

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

Session 3

**March 8 - March 9, 2012
Charlottesville, Virginia
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Response to Intervention
Cohort training session: MTSS: Integrating Academic and Behavior
Intervention Into a single System

Session_3_3_9_2012_Part1.mp3 - Welcome

Dr. George M. Batsche, Professor and Co-director – 8:00 am – 12:00 noon
Institute for School Reform with break
School of Psychology Program
University of South Florida

Consensus, Infrastructure and Implementation: A system Approach to Facilitating
Change

District and school Organizational Structures to Support Implementation

Facilitators and Barriers to Implementation

00:00:00

Dr. Cave: Good morning. Good morning this morning. I'm gonna get started, get rolling it's great to see everyone. I hope you had fun last night in Charlottesville. And without further ado George take it away.

Dr. Batsche: Good morning. Hey it's Friday. And we're gonna be done so that you can not get caught in traffic today, but more importantly so I can catch a plane in Richmond. That's, yeah exactly. Transparency here. So you guys are some of you are still eating a little bit of breakfast. I want to start out with a reflection that's going to kind of begin to prepare us for the action planning that we're gonna do today. So on your PowerPoint, an di can't do this, I can't have both of these things up here.

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Dr. Batsche: So I'll ask you what you wish to have. These are the critical elements of alignment; at the district level are your behavior initiatives, and your academic people working together. This school structure, are they separate or working together? Are the tiers systems the same, is the data based problem-solving model the same. Do you review data separately or together? What are you doing about this sufficiency and support? Are you taking any implementation data, for example the PBIS people you use and the BOQ? Benchmarks of quality stuff. So they may be doing that, what are you doing on the academic side? And then are you doing your professional development together, if you're doing professional development separately that's something that you'll want to talk about. So, there are three, six, nine of these; I'm

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gonna give you about fifteen minutes, and ask you to indicate whether there is functional alignment?

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Dr. Batsche: Are they interchangeable, in other words are you happy with it. So you could put a plus, a zero, a minus. Because some of these are areas that you may wish to do your action planning around, so would you prefer that I leave this up there? Okay so what you're doing is at a plus, zero, or minus any notes that you want to take. About how happy you are or not, and so I would suggest that you have a recorder. That you spend about 2 or 3 minutes on each one. At the most and just move on. Are you, is that pretty clear? You good? Okay. Have at it and I'll give you, I'll give you some benchmarks on time. Go.

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[Tape Cuts]

Dr. Batsche: I'm gonna give you five or six more minutes, but as you start to pull this together remember that where you will begin to align your models is in the areas you currently have in common. So if the only thing you have in common on that list between the behavior and the academic side is a multi-tier system, then that's where you're gonna build for what you have in common. Before you go after solving what you have around differences. So you want to conclude here in the next five or six minutes by identifying where you could start, and that's what you've identified you have in common. Sorry for the interruption.

[Tape Cuts]

Dr. Batsche: Thank you. So I have a hypothesis, I was thinking last night about this group. And I honestly, I don't have to blow sunshine, but you guys are an amazing group. I work with lots of groups, and I get a sense very quickly about people's focus, professionalism, and you guys are on top of it.

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Dr. Batsche: So I was thinking last night, how come I was having such a hard time yesterday getting you back on task. So I had a hypothesis this morning that I was gonna test. And I did. And at least the first piece of data is confirming that hypothesis, but I need more data. And that was if I let you talk it out, and listen to your level of talk, and listen to what you were talking about, and just let you go until it started to kind of do this.

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That if I asked you to come back together that you would do it quickly. And I so I was watching the time, you ended up taking about 15 more minutes, but as I was walking around, I started hearing more social conversation. Asking groups have you worked through it, and when the preponderance of that was happening, that's when I decided to call you back together. So we'll see if that, I that continues or not, but you're not gonna be able to take three hours just to do one task, so you don't have to listen to me. So there is a limit to that, so I appreciate it. Here's what I'd like to do.

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Dr. Batsche: I'd like to do la hand raise, how many of you feel that there is work to be done at the district level to align the academic and behavior side? Ho wow we have consensus. All right I'm going to throw a couple things out, and of course this is gonna get some people's underwear in a knot. That's okay. You have to think about this functionally. And what we've found is that when people who provide instruction of any kind are housed in a unit that is responsible for that instruction, whether it's called detaching and learning. Whether they all sit at the same part of the office, so they can go back and forth as they're doing stuff. And see and touch each other. Professionally. It works much better. So I will tell you that I work with districts that contract out their data management.

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Dr. Batsche: Or that their data systems or their student's services is in another building form where the curriculum people are. I don't know how that works. Badly is how it works. Because to functionally do stuff you have to be able to collaborate in the development of stuff, so food for thought. How many of you believe that your school structure is aligned to where you would have a single team integrating everything? Let me ask you this, how many of you still think you need work to be done at the school level to facilitate more alignment? Okay. How many of you agree that you, whatever you're doing on the behavior and academic side, if you have a behavior, a systematic behavior program that you're doing, a multi-tier system. That you are doing one, I switched the, so if you are doing a multi-tier system on both sides put your hand. Okay that's not as much as I thought.

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Dr. Batsche: So here is what I would recommend. That is usually the place, even if you don't have a systematic behavior program yet, if you're not doing PBIS, or you're not doing a save and civil schools. Or you're not doing whatever kind of those evidence-based models are that are out there. A really good place to start is a multi-tier system,

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so if you're doing Rtl and don't have PBIS yet, and PBIS comes in. I would suggest that you start with mapping your multi-tier system, what is it that you do behaviorally in tier 1? What is it that you do? And put it in there. And then this yellow document has some good language I've been asked by three or four tables can you use this? You can use anything we give everything away. We have no dog in this fight. So if you find that having a document like this to develop common language, common understanding that it would be easier for you to edit this.

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Dr. Batsche: For cultural context, then do that, you can do whatever you want with it. But that's where we started. Even though we had a lot in common, we knew that unless we defined what the multi-tier system was and how it was integrated at each level, nothing else would matter. What about data based problem solving? How many of you think you have work to do around that, or are you pretty happy with it? Work to do around that? Hands up. Okay. Awesome. Data review. How many of you think you have work to do around that, particularly aligning the data review at the same time? Okay, what about intervention, I'm gonna state this very specifically. How many of you have work to do around documenting instruction and intervention sufficiency, and documenting fidelity?

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Dr. Batsche: All right. That's bothersome, just because without that you're gonna be chasing pathology. How many of you I'm gonna change the valence on you here, how many of you are progress monitoring, or have a program evaluation process for implementation of Rtl or PBIS? How many of you have one? All right, the, notice your hands are kind of going along with that national data. About 26% of districts are actually collecting data on implementation, so it's interesting. How many of you have, how many of you need work to do on fully integrating your professional development around these two areas? Okay. So you have some alignment issues. So I'm gonna ask you when we get into this action planning process, I'm gonna ask you as a table.

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Dr. Batsche: And I'm not gonna, It's your choice. I'm gonna ask you to identify one of these areas that you believe is the most important for you to get this process started to action plan around. So you have a little while before we get there to think about that, and that's why I wanted you to discuss it. It really doesn't matter at one level which of these areas you pick; because all of the system issues are gonna come into play in every area. So we'll talk a little bit more about that as we move through the morning.

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I'm gonna move quickly, any comments or questions about this, I'm sorry before I move on? Yes.

