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WSPA
Wisconsin School Psychologists Association, Inc.

WSPA Fall Convention | October 29-31, 2014
Marriott Madison West | 1313 John Q Hammons Dr. | Middleton, Wis.

Interventions for Student Success: Best Practices in Closing Gaps

Keynotes:

- *Robert Pasternack, Ph.D.*
- *Theodore J. Christ, Ph.D.*

Friday,
School Spirit Day
Wear your favorite school apparel!

Convention Sessions:

- How to Use RtI to Increase Mathematics for All Children and for Children Who are at Risk for Mathematics Failure
- School Mental Health: Reducing the Barriers to Learning
- RtI: The View from 35,000 feet. National Perspective on RtI/MTSS and Efforts to Make Special Education Special
- School Neuropsychology: A Graduate Student's Guide to Understanding a Child Through the School Neuropsychology Lens
- Lenses on Reading
- Bullying Prevention Activities
- Meet Dodger R. Apple: A Case Study in Behavioral Health
- Identifying Students with Specific Learning Disabilities in the RtI Paradigm: Policy & Practice
- Tourette Syndrome: Helping Your Staff Rise to the Challenge
- Therapeutic Interviewing of Students with Aggressive and Other Problem Behaviors
- Universal Screening for Behavioral, Emotional and Social Health: Still Spitting on the Sidewalk
- DPI Update: Wisconsin and the ACT High School Assessments
- Students with Autism and Anxiety
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS) - Ten Years of Group Trauma Treatment in a School and Community Collaborative
- Theory and Practice: Automaticity Matters…to a Point
- Progress Monitoring: Do You Want the Good News of Bad News First
- and much more!

Who Should Attend:

- School Psychologists
- Educators
- Counselors
- Administrators

For more Information:
Continuing Education | 608.785.6504 | conted@uwlax.edu
Linda Servais | Convention Chair | lservais@horicon.k12.wi.us
Robert J. Dixon | Continuing Professional Development | rdixon@uwlax.edu

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WSPA Fall 2014 Convention
October 29-31, 2014

Interventions for Student Success: Best Practices in Closing Gaps

Pre-Convention - Wednesday, October 29, 2014

7:30 a.m.-5 p.m.	**Registration**	Superior
7:30-9 a.m.	**Continental Breakfast**	Superior
9 a.m.-4 p.m.	**A1: How-To Use RTI to Increase Mathematics For All Children and For Children Who Are At Risk For Mathematics Failure** -- *Amanda M. VanDerHeyden, Ph.D.*	Wisconsin
	This session is geared toward those who are ready to begin scaling up RtI models for math instruction at the K-8 level. Discover "how-to" details needed to evaluate tier 1 instruction and successfully plan and implement class wide interventions for mathematics. Learn how to use student data to identify children for tier 2 and tier 3 interventions, and how to plan, deploy, and evaluate intervention effects. Helpful background information for this training (or additional information following the training) can be found at www.interventionadviser.com under the tab "evidence."	
	§ A2: School Mental Health: Reducing the Barriers to Learning -- *Rhonda Neal Waltman Ed.D.*	La Crosse/ Milwaukee/ Green Bay
	Understand and review the case for mental health in schools and the prevailing policy and practice. Understand and embrace the imperative for a system of comprehensive	

WSPA Fall 2014 Convention

October 29-32, 2014

Interventions for Student Success

Pre-Convention - Wednesday, October 29, 2014

7:30a.m.-5 p.m.	**Registration**	?
7:30-9 a.m.	**Continental Breakfast**	?
9 a.m.-4 p.m.	**A1: Planning and Implementing Intensive Math Interventions** *-- Amanda M. VanDerHeyden, Ph.D.*	?
	§ A2: School Mental Health: Reducing the Barriers to Learning *-- Rhonda Neal Waltman Ed.D.*	?
10:15-10:30 a.m.	**Break – A1**	?
10:30-10:45 a.m.	**Break – A2**	
12-12:45 p.m.	**Lunch**	?
2:15-2:30 p.m.	**Break – A1**	?
2:30-2:45 p.m.	**Break – A2**	?
5-9 p.m.	**WSPA Board Meeting & Dinner**	?

Convention – Thursday, October 30, 2014

7:30 a.m.-4 p.m.	**Registration**	?
7:30-8:45 a.m.	**Continental Breakfast**	?
8 a.m.-5 p.m.	**Exhibitors**	?

8:45-10 a.m.	**Keynote**	?
	??	
	-- Robert Pasternack, Ph.D.	

| 10-10:30 a.m. | **Break** | ? |
| | **Auction** | ? |

10:30 a.m.-noon

Concurrent Sessions

B1: School Neuropsychology: A Graduate Student's Guide to Understanding a Child Through the School Neuropsychology Lens ?

-- Daniel Krenzer, Ph.D.,NCSP

Graduate students learn the importance of school neuropsychology principles to supplement their understanding of why a student is having academic or behavior problems. This presentation covers the interaction between brain and behavior, identifies cognitive processes that may contribute to school difficulties and discusses interventions that target executive functioning. Connect with other students across school psychology programs in Wisconsin that share an interest in school neuropsychology.

B2: Lenses on Reading ?

-- Kathryn Bush, Ph.D.

B3: ??? ?

-- Jenny Nichols

§ B4: Meet Dodger R. Apple: A Case Study in Behavioral Health ?

-- Amy Tranel, M.S.E.; Tiffany Helmke, M.S., Ed.S.

Learn about PBIS framework as it improves the behavioral health for students in our educational system. Application of PBIS supports aree demonstrated through a case study of "Dodger R. Apple", a student who made his way through three tiers of support, with data collection and two scientific, research-based interventions for behavior challenges. The presenters describe how the PBIS framework supported the coordination of services and interventions for "Dodger R. Apple," before, during, and after a referral for potential EB/D. PBIS supports such as the use of universal behavior screeners, progress monitoring, and interventions are identified, by following Dodger's problem solving team through the Team Initiated Problem Solving (TIPS) process. Understand the ways PBIS systems work with fidelity to consistently

improve behavioral health, collect data that can be used for continued planning and meet IDEA and state law requirements for evaluations.

12:15-1:15 p.m.	**Lunch**	?

1:30-4:45 p.m.   Concurrent Sessions

C1: ??   ?
-- *Robert Pasternack, Ph.D.*

C2: Tourette's Syndrome   ?
-- *Ellie Jarvie*

C3: Therapeutic Interviewing of Students with Aggressive and Other Problem Behaviors   ?
-- *James Larson, Ph.D.*

When students are sent to the school psychologist's office following an incident of problem behavior, how does one make that first meeting genuinely productive? Explore clinical insights and cognitive-behavioral techniques designed to help the professional move beyond information gathering and advice-giving to actually planting the seeds of therapeutic change. Multiple video exemplars and actual scenarios propel this interactive workshop.

§ C4: Prevention and Early Intervention: Universal Screening for Behavioral, Emotional and Social Health   ?
-- *Eric Hartwig. Ph.D.*

Identify risk and protective factors for emotional, behavioral and social health. Learn objectives for prevention and early intervention and share and review a model(s) for universal screening. An introduction to b.e.s.t. is examined. Summarize and highlight a focus for universal screening.

|		
2:45-3 p.m.	**Break – C1 & C2**	?
3-3:15 p.m.	**Break – C3 & C4**	
5-5:30 p.m.	**Silent Auction Prizes Awarded**	?
7 p.m.	**Evening Entertainment**	TBD

Convention - Friday, October 31, 2014

7-7:45 a.m.	**Fun Run**	Hotel Lobby
	Gather in lobby & bused to starting line. Anticipated start of the run 7 a.m.	
7:30-9 a.m.	**Registration**	?
7:30-9 a.m.	**Breakfast**	?
9 a.m.-12:15 p.m.	Concurrent Sessions	
	D1: DPI Update:	?
	-- Peggy Rousch; Dan Parker	
	D2: ??	?
	-- Theodore J. Christ, Ph.D.	
	D3: Sectional C-3 Multi-Cultural Panel	?
	-- Robert Dixon, Ph.D.	
	D4: ??	?
	-- Mary Sue Roberts, CBITS	
12:15-1:15 p.m.	**Lunch**	?
1:15-2:30 p.m.	Keynote	
	??	?
	-- Theodore J. Christ, Ph.D.	
2:45-3:30 p.m.	**Convention Committee Wrap Up**	?

WSPA would like to thank our Convention Sponsors:

For complete details about the WSPA Fall 2014 Convention:

www.uwlax.edu/conted/wspa
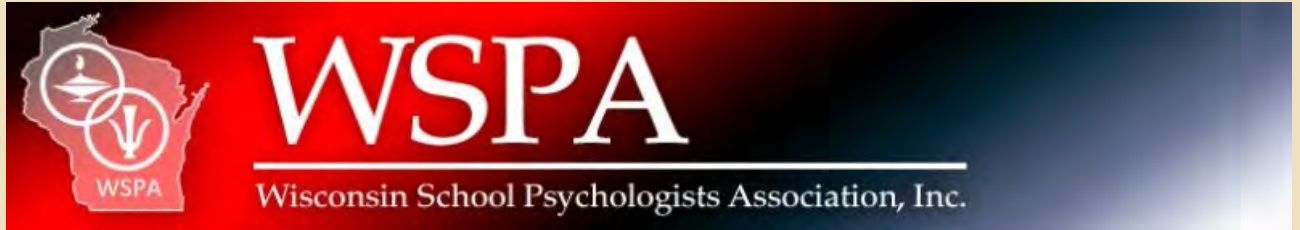
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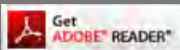
Handouts:

How-To Use RTI to Increase Mathematics For All Children and For Children Who Are At Risk For Mathematics Failure - Amanda M. VanDerHeyden, Ph.D. (25 page PDF)

- Tier 2 and 3 Mathematics Instruction (23 page PDF)

School Mental Health: Reducing the Barriers to Learning - Rhonda Neal Waltman Ed.D. (25 page PDF)

- A Framework for Safe and Successful Schools (8 page PDF)
- COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS (1 page PDF)
- CFIP PROTOCOL CLASSROOM FOCUSED IMPROVEMENT PROCESS (1 page PDF)
- How to Survive Data Overload (3 page PDF)
- LEARNING SUPPORTS AT OUR SCHOOL/DISTRICT: Pre-Mapping (1 page PDF)

School Neuropsychology: A Graduate Student's Guide to Understanding a Child Through the School Neuropsychology Lens - Daniel Krenzer, Ph.D., NCSP (7 page PDF)

Lenses on Reading - Kathryn Bush, Ph.D. (22 page PDF)

Meet Dodger R. Apple: A Case Study in Behavioral Health - Amy Tranel, M.S.E.; Tiffany Helmke, M.S., Ed.S. (8 page PDF)

Tourette Syndrome: Helping Your Staff Rise to the Challenge - Ellie Jarvie, LCSW, SAC-IT, Shari Meserve, M.S.Ed., Ed.S (8 page PDF)

Therapeutic Interviewing of Students with Aggressive and Other Problem Behaviors - James Larson, Ph.D. (9 page PDF)

Universal Screening for Behavioral, Emotional and Social Health: Still Spitting on The Sidewalk - Eric Hartwig, Ph.D. (37 page PDF)

Bullying Prevention Activities - Jenny Nichols; Kimberly Merath (4 page PDF)

Anxiety and Autism - Daniel Parker (17 page PDF)

RtI: The View from 35,000 feet. National perspective on RtI/MTSS and efforts to make Special Education Special - Robert Pasternack, Ph.D. (4 page PDF)
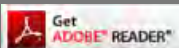
Theory and Practice: Automaticity Matters ... to a Point - Theodore J. Christ, Ph.D. (43 page PDF)

Progress Monitoring: Do You Want the Good News of Bad News First? - Theodore J. Christ, Ph.D. (92 page PDF)

Office of Children's Mental Health - Elizabeth Hudson, LCSW (9 page PDF)

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Speakers

Keynote Speakers

Robert H. Pasternack, Ph.D. is the Senior Vice President of Special Education for Voyager Learning Company. Dr. Pasternack served as Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education from 2001 to 2004. During his tenure, he was responsible for the reauthorization of the Individuals with Disabilities Education Act (IDEA) and the implementation of No Child Left Behind (NCLB). In addition, Dr. Pasternack served on two Presidential Commissions, including the President's Commission on Excellence in Special Education and the President's Mental Health Commission. Dr. Pasternack also served as the Chair of the Federal Interagency Coordinating Committee during his appointment as the Assistant Secretary.

Prior to being appointed by President Bush to this position, Dr. Pasternack was the State Director of Special Education for the State of New Mexico. During his distinguished career in New Mexico, Dr. Pasternack was a teacher, a superintendent of schools, the director of the state's first residential treatment center for children with serious emotional and behavioral problems, and Chief Executive Officer of New Mexico's first licensed Comprehensive Children's Community Mental Health Center. His work in New Mexico included improving outcomes and results for children with disabilities, implementing full day Kindergarten with mandatory use of scientifically based reading interventions, training of teachers on the signs and symptoms of mental health problems, parent-professional partnership, resiliency in juvenile delinquents, and a number of innovative efforts to serve ALL students.

Dr. Pasternack is a nationally certified school psychologist, a certified educational diagnostician, a certified school administrator, and a certified teacher (K-12). Recipient of numerous honors and awards, he is a frequent presenter at local, state, regional, national, and international conferences

Theodore Christ, Ph.D., is a professor of Educational Psychology, at the University of Minnesota. Dr. Christ provides consultation and training to companies and school districts. Common topics include problem solving, response to intervention, assessment for instruction, curriculum based measurement, assessment of school/classroom behavior, and progress monitoring.

Dr. Christ serves on the Editorial Review Boards ofSchool Psychology Review, Journal of School Psychology, School Psychology Forum, School Psychology Quarterly Assessment for Effective Intervention. He is a Principle Panelist for the Institute of Education Sciences Special Education Panel and Technical Review Committee of the National Center for Response to Intervention. Dr. Christ was the 2009 Division 16 Program Chair for the American Psychological Association (APA).

Dr Christ was the 2008 recipient of APA Division 16Lightner Witmer Award for "scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession … [and for] exceptional potential and promise to contribute knowledge and professional insights that are of uncommon and extraordinary quality."

Session Speakers

Amanda M. VanDerHeyden, Ph.D., is a private consultant and researcher who has directed and evaluated numerous school-wide intervention and reform efforts and her work has been featured on "Education News Parents Can Use" on PBS and The Learning Channel. Dr. VanDerHeyden has held faculty positions at Louisiana State University Health Sciences

Center and University of California at Santa Barbara. She is President of Education Research & Consulting, Inc. in Fairhope. Dr. VanDerHeyden serves as scientific advisor to the National Center for Learning Disabilities, iSTEEP (a web-based data management system), and the Center on Innovations in Learning. She is a standing panel member for the Institute for Education Sciences at the U.S. Department of Education, and serves on the board of trustees for the Southwest Development Laboratory (SEDL, one of 10 regional laboratories funded by the U.S. Department of Education). Dr. VanDerHeyden has published more than 70 scholarly articles and chapters, 6 books, and has given keynote addresses to state school psychology associations and state departments of education in 21 states. She is co-author of the Evidence-Based Mathematics Innovation Configuration for the National Comprehensive Center for Teacher Quality at Vanderbilt University and now the Collaboration for Effective Education Development, Accountability, and Reform at University of Florida. Her most recent book (The RTI Approach to Evaluating Learning Disabilities) was featured at a forum for policymakers hosted by the National Center for Learning Disabilities as a best-practice guide for identifying and serving children with Learning Disabilities in October of 2013 in New York, NY. She actively conducts research focused on improving learning outcomes for students and her scholarly work has been recognized in the form of article of the year award in 2007 from Journal of School Psychology, the Lightner Witmer Early Career Contributions Award from Division 16 (School Psychology) of the American Psychological Association, and her 2012 induction into the 100-member Society for the Study of School Psychology.

Rhonda Neal Waltman is a highly-respected, broadly experienced educator with over 35 years of experience. She has successfully served as a teacher, counselor, program coordinator, principal, central office supervisor, and assistant superintendent spanning grades pre-k through twelve. As Assistant Superintendent of Student Support Services, Dr. Waltman co-chaired the district's comprehensive strategic plan using the Baldrige Criteria for Performance Excellence; and developed a nationally recognized model for providing services to displaced students and families following Hurricane Katrina, including creation of a blueprint for addressing needs using a learning supports model. Following her retirement, she formed her own consulting firm, Neal-Waltman & Associates, Inc. Currently, Dr. Waltman is a consultant with various non-profit organizations, governmental agencies and corporations. As Scholastic's National Project Consultant for Learning Supports, she currently works with the Alabama Department of Education's senior staff in developing the framework for a comprehensive support system for all students. The current work includes forty districts' implementation of the learning supports framework, with a multi-year plan to train the 130+ districts over the next four years. In addition she works nationally with school districts implementing the learning supports framework. Dr. Waltman serves as an Adjunct Professor in Educational Leadership at the University of South Alabama, teaching Data Driven Instructional Leadership, Mentoring Leadership, and Organizational Management. Dr. Waltman is a nationally recognized presenter, with recent presentations for the Ontario Canada's Center for Addiction and Mental Health; American Association of School Administrators; Southern Region Education Board; Michigan Association of Administrators of Special Education; North Carolina Association of School Psychologists; and Florida Department of Education Special Education Conference.

Daniel Krenzer is an assistant professor within the School Psychology Program at the University of Wisconsin - Stout. He has experience as a practicing school psychologist in Mississippi, Illinois, Colorado and Wisconsin with most of his work advocating for students with emotional and behavioral disabilities. Currently his research is on repetitive head injuries and understanding the effects of subconcussive hits across late adolescence, understanding the link between executive functioning and academic success, as well as behavioral interventions. He has presented on contemporary school psychology topics in many states across the country.

Kathryn Bush, Ph.D., is the Consultant for School Psychology Services at the Wisconsin Department of Public Instruction (DPI). Her position is housed on the Student Services, Prevention and Wellness team. Prior to her work at DPI Kathryn worked for over 25 years with the Madison Metropolitan School District as a school psychologist. She also maintained a private practice as a clinical psychologist and served as a university lecturer.

Jenny Nichols is an e-learning account representative for Children's Hospital of Wisconsin and works with Milwaukee Public Schools to implement online heath education programs. She has worked in education in the Milwaukee community for the last 12 years, including teaching in the Milwaukee Public Schools and working in higher education admissions. Jenny works closely with administrators, teachers and support personnel to train them in Act Now!; an online bullying prevention program developed by Children's Hospital of WI for students, staff and parents.

Kimberly Merath has been a School Psychologist with Milwaukee Public Schools for 10 years. For the first six years of her career, she worked in the traditional role of a school psychologist at several elementary schools. For the past four years, Kim has worked with the Violence Prevention Program, providing professional development to teachers, principals, and support personnel in the areas of bullying prevention, classroom management, social emotional learning, and trauma informed care.

Amy Tranel, M.S.E. is a PBIS External Coach for the Madison Metropolitan School District (MMSD). Before joining MMSD, Amy worked as a school counselor for 7 years in the Dodgeville School District. As a school counselor, Amy gained expertise in Positive Behavioral Interventions & Supports (PBIS), Response to Intervention (RtI), Multi-Tiered Systems of Support (MTSS), Professional Learning Communities (PLCs), Responsive Classroom, Love & Logic, and data-based decision making. Amy's passion for PBIS ignited 5 years ago when she first attended PBIS training. Since then, Amy has gained additional knowledge and expertise to effectively and efficiently sustain implementation of behavioral systems at Tiers 1 and 2. She has served as an Internal and External Coach working to determine how to change systems to meet the needs of ALL students. Amy is also a SWIS facilitator and is currently completing her co-training to be a Tier 2 trainer for the

Wisconsin PBIS Network.

Shari Meserve, M.S.Ed., Ed.S worked in the public school system as a School Psychologist for 13 years. Out of a growing desire to use her skills to help a wider range of children and families obtain appropriate services and supports, Shari left the public school system and now works as an Educational Consultant and Advocate for Matt Cohen and Associates, a special education and disability law firm in Chicago. Shari speaks on topics such as Special Education Eligibility in a Response to Intervention Model, Executive Functioning, Advocating for Children with Special Needs, Classroom and Parental Behavioral Management Techniques, Writing Social-Emotional Goals within an Academic Framework, and Writing Effective Functional Behavioral Assessments and Behavior Plans. She has TS herself, as do two of her three adult children. Shari is the founder and Executive Director of the Illinois Tourette Resource Network.

Tiffany Helmke, M.S., Ed.S., is a school psychologist and MTSS (Multi-tiered Systems of Supports) Coach in the Dodgeville School District. While her current school-based focus is on assisting in the development of the MTSS framework at the preschool and elementary level, in previous school-based experiences, she has also supported the application of assessment and intervention strategies at the secondary level. Tiffany attended Ripon College for her bachelor's degree and later attended UW-Milwaukee for her graduate training and degree in school psychology. During her nine years as a school psychologist, she has developed particular interest in inclusive education, MTSS, adventure-based learning, Professional Learning Communities (PLCs), and positive collaboration and supports for families, to meet the needs of ALL students.

Ellie Jarvie, LCSW, SAC-IT, has provided education and advocacy about Tourette Syndrome and associated disorders for almost 25 years. She has managed a variety of community programs serving adults and youth, including a treatment foster care program and the integrated services program with CESA 6, serving students with severe emotional disturbance. She currently manages mental health and substance abuse programs in Marinette County for people across the lifespan. She has TS and is a local support group leader and on the Board of Directors for the Wisconsin Tourette Syndrome Association. She has worked with youth with Tourette Syndrome at camps in Oklahoma, Pennsylvania, Minnesota and Illinois.

James Larson, Ph.D., is Professor Emeritus at the University of Wisconsin-Whitewater in the Department of Psychology where he directed the School Psychology Program for 21 years. He now resides in Milwaukee.

Eric Hartwig, Ph.D. received his doctorate in Educational Administration from the University of Wisconsin-Madison, a M.S. in School Psychology and a B.S. in Psychology from the University of Wisconsin-La Crosse. He is experienced and licensed as a Director of Pupil Services, District Administrator and a School Psychologist/Private Practice ®. Presently, he is the Administrator of Pupil Services for the Marathon County Children with Disabilities Education Board and is the author and principle trainer on the Just-in-Time: Behavioral Initiative Project. He has been an adjunct professor for Educational Leadership and Policy Analysis at the University of Wisconsin-Madison and has been an adjunct professor and research advisor for Cardinal Stritch College-Milwaukee and Aurora University-Wisconsin Campus. Dr. Hartwig was named Administrator of Special Services of the Year for 2007-2008, by the Wisconsin Counsel of Administrators of Special Services (WCASS). Dr. Hartwig is a well-respected and noted speaker providing training on a regional, state, national and international level.

Peggy Roush is the College and Career Readiness Assessment Coordinator for the Office of Student Assessment with the Wisconsin Department of Public Instruction. Her primary responsibility is the successful statewide adoption and implementation of the ACT High School Assessments. Before joining the Office of Student Assessment, Peggy was an Education Consultant on DPI's Special Education team in the areas of Specific Learning Disabilities Professional Development and Academic Improvement Initiatives. She has teaching experience in both special education and regular education in rural and urban districts in Wisconsin and is also a Nationally Certified School Psychologist with experience in both the private and public sectors.

Dan Parker

Mary Sue Roberts, MA LPC is a Licensed Professional Counselor specializing in children and families with a particular emphasis on trauma. She is nationally licensed in Trauma Focused Cognitive Behavioral Therapy (TF-CBT) an evidenced-based model. Mary Sue is the coordinator for the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program for Dane County, WI. She coordinates and provides the training in this exposure driven, evidenced-based model for treatment of trauma in a group setting. CBITS is a cooperative effort, administered by Journey MHC, between Dane County schools and area not-for-profit agencies funded through the United Way of Dane County. Mary Sue is an employee of Journey Mental Health Center in Madison, WI where she is the agency Training Coordinator, CBITS Coordinator, and a nationally certified Mental Health and Youth Mental Health First Aid trainer.

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Hotel & Lodging

The convention is held at the Madison Marriott West | 1313 John Q Hammons Drive, Middleton, Wis.

Room are held at:

Madison Marriott West
1313 John Q Hammons Drive, Middleton, Wis.
For reservations: 888.745.2032 and refer to Wisconsin School Psychologists Association (WSPA)

Room rates:

- $114 double

Comfort Suites
1253 John Q Hammons Drive, Madison, Wis.
For reservations: (608) 836-3033 and refer to Wisconsin School Psychologists Association (WSPA)

Room rates:

- $70, single
- $80 double

Rooms released September 28, 2014, Reservations received after this date will be subject to space availability and at prevailing room rates.

The Wisconsin School Psychologists Association (WSPA) is approved by the National Association of School Psychologists to offer continuing education for psychologists. The University of Wisconsin-La Crosse (UW-L) is approved by the American Psychological Association to offer continuing education for psychologists. WSPA and UW-L maintain responsibility for these programs and their content.

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Registration

Register Online NOW!

Fees include breakfast, lunch and refreshment breaks

	Early Bird Before 10/5/14	Regular After 10/5/14
WSPA Member Rates:		
1-Day	$105	$155
2-Day	$195	$245
3-Day	$285	$335
***Non-Member Rates:**		
1-Day	$165	$215
2-Day	$255	$305
3-Day	$345	$395
Retired Psychologists Rates:		
1-Day	$55	$105
2-Day	$145	$195
3-Day	$235	$285
Student Rates:		
1-Day	$35	$85
2-Day	$65	$115
3-Day	$95	$145

*If you are not a WSPA member and want $60 of your conference registration fee applied to the current 2014-15 membership year, simply check the appropriate box on your registration. Kim Knesting-Lund, WSPA membership chair, will contact you to complete the membership application process. You will owe nothing more to become a member of WSPA until September 2015.

5K Fun Run
$25, includes t-shirt, snacks and transportation. Register before Oct. 10 and guarantee your t-shirt.
$2 surcharge on XXL or larger

Contact Hours:
15 APA Continuing Education Units available. *(subject to change)*

Graduate Credit Option:
One graduate credit is available to participants. The student must attend the pre-convention and the convention to receive credit. Registration and payment can be made at the convention or by contacting Briana Meuer at bmeuer@uwlax.edu or 608.785.6513.

Cancellation Policy
Substitutions welcome. Full refund less $50 processing fee two weeks prior to event; No refunds thereafter. Refund requests must be submitted in writing to:
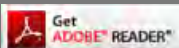
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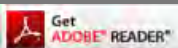
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Sponsorship/Exhibitor Information

Exhibitor day, Thursday & Friday, October 30 & 31 (Thursday, 7:30 am-5 pm and Friday, 7:30 am-12 pm)
Set up is Wednesday, October 29, 5-8 pm. **Electricity hook-up NOT guaranteed.**

Sponsor Space Cost:

Convention sponsorships offer marketing opportunities that provide increased visibility to attendees. For special recognition (your banner at a head table, verbal recognition from an officer at breakfast or lunch, your signs at strategic locations, your company name/material in the convention brochure and other possible special considerations throughout the convention) consider the following levels of sponsorship or customize a sponsorship to match your goals and budget:

- **$250 - Friends of Psychologists in the Schools Sponsor** (No limit to number of sponsorships).
    - Brief description of your organization in conference folder
    - One, 2-day registration that includes breakfast, lunch and refreshment breaks
    - Up to two, 6-foot tables for exhibit space
- **$350 - Bronze Sponsorship** (3 sponsorships, limited due to number of breaks)
    - Brief description of your organization in conference folder
    - One, 2-day registration that includes breakfast, lunch and refreshment breaks
    - Up to two, 6-foot tables for exhibit space
    - PLUS: Sponsor one AM or PM break with organization name on signage at break tables
- **$550 - Silver Sponsorship** (3 sponsorships, limited due to number of meals)
    - Brief description of your organization in conference folder
    - One, 2-day registration that includes breakfast, lunch and refreshment breaks
    - PLUS: Up to three, 6-foot tables for exhibit space
    - PLUS: Sponsor one meal and speak briefly (5 minutes) about your organization with your banner or signage (supplied by your organization) displayed
- **$750 - Gold Sponsorship** (2 sponsorships, limited due to number of keynotes per conference)
    - Brief description of your organization in conference folder
    - One, 2-day registration that includes breakfast, lunch and refreshment breaks
    - Up to three, 6-foot tables for exhibit space
    - Speak briefly (5 minutes) about your organization with your banner or signage (supplied by your organization) displayed
    - PLUS: Named as Opening OR Closing Keynote sponsor with banner or signage (supplied by your organization) on main stage

Exhibitors: Organizations not interested in the above sponsorships will be charged $100/table. This exhibitor fee includes one 6-foot table and one chair. Fee includes one, 2-day registration that includes breakfast, lunch and refreshment breaks
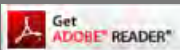
Additional Exhibitor/Sponsor:
$55, per person

Sponsor/Exhibitor Register Online!

Contact: Linda Servais for specific details.

The Wisconsin School Psychologists Association (WSPA) is approved by the National Association of School Psychologists to offer continuing education for psychologists. The University of Wisconsin-La Crosse (UW-L) is approved by the American Psychological Association to offer continuing education for psychologists. WSPA and UW-L maintain responsibility for these programs and their content.

WSPA Fall Convention | October 29-31, 2014

Marriott Madison West | 1313 John Q Hammons Dr. | Middleton, Wis.

Continuing Professional Development/Contact Hours/Credit Option:

Course Description:

Schools are being challenged with ensuring that   all students meet educational standards. Unfortunately, minority students tend to lag behind in academic achievement in comparison to the majority. Changes to assessment practices, in the spirit of Response to Intervention (RtI), have been advanced to help close this achievement gap. In addition, school psychologists are being pressed by the mental health needs of students that negatively impact achievement. By focusing on both the academic and behavioral systems in a multi-level system of support, school psychologists can learn the individual skills and systemic practices to close this gap. Must attend all three days of the convention workshops to receive credit.

Contact Hours:

15 APA Continuing Education Units available. *(subject to change)*

Graduate Credit Option:

UW-L Academic Credit Registration form and Online Admission Application Directions (3 page PDF)

Course Syllabus (5 page PDF)

One graduate credit is available to participants. The student must attend the pre-convention and the convention to receive credit. Registration and payment can be made at the convention or by contacting Briana Meuer at bmeuer@uwlax.edu or 608.785.6513.

The tuition plateau does not apply to students enrolling in undergraduate or graduate credit courses through the Office of Continuing Education and Extension.
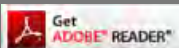
For Course Information, Please Contact:

Rob Dixon WSPA Chair of Professional Development
608.785.6893
rdixon@uwlax.edu

To Register, Please Contact:

Briana Meuer, Credit Coordinator
608.785.6513 or toll free 1.866.895.9233
bmeuer@uwlax.edu

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UW-LA CROSSE
CONTINUING EDUCATION AND EXTENSION

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WSPA
Wisconsin School Psychologists Association, Inc.

WSPA Fall Convention | October 29-31, 2014
Marriott Madison West | 1313 John Q Hammons Dr. | Middleton, Wis.

WSPA 5K Fun Run Overview:

Friday, October 31, 2014

The WSPA 5K Fun Run promotes the good health and camaraderie of school psychology professionals at the WSPA Convention, and supports a WSPA's Children's Services Fund.

Register before October 10, 2014 and guarantee your t-shirt
Please indicate size when registering (unisex sizes available: S, M, L, XL, other ($2 surcharge on XXL or larger)

Fee: $25 *(includes t-shirt, snacks and transportation)*

Course/Schedule

We will be available to answer questions during the convention hours at the registration desk.

Course

- Departure Time: Tentatively 6:30 a.m.
- Open to walkers and runners

Our School Psychology friends are mapping out a course. The course should be mostly flat and easy on the legs. The course is an "out and back" so you should feel welcomed to turnaround at any point along the route.

Sponsorship Levels

Interested in becoming a sponsor? The 5K is seeking corporate and regional association sponsors. If you know of a potential sponsor who would like visibility on our t-shirt and in the WSPA Sentinel, please let us know.

Corporate Sponsorship

As a corporate sponsor, your support could take shape in one of several ways:

- Donating a defined dollar amount – This path gives us funding flexibility.
- Pledging a $10 charity donation-per-registration – This path inspires more registrations.
- Underwriting the design/printing of our t-shirts and/or other items– This path energizes our registrants.
- Donating directly to our WSPA Children's Fund once our expenses are met – A direct donation to our charity, in honor of the WSPA 5K Fun Run gives notice of your company's goodwill.

Corporate or state association promotion could include visibility (1) on the back of our t-shirt, (2) in at least one issue of our publication WSPA Sentinel, circulated to WSPA school psychologists and related professionals, (3) at our 5K webpage, and (4) in other media used to promote the event.

Contact Rob Dixon for more information.

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Continuing Education and Extension

WSPA
Wisconsin School Psychologists Association, Inc.

WSPA Fall Convention | October 29-31, 2014
Marriott Madison West | 1313 John Q Hammons Dr. | Middleton, Wis.

Professional Development Certificate: Mental Health

Check back for 2014 information.

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608.785.8000

Send us your comments:
conted@uwlax.edu

Continuing Education and Extension

Wisconsin School Psychologists Association (WSPA)

Sponsor:

Wisconsin School Psychologists Association, Inc.

Contact Us

Registration and Program Information:

Continuing Education and Extension
University of Wisconsin-La Crosse
1725 State Street, 205 Morris Hall
La Crosse, Wis. 54601
608.785.6504 or toll-free 1.866.895.9233
fax: 608.785.6547
conted@uwlax.edu

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Continuing Education and Extension

Wisconsin School Psychologists Association (WSPA)

Sponsor:

Wisconsin School Psychologists Association, Inc.

Three conventions are offered each year:

2014 Fall Convention
Madison, Wis.
 October 29-31, 2014

2015 Spring Convention
Stevens Point, Wis.
 March 25-27, 2015

2015 Summer Institute
TBD

Workshops offered:

WSPA Professional Development

TBD

The Wisconsin School Psychologists Association (WSPA) is approved by the National Association of School Psychologists to offer continuing education for psychologists. The University of Wisconsin-La Crosse (UW-L) is approved by the American Psychological Association to offer continuing education for psychologists. WSPA and UW-L maintain responsibility for these programs and their content.

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 608.785.8000

Send us your comments:
conted@uwlax.edu

Wisconsin School Psychologists Association (WSPA) 2014 Fall Convention UW-La Crosse Graduate Credit

Registration Deadline: Oct. 29, 2014

Course: SPY 796

If paying by check please complete the form below. If paying by credit/debt card you **must** pay using the online WINGS Student Center

First Name:

Middle Initial:

Last Name:

Maiden Name:

Address:

City, State and Zip

Phone#:

Email:

Please return with check payable to UW-La Crosse in the amount of $125

UW-La Crosse Continuing Education/Extension
1725 State Street; 264 Morris Hall
La Crosse, WI 54601
Attn: Briana Meuer

UWL-Continuing Education/Extension Credit Courses
Online Application Information
Effective 2014-2015

Participants who wish to earn academic credit must be a current or recent student at UW-L to register for a course. Registering for a course requires completion of:

1. Admission to UW-L using the Online Admission Application
2. Signing a course attendance sheet or completing a registration form on the first day of class
3. UW-L tuition payment

When to submit an application for admission

DO NOT SUBMIT an Online Admission Application if taking a:

- Spring 2015 class and previously completed a fall 2014 class;
- Summer 2015 class and previously completed a spring 2015 class

SUBMIT an Online Admission Application if:

- You do not fall into any of the above categories.

Applying for admission:

1. Complete the [Online Admission Application](). For assistance completing the Online Admission Application, please contact UW HELP: 1.800.442.6459 or eapp@learn.uwsa.edu

   a. Carefully answer initial application questions to ensure appropriate application is submitted:

      - Applying To: UW-La Crosse

      - Are you taking this course for UG or GRAD credit? Reason for Applying?
        - Graduate courses for personal/professional development
        - Undergraduate courses for personal/professional development

      - Applying As: Continuing Education and Extension

      - Term: Semester & year you will attend

2. Applicants are required to answer questions about income tax, driver's license history and years voted in elections in order to ensure their application is complete. These questions may not apply to applicants but are required to determine residency for tuition purposes. Please make sure to review your personal information each time you submit an application for admission.

3. PLEASE DISREGARD application questions regarding:

   a. Payment

   b. Course number or course name

   c. Narrative on why you want to attend UW-L

Accessing Grade Reports

Access grade reports and order transcripts through [WINGS](#) Student Center using a valid UW-L username and password. There is no expiration time to access grades as long as you have a valid UW-L username and password.

- Locate the "Academics" tab at top of screen and click on the drop down menu.

- Locate "Other Academic" and select the "Grades" option

- Click the blue circle icon to open the next page

- Choose the semester that you want, click Continue, and your grades will be displayed

In the same dropdown menu you will find links to:

- View an unofficial transcript

- Order an official transcript

Forgot student ID number:

1. Click on the following link to obtain your UWL Student ID Number:
   https://secure.uwlax.edu/studentid.

2. Once you have your UW-L student ID number, you will find password assistance here:
   https://secure.uwlax.edu/password - choose the Recover Your Password option and follow the instructions. For additional assistance, please contact the Eagle Help Desk at 608.785.8774. Contact Briana Meuer: 608.785.6513 and your student ID number will be sent to your email address listed on your UW-L Online Admission Application.

For application assistance contact: Briana Meuer, Continuing Education, 608.785.6513.

University of Wisconsin-La Crosse
Department of Psychology/School Psychology Program

INDEPENDENT STUDY:

INTERVENTIONS FOR STUDENT SUCCESS: BEST PRACTICES IN CLOSING GAPS
SPY 796
(Fall 2014; 1 Credit)

Instructor:	Dr. Robert J. Dixon, NCSP	Phone:	(608) 785-6893
Office:	349A Graff Main Hall	Email:	rdixon@uwlax.edu

Course Description

Schools are being challenged with ensuring that all students meet educational standards. Unfortunately, minority students tend to lag behind in academic achievement in comparison to the majority. Changes to assessment practices, in the spirit of Response to Intervention (RtI), have been advanced to help close this achievement gap. In addition, school psychologists are being pressed by the mental health needs of students that negatively impact achievement. By focusing on both the academic and behavioral systems in a multi-level system of support, school psychologists can learn the individual skills and systemic practices to close this gap. **Must attend all three days of the convention workshops to receive credit.**

Relevant DPI Standards Addressed in this Course
Wisconsin Standards for Teacher Development & Licensure:

Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Wisconsin Standards for Pupil Service Development & Licensure:

The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

Wisconsin Standards for Administrator Development & Licensure:

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Resources
Cowen, K.C. & Skalski, A.K. (2008). *Ready to Teach, Empowered to Learn: Guiding Principles for Effective Education*. Bethesda, MD: National Association of School Psychologists. Retrieved from http://www.nasponline.org/advocacy/2008educationpolicydocument.pdf

Batsche, G. et al (2006). *Response to Intervention: Policy Considerations and Implementation*. Alexandria, VA: National Association of State Directors of Special Education.

Bear, G.G., Minke, K.M. (Eds) (2006). *Children's Needs III: Development, Prevention, and Intervention*. Bethesda, MD: National Association of School Psychologists.

Shinn, M.R., Walker, H.M., & Stoner, G. (Eds) (2002). *Interventions for Academic and Behavior Problems II: Preventative and Remedial approaches.* Bethesda, MD: National Association of School Psychologists.

Thomas, A. & Grimes, J. (Eds) (2002). *Best Practices in School Psychology IV.* Bethesda, MD: National Association of School Psychologists.

National Association of School Psychologists (2010). *Model for Comprehensive and Integrated School Psychological Services*. Retrieved from http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf

Learning outcomes:
Within the Preconvention, Keynotes, and Sectionals the Participant will learn
- Develop skills, practices and models to scale up RtI models for math instruction.
- Identify components of a comprehensive system of learning supports and develop strategies to develop supports in under-identified areas.
- Discover the current state of RtI/MTSS implementation across the country.
- Uncover the interaction between brain and behavior by identifying cognitive processes that may contribute to school difficulties and develop interventions that target executive functioning.
- Review the continuum of reading philosophies, discover what practices you can expect to see depending on the underlying philosophy of the practitioner, and identify the kinds of research on the reading research continuum
- Describe ideas for activities that can be used in schools to help educate students and staff about how to define bullying, differentiate bullying from conflict, and compose strategies to encourage bystanders to take action.
- Apply the three levels of a multi-tiered system of support through a specific behavior case.
- Describe the identification of students with Specific Learning Disabilities (SLD) in the RtI/MTSS Paradigm.
- Develop an understanding of how Tourette syndrome and the related disorders can impact learning, social interactions and family functioning of affected students.
- Identify risk and protective factors for emotional, behavioral and social health. Then assemble the factors to prevent and intervene early through universal screening.
- Describe the various components of the ACT suite that will be used to assess high school students.
- Identify the factors of cognitive-behavioral Intervention for trauma in schools (C-BITS)
- Identify the strengths and weaknesses of universal academic measures in reading along with common misunderstandings.
- Appraise progress monitoring tools based on the quality of the tools, progress monitoring capabilities,

Course Expectations
Attendance (50%)
- Attend the entire conference - attendance verification will be conducted for each sectional. Participants **must** attend an entire pre-conference session on Wednesday, sectionals that account for the entire day Thursday, and half the day on Friday to receive credit for attendance.
Paper (50%)
- 3-5 page paper on how you are going to apply the concepts learned at the conference to your local education authority (e.g., school or district, etc.). Papers can focus on all the information presented over the three days or focus specifically certain topics that are more relevant or applicable to the LEA. Keep in mind the goals of the conference and the relevant teacher, pupil service and administrative education standards for licensure.
All materials must be received via email or snail mail by December 1. Grades will be posted approximately December 15.

Grading Procedure
Completing the attendance and paper requirement will receive an A. Failure to complete attendance verification and/or assignments will result in a course grade of an F. Late papers will be reduced by a half grade.

