

**Questions and Solutions:
The Problem-Solving Process and Interventions
for a Continuum of Services**

Session 3

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Questions and Solutions: The Problem-Solving Process and Interventions for a Continuum of Services

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Avoiding Rocks, Thorns, and Glass *continued*

1:00 pm - 4:30 pm

Sophia Farmer
Positive Behavioral Interventions and Supports (PBIS)
Systems coach, Radford University TTAC

Carolyn Lamm
PBIS Systems Coach and Positive Intervention Coordinator
Chesterfield County Public Schools

Contributors:

Kume Groanson, Jeanean Phelps, Ken Butta, Andrienne Blanton, Jaime Stacy, and
Chad Knowles
Chesterfield County Public Schools

Kim Yanek
Old Dominion University PBIS

Melissa Lisanti
Radford University PBIS

00:00:00

Ms. Farmer: As promised after lunch we're gonna pivot to the positive. Not that we didn't need to know about the precision of our problems, only that we can't dwell there because brain science will tell us that if we stay in the problem mode, if we stay in the problem mode and get stuck there, and don't make the pivot to the positive we won't be in the solution oriented place in our brain. And that's what we want, we want to be in the solution oriented part in our brain. So not only is problem solving a fun dance, it actually is, or follows brain science, the steps starting with data and understanding clearly, precisely defining your problem and then pivoting to the positive and understand where we want to go from here.

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Ms. Farmer: We know big goals, we know that we need to get students to graduate. We have an idea of division level goals, or how are division folks communicating goals to school based folks? And how are school based folks at the leadership level communicating goals to the classroom teacher? Because in order for us to work easily and effectively and efficiently they need to be aligned, we need to be working towards

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the same purpose right? So we're gonna spend a few minutes on goals, when we make that flip we move, and experience that brief moment of disequilibrium, and you now what? That slight amount of stress is okay, a little bit of stress is good, it gets the brain thinking what do I need, what do I want, where am I going? How do I get there?

00:02:01

Ms. Farmer: Okay, so we vision the goals that we want to create, and that's on page 24 in your work book. Nobody groan, but there is actually the words smart goals on the page. All right...seen that before? In lots of different ways, and that's why it's crucial that we talk about alignment. How are teachers and school staff and division people working together towards the same goal? How are we aligning goals? Behavior change needs to be easier, efficient and more effective that what we are currently doing or people in organizations won't do it. We know that, okay.

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Ms. Farmer: Goals are powerful when we're talking about tiered interventions, and you'll see some examples of this with our schools later. Goals are very powerful to use even with students for the same brain based reasons. All right, students need to set their own goals, so if we're talking about moving through the tiers how do students contribute to goals for the school? how are students and parents contributing to our, our core behavior instruction and the goals for that? How are students setting their own goals to graduation? Not only are we just getting buy-in, but the brain acknowledges that when we set a goal all the happy chemicals that go into attention and maintaining problem solves processes get activated. And so now we're actually biologically engaging a student in their own thinking and learning.

04:01

Ms. Farmer: Okay, we're gonna take two minutes, three minutes, look at the questions at the bottom of your page, this is another systems planning piece. Remember we don't do anything for kids that we're not helping support adults around, you have three questions to consider around goal setting. Does my problem solving process have some goals? Do we move straight from problem to matching an intervention? Or do we actually stop for a minute, pivot to the positive, and set a goal for what we want to see across the tiers? Okay, have we included goals in our problem solving process? If not what do we need to make that happen? How do we get that communicated? Noticing a pattern in the questions with the systemic piece? Okay, three minutes talk with your team, how are we incorporating goals? How might we incorporate behavior goals? What goals around behavior might we have for our school and division?

00:05:00

Ms. Farmer: And the questions at the bottom, three minutes. [Tape cuts] And finish up your question. How are we planning for goal setting? From goals, if you're looking at

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your problem solving process we are now moving from goals, you've done data. We've looked at data, we've looked at the cross-examination between behavior and academics. We've precisely defined our problems, now we've set goals. We know where we are, we know where we're going right? We know where we are, we know where we're headed, phew. Now I need to know how am I gonna get there right? How am I gonna get to where I wanna go, and that comes in the perfect match.

00:06:00

Ms. Farmer: That comes in finding the solution that matches to what we need and gets us to our goal. Okay, we start that process when we're looking at any tiered system of interventions with mapping what we currently have. So on page 25 you have a resource map. Okay. We start that process of knowing how we're gonna get from where we are to where we're going by knowing what we already have in place. And we need to know what we already have in place across three levels. All three tiers, what do we have at universal for everyone? What is part of our core instruction for reading and math and behavior?

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Ms. Farmer: What do we do for everyone to prevent problems from happening behaviorally and academically? What interventions do we automatically do for everyone to prevent reading failures or math failures? What already exists? From there what already exists when we have a group of students that needs support around fluency, that's tier two, or comprehension, or math, or behavior? Some type of social skill and at the third or tier three level what do we have already in place that will offer individualized supports in reading, math and behavior? This is good systems time again to look at what do we already have across all three tiers, reading, math, behavior?

00:08:03

Ms. Farmer: We're gonna take ten minutes and then we're gonna share out some of the good stuff we have in place. What do you have in place already? We're gonna start, and when you hear the music we'll come back. Okay. [Tape cuts] [Music]--a few interventions, whatever you have put down for tier one, two and three....

00:09:00

Ms. Farmer: ...Okay, this is just the beginning. This is just the beginning of this process. If you remember when Carolyn was going through her examples she mentioned that this is not something we do one time, not even something we do two times, but something that iterative. How do we build this as we go? What do we have now? What do we still need? So you have begun this conversation, some of you might have begun this conversation a while ago when you started RtI for academics, but now we're looking at integrating some behavior pieces.

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00:10:01

Ms. Farmer: What do we already have in place to address behavior, okay? Wherever you are in the growth of this is okay. It is not uncommon to have a flipped triangle. We spend a lot of time for the students that are making a lot of noise, and having tier three interventions for reading, and math and behavior. Right, to have a lot in place at tier three and then we look at the triangle, what happens if we turn a triangle upside down and leave it on the tip, it's not very stable is it right? And that's the value in doing this, it is also not uncommon for schools and divisions to have a lot at that base level, a lot at tier one, a lot of good solid core for both behavior and academics and to have a lot a tier three.

00:11:00

Ms. Farmer: But nothing in the middle for targeted. Okay we jump from universal to tier three, and we're still exhausting ourselves. Because the kids, the students, the adults at the type of that triangle take a lot of time and energy and resource. And remember behavior change and organizational change is about what makes it easier, effective and efficient? And we can't work more easily or more efficiently if we're putting out fires all over the building in reading and math and behavior. We have to make sure we're building the solid core, we're preventative and proactive with interventions at universal. Stack that base of the triangle. Right? Otherwise that hurts too, right? What interventions do we have at that secondary level?

