Positive Behavior Support and Response to Intervention for Behavior: Systems Level Planning

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Agenda

• Foundations
  – Key Principles of Response to Intervention
  – Why a Comprehensive Approach to Behavior and Academics

• Practices
  – Identification (Screening)
  – Progress Monitoring
  – Three-Tiered Model
  – Problem Solving

• Systems to Support these Practices
  – Application of Implementation Drivers
  – Stages of Implementation
Schools adopting SWPBIS by year

14,325 Schools Adopting School-wide PBIS
Schools use SWPBIS (Feb, 2011)

11 states with over 500 schools
3 states with over 1000 schools
FOUNDATIONS
Response to Instruction/Intervention (RtI): The Foundation

RtI is the practice of:

(1) providing **high-quality instruction/intervention** matched to student needs and

(2) using **learning rate** over time and **level of performance** to

(3) make **important educational decisions** to guide instruction
Avoiding Myths...

RtI IS:
• A process designed to maximize student achievement
• A method to deliver effective interventions earlier and efficiently
• Focused on outcomes
• About student progress

RtI IS NOT:
• A way to delay services to students
• A way to avoid special education placement
• A hoop to jump through to ensure special education placement
An Essential *Shift* in Thinking

The central question is not:

“What about the students is causing the performance discrepancy?”

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else

Ken Howell
“Response to Intervention” (RTI) . . .

...a way of screening children, early in their schooling, that can help schools and educators identify those who may not be responding to instruction – and thus may be at risk for school failure. The technique allows schools, on a school-wide basis, to provide any student more intensive support—and monitor their progress – than may be typically available in every classroom.

Alexa Posny, Assistant Secretary, OSERS
What is RtI?

1) Multi-tiered
2) Problem solving approach
3) Evidence-based instruction/intervention
4) Increasing levels of intensity
5) Decisions based on data
6) Progress monitoring

- Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both
Universal
Targeted
Intensive

RTI
Continuum of Support for ALL

Label behavior...not people
In Other Words...

• We organize our resources
  – Multi-Tier model

• So kids get help early
  – Actions based on outcomes (data!), not procedures

• We do stuff that’s likely to work
  – Evidence-Based interventions

• And make sure they’re successful
  – Progress monitoring
  – Problem-Solving process
  – Increasing levels of intensity
Features of an RtI Model

1) Universal screening
2) Data-based decision making and problem solving
3) Continuous progress monitoring
4) Focus on successful student outcomes
5) Continuum of evidence-based interventions
6) A core curriculum is provided for all students
7) A modification of this core is arranged for students who are identified as nonresponsive
8) A specialized and intensive curriculum for students with intensive needs
9) Focus on fidelity of implementation
TIME MANAGEMENT CLINIC
Doing More with Less

• Need a Comprehensive Approach to Behavior and Academics
• It may be necessary and more efficient to have a single, integrated system of supports
• May need to move away from separate, parallel systems
Braiding Academic & Behavior Supports

A Response to Intervention (RtI) Model is a framework for the integration of school-wide academic and behavior supports for each tier of intervention.

http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview
ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

For academics or behavior, RtI principles & characteristics are the same across tiers.
TIER I: Core, Universal

GOAL: 100% of students achieve at high levels

Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How you we respond when some students don’t learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum
TIER II: Supplemental, Targeted

For approx. 20% of students

Core + Supplemental

...to achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).
1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?
TIER III: Intensive, Individualized

For Approx 5% of Students

Core + Supplemental + Intensive Individual Instruction ...to achieve benchmarks

1. Where is the students performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
School-wide Behavior & Reading Support

The integration/combination of the two:

• are critical for school success
• utilize the three tiered prevention model
• incorporate a team approach at school level, grade level, and individual level
• Share the critical feature of data-based decision making
• produce larger gains in literacy skills than the reading-only model

— (Stewart, Benner, Martella, & Marchand-Martella, 2007)
Common Features of School-Wide Reading & Behavior

- Establish Commitment
- Establish and Maintain Team
- Self-Assessment (Fidelity and Outcomes)
- Continuum of Supports
- Establish Information Systems
  - For developing treatments
  - For progress monitoring
  - For evaluation
- Build Capacity for Function-Based Support
Integrated Functions Across All Tiers of Support

Team approach

Universal Screening

Evidence-based practices

Progress monitoring

Data-based decisions

Behavior Support

Reading Support
Shared Instructional Features of School-Wide Reading & Behavior

• Clear goals and expected outcomes
• Instructional delivery
  – Clear examples (and non examples)
• Instructional grouping
• Opportunities to practice skills
• Feedback on student responding
• Encouragement for appropriate responding
• Error correction
• Adequate instructional time
Research

• High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior (Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)

• Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes (Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)

• Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing (McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)

• Children of the Code: A Social Education Project
http://www.childrenofthecode.org/
Relationship between behavior and reading

Children of the Code: A Social Education Project
http://www.childrenofthecode.org/
Cycle of Academic and Behavioral Failure: Aggressive Response
(McIntosh, 2008)

Teacher presents student with grade level academic task
Student engages in problem behavior
Teacher removes academic task or removes student
Student escapes academic task

Not sure…

Academic problems lead to behavior problems?
or
Behavior problems lead to academic problems?

Probably a combination of both
When we try to pick out anything by itself, we find that it is hitched to everything else in the universe

- John Muir
PRACTICES
Possibilities of Behavior/Academic Concerns around function of problem

Behavior Problems

Interrelated Behavior and Academic Problems

Academic Problems

Nonrelated Behavior and Academic Problems
Process: Referral for behavior problems

Student is referred for behavior concern

Universal Supports implemented with fidelity?

Yes

Document previous strategies implemented to address problem

No

Improve fidelity of Universal Supports

Conduct behavior functional assessment

Does behavior serve to escape/avoid academic task?

