

**Response to Intervention
Cohort training session:
MTSS: Integrating Academic and Behavior Intervention
Into a Single System**

Session 1

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Session_1_3_8_2012_Part2.mp3 - Welcome

Dr. George M. Batsche, Professor and Co-director – 10:50 am – 11:55 am
Institute for School Reform
School of Psychology Program
University of South Florida

An Integrated Multi-Tiered System of Supports:
Building a Common Language/Common Understanding Around the Critical Elements

Aligning the Critical Elements Across Academic and Behavior Systems

00:00:00

Dr. Batsche: 8, 7, 6, 5, 3, 2, don't you love benchmarks. Thank you very much. We're gonna go, we're gonna start off with a tabletop activity. But I would like to talk about tabletop activities first. I'm really gonna ask you to use brainstorming rules, which because you've been doing this stuff I'm 'sure you're good at. I would like for you to have a recorder, not for me but because we're gonna kind of build a running record here that we're gonna be using through the day, and as we move into our planning tomorrow. And so I would like you to record the critical information that you would like to draw on, because these reflections are all scaffolded.

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Dr. Batsche: And spiraled in a way to kind of build us up to something, so the first one I'd like to do, and I'm gonna give you about six minutes. And since I have a nifty smart phone I will give you a mid benchmark, brainstorming rules apply, and that is you throw out something but you don't elaborate. Unless everyone else at the table is looking at you with deer in the headlights look. And then you move on to the next one, no elaboration this is a brain dump. Okay, so I would like for you to address two issues. What elements of RtI, MTSS do you believe reflect a common understanding with your staff? That could be at the building level, the district level, and at the state level.

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Dr. Batsche: And we've tried to review some of those. What elements do you believe do not reflect a common language, common understanding. And I'm gonna give you six minutes and you can start now. Talking is required.

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[Tape Cuts]

Dr. Batsche: Okay, about ten seconds, wrap up whatever your conversation is. 10, 9, 8, 7, 6, 5.5, 5, 4, 3, 2, 1.

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Dr. Batsche: You guys are an active group I love it. These reflections will build on each other, so you can take this one into the next one. I would like to ask your, your response on something. I would like to hear a few of these, so you can just kind of see if you're in the same place. But I don't want, we don't have time to spend a huge amount of time on share-outs for every one of these, because I want you to have the time to deal with this. Is that okay? All right. Hand raised, a couple of people, what do you think are common elements, things that people have a common understanding around? Hand up.

00:04:02

Dr. Batsche: All you have to do is look down and see what you wrote on your paper. Nothing common? Somebody break the ice. Give somebody ten bucks. Based upon, I'm also an outcomes person it's not just the process of talking, I have to like what you say.

Response: Okay. Was kidding. We said that there is a common understanding that the RtI framework that we've put in place is beneficial to students.

Dr. Batsche: So that's very important, that's, how many of you have something like that? Okay, go ahead. Another common. Thank you. I'm getting a message here.

Response: The sad thing, or the thing that disturbs me or distresses me at my table, is the group immediately skipped the first question, went straight to the second question, and I'm not talking for once believe it or not.

00:05:14

Response: And that is true because I was writing, and at the end we're in terrible trouble everything in our school division really stinks.

Dr. Batsche: Well I'm going to, I'm not gonna stay what table because I don't have their permission to say it, but I actually heard this twice and I thought it was really insightful. They start off the discussion by saying they do it but do they understand it? And, I will

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go a step further to say sometimes they do it and it's malicious compliance. Malicious compliance you'll see it happening, but you don't get the long-term benefits. Okay.

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Dr. Batsche: What you've been waiting for then, what does not reflect a common language, common understanding? This the same reason hockey went down the tubes, when they quit letting them fight and have bloody ice, nobody was interested in watching anymore. Yes over here.

Response: Thank you I'm from Prince William. We had a couple that fell under both the first and the second, such as everybody understands that the three tiers exist, but what does each one look like is the part where we didn't feel that there was a common understanding. And we also felt that there was a disconnect between tier 1 and 2 and 3. Sort of like what you were speaking about a little before, whose responsibility is it for that student, more of a label than a smooth transition for the student. And integrating the behavior piece was another area where we felt we were working on.

Dr. Batsche: Good. Others? How many of you had something about the confusion over what is tier 2 and tier 3, how many of you share that concern? Sure all right.

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Dr. Batsche: Okay, that's fine for now. And I listened I sat in, stood in, by your table over there to listen to, because some of you are from different schools, and the stuff going back and forth. And I'm not gonna shout you out here, but the questions I heard, I won't say what the answers were. The questions I heard were like who does your tier 2? Is it your specialists, do your general education teachers do tier 2? Those are common questions. Common understanding has to start with a definition. And then you develop understanding around that definition or not. And in most places what I find is, both on the academic only and the behavior only, there is not a discussion of what tier 2 looks like. Because it's all focused on who's gonna do it.

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Dr. Batsche: Rather than what it is. So, I'm gonna give you four steps, and this is later on, but I'm not a linear person necessarily. I'm gonna give you four steps that we use to plan and schedule our services. The first step is, time. How much time is gonna be needed to make this effective? Schedule. Second, what is gonna be done during the time? Third, who is gonna do the what? And finally, where? So, if, you want the Doctor

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Seuss approach to planning. If you go to the who, but the who doesn't know the what, an even if the who knows the what, but doesn't have the when, it ain't gonna happen.