00:12:02

Ms. Farmer: How can we group students with similar needs and provided targeted interventions that are easy, efficient and effective and they run through quickly to see if we have an impact before we get to the tier three, the more intensive individualized services? Okay so that's what we're gonna examine for the next few minutes until you hear the music again, now that we have outlined what do we have already at one, two and three, reading, math and behavior, if you notice that your triangle is upside down and we have a ton of three, tier three interventions what could we need at tier one? Okay, what could we need at tier one or two? So either in a different color you can draw a line, you can flip it over on the back, however you, or put, use the post-its on the table. What could be missing?

00:13:00

Ms. Farmer: Okay, are we missing any matches? We don't want them dancing alone. Right? What could we be missing that we need to systemically plan around? Until you hear the music have fun.... [Tape cuts] [Music]

00:14:00

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Ms. Farmer: ...All right, let's bring it back. Look on page 27 and 28. Page 27 and 28, and you're gonna need your resource map and gap analysis in front of you.

00:15:00

Ms. Farmer: For the next few minutes we're gonna take a look at your resource map, you ready? Okay, let's take a look at your resource map, what you already have in place. What do you already have in place, what already exists reading, math and behavior across three tiers? And you're gonna look on page 27 and 28, and you're gonna say yeah we have this in place. But why? Remember I said you're always gonna ask why, I'm the annoying three year old. Why, why, why mommy, why, why, why are we doing that? Are we doing that because we have always done it? Are we dancing just because we can? Are we doing it because the super intendant said so?

00:16:00

Ms. Farmer: Right, why? Why are we doing it? And you need to ask your selves these questions, okay we're doing it. Why? Does it have a clear purpose with measureable outcomes? If no, then I would say then why are we still doing it right? Does, does it have research behind it to support its effectiveness, if not why are we still doing it? Right, so for the next couple of minutes until you hear the music for the interventions you already have in place, ask your selves these questions on page 27 and 28. If you come across one or two, and I wouldn't be surprised because we all have them that might not answer these questions that's fine. It just might warrant a closer look is all. Right? Okay, and then you're gonna have this paper to take with you so that when you look at the things you wanted or that might be missing, and we go to say well should we try something that dah, dah, dah, that addresses behavior, attention seeking behavior for groups of kids?

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Ms. Farmer: You can ask your selves these questions, does it meet criterion like this? And if it does then we have a pretty solid basis for wanting to implement and invest our time and energy and resources in it right? So quickly, for the resources that you have mapped ask your selves these questions and fi you have one, circle, star it, check it go back and ask the questions of your division folks, of your school folks, of your teachers why am I still doing this? All right? Okay....

00:18:00

Ms. Farmer: ... [Tape cuts] Why would we do this? [Music]... Okay you have played around with data now, you've defined your problem, you know where you are, you know where you're going, we have an idea now, we have an idea now of what it is, what our interventions are, what our solutions are that will get us from where we are to where we want to go, right?

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Ms. Farmer: We are very lucky today because we have several schools from Chesterfield County and a Prince William school, they have been working at this for a while. They didn't start his yesterday, like Carolyn said they've been working and developing and this has been going on with them for awhile. And they're gonna share their stories because when we get the choreography right, we get all of those elements in place, it's a beautiful thing for kids. Right? We get more and more kids to dance across that graduation line. We move people. And several of these schools have a beautiful well choreographed dance going, and I think we are starting with you guys, Bailey Bridge, okay. Carolyn?

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Ms. Farmer: ...Do I switch yet, do you want me to switch yet?... Now it's on.

00:21:00

Ms. Lamm: Okay good, okay good. Clicker, the magic clicker. All right thank you. And I was having to go to Dale City, they had to switch it back around again. All righty, okay. Thank you for the trade off. Okay. Thank you for the trade off, you got a little schmooze time in there, so I appreciate that. All right, let's just get ourselves back, five, four, three, two, one, thank you. this was cool back there, you must have great procedures at your school because you always join in the procedures and make everybody wanna, like I'm doing it too. Okay so that's wonderful, all right so we're going to set up for looking at some examples, real life examples from our schools. Because you know, we've talked about a lot of big picture ideas all morning and this little bit of the afternoon. The, the big concepts, the big systems kind of thinking that you have to do to go into this, and sometimes that can get a little scary cause it looks like, oh my gosh there is all these big things and we have to do them all at once.

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Ms. Lamm: Well of course you can't do them all at once, you have to do them a piece at a time. It's like the old story of you know, how do you eat an elephant? Well you eat an elephant one piece at a time, and you chunk it out. And that's what their schools have done, so we wanted to maybe relieve your stress and anxiety in the afternoon by hearing directly from some schools that have really put some of these things into practice. One piece at a time, no school is doing this perfectly by the way. We don't have anybody coming up here who says we have it all figured out. We're doing every single piece of this, and we have no more work to do. That just simply is never going to be the case for any of us in this room. It's a work in progress all the time, so I'm gonna, just kind of gonna setup for their presentations, for their share outs. And you will have a chance to hear some of this how they're synthesizing this information and making it work in the real world with all of the bumps that you hit along the way in that road. So we're looking at how do you really grow that tiered systems of support? Do you have a

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really rich continuum of supports that are really matching up with the needs and concerns that are in the context of your school?

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Ms. Lamm: And you're gonna hear some real life examples of that. First of all these are the kind of main themes I kind of want you to be listening for as you hear from the schools. Listen to how they have spent the time to really build and continuing to build that tier one foundation. That part of the job never goes away. Thank you, you're gonna be Vanna over here who will get it all out, because no matter how much you think you've done tier one you're never done and finished. You're always coming back, so if you've discovered another area of concern or priority the first thing you always go back to is reinvesting. What do we do at tier one that's prevention, that's set up, that's structured for this, and what do we need to do to improve that? What do we need to change with our practices, our structures and supervision in our practices of the adults in the building? So take time to build that strong foundation. The other thing that we haven't spent a lot of time talking about today, but it's truly a key piece of this equation is you have to bring your people with you.

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Ms. Lamm: If you go back to school and the four or five of you who are here have these wonderful ideas, and you talk to each other about these wonderful ideas but no one else in the building is on board with these wonderful idea, nothing is going to happen. You have to figure out how are we going to have that crucial conversations with our staff, so that everybody understands the same concepts, everybody has input, ownership, their motivated, they get why we're doing what we're doing, and the data is a real convincer around that. Showing the data can sometimes really create a sense of urgency, oh my gosh I didn't know that was such a huge problem or concern. What are we doing about that? oh we, we're gonna design some very strategic things to do tier one, tier two, tier three that sounds like a really good plan. I could see myself being part of that plan. And then you have to explicitly spell out for your staff what it is they are going to do to make this happen. Because it's not a committee somewhere that makes this happen it is the teamwork of everybody in the building changing their practices, being on board with consistency.