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Dr. Batsche: Absolutely. Canned, right. Exactly. Exactly. Absolutely. So you, so what Rick was saying is don't forget to look at your policy analysis. And you may have fewer degrees of freedom in a policy, but the regulations or the district procedures to implement the regulations may give you flexibility. It is interesting that the push for us at this policy analysis, at the district level we had something called a state transformation team. And the state transformation team was a group of representatives from each of the units of the Florida department of education.

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Dr. Batsche: And Don Kinkaid (?) and myself from the projects implementing this integrated model. That team met once a month. As the state was looking at policies, we thought how would that be transformed into practice. And because we had our fingers in all the districts, it also flowed the other way. What practices were not being supported by policy? So one informed the other, and that's really important. So the building principals when meeting with the district leadership team have to be very honest in saying we need to do this. But we feel like our hands are tied by district policy, this is good practice that's going to change student performance, but we feel our hands are tied. So you can have a district transformation process. Policy to practice, practice informing policy. And with that loop over a three or four year period of time a lot of the barrier and noise get taken out of the system.

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Dr. Batsche: But once again that has to be purposeful and intentional, thanks for that prompt. Okay. That's what you already did. I want to basically talk about the difference between the two problem solving processes. One that we're not gonna tog through today, because you guys are already doing that, but I want to hit some alignment issues. And we are gonna do the 8 step problem solving process. It is problem solving, is the engine that does drive instruction, intervention, it is the most critical skill a leader can have. The worst thing you can have is your leader not knowing how to problem solve. That would be random acts of recklessness, is what would happen at the district or building level. Very reactive process. A few things about problem solving. It is a process. It can only be validated by the fourth step of the problem solving, and that is did it work. Everything up until that point is not guaranteed. There is the problem

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solving process embraces the idea that there are many causes for school underperformance.

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Dr. Batsche: Typically we blame the kids, blame the parents, and blame the teachers. And we think that if we just the teachers better skilled and doing what they're supposed to do, then all things would be fine. And that's simply not true. So your ability to problem solve effectively will always be based on your expertise at the table when problem solving occurs. If you have a bunch of caring well-intended ignorant people, it's not gonna go well. Because the expertise develops the range of causes that you're gonna look at.

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Dr. Batsche: So if you go to a physician who doesn't have a specialization in the area that you're ill in, the physician may be very highly qualified to do what he or she does. But they don't have the questions ask themselves to investigate with you. So they're gonna miss it. And the same thing is true of us, so when you problem solve at the system or the school level, who you have at the table is critical for the problem that you are addressing. So therefore the team is not static. It's dynamic, and the facilitator of the team has to look at what the upcoming problem is and say, who are the best minds in their building, or the district, or the state. Who are the best minds for this problem? So if you have a problem solving team that the same people meet every week good luck with that. Because when it happens that a problem comes that nobody knows about, anything about, they may crap up.

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Dr. Batsche: And when you validate crap, you can validate crap, and you can make an intervention on validated crap. And when you get to step floor you get flat results. So you have to think when you call the group together. Purposefully who has skills in this area? And then as you look at either kids, groups of kids, grade levels, or the school. And you are not being successful in this problem solving; you're not getting the results you want. Then you really have to look whether or not that's an area that you need professional development. You need to bring other people in, because the problem solving process is not working. And when it doesn't work, there is one of two hypothesis. Either the kid or the groups of kids are not fixable. Or we haven't figured out how to do it. And what you're decision is on one side or the other determines what's gonna happen next.

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Dr. Batsche: If you think the kids are not fixable, you go into coast mode. If you think we don't, we haven't figured it out yet, then you go into expanding expertise, going back to the problem solving process, and believing in it. And believing that all kids can improve. As opposed to accepting some kind of flat line. So those things are really important understand before you ever get into it. So that people don't get their feeling hurt when they're not asked to be part of a team for that problem. Or when you bring somebody who's never been on the team before, like why is he here? Why is she here? Everybody gets paranoid about why that person. Person is here because they have expertise in the problem being done. And I was talking to a table over in the corner about some instruction consultation training, and Rtl, and continuous improvement model, and those types of things. And this idea that you have to have expertise at the table is critical, and the work of problem solving, much of it as we'll see is done before you ever get to the meeting.

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Dr. Batsche: That's why it's critical that all the teachers in the building think like problem solving, what is it that I want the kid to do. As opposed to who am I gonna go to to take care of this problem? So they have already thought when they come to the table, they say, here is what I want Scott to be able to do, and I've thought through all the reasons I could think of about why he's not doing it. And here is what I have thought about. And then the team builds on the teacher's problem solving. You don't come and have a teacher sitting there saying well Scott thank you so much for coming today, and I know that you've been really concerned about Don. And you're really frustrated and well why don't you just tell us what's going on. I just want to choke and vomit at that point, its like are you kidding me? Because you can't think and problem solve with the process at the same time.

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Dr. Batsche: Somebody's rearranged, a friend of mine has rearranged the Rtl to TiR, thinking is required. And thinking ahead of time, so we if it's an individual kid, group of kids, or a classroom everybody on that team gets all the data we have at least a week ahead of time. They know what they're supposed to do with the data. So the facilitator starts out by saying Scott everybody's reviewed the data, here it is what you want Don to be able to do. Are we all on the same page with that? And Scott goes yes. Great. Everybody has brought hypothesis about why he's unable to do this, and we go down the list and start sharing them. So you go right into problem solving because everybody has already done the thinking ahead of time.

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Dr. Batsche: And now we extend that thinking. So before you actually get to the step of the problem solving process, I really want you to reflect, not necessarily right now but note to self, is are the logistics of problem solving, are the expectations for what people have to do before they come to the table, is all of that common language, common understanding? And do you have a protocol that people go through to guide that process before they ever come to the table? Effective meetings are ones the people come prepared for, and if somebody comes to the meeting and they don't even have something to write on, or they have a blank sheet in front of them; I'm like you know what I think we need to reschedule this meeting. I'm not gonna reinforce inappropriate behavior. Because I know I can't, I've been doing this for my lifetime, I cannot sit at a table and listen to data coming in as a member of a team, and try to problem solve in my head and watch people's eyes glaze over as they're taking data and are problem solving in their head.

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Dr. Batsche: It doesn't work. That thinking has to be done ahead of time to get everybody on the same page, so think about how you're doing that. The four-step problem solving process is what we talked about yesterday is really designed to focus on instruction. And it focuses on instruction an intervention, but kid data at the individual kid; small group, classroom, building or you can aggregate it all the way up to the district level. But it is focused on that instructional problem solving. When your problem solving system issues that are barriers to implementing what you need to implement, that's a system's level problem solving process, and that's different. It has the same structure, but it has some different steps. So what we're gonna do today is I'm gonna review the four step with you for alignment issues.

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Dr. Batsche: But then we're gonna use the eight step for our action planning process, is that okay? All right, so I'm gonna move through the next things very quickly, and I want you, I really do want you to put up your hand if I'm saying something that is confusing. That it's really important that if you're going like what? That as you're going what? You stick up your hand. I know that when I go to things like this, and by the way I have no idea how you guys sat as long as you did yesterday. I have no clue how you did that. You're to be commended for it, but if I come to something like this and something really rubs the wrong way, or I don't understand it, I'm like oh excuse me. Because I'm gonna,

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that's gonna stick in my head and I'm not gonna be paying attention as well as I need to if I've still got this cogitating going on here cause something's bothering me.

