



*A Multi-Tiered
System of Supports*

MULTI-TIERED SYSTEMS CHANGE: IMPLEMENTATION, SUSTAINABILITY, PROBLEM SOLVING AND EVIDENCE-BASED INTERVENTIONS

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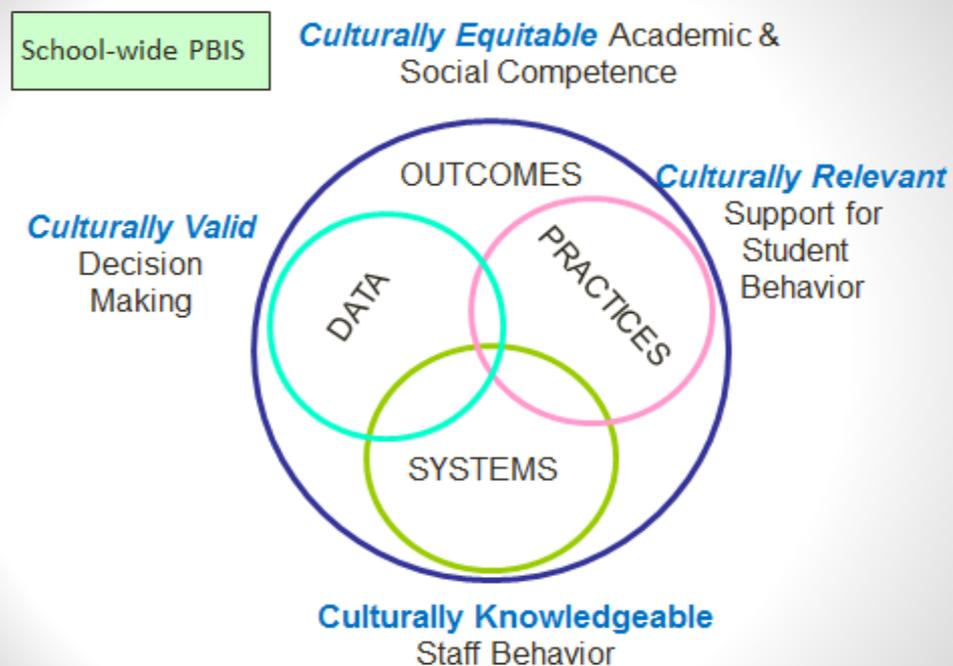
Goals

- Discuss a systems approach to sustainability
- Describe the contribution of implementation science to understanding systems
- Describe what we know about components necessary for sustainability
- Describe how we use problems-solving to address systems issues
- Describe how we can use all of this knowledge to apply evidence-based practices that sustain



Basic Message

- When building **Interventions and Strategies** consider not just initial effectiveness but **sustainability** and large-scale **dissemination**.



Formula for Success

WHAT
Effective
Innovations



HOW & WHO
Effective
Implementation

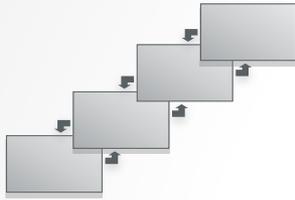


WHY
Educationally
Significant
Outcomes



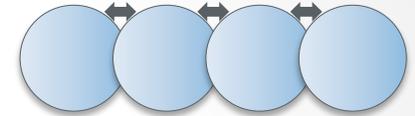
Implementation Science Frameworks

WHO



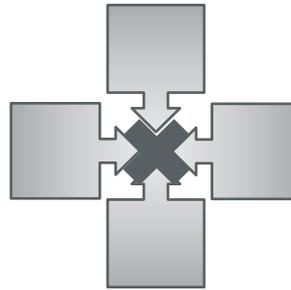
Teams

WHEN



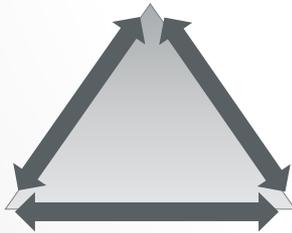
Stages

WHAT



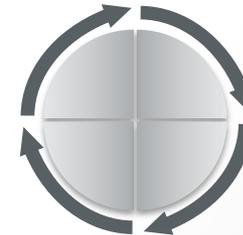
Interventions

HOW



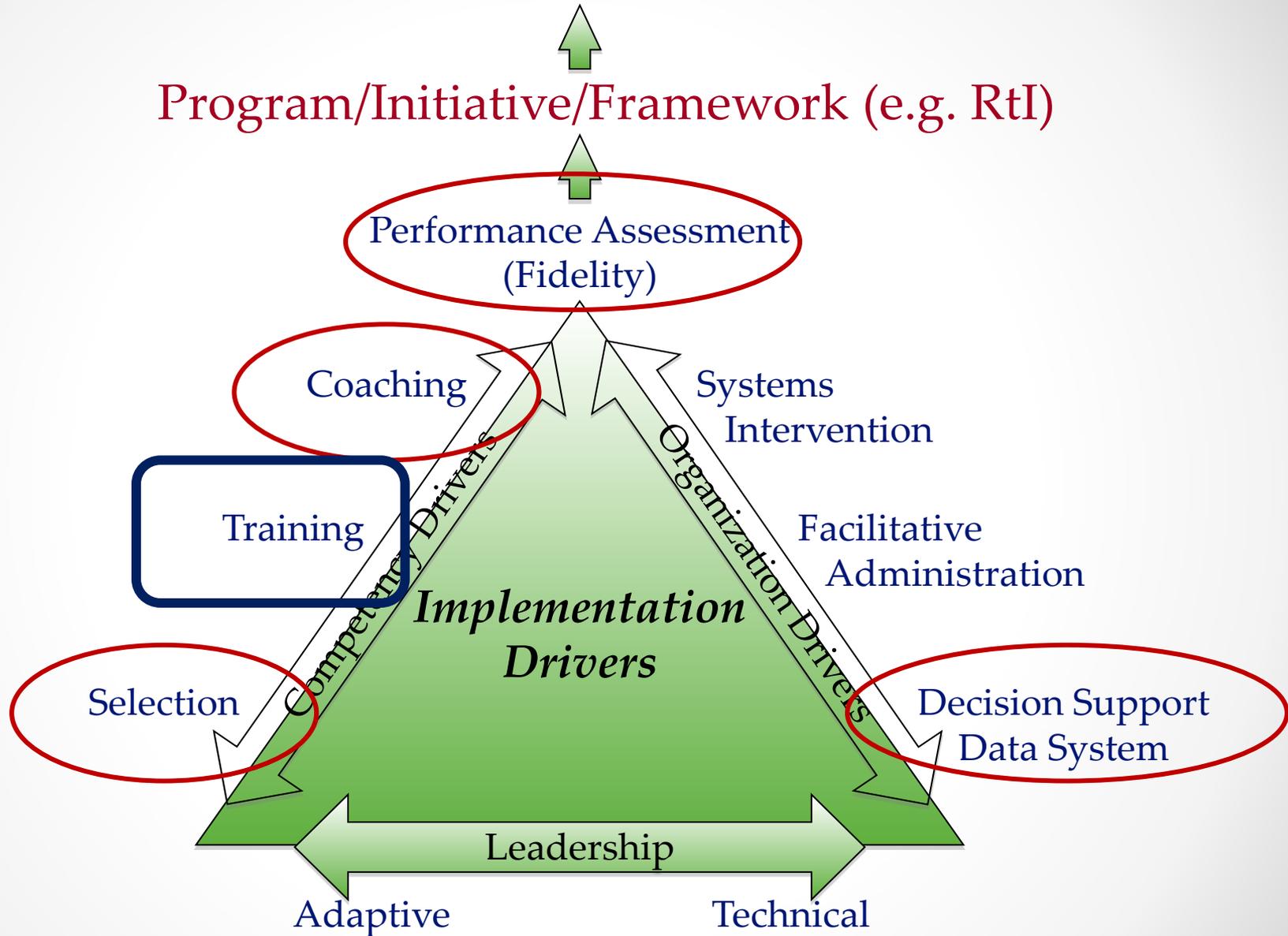
Drivers

HOW



Cycles

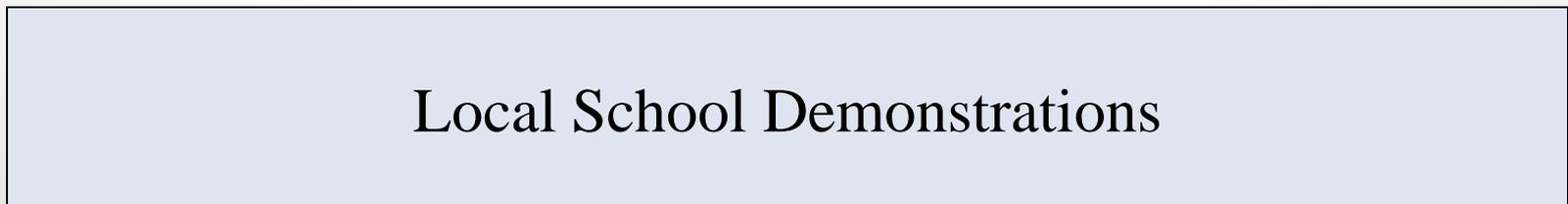
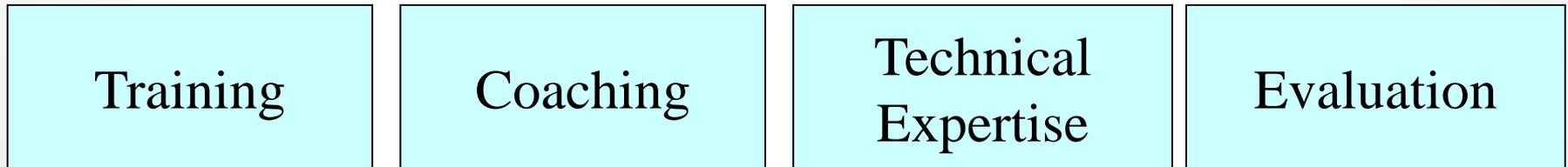
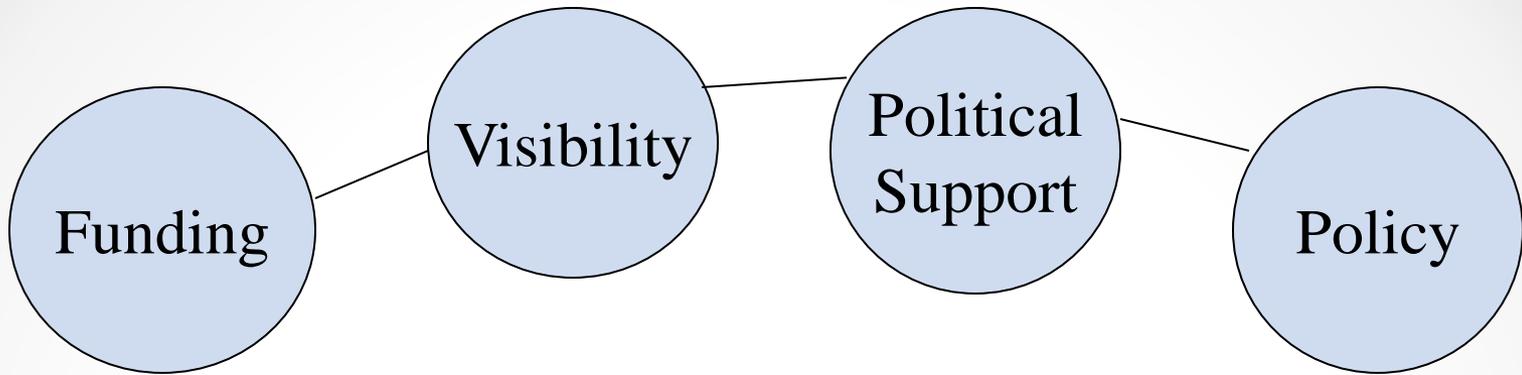
Successful Student Outcomes



Stages of Implementation

Steve Goodman

Focus	Stage	Description
 <p>Should we do it!</p>	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
 <p>Work to do it right!</p>	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
 <p>Work to do it better!</p>	Full Implementation	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.



Scaling up School-wide Positive Behavioral Interventions and Supports: The Experiences of Seven States with Documented Success

Rob Horner, Don Kincaid, George Sugai, Tim Lewis, Lucille Eber, Susan Barrett,
Celeste Rossetto Dickey, Mary Richter, Erin Sullivan, Cyndi Boezio, Nancy Johnson, (2014), JPBI

	Exploration	Installation	Initial Imp	Full Imp
Leadership Team				
Funding				
Visibility				
Political Support				
Policy				
Training				
Coaching				
Expertise				
Evaluation				
Demos				

Interviews and Data Reviews with the PBIS implementers from Seven States that had at least 500 schools using PBIS.

	Exploration and Adoption	Installation	Initial Implementation	Full Implementation	Innovation and sustainability
Leadership Team (coordination)	<p>Do you have a state leadership team?</p> <p>If you do, how was your first leadership team developed?</p> <p>Who were members?</p> <p>Who supported/lead the team through the exploration process?</p> <p>Was any sort of self-assessment completed (e.g. the PBIS Implementation Blueprint Assessment)?</p> <p>What was the role of State agency personnel in the exploration phase?</p>	<p>What were critical issues that confronted the team as it began to install systems changes?</p>	<p>What were specific activities the team did to ensure success of the initial implementation efforts?</p>	<p>Did the team change personnel or functioning as the # of schools/districts increased?</p>	<p>What has the Leadership team done to insure sustainability?</p> <p>In what areas is the State “innovating” and contributing to the research and practice of PBIS (e.g. linking PBIS with literacy or math)?</p>

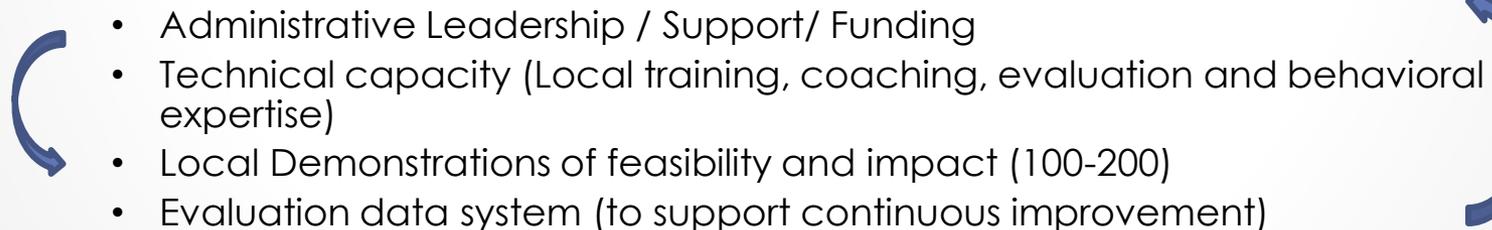
Lessons Learned: Moving from 10% to 40%

- **Multiple approaches to achieving scaled implementation**

- Colorado: Started with Leadership Team
- Illinois: Started with Leadership Advocates and built team only after implementation expanded.
- Missouri: Strong initial demonstrations led to strong state support

- **All states began with small “demonstrations”** that documented the feasibility and impact of SWPBIS.

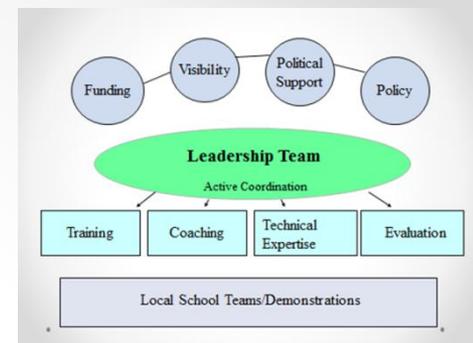
- **Only when states reached 100-200 demonstrations did scaling occur. Four core features needed for scaling:**

- Administrative Leadership / Support/ Funding
 - Technical capacity (Local training, coaching, evaluation and behavioral expertise)
 - Local Demonstrations of feasibility and impact (100-200)
 - Evaluation data system (to support continuous improvement)
- 

- **Essential role of Data:** Fidelity data AND Outcome data



Districts



- **Coherent District Policy**

- Social behavior and academics are a **priority** in district improvement plan
- District commitment to **selecting practices** that are evidence-based
- District process for **aligning multiple initiatives**.

- **Evaluation Capacity**

- Data systems that inform decision-making and provide policy feedback
- ** **Fidelity and Impact**

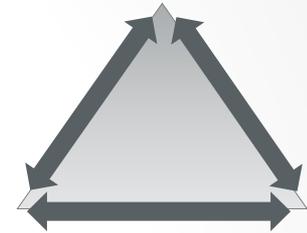
- **Recruitment, Hiring, Evaluation**

- “Preference will be given to individuals with knowledge and experience in implementation of multi-tiered academic and behavior supports.”

Districts

- **Annual Faculty/Staff Orientation**
 - Defines PBIS as a priority
 - Defines what to expect in a school using PBIS.
 - 30-60 min of annual orientation
- **Professional Development (Training)**
 - PD is always tied to core improvement goals
 - PD typically involves distributed training (multiple events)
 - PD is always linked to on-site coaching.
 - PD is always linked to fidelity measure
- **Coaching**
 - *Coaching capacity is critical*
 - *May have multiple ways of doing coaching*
 - *Systems coaching vs instructional coaching*

HOW

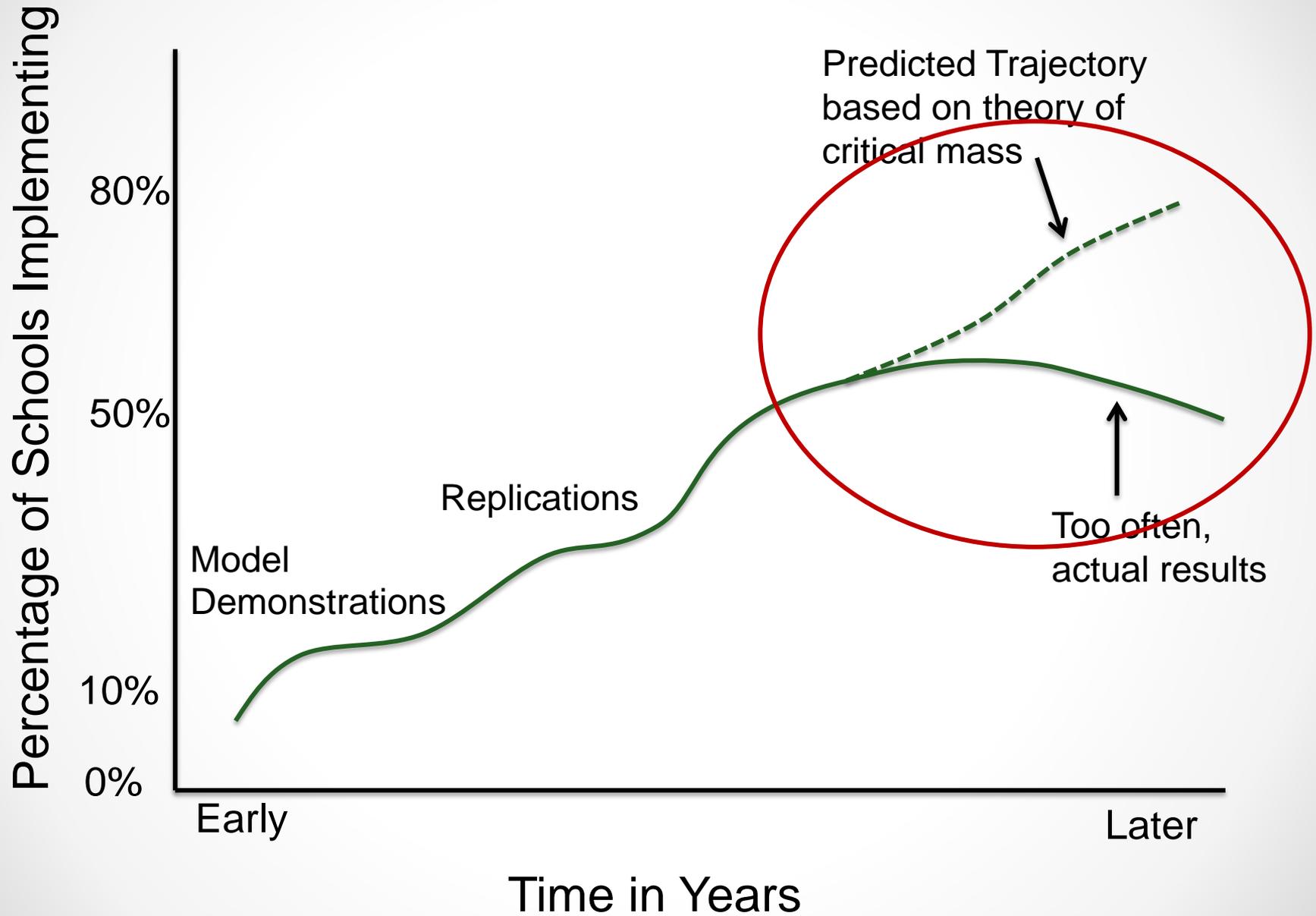


Drivers

Moving from 40% to 80%

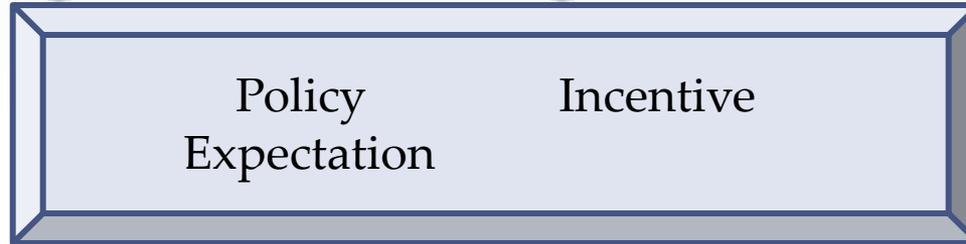
- **Implement with Depth**
 - Tier I through “classroom”
 - Establish data systems (BOTH data collection and data use)
 - Tiers II and III
- **Embed and Adapt (with consistent core)**
 - Presence at decision points (which are not always well defined)
 - Make innovation relevant to current target areas
 - Support new strategies to achieve core features.