No

Develop behavior support plan

Yes

Conduct academic functional assessment

Develop integrated academic and behavior support plan
Process: Referral for academic problems

Student is referred for Academic concern

Universal Supports implemented with fidelity?

- Yes
  - Document previous strategies implemented to address problem

- No
  - Improve fidelity of Universal Supports

Does student’s behavior interfere with learning opportunities?

- Yes
  - Conduct academic support plan

- No
  - Conduct academic functional assessment
  - Develop academic support plan
Examples of Academic and Behavior Practices

Universal Prevention

**Behavior**
- Identify expectations
- Teach
- Monitor
- Acknowledge
- Correct

**Reading**
- Evidence based curriculum focused on:
  - Phonemic Awareness
  - Alphabetic Principal
  - Fluency
  - Vocabulary
  - Comprehension
- Adequate teaching time
- Trained instructors
- Progress monitoring
- Active participation with frequent feedback

Intensive Intervention

**Behavior**
- Individualized, functional assessment based behavior support plan

**Reading**
- Scott Foresman Early Reading Intervention
- Reading Mastery
- Corrective Reading

Targeted Intervention

**Behavior**
- Check-in, Checkout
- Social skills training
- Mentoring
- Organizational skills
- Self-monitoring

**Reading**
- Teacher-Directed PALS
- K PALS
- First Grade PALS
- Road to the Code
- REWARDS
- Peer Assisted Learning Strategies
- Read Naturally
As the magnitude of the problem increases….

- The required resources to address the problem increases.
- The need to enhance environmental structures increases.
- The frequency for collecting and acting upon information increases.
Fidelity of Implementation

• Are we implementing the practices correctly and consistently over time?

**HOW DO YOU KNOW?**

• Students cannot benefit from interventions that they do not experience! (Fixsen, Blase, Horner, & Sugai, 2008)
Fidelity of Implementation

• Interventions are implemented as intended
• Necessary to evaluate student response to intervention

Considerations:

– What are the essential components of an intervention?
  • Dosage: amount of time intervention is to be implemented (e.g., frequency, duration of intervention, etc.)
– How will you determine the accuracy of each component?
Student: Darren Kincaid

CICO Individual Student Count Report
August 19 - September 29, 2009

Graph showing daily % of Total CICO points and ODR count from August 24 to September 28.
Data Analysis

• **Lack of progress:**
  • Is the intervention being implemented with fidelity?
  • Do we have the right intervention?
  • Does it match the function?
  • Do we have the right function?
  • Do we (or student) need additional supplemental supports?

• [YouTube - Cleaning Snow Off The Wrong Car](https://www.youtube.com/watch?v=dQw4w9WgXcQ)
School Tier 1 Critical Elements
(elementary school - BoQ)
District Implementation Level (all schools - BoQ)

Pinellas

Avg Benchmark Score per Critical Element Category (all school types)

- 2007-2008
- 2008-2009
- 2009-2010

Critical Element Category:
- PBS Team
- Faculty Commitment
- Effective Procedures
- Data Entry Plan
- Expectations
- Reward Program
- Lesson Plans
- Implementation Plan
- Crisis Plan
- Evaluation
- Classroom
- TOTAL SCORE
High Implementing Florida PBS Schools

Percent of Florida's PBS Schools Implementing with Fidelity

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<td>Percent</td>
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<td>75</td>
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OSS Rates by Implementation Level Across School Years

Average Days OSS per 100 Students

Low (BoQ <70)
- 35 Schools: 73
- 77 Schools: 61
- 83 Schools: 56
- 67 Schools: 51
- 102 Schools: 47
- 157 Schools: 43

High (BoQ >=70)
- 39 Schools: 43
- 76 Schools: 34
- 107 Schools: 37
- 162 Schools: 28
- 256 Schools: 25
- 352 Schools: 25

Implementation Level
Indicates that focusing on behavior does not impede student performance but in fact, may help maintain or increase it!
Identification (Screening)

Approved Commercial Screeners: Office of Special Education Programs (OSEP)

- **SSBD**: Systematic Screening for Behavior Disorders
  - Walker & Severson (K-6 only)
- **SSBS**: School Social Behavior Scale
  - Merrell, (K-12)
- **Revised Problem Behavior Checklist**
  - Quay & Peterson (Ages 5-18)
- **ECBI**: Eyberg Child Behavior Inventory
  - Eyberg & Ross (Ages 2-17)
- **SESBI**: Sutter-Eyberg Student Behavior Inventory
  - Sutter & Eyberg (Ages 2-17)
- **SRSS**: Student Risk Screening Scale - Drummond
- **CRS-R**: Conner's Rating Scales, Revised (Ages 3-17)

- CBM (DIBELS/AIMSweb)
- SWIS
Teacher Nomination Form

School: ________________________________
Teacher: ______________________________
Grade(s): ______________________________
Type of Class (e.g., regular ed., reading): ______________________________
Date: ______________________________

Step 1: Identify all students in your class, or across your day, who are of concern to you on two categories of inappropriate behavior: **externalizing and internalizing** behaviors. Middle school, high school, specials, or any other teachers, identify the top students of concern across your day rather than by class or period.

**Externalizing Behaviors:** Behaviors that are displayed outwardly by the child towards an external social event in the environment. These behaviors typically occur too often or too much.

**Internalizing Behaviors:** Behaviors that are displayed inwardly towards self. These behaviors typically are self-imposed, do not occur frequently, and appear to allow the student to avoid social events.

<table>
<thead>
<tr>
<th>Examples of Externalizing Behaviors</th>
<th>Examples of Internalizing Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aggression toward others or things</td>
<td>• Exhibits sadness or depression</td>
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<tr>
<td>• Hyperactivity</td>
<td>• Diminished social interactions (sleeps a lot)</td>
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<tr>
<td>• Non-compliance</td>
<td>• Teased or bullied by peers</td>
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<td>• Disruptive (out of seat, calling out)</td>
<td>• Does not participate in games</td>
</tr>
<tr>
<td>• Arguing</td>
<td>• Overly shy or timid</td>
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<tr>
<td>• Defiance</td>
<td>• Acts fearful</td>
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<tr>
<td>• Stealing</td>
<td>• Does not stand up for self</td>
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<tr>
<td>• Not following directions</td>
<td>• Self-injury (cutting self, head banging)</td>
</tr>
<tr>
<td>• Tantrums</td>
<td>• Withdrawn, avoids social situations/interactions</td>
</tr>
</tbody>
</table>
Student Identification:  
A System or a Student Problem?