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Dr. Batsche: Okay, so alignment issues. And, I'm not gonna expand on these. I'm gonna be putting out a lot of rhetorical questions. If you don't have agreement on the four steps that are used by everybody for instructional intervention decision-making, you need to come to agreement on the four steps. I don't care what they are, it's more important that you do the same four steps. We can't have teacher's problem solving one way, social workers problem solving another way, everybody comes to the table with their own problem solving method. And then they're sitting there, they're brains are not in the same place. It's not gonna work, it's not good for the kid, or the kids, or the building, or whatever the issue is. I like these four steps because they're very open, they're like open source. What I don't like is defining the problem.

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Dr. Batsche: And I have a real issue about that. I don't care what the problem is. And this is a philosophical thing that you have to come to consensus on. All I care about is what we want the student to know and be able to do, that's it. Because the cool thing about working in schools is identical to having grand kids. As much as they're driving you crazy, you know their parents are coming to pick them up. So how do we translate that into school with some of the things we talked about yesterday? There are 330 minutes in a school day, 1,650 minutes in a week, 56,700 minutes a year of which 15,700 minutes are for literacy at the elementary level. It's a little different at the high school but you can do the math. Those are the minutes you have to work with.

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Dr. Batsche: Academic engaged time predicts progress better than anything else, so you know that central to the problem solving process is minutes. But you also know that for every minute that you improve a student's performance, it's one less minute that they can drive you crazy. Because it's fixed. So you have a choice in this problem solving process of reducing a problem, okay. Fewer minutes a day that the kid is going, or the groups of kids or whatever, and I'm just going to start saying kid because I mean all levels are we okay with that? Cause I'm wasting time here clarifying that. So you reduce the amount of time that a kid is out of seat. We don't want kids sitting in their seats; we want kids sitting in their seats being productive doing something. I'm not trying to remove an irritation; I'm trying to build pro-social academic and social behaviors.

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Dr. Batsche: So we remove the term referral problem from every single piece of paper that exists in problem solving. And put it, exchange it for replacement behaviors. What do we want to replace the problem behavior with? For academics the standard not the standard, but the skill associated with that standard has to be identified. I want Rick to move from 40 words correct per minute to 93. Not improve reading skills, you kidding me? That's like be nicer. Very specific. That's gonna be a hard shift for some people. When they've been referring problems, but we facilitate it as leaders by having referral problem. Problem of concern. We not, what do you want the kid to do?

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Dr. Batsche: That is if you screw up problem identification you might as well toss in the towel, what yes I'm sorry thank you? Right. All right. Yep. Correct, so the, the issue great see you said it much better than I did you should come up here and do this. So instead of saying the kid has ADHD or what was the other? Oh yeah. Yeah and that would be ADHD, can't sit still, bipolar that would be a fun one to problem solve, it really would. Because I think the kid would be going from ADHD to snoring, and that's problem when he's not doing anything right. And about the time you problem solve that the ADHD comes back.

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Dr. Batsche: I hate cyclical ADHD you know it's. So absolutely, that was said very well, and I'm gonna use that as an example, because once again I have zero tolerance for this stuff where people are throwing labels out. You know I just read in People magazine last week that that woman who got the Oscar, you know she was ADHD until she was 31, and then so look at how successful she is? It's like what does that have to do with anything? What does ADHD have to do with anything; the overlap of ADHD and anxiety is 27%. ADHD and depression in 17%. ADHD and conduct disorder is about 56%, so what does all that mean? Nothing. If the kid was not not doing something, nobody would care about ADHD.

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Dr. Batsche: So what do ADHD kids not do, they don't' stay on task, they don't finish their work. So what is it we want an ADHD kid to do, and the answer to that is not take his medication. That's the band roll on theory of ADHD the medication wore off before the day wore on. Right? So just say what you want kids to do. Absolutely. Now I mentioned to you, and I'm not promoting this, I have no, I don't sell stuff, I have no,

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when I recommend things to you they're just because I think they're good. If you go to that skill streaming, I'm on the behavior side now, if you go to skill streaming by research press, it's a social skill training program. They have early childhood, elementary, and high school version of it, it's very inexpensive. It's all paperback stuff. At the beginning of every one of those, they have lists of behaviors.

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Dr. Batsche: And the behaviors start off with classroom survival skills, those are the academic behaviors. And then they have lists of the other behaviors, and the social skills program is a curriculum to teach directly those behaviors. There are others out there too. When I was a building principal we need school wide direction instruction on behaviors to improve academic performance. And so I selected four or five curricula, got groups of staff together, and had them evaluate each of these social skills curricula, and said which one makes most sense to you? Would you be able to implement the easiest, and would you get consensus around us adopting? Every group came up with skill streaming, and it was simply because it looks like teacher lesson plan manuals. For every one of em' it says what's' the goal? What materials do I need?

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Dr. Batsche: What are the teaching steps? It's explicitly laid out so that teachers can do this with support, but the biggest value of it is we have Xeroxed the behaviors so that when teachers are trying to problem identify using replacement behaviors for kids who have behavior problems, they identify the behavior that they want the kid to do instead from this list. If they're not good about thinking at replacement behaviors. And then we all ready know that there is evidence based instructional strategies for that behavior, so it starts off with keeping people's endorphin levels in the right place. Now think about this, we come up here and I'm like I've been having trouble with Scott all week. Every time I give him something he gives me a bunch of crap back, and you know basically he's a good kid, but oh my god I don't know how much more I can handle of this because he's disrupting the whole class. And his last teacher, teacher from last year was there and said he really started having those, I don't know what happened he was fine till the end of the year.

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Dr. Batsche: All of a sudden everybody is talking about negative stuff your endorphin levels are, this is not a good place to come next and try to figure out something positive to do. So there is a real strong reason for starting this problem solving process with pro-social, positive academic goals. With the understanding that if we increase the number

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of minutes the kid's doing that, the problem is gonna decrease because we have a fixed number of 330. So you have to come to consensus around how you're going to define the problems that you're dealing with. And for this, we're gonna go through a couple of these, we've had to break it down so that when we teach this we teach what are replacement behaviors? So here are the academics for second grade, for eighth grade, for chemistry, for whatever. Here is our standards. Here is what we do, our Scupin (?) curriculum, here is what we do with behaviors, and we have practice sheets. And if any of you want any of that training material we'll be glad to supply it to you.

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Dr. Batsche: Cindi can just ask and I'll, I'll get it to you for every one of these things we have explicit curriculum. We have skill assessments. When we do the, we don't do the spray, pray and go away. We focus on problem solving, we teach it directly, we model it, people practice it, they then apply it, and we give a skill assessment before the end of that professional development. The next day we give a skill assessment to see if they retained the problem identification skills, and we move into the problem analysis skills. Everything I done so that we have data, I'll show you some of it. We have data on proficiency, we don't move to the second step until everybody is 90% accurate or better. We then go into the buildings with some tools, a pink sheet. If you look at your stuff, we'll go over that later, but we then go into the school and we monitor, and as I gave the example yesterday. Scott would be monitoring with a that pink sheet the application of it. And we find out whether or not the training transferred from the professional development actually to implementing it in the building.

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Dr. Batsche: We have another sheet that I will reference for you where we then look at the permanent products, so we look at intervention plans developed by the school based leadership team. We pull em', we have two people look with a check sheet to see whether the product of the problem solving contained the critical elements of problem solving. And the reason we go through all of that with such intensity is because as we said yesterday we know what the relationship is between the number o steps completed accurately and student performance. We have the strongest data for doing this part of it right and getting positive results so we put a ton of our energy into that. More into this than anything else that we do in training school based leadership teams. So I'll just give you the example of problem identification. Replacement behavior, current level of performance, what is the current level of performance? Compliance, in seat behavior.