NOTE: The key to effective adaptation is regular measurement of fidelity



Compression Implementation

Technical Assistance Capacity



Network of Trainers

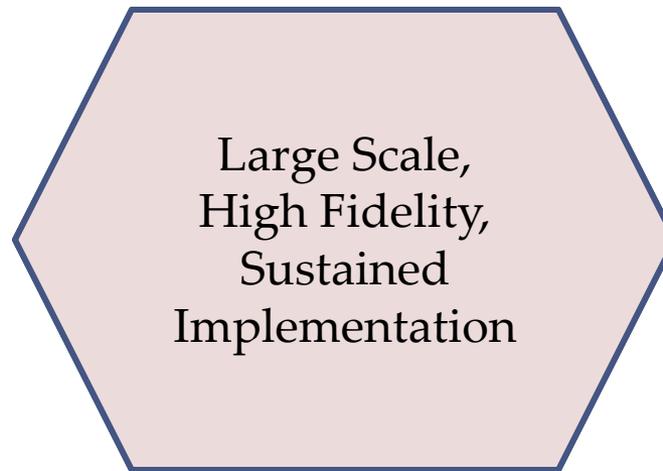
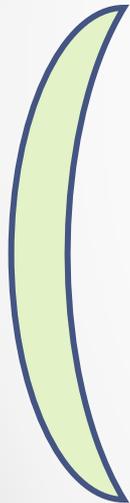
Fidelity Measure

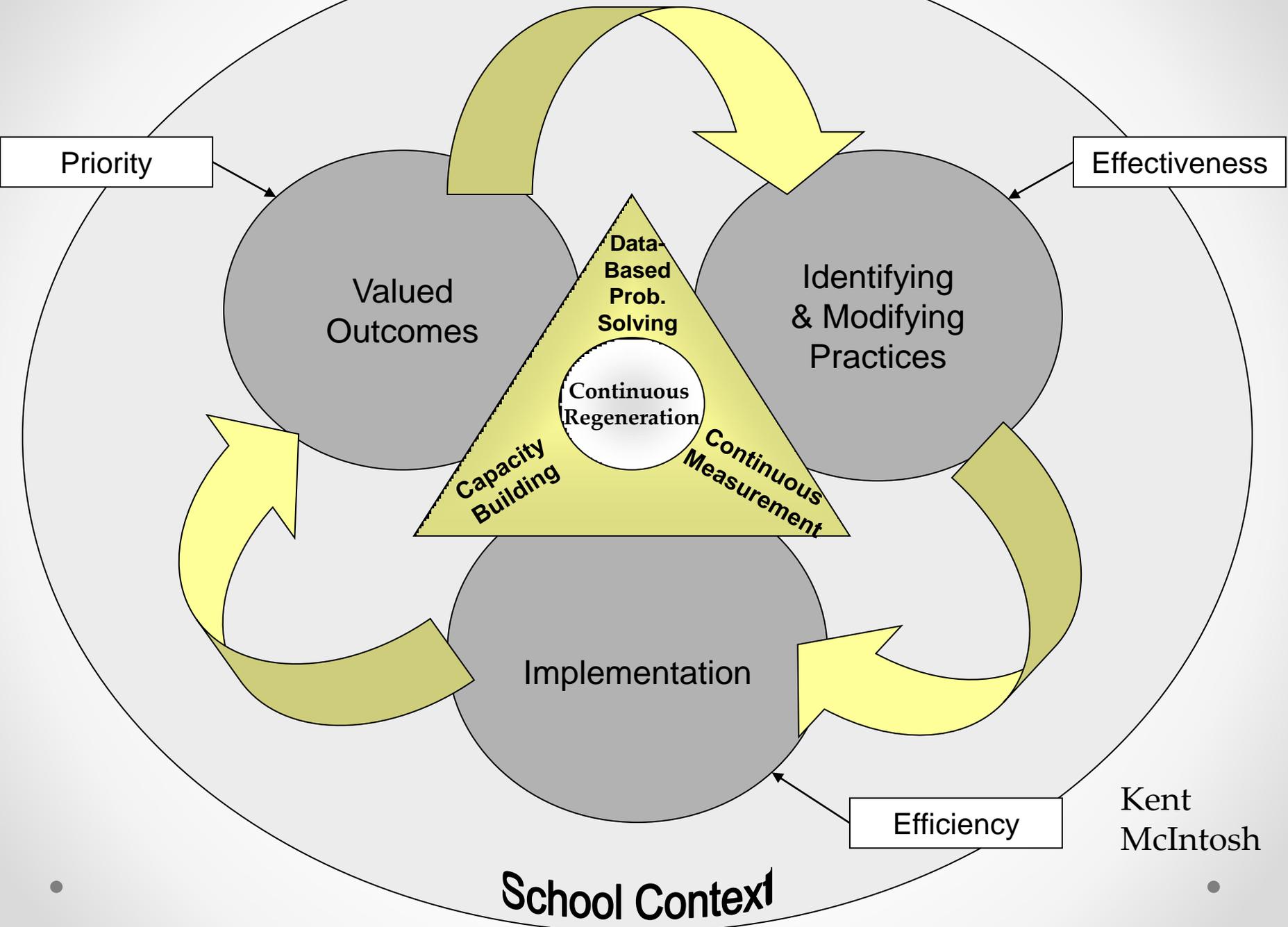
Coaching Network

Outcome Measures

Alignment Protocols

Defined roles at all levels of system





No “Tipping Point”

- 0-10%: Start with Demonstrations
 - Select evidence-based interventions
 - Define systems as well as strategies
 - Document feasibility and impact
- 10-40%: Build capacity to improve efficiency
 - Improve speed and cost to implement
 - Local trainers, coaches, technical expertise, evaluation
 - Expand range of valued outcomes
- 40%-80%: Scale to Level of Systems Change
 - Adequate technical assistance capacity
 - Alignment strategy
 - Formal presence within decision-making at state level
 - Emphasis on systems (school, district, region, state)
 - Data, data, data, data

Summary

- Select interventions with both evidence of impact, and evidence of efficiency
- Build systems to support
- Build
- Build
- Collect and analyze efficiency and impact data to build political support.
- Getting from 40-80% requires establishing broader political purpose and formal system for alignment with new and competing initiatives.

Questions, Comments, Insights



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CRITICAL COMPONENTS FOR SUSTAINABILITY



Sustainability



- Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009)

Memo to staff...



In keeping with the new state initiative, this fall we will be implementing an exciting new district initiative of SNI in place of LYI. All Pro-D days previously scheduled for LYI will be rescheduled as staff development for SNI. The \$500 for release time and materials for LYI will be discontinued and provided instead for SNI. By the way, you will need to create local SNI teams that meet weekly. The former members of your LYI team would be perfect for this new team. Your new SNI binders will be coming next week. Have a great year!!!

Research on Sustainability of PBIS



- Importance of committed leadership, effective team, school buy-in (Kincaid, Childs, Blasé, Wallace, 2007)
- Difference between schools that implement and sustain: problem-solving (Kincaid, et al)
- Perceptions of critical features for sustainability (McIntosh, Predy, Hume, Turri, & Mathews, 2014)
- Enhancing support for practices (McIntosh, Kelm, & Canizal Delabra, under review)
- Events leading to long-term sustainability (Andreou, McIntosh, Ross, & Kahn, under review)
- Predictors of sustainability (McIntosh et al., 2013; in press)

Literature on Sustainability



- School administrator support
- Effective teaming
- Faculty buy-in
- Use of problem-solving
- Operational barriers
- Systems barriers
- Not enough resources
- Not enough time

More Critical Variables



- Continuous Teaching
- Positive Reinforcement
- SWPBIS Team Effectiveness
- Staff Ownership
- Adaptation
- Community of Practice
- Involving New Personnel
- Use of Data
- Access to External Expertise
- Maintaining Priority
- School Administrator Involvement
- Staff Turnover
- Conflict of Personal Beliefs/Mistaken Beliefs

Andreou, T. E., McIntosh, K., Ross, S. W., & Kahn, J. D. (under review). *Critical incidents in sustaining school-wide positive behavioral interventions and supports.*

Big Take Away





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COACHING FOR SYSTEMS CHANGE



Coaching for Change



- *Coaching* or *facilitation capacity* refers to a system's ability to organize personnel and resources for prompting and encouraging local school training and implementation efforts (Sugai & Horner, 2006).
- Research indicates that new strategies and interventions are not implemented with *integrity* unless a consultant (coach) is continually involved (Lewis & Newcomer, 2002).
- Effective and linked *leadership* at every level (school, district, state) is key to the success of any systemic change, and systems change staff (i.e., coaches) have full-time responsibility for *guiding implementation processes* and support on-site change *leadership teams* (Adelman & Taylor, 2007)

Bringing it all together...



- Coaching to facilitate MTSS capacity in schools and districts requires the following components:
 - 1) Problem-Solving Facilitation Skills
 - 2) Content Knowledge
 - 3) Leadership Support
 - 4) Professional Development

1) Problem-Solving Facilitation Skills



- **School-Based Consultation Activities**
 - Individual consultation
 - Small group problem-solving consultation (Gutkin & Curtis, 2008)
 - Systems-level consultation (Curtis, Castillo, & Cohen, 2008)
- **Consultation Skills**
 - Knowledge of empirically validated consultation models/approaches
 - Communication skills (i.e., questioning, listening, summarizing, paraphrasing, delivering, integrating, empathizing)
 - Interpersonal collaborative skills (i.e., relationship-building, trust, shared decision-making)
 - Knowledge and skills to effectively facilitate the 4-step problem-solving process

2) Content Knowledge



Instruction & Pedagogy

Systems Issues

Evidence-Based Practices for Academics & Behavior (Core, Supplemental, & Intensive)

Systems Change Literature & Stages of Concern

Classroom Management Strategies

Multi-Tiered Systems of Support

Intervention Resources

Best Practices in Professional Development

Curriculum & Instructional Routine

Policies & Procedures at State & District Level

Effective Teaming

Data-Based Problem-Solving & Evaluation

Treatment Acceptability, Social Validity, & Stakeholder Buy-In

3) Leadership Support



- Coaches **develop the leadership skills** of teachers and principals in order to address whole-school organizational improvement, facilitate reallocation and deployment of resources, and evaluate outcomes (Neufeld & Roper, 2003)
- **MTSS Leadership** (Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)
 - Establish a vision with a sense of urgency for change, maintain focus and deliver a consistent message over time
 - Focus on schools (districts are successful when schools are successful)
 - Create relationships with stakeholders based upon mutual respect and shared responsibility
 - Engage in expert problem solving
 - Invest in professional development

4) Professional Development



- Educators need PD to obtain skills necessary to implement any change effort (Sansosti, Telzrow, & Noltemeyer, 2008). Examples of PD required of all educators in Rtl:
 - Developing and gathering data sources
 - Interpreting data
 - Matching interventions to student need
 - Presenting intervention outcomes to others
 - Engaging in problem-solving processes
- Coaches provide one-on-one PD, PD in small groups, as well as whole-school or district/regional PD (Borman, Feger, & Kawakami, 2006)



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Problem solving



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Social Competence & Academic Achievement



Supporting
Staff
Behavior

Supporting
Decision
Making

Supporting
Student Behavior

(Center on Positive Behavioral
Interventions and Supports,
University of Oregon, 2002; Bill
Bixby, Prince William County
Schools)

PBIS Coaching Skills



- **Step 1: Problem Identification**
 - What is the problem?
- **Step 2: Problem Analysis**
 - Why is it occurring?
- **Step 3: Intervention Design**
 - What are we going to do about it?
- **Step 4: Evaluation**
 - Are the interventions working?

Data-Based
Problem Solving

Four Step Problem Solving	Function (Purpose of Step)	Small Group Planning & Problem Solving
<p>Step 1: Problem Identification</p>	<p>The function of this step is to identify the problem or goal in concrete, descriptive, behavioral, measurable terms.</p>	<p>Step 1: Establish priority; define Desired Outcome and how it will be measured.</p>
<p>Step 2: Problem Analysis</p>	<p>This step is designed to identify the reasons why the goal has not yet been achieved. Hypotheses targeting barriers to success are considered and those most likely to be impeding goal achievement are specified for further plan development.</p>	<p>Step 2: Brainstorm resources and potential obstacles/barriers Step 3: Identify one barrier and identify in behaviorally descriptive terms</p>
<p>Step 3: Intervention Design and Implementation</p>	<p>Based on verified hypotheses and/or identified barriers, comprehensive intervention plans are created with detailed direction as to what specific instruction/intervention activities will occur, including the identification of personnel to implement the instruction/intervention and the support structure for them.</p>	<p>Step 4: Brainstorm strategies to reduce or eliminate identified obstacle Step 5: Develop multiple action plans to reduce or eliminate identified obstacle; who, what, by when. Step 6: Specify follow-up plan for each action plan (verification and evaluation)</p>
<p>Step 4: Plan Evaluation (Evaluate response to intervention)</p>	<p>Plans for gathering the data necessary to determine the effectiveness of the instruction/intervention are made and rules for determination of good, questionable, or poor responses are created. Data are then collected and evaluated to inform subsequent instruction/intervention activities.</p>	<p>Step 7: Develop plan for evaluating reduction or elimination of identified obstacle REPEAT PROCESS (STEPS 3-7) FOR ALL BARRIERS IDENTIFIED IN STEP 2 AS NEEDED BASED ON STEP 8 PROGRESS. Step 8: Develop plan for evaluating progress toward achievement of desired</p>



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GUIDING QUESTIONS FOR ACADEMICS AND BEHAVIOR



Florida's Guiding Questions



Step 1 – Problem ID

- What do we expect out students to know, understand, and do as a result of instruction?
- Do our students meet or exceed these expected levels? (How sufficient is the core?)
- Are there groups for whom core is not sufficient?

Step 2 – Problem Analysis

- If the core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?

Step 3 – Plan Development and Implementation

- What strategies or interventions will be used?
- What resources are needed to support implementation of the plan?
- How will sufficiency and effectiveness of core be monitored overtime?
- How will fidelity be monitored over time?
- How will “good”, “questionable,” and “poor” responses to intervention be defined?
- What actions will be taken if students’ response data indicates a “good”, “questionable”, or “poor” response?

Step 4 – Plan Evaluation of Effectiveness

- Have planned improvements to core been effective?

Step 1: Problem Identification

Tier 1



- What do we expect our students to know, understand, and do as a result of instruction?
- Do our students meet or exceed these expected levels? (How sufficient is the core?)
- Are there groups for whom core is not sufficient?

Establishing Measurable Behavioral Expectations



- **National guidelines**
 - ~80% of students receive 0-1 office discipline referral/year
- **Established norms**
 - *National averages for ODR*
 - *School and/or district goals for attendance*
 - *District average number of ODRs, ISS and OSS by school type*
 - *Elementary, MS, HS, Alt, K-8/other*
- **School-Wide expectations**
 - *Monthly referral rate*
 - *Percent of students acknowledged for demonstrating expectations*



Expectations for Literacy & Math

- Sunshine State Standards (SSS)
- Grade-level expectations (GLE)
- Objectives and Goals of GLEs

- The standards are the curriculum.
- Tier 1 data: AYP (state test-NCLB); State reading test (FCRR/FAIR)
- State assessments based on SSS.
- Additional, district specific?

Annual Yearly Progress (AYP)



Adequate Yearly Progress Benchmarks in Florida

	Reading	Mathematics
2001-02	31	38
2002-03	31	38
2003-04	31	38
2004-05	37	44
2005-06	44	50
2006-07	51	56
2007-08	58	62
2008-09	65	68
2009-10	72	74
2010-11	79	80
2011-12	86	86
2012-13	93	93
2013-14	100	100

Step 1: Problem Identification

Tier 1



- What do we expect our students to know, understand, and do as a result of instruction?
- **Do our students meet or exceed these expected levels? (How sufficient is the core?)**
- Are there groups for whom core is not sufficient?



