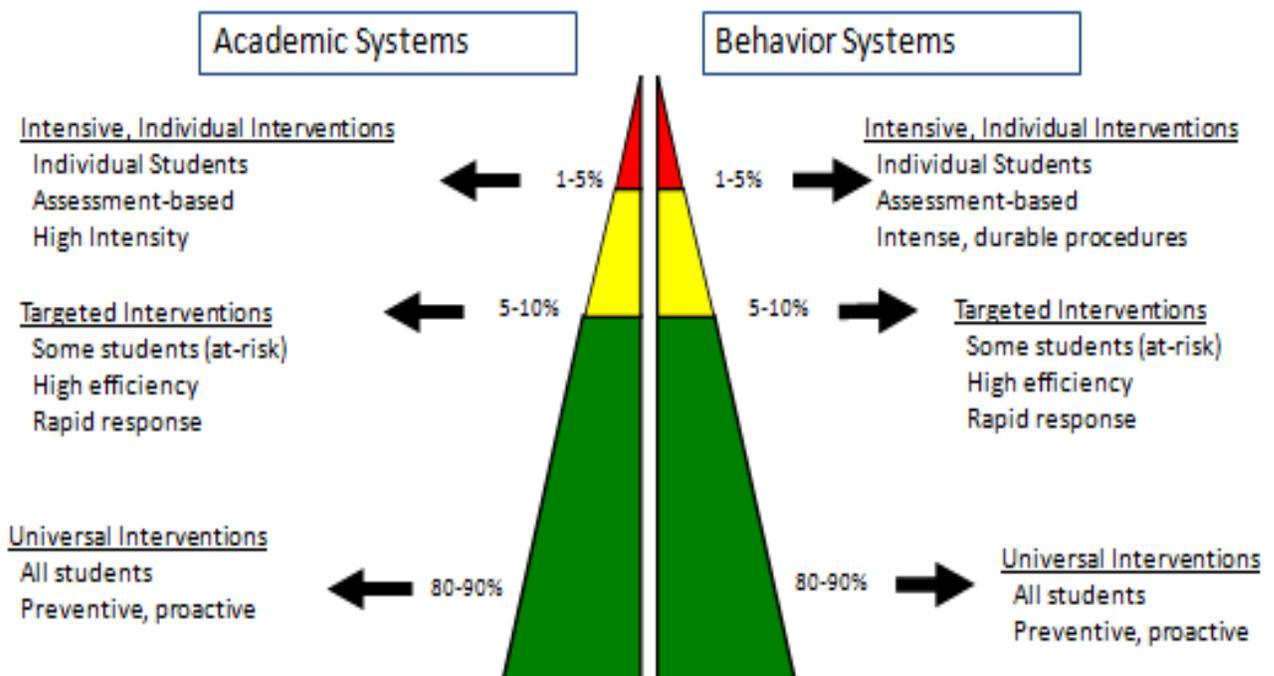


## An Ounce of Prevention: Workbook

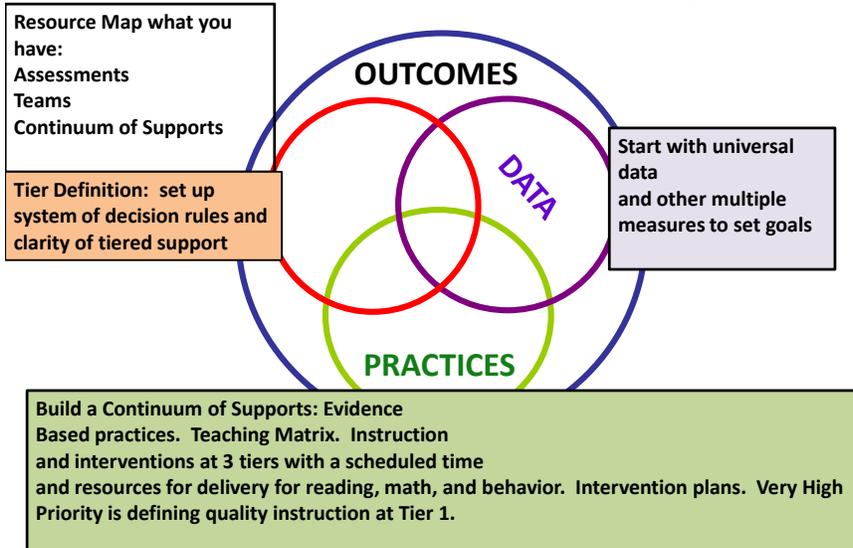
1. **KNOW:** the key components of a multi-tiered system
2. **UNDERSTAND:** how a multi-tiered system can be used as a model of prevention
3. **DO:** determine long-term goals and short-term contextual wins in establishing a multi-tiered system of supports