Tentative Course Outline (Any changes will be announced Wednesday Morning)

October 29, 2014 (Wednesday) Pre-conference Workshop	
9 a.m. – 4p.m.	• How-To Use RTI to Increase Mathematics For All Children and For Children Who Are At Risk For Mathematics Failure • School Mental Health: Reducing the Barriers to Learning
October 30, 2014 (Thursday) Conference Workshop	
8:45 – 10 a.m.	Keynote- RtI: The View from 35,000 feet. National perspective on RtI/MTSS and efforts to make Special Education Special
10:30 a.m. – 12 p.m.	• School Neuropsychology: A Graduate Student's Guide to Understanding a Child Through the School Neuropsychology Lens

	• Lenses on Reading • Bullying Prevention Activities • Meet Dodger R. Apple: A Case Study in Behavioral Health
1:30 – 4:45 p.m.	• Identifying Students with Specific Learning Disabilities in the RtI Paradigm: Policy and Practice • Tourette Syndrome: Helping Your Staff Rise to the Challenge • Therapeutic Interviewing of Students with Aggressive and Other Problem Behaviors • Universal Screening for Behavioral, Emotional and Social Health: Still Spitting on The Sidewalk
October 31, 2014 (Friday) Conference Workshop	
9:00-12:15 p.m.	• DPI Update: Wisconsin and the ACT High School Assessments • Cognitive Behavioral Intervention for Trauma in Schools (CBITS) – Ten Years of Group Trauma Treatment in a School and Community Collaborative • Theory and Practice: Automaticity Matters … to a Point
1:00-2:30 p.m.	Keynote - Progress Monitoring: Do You Want the Good News of Bad News First?

You are expected and responsible to be on time and attend the full-allotted time period for each sectional. Failure to attend any of the specified times for any reason will result in a failing grade.

Miscellaneous
Academic Integrity
Academic integrity is essential to the life of a student and the educational process. Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student's academic performance; or (f) Assists other students in any of these acts.
For a detailed description of the university's policies refer to: http://www.uwlax.edu/stuserv/OSL/main2.html

Disability
Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office, 165 Murphy Library (785-6900) at the beginning of the semester. Students who are currently using the Disability Resource Services office will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Services office.

Interventions for Student Success: Best Practices in Closing Gaps
Fall 2014

Independent Study: SPY 796 Section 700

UW-La Crosse Graduate Credit Registration Form
1 credit fee - $125

DEADLINE: November 4, 2014
UW-La Crosse online admission application, credit course registration form and payment must all be received by deadline.

First name: _____ Middle Initial: _____ Last Name :_____

Maiden Name: _____

Complete Address: _____

City: _____ State: _____ Zip: _____

Daytime Phone: (_____)_____ Home Phone: (_____)_____

Fax: _____ Email: _____

Form of $125 Payment (Choose One):

Cash   Check   Online Payment

Return this form along with appropriate payment information or check for $125 made payable to UW-La Crosse to:

UW-La Crosse
Continuing Education
264 Morris Hall
1725 State Street
La Crosse, WI 54601.

If choosing to pay online with a credit card or electronic check, you **must** *complete this payment online through your student WINGS center. Late fees will accrue if payment is not made in a timely manner. Please follow the instructions on page 3.*

UWL-Continuing Education/Extension Credit Courses

Online Application Information

Effective 2014-2015

Participants who wish to earn academic credit must be a current or recent student at UW-L to register for a course. Registering for a course requires completion of:

1. Admission to UW-L using the Online Admission Application

2. Signing a course attendance sheet or completing a registration form on the first day of class

3. UW-L tuition payment

When to submit an application for admission

DO NOT SUBMIT an Online Admission Application if taking a:

- **Summer 2014 class and previously completed a spring 2014 class**

- **Fall 2014 class and previously completed a spring 2014 or summer 2014 class**

SUBMIT an Online Admission Application if:

- You do not fall into any of the above categories.

Applying for admission:

1. Complete the Online Admission Application or https://apply.wisconsin.edu. For assistance completing the Online Admission Application, please contact UW HELP: 1.800.442.6459 or eapp@learn.uwsa.edu

   a. Carefully answer initial application questions to ensure appropriate application is submitted:

      - **Applying To:** UW-La Crosse

      - **Are you taking this course for UG or GRAD credit? Reason for Applying?**
        - Graduate courses for personal/professional enrichment
        - Undergraduate courses for personal/professional enrichment

      - **Applying As**: Continuing Education and Extension

      - **Term:** Semester & year you will attend

2. Applicants are required to answer questions about income tax, driver's license history and years voted in elections in order to ensure their application is complete. These questions may not apply to applicants but are required. Please make sure to review your personal information each time you submit an application for admission.

3. **PLEASE DISREGARD** application questions regarding:

   a. Payment

   b. Course number or course name

   c. Narrative on why you want to attend UW-L

Making a Credit/Debit Card or Electronic Check Payment:

1. Go to UW-L Webpage: http://www2.uwlax.edu/
2. In drop down box on the UW-L homepage, select Wings. You are now on the WINGs log-in page
3. Follow the instructions below to log into WINGS and make a payment

- **Enrolling at UW-L for the first time?**
  Your WINGs Student Center username (UW-L Student ID Number) and password was sent to the ==e-mail address listed on your UW-L admission application.==
  - Change your WINGS password to something you will remember by following the left menu link "**Change My Password**" once you are logged into WINGS, or go to: https://secure.uwlax.edu/wingspassword/ .
- **Returning UW-L student?**
  Your WINGs Student Center username (UW-L student ID Number) and password was sent to you at the time of your first admission.
  - Click on the following link to obtain your UWL Student ID Number: https://secure.uwlax.edu/studentid/
  - Once you have your UW-L student ID number, you will find password assistance here: https://secure.uwlax.edu/password/ -choose the Recover Your Password option and follow the instructions.

The WINGS page is divided into two blocks. In the Upper Left Corner is the small MENU. On the Right side of page are two columns that consist of your STUDENT CENTER. Look here for the column labelled: Finances. It will look like this:

You now have three options: Make a Deposit/Payment, View my Bill or Grant Access to View/Pay Bill. Click on the Make a Deposit/Payment link; you are at the CashNet homepage (processing center for all La Crosse payments). It will look like this:

Make a Deposit/Payment: Click the **"Make Payment"** on the top of the screen. This will take you to the Electronic Payments Screen. ==You may not have a current balance listed, but should enter the specific amount and complete the payment process to avoid any late fees.== On the Right Hand side of screen: Click "**Pay Student Bill**" in the categories box. In the middle of the next screen, "**Amount to Pay**" will appear with a blank box. There type the **TOTAL** for the class, **DEPOSIT** or **OTHER**. Enter the correct amount and select "**Add to Items to Pay**". On the next screen select "**checkout**" to do so. Select payment format: credit/debit card or an electronic check. Select your option; CashNet will take you through the payment process. You will receive a confirmation email with transaction receipt if your payment is successfully processed.

FAQ:

My username and/or Password will not work?
Visit https://secure.uwlax.edu/wingspassword/ to update your password.

How do I know which bill to pay?
Double check the due date located on the right of the eBill. **You may not have a current balance listed, but should enter the specific amount and complete the payment process to avoid any late fees.** If you have any questions, contact Briana Meuer at bmeuer@uwlax.edu.

I need to cancel a payment.
Contact the Cashiers Office at 608-785-8719 immediately if you wish to cancel a payment made through this site. Payment may only be cancelled depending on when the payment was made and when you contacted the Cashiers Office. Cancelled payments made by a credit card may be subject reserve funds from your available credit by the credit card issuer. If this occurs, the credit card issuer will automatically release the hold on those funds within a few days. For more information, call the phone number on the back of your credit card.

For more questions, use the help option in the options bar within CashNet.

Forgot student ID number/Password:

1. Click on the following link to obtain your UWL Student ID Number: https://secure.uwlax.edu/studentid/

2. *Once you have your UW-L student ID number, you will find password assistance here:* https://secure.uwlax.edu/password/ -choose the Recover Your Password option and follow the instructions.

Accessing Grade Reports

Access grade reports and order transcripts through WINGS Student Center using a valid UW-L username and password. There is no expiration time to access grades as long as you have a valid UW-L username and password.

- Locate the "Academics" tab at top of screen and click on the drop down menu.

- Locate "Other Academic" and select the "Grades" option

- Click the blue circle icon to open the next page

- Choose the semester that you want, click Continue, and your grades will be displayed

In the same dropdown menu you will find links to:

- View an unofficial transcript

- Order an official transcript

For application assistance contact: Briana Meuer, Continuing Education, 608.785.6513.

Excellent Core Instruction in Mathematics

Amanda VanDerHeyden
Education Research and Consulting, Inc.
WSPA October 29, 2014

Objectives Today

- Setting the Right Foundation Means
  - ✓ Assessing Smarter
  - ✓ Treating system problems as system problems
  - ✓ Paying attention to integrity

- Core Instruction that Works in Math
  - ✓ Ensure fluency
  - ✓ Integrate instruction to build conceptual understanding

---

From the Old Way to the New Way

Before 2001 ← → **After 2001**

Before 2001	After 2001
- Focus on Process: number of minutes, location of service	- Focus on Outcomes
- Metrics reflect Process	- Metrics reflect Progress
- Service provided following eligibility	- Early identification
	- Expansion of intervention services to prevent academic failure

Access ← → **Results**

Identification Errors

- "There are no reliable psychometric differences between students diagnosed with LD and those simply considered to be low achieving" (p. 80, Ysseldyke et al., 1983).

- Teams inconsistently applied eligibility criteria (Macmillan). Sarason characterized as "search for pathology."

- Once identified, eligibility highly probable.

- Special Education placement not associated with instructional enhancements nor improved outcomes (Kavale & Forness, 1999)

- Children with SLD continue to lag behind peers and show poorer outcomes despite services (Cortiella, 2011)

- "It is rare for the advocates of discrepancy-based definitions to articulate the theory of social justice that dictates that society has a special obligation to bring up the achievement of indivdiuals whose achievements fall short of their IQs, rather than simply to bring up the skills of those with low skills, period" (p. 353, Stanovich, 1999).

No Effect for "Special" Instruction

Special Instruction	Effect Size
Perceptual-Motor Training	0.08
Modality-Matched Instruction	0.14
Visual Perceptual Training	0.10
Psycholinguistic Training	0.39

Source: Kavale & Forness, 1999

General Instruction	Effect Size
Direct Instruction	0.93
Mnemonic Instruction	1.62
Feedback	0.97
Self-Monitoring	1.36
Repeated Reading	0.76
Error Correction	0.72
Drill & Practice	0.99

Diagnosis Exploded Despite Concerns

Disabilities as Proportion of Total Student Enrollment Ages 3-21

Line chart with y-axis "Percent of Total Student Enrollment Ages 3-21" (0.0 to 16.0) and x-axis years: 1976-77, 1980-81, 1990-91, 1995-96, 1998-99, 1999-2000, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08\11, 2008-09\11.

Students with Disabilities: 8.3, 10.1, 11.4, 12.4, 13.0, 13.2, 13.3, 13.4, 13.5, 13.7, 13.8, 13.7, 13.6, 13.4, 13.2

Students with SLD: 1.8, 3.6, 5.2, 5.8, 6.0, 6.0, 6.1, 6.0, 5.9, 5.8, 5.7, 5.6, 5.4, 5.2, 5.0

Mutually Referential

IDEA 2004/2006 — President's Commission on Excellence in Special Education (2002) — ESEA/NCLB (2001) — National Reading Panel Report (2000)

Center: Seamless system of supports from general to special education, using scientifically based instruction to bring all students to proficiency

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Education Paradigm Shift

- Reflected concerns about student proficiency in general

- Concerns about the validity of the ability-achievement discrepancy approach

- Concerns about consequential validity of SLD diagnosis and service

- Emergence of serial assessments of learning (formative assessment) and RtI systems

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Asa Hilliard (1991)

The risk for our children in school is not a risk associated with their intelligence. Our failures have nothing to do with IQ, nothing to do with race, nothing to do with language, nothing to do with style, nothing to do with the development of unique and differentiated special pedagogies, nothing to do with the children's families. All of these are red herrings. The study of them may ultimately lead to some greater insight into the instructional process, but at present, they serve to distract attention from the fundamental problem facing us today. We have one and only one problem: Do we truly will to see each and every child in this nation develop to the peak of his or her capacities?

What do Families Want?

- Improved learning

- Transparent decisions

- Active system problem-solving

- Efficient use of resources

- What was my child's score? What did you do differently? What effect did it have? What are we doing next?

11

Fool's Gold

- If you are poor, of minority ethnicity, or a boy, you have a much higher probability of going to special ed and a much higher risk of academic failure in many places.

- Special education placement does not improve outcomes for kids in the high-incidence categories and, in fact, is associated with risk.

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Reading grade level

5.2

Low Risk on Early Screening

2.5

At Risk on Early Screening

1   2   3   4
Grade level corresponding to age

13

Reading grade level

5.2
4.9 With substantial instructional intervention

Low Risk on Early Screening

Intervention   Control

3.2 With research-based core but without extra instructional intervention

2.5

At Risk on Early Screening

1   2   3   4
Grade level corresponding to age

14

Intervention Works

- Our failures have had little to do with measurement

- Our failures have had little to do with many of the things we focus on

- We consistently (predictably) have failed to use data to guide instruction and then deliver that instruction well

- When children fail to learn skills, we then attribute the failure to the child

15

What You DO Makes a Difference

Teaching	Effect Size
Quality of teaching	0.77
Reciprocal Teaching	0.74
Teacher-Student Relationship	0.72
Providing Feedback	0.72
Teaching student self-verbalization	0.67
Meta-Cognition Strategies	0.67
Direct Instruction	0.59
Mastery Learning	0.57
Average	*0.68*

Working Conditions	Effect Size
Within-class grouping	0.28
Adding $	0.23
Reducing Class Size	0.21
Ability Grouping	0.11
Multi-Grade/Age Classes	0.04
Open v. Traditional Classes	0.01
Summer school	-0.09
Retention	-.016
Average	*0.08*

Source: Hattie (2009)

Teaching Matters

strong effects
weak effects

30   25   20   15   10   5   0
Home   Student

30   25   20   15   10   5   0
School   Teacher   Curricula   Teaching

Source: Hattie (2009)

Philosophy Driven?
Effect Driven?

- Make a commitment to:
  - Select what works
  - Use it well
  - Evaluate it in your setting
  - And troubleshoot to enhance effects

If nothing changes, students will lose ground

Total Reading Grade 2

Losing about 2.7 percentile point equivalents per year.

What you DO makes a difference

Legend:
- Formative Assessment
- Comp tx for SLD
- Teacher Clarity
- Feedback
- Worked Examples
- Phonics Instruction
- Goals
- Computer-Assisted Instruction
- Homework
- Summer School
- Class Size
- Aptitude Matched Treatments
- Web-Based Learning
- Teacher Subject Matter Knowledge
- Grade Retention

Step 1. Attend to High-Quality Core Instruction

- Consume your screening data to identify system problems.

Pay Attention to the Basics

- Do you know where you are going?
- Instructional time allocations, actual academic engaged time, quality of academic engaged time
- High quality plan that is built to attain particular learning outcomes

---

Examine Core- Foundations

Adequate Materials?	Ensure materials. Match assessment to instruction and use software.
Clearly Defined Essential Skills in Sequence?	Review standards, specify sequence, teach essential skills to mastery
Calendar?	Specify by which date essential skills will be mastered. Work with teachers to ensure calendar is followed.

Core- Foundations

Adequate instructional time?	Review time allocated to instruction, make adjustments based on priorities.
Professional development include coaching and feedback	Ensure a focus on intervention targets and priorities.

Core- Instructional Interactions

Clear task presentation	Include observation in class with feedback
Use of sufficient cues until accuracy is reached	Include observation in class with feedback
Pacing of instruction matched to student need	Use student assessment with instructional planning

Core- Instructional Interaction

Instructional feedback matched to student competence	Integrate student assessment data with instruction
Skills introduced according to calendar of instruction	Build a calendar of instruction and link to assessment data
Student mastery of taught skills is assessed and linked to instruction	Ensure master calendar for supplemental intervention. Most students should master.

Core- Instructional Interaction

Students are actively engaged	Check via direct obs: Task difficulty, CW intervention, trans times, active with f/b and incentives
Time devoted to non-instructional activity is minimized	Transitions under 2 min. Address with transition routine.
Instructional time emphasizes practice with feedback	Check via observation. Professional dvlp for active student responding goals.

Instructional Opportunity Stealers

- Too much assessment
- Giving all students instruction they don't need
- Time lost at beginning of the year on too much review
- Transitions
- Time lost to half-days, holidays, substitute teachers

Instructional Effect Diminishers

- Failing to align instructional strategy with student proficiency
- Allowing kids to work independently when they are making errors
- Not ensuring and verifying mastery before moving on to new content or lesson
- Giving a half-dose (or less) of intervention

Routines Preserve Time

- Basic Routines
  - Going somewhere
  - Requesting Assistance
  - Sharpening Pencils
- Responsible Student Routines
  - Working Independently
  - Passing in Papers
  - Putting Everything in its Place
  - Making up Missed Work

Routines Preserve Time

- Transition Routines
  - Transitioning
  - Breaking into Small Groups
  - Taking a Bathroom Break
  - Lining Up and Walking
- Special Behavior Routines
  - Welcoming Visitors
  - Free Time Behavior
  - Lunchroom Behavior
  - Behavior for the Substitute Teacher

A Good Transition Routine Can

- Save more than 2 hours per day
- Help Reduce time spent Responding to behavior Problems
- Prevent problems from occurring.

The Link to Learning

Routines Save Time

Time Increases Learning Opportunities

Learning Opportunities Increase Achievement

Consider Intervention Yield

- An effective intervention is an intervention that has an effect on the child's learning!
- You cannot know unless you monitor progress.
- Giving the same lesson at a slower pace, in a smaller group, is not a more intensive or more effective intervention.
- Think about the cost of various strategies. Choose the intervention that is highest yield.

7 Years

Highly effective teachers show gain of 1.5 grade equivalents. Ineffective teachers show gains of .5 grade equivalents. These gains are independent of other risk factors associated with demographics.

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- Active system problem-solving
- Efficient use of resources
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Let's Think Bigger

- The goal of instruction is to improve learning for ALL

- We do not want to aim for mediocre, we want to aim for excellence

- Anyone can beat his or her last best score from the day before

- It is a zero-sum environment. Resources that do not improve learning are wasted.

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Let's think bigger: What does RtI Mean for your Child?

- High-performing?
  - Use data to enrich and challenge, smarter allocation of resources means more available for enrichment
  - Children ready for advanced coursework

- Average student?
  - Children ready for advanced coursework

- Low performing?
  - Accelerated growth, reduction of risk for failure, mastery of essential skills

Read independently for information, Write a synthesis, Increase challenge

Read with frequent comprehension checks

Guided reading, easier passage, repeated reading

Data = Fuel

- To determine risk

- To evaluate systemic problems

- To plan instructional changes system-wide

- To plan intervention for individual, small groups, or whole classes as supplement to core

- To evaluate intervention effects and inform referral decisions

Match Instructional Strategy to Learner Competence

New Skill

Antecedent	Response	Consequence
Cues, Prompts	Guided practice	Immediate Feedback
Reduced Task Difficulty	Monitor Accuracy	More elaborate Feedback
Narrowly defined Task		Repetition Loop

Match Instruction to Learner Competence

Established Skill

Antecedent	Response	Consequence
No Extra or External Cues	Monitor Fluency	Delayed Corrective Feedback
Fade Task Difficulty		Performance Contingencies
		Goal Setting

Opportunities to Respond; Practice to Mastery

Build Fluency

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Mastered Skill

Antecedent	Response	Consequence
Permit Variation	Retention	Delayed Feedback
Range of Task Difficulty	Application/Generalization	Elaborate Feedback on Application
Application		

Increased range of stimuli

Response Variation- Build response set

Improve Maintenance

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A More Powerful Way to Define Intervention Intensity

Generalization — Child response is fluent
Cues to generalize, corrective feedback for application and problem-solving, systematic task variation, fading of support.

Fluency — Child response is accurate but slow
Intervals of practice, opportunities to respond, delayed feedback, ensure reinforcement for more fluent performance.

Acquisition — Child response is inaccurate
Salient cues, frequent & high-level prompting, immediate feedback, more elaborate feedback, sufficient exemplars of correct/incorrect, controlled task presentation.

Tier 1: Screening

- 3 times per year

- More frequently if problems are detected

- Probably two probes required

- Computation probes work well-- consider state standards

- Math Screening
  - 2 minutes. Scored for Digits Correct per 2 min

Class-wide Screening

Feedback to Teachers

Tier 1 or 2: Class-wide Intervention

Tier 2: Can't Do/Won't Do Assessment

- "Can't Do/Won't Do"

- Individually-administered

- Materials
  - Academic material that student performed poorly during class assessment.
  - Treasure chest: plastic box filled with tangible items.

Decision Rule Following Can't Do/Won't Do Assessment

Tier 3: Individual Intervention

- Conducted by classroom teacher

- Protocol based

- Follows adequate functional assessment

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Response to Intervention

Before Intervention

During Intervention

Avg. for his Class

Each Dot is one Day of Intervention

#Correct

Intervention Sessions

Intervention in Reading[54]

Response to Intervention

55

Let's talk about pitfalls

➢ Over-assessment or inefficient assessment

➢ Failing to treat system problems

➢ Overemphasizing intervention selection and underemphasizing intervention management (Integrity threats are underestimated)

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Bad Decisions are Not Benign

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Users Must Weigh

- The costs of false positive errors and false negative errors for each decision.
  - For Screening Decisions – A priority is placed on avoiding false negative errors typically.
  - As a result, many screening systems burden systems with high false-positive error rates.
  - High error rates cause users to lose momentum and can attenuate intervention effects system-wide.
  - Collecting "more data" does not necessarily improve the hit rate.

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Case Example: More Assessment?

Case Example: More Assessment?

About 36 Weeks in School Year
180 Days of Instruction/ 6 hours per day
1080 Hours of Instruction

-120 hours for report card preparation
- 10 hours screening (200 minutes per class x 3 = 600 minutes per year)
- 15 hours progress monitoring (900 minutes per year- 5 min per child per 10 children, 2 times per month)
- 6 hours per year for unit tests

-GRAND TOTAL: 151 hours of Assessment = 14% of time

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Schools are Drowning in Data and the Same Children Still Can't Read or Count

- Are we making a difference?
- Are we changing the odds?

Are We Changing the Odds?
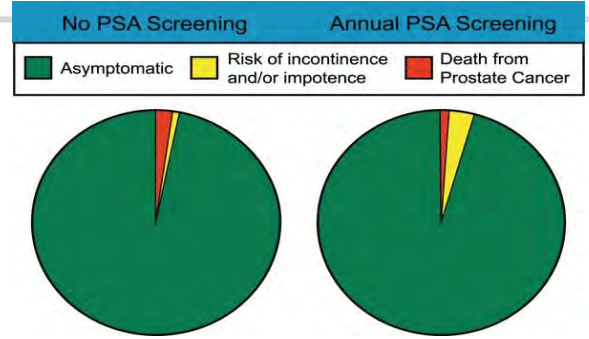
Hoffman, J. R., Wilkes, M. S., Day, F. C., Bell, D. S., & Higa, J. K. (2006). The roulette wheel: An aid to informed decision making. *PLoS Medicine, 3*(6), e137. doi: 10.1371/journal.pmed.0030137

To Screen or Not to Screen?
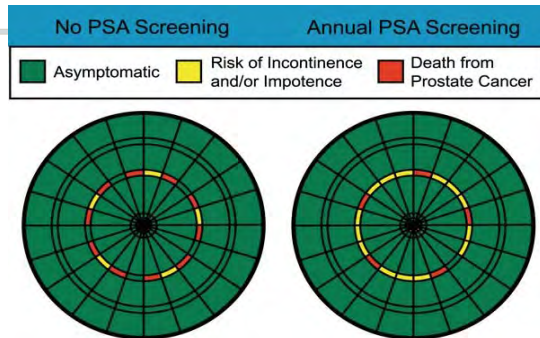
Hoffman, J. R., Wilkes, M. S., Day, F. C., Bell, D. S., & Higa, J. K. (2006). The roulette wheel: An aid to informed decision making. *PLoS Medicine, 3*(6), e137. doi:10.1371/journal.pmed.0030137

Which Board do You Choose?
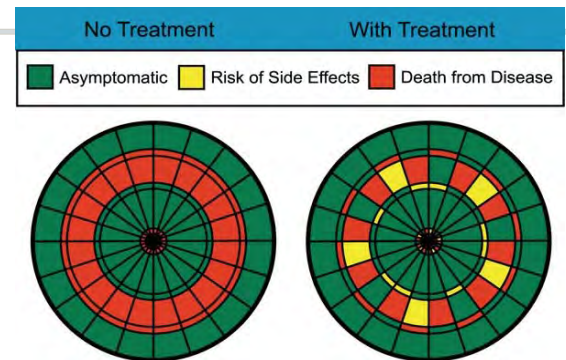
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Probability of Becoming a Proficient Reader With and Without Supplemental Intervention Programs in High-Achieving and Low-Achieving Schools

---

"Acceptable" Standards Carry High Error Rates

- If you set the acceptable sensitivity/specificity levels at .70, you might have post-test probability of 45% for those predicted to fail*
  - i.e., you are wrong half the time

- You might have post-test probability as high as 6-7% for those who are predicted to pass
  - i.e., you "miss" 6-7% of kids who really will fail (of 16%, so again nearly half the time)

- *Base Rate for failure = .16

- VanDerHeyden, A. M. (2010). Determining early mathematical risk: Ideas for extending the research. Invited commentary in *School Psychology Review, 39*, 196-202.

A Smarter Way to Screen

test threshold

Pauker, S. G., & Kassierer, J. P. (1980). The threshold approach to clinical decision making. *New England Journal of Medicine, 302*, 1109-1117.

Ebell, M. H. Evidence-Based Practice: Online Course. Chapter 4: Diagnosis. http://ebp.uga.edu/courses. Last accessed: June 15, 2013.

Math Screening (MCOMP)

Negative Test (19%) Positive Test (69%)

0% 10% 41% 50% 100%

Do Nothing Conduct Assessment Provide Intervention

➢ This screening device (MCOMP) is useless in this context
➢ Why? No one can be ruled out

Change the Base Rate- Change the Value of the Screener

Negative Test (44%) Positive Test (95%)

0% 10% 53% 50% 100%

Do Nothing Conduct Assessment Provide Intervention

➢ In this context, it is smarter to begin intervention BEFORE screening for children who receive f/r lunch
➢ Children bring risk into the test that cannot be discounted

---

Use Intervention to Change the Base Rate

Negative Test (6%) Positive Test (57%)

0% 10% 15% 50% 100%

Do Nothing Conduct Assessment Provide Intervention

➢ Now the same assessment becomes useful
➢ 85% of students are ruled out
➢ For 15% of students with failed RTI, look at preceding year's test score, if non-proficient, intervene. If proficient, rule out.

Smart Screening

- Means considering the cost of each screening in time, materials, etc.

- The relative value/meaning of available options.

- Adding a "new" screener should produce an appreciable increase in decision accuracy.

- Gated screening procedures improve accuracy.

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Understand Diagnostic Accuracy

CBM Reading score closest to testing (4/21/05)

AIMS reading scaled score

This is words read correctly per minute. You move this line up and down to "catch" as many of those who will not pass as possible.

431 = "pass" for AIMS. This line does not move

Most Errors are at the Cutpoints

False - Errors · Correct -

Correct + · False + Errors

CBM Reading score closest to testing (4/21/05) vs AIMS reading scaled score

---

CBM Reading score closest to testing (4/21/05) vs AIMS reading scaled score

Thus, 95 wc/min at 3rd grade at this school is a good standard in this sample.

Beware Slight of Hand that Removes the "In the Middle" Kids

False - Errors

False + Errors

CBM Reading score closest to testing (4/21/05) vs AIMS reading scaled score

Measure appears more accurate and more efficient than it will be in practice.

Take an Assessment Inventory

Sample Universal Screening Assessment Inventory to Be Completed for Each Content Area Screened

Content or Skill Area	Assessment Name	Cost of Measure	Time Required to Administer	Frequency of Administration	What Decision is Made? Circle one:	Accuracy of Screening Measure?

Verify Screening Adequacy

Checklist for Screening Data Interpretation

Check if true:	Screening Data May Be Used for Decision Making if the Following Conditions are Met:
	Measure content is aligned with state standards and reflects a skill that students have been taught and must know how to do to benefit from upcoming instruction.
	Scores on Measure are predictive of future performance.
	Measure yields reliable scores.
	Measure is brief and efficiently administered.
	Measure yields scores that are sensitive to changes in learning over time.
	Assessment inventory was completed to prevent over-assessment.
	Procedures were used to ensure that data collection occurred accurately.
	Graphs were generated for classroom teachers showing each child's performance relative to other children in the same class and a risk benchmark criterion.
	All students participated in screening.
	Schoolwide, grade-wide, and class-wide patterns of performance were evaluated to identify whether schoolwide, grade-wide, or class-wide problems were present.

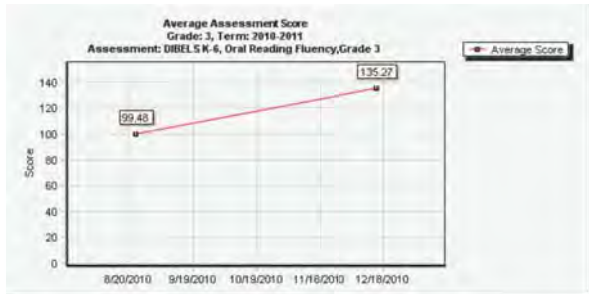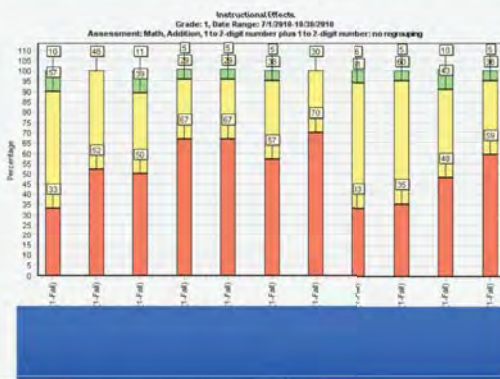---

Start with a Helicopter View to Verify Core

Instructional Effects
Grade: 1, Data Range: 8/3/2010-1/3/2011
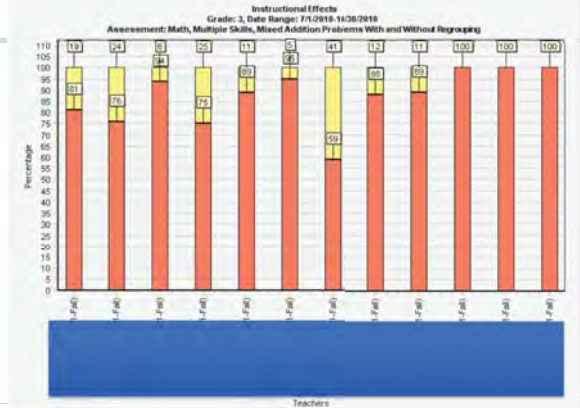Assessment: Reading, Class-wide Fluency, ReaFirst

Identify Systemic Problems:
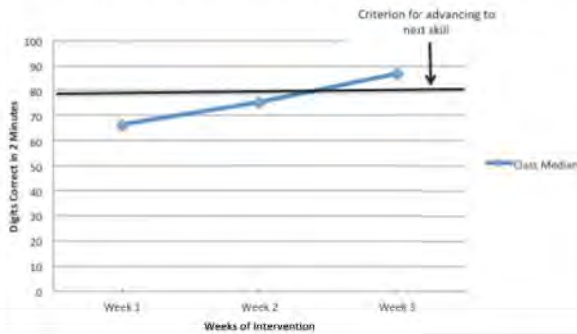First Grade Math

79

81

83

Second Grade Math

Third Grade Math

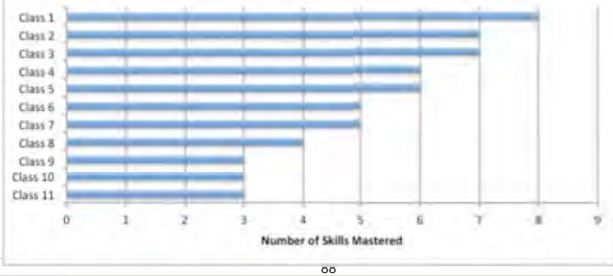## Where **system** problems are detected, deploy **system** interventions and: Verify Rapid Growth in all Classes

Look for Lagging Classes– and Respond

Class-wide Intervention Works!

	Absolute Risk Reduction	Number Needed to Treat
All Students	15%	7
Students receiving F/R Lunch	18%	6
Students receiving Special Education Services	39%	3
Low-Performing Students	44%	2

Source: VanDerHeyden, McLaughlin, Algina, & Snyder, 2012; VanDerHeyden & Codding, in submission

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Last Pitfall

- Overemphasizing intervention selection and under-emphasizing intervention management

Treat Integrity Failures as Sentinel Events

- Untreated integrity problems become student learning deficits, schoolwide learning problems, and false positive decision errors
- Integ problems affect dose and quality of the treatment (an intervention implemented with fidelity is a functionally different intervention than one implemented inconsistently
- Integ positively correlated with student learning gains, amount of intervention covered
- Even veteran sites require monitoring and follow-up

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Decision Rules are Compromised by Poor Integrity

- Low-performing students more prone to have week(s) of missing data.
- The decision rule for unsuccessful RTI following classwide intervention varied with integrity of the intervention.
- Greater sensitivity in high-integrity implementation classrooms and fewer false positive errors.
- Greater sensitivity in high-achieving classrooms (defined as mean performance on state test).

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Sometimes it's the Simple Things

- Proximity to trainer
- Child availability for intervention sessions
- Intervention error (e.g., modeling too rapidly, failing to give feedback)
- Materials available
- No one's watching
- Tracking and troubleshooting implementation failures
- Remember, intervention failures should be rare

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Just like your mama told you: INTEGRITY MATTERS

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Well-Managed Intervention

- Road-tested
- Written protocol
- Teacher equipped and ready for success
- Monitored weekly to verify growth
- Performance feedback and live coaching for weak results
- Adjust intervention only after correct implementation

To Avoid Pitfalls

- Specify measures, decision rules, and intervention management procedures

- Obtain the best data

- Obtain only the data necessary to make accurate decisions at each stage

- Plan system interventions where system problems are detected

- Actively manage intervention implementation

Ask

- What are our system goals?

- What data are we collecting to reflect progress?

- How are we responding to lack of progress (how often, what resources)?

- How do data inform professional development decisions, text/material/resource adoptions, allocation of instructional time?

- How do data tie into personnel evaluation?

Ask

- Are we changing the odds of success in our schools?

- What are our special targets and priorities (e.g., numeracy, high-mobility, etc.)

- Are we operating as efficiently as possible?

- Are teachers adequately supported (i.e., someone responds to data and goes in to coach and support)?

- Do our instructional leaders follow data?

Core Instruction in Math

"Procedural fluency and conceptual understanding are often seen as competing for attention in school mathematics. But pitting skill against understanding creates a false dichotomy. As we noted earlier, the two are interwoven. Understanding makes learning skills easier, less susceptible to common errors, and less prone to forgetting. By the same token, a certain level of skill is required to learn many mathematical concepts with understanding, and using procedures can help strengthen and develop that understanding." (p. 122, NRC, 2001).
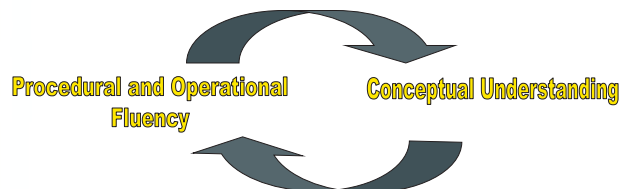
False Dichotomy

What is Balanced Math Instruction?

Integrate Instruction for

Procedural and operational fluency with conceptual understanding

Procedural and Operational Fluency   Conceptual Understanding

What is conceptual understanding fluency? The ability to solve a problem in multiple ways, to explain why a given solution works, to explain how the concept is connected to other mathematical concepts and skills. This is distinct from a halting, incomplete explanation or one that simply repeats the algorithm. Algorithms that are not understood will be forgotten.

Sequence Skills Logically and Provide Adequate Instructional Time

- "a mile wide and an inch deep"

- Make tough decisions about which skills are essential and ensure mastery of those skills

- NMP says
  - whole number add/sub by grade 3
  - mult/div by grade 5
  - Operations with fractions, decimals, percentages
  - Operations with pos/neg integers
  - Operations with pos/neg fractions
  - Solving percentages, ratios, and rates to balance equations

Common Core Content Standards

- Streamlined

- "Asking a student to understand something means asking a teacher to assess whether the child has understood it."

- Hallmark of understanding: student can explain why a mathematical statement is true or where a rule comes from.

- Children need supported practice to gain understanding

Key Ideas in CCSS

- Emphasize Number through Grade 3
  - Operations
  - Relationships between operations
  - Place Value

- Grades 4 emphasize understanding of fractions

- Grade 5 emphasizes understanding of decimals and the rate of decomposition in moving from left to right (or composition in moving from right to left)

- Fluent add/sub 0-20 by grade 2

- Fluent add/sub within 100 by grade 3

- Fluent multiplication and division within 100 by grade 3

- Explain relationships between operations by Grade 3 (e.g., can convert multiplication problems to addition, fact families, and vice versa)

- Multi-digit mult and div by grade 4 with mathematical explanations

- Operations with decimals by grade 5

- Operations with fractions by grade 5

- Ratios, proportions, operations with fractions, factors, multiples, and negative numbers by grade 6

Teacher Characteristics

- Understands sequence of content and how skills to be learned are related to previously learned skills and skills to be learned in the future
- Can provide a mathematical proof or reasoning for why a solution works
- Anticipates common misconceptions and error patterns that represent faulty thinking
- Has a system for knowing which students are on track or not

Teacher Characteristics

- Hattie - $d = .09$ for subject matter knowledge

- Enhancing teacher knowledge alone is not enough

- Consider Ma's findings

Ma's Seminal Study Found

- Chinese teachers tended to:
  - Understand the key ideas underpinning a new mathematical skill and made the connections explicit for students
  - Provided mathematical explanations or proofs for solutions
  - Were able to show more than one way to solve a problem
  - Emphasized mastery of prerequisite skills and concepts

Ma's Findings

- Despite more training, US teachers:
  - Provided only procedural explanations
  - Were not able to explain why or how a procedure worked mathematically with a proof
  - Did not have a map of key ideas related to the new skill
  - Used tools (e.g., manipulatives) that did not advance understanding of the concept

Conclusion

- Enhance teacher knowledge about what to teach and how to teach to improve the quality of the instructional interaction between the student and teacher

- Hattie PD d = .62 Teacher Clarity d = .75

- Slavin and Lake synthesis

Planning: Deciding what to Teach

- Specified sequence of learning outcomes on timeline with multi-year view of learning

- Uses screening assessment to identify systemic problems

- Knows and emphasizes key ideas

- Assesses just-taught skills to verify mastery

- Matches instructional strategy to learner proficiency

Planning: Deciding How to Teach

- Designs instruction to prevent misconceptions

- Designs instruction to establish understanding of relationships between mathematical concepts

- Sufficient opportunities to build fluency for key concepts and skills

- Tools/technology are integrated effectively

Evaluating Instructional Effects

- Periodic assessment to verify retention

- Annual assessment for accountability linked to system planning and problem solving

- Routine monitoring of mastery of key concepts and skills

- Links student proficiency data to instruction

Instructional Strategies that Work

- Formative Evaluation $d = .90$
- Comprehensive Interventions for SLD $= d = .77$
- Teacher Clarity $d = .75$
- Feedback $d = .73$
- Teaching quality indicators outweigh working conditions (mean $d = .68$ v. mean $d = .08$ (p. 244)

Use Data to Fuel Decisions

From VanDerHeyden (2009)

	Screening Fall	Screening Spring	Progress Monitoring
Pre-K	Counting Objects Aloud; Select a Number (1-10); Rapid Discrimination	Counting Objects Aloud; Rapid Number Naming	
Kindergarten	Counting Objects and Selecting Matching Number (1-10); Quantity Discrimination; Rapid Discrimination	Counting Objects and Writing Number (1-10)	
1st Grade	Sums to 5	Sums to 18 or 20	Addition and Subtraction 0-20
2nd Grade	Addition and Subtraction 0-20	Multi-digit addition or subtraction without regrouping	Fact Families Addition/Subtraction 0-20
3rd Grade	Fact Families Addition/Subtraction 0-20 or 3-digit addition and subtraction with and without regrouping (this is hard for most third graders but reflects a skill that most are expected to be able to do)	Multiplication 0-9 or 0-12	Multiplication and Division 0-12
4th Grade	Fact Families Multiply/Divide 0-12	Multi-digit multiplication without or with regrouping	Multi-digit division with and without remainders
5th Grade	Multi-digit multiplication with and without regrouping	1 digit into 2-3 digit dividend with remainders	Reduce fractions
6th Grade	Decimals multiplication	Find least common denominator	Substitution of whole number to solve equations
7th Grade	Mixed operations for integers	Mixed operations for fractions or percentages	Substitution of fraction to solve equations
8th Grade	Mixed operations for fractions	Solve simple algebraic proportions	Solve percentages (e.g., x% of 10 = 5 and 50% of x = 10)

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Data = Fuel that Drives RtI

- To determine risk
- To evaluate systemic problems
- To plan instructional changes system-wide
- To plan intervention for individual, small groups, or whole classes as supplement to core
- To evaluate intervention effects and inform referral decisions

Roadmap to Lesson Planning

- What must students know?
- Do students understand? Can they do it?
- How will you
  - Establish conceptual understanding?
  - Build fluency?
  - Provide applied practice and discussion?

	Critical Big Idea or New Understanding	Prerequisite Skills	Future Understandings
Addition with Regrouping	Understanding of base-ten system or place value properties and decomposing a higher-value unit.	Addition 0-20 Composition of tens and hundreds.	Multi-digit multiplication. Measurement. Addition with decimals.
Multi-digit Multiplication	Sum of partial products using expanded notation and place value properties. Understands that it is more efficient to work from right to left in solving, but not necessary.	Addition 0-20 Multiplication 0-9 Place value properties (e.g., 542 x 31 is 500 x 31 plus 40 x 31 plus 2 x 31).	Multi-digit multiplication with decimals.
Division	Rapid identification of unknown factors and understanding division as an operation that can be "undone" with multiplication.	Multiplication 0-9	Creating equivalence between quantities. Solving for an unknown with whole numbers and fractions. Finding a least common denominator. Finding the greatest factor to simplify a fraction.
Fraction	First time base unit is not "one." Rapid identification of quantity of fraction on a number line. Creating equivalent quantities using different and same denominators. Quantity estimation for sums,	Mastery of basic operations (addition, subtraction, multiplication, and division). Ordinal understanding with whole numbers.	Operations with fractions. Operations with percentages and ratios.