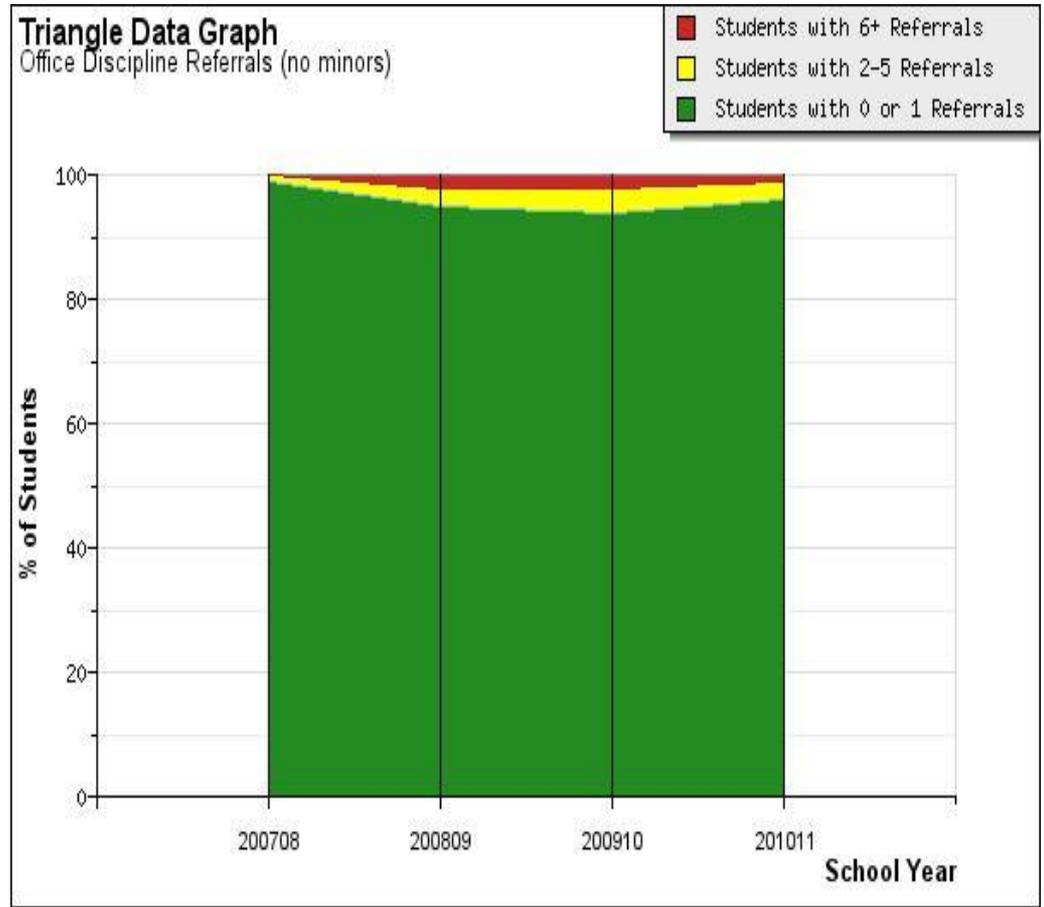
Problem ID – Comparing to national standards (80% 0-1 ODR): *Do our students meet or exceed those levels?*

www.flrtib.org

School-Level report for The Core Report
Report Filters: School Year: (2012-2013); Incident Type: (Major);

% of Students with 6+ ODR:	0	■
% of Students with 2-5 ODR:	2	■
% of Students with 0-1 ODR:	97	■

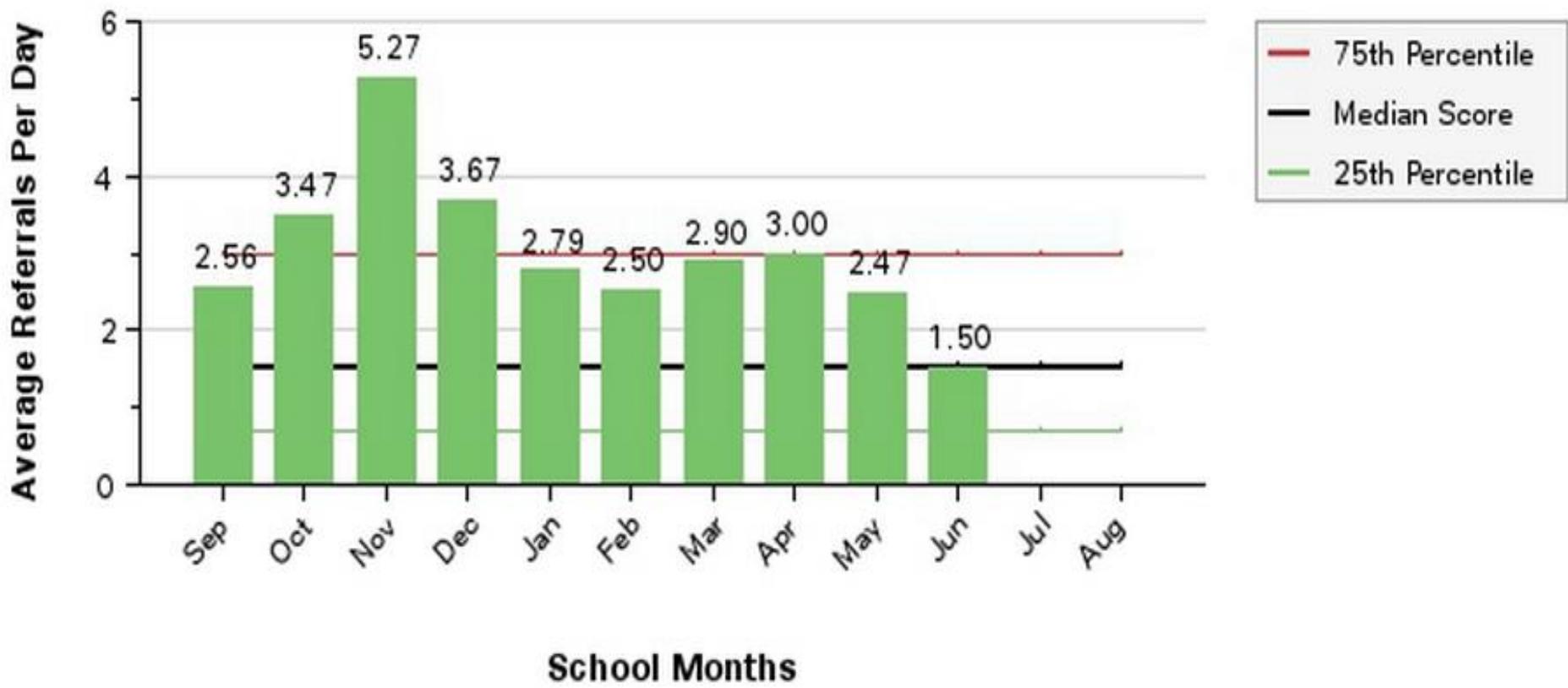
pbisApps.org





Problem ID – Comparing to norms (national average):
Do our students meet or exceed those levels?

Average Referrals Per Day Per Month
Major, 2013-14

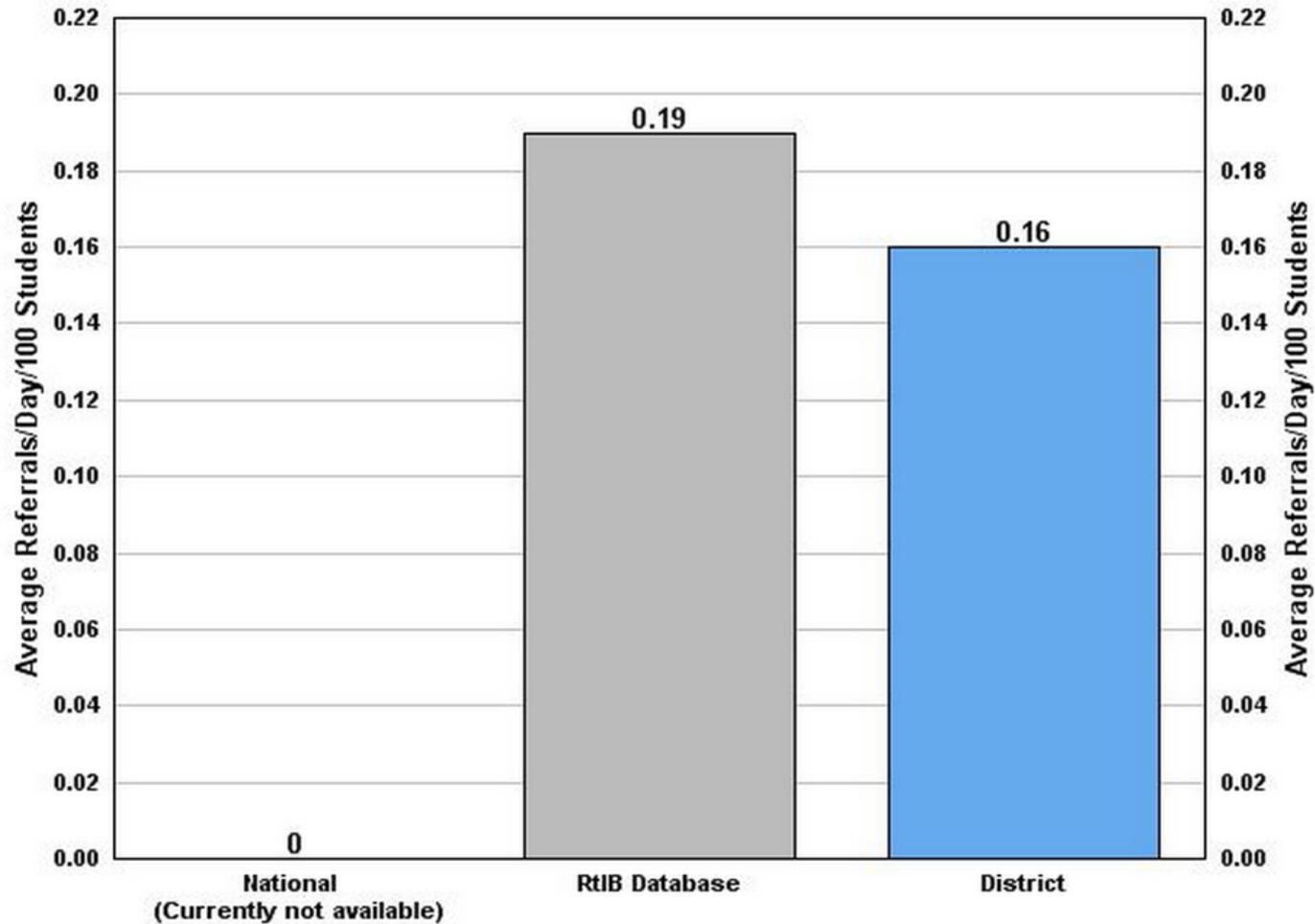


Problem ID – Comparing to norms (district average by school type)

Do our students meet or exceed those levels?



Average Referrals per Day per 100 Students

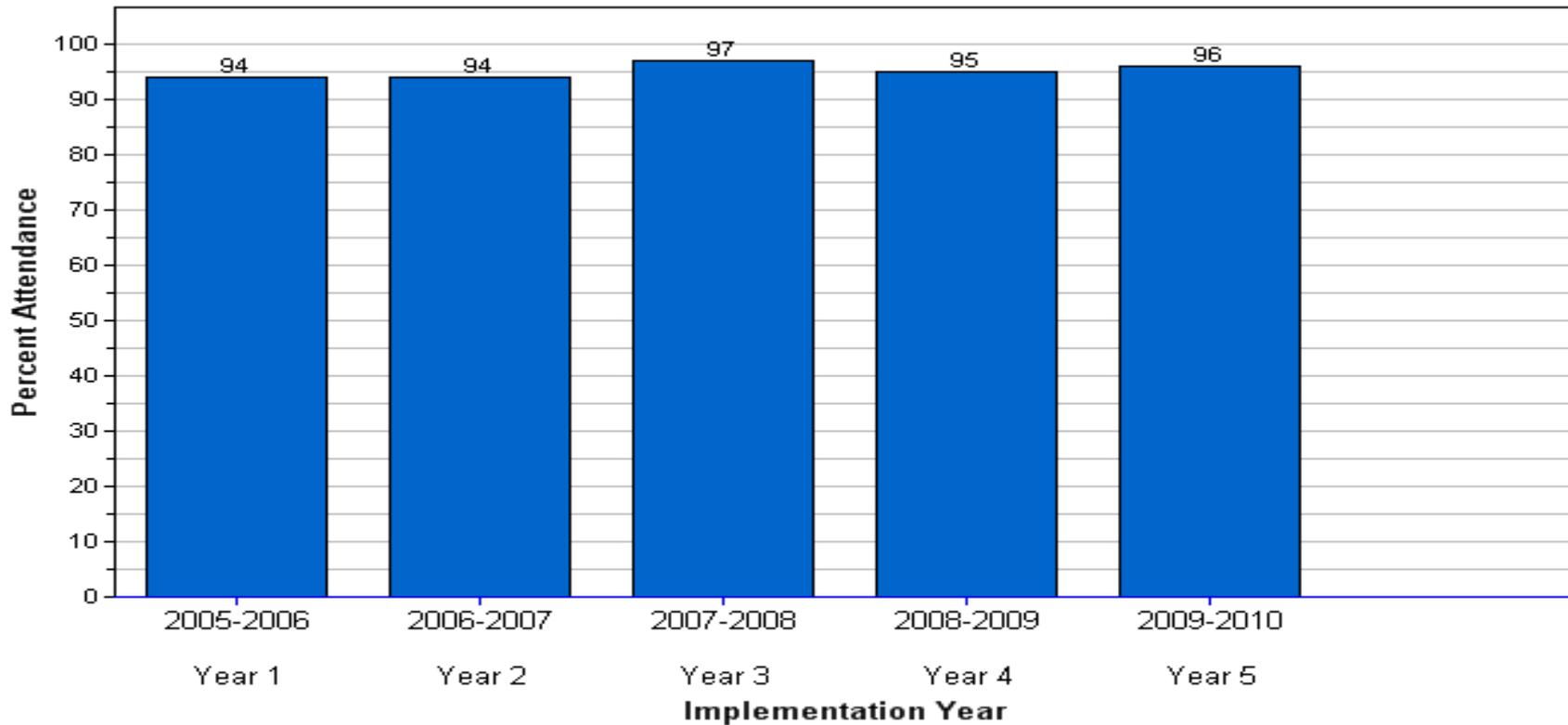


www.flrtib.org



Average Daily Attendance

Average Daily Attendance



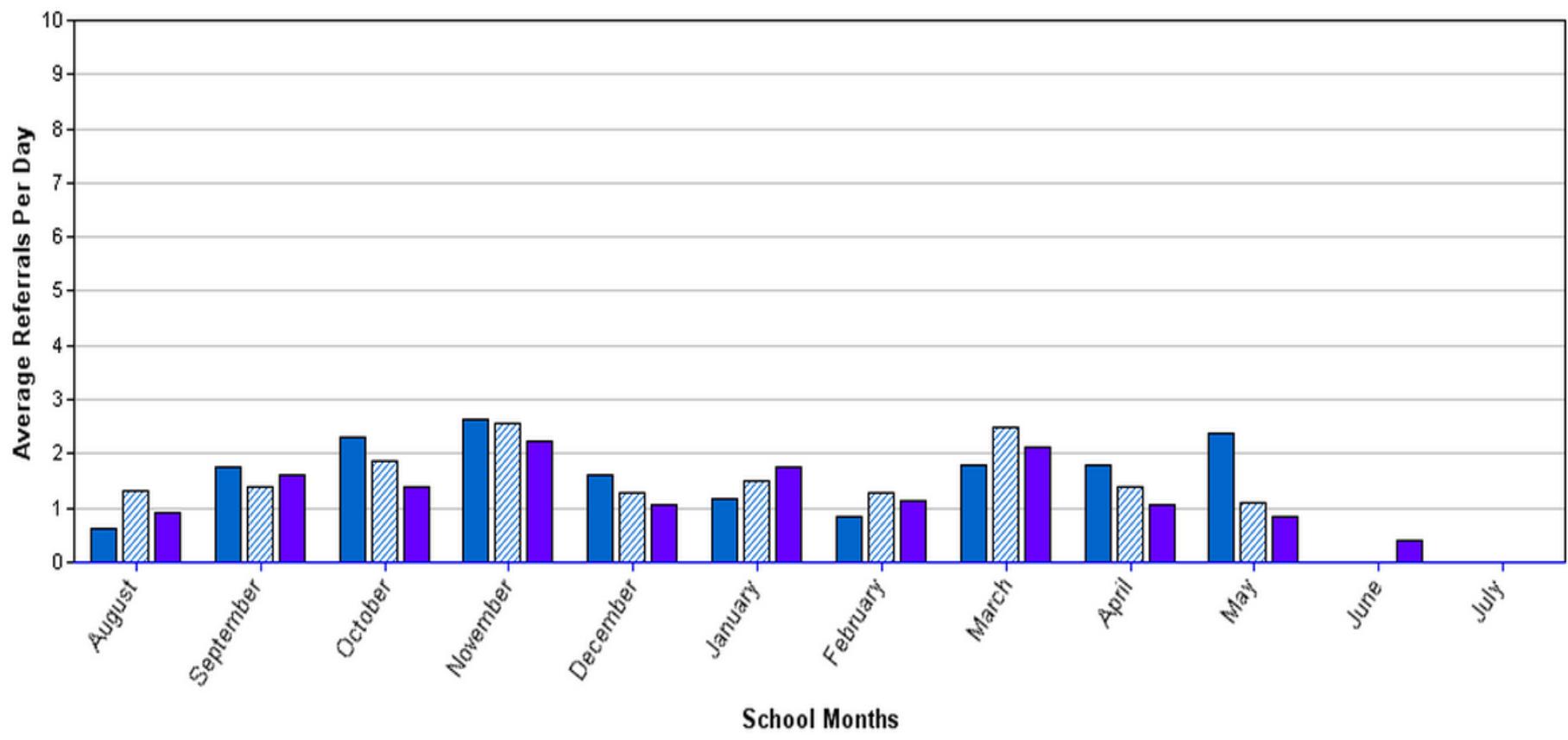


Problem ID – School-Wide Expectations:

***Do our students meet or exceed those levels?
(Is problem behavior maintaining or decreasing?)***

Average Referrals Per Day Per Month

■ 2010-11 ▨ 2011-12 ■ 2012-13



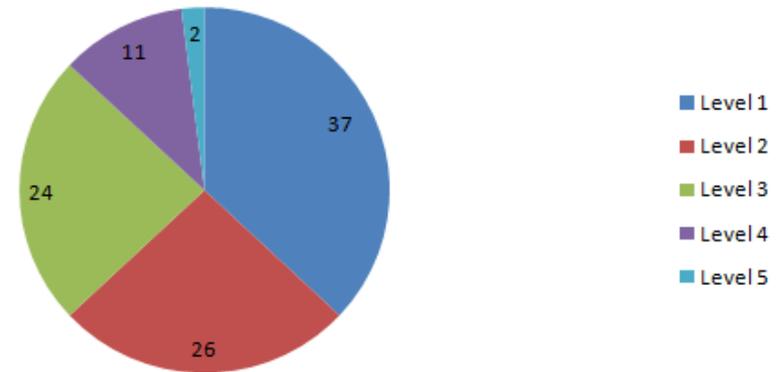
Academic Sufficiency



Adequate Yearly Progress Benchmarks in Florida

	Reading	Mathematics
2001-02	31	38
2002-03	31	38
2003-04	31	38
2004-05	37	44
2005-06	44	50
2006-07	51	56
2007-08	58	62
2008-09	65	68
2009-10	72	74
2010-11	79	80
2011-12	86	86
2012-13	93	93
2013-14	100	100

2011 Percentage of 6th Graders at Each Achievement Level of FCAT

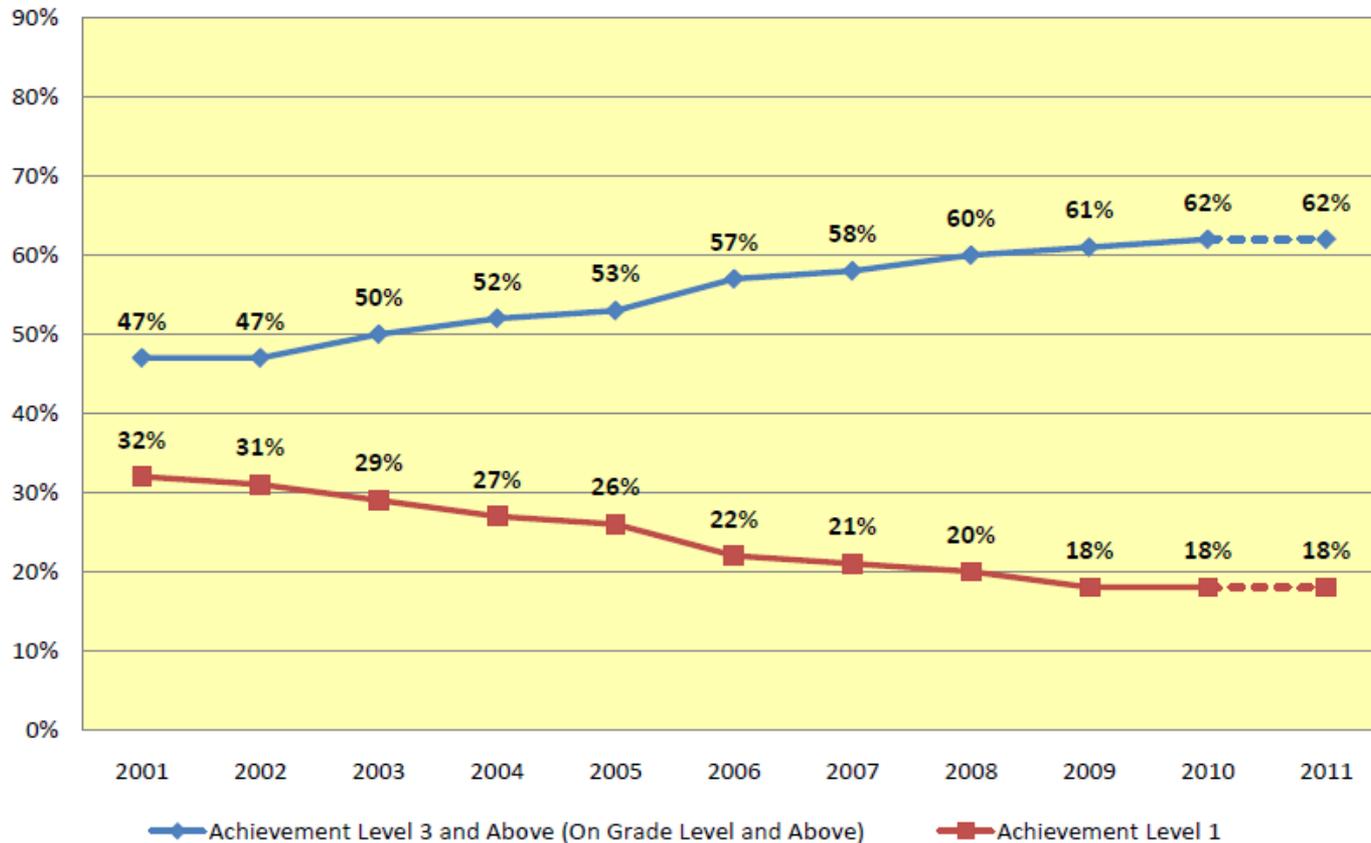


Average Scores	6	7	8
Statewide	57%	62%	68%
District	55%	58%	59%
Sunshine Middle	36%	43%	52%

How sufficient is the core?