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Ms. Lamm: A coherent message everybody understanding what they do differently to change student behavior, and you know the old mantra, at least we are always going back to that. We change student behavior by changing our behavior. So something has, it's not, and this is the mantra we've talked about a lot in Chesterfield with our schools, it's not an intervention until we, the adults, the staff are doing something differently. So think about that, something that we do, so we have to make those, those connections, and we definitely have to build trust and understanding and ownership with our students

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as well. But we have to start with the staff, it's like that old oxygen mask thing if you're on the airplane and the oxygen masks come down, first give yourself the oxygen. And then do it for the child that's sitting next to you. So you, you're building it both ways. But you want to start with your staff, if we don't take the time to build up the trust, and the understanding, and the commitment, and the ownership it's not gonna work.

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Ms. Lamm: You're gonna get push back, and maybe some of you have experienced that. If you have then that tells you what you need to go back and spend some time on deliberately investing in those crucial conversations and building that ownership. Okay this is a big piece of the equation too in that common ownership is that we have common vision, common language, common practices. And you'll hear some really lovely examples of that from some of our schools today. Now, Sophia had mentioned this morning about scripting the moves, and we've used that dance theme to kind of help amplify that throughout the day. So thinking about scripting the moves, how do we really tell our kids what to do? We want them to learn to have behaviors, being able to show respect, responsibility, self-management, study skills, all kinds, engagement, what are they, how are they being active participants and active learners? Doing less plans on listening skills, which you'll hear about from, from Salem Church Middle School.

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Ms. Lamm: So but we also have to script the moves for the adults, what do we want the adults to do differently in order to make these things happen with the kids. So just like if we were trying to script the moves for how to draw a face, how do we draw a face? We would really break it down into simple steps. Hopefully, so it takes a little time to be explicit about that, okay can we do that? Can I do step one? Yeah I think I can do that. can I do step two? Yes I can think I can do that, doesn't seem too hard. Can I do step three? I'm still with you, I'm not scared. I'm gonna be willing to try the process. I can do step four, I can, oh, it's getting a little more complicated. I think I can do step five. That's a big jump isn't it from there to there, and then what is it you want me to do next? Ah, you want me to do that? wait a minute, I'm not sure how I got from step three, to four, to, wait a minute. So this is what we often do with our staff, is we say we're gonna do this grand stuff. And we, we roll out here is what we want you to do, now just go make it so.

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Ms. Lamm: And we expect this big leap to happen, but we sometimes have not really scripted the moves very clearly for our staff. So listen for some examples of that from the schools too, they'll speak to that at least a little bit. All right so when we're introducing those new concepts we want to take time. It's very wise to be explicit, break it down step by step, take time just like we do with the students to model [Inaudible, 00:28:25] times to practice what we want to do. I know Bailey Bridge we won't have enough time really to talk about it all, but they have done a really lovely job of having

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teachers who are on their team be the ones who take ownership for rolling out the teacher classroom practices around positive behavior strategies and supports. And they chunk it out in very nice pieces, digestible pieces, and the teachers roll that out with their colleagues, it's a lovely job and they've been very explicit about one step at a time here is what we are asking you to do. All right, so those teacher practices are really important underpinnings of tier one.

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Ms. Lamm: It's not just interventions that we do to the kids, it's our practices that really help build that foundation. And you'll hear a lot more about this tomorrow from [Cara and Butler ?] if you attend the breakout session about the classroom practices that we are asking teachers to do. It's not just classroom, these are also the practices that we're asking staff to do in the hallways when they're approaching students who are getting to class on time, are they using some of these skills? Are they, these are some of the basic tools that we're always looking at, are they being really clear with teaching the expectations in the first place to the students? Are they using prompts, do we have common prompts, non-verbal prompts and cues that we are using throughout the school? Are we taking time to do pre-corrections with students? Are we giving behavior specific praise statements, and feedback to students so that we're shaping behavior very strategically? Do all of our staff know how to do this? Do we have some staff who sometimes think they're helping students improve behavior by being negative with students?

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Ms. Lamm: And they might need some extra coaching or help to develop some of these more evidence based practices that have a higher rate of results. And are we increasing opportunities for students to be successful and respond, and engage the students in the process? So we're looking for these practices, and just here we are again, the teaching expectations, modeling and guided practice, how are we gonna get these across to our staff that we want them to do these steps? How are we gonna make sure that they're using pre-corrections? How are we gonna build in time to explain that concept, practice examples of it together, and encourage people to use it more often in our building? How are we gonna encourage them to use more positive feedback, either general or specific? How are we going to help encourage them to increase those opportunities to respond, how are we gonna work that in? So your class visits often become a treasure hunt, who in your building is doing this well? Who could you engage in your building to help role this out with your staff? You have allies back at home at your school who can help you with this process.

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Ms. Lamm: And sometimes you want to include them on your team planning for professional learning and then looking for all those things in the building, and then how

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are administrators also looking for these things when they're visiting classrooms and encouraging them, and making them highly valued in your building? And then we talked before about scripting the moves in practice of course, and you saw that lovely picture that Sophia had up this morning of you know, the lift from Dirty Dancing where they do the lift. Well she was pretty scared about doing that lift if you remember, it took a lot of confidence building and practice on her part to get to the ability to do that. Well how are we creating those opportunities for staff, have we scripted the moves, this is just an example, scripting what does it look like to actually do that leap and that lift, and what does it look like up in the air? So if we get it really clear for folks maybe they're gonna have the courage to try it, the confidence to take a little step out where they haven't been before and try some things. We talked about the resource mapping, and you'll hear some examples of how they resource mapped and looked at examples of what do we have already going on in our building?

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Ms. Lamm: How can we use them more strategically? Looking at gaps in the resource mapping, like I said this very busy map with lots of things on it from resource mapping, they found out even though they had all these things in place one of their goals, their, a behavior of concern for them was attendance. And like I said when they looked at attendance, and they looked at all these things they had going on, attendance is a behavior we want to address. They had no interventions at tier one, no interventions at tier two, no interventions at tier three to address it. Their gap analysis showed them they were missing pieces. They went back now and developed some very lovely and sophisticated things to put in place for students. And we're also looking at what do we have in place now that we want to tweak or change so we're using it more, more as evidence based practices, closer together with that. So we've got Girls on Track, who are we putting in that? Who are we putting into Peer Buddies and are we tracking the fidelity of implementation of those practices and seeing if we're getting results with the students, and that we're implementing really well with fidelity?

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Ms. Lamm: Okay, I was gonna have Dale City jump up here first, so I'm gonna hold off on them because Bailey Bridge, our principal from Bailey Bridge needs to leave so I'm gonna let them get up here. So they're from Chesterfield County Public Schools. That's where they're at, and I'm just gonna put your PowerPoint up here and they're gonna mic you up, let me give you this mic.

Ms. Groanson: All right, okay.

Ms. Lamm: And we'll give you the handheld.

Ms. Groanson: Okay. Okay, I'm gonna tell jokes while you're doing this, I'm not really. I work at a middle school so my job is always in any group situation to calm everyone down. So I'm just gonna try to keep this as slow as possible for you guys this afternoon.

