



PBS Implementers Forum

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Mission Statement

To develop support systems and sustained implementation of a data-driven, problem solving model in schools to help students become better readers with social skills necessary for success.



Why both Behavior and Literacy Supports?

- Improving the social behavior of students results in:
 - More minutes spent in academic instruction
 - Better acquisition during engaged minutes
- High quality instruction engages students, and leads to reduction in problem behavior.
- Children who fall behind academically will be more likely to:
 - A) Find academic work aversive
 - B) Find escape-maintained problem behaviors reinforced



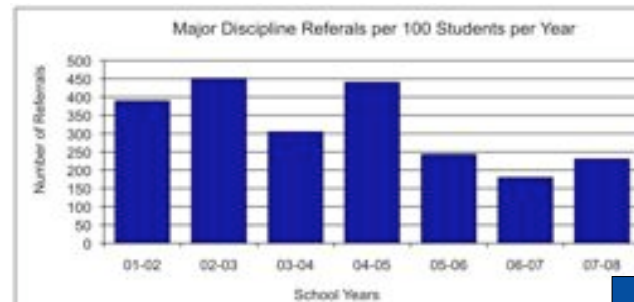
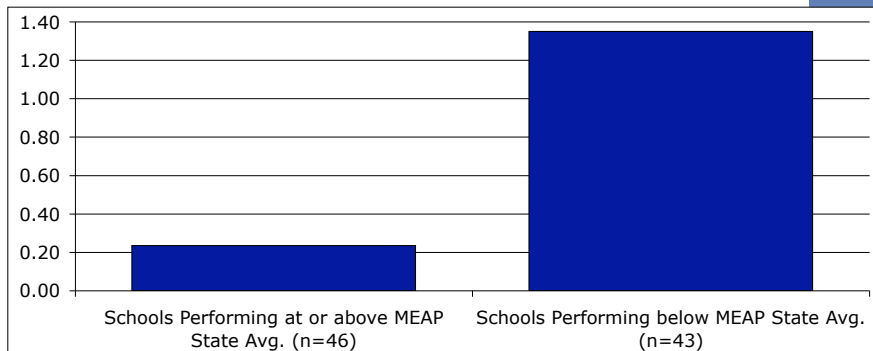
I spend more time visiting and assisting teachers in the classrooms than I ever have because I spend much less time on discipline issues. Because we have more time, we have been able to re-structure our day to incorporate more time to teach reading.



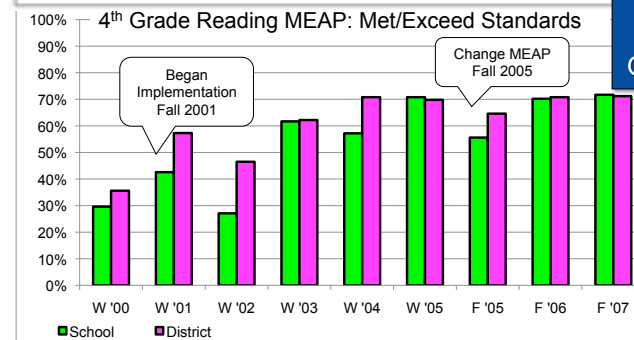
*Sherryl Martin, Principal
Riverton Elementary, Ludington*



MiBLSi Schools and Reading MEAP: Average Total Office Discipline Referrals per 100 Students per Day 2004-2005

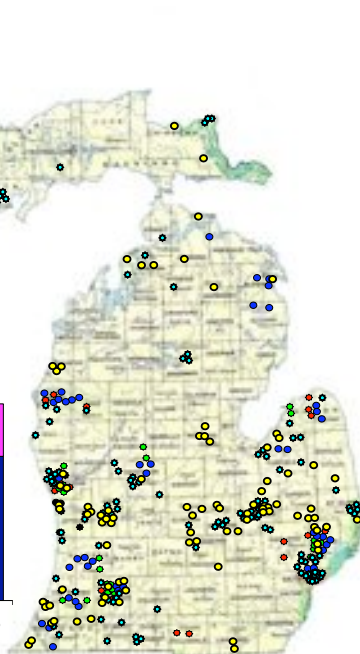
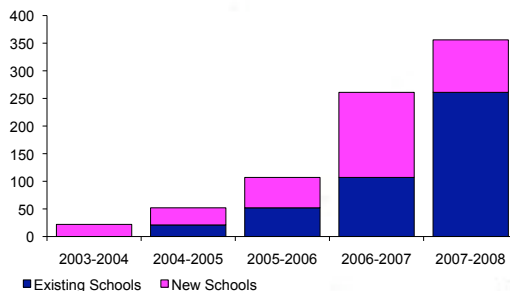


Behavior and High Stakes Reading Assessments:
One School Example



Participating Schools

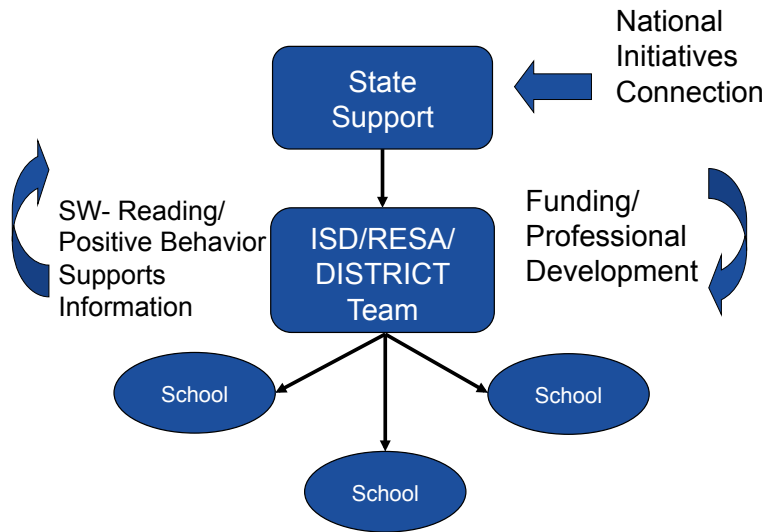
- 2000 Model Demonstration Schools (5)
- 2004 Schools (21)
- 2005 Schools (31)
- 2006 Schools (50)
- 2007 Schools (165)
- 2008 Schools (95)



Prerequisites for MiBLSi Implementation

- Commitment by...
 - 80% of building staff
 - Administration at building and district levels
 - Agreement to implement for at least two years
- Reading/Behavior one of top three building goals
- Building team and coach identified

MiBLSi Support Structure

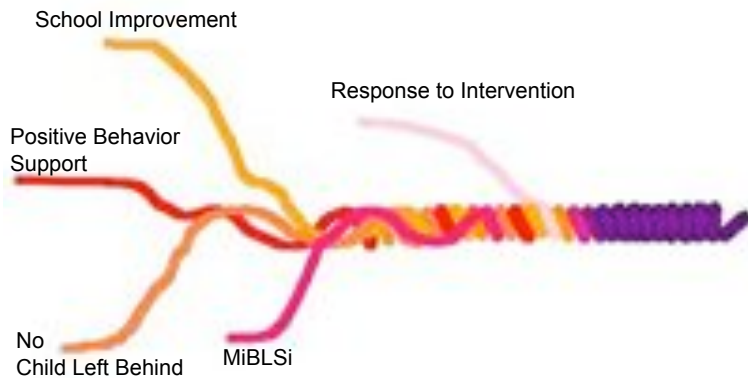


Regionalization

- Coordinators
- Professional Development
- Training Capacity
- Support for coaches, principals, leadership teams

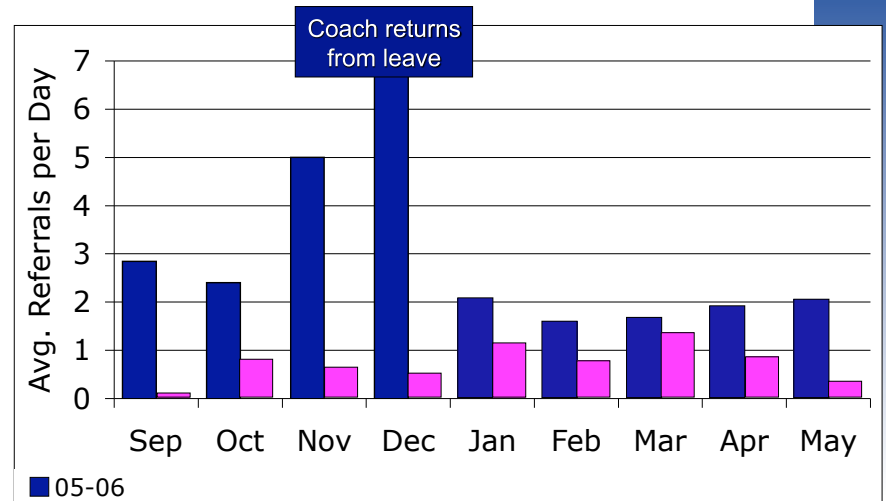


Braiding MiBLSi within Other Initiatives

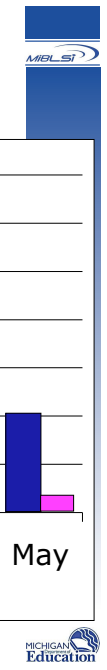


Investing in Coaches:

Average Major Discipline Referrals per Day per Month



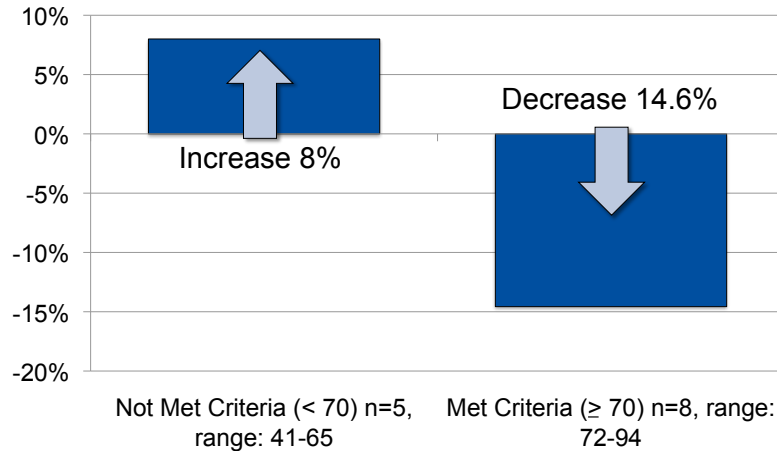
One School's Example



Focus on Implementing with Fidelity

using Benchmarks of Quality (BoQ)/ODR '06-'07 and '07-'08

Average Change in Major Discipline Referrals:
One District Example (13 elementary schools)



Professional Development Schedule

Phase I: Foundations	
Topic	Time Requirement
Positive Behavior Support Universal	3 days
DHBEIS administration and scoring	2 days
Set up of data systems (DHBEIS/SWIS)	1 day
Overview of schoolwide reading model	1 day
Schoolwide systems review	1 day
Phase II: Implementation	
Topic	Time Requirement
Targeted Behavior Support	1 day
Strategic Reading Support	1 day
Intensive Behavior Support	1 day
Intensive Reading Support	1 day
Targeted and Intensive Systems Review	1 day
Data Review	3 days
Phase III: Sustainability	
Topic	Time Requirement
Data Review	3 days

Problem Solving at the Various levels

- School Wide Level
 - Purpose: Evaluate the success of each grade level programs supporting all students within the school and to take action to strengthen these programs.
- Grade Level
 - Purpose: Evaluate the success of programs supporting all students within the specific grade and class; and to take action to strengthen these programs.
- Individual Student Level
 - Purpose: Evaluate the success of programs supporting the student and to take action to strengthen the program.

Implementation at Grade Level

An example: Combining behavior and reading support in grade level planning

First-Grade Instructional Plan Fall to Winter

School: *Flintwood Valley Elementary*

Date: *2/24/16*

Team Members: *J. Burns, M. Wilson, L. Thomas, A. Jones, E. Walker*

Directions: After reviewing your grade-level data, complete the grade-level planning activities. The content of this tool is to direct support efforts within each class and across all classes for the grade level.

Instructional Goals Fall to Winter: Phonemic Awareness: By the end of the grade, students should be established in phonemic awareness as indicated by the 2010-11 outcome representative literacy measures. If this is not true for more than 20% of your children, consider making your core reading block greater than 90 minutes and allocate 10-20 minutes 3-5 days per week for 4-6 weeks. (Make the adjustments to the Reading/ core program to prevent the essential trap over time.) **Algebraic Principles:** By the end of the grade, students should be fluent with several simple relationships and modeling as evidenced by the outcome-level literacy measures (70 students with at least 11 weeks fluently). The student should also be able to read words at about a rate of one word each 3-4 seconds.

Focus on three sources of word-guessing strategies in alphabetic principle is recommended as a daily part of the core instructional block. Student reading strategy or literature instruction will read additional word and sentences.

Behavior Support Focus Fall to Winter: The purpose of analyzing descriptive data and providing behavior supports linked to student need is to maximize time for instruction and maximize the amount of time with disruptive behaviors.