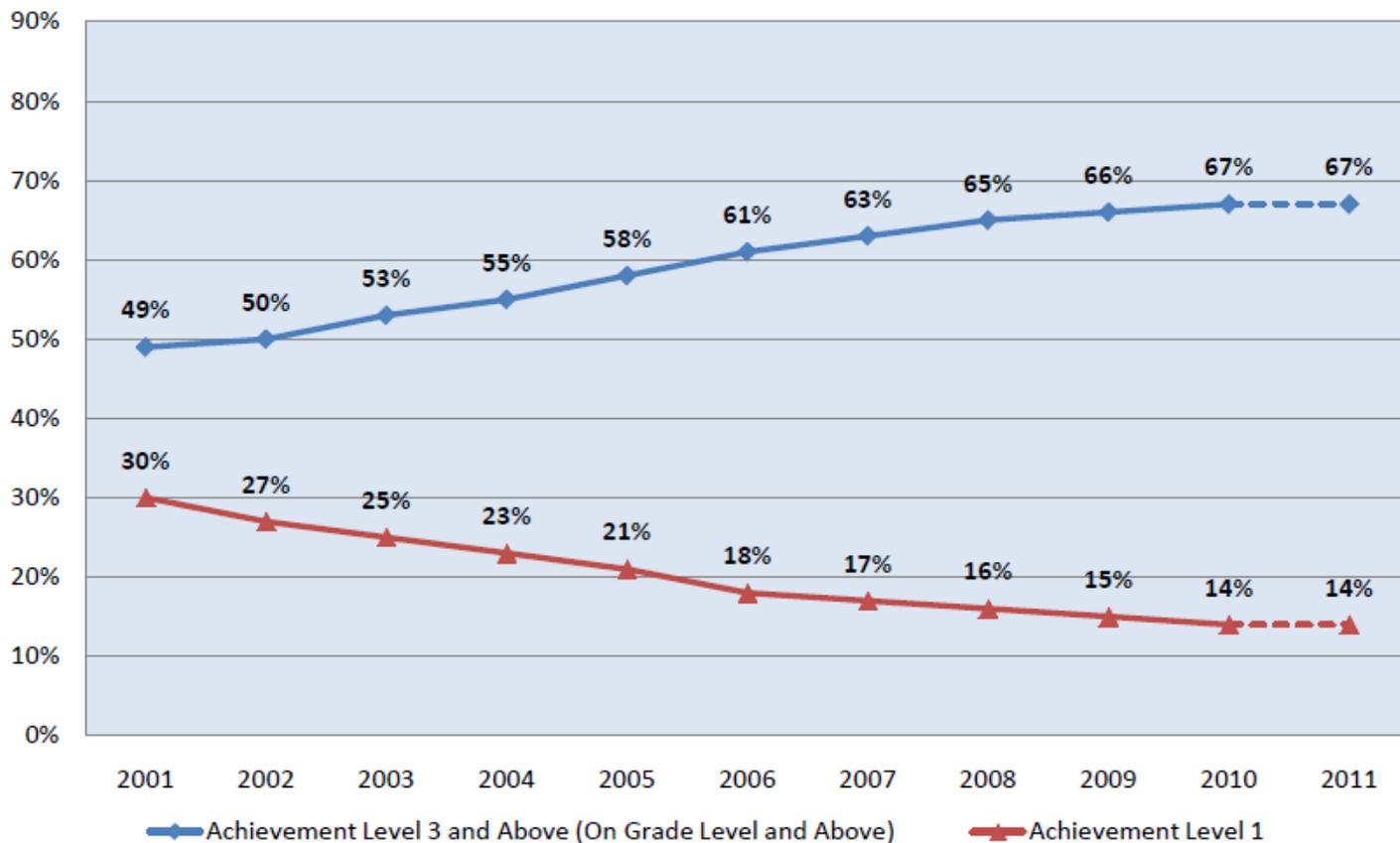
**FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011)
By Achievement Level
Grades 3-10**



How sufficient is the core?



FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011)
By Achievement Level
Grades 3-8



Utilizing Common Assessment Data to Understand Student Needs

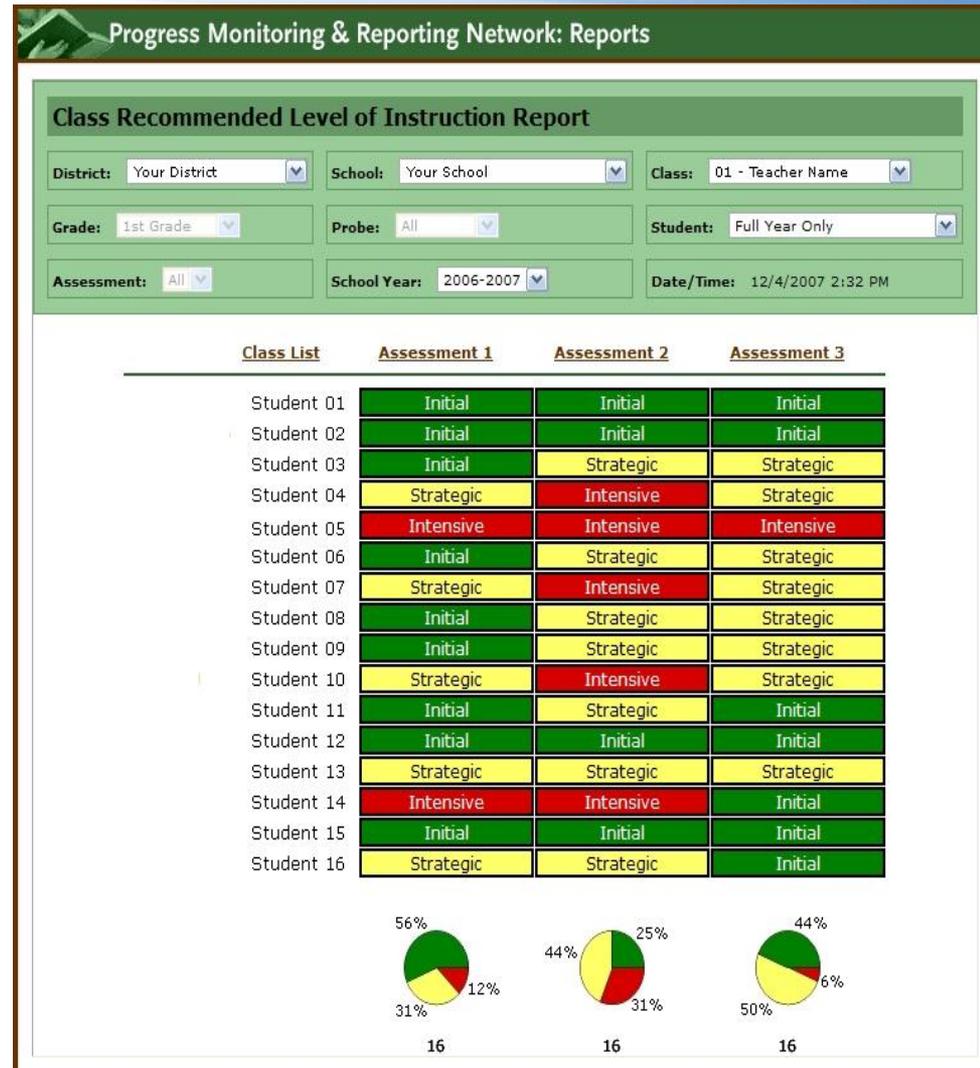


Anclote High School's Reading FCIM Data 2010-2011		FCAT 2010	Reference & Research (Informational Text/Research Process)						FCAT 2010	Main Idea (Reading Application)				FCAT 2010	Compare & Contrast (Reading Application)				FCAT 2010	Words & Phrases (Vocabulary)	
			Gathering, Analyzing, and Evaluating Info		Synthesizing Information		Analyzing Primary Sources			Main Idea & Purpose		Text Structures /Org. Patterns			Compare & Contrast		Cause & Effect			Analyzing Words & Text, Context Clues	
			Pre	Post	Pre	Post	Pre (FCIM)	Post (FOCUS)		Pre	Post	Pre	Post		Pre (FCIM)	Post (FOCUS)	Pre	Post		Pre (FCIM)	Post (FOCUS)
GRADE																					
9th Grade	Avg % Correct	34%				70%	49%	42%			73%	53%	38%			73%	72%	40%	72%	58%	
	Avg Proficient	1%				42%	23%	N/A			51%	36%	1%			63%	61%	8%	55%	34%	
	Avg % Correct	26%				69%	46%	35%			59%	39%	32%			71%	59%	34%	65%	57%	
	Avg Proficient	N/A				52%	21%	N/A			24%	N/A	N/A			65%	39%	9%	52%	37%	
	Avg % Correct	30%				81%	40%	33%			88%	60%	28%			92%	81%	28%	87%	57%	
	Avg Proficient	N/A				71%	14%	N/A			82%	40%	N/A			91%	79%	N/A	81%	29%	
	Avg % Correct	42%				61%	56%	50%			72%	57%	45%			61%	74%	51%	57%	61%	
	Avg Proficient	1%				20%	31%	N/A			49%	36%	1%			44%	60%	11%	21%	41%	
	Avg % Correct	39%				67%	53%	51%			74%	57%	46%			66%	74%	48%	78%	58%	
	Avg Proficient	N/A				26%	26%	N/A			50%	33%	N/A			52%	65%	5%	64%	29%	
10th Grade	Avg % Correct	38%				74%	44%	39%			69%	46%	38%			60%	49%	42%	73%	59%	
	Avg Proficient	1%				56%	21%	6%			55%	24%	1%			42%	32%	1%	72%	37%	
	Avg % Correct	28%				77%	50%	29%			50%	27%	30%			50%	27%	39%	52%	60%	
	Avg Proficient	N/A				83%	25%	N/A			N/A	N/A	N/A			N/A	N/A	N/A	60%	67%	
	Avg % Correct	31%				81%	36%	31%			87%	43%	31%			76%	47%	27%	83%	40%	
	Avg Proficient	N/A				69%	N/A	N/A			67%	17%	N/A			70%	14%	N/A	92%	13%	
	Avg % Correct	51%				67%	40%	49%			68%	65%	47%			49%	60%	51%	76%	64%	
	Avg Proficient	N/A				17%	17%	6%			56%	31%	N/A			17%	45%	N/A	63%	36%	
	Avg % Correct	41%				72%	48%	47%			71%	50%	45%			64%	63%	50%	82%	71%	
	Avg Proficient	1%				53%	21%	N/A			42%	25%	1%			40%	38%	1%	73%	30%	
Total	Avg % Correct	36%				72%	46%	41%			71%	50%	38%			66%	61%	41%	73%	59%	
	Avg Proficient	1%				49%	22%	6%			53%	30%	1%			53%	47%	5%	63%	35%	

Class Recommended Level of Instruction Report



This report provides a summary of the students' overall progress. It can be used to get an overall sense of instructional levels in the class and to calculate the Effectiveness of Core Instruction (ECI) index and the three Effectiveness of Intervention (EI) indices.



Step 1: Problem Identification

Tier 1



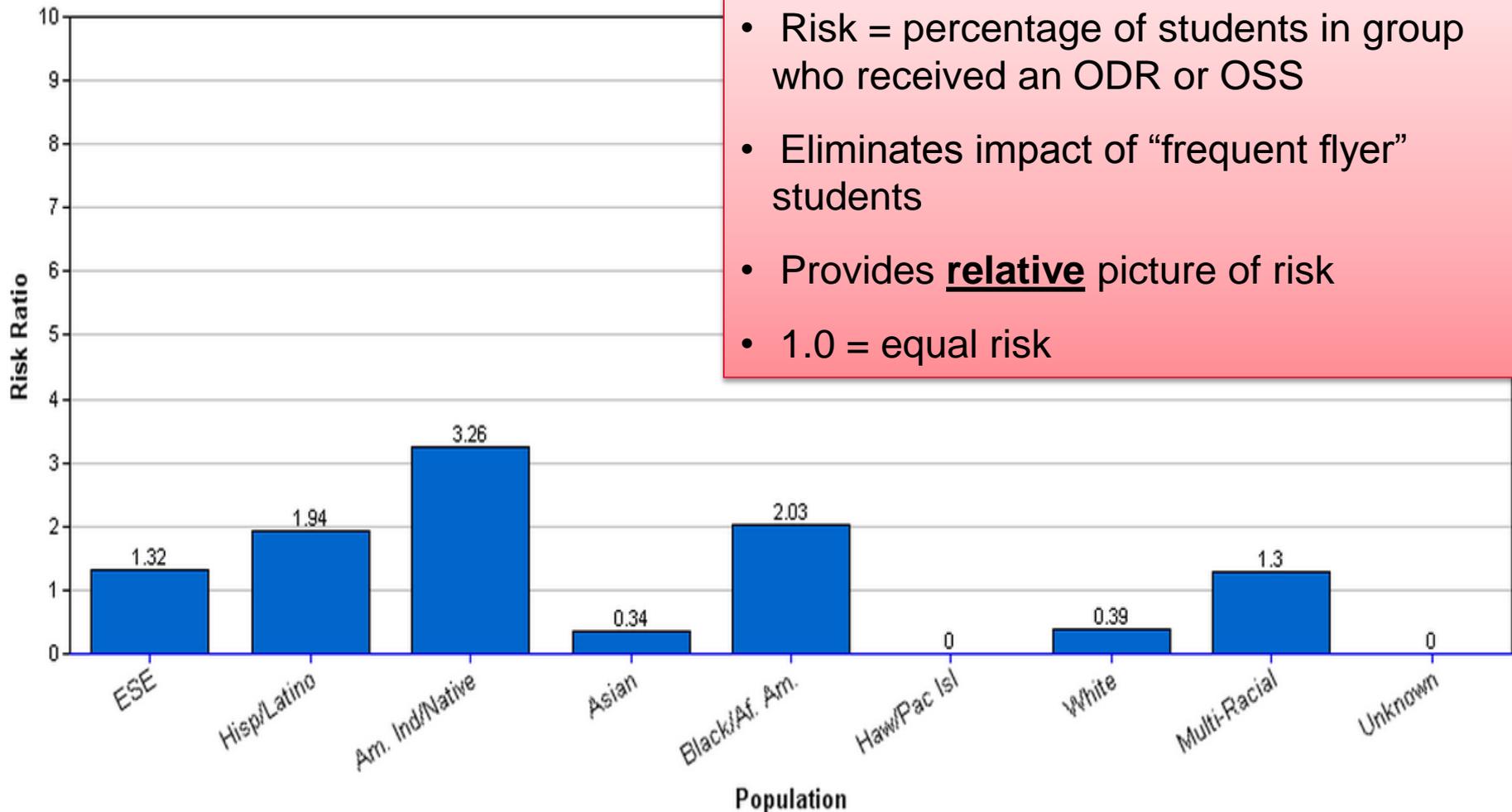
- What do we expect our students to know, understand, and do as a result of instruction?
- Do our students meet or exceed these expected levels? (How sufficient is the core?)
- **Are there groups for whom core is not sufficient?**

Problem ID:



Are there groups for whom the core is not sufficient?

Risk Ratio

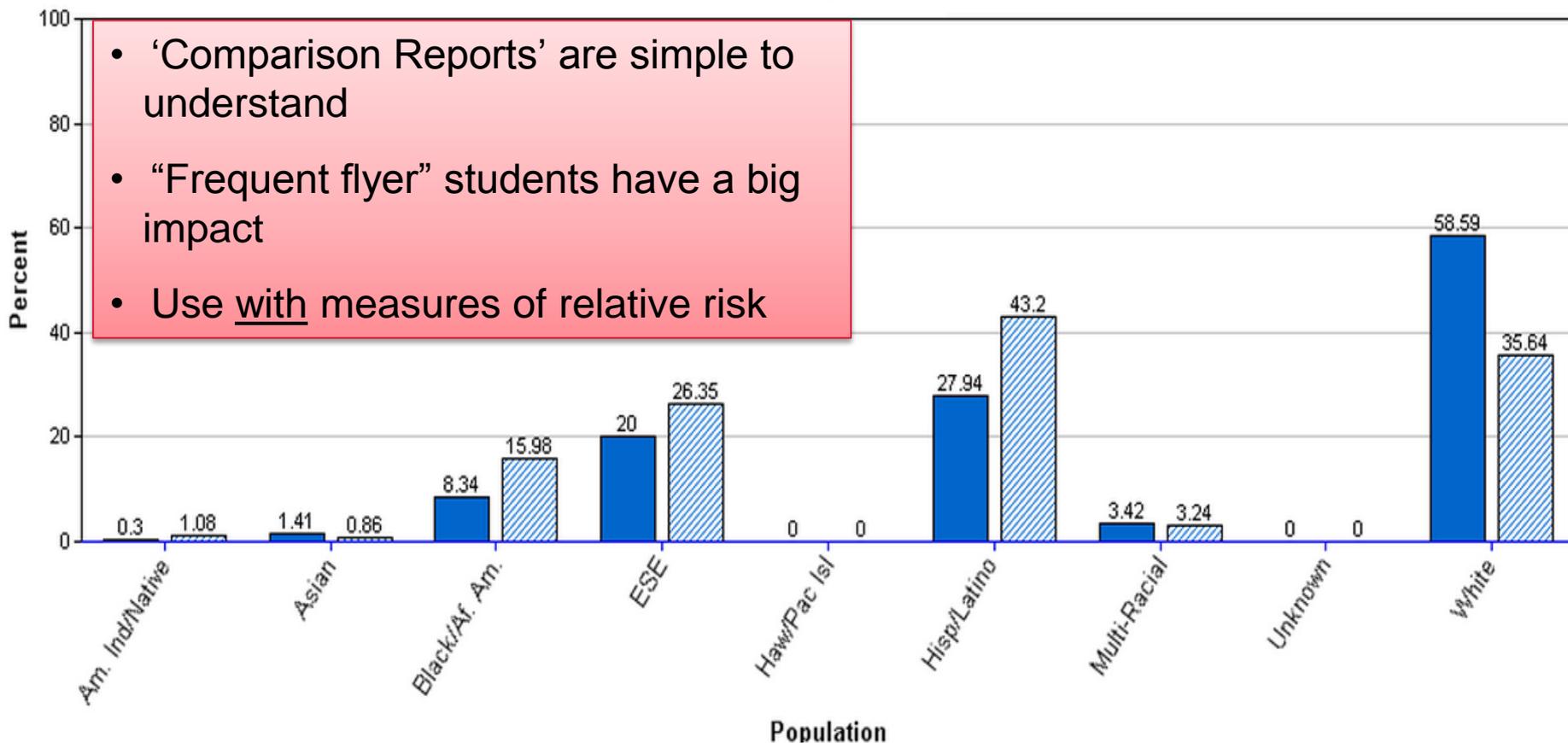


Are there groups for whom the core is not sufficient?



Referrals by Population

■ % of Enrolled Students ▨ % ODRs from Population



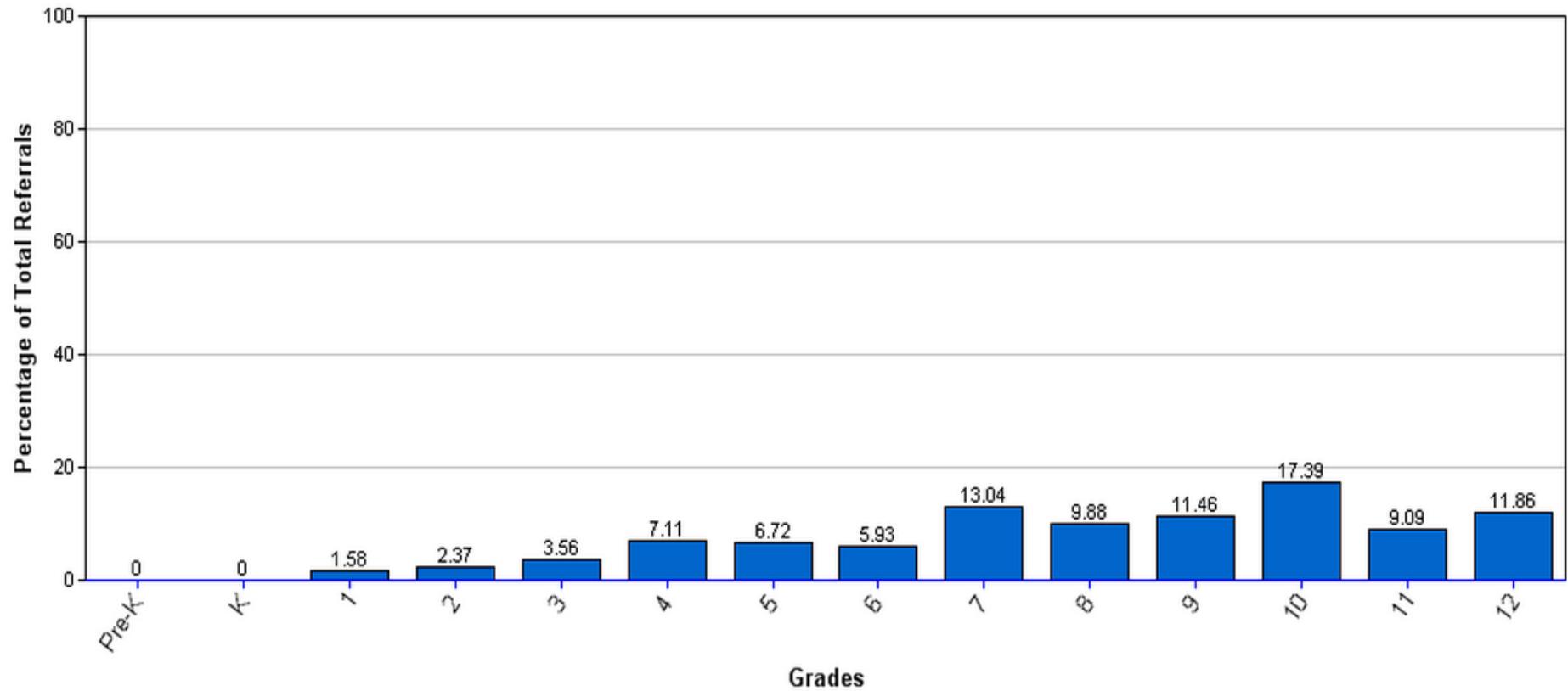


Problem ID:

Are there groups for whom the core is not sufficient?

Percentage of Total Referrals by Grade Level

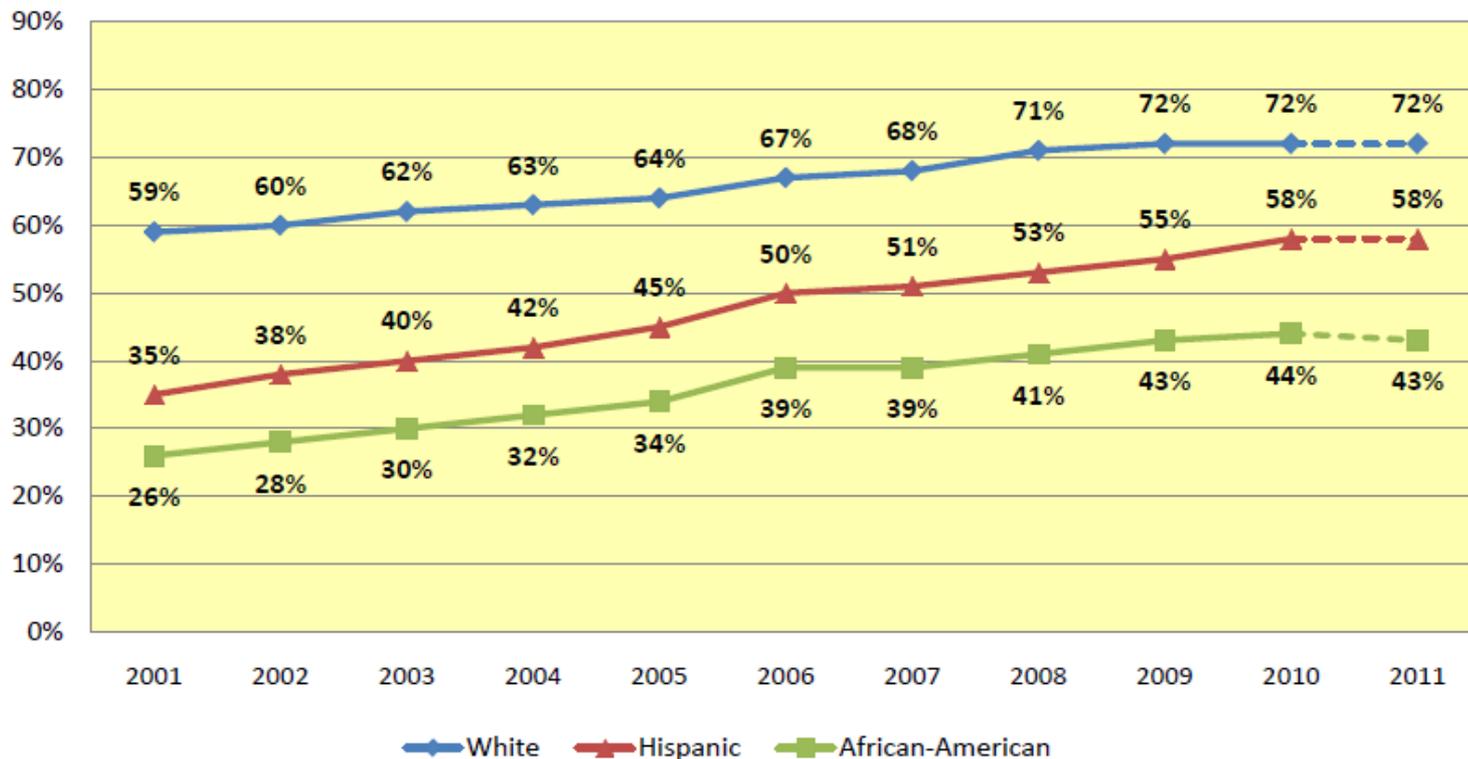
■ 2012-13



Are there groups for whom core is not sufficient?



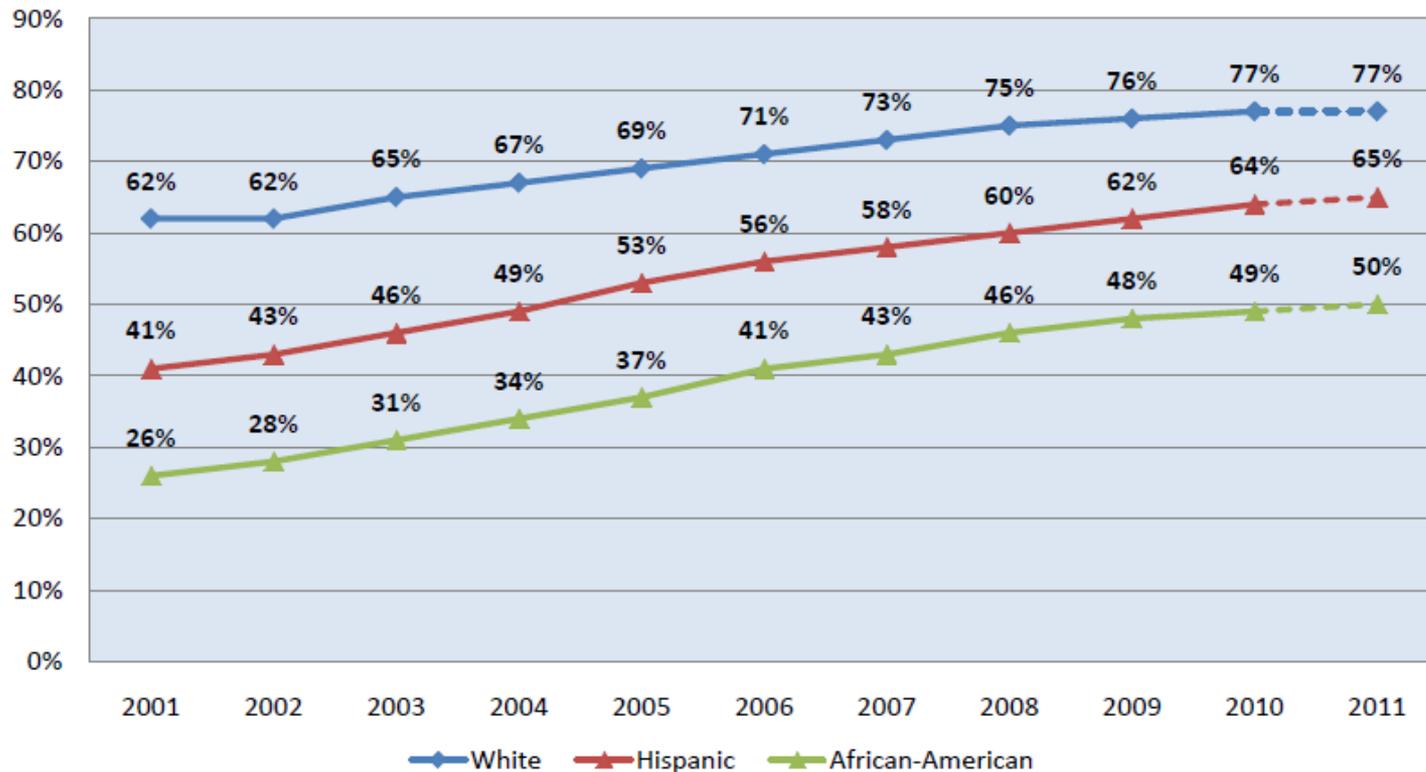
FCAT Reading (2001-2010) and FCAT 2.0 Reading (2011)
Achievement Level 3 and Above
(On Grade Level and Above)
Grades 3-10



Are there groups for whom core is not sufficient?



FCAT Mathematics (2001-2010) and FCAT 2.0 Mathematics (2011)
Achievement Level 3 and Above
(On Grade Level and Above)
Grades 3-8



Step 2 – Problem Analysis

Tier 1



- If the core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?
 - Why are some students not successful (Initial Hypotheses)?

What potential barriers have precluded us from achieving expected performance levels?



Lack of...

- Common Assessments
- Common Planning
- Ongoing Progress Monitoring
- Curriculum Mapping Aligned with NGSSS and Common Assessments
- Resource Availability
- Administrative Support
- Professional Development

Instruction

Curriculum

Environment

Learner

Alignment with Standards and Across Grade/School Levels, Relevancy to Students' Personal Goals, Content, Pacing, Progression of Learning, Differentiation

Reinforcement Preferences, Perceptions of Competence and Control, Perceived Relevancy of Instruction/Education, Integration and Affiliation with School, Academic/Social-Emotional Skill Development

Cognitive Complexity of Questions and Tasks, Gradual Release of Responsibility, Appropriate Scaffolding, Connection to Students' Personal Goals, Interests and Life Experiences

Reward/Consequence System, Visual Cues, Climate/Culture, Quality of Student/Adult Relationships, Quality of Peer Relationships, High Expectations for ALL Students, Collaboration and Voice

Step 2: Problem Analysis – Tier 1



1. Instruction

- Are best practices in instruction being delivered to those students?
- Is instruction being delivered in sufficient amounts or as often as necessary?

2. Curriculum

- Are lesson plans in alignment with the appropriate core standards/expectations?
- Are the curricular materials being used with fidelity or as designed?
- Does staff have the knowledge and skills to utilize the curricular materials in alignment with grade-level/school-wide standards or expectations?

3. Environment

- Do all staff and students know the school-wide behavioral expectations?
- Are they being used consistently across all settings? (e.g., school climate)?
- Are the school-wide behavioral expectations in alignment with the school/district missions?
- Are best practices in classroom management being utilized and in alignment with the school-wide behavioral expectations?

4. Learner

- Are students accessing the available instruction? (e.g., attendance)
- Are students “actively engaged” in classroom instruction?
- Do students perceive having a positive relationship with their school/teachers?



Instruction:

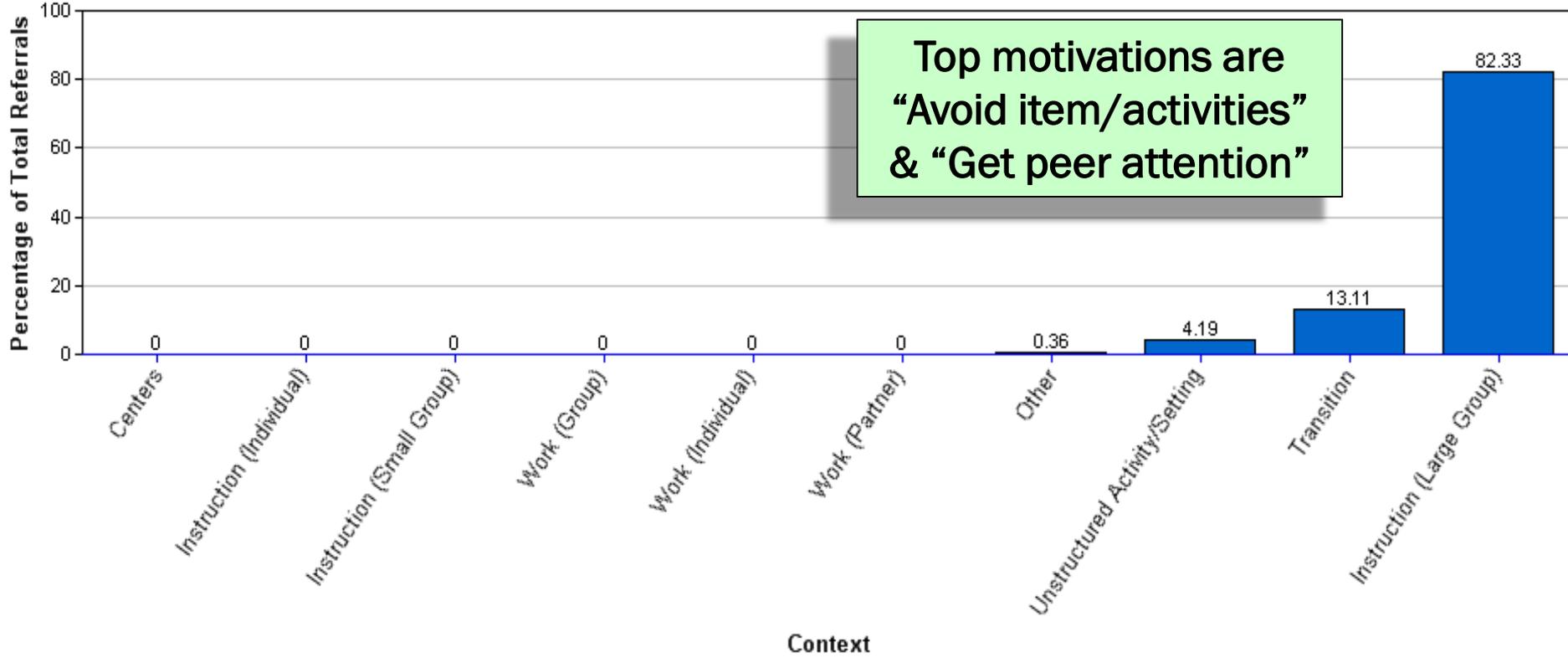
Are we using best practices for instruction?

School-Level report for Percentage of Total Referrals by Context

Report Filters: School Year: (2012-2013); Incident Type: (Major);

Percentage of Total Referrals by Context

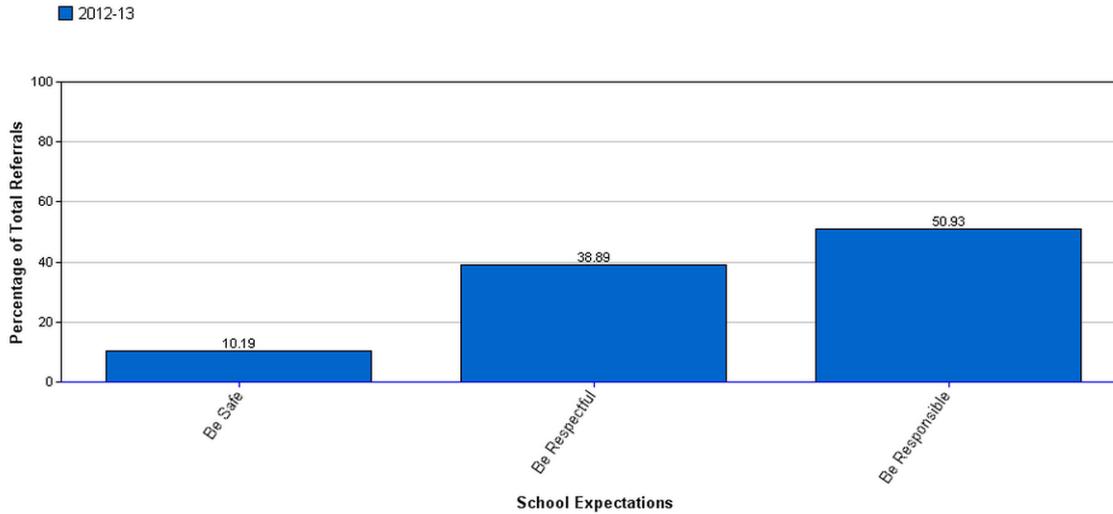
2012-13



Curriculum:

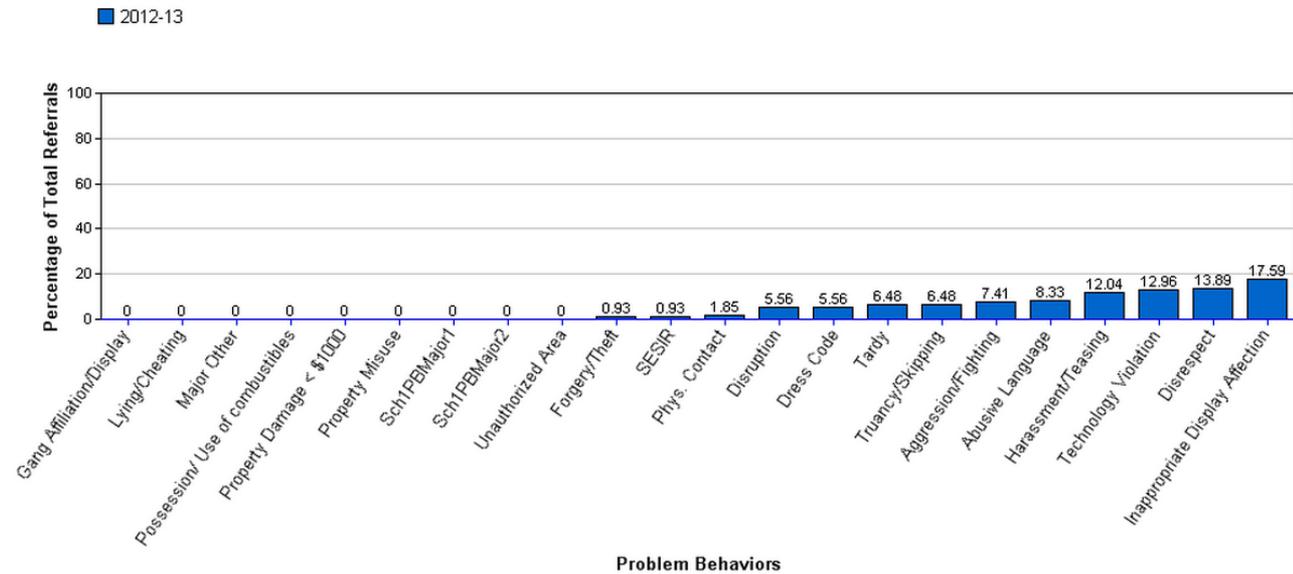


Are lesson plans in alignment with the appropriate expectations?



Referrals by Expectation (Major & Minor)

Referrals by Problem Behavior



Problem Behaviors



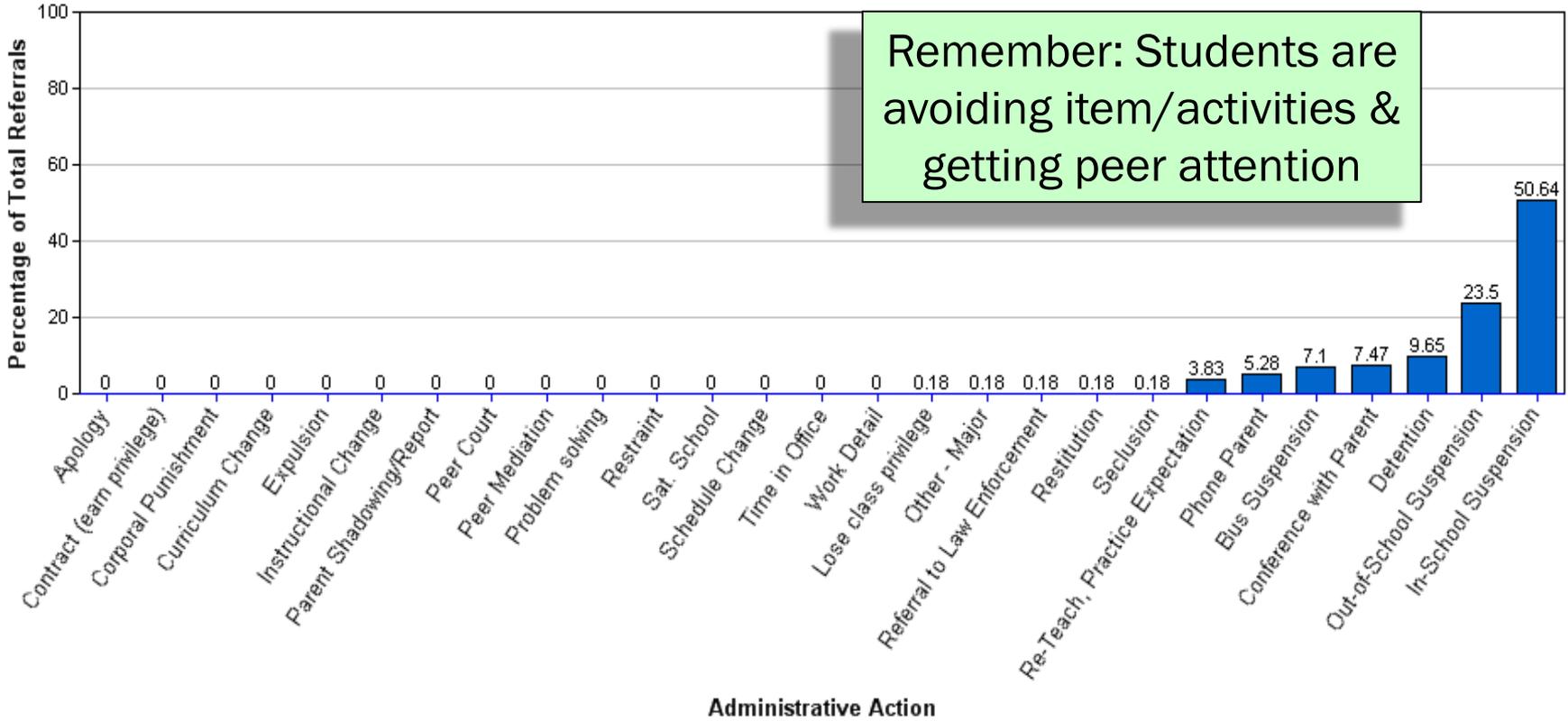
Environment:

Are we responding effectively to inappropriate behavior?

School-Level report for Percentage of Total Referrals by Admin Decision
Report Filters: School Year: (2012-2013); Incident Type: (Major);

Percentage of Total Referrals by Admin Decision

2012-13



Remember: Students are avoiding item/activities & getting peer attention

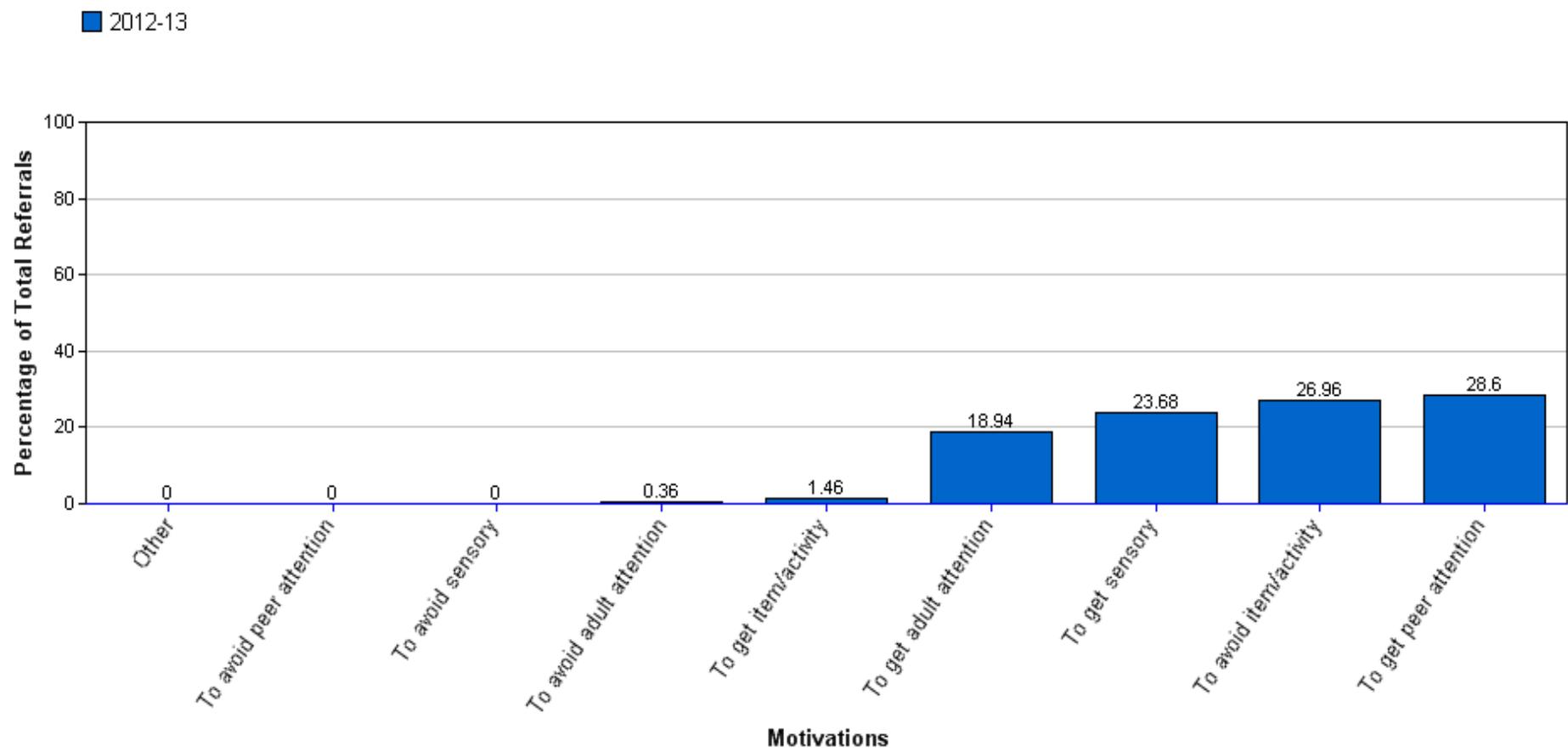


Are we using effective incentives to encourage appropriate behavior?

School-Level report for Percentage of Total Referrals by Motivations

Report Filters: School Year: (2012-2013); Incident Type: (Major);

Percentage of Total Referrals by Motivations



Hypothesis= Instructional



Lesson Plan Template

Teacher:	Date:
Subject:	Period:
Prior Knowledge Review: Identify prior/foundational knowledge needed.	
Vocabulary Acquisition Strategies: List the strategies and the dates that are used if your plans cover multiple days.	
NGSSS Benchmark(s) Addressed: Written on board in student-friendly language.	
Student Objectives (Students will...): Expectation written on board in student-friendly language.	
Essential Question (HOT): Related to the Student Objective and NGSSS (Measurement component required).	
Do Now/Class Starter: Engaging! This can be a targeted review/check for understanding (CFU) from previous day.	
Higher Order Thinking Questions: 2-3 questions are required per day of instruction. ALL questions should be moderate to high. Refer to Webb's Taxonomy as a guide.	
Materials and Resources	
Materials Needed for Lesson Plan: Were students' interests, backgrounds and needs (including ESOL and learning disabilities) taken into account when selecting the materials? How? Do materials depict individuals of both genders and of various races and cultures in ways that suggest success?	Explain:
List all essential materials needed for each of the following: 1) For the teacher 2) For the students (same as above or others)	
Resources Used for Developing Lesson Plan: Indicate any resources used for developing this lesson: articles from professional journals, professional books or textbooks, children's books, computer software, and/or calculator activities.	
Lesson Delivery	
Instruction Provided: Concrete Representational/Pictorial Abstract	Resources/Tools Utilized: Manipulatives Technology
Technology Connection: Graphing Calculator Virtual Manipulatives (NLVM, NCTM-Illuminations) SMARTboard/Whiteboard	Collaborative Structures Utilized: Pairs Triads Quads
Explicit Instruction:	Time Allotted: Materials Needed:

Infrastructure & Implementation Checklist

Teacher Name:			
Position/Role:			
Subject/Grade Level:			
Date of Review:			
Ratings: 0 = Not Yet Evident 1 = Emerging 2 = Basic 3 = Proficient 4 = Exemplary			
Knowledge Area	Score	Knowledge Area	Score
1. Focus on Core Instruction		5. Instructional Materials Utilized to Support Rigor	
1a. Benchmark Posted		5a. Manipulatives	
1b. EQ/Learning Objective Posted		5b. Real-World Application	
1c. Assessment of Essential Question		5c. Whiteboard	
1d. Agenda Posted		5d. Software	
1e. Teacher Modeling		5e. Calculators	
1f. Guided Practice		6. Higher Order Thinking	
1g. Independent Practice		6a. Teacher Use	
2. Activator		6b. Student Use	
2a. Activate Prior Knowledge		7. Types of Assessment	
2b. Connects Learning Objective to Agenda		7a. Observation	
2c. Ties to Real-World Application		7b. Interview	
3. Collaborative Structures		7c. Paper/Pencil	
3a. Rows		7d. Curriculum-Based Assessment	
3b. Pairs		7e. Formative	
3c. Triads, Quads, Etc.		8. Level of Student Engagement	
4. Rigorous Teaching/Learning		8a. Off-Task	
4a. Common Board Configuration		8b. Compliant/Passive	
4b. Interactive Word Wall		8c. Active (Evidence of Thinking)	
4c. Posters/Reference Charts Posted		8d. Authentic (Inquiry, Real-World PS)	
4d. Exemplary Student Work Displayed		9. Technology Use	
4e. Activating Strategy (Effective Transition)		9a. Doc camera	
4f. Rubrics Posted		9b. Clickers	
4g. Notetaking Evident (i.e., Cornell)		9c. Computers	

Step 3: Plan Development & Implementation–Tier 1



- What strategies or interventions will be used?
- What resources are needed to support implementation of the plan?
- How will sufficiency and effectiveness of core be monitored overtime?
- How will fidelity be monitored over time?
- How will “good”, “questionable,” and “poor” responses to intervention be defined?
- What actions will be taken if students’ response data indicates a “good”, “questionable”, or “poor” response?

Key Considerations



- Utilize existing tools and resources whenever possible.
- **Align strategies and interventions specifically to identified barriers which preclude student success within core instruction.**
- Select research-based strategies and interventions to address identified barriers.
- Communicate the “compelling why” of interventions with teachers, parents, and students.

Monthly Implementation Planning for Behavior



When designing Tier 1 interventions for behavior, consider:

- WHY are students engaging in problem behavior?
- What locations are in need of support?
- When is problem behavior likely to occur?
- What behaviors/skills need to be taught?
- Are we responding effectively to problem behavior?

Intervention Linked to Underlying Barrier



Disengaged Learners

- Mentoring programs
- Goal Setting & career planning support
- Frequent progress reports
- Targeted rewards
- Mandatory study hall
- Mandatory homework help
- Study skills classes

Failed Learners

- Targeted, differentiated instruction
- Additional instructional time
- Pre-teach essential skills, content, and vocabulary
- Review/Reteach prerequisite skills to address the learning gap
- Prevention (requires vertical articulation with middle/elementary school and early identification of at-risk students)

CAUTION: Failed Learners often become disengaged over time and may require both categories of intervention support

Tier 1/Universal PBS: Specific Rtl:B Action Plan



Critical Element	Step 1: What is the problem/issue/task to be addressed?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Persons Responsible	Follow-Up or Completion Date	Step 4: How will we know when we've been successful?
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			
				1.			
				2.			
				3.			
				4.			
				5.			
				6.			

Critical Elements: PBS Team; Faculty Commitment; Discipline Procedures; Data Entry & Analysis; Expectations & Rules; Reward/Recognition Program; Lesson Plans; Implementation Plan; Classroom Systems; Evaluation

Planning for Step 4



- How will **fidelity of interventions** be monitored over time?
- How will **sufficiency and effectiveness of strategies and interventions** be monitored over time?
 - How will the data be displayed?
- How will “good”, “questionable,” and “poor” responses to intervention be **defined**?

How will fidelity be monitored over time?



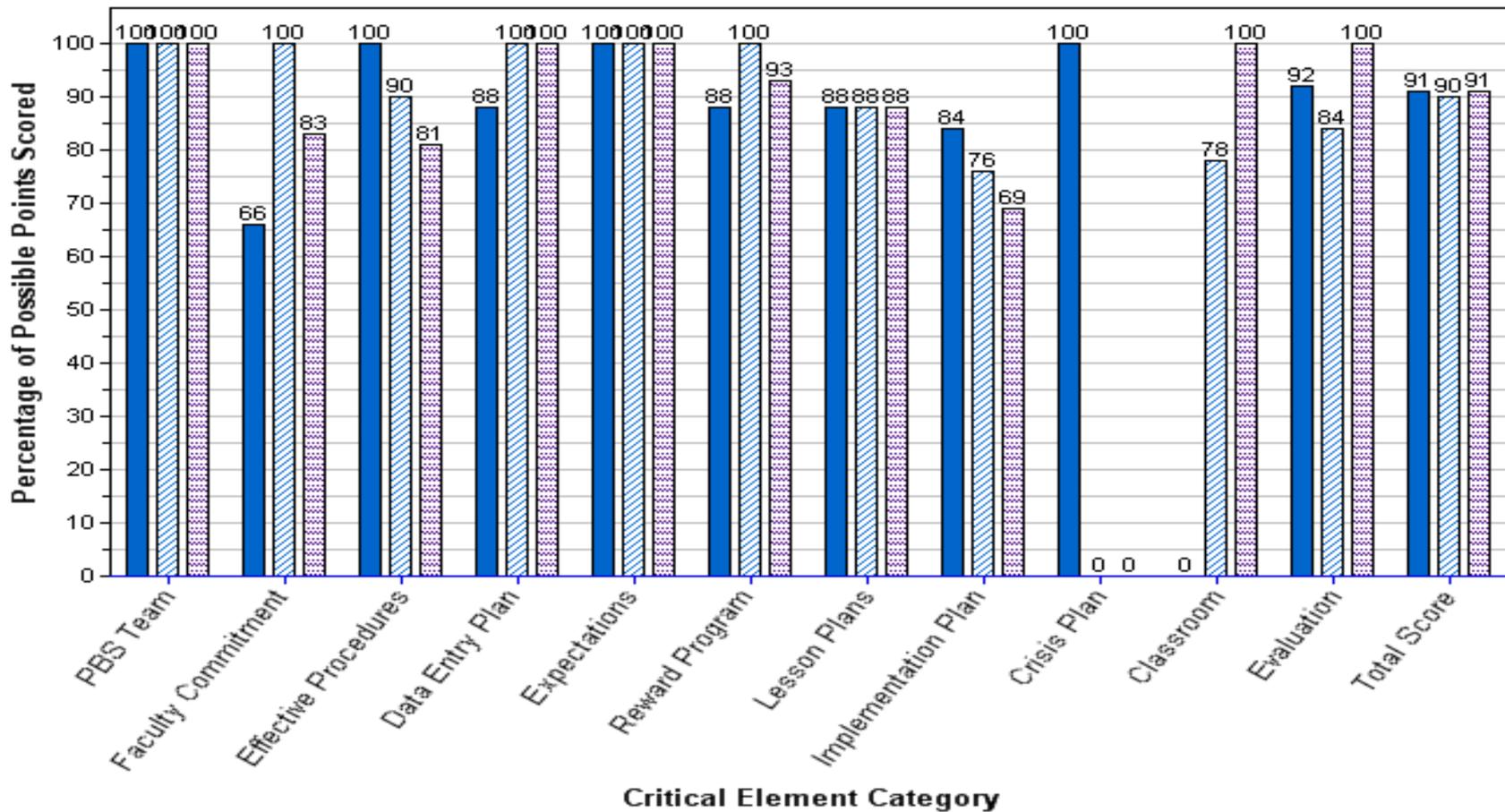
- Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered.
- Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed.
- Fidelity also applies to the problem solving process...bad problem solving can lead to bad decisions to implement otherwise good interventions.

Fidelity?



Benchmark of Quality Score per Critical Element Category

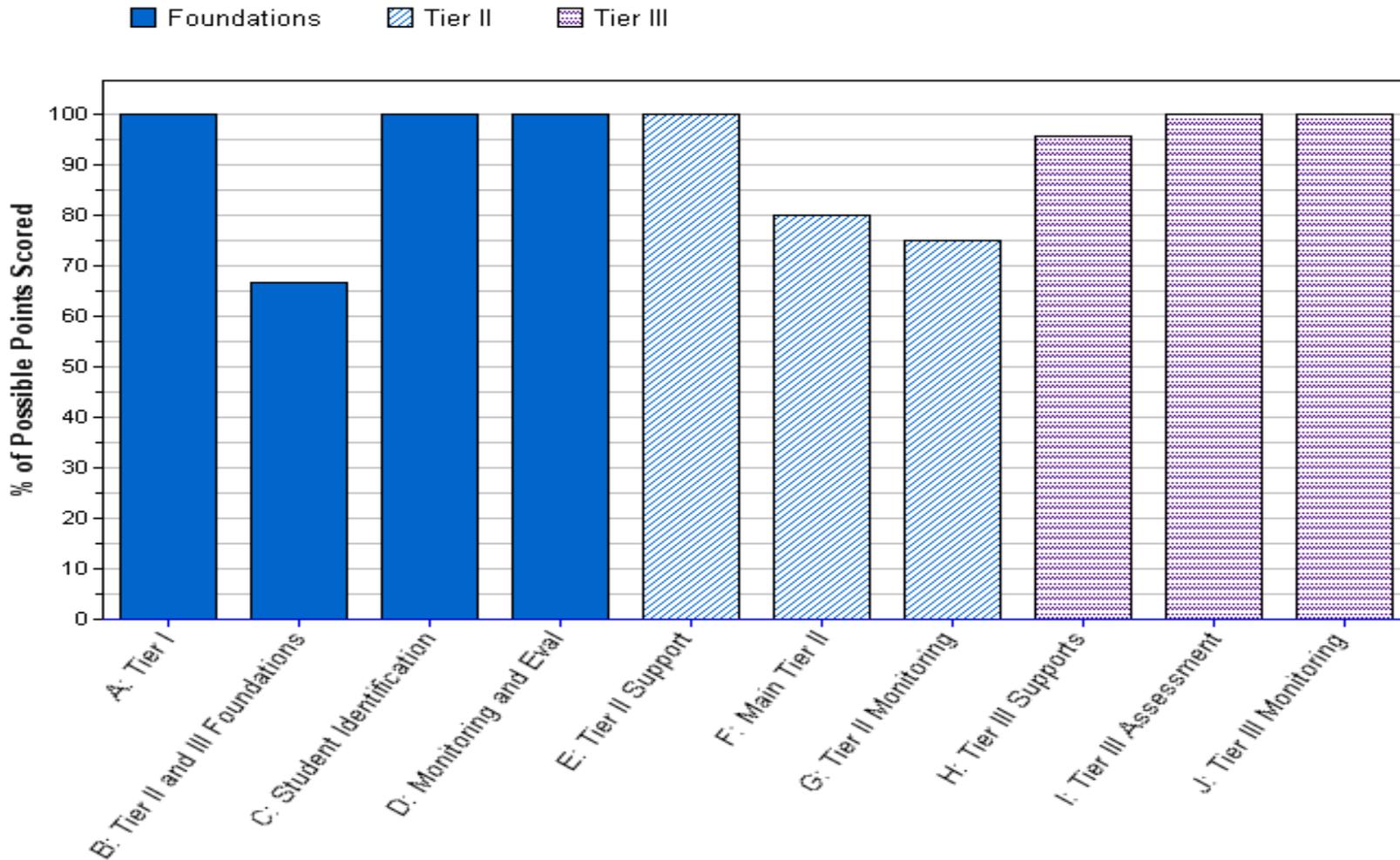
■ 2008-2009
 2009-2010
 2010-2011



Fidelity Tier 1-3



B.A.T. Subsection Report



Step 4: Plan Evaluation– Tier 1

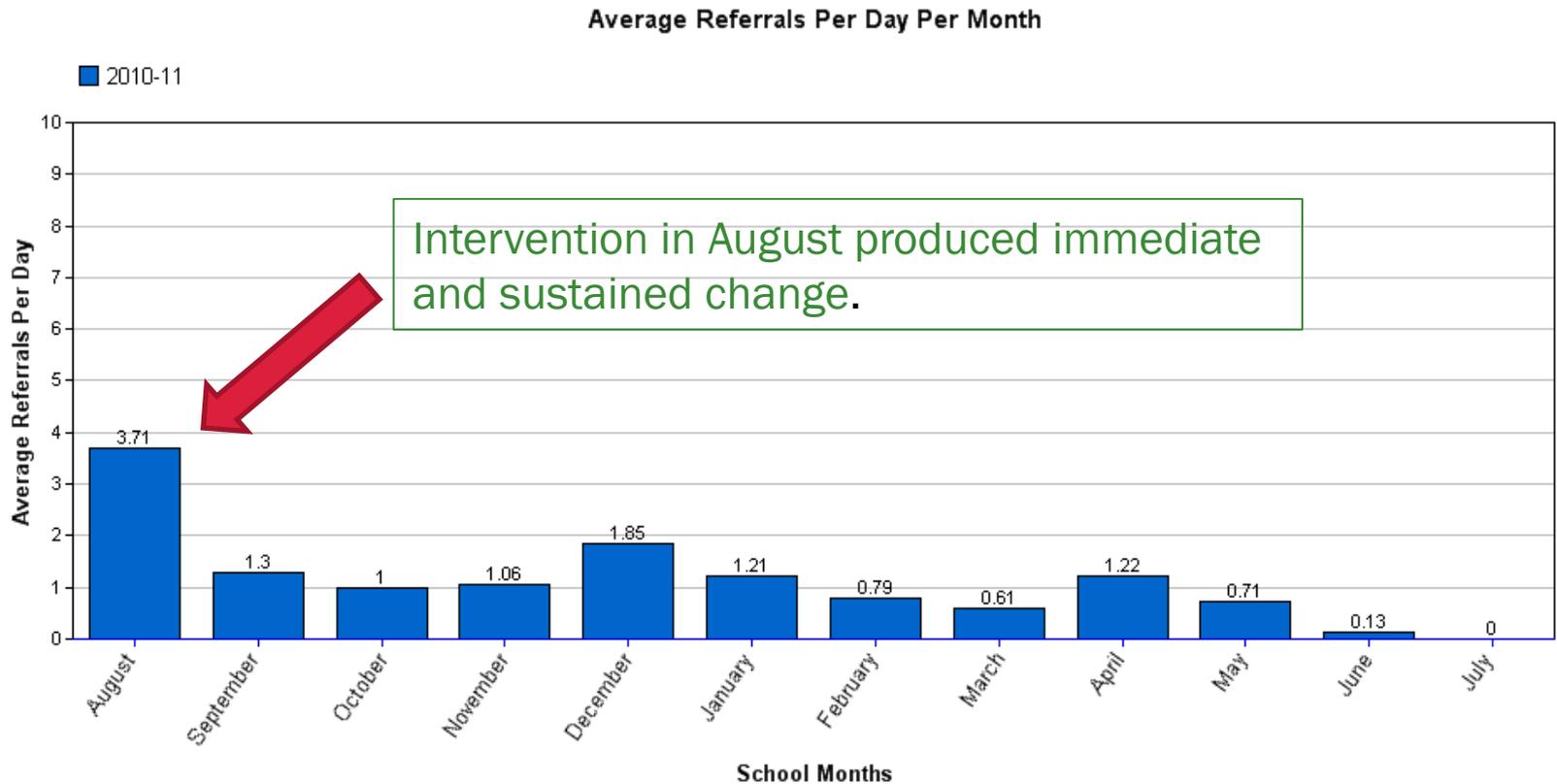


- Have planned improvements to core been effective?

Are the # of ODRs, ISS and OSS per 100 students higher than the national or district average?



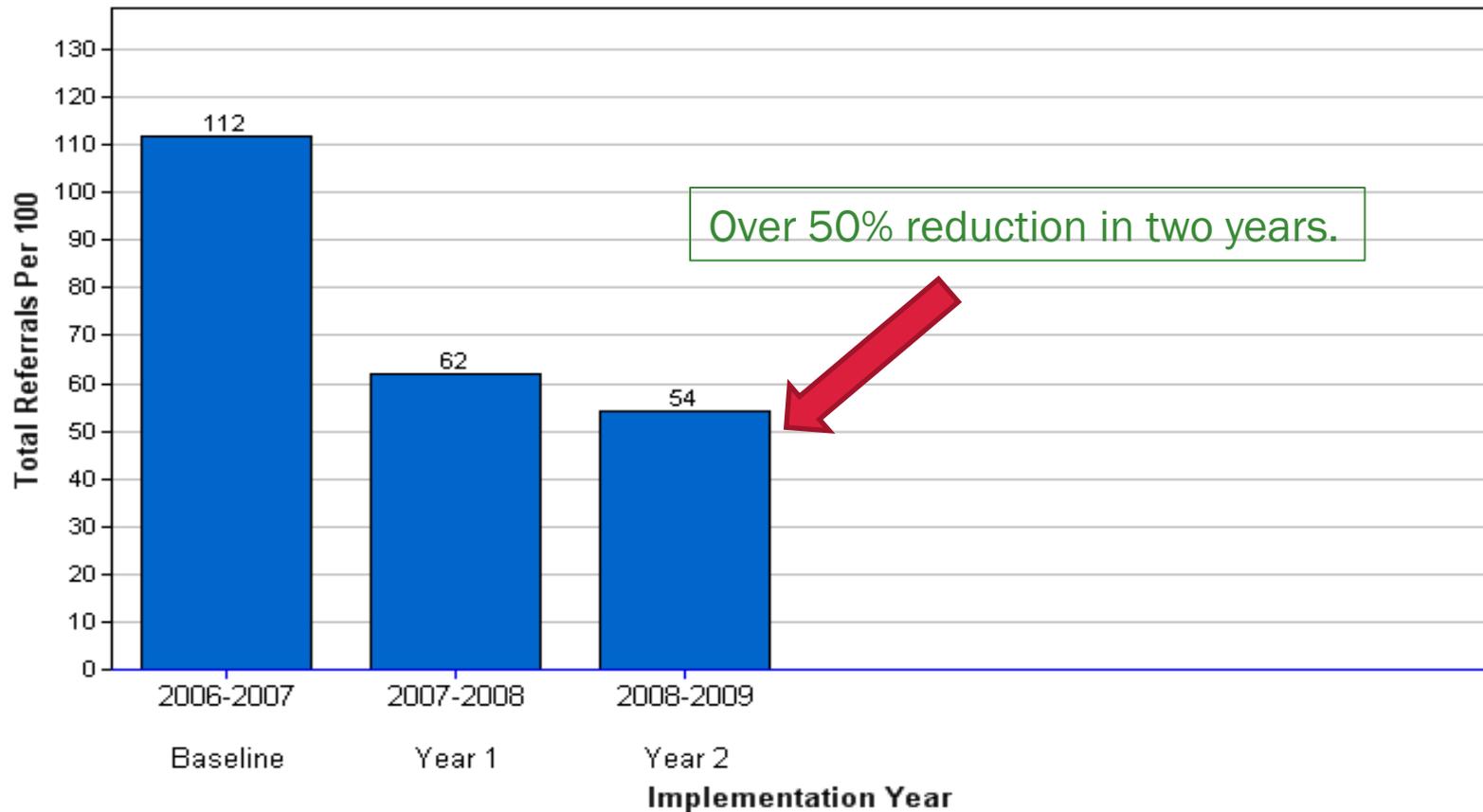
- National Average for MS is .05 per 100 students



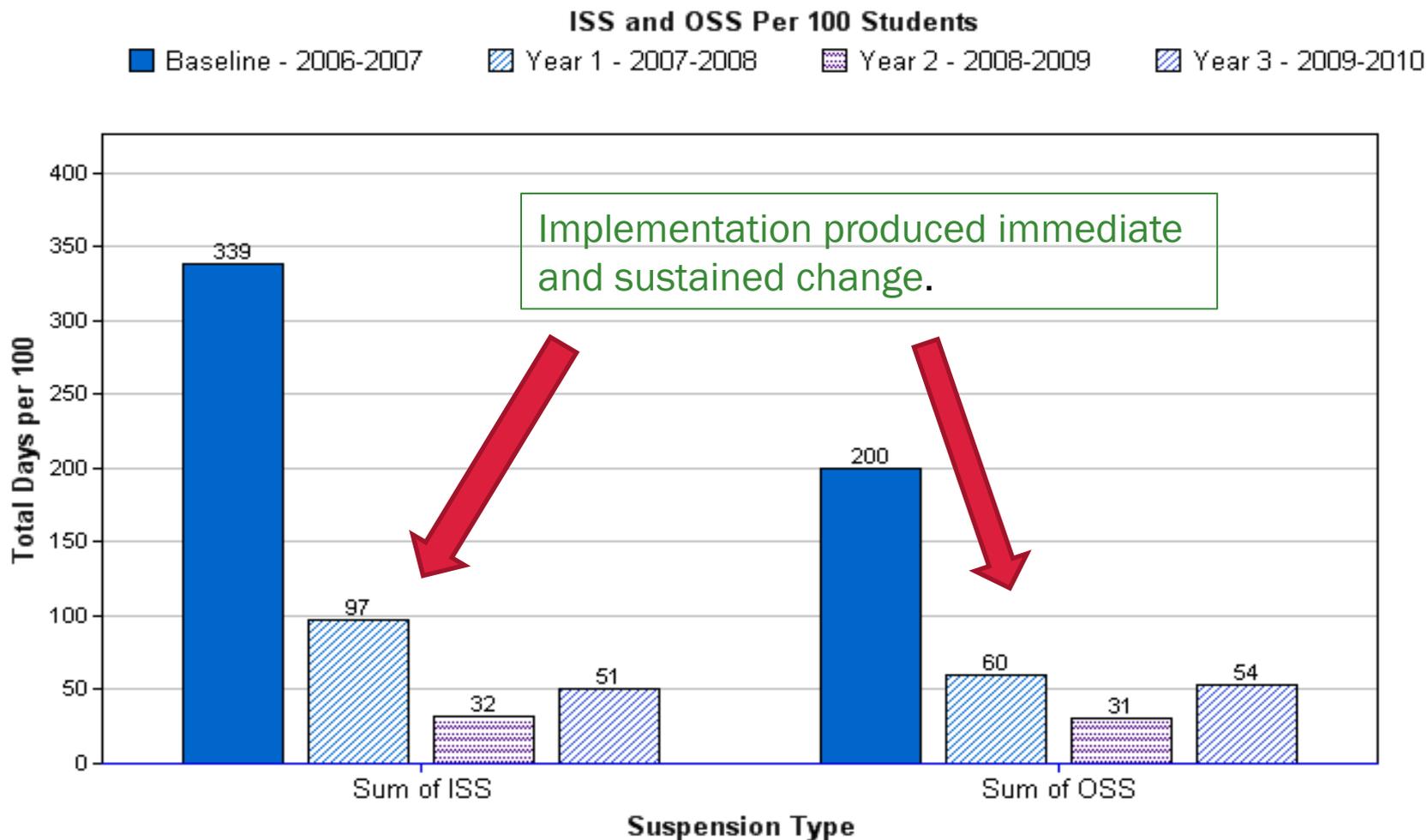
Are the # of ODRs, ISS and OSS per 100 students decreasing?



Referrals Per 100 Students



Are the # of ODRs, ISS and OSS per 100 students decreasing?

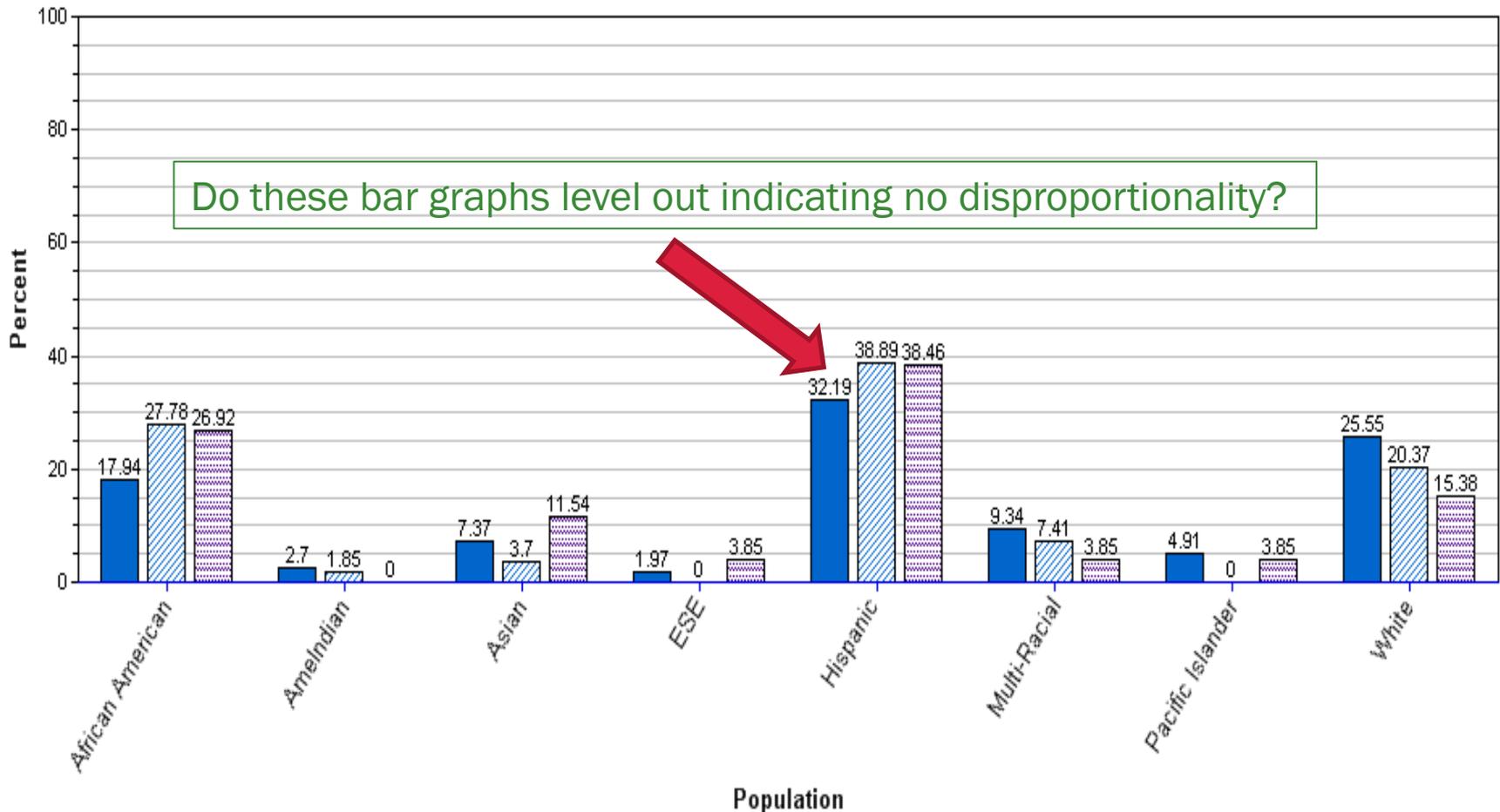


Are there groups of students for whom the Tier 1 Core is not sufficient?



Suspension Events by Population

■ % of Enrolled Students ▨ % OSS Events from Population ▤ % ISS Events from Population

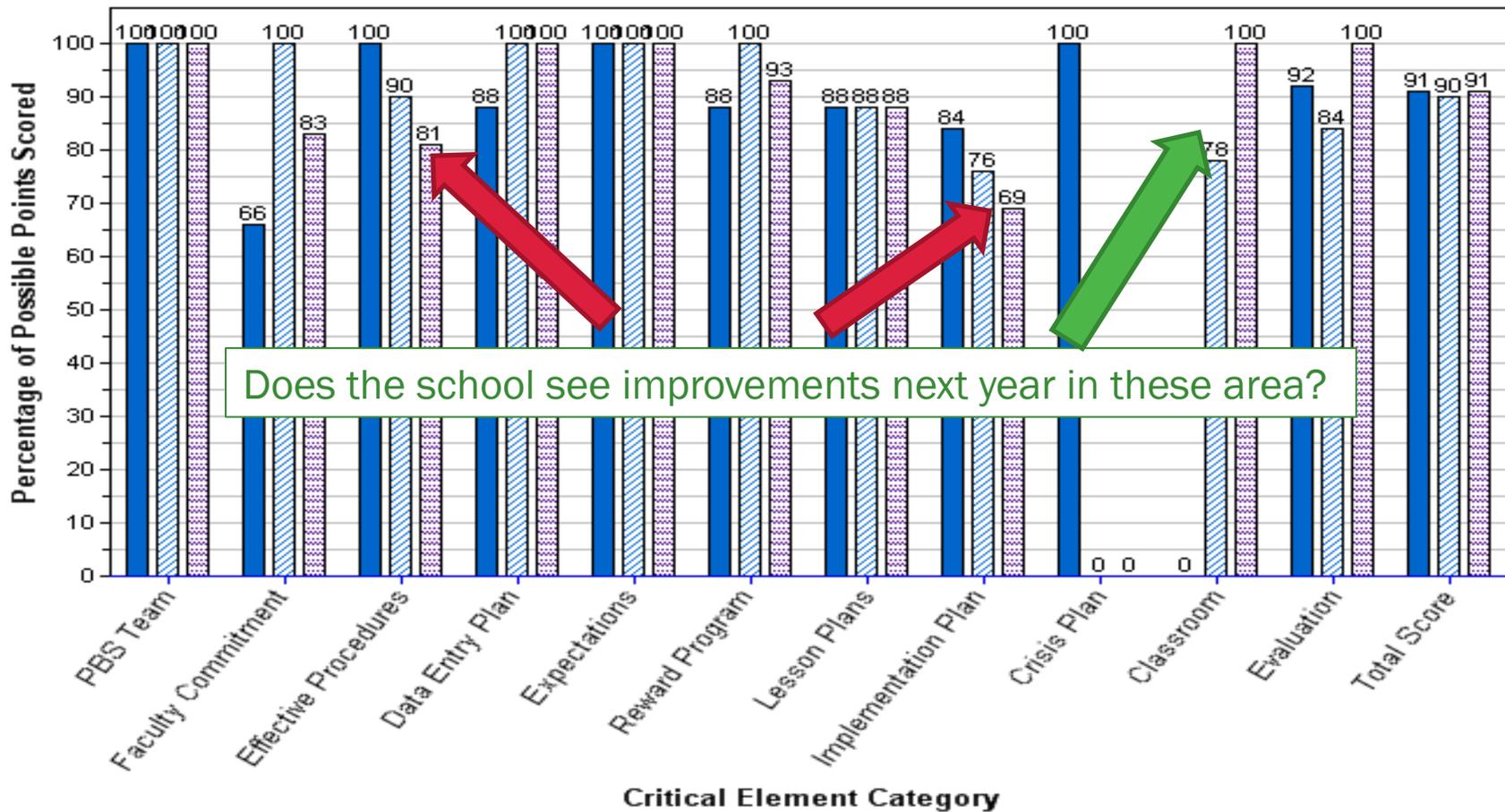


Fidelity?