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Which is what we do for our little bears at Bailey Bridge Middle School. Can I go ahead and start Carolyn is that okay, just to kind of--

Ms. Lamm: Sure go ahead.

Ms. Groanson: Okay I want to introduce myself, I'm Kume Groanson, I have the pleasure of serving as the principal of Bailey Bridge Middle in Chesterfield County. This is my second year as principal there. I was an AP there two years prior, but it's my 15th year in education only in Chesterfield, so I've been working there my whole career.

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Ms. Groanson: And I have the pleasure of working Jeanean Phelps who is one of our assistant principals.

Ms. Phelps: I'm assistant principal.

Ms. Groanson: Hold it up closer, turn it.

Ms. Phelps: Okay I'm assistant principal at Bailey Bridge, and I've had the pleasure of being there for 15 years as a teacher and as an administrator, so I've seen a lot.

Ms. Groanson: Yes, you might want to hold, hold that closer, hold it closer to your mouth okay.

Ms. Phelps: Are you guys good can you hear me now? Okay, all right.

Ms. Groanson: Yeah I think that's better.

Ms. Phelps: So--

Ms. Groanson: We're gonna just tell you a little bit about our school, obviously many of you are from around the state. And some of you guys are from very small school divisions, but just to give you some context for Bailey Bridge, we have 1,500 middle school students grades six through eight. We are located in a very suburban area of Chesterfield County. We have a very large socioeconomic status gap in terms of our students, it's a wide variety of students. We're about 70 percent Caucasian, and 30 percent a variety of minority students in our school.

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Ms. Groanson: Very few, almost no students who are ESOL, English as a second language, we have a little over 200 IEPs, I guess in our school. so just to kind of give you an idea of the culture we're working in. obviously you're gonna have to adapt this for your own setting based on the size of your school and your own demographics. But we're just gonna tell you about some of the things that we've done at our school and you, and Jeanean really is the content in this so whenever I make a mistake or do

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something wrong she's gonna give that look that APs give principals right when they're just talking about crazy stuff. So I gotta keep my eye on her.

Ms. Phelps: All right, well let me just tell you that this is how it started for us, probably about 2007 and three principals ago okay, our teacher had a concern. And what they had a concern about basically is they came to our new principal at the time and they said, we have a concern about consistency and communication. And they were frustrated, everybody felt like the good cop bad cop, too much academic time was being wasted, and all of these things going on. So we before even Carolyn Lamm and PBIS came to Chesterfield County we had a PLC group.

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Ms. Phelps: We got together, it was made up of 22 faculty members, some of them were from the PE department, the elective department, sixth grade, seventh grade, eighth grade and we all got together and we chatted, and we chatted, and we chatted. And to be honest we chatted for a year and a half, and it was driving me crazy. Okay, well I went to a middle school conference, and I saw some people and they were talking about this PBIS thing and how they soared, and they roared and they did all this. And I thought hmm, so we brought it on back and kind of gave a little presentation, and I had luxury going out with drinks for those people that night and got to be friendly with them. So we started emailing back and forth, and I made a presentation to our small group of people who were frustrated. And what we realized is we had a problem. I had a problem with 22 people in that room, none of them defined respect the same. But they were very fortunate, you know as educators we are fortunate, we're fortunate that we get to work with so many other people that are well educated. And predominantly we come from similar backgrounds I would say.

00:37:03

Ms. Phelps: Okay, but I had 1,500 different kitchen tables, and my teachers, or our teachers, our group what they wanted was, they kind of assumed well isn't your kitchen table the same as mine, and why don't you know that you shouldn't do this at school? And why don't you know you shouldn't do this here? And so we really kind of came to the realization that we really did, we have 1,500 different kitchen tables, and we, the staff needed to adapt. We needed to be aware of the cultural changes that were happening in our school. We needed to be aware that, you know, maybe most of us grew up with two parents at home, and mom was sitting and waiting for us off the bus and these kids weren't. So things were changing but we found that we weren't, so needless to say we started to dig in. With that being said this was, and I want you to remember this, it was teacher driven. This didn't come from the top down, it was from the middle out.

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Ms. Phelps: So we went ahead, and what we did after a year we kind of put together what the different things were that we needed to have and basically what we needed to have was consistency, and a definition of what we wanted. It needed to be clear and observable, and we came up with we wanted the teachers to be on board. So one of our key things that we did throughout this whole thing that Kume can speak to is our professional development. And our professional development teachers teaching teachers, I never stood up. Our principals never stood up. It was teachers teaching teachers, and teachers getting the communication out. And that's why it worked for us, okay. So we had been sitting there for a couple years, and then all of a sudden we decide that we need to tell our teachers in the spring what we were working on. And so we came up with oops sorry, engaging our staff and we came up with this PowerPoint on how we were going to roll it out. We were giving them a heads up in the spring what they were going to expect in the fall.

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Ms. Phelps: And one of the main things we wanted them to come by with, we wanted them to be very simple we wanted them to know that it was not just one more thing to do. They already teach, they re-teach, they already set expectations, it's just that we were gonna go from two plus two is four, to what does respect look like and what are our expectations everywhere in the hall, in the classroom, in the cafeteria etc. And we were all gonna be on the same page. Do you want to forward with this?

Ms. Groanson: I don't know what the next slide is, we're playing this game of we put about four different presentations of the course of these years into one PowerPoint, I'm hoping Ms. Lamm will pay me per PowerPoint slide so I just put as many in there as I can so we can click through them all.

Ms. Phelps: All right within this PowerPoint what we did was we just rolled it out.

Ms. Groanson: This was simple, so I'm just gonna kind of go through here you see this, this--

Ms. Phelps: One thousand two hundred and sixty-eight textbook inventory, which we were asking them to count every textbook, and PBIS pyramid was gonna be very simple.

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Ms. Groanson: Yes and it goes back to the idea of consistency, and we use the acronym ROAR, just so we know we're bears. Right if you Google us we're the Bailey Bridge Middle School bears, and I'm a great bear lover. Right so we have like, and I'm a mama bear of our den at the bridge, all these different little things that we talk about at my school. And so we really wanted to make it fit with who we are, a middle school is all about teaming right? Branding it, making them buy into it, creating a family atmosphere.

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So for us we do ROAR, and it is about all of us being on the same page, that consistency. That's what we're gonna keep coming back to is the consistency factor.

Ms. Phelps: Okay we wanted them to know that this was gonna be simple, really it's something that they already do, they teach, they model, they re-teach, they model and they review. We were just gonna go ahead and do it also for behavior in addition to academic.

Ms. Groanson: Right and by having that common phraseology in it that saves you time because we don't have to worry about kids misinterpreting the messages from the way each of us says it. Right, we all use the same language in our school.

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Ms. Phelps: And we also wanted to know that administration was gonna be behind them. So we were gonna provide all of the lesson plans, the activities, and those are the things that this group of 22 teachers came up with, okay. But administration was also gonna provide the forum, the time, and all of the things that they could expect in return. Along with the class meeting etc.

Ms. Groanson: Right, cause one of the concerns of teachers sometimes is that administrators aren't even consistent right? Sometimes that happens, oh if you get Ms. Groanson, she's a heavy hand you're gonna get a bunch of days out. If you get Ms. Phelps she's a big old softy, she's not gonna give you very much. So we even had to address our own behaviors as administrators to model for the teachers what we're expecting them to do.

Ms. Phelps: All right so there you go, just like the students that's what they needed, everything to be on the same page, and so really this was gonna be easy, okay. So we fooled them in the spring, they came back in the fall. And that's when we had another session of professional development again put on by our teachers.

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Ms. Phelps: And we looked at over the summer what are our predictable problems, what do we want us, what do we want to address first? And how might those problems be prevented school wide? So we engaged our staff, and we started out with our, you know, measureable, observable, positively stated resources, and before we did that what we did was in the summer our staff developed a flip chart. And we have a flip chart that says what ROAR, which is respect, organized, how you're organized, appropriate behavior, and responsibility in each area, and really what does it look like? Along with that we also came up with a notebook of resources for stage one, tier one things that those teachers could have in their hands.

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Ms. Groanson: And when you're thinking about going forward, because all of this is gonna be a journey for you. You're not going back thinking that you're gonna do one thing and it's gonna fix all of the problem behaviors in your school.

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Ms. Groanson: One of the things to think about is how do I bring along the people who are new to my school? okay, as a new principal I've hired a third of my staff, I have about 100 teachers in the building, and a third of those people are new. And so I've done that in two years, and one of the things that we have to do is provide a plan for new staff members who are coming in. because some of your folks are gonna be new to teaching, they're gonna have those textbook classroom strategies but they're not gonna, classroom management strategies but they don't really understand yet, and they haven't been up in front of kids yet. And then you're gonna get people from other schools who are transferring in, how do you build them into what we do, so one of the things we created is like a new teacher induction version of this. Taking someone like you who may have never heard of PBIS and saying this is how we do it at Bailey Bridge, this is what we do as a classroom teacher you're expected to talk this talk and walk this walk when you're disciplining or dealing with problem behaviors in the school.

Ms. Phelps: So this is our, I'm gonna just kind of flip through this, this was our better behavior bistro at BBMS.

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Ms. Groanson: Right we have to have a theme, everything has to have a theme at the school. We have to, so the teachers with the idea I guess we were hungry when we were doing this that it was gonna be courses of a meal. And--

Ms. Phelps: And actually remember we fed them well so they'd sit there and pay attention.

Ms. Groanson: We did feed them, one of the ways that the teachers came up with that they thought the staff would be more engaged is we actually served courses of the meal. So they had to listen to this and then they came up and they had their break and they got whatever that item was. So they got their drink after the very first part, and then they sat back down and we did a little bit more presentation. And then they came up and they got their appetizer, and so that's how we went through the presentation, and that was the teachers' idea that they thought that would be a creative way to do it. Okay.

Ms. Phelps: So we wet their appetite again telling them what it was, and then we went on to well you know what it is but how are we gonna get there? So we talked about ROAR expectations and class room procedures. Giving them the handouts of what it was gonna look like and the classroom procedures, and this is something that they went back through their PLC groups and their teams, and they kind of organized because again what we needed was, we needed consistency.

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Ms. Phelps: I didn't need my math teacher to do things totally different than my English teacher, because after all I had 1,500 bears running around going good cop, bad cop and saying well Mrs. Jones lets me do this but Mr. Smith doesn't let me do that. So we had the teachers come up with it, so when a student goes from room to room, from English, to math, to science, to social studies, to PE, to chorus, to art things are basically the same so they can count on it okay.

Ms. Groanson: And those are posted, those charts are required to be posted in each of our rooms, we go back and look at teacher evaluation one of the things is always learning environment. That's one of the ways we address learning environment in our school is that a child can look up on the wall and if they don't remember or you're trying to cue them to a behavior you can point to that, and some of the teachers blow them up really large, sometimes they have them in a handout in the front of their binder. If they have their procedures from their classroom, but it's a great chart that we use so that everyone is on literally on the same page, and if you can't read this I mean it's just basic stuff, the stuff that you really want them to do, come in, get settled.

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Ms. Groanson: When you work alone, when you work in a group, you know, all those different and when I'm talking to you how are you supposed to act the very basic categories.

Ms. Phelps: And then we talked about recognition, because after all our little middle schoolers need recognition, and we find out that they need it right away, okay. So we came up with bear bucks, because what we had was we had a variety of systems throughout the school. I had four teams per grade level, and my electives and my PE, and everybody was doing something different. All right, so now we did it school wide, everybody had a bear bucks, we made them for the, for the teachers to hand out. We told them how it was gonna work, and that's kind of what it looks like, and then guess what? The teachers, the team teachers had stores, they had not only bear stores that they can go to and redeem their bear bucks, but they also did like silent auctions for prizes and some of them even take fieldtrips, after school field trips off campus.

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Ms. Phelps: Based on how many bear bucks you have.

Ms. Groanson: And you have to imagine this can be like a school currently, okay if you do how as much or as little as you want to do. You don't have to do a team store, but you could, but these are the things that we walk around with in our pockets, or in our little name plates, you know, we put them behind our name badges. And when we see kids doing things that deserve that instant recognition, the times that you really just want to commend a child you hand them a bear buck, okay and those are, and we have them

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all throughout the school, in every work room, in the mail room, just so that can be an instant piece of feedback for a student who is caught doing something good. And it's accompanied with a quick statement of, thank you for walking in the hallways so quietly. I appreciate that. You know, or thank you for helping that substitute teacher find their classroom, I appreciated that. With a quick sentence to let them know why did you get this bear buck, and it reinforces that positive behavior on the spot.

Ms. Phelps: And then we also included our big ROAR, those were for the kids that went above and beyond. And that's announced every week on Fridays with the principal on the announcements, and given a little bit of recognition, and those kids are really feeling extra special.

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Ms. Phelps: And that's what is done, and again I'm gonna say that this we did electronically, so we made it as easy as possible for our teachers. The bear bucks are in their mailboxes, this is done electronically, all you have to do is fill it out and send it in in, so it was easy. It wasn't one more thing for them to have to do.

Ms. Groanson: And the, the student gets a copy of the big ROAR, and it has the name of the person who identified them for this honor. So it does help to build a bridge with other people in your staff even if the student doesn't know them. We have some part time clerical folks who work in our school assisting in the cafeteria and the main office, they can write up students. And so sometimes kids will get things for picking up trash in the cafeteria, but it's not from a classroom teacher. It's from another member of our team at the school, and so the students keep those and then they get a certificate that goes along with it. And it really is just a nice little recognition for something that was above and beyond.