	Name of students	Program and Materials	Instructors	Time/Day	Program Monitoring	Weekly Goal (in Studentwork Time/Week)
Benchmark/Universal Support For all students, include a vocabulary-based core program the teacher or the "big book" - ensure to read books aloud.	Reading Support all students for benchmark instruction	The core program <i>My Reading Street</i> and <i>My Reading Street</i> words and story-reading and representing before going into the phonics instruction.	J. Burns A. Walker E. Jones	3-5 minutes daily 10 min out of the 30 minutes	CBP one time per week for all students	
	Behavior Support all students	The <i>My Reading Street</i> program 1-1 small groups daily. Use <i>My Reading Street</i> for whole class to support the core.	J. Burns A. Walker E. Jones	10 minutes daily for the whole class teacher runs Monday	Review 2012 discipline referrals for 1st grade hallway, playground and bathroom.	One Week



	Name of students	Program and Materials	Instructors	Time/Day	Program Monitoring	Weekly Goal (in Studentwork Time/Week)
Strategic/Targeted Intervention For students not meeting standards progress with core reading with extra supports and modeling as evidenced by the outcome-level literacy measures (70 students with at least 11 weeks fluently in core program).	J. Burns A. Walker E. Jones M. Wilson	Anchor Instruction FALL	J. Burns	10 minutes daily Reading block for 30 minutes each day 3 days per week	Review 2012 CBP and CBP one time per week	One Week
	A. Walker E. Jones M. Wilson	Shared Step Social Skills Training Program	A. Walker, J. Burns	10 minutes a day 3 days per week	Review 2012 Referral by Student Report	One Week
Intensive/Individualized Support For students having significant problems who provided high levels and individualized interventions linked to assessment results.	J. Burns A. Walker E. Jones M. Wilson	Anchor Instruction FALL	A. Walker	10 minutes daily Reading block for 30 minutes per day 3 days per week	Review 2012 Referral by Student Report	One Week
	J. Burns A. Walker E. Jones	Individualized support for appropriate language during instruction in classroom with paraprofessional or teacher support back and forth going back.	J. Burns	10 minutes daily for the whole class	2012 outcome report every 2 weeks, share of outcome report daily	One Week
	J. Burns A. Walker E. Jones	One behavior intervention plan for appropriate language during instruction for support and modeling behavior provided through the appropriate response model (demonstrated representation)	J. Burns, A. Walker	10 minutes daily	2012 outcome report every 2 weeks, share of outcome report for break	One Week

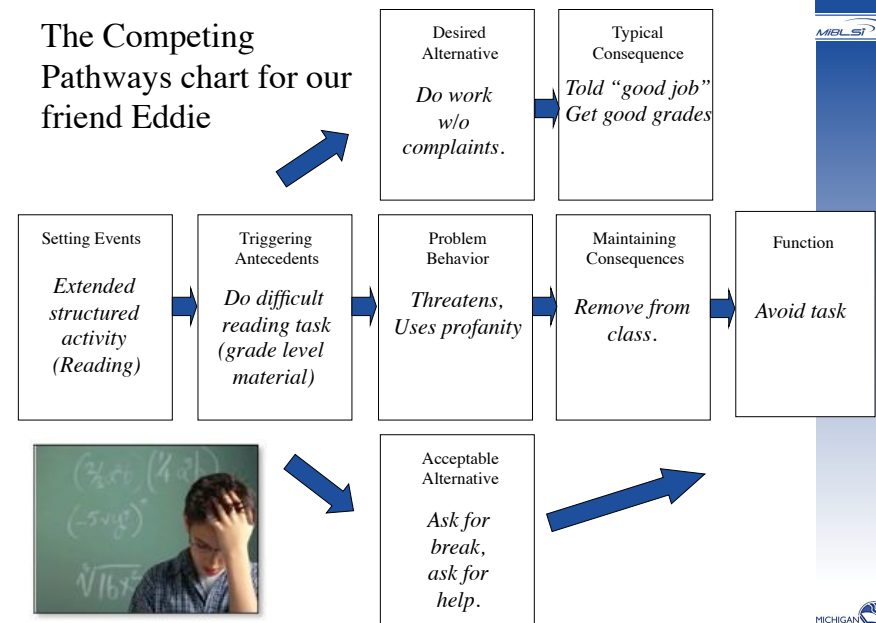


Implementation at Individual Student Level

An example: Combining reading with behavior support for escape maintained behavior



The Competing Pathways chart for our friend Eddie



Possible Interventions for Eddie



Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
<p>Provide Reading curriculum at appropriate level</p> <p>Additional instruction in reading (fluency)</p> <p>1:1 instruction in Reading</p>	<p>Prompt task completion</p> <p>Make task less difficult</p> <p>Do first activity together</p> <p>Provide different tasks</p> <p>Present "forced" choice of which reading assignment to do first</p>	<p>Teach alternatives to problem behavior:</p> <p>1. Ask for break</p> <p>2. Ask for help</p> <p>Teach reading fluency development</p> <p>Teach problem-solving skills</p>	<p>Provide reward within 1 min. of starting task (3 min., 5 min., 10 minutes)</p> <p>Give break & help when requested</p> <p>Minimize rewards for problem behavior (don't remove to a nicer area)</p> <p>Reward expectations</p>