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Dr. Batsche: So driving services on the basis of who's available, if you pick the who then the who is gonna deliver the what that they know in the when that they have time to do it. If you pick the what first, and you don't have the who, you can train the who to do the what. But the danger of picking the who first is that a person can only do what they know in the time they have. So it's a real problem for the kid end. You don't want the kid getting the what, the who knows, and the when the who has.

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Dr. Batsche: Now you may not buy into this, but you're not gonna forget this little Doctor Seuss discussion. Okay, so I'm just gonna throw out something, and we won't have to talk about it later. Please consider defining your tiers explicitly, purposefully, intentionally around who gets it. So I'm gonna give you an academic example. We have 90-minute reading language art block at the elementary level. Minimum. You can go beyond, but that's minimum. We have models for how to deliver that, not required but guidelines. The most frequently used model is 45 minutes of some kind of group instruction, designed to whatever lesson standards etc. And then 45 minutes to be able to kind of differentiate if you will, and often that differentiation you know about this, there is centers where you can have kids doing the guided instruction and direction instruction.

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Dr. Batsche: If you have four or five kids below benchmark, below standards; that general Ed teacher teaches the whole 45 minute lesson, and then has that as a direct instruction group for a half hour of their remaining 45 minutes. In our definition that's tier 2, cause not everybody is getting that. Doesn't matter who is delivering it, it's the what, the focus of it. And the when, the time because for us intensity is defined as more time, narrower focus of instruction. So any time somebody is getting more time in instruction, with a narrower focus, that is what moves a tier. That also could be done by somebody push in; it could also be done pull out. We stagger instruction in our buildings with more than one teacher at a grade level. We don't teach reading at the same time. We teach reading from 8 to 9:30, 9:30 to 11, 11 to 12:30.

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Dr. Batsche: So if a kid needs a double shot of core, math is at one. If a kid needs a double shot of core, the kid can move, take the 90 minutes with this, and then 45 minutes, the first 45 minutes for a double shot of it. Because the research tells us that 64% of kids who are behind who get additional core instruction catch up on the benchmarks. You have more people who can teach core instruction than anybody else; you have fewer kids who get specialized. You don't want to run to specialize unless they're needed. Kids don't drop off; I mean there is not a difference between if a kid doesn't get it that means the kid has a problem. How many of you have to read things three times, and you have a colleague who skims it or just listens to somebody and you have both the same level of knowledge? What about kids who come in without their prerequisites. Another shot at the core, what about our English language learners, who need more exposure to vocabulary. Application of vocabulary, 3, 4, 5, times. So by staggering reading instruction, we have been able to not increase personnel, deliver more intensive instruction.

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Dr. Batsche: We evaluate that for 3 or 4 weeks to see if it accelerates student performance. Everything is data driven. We don't worry about, oh my gosh I don't think they'll ever work. None of us know that, but in a data based decision-making model you can try it for a month, but it's how your schedule allows portals to instruction. So it, it is really important that you come to consensus, articulate your definition of what is tier 2 and tier 3. It's not tied to a place. It's not tied to a who delivers the instruction; it's tied to who gets it. And they can get it anywhere. Does that totally throw you off? Okay. But for people who really like structure, and you know eat their meat first, rotate the plate, eat their potato, rotate their plate and eat the vegetable. This is gonna cause some problems.

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Dr. Batsche: The schedule is everything, we're gonna keep coming back to that. Okay awesome. These are just some data you might want to use, and by the way when Cindi and Susie know this that they can make this PowerPoint available to you however they want to do that. And you can use any or all of it. You don't have to reference me; I would appreciate it if you didn't in case you totally screw it up. I don't want to be associated with your screw up of this PowerPoint, so you have my permission to do anything you want with it. But there has really been some crazy acceleration with this, and actually NASDE was part of the Spectrum K – 12 survey. 2007 44% of districts reported some state of implementation, this last year 92, that's scary. It scares Steve and I to death that somebody go from 44 to 92 and think that they're doing it right. They're not, but that's okay.

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Dr. Batsche: 68% of districts are either in full implementation, malicious compliance. Or district wide implementation serious malicious compliance. Implementation integrity remains an issue, I'm so glad to hear somebody over here talking about integrity. Cause one of the things we are gonna talk about and I've given you some tools for, and some access to is we've developed strong evidence based measures for evaluating integrity of implementation that you're welcome to use if you find them helpful. Here is what is really bothersome to me; these data have not changed in three years. Only half of the districts that say they're at 92% implementation have a district plan. What do they do, release a bunch of cats? How do you do this without a district plan? So here is what happens. Our data show us this, 18 months into the implementation process if you don't have common language, common understanding, and consensus it grinds to a halt.

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Dr. Batsche: Because everybody got excited about doing it, but when they found out they had to change their behavior at some point, they decided they're not so excited about it anymore. Well what do you mean that a kid might bet extra reading and not go to music, I didn't know anything about that. And they put on the brakes. Similarly our data show us that district level lagged behind school level implementation. So schools are allowed to run with this until they come up against district policies. And then they grind to a halt. So there has to be a district plan involved, and the biggest concern to me is the third bullet. Only one in four districts have a comprehensive evaluation plan. I have met some here, you have project evaluators. That is really important, and at the end of tomorrow we'll talk a little bit about that.