The Virginia Tiered System of Supports uses a 3-tiered model for reading, math and behavior, and incorporates core principles:

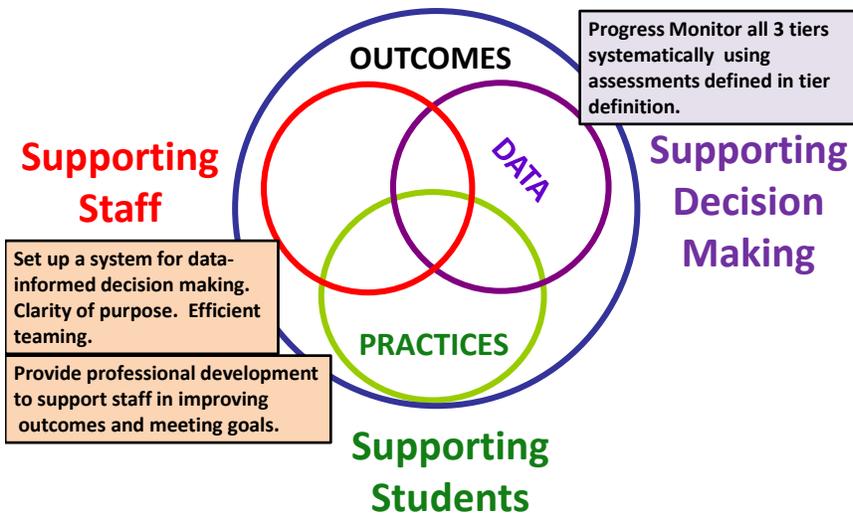
- Intervene early
- Use a multi-tier model of service delivery
- Use research-based, scientifically validated interventions/instruction
- Use data to make decisions
- Use a problem-solving methodology
- Monitor student progress to inform instruction and intervention



**Leadership Team Established:** Support the vision of a sustainable implementation of a tiered system through effective communication, common language, infrastructure planning, and consensus and commitment building



Evaluate with a problem-solving process: Outcomes. Fidelity of assessment, instruction, and implementation



Why **Universal Screening**: With a partner, think of 5 reasons why we universally screen. 60 seconds. Go.

- 1.
- 2.
- 3.
- 4.
- 5.

Anonymous Elementary School: DIBELS Matrix

Winter-Spring

	Winter Well Above		Winter Above		Winter Average		Winter Below		Winter Well Below	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2nd Grade	10	9%	17	16%	61	56%	15	14%	19%	5%
3rd Grade	14	13%	19	18%	53	50%	14	13%	19%	6%
4th Grade	11	10%	18	17%	67	61%	12	11%	12%	1%
5th Grade	11	9%	14	12%	73	60%	15	12%	19%	7%

	Spring Well Above		Spring Above		Spring Average		Spring Below		Spring Well Below	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2nd Grade	6	6%	9	8%	69	63%	19	17%	23%	6%
3rd Grade	16	14%	23	21%	52	47%	10	9%	18%	9%
4th Grade	12	11%	13	12%	75	66%	11	10%	11%	1%
5th Grade	6	5%	21	17%	67	55%	20	16%	23%	7%

Also consider students in relation to peer growth.

Also consider “at risk” screening data for behavior using the risk ratio from PBIS:

From: *Recommendations for Addressing*

*Discipline Disproportionality in Education* , 2014 [www.pbis.org](http://www.pbis.org)

With a Partner: What is one of the first things a school should do when addressing disproportionality in behavior:

Another piece of data: What are the common concerns typically brought to child study/problem solving/early intervention teams?

In order to correctly respond to School Improvement required indicators and establish a clearly defined system, **Tier Definition** is completed. Things to avoid:

- Based on student schedule
- Based on teacher preference
- Based on availability
- Based on a single data point

Decision making rules for entry and exit into tiers of support are critical. Other factors include assessments and progress monitoring, parent involvement, number of students in groups, duration, staff, or any other criteria to define these layers of support. Sample is in handouts.

“If it is predictable, it is preventable” is a common slogan for PBIS.

“Predicting rain doesn’t count. Building arks does.” Warren Buffet

Determine the evidence based practices in your building and plan to support these practices with professional learning and data analysis. Evidence Based Practices criteria sheet included.

Evaluate the efficacy of the practices at all tiers.

Middle School/Teacher	Total # of Students on Read 180	# not assessed for both Fall and Winter	# with a <u>lexile</u> gain of 75 or more points
School A/Teacher A	8		4
School A/Teacher B	10	10	
School A/Teacher C	11		6
School A/Teacher D	9		1
School B/Teacher A	13		5
School B/Teacher B	11		6
School B/Teacher C	9		8

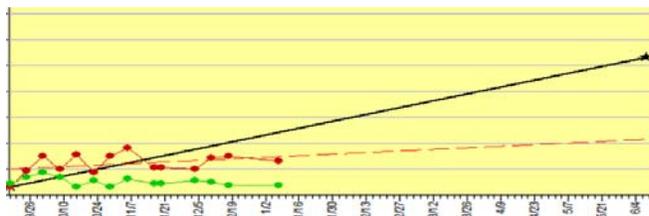
What if a student in School A was brought to the team with the recommendation that after intensive intervention the student was not making progress and should be referred for evaluation?

What questions do you have about fidelity of implementation?

Utilize **Data Based Decision Making and Progress Monitoring** in an efficient and effective manner. Organized data with critical components will make the process more efficient and effective.

<b>What Data Criteria will be considered?</b>								
Students	Grade	—	—	—	—	—	—	—

**Progress monitoring** occurs at all 3 tiers. For students below level, always consider the rate of learning and the level of learning. We progress monitor with our Tier 1 data in addition to the Tier 2 or Tier 3 data in order to make an informed decision on progress.



There are different types of data meetings. Students who are below benchmark should be looked at monthly to determine if they are making progress. These data meetings need to be efficient and effective.

**Data Evaluation Meeting for Students Receiving a Tiered Intervention Grade \_\_\_\_**

Name: \_\_\_\_\_ School: \_\_\_\_\_

Reading SOL \_\_\_\_ Math SOL \_\_\_\_ (\*any yearly score)

Date: \_\_\_\_\_ R\_\_ M\_\_ B\_\_

9 week benchmark test score \_\_\_\_ Grade for the \_\_\_\_ 9 weeks BL OL AL (\*this is on level, etc. – use any term)

Goal ROI/Trend ROI \_\_\_\_/\_\_\_\_

Intervention Data:

Other: (i.e. absences, missed assignments, disciplinary referrals, etc.)

Is the progress : \_\_\_ Good \_\_\_ Questionable \_\_\_ Poor

Decision:

\_\_\_exit tiered program (goal met)

\_\_\_ continue current program (progress made) \_\_\_ assign to more intensive tier (insufficient progress)

\_\_\_modify current tier (insufficient progress) \_\_\_schedule problem solving meeting

Rules of Engagement

1. Start with data only – nothing anecdotal
2. Don't bring it up unless you want to do something about it
3. Everyone participate in the two decisions
4. 5 – 7 minutes per student

Small steps: How can we assist our school or division with this framework?

**Small Steps. What are some ways that you can support a multi-tiered framework?**

**You may put your actions into the purple “participant planner” from Day One.**

- Use the VTSS blueprint to look at gaps/strengths of your multi-tiered system
- Determine screening measures with your leadership team; early warning systems with high school
- Learn to utilize the data and set goals around data points that need to move
- Set an achievable action plan with evidence based practices (hint: don't forget that teachers need to be a part of this plan to obtain buy-in)
- Complete tier definition so that it is clear what students have received prior to consideration for evaluation
- Gather information on using a Curriculum Based Measures for low performing students to measure rate of learning
- Compile data on types of referrals to intervention/child study/student assistance teams and plan the strategies and professional learning around Tier 1 supports
- Build a data dashboard of the key pieces for making data based decisions
- Teach staff the elements of an efficient data meeting with brief but critical documentation
- Work on a continuum of supports so that all staff are aware of available resources for predictable problems
- Build the continuum of supports around what your division has described as what good instruction looks like
- Establish a system to collect specific intervention data
- Watch for, and then explore, information on Cohort 3 of VTSS

Activity	Who Will Collaborate With Our Team on This?	When Could We Realistically Do This?	What Help Do We Need?
1.			
2.			

Presenter: Regina Pierce [regina.h.pierce@gmail.com](mailto:regina.h.pierce@gmail.com)

Virginia Tiered System of Supports: Dr. Tom Manthey [tom.manthey@doe.virginia.gov](mailto:tom.manthey@doe.virginia.gov)