• **Tier 1 SWPBS:**
  • Was the student taught the school-wide expectations and rules?
  • Did the student earn reinforcers for engaging in the school-wide expectations?

• **Gap Analysis (Classroom):**
  • Is the student’s problem behavior significantly different from his/her peers?
  • Are effective instruction and behavior management occurring within the classroom?

• If the answer is “No” to any of these questions, address the environment (SWPBS/Classroom) before considering Tier 2 supports.
Progress Monitoring

• Progress Monitoring
  – CBM
  – SWIS
  – Check in-Checkout
Data Collection

Progress Monitoring

Frequency

Several times a day
Daily

Once a day
Several times a week
1-2x/week

1-2x/Month
Monthly

ODRs

School-Wide Measures

Direct Observation
Behavior Rating Scale

Daily Progress Reports
Checklists
Structured Interviews
Permanent Products

People Collecting Data

Behavioral Expertise
Teachers
Paraprofessionals
Guidance
School Psychologist

Teachers
Anyone
CICO Average Daily Points By Student Report
August 26 - September 20, 2009

Max Number of Days where Score Possible: 18

<table>
<thead>
<tr>
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<th>Avg Daily % of Total CICO Points</th>
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<tbody>
<tr>
<td>Bob Bo</td>
<td>18</td>
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<tr>
<td>Snoopy Brown</td>
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<tr>
<td>John Candy</td>
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<tr>
<td>Darren Kincaid</td>
<td>18</td>
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<tr>
<td>Janice Zimmerman</td>
<td>18</td>
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</tbody>
</table>

Days with Score | Student
Student: Snoopy Brown

CICO Individual Student Period Report
August 26 - September 20, 2009

Max Number of Days where Score Possible: 18
Behavior Report Card

Adapted from Crone, Horner & Hawken (2003)

Name: Sally Mae
Date: 2/1/08

Rating Scale: 3=Good day  2= Mixed day  1=Will try harder tomorrow

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<th>GOALS</th>
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<td>BE RESPECTFUL</td>
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<td>BE RESPONSIBLE</td>
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<td>BE PREPARED</td>
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<td>3</td>
<td>3</td>
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Points Possible: __72__
Points Received: __55__
% of Points: __76__

Goal Achieved? Y N

FlbPS homepage...Resources...Tier 2...
Progress Monitoring...Behavior Report Card

Teacher Comments: I really like how...

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Parent Signature(s) and Comments: ________________________________
School Implementation Level
(elementary school - PIC)
School Tier 1 Critical Elements
(elementary school - PIC)

BELCHER ELEMENTARY SCHOOL
PIC - Tier1 Critical Elements

% of Possible Points Scored

Tier1 Critical Element

Fall  Spring
District Tier 1 Critical Elements
(all schools - PIC)
Problem Behaviors Improving

- **Discipline data show a decrease in problem behavior**
  - At least 80% of students receive 0-1 ODRs
  - Significant decrease in ODRs from previous month/quarter
  - Decrease in OSS/ISS days

- **Review other data sources to confirm progress**
  - At least 80% of students contact reward events
  - PIC/TIC, BoQ/SET
  - Consistency exists across teachers, grade-levels/hallways, etc.
  - School-climate/faculty surveys more positive or supportive

- **ODRs are decreasing equally - disaggregate the data**
  - ESE/SPED, ethnicity/race, free/reduced lunch, male/female
  - Classroom, grade-level, individual teachers
Problem Behaviors ‘Holding Steady’

• **Look for areas of improvement**
  - BoQ/SET, PIC/TIC, Action Plan implementation
    - Increasing the level of support at Tier 1 may increase intervention effectiveness

• **Are your interventions targeted appropriately?**
  - Review referrals by location, time of day, teacher, grad-level, etc.
  - Review expectations and rules
    - Are the expectations well-defined and have they been taught?
  - Review discipline procedures and definitions
    - Are problem behaviors well-defined?
    - Are office-managed vs. teacher-managed behaviors well-defined?

• **Do your interventions target the appropriate function/motivation of the problem behaviors?**
Problem Solving

“T've got it, too, Omar ... a strange feeling like we've just been going in circles.”
Problem Behaviors ‘Getting Worse’

Use the 4-step problem solving process:

1. Identify the Problem
   Be specific, problem behavior(s) should be well-defined

2. Analyze the Problem – Hypothesis development
   Teaching – Are the expectations being taught as planned?
   Fidelity – Are the interventions being implemented as designed?
   Admin decisions & function of behavior: Is problem behavior being reinforced?

3. Design Interventions
   Do the interventions target the problem behavior(s)?
   Have the strategies been taught to all staff?

4. Evaluation (RtI) – Is it working?
   Are the problem behaviors decreasing?
Problem-Solving Process

Step 1: Identify and Analyze the Problem
What’s the problem and why is it happening?

Step 2: Develop the Plan
What do we do about it?

Step 3: Implement the Plan
How do we do it?