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Dr. Batsche: Productivity. For every thing that kids do we collect three pieces of data. How many assignments were turned in and you can do this at first grade or tenth grade. What percent of the assignments were completed? And what was the accuracy level? Those three pieces of data go into our database, and for middle and high school where we have electronic grade books. We simply pull those data elements out, because you can code whether an assignment was turned in. You can code, whether the assignment turned in was complete or not. And then you have an accuracy score. You have those three data elements. And you just download it from the grade book. Electronic grade books are a godsend. You talk about data assessment systems, a person was talking yesterday, electronic grade books just change the elements in them. Add elements so when a teacher enters the data, in that moment of entering you can enter one piece of data or three at the same time and then you've got huge amounts of data.

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Dr. Batsche: We found out for example that for high school kids making grade of C or greater, the average percent of work turned in was 72%. Everybody thinks if you don't turn in every assignment you're not gonna pass. It's not what the data tells us, we looked at the average amount of work turned in by kids getting Cs or higher, it was 72%. So now when we set goals for the amount of work turned in, we set it at 75%. Because know it's 75% is enough is be proficient. For us that's proficiency. Yes? Sure. The total number of assignments turned in, so if there is 20 a week and they turn in 10 that's 50% on that. Of the assignments turned in how many were complete? And then what was the accuracy level? Now it's critical that you have a policy that accuracy is based upon work completed.

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Dr. Batsche: Not work expected. Otherwise you're mixing accuracy with productivity, and that won't give you pure data to make a decision around. So if a kid got only half, only finished half the assignment but got it all right. The kid would be 100% accurate but incomplete. That would tell us, or lets say the kid is 60% accurate. But 50% complete. A hypothesis, we might have had a hypothesis that this kid is not engaging in enough rehearsal and practice in order to get accuracy. So we pull the data down and say what's this kid's practice level? It's 50%; a hypothesis would be if we could increase the amount of practice that the accuracy level would go up. And then we could move toward that goal, and we have the data to tell us whether or not it works.

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Dr. Batsche: But if the data are readily available to you in how you enter it, and our goal is always to use as much data as possible that teachers enter. And make it 3 clicks or less. And then do data dumps. So you have to be able to measure current level of performance, what's the benchmark? This is critical. What is the benchmark? We have standards right? At elementary level you guys are doing Aimes web, you're doing CBMs, you're doing all of that, you have benchmarks right? Yes? No? Help me out here. Okay here is a challenge for you, number one, and I indicated what we used yesterday, I don't care what you use, you just have to what's gonna be your benchmark for behavior? And I'm, we don't need to discuss anymore, I told you for us it was 75%. And that's from my experience if I can get a kid to be compliant 75% of the time I hit a homerun.

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Dr. Batsche: I can put up with 25% of worth of crap, I can't put up with 60% crap. So decide, you've got to have a benchmark. Now here is the other issue. What is the definition of effective instruction in high school? You've got to have it, so here is ours. When 75% of the students in a class achieve an accuracy level of 70% or higher on our common assessments. 70% is proficiency, that's what we define as proficiency, that's basically what high stakes testing is 70% accuracy on those minimal competencies. We're not trying to live in Lake Woebegone, Cs are entry level for everybody. C is 70% accuracy on average.

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Dr. Batsche: And if you're effective tier 1 instruction that means that 75 to 80% of your kids are hitting that accuracy level. So unless you, you don't have benchmarks in high school, you have to create what is the benchmark level. It's really important. So once you do that, now all the rules about RtI apply at high school. So here is what we have; with that in mind any class that has more than 20% of it's kids making Ds or Fs, the class becomes the unit of analysis not the kids. Because that's unacceptable. Now high school teachers are gonna say the kids are not motivated, blah blah blah. I get that, but it forces us to look at the engagement and the instruction.

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Dr. Batsche: And that integrates it at the high school level. I won't go into any deep detail on this, but I mentioned to somebody last night or yesterday, that we worked with one school in Panelice (?) County. Which is Saint Pete, Clearwater. That's a long county very narrow. And the distance from the base of it all the way to the top is unacceptable. And it's unacceptable because of the roads to get up and down this is

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just horrible, it's horrible. And so you have high schools that are a little bit smaller for us, because bussing to get is just impossible. So we have more smaller buildings. So we had a building of 800 in South County, 300 of the 800 kids had grade point averages of less than 2.0. That is not acceptable, that's something we track.

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Dr. Batsche: So and I'm not gonna, I won't tell you about the problem solving process we did, but part of our data collection was to do focus groups of teachers and kids. And we asked them the same questions. Why do you think these kids are making less than 2.0? The number one response was the kids don't care. The number two response was the parents don't care. We had focus groups of kids and we said, what is the number one reason why you think you can't get a C average or higher? And the number one reason for the kids was, the teachers don't care. And we said, and this was epiphany to us, and so sad. We said to the kids, a lot of people think that we didn't say the teachers said this because didn't want to start warfare.

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Dr. Batsche: We said, a lot of people think that when kids don't do well at high school it's because their parents don't care. And 99% of the kids in the focus group of which we had about 80. We had 10 focus groups with 8 kids in each group. Looked at us in utter disbelief. And said, my parents ask me every day how I did in school; my parents don't know how to help me. And anybody who thinks my parents don't care I want to know who that is. That was the only huge disagreement between the teachers and the kids. The kids are saying you don't care. The teachers are saying you don't care, no you don't care. You don't care even more than I don't care. That's what was going on. So this problem solving process has to have benchmark levels, you have to collect data through a variety of sources. Now peer performance, I'm gonna give you an example of this in a moment.

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Dr. Batsche: You collect peer data and we collect peer data at different levels. If we're dealing with lets say an English language learner on free and reduced lunch, we first compare that student's performance with all other English language learners on free and reduced lunch. Because we're looking at whether the systemic factors of English language learning and poverty are working. Free and reduced lunch doesn't reflect poverty like it used to because of the economic crisis, we have a 59% of our kids typically in Florida are on free and reduced lunch. We're a poor state. But over the last two years that's moved to 68%. Simply because people who never qualified for free

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and reduced lunch, so now what has happened the kids who are on free and reduced lunch, the performance of that group has jumped up. It's not because of our instructional strategies, it's because the kids who are high performers and now their parents don't have money.

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Dr. Batsche: They got put into the same group and we don't even look at that data, we don't know how to interpret that data anymore. Of course, politicians are saying things like we've really been able to make an impact on kids in poverty. Yeah whose parents drop em' off in a freakin' BMW, you know give me a break. So it's polluted, it's polluted data but I'll, and then we do a gap analysis. Now, you have to define your gaps. For us a two times gap is a real outlier and deserves immediate attention, so two times gap would be if the peer group is complying 70% of the time, and you have a kid at 20% compliance, that kid is more than twice below the peer group. That two times gap makes it critical and immediate. So that is like being two years behind, it just happens to be the same number it was derived differently.

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Dr. Batsche: At the elementary level if you've got a kid more than two years behind there is an 8% chance that kid is gonna graduate high school successfully. So we have our radar, data radar set for a year and a half, and the minute that kid gets to a year and a half the principal immediately knows it. The kid goes immediately into tier 3 kinds of intensive services to stop that from happening further. One of our major beliefs about this problem identification is that before you start closing any gap, you have to stop the kid from getting farther behind. And if you can't stop the kid from getting farther behind you're never gonna accelerate the kids' performance; so don't worry about accelerating performance. Worry about stopping the downhill slide first. Then take a breath and say, whew; we've got it stopped. Now how do we build it back up? So stopping first, so I'll show you that. And then we'll go through some of these others. So here are just some examples, and I'm not gonna go through these, of replacement behaviors we already talked about that.