Benchmark of Quality Score per Critical Element Category

2008-2009 2009-2010 2010-2011



How will “good”, “questionable,” and “poor” responses to intervention be defined?



Decision Rules:

- *Positive Response*
 - Gap is closing
 - Can extrapolate point at which target student(s) will “come in range” of target—even if this is long range
- *Questionable Response*
 - Rate at which gap is widening slows considerably, but gap is still widening
 - Gap stops widening but closure does not occur
- *Poor Response*
 - Gap continues to widen with no change in rate.

Positive Outcomes in Tier 1

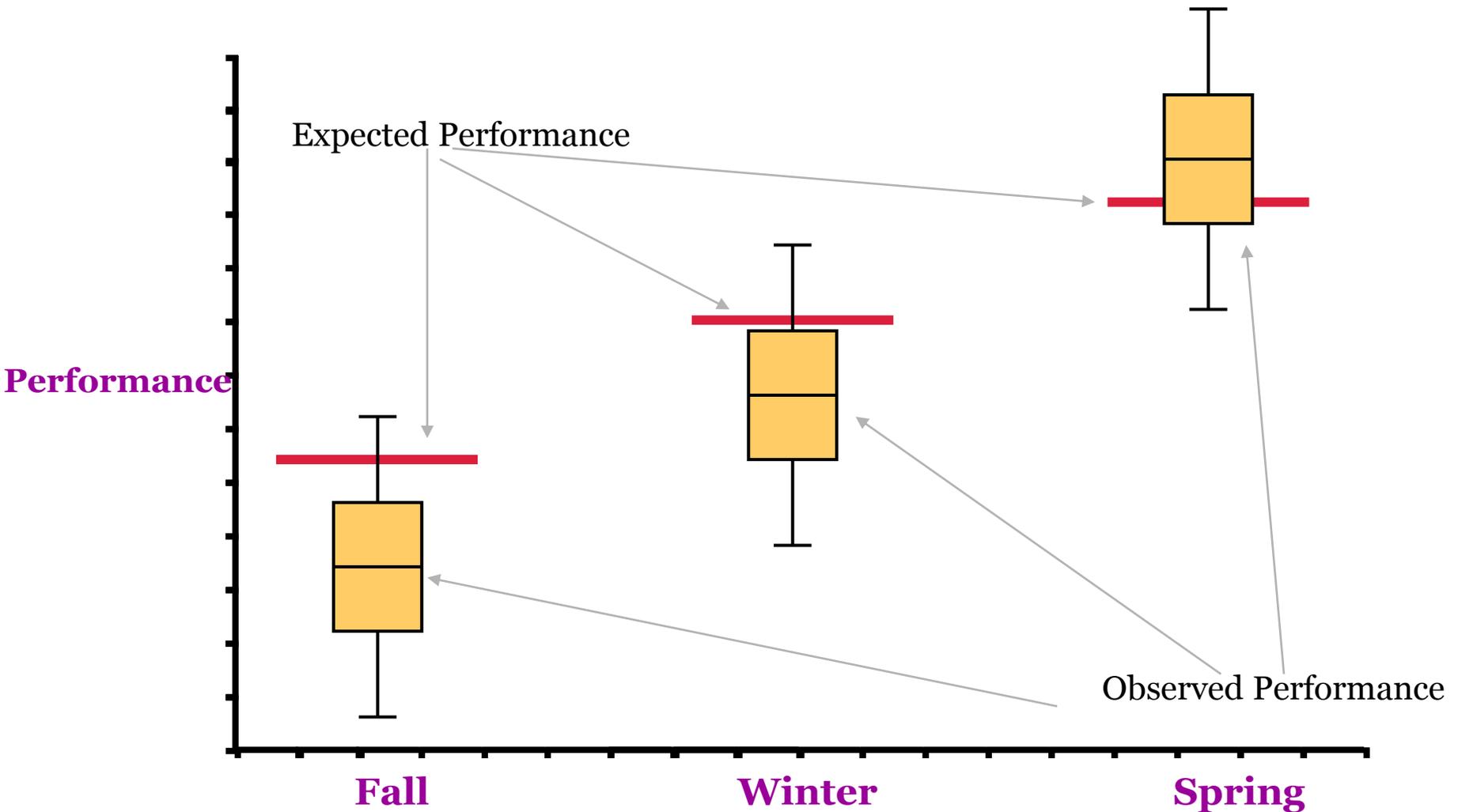


- *Positive*

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

Gap is closing,
Can extrapolate point at which target student(s) will “come in range” of target--even if this is long range

Positive Response to Intervention



Questionable Outcomes Tier 1

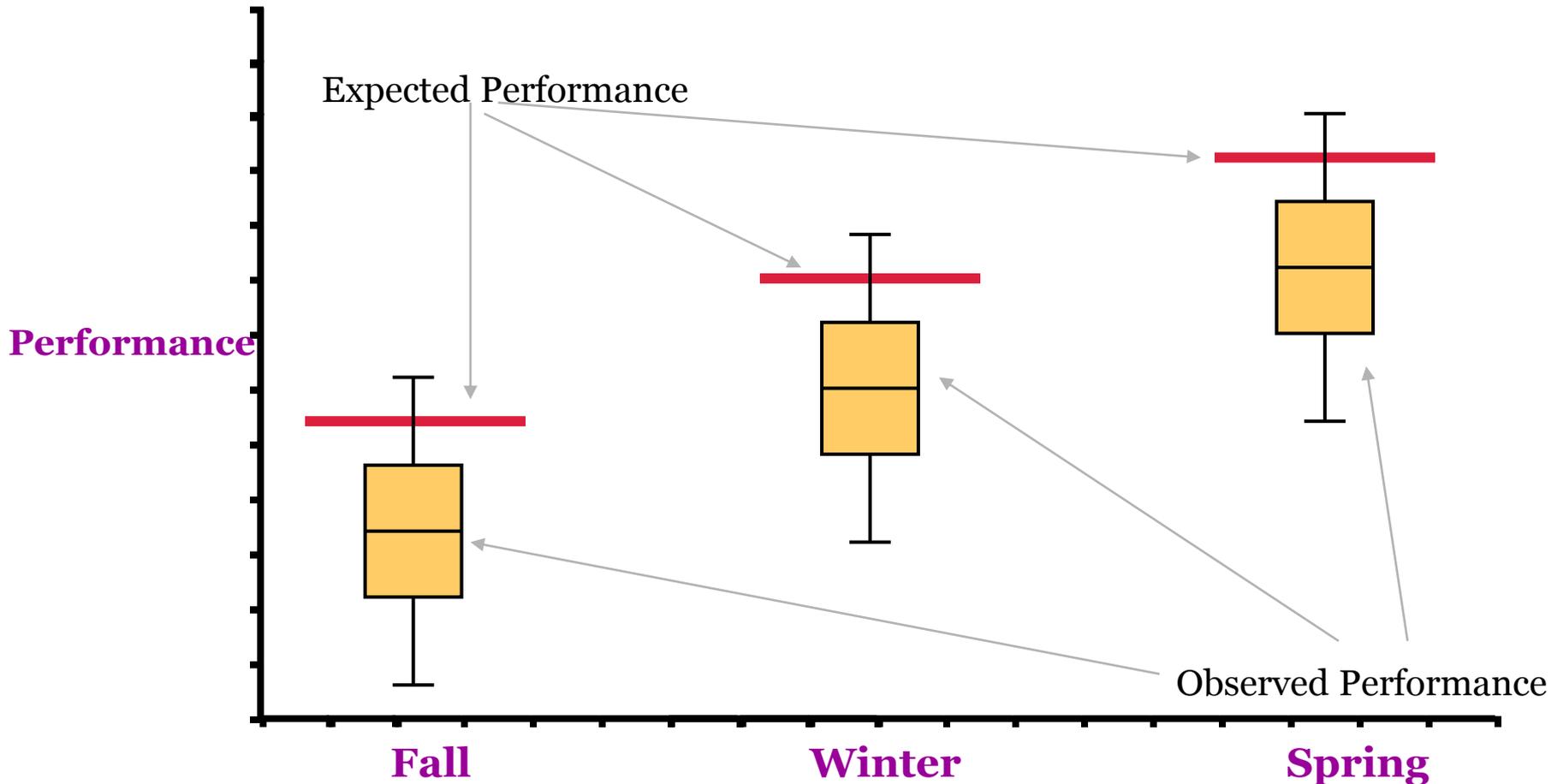


- *Questionable*
 - Was our DBPS process sound?
 - Was intervention implemented as intended?
 - If no - employ strategies to increase implementation integrity
 - If yes -
 - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.

Rate at which gap is widening slows considerably, but gap is still widening

Gap stops widening but closure does not occur

Questionable Response to Intervention



Poor Outcomes Tier 1

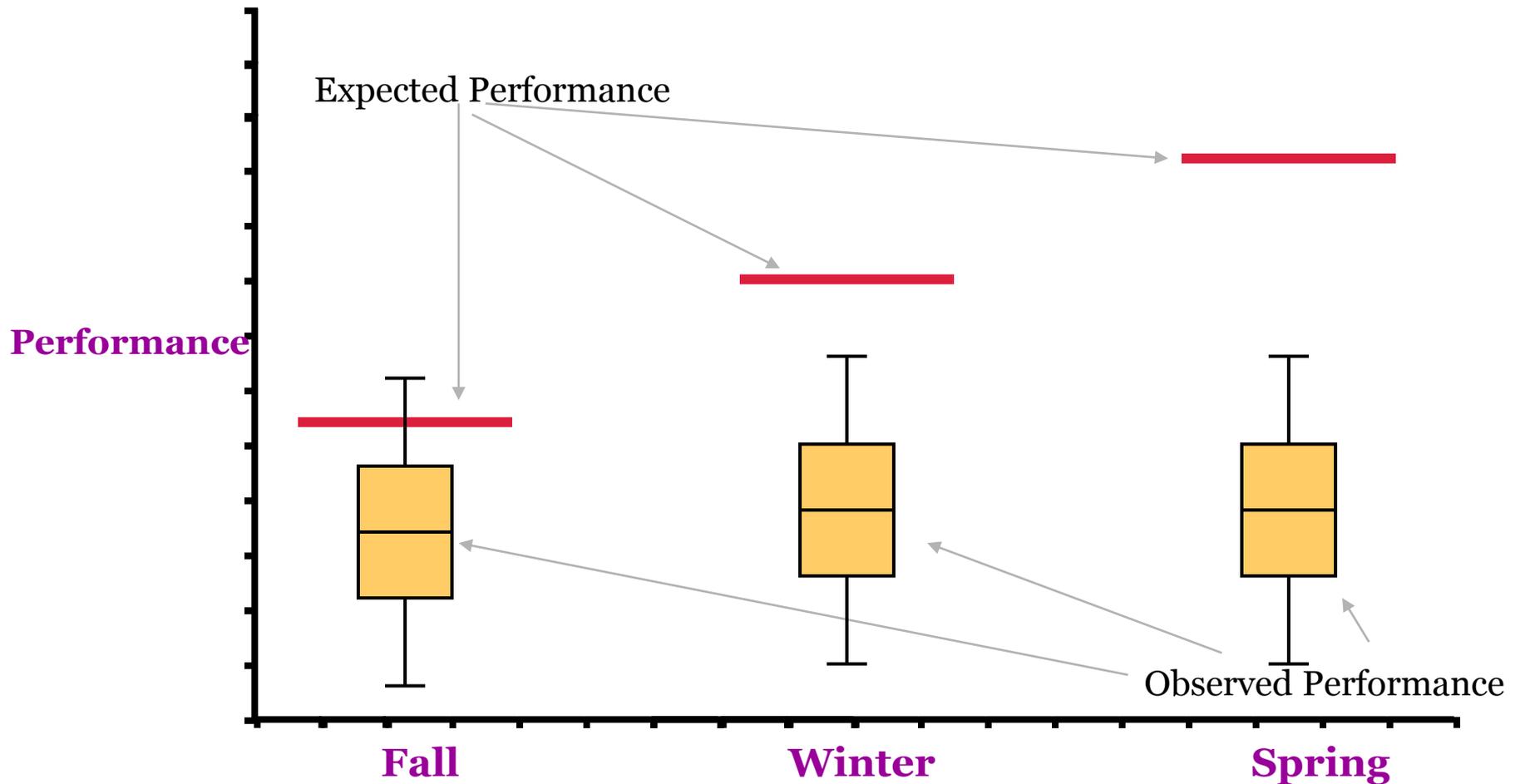


- *Poor*

- Was our DBPS process sound?
- Was intervention implemented as intended?
 - If no - employ strategies in increase implementation integrity
 - If yes -
 - Is intervention aligned with the verified hypothesis? (Intervention Design)
 - Are there other hypotheses to consider? (Problem Analysis)
 - Was the problem identified correctly? (Problem Identification)

Gap continues to widen with no change in rate.

Poor Response to Intervention





Guiding Questions: Tiers 2 and 3



Step 3 – Plan Development and Implementation

- What strategies or interventions will be used?
 - Matching intervention to function
 - Limited number of generic approaches
- What resources are needed to support implementation of the plan?
 - T2=quick turn around, limited teacher training, progress monitoring, etc., T3= team facilitation, behavioral expertise, etc.)
- How will sufficiency and effectiveness of Tier 2 supports be monitored overtime?
 - Introduction of progress monitor tool consistent across all interventions
 - Impact of Tier 2 and 3 interventions on Core outcome measures (ISS, OSS, ODRs)
- How will fidelity be monitored over time?
 - Usefulness of PIC, BAT, TFI for fidelity
- How will “good”, “questionable,” and “poor” responses to intervention be defined?
 - Goal level and criteria for attainment of goal developed by the Tier 2/3 team



*A Multi-Tiered
System of Supports*

Pulling It All Together: IMPLEMENTING EVIDENCE- BASED INTERVENTIONS



What are EBI?



- Evidence-based interventions (EBI) are treatments that have proven effective through rigorous outcome evaluations
- History of EBI across professions
 - Medicine, Clinical and Counseling Psychology, Education/School Psychology
- Where is the list?
 - While we will talk about some reputable sources, there is no official list at this point

Evidence-Based Interventions



- **Features**

1. Research and theory to support the intervention (i.e., similar population, demographics, setting, etc.)
2. Method for progress monitoring
3. Ongoing evaluation of intervention fidelity
4. Validated by systematic data collection

- **Avoid**

1. “I think it might work” (opinion) strategies
2. Interventions with few studies/data to support them
3. Studies with inconsistent results

Evidence-Based Interventions



- **Levels of Evidence**



1. Randomized control group designs
2. Experimental studies
 - a. Quantitative: Intervention vs. non-intervention group
 - b. Single subject
3. Non-Experimental studies
 - a. Qualitative: Interviews, surveys, focus groups
4. Student outcomes/successes

Evidence-Based Interventions



- **Guiding Questions**

1. Has the strategy been reviewed and evaluated for 'standards of evidence' by an organization such as 'What Works Clearinghouse'?
2. If not, is there any evidence that the strategy has been researched? (e.g., journal articles, book chapter, report from developer)
3. Does the strategy have a manual describing the procedures for each step, so anyone would be able to implement the strategy?
4. Does the strategy include a method for evaluating fidelity of implementation?
5. Can the strategy be implemented without regular and/or intensive involvement from the developer?

Selecting Interventions Quickly: “The Reasonable Hypothesis”



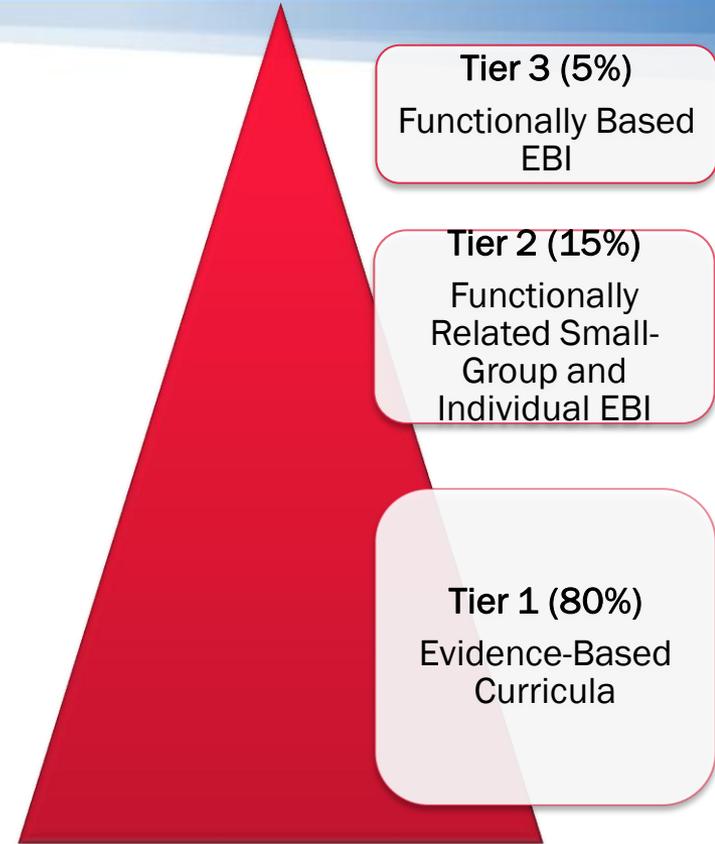
- Time is a precious commodity. Educators need to be efficient when problem solving.
- Under many circumstances, the most efficient thing to do is to test the easiest hypothesis first, implement an intervention, and monitor and evaluate outcomes.
- If that approach fails to improve student performance, then something progressively more time intensive can be attempted until the probable cause of failure is identified.
 - Also, easier solutions are more likely to be implemented consistently while solutions which are more time consuming or technically difficult for teachers and support personnel are less likely to be implemented correctly (Gresham, 1989).

What are EBI in Schools?



- Tier I EBI – Whole school best practices
- Tier II EBI – Functionally Related Small Group Practices
- Tier III - Individually Functionally Based EBI

- NOTE – EBI are a very different thing in Tiers 1 and 2 than Tier 3! This is a critical and not well understood issue...



EBI Fine Print I



- EBI are validated for a specific purpose with a specific population
- Implication
 - EBI are only useful for a range of problems and as such, must be paired up with the right situation
 - A hammer is an effective tool, but not with a screw

EBI Fine Print II



- EBI assumes implementation integrity
- Implication
 - Changing parts of an intervention, while typical, can invalidate the EBI
 - Ways to change an intervention
 - Frequency
 - Materials
 - Target
 - Style
 - On and on and on....

EBI Fine Print III



- EBI are typically validated with large group research, or a series of small group studies
- Implication
 - EBI have been documented as likely effective, not surely effective
 - Even the most effective interventions are often ineffective with a specific case
 - As such, you can't assume an EBI will always work

Implications of the Fine Print



- A list of EBI is just a nice place to start
- Additional steps
 - Need to select EBI that make sense for the current case
 - Need to implement the EBI with integrity
 - Need to evaluate the effectiveness in some manner to see if it worked
- No EBI will be effective if not implemented. Implementation will not occur without attention to the critical systems issues.

Where is the evidence for Tier 1 and 2 EBI?



- The Evidence Based Intervention Network
 - <http://ebi.missouri.edu/>
- What Works Clearinghouse by the USDOE Institute of Education Sciences
 - <http://ies.ed.gov/ncee/wwc/>
- Other resources
 - <http://www.promisingpractices.net/>
 - http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

Questions or comments?



What has been discussed that will assist you in your VTSS work?

What do you need more information about?

How many of you need to see another picture of my cute grandson?



Contact Information



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