The Lesson is About Place Value

Cannot subtract 6 from 3, so have to go back to tens column and decompose a ten

STEP 1
445
- 226
22 ?

Working from left to right

STEP 2
40 - 10 = 30   10 + 5 = 15
so 3 tens = 2   so 15 - 6
tens
445
- 226

STEP 3
229

ANSWER
219

3 - 2   15 - 6
445
- 226
219
STEP 1
Working from right to left

Conceptual Understanding

- When teaching regrouping
  - Emphasize place value, relate to composition and decomposition of higher-value units
  - For example, This number has two digits, one digit in the ones column (point to right-hand digit) and one digit in the tens column (point to left-hand digit). When we add 2-digit numbers, we first add the digits in the ones column (point) and then add the digits in the tens column (point). We have learned that it makes more sense to add the ones column first because if we get 10 or more, then we can compose a 10 and count that 10-value in the tens column (point). Let's add the digits in the ones column. What is the answer? Right, this answer is greater than 9 so we must compose a 10 from the ones column. Write the tens value here above the tens column (guide child to write the response). How many ones do we have left after we compose a 10? Write the ones value in the ones column of the solution (guide child to write the response). Now, let's add the tens column and remember to include the ten that we composed. Write the whole answer here (point to the tens column and if applicable, show that the sum of the tens column may be greater than 9 and if so the total sum will include a 100's column digit)."

Give Feedback

- If a mistake is made, the teacher should guide the student to "try again" and provide prompts as needed to ensure correct responding. For example, the teacher might say, "Stop. If the sum of the ones digits is greater than or more than 9, what do we do?" If the child cannot immediately correct the error, say, "Remember, we have to compose a ten and add that ten to the tens column." Guide the child to correctly respond following the sample script each time an error is made. Errors should rapidly decrease across sessions.

Build Conceptual Understanding

- If we are adding, will the solution be greater than or less than the first number (point to top number)? Will the solution be greater than or less than the second number (point to the top number)?"

- "What happens to the number of tens in a number when the ones value becomes greater than 9?"

- "How many ones can we add to 32 before we have to compose a ten? What happens to the 3 tens value when we compose a ten in the ones column (i.e., it changes to 4 tens or 40)? Can we re-write 30 + 14 = 40 + 4? Are these sums equivalent? Write equivalent sums for the following composing as many tens as possible from the second addend such that the solution is written as a 2-digit number plus a 1-digit number: 20 + 12; 50 + 15; 40 + 22; 60 + 33."

Build Conceptual Understanding

- "Let's start at the ones position and move toward the higher-value digits like tens and hundreds. When we move from the ones to the tens position, the value of the next higher digit is ten times the value of the lower-value digit. So one ten is worth how many ones? Ten, that's right. Now let's move to the hundreds position. Again, the digit in the hundreds column is worth ten times which digit? That's right, the hundreds digit is worth 10 tens. Can we put the value of ten ones in a single digit? Can we put the value of a hundred ones in a single or double-digit number? Why?" Guide the student to say that we must compose tens when the value of the number is greater than 9 and we must compose hundreds when we have more than 9 tens or 90 ones.

- "Do you estimate the solution to be greater than _____ or less than _____?"

Build Conceptual Understanding

- "Let's break this number into tens and figure out the answer in our heads. Guide the student through solving a addition problem by composing and decomposing numbers – e.g., 54 + 22 = 50 + 4 + 20 + 2 = 50 + 20 + 4 + 2 = 70 + 6 =76. Or counting up from 54 by tens and then ones, e.g., 64, 74 plus 2 equals 76. This activity reinforces understanding of composing and decomposing numbers and place value, associative property, and commutative property.

- "What happens if the ones column sums to greater than 9?"

- "What happens if the tens column sums to greater than 9?"

Division

- Teach as finding an unknown factor.

- Relate to fractions (numerator is divided by denominator).

- Show that a quantity or number is always equally divisible but may require partitioning a whole number into values less than 1.

- Show students how to reflect remainders with a fraction or as a product plus a remainder e.g., 21/5 = (4 x 5) + 1

Multiplication

- Make use of expanded form and the commutative and distributive properties in solving multiplication problems. Show students how to decompose numbers to make a challenging problem easier and to make place value properties explicit.

- 543 x 24 = (543 x 20) + (543 x 4) and more efficient to multiply ones first in case you need to compose a higher-value (regroup)
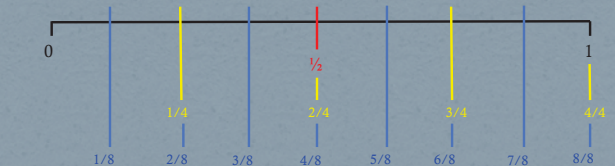
More than One Way to Solve

423	423	423	423
x 225	x 225	x 225	x 225
2115	8460	84600	80000 + 4000 + 600
8460	2115	8460	8000 + 400 + 60
+84600	+84600	+ 2115	+ _____ 2000 + 100 + 15
95175	95175	95175	80000 + 14000 + 1100 + 75
			95175

Fractions

- Teach fractions using a number line
- Fractions are the first time that the basic unit is not "1" for most students.
- Teachers can help students understand how to work with numbers of a different base unit when working with multi-digit operations, but even so, these numbers can always be converted to "ones" (e.g., 543 is 543 ones).
- Fractions should be taught as a base unit of 1/denominator with 3/5 representing 1/5 + 1/5 + 1/5 as shown on a number line

Fractions

- Teaching students that fractions change the base unit allows students to readily apply other knowledge in conducting operations with fractions.

Show me 1/2 — That's right, we divide the line into 2 parts and each part is 1/2

Show me 1/4 — That's right, we divide the portion between 0 and 1 into 4 parts. Each part is 1/4. Show me 2/4. Show me ¾. Can you write 2/4 as an addition problem? Can you write ¾ as an addition problem? (hint- ¾ is how many ¼ parts?)

Show me 1/8 — How many 1/8s are in 3/8? Yes, 3/8 = 1/8 + 1/8 + 1/8

Can you find 4/8? What is it equivalent to? What about 8/8? Let's divide and check.

Fractions

- Teachers should show how equivalent fractions can be built by dividing the original fraction segment into equivalent units. So students understand how to find a common multiple.

- This instruction should be integrated with teaching the algorithm but the goal of instruction is not to memorize the algorithm but rather to understand why the algorithm works which will make the learning more robust and less prone to forgetting.

Fractions

- Be sure to use number lines that extend beyond "1."

- Also be sure to show how a number line with whole numbers operates the same way 4 is 4 copies of "1" or 1 + 1 + 1 + 1

- Demonstrate how the units must be equivalent ("on equal footing") to compare and add/sub

4/7 > or < 3/5?

4/7 = 4 copies of 1/7 and 3/5 = 3 copies of 1/5

The units are different (e.g., miles and yards)

4/7 is 20 copies of 1/35 and 3/5 is 21 copies of 1/35

Hung-Hsi Wu

- "… the resistance that some math educators (and therefore teachers) have to explicitly teaching children the standard algorithms may arise from not knowing the coherent structure that underlies these algorithms: the essence of all four standard algorithms is the reduction of any whole number computation to the computation of single-digit numbers." p. 9 American Educator (2011)

- Help students in grades 1-3 understand the operations and form expectations for solution quantities based on the operation performed.

- Assist students to rapidly identify larger/smaller fractions and to anticipate solutions based on their understanding of operations with whole numbers

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Avoid Incomplete Explanations

- Dividing fractions = "invert and multiply" but why?

- We can relate explicitly to division of whole numbers so
  a / b = c (15/5 = 3)
  b = a x c (15 = 5 x 3)

$$\frac{a}{b} \div \frac{c}{d} = \frac{x}{y} \qquad \frac{a}{b} = \frac{c}{d} \times \frac{x}{y} \qquad \frac{x}{y} = \frac{d}{c} \times \frac{a}{b}$$

Misunderstanding is Promoted When

- We do not move beyond simple examples in teaching new concepts ("I can't do it")
  - Just as we do not expect a child to draw hundreds of hash marks to solve addition problems, we must teach students how to solve complicated problems using their mathematical understanding

- Teaching trial and error (need for proofs)

- Textbooks often have high error density

Conceptual Understanding is Promoted When

- We teach children combine and recombine numbers in problems using associative, commutative, and distributive laws

- Convert division and subtraction problems to unknown factor and missing addend problems

- Explicitly connect what is being learned to what they know

- Emphasize quantity comparisons

- Emphasize predictable effect of various operations on whole numbers, fractions, and integers

- Emphasize converting hard problems to easier problems from preK up

- Emphasize solving for unknowns from first grade up

- Do not underestimate the amount of practice with feedback required for fluency

Conceptual Assessment

- Ask children to draw answer
- Ask children to "teach you" or think aloud while solving.
- Ask students to judge if items are correct
  - 10% of 5-year-old children who correctly counted did not identify counting errors in others (Briars & Siegler, 1984).
- Provide three examples of the same equation and asking them to circle the correct one
- Ask children to correct an incorrect problem
- Ask equivalence questions
- Provide a list of randomly ordered correct and incorrect equations and ask them to write or circle "true" or "false" (Beatty & Moss, 2007).

To Establish the Skill

- Use manipulatives to demonstrate discrimination or key concept
- Ask child to explain what it means
- Ask child to draw the answer
- Guide child to convert to an easier problem using existing knowledge
- Show more than one way to solve the problem, provide step-by-step demonstration
- Ask equivalence, more-less, and true/false questions
- Once accurate, begin procedural fluency

Common Procedural Errors

- Not attending to operation, wrong operation
- Regrouping errors in addition, subtraction, and multiplication
- Dysfluency in basic computations and operations
- Prevent procedural errors that interfere with conceptual understanding

Some Lessons Learned

- We often measure too much and too much of the wrong things.
- We do not begin with a plan in mind of what the most critical "big ideas" are and make these explicit for students.
- Students are not provided with adequate time to practice to mastery.
- We do not connect instructional strategies to student proficiency.

Lessons Learned

- We fail to attend to the basics
  - Adequate time, intention, systematic advancement of content based on mastery of prior content, explicit connection of computations to conceptual understandings past and future, providing sufficient demonstrations and checking for student understanding
- We de-value fluency in computational skills and bigger ideas like quantity discriminations with proportions

Lessons Learned

- We think of "application" as only word problems
- If we graph expectations for mathematical learning across years of school, it is not a linear upward trend. We expect too little at the lower grades and try to make up for lost time later on.

Key Ideas for Core

- Know where you are going first.
- Verify conceptual understanding and verify fluency.
- Check fluency on component skills (look for gaps).
- Support Acquisition, Fluency-building, and Application every day.
- Align instructional strategy to student need
- Avoid over-assessment, treat classwide problems with classwide interventions, and pay attention to integrity.

For More Information

- Amanda VanDerHeyden
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- www.isteep.com and www.gosbr.net
- Liping Ma. Knowing and Teaching Elementary Mathematics
- Keeping RTI on Track: How to Identify, Repair and Prevent Mistakes That Derail Implementation
- http://www.shoplrp.com/product/p-300620.html
- Or 1-800-341-7874
- Hung-Hsi Wu. Understanding Numbers in Elementary School Mathematics
- Hattie (2009). Visible Learning.

Tier 2 and 3 Mathematics Instruction

Amanda VanDerHeyden
Education Research and Consulting, Inc.

Objectives

– How to identify the need for and deploy classwide mathematics intervention

– How to identify and deploy tier 2 intervention

– How to select and implement tier 3 intervention

Use Data to change what happens between the Teacher and the Student

Highly effective teachers show gain of 1.5 grade equivalents. Ineffective teachers show gains of .5 grade equivalents. These gains are independent of other risk factors associated with demographics.

Measurement Should

• Reynolds 1975: In today's context the measurement technologies ought to become integral parts of instruction designed to make a difference in the lives of children and not just a prediction about their lives.

Early Screening Identifies Children At Risk of Reading Difficulty

From Reading First

Early Intervention Changes Reading Outcomes

From Reading First

Consensus to

- *Prevent* most reading problems by reducing the # of children who enter school with poor emergent literacy skills (oral language, print knowledge, phonological processing skills)- National Reading Panel, 2000
- *Prevent* early mathematics deficits by screening, providing intervention in early numeracy- National Mathematics Advisory Panel, 2008
- *Permit* school success by proactive and early training in "ready to learn" behaviors

Data allow us to

- Provide faster, more effective services for ALL children

- Work "smarter" not harder, better utilize the talents of the school psychologist and school-based assessment and intervention teams.

- Make implementation SIMPLE and EASY for teachers (low cost, few errors)

- Prevent diagnosis

Tier 1

- Provided to all students
- Fidelity to high-quality core curriculum
- Learning objectives are clear and paced
- Universal screening data are used to identify system targets and to evaluate overall learning progress (mastery of learning objectives, reduction of students at risk)
- Teachers consume data

Tier 2

- Supplements core instruction
- 10-20% of students may require
- Students grouped by intervention need (type and level)
- Progress monitored weekly
- Student groupings adjusted weekly
- Small group, some classwide intervention
- Ideal for fluency-building interventions

Tier 3

- Supplements core and tier 2
- Requires a functional assessment of student performance to identify the right intervention for the student
- Weekly progress monitoring and troubleshooting of the intervention
- Ideal for acquisition interventions and may be combined with fluency-building components

Data = Fuel

- To determine risk
- To evaluate systemic problems
- To plan instructional changes system-wide
- To plan intervention for individual, small groups, or whole classes as supplement to core
- To evaluate intervention effects and inform referral decisions

Slide 1:

Ready for more challenging work

Current-level instruction

Require support to prevent errors

Slide 2:

How do I implement RTI? and what results can I expect if I do it well?

System to Enhance Educational Progress
STEEP

Slide 3:

Tier 1: Screening

- Screening
  - Math Screening
    - 2 minutes. Scored for Digits Correct
    - Computation probes work well
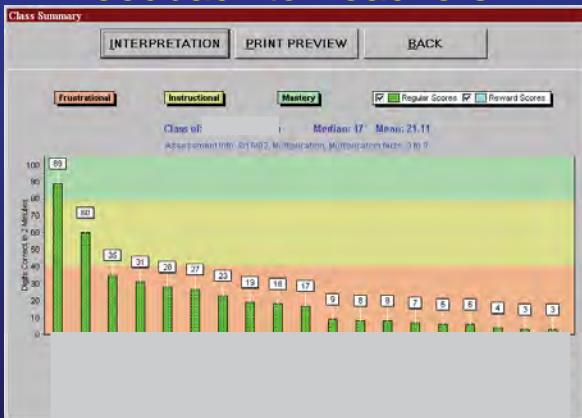   - Likely to use more than one probe

Slide 4:

Class-wide Screening

Slide 5:

Feedback to Teachers

Slide 6:

Tier 1 or 2: Class-wide Intervention

No Class-wide Problem Detected

Tier 2: Can't Do/Won't Do Assessment

3-7 minutes per child

- "Can't Do/Won't Do"
- Individually-administered
- Materials
  - Academic material that student performed poorly during class assessment.
  - Treasure chest: plastic box filled with tangible items.

Can't Do/Won't Do Assessment

Decision Rule Following Can't Do/ Won't Do Assessment

Tier 3: Individual Intervention

Response to Intervention

Before Intervention

During Intervention

#Correct

Avg. for his Class

Each Dot is one Day of Intervention

Intervention Sessions

Intervention in Reading

Response to Intervention

Before Intervention | During Intervention

#Correct

Avg. for his Class

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If you want results,

- You must deliver and manage intervention effectively
- Use student learning data as constant arbiter of intervention efforts
- Evaluate the value of decisions made on targeted outcomes
  – Equity
  – Achievement gains
  – Eligibility decisions

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Match Instructional Strategy to Learner Competence

New Skill

| Antecedent Cues, Prompts Reduced Task Difficulty Narrowly defined Task | Response Guided practice Monitor Accuracy | Consequence Immediate Feedback More elaborate Feedback Repetition Loop |

Increase Discriminability/ Stimulus Control

Ensure 100% correct responding

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Match Instruction to Learner Competence

Established Skill

| Antecedent No Extra or External Cues Fade Task Difficulty | Response Monitor Fluency | Consequence Delayed Corrective Feedback Performance Contingencies Goal Setting |

Opportunities to Respond; Practice to Mastery

Build Fluency

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Match Instruction to Learner Competence

Mastered Skill

| Antecedent Permit Variation Range of Task Difficulty Application | Response Retention Application/Generalization | Consequence Delayed Feedback Elaborate Feedback on Application |

Increased range of stimuli

Response Variation- Build response set

Improve Maintenance

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A More Powerful Way to Define Intervention Intensity

Generalization
Child response is fluent

Cues to generalize, corrective feedback for application and problem-solving, systematic task variation, fading of support.

Fluency
Child response is accurate but slow

Intervals of practice, opportunities to respond, delayed feedback, ensure reinforcement for more fluent performance.

Acquisition
Child response is inaccurate

Salient cues, frequent & high-level prompting, immediate feedback, more elaborate feedback, sufficient exemplars of correct/incorrect, controlled task presentation.

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For Assessment we must Ask

- What decision do we want to make (what is the purpose)?
- If it doesn't lead to different action then we shouldn't do it
- Generally, three purposes:
  - To determine risk
  - To evaluate programs of instruction
  - To inform instruction
- Choose the most efficient option with the best technical properties (standard admin, well-controlled materials available, reliability and validity evidence for our purpose).

Use Screening Data to

- Evaluate effects of core instruction
  - For all students
  - For vulnerable students
- Evaluate changes to core instruction
- Develop benchmarks for performance that predict outcomes you care about
- Evaluate programs locally based on data (e.g., special ed effects, Tier 2 and 3 intervention)

Verify Screening Adequacy

Checklist for Screening Data Interpretation	
Check if true:	Screening Data May Be Used for Decision Making if the Following Conditions are Met:
	Measure content is aligned with state standards and reflects a skill that students have been taught and must know how to do to benefit from upcoming instruction.
	Scores on Measure are predictive of future performance.
	Measure yields reliable scores.
	Measure is brief and efficiently administered.
	Measure yields scores that are sensitive to changes in learning over time.
	Assessment inventory was completed to prevent over-assessment.
	Procedures were used to ensure that data collection occurred accurately.
	Graphs were generated for classroom teachers showing each child's performance relative to other children in the same class and a risk benchmark criterion.
	All students participated in screening.
	Schoolwide, grade-wide, and class-wide patterns of performance were evaluated to identify whether schoolwide, grade-wide, or class-wide problems were present.

Step-by-Step

1. Select Measures
2. Organize Materials
3. Train Teams to Administer
4. Conduct Screening Day
5. Organize Data
6. Make Decisions

Math Screening- Follow CCSS

- Emphasize Number through Grade 3
  - Operations
  - Relationships between operations
  - Place Value
- Grades 4 emphasize understanding of fractions
- Grade 5 emphasizes understanding of decimals and the rate of decomposition in moving from left to right (or composition in moving from right to left)

- Fluent add/sub 0-20 by Grade 2
- Fluent add/sub within 100 by Grade 3
- Fluent multiplication and division within 100 by Grade 3
- Explain relationships between operations by Grade 3 (e.g., can convert multiplication problems to addition, fact families, and vice versa)
- Multi-digit mult and div by Grade 4 with mathematical explanations
- Operations with decimals by Grade 5
- Operations with fractions by Grade 5
- Ratios, proportions, operations with fractions, factors, multiples, and negative numbers by Grade 6

Remove System Barriers

- Scheduling
- Access to sufficiently controlled materials for practice and application
- Student performance data for progress monitoring and instructional decisions

Materials

- Assessment materials
- Digital timer
- Treasure Chest
- Excel for Graphs or Web-based system (e.g., isteep)
- Criteria for Decision Making
- Intervention Materials

Train Teams

- Children should be arranged so that they cannot help one another
- Adults should memorize the scripted instructions so that the adult can make eye contact with the children and ensure their full attention when the directions are given. It helps to use a dynamic voice, lots of eye contact, and a brisk pace.
- Adults should ensure correct completion of sample item by all students.
- Children should be prompted to turn the page and keep working until the time is up.
- Papers should be collected rapidly when time is up and adults must make sure all students stop working when the time is up.

Math Screening Recommendations
From VanDerHeyden (2009)

	Screening Fall	Screening Spring	Progress Monitoring
Pre-K	Counting Objects Aloud; Select a Number (1-10); Rapid Discrimination	Counting Objects Aloud; Rapid Number Naming	
Kindergarten	Counting Objects and Selecting Matching Number (1-10); Quantity Discrimination; Rapid Discrimination	Counting Objects and Writing Number (1-10)	
1st Grade	Sums to 5	Sums to 18 or 20	
2nd Grade	Addition and Subtraction 0-20	Multi-digit addition or subtraction without regrouping	Fact Families Addition/Subtraction 0-20
3rd Grade	Fact Families Addition/Subtraction 0-20 or 3-digit addition and subtraction with and without regrouping (this is hard for most third graders but reflects a skill that most are expected to be able to do)	Multiplication 0-9 or 0-12	Multiplication and Division 0-12
4th Grade	Fact Families Multiply/Divide 0-12	Multi-digit multiplication without or with regrouping	Multi-digit division with and without remainders
5th Grade	Multi-digit multiplication with and without regrouping	1 digit into 2-3 digit dividend with remainders	Reduce fractions
6th Grade	Decimals multiplication	Find least common denominator	Substitution of whole number to solve equations
7th Grade	Mixed operations for integers	Mixed operations for fractions or percentages	Substitution of fraction to solve equations
8th Grade	Mixed operations for fractions	Solve simple algebraic proportions	Solve percentages (e.g., x% of 10 = 5 and 50% of x = 10)

Screening Guidelines

- Efforts at Tier 1 pay off with fewer children needing individual intervention
- 3 times per year, single probe
- Use small team of trained coaches
- Prepare all needed materials in a packet for each teacher
- Score and return within 1 week on graph
- Use data to generate aimlines, can be used to set benchmarks

Screening tells you

- How is the core instruction working?
- What problems might exist that could be addressed?
- Most bang-for-the-buck activity
- Next most high-yield activity is classwide intervention and Tier 2 intervention.
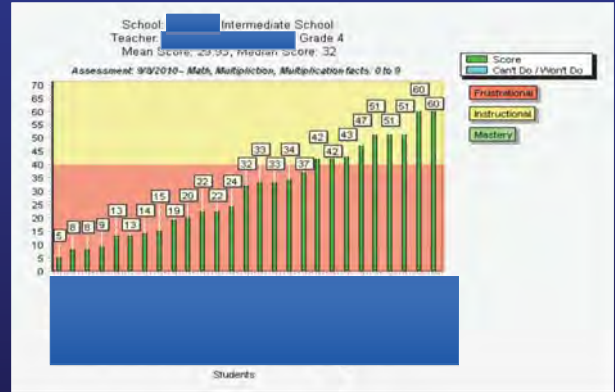
Consider

- The Task
- Integrity of Administration
- Reliability of Scoring
- Use software to organize the data

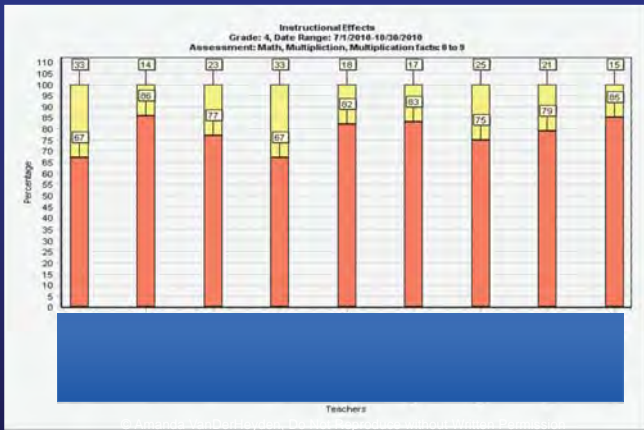# Mult 0-9 4th Grade Fall Screening

Whole Grade by Teacher

Look at Other Grades

(Flowchart)

Class-wide Problem?
- No → Small Groups/Individual
- Yes → Grade-wide Problem?
  - Yes → Treat GW Problem
  - No → Treat CW Problem

How Can RtI Help?

- Organize small groups based on student proficiency (acquisition, fluency, generalization)
- Use Classwide intervention to build fluency in pre-requisite skills (I'll explain)
- Use intensive, individualized interventions to conduct acquisition interventions following functional academic assessment (I'll show you how)
- Use screening data to connect instructional strategies to student proficiency

If Grade-wide Problem

- Curriculum
- Calendar of instruction
- Mastery of prereq skills
- Instructional Basics
- Check Patterns
  - Isolated to one grade level or pervasive?
  - Disproportionate effects?
  - Related to grouping or inadvertent tracking?
  - Deficient skills from previous year?

Prevent Recurrence

- How can problem be identified earlier?
- Can supplemental intervention occur in preceding year or semester?
- Does calendar need revision? More instruc time needed in preceding or current year?
- Are materials and instruction optimized?
- More frequent progress monitoring
- Re-structure planning periods to serve as data-teams. Mentor school- and grade-level leadership.

If Classwide Problem

- Check adherence to curric
- Check adherence to calendar
- Mastery of prereq skills
- Increase progress monitoring
- Check instruc basics during core
- Provide class-wide intervention
- Examine Patterns
  - Characteristics of teacher or teaching environment
  - Isolated to one class or multiple classes? Common features?
  - Disproportionate effects
  - Related to grouping or inadvertent tracking
  - Deficient skills from previous year?

Prevent Recurrence

- More frequent monitoring
- If common feature among classes, address through professional support (e.g., first-year teachers)
- Focus professional development
- Continue ongoing progress monitoring to permit early detection

Most Common Core Fixes

- Specify Essential Skills
- Map Essential Skills onto Calendar of Instruction
- Use Assessment to Verify Mastery according to Timeline
- Maximize Instructional Time for Math
- Integrate Instruction with Student Proficiency

	Cue		Student Response		Feedback		Comments
	Clear	Unclear	Correct	Incorrect	Matched to Response	Not Matched to Response	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

1. Were all transition times shorter than 2 minutes?
2. Did 100% of incorrect student responses receive corrective feedback?
3. Was the feedback accurate?
4. Were students actively engaged during instruction (on-task and responding for greater than 70% of observation intervals)?
5. Were any cues unclear?
6. Are students responding inaccurately greater than 90% of occasions during lesson?
7. Were students accurately responding prior to beginning independent practice and delayed feedback?
8. Is coaching needed to improve clarity of cues or use of graduated prompts to establish more accurate responding?
9. Is coaching needed to improve frequency of student responding?
10. Is coaching needed to improve quality and frequency of feedback (feedback should establish correct responding on subsequent trials within session)?

Small Group Problem

- Use Tier 2 time to provide more explicit instruction following standard protocol.
- Monitor weekly. Exit students based on post-intervention performance not in the risk range on lesson objectives and screening criterion.
- When most children are responding well, identify children for Tier 3.

- About 90% of children should respond successfully to Tier 2 intervention
- Successful responders should surpass screening criterion at higher rates on subsequent screenings.
- Successful responders should pass high-stakes at higher rates than before use of Tier 2 strategies.

Individual Problem?

- Conduct individual assessment to establish targets, identify effective intervention, and specify baseline.
- Prepare all materials
- Monitor weekly and troubleshoot to accelerate growth

- Most children participating in Tier 3 should respond successfully. More than 5% of screened pop is a red flag.
- Focus on integrity of intervention.
- Growth should be detectable within two weeks.
- Troubleshoot interventions that aren't working.

- Successful responders to Tier 3 should fall into risk range on subsequent screenings at lower rates.
- Successful responders should pass high-stakes at higher rates.
- Unsuccessful responders should qualify for more intensive instruction at higher rates.
- Responders/nonresponder should be proportionate by demographics.

How-To Classwide Math

Intervention Plan- 15 Min per Day

- Protocol-based classwide peer tutoring, planned integrity checks
- Model, Guide Practice, Independent Timed Practice with delayed error correction
- Group performance contingency
- Teachers encouraged to
  - Scan papers for high error rates
  - Do 5-min re-teach for those with high-error rates
  - Provide applied practice using mastery-level computational skill

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- Usually the higher-performing student, goes (models) first.
- Rotating high performers helps maintain motivation

Materials Needed

- Computer and software to organize data
- Student data imported. Clerical person to enter data on-site for tier 1 screen only.
- Color printer to print graphs + extra color cartridges
- Probe materials, digital count-down timers
- Intervention protocols, intervention materials (e.g., flashcard sets, reading materials)
- Access to copier and some assistance with copying
- Reinforcers for treasure chest (no more than $500 per school)

Teacher : **Grade :** Date:

Classwide Intervention: Teaching Math Facts (Use with Flashcards)

This intervention is designed to **build math fact fluency and increase accuracy** and can be used for addition, subtraction, multiplication , or division f acts .

Teacher Coach Card (conduct these steps every day):

_____ **Instruct students to find their math partner and get out flashcards quickly and quietly** .

GUIDED PEER PRACTICE

_____ Set timer for 3 minutes and tell students, "Begin practicing."

_____ When timer rings, tell students, "Stop. Switch flashcards."

_____ Set timer for 3 minutes and tell students, "Begin practicing."

_____ When timer rings, tell students, "Stop practicing."

TIMED INDEPENDENT PRACTICE

_____ Pass out worksheets face -down on students' desks. Tell students, "Write your name on the back of your paper. Don't turn them over until I tell you to."

_____ Set timer for 2 minutes. Say, "On your mark, get set." Begin the timer, and say, "Go."

_____ When the timer rings, tell students, "Hold your papers up in the a ir so that I can see that you are no longer working."

_____ Tell students, "Trade papers with your math partner for scoring. When I call out the answers, mark the answers 'right' or 'wrong'."

ERROR CORRECTION

_____ Call out the correct answers. Review answers t hat several students miss.

_____ Tell students, "Give papers back to their owners now. If you missed problems, write the correct answer under the problem where your partner wrote it."

_____ Tell students, "Write your score on your progress chart and pass your pa pers to the front so I can pick them up."

REWARD/MOTIVATION

_____ Shuffle the papers. **Randomly draw a paper from the stack.** If the score on this randomly selected paper is higher than the randomly selected score from the day before (or the class median if you have calculated it), then deliver a classwide reward (e.g., 5 minutes free time).

Teachers: Every Friday, record each student's score on the Daily Intervention datasheet in the "Intervention" column.

Teacher: **Grade:** Date:

Classwide Math Intervention: Moving Beyond Basic Facts (Use with Practice Sets)

_____ Distribute the correct worksheet to students and tell students to get into their working pairs.

_____ Instruct students to write their names and the date on math sheet.

GUIDED PEER PRACTICE

_____ Students should complete the first row (or as many as possible in 3 minutes) of the worksheet with help from their math buddy.

_____ Tell students to switch roles. Now, the other student should comple te the second row of problems (or as many as possible in 3 minutes) with help from their math buddy.

*** The goal is for students to work as quickly as possible completing as many problems as possible in the short amount of time with 100% accuracy. If one student is stronger than another, then you will have to monitor to make sure that the stronger student does not simply supply the answer but explains how to get the answer when that student is acting as the "coach" or "tutor."

INDEPENDENT TIMED PRACTICE

_____ Set timer for 2 minutes.

_____ Work problems below the practice line for 2 minutes.

_____ When timer rings, tell students to stop working.

ERROR CORRECTION

_____ Have students trade papers and score.

_____ Provide a mini -lesson/review when the same kind of error is made by many students.

_____ Have students count the number of digits correct at the top of the page.

_____ Write the correct answer for the problems you missed.

REWARD/MOTIVATION

_____ Shuffle the papers. **Randomly draw a paper from the stack.** If the sc ore on this randomly selected paper is higher than the randomly selected score from the day before (or the class median if you have calculated it), then deliver a classwide reward (e.g., 5 minutes free time).

Teachers: Each Friday, record student's score s on the Daily Intervention Datasheet in the "Intervention Column."

Kindergarten, 1st Semester

1. Fluently count in sequence
2. Fluently count forward and backward from a fixed position between 1 and 20
3. Count object sets and identify the corresponding amount 0-20
4. Fluent number naming 0-20
5. Identify object set with larger size
6. Arrange object sets by size
7. Put numbers in order 1-20
8. Fill in the missing number 1-20
9. Combine object sets to reach sums to 20 using manipulatives.
10. Remove objects from set to identify remaining amount 0-10.
11. Add and subtract 1 from or to numbers 1-5 using numbers.
12. Write numbers 1-20
13. Verbally add 1 to numbers 0-19

Kindergarten, 2nd Semester

1. Verbally take 1 away from numbers 1-20
2. Count aloud by 5's
3. Count aloud by 10's
4. Pattern completion (strings of 1, 2, and 3 objects, numbers, letters) using repetition patterns. Complete end string and middle string.
5. Compose and Decompose numbers to 10
6. Add 1 to numbers 0-20 with written response
7. Take away 1 from numbers 1-20 with written response
8. Identify the number of 10's in 10, 20, 30, 40, 50, 60, 70, 80, 90. Explain and check with counters.
9. Identify the number of ones in 1- and 2-digit numbers ranging from 1-99.
10. Measure and estimate distances, volumes, quantities, and sizes. Make ordinal and cardinal distinctions. Change to make equivalent.

First Grade

1ST GRADE

1.	addition/sums to 6	flash cards
2.	addition/sums to 12	flash cards
3.	subtraction 0-5	flash cards
4.	addition/sums to 18	flash cards
5.	subtraction 0-9	flash cards
6.	fact families addition/subtraction 0-9	practice set – same as skill

Second Grade

2ND GRADE

1.	addition facts 0-20	flash cards
2.	subtraction facts 0-9	flash cards
3.	subtraction facts 0-12	flash cards
4.	subtraction facts 0-15	flash cards
5.	subtraction facts 0-20	flash cards
6.	mixed subtraction/addition 0-20	flash cards
7.	fact families addition and subtraction 0-20	practice set – same as skill
8.	2 digit addition without regrouping	practice set - same as skill
9.	2 digit addition with regrouping	practice set – same as skill
1.	2 digit subtraction without regrouping	practice set - same as skill
2.	2 digit subtraction with regrouping	practice set - same as skill
3.	3 digit addition without and with regrouping	practice set - same as skill
4.	3 digit subtraction without and with regrouping	practice set - same as skill
10.	2nd Grade Monthly math probe	practice set – same as skill

Third Grade

3RD GRADE

1.	addition and subtraction facts 0-20	flash cards
2.	fact families addition and subtraction 0-20	practice set – same as skill
3.	3 digit addition without and with regrouping	practice set – same as skill
4.	3 digit subtraction without and with regrouping	practice set – same as skill
5.	2 and 3 digit addition and subtraction with and without regrouping	practice set – same as skill
6.	multiplication facts 0-9	flash cards
7.	division facts 0-9	flash cards
8.	fact families multiplication and division 0-9	practice set – same as skill
9.	add/subtract fractions with like denominators (3rds, 4ths, 8ths, 10ths, no regrouping)	practice set – same as skill
10.	single digit multiplied by double/triple digit without regrouping	practice set – same as skill
11.	single digit multiplied by double/triple digit with regrouping	practice set – same as skill
12.	single digit divided into double/triple digit without remainders	practice set – same as skill
13.	add and subtract decimals to the hundredths	practice set – same as skill

Fourth Grade

4TH GRADE

1.	mixed addition/subtraction 0-20	flash cards
2.	fact families add/sub 0-20	practice set
3.	3-digit add/sub with & without regrouping	practice set
4.	multiplication facts 0-12	flash cards
5.	division facts 0-12	flash cards
3.	fact families multiplication/division 0-12	practice set – same as skill
4.	single digit multiplied by double digit with and without regrouping	practice set – same as skill
1.	double digit multiplied by double digit without regrouping	practice set – same as skill
2.	double digit multiplied by double digit with regrouping	practice set – same as skill
3.	single digit divisor into double digit dividend without remainders	practice set – same as skill
4.	single digit divisor into double digit dividend with remainders	practice set – same as skill
5.	single and double digit divisor into single and double digit dividend with remainders	practice set – same as skill
6.	add/subtract fractions with like denominators no regrouping	practice set – same as skill
7.	multiply multi-digit numbers by two numbers	practice set – same as skill
8.	add and subtract decimals to the hundredths	practice set – same as skill

Fifth Grade

5TH GRADE

1.	multiplication facts 0-12	flash cards
2.	division facts 0-12	flash cards
3.	fact families multiplication/division 0-12	practice set – same as skill
4.	multiply 2 and 3 digit with and without regrouping Vail Standard	practice set – same as skill
5.	single digit divisor divided into double digit dividend with remainders	practice set – same as skill
6.	single digit divisor divided into double and triple digit dividend with remainders	practice set – same as skill
7.	reduce fractions to simplest form	practice set – same as skill
8.	add/subtract proper fractions/mixed numbers with like denominators with regrouping	practice set – same as skill
9.	add / subtract decimals	practice set – same as skill
10.	multiply / divide decimals	practice set – same as skill
11.	double digit divisor into 4 digit dividend	practice set – same as skill
12.	multiply and divide proper and improper fractions	practice set – same as skill

Sixth Grade

6th Grade
1. Mixed basic facts
2. Addition & subtraction of fractions w/like denominators
3. Addition & subtraction of fractions w/unlike denominators
4. Addition & subtraction of mixed numbers
5. Multiplication & division of fractions
6. Multiplication & division of mixed numbers
7. Mixed fractions
8. Double digit multiplication w/decimals
9. Substitution of whole numbers to solve equations
10. Subtraction of fractions to solve equations

Seventh Grade

7th Grade
1. Mixed basic facts
2. Addition & subtraction of fractions w/unlike denominators
3. Multiplication & subtraction of fractions
4. Addition & subtractions of mixed numbers
5. Multiplication & division of mixed numbers
6. Mixed fractions
7. Addition & subtraction of integers
8. Multiplication & division of integers
9. Mixed (add, sub, mult, divide) integers
10. Proportional equations of a percentage & written equations including the statement "of" (e.g., 5% of 100 = _____)
11. Order of operations
12. Inverse operations (add, sub)
13. Inverse operations (mult, div)

Eighth Grade

8th Grade
1. Mixed basic facts
2. Mixed fractions w/unlike denominators (add, sub, mult, div)
3. Add, subtract, multiply, & divide integers of varied sign
4. Solve one-step equations w/rational numbers as coefficient or as solution
5. Solve an algebraic proportion (some non-integer answers)
6. Calculate the missing value in a percentage problem
7. Solve two-step equations

Intervention Plan

- Monitor mastery of targeted skills each week
- Class Median reaches mastery range for skill, next skill is introduced
- Use periodic screening to verify reduced risk overall

Instructional Criteria

- MATH
  - K:
    - 0-7 Count Objects, Circle Number
    - 0-5 Count Objects, Write Number
    - 0-4 Identify Number, Draw Circles
    - 0-5 Rapid Discrimination (sorting)
  - Grades 1-3
    - 0-19 dc/2 min Frustration
    - 20-39 dc/2 min Instructional
    - 40+ dc/2 min Mastery
  - Grades 4-6
    - 0-39 dc/2 min Frustration
    - 40-79 dc/2 min Instructional
    - 80+ dc/2 min Mastery

Class-wide Math Intervention

Decision making

- **Review data** to make decisions:

DATA OUTCOME 1: Class median is below mastery range and most students gaining digits correct per week.

ACTION: Consider implementing intervention for an additional week and then review progress again.

Decision making

DATA OUTCOME 2: Class median is below mastery range and most students are not gaining digits correct per week:

ACTION: Check Integrity first and address with training if needed. Consider implementing intervention for an additional week with incentives or easier task and then review progress again.

Decision making

DATA OUTCOME 3: If the class median is above mastery range then consider:

ACTION: Increasing task difficulty and continuing classwide intervention.

ACTION: For students performing 1 SD below the class mean, consider Tier 3.

Manage Implementation

- Most interventions are not managed well
- What does it mean to manage an intervention?

Where **system** problems are detected, deploy **system** interventions and: Verify Rapid Growth in all Classes
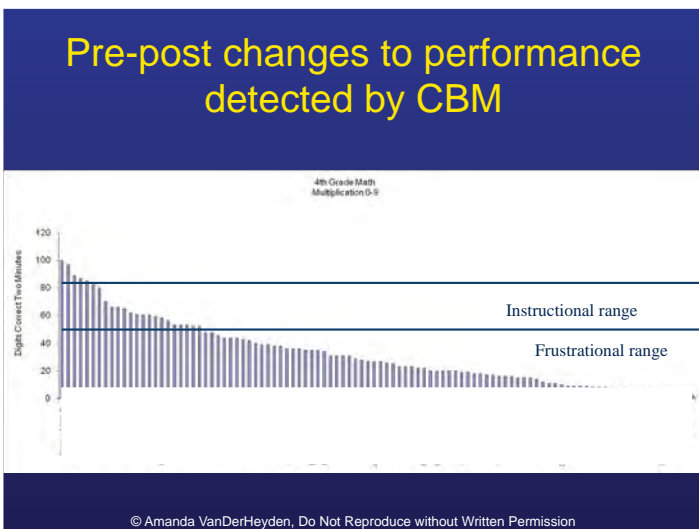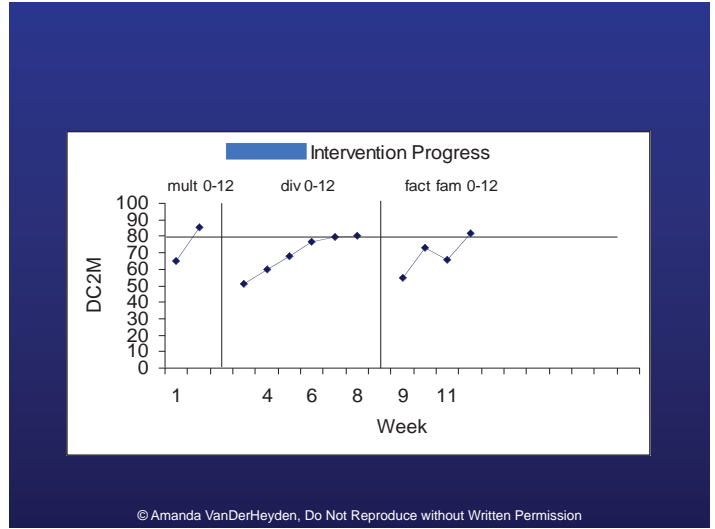

Mixed Addition and Subtraction Scores in One Class

Look for Lagging Classes– and Respond

Number of Skills Mastered by Each Class at 4th Grade Given a Standard Intervention Implemented for the Same Number of Weeks

Results

Tier 1 Screening Indicates Class-wide Problem

Pre-post changes to performance detected by CBM

Fourth Grade

Gains within Multiple Baseline (shown as pre-post data)

5th Grade Math Performance

- Effects on year-end scores significant at fourth grade. Effects strongest for students who were lowest performing on the prior year's test score.
- CBMS showed strong effects, both grades.
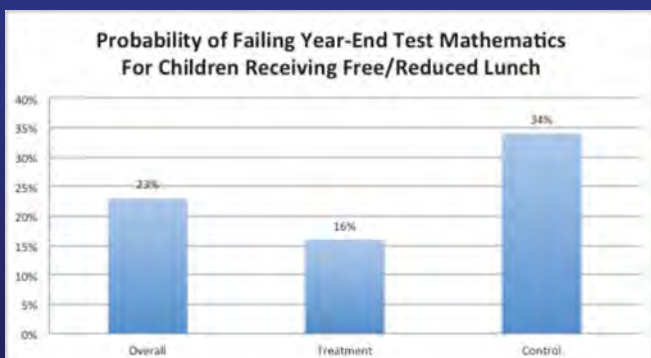- Integrity varied by class and variations explained effects

Overall

Probability of Failing Year-End Test Mathematics

For Vulnerable Students

Probability of Failing Year-End Test Mathematics For Children Receiving Free/Reduced Lunch

For Vulnerable Students

Probability of Failing Year-End Test Mathematics For Children Receiving Special Education

Class-wide Intervention Works!

	Absolute Risk Reduction	Number Needed to Treat
All Students	15%	7
Students receiving F/R Lunch	18%	6
Students receiving Special Education Services	39%	3
Low-Performing Students	44%	2

Source: VanDerHeyden, McLaughlin, Algina, & Snyder, 2012; VanDerHeyden & Codding, in submission

Tier 2 Assessment

- Evaluate effects of
  - Incentives on performance (can't do/won't do assessment)
  - Brief instructional trials on performance
  - Follow skill hierarchy to find the break-down
  - GOAL- identify intervention that will improve performance and can be delivered efficiently (e.g., small groups)

Tier 2 Intervention

- Identify instructional-level task
  - Develop logical hierarchy (VanDerHeyden, 2005)
  - Identify difficulty level for which child responding is accurate most of the time
- Emphasize multiple opportunities to respond
  - Use response cards
  - Use choral responding
- Provide Immediate Corrective Feedback
- Provide rewards for skill gains each session

Count Objects- Write Number

- Two forms available. Easier form has answers from 1-10. More challenging form has answers from 1-20.
- Classwide or Individual Administration
- 1 minute
- Scored as correctly written numbers per minute

Count Objects- Write Number

Tier 2 Assessment

- Evaluate effects of
  - Incentives on performance (can't do/won't do assessment)
  - Brief instructional trials on performance
  - Follow skill hierarchy to find the break-down
  - GOAL- identify intervention that will improve performance and can be delivered efficiently (e.g., small groups)
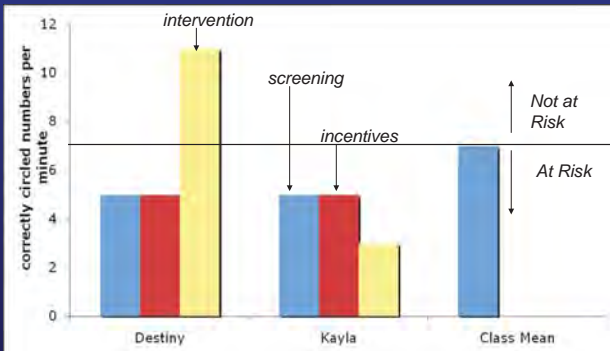
Tier 2 Intervention

- Identify instructional-level task
  - Develop logical hierarchy (VanDerHeyden, 2005)
  - Identify difficulty level for which child responding is accurate most of the time
- Emphasize multiple opportunities to respond
  - Use response cards
  - Use choral responding
- Provide Immediate Corrective Feedback
- Provide rewards for skill gains each session

Response Card Intervention
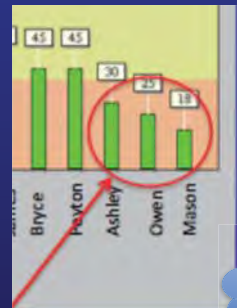

Tier 2 Interventions

- Acquisition Interventions
  - Designed to establish correct responding
  - Cover, copy, compare; modeling; immediate corrective feedback/guided practice; prompt hierarchies; Incremental Rehearsal
- Instructional Skill Interventions
  - Designed to build fluency
  - Timed trials with reinforcement; goal setting; rapid advancement of task content; delayed feedback/error correction; Task interspersal
- Mastery Level Interventions
  - Designed to teach generalization
  - Guided practice applying learned skill; variation of materials during intervention

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These children are at risk for mathematics failure

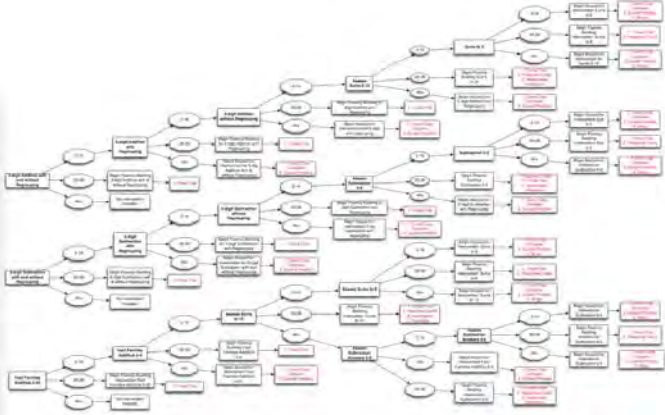How can I find an intervention that will work?

What skills should I work on first?

How will I know if the intervention is working?

Where do I get the materials to run the intervention?

How can I work with all three students?

There are Many Paths to Learner Proficiency

Functional Assessment

Tier 3

- Assessment Data
  - Instructional level performance
  - Error analysis (high errors, low errors, pattern)
  - Effect of incentives, practice, easier task
  - Verify intervention effect
- Same implementation support as Tier 2
- Instructional-level materials; Criterion-level materials

Intervention Continuum

How does it work?

- Step 1: A teacher enters the student's name and grade level, prints the assessment packet to administer to the student (4-8 min), and enters the assessment scores into the IA website.
- Step 2: Decision trees, operating in the background, use the scores to direct additional assessment, if needed, or to assemble an intervention packet, which includes a protocol, materials (e.g., response cards, practice worksheets), and a follow-up assessment to monitor intervention progress.
- Step 3: Each week, the IA generates a report that details student progress and provides an intervention packet for the following week, if needed.

How Does it Work?

- Increases alignment between intervention strategy, skill, and student need/proficiency

- Increases teacher use of intervention

Increased Student Achievement in Mathematics

How Does it Work?

- Increases alignment between intervention strategy, skill, and student need/proficiency

  16% match on skill + strategy
  53% match on just strategy
  26% match on just skill

- Increases teacher use of intervention

  2.25 days/wk versus .65 days/wk

Increased Student Achievement in Mathematics

+ 2.95 correct responses/wk versus 0.57 correct/wk

Intervention Use (3.28 weeks)

Academic Performance Changes in Response to Intervention

Child Data used to Select Intervention

- Logical sequence of skills
- Use the score on assessment probes to determine whether another assessment (brief probe) is needed.
- Scores on assessment probes link directly to the right intervention for the child delivered to teacher as a print-able packet of materials for the following week.

Intervention Packet Includes

- Protocol
- Progress Monitoring Chart
- Materials to Run Intervention Session Each Day
- Follow-up Assessment Probe for end of week (Screening Assessment plus Intervention skill probe contained in intervention packet

Tier 3

- Implement for 5-15 consecutive sessions with 100% integrity
- Link to referral decision
- Weekly graphs to teacher and weekly generalization probes outside of classroom, supply new materials
- Troubleshoot implementation weekly

Tier 3 Intervention

- >5% of children screened (total population) IF solid Tier 1
- Possibly as low as 2% IF solid Tier 1 and Tier 2
- About 1-2% failed RTI; 10% of most at-risk

VanDerHeyden et al., 2007

Verify Intervention Effects

Verify Intervention Effects

_80_ % of interventions are not used without support

MLM Fixed Effects: Treatment & Grade As Predictors

Slide 1

Troubleshoot Intervention Support	Yes	No
Was the intervention developed to ensure that it required minimal classroom time and resources and fit within daily classroom routines?		
Are materials readily available to the teacher?		
Was a step-by-step "coach card" provided?		
Was the teacher shown how to implement the intervention by a "coach?"		
Did the coach observe implementation of the intervention to ensure that the teacher could use the intervention correctly and had all needed materials?		
Was weekly follow-up support provided to the teacher after initial training?		
Are integrity data graphed to show used correctly?		
Is an administrator involved?		

From Witt, VanDerHeyden, & Gilbertson, 2004

Slide 2

Ask

- What are our system goals?
- What data are we collecting to reflect progress?
- How are we responding to lack of progress (how often, what resources)?
- How do data inform professional development decisions, text/material/ resource adoptions, allocation of instructional time?
- How do data tie into personnel evaluation?

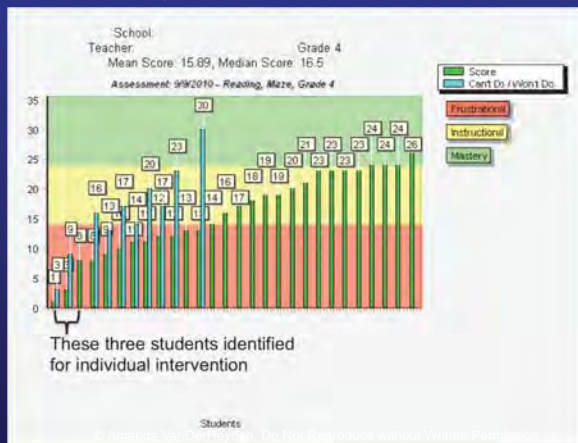## Slide 3

Ask

- Are we changing the odds of success in our schools?
- What are our special targets and priorities (e.g., numeracy, high-mobility, etc.)
- Are we operating as efficiently as possible?
- Are teachers adequately supported (i.e., someone responds to data and goes in to coach and support)?
- Do our instructional leaders follow data?

Slide 4

Some Lessons Learned

- We often measure too much and too much of the wrong things.
- We do not begin with a plan in mind of what the most critical "big ideas" are and make these explicit for students.
- Students are not provided with adequate time to practice to mastery.
- We do not connect instructional strategies to student proficiency.

Slide 5

Lessons Learned

- We fail to attend to the basics
  - Adequate time, intention, systematic advancement of content based on mastery of prior content, explicit connection of computations to conceptual understandings past and future, providing sufficient demonstrations and checking for student understanding
- We de-value fluency in computational skills and bigger ideas like quantity discriminations with proportions

Slide 6

Lessons Learned

- We think of "application" as only word problems
- If we graph expectations for mathematical learning across years of school, it is not a linear upward trend. We expect too little at the lower grades and try to make up for lost time later on.

For More Information

- Amanda VanDerHeyden
  - amandavande@gmail.com
  - 251-300-0690
- www.isteep.com
- www.rtinetwork.org
- www.nasdse.org (blueprints)
- Keeping RTI on Track: How to Identify, Repair and Prevent Mistakes That Derail Implementation
- http://www.shoplrp.com/product/p-300620.html
- Or 1-800-341-7874
- http://www.jeabjaba.org/abstracts/JabaAbstracts/26/26-597.Htm (Fixsen & Blasé, 1993)
- Hattie (2009). Visible Learning.

DATA SOURCES:
Identify the data sources to be used to complete the data analysis.

MAJOR CURRICULUM INDICATORS OR OBJECTIVES COVERED IN MOST RECENT ASSESSMENT:
Identify the most important parts of the curriculum that were assessed recently.

STEP 1: IDENTIFY ASSESSMENT TERMS
- What assessment data will be we analyzing and what do the terms in the data report mean?
- What special characteristics (or "quirks") about the assessments should we understand prior to analyzing the data?

STEP 2: IDENTIFY QUESTIONS TO ANSWER
- What questions about student achievement are we trying to answer through the data analysis?

STEP 3: IDENTIFY MAJOR PATTERNS OF STRENGTHS / NEEDS AT CLASS LEVEL

Major Patterns of Class Strengths	Major Patterns of Class Needs
- What knowledge and skills are the most important overall class strengths (from 1+ data source if possible)?	- What knowledge and skills are the most important overall class needs (from 1+ data source if possible)?

STEP 4: USE REFLECTION GUIDE TO IDENTIFY CONTRIBUTING INSTRUCTIONAL FACTORS
- What instructional factors might have contributed to the patterns of student performance on these assessments?
- What steps will be take (such as scaffolding or reteaching using a different strategy) to address the patterns of class needs? How and when will we re-assess to determine progress?

****** CONTINUE WITH STEPS 5 and 6 AFTER RETEACHING HAS OCCURRED – WHOLE CLASS. ******

STEP 5: NAME STUDENTS WHO EXCELLED AND STUDENTS WHO NEED ADDITIONAL ASSISTANCE

Students Who Excelled	In-Class Enrichments To Implement	Students Who Need Additional Assistance	In-Class Interventions To Implement
- Which students are ready for enrichment and more independent work?	- What in-class enrichments will we implement for these students? - What assistance and resources will we need to implement the enrichments? - Who will be responsible for implementing the enrichments? - What data will we use to determine the success of the enrichments?	- Which students will need some additional assistance to attain the targeted knowledge and skills? - Which students will need the most additional assistance to attain the targeted knowledge and skills?	- What in-class interventions will we implement to that these students will attain the targeted knowledge and skills? - What assistance and resources will we need to implement the interventions? - Who will be responsible for implementing the interventions? - What data will we use to determine the success of the interventions?

STEP 6: USE REFLECTION GUIDE TO CONSIDER IMPLICATIONS OF DATA ANALYSIS
- After reflecting on our past instruction and the current levels of student performance, as shown by the data, how will we improve future instruction to increase the learning of all students?
- When will we review the data again to determine the success of the enrichments, interventions and instructional changes?
- What do the data NOT tell us? What questions remain about student achievement that we need to answer? How will we answer these questions?

TURN OVER FOR REFLECTION GUIDE

REFLECTION GUIDE

As we planned for instruction, how well did we:	At the beginning of instruction, how well did we:
- Consult the state / district curriculum or pacing guides for lesson objectives and their sequence? - Understand the prerequisite knowledge and skills that students needed to master to be successful? - Understand the level of cognitive demand (rigor) that students needed to demonstrate to show proficiency? - Assemble needed resources for the unit? - Administer a pre-assessment and use the results to help determine class and individual student needs? - Anticipate common student misconceptions? - Plan for differentiation in content, process (instructional strategies), and product (ways students will show what they know and can do)? (Add instructional strategies that are important for planning in your grade, school or subject area.)	- Share the unit and daily objectives with students in terms that they understand? - Involve students in setting their own learning goals for the unit and tracking their own progress? (Add instructional strategies important at the beginning of instruction in your grade, school or subject area.) **During instruction, how well did we:** - Make connections to prior learning or related content to engage students and promote synthesis of information? - Model the concept or skill and provide exemplars to work toward? - Correct misconceptions students may have or that may occur during the unit? - Assign work that is mostly "on grade level," with appropriate scaffolding where needed? - Base assignments on real-world tasks to engage students? - Vary instructional activities to meet individual student needs?

COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS

	ALL Prevention for All	SOME Intervention for Some	FEW Intensive Care for Few
Classroom Based Enrichment			
Transitions			
Family Engagement			
Community Collaboration			
Crisis Prevention			
Student and Family Interventions			

How to Survive
Data Overload

By Ronald S. Thomas

S UFFERING FROM DATA OVERLOAD? Many schools are. Although schools have lacked sufficient student achievement data to make good instructional decisions in the past, many are now snowed under with data. They are data rich but analysis poor. How can content, vertical, or interdisciplinary school teams make sense of all their data? How can principals structure data dialogues so that faculty members get the most from their data?

Here are six steps to help your teams mine their data. Using this protocol will result in more specific and concrete conversations by school teams and, more important, lead to data-based action that will increase achievement.

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PREVIEW

Data are useless without a good analysis.

A step-by-step method for understanding data can inform planning, teaching, and learning.

The results of the analysis can be used to improve student learning.

Begin With a Question

The goal of every data analysis should be to answer one or more essential questions. Teams should not begin their data work without asking such questions. Here are a few overarching questions that data analyses could address:
- How well did our students perform in the recent districtwide assessment?
- What instructional changes could we make to increase student achievement on the upcoming No Child Left Behind Act (NCLB) assessment?
- What knowledge and skills do our students have?
- What are our students' strengths and weaknesses, as shown on a variety of assessments?
- What can we learn about our students to help us with instructional planning?
- How can data help us know our students better?

The Data Source

There are three major sources of student achievement data: external data, schoolwide and districtwide benchmark data, and classroom data (Supovitz & Klein, 2003).
- External data come from standardized, norm- or criterion-referenced assessments that originate and are scored outside the school, such as Terra Nova, SAT, and Stanford 10. Results from external assessments can provide an initial focus for the school's attention, but they are not administered frequently enough to provide precise guidance for instruction.
- Schoolwide or districtwide benchmark data are collected frequently and systematically across an entire grade, content area, or course. Benchmark assessments are administered to an entire school or district several times a year at about the same time. These assessments can provide guidance for instructional adjustments, interventions, and professional development throughout the year. Most important, if scored collaboratively by teachers, their analysis helps to reinforce a culture of data-based inquiry among the faculty.
- Classroom data are collected by individual teachers from their own assessments, such as quizzes, unit tests, essays, performance assessments, and personal communications.

Each source of data serves a different purpose, and reports on student achievement from the three may vary significantly in how they portray data. Before jumping into an analysis, ensure that teams take time to understand the nature of the assessment being reported on, which students took the assess-

ment, and the meaning of each of the terms included on the data report. Such questions as the following should be considered:
- What assessment is being described in the data report?
- Why was the assessment given? Was it administered for accountability purposes (i.e., to prove that education is working), or was the assessment administered for instructional decision-making purposes (i.e., to improve education)?
- What specific standards (knowledge and skills) did the assessment measure?
- Which students participated in the assessment? Who did not? Why?
- How are the scores reported (e.g., in percentiles; stanines; grade equivalences; or percentages of students at advanced, proficient, and basic levels)?
- What do the terms in the report mean?

This second step of the dialogue is an excellent opportunity to build the assessment literacy of faculty members. For example, some external standardized assessments report student scores in percentiles, while districtwide benchmark tests may show performance as the percentage of students whose scores meet standards. Results from the two reports will mean very different things, and unless everyone on the team is clear about their meaning before beginning the analysis process, tremendous confusion can result and wrong conclusions can be drawn.

The Big Picture

Next, teams should get the big picture of the data through dialogue on such questions as:
- What do we see in the data?
- What pops out at us from the data?
- How far from meeting standards was the school? How far were the various groups of students?
- To what extent have the gaps between student performance and the standards changed over time?
- For NCLB tests, did performance levels meet adequate yearly progress for the school as a whole and for each disaggregated group (e.g., special education and English language learners)?

Teams should be careful not to jump to conclusions or attribute causality to the data at this stage of the analysis. That will come later. Instead, team members should attempt to maintain what Wellman and Lipton (2004) call "purposeful uncertainty" or "intellectual hang time."

Team Dialogue Guide: Moving From Data to Classroom Instructional Improvement

Course or Subject Area: _____ Last Update: _____

Questions for Study: _____

_____

Source #1: External Assessment Data	Source #2: Coursewide Assessment Data	Source #3: Classroom Assessment Data
OVERALL OBSERVATIONS ABOUT THE DATA	OVERALL OBSERVATIONS ABOUT THE DATA	OVERALL OBSERVATIONS ABOUT THE DATA
STRENGTHS (Concepts/skills mastered)	STRENGTHS (Concepts/skills mastered)	STRENGTHS (Concepts/skills mastered)
AREAS NEEDING GROWTH	AREAS NEEDING GROWTH	AREAS NEEDING GROWTH

Overall Conclusions From More Than One Data Source

Strengths	Uncertainties/Questions	Areas Needing Growth

Reflect on Reasons for Students' Performance

Students Who Excelled	Enrichments to Be Put in Place (Examples)	Instructional Changes to be Implemented	Students Needing Further Work	Interventions to Be Put in Place (Examples)

Time for next data review:_____

Patterns in the Data

During the fourth step, team members describe what they see repeated in the data. Patterns should be discerned first within one data source and then by triangulating (bringing together) conclusions from multiple sources.

When looking at one data source, such as NCLB or benchmark results, these two simple questions should be used:
- What patterns do we see in the strengths of students according to the data?
- What patterns do we see in the weaknesses of students according to the data?

Unless the team emerges from the data analysis process with a clear plan of action for identified students and for classroom instruction, it has wasted its time.

A second, more powerful, conversation can follow if teams are able to triangulate the results of multiple assessments, such as from an external test, a benchmark assessment, and several classroom assessments. By combining multiple results, teams can help overcome the weaknesses of individual data sources and generate insights that are not available from one source. Here are some key questions to include in this part of the analysis:
- What patterns of strength do we see from more than one source?
- What patterns of weaknesses do we see from more than one source?
- Are these the results we expected? Why or why not?

This dialogue also gives school teams the opportunity to consider puzzles or uncertainties that arise in relation to the data, using questions such as:
- What is puzzling about the data?
- What conflicting results emerge when multiple data sources are considered?

- What do the data not tell us that we need to know to decide our next steps?
- What questions remain that we were not able to answer?
- What will we do next to attempt to answer our remaining questions?

Data Patterns for Students

To make the data analysis a worthwhile experience, teams need to explore the implications of the data patterns for individual students as well as for instructional improvement.

The areas of student strength identified by team members in step four become the basis for discourse about enrichments that will encourage continued learning at a high level by more students. Such questions as these can help focus step five of the conversation:
- Which students have mastered the targeted knowledge and skills at a high level of proficiency?
- To what might the success of these students be attributed?
- What type of enrichment will we put in place for each student who is excelling? Consider such possibilities as asking students to solve fuzzier or more complex problems; skipping more practice; and adding more abstract, open-ended, and multifaceted situations in which high-flying students can apply concepts.
- What classroom differentiations will be implemented to encourage learning at a high level by more students?
- What data will be collected to determine the success of the enrichments?
- What assistance and resources will be needed to implement the enrichments?

Identifying areas for student growth can lead the team to explore questions that relate to interventions, such as:
- Which students will require additional in- or out-of-class assistance to master the targeted standards?
- To what might we attribute student weaknesses on the assessments?
- What interventions have been tried before? How successful were they?
- How can the observed data patterns help determine the types of interventions to implement and the content focus of the interventions?
- What data will be collected to determine the success of the interventions?
- What assistance and resources will be needed to implement the interventions?

Reflection Guide

As we planned instruction, how well did we:

- Consult state standards or district curriculum documents for direction about the sequence and pacing of the unit?
- Ensure that we had a clear understanding of the knowledge and skills that students needed to master in this unit?
- Understand the level of rigor that students need to demonstrate to show proficiency on the unit's knowledge and skills?
- Assemble the necessary resources for the unit?
- Allocate sufficient time for the unit?
- Use the results of the pre-assessment to build on existing student knowledge?
- (Add additional instructional strategies important for planning in your grade, school, or subject area.)

At the beginning of instruction, how well did we:

- Share essential outcomes with the class in student-friendly terms?
- Involve students in setting their own learning goals for the unit?
- (Add additional instructional strategies important at the beginning of instruction in your grade, school, or subject area.)

During instruction, how well did we:

- Design lessons that would build on students' background knowledge?
- Focus lessons on the essential knowledge and skills from the state standards or district curriculum guides?
- Correct misconceptions that students may have or that occured during the unit?
- Assign work that is mostly on grade level, with appropriate scaffolding where needed?
- Base assignments on real-world, authentic tasks?
- Vary instructional activities to meet individual student needs?
- Use graphic organizers and other nonlinguistic methods of representing content in symbolic form?
- Use cooperative learning activities where appropriate?
- Provide multiple opportunities for student writing?
- Assign purposeful homework and vary the approaches to providing feedback on the homework?
- Provide students specific and timely feedback on their assignments?
- Ask students to respond to higher-level questions that require them to analyze, synthesize, and evaluate?
- Provide multiple opportunities for students to practice, review, and apply their new knowledge?
- Use results of ongoing classroom assessments to guide instruction?
- Include strategies for involving students in monitoring their own progress toward goals?
- Reinforce students' efforts and provide recognition of success?
- (Add additional instructional strategies important during instruction in your grade, school, or subject area.)

At the end of each part of instruction, how well did we:

- Use the most appropriate type of assessment for the knowledge and skills that were assessed?
- Use a variety of assessment formats?
- Use classroom assessments that mirror the NCLB assessments in content and format?
- Mirror the level of rigor used in scoring external assessments when scoring classroom assessments?
- Involve students in monitoring their own progress toward learning goals?
- (Add additional instructional strategies important at the end of instruction in your grade, school, or subject area.)

Data Patterns for Instruction

The most important conversations about the implications of the data relate to the instructional strategies teachers use. The big question at this final step is, How will classroom curriculum, instruction, and assessment change in the next unit to increase the learning of all students?

Marzano's research into what works in schools (Marzano, 2003) and Stiggins' notion of assessment for learning (Stiggins, Artur, Chappuis, & Chappuis, 2004) might form the basis of a structured look at instructional practices that are based on the data analysis. The reflection guide included in this article is a helpful tool for team members to analyze the current status of curriculum, instruction, and assessment and to identify instructional changes for the next unit.

Unless the team emerges from the data analysis process with a clear plan of action for identified students and for classroom instruction, it has wasted its time. The final step in the data analysis process is for the team to implement the enrichments and interventions within a definitive time frame, modify instructional or assessment practices, and collect data to determine the effectiveness of the changes.

These are difficult conversations to have, mainly because the culture in most schools does not lend itself to specific and concrete talk about student achievement. An established protocol that includes questions like these, however, will help infuse data dialogues into the ongoing work of teams. Educators will be able to move beyond overload and get the most from their data. **PL**

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LEARNING SUPPORTS AT OUR SCHOOL/DISTRICT: Pre-Mapping

WHAT ARE WE CURRENTLY DOING?	TEAM LEAD	CONTENT AREAS	WHO GETS THIS NOW? District? School? Classroom?			WHO SHOULD?
	Who are the main contact(s)?	-Classroom-based -Crisis Prevention -Transitions -Student/Family Assistance -Home Involvement -Community Support	Prevention *(All)*	Early Inter-intervention *(Some)*	Individual Systems of Care *(Individual)*	All, Some, Individual?

LEARNING SUPPORTS AT OUR SCHOOL/DISTRICT: Pre-Mapping

CONTINUUM ANALYSIS	
- Is this resource valuable to keep? - If it's valuable, could it be used in another area? (If we use it student by student, could it be used for all or for a small group?) - What else might we need in this area? - Where are our gaps?	
WHAT WE ARE CURRENTLY DOING	**ANALYSIS**

School Based Mental Health: Reducing Barriers to Learning

Presented by:
Dr. Rhonda Neal-Waltman

Overall Outcomes

□ Understand and review the case for mental health in schools and prevailing policy and practice;

□ Understand and embrace the imperative for a system of comprehensive learning supports – recognizing its critical relationship to student engagement;

□ Explore a research-based framework that incorporates learning supports to enhance school improvement.

Overall Outcomes

□ Analyze the resources and continuum of interventions available to your district/school through a hands-on mapping experience;

□ Understand the leadership and structure needed to sustain a comprehensive system of learning supports;

□ Understand the types of data used in school improvement and analyze sample data using a data analysis tool; and

□ Leave energized and return prepared to help achieve readiness and commitment for change.

Agenda: Today's Focus

The Case for Mental Health in Schools

- Why is it important?
- What are schools already doing related to mental health and psychological concerns?
- Why are prevailing approaches so fragmented?
- Why is mental health so marginalized in school improvement policy and practice?
- What is the connection to school safety concerns in today's school climate?

Agenda: Today's Focus

Learning Supports Framework

- The Imperative
- Overview of Intervention Framework
- Analyzing Existing Resources

Leadership for School Improvement

- Leadership for Implementation
- Data Analysis and School Improvement

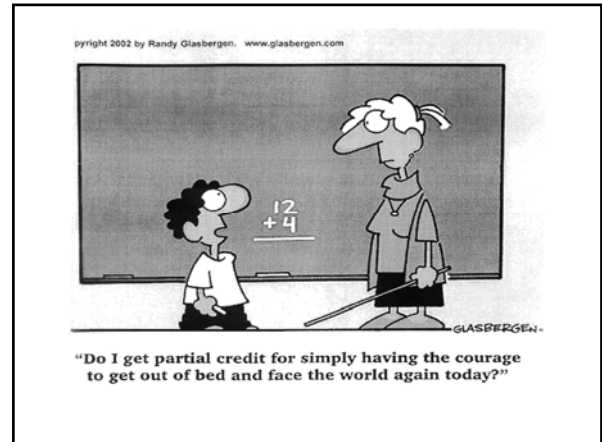
Topics

The Case for Mental Health in Schools

Learning Supports Framework

Leadership for School Improvement

Topics

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The Case for Mental Health in Schools

pyright 2002 by Randy Glasbergen.   www.glasbergen.com

GLASBERGEN.

"Do I get partial credit for simply having the courage to get out of bed and face the world again today?"

Framework for Safe and Successful Schools

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Best Practices for Creating Safe and Successful Schools

☐ Integrate Services Through Collaboration

☐ Implement Multi-tiered Systems of Supports

☐ **Improve Access to SBMH Supports**

☐ Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response and Recovery

A Framework for Safe and Successful Schools. NASP.2013

Framework for Safe and Successful Schools

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Best Practices for Creating Safe and Successful Schools

☐ Balance Physical and Psychological Safety

☐ Employ Effective, Positive School Discipline

☐ Allow for the Consideration of Context

☐ Acknowledge That Sustainable and Effective Improvement Takes Patience and Commitment

A Framework for Safe and Successful Schools. NASP.2013

Questions to Explore

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☐ Why should schools be involved with mental health?

☐ Should the focus of mental health in schools be on:
  ◻ Mental illness? Mental health? Both?
  ◻ Special education students or all students ~ or ~
  ◻ Services or programs or a comprehensive system of supports?

☐ What is the context for the work, and who should be responsible for its planning, implementation, and evaluation?

Why? Others Have Said It Best

12

School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

Carnegie Task Force on Education

It is not enough to say that all children can learn or that no child will be left behind; the work involves achieving the vision of an American education system that enables all children to succeed in school, work and life.

Council for Chief State School Officers

Major Reasons for SBMH

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1. **Psychosocial and mental health problems often are major factors interfering with school performance.**

   - In a *Class of 25* Elementary Students
     - 5 students will have symptoms of a disorder during the school year
     - 1 of the 5 students will have a VERY difficult time participating in class

   - In a *School of 500* Elementary Students
     - 100 students will have symptoms of a disorder during the school year
       - 75 of these 100 will NOT receive mental health services
       - 25 of these 100 students will have a VERY difficult time participating in class
       - 25 of these 100 will receive services
         - 15 of the 25 will receive services AT SCHOOL

         US Dept HHS

Major Reasons for SBMH

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2. **Mental health agencies view schools as places where the availability of and access to services and those who need them can be enhanced.**

3. **Schools increasingly are seen as needing to play a greater role in facilitating social-emotional development and learning.**

   - The Top 3 Student-Reported Reasons for Dropping Out:
     - 35 % - Not getting along with teachers
     - 21 % - Not getting along with peers
     - 12 % - Not feeling safe   (NCES 2002)

Examples of Other Agenda

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1. **Increase *availability* of mental health interventions through expanding**
   - School resources
   - Co-locating community resources on school campuses
   - Combining school and community resources

2. **Encourage schools to *adopt/enhance specific programs* and approaches**

3. **Impact of certain *economic interests* of contractors, businesses, organizations**

The Reality of the Problems

16

- **Most youngsters' problems are <u>not</u> rooted in internal pathology, and many troubling symptoms would not develop if environmental circumstances were appropriately different.**

- **Understanding the different causes of problems has implications for intervention.**

How Do We Define the "What"?

17

- **SBMH is a *complex* issue**
  - Vested interests of school professionals (psychologists, counselors, social workers, nurses)
  - Vested interests of schools and communities
  - Divergent agendas for policy, practice, research, and training
- **SBMH is a *dual* process**
  - Programs for positive social/emotional development
  - Programs for MH problems/disorders

How Do We Define the "What?"

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DEFINITION

School based mental health is …

… a coordination of comprehensive, interdisciplinary and evidenced based services and programs to address the mental health needs and well being of all students in schools.

NCSPA, SBMH Subcommittee, 2011

What Do We Believe?

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ASSUMPTIONS

1. SBMH services and supports are crucial to success of students – academically, socially, emotionally.

2. Both prevention and intervention programs are key components of SBMH.

3. SBMH is collaborative in nature – each discipline brings its own expertise that can assist in meeting students' mental health needs.

NCSPA, SBMH Subcommittee, 2011

What Do We Believe?

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ASSUMPTIONS

4. SBMH programs will facilitate administrators and other school personnel in meeting accountability standards.

5. SBMH is one component of service integration approach (System of Care to completely address student needs.)

6. SBMH services and programs must be routinely monitored to evaluate effectiveness and encourage future adjustments.

NCSPA, SBMH Subcommittee, 2011

What Do We Believe?

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INCLUDE ADMINISTRATORS / TEACHERS

- Principals determine climate, shared leadership, reform focus

- Teachers are frontline interventionists. Their response (or lack) affect student's academic and behavior outcomes

- Teachers will be called on to monitor academic and behavior progress for mental health interventions

NCSPA, SBMH Subcommittee, 2011

Imperative ~ *Concluding Comments*

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- Mental health in schools is about much more than therapy and counseling.

- Mental health in schools isn't just about
  - Students with diagnosable problems
  - Therapy and behavior change
  - Connecting community mental health providers to schools
  - What mental health professionals do
  - Empirically supported professionals

Imperative ~ *Concluding Comments*

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- Mental health in schools also is about
  - Providing programs to promote social-emotional development
  - Preventing mental health and psychosocial problems
  - Providing programs and services to intervene as early after the onset of learning, behavior and emotional problems
  - Enhancing resiliency and protective buffers
  - Building the school staff's capacity to address barriers to learning and promote healthy development

Think ~ Pair ~ Share

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What is your answer to the question:
WHY MENTAL HEALTH IN SCHOOLS?

- What are the implications for prevention and correction of problems when the primary causes are environmental or transactional rather than stemming from internal biological factors?

S – T – R – E – T – C - H

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Federal, State and Local Involvement

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- □ Federal Initiatives (past/present)
  - ◘ US Dept of Education
    - ■ Safe Schools-Healthy Students (jointly sponsored by SAMHSA, US Dept Justice)
    - ■ Special Education
    - ■ Rehabilitative Services
    - ■ NCLB School Improvement and Waivers
  - ◘ US Dept of Health & Human Services
    - ■ Health Resources & Services Admin.
    - ■ Maternal & Child Health Bureau
    - ■ School Mental Health Program

Federal, State and Local Involvement

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- □ Federal Initiatives (past/present)
  - ◘ SAMSHA
    - ■ Elimination of Barriers Initiative
    - ■ Mental Health Transformation State Initiative Grant Program
  - ◘ Center for Disease Control
    - ■ Coordinated School Health Program
- □ State / Local Initiatives
  - ◘ Typically done in piecemeal/ad hoc manner
  - ◘ Mostly reactive to pressures of specific psychosocial problems (suicide prevention, bullying, substance abuse)
  - ◘ Some social/emotional learning initiatives
  - ◘ School-based mental health centers

Prevailing Approaches in Schools

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- □ Types of *Interveners* for MH and Psychosocial Needs
  - ◘ Instructional Professionals
  - ◘ Administrative Staff
  - ◘ Health Office Professionals
  - ◘ Counseling, Psychological and Social Work Staff
  - ◘ Itinerant Therapists
  - ◘ Personnel-in-Training
- □ *Functions* Needed for MH and Psychosocial Needs
  - ◘ Direct Services and Instruction
  - ◘ Coordination, Development, Leadership for Programs
  - ◘ Community Resources Connections

Delivery Mechanisms and Formats

29

- □ School-Financed Student Support Services
- □ School-District Specialized Units
  - ◘ Clinics
  - ◘ Family Resource Centers
- □ Formal Connections with Community MH Services
- □ Classroom Based Curriculum and Specialized "Pull Out" Curricula
  - ◘ Integrated with regular class instruction (teacher)
  - ◘ Specific curriculum by other personnel (counselor)
  - ◘ Multifaceted set of interventions

Benefits: Students and Families

30

- □ Less stigma for services
- □ Availability of school professionals to
  - ◘ Monitor over time
  - ◘ Assist parents
- □ Availability of school records for service plan
- □ Help insecure students navigate educational environment

Benefits: School and Staff

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- Forum for
  - Collaboration, shared decision making, responsibility
  - Enhanced communication and negotiation skills
- Decreases
  - Special Education referrals
  - Discipline referrals
  - Conduct disordered behavior
- Improves
  - Early identification and rapid delivery of appropriate services

Benefits: Community

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- Improved safety and economic gains

- Bridges discontinuity between school and community

- Saves public resources for
  - Special education
  - Welfare assistance
  - Criminal justice

Barriers: Attitudes

33

- Resource Depletion
  - Providing mental health services will deprive school of time and resources essential to the school mission – educating students … instructional focus.
- Stigma
  - Seeking services is not cool at school

NCSPA, SBMH Subcommittee, 2011

Barriers: Financial

34

- Lack of Adequate Funding
  - Even if leaders "get it" about SBMH, when budgets are stripped, districts usually choose teacher units over support units.
- Payment for Services
  - Parents cannot pay for services / may not have insurance / may not be Medicaid eligible
  - Immigrants not eligible for Medicaid, etc
  - Lack of administrative capacity to bill Medicaid for services

NCSPA, SBMH Subcommittee, 2011

Barriers: Personnel

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- No Funding Formulas
  - Support personnel not listed in most states' budget formulas
  - Position recommendations become unfunded mandates
- Competing Duties of Support Personnel
  - Time diverted from collaboration to other responsibilities
- Teachers Lack of Understanding of Mental Health
- Support Personnel Fail to View Team Role

NCSPA, SBMH Subcommittee, 2011

Barriers: Family Involvement

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- Stigma
- Confidentiality
- Transportation
- Scheduling
- Sense of loss of control
- Child's resistance
- Clinician's time constraint
- Pre-existing tensions between school and community

NCSPA, SBMH Subcommittee, 2011

What's Wrong with Current Approaches?

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- Programs/Practices
  - "Beaucoup" programs/practices
  - Most viewed as "add-ons" and not integrated with academics
  - Not consistent across the continuum of interventions
  - Temporary – based on funding (1-3 years)
- Barriers
  - Attitudes/Beliefs
  - Financial
  - Personnel
  - Family Involvement

Random Acts of Support
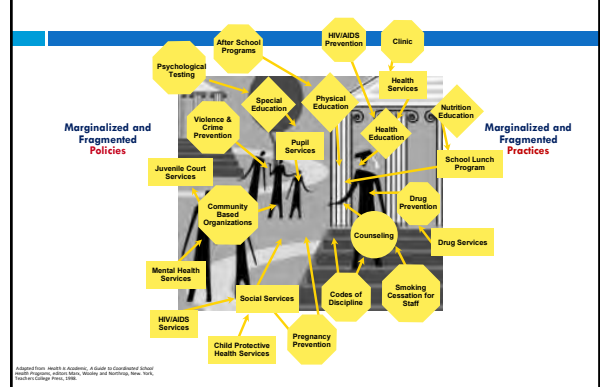
Think ~ Pair ~ Share

39

- What is the status of districts/schools that you work with?
  - Prevailing approaches
  - Delivery mechanisms
  - Consistency of benefits
  - Complexity of barriers

- Why do you think SBMH is marginalized in policy and practice?

- What do you think can be done to end this marginalization?

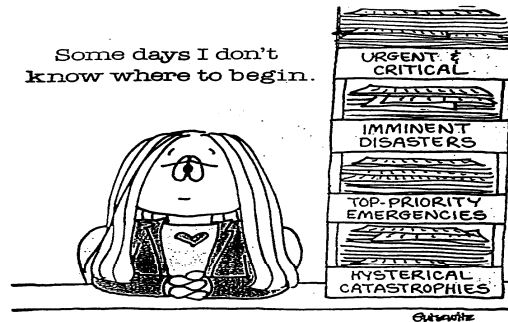## *BREAK TIME*

40

Topics

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Learning Supports Framework

Some days I don't know where to begin.

URGENT & CRITICAL
IMMINENT DISASTERS
TOP-PRIORITY EMERGENCIES
HYSTERICAL CATASTROPHIES

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Framework for Safe and Successful Schools

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Best Practices for Creating Safe and Successful Schools

- Integrate Services Through Collaboration
- **Implement Multi-tiered Systems of Supports**
- Improve Access to SBMH Supports
- Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response and Recovery

A Framework for Safe and Successful Schools. NASP.2013

Framework for Safe and Successful Schools

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Best Practices for Creating Safe and Successful Schools

- Balance Physical and Psychological Safety
- Employ Effective, Positive School Discipline
- Allow for the Consideration of Context
- Acknowledge That Sustainable and Effective Improvement Takes Patience and Commitment

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To Counter SBMH Marginalization

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- Pursue all mental health and psychosocial interventions under an umbrella concept
- Pursue new directions that lead to development of a
  - Comprehensive, multifaceted, cohesive system of LEARNING SUPPORTS
  - Fully integrated into school improvement policy and practice
- Embed narrow-band and clinical approaches within broad frameworks to
  - Expand current thinking about policy, research, practice

A Comprehensive System

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- Addresses Barriers to Learning and Teaching
- More than . . .
  - Outreach to link with community resources
  - Coordination of school-owned services
  - Coordination of school and community services
  - Family Resource Centers and Full Services Schools

The Imperative

- Why is a learning supports system necessary for school improvement?
- How can a system improve outcomes for learning and teaching?

Proven Outcomes

- ✓ Increase student attendance and graduation rates.
- ✓ Reduce teacher fatigue and attrition rates.
- ✓ Re-engage students in the learning process.
- ✓ Improve school climate.
- ✓ Strengthen home-school-community collaboration.
- ✓ Narrow the achievement gap.
- ✓ Eliminate the plateau effect related to student achievement.
- ✓ Reduce the growing list of schools designated as low performing.

Proven Results
Gainesville Case Study & PARCA Report

Jamey Moore
Director of Curriculum and Instruction 2010-2014

Proven Results
Benefits Seen in Gainesville

- Graduation rate increased from 73.3 to 87.2% (lever rate comparisons)
- Percent of students absent 10+ days decreased from 21% to 5%
- Tardies reduced by 11%
- More students achieving "Exceeding Expectations" on state testing than ever before and at every school
- Increased performance on the ACT and SAT and AP exams
- Disciplinary tribunals decreased by 65%.

Proven Results
Benefits Seen in Gainesville

- Bus referrals reduced by 53%
- Increased family and community engagement
  - More than 92% of families participating in *Read and Rise* reported an increase in supporting their children's literacy development at home after completing the program.
  - Improved parental satisfaction from 78% to 93%
- Decreased teen pregnancy by 60%
- On Georgia Health Survey, 80% of students reported positive view of teacher respect; guidance counselor assistance; behavior rules; and overall success at school.

Addressing Barriers in Gainesville
Fragmented Resources

BEFORE
- Schools and partners met quarterly to provide individual organization updates.
- Absence of a "framework" to ensure coordinated efforts and outreach.

NOW
- School leaders, community partners and family educators have a systems approach for meeting monthly to discuss and evaluate student needs.
- Identify root causes that may affect a larger percentage/group of students. Determine and implement collaborative solutions.
- Partners work collaboratively to fully integrate services and serve students most effectively by coordinating efforts and resources (staff, time, funds, schools and community resources).
- Individual and collective efforts are strategically planned with sustainability and replication-to-scale in mind.

Addressing Barriers in Gainesville
Bullying

BEFORE
- Handled by whole-school assembly and/or classroom guidance units; then counseling and discipline referrals upon reports.

NOW
- Collaboratively plan, embedding both formal instruction and informal outreach in literature.
- Involve students in planning prevention activities and include families and community information sessions.
- Focus on prevention by raising awareness for all students (not just case by case).

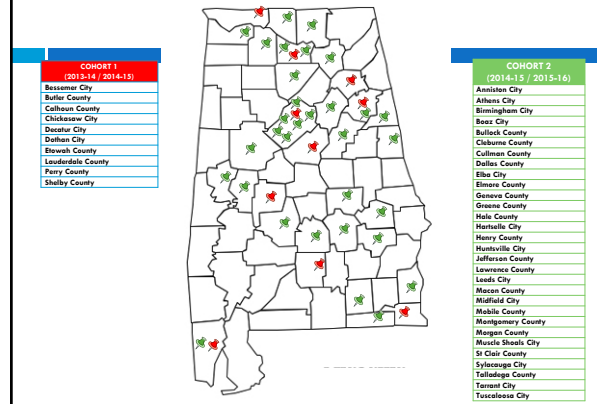## Addressing Barriers in Gainesville Poverty

BEFORE

- Focused on remediation (e.g. tutoring, after or before school, additional instruction, frustrated with parents lack of ability to assist or no parental help).
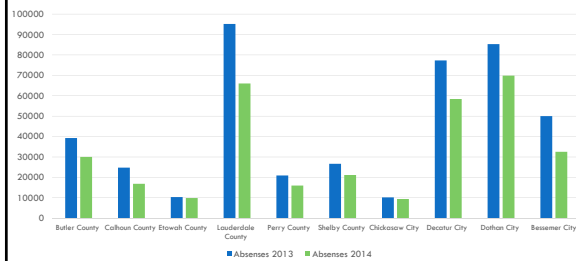
NOW

- Focus on expanded learning opportunities that provide positive experiences; community-school focus.
- Intentionally combine academic and extracurricular experiences (e.g. arts, sports, music) to maximize effectiveness and participation.
- Engage parents and families in outreach programs that are designed to empower and affirm their role as first teacher and role model (e.g. *Read and Rise*: a strength based approach to family engagement).

Alabama – Proven Results

COHORT 1 (2013-14 / 2014-15)
Bessemer City
Butler County
Calhoun County
Chickasaw City
Decatur City
Dothan City
Etowah County
Lauderdale County
Perry County
Shelby County

COHORT 2 (2014-15 / 2015-16)
Anniston City
Athens City
Birmingham City
Boaz City
Bullock County
Claiborne County
Cullman County
Dallas County
Elba City
Elmore County
Geneva County
Greene County
Hale County
Hartselle City
Henry County
Huntsville City
Jefferson County
Lawrence County
Leeds City
Macon County
Midfield City
Mobile County
Montgomery County
Morgan County
Muscle Shoals City
St Clair County
Sylacauga City
Talladega County
Tarrant City
Tuscaloosa City

Alabama – Cohort 1 Attendance Results

Absences in Learning Supports Pilot Schools 2013 vs. 2014

Average % decrease in absences at pilot schools across districts	25%
Total number of absences avoided	110,000

Dr. Linda Felton-Smith
Director of the Office of Learning Support
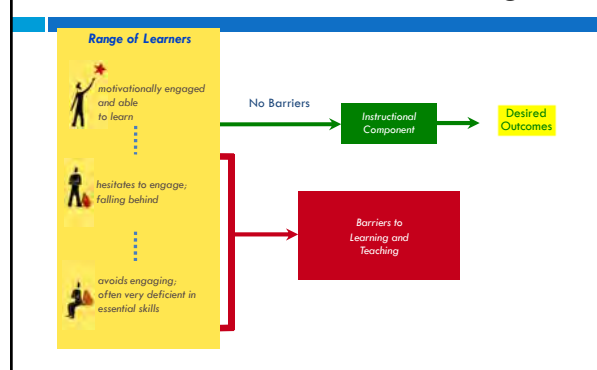Alabama State Department of Education
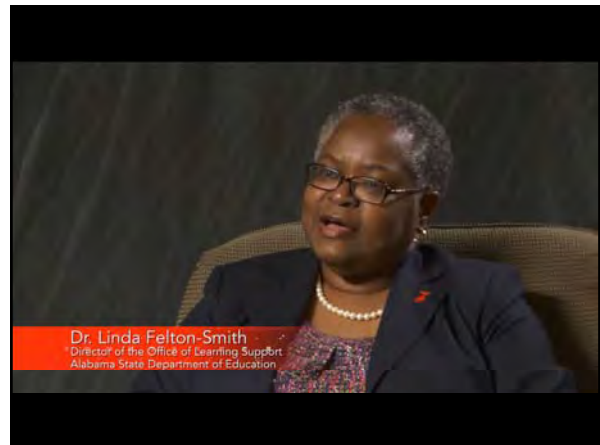
Think ~ Pair ~ Share

What would teachers in your district say if asked what proportion of their students shows up each day motivationally ready and able to engage with the day's lessons?
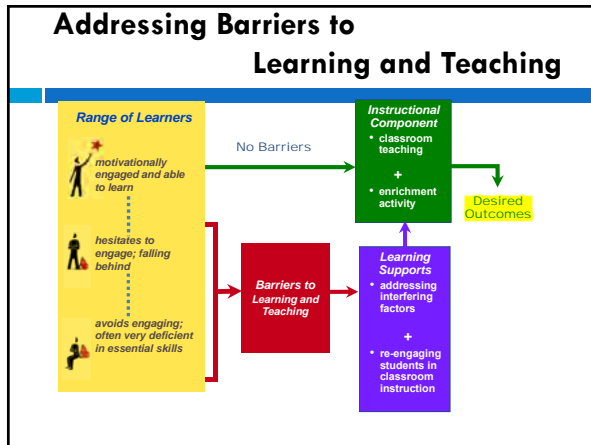
Barriers Interfere with Learning

Range of Learners

- motivationally engaged and able to learn
- hesitates to engage; falling behind
- avoids engaging; often very deficient in essential skills

No Barriers → Instructional Component → Desired Outcomes

Barriers to Learning and Teaching

Think ~ Pair ~ Share

Take a few minutes to reflect on the barriers to learning for students in your district or school.

What are the Barriers to Learning?

ENVIRONMENTAL VARIABLES		PERSON VARIABLES	
Neighborhood	**Family**	**School and Peers**	**Individual**
• economic deprivation • community disorganization, including high levels of transience and crime • violence, drugs, etc. • gangs • racial and ethnic conflicts	• chronic or situational poverty • conflict, disruptions, violence • substance abuse • modeling problem behavior • abusive caretaking • inadequate provision for quality child care • challenges related to status	• enrollment and attendance • poor quality school • negative encounters with teachers • negative encounters with peers and/or inappropriate peer models	• medical problems • low birth weight, neurodevelopmental delay • psychophysiological problems • difficult temperament and adjustment problems • inadequate nutrition • English language challenges • learning and mental disorders

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Addressing Barriers to Learning and Teaching

Range of Learners
- motivationally engaged and able to learn
- hesitates to engage; falling behind
- avoids engaging; often very deficient in essential skills

No Barriers → **Instructional Component**
- classroom teaching
+
- enrichment activity
→ **Desired Outcomes**

Barriers to Learning and Teaching → **Learning Supports**
- addressing interfering factors
+
- re-engaging students in classroom instruction

Equity

Equity is not a guarantee that all students *will* succeed.

Rather, it assures that all students will have the *opportunity and support to succeed.*

In an equitable system, the BARRIERS that inhibit student progress are removed.

Singleton & Linton. *Courageous Conversations About Race.* 2006. Corwin Press. pp 46-47

Engagement

Is associated with academic outcomes, including achievement and persistence in schools with:

☐ supportive teachers and peers,

☐ challenging and authentic tasks,

☐ opportunities for choice, and

☐ non-coercive, personalized instruction.

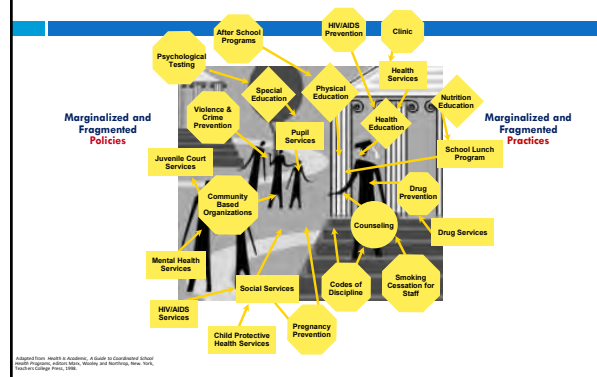
What Factors Foster Engagement?

SCHOOL	CLASSROOM	INDIVIDUAL
• voluntary choice • clear and consistent goals • small size • student participation in school policy and management • opportunities for staff and students to be involved in cooperative endeavors • academic work that allows for the development of products	• teacher support • peers • classroom structure • autonomy support • task characteristics	• need for relatedness • need for autonomy • need for competence

What are Learning Supports?

Learning Supports are the resources, strategies, and practices that support intellectual, physical, social, and emotional development to ensure student success.

Random Acts of Learning Supports

The Cost of Fragmentation

At all levels in the educational system, learning supports are marginalized resulting in policy and practice that:

☐ is fragmented—and focusing solely on improving coordination is not the solution.

☐ wastes scarce financial resources—up to 25% of a school budget is used in limited and often redundant ways.

☐ drains limited human resources—from school support staff and community-based leaders

Cristian Bravo
Student, Gainesville High School

LUNCH TIME

Overview of a
Learning Supports System

☐ What is it?

☐ How does the framework work as a system?

Moving from a Two-Component Framework…

A Three-Component Framework

UCLA: Adelman and Taylor

Adapting to Shifting Education Landscape

- Common Core
- PLCs
- RTI
- School Improvement
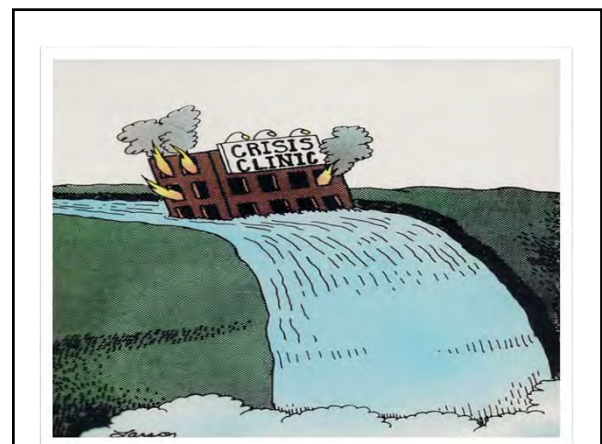- Family & Community Engagement
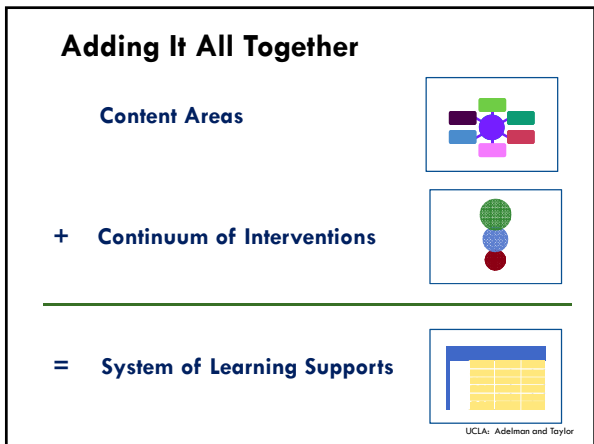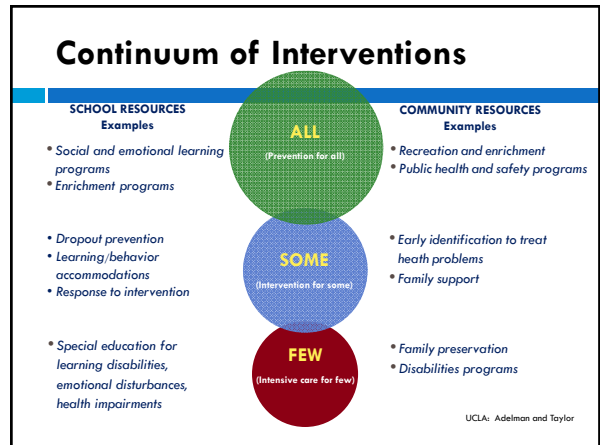- Data Driven
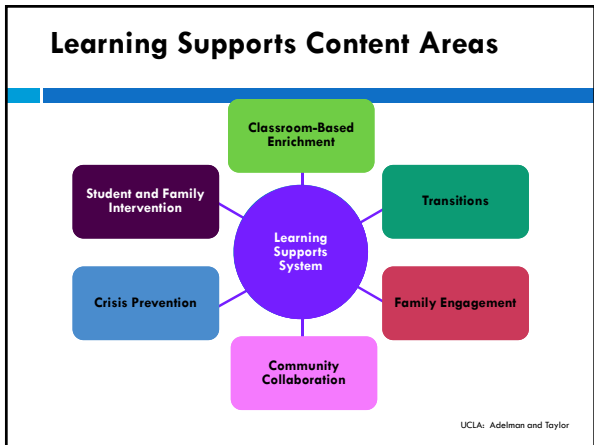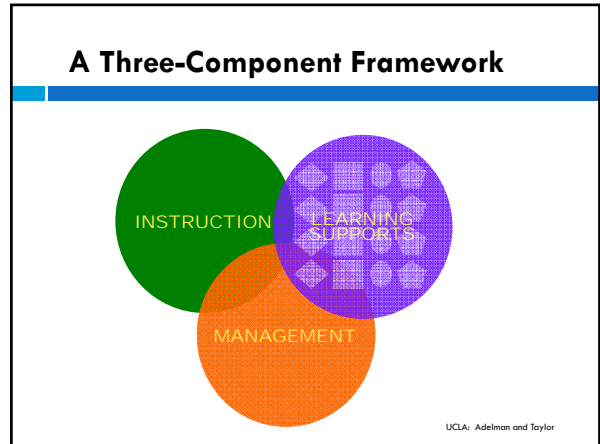- Staffing

Three Component Framework

Instruction
- Director of Career and Technical Education
- Executive Director of Instructional Supports (2)
- Director of Special Education

Learning Supports
- Director of Assessment
- Executive Director of Learning Supports (1)
- Director of Federal Programs
- Student Support Officer
- Director of Student Social Services

Management
- Director of Professional Development
- Executive Director of Leadership and Continuous Improvement (2)

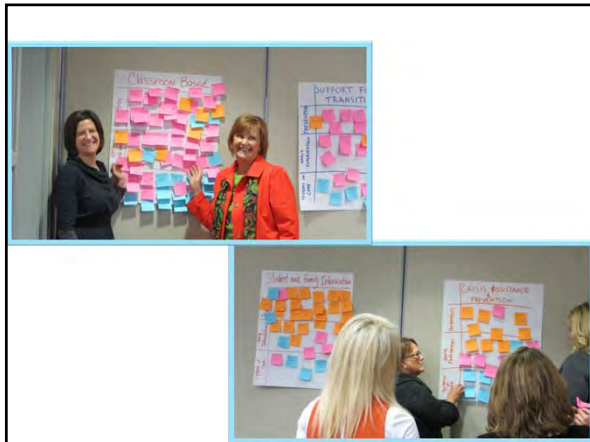Courtesy of: Dr Vernet Nettles, Montgomery Public Schools

Three Component Framework

Instruction
- Universal Screeners
- Benchmark Tests
- State / District High Stakes Assessments

Learning Supports
- Student Attendance
- Student Discipline

Management
- Teacher Attendance
- Teacher Allocation
- Support Staff Allocation
- Budgets: Instruction, SPED, ELL, Parent Inv.
- Usage Reports: Purchased Interventions

A Three-Component Framework

INSTRUCTION
LEARNING SUPPORTS
MANAGEMENT

UCLA: Adelman and Taylor

Learning Supports Content Areas

Classroom-Based Enrichment
Student and Family Intervention
Transitions
Learning Supports System
Crisis Prevention
Family Engagement
Community Collaboration

UCLA: Adelman and Taylor

Continuum of Interventions

SCHOOL RESOURCES
Examples

- *Social and emotional learning programs*
- *Enrichment programs*

- *Dropout prevention*
- *Learning/behavior accommodations*
- *Response to intervention*

- *Special education for learning disabilities, emotional disturbances, health impairments*

ALL (Prevention for all)
SOME (Intervention for some)
FEW (Intensive care for few)

COMMUNITY RESOURCES
Examples

- *Recreation and enrichment*
- *Public health and safety programs*

- *Early identification to treat heath problems*
- *Family support*

- *Family preservation*
- *Disabilities programs*

UCLA: Adelman and Taylor

Adding It All Together

Content Areas

+ **Continuum of Interventions**

= **System of Learning Supports**

UCLA: Adelman and Taylor

System of Learning Supports

	CONTINUUM OF INTERVENTIONS		
	ALL (Prevention for all)	SOME (Intervention for some)	FEW (Intensive care for few)
Classroom-Based Enrichment			
Transitions			
Family Engagement			
Community Collaboration			
Crisis Prevention			
Student and Family Interventions			

LEARNING SUPPORTS CONTENT AREAS

Addressing Barriers
Calhoun County AL

Positive Prevention Tier 1
- Perfect Attendance (no absences, no dismissals, no tardies) Students' photos on bulletin board and on website
- Perfect Attendance for 1 month = Name in drawing
- Graph on Cafeteria Bulletin Board
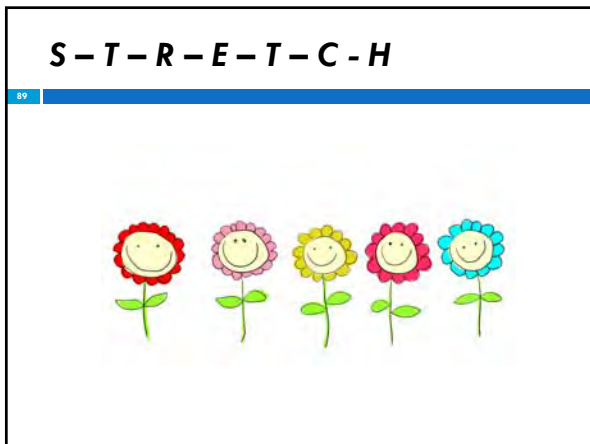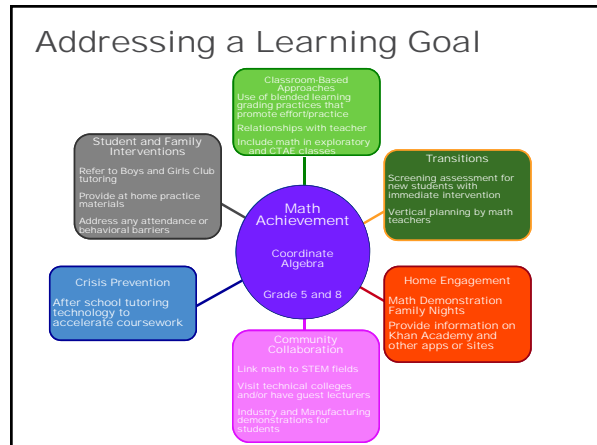
Monitoring Intervention Tier 2
- Automated call to parent if absent
- Teacher calls on second absence
- Return with no excuse: Note, then call

Referral / Intervention Tier 3
- Letter to parent after 1+ unexcused absences
- Office calls parent on 3+ unexcused absences
- Referral to truancy on 5+ unexcused absences
- Warrant on 7+ unexcused absences

Attendance Strategies by Content Areas – Shelby Co AL

- Decrease in absences and discipline (All content areas)
- Agency meetings were a success! Developing new relationships and strengthen previous relationships. (Community Engagement)
- Students are receiving mental health services at their local school with minimal loss of instruction. (Crisis Prevention and Student/Family Interventions)
- Students are receiving the necessary supports regarding transitions. (Support for Transitions)
- At-risk middle school summer school is targeting not only deficiencies in reading and math, but also supporting students with other skills necessary for success. (Student Interventions and Classroom-based Approaches)
- Community vertical team meetings are identifying families in need and schools are developing a plan to target these families and pool their resources. (Crisis Prevention and Home Engagement)
- I-Dashboards is going to give administration the necessary data to allow for early identification and interventions to take place before the student reaches Tier III interventions. (Management resources to support students)

Addressing a Learning Goal

Classroom-Based Approaches
Use of blended learning grading practices that promote effort/practice
Relationships with teacher
Include math in exploratory and CTAE classes

Student and Family Interventions
Refer to Boys and Girls Club tutoring
Provide at home practice materials
Address any attendance or behavioral barriers

Transitions
Screening assessment for new students with immediate intervention
Vertical planning by math teachers

Math Achievement
Coordinate Algebra
Grade 5 and 8

Crisis Prevention
After school tutoring technology to accelerate coursework

Home Engagement
Math Demonstration Family Nights
Provide information on Khan Academy and other apps or sites

Community Collaboration
Link math to STEM fields
Visit technical colleges and/or have guest lecturers
Industry and Manufacturing demonstrations for students

S – T – R – E – T – C - H

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Examples of Activities in Each of the Six Basic Content Areas

Classroom-Based Enrichment

- Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce the need for out-of-class referrals
- Enhancing and personalizing professional development
- Curricular enrichment and adjunct programs
- Classroom and school-wide approaches used to create and maintain a caring and supportive climate
- Curriculum adjustment and support to meet national and state standards

Transitions

- Welcome and support for newcomers
- Formal and informal transition throughout the day
- Grade to Grade advancement
- Summer or intersession programs
- School-to career/higher education/post secondary
- Staff/Board/Stakeholder development for planning transition programs/activities
- Shifts in Policy (e.g. transition to CCSS)

Family Engagement

- Create ongoing systems for "two-way" communication and connection between schools and homes.
- Empower and validate families as first teachers and role models.
- Foster family input in student decision making.
- Extend literacy and learning development to the home.
- Identify and build on family strengths while addressing specific learning needs of families.
- Engage families to strengthen school and community connection
- Build capacity among all school staff to ensure relevant, effective and strength-based family engagement.

Federal Spotlight on Family Engagement

Federal and state policy is increasingly calling for comprehensive Family Engagement.

A Learning Supports System helps create the necessary conditions for success:

- Systemic
- Integrated
- Sustained

Reference: Dr. Karen Mapp, Harvard School of Education

Learning Supports Framework Builds Capacity

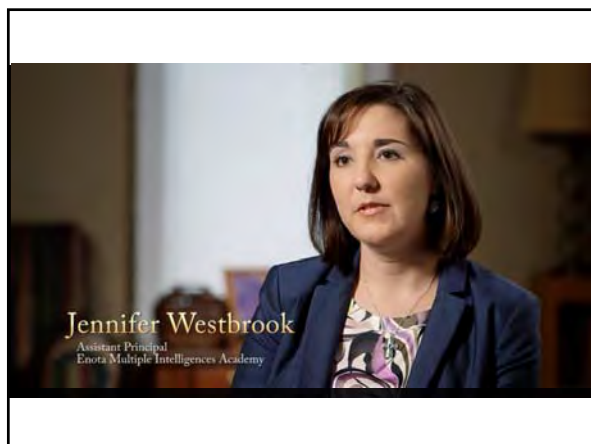

Community Collaboration

- Engage and empower community as active partners in creating literacy- and learning-rich environments.
- Leverage community organizations that have strong relationships with families in order to address school issues and strengthen school programming.
- Engage, integrate and sustain community partnerships for critical supports such as mentoring and extended day programs.
- Intentionally link school and community efforts to promote a strong sense of social connectivity and foster resilience.

Community Collaboration

Crisis Prevention

- Ensuring there is a well trained school-focused crisis team
- Providing immediate assistance in emergencies so students can resume learning
- Providing follow-up care as necessary
- Mobilizing staff, students, and families to anticipate response plans and recovery efforts
- Maintaining a focus on creating a caring and safe learning environment
- Working with neighborhood schools and the local community to integrate planning for response and prevention
- Implementing a school-wide PBIS system that supports fairness for all groups.

School-Wide Behavior Plan

Student and Family Interventions

- Providing support as soon as a need is recognized; doing so in the least disruptive way
- Referral interventions for students and families with problems
- Enhancing access to direct interventions for health, mental health, and economic assistance; counseling for career and college
- Follow-up assessment to check whether referrals and services are adequate and effective
- Mechanisms for resource coordination to avoid duplication of and fill gaps in services and enhance effectiveness
- Development focusing on the role and responsibility of all in promoting a caring and safe environment

Jennifer Westbrook
Assistant Principal
Enota Multiple Intelligences Academy

Think ~ Pair ~ Share

Pre-Mapping / Mapping:
What do I know about
resources at my school?

S – T – R – E – T – C - H

Topics

Leadership for

School Improvement

An Example of
Leadership Challenges

School Turnaround and Transformation

Leadership That Drives Change	Educator Effectiveness
	Comprehensive Instructional Guidance System
Comprehensive Diagnostics	Student-Centered Climate
	Family and Community Engagement

DISTRICT & SCHOOL IMPROVEMENT Center

Advancing SBMH – Two Realities

1. The mission of schools is *education*
   - ◘ School improvement policy/practice focused primarily on instruction and educational outcomes

2. Schools are *not* in the *mental health or social services* business
   - ◘ Mental health matters are *marginalized* in school improvement policy and practice - or -
   - ◘ Mixed in a *piecemeal / fragmented* way with other student support matters
   - ◘ Not related to instruction? "It's a side show!"

Reframing SBMH with
School Improvement

- □ Two Major Assumptions for Improvement
  - ◘ Teachers should not be expected to, never mind being held accountable for, *doing it alone*!
  - ◘ Current school improvement policy and practice is too limited to ensure ALL students have an equal opportunity to succeed at school

- □ Limited Focus Contributes to:
  - ◘ Dropouts – Students and Teachers !
  - ◘ Schools - Too many low performing or plateau effect
  - ◘ Achievement gap is still an issue

Three Lenses for Viewing
School Improvement

- □ Lens #1
  Do ALL youngsters - not just some - have an equal opportunity to succeed at school?

- □ Lens #2
  How does school improvement address barriers to learning and teaching?

- □ Lens #3
  How do school improvement practices re-engage students who have become disengaged from classroom instruction?

UCLA: Adelman and Taylor

System of Learning Supports Reduces Intensive Intervention
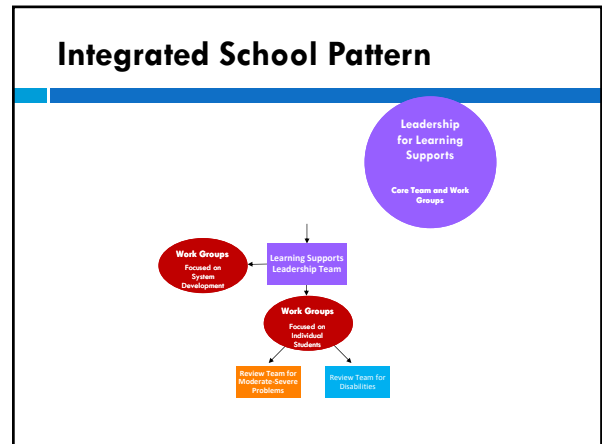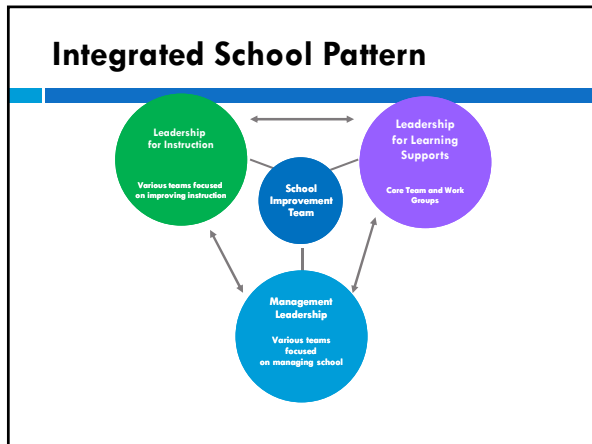

Analyzing Existing Resources

- Resource Mapping: Are you maximizing current resources?
- What are your existing district/school patterns?

Activity Directions

- Connect all 9 dots with 4 straight connecting lines
- Do not retrace any line
- Do not take your pen or pencil off the paper

Activity Solution

Pre-Mapping Your Learning Supports

Typical School Pattern

Slide 1: Integrated School Pattern

Slide 2: Integrated School Pattern

Slide 3: Typical Team Functions / Learning Support Leadership Functions

Typical Team Functions

- triage
- referral
- case monitoring/management
- case progress review
- case reassessment

Learning Support Leadership Functions

- aggregating data across students and from teachers to analyze school needs
- mapping resources
- analyzing resources
- enhancing resources
- program and system
- planning/development
- redeploying resources
- coordinating-integrating resources
- social "marketing"

UCLA: Adelman and Taylor

Slide 4: Reworking Patterns at All Levels

Developing a System of Learning Supports involves reworking the organizational and operational infrastructure for each of the following agency levels:

- schools
- feeder patterns
- districts (and departments of education)
- school-community collaboratives
- state departments and USDOE

UCLA: Adelman and Taylor

Slide 5: Integrated District Pattern

UCLA: Adelman and Taylor

Slide 6: Feeder Patterns Inform District Leadership

UCLA: Adelman and Taylor

Implementation and Next Steps

☐ How can a Learning Supports System impact efficiency and equity?

☐ What are the phases of implementation?

☐ What are your next steps?

Is this your systemic change process?

The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones.

— John Maynard Keynes

Have You Ever Heard ?

Have You Ever Heard ?

Readiness involves more than presenting new ideas; *it involves escaping old ones!*

Phases of Development

Strategically plan each phase with sustainability and replication-to-scale in mind.

BREAK TIME

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Data Analysis

"A **system** is not the sum of its parts,
but rather the **product of the
interaction of the parts**."

Russell Ackoff

Systematic Approach to Data Analysis

Systematically Gather/Analyze Data
- Understand system that produces results we are getting

Use Data
- Continuously improve system
- Ultimately, improve results

Bernhardt: Data Analysis for School Improvement

What Is the Purpose of School?

What do you expect students to know and be able to do by the time they leave school? **(Standards)**

What do you expect students to know and be able to do by the end of each semester? **(Benchmarks)**

How well will students be able to do what they want to do with the knowledge and skills they acquire by the time they leave school? **(Performance)**

Bernhardt: Data Analysis for School Improvement

What Is the Purpose of School?

Why are you getting the results you are getting? Why are you not getting the results you want?
(School Processes)

What would your school and educational processes look like if your school were achieving its purpose, goals, and expectations for student learning?
(Vision)

How will you use the data you gather?
(Implementation)

Bernhardt: Data Analysis for School Improvement

Using Data Analysis Information

School Data are Analyzed to:
- ☐ Improve instruction
- ☐ Gain instructional coherence
- ☐ Provide students with feedback on performance
- ☐ Gain common understanding of what quality performance is and how close we are to achieving it
- ☐ Measure program success and effectiveness
- ☐ Understand if what we are doing is making a difference
- ☐ Make sure students "do not fall through the cracks"

Bernhardt: Data Analysis for School Improvement

Using Data Analysis Information

School Data are Analyzed to:
- ☐ Show which programs are getting the results we want
- ☐ Get to the "root causes" of problems
- ☐ Guide curriculum development and revision
- ☐ Promote accountability
- ☐ Meet state and federal requirements
- ☐ Better understand the school
- ☐ Continuously improve the system

Bernhardt: Data Analysis for School Improvement

Plan to Focus the Data

Data MUST be focused on the purpose of the school to maximize improvement.

A focused data analysis process provides information about how the school is doing in relationship to its guiding principles.

Ken Blanchard:

"People without information cannot act. People with information cannot help but act."

BREAK TIME

Data Sources

- ☐ Student Learning
- ☐ Student Engagement
- ☐ Staff Productivity
- ☐ Parent/Community Support

Data Domains

Demographic Data

- Socio-economic levels of students
- Ethnicity
- Disability
- English Language Learners

More Demographic Data

- Number of Teachers
- Degrees Held by Teachers
- Years of Experience of Teachers
- Special Talents of Teachers

Perception Data

- Students' perceptions
- Teachers' perceptions
- Parents' perceptions
- Community members' perceptions
- Accreditation surveys
- Effective school surveys

Process Improvement Data

- Special Programs' Data
  (Example: Kindergarten - Early Prevention
  of School Failure)
- School wide Programs
  (Example: Talents Unlimited)

Student Learning Data

- Common Assessments
- NAEP
- Informal Teacher Assessments
- ?
- ?
- ?

DuFour & Eaker (1998)

"The relevant question for the learning organization is not "Who is in charge?" but rather, "How can we best get results?""

And, Remember:

"There is a difference between data and information—there's a need to translate. 'The school scored 305 means nothing without comparing it to something. We have to come around to comparing a score to other schools in the [same] area. . .School administrators have an obligation to translate."
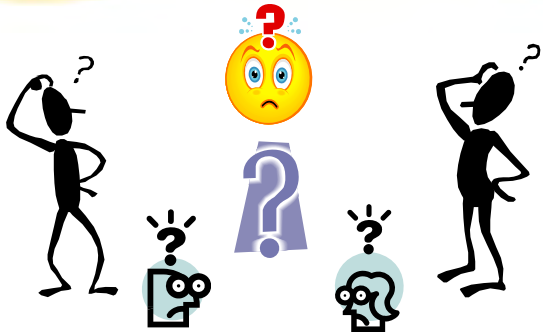
--Peters & Waterman (1982)

S – T – R – E – T – C - H

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DISTRICT DATA ANALYSIS

Thank You!

Rhonda Neal Waltman, Ed.D.
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251.454.2709

A Framework for Safe and Successful Schools

Executive Summary

This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth. Efforts to improve school climate, safety, and learning are not separate endeavors. They must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multitiered system of supports. We caution against seemingly quick and potentially harmful solutions, such as arming school personnel, and urge policy leaders to support the following guidance to enact policies that will equip America's schools to educate and safeguard our children over the long term.

POLICY RECOMMENDATIONS TO SUPPORT EFFECTIVE SCHOOL SAFETY

1. Allow for blended, flexible use of funding streams in education and mental health services;
2. Improve staffing ratios to allow for the delivery of a full range of services and effective school–community partnerships;
3. Develop evidence-based standards for district-level policies to promote effective school discipline and positive behavior;
4. Fund continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training that uses evidence-based models;
5. Provide incentives for intra- and interagency collaboration; and
6. Support multitiered systems of support (MTSS).

BEST PRACTICES FOR CREATING SAFE AND SUCCESSFUL SCHOOLS

1. Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
2. Implement multitiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school–community collaboration.
3. Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school–community partnerships into existing school initiatives.
4. Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (e) are consistently reviewed and practiced.
5. Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.
6. Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline.
7. Consider the context of each school and district and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.
8. Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

Creating safe, orderly, and welcoming learning environments is critical to educating and preparing all of our children and youth to achieve their highest potential and contribute to society. We all share this responsibility and look forward to working with the Administration, Congress, and state and local policy makers to shape policies based on these best practices in school safety and climate, student mental health, instructional leadership, teaching, and learning.

A Framework for Safe and Successful Schools

The author organizations and cosigners of this joint statement applaud President Obama and Congress for acknowledging that additional actions must be taken to prevent violence in America's schools and communities. We represent the educators who work day in and day out to keep our children safe, ensure their well-being, and promote learning. This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth.

We created these policy and practice recommendations to help provide further guidance to the Administration, Congress, and state and local agencies as they reflect upon evidence for best practices in school safety and climate, student mental health and well-being, instructional leadership, teaching, and learning. Further, the partnership between our organizations seeks to reinforce the interdisciplinary, collaborative, and cohesive approach that is required to create and sustain genuinely safe, supportive schools that meet the needs of the whole child. Efforts to improve school climate, safety, and learning are not separate endeavors and must be designed, funded, and implemented as a comprehensive school-wide approach. Ensuring that mental health and safety programming and services are appropriately integrated into the overall multitiered system of supports is essential for successful and sustainable improvements in school safety and academic achievement.

Specifically, effective school safety efforts:

- Begin with proactive principal leadership.
- Allow school leaders to deploy human and financial resources in a manner that best meets the needs of their school and community.
- Provide a team-based framework to facilitate effective coordination of services and interventions.
- Balance the needs for physical and psychological safety.
- Employ the necessary and appropriately trained school-employed mental health and safety personnel.
- Provide relevant and ongoing professional development for all staff.
- Integrate a continuum of mental health supports within a multitiered system of supports.
- Engage families and community providers as meaningful partners.
- Remain grounded in the mission and purpose of schools: teaching and learning.

Although the focus of this document is on policies and practices that schools can use to ensure safety, we must acknowledge the importance of policies and practices that make our communities safer as well. This includes increased access to mental health services, improved interagency collaboration, and reduced exposure of children to community violence. Additionally, our organizations support efforts designed to reduce youth access to firearms. Finally, many local school districts and state boards of education are considering policies that would allow school staff to carry a weapon. Our organizations believe that arming educators would cause more harm than good, and we advise decision makers to approach these policies with extreme caution.

We urge policy leaders to support the following guidance to promote safe and supportive schools. We look forward to working with the Administration, Congress, and state and local agencies to shape and enact meaningful policies that will genuinely equip America's schools to educate and safeguard our children over the long term.

POLICY RECOMMENDATIONS TO SUPPORT EFFECTIVE SCHOOL SAFETY

1. **Allow for blended, flexible use of funding streams.** The Department of Education should work with the Department of Health and Human Services and Congress to release guidance that gives schools access to various funding streams (e.g., SAMHSA and Title I) to ensure adequate and sustained funding dedicated to improving school safety. One-time grants are beneficial in some circumstances; however, one-time allotments of money for schools are insufficient for sustained change to occur. Similarly, district superintendents must be able to anticipate the availability of future funding in order to collaborate with school principals to effectively plan for and implement meaningful changes that will result in positive, sustainable outcomes for students.

2. **Strive to improve staffing ratios to allow for the delivery of a full range of services, including school–community partnerships, and set standards that will help schools effectively and accurately assess their needs.** This will require providing additional funding for key personnel such as school counselors, school psychologists, school social workers, and school nurses.

3. **Outline standards for district-level policies to promote effective school discipline and positive behavior.** Although it has been briefly discussed in this document, we urge the Department to release guidance regarding effective school discipline policies. Far too many schools continue to use punitive discipline measures, such as zero-tolerance policies, that result in negative outcomes for students and contribute to the school-to-prison pipeline.

4. **Provide funding for continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training (utilizing evidence-based models).** The minimum standards include:
   a. establishment of a school safety and crisis team that includes the principal, school-employed mental health professionals, school security personnel, and appropriate community first responders;
   b. a balanced focus on promoting and protecting both physical and psychological safety;
   c. a crisis team and plan based on the Department of Homeland Security's Incident Command System;
   d. ongoing professional development for all school employees to help identify key indicators of students' mental health problems as well as employees' specific roles in implementation of crisis response plans;
   e. professional development for school-employed mental health professionals and other relevant staff (e.g., key administrators, school resource officers) on how to implement effective crisis prevention, intervention, and postvention strategies, including the critical mental health components of recovery.

5. **Provide incentives for intra- and interagency collaboration.** All levels of government need to take preemptive measures to strengthen the ability of schools to provide coordinated services to address mental health and school safety. We urge the federal government to set the standard and issue guidance on how various government, law enforcement, and community agencies can work together to provide services to students and families. At all levels, we must remove the barriers between education and health service agencies. Schools serve as the ideal "hub" for service delivery; however, schools must be adequately staffed with school counselors, school psychologists, school social workers, and school nurses who can provide the proper services in the school setting, connect students and families to the appropriate services in the community, and work collaboratively with external agencies to ensure streamlined service delivery and avoid redundancy.

6. Support multitiered systems of supports. A full continuum of services ranging from building-level supports for all students to more intensive student-level services is necessary to effectively address school safety and student mental health.

BEST PRACTICES FOR CREATING SAFE AND SUCCESSFUL SCHOOLS

School safety and positive school climate are not achieved by singular actions like purchasing a designated program or piece of equipment but rather by effective comprehensive and collaborative efforts requiring the dedication and commitment of all school staff and relevant community members. Schools require consistent and effective approaches to prevent violence and promote learning, sufficient time to implement these approaches, and ongoing evaluation.

1. Integrate Services Through Collaboration

Safe and successful learning environments are fostered through collaboration among school staff and community-based service providers while also integrating existing initiatives in the school. Effective schools and learning environments provide equivalent resources to support instructional components (e.g., teacher quality, high academic standards, curriculum), organizational/ management components (e.g., shared governance, accountability, budget decisions), and learning supports (e.g., mental health services; see Figure 1). Rather than viewing school safety as a targeted outcome for a single, stand-alone program or plan developed by the school building principal alone, this model seeks to integrate all services for students and families by framing the necessary behavioral, mental health, and social services within the context of school culture and learning. Integrated services lead to more sustainable and comprehensive school improvement, reduce duplicative efforts and redundancy, and require leadership by the principal and a commitment from the entire staff (See Roles of School Principals, page 8.).

2. Implement Multitiered Systems of Supports (MTSS)

The most effective way to implement integrated services that support school safety and student learning is through a school-wide multitiered system of supports (MTSS). MTSS encompasses (a) prevention and wellness promotion; (b) universal screening for academic, behavioral, and emotional barriers to learning; (c) implementation of evidence-based interventions that increase in intensity as needed; (d) monitoring of ongoing student progress in response to implemented

Figure 1.

Note. Adapted from UCLA Center for Mental Health in Schools and the National Association of School Psychologists. (2010). *Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving From a Two- to a Three-Component Approach* [Advocacy statement]. Adapted with permission.

interventions; and (e) engagement in systematic data-based decision making about services needed for students based on specific outcomes. In a growing number of schools across the country, response to intervention (RTI) and positive behavior interventions and supports (PBIS) constitute the primary methods for implementing an MTSS framework. Ideally though, MTSS is implemented more holistically to integrate efforts targeting academic, behavioral, social, emotional, physical, and mental health concerns. This framework is more effective with coordination of school-employed and community-based service providers to ensure integration and coordination of services among the school, home, and community.
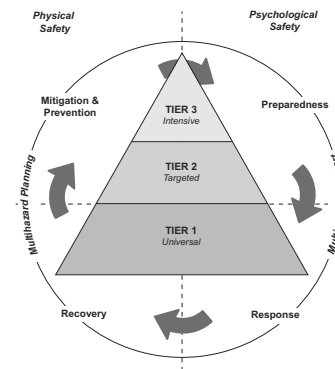
Effective MTSS requires:
- adequate access to school-employed specialized instructional support personnel (e.g., school counselors, school psychologists, school social workers, and school nurses) and community-based services;
- collaboration and integration of services, including integration of mental health, behavioral, and academic supports, as well integration of school-based and community services;
- adequate staff time for planning and problem solving;
- effective collection, evaluation, interpretation, and use of data; and
- patience, commitment, and strong leadership.

One approach to integrating school safety and crisis management into an MTSS framework is the M-PHAT model (see Figure 2). M-PHAT stands for:
- *M*ulti-*P*hase (prevention, preparedness, response, and recovery)
- Multi-*H*azard (accidental death, school violence, natural disasters, terrorism)
- Multi-*A*gency (school, police, fire, EMS, mental health)
- Multi-*T*iered (an MTSS framework)

Figure 2. Comprehensive Safe Learning Environment: The M-PHAT Approach

Note. From *Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety – Prevention Through Recovery*, by M. A. Reeves, L. M. Kanan, & A. E. Plog, 2010, New York, NY: Routledge. Reprinted with permission.

3. Improve Access to School-Based Mental Health Supports

Mental health is developed early in life and educators play a significant role in ensuring that students' experiences throughout their school careers contribute to their positive mental health. Access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, and social–emotional learning. This requires adequate staffing levels in terms of school-employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) to ensure that services are high quality, effective, and appropriate to the school context. Access to school mental

health services cannot be sporadic or disconnected from the learning process. Just as children are not simply small adults, schools are not simply community clinics with blackboards. School-employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health services are properly and effectively infused into the learning environment, supporting both instructional leaders and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning. No other professionals have this unique training background.
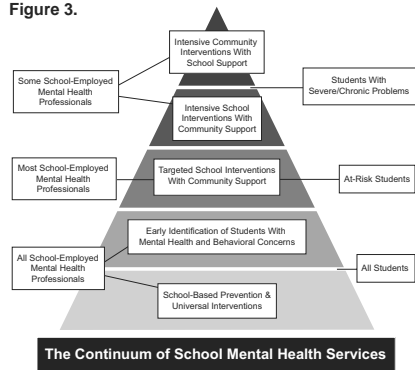
Having these professionals as integrated members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students (see Figure 3).

School counselors, school psychologists, and school social workers all offer unique individual skills that complement one another in such a way that the sum is greater than the parts (See Roles of School-Employed Mental Health Professionals, page 9.) When given the opportunity to work collectively, they are ready and capable of providing an even wider range of services, such as:
- collecting, analyzing, and interpreting school-level data to improve availability and effectiveness of mental services;
- designing and implementing interventions to meet the behavioral and mental health needs of students;
- promoting early intervention services;
- providing individual and group counseling;
- providing staff development related to positive discipline, behavior, and mental health (including mental health first aid);
- providing risk and threat assessments;
- supporting teachers through consultation and collaboration;
- coordinating with community service providers and integrating intensive interventions into the schooling process.

Addressing Shortages: Fully providing effective, integrated, and comprehensive services requires schools to maintain appropriate staffing levels for their school-employed mental health professionals. Every district and school must

Figure 3.

The Continuum of School Mental Health Services

Note. Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services," by the National Association of School Psychologists, 2006, *Communiqué, 35*(1), p. 27. Copyright 2006 by the National Association of School Psychologists. Adapted with permission.

be supported to improve staffing ratios. Unfortunately, significant budget cuts, combined with widespread personnel shortages, have resulted in reduced access to school-employed mental health professionals in many schools and districts. In these districts, school counselors, school psychologists, school social workers, and school nurses often have inappropriately high student-to-professional ratios that far exceed the recommendations provided by their respective professional organizations. Poor ratios restrict the ability of these professionals to devote time to important initiatives, including school-wide preventive services (e.g., bullying, violence, and dropout prevention), safety promotion, and sustained school improvement. Many districts go without prevention and early intervention services that effectively link mental health, school climate, school safety, and academic instruction. Partnerships with community providers or school-based health centers can provide important resources for individual students. However, community providers sometimes lack familiarity with specific processes in teaching and learning and with systemic aspects of schooling. Successful school–community partnerships integrate community supports into existing school initiatives utilizing a collaborative approach between school and community providers that enhances effectiveness and sustainability. Many schools have limited access to community supports making overreliance on

community partners as primary providers of mental health services potentially problematic.

District-wide policies must support principals and school safety teams to provide services in school-based settings and strengthen the ability of schools to respond to student and family needs directly. While working to improve ratios, districts can begin to move toward more effective and sustainable services by:

- Assigning a school psychologist, school counselor, or school social worker to coordinate school-based services with those provided by community providers.
- Ensuring that the school data being collected and resulting strategies are addressing the most urgent areas of need with regard to safety and climate.
- Providing training that targets the specific needs of individual schools, their staffs, and their students.
- Reviewing current use of mental health staff and identifying critical shifts in their responsibilities to bolster prevention efforts.

4. Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response, and Recovery

Schools must be supported to develop an active school safety team that focuses on overall school climate as well as crisis and emergency preparedness, response, and recovery (see Figure 4). School safety and crisis response occur on a continuum, and crisis planning, response, and recovery should build upon ongoing school safety and mental health services. School crisis and emergency preparedness training should encompass prevention/mitigation, early intervention (which is part of ongoing school safety), immediate response/intervention, and long-term recovery. These four phases are clearly articulated by the Departments of Education and Homeland Security.

Training and planning must be relevant to the learning context and make maximum use of existing staff resources. The safety and crisis team should, at a minimum, include principals, school mental health professionals, school security personnel, appropriate community stakeholders (such as representatives from local law enforcement and emergency personnel), and other school staff or district liaisons to help sustain efforts over time. Additionally, crisis and emergency preparedness plans must be consistently reviewed and practiced, which is more easily facilitated by an actively engaged team that links the school to the broader community. Active engagement of the team is often directly linked to appropriate staffing levels that allow time for collaboration and planning. Effective, engaged teams and plans:

Figure 4.

PHYSICAL AND PSYCHOLOGICAL SAFETY

Note. Adapted from Cherry Creek School District. (2008). *Emergency response and crisis management guide.* Greenwood Village, CO: Author. Adapted with permission.

- Contribute to ongoing school safety and improved school climate by supporting a school-wide, evidence-based framework that is appropriate to the unique school culture and context.
- Balance efforts to promote and protect physical and psychological safety.
- Minimize unsafe behaviors such as bullying, fighting, and risk-taking by providing quality prevention programming.
- Improve early identification and support for students at risk of harming themselves or others (e.g., threat assessment).
- Model collaborative problem solving.
- Provide for consistent, ongoing training of all school staff.
- Address the range of crises that schools can face with a focus on what is most likely to occur (e.g., death of a student or staff member, school violence, natural disaster).
- Improve response to crises when the unpreventable occurs.
- Ensure an organized plan that has appropriately assessed risks to the school and the learning environment and has been adopted by the school safety team to promote a return to normalcy following a crisis or emergency.
- Promote efforts for ongoing learning and long-term emotional recovery for every student and family.

5. Balance Physical and Psychological Safety

Any effort to address school safety should balance building security/physical safety with psychological safety. Relying on highly restrictive physical safety measures alone, such as increasing armed security or imposing metal detectors, typically does not objectively improve school safety. In fact, such measures may cause students to feel *less safe* and more fearful at school, and could undermine the learning environment. In contrast, combining reasonable physical security measures with efforts to enhance school climate more fully promotes overall school safety. Effectively balancing physical and psychological safety entails:

- Assessing the physical security features of the campus, such as access points to the school grounds, parking lots and buildings, and the lighting and adult supervision in lobbies, hallways, parking lots, and open spaces.
- Employing environmental design techniques, such as ensuring that playgrounds and sports fields are surrounded by fences or other natural barriers, to limit visual and physical access by non-school personnel.
- Evaluating policies and practices to ensure that students are well monitored, school guests are appropriately identified and escorted, and potential risks and threats are addressed quickly.
- Building trusting, respectful relationships among students, staff, and families.
- Providing access to school mental health services and educating students and staff on how and when to seek help.
- Providing a confidential way for students and other members of the school community to report potential threats, because educating students on "breaking the code of silence" is one of our most effective safety measures.

Schools also should carefully weigh the unique needs of their communities when determining the need to hire additional security personnel or school resource officers (SROs). It is important to recognize that SROs differ from other school security personnel or armed guards. SROs are commissioned law enforcement officers who are specially trained to work within the school community to help implement school safety initiatives as part of the school safety leadership team. They should be integral participants in school life and student learning. Additionally, if a school determines that it needs to have an armed professional on school grounds, SROs are the only school personnel of any type who should be armed. (See Roles of School Resource Officers, page 9.)

6. Employ Effective, Positive School Discipline

School discipline policies are ultimately the responsibility of the school principal; however, all school staff play a role in their effective development and implementation. Discipline practices should function in concert with efforts to address school safety/climate. When positive discipline is incorporated into the overall MTSS, students feel respected and supported, positive behavior is continually reinforced, and school climate improves. Additionally, this structure allows for the use of restorative practices that seek to build positive relationships within the school community. In contrast, overly harsh and punitive measures, such as zero tolerance policies, lead to reduced safety, connectedness, and feelings of belonging, and have historically been unsuccessful at improving student behavior or the overall school climate. Additionally, utilizing SROs or other security personnel primarily as a substitute for effective discipline policies is inappropriate, does not contribute to school safety or students' perceptions of being safe, and can perpetuate the school-to-prison pipeline. Effective school discipline:

- is viewed within the context of a learning opportunity and seeks to teach and reinforce positive behaviors to replace negative behaviors;
- is clear, consistent, and equitably applied to all students;
- employs culturally competent practices;
- safeguards the well-being of all students and staff;
- keeps students in school and out of the juvenile justice system; and
- incorporates family involvement.

7. Allow for the Consideration of Context

There is no one-size-fits-all approach to creating safe and successful schools. To be most effective, schools should assess the structures and resources already in place and determine what additional resources are needed. Schools should provide universal, secondary, and tertiary interventions that are most appropriate and culturally sensitive to their unique student populations and learning communities. Additionally, decisions regarding appropriate security measures, including the use of SROs, should be determined by each school's leadership team and not via universal mandate.

8. Acknowledge That Sustainable and Effective Improvement Takes Patience and Commitment

School districts will vary considerably in their readiness to change and in their ability to accept the suggestions included within this document. Recognizing that sustainable change takes time both to improve acceptability and allow for full implementation will help set districts up for success rather than setting unrealistic goals. Efforts for change should not be abandoned if goals are not immediately met, as frequent programmatic changes lead to more resistance to change among school personnel in the future.

ROLES OF KEY LEADERSHIP PERSONNEL REGARDING SCHOOL SAFETY AND CLIMATE
Role of School Principals

Effective principals and assistant principals recognize the potential they have to create a school environment where teachers thrive and students achieve their greatest potential in a safe and nurturing school setting. As instructional leaders, principals maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. Principals set high expectations and standards for the academic, social, emotional, and physical development of all students. They bring together a wide range of stakeholders within the school community, take into account the aspirations, and work to create a vision that reflects the full range and value of a school's mission. Principals encourage the development of the whole child by supporting the physical and mental health of children, as well as their social and emotional well-being, which is reinforced by a sense of safety and self-confidence. High-quality early childhood education and learning experiences are crucial to an elementary level principal's shared vision to shape the school culture and instructional leadership. School leaders must mobilize the staff, students, parents, and community around the mission and shared values, as well as school improvement goals and set the parameters of high expectations for the school. Effective practice requires:

- building consensus on a vision that reflects the core values of the school community to support student safety and well-being;
- valuing and using diversity to enhance the learning of the entire school community;
- broadening the framework for child development beyond academics; and
- developing a learning culture that is adaptive, collaborative, innovative, and supportive by taking into account the contributions of every member of the school staff.

Roles of School-Employed Mental Health Professionals

Many professionals within a school help to support students' positive mental health. This includes school counselors, school psychologists, school social workers, school nurses, and other specialized instructional support personnel. For the purposes of these recommendations, however, we are focusing on the mental health professionals who should serve in critical leadership roles in terms of school safety, positive school climate, and providing school-based mental health services: school counselors, school psychologists, and school social workers. Their training and expertise help link mental health, behavior, environmental factors (e.g., family, classroom, school, community), instruction, and learning. Each of these professionals helps to create school environments that are safe, supportive, and conducive to learning. Each may deliver similar services such as counseling, social–emotional skill instruction, and consultation with families and teachers; however, each profession has its own unique focus based upon its specializations, which result in different, albeit interrelated, services. The specific services and expertise of individual practitioners may vary, but the following describes the core competencies and specialized instructional services of each profession.

School counselors. Have a minimum of a master's degree in school counseling. School counselors are generally the first school-employed mental health professional to interact with students as they commonly are involved in the provision of universal learning supports to the whole school population. School counselors have specialized knowledge of curriculum and instruction and help screen students for the basic skills needed for successful transition from cradle to college and career. School counselors focus on helping students' address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student–teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.

School psychologists. Have a minimum of a specialist-level degree (60 graduate semester hour minimum) in school psychology, which combines the disciplines of psychology and education. They typically have extensive knowledge of learning, motivation, behavior, childhood disabilities, assessment, evaluation, and school law. School psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school. School psychologists consult with teachers and parents to provide coordinated services and supports for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing anxiety, depression, emotional trauma, grief, and loss. They are regular members of school crisis teams and collaborate with school administrators and other educators to prevent and respond to crises. They have specialized training in conducting risk and threat assessments designed to identify students at-risk for harming themselves or others. School psychologists' training in evaluation, data collection, and interpretation can help ensure that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence.

School social workers. Have master's degrees in social work. They have special expertise in understanding family and community systems and linking students and their families with the community services that are essential for promoting student success. School social workers' training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. They work to remedy barriers to learning created as a result of poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to vulnerable populations of students that have a high risk for truancy and dropping out of school, such as homeless and foster children, migrant populations, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. They work closely with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation designed to keep students in school and help their families access the supports needed to promote student success.

Roles of School Resource Officers

The presence of school resource officers in schools has become an important part of the duty to protect students and staff on campus. Families and school officials in communities around the country benefit from a more effective relationship with local police as part of a school safety plan. Specialized knowledge

of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile justice system combine to make SROs critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school safety policy, and emergency response preparedness.

In order to fully realize the benefits of the presence of local police, the SROs must be trained properly. Officers' law-enforcement knowledge and skill combine with specialized SRO training for their duties in the education setting. This training focuses on the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel

that enables SROs to protect the community and the campus while supporting schools' educational mission. In addition to traditional law enforcement tasks, such as investigating whether drugs have been brought onto campus, SROs' daily activities cover a wide range of supportive activities and programs depending upon the type of school to which an SRO is assigned. This can include conducting law-related education sessions in the classroom, meeting with the school safety team, conducting safety assessments of the campus, and problem solving with students or faculty. Trained and committed SROs are well suited to effectively protect and serve the school community. They contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students as informal counselors and role models.

Actions Principals Can Take Now to Promote Safe and Successful Schools

Policies and funding that support comprehensive school safety and mental health efforts are critical to ensuring universal and long-term sustainability. However, school leaders can work toward more effective approaches now by taking the following actions.

- Establish a school leadership team that includes key personnel: principals, teachers, school-employed mental health professionals, instruction/curriculum professionals, school resource/safety officer, and a staff member skilled in data collection and analysis.
- Assess and identify needs, strengths, and gaps in existing services and supports (e.g., availability of school and community resources, unmet student mental health needs) that address the physical and psychological safety of the school community.
- Evaluate the safety of the school building and school grounds by examining the physical security features of the campus.
- Review how current resources are being applied, for example:
  - Are school employed mental health professionals providing training to teachers and support staff regarding resiliency and risk factors?
  - Do mental health staff participate in grade-level team meetings and provide ideas on how to effectively meet students' needs?
  - Is there redundancy in service delivery?
  - Are multiple overlapping initiatives occurring in different parts of the school or being applied to different sets of students?
- Implement an integrated approach that connects behavioral and mental health services and academic instruction and learning (e.g., are mental health interventions being integrated into an effective discipline or classroom management plan?).
- Provide adequate time for staff planning and problem solving via regular team meetings and professional learning communities. Identify existing and potential community partners, develop memoranda of understanding to clarify roles and responsibilities, and assign appropriate school staff to guide these partnerships, such as school-employed mental health professionals and principals.
- Provide professional development for school staff and community partners addressing school climate and safety, positive behavior, and crisis prevention, preparedness, and response.
- Engage students and families as partners in developing and implementing policies and practices that create and maintain a safe school environment.

SUMMARY

Modern-day schools are highly complex and unique organizations that operate with an urgent imperative: Educate and prepare all children and youth to achieve their highest potential and contribute to society, no matter their socioeconomic background or geographic location. Creating safe, orderly, warm, and inviting school environments is critical to ensuring that all of our schools meet this goal. In order to create this type of environment, schools must work towards integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a multitiered system of support. Schools should strive to increase access to mental health services, increase the number of school employed mental health staff, and ensure that measures to improve school safety balance physical safety with psychological safety. To further support student safety, schools must develop effective emergency preparedness and crisis prevention, intervention, and response plans that are coordinated with local first responders. We look forward to working with the Administration, Congress, and state and local policy makers to help ensure that all schools are safe, supportive, and conducive to learning.

GUIDELINES FOR EFFECTIVE PRACTICE

ASCA: http://www.ascanationalmodel.org/
- *ASCA National Model, 2008*

NAESP: http://www.naesp.org/resources/1/Pdfs/LLC2-ES.pdf
- *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do, 2008*

NASP Professional Standards: http://www.nasponline.org/standards/2010standards.aspx
- *Model for Comprehensive and Integrated School Psychological Services, 2010*

NASRO: http://www.nasro.org/sites/default/files/pdf_files/NASRO_Protect_and_Educate.pdf
- *To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools, 2012*

NASSP: http://www.nassp.org/school-improvement
- *Breaking Ranks: The Comprehensive Framework for School Improvement, 2011*

SSWAA: http://sswaa.org/associations/13190/files/naswschoolsocialworkstandards.pdf
- *NASW School Social Work Standards, 2012*

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Alberti Center for Bullying Abuse Prevention
American Association of School Administrators
American Camp Association, Inc.
American Council for School Social Work
American Dance Therapy Association
American School Health Association
Born This Way Foundation
Character Education Partnership
Child Mind Institute
Coalition for Community Schools
Collaborative for Academic, Social, and Emotional Learning
Committee for Children
Council for Children with Behavioral Disorders
Council for Exceptional Children
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National Organizations for Youth Safety
Pride Surveys
Safe and Civil Schools
Trainers of School Psychology
The Trevor Project

State Associations

Alabama School Counselor Association
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California Association of School Social Workers
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North Dakota School Counselor Association
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*As of April 12, 2013. For an updated list, visit
www.nasponline.org/schoolsafetyframework

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AVAILABLE ONLINE AT WWW.NASPONLINE.ORG/SCHOOLSAFETYFRAMEWORK.

Understanding the Child

Through a School Neuropsychology Lens

Graduate Student Session

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UNIVERSITY OF WISCONSIN-STOUT · WISCONSIN'S POLYTECHNIC UNIVERSITY
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Questions of the day

What is School Neuropsychology?

Why is it important?

How can it be used in our practice?

How does School Neuropsychology fit into RtI?

Framework for Case Conceptualization

Theoretical orientation

Having rationale in working a case

Being aware of the neurobiological basis of learning

Being aware that there are limitations to any theory of practice

---

What is School Neuropsychology (SNP)?

What is the core underlying process that is responsible for learning?

Understanding the student from a neurobiological point of view
    The nature side of Nature vs. Nurture

First publication referenced SNP:
    Journal of School Psychology, 1981

Why Should School Neuropsychology be a Thing?

Explosion of knowledge of the brain and its relationship with learning and behavior

Innate to the role of a school psych. to investigate Why a student is not responding

---

Have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

Student-Level Services   Systems-Level Services

Data-Based Decision Making and Accountability

Interventions and Instructional Support to Develop Academic Skills

School-Wide Practices to Promote Learning

Consultation and Collaboration

Interventions and Mental Health Services to Develop Social and Life Skills

Preventive and Responsive Services

Family-School Collaboration Services

FOUNDATIONS OF SERVICE DELIVERY

Diversity in Development and Learning

Research and Program Evaluation

Legal, Ethical, and Professional Practice

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

Considering the School Psychologist Role

Domain 1: Data-Based Decision Making and Accountability
Have knowledge of <u>varied models and methods of assessment</u> and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 8: Diversity in Development and Learning

School psychologists have <u>knowledge of individual differences</u>, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

A little more detail

Benefits	**Limitations**
Complete assessment of learning	Time consuming
Answers why	Most psychs are training in IQ tests, not SNP
Constructs are scientifically based	Reports can be technical
Most likely to hold up in due process	Difficult for progress monitoring
	Not a proactive model
Diagnostic information	

Thinking Points on School Neuropsychology

Over Achievement

Potential

Discrepancy

Behaviorally Speaking

Over Achievement

Is there such a thing?

Outperforming what would be expected from your IQ score

If a student happens to be performing commensurate with cog ability, then no disability is present...

so, no set discrepancy, no disability

What happens when a student is struggling but there is not a discrepancy among IQ & ach scores? Not much

What if the IQ test doesn't measure planning, decision making?

Potential

Is IQ, as one numeric value, being used as a synonym as the student's potential?

Less emphasis on measurement of IQ but more emphasis on cognition or the processes necessary to perform a task

IQ scores aren't as fixed as previously thought

Discrepancy

Reschly (2003) indicated that the average IQ of a child with LD is 87.1

Given that the requirement is often 1 standard below the IQ score, the needed score would be approx. 70

The achievement gap is significant at that point

Discrepancy of any type does not detect cognitive and executive function differences that would be needed to develop goals and services

Behaviorally Speaking

Most interventions involve Behavioral methods to increase motivation or for practically any issue

increase a specific task

We can elicit desired behaviors in controlled setting but rarely can students internalize these new behaviors and generalize them to other settings

We may consider helping students develop intrinsic motivation and self direction

-Not all behavior plans work or reinforcement systems

-praise, recognition, fun are worthy endeavors

Brain Refresher

-Beh/Emot Reg
-Attention
-Exec. Function

The corticolimbic system

Anterior cingulate cortex
Affect, selective attention and social interactions

Brodmann area 9

Dorsolateral prefrontal cortex
Motivation/executive function

Brodmann area 10

Orbitofrontal cortex

Amygdala
Emotional stress and learning

Hippocampus
Learning and memory

Dorsolateral Circuit

Regulates and organizes:

behavioral responses, task initiation, emotional regulation

When its not working well:

apathy, depressed, inability to plan, lack of desire or motivation, poor organization, withdrawal, lack of interest in doing well

Orbitofrontal Cortex

Connected to Limbic System = emotional system

Regulates and organizes:

empathy, socially appropriate behaviors

When its not working well:

disinhibition, immediate gratification, poor time mgmt skills, inability to self monitor,

Anterior Cingulate Cortex

Major role with executive functioning

Regulates and Organizes:

helps divert focus and attention to the 'important' stimuli

When its not working well:

Difficulty with finishing task, sustained focus, apathy and poor motivation.

Response to Intervention

IDEA 2004

Though not new in 2004, used before as system-wide prevention method

No longer requires utilization of discrepancy model

Use of evidence based practice

Array of procedures that can be used to determine eligibility

Framework for instruction and progress monitoring

Response to Intervention

Generic Pyramid of Intervention

Tier IV
Specialized Instruction
Potential for supported disability or alternative placement

Tier III
Intensive, Skill-Specific Instruction and Learning
Targeted students receive intensive, explicit skill instruction focused on the specific areas

Tier II
Supplemental Strategic Instruction
Targeted students receive strategically selected supplemental lessons matched to skill-specific areas of need in addition to standards-based classroom instruction.

Tier I
Standards-Based Classroom Learning
All students receive high quality, standards-based, culturally responsive, differentiated instruction based on the curriculum.

Academic Support

Response to Intervention
6 parts needed to do RtI properly

1. Universal Screening

2. Baseline Data

3. Measureable Terms

4. Accountability

5. Monitoring of Progress

6. Data Based Decisions

Response to Intervention

Benefits	Limitations
Specifically measures a skill	Difficult to do across grades
Linked to Problem Solving model	Does not prescribe a time for a student to respond
De-emphasizing labeling	Difficult to do besides reading
Proactive	Does not address lack of math and writing interventions
Reduced emphasis on IQ	Relies on near perfect treatment integrity
Curriculum Learning	

Conventional cognitive ability testing

- IQ can represent an innate, inflexible score that remains uninfluenced by academic experiences

- The examiner is controlling the setting, tells the test taker, what to do, when, and cues attention

- Intelligence tests measure reasoning processes
  - Executive functioning tests measure performance process

- IQ tests do not always measure:
  - adaptive and flexible decision making
  - abstract reasoning
  - planning
  - organizational skills
  - regulating social/emotional behavior

Common Misconceptions About IQ Tests

1. Measure innate intelligence

2. Measure intellectual capacity or potential

3. IQ scores are fixed, immutable, never change

4. Provide perfectly reliable scores

5. Provide all we need to know about a child's intelligence

6. IQ scores obtained from a variety of tests are interchangeable.

Within these domains, our role

Answering WHY a student is struggling
Inherent to the psychologists role

Guide interpretation of individual testing results for an individual education program

Collaboration of goals and meaning services

Developmentally speaking…
0-3 years

Brains are growing very quickly at this age

cognitive difficulties can occur if child sustains a cerebral impairment

Early on the risks are associated with perinatal complications (low birth weight, hypoxia, etc)

IQ is not a good predictor of success for a kid with perinatal complications, as school gets harder, these kids begin to struggle

Later in this stage, accidents (drops, abuse, etc) account for the risks

Developmentally speaking…
3-6 years

Developing self-control

Cause and effect relationships

Social skills

Injury during this stage may lead to :

not learning from consequences

impulsivity

emotional regulation

Places importance on social/emotional learning during this stage

Developmentally speaking…
6-12 years

Brain is still growing but not as fast as younger stages

Learning appropriate behaviors

distinguish intention and outcomes

Developing problem-solving skills

Abstraction

Injury during this stage can result in:

difficulty w/ sustained attention

frustration, intolerance

poor social judgments, reading cues

Developmentally speaking…
13-19 years

Highest risk for TBI (sports and vehicle accidents)

Refining brain devt., especially in frontal lobe

Might have problems with:

identifying most important part of a problem

decision making and judgment

defensiveness

Executive Functioning

adaptive & flexible decision making, abstract reasoning, planning, organizational skills, regulating social/emotional behavior

These managerial behaviors that allow a person to function the best in a goal directed problem solving task are captured in the construct of Executive Functioning

Shifting Cognitive Sets	Working Memory
Hypothesis Generation	Task Initiation
Creative Problem Solving	Inhibiting Distractions
Abstract Reasoning	Behavioral Self-control
Planning Skills	Mental Flexibility
Organizational Skills	Attentional Control
Goal Setting Skills	Anticipation
Fluency Skill	Adaptive Responses

Executive Functioning

Executive Function	Reading Element
Planning	Reading with specifics in mind to seek info, process new info
Organization	Understand text cohesively, able to return back to text and resume story after distraction
Working Memory	Suspend previously read info while simultaneously linking new information
Cognitive Flexibility	Shifting thought patterns to the text being read, not perseverating on material
Verbal Fluency	Speed of processing linguistics at the word level to understand comprehension at the text level
Concept Formation	Depth of understanding the text
Response Inhibition	Refrain from jumping around when reading
Sustained Attention	Stay focused on the text for long periods of time and resist distractions

Integrating RtI with School Neuropsychology

Inherent weakness in using 1 methodology

RtI is a process

Not a flawless diagnostic tool

Fans of RtI and SNP both agree that discrepancy model is neither reliable nor valid

Both agree that early intervention and evidenced based intervention are important

Integrating RtI with School Neuropsychology

1. Data to document a student's rate of learning is lower that grade level peers over time

2. Data showing the student hasn't responded to evidenced based interventions

3. Assessment data indicating the specific processing deficits that are directly related to the problem. (phonemic awareness, working memory, exec functioning, planning)

4. Data to rule out exclusionary factors (emotional, cultural, medical, environmental)

Integrating RtI with School Neuropsychology

Imagine a world where SNP and RtI can coexist…

Tier 1: would look largely the same

Tier 2: form hypothesis on the problem by using CBM and other similar assessments to brain storm possible solutions

Integrating RtI with School Neuropsychology

Imagine engaging in assessment after tier 2, instead of waiting until the failure of tier 3?

The purpose of this would be to identify potential source for the student's variety of difficulties in order to determine the needed interventions

perhaps this could lead to a more accurate determination to what type of intervention needs to come next

*RtRI = Response to the Right Intervention

Integrating RtI with School Neuropsychology

Some types of disabilities don't lend themselves to progressing through a RtI system

ASD
Tourette's Syndrome
Fetal Alcohol Syndrome
TBI
Emotional Disorders
Cognitive Impairment

Often these students display profiles of strength and weaknesses that might not be captured in CBM along

Integrating RtI with School Neuropsychology

The goal of the assessment should be to gather further information that will lead to the most appropriate intervention

Common School Neuropsychology Instruments

Cognitive functioning:
* WISC IV
* WJ-III
* Cognitive Assessment System
* Stanford-Binet Intelligence Scale V
* Reynold Intellectual Assessment Scale

Phonemic/Phonological awareness:
* NEPSY (Phonological Processing)
* WJ III (Sound Blending, Word Attack)
* Comprehensive Test of Phonological Processing (C-TOPP)
* Process Assessment of the Learner (PAL)
** KTEA II (Nonsense Word Decoding)
*

Common School Neuropsychology Instruments

Verbal memory tests:
* Test of Memory and Learning (TOMAL)
* Children's Memory Scales (CMS)
* California Verbal Learning Test-Children's Version
* Rey Auditory Verbal Learning Test
* NEPSY (Comprehension of Instructions, List Learning)
WRAML-II

Common School Neuropsychology Instruments

Visual spatial skills:

* NEPSY (Arrows, Design Copy)
* Bender Gestalt II
* Beery Visual Motor Integration Test (VMI)
* RIAS (NIX Index)
** WJ III (Spatial Relations, Visual Matching)
** KABC II (Gestalt Closure)

Common School Neuropsychology Instruments

Attention:
* NEPSY (Auditory Attention and Response Set)
* CAS (Number Detection, Receptive Attention)
* WJIII (Numbers Reversed, Auditory Attention)
* KABC II (Number recall)
* Behavior Scales (ACTers, ADDES, Brown, BASC II, Conners')

Executive functioning:
* BRIEF
* Wisconsin Card Sort Test
* Delis-Kaplan Executive Functioning Scale (D-KEFS)
* NEPSY (Tower)
* Category Test
* Stroop Test

Intervention

Many academic interventions have been shown to be effective:
Lexia, Rode to the Code, Read 180, Reaading Recovery, Read Well, Fundations,
…and the list goes on

If cognitive ability is not as static as once though, can intervention increase capacity & efficiency of these abilities?

Studies show some mixed reviews of the effectiveness of working memory intervention
Article

Cogmed

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Lenses on Reading

Presentation on the work of Diane H. Tracey
and Lesley Mandel Morrow, and others

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Wisconsin School Psychologists Association Fall Convention
30 October 2014

"…the more lenses through which individuals are able to see the world, the more flexible, and ultimately capable, they can be in responding to and discussing it with others."

"This book serves the same purpose in the world of theories that a three-week guided tour of Europe has in the world of travel."

R. Murray Thomas
Comparing Theories of Child Development, 4th Edition, 1996, p. xv

But first. . .

A short diversion on a philosophical issue….

How do we know what we know?

Types of Knowing:

Everything

■ **What We Know**

□ What We Don't Know

□ What We Don't Know that We Don't Know

Types of Knowing:

Everything

■ What We Know

■ What We Don't Know

□ What We Don't Know that We Don't Know

Types of Knowing:

Everything

☐ What We Know

☐ What We Don't Know

■ What We Don't Know that We Don't Know

Types of Knowing:

Everything

■ What We Know

■ What We Don't Know

■ What We Don't Know that We Don't Know

Can you entertain the possibility that someone else might know something that you don't even know you don't know?

Empiricism

Qualitative Research			Quantitative Research

Continuum

em·pir·i·cism
Noun : the practice of basing ideas and theories on testing and experience; the practice of relying on observation and experiment   Merriam-Webster Online Dictionary

Ehrmann, J. 2005

Ways of Knowing

Intuition	Authority	Logic/ Reasoning	Empiricism Science

Continuum

Ehrmann, J. 2005

Since empiricism cannot yet provide all answers, in what other ways of knowing do you engage?

"Paradigms of Research"

| De-constructionist | Interpretivism | Critical Theory | Positivism |

Continuum

Paradigms of Research

Deconstructionist	Interpretivism	Critical Theory	Positivism
Reality is unknowable	Reality is subjective and socially constructed	Many truths based on system of power	One truth & we will find it:
Is there a truth?	What can we understand?	What is just? What can we do?	What is true? What can we know?
Critiquing the world	Understand-ing the world	Changing the world	Knowing the World

Sipe & Constable (1996); Pronger (2012)

Are you flexible in your philosophy for determining truth? Are you judgmental? Are you disrespectful when someone has another perspective?

Another short diversion.....

How has this played out in the reading world?

Reading Research Literature

- Recognition of Shortcomings of Quantitative Research
- Literacy as a social & pedagogical phenomenon
- Qualitative, more interpretive research valued (ethnographies, teacher action studies)
- This type of reading research increased

WHOLE LANGUAGE 1980S TO MID-1990S

The Politics of Reading Research

Threat to legitimacy of professional expertise

The Education Science Reform Act of 2002

Politicians and business leaders call for school reform to improve America's economic competitiveness

March of Reforms

Reading Excellence Act → Castle Bill HR 4875 → No Child Left Behind

Educational Sciences Reform Act

Defined Science as Experimentation

Restricted the distribution of "unscientific "information to schools

Reserved all federal funds for school projects based on scientifically based research standards

Federal Reports on Reading & Instruction

Preventing Reading Difficulties

"Best-Evidence" Synthesis, included qualitative research

Well-established scholars

Seen by reading specialists as a solid piece of scholarship, yet opened a path toward political decision-making

Promoted "balanced" approach with a nod toward explicit instruction in authentic context, but didn't capture the complexity of reading

National Reading Panel

Scientific method championed as gold standard for policymaking

Panel make-up, scope of topics, funding, timeline criticized

Summary not seen as reflective of subgroup reports

"5 Pillars of Reading" too limited

Shannon 2007, pp. 144-165

RECAP

Whole Language
Child Centered

Balanced Literacy
"Pretender to Title" of Conventional Wisdom (Pearson 2004)

Skill-building
Curriculum Centered

1980s — Emergent or "caught" — Directly "taught" — 2000s

Authenticity — Explicit

Allington, R. L. 2005; National Reading Panel, 2000.

Peter Johnston

- Panelist at WSRA 2009, 2010,2011?,2012,2013,2014

- Recent Presentation themes: Resiliency, Literacy & Democracy; Teacher Expertise; Our language choices have learning consequences; Views of literacy development, disabilities, assessment (the great divide) , interventions affect
- approach to RtI, how to use research
- to improve practice, teaching literacy
- Is complicated.

Richard Allington

- WSRA Panelist or Featured Presenter in 2009,2010,2011?,2013,2014

- Recent Presentations: What is and isn't measured by DIBELS; What really matters for RtI; RtI: Our Last, Best Hope to get 98% of students reading; Summer reading; Using Educational research for change;
- Relationship of harder text to
- achievement

WSRA on RtI

2014

Response to Intervention
AT THE CROSSROADS
A MONOGRAPH OF THE WISCONSIN STATE READING ASSOCIATION

EDITED BY:
Michael P. Ford | Kathryn L. Champeau | Norman D. Andrews

FEATURING ARTICLES BY: Scott Paris, David Dweck, Peter Johnston, Richard Allington, John E. McEneaney, Mary K. Lose, Robert Schwartz, Eric M. Mesmer, Heidi Anne E. Mesmer, Frank Valletino, Susan Boyster, Dee Newirel, Michael P. Ford, Linda Dorn, Barbara Schubert, Sandra K. Goetze, Barbara Laster, Barbara J. Skran

http://www.wsra.org/assets/Update/rti_cros
sroads_order_form.pdf

Progress monitoring strategies are affected by whether one takes the identification-measurement or the prevention-instruction frame. Johnson 2012, p.59.

Early-reading expert Richard Allington believes RtI is possibly our last, best hope for achieving full literacy in the US. So why does he sound so unhopeful? Rebora 2012, p. 69.

Distinct Funding Processes

Diverse Regulatory Systems

Different Perceived Missions

Differentiated Professional Communities

"What people believe about RtI & MLSS is highly silo-ed" Marjorie Lipson, WSRA Annual Convention, Feb 2014

Wixson, K.K., Lipson, M.Y., & Valencia, S.W. Response to intervention for teaching and learning in language and literacy. In Stone, C.A., Silliman, E.R., Ehren, B.J., & Wallach, G.P. (Eds.)(2014), *Handbook of Language and Literacy: Development and Disorders (2nd Ed.)*. New York: Guilford Press.

Constructivism

John Dewey

R. Anderson

P. David Pearson

L. M. Rosenblatt

K. Goodman

F. Smith

Inquiry learning w/collaboration

Elicit factual, objective, feeling-based & personal responses before & after reading

Promote syntactic, semantic, & graphophonic cuing

Themes connect the content areas and literacy, many genres of literature for instruction

Activate or build prior knowledge, curiosity, problem-solving

Miscue analysis

Metacognitive instruction;Gradual release of responsibility

Literacy Development

Piaget

Marie Clay

Holdaway

Morrow

Taylor

Cognition develops in stages, as does reading.

Reading is taught at appropriate maturation

Listening, speaking, reading & writing are interrelated, starts at birth & is ongoing

Early literacy enrichment

Familiar word scrapbooks

Teach concepts about print & about books

Big books; shared reading

Semantic organizers

Word families

Promote family literacy

Promote family Involvement

Social Learning Theory

Hart & Risley

Heath

Bronfenbrenner

Vgotsky

Bandura

Cobb

Social Interactions are Central

Individual's language patterns &/or culture affect acquisition

Language-rich experiences

Centers, Paired reading, guided reading, processed, shared & guided reading

Culturally relevant literature

Differentiated Instruction

Modeling, rich literacy environments

Resist the politically inspired changes to literacy instruction

Cognitive Processing Perspective

Gough's Model

Automatic Information Processing

Interactive

Interactive-Compensatory

Phonological-Core Variable Difference

Parallel Distributed Processing Model

Dual-Route Cascaded

Double-Deficit Hypoth.

Neuroscience

Cognitive-processing features affect acquisition of literacy skills

Reading Recovery

Fountas & Pinnell

Guided Reading

Comprehensive Literacy

Promote the lexical, rather than the letter-to-sound route

Use RAN for risk status screening

When you observe in classrooms, do you see any of these practices?

Activate or build prior knowledge, curiosity, problem-solving

Miscue analysis

Metacognitive instruction; Gradual release of responsibility

Early literacy enrichment
Familiar word scrapbooks
Teach concepts about print & about books
Big books; shared reading
Semantic organizers
Word families
Promote family literacy
Promote family Involvement

Language-rich experiences
Centers, Paired reading, guided reading, processed, shared & guided reading
Culturally relevant literature
Differentiated Instruction
Modeling, rich literacy environments
Resist the politically inspired changes to literacy instruction

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Reading Recovery
Fountas & Pinnell
Guided Reading!!!
Comprehensive Literacy
Promote the lexical, rather than the letter-to-sound route
Use RAN for risk status screening

---

http://www.cehd.umn.edu/reading/

Collaboration is the Key!

who
we are

RECOGNIZING THE PEOPLE, RESEARCH,
AND EVENTS THAT SHAPE US

WISCONSIN CENTER
MILWAUKEE, WISCONSIN

FEBRUARY FIFTH TO SEVENTH, TWENTY FIFTEEN

2015 CONVENTION PROGRAM
WISCONSIN STATE READING ASSOCIATION

Thursday: In depth on a single strand topic (10 institutes)

Thursday Keynotes: Morning and afternoon keynotes in each institute strand (Gloria Ladson-Billings, Carol Lee, Ellin Keene, Debbie Miller, Patrick Allen, Donalyn Miller, Sarah Brown Wessling, Harvey "Smokey" Daniels, Cynthia Greenleaf, P. David Pearson & panel, Sheila Valencia, Peter Afflerbach, Cheryl Dozier, Nancy Anderson, Carla Soffos, Linda Christensen

Friday: Selection across broader topics

Friday Keynote: Andy Hargreaves "Professional Capital: Transforming Teaching in Every School"

From WSPA's Keynote Addresss about Building Positive Relationships at the School-Wide Level

Relationships are the foundation for the success (or failure) of everything we do
- Student-student
- Student adult
- Colleague-colleague
- Educator- parent
- School-family
- School-community
- School psychologist-allied professionals
- School psychologist-policymakers

Minke (2013)

The CORE Model of Collaboration

Connected

Optimistic

Respected

Empowered

CORE Model: Talking Differently

Attend to non-verbal communication

Listen to understand: reflecting and summarizing

Model the collaboration, avoid labeling jargon and advice giving

Search for strengths

Reframing

Delivering/Receiving negative information

Blocking blame

Minke (2113)

"Together, For Children"

Slide 1

BIG IDEAS

Each professional has a unique set of contributions based on professional preparation and experience.

Different perspectives are useful in addressing complex problems.

Professionals should provide "value added" to the MLSS initiative and should be deployed judiciously.

Collaboration is a key in designing and implementing roles wisely.

Slide 2

Marjorie Lipson, 2014 WSRA Annual Convention

Misunderstandings among Collaborative Partners…There is no historical legacy of collaboration

- Differences in language and assumptions can make collaboration difficult
- Scheduling time to collaborate can be a real challenge
- Preparing people to engage in collaborative consultation may be an even greater one

Kathryn's Recent Reading Picks

And, stepping fully into the reading world:

And, into the SLD world, a new, wonderful book

Thank You

Kathryn Bush, Psychologist

Wisconsin Department of Public Instruction Consultant

608.266.1999

kathryn.bush@dpi.wi.gov

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Bullying Prevention Activities

Kimberly Merath
Milwaukee Public Schools
Violence Prevention Program

Jenny Nichols
Children's Hospital of Wisconsin

How much of your day is spent on bullying?

Workshop Goals

- Share activities designed to teach students and staff about bullying.
- Share resources to help teach others about bullying.
- Introduce the Act Now! bullying prevention curriculum.

Activity: Defining Bullying

1. Within your group, count off so every person has a number.
2. Each group has a colored poster board. There are matching colored strips of paper throughout the room.
3. One at a time, go get ONE colored strip that matches your poster and return to your group.
4. Read the phrase on the strip, decide as a group if it is a characteristic of bullying or conflict and place it in the appropriate column.
5. Continue the process until all of your colored strips have been placed on your poster.

Defining Bullying

- Repeated exposure to physical or emotional injury.

- An imbalance of power exists, this can include differences in size, age, peer status.

- Bullying is carried out with an intent to harm.

1

Activity: Bullying or Conflict Scenarios

- Each group has been given a scenario.
- Within your group, decide if the situation is bullying or conflict.
- Be prepared to share your answer and rationale with the large group.

Roles We Play

Classroom Discussion Starters Video

Bystanders

Roles	Characteristics
Follower	Likes bullying but doesn't start it. Does the dirty work for the bully and disregards the feelings of others.
Supporter	Likes the bullying. Gossips about it later. Keeps it going.
Passive Supporter	Amused and entertained by the bullying. Doesn't join in but quietly watches.

Olweus Bullying Prevention Program

Bystanders

Roles	Characteristics
Disengaged Onlooker	Dislikes the bullying but wants to blend in. Glad it is not them getting bullied. Doesn't do anything to help. Doesn't think it is their problem.
Possible Defender	Dislikes the bullying but doesn't know how to help. Is fearful of being targeted or making the situation worse.
Defender	Strongly dislikes bullying. Is able to empathize and is confident about defending others.

Olweus Bullying Prevention Program

6 minute Scripts

- Everyone has gotten a puzzle piece. When cued, find the others who complete your puzzle.
- Your group has 6 minutes to write a script.
- Your script must incorporate one of the posted lines of dialogue and one of the props
- Your script must depict one of the following bullying situations:
  - Helping a victim
  - Standing up for yourself
  - Getting help from an adult
- Be prepared to perform your skit.

Resources

- Classroom Discussion Starters
- A Day in My Life: The Bully Prevention Game
- Rethink Bullying Prevention Curriculum
- Bully Prevention Unit (Committee for Children)
- SAMHSA App: Know Bullying
  (Substance Abuse and Mental Health Services Administration)
- PACER website (http://www.pacer.org/bullying/)
- Act Now!

Staff **Act Now!** Parent

Student

K-3rd grade

4-5th grade

6-8th

Staff Training (Professional Development)

Investigate Bullying

Action Plan

Create Strategies

Reach out to larger community
(Parent Component)

MILWAUKEE PUBLIC SCHOOLS
VIOLENCE PREVENTION PROGRAM

Children's
Hospital of Wisconsin
Kids deserve the best.

44,000

ParentsActNow.com

New Additions

- Act Now! Camps, Clubs and CLC staff training
- Act Now! PBIS Tier 2 Intervention Program

MILWAUKEE PUBLIC SCHOOLS
VIOLENCE PREVENTION PROGRAM

Children's
Hospital of Wisconsin
Kids deserve the best.

Thank You

Dodger R. Apple
A Case Study

What is PBIS?

Positive Behavior Intervention and Support (www.pbis.org)

Decision making framework to guide selection and implementation of best practices for improving academic /behavioral functioning

Data-based, measurable outcomes, evidence-based practices, systems to support effective implementation

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School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems | **Behavioral Systems**

Tier 3/Tertiary Interventions   1-5%
- Individual students
- Assessment-based
- High intensity

1-5%   Tier 3/Tertiary Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions   5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%   Tier 2/Secondary Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%
- All students
- Preventive, proactive

80-90%   Tier 1/Universal Interventions
- All settings, all students
- Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/schoolwide.htm

Tier 1/Universal
School-Wide Assessment
School-Wide Prevention Systems

Tier 2/Selected

Tier 3/Intensive

TIER 1 FLOWCHART

Professional Educators use Best Practices with All Students

Initial Student Concern Meeting
1. Identify top two concerns at Grade Level / Vertical Team Meeting
   - Using screening or current data, refer to flags below for student recommendations (*Academic:* MAP/STAR/AIMSweb/PALS, fluency checks, work samples, recent classroom assessments indicating discrepancies; *Behavior:* ODR data, AIMSweb behavior screener, attendance records)
2. Teacher complete *Tier 1 Strategies Checklist* (data collection, implementation date, follow-up team meeting date)
3. Use strategies and document for a minimum of two weeks and a maximum of four weeks.
4. Referring teacher notifies parent(s) of concern

Follow-Up Team Meeting
1. In two to four weeks, bring quantitative and qualitative data collected to the meeting (refer to data sources above)

Adequate Progress

Meet Dodger R. Apple

Dodger was a happy student who loved school and had friends.

Dodger's teacher spent time using best practices:

✓ She taught school-wide and classroom expectations to fluency;

✓ She utilized a consistent classroom management system;

✓ She communicated frequently with his parents;

✓ She consistently practiced and retaught expectations when needed;

✓ She acknowledged appropriate behavior at a 4:1 ratio.

Meet Dodger R. Apple

Throughout school, however, Dodger:

- ✓ Difficulty staying on task
- ✓ Need for attention (teachers and peers)
- ✓ Difficulty respecting others' personal space
- ✓ Physical and family concerns

Behavior Data

Attendance
- ✓ Excellent attendance

ODRs
- ✓ None

Behavior Screener
- ✓ Not yet used by the district

What Tier 1 strategies could be used?

What strategies did we use?

Nov. 2011-

Tier 1 strategies discussed and Tier 1 Checklist developed at team meeting

Resources used?:

www.PBISworld.com

Tier 1 Checklist

PBIS World.com

Buy Now! THE PBIS WORLD BOOK

Home | Tier 1 | Tier 2 | Tier 3 | Data Tracking | Forum | Info

ADHD Symptoms In Children
www.adhdtreatmentchecklists.com
ADHD Symptoms May Impact Children, Learn More & Talk To Your Doctor

View PDF | Download

Welcome to PBIS World! Click on a Behavior to Start:

Aggressive and/or Bullying	Anxiety	Confrontational/Defensive	Defiant
Disorganized	Disrespectful	Disruptive	Failing To Turn In Work
Frustration	Hyperactivity	Impulsive	Inappropriate Language
Lack of Participation	Lack of Responsibility	Lack of Social Skills	Low/No Work Completion
Lying/Cheating	Name Calling	Negative Attitude	Off-Task Disruptive
Off-Task Non-Disruptive	Out of Seat	Poor Coping Skills	Poor Peer Relationships

---

Off-Task Disruptive

The student may:
- Annoying and distracting to others
- Pestering
- Ask a lot of obvious questions
- Make frequent and unnecessary comments and questions
- Get out of seat frequently
- Hands on others and in others' space and belongings
- Doing everything but what they should be
- Failing to transition appropriately
- Out of line, playing around, horse play, etc
- Talk to others frequently
- Throw objects
- Yell out
- Make noises
- Roll on the floor, crawl under tables
- Bother other students

DOES THIS DESCRIBE THE STUDENT: YES NO

Tier I Interventions for Off Task, Disruptive

Before you start, a few important points:
- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & its effect
- If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions

Interventions:
PBIS World Forum Discussion on Low Attention
Avoid power struggles
Call parent or note home
Card Flip
Clear, consistent, and predictable consequences
Explain assignment
Explain directions
Have student repeat directions back
Help student start assignment
Ignore
Individual work space
Logical consequence
More structured routine
Move to a new location in the classroom
Non verbal cues

Praise when cooperative and well behaved
Praise when good attitude and involvement occur
Praise when on task
Proximity to students
Redirection
Review PBIS expectations and rules
Rewards, Simple Reward Systems, & Incentives
Speak in calm and neutral tone
Speak with student in hallway
Take a break
Take away privileges
Take away unstructured or free time
Talk one on one with student
Teach conflict resolution skills
Teach coping skills
Teach relationship skills
Teach relaxation techniques
Teach social skills
Turn desk around

SEE ALL TIER 1 INTERVENTIONS

DATA TRACKING FORMS & STRATEGIES

I'VE TRIED TIER 1 FOR AT LEAST 6 MONTHS, TAKE ME TO TIER 2

Dodgeville Tier I Strategy Checklist

Student: Dodger R. Apple   **Date:** Nov. 13, 2011   **Teacher:** Mrs. Hagmann

Environment
- x Flexible Seating
- x Planned Seating / Board Proximity
- ___ Alter physical room arrangement
- ___ Define areas concretely
- x Reduce/minimize distractions
- x Teach positive rules for use of space
- ___ Other _____

Presentation of Subject Matter
- ___ Teach to student's learning style _____
- ___ Individual/small group instruction
- ___ Authentic application of learning to real situations
- ___ Tape lectures/discussion for replay
- ___ Provide notes
- ___ Address gaps in learning
- ___ Emphasize critical information
- ___ Pre-teach vocabulary
- ___ Make/use vocabulary files
- ___ Offer Lexile-appropriate reading materials
- ___ Use turn and talk opportunities in instructional design
- ___ Use visual sequencing, diagramming, modeling
- ___ Notes/note taker
- ___ Other _____

Materials
- ___ Arrangement of material on page
- ___ Enrichment opportunities (online options)
- ___ Highlighted tests/study guides
- ___ Annotating text with sticky notes
- ___ Use supplementary materials
- ___ Large print

Testing Adaptations
- ___ Oral response
- ___ Taped / Computer format
- ___ Read test to students
- ___ Preview language of test questions
- ___ Test administered in alternative, distraction-free environment
- ___ Extend time frame
- ___ Other _____

Social Interaction Supports
- ___ Structure activities to create opportunities of social interaction
- ___ Cooperative learning groups
- ___ Use multiple/rotating peers
- ___ Facilitate/Mediate friendship skills/sharing/negotiation
- ___ Model positive social communication skills
- ___ Other _____

Motivation and Reinforcement
- x Offer choices
- x Positive reinforcement
- ___ Planned motivating sequence of activities
- x Use strengths/interests often
- ___ Use of peer tutor
- x Other Offer jobs/breaks when needed

Supports implemented at Tier I need consistent application for 3 weeks, with data collection, to determine next steps.

Fidelity Monitoring

Week	Notes (Time, Resources, Issues)
Week 1	Nov. 13-17, 2011

So what upset the apple cart?

What upset the apple cart?

Family changes (March 2013)
Resulting in:
- ✓ Struggled with staying on task and completing his work on time
- ✓ Disruptive in the classroom – yelling, crying, crumpling papers, etc.
- ✓ Wandered around the classroom without permission – hiding and leaving the classroom at times
- ✓ Argumentative
- ✓ Aggressive at times
- ✓ Noncompliance toward teacher directions

As the year progresses:

Attendance
- ✓ Continues to be excellent

ODRs
- ✓ Minors = 6
- ✓ Majors = 1

AIMSweb Behavior Screener
- ✓ Completed December 2012
- ✓ Screener results=72 (extremely elevated risk)

Slide 1: DATA

What are the decision rules to move to tier 2?

- ✓ 2 majors within 4 weeks,
- ✓ 5 minors within 4 weeks,
- ✓ Elevated risk on behavior screener, or
- ✓ Teacher or parent recommendation
- ✓ (Attendance and frequent visits to the nurse may also be added.)

Slide 2

Follow-Up Team Meeting
1. In two to four weeks, bring quantitative and qualitative data collected to the meeting (refer to data sources above)
2. Check fidelity.
3. If strategy is not closing the gap based on performance data and teacher professional judgment, then the strategy is considered unsuccessful

Adequate Progress Document progress and contact parents; continue strategies as long as necessary

Insufficient Progress
1. Review fidelity using *Tier 1 Strategies Checklist*
2. Choose additional Tier 1 strategies to implement in the classroom.
3. Revise *Tier 1 Strategies Checklist* with implementation and revisit dates noted.
4. Use strategies and document for a minimum of two weeks and a maximum of four weeks
5. Referring teacher contacts parents
6. Convene a second follow up meeting

After second follow-up meeting, move to Tier 2 Process

Move to Tier 2 Process and Maintain Tier 1 Strategies and Process

Slide 3: TIER 2 FLOWCHART

Initial Tier 2 Meeting

1. Coach meets with Grade/Vertical Level Team
   - Check Fidelity *Using Tier 1 Strategies Checklist*
   - Use student data and decision rule to select an intervention and progress monitoring tool
   - Complete academic Instructional Planning Form (goal, schedule, data) or behavior daily point sheet

2. Team determines who will contact parent to participate in plan development (and students where appropriate)

3. Implement intervention
   Behavior: 2-6 weeks; no more than 12 weeks
   Academic: 6-8 weeks (≥80% of recommended); no more than 16 weeks

4. Coach will check fidelity in three weeks

Follow Up Tier 2 Meeting

1. Bring quantitative and qualitative data collected to the meeting
   - Progress monitoring data

Adequate Progress Document

Slide 4: 3-Tiered System of Support — Necessary Conversations (Teams)

Universal Team	Selected Systems Team	Problem Solving Team	Intensive Systems Team
Plans SW & class-wide supports	Uses process data; determines overall intervention effectiveness	Standing team; uses FBA/BIP process for one youth at a time	Uses process data; determines overall intervention effectiveness

Universal Support — CICO — SAIG (Group or individual feature) — Brief FBA/BIP — Complex FBA/BIP — WRAP — Brief FBA/BIP

Slide 5: A basket of support for Dodger

- CICO implemented (April 2, 2013)
- Continued Tier 1 supports
- Meets weekly with the School Counselor

Progress monitored for 8 weeks with checks of progress.

Slide 6

Chart legend:
- Goal Met
- Goal Not Met
- • Complete
- ▲ Incomplete
- A Absent
- ND No Data
- NS No School
- NA Not Applicable
- ? No Entry
- | Plan Change
- ○ Notes Entered
- ODR Count

Axes: Daily % of Total Points; ODR Count; School Days (M T W T F S) 4/01, 4/08, 4/15, 4/22, 4/29

2013-2014 School Year

Supports identified at the beginning of the school year:
-CICO
-Continued Tier 1 supports
-Continued progress monitoring

What's next?

3-Tiered System of Support
Necessary Conversations (Teams)

Follow Up Tier 2 Meeting

1. Bring quantitative and qualitative data collected to the meeting
   - Progress monitoring data
     o Academic: AIMSweb
     o Behavior: CICO daily point sheet
   - New universal screening data (if available)
2. Consultant meets with Grade Level Team
   - Review *Intervention Fidelity Checklist* and offer additional supports if necessary
   - Team makes decision about adequate progress using *Decision Rules*

Insufficient Progress

1. Use student data and *Decision Rules* to modify frequency/duration or select different intervention
2. Convene a follow up meeting
3. Team determines who will contact parents

Adequate Progress
Document progress and contact parents; continue as long as necessary based on *Decision Rules*

Use *Tier 2 Exit Form* when student meets *Decision Rules* criteria

PSTs at DSD:

Report out- What do PSTs look like at your school?

Who participates?
What does it look like?
When do meetings occur?
How do you track students?

What Tier 2 supports, as a PST, would you put in place for this student?

Important components of a PST

-Operate as a PLC
-Follow norms
-Assign roles and responsibilities
-Implement the plan
-Check on the fidelity of the system and intervention

TOOL: TIPS meeting format

GUIDE FOR:

Goal (including operational definition of problem behavior)

Identified Solutions- Who? What? Where? When Implemented?

Fidelity

FBA- Dodger R. Apple

Plan changes along the way:

Graph	Data Table	Plan Changes	Notes
Date ▲		Plan Change	
Sep 27, 2013		Addition of goals with behavior rubric	
Oct 21, 2013		Change to work completion and number of breaks per day.	
Oct 30, 2013		PST met to discuss plan and make revisions. See TIPS sheet.	
Nov 13, 2013		PST met to discuss plan. Discussion was made to move forward with FBA. See TIPS sheet for mor…	
Jan 22, 2014		Plan change for the CICO goal Be Responsible - Continue with the goal for work completion, but t…	

Even though Dodger R. Apple is continuing to struggle, we're not going to give up.

After all, he is the apple of our eye.

Where do we go from here?

Special Education referral?

DOCUMENTATION OF ELIGIBILITY

Yes ☐ No ☐ The student exhibits social, emotional, behavioral functioning that so departs from generally accepted age appropriate ethnic or cultural norms that it adversely affects the child in at least one (1) of the following areas. *Check all that apply.*

☐ Academic progress
☐ Social relationships
☐ Personal adjustment

☐ Classroom adjustment
☐ Self care
☐ Vocational skills

Comments/examples:

Qualification for EBD?

Response to interventions?

Interventions implemented to fidelity?

Yes ☐ No ☐ Behaviors are severe, chronic, and frequent.

Yes ☐ No ☐ Behaviors occur at school and at least one (1) other setting. *Check all that apply.*

☐ Home   ☐ Community

Yes ☐ No ☐ The student displays any of the following. *Check all that apply.*

☐ Inability to develop or maintain satisfactory interpersonal relationships;
☐ Inappropriate affective or behavior response to a normal situation;
☐ Pervasive unhappiness, depression or anxiety;
☐ Physical symptoms, pains or fears associated with personal or school problems;
☐ Inability to learn that cannot be explained by intellectual, sensory or health factors;
☐ Extreme withdrawal from social interaction;
☐ Extreme aggressiveness for long periods of time;
☐ Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

Comments/examples:

Special Education?
Progress monitoring? Specialized instruction?

For current SWDs, how does this compare to their current IEPs?

What are the challenges of implementing plans like this in our buildings right now?

The National Picture on RtI

Robert H. Pasternack, Ph.D.

History of Response to Intervention

- Based on Teacher Referral
- A Wait-to-Fail Approach
- Overuse of IQ-Achievement Discrepancy
- Disproportionate Representation of Minorities
- Variation in Prevalence State to State

Source: Russell Gersten, University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

RtI^2: IDEA 2004

- Provided RtI as a Practice for Identifying Students w/SLD
- Recommends Abandoning Use of IQ-discrepancy (but does not require)
- Urges Early Screening & Intervention
- Recommends a Multi-Tiered Intervention Strategy w/ Fidelity
- Integrate Services btwn. General & Special Education

Source: Russell Gersten University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

Key Principles of RtI^2

- Prevent & Intervene Early – Don't Wait to Fail in grades 2-3
- Universal Screening to Identify Student Needs
- Emphasize Tier 1 Effective Practices
- Increase Intensity and Specificity of Support to students as needed (*secondary/tertiary intervention*)

Dickson & Bursuck, 1999; McMaster, Fuchs, Fuchs, & Compton, 2005; O'Connor, 2000; O'Connor, Fulmer, Harty, & Bell, 2005; O'Connor, Harty, Fulmer, 2005; Vaughn, Linan-Thompson, & Hickman, 2003)

Source: Russell Gersten University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

Response to Intervention Is:

- Coordinates High Quality Service Delivery in Schools
- Bases Instructional Decisions on Data
- Prevents Many Problems Through a Multi-Tiered Approach
- Integrates federal Entitlement Programs with General Education
- *Achieves Primary Goal: Improving academic & behavioral outcomes for all students by eliminating discrepancies between actual & expected performance*

Source: Texas Center for Learning Disabilities, Cambium 2012

BIG IDEAS OF RtI

The Big "BIG" Idea of RtI

1. Decide what is important for students to know
2. Teach what is important for students to know
3. Keep track of how students are doing
4. Make changes according to the results you collect

Dave Tilly, Heartland AEA: 2005

Response to Intervention Is Not:

- Not Just a Special Education Initiative
- Not Only for Students with Disabilities
- Not Only for Beginning Reading
- Not Only for non-Title 1 & non-ESL Students
- Not a Way of Eliminating Special Education or the SLD Category
- Not This Year's Latest MBD Reform or a Short-Term Implementation Based on "RtI in a Box"
- Not a Way to Fix Schools w/ Weak Tier 1 Instruction

Texas Center for Learning Disabilities, Cambium 2012

Potential Benefits of RtI^2

- Early Identification through Universal Screening
- At Risk Students Get Early & Targeted Intervention
- Use Increasingly Intensive Tiers of Instruction
- Confidence that Students Who Get RtI^2 & Are Referred for Special Education are less likely to be Students Who Are *Curriculum Casualties*

Source: Russell Gersten University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

Changes in Severe Discrepancy Requirements

Identification Procedures	2004	2011
Severe Discrepancy Required	48	0
Strengths & Weaknesses (incl. severe discrepancy)	8	35
RtI	0	40
RtI & Strengths and Weaknesses	0	8
Severe Discrepancy & Either RtI or Strengths & Weaknesses	0	2

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

State Requirements cont.

Other Criteria	2011
Essential SBRI Components	22
Instruction in Regular Setting	41
Instruction by Qualified Personnel	42
Data-Based Documentation	45
Timeline Specified	5
Parent Notification	37
Timeline Specified	2

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

State Severe Discrepancy Requirements

Severe Discrepancy	2004	2011
Prohibited	0	12
Required	48	2
Not Required/Not Indicated	2	3
Permitted	0	32
Time Permitted	0	4

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

Response to Intervention State Guidelines

Response to Intervention	2011
Permitted	35
Required	13
Required w/ extended deadline	4
RTI state approval	5
RTI state adopted plan	5
RTI state guidelines	38

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

RtI² in State Guidelines

RTI Features in State Guidelines	2011
3 Tiers	34
4 Tiers	4
Academic	39
Behavior	25
Standard Protocol	26
Problem Solving	33

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

13 States **PROHIBIT** Severe Discrepancy

CO
CT
DE
FL
GA
ID
IN
IA
LA
NM
RI
WI
WV

Delaware is a Special Case: Specific RtI Policies Written Into Regulations (*e. g., progress monitoring timeline, decision for changes in tier*)

Consequences Of RtI²-Based SLD Identification

- Connects Eligibility & SpEd Instruction
- Emphasizes Improving Results
- Promotes Evidence-Based Assessment & Interventions Across General and SpEd
- Finds Right Kids
- Uses Universal Screening
- Requires Effective Interventions w/ Good Fidelity

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

Challenges in Implementing RtI²

- Leadership*
- Professional Development/Learning
- Role of Parents
- Universal Screening & Progress Monitoring
- Role of SpEd & Assessment Professionals*
- Comprehensive Evaluations & Identification*

Texas Center for Learning Disabilities, Cambium 2012

Leadership

- System-Wide Change - Build Gradually and Scale Up - Takes Several Years
- District Aligned Along the Administrative Hierarchy
- Curricula Organized and Structured Across the District for Common Core: RtI² is a **General Education Initiative** - Begins with Strong T1 Instruction
- Break Down the Intervention Silos & Align w/ General Education Instruction
- Collaborative Culture Within Each School
- Professional Development is a Key Element

Texas Center for Learning Disabilities, Cambium 2012

Special Education

- SpEd **MUST BE** Part of the Continuum of Services. IDEA Services Reserved for Students with Disability & Instructional Needs So Intense They Cannot be Provided by General Education

- Special Education Funding Facilitates Prevention - IDEA Permits 15% of Part B Funds for EIS

- Eligibility Linked to RtI² & Can Occur at Any Stage

- In RtI² SpEd Professionals Change from Placement Experts to Instructional Response Experts

Texas Center for Learning Disabilities, Cambium 2012

Comprehensive Evaluation

- IDEA 2004 Requires a Comprehensive Evaluation

- Little Evidence Supporting Extensive Assessments of IQ, Cognitive Skills, and Processes

- Focus on Academic and Behavioral Strengths and Weaknesses

- In RtI[2], Student Comes to Multidisciplinary Team with Data That is a Necessary Part of the Evaluation - Goal is Determine if SpEd is Best Intervention

- More Emphasis on Writing an Effective IEP

- Progress Monitoring Continues

Texas Center for Learning Disabilities, Cambium 2012

Comprehensive Evaluation

What is a Comprehensive Evaluation

- Note Federal Regulation,
  - (g) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. (34 C.F.R. 300.532)
- Meaning? Note "if appropriate"

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Comprehensive Evaluation

Goal: Eligibility Determination

- Each public agency shall conduct a **full and individual initial evaluation**, in accordance with 34 CFR 300.532 and 34 CFR 300.533, before the initial provision of special education and related services to a child with a disability. **This may or may not include additional testing** as determined by the evaluation team members.
- Implications: Judgment, tailored to individual

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Comprehensive Evaluation

Goal: Eligibility Determination

- A **variety of assessment tools and strategies** are used to gather **relevant functional and developmental information** about the child, including information provided by the **parent**, and information related to enabling the child to be involved in and **progress in the general curriculum** (or for a preschool child, to participate in appropriate activities), that may assist in determining whether the child **is a child with a disability** and the **content of the child's IEP**.
- Implications?

22

Summary: Schools That Successfully Implement RTI

- Show an Increase in Student Achievement and a Decline in Special Education Referrals
- Reduce Minority Disproportionality in Special Education
- Reduce Referrals for Behavioral Difficulties
- Have Collaborative School Cultures
- Break Down the Silos
- Have a Data System That Continuously Informs on the Progress of Every Student in Multiple Domains

Source: Texas Center for Learning Disabilities, Cambium 2012

Remember

The Person who says It Can Not be Done Should Not Interrupt the Person Doing It.

--Ancient Chinese Proverb

Source: Russell Gersten University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

Tourette Syndrome

Helping Your Staff Rise to the Challenge

–Shari Meserve, M.S.Ed., Ed.S and Ellie Jarvie, LCSW

Learning Objectives

Participants will be better prepared to understand the complexity of Tourette Syndrome and the inter-relationship between TS and most common associated disorders

Participants will improve their knowledge of classroom strategies, accommodations and modifications when supporting students with TS, and gain insight related to communication and collaboration with parents

Participants will increase their awareness of evaluation roadblocks when assessing students with TS, and will learn ways to address key evaluation issues

---

Check in:

Please introduce yourself– where do you work, how long have you been practicing?

What do you think of when you hear the words Tourette Syndrome?

What expectations do you have for the workshop today?

What is Tourette Syndrome?

Your thoughts
Neuro-Biological disorder
Involuntary
More common than originally thought
Affects boys more often than girls
More than coprolailia
Symptoms vary between individuals
Waxing and Waning are a hallmark of the disorder
Tics are the "tip of the iceberg"

Tourette Syndrome DSM-5 diagnostic criteria

Both multiple motor tics (for example, blinking or shrugging the shoulders) *and* vocal tics (for example, humming, clearing the throat, or yelling out a word or phrase), although they might not always happen at the same time.

Have had tics for at least a year. The tics can occur many times a day (usually in bouts) nearly every day, or off and on.

Have tics that begin before he or she is 18 years of age.

Have symptoms that are not due to taking medicine or other drugs or due to having another medical condition (for example, seizures, Huntington disease, or postviral encephalitis).

Motor Tics

Simple Motor Tics
Eye blinking, grimacing, nose twitching,
Leg movements, shoulder shrugs,
Arm and head jerks
Complex Motor Tics
Hopping, clapping, throwing,
Touching (self, others, objects)
Holding funny expressions,
Sticking out the tongue, kissing,
Pinching, tearing paper or books

Vocal Tics

__Simple Vocal Tics__
Whistling, coughing, sniffling,
screeching, animal noises, grunting, throat clearing
__Complex Vocal Tics__
Linguistically meaningful utterances
Coprolalia– racial slurs, inappropriate language
Echolalia– repeating words/phrases
Speech Atypicalities Unusual rhythms, tone accents,
Intensity of speech, stutter–like,
Immature voice, imitating others
http://www.youtube.com/watch?v=XjgIfoSlFqQ
- 6:11 start

Tics: When you have seen one, you have NOT seen them all"

Naturally wax and wane
Change in appearance and frequency
Change in severity and intensity
May be influenced by environmental triggers
Coprolalia is NOT required for diagnosis

Think "SNOWFLAKES"

But sometimes, it seems like they can stop it…

Suppression may cause undesirable consequences such as tic rebound, difficulty focusing and concentration and learning
Experiential Exercise

Unvoluntary vs. Involuntary AKA "Premonitory sensations" experienced by many

Environmental Factors that May Impact TS Symptoms

- Stress
- Anxiety
- Excitement
- Fatigue
- Holidays
- Changes in routine
- Hunger
- Over/ under stimulation
- Transitions

Prevalence of Tourette Syndrome

1 of every 360 of age and living in the United States have been diagnosed with TS (CDC Data)
Other studies using different methods have estimated the rate of TS at 1 per 162 children.

Most people have mild symptoms: Among children with TS, 37% have been reported as having moderate or severe forms of the condition.

TS affects people of all racial and ethnic groups.

Boys are affected three to five times more often than girls.

Access for racial minorities is an issue: A TS diagnosis is twice as likely among non-Hispanic White people than among Hispanic and non-Hispanic Black people.

While improving, there is still a lag between onset of symptoms and diagnosis: A diagnosis of TS is twice as common among children 12 through 17 years of age as among those 6 through 11 years of age.

Data from the 2011–2012 National Survey of Children's Health

Key Points from the CDC data

- It is common for children with TS to have other mental health and chronic health conditions.
- TS and co-occurring conditions mean greater healthcare needs, more school problems, and higher parents' level of stress and frustration.
- The findings support previous recommendations that it is important to consider co-occurring conditions when diagnosing and treating children with TS.

Motor and Vocal Tics

ADHD
OCD
Anxiety
Speech
Dysfluency
Sensory
Defensiveness
Sleep Issues
Dysgraphia

Rage Attacks
Emotional
Dysregulation
Working
Memory
Deficits
Executive
Dysfunction
Depression
Learning
Disability

Experiential Exercise

Let's "Try on Tourette" for a few minutes.

Obsessive-Compulsive Disorder (OCD) and TS

Obsessions

Intrusive and recurring thoughts and images or impulses that your mind gets stuck on which are unpleasant and disrupt functioning

Compulsions

Behaviors that are used to reduce the anxiety accompanying the obsessions
OCD and TS share chronic waxing and waning
Can be stigmatizing and isolating
http://rogersinhealth.org/resources/alex-ocd-recovery

Executive Dysfunction and TS

- Goal directed thinking skills
  - Plan
  - Organize
  - Time management
  - Working memory
  - Metacognitive
    - Knowledge about your own thoughts and the factors that influence your thinking

- Behavior skills to reach goals
  - Response inhibition
  - Self regulation
  - Task initiation
  - Flexibility
  - Goal directed persistence

Sensory Processing Dysfunction

Under/over reaction
Easily distracted
Activity level
Social/emotional problems-poor self concept
Transition difficulty
Delays in academic performance
Problems with motor coordination

Dysgraphia

Difficulty writing
Executive Function Skills
Grasp
Tics
OCD
Eye/hand coordination
Visual perception/Spatial
Assistive Technology

Medical treatment for TS and associated disorders

Most medications are 'off label' uses. There is currently no medication designed to exclusively treat TS

Always balancing symptoms versus side effects

Most significant symptoms targeted – ADHD or OCD may be a bigger issue than the tics.

Medications may cause sedation, making learning difficult

Medications used to treat TS and associated conditions

Antidepressants: also used for OCD
Zoloft, Paxil, Prozac, Anafranil,

Antihypertensives: also used to treat impulsiveness
Catapres/ Clonidine
Tenex/ Guanfacine

Antipsychotics: Neuroletptics: Haldol, Orap, Abilify

Non Medical Treatments

▸ CBiT – Comprehensive Behavioral Intervention for Tics
Evidenced based approach for reducing tics, consists of awareness training competing response and social support
▸ Needs to be done by a trained professional
http://www.tsa-usa.org/Medical/CBIT.html
▸ Upcoming training in Milwaukee this April 10 and 11th

False Assumptions about CBiT

▸ That All Children with tics need or could benefit from behavior therapy
▸ That because behavior therapy works, TS is a learned problem or something done intentionally
▸ That Behavior therapy works for everyone
▸ That rewarding a child for not having tics is behavior therapy
▸ That the child is doing the tics for attention or to purposely annoy you
▸ Dr Doug Woods

Occupational Therapy Intervention for Individuals With TS

▸ ADD/ADHD
▸ OCD
▸ Anxiety Disorder
▸ Stress Management
▸ Depression
▸ Aggressive/Explosive Behavior
▸ Dysgraphia

▸ Transition Planning
▸ Job Training
▸ Job Coach
▸ Independent Living Skills
▸ Sleep Problems

Assistive Technology

▸ Anything that aids in performing task
  Pencil grip, seating, computers, electronics
▸ Written work
  ◦ Keyboard skills
  ◦ Word processing skills
  ◦ Word prediction, spell check
  ◦ Voice activated
▸ Reading
  ◦ Books on tapes
  ◦ Computer programs

A Family Perspective

Families often experience isolation and fear

▪ Often they don't know others with TS
▪ Symptoms are often worse at home than at school
▪ Lag between age of onset and diagnosis
▪ Misinformation/ Stigma
▪ Waxing and waning of symptoms is stressful for the whole family

Helpful Approaches

▸ Listen Attentively
▸ Empathize
▸ Believe parents when they identify issues
▸ Encourage a problem solving focus
▸ Refer to WTSA for connection and ongoing support
▸ Remember the siblings

The Tourette Syndrome & OCD Checklist

A Practical Reference for Parents and Teachers

SUSAN CONNERS, MEd
FOREWORD BY CATHY L. BUDMAN, MD

Teaching the Tiger

A Handbook for Individuals Involved in the Education of Students with Attention Deficit Disorders, Tourette Syndrome or Obsessive-Compulsive Disorder

Marilyn P. Dornbush, Ph.D.
Sheryl K. Pruitt, M.Ed.

Important!

Involve the student in their accommodation plan. Ask the student what they would like to try/ what may help. Because sensory issues are often involved, it's important to know what a student may feel comfortable with.

Symptoms will wax and wane, and often occur lifelong. Those who are successful as adults are those who have been able to implement strategies to deal with tics an associated disorders in their day to day life.

Accomodations for ADHD

Preferential seating in the classroom

Provide a quiet place to work in the classroom. A headset with instrumental music might help block out distractions.

Allow for freedom of movement.

Structured, but flexible classrooms are the best setting for the child with ADHD.

Establish a hand gesture as a reminder to refocus and get back on task.

Break down assignments. Give one paper at a time rather than several. Break down all long-range assignments and projects into shorter more manageable parts

Reduce the length of homework assignments. Quality, not quantity is the important thing.

Provide a daily assignment sheet.

Allow student to leave his last class a little early to pack up and organize their materials.   -Susan Canners, MEd

Accommodations for Motor and Vocal Tics

Tests taken in a separate location with time limits waived or extended.

Provide a refuge where the student may go.

Give the child frequent breaks out of the classroom to release tics in a less embarrassing environment.

If tics are socially inappropriate it may be necessary to brainstorm possible solutions

Since tics tend to worsen when a child is tired, try to schedule core academics toward the beginning of the day.

Communicate with parents very frequently to report worsening of tics or new tics that have developed.

Stress aggravates tics. A supportive and accepting classroom will make the student feel safe and eliminate many feelings of anxiety and frustration

_Susan Conners, MEd

Youth Ambassador Program

Providing peer education Reduces social rejection, and decrease negative perceptions.

The Youth Ambassador Program trains teens to talk about TS to their peers.

Wisconsin has three trained youth Ambassadors who will give presentations at no cost to schools or youth serving organizations.

Wisconsin Tourette Syndrome Association
TSA-Wisconsin.org

‣ Peer support helps those with TS and their families with positive connections, reduces isolation and gives opportunities for growth

‣ Support groups in Milwaukee, Madison and Green Bay

‣ Check Meetup.com
‣ "Wisconsin Tourette" and select "any distance"

Upcoming Local Events

‣ Crafts and Curling, December 6th Green Bay Curling Club
‣ 5K Walk, May 30, 2015 Green Bay

Tourette Syndrome Camping Organization

‣ Founded in 1994, one of the longest running TS Camps in the Nation.

‣ Staff Include professionals with TS such as a NASA engineer, Teachers, etc.

‣ Day Program for youth and Families April 19, 2015 Oconomowoc, WI

‣ Summer Camp for Youth 7-16
June 28-July 4th 2014
http://www.youtube.com/watch?v=NUxnJzCXdLE

Famous People with Tourette Syndrome

Dr. Samuel Johnson (1709 – 1784)
▸ Author of the first English Dictionary
▸ Symptoms described by biographer James Boswell
▸ Also suffered from depression

Jim Eisenreich

Played with the 1993 National League Pennant Philadelphia Phillies

Played with 1997 World Series champions, the Florida Marlins.

Although Jim had had Tourette's since childhood, he wasn't diagnosed until he was a baseball player with The Minnesota Twins

Michael Wolff

▸ https://www.youtube.com/watch?v=2xjtmENtmoq

▸ Famous Jazz producer, composer and musician.

▸ Was not diagnosed until his 30's

▸ Wolff and his wife Polly Draper
sit on the Tourette Syndrome Association's Board of Directors.

▸ His sons Matt and Alex Wolf form the Naked Brothers Band

Tim Howard
▸ Tim is the goalkeeper for Everton of England and the United States national team.
▸
▸ Played in the 2000 Olympics.
▸ 16 saves in the World Cup in 2014

▸ His teachers viewed him as a discipline problem, and he was teased for his tics and compulsions
▸ http://www.youtube.com/watch?v=DuXrxMrk_dQ

Marleen Martinez

▸ Grew up helping her family as a Migrant Farm Laborer

▸ Is an Engineer designing the Orion Space Probe

▸ Featured in the PBS Show Makers: Women in Space

▸ Assistant Director Tourette Syndrome Camp, USA

National Tourette Syndrome Association

Free!

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42–40 Bell Boulevard, Suite 205
Bayside, New York 11361–2820
Tel: (718) 224–2999
Fax: (718) 279–9596
Email: ts@tsa–usa.org
www.tsa–usa.org

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Slide 1

Therapeutic Interviewing of Students with Aggressive and Other Problem Behaviors

Jim Larson, Ph.D.
Professor Emeritus
Department of Psychology
University of Wisconsin – Whitewater
Whitewater, WI 53190
larsonj@uww.edu
and
The Melissa Institute for Violence Prevention and Treatment

Slide 2

Proactive/Premeditated Aggressive Behavior

- goal-oriented aggressive behaviors; want something
- cool-headed, bully-type
- overvalued use of aggression
- managed best with effective security measures

Slide 3

Reactive/Impulsive Aggression

- The ones who get into the most difficulty in school
- Unplanned, impulsive
- Hot tempered, easily riled
- Show less control over emotions
- Numerous social-cognitive deficits

Slide 4

What's Happening at Home?

- *Pre-School – Parent mental health, AODA issues, criminality, or immaturity leading to….*
  - Lack of socio-emotional learning leading to poor emotional regulation
  - Insufficient attention to academic readiness
  - Inadequate behavioral monitoring
  - Coercive or otherwise ineffective discipline strategies

Slide 5

Attack – Counterattack – Positive Outcome

Parent makes a compliance demand

"Stop hitting your sister!"

"No! She started it!!"

"All right! All Right! Take it easy! Just keep the noise down, okay?"

Mother's *escape behavior* is reinforced & child's *antisocial behavior* is reinforced

Repeat.

Slide 6

And on to school...

Kindergarten - Elementary
- Peer rejection
- Co-morbid ADHD, ODD, trauma reaction
- Academic difficulties, retention, and/or special education
- Inadequate or missing interventions
- Negative school schemata begin to predominate

Middle
- Exposure to similarly high risk peers
- Community problems may surface or increase
- Bully victimization escalates, peaking usually at 7th grade. Frequently "bully-victims."

Then in high school…

- Building size and reduced adult supervision lead to **poor problem-solving and short-sighted decision-making**
- Impulsivity, poor academic engagement, and inadequate emotional regulation may lead to **frequent teacher conflicts**
- Peer conflicts, including **bully victimization**, may escalate
- Administrative **disciplinary contacts** may become a predictable feature of the school day
- **Substance abuse** may begin or increase
- **Dropout behaviors** may start to dominate

These risk factors and school experiences can produce…

- Students with **pro-aggression schema** and negative affiliation schema
- Students who lack an adequate sense of **academic self-efficacy** and possess accompanying counter-productive learning habits
- Students who possess problematic **cognitive deficits and distortions**
- Students who "**think fast**" far too much

Effects of Automatic Processing on Problem Solving

Stimulus	Memory Bin	Response Enactment
Perceived Threat	Direct Action	Direct Action
	Verbal Assertion	
	Help Seeking	

J. Lochman •9

Effects of Deliberate Processing on Problem Solving

Stimulus	Memory Bin	Response Enactment
Perceived Threat	Direct Action	Verbal Assertion
	Verbal Assertion	
	Help Seeking	

•10

Effects of Automatic Processing on Problem Solving

Stimulus	Memory Bin	Response Enactment
Perceived Threat	Verbal Assertion	Verbal Assertion
	Direct Action	
	Help Seeking	

•11

Social Information Processing

OCCURING IN A SPLIT SECOND…

1. attend to available social <u>cues</u>
2. give <u>meaning</u> to the cues
3. select desired <u>outcomes</u>
4. Generate possible <u>responses</u>
5. Identify potential <u>consequences</u> of a response
6. <u>act out</u> selected responses

1. Hallway passing stimuli, brushed on shoulder
2. Scan memory; Prior hallway experiences
3. Avoid trouble; Get to class on time
4. Call him out; Keep moving to class
5. Possible trouble; Get to class w/out incident
6. Think about something else and head for class

(Dodge, 1991; Crick & Dodge, 1994)

12•

Social Information Processing **Deficits** in

Reactive Aggressive Youth

1. attend to available social cues
2. give meaning to the cues
3. select desired outcomes
4. Generate possible responses
5. Identify potential consequences of a response
6. act out selected responses

1. Hypervigilant for aggressive cues
2. Hostile attributional biases
3. Higher value on retaliation than affiliation
4. Narrow solution generation abilities
5. Tendency to evaluate aggression positively
6. Difficulty enacting prosocial skills

13

QUESTION

How do we as professionals interact with students in a manner that will increase the probability that the student will learn to engage in deliberate processing and make wiser personal decisions?

Common Scenario

Adult: "What'd you do?"
Student: "He started it!"
Adult: "Why'd you do that?"
Student: "I don't know."
Adult: "Don't do that again."
Student: "Yeah, whatever…"

Therapeutic Interviewing

The practice of assessing the readiness for change in a referred student and, when appropriate, initiating the process for that change

---

How do people change?

Miller & Rollnick, 2002

- Most people resolve most of their own problems naturally
  - **Want** to make a change: *How important is it?*
  - **Able** to make a change: *Perceived ability*
  - **Ready** to make a change: *Timing & priorities*

- Stages for therapeutic change mirror that of natural change
  - Your clients must be *ready, willing, and able*

Determining Readiness for Change

- Most often, it is an adult who says "You have to change."
  - We see **resistance** in the form of **external locus of control** – "*They* should change, not me!"
  - Or denial – "It's not that bad!"
- Sometime, student does not know change **is possible**
  - E.g., does not know depression is not normal or that something can be done about it

Facilitating Readiness for Change

- Discussion about **disadvantages** of the status quo
  - o Important to get the facts out
  - o Can trigger the student defending his/her current behavior – Not desirable
- Discussion about the **advantages** of change
  - o Creates a "cost-benefits" analysis
  - o Out of this rises **ambivalence**

Ambivalence

- That sense of "wanting but not wanting"
- If I **didn't** change, I would have…
  - o *The fun of partying; the fun of free time instead of homework; avoidance of confronting my inadequacies (and more…)*
- If I **did** change, I would have…
  - o *Fewer troubles at home and at school; better relationships; a sense of purpose in life (and more…)*

Exploring Ambivalence

- Moving toward an **intrinsic motivation** to change
- Your job is **not to cajole and convince**, but rather to help him/her come to the conclusion – **Discovery learning**
- Assist their understanding of **faulty leaps of logic**
  - o *"Help me to understand why that is true"*
  - o *"What evidence supports that conclusion?"*

ANGRY STUDENTS FREQUENTLY…

- believe in their own "**rightness**"
- place **emotional responsibility** on others
- fail to **take the perspective** of others
- fail to generate **alternative explanations**
- fail to consider **alternative responses**

BUT, ANGRY STUDENTS CAN…

- **engage** a helping adult collaboratively
- make connections among **thoughts, feelings, and behavior**
- **consider others' perspectives** in causal explanations
- generate at **least one other** alternative solution
- **enact new behaviors** with support

Working with Individual Students
General Considerations

- Establish **collaborative relationship**
  - o *How can we work together?*

- Respect the **youth's perspective**
  - o Get student to *convince you* of its authenticity

- Take a **solution-focused** approach
  - o *Instill hope, a way out*
- Foster **responsibility**
- Enact a **plan**

Problem-Solving Discourse (PSD)

- Developed by Donald Meichenbaum
- A "Phase-Oriented Problem-Solving" process to help angry youth become better problem-solvers;
- Follows a "discovery training" model
- Helps teach a variety of coping skills and problem-solving vocabulary

PROBLEM-SOLVING DISCOURSE IS…

- **Assessment**
  - How ready/willing/able is this student for change?

- Building a **Collaborative Relationship**
  - Fostering trust and mutual understanding

- Planting **Seeds for Change**
  - Nurturing insight and skill development

Problem-Solving Discourse – Three Phases

- **PHASE I** - PREPARATION
  - Collaborative alliance, defuse emotions, obtain timeline of aggressive event
- **PHASE II** - PROBLEM-SOLVING PHASE
  - Consider and develop more prosocial alternatives and assume more responsibility
- **PHASE III** - IMPLEMENTATION
  - Practice and apply new skills

The "Do's" of PSD

- Listen attentively (Use nonverbal signs to convey interest).
- Follow the youth's lead (Look for "openings" and use the youth's words – reflect).
- Be brief. Use simple sentences and "What" and "How" Questions. (Use discovery learning and model a style of thinking.)
- Give choices.
- Be supportive, collaborative, and convey hope.
- Highlight "strengths" and coping efforts.
- Keep trying.

The DON'Ts of PSD

- Insist that the youth talk NOW.
- Put words in the youth's mouth. Tell youth what to do. (Be a "Surrogate Frontal Lobe").
- Lecture. Be judgmental. Use "should" and "should have" statements.
- Engage in "power" struggles. Force your explanations and impose your solutions.
- Use put downs, threats, and directives.
- Be negative, critical.
- Give up. Blame the youth.
- Try and do too much at one time.

PROBLEM-SOLVING DISCOURSE

Phase I-Preparation

Phase III-Implementation

Phase II-Problem-Solving

PSD
PHASE I - PREPARATION

- If necessary, **defuse** the situation and **de-escalate** the anger
  - *I can see you are really angry. Go ahead and take a moment and maybe we can talk about it*
  - *It sounds like something has upset you. Can we talk about it?*
  - *Do you want to talk about now or later? If this isn't a good time, we can find a later time.*
  - *I can tell you are almost ready to work on this. We can go at your pace.*

PSD
PHASE I - PREPARATION

- Explore the **"what, when, where, who"** of the present incident – "mental videotape"
  - *Let's talk about what happened step-by-step. Tell me what happened. What were you doing?*
  - *What happened before that?*
  - *What happened after that?*
  - *Who was there? Who else was there? Were others involved?*
  - *Tell me what you said.*
  - *What did you do after he said that?*
  - *How often does this sort of thing happen to you? (Patterns)*
  - *As best you can describe it, what went wrong?*

PSD
PHASE I - PREPARATION

- Conduct a **behavioral chain analysis** that connects **feelings, thoughts and behaviors**
  - *How did you _feel_ when that happened to you?*
  - *What went through your mind at that point?*
  - *What were you saying to yourself at that point?*
  - *Are you saying you thought...?*
  - *How did that make you feel?*
  - *On a scale of 1-10, how angry were you then?*
  - *Did that anger help you manage the problem or make things worse?*

PSD
PHASE I - PREPARATION

- Emphasize **choice behaviors**
  - *How did you come to _choose_ (decide) to do ... ?*
  - *What happened after you made the choice to ...?*

- **Summarize** student's view of the event
  - *Correct me I'm wrong, but what I hear you saying is...*
  - *Let me see if I understand. From your point of view you were trying to..*

- Nurture **collaboration** and **hopefulness**, a way out
  - *Okay, we can work this thing out together*
  - *Let's see if we can make sense of what happened to you*

THIS VIDEO DEMONSTRATION...

- Highly compressed timeframe

- Remarkably cooperative student!

- Watch/listen for major objectives
  - Thoughts and feelings connection
  - Moving locus of control inward
  - Taking perspective of other
  - Considering alternatives

- Tender Ears Advisory...

PSD
PHASE I - PREPARATION

What did you observe?
What other questions for this youth do you have?

PSD

PHASE II - PROBLEM SOLVING

- Help the client **take the perspective** of others, to see the events from the others' point of view
  - *What was going through her head when she saw you?*
  - *If you were thinking that, would you have done the same thing?*
  - *How do you think X (teacher, peer, parents) would describe what happened?*
  - *Is there a rule abut this? What is the rule? So when you didn't follow the rule, what did you think she would do? What were her options?*
  - *How would you have reacted if you were X?*
  - *How do you think she feels about what happened?*

PSD

PHASE II - PROBLEM SOLVING

- Help the youth see that behavior has **multiple causes** and to **generate causal explanations**
  - *Why do you think he got so mad about that?*
  - *What seemed to trigger the problem?*
  - *Everything was going okay until what?*
  - *You clearly value your reputation, and when you feel you've been dissed, you get angry. Is that the way you see it?*
  - *Could there have been something that set her off?*
  - *Sounds like the problem that got you sent down here isn't the whole problem. What else is bothering you?*
  - *What did you do, if anything, to make the situation worse? What do you need to do to make it better?*

PSD

PHASE II - PROBLEM SOLVING

- Help the client **generate alternative solutions**
  - *What other ways are there to try to solve the problem?*
  - *Can you think of a different way so X wouldn't happen?*
  - *What else could you have done?*
  - *What would happen if...?*
  - *What was (is) your goal in that situation? What were (are) some different ways to achieve that goal?*
  - *What advice would you have for a friend with this same problem?*
  - *How will you remind yourself of this advice?*

PSD

PHASE II - PROBLEM SOLVING

- Help the client **notice internal and external warning signs**
  - *How can you (or others) tell when you are first getting upset? Where can you feel it?*
  - *Is there a way you can learn to catch yourself early on?*
  - *Are there people who are anger triggers for you?*
  - *What would be a warning sign that X is getting angry?*

- Foster **responsibility (ownership)**
  - *Of all the things you could have done, why did you choose that way of responding?*
  - *I wonder if you are willing to own up to your part in this?*

PSD

PHASE II - PROBLEM SOLVING

What did you observe?

Is there a different direction you might have taken this youth?

PSD

PHASE III - IMPLEMENTATION

- Covey a "**challenge**" and **bolster self-confidence**
  - *This might be really difficult. Can you do it?*
  - *How confident are you (0% to 100%) that you can do this?*
- Generate an **action plan**
  - *What advice would you have for a friend who has this same problem?*
  - *What has worked for you in the past?*
- Help **anticipate consequences**
  - *If you do...what do you think will happen?*
  - *The next time he starts to do X, what will you do differently?*

PSD

PHASE III - IMPLEMENTATION

- Help **anticipate barriers**
  - *Let's suppose that...*
  - *How can you remind yourself to...?*
  - *It will be hard to say no to your friends when they...*
  - *The next time they tell you to do X, you may feel just as angry. What will you do differently?*
- Reinforce **effort**
  - *I'm impressed with the way you can describe what happened and why it happened.*
  - *It's a real sign of maturity to face up to the consequences of your behavior.*

PSD

PHASE III - IMPLEMENTATION

- Help student see the **connections between action and outcomes** and **how he/she will benefit**
  - *Why is it important for you to stay out of trouble?*
  - *Do you understand the reason for this rule and why you should follow it?*
  - *Do you think you can teach what you have learned to someone else?*

PSD

PHASE III - IMPLEMENTATION

What did you observe?

PROBLEM-SOLVING DISCOURSE: SUMMARY

- Assessing how ready/willing/able is this student for change

- Fostering trust and collaboration

- Nurturing insight and skill development

- Being useful...

Download the Manual

The Problem Solving Discourse Manual is available for free download at **TeachSafeSchools.org**, a website of the Melissa Institute to provide research-based school violence prevention procedures for educators:

http://www.teachsafeschools.org/problemsolving.html

Review the video at:
http://facstaff.uww.edu/larsonj/video.html

Your Issues or Concerns?

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Universal Screening for Behavioral, Emotional and Social Health

WSPA
October 30, 2014

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Eric P. Hartwig, Ph.D. received his **doctorate** in Educational Administration from the University of Wisconsin-Madison, a M.S. in School Psychology and a B.S. in Psychology from the University of Wisconsin-La Crosse. He is experienced and licensed as a Director of Pupil Services, District Administrator and a School Psychologist/Private Practice ®. Presently, he is the Administrator of Pupil Services for the Marathon County Children with Disabilities Education Board and is the author and principle trainer on the Just-in-Time: Behavioral Initiative Project. In addition, Dr. Hartwig is the:

- Author of a behavioral rating scale designed to identify and treat conduct and personality disorders in school age children (Behavioral Emotional Social Traits) (1986).
- Co-author of a monograph, Disciplining *Students With Disabilities: A Synthesis of Critical and Emerging* Issues and a law report, *Disciplining Children With Disabilities: Balancing Procedural Expectations and Positive Educational Practice* (1991).
- Co-author of the book: *Discipline in the School*, 1st Edition (1994).
- Consulting Editor for *Today's School Psychologist* (1997 to present).
- Co-author of the article: *Disciplining Students in Special Education*, The Journal of Special Education, Vol. 33 (4) 2000.
- Co-author of the book: *Discipline in the School*, 2nd Edition (2001).
- Author of the training manual for the Just-in-Time: Behavior Initiative Project (2004).
- Author of *Manifestation Determination – Short History and the IDEA Amendments: What You Need to Know.* In CASE, Volume 47(3), November-December, 2005.
- Co-author of the 10 R's Behavior Change Process (2006).
- Author of *What We Know, What We Aim to Do*, Wisconsin School News. (2006).
- Co-author of the book: *Disciplining Students with Disabilities: A Balanced Approach to Meeting the Legal Requirements and Implementing Positive Educational Practice* (2007).
- Co-author of *Compensatory Education Companion: Your Guide for Legal Compliance and Implementation Strategies* (2012)
- Created online b.e.s.t. (Behavioral Emotional Social Traits) a universal screening for behavioral, emotional and social needs (2013).
- Co-author of eight videos:
  - *How to Make a Manifestation Determination*
  - *How to Prepare For a Due Process Hearing*
  - *Conducting Expulsion Hearings: A Step-by-Step Guide*
  - *The 11th Hour: How to Handle the Pre-Expulsion Special Education Referral*
  - *IEP's and the New IDEA*
  - *Student Discipline and Section 504 Compliance: Striking the Balance*
  - *Discipline Under the New IDEA*
  - *Functional Behavioral Assessment: How to Do Them Right*
- Author of four videos - What's Happened to Discipline? Real-Life Approaches to Handling Student Behavior*:*
  - *The Foundations of Behavior*
  - *A Balanced Approach to Discipline*
  - *12 Things to Remember*
  - *The FBA in Action: A Quick Study*

He has been an adjunct professor for Educational Leadership and Policy Analysis at the University of Wisconsin-Madison and has been an adjunct professor and research advisor for Cardinal Stritch College-Milwaukee and Aurora University-Wisconsin Campus. Dr. Hartwig was named Administrator of Special Services of the Year for 2007-2008, by the Wisconsin Counsel of Administrators of Special Services (WCASS).

Dr. Hartwig is a well respected and noted speaker providing training on a regional, state, national and international level.

INDEX

I) <u>SHAPING EMOTIONAL AND BEHAVIORAL COMPETENCE</u>

A) <u>THERE IS A CALL FOR CHANGE AND ACCOUNTABILITY</u>

A change in:

➡ *How children are taught.*

➡ *How teachers are prepared.*

➡ *How children are identified for special education.*

➡ *How we use research for informing instruction and behavior.*

---- And if I may be so bold ----

➡ *How to build positive, productive social emotional competence.*

> "The art of behavioral, emotional and social health is to reach children before they have needs, when they are still at low risk, and keep them there." There is a "natural flow" from low or medium risk to a higher risk category if appropriate supports are not provided and sustained. This natural flow is like a river that children are floating in, naturally tending to go downstream. Supportive behavioral, emotional and social opportunities mediated by adults move children upstream or at least help them stay where they are, so they don't just flow along with the current unnoticed until they show up with needs at some other time.
>
> - Eric P. Hartwig, Ph.D.

B) <u>BEHAVIORAL, EMOTIONAL AND SOCIAL DEVELOPMENT</u>

1) **In the Beginning**

Most children start from the same place. The effects of biology, environmental conditions, learned experiences and specific variables to a child make the differences we see.

Approximately half of preschool children who display challenging behavior prior to kindergarten maintain inappropriate behavior patterns well into elementary school years.[1]

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[1] Campbell, S.B. & Ewing, L.J. (1999). Follow-up of hard-to-manage preschoolers: Adjustment at age 9 and predictors of continuing symptoms. *Journal of Child Psychology and Psychiatry, 31*, 871-889.

A negative relationship between challenging behaviors and achievement may develop through a series of reciprocal process that involves parents, children and teachers within the context of the home, school and peer group.[2]

Children who have not learned the critical social, environmental and behavioral competencies required for school success, or exhibit these critical competencies at such a low rate, do not access positive consequences that encourage social emotional and behavioral growth.

2)   **An Aimline Of Emotional And Behavioral Difficulties**

School life for many children is inherently difficult.   There is a continuous struggle, not just for biological survival, but for some personal recognition, a sense of self and personal identity.

Clinically significant, challenging behaviors exhibited reflect "repeated patterns of behavior that interfere with or is at the risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults." [3]

Behavioral difficulties often follow a predictable aimline…either in timing or in content related to a specific event.

If children do not find rewarding experiences and positive relationships in school they often will seek them elsewhere, potentially in behaviors and relationships that place them at risk.[4]

Although there are many factors that could explain a child's behavioral difficulties in school, most are related in some fashion to the fact that schools are intensely rule-governed, culturally determined settings that require specific behaviors and a particular type of engagement that may not have been learned by all children.[5]

Children learn to behave or misbehave in ways that satisfy a need or results in a desired outcome.

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[2] Conduct Problems Prevention Research Group. (1992). A developmental and clinical model for the prevention of conduct disorder: The FAST Track program. *Development and Psychopathology, 4*, 509-527.

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[5] Harry, Beth, Hart, Juliet, E., Klingner, Janette & Cramer, Elizabeth. (May, 2009). Response to Kauffman, Mock & Simpson (2007): Problems related to underservice of students with emotional or behavioral disorders. *Behavioral Disorders, 34*(3), 164-171.

Inappropriate problem behaviors can become more *reliable* because they result in the same consequence most of the time and are often more *efficient* because it is easier for the child to engage in inappropriate behavior.[6]

3)   Identifying Emotional And Behavioral Competence

Most practitioners use a typological approach in analyzing behavior, based on observable behaviors and emotions with constructs used to describe the behavior.

Empirically derived classification systems provide a schema for organizing traits or behavior based on observed emotions and behaviors but ignore the function or purpose of behavior, i.e. Why does the behavior occur? What purpose does the behavior serve?

C)   **THERE IS A CONTINUING AND GROWING CONCERN**

1)   **In the number of younger children identified with emergent forms of challenging behaviors.**

a)   Campbell (1995[7]) estimated that as many as 10% to 15% of young children have mild to moderate behavioral problems that are considered to be clinically significant, up to 30% from low-income families (Qi & Kaiser, 2003[8]).

b)   The incidence, prevalence and severity of early forms of challenging behavior coupled with negative trajectories have heightened the importance of early prevention and intervention as a means to promote positive, long-term outcomes (Conroy & Brown, 2004[9]; Powell, Dunlap & Fox, 2006[10]; Kowaleski-Jones & Duncan, 1998[11]; Pungello et al., 1996[12]).

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[6] Horner, R., Dunlap, G., & Kroegel, R. (Eds.). (1988). *Generalization and maintenance: Lifestyle changes in applied settings.* Baltimore: Paul H. Brookes.

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[9] Conroy, M.A. & Brown, W.H. (2004). Early identification, prevention and early intervention with young children at risk for emotional or behavioral disorders: Issues, trends and a call for action. *Behavioral Disorders, 29,* 224-236.

[10] Powell, D., Dunlap, G. & Fox, L. (2006). Prevention and intervention for the challenging behaviors of toddlers and preschoolers. *Infants & Young Children, 19*, 25-35.

[11] Kowaleski-Jones, L., & Duncan, G.J. (1999). The structure of achievement and behavior across middle childhood. *Child Development, 4*, 930-943.

[12] Pungello, E.P., Kuperschmidt, J.B., Burchinal, M.R., & Patterson, C. (1996). Environmental risk factors and child's achievement from middle childhood to adolescence. *Developmental Psychology, 32*, 755-767.

c)   Behavior is dimensional and gender specific (Hartwig, 1986[13]), disruptive behavior (Butts et al., 1995[14]; Cohen et al., 1993) and attention problems (Gomez, Harvey, Quick, Sharer & Harris, 1999[15]; Rhee, Waldman, Hay & Levy, 2001[16]) are much more common in males than in females.

2)   **All children demonstrate transitory fluctuations and fundamental changes in behavioral trajectories**.

a)   Sameroff and Seifer (1990[17]) conclude that there is no single factor, whether considered as a risk or protective, that can account for a child's emotional or behavioral adjustment.

b)   In the early 60's Caplan (1964[18], 1965) suggested that a crisis creates a time at which children are uniquely predisposed to change. Unsuccessful resolution of a crisis increases the likelihood of behavioral concerns but conversely successful resolution of a crisis may decrease the likelihood of problems.

c)   At least half of preschool children who display challenging behavior before kindergarten maintain these behavior patterns into elementary school (Campbell & Ewing, 1999[19]).

d)   If not altered by the end of third grade, these behaviors most often are considered chronic problems that interfere with successful school experiences, academic functioning, positive relationships with peers and teachers and often predict exclusion from the classroom (Walker, Ramsey & Gresham, 1995[20]).

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[14] Butts, J.A., Snyder, H.N., Finnegan, T.A., Aughenbaugh, A.L., Tierney, N.J., Sullivan, D.P., & Poole, R.S. (1995). *Juvenile court statistics: 1992*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

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3) **The Behavior Link to Learning**

    a)   Early, and appropriate, socio-emotional behaviors provide the foundation for positive classroom adaptation and academic achievement (Cunha, Heckman, Lochner & Masterov, 2006[21]; Entwisle, Alexander, & Olson, 2005[22]).

    b)   Attention may be more predictive of later achievement than more general problem behaviors (Barriga et al., 2002[23]; Hinshaw, 1992[24]l Normandeau & Guay, 1998[25]; Trzesniewski, Moffitt, Caspi, Taylor, & Maughan, 2006[26]).

        i)   Enhancing positive social behavior forecasts later achievement, it may be beneficial to add domain-specific behavioral skills to the definition of school readiness and to encourage interventions aimed at promoting these skills.

D)   **RISK OF EMOTIONAL AND BEHAVIORAL DIFFICULTIES**

1) **Negative school experiences.**

    a)   Largely account for young people becoming alienated or disconnected from school (Osterman, 2000[27]).

2) **Studies of social development.**

    a)   Demonstrate that students who do not find rewarding experiences and positive relationships in school will seek them elsewhere,

        i)   Potentially in behaviors and relationships that place them at risk (Catalano, & Hawkins, 2004[28]).

---

[21] Cunha, F., Heckman, J., Lochner, L., & Masterov, D. (2006). Interpreting the evidence on life cycle skill formation. In E. Hanushek & F. Welch (Eds.), *Handbook of the economics of education* (pp. 307-451). North Holland: Elsevier.

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> **Children experiencing severe social, emotional, and behavioral excesses and deficits are at risk for a number of short-term and long-term negative outcomes** (Crews et al., 2007 [29]).

E) **PROBLEMS MANIFESTED IN GENERAL**

1) **Not different in kind, but different in**:

   a) Frequency of occurrence,

   b) Degree of severity,

   c) Duration and

   d) Clustering (Bower[30]).

2) **Inappropriate behavior**.

   a) Best defined in relationship to appropriate behavior within a specified social group.

   b) A standard of comparability based on a specified peer group.

   c) In the context of the classroom, building, district.

3) **A primary challenge.**

   a) Risk factors arise in diverse contexts within an ecological model.

   b) Identify and target those risk and protective factors that are of greatest influence when seeking to promote positive outcomes and prevent negative outcomes (Nash & Bowen, 2002[31]).

---

[29] Crews, S.D., Bender, H., Cook, C.R., Gresham, F.M., Kern, L., & Vanderwood, M. (2007, February). Risk and protective factors of emotional and/or behavioral disorders in student and adolescents: A mega-analytic synthesis, *Behavior Disorders, 32(2)*, 64-77.

[30] Bower, E.M. (1969). *Early identification of emotionally handicapped children in school* (2nd Edition). Springfield, IL: Charles C. Thomas, Publisher.

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4) **All students display a continuum of needs ranging from those who experience and demonstrate problems of everyday living to student with fixed and recurring problems of emotional difficulties,**

    a)   The development and implementation of efficient and effective interventions for student who exhibit inappropriate, undesirable behaviors is an important educational problem (Witt & Elliot, 1982[32]).

If risk and protective factors can be distinguished and quantified, the effects of intervention, at least theoretically, can be maximized.

F)   **<u>A STUDENT'S BEHAVIORAL RESPONSE IS BASED ON CONTEXTUAL FACTORS PRESENT AT ANY GIVEN TIME</u>**

    1)   **Acceptable behavior is the result of appropriate exposure** to necessary learning conditions.

        a)   Curricular variables

        b)   Task difficulty

    2)   **Problematic behaviors must be dealt with before educational needs can be addressed (Wehby, Lane, & Falk, 2003[33]).**

        a)   Challenging classroom behavior occurs when there is a mismatch between a student's social-emotional development and the instructional context.

    3)   **It is clear that long-term personal and social adjustment of a student is based to a large degree on**:

        a)   An ability to build and maintain positive interpersonal relationships,

        b)   Skills in establishing peer acceptance,

        c)   The capacity to form meaningful relationships, and

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[32] Witt, J.C. & Elliott, S.N. (1982). Response cost lottery, a time efficient effective classroom intervention. *Journal of School Psychology, 20*, 155-161.
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       d)   Skills that allow for avoidance or termination of a negative or destructive relationships with others (Kupersmidt, Coie, & Dodge, 1990[34]; Parker & Asher, 1987[35]; Walker, Ramsey, & Gresham, 2004[36]).

    4)   **The paradigm that continues to emerge.**

       a)   Matching individual needs to different intervention strategies,

       b)   Evaluating the response to these interventions, and

       c)   Gradually building up a set of prescriptive treatments which result in positive developmental changes (Barclay, 1983[37]).

II)   THE PREVENTION CONTINUUM

    A)   **SHIFT OUR FOCUS: MANIFESTATION, NOT ETIOLOGY**

       1)   **When restating and defining the behavior,**

          a)   **You must consider how the behavior presents itself...how it manifests,**

          b)   **Rather than the diagnosis…etiology.**

       2)   **Old focus - ETIOLOGY**:

          a)   What does the student have?

          b)   The diagnosis (DSM-IV, DSM-V, ICD-10)

          c)   Decisions made based on a label.

       3)   **New focus - MANIFESTATION**:

          a)   How does the behavior present itself?

          b)   Many behaviors "cross over" and span different disorders.

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[34] Kupersmidt, J., Coie, J., & Dodge, K. (1990). The role of peer relationships in the development of disorder. In S. Asher & J. Coie (Eds.), *Peer rejection in childhood* (pp. 274-308). New York: Cambridge University Press.
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c)   Decisions are based on functional, developmental and academic needs.

OVERLAPPING BEHAVIORS: HOW CAN WE DECIDE ON APPROPRIATE INTERVENTIONS?						
	BIPOLAR	OCD	ODD	RAD	ADHD	PDD
Extreme changes in mood, energy, thinking or behavior.	X	X	X	X	X	X
Repetitive behavior.	X	X	X	X	X	X
Preoccupation/uncontrollable idea or emotion.	X	X	X	X	X	X
Uncooperative, defiant, hostile.	X	X	X	X	X	X
Inability to relate to peers.	X	X	X	X	X	X
Difficulty attending.	X	X	X	X	X	X
Hyperactivity/impulsivity.	X	X	X	X	X	X

B)   EARLY INTERVENTION

1)   **Screening and assessment processes should be considered the cornerstone of informed decision making in early childhood.**

      a)   Screening is distinguished from informal monitoring or observation.

      b)   Serves as a way to monitor ongoing progress during and following interventions, treatment or instruction.

      c)   Screenings are universal when they are provided to all children.

      d)   The timing of screening matters.

2)   **Information for screening and assessment processes is gathered from multiple sources.**

      a)   Standardized, valid and reliable tools,

      b)   Observations of a child's development and communication with families and practitioners.

3) **Screening and assessment tools and processes must be culturally responsive to individual child circumstances.**

    a)   Screening and assessment activities are implemented by trained and supported practitioners.

    b)   Screening provides a pathway to ensure access to equitable, high quality resources.

III)   **THE UNIVERSAL SCREENING PROCESS**

  A)   **UNIVERSAL SCREENING IS A POPULATION-BASED SYSTEM**

    1)   **Population-based decision making comes from the field of public health** (Doll & Haack, 2005).

        a)   Screen the entire school population

        b)   Provide initial information about a group of students,

        c)   Determine groupings, or

        d)   Identify students in need of further intervention.

  B)   **CONDUCTED WITH EVERYONE WITHIN A POPULATION**

    1)   **Conducted to identify those at risk of academic failure emotional/behavioral difficulties, health issues, etc.**

        a)   Goal is to identify difficulties:

            i)   Before over problems/symptoms are manifested.

            ii)   Before the difficulties become significant and lead to impairment.

    2)   **The universal nature of screening means that all students are screened regularly to determine if school problems are present** (Biglan, Mrazek, Carnine & Flay, 2003).

        a)   Recognized as crucial to achieving better outcomes in schools and preventing achievement and behavior problems [38].

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[38] National Research Council (2002). *Minority Students in Special and Gifted Education,* Committee on Minority Representation in Special Education, M. Suzanne Donovan & Christopher T. Cross (Eds.). Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

3) **Early behavioral screenings.**

    a)   Test the plausibility and productivity of universal behavior management interventions to work with students at risk for behavior problems.

4) **Studying behavior of potential significance**.

    a)   In naturalistic settings (e.g., school, playground, community) (Gresham, Watson, & Skinner, 2001[39]).

C) <u>**EMPHASIS SHOULD BE ON EARLY IDENTIFICATION**</u>

1) **Intent is to differentiate among:**

    a)   Typically-developing children/adolescents.

    b)   Those with elevated risk status.

2) **Provide evidence suggesting that difficulties currently exist.**

    a)   Over-identify difficulties (false positives).

    b)   Eliminate those who clearly are not having difficulties.

    c)   Does not allow for definitive statements; at best may be preliminary indication that something could be wrong.

3) **Remove children from consideration who clearly do not have significant difficulties.**

    a)   Clearly identify those with significant risk factors/lack of protective factors who are in need of intervention.

4) **Make a prediction**

    a)   Will difficulties arise in the future?

    b)   How likely are future difficulties?

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[39] Gresham, F.M., Watson, T.S., & Skinner, C.H. (2001). Functional behavioral assessment: Principles, procedures, and future directions, *School Psychology Review, Vol. 30, No. 2*, pp. 156-172.

D)   <u>**A NOTE: SENSITIVITY AND SPECIFICITY**</u>

    1)   **The Gold Standard in Educational Diagnosis**

        a)   **Operationalizes** a true existing state of a construct that is generally agreed upon.

        b)   When scores from screening assessments are validated, they are typically designed to maximize a particular outcome;[i] (e.g., correct classification of need, reducing the number of under-identified students).

        c)   **Sensitivity and specificity are appropriate for diagnostic decisions** to determine with reasonable certainty whether a child has a certain disorder.

    2)   **True Positives…False Negatives**

        a)   **Sensitivity** indicates the degree to which the assessment captures an existing condition (i.e., a true positive).

        b)   A sensitivity value represents the proportion of "truly" at-risk children who are correctly identified as being at risk.

        c)   Sensitivity can be an important index because it expresses the proportion or percentage of children correctly identified as needing further assessments and/or intervention.

        d)   **Specificity** is the counterpart to sensitivity.

        e)   Specificity is also expressed as a proportion, and represents the proportion of "truly healthy" children who are accurately not identified as at risk.

    3)   **A Condition or Concern**

        a)   **Exists at screening**, no support, intervention, or replacement behaviors have been taught or learned between the screening and determination of the true state that would change the condition.

        b)   **True positives are accurate screening results**: The screening indicates the child has behavioral, emotional, social difficulties and the child *truly* did have those difficulties at the time they were screened.

        c)   **False negatives are screening errors**: The screening indicates the child did not have behavioral, emotional or social difficulties, but

in truth the child did have those difficulties at the time they were screened.

4) **Behavior Analysis**

a) **In behavior analysis**, end of year outcomes are not true or existing at the beginning of the year.

b) **The labels** of "True Positive" and "False Negative" on which sensitivity is based are not meaningful when there is an intervention between the beginning of year screening and the end of year screening.

5) **End of The Year Outcomes**

a) **The end of year outcomes given the beginning of the year skills** tell us about the effectiveness of the additional support(s), intervention(s) or replacement behaviors that were taught and learned.

b) **If you explicitly manage** contextual variables, address trauma, teach replacement behaviors, provide interventions and additional adult mediated support between the beginning of year screening and the end of year screening, the concept of sensitivity based on "True Positives" and "False Negatives" is not meaningful.

c) **The end of the year outcome(s)** with continuing development and a positive behavioral, emotional and social trajectory are the direct result of what is implemented between the beginning of the year screening and the end of the year screening.

d) **End of the year outcomes and on-going development are not pre-existing or true at the time of the initial screening**, something has happened, something has changed for the child between the two screenings.

6) **A Dilemma**

a) **There are trade-offs** between providing intervention for those who do not need it and not providing intervention for those who do need it.

b) **Which is the greater perceived error?**

i) Identify too many children for services?

ii) Or to miss children who are in need of services?

    c)   **The answer** to this dilemma is not simple.

          i)   However, there is no persuasive reason to use sensitivity and specificity in this context.

    d)   **The relative standing of a child** on a universal screening instrument indicates the amount of support they are likely to need to achieve a different status

    e)   **End of the year outcomes** provide a basis for evaluating the support, intervention or the effect of replacement behaviors taught and learned.

IV)   **<u>INTRODUCTION TO THE b.e.s.t.</u>**

www.bestuniversalscreening.com

A)   **<u>b.e.s.t. (BEHAVIORAL EMOTIONAL SOCIAL TRAITS)</u>**

    1)   **The b.e.s.t. is an empirically derived classification system**

        a)   Developed to provide a schema for organizing traits or behavioral, emotional and social manifestations.

    2)   **The b.e.s.t. screening is an instrument**

        a)   Designed to differentially assess the extent to which student exhibit behavior representing conduct and/or personality disorders in the school setting **(Hartwig, 1986**[40]**).**

        b)   Fourteen operationally defined behaviors were selected on logical grounds as being behavioral manifestations of conduct disorders or externalizing behavior.

        c)   Twelve operationally defined behaviors were selected on logical grounds as being behavioral manifestations of personality disorders or internalizing behavior

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[40] Hartwig, Eric P. (1986). *Supra.*

Conduct Scale	Personality Scale	
C-Scale	P-Scale	
*Attention Seeking	*Anxiety	
*Boisterousness	*Crying	
*Destructive	*Daydreams	
*Dislike for School	*Depression	
*Disobedient	*Hypersensitive	**General Scale G-Scale**
*Disruptive	*Lack of Interest	
*Fighting	*Lacks Confidence	
*Hyperactive	*Lethargic	
*Irresponsible	*Physical Complaints	
*Laziness	*Preoccupation	
*Negative	*Social Withdrawal	
*Profanity	*Specific Fears	
*Tantrums		
*Uncooperative		

3) **Students exhibit one or a combination of both of these two types of behavior patterns:**

   a) Externalizing behavior, behaviors directed outwardly, toward the external environment.

      i) Externalizing behaviors, sometimes called "undercontrolled" behaviors, are viewed as behavior excesses; they include defiance, noncompliance, aggression, and argumentation (Hinshaw, 1992[41]).

   b) Internalizing behavior, which refers to behavior problems that are inwardly directed and represent problems within the child.

      i) Internalizing behavior problems, sometimes called "overcontrolled" behaviors, are viewed as behavioral deficits; they include social withdrawal, shyness, anxiety, and depression (Walker & Severson, 1990[42]).

4) **The judged frequency of occurrence of the behavior described**

   a) Should be higher on the average for those determined to be manifesting a specific type of behavior than those considered to be normal in that respect;

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[41] Hinshaw, S.P. (1992). *Supra.*
[42] Walker, H.M., & Severson, H. (1990). *Systematic screening for behavior disorders* (2nd ed.). Longmont, CO: Sopris West.

b)   That is, those who are determined to be exhibiting a higher or more extreme degree should show a much higher frequency of the behaviors described by each item in the scale than those not exhibiting the behavior.

B)   **TEACHER INVOLVEMENT IN SCREENING**

1)   **One of the most important and useful kinds of information obtained from the school is the teachers' professional judgment of a student's behavior.**

a)   Teachers observe and interact with student on a daily basis, in a variety of circumstances, over a period of time.

b)   Thus they can analyze typical performance of what a student can and cannot do in comparison to other student of the same age (Bower & Lambert, 1961[43]; Edelbrock, 1979[44]; Gresham, 1982[45]).

2)   **The behavioral adjustment of a student in the classroom is not only of concern to the teacher from a management standpoint**,

a)   But also significant in reflecting the extent to which the student may be benefiting from participation in school.

3)   **The classroom teacher represents the primary agent for carrying out the social functions of the schools** (Algozzine & Sherry, 1983[46]).

a)   Teachers are able to observe students on a daily basis in a variety of situations and can make comparisons among student of the same age (Edelbrock, 1979[47]; Gresham, 1982[48]).

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[43] Bower, E.M. & Lambert, N.M. (1961). *Teacher's manual for in-school screening of emotionally handicapped student.* Princeton Educational Testing Services.

[44] Edelbrock, C. (1979), Mixture model tests of hierarchical clustering algorithms - Problem of classifying everybody. *Multivariate Behavioral Research, 14*, 367-384.

[45] Gresham, F.M. (1982), *Supra.*

[46] Algozzine, B. & Sherry, L. (1983). Issues in the education of emotionally disturbed student. *Journal of Behavioral Disorders, 6,* 223-235.

[47] Edelbrock, C. (1979). Empirical classification of student's behavior disorders: Progress based on parent and teacher ratings. *School Psychology Digest, 8,* 355-369.

[48] Gresham, F.M. (1982). A model for the behavioral assessment of behavior disorders in student: Measurement, considerations, and practical applications. *Journal of School Psychology, 20.*

4) **Behavior can only be defined in relationship to appropriate behavior within a specific social group** (Schirmer, 1984[49]).

    a)   The intent of early identification should be to develop school programs which can remediate or strengthen skills in students regardless of their level of need.

Note: Interobserver Assessment (IOA)

Baer defined reliability as the degree to which different practitioners viewing the same behavior at the same time agree on when the behavior occurred or did not occur[50]. In this view, reliability is indexed by estimates of interobserver agreement (IOA), reflecting homogeneity among observers.[51]

In contrast, Johnston and Pennypacker[52] defined reliability as the consistency with which measures of behavior yield the same results. They suggest that IOA tells us little about reliability since you cannot know whether observations are based on the actual, or "true" values of behavior. There is no reason to conclude that a given observer's recorded values of behavior are accurate and should then serve as the standard against which a second observer's recorded data are compared.[53]

C)   **THE b.e.s.t. RATING PROCESS**

1) **The teacher rating has face validity derived from the central strategic importance they occupy in the classroom.**

    a)   Students must adapt to a teacher's view of the proper classroom performance.

    b)   This does not mean that the teacher's ratings are always objective and reflect only the student's needs.

    c)   The ratings are the result of multiple forces and represents the student's status in the social field of that classroom.

> **Substantial professional judgment must be exercised.**

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[49] Schirmer, J. (1984). Quantifying emotional disturbance. Paper for *Council for Exceptional Children, 62nd,* Washington, DC, ED 248.679.

[50] Baer, D. (1977a). Reviewer's comment: Just because it's reliable doesn't mean you can use it. *Journal of Applied Behavior Analysis, 10,* 117-119.

[51] *Id.*

[52] *Id.*

[53] *Id.*

2)   **Judgment is required, for example, in selecting a standard against which to judge a student's performance.**

   a)   Most often peer performance in the setting of interest can be used as an accurate indicator of acceptable levels of functioning.

   b)   Peer performance has the advