



Steve Goodman  
[www.cenmi.org/miblsi](http://www.cenmi.org/miblsi)



## Acknowledgements

### Leadership Team

- **Dr. Jacquelyn Thompson**  
 Director, Special Education and Early Intervention Services
- **Betty Underwood**  
 Acting Director, School Improvement
- **Shari Krishnan**  
 Parent/Advocate
- **Beth Steenwyk**  
 Director of State Projects, Michigan's Integrated Improvement Initiatives
- **Betsy MacLeod**  
 Michigan Reading First
- **Mark Coscarella**  
 Michigan Reading First
- **Kathleen Straus**  
 President, State Board of Education
- **Elizabeth Bauer**  
 Member, State Board of Education

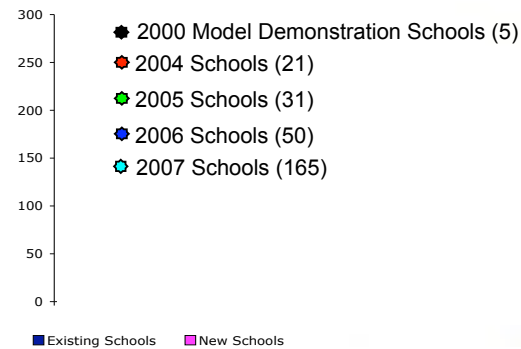
### National Advisors

- **Dr. Rob Horner**  
 Co-director, OSEP Center on Positive Behavioral Interventions & Support
- **Dr. Roland Good**  
 Co-author of Dynamic Indicators of Basic Early Literacy Skills
- **Dr. David Tilly**  
 Researcher and content expert in the area of Response to Intervention
- **Dr. Dan Reschly**  
 Researcher and content expert in the area of Response to Intervention
- **Dr. Greg Roberts**  
 Researcher and content expert in the area of Reading and Response to Intervention



## 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.



## A logic for linking 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*



## MEAP- 4<sup>th</sup> grade Reading Assessment 29 Elementary Schools In Michigan

|  |  |
|--|--|
| Schoolwide: <b>Over 55%</b> of major discipline referrals from classroom                         | Schoolwide: <b>Under 55%</b> of major discipline referrals from classroom                        |
| Probability of scoring <b>below</b> 75% proficiency on 4 <sup>th</sup> grade MEAP (Reading): .78 | Probability of scoring <b>above</b> 75% proficiency on 4 <sup>th</sup> grade MEAP (Reading): .75 |



One example school from our project...