Step 4: Evaluate the Plan
(Response to Intervention)
Is it working?
The Problem-Solving Process

1. Identify the Problem
2. Analyze the Problem
3. Select/Design Intervention
4. Implement Intervention
5. Monitor Progress
6. Evaluate Intervention Effectiveness

Timeline
Evaluating the effectiveness of the intervention

- Is intervention evidence-based?
- How effective is this intervention with students from similar backgrounds?
- How intense is the intervention? – the dosage (time and focus of intervention)
- Was the intervention implemented as planned?
What is a “Sufficient” Response to Intervention

• **Positive** Response
  – Gap is closing
  – Can extrapolate point at which target student will “come in range” of peers – even if this 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 Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Responses and Intervention Decisions

• **Positive**
  
  • Continue intervention with current goal
  
  • Continue intervention with goal increased
  
  • Fade intervention to determine if student(s) have acquired functional independence.
Responses and Intervention Decisions

• **Questionable**

  – 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.
Poor Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Responses and Intervention Decisions

• **Poor**

  – 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 ID)
<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Step 1: What is the problem/issue/task to be addressed?</th>
<th>Step 2: Why is it occurring?</th>
<th>Step 3: What are we going to do about it?</th>
<th>To-Do List</th>
<th>Persons Responsible</th>
<th>Follow-Up or Completion Date</th>
<th>Step 4: How will we know when we've been successful?</th>
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BAT Critical Elements: (A) Tier 1 Implementation; (B) Tier 2-3 Foundations/Commitment; (C) Student Identification; (D) General Monitoring & Evaluation; (E) Tier 2 Support Systems; (F) Tier 2 Strategies; (G) Tier 2 Strategy Monitoring & Evaluation; (H) Tier 3 Support Systems; (I) Tier 3 Assessment & Plan Development; (J) Tier 3 Monitoring & Evaluation
SYSTEMS TO SUPPORT THESE PRACTICES
Moving Upstream:
A Story of Prevention and Intervention
In a small town, a group of fishermen gathered down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out.
Minutes later another child came, then another, and then many more children were coming down the river. Soon everyone was diving in and dragging children to the shore, then jumping back in to save as many as they could.
In the midst of all this frenzy, one of the group was seen walking away. Her colleagues were irate. How could she leave when there were so many children to save? After long hours, to everyone’s relief, the flow of children stopped, and the group could finally catch their breath.

At that moment, their colleague came back. They turned on her and angrily shouted:

“How could you walk off when we needed everyone here to save the children?”
She replied, “It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn’t make it and fell through into the river. So I got someone to fix the bridge”.
Understanding a “System”

- A **System** is an orderly combination of two or more individuals whose interaction is intended to produce a desired outcome (Curtis & Stollar, 2002)
  - Comprised of people
  - Fluid
  - Constantly reinventing itself
  - Complex web of communication
  - Reciprocal influence
Necessary for All Tiers

• Work on these immediately:
  – Committed Leadership
  – Well-Defined roles
  – Collaborative team processes
  – Effective coaching & team facilitation
  – Consistent use of problem solving process
  – Data-Based decision making
  – Recognition that behavioral & academic skills are learned and must be taught
Leadership, Well-Defined Roles, Collaborative Teaming

RtI Leadership Team

Academic & Behavior Issues

Tier 1
Tier 2
Tier 3

Tier 1 Academic Tasks
Tier 2 Academic Tasks
Tier 3 Academic Tasks

Tier 1 Behavior Tasks
Tier 2 Behavior Tasks
Tier 3 Behavior Tasks
Leadership, Well-Defined Roles, Collaborative Teaming

- Tier 1 Academic
- Tier 1 Behavior
- Tiers 2 & 3 Behavior and Academics
# Academic and Behavior Subcommittee Responsibilities and Tasks

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<thead>
<tr>
<th>Subcommittee Name:</th>
<th>Meeting Dates:</th>
<th>Meeting Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Members</strong></th>
<th><strong>Name:</strong></th>
<th><strong>Role:</strong></th>
<th><strong>Name:</strong></th>
<th><strong>Role:</strong></th>
<th><strong>Name:</strong></th>
<th><strong>Role:</strong></th>
<th><strong>Name:</strong></th>
<th><strong>Role:</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Tasks</strong></th>
<th><strong>1. Identification Data.</strong> What are the data you will need to identify students in need of intervention at this tier?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>2. Names of Students.</strong> Based on the identification data, who are the students in need of intervention at this tier?</td>
</tr>
<tr>
<td></td>
<td><strong>3. Progress Monitoring.</strong> What are the data that are being collected to monitor the students who have been identified for intervention?</td>
</tr>
<tr>
<td></td>
<td><strong>4. Tier Decision Points.</strong> Based on progress monitoring data, at what point will a student either move up a tier or move down a tier?</td>
</tr>
<tr>
<td></td>
<td><strong>5. Student Status.</strong> Are the students making progress? A quick summary to update the full team on students who are either moving up or down a tier. See the example below.</td>
</tr>
<tr>
<td>Curriculum</td>
<td># of Students</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Tier II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier III-FBA/BIP</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Intervention(s)</th>
<th>Goals</th>
<th>Making Progress (%)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Kincaid</td>
<td>BEP</td>
<td>1. Keeping hands and feet to himself</td>
<td>85%</td>
<td>Stay on Tier 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Raising his hand to get teachers attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andy Martinez</td>
<td>BEP, Social Skills</td>
<td>1. Take deep breaths &amp; count to 3 to relax himself when angry</td>
<td>72%</td>
<td>Continue Tier 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Reduce use of profanity to 3 words per a period</td>
<td>17%</td>
<td>Start Tier 3</td>
</tr>
</tbody>
</table>
Necessary for All Tiers

• Address these next:
  – Written practices, policies & implementation plans
  – Use of evidence-based programs & practices (EBP’s)
  – Targeted professional development that includes follow-up coaching
  – Evaluation of intervention fidelity & effectiveness
• Think about a project or initiative that was not successful…

• What were factors that contributed to the lack of success?
What happens when a staff member gets excited about a new practice?
What happens when others back at school may not be as enthusiastic about the practice?
Two components that when combined, result in successful and sustainable outcomes

- Program/Initiative (Innovation)
  - Set of evidence-based practices
  - Selected on: Need, Fit, Resource Availability, Evidence, Readiness for Replication, Capacity to Implement

- Supporting Infrastructure (Implementation)
  - Ensuring that the interventions are implemented correctly with the “right people”, at the “right time”, in the “right amounts” (Implementation Fidelity)
Framework for Addressing Practice and Supports

- **Contextual Focus**
  - Teacher
  - Building Team
  - District Team
  - Regional Support
  - State Education Agency

- **Supporting Infrastructure (Implementation)**
  - Practices (Innovation)

**Unit of Implementation**
Cascading System of Support

Who is supported?

- Students
- Building Staff
- Grade Level Team
- Building Leadership Team
- District/Regional Leadership Team

Multiple schools w/in district

Grade Level Teams, Core Teams, Departments, and all staff

All staff

All students

How is support provided?

- Provides guidance, visibility, funding, political support
- Provides guidance and manages implementation
- Provides effective practices to support students
- Improved student behavior
The “Big Idea” of School-Wide Support Systems

Goal is to establish host environments that support adoption, sustained use, & expansion of evidence-based practices

(Zins & Ponti, 1990)
## Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
</tbody>
</table>

Review stages summary sheet
Initial Thoughts…

• Think about one school you are familiar with.

• What stage is this school currently in regarding RtI implementation?

• Why do you think so?
Embedded Stages within District Implementation of RtI
Exploration/Adoption

Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Exploration/Adoption

Is this the right thing for us to do?
  • Identifying Need
  • Determining Fit
  • Examining Evidence

Can we do it the right way?
  • Resource Availability
  • Assessing Readiness
  • Capacity to Implement
The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st century. The educational community must provide a system that will support students’ efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age. The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment. A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that promote and support positive behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct. In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies. 

Adopted September 12, 2006
Integration of MiBLSi is with Ed Yes! Performance Indicators

Strand I: Teaching for Learning

<table>
<thead>
<tr>
<th>Standard</th>
<th>Benchmark</th>
<th>Key Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Aligned, Reviewed and Monitored</td>
<td>Standards Alignment</td>
</tr>
<tr>
<td></td>
<td>Communicated</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students*</td>
</tr>
<tr>
<td>Instruction</td>
<td>Planning</td>
<td>Content Appropriateness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developmental Appropriateness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection and Refinement</td>
</tr>
<tr>
<td></td>
<td>Delivery</td>
<td>Delivered Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Best Practice</td>
</tr>
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<td></td>
<td></td>
<td>Student Engagement</td>
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<tr>
<td>Assessment</td>
<td>Aligned to Curriculum &amp; Instruction</td>
<td>Alignment/Content Validity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiple Measures</td>
</tr>
</tbody>
</table>

*not directly addressed through MiBLSi
Alignment with District Mission

The Grand Haven Area Public Schools are committed to the expectation that all students will learn. It is our obligation to provide each student in our community a positive environment for learning so they will experience success and realize their fullest potential. This school district accepts the responsibility to work in partnership with the community to provide an excellent education that will prepare all learners for the challenges of a changing global society.
Exploration/Adoption

- Implementation at a district level
  - District will be responsible for implementation supports (e.g., coaching, training)
- Not all schools need to ultimately implement (but plan for over 60% in district)
- Consensus/commitment from central administration
- Agreements
  - Work to develop implementation plan
  - Develop leadership/implementation support teams
  - Large districts will invest in model demonstrations
It is important to choose the “right” practice, but sometimes practices are chosen for you. Even if the practice is mandated, it is important to address how the program/practice is a match the school efforts to improve student outcomes.

- Why is this good for kids?
- How does it improve what we do?
- What results should we see?
What have you done, or what do you plan to do to develop commitment regarding implementation at district level?
Practice Profiles

- Each critical component is a heading
- Each level of implementation becomes a dimension on the rubric associated with that critical component.

<table>
<thead>
<tr>
<th>Critical Component (non-negotiable)</th>
<th>Define how does this Critical Component contribute to the Outcome?</th>
<th>Ideal “Gold Standard” of the Critical Component</th>
<th>Acceptable Variation of the Critical Component</th>
<th>Unacceptable Variation of the Critical Component</th>
</tr>
</thead>
</table>

Adapted from work of the Heartland Area Education Agency 11, Iowa
What might be the value of a practice profile presented during the Exploration Stage?

**Practice Profile Template**

<table>
<thead>
<tr>
<th>Critical Component (Non-negotiable)</th>
<th>Define how does this Critical Component contribute to the Outcome?</th>
<th>Ideal “Gold Standard” of the Critical Component</th>
<th>Acceptable Variation of the Critical Component</th>
<th>Unacceptable Variation of the Critical Component</th>
</tr>
</thead>
</table>
| Establish commitment                | • Develops “critical mass” around staff support to get initiative started  
• Provides defense against those who are detractors around initiative  
• Helps to keep initiative moving forward during the fragile initial implementation phase | • One of the administrators at the school (a) defines social behavior as one of the top three goals for the school, (b) agrees to participate in PBIS training, and (c) agrees to attend at least 80% of the team meetings during the next two years  
• Positive Behavior Support is one of the top three school improvement goals for the next three years. At least 80% of school staff members support investment in improving the social culture of the school | • Behavior support is not one of top three goals - but it is referenced in school planning  
• Administrator is unable to attend meeting but designates team member with power to make decisions | • Behavior support is not in school plan  
• Less than 80% staff support PBIS implementation  
• Administrator does not attend meetings or support team decision/action planning process |
| Establish and maintain team         | • Team increases likelihood initiative continues to move forward even with staff turnover  
• Increased quality of program with multiple perspectives of team members  
• Team approach help to increase “buy-in” from rest of staff | • A team is established that represents all grade levels, support staff, teaching staff, supervisory staff, and parents (when possible). The team does not have to be a newly formed team. The team does need to have administrative representation, and a school improvement goal to drive the effort. Consideration is given to including a student and a family member as part of the team.  
• The team has a regular meeting time, process, agenda, and way to keep all team members (when a meeting is | • Team membership does not represent all school staff but gathers input from school community  
• Team meeting vary on time and day, but meeting take place with adequate attendance and participation | • Team is established but meets less than every other month  
• Team membership does not represent or consider concerns of all school staff  
• Team meets without agenda  
• Team meets without an annual action plan  
• Team meets but only one or two members actually do the work |
Installation

Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Installation

- Set up leadership team
- Creating space (time)
- Set up data systems
- Conduct audit of current implementation status, student performance, implementation supports
- Develop plan of action
- Infrastructure Development
  - Identify trainers
  - Identify coaches
  - Identify content experts for technical assistance
- Prepare staff for implementation
## Implementation of Effective Practices with and without an Implementation Support Team

<table>
<thead>
<tr>
<th></th>
<th>Implementation Team</th>
<th>No Implementation Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Implementation</td>
<td>80%</td>
<td>14%</td>
</tr>
<tr>
<td>Time</td>
<td>3 Years</td>
<td>17 years</td>
</tr>
</tbody>
</table>

Balas & Boren, 2000; Fixsen, Blase, Timbers, & Wolf, 2001
Function of District Leadership Implementation Team:

To set up the necessary and sufficient conditions to support school leadership teams to be effective in supporting implementation at the building level
Leadership Team
- Vision
- Policy
- Providing for implementation supports (coaching, training, evaluation)
- Barrier busting

Work Group
- Create materials
- Collect and summarize data
- Identify barriers to implementation

Coordination

Implementations
School  School  School  School  School  School
### Installation

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Leadership Team</td>
<td>District Leadership Team</td>
</tr>
<tr>
<td>Conduct School Audit</td>
<td>Conduct District Audit</td>
</tr>
<tr>
<td>School-Wide Plan</td>
<td>District-Wide Plan</td>
</tr>
</tbody>
</table>
Braiding School Building and District Initiatives

School Improvement
Positive Behavior Support
Response to Intervention
Successful Student Outcomes

No Child Left Behind
Braiding means

Consider the core features of an initiative, what other current initiatives share these features and may be combined to

– Share resources

– Share activities (e.g., Professional Development)

– Share information (e.g., data collection)
Consideration of non-negotiables when braiding

• Funding requirements
  – Features that must be in place to receive funding

• Mandatory program requirements
  – Features that are mandated for implementation of the program

• Critical features that define practice
  – Features that are critical to fidelity of implementation
# Braiding District Initiatives

Worksheet for Braiding District Initiatives with MiBSLi

**List Current Initiatives that focused on Reading and/or Behavior Support**

<table>
<thead>
<tr>
<th>District Initiative</th>
<th>Purpose</th>
<th>Expected Outcome</th>
<th>Target Group</th>
<th>Mandated/Regulatory Activity?</th>
<th>Level of Communication across District (1 = low, 5 = high)</th>
<th>Financial Commitment (1 = low, 5 = high)</th>
<th>Relation to District Mission &amp; Strategic Plan (1 = low, 5 = high)</th>
<th>Level of Success (1 = low, 5 = high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>No</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Yes</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>No</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
## Worksheet for Braiding District Initiatives

<table>
<thead>
<tr>
<th>District Initiative</th>
<th>Purpose/Target Group</th>
<th>Expected Outcome</th>
<th>Manipulated/Regulatory Activity?</th>
<th>Level of Understanding &amp; Communication across District 1 = low 5 = high</th>
<th>Financial Commitment 1 = low 5 = high</th>
<th>Relation to District Mission &amp; Strategic Plan 1 = low 5 = high</th>
<th>Level of Success 1 = low 5 = high</th>
</tr>
</thead>
<tbody>
<tr>
<td>MiBLSi</td>
<td>Systemized methodology for increasing student success with reading and behavioral skills</td>
<td>Local schools will better meet the needs of students via increased and intentional targeted support in reading and behavior</td>
<td>No</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Response to Intervention</td>
<td>Changing the focus of how we intervene with struggling students to an early, targeted, explicit methodology vs. identification as Spec at a later age</td>
<td>Many students will not become identified as spec and will increase their achievement due to early targeted intervention</td>
<td>No</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>School Improvement</td>
<td>Define goals for the ESD related to the students within the locals</td>
<td>The ESD staff will implement procedures that increase achievement of students within local districts</td>
<td>Yes</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Positive Behavior Support</td>
<td>State enacted policy approach to managing student behavior</td>
<td>Students with behavioral difficulties will learn strategies, procedures etc to increase skills related to appropriate behavior. Adults will respond to student behavior in a proactive manner vs. reactive</td>
<td>Yes?</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Universal Screening/ Progress Monitoring (DIBELS/Aims)</td>
<td>Data driven screening for reading</td>
<td>Improve reading skills</td>
<td>No</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Literacy Best Practice</td>
<td>Teacher PD, K-8 all students</td>
<td>Improve reading skills</td>
<td>No</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Great Lakes Fisheries Grant</td>
<td>???</td>
<td>???</td>
<td>No</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>
# Worksheet for Braiding District Initiatives: Braiding Around Response to Intervention

<table>
<thead>
<tr>
<th>District Initiative</th>
<th>Purpose/Target Group</th>
<th>Expected Outcome</th>
<th>Mandated/Regulatory Activity? Yes/No</th>
<th>Level of Understanding &amp; Communication across District 1 = low 5 = high</th>
<th>Financial Commitment 1 = low 5 = high</th>
<th>Relation to District Mission &amp; Strategic Plan 1 = low 5 = high</th>
<th>Level of Success 1 = low 5 = high</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIBLSi</td>
<td>Systemized methodology for increasing student success with reading and behavioral skills</td>
<td>Local schools will better meet the needs of students via increased and intentional targeted support in reading and behavior</td>
<td>No</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Response to Intervention</td>
<td>Changing the focus of how we intervene with struggling students to an early, targeted, explicit methodology vs. identification as Sp Ed at a later age</td>
<td>Many students will not become identified as sp ed and will increase their achievement due to early targeted intervention</td>
<td>No</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>School Improvement</td>
<td>Define goals for the ESD related to the students within the locals</td>
<td>The ESD staff will implement procedures that increase achievement of students within local districts</td>
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<td>State enacted policy approach to managing student behavior</td>
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<td>2</td>
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<td>???</td>
<td>No</td>
<td>?</td>
<td>?</td>
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</tr>
</tbody>
</table>
Guiding Principle…