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Dr. Batsche: 90% of students in first grade will demonstrate reading fluency at district benchmarks by January 15th of each year. We have a goal in every kindergarten in Florida, 97% of kindergarteners will leave kindergarten with beginning first grade literacy skills. That's a stake in the sand, school wide office discipline will be at or below monthly, 75% of the English language learning students receiving tier 2 services will

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achieve district benchmarks in fluency. So the different units of analysis there, groups of kid, individual kid, but you have to have those stakes in the sand. What is your benchmark level? What is the replacement behavior? And we've already been through that. So in a multi-tier context this is what we're looking at. In the problem identification phase. 110 is the benchmark.

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Dr. Batsche: The peers are where they are, and the kid or kids are where they are. Who are you gonna target the problem solving around? Everybody or the kids? Those individual kids? Individual kids because the gap, the peer group is doing fine, you're not gonna change core instruction. You've got kids that are not responding to core instruction that is effective because look where the peer group is. So is core instruction effective is determined by the larger peer group, now what are you gonna do? Are you gonna target the individual kid or are you gonna target the whole group? The entire group exactly, so problem ID not only helps you say what the problem is, it determines the target of your problem solving. The unit of analysis. What about this? Come on you got to make a decision, you're all leaders here what are you gonna do? Look at the data, I mean literally this would be what are you gonna do?

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Dr. Batsche: The group. Absolutely. Absolutely, so you have to have this common language common understand across academic and behavior that based up on the distribution of how everybody is doing, how the target is doing, and the benchmark who are we gonna work with? And we have this as a generic; it doesn't matter whether that's behavior, academics or both. The decision about what to do remains common. Make sense? Okay. I'm not going to go through this, you can choose to use it if you want, I want through it a little bit yesterday with you. But these are the steps that we go through for data analysis at the building level for core, tier 1 instruction. You'll recognize some of those. Identify the kids who are in core 100% of the time, we went through that yesterday. And then you take those data and answer those questions, and then you talk about your level of happiness.

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Dr. Batsche: The three, the six most important words in this model is are you happy with your data? So we're into happiness. Completely, we're striving for happiness. Now, just a on the academic side of this. Setting goals. If you're looking at your building or groups of kids for accelerating their performance please remember this, when no child left behind was established, and 2014 was the cut off for everybody living

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in Lake Woebegone, that determination was made by with really good systems change stuff. What percent of the kids in a system are likely to move up to proficiency every year? And that number was somewhere between 7 and 10%.

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Dr. Batsche: So that's why they looked at the average performance of proficiency across the states, they looked at for 2014, really 95% they said 100, but they never meant 100. It always way 97, because of who was exempt. You had the one percent set aside, and you had safe harbor. That dropped it to 97% to begin with, and everybody always believed it was gonna be 95%. So they took the difference between 95 and basically that 37% national average for proficiency and divided it by the number of years left. And the average expectancy for highly effective programs, and that's where they came up with 2014. So be careful that you don't set expectations, particularly for students how are not proficient at a level you can't achieve. And if you can move 10% of your kids a year into proficiency, you are doing really well.

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Dr. Batsche: And you have an end time in sight. And it, you can, that's not biting off more than you can chew, but don't set stupid goals just cause politicians or the community want you to have everybody proficient by August. That's fine, that's why they're politicians and the community. Data-based stuff, don't take more than 10% of your kids a year. And then which 10% you take is key, you take the 10% right below proficiency, because they have the least distance to move. And that gives you more time to move the kids up. You just keep taking under, you take the 10% under and you identify em' by name, and you let every teacher in the building know that that kid is one of the 10% that has to move above this year. We are taking names, we are taking prisoners, and we're moving them. But if you don't set it by name, in your class you have 3 kids that are in the 10% push group; they have the easiest shot at crossing the finish line.

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Dr. Batsche: We've got to cross 10% of the kids because the political world says we got to move our kids. Why would you pick a bottom feeder to move the 10% in one year? Do this strategically, use common sense, set those 10% goals of grabable kids. Now if you move 10% of your bottom feeders up to the next level, then in 2 or 3 years they will be the 10%. And then they can cross the finish line, be strategic with your data. Don't just say we have to move our kids, name em'. Tell the parents, your kid this year is in a

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chosen group, your kids is in what I call the cream of the crud. I don't tell parents that, but that's how I view it, and every year I'm skimming cream

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Dr. Batsche: And everybody gets to be the cream at some point, but you ain't gonna be the cream this year. You've got a long way to float before you get to the cream. And that, I know that that's funny, but I want you to remember that. Moving kids is not just about setting goals, it's about naming the kids that are gonna be moved in a specific period of time, and every teacher knows which kids are gonna move. And what their responsibility is to those kids. The other part of this is very quickly about the data. Is we do this with so many school districts, that we often see a 10 or 15% growth in the number of kids who move to proficiency. But the overall rate is 7% for the district, that's because kids who were proficient last year dropped below the line this year. So you're actual rates of proficiency is a net between total who moved above minus those that fell below.

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Dr. Batsche: So in looking at the 10% below that we're moving, we guard the 10% just above the line and teachers know these kids have a potential to fall below. Because we don't know why the kid was proficient. Particularly when a teacher says, Scott made proficiency this year? Oh my god. I'm not complaining, how did that happen? And if a teacher is saying a kid is proficient they have no clue how that happened, this is not a good thing. So you guard the 10% above to keep them up there, cause you don't want them falling below. And if you haven't done this go back and look at your last year's data, and find out what the percent was that fell below and the percent that went above. And were we guarding the ones that fell below, the 10% above and below are huge targeted kids for us strategically. So that's what all this is about.

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Dr. Batsche: We're not gonna go to that, okay problem analysis. It's real simple. Simplest step there is, and the one that's hardest to do. We simply develop hypotheses about why kids are not doing what we want em' to do. But you got to have; you cannot just have some idea floating around your head that finds it's way out your mouth. There has to be evidence basedness to this hypothesis, and you can't say bad gene pool. You can't say ADHD. So some of you and I personally don't use this method the way it's done, but it's the most common method, so I thought I would give it to you. Is the Riot by Eisell (?), how many of you are familiar with the Riot by Eisell (?). All right if you

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do, it's just a structure to help you identify hypothesis in the are of instruction, curriculum, environment, and learner. I personally problem solve in six areas.

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Dr. Batsche: Student, teacher, peer group, curriculum, school, and home community. It just breaks it down a little bit, doesn't matter what you do. You have to have a structure to hypotheses, so in the problem solving meeting if we're looking at the whole group of kids that are not proceeding, we will develop hypotheses around what is it about the instruction. And that doesn't mean teacher competency, it means the instructional strategies used and the way to engage kids in those strategies. What is it about the curriculum? The pacing, the pacing guides, the relevancy to students, all those curricular issues. For kids who are below proficiency, how many of you consider yourselves, and don't be modest, how many of you consider yourselves pretty knowledgeable about literacy curriculum. Come on put your hands up. So you know that different literacy curricula have different text densities.

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Dr. Batsche: So some have a goal of introducing you to as many new vocabulary words as possible right? And the words are not repeated frequently. Others are trying to get you to really learn a set so the words are repeated constantly throughout the text. If you have English language learners, and you've got the one trying to expand vocabulary, you're dead in the water. Those kids need repeated exposure to a smaller group of meaningful words in context to get them. So that's what we're talking about here. You are familiar with acceleration curricula. Curricula designed to move kids more than a year in a year's time. It's called essential elements, so you get rid of all the junk that is not essential to the standard, and focus on jus the essential elements. Those curricula are out there. So you look at curriculum issues, you look at environment issues, which includes home etc. Notice that L, the learner, is last.