1,792 referrals =

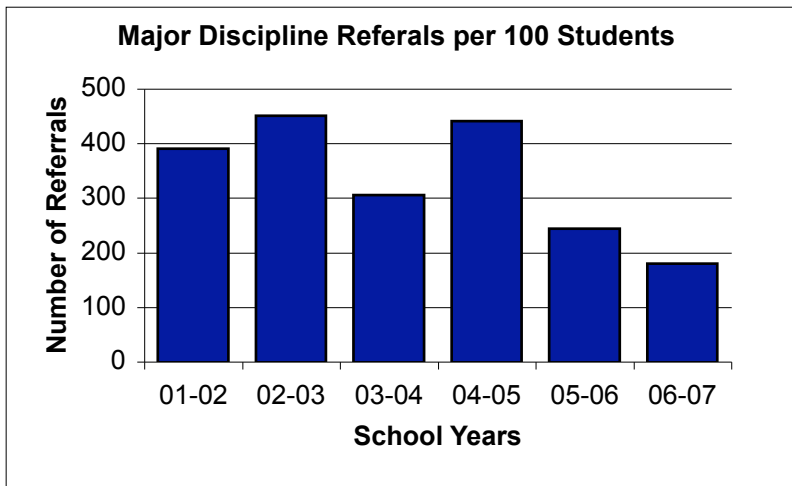
26,880 min @15 min =

448 hrs =

**64 days** @ 7 hrs

Example School A

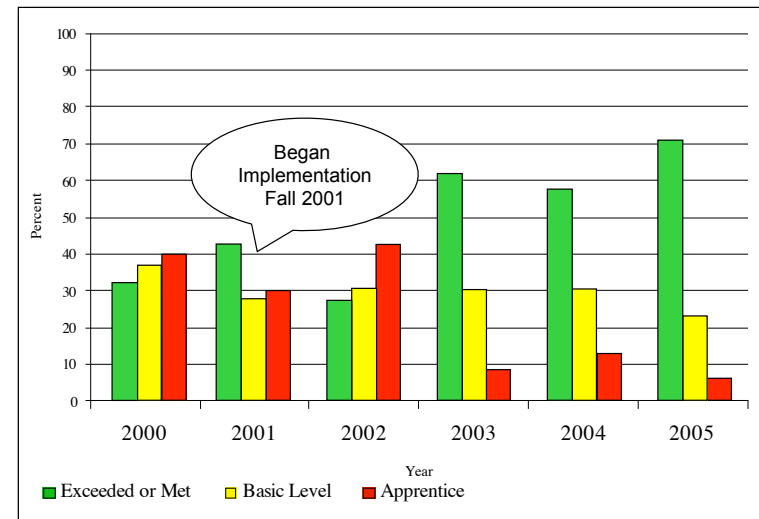




Example School A



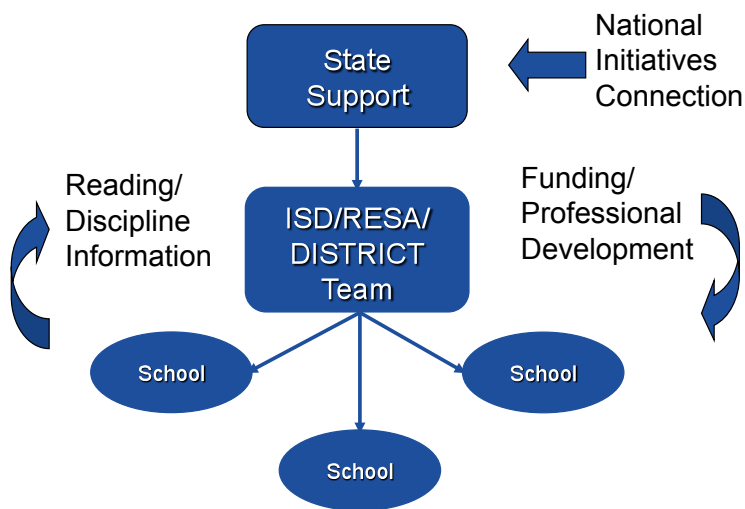
## Michigan Educational Assessment Program



Example School A



## MiBLSi Support Structure



## 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



## “Big Ideas” for Successful Behavior and Reading Support Programs




- Clear goals/objectives/action plan
- Research-based practices
- Adequate time/resources for implementation
- Instructional leadership with team implementation
- Responsive intervention program with frequent measurements
- Professional development



## How do we do this in our schools?

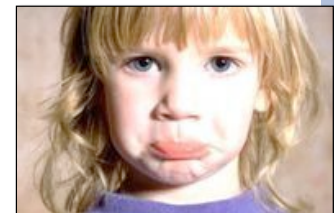
- Use existing teams/committees as much as possible
- Embed project activities into current initiatives (i.e., school improvement, safe schools, character education, etc.)
- Establish three levels of implementation, each with different functions
  - School-wide
  - Grade level
  - Individual student

## Problem Solving at the Various levels

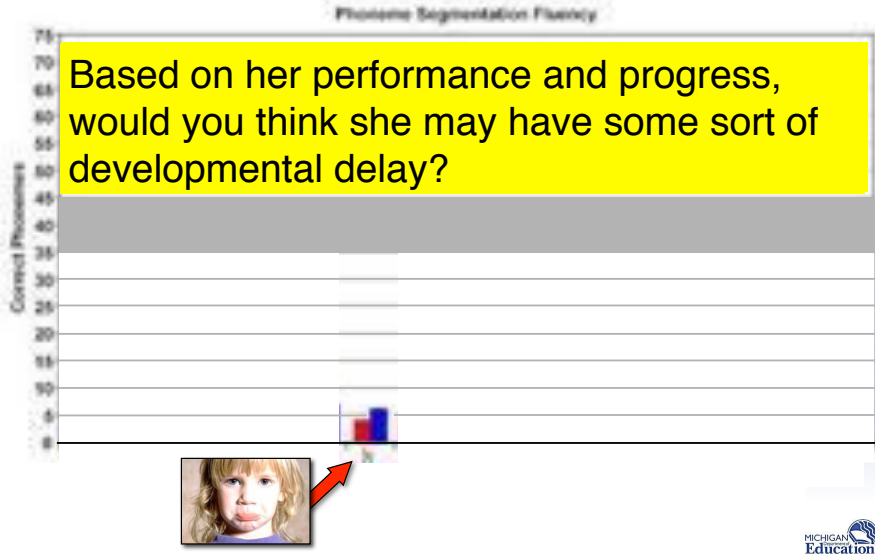
- School Wide Level 
  - Purpose: Evaluate the success of each grade level programs supporting all students within the school and to take action to strengthen these programs.
- Grade Level 
  - Purpose: Evaluate the success of programs supporting all students within the specific grade and class; and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

## Looking at Julia's data

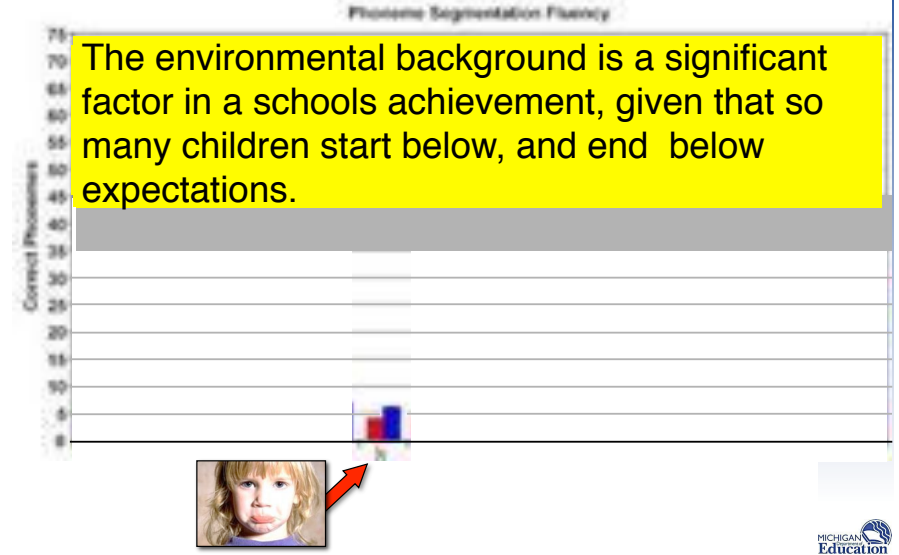
### *Context Matters*



End of Year goal is to demonstrate this skill at 35 phonemes per minute-grey area



End of Year goal is to demonstrate this skill at 35 phonemes per minute-grey area



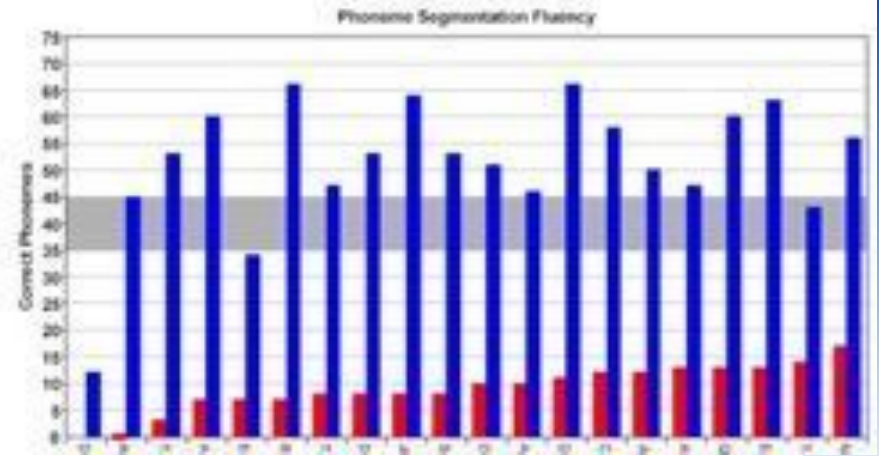
If you were the instructional leader in this building, what might you do?



1. Organize a parent meeting to help parents understand the importance of preschool and early stimulation
2. Change the curriculum
3. Offer professional development for all Kindergarten teachers
4. Put the teacher on a plan of support
5. Ask the district office for paraprofessional support to address such a large group of needy students



Same building different teacher



Would it make a difference at the classroom level?

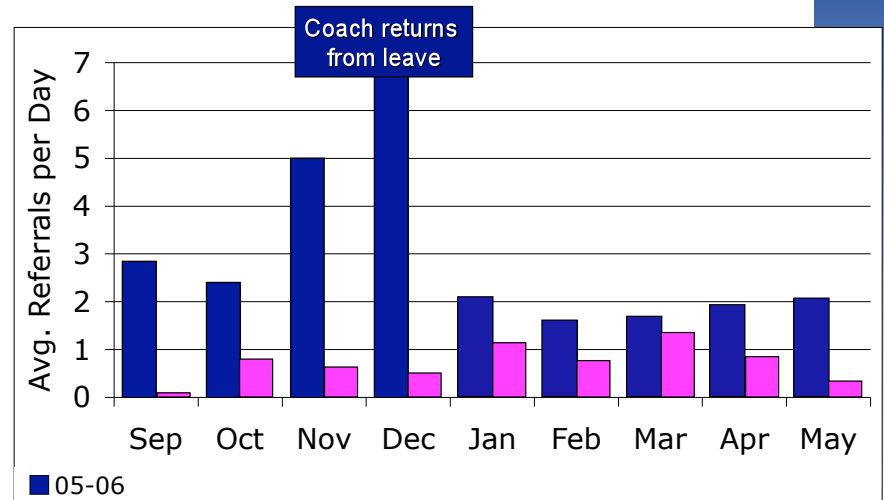


## Roles and Responsibilities

| Principal  | Representative Building Team Staff   | Coach   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Provides feedback and acknowledges successes</li> <li>Make decisions that support the high priority of the support efforts</li> <li>Actively participating in activities</li> <li>Increasing project visibility and priority                             <ul style="list-style-type: none"> <li>Faculty meetings agenda</li> <li>Newsletters</li> </ul> </li> <li>Securing resources</li> <li>Arranging professional development opportunities</li> </ul> | <ul style="list-style-type: none"> <li>Representative of school staff</li> <li>Participates in regularly scheduled meeting</li> <li>Assists in guiding and evaluating MiBLSi activities</li> <li>Communicates with others (e.g., staff, parents, community)</li> </ul> | <ul style="list-style-type: none"> <li>Meets with team at least monthly</li> <li>Provides technical support</li> <li>Helps team maintain momentum</li> <li>Helps team document and celebrate successes</li> <li>Facilitate team coordination                             <ul style="list-style-type: none"> <li>Action plan design</li> <li>Action plan implementation/ Accountability</li> </ul> </li> <li>Provides moral support</li> </ul> |



Example of the Impact of Coaching on Student Outcomes:  
Average Major Discipline Referrals per Day per Month



## Professional Development

- Regional Building Leadership Team Training**
  - Purpose: to provide building leadership teams with the knowledge and skills to successful guide implementation process
- Focused practitioner skill development**
  - Purpose: To provide educators with specific skills and strategies to directly support student need