Eddie's Evaluation Procedures



Short term goal: Ask for "break" or assistance when frustrated

Long term goal: Reading fluently at 154 word correct per minute on grade level material

Data to be Collected	Procedures for Data Collection	Person responsible	By When
Daily report on whether or not he met his goal each class period	Daily behavior report card. Make sure all staff (e.g., homeroom teacher, music teacher, etc.) understand purpose and use card consistently. Teacher responsible for filling out card on daily basis. Report data to team on Behavior Support Plan Chart.	School psychologist initiates and monitors	Begin immediately; continue at least to first review period.
Major discipline referrals	Major discipline referrals are entered into SWIS. Reports are generated prior to each progress review period	Office secretary enters SWIS data and generate reports	SWIS entered on regular basis



Eddie's Evaluation Procedures



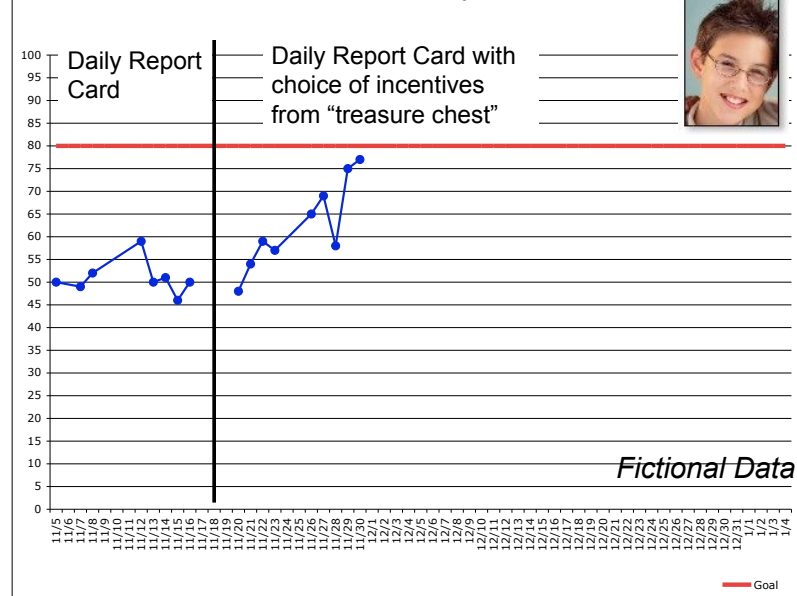
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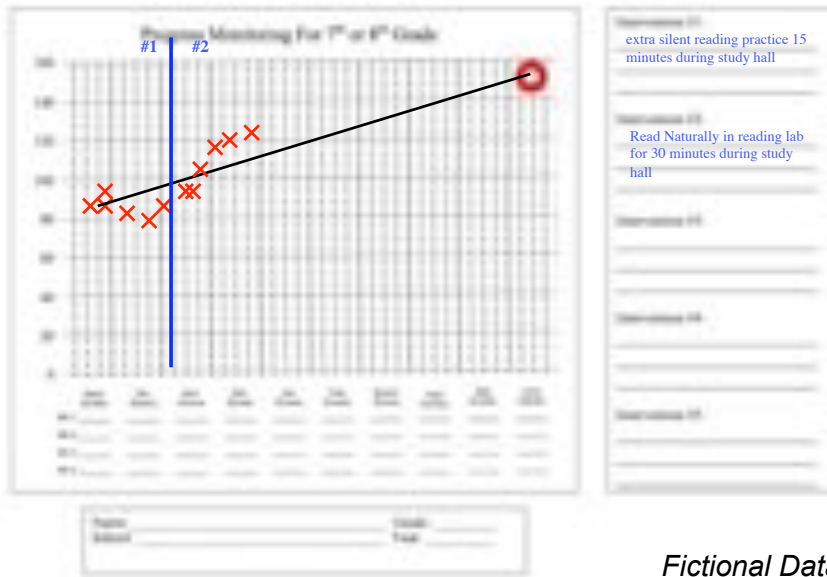
Data to be Collected	Procedures for Data Collection	Person responsible	By When
Oral reading fluency	Assessment progress monitoring probes weekly on grade level material	Classroom teacher	Begin immediately; review progress every three weeks



Percent of points earned on Daily Report Card



Eddie: Progress monitoring on Oral Reading Fluency



MiBLSi Outcomes: Percent of Students at DIBELS Benchmark (Spring) and Major Discipline Referrals per 100 Students