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Dr. Batsche: I'm gonna go back to ADHD and bi-polar, and you know what we can't rewire kids. So I'm gonna ask you this, rhetorically, why do we spend so much time focusing on diagnosing students, when the vast majority of our interventions are environmental, curricular? He's got a short attention span. Defines half the people in education. So we need to increase his attention span, there are few if any validated evidence based practices to do that, you can't rewire a kid's brain. So the learner, we have to ask what learner factors are we gonna look at that link, engage curriculum, instruction and the environment.

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Dr. Batsche: Now notice that the ICE, the ICE part of this is a natural place to bring he behavior and the academics together. What about the environment and engagement in curriculum, and instructional process keeps the kid with the most academic engaged time? That's the key. How do you max out academic engaged time using those three factors? So you come to this, to the meeting with hypotheses around those, and then the only way we can collect data in education is RIOT, review existing data, interview people including the kid, observe people including the kid, and then direct data gathering. And also that includes self-report, whatever the kid tells you. For those of you who have been around a long time, any of you ever remember the Buswell John math assessment (?)? Please.

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Dr. Batsche: Somebody. All right, it's awesome, and Rick will like it cause of the metacognition thing. You gave a kid of sheet of math to do, but the kid had to verbalize every step he or she was doing, and your data collection tool involved whether or not the kid did the steps in the right order, and whether the kid did the steps required. I never gave kids any as a psychologist, never gave a kid a math assessment where I had no clue what was going on in-between those kids ears, and I just saw crap come out. I wanted to know how the crap was being formed. So any time you can get kids to verbalize their thinking around a problem, that's rich data. So that's, that's for me testing. Unless I knew what the kid was saying to him or herself, when we do social skills training with kids, I had a kid named Darien that whenever somebody would say to him mamma, your mamma or big head, he literally would come across desks.

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Dr. Batsche: And dive at whoever said it. Which broke up the cadence of the reading group. Okay. And the teacher naturally, I mean literally when somebody would say to him, when they were bored, somebody would go big head. And then you'd see the kids, everybody was well trained, they just covered their books and looked to see where he was going. It was amazing training. So I said to him, we're gonna recreate this. And I want you to tell me the first thing that comes into your head when I say this to you. And I said your mamma. And he said kill you.

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Dr. Batsche: I don't know any projective technique, I don't know any what is relationship was with his mother, all I know is that a kid who says I'm gonna kill you is probably, that private speech is probably gonna lead to an inappropriate behavior. So we practiced hundreds of times me saying to him your mamma, big head, your mamma. And he finally got to the point where he would say stop and think. It took 800 trials before he did 50 of them in a row and got rid of kill you. I tested him, but I wanted to know what was going on in his head. So testing can be very broad, don't think of it as a behavior rating scale, or reading test. Think of it as a structured ways to gather information about what's going on in the kid's problem solving process, okay. All right. You can look at these later. And then you develop, if you want to develop a crosswalk you can do that. So the hypotheses are simply Scott is not doing what he needs to do because in those areas.

01:04:05

Dr. Batsche: Now, and then so let me give you an example of moving this, I think wait a minute, yeah I do. So appropriate and effective interventions what are they? They're evidence based, but that's insufficient. I don't care if they're evidence based in Atlanta, Georgia in a school where a teacher has two aides, and there is 16 kids in the class. What are they gonna do in rural Virginia where there is one teacher, 25 kids, no supports. So you have to match the conditions under which the intervention was evidence based with the conditions under which you're gonna implement it. That's the key. And there is two kinds of evidence basedness, something that comes out of a journal, or out of a vendor's stuff. And your local data that shows that your grandmother's intervention that you implemented with 12,000 students worked 92% of the time.

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Dr. Batsche: We have nationally evidenced but locally validated. Because unless you do that here is what you're gonna say, it's evidence based, it didn't work. Must be something wrong with the kid, I don't care if it didn't work. You have to fix it. So local validation and when you have a good data collection and aggregation system, you can evidence base something locally. By demonstrating it work in your district. Don't just run around looking for journal articles. So verified hypothesis, students who have attendance/tardy issues have performance that is significantly lower than students that attend regularly and are seldom tardy. You verified that with data. What's the intervention?

01:06:00

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Dr. Batsche: I mean, don't overthink this. Don't go crazy. If you know the kids attendance is related to progress, and you verified it for these kids, what's your intervention gonna be? Come on, focus on attendance right? Or I'll give you an example, Walton County panhandle of Florida. I grew up in a foreign country where the concept of time was very different than it is here; they were not anal about time. So if you really wanted people to come and be at a meeting you started it at 10 in the morning. 8 o'clock in the morning they would acknowledge that and nobody would show up okay. In the western part of Florida there is a similar type of approach toward time. In this particular community. So kids were doing very poor in reading, and they were being mainly tardy.

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Dr. Batsche: And they wanted to develop an intervention around how to get kids to school on time, to not, because it was adversely affecting literacy. Nothing worked, what should they have though to begin with, yeah they we said what time are all these kids in school? Well most of em' are here by 9:30. That wasn't the question, when are all of them here? Okay 10 o'clock, so that's when you're gonna teach reading. And in six weeks the slope of those kids line because they could, they were in control of when they taught reading. They weren't in control of when they got parents to get their kids to school, interventions should be selected around what you have control and can control fidelity. Not around giving somebody, turning that over to somebody else. So students are completing less than 75% of their work, are progressing below benchmark expectations, and receive one half of the teacher feedback as students completing 75 or more percent of their work. If you don't complete the work you don't get the teacher feedback.

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Dr. Batsche: So therefore what would be the intervention here, focus on doing what? Moving up absolutely. So my point is if you problem solve in step 2 you don't have to think about the intervention. Your data should tell you because the hypothesis is your intervention if it's verified. The intervention is staring you in the face if you do the hypotheses correctly, so we're looking at the behavior side of this. A kid's work, productivity is low, you hypothesize it's low because the kids out of his seat. And then you hypothesize the kid's out of his seat because the contingencies for being in the seat are not appropriate. And you go in and you first have to verify that the kid is out of his seat, and therefore not doing the work. That's easily observed. But then second you establish what those contingencies are. Is the kid getting enough frequent reinforcement, is the kid getting reinforcement for being in the seat. If it's a peer group

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problem getting the kid out, what are we doing with the peer group when they're taunting this kid or what have you.

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Dr. Batsche: And when you verify the data then the intervention is staring you in the face. Intervention should be a no brainer in this model. Everything depends upon you selecting the right hypotheses. And then you have an intervention format which is the resources, the obstacles, how you're gonna integrate with tier 1, who's gonna do it, the timeline, and the documentation. Or whatever the format is for your intervention plan. So I'm gonna give you a few minutes here, just having gone through that four step process, I'm gonna give you about 7 or 8 minutes to talk about how happy you are with your problem solving process. All the way from does everybody understand the steps to how do we implement it, and how do we ensure integrity? So go. 7 minutes we're gonna take a break at 10 o'clock.

[Tape Cuts]

Dr. Batsche: Okay if we could wrap it up please. Thank you

01:10:00

Dr. Batsche: Okay I hope, I hope you had good discussion. Hello? Do I have to start counting down again? 5, 4, 3, 2, 1. Thank you. I'm gonna be transparent with you about something. When I was a building principal, for whatever reason I didn't want to act like other building principals. And it drives me crazy when at an adult meeting, not a kid meeting where people are raising their hands to shut each other up. I'm going like, no I'm not gonna do that. Or I've been to school where they start doing clapping, and I'm like seriously you're acting like a bunch of seals. You're grown adults.