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Dr. Batsche: How many of you have for your building or district, and drilling down to the building level project evaluators are great for the district and I do some of that stuff, but we've got to be sure that the district uses it with the building appropriately. So drilling that stuff all the way down to the building level is important. How many of you have project evaluators? I know there is some, okay. So then we will talk a little bit about that, and of the districts that are reporting data the majority report a positive effect of Rtl on AYP. And 80% report a reduction in special education referrals, now here is the danger of that, and I'm not gonna show you the Florida data because it's Florida data. You could care less. Here is the data about that, we quit looking at special education placements, and started looking at referrals. Because the relationship between referrals

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and placements is pretty high in most places, and if it's not high that means you have a fairly inefficient system.

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Dr. Batsche: if you're not getting more than 80 or 90% of your kids being found eligible when they're referred for special education something is wrong. Because you're doing a hope to get lucky. And so that's a problem. So referrals are really important, however, here is one of the community pushbacks on MTSS. It's delaying placement in special education, and our kids having access to special Ed. The common most push back. From people who don't like this model, and parents, and community. Our response to that is very simple; instruction is what makes a difference not a placement. And it's how quickly you get effective instruction that matters, not a placement. But to guard against that, if you're gonna collect data on special education referrals, then you have to demonstrate that your core, kids in core, general Ed kids, continue to grow academically.

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Dr. Batsche: And that your kids in special education are accelerating in their academic growth. Because if the withholding kids from special Ed is true, then you're gonna see more kids not doing well without it. If you see it as not letting kids in special education you'll see that. Our data does not support that; our data continues to show growth in core instruction. Disaggregated, and as soon as we got our special Ed placement rates down to below 12% the kids who were in special Ed their academic improvement for non-accommodated proficiency rating started to accelerate dramatically. When we matched resources to effort.

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Dr. Batsche: So don't just use that statistic, I don't like that statistic unless you clarify it with, and our general education kids are continuing to get better, which means we're not preventing. And our special Ed. kids are continuing to get better, those are important data. My friend Dave Tilley (?) has this nice logic that basically says lead with instruction. We're gonna come back to that repeatedly, lead with instruction. So the next issue for you to consider, and this is just stuff for you to consider. And this is up to you. We have redefined our behaviors in this integrated model; we now have three kind of behaviors. Academic skills, academic behaviors, we defined as student engagement, the behaviors that are pre-requisite to successfully performing the skill. I don't know what kids learn, I have no idea.

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Dr. Batsche: And I don't know anybody who does, because all of our judgment about their learning is assessing their performance. Kids know a lot more than they show us. Depends in part on how we ask them to show us what they know, also depends on part of what they're willing to show us what they know. So I don't talk about what kids have learned, I talk about student performance, because it's only what they give us that we can evaluate. And then inter and intra personal, or social emotional. I don't want the behavior specialist to get all concerned about intra personal; it's social emotional behaviors. As long as a kid can tell me what's going on in his or her head, I worked with a kid many many years ago that I was doing some literacy stuff with. And every time that I was trying to get a response from him, he would look at me and go eating chocolate cake in a bag.

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Dr. Batsche: His name was Scotty, and I'm like what? Eating chocolate cake in a bag. Well in finally realized because I don't watch television a lot. That back in that day was some commercial. And of course he was a kid that back then we would call autistic, and he had great, he could read any word. He was reading at the 9 and 10th grade level, didn't have a clue necessarily about what he was reading. Or we didn't have a way to figure it out, but we learned that the eating chocolate cake in a bag was contextually specific. And apparently on that commercial there was something about eating chocolate cake and a bag, and a kid got reinforced for whatever that was about. So any time that he thought reinforcement was available for something, he gave the response that he saw getting reinforcement in somebody else which was eating chocolate cake in a bag. So we stopped reinforcing him for that.

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Dr. Batsche: So the question now is in your problem-solving model, when you're doing problem identification are you considering all three of these categories? What are the academic skills we want the kid to know? What performance criteria are necessary to perform that skill, and does the kid have those performance behaviors? So for example, for seatwork it requires that you read the directions, do this this and this. Some kids need explicit training, and we do this, we take worksheet. We don't have them do any of the academics on the worksheet. We give them the worksheet, and see fi they can get to the first academic performance criteria, based upon the skill demand of the task. In our social skills training, it's following directions.

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Dr. Batsche: Look, listen, say, do. We train that before we look at whether the direction is being followed. Do they have the academic behavior set to do the task? So when we sit down at lesson planning and we say to teachers, what academic behaviors is this, does this kid have to do in order to do that test? You know what they come back to us with, the academic skill. I'm saying no, no, no, you want the kid to do that. What does the kid have to say to himself in his head, or her head, what performance skill do they have to have? What sequence? So what we're doing is that we're dropping academic tasks on kids who don't have the behaviors in their repertoire to engage the task. And then making judgments about the disengagement behavior, or the academic behavior. They can't do it; they can't do the engagement task to even get. I landed here last night.