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Ms. Phelps: And then we knew we needed to work on tier one strategies, okay so we kind of pulled out one of, some of the newer ones, but we want our teachers, you know, basically success is relationships. Getting to know your students, and so that's what we found out. So we had a student interest in learning inventories that were done by the English department and shared throughout, so the kids could also discover what kind of learner am I? and what are my interests? And things like that. Okay we had parking lot which was a wild improvement, this was huge one of my science teachers would constantly call us up and if a child got maybe a 74 and it went to a 76 on the next quiz they got a little thing to put out and they could put it up on the wall of improvement. Didn't have to be a straight A, it was just improvement. And she would often ask the administrators to come in and I would walk in and say, oh what's the news today guys? And they would tell us what the class percentage of increase was, and what their increase was.

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Ms. Phelps: But it was just those small steps, and again it was really important to catch those kids in the middle, and that's what all of this does. The ROAR, the ROAR, bear bucks, the big ROAR, the bear bucks and all of these other little strategies it helps catch us those kids in the middle and boost them up.

Ms. Groanson: And remember these are all tier one strategies, so we're talking about this is the bottom of your pyramid where you're thinking about the things that apply to all of our students in the school, that everybody is gonna benefit from whether your top honors gifted or your low, struggling, at risk student. All of these kids can benefit from these strategies.

Ms. Phelps: And give me five, well this is pretty impressive, at least I'm impressed, maybe simple things amuse me, but I can with my hand 300 eighth graders in the cafeteria and I can go like this, and by the time I count to five eyes are on me, ears are open, ears are listening, no movement, no communication verbal or non-verbal and it's silent.

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Ms. Phelps: That's not what it was back in 2007. I can guarantee it.

Ms. Groanson: It is every assembly is that way, and it's a point of pride for me when we have students involved in back to school night, or anything like that and I stand up to start speaking to welcome the parents, and if there are kids in the room and I raise my hand the kids are like that, hands up, eyes on the speaker and it silences them and then the parents look around and they go what just happened. And I tease my parents and I teach them, and I say when Ms. Groanson gets up right she's gotta talk to you before you meet all the teachers, I need everybody quiet. And there is none of that time where you lose the recognition time of kids getting settled, and listening, it's just gone. It's amazing when everybody is doing it, it happens.

Ms. Phelps: And again that's the consistency, cause that started out in the classrooms, and we make sure that it happens in all the other areas. Okay, and private redirection in class meetings, well that's something that we provided as well.

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Ms. Phelps: But you know, I guess one thing I needed to say it really became apparently to some of my teachers, I'm sure I don't know, I'm pretty old but I remember having [Ms. Paryn ?] my sixth grade teacher say Jeanean be quiet in front of all my peers. And we kind of almost said to the teachers, you know, just think about this would you want me to call you out in the faculty meeting for using your phone while I'm talking? Okay, I think that message really hit hard, but we really talked about private redirection, public praise, and we allowed, we set up times for all of this to happen during class meetings. So it wasn't taken out of their academic time, and we could be sure that it was happening, consistency school wide.

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Ms. Groanson: Right teaching some of the ROAR behaviors though what we call den time, again cause we're bears right? For those of you who work with a schedule of a day, imagine your day took four minutes off of each period, seven minutes off of each of our blocks, we made like a little chunk about 30 minutes at the beginning of the day and we call it our den time.

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Ms. Groanson: We do it once a month, and we hand the teachers pre-packaged lessons to go over these things that we needed to teach the kids. All right, so they, we actually, the teachers wrote lessons for them with the handouts, our PBIS committee, and then we handed them to the teachers and we said, during your class meetings this is what you need to teach. This is how you need to teach it, and it took one thing off of their plate so they didn't have to come up with what do you mean you're, I don't know what you mean? How do I teach them to ROAR? What am I supposed to do? No they got everything scripted out like a really good lesson plan, intro, this is your activity, hands on this is your closure, and then that's what we mean by a class meeting. We teach them exactly how they need to you know, when an adult raises their hand in the room show me what you do, they do it. And now they've practiced it.

Ms. Phelps: And by doing the uniform lessons school wide we also reinforce that consistency that everybody wanted, okay. And of course positive, positive parent communication is all part of it.

Ms. Groanson: And we made a tri-fold a brochure, one of the things you might want to think about is how you market this, this information to parents.

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Ms. Groanson: We made a color tri-fold brochure, you can do it however you want, but we took all those important elements from our PBIS information and we packaged them in parent friendly language. So that the parents who maybe do not have an education background can understand this is what we expect from your students. This is what we believe in, and it's framed in a very positive way that we're gonna get everyone doing the things the bear way, okay the Bailey Bridge way, whatever you want to call it for you school. But it's a piece of good marketing for those parents to see that we're all doing the same thing within our school building.

Ms. Phelps: And as administrators we also took time, and we had grade level meetings, we did it consistently and we also introduced it back to school nights. So it was really, it was a very important part of our language as well.

Ms. Groanson: And rising sixth grader night also are a big piece for those of you at the middle school level, or those of you at high school, those transition years to know how they're changing things.

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Ms. Phelps: Okay, and then the benefits obviously was the positive classroom atmosphere.

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Ms. Phelps: And increased time on task with increased academic success time, and this is just an example of a bigger example of some of our, our ROAR chart, our hallway expectations. We have cafeteria, bus, library, and they're posted throughout the whole school. Transition, there is the one for assemblies, okay.

Ms. Groanson: And we review those, a good point to make about the assembly instructions is because we have a common language we don't have to remind teachers to remind their kids exactly how to act in an assembly. We just say, don't forget we have our guest speaker tomorrow, please review your ROAR expectation with your students. The teachers know, oh this is what they want from me, the kids know, oh she's gonna take down the chart and remind me before I enter the auditorium the four behaviors I need to show.

Ms. Phelps: Yep that's good, all right so there we are. We had our frustrated Bears, now we're all talking the same language, same definitions which was real important.

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Ms. Phelps: And practicing the same procedures, this is just an example of the give me five, the prompts that we used we realized that you know, kids don't listen when you're talking. But they do see you and they do respond to prompts and certain cues, and if we were all doing it the same they all knew what we meant. And this was a surprise tact actually, Ms. Lamm came in and she said, how is it going? And I said, I don't know why don't you walk into that classroom? And I put my hand up and that was response, she took a picture and there we go, so we changed our behaviors and the result was the students changed their behaviors.

Ms. Groanson: That's another example of the chart we can skip past that.

Ms. Phelps: Another example, and it goes all the way down to our, all of our kids, this is an example of a ROAR kind of for our special Ed., exceptional education children.

Ms. Groanson: Our MOID, we are a center for our students who have moderately, moderately intellectual disabilities, and so this a modification of the school wide chart with visual cues for those learners who aren't able to take in all the words on our normal charts that we have.

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Ms. Phelps: Okay, and the next thing we came through, remember we worked on just that, that's all we worked on. We went back and we reflected, we gathered our data, we

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listened to our teachers at the end of that year, and we decided okay so what's next. And again we did it one step at a time. Okay.