## First Year Participation Training Schedule

| Topic                               | Time Requirement |
|-------------------------------------|------------------|
| Orientation/ Overview               | 1 day            |
| Universal Prevention (PBS)          | 2 days           |
| CBM assessments                     | 1 day            |
| Data Systems (DIBELS/SWIS)**        | 1 day            |
| Universal Reading Support           | 1 day            |
| End-of-Year Planning and Evaluation | 1 day            |



## Second Year Training

| Topic                                  | Time Requirement |
|--|------------------|
| Targeted Intervention (Reading)        | 1 day            |
| Targeted Intervention (Behavior)       | 1 day            |
| Winter Data Review and Action Planning | 1 day            |
| Intensive Intervention (Reading)       | 1 day            |
| Intensive Intervention (Behavior)      | 1 day            |
| Spring Data Review and Action Planning | 1 day            |

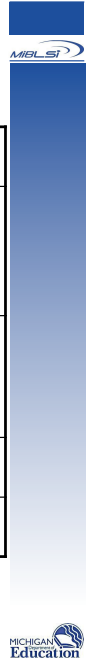
## Third Year Training

| Topic                                  | Time Requirement |
|--|------------------|
| Fall Data Review and Action Planning   | 1 day            |
| Winter Data Review and Action Planning | 1 day            |
| Spring Data Review and Action Planning | 1 day            |

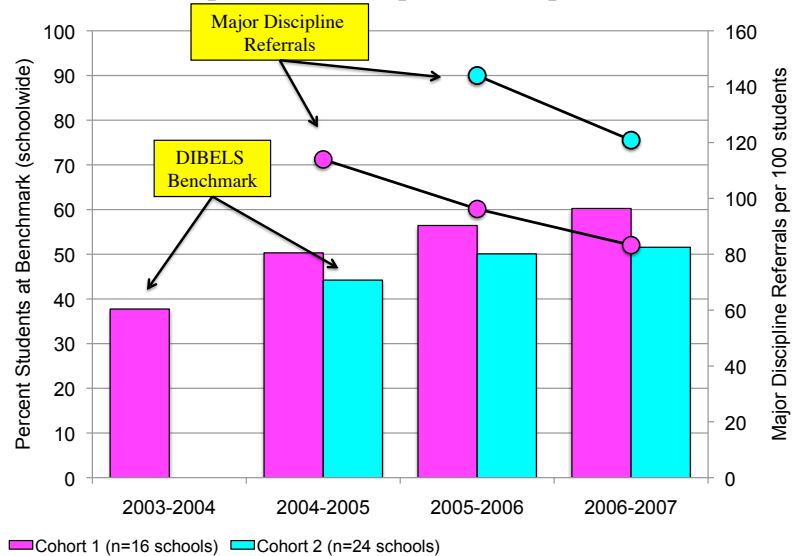


## Measures

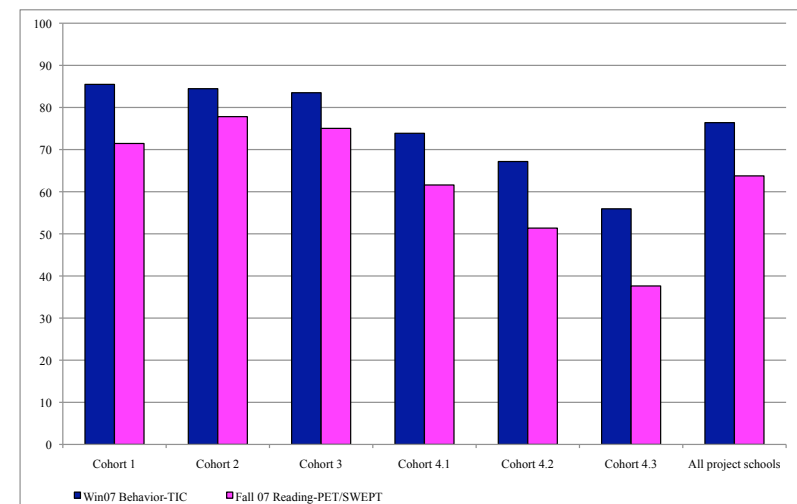
|          | Behavior  | Reading  |
|----------|---|--|
| Systems  | <ul style="list-style-type: none"> <li>EBS Self-assessment Survey</li> <li>SET</li> </ul> | <ul style="list-style-type: none"> <li>Planning and Evaluation Tool for Effective Schoolwide Reading Programs (PET)</li> </ul> |
| Process  | <ul style="list-style-type: none"> <li>EBS Team Implementation Checklist</li> </ul>       | <ul style="list-style-type: none"> <li>MiBLSi Read support implementation checklist</li> </ul>                                 |
| Outcomes | <ul style="list-style-type: none"> <li>ODRs</li> </ul>                                    | <ul style="list-style-type: none"> <li>DIBELS</li> </ul>   |
|          | <ul style="list-style-type: none"> <li>Suspensions</li> </ul>                             | <ul style="list-style-type: none"> <li>MEAP</li> </ul>   |