Do not add more without taking away two other tasks
### Your Turn

**Braiding Initiatives at District Level**

**Worksheet for Braiding District Initiatives with MiBSi**

<table>
<thead>
<tr>
<th>School: __________________________</th>
<th>Date: <strong>/</strong>/__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Team Members:</td>
<td></td>
</tr>
</tbody>
</table>

**List Previous Initiatives that focused on Reading and/or Behavior Support**

<table>
<thead>
<tr>
<th>District Initiative</th>
<th>Purpose</th>
<th>Expected Outcome</th>
<th>Level of Communication across District (1 = low, 5 = high)</th>
<th>Financial Commitment (1 = low, 5 = high)</th>
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</tr>
</tbody>
</table>
Acting on Data with Leadership Teams

- Leadership teams should be requiring data (process, system, outcome) from implementing schools

- Additionally, leadership teams should be modeling the collection and utilization of data-based decision making (leadership team self-assessment)
# Assessments

## Elementary Schools

**Student Outcomes**
- Major Discipline Referrals
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- AIMSweb
- MEAP

**Process/Program Measures**
- PBIS Self-Assessment Survey
- PBIS Team Implementation Checklist
- Benchmarks of Quality (BOQ)
- Schoolwide Evaluation Tool (SET)
- Benchmarks for Advanced Tiers (BAT)
- Planning and Evaluation Tool (PET) for Effective Schoolwide Reading Programs
- Effective Reading Support Team Implementation Checklist
- Special Education Data Collection Form

## Middle/Junior High Schools

**Student Outcomes**
- Major Discipline Referrals
- ORF/MAZE through AIMSWeb
- MEAP

**Process/Program Measures**
- Benchmarks of Quality (BOQ)
- Schoolwide Evaluation Tool (SET)
- PBIS Team Implementation Checklist
- PBIS Self-Assessment Survey
- School-Wide Evaluation and Planning Tool for Middle School Literacy (SWEPT)
- Middle School Reading Team Implementation Checklist
- Special Education Data Collection Form
Please take a look at the District Implementation Tracking form. Do you currently have something like this that you can use for your team?

### District Implementation Tracking Form

<table>
<thead>
<tr>
<th>Month</th>
<th>Team Implementation Checklist</th>
<th>Survey</th>
<th>SET</th>
<th>B&amp;Q</th>
<th>BAT</th>
<th>SWIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
<tr>
<td>Oct</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
<tr>
<td>Nov</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
<tr>
<td>Dec</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
<tr>
<td>Jan</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
<tr>
<td>Feb</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
<tr>
<td>Mar</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
<tr>
<td>Apr</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
<tr>
<td>May</td>
<td>Percent of Schools Reporting</td>
<td>Percent of Students Reporting</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
<td>Percent at Criterion</td>
</tr>
</tbody>
</table>

**Description of Measure and Criterion**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Type</th>
<th>Criterion for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Implementation Checklist</td>
<td>Process Measure</td>
<td>80% item identified as achieved</td>
</tr>
<tr>
<td>Self-Assessment Survey</td>
<td>Systems Measure</td>
<td>67% items identified as &quot;In Place&quot;</td>
</tr>
<tr>
<td>Schoolwide Evaluation Tool (SET)</td>
<td>Systems Measure</td>
<td>80% over all score and 80% teaching behavior expectations score</td>
</tr>
<tr>
<td>Benchmarks of Quality (BoQ)</td>
<td>Systems Measure</td>
<td>70% score</td>
</tr>
<tr>
<td>Benchmarks of Advanced Tiers (BAT)</td>
<td>Systems Measure</td>
<td>80% overall score</td>
</tr>
<tr>
<td>School-Wide Information System (SWIS)</td>
<td>Outcome Measure</td>
<td>22 Median ODRs/100 students (K-6), 59 Median ODRs/100 students (6-9), 68 Median ODRs/100 students (9-12), 42 Median ODRs/100 students (K-8, K-12)</td>
</tr>
</tbody>
</table>
Try out the practices, work out details, learn and improve before expanding to other contexts
Initial Implementation

- Use opportunity at this stage to learn what works and what needs to be adjusted
- Continue “buy-in” efforts
- Develop staff competence
- Acknowledge staff implementation efforts
- Develop processes and procedures to develop organizational structures
- Develop feedback cycles with leadership team
- Manage change process
  - Manage expectations (remember we are learning how to do it)
  - Survive the Awkward Stage!
- Overcome fear & inertia
# Initial Implementation

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try it out with specific classrooms, locations or grade levels</td>
<td>Try it out with specific buildings within district (develop model demonstration schools)</td>
</tr>
<tr>
<td>Try out Universal supports</td>
<td></td>
</tr>
</tbody>
</table>
Share data with staff

- At monthly staff meetings
  - Acknowledge what staff are doing right/what is working well
  - Point out areas in need of improvement and provide possible suggestions to improve

- Provide information in newsletters, weekly emails
- Post charts in staff room
Community Media

- Have staff/students write an article for local newspaper
- Invite local television/radio station to interview students and staff

Focus on the positives

Three Alpena schools following behavior initiative

By PHIL WENZEL
News Staff Writer

The days of the old time-out are winding down. Students in three Alpena elementary schools are learning about good and bad behavior. They are not being punished for negativity, they are being rewarded for positivity.

The students at Lincoln, Sedum and Wilson schools are following the Michigan Balanced Behavior and Literacy Support Initiative. Not only do they try to curb aggressive behavior among children, it also helps to channel their energy into reading.