Ms. Groanson: And we did do some reflection in there we do wanna, one of the things that I think was a success for us was not only were teachers leading this initiative, they were implementing it by teaching it. They were designing lessons for each other, which they know what they want to teach and what they don't, and then we listened to their feedback. Because we had to find out through surveys, though coaching chats with them via team meetings what worked, what didn't, what do we need to re-teach, right just like a good classroom teacher, what do I need to reteach that you didn't get the first time? When are we ready to move on to the next level, and that's what this is in 2011.

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Ms. Phelps: And what we heard at that point was that students need self-management and problem solving skills. We were still having a little bit of a problem with classroom disruptions, and drama. Imagine that, drama in middle school, I was surprised.

Ms. Groanson: No drama.

Ms. Phelps: So our group and they are very dedicated group went back to the drawing board, and we came up with a traffic light and it was very simply done. This is so simple, okay, and this is a poster that's hanging in every single classroom, and the class is supposed to be on green. We're moving, we're educating, oh, uh oh we might have to slow down for a little issue that you might have, a little yellow. But I'm not gonna stop what I'm doing right now because we're in the middle of a lesson, but what I'm going to invite you to do is I'm gonna invite you to step over here and go to that, go to that table, go to that desk and fill out a little ticket.

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Ms. Phelps: Ticket to talk, and what I'm gonna promise you is that when you fill out that ticket to talk, you get it out of your system, then when you come on back to the class and I promise you I will help you with that when it's an appropriate time. Okay, my teachers were skeptical, but you know what? It worked. Even for middle school, it's not that immature. It's not for elementary only, okay. And then of course we do have the red light, which is 911 call Ms. Phelps. Okay, but all in all it has worked. Could we improve it? Certainly. Will we? Absolutely. Okay, but it was a good step, and the kids know if I've got a problem I'm not gonna stop instruction and the teacher knows I'm not gonna stop instruction for Johnnie, or Susie. We're gonna keep moving, and then when it's an appropriate time we're gonna solve you problem. And it's a good lifelong skill for them.

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Ms. Phelps: Okay so then we came up with which students are in need of some additional targeted support? Okay, and that's when we came up with check-in check-

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out. Now we're ready to go to something really substantial in tier two, took us a while to get there cause we're just building tier one. We're not gonna jump ahead.

Ms. Groanson: And you probably don't have any of these students who need more intensive levels of support, not at your schools. At our school we needed this so we're talking about those students that are not responding to the things that we do for every one in the school, tier one is all about what we do for everyone, you're moving up your tier to tier two. And it's what are those things that a certain percentage of your population needs, it's not everyone, okay. This is just a targeted group.

Ms. Phelps: And so our group went back to the board and then we introduced this. We had a manual, we had set procedures okay for our teachers to follow. Cause we found out that they need that consistency. We introduced it, and we talked about--

Ms. Groanson: I think you have to click to get the words, this is a Gobi Bear, okay believe it or not I mean I literally have used every bear name in this school.

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Ms. Groanson: Okay we got pandas, and koalas, some things that aren't even bears, we got a team called the barons, okay that's how far we ran out of bear names. Grizzlies, and Kodiaks, and sun bears and all these bears, so we needed a name for these folks and so we said this targeted group of kids we're doing our little Google searching, right we're doing our we quest, and we find the Gobi Bear who is part of the Gobi Desert. And so it had this great name, Gobi a bear, [Gobi ROAR ?] and we loved the name, but these were the words that were associated with this type of bear. Illusive, vulnerable, right my motto on my website on my phone everywhere it's, it's a great day to be a bear. Right, every day is a great day to be a bear at my school, and so this was our joke with our, with the staff, this was the student that we're talking about, right? This is a Gobi bear student, he's vulnerable, he's at risk, he does not think it's a good day to be a bear. All right, and so these are the kids we're talking about targeting for check-in and check-out, again real fast tier two this is, when I think of my school of 1,500 students I'm talking less than 18 kids.

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Ms. Groanson: Right, six per grade level, and we're looking for a pattern of behaviors, teachers are able to talk as a team, bring forth the names of students to us that they're concerned about. They fill out a referral form and then we have a Gobi ROAR committee, which is made up of people on the PBIS team, who then evaluate whether or not this student should be in this targeted program. And that's the referral that we use, it's hard to see but basically it goes down and it talks about what are the problems that you're seeing, what are the things that you have done in the classroom or as a team to target the students' behaviors? And then you, they have to identify what is their primary area of concern, and this year so far with our Gobis there has been different things. There is the child who doesn't talk to anyone, he's been there four years now and I'm

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not sure that I've heard him say ten words, literally in an office with you alone or in a large group the kid doesn't talk. His concerns were totally different from the child that we can't stop talking, and saying inappropriate things all day long to every person, adult or child that he sees.

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Ms. Groanson: Those are two different kids but they're both Gobi bears because they have different needs, and we've tried different things with both of them.

Ms. Phelps: One of the things about this referral form is that it really allowed the teachers and the teams to get together and kind of reflect on what they were doing. And to be perfectly honest we've had more referral forms filled out, but when they've gone through their strategies I thought, oh well so and so is doing that it and it works for him, or her. So why don't I try that, so we haven't had as many referrals as we thought we would, okay. And there is, there is the check card for the little Gobi guy.

Ms. Groanson: And this is how we gather data, because remember all of these decision in PBIS should be data driven, what are, what's the information that you have as classroom teachers, or as administrators to work from? And so we have the teachers actually chart out this Gobi ROAR, it's an evaluation and the student can either get a two, a one, or a zero. All right, and a two means that they really did a, that they had a great day, right ones I'm kind of working on it, zeros, oh we didn't really make the mark on that and then we actually mathematically calculate the scores that they receive over a period of a week for those students.

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Ms. Groanson: And then that's how we make some determinations about whether or not they're, they're right for the program.

Ms. Phelps: Okay, so what we have here is--

Ms. Groanson: Frustrated teachers.

Ms. Phelps: --frustrated teacher.

Ms. Groanson: With, plus the Gobi bear, their sad little bear.

Ms. Phelps: Not a good day to be a bear.

Ms. Groanson: No, plus they do their Gobi ROAR evaluation, they do their check-in, check-out evaluation, and they're gonna equal a kid who just loves school, and loves coming to school and loves being a bear. And then all the students will be all in perfect little rows learning, and everything will be wonderful. So that's what we were explaining to the teachers, our goal of course student instruction, student achievement is at the

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heart of this. Getting the kids back on task because if you got one bear that's going crazy the other bears aren't learning cause the teacher is dealing with that child all the time.

Ms. Phelps: So we need to look a little bit more into what students are in need of as targeted support, and that's when we started to use our data dashboard.