## DIBELS Instructional Recommendations and Major Discipline Referral per Cohort per Year



## Fidelity of Implementation



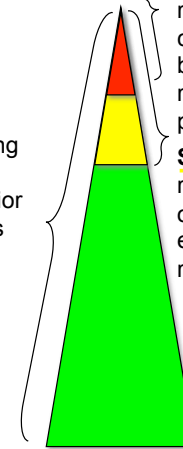
## Lesson Learned

- Implementation cannot be faster than your school staff capacity to implement
- Teams need to be taught how to analyze and use data
- Emphasis on directing resources to need and removing competing activities



## School-Wide Behavior and Reading Support

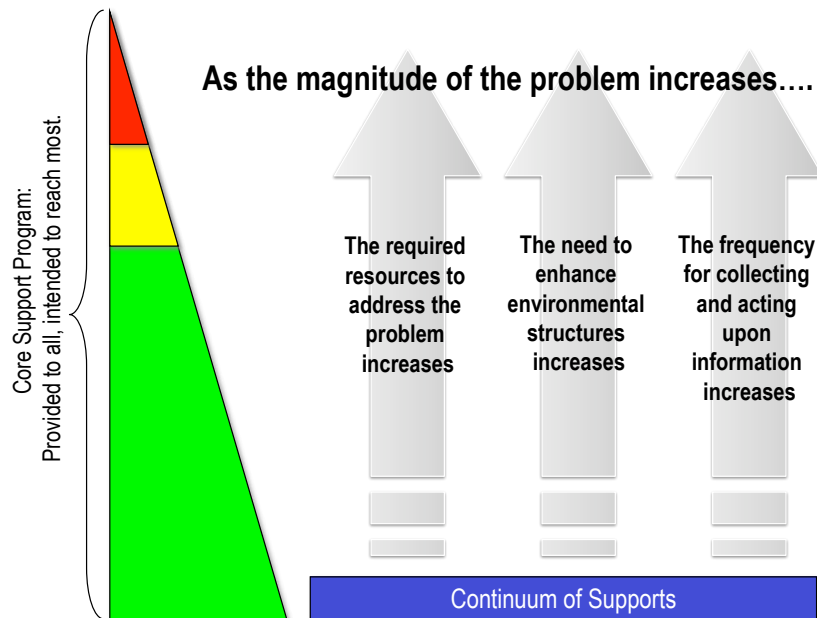
**Primary** prevention focuses on preventing the development of new cases of behavior or reading difficulties by focusing on all students, across all settings.



**Tertiary** intervention focuses on reducing the intensity and/or complexity of existing cases of behavior or reading problems that are resistant to primary and secondary prevention efforts

**Secondary** prevention focuses on reducing the number of existing cases of behavior or reading problems by establishing efficient and rapid responses to student need.

All Students



For more information please contact...

Margie McGlinchey

- [mmcglinc@kresanet.org](mailto:mmcglinc@kresanet.org)

Kathy Schallmo

- [kschallmo@misd.net](mailto:kschallmo@misd.net)

Steve Goodman

- [sgoodman@oaisd.org](mailto:sgoodman@oaisd.org)

Or visit our website

<http://cenmi.org/miblsi>