Lincoln Principal Pamela Sonberger and her staff are very excited to be a part of the initiative. The program is doing all it was intended to do, she said.

"We're really pleased with what we've got going at this point," Sonberger said. "The basic principles of MiBLI are the same at each school. Students are being taught the concept of kind behavior, and when they see examples of agents for respect, responsibility, attitudes, and responsibility."

Three schools first became involved with MiBLI in 2005 when they applied for a grant to develop it through the Alpena-Mount Pleasant-Alcona Balanced Service District in 2005. They were awarded the grant in the fall of that year.

Sonberger said the MiBLI is still involved. It has a lot of support and is being used by all three of the schools helping maintain MiBLI. The grant was for two years and will expire after next school year.

Sonberger said even after the grant runs out, the schools hope to continue using MiBLI on their own. "The goal has always been to provide the best possible education for our students, and MiBLI is proving to be an effective tool for achieving that goal," Sonberger said.
Encouraging Staff Behavior

Franklin staff acknowledge each other

Staff recognition lunch

Staff certificates
Celebrating Outcomes

Mason Lake ISD

Last year...

This year...

Parchment
Central SWIS
Outcomes

Huron ISD DIBELS Outcomes
Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation
Elaboration

• Replication of school implementations within school or district with modification based on initial implementation
  • Learn from mistakes
• Feedback cycles are fully operational with leadership team
• Components of the program are integrated and fully functioning
• Services delivered are skilled and purposeful
Through each replication, we become more clear in our implementation efforts.
## Elaboration

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand to other classrooms, grades, locations with adjustments based on learning during initial implementation</td>
<td>Expand to other schools within the district with adjustments based on learning during initial implementation</td>
</tr>
</tbody>
</table>
Elaboration

District-Wide Approach

- Efficiently organize/distribute resources, technical assistance, & professional development opportunities
- Establish district-wide policy to guide efforts & increase accountability
- Centralize & streamline action planning and decision making
Continuous Regeneration

Make it easier, more efficient. Embed within current practices
Continuous Regeneration

- First do it “right” (fidelity) and then do it “better” (innovate)
- Feedback loops are important
- Implement and evaluation “adjustments” with fidelity across system
- Systems adoptions within district
  - New staff orientation process
  - Beginning of school year orientation process
Continuous Regeneration

Should get easier over time

- Handbook
  - Describes core features
  - Expectations and teaching matrix (rules for each settings)
  - Teaching plans and teaching schedule
  - Acknowledgement system
  - Continuum of consequences for problem behavior
- Leadership Teams (Building, District)
  - Regular meeting schedule and process
  - Regular schedule for annual planning and training
- Annual Calendar of Activities
- On-going coaching support for teachers
- On-going district support for coaches
## Continuous Regeneration

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>School embeds practices and plan into school improvement process</td>
<td>District embeds practices and plan into school improvement process</td>
</tr>
<tr>
<td>Develop process for orienting new staff/students/families to the program</td>
<td>Develop process for orienting new staff/students/families to the program</td>
</tr>
<tr>
<td>Ongoing process for reviewing data and adjusting program at school level</td>
<td>Ongoing process for reviewing data and adjusting program at district level</td>
</tr>
<tr>
<td>Ongoing process for removing barriers to implementation</td>
<td>Ongoing process for removing barriers to implementation</td>
</tr>
</tbody>
</table>
Suppose you have the opportunity to present the status of your RtI initiative to your school board. How might you explain the concept of Implementation Stages as it relates to your project?
Implementation Drivers
Successful Student Outcomes

Program/Initiative
(set of practices that are implemented with Fidelity)

Implementation Drivers

Adapted from Fixsen & Blase, 2008
Successful Student Outcomes

Program/Initiative
(set of practices that are implemented with Fidelity)

Ability to provide direction/vision of process

Adapted from Fixsen & Blase, 2008
Successful Student Outcomes

Program/Initiative
(set of practices that are implemented with Fidelity)

Facilitative Administration

LEADERSHIP

Management/Coordination

Vision

Adapted from Fixsen & Blase, 2008
• Consider your setting and the work you are trying to support.
• Complete the Implementation Driver “Is” and “Should Be” template for the LEADERSHIP DRIVER
Successful Student Outcomes

Program/Initiative
(set of practices that are implemented with Fidelity)

Organizational capacity to support staff in implementing practices with fidelity

Facilitative Administration

Management/Coordination

Vision

Adapted from Fixsen & Blase, 2008
Your Turn

- Complete the Implementation Driver “Is” and “Should Be” template for the CAPACITY DRIVER
Successful Student Outcomes

Program/Initiative
(set of practices that are implemented with Fidelity)

Staff competency to support students/families with the selected practices

Adapted from Fixsen & Blase, 2008
Successful Student Outcomes

Program/Initiative
(set of practices that are implemented with Fidelity)

Competency
Selection
Training
Facilitative Administration

Capacity
Incentives
Resources
Information
Decision Support Data System

Leadership
Vision
Management/Coordination
Your Turn

• Complete the Implementation Driver “Is” and “Should Be” template for the COMPETENCY DRIVER
Successful Student Outcomes

Program/Initiative
(set of practices that are implemented with Fidelity)

Why:

What:

How:

Adapted from Fixsen & Blase, 2008
Successful Student Outcomes

Program/Initiative
(set of practices that are implemented with Fidelity)

Competency
- Selection
- Training
- Coaching

Leadership
- Facilitative Administration
- Management/Coordination
- Vision

Technical

Adaptive

Capacity
- Incentives
- Resources
- Information
- Decision Support Data System

Integrated and Compensatory

Adapted from Fixsen & Blase, 2008
Leadership Actions

Consensus & Decision Making

Characteristics of Successful Team Members
http://flpbs.fmhi.usf.edu

“Response to Intervention” tab

“Response to Intervention”
Questions
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