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Ms. Groanson: And data really is the part, that's where we are now, that's what we're moving to, we're making those decisions based on data. Operation Graduation is just a catch phrase that we use in our district for targeting students to get them to an on time graduation rate, for those of you with a high school level. And we refined those processes, we had to work in conjunction with our IT department, and again given the size of your school district you might be the IT department, okay I don't know. But we have a department of folks in Chesterfield who work with us, who helped us with this.

Ms. Phelps: Okay so we matched our interventions with what we were looking for, and it was able to come up with a way that we could monitor our student progress. Okay, and this is all done electronically, and I don't have to do anything. All I have to do is push a button and our computers just you know, the system all kind of merges all this information together and it tells us where the child is, and we put some assessed values on there of grades, along with discipline, along with whether the child had been retained.

01:06:05

Ms. Phelps: And we can change those, and it's done now for the whole county.

Ms. Groanson: This would be if you had someone, all this dumps in from our report card system. Right our student database is called [StarBase ?] it dumps into this big pot, we press a button, a report comes up and it says here is all your Bears Ms. Groanson that meet these criteria. And it's that they've been retained a grade level, that they failed five or more classes, that they have perhaps an IEP in place. You, we set the ideas, but if you don't have access to this this can be done through Excel. All you have to do is put in your information, or into another program that you prefer to use, where you dump your student data in there and then you decide what are the, the flags that you want to put on it based on your needs? Maybe yours is attendance, maybe yours is number of disciplinary referrals, maybe yours is not passing an SOL test. You determine what data you want to do to monitor these students.

Ms. Phelps: Right, I went ahead and ranked the students then I can click on a student ID number and I can get the history for that child for the last three years including his SOL scores, DRAs etc. and attendance.

01:07:07

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Ms. Phelps: Which is all vital information, and what we did then with it basically is we came up with what the interventions were that we were looking at. But what were we doing now? What, I mean I'm sorry what the data was, but now what our interventions were. So we looked at whether it was a conference, did we have a conference with that child? How involved were they academically and so, and with external off, external time?

Ms. Groanson: Right, right, external resources much like what you guys are talking about when you're identifying your resources we just had the conversation. Counselors and administrators what are the options that a kid could get at our school? Team conference, parent conference, all these things and then we said have we done anything for them? And again it goes back to that conversation and figuring out what is actually the problem with the student? If you get to the point where you've identified a student who is failing, not school, and is having behavior problems and you can't check a single box that anybody has done an intervention well that's your answer.

01:08:01

Ms. Groanson: I mean that's not anything rocket science right there. I mean you just have to say, what are the things that we need to do first for this child? We haven't done any interventions to reach Billy.

Ms. Phelps: And so when we have our meetings which are every four weeks, and sometimes even more frequently with our team, we come up with our what are we gonna do, our plan of action? And our notes, and that's just kind of a, a blow up of what it is, so for this child we're gonna, we're just gonna monitor them, or maybe they were a hand picked schedule and they're gonna be a Gobi now. So just different interventions for each child, but this gives us a record so all of us can go back to it. And we can determine the next four weeks, is it working or isn't work? What else do we need to do? So it's an ongoing process. And just to give you an idea--

Ms. Groanson: I think this is just something really quick, again remember part of this is you want the faculty to understand as a group that all of this is gonna make a meaningful impact on behavior. But we know that you can't just throw something into a school and expect it to be a magic pill.

01:09:01

Ms. Groanson: It's not gonna happen that way. So again what we try to do is to go back to data and make those decisions, are we seeing changes in their behaviors? Are things progressing? If you look at that blue line, all right these children are my current eighth graders. I was their sixth grade administrator for all of that blue line, I want you to see this is how my life progressed. I was appointed as the principal in March while I was still managing the sixth grade, I had to know, I knew I was gonna become the principal at the end of the year. I was doing the master schedule, I had 500 of the craziest little sixth grade bears you've ever seen, god bless their hearts okay, and this is what happened

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with my Spring. So you see Ms. Groanson lost her mind, and all the children had discipline in that little bar and it goes up and up and up until May, and then we didn't even do one for June, right. The chart could not have held it, all right. There is not a, there are not enough horizontal lines to, to show what happened to me in June.

Ms. Phelps: And that's the number of incidents that she took care of so that means that they got a consequence of one thing or another.

01:10:00

Ms. Groanson: And it may be the same ten kids plucking my nerves right over the course of a three month period, but god bless their hearts they're so sweet. So my little bears this is what happened to them okay. And then I got some real administrators, Ms. Phelps and Dr. Fox who ran it, look what happened, that's the red line. So we showed them when these kids progressed on to seventh grade, right Dr. Fox and Ms. Phelps fixed these children. They became better students at the school, and they've moved with them. These two administrators have moved with these little bears to the next grade level, and now you see where their discipline is. And we share this every single month with our staff, broken down by grade level, by exceptional education student, by minority student categories and we show them where our targets should be. Not that we have a threshold that they need to get to, but more of letting them know do we need to have some cultural competency awareness, right if our minority student population referrals are way high, and our Caucasian student referrals are way low that might be a gap. But we keep giving this data back to the teachers so that they are aware of how things are going, but we have see over the course of the time that this has been implemented a decrease in number of incidents.

01:11:05

Ms. Groanson: Which means the number of referrals that require a consequence in the school.

Ms. Phelps: And these children mind you have had, had the ROAR program for the three years, PBIS.

Ms. Groanson: This is our first group to have it all three years.

Ms. Phelps: So in summary I guess I would leave you with three things if you're gonna go on this adventure is to one, just remember it's a process. Number two, one step at a time. And number three, it's a teacher, it should be teacher driven because it's really teacher change. it's not about that bear buck that you hand, and all of a sudden it's gonna wave a wand and make that child perfect. It's a cultural change within your school, so I give you those three things. But I would tell you go ahead and step out and try it, because from 2007 to 2013 totally different bear world at our school. Thank you.

Ms. Groanson: So thank you. [Applause.]

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01:12:00

Ms. Lamm: Thank you both very much for sharing out, and you, and we can, they were trying to give you the soup to nuts, this is kind of the whole picture of where they've gone. So the other schools that are sharing out will be giving sort of little brief window, snapshots and so thank you for kind of taking the reigns and giving us the, the big picture through the whole thing. We are about to, Sophia is about to play some dancing music for you to take a little break and get a little movement .but right before you go what I'd like you to do is turn to page 29. This is your take away notes, and we'd like you to take away, put down your take-aways from what you heard from Bailey Bridge. We want you to do that for Dale City next right after the break when you hear from them. From Meadowbrook and from Byrd High School. So please put down one take away that you got from what you heard just now. Write down one take away, that's your ticket to leave before you can get yourself up and dance your little bodies out of here, and I believe there are cookies right is that true?

01:13:03

Ms. Lamm: Cookies, yes okay Susie is saying, giving me the sign, so write down one take away and do you want to take it away with the music Sophia?

Ms. Farmer: Before you go also if you have questions or need a slide, there you go I'm not sure why that's not playing. No. [Music] Here he comes....

01:14:00

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