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Dr. Batsche: To my surprise the rental car I had reserved was unavailable, because the four cars they had, three were not returned. Where these cars are, and she's saying we're trying to find the cars. If you come back at a 11 we might have... I looked at her seriously. It's 8:30 you think I'm gonna stand here until 11 o'clock. It's my understanding I could walk to the hotel by 11 o'clock. I knew what to do when I got to the hotel. I could not engage the hotel because I didn't have the behaviors to get there. So I went to plan B. I found an alternate set of engagement behaviors and I got here, and then I could do the tasks I had to do. So this linking of the models requires a description of the academic skills they have to be able to identify the letter. Blah, blah, blah, but what are the behaviors in that lesson that high performers engage in and low performers.

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Dr. Batsche: Take it to the middle school, take it to the high school; as an example, in the last 18 months, we have started taking down to the middle school level the same system of awarding credit that occurs at the high school level. How many of you are high school people here? Okay. They made you all sit over here. It's a good thing, cause you all are trouble okay. All high school teachers share only two things in common. High school teachers share nothing in common according to their own admission. But we've found two things they share in common. One, all high school teachers award credits to students. Credit gets you the first graduation requirement. Second, all high school teachers engage students in the work.

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Dr. Batsche: Beyond that they will admit to nothing that they share. There are two grades in high school, A thru D, and F. Because as kids walk across the graduation stage, unless they have honors cords on, all you know is they all met the graduation requirements for credits. You have no idea which one is a high-flyer and which one is flying lower. The kids know that too, credits first GPA second. And you can have kids with an acceptable GPA, and insufficient credits. And the whole early warning system is based upon which of those is predictive by the way credit matters, are much more predictive of non-success than anything else. So, you now, and kids into credit recovery is a problem. So how do you acculturate kids to the engagement behaviors of credits, by the time they're in credit recovery it's too late. So here's what we did.

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Dr. Batsche: We thought, we're going to start training them in sixth grade. So now all of our middle school kids, when they get a grade at the nine weeks, they get what the credit would have been had they been in high school. And by 8th grade they know where they're gonna stand in terms of high school credits, we acculturate them to the engagement behaviors. There are different behaviors in high school that are required to be successful than middle school. So this engagement has broadened out not only to the academic tasks, but to the survival skills appropriate to the level of development. And that's where bringing these two models together. Why is a kid in credit recovery? The high school teachers tell us, because they don't do blah blah blah. We're also saying these kids don't even know anything about credits, or what it means to be in credit recovery until they're in it. And then people are telling them you're toast. So why wouldn't we behaviorally prepare students for the task demands of the next level?

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Dr. Batsche: Those are academic behaviors, and then finally the intra and inter personal ones are also considered. So question to you, rhetorical. Have you broken down the problem identification step of your problem solving process, to allow for the integration from the get go? If not, you need to consider doing that. Any questions or comments about this approach? And by the way, there are a number of social skill training programs out there that have identified and separated out academic behaviors by level. From inter-personal, and intra-personal behaviors. Yes.

Response: If your students have not met the credit requirement at the 8th grade level do they go to high school?

Dr. Batsche: That is a very good question.

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Dr. Batsche: Have they been going to high school? Yes. So in the past three years ago, we implemented the early warning system and then Floridaized it. Okay, because we have certain things in Florida that matter. We have end of course assessments, we don't have high stakes testing. So some of the data elements for volume 2 which you can download from betterhighschools.org. They didn't match, so we Floridaized it. And what we found is if you had three Fs in 8th grade you had a 17% chance of completing high school. So that's why we did the pre K – 12 alignment. We are no identifying kids early on, so that when they get there they don't have that issue. So how we did that strategically, we'll talk more about your planning tomorrow, but quick answer. We identified what percent of the kids were leaving 8th grade, and going into credit recovery in 9th grade. And then we set a 3-year goal to reduce the percent of kids by 10% a year rather than some crazy goal of stopping it.

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Dr. Batsche: Because we knew for the kids at deeper level of risk it would take longer to have them ready. And we had some kids on the bubble, and so we grabbed 10%, so our strategic goal for the school is reducing the number of kids coming in Fs out of 8th grade, and leaving 9th grade in credit recovery by 10% a year. That also taught us, now we have a great amount of diversity in Florida, so we may be different than you. But we created 9th grade as a 9th grade academy in every high school that had at riskness to it. And we absolutely identified the 9th grade engagement behaviors that would be necessary for those kids to survive. Everything from study skills to understanding credits, to progress monitoring their own behavior toward credit.

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Dr. Batsche: So on the kids who are being progress monitored, we're just not progress monitoring the data. We give them the data along with their GPA for that course. And if they would be getting credit that week, based upon their aggregated, so they know week to week what their credit risk is. We had in our reading system something called PRS, which is a probability score in October also benchmarking that you're gonna pass the high stakes testing at the end of the year. That score is accurate plus or minus 5%. So we had to give the data to the kids, so every week these kids get report, based upon this week's work, here is your grade point average. It's a C, a B, an A, or D based upon it, here is your probability of getting credit. So that our aim lines and our trend lines have not only weekly performance, but it's tied. We cant' say to kids here is how you're doing, and then not knowing what the end game is.

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Dr. Batsche: So every week, right now your grade is a C. You're getting a credit. Next week, you've slipped to a C-, you're still getting credit but you're in a fall. And the kid's get frenetic about getting back up. Every week, feedback, these are for our higher risk kids.

Response: Are the parents getting that same information as well?

Dr. Batsche: It depends on the kid. The question is are the parents getting it? Right now we don't have a mechanism for technology to give it to the parents; this is new technology for us with this kids. So I would imagine the kids are sharing it with their parents if they're doing well, and they're not if they're not. Yeah that's what I would predict, so once again how do you link engagement data with academic performance, and the student engagement of taking responsibility for their behavior through their own progress monitoring, and self-monitoring.

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Dr. Batsche: It's been implemented in pilot schools for probably 2 years. Okay, there is, the question is, and this is, I'll answer this question. I want to answer your questions even if it's off a little bit. The question was, no no, I don't mean that. I can, I've got enough BS coming out of my mouth I can segue it. The question was how do we know about the impact on graduation rates? Okay, I'm gonna go back to the early warning system. The early warning system identifies levels of risk for off-trackness for graduation that are high correlated. For us, level 5 means that you cannot graduate. It's not gonna happen. And our data show that, the first thing we did was validate that the levels of off-taskness were corresponding closely to actual graduation performance.

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Dr. Batsche: Because we had to break it down, we can't wait for that. So therefore if a kid moves from off track to on track, that is the early warning for success. So until we get, and for us one year of data for actual graduation rate, we're not gonna go to the bank on that. We're gonna track what percentage of kids with these strategies are changing track. So all of you guys use CBM of some kind right? How many of you use yellow, red, green for interpreting low risk, moderate risk, high risk? You with me? Okay. So in an MTSS model those correspond, the movement corresponds to the type of response to instruction. If you're yellow moderate risk, and you stay yellow across benchmarking, we call that a questionable response to intervention.

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Dr. Batsche: Because you're improving. To stay in the yellow you have to grow. The requirement for winter benchmark is higher than it is for fall, you haven't flat lined you've grown. But if you go from yellow to green, you're closing the gap. Yellow to green is a positive response to intervention, cause you're gonna hit the benchmark. Yellow to red is a poor because the gap is widening. Does that make sense to you? So we only use colors to determine response to intervention. We don't use numbers because numbers are too complicated, the bottom line is, is this intervention working and how well is it working? So now, and what's your first name over here? I just don't like talking to...Keith. So Keith now translate that to the levels of on track and off track we have five. As long as kids, the strategies are moving kids down toward on track.

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Dr. Batsche: That intervention is working. And even if the kid goes from 4 to 3, you're not gonna go from 4 to 1, it's not gonna happen. Going from 4 to 3, and we look at the elements, because it's attendance, behavior, productivity, grade point average, credit, all that kind of stuff. And as long as the kid is moving toward the green, whether they're a kindergartner or a high school kid, that's a positive response to whatever the intervention is. So that's why the common elements for high school and kindergarten are the same. If you're moving to the green regardless if you're 15 or 5, it's a positive response to intervention. That's the kind of alignment we need to have in terms of defining responsiveness to intervention. Does that make sense? Okay, so I can answer, we started mandatory grade retention in third grade for kids nine years ago; we have the impact of those data.

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Dr. Batsche: And it took a lot of, of time to find out what happens to those kids in high school. We'll have to do that, but for now we're using data we know are responsive and high correlated to graduation rates. So, no other questions about this, please keep it in mind as we move forward. Lesson study, I've already mentioned it. Lesson study is this process of every lesson planning session, whether at the high school, that's by subject area within your biology group, within the science division, or if it's a small school when you sit down, what are the effective instructional strategies to attain the standard? What engagement behaviors are required as the strategies, as the skill becomes more complex the engagement behaviors become more complex?

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Dr. Batsche: And as the skills become more complex, the difference between kindergarten. I'll go back to Keith's example, between a 5 year old and a 15 year old, is how much the teacher of the 15 year old expects the student to do self-engagement. A kindergarten teacher doesn't expect any self-engagement, they're just glad if the kid isn't temper-tantruming. Because high levels of supervision and direction, instruction, gesture, prompt, is expect of a five year old. High school teacher expects lots of engagement behaviors on behalf of the student. They have 25 kids a day, five periods a day. So, we have to define those engagement behaviors in the lesson plan. Now here is what happens, we've learned what happens here. Teacher says, a team says, this team here says we have five evidence based instructional strategies to reach the standard. Great.

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Dr. Batsche: Now you have to select which one. And the next question is, which of these are most aligned with what our students are capable or willing to engage? And if the answer is none, then the next question is, what engagement behaviors do we have to teach with that lesson? And somebody says, well this is the first time that the worksheets are gonna require blah, blah blah. Well then, before we ever ask them to do what's on the worksheet, we need to run off some worksheets and train em' on the engagement behaviors for the worksheets, does it make sense? Okay, so that's where the model begins to really integrate. So the critical elements, we all know what those are. We define these as our critical elements. And we'll go into those, we're gonna break em' down one at a time. Let me stop there and see if you have any comments or questions. Yes.

00:41:00

Dr. Batsche: Yes. So, so what Rick is saying here is that it's metacognition, and you know what that is. It's talking about out loud, what you're thinking process is. So, we're gonna get to this later this afternoon, but I'll use it right now. The role of a school based leadership team is to explicitly do that in every problem solving session. So that teachers learn how to think that way, and I have an integrity measure for you. I hope after today whether you use our measure or not. Ours happens to be validated and all that kind of stuff, but that's okay. Scott here, every member of the school-based problem solving team is trained on how to use the checklist.