01:11:00

Dr. Batsche: You know, so I've told, I tell this story rarely. But I'll tell it here, and I've been places where they flick the lights. I know, I'm not making this stuff up; I'm just reporting I'm just a messenger. I never flip the lights because I know that Doug here, myself and a few others that we went to school back in the 60s where men and women, women had to be in a certain hour. And men could run around all night long doing what we wanted. Cause they figured as long as the women weren't out there, we weren't gonna get anybody in trouble. And so there was this dorm and I went to school with lots of columns and stuff like around here. And there was a big portico and midnight was the cutoff time. And so you'd get back about ten till, or a quarter till, and a ten till the

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dorm mother would flick the lights. And you didn't pay any attention to it, because you had ten minutes.

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Dr. Batsche: She'd flick the lights like once. At five minutes, she'd flip it twice. And then you'd kind of break off with your group, and you'd kind of be talking to your date and what have you. And at one minute she'd flip it three times, which meant you had one minute to get as much as you possibly could before that woman had to be returned to the inside. So I've warned people, don't flip lights around me. Because it's operant conditioning, and the closest person to me might, might, this is conditioned behavior. There is no thinking; it's just like whomp, who's ever closest. So who knows who might be my next victim right, and I try to stop and think. But it's really hard after all those years of what flipping lights mean to me. Okay. That's why Scott moved, exactly. All right in time before we take a break, so here is the stuff about problem solving. I really wanted it to frustrate you a little bit, how many of you believe that you have work to do to get common problem solving process in my buildings?

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Dr. Batsche: All right. So before we leave this afternoon I'm gonna show you a professional development plan that we used and validated, because we collected data on everything about that plan. And Rick gave me a good prompt; this is not a process that you learn quickly. And you take I tone step at a time; you might have to work for an entire semester with this young woman's concern over here. Simply focusing on problem identification. And getting everybody aligned on that, and integrating the academics and behavior into the problem ID. If you spend a lot of time doing that, the rest of it will come easy. If you don't take care of business on that end, regardless of what you do it's gonna be faulty. So go slow to go fast. It is the engine that drives MTSS. And you have to take care of that business really well.

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Dr. Batsche: Okay. Lets assume you've done all that, and now you have intervention. Here is what we know about fidelity of interventions. Me watching your first name again? Me watching Dawn do an intervention with Scott, and using a checklist for fidelity of her doing that is ineffective. It has never worked with teachers and educators in public schools. For a couple of reasons. Teachers don't like to be scrutinized that much, and number two. For all of these instruction and interventions, I can assure you no research has been done to identify which of the steps of the instruction are most valid. It's research that is costly, hugely costly, and we don't know which steps are

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more important. So with the benchmarks of quality, we've done some research around that. Which of those have the greatest relationship with positive outcomes?

01:15:06

Dr. Batsche: There has been some research around that, but not a lot. We actually developed; one of my doctoral students developed the classroom version of the benchmarks to look at its relationship with outcomes. So we default by saying if we're not sure which ones we want everything. Well a guy named George Noel, a number of years ago, probably 8 or 9 years ago now. Went into other literature, the business world, the medical world, etc. And said how do they get fidelity? And intervention support was the answer. By providing intervention support to a person focused on supporting their implementation of the intervention, as opposed to focusing on them can yield up to 92% fidelity. So we developed a method for doing fidelity for interventions.

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Dr. Batsche: And it depends upon the tiers, you know that your walk-throughs and however you're doing that at tier 1 is important. And we don't have usually by the way, in this MTSS model, because of union contracts and history the tier 1 fidelity is usually defined in the contract. Because it smacks of teacher evaluation, so there are fewer parameters to deal with there. But we have moved to that walk-through looking at the relationship between instructional strategies used and student engagement. So now when we do walk-throughs we have the quality of the instruction, the level of the instruction, and student engagement. And in our low performing schools we've been collecting these data now for 3 or 4 years, and an interesting thing has come out. We focused primarily on high schools in our state for low performing.

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Dr. Batsche: We've drilled down to middle and other but we have most data from high schools. And we do instructional reviews, and we go into classrooms and look at all this stuff. Here is what we've found to me, which was kind of an epiphany, that we have basic proficient and advanced levels of instruction. Instruction is targeted at the basic issues, more to proficient things and then more advanced complex instruction. And we simultaneously look at student engagement. Everything from not engaged passive to engaged. And for low performing kids, what is generally the instructional level delivered to those kids, because of the rationale for their performance level? Basic, and for kids who don't have these basic skills, what level of instruction do you think they are most engaged with?

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Dr. Batsche: Advanced. Absolutely. So the dilemma is how do we use advanced instructional strategies to get kids to improve their basic skills. But not deliver instruction at a basic level. And from the behavioral literature, the behavior side of me says we know that people will attend instantly to stimuli that are novel and trigger curiosity. Advanced instruction does that, it's more interesting. Basic instruction is but boring, and the kids disengage it. So the rational is we have to give them basic instruction, and the kids are going we're not gonna engage it. This is the perfect example of engagement and instruction. How do we blend the two? You can deliver the best basic instruction to deaf ears. Or you can deliver interesting complex instruction using basic stuff and get student engagement. But only when we started collecting literally thousands of classrooms of data, did we have enough to come out and put this on the table for lesson study.

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Dr. Batsche: So now the issue is here are the basic skills that the kids have to learn, but how's the most interesting way it can be taught based up on what they're interested in? That's a totally different approach, so the walk-throughs are gonna look different under those situations. Tier 2 and 3 intervention practices. So here are the three steps that we use in whether it's behavior, academics, both. Here are the three things that occur in the meetings that are defined as intervention support. And I'll give you the sequence of them, how we lay it out. But in every meeting we review student performance data with the teacher, group of teachers, whoever we're dealing with. Second I ask them to identify the barriers to implementation the way it's supposed to.

01:20:00

Dr. Batsche: We don't say, you're not doing these steps. We'll say what are things that are getting in the way of you're doing this the way you want to do it. And they identify things like the kid is absent. The teacher forgets to send the kid down. We ran short of time. I mean they'll identify. They know what they're supposed to do. It's interference to that that's the primary issue. And then we problem solve the barriers, and then again end it by reviewing the cortical components of the instruction and intervention. Just to be sure we stay on the same page, lets review what the critical elements are. If you run short on time which elements are really the most important for you to focus on? That's not blaming the teacher, that's saying if you run short on time, and so we're finding a socially acceptable way to emphasize the critical elements. Is the clear? And there is no words for this. I mean those are just the three things you got to get across.

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Dr. Batsche: Now what is the schedule for doing that? The first two weeks depending on the intensity of the intervention, we're gonna meet at least twice, maybe three times with the implementing teacher or teachers. So building principals have to listen up, you can't just send out, you got to send support in there. Somebody has got to be assigned, because if you don't frontload it, then they're gonna drift right away, and it's like you got to watch that boat at the dock. You got to watch it carefully, because it's not tethered to anything, and if you don't come and check the boats gonna be out there. And now you're gonna have to swim all the way out there and bring it all the way back. But if you keep monitoring it, there won't be any drift. So once again this is not a absolute schedule you want to meet a lot in the first two weeks. In the following weeks you can meet less, and then when approaching benchmarks you can meet to talk about whether we're gonna continue this or we can fade it? That'll get you up to 90% fidelity.

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Dr. Batsche: It's a supportive collegial professional learning community approach to things. Which fits the culture of education right now. As opposed to I'm gonna come in and watch you do that, and then I'll let you know if you're doing it right. That, no. So think about how you're providing intervention support to get fidelity. And we don't need to talk more about that. This sheet is an example of our sufficiency sheet. For anything tier 2 and beyond. You can make one like it; you can use this one, critical elements. I'm gonna give you an example of how this would be implemented. Whether at the high school level, elementary level, you have a group of kids who are getting a standard protocol tier 2 intervention. The person or the persons delivering that intervention, we have this online, but it's also in a paper form. So I write the students' names down in the left hand column, you put the teacher at the top.

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Dr. Batsche: And you Xerox ten copies of it, that's ten weeks. So you don't have to, okay. You'll see that on Monday there is T, P, and F. That's time, the program or practice, and the focus of it. This one is used for reading groups, so you'll see the little secret decoder ring down in the left hand corner. And you can make that whatever you want, so lets say we're doing some kind of vocabulary comprehension using Wilson's foundations. We have thirty-minute sessions every day. So you write time thirty. Program or practice, W for Wilsons. And the focus is on V, C, vocabulary comprehension. You write it once; if everybody's there you just draw a straight line down. If somebody's missing you draw it across. At the end of the week these kids are supposed to be getting 150 minutes of this instruction. And now you have it

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documented. The number one modal not more than 50%, more frequent reason we've found why kids are not responding to tier 2 is because they're not getting the actual interventions they were supposed to.

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Dr. Batsche: But you have no way to document it, but here is the other reason we had to document this. Is in our world, to move kids toward eligibility you must document the intensity and frequency of the interventions they've received along the way. If you don't do that in an Rtl eligibility system, you can't determine eligibility. So this sufficiency thing meets both the sufficiency part of the fidelity, as well as the documentation for if you end up having to move to eligibility. So once again no magic to this, do you have one of these? If you don't then talk about needing some way to document sufficiency. All right, and I'm sorry let me just do this very quickly. I apologize for the time.

01:25:00

Dr. Batsche: Here is how we evaluate intervention effectiveness across groups. We have a very diverse group of kids in Florida. And we want to find out and once again I don't care how you do this, this is our method of doing it. Whether or not the intervention effectiveness for what we're doing it working for kids. There are some flaws to this model, but it tends to work pretty well for us. So we have the different racial groups on the left, the number of students in the building in the second column. The number of students referred for problem solving, and the number of students referred for evaluation. This is a overall thing, so we're assuming that if kids are referred for evaluation for eligibility that the interventions are not working at the level they should be. That is a basic assumption, you can argue with that, I fully get that but I don't care. Right now. You'll see there is 430 white kids, 60 of them were referred for intervention. And 15 of them were referred for evaluation.

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Dr. Batsche: 75% of the kids who were referred for intervention were not referred for evaluation, that's a 75% percent effectiveness rating. And the risk of being sent to intervention is about 14%, which is the 60 out of 430. Now look at African American kids. 33% intervention effectiveness, and 20% risk, higher risk for being referred for interventions that were a half as effective. That is a problem. So we've got one issue about those kids being referred more frequently. That's a separate issue from the fact that we're referring and doing things for them that don't work, and we keep doing it. So you got to problem solve why there is the additional referrals, and why it's not working.

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So we just in this system we just can't keep referring African American student of interventions that don't work.

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Dr. Batsche: But unless you organize your data this way, you're not gonna know what the interventions, the assumption when we ask teachers do you assume interventions, it doesn't matter what race you are? They went yeah because evidence based interventions are evidence-based interventions, they're not. Yes? Yes. It is when you don't get referred for special education at the end of the intervention sequence. Our logic is if the interventions are working, you're not gonna get referred. And that's an assumption we made in the model, because we needed to stay simple. And we had to be able to pull defensible data from our database. Doesn't matter. Because you're not gonna refer kids for special Ed if interventions are working, you are if they're not.

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Dr. Batsche: So we didn't care at one level looking at these data, that has to be problem solved. So is it not working because they're not doing it long enough? The bottom line is regardless of what they're doing this is the fact of what's happening. We not have to go back and problem solve why that's happening, and your point, to your point that's one hypothesis. Absolutely, you're right on target with that, but first this is like universal screening. We got to find out do we have a problem? Where is our problem? Yes. Correct.

01:29:00

Dr. Batsche: Sure. And we will talk about that after break, but let me summarize Cindi what you just said. And what Cindi just said is that intervention effectiveness is also tied to kids progress toward benchmarks using your progress monitoring data. Okay. Absolutely. What drives this is issues around disproportionality, and helping us understand at a big level disproportionality. I would say that if Cindi's comments are accurate, which I agree with. That if kids are making progress even though they're below level, we would not, we would having those data not refer a kid for special education.

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Dr. Batsche: So because of this, that would be another hypothesis, are they not using our decision rules for effective interventions? So all of that helps us explain why there is a difference in the referral rates. But it doesn't help us, we still have a problem. Why

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we have the problem is yet to be known, so this is an example of a universal screening measure for intervention effectiveness. We would take these data, and then drill down into the problem solving around why the data show us we have such a big difference. Yes?

01:31:00

Dr. Batsche: Yeah and we talked about that a bit yesterday, about the delay that Rtl is a way to delay special education placement. And that if it's about instruction, you're delivering instruction right away. And if the kid is moving towards benchmark, we would say to the community or parents with a kid being successful you still want them in special Ed?

01:32:12

Dr. Batsche: Because there is something there or are you more interested in the success? Absolutely, and that, and I'm glad that you restated that. But I'm gonna come back again, because I don't want you to leave to go to break without understanding the point of this. Regardless of everything else we do, we have to understand how disproportionality occurs. And these data don't indict anybody, but they're just saying if you're white this is what happens in the intervention process. If you're black this is what is happening, what is it about our system that needs to be looked at to change the outcomes?

01:33:02

Dr. Batsche: Does that makes sense? This is not an indictment. This is universal screening of what happens to kids as a function of and I think a point here that I would like to Cindi's point to bridge; you have to understand and have a sequence about what happens as you move to eligibility. So this multi-tiered system of interventions is in place. We didn't used to have these data, because we didn't have the interventions. But just because we have the interventions, that's not necessarily gonna fix a disproportionality problem. So what we're saying is we put this new system in place, is it working equally well for everybody? And the answer is no. Your answer may be yes. This was some of ours. And then we're going, why would race be broken out this way?

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Dr. Batsche: So it was wonderful for us to be able to say we've got a multi-tiered system of supports that doesn't fall equally on everyone. And now how do we problem solve that. So all and I didn't mean to, to rattle anybody with this, I just want you to, and

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you may not have referral for special education as your mark. If you have data, it's just it's very cumbersome to collect hitting benchmark data compared to this. And this was our general outcome measure, so if you have the data to put something besides that there, percent of kids hitting benchmark, or if I were you when we come back from break we'll talk about positive, questionable, poor. I would evaluate intervention effectiveness not on hitting benchmark. But PQ, positive questionable and poor, and then have percent positive, percent questionable, percent poor. But here is what I'm gonna tell you. You're gonna have the same issue.

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Dr. Batsche: Because this is real. White kids respond better to interventions than non-white kids. And we haven't fixed that. So we've added a nice filter, but if only one group is changing their trajectory and the others are not. Then we're back with the same old problem with a different system. Okay. I really apologize for being late. Lets come back at 10:32. Thanks.