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Dr. Batsche: The checklist contains exactly what Rick just said, every step explicitly stated. This week Scott as he's participating in the meeting is monitoring the behavior

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of the group to be sure that that is done Rick. And if something gets skipped, Scott says, wait wait, we just skipped. And then the team gets better at it, models it for the people who are not on the team on a regular basis. The purpose of the school based leadership team; the primary purpose of it is not to solve the problems for other teachers in the building, but to increase the capacity of teachers to do that with support. And if your team understands the model and the teachers don't that's a problem. So our model has four steps. And it's all the technical crap that your model has, but we also have boiled to down to everybody common language, common understanding, every teacher, every parent, every kid.

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Dr. Batsche: The four steps are not problem identification, problem analysis. Four steps are this: what do I want my students to be able to know and do? Why aren't they doing it? What am I gonna do about it? And did it work? Those steps, so when the teacher sees a kid not doing well, or a group of kids. They don't focus on the bad behavior, or the poor performance. They don't come to a team and tell you what the kid can't do; they think what is the standard? What do I want this kid to do? If it were my kid and I was happy with my kid, what would the kid be doing with this assignment? Why would this kid or group of kids not be able to do that? I'm an experienced person, what are the barriers and obstacles to this? What can I do about that right now? So that that first level of problem solving is in the classroom. The second level is in the professional community, small learning community. And the job of the school based leadership team is to skill up everybody to be able to do that.

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Dr. Batsche: So, when a teacher gets to the end of his or her skillset, and then the tier 2 people get to the end of their skillset, you have people with more skills but you don't want em' running into tier 1 before they're needed. Because that's inefficient, then you take em' away from the other. So absolutely, the metacognition, that's why I give a lot of examples. What would this look like if it's working? And that's something the teams have to do, the teams are not about the team. The teams are about increasing the capacity of the building to improve its impact on students; it's a leadership team for god's sake. It's not an intervention team, and if you label it your school-wide intervention team, then you're gonna be doing all the frickin' interventions. So, words matter. Great question, all right.

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Dr. Batsche: I'm gonna blast through some of this quickly. Our implementation model is that, district based leadership team. You have to have your central office organize the same way you have your buildings organized. And if you want the curriculum person and behavior person working together, then personally I'm gonna, I know I'm gonna offend people here; I believe everything about special Ed., everything about behavior, all of that should be under the curriculum and instruction part of the central office. If title and special Ed are truly support services for tier 1 instruction, then every title and special Ed teacher better have a grip on what the standards are for the subject area and the grade level. And be sure that those instructions is aligned with the standards that is tied to tier 1, that means curriculum. And you need some on buds person to be sure that we don't create title delivery systems, and special Ed delivery systems that isolate core.

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Dr. Batsche: So here is our responsibility, and it took me a while to realize this. So I want to emphasize to you that, whatever mistakes could have been made in the implementation of this process, I've made them. I've learned I'm less of a visionary, and more of a don't make the same mistake twice. So, I've made so many mistakes, and the, one of the biggest mistakes I made was touting a multi-tier system. Touting the benefits of these varying intensities and differentiation, without reminding people that whatever they break apart they have to pull back together for the kid. So we focused on getting excellent in tier 2 and excellence in tier 3, and the kids tier 1 performance didn't increase.

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Dr. Batsche: We use progress monitoring in tier 2 and tier 3. We don't do that anymore, the only progress monitoring we do is tier 1 for everybody. We may have to get it out of level, but we don't allow kids and people to believe that because their doing well in tier 2 and tier 3, they're gonna do well in tier 1. The reality is they don't. So everything goes back to tier 1. I don't care if the kid is doing wonderfully in anger control group, and because some of you know that my skill set that I've been recognized for is the area of bullying and aggression. I love working with aggressive kids. I learned early on if I wanted to be viewed as very effective, then if I could get the worst kids in the building behavior wise to shape up some, I would be viewed as the indispensable person. And besides that, it has often; I'm not good at the internalizing stuff. I came from a architectural school of psychology, which is build a bridge get over it.

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Dr. Batsche: Okay. Or the just quit it, just stop it. Quit thinking that way, its kind of an Eliis (?). What that's stupid, why would you think that way, you're just making yourself miserable. Stop it, stop thinking that way. So that doesn't fly real well with some of the people that are anxious and depressed. Aggressive kids, aggressive kids, I've always been fascinated by how a six year old could believe that he or she could attack a teacher. That's odd. And there are simple answers to that; the solutions are not so simple. So that aggressive stuff has been important, so here I do a lot of work with anger control training. I love to do that stuff. But the bottom line is it's not my getting off on doing that stuff with kids, it's whether or not the kid is now more engaged in tasks.

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Dr. Batsche: The office discipline referral suspensions, out of class movements. The number of fights are diminished not when there is us around staring at the kid, but when the kids on the bus, during passing time, where supervision is minimal. Does the kid, so therefore in this model school psychologist, counselors, social workers; we're evaluated if we're doing anger control training with a group, we may not have our performance evaluation tied to academics, but if those kids don't improve in core settings even though we're working hard at anger and control training, we're ineffective. So everything goes back to core. So the question is, for behavior stuff, for academic stuff that is disaggregated, where are you assessing for effectiveness? And then obviously, how many of you are behavior people in this room?

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Dr. Batsche: Put your hands up. Stokes, bears, bear and osnous (?), you build transfer into the initial intervention. You don't get a kid successful and then figure out how to transfer em', that doesn't work. So you build the engagement stuff into your tier 2 and tier 3 delivery. At the beginning, that's the integration part of it. Okay, so district level team, you can't do that if the school and district are organized differently. School based leadership team, school based coaching, notice I don't have coaches. Coaching, everybody has to have coaching behavior. The biggest frustration to me as a building principal was having teachers who were awesome teachers, and have awful social skills with everybody else. They were highly effective teachers, and PIDAs for me. Highly effective teacher pain in the, okay. Because they didn't contribute to the fabric of the building.

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Dr. Batsche: Because they dint' have any coaching skills, they couldn't get along with people, they didn't know how to teach other adults. And so we need how do we share

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pedagogy, and then the other are of coaching is interpretation and use of data. From the classroom level all the way up, and the evaluation of data. District infrastructure, basically what we say is the district is responsible for providing the infrastructure of the schools to be successful. You have a tool we're gonna go over shortly, that is a progress monitoring tool, data based, evidence based. For evaluating implementation at the school level. That tool is the outcome measure for the effectiveness of the district plan. It's the students to the district, interestingly, when we tied implementation rates, self selected by buildings to the principal's annual performance plan, it accelerated full implementation two years ahead of time.

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Dr. Batsche: Just a thought. Because what is inspected is respected. Now the buildings got to select their own goals based on where they started. We'll talk about that later. But this whole evaluation process has to work at the district down to the schools, the school down to the teachers, the teachers down to the kids. We can't have lack of it. So all of those things are the district's responsibility. One other point, and I've already heard, I heard Steve talk about this earlier. The district somebody in the district, is the gatherer of the principals for their professional learning community. When we implement this we have monthly meetings of all principals, with the district leadership team for two years to problem solve implementation issues across buildings. The building principal, they have no peer. And how many of you have been principals. Okay, you know it's the, it's the best job I've ever had. I did it for ten years, it was the best job I ever had.

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Dr. Batsche: It's nice balance between dealing with adult problems and being redeemed by children right. But we have no peer. You can't even your teachers who are your best friends, you can't talk to them about issues. Not ethically. And we need to learn from each other, and so the support of the district for the principals is critical. So if you're moving the behavior part into the academic and vice a versa, that principal structure and it's monthly for two years. And then you can spread it out, and by the way it cannot be an agenda item on an all ready existing principal meeting. This is separate, if you put it as an agenda item; it has no more priority for the superintendent than anything else. If it's a priority it stands alone, so we do these dinner meetings.

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Dr. Batsche: Happy hour without the happy. What? Yes, yeah I forgot where I was, the comment up here, then it's not very happy. You can have delayed happiness. The

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district responsibilities, I won't go through those, but you can look at that. The role of district administrators, I think it should be the metacognition, restating the goal, insuring everybody's on the same page, if you have a superintendent or your superintendent hires people below him or her who are managers, good luck. District people need to keep the vision alive first, and then bring the tools for how to achieve the vision. I don't think we need to go through that. Bullet 2, I want to make a note of it, cause we're gonna deal with this tomorrow.

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Dr. Batsche: Interestingly this what we've found, we've started working. Now we only work with districts, we will not work with schools anymore. Building district capacity to build their own capacity. We sat in on tons and tons of district meetings, including ones where Steve and I have worked together in districts outside of my own state. I've been shocked that there doesn't seem to be a problem solving process that that leadership teams of most districts use to solve their problems. They just throw solutions at stuff, assign people to fix it. It's not gonna work. So tomorrow we're gonna go through the DAPs, the eight step problem solving process that you use to solve system issues. So the problem solving process has to be modeled at the district level if you want your buildings to do it. You can't push anything down that you don't do yourself. The school based infrastructure is very similar, you already been through all of this. I've listened to your data days; I don't think there is anything we need to talk about here. I do want to talk about this, and the effective schools people I would like for you to chime in a few moments about some of this.

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Dr. Batsche: This is what principals are expected to have occur in their building, they don't have to have the skill set to do this. If they hire it done. Models the problem solving process, I will give you an example. I had been a building principal for about three or four weeks, I never wanted to be a building principal. I got talked into it, just because I didn't want to do what they did. About three or four weeks I found out my office was the kiddie dump off. And that people would come in, a teacher would come in and say here, either you take him now, or he dies. I mean, I will kill him, or you take him. And so as a psychologist, I'm saying so you seem frustrated. I had teachers going take this and march back down the hall okay.

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Dr. Batsche: So I figured out, this is a little study, I figured out in three weeks, all right here is the deal. So the next time it happened I said, wait stop one minute. I said, I'm a

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license clinical psychologist; I charge \$250 an hour for therapy. Insurance reimbursable. So you have one minute free to vent. After that I'm gonna start charging you \$250 an hour, which is a little over \$4 a minute. So check the change in your pocket, see how much money you have. So venting for one minute. Then I would say, what do you want Scott to do? Not come to school. If he did come to school, what would you want him to do? Sit down and shut up. Okay so we got to the idea of not the absence of behavior, but replacement behaviors, which are standards for academics, and pro-social behaviors on the behavior side. Great.

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Dr. Batsche: Why do you think he's not doing it? So every interaction with a staff member, I modeled out loud the problem solving process. It only took three or four weeks before people would come in and say, here is the deal I want to kill him, blah blah blah blah. Here is what I want him to do. Here is why I think he's not doing it. I need help to get him to do that, that is a total shift in the thinking. So if leaders don't model it a hundred percent of the time, it will not be valued. So our leadership training is around, you don't have to know all the CBMs. You don't have to know how to collect observational data, but you do have to know how to keep people on track for that model. And all you have to do is keep them on track, cognitive restructuring.

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Dr. Batsche: I think my training as a psychologist was the best training I ever had to be a principal. So expectation for data based decision making, don't come without data. In god we trust, everyone else brings data. Data will set you free, the lack of data you will die. What is, you don't understand about that? Scheduling data days, you already doing that in most of your buildings. If they're not scheduled, people won't collect data because they know there is not a point where they know they're going to have to report the data. Scheduling the days as much as psychological in nature as it is functional. The next one we'll talk about when we get to schedule. If we're still doing schedules and I hope that there is some validation of this on the basis of the school that's a problem. Our schedule is developed by grade level based upon how many kids need how much of what. So Tina here is the third grade team, Scott's the fourth grade team.

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Dr. Batsche: You have 100 third graders. Tina comes in and says we have 100 third graders. 73 of them are doing fine with core instruction. We have 18 of them who are getting additional instruction of this type, here is who's doing it, and here is how we scheduled it. And we have 10 kids who are getting even more, here is who is doing it,

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here is how we scheduled it. Because your schedule this year is only gonna work next year if he needs of the kids coming in are identical. And it's not. So we don't even deal with schedules. How many kids need how much of what? Here is who the providers have been; here is how we've done it. What adjustments are you gonna have to make to make this happen? And you adjust your schedule accordingly. I'll show you some schedules, so that schedules are driven by student need. Now the good thing in elementary schools is you have a half-life of three years.

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Dr. Batsche: Every three years, 50% of your kids are different. So pretty much your schedules can stay somewhat within range. But about every three years it's not gonna work. So think about that. The other issue and somebody mentioned integrity, we're gonna talk about integrity. But before you have integrity you have to have sufficiency. If you're not getting enough of the intervention, I don't have if it's delivered well, it ain't gonna work. The biggest threat to integrity is sufficiency; you can't give enough of it. Or the kid doesn't access it, so I'm gonna give you tools to measure sufficiency, whether that's academic or behavior interventions. For us fidelity is a combination of sufficiency plus integrity. They're getting enough of it, and what they're getting is being delivered the way it's supposed to. Most people only focus on is it being delivered the way it's supposed to. The number one reason why kids are not responding to fidelity delivered integrity delivered instruction, is because they're not getting enough of it.

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Dr. Batsche: And because the schedule doesn't permit them to get enough of it, it goes back to the schedule again. So sufficiency, and you got to ensure that, building principals, you set out a meeting. Off goes an intervention plan; did you assign a person on the team to support the implementation of the plan? And what happens around November when you run out of support staff for interventions, cause you're sending so many interventions off you don't have support people. And now you're gonna get intervention integrity drift. So that becomes resource management, be careful how many interventions you're willing to go out to do for individual kids, cause you're gonna lose the staff and the support by November. So we'll talk when we build the tier 2 model what that looks like. And then so here is my gender bias. And my, this is my own projection. I don't think guys are nearly as good at finding creative ways to celebrate success, and do all the rah rah stuff.

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Dr. Batsche: I'm awful at it. I'm like at a meeting, okay let's celebrate yay. Okay now lets get to work. I don't know how to be creative and make people feel good, I really don't. The stuff that was done on the intro today, that was awesome. I never in a million years would have thought of that. It's not in my brain, so you are a building principal who that's not in your brain, then find out your biggest celebrators and say how do we celebrate this. So within two weeks after a data day we have entire staff meeting. And we're celebrating; we're giving out stupid funny stuff to people who beat expectations. We're doing that as a group, after every data day. It was not my idea. But these other people are, and they got a way to do it so people's feeling wouldn't be hurt, personally I don't care if people's feelings get hurt. But I should I just don't know how.

01:04:00

Dr. Batsche: So the other people say we could do it this way, or we could do it that way. This, the last thing is so important. Just gather the troops together, and celebrate it. So those are basic issues. Is it time to, what are we doing for lunch. At what time? At noon. It is noon. So, here is what I want you to do while you eat. I want you to integrate eating with working. So I'm gonna leave, how does lunch work Cindi? And they come back in here? Perfect. So, you go outside, don't go yet. I'm not gonna, I'm not gonna herd these cats. Because I'm sure that people here Susie or somebody knows how to do this so it works, cause I don't know the set up. But obviously you're gonna go away and get your food, and you're gonna come back.

01:05:00

Dr. Batsche: I really would like for you to spend some time addressing these reflection issues. During your lunch. Okay. How much time do we have for lunch? Listen up one second, we have until one. I love Cindi, I said what time does noon go, and she goes well in the schedule, and then in her head she said, which I gave you, it says noon. I said, well how long do we have for lunch, in the schedule, so I'll get it to look at the schedule. So I won't have to have a tier 2 intervention, so people just go, the food is right out there. And we will start up again at three minutes after one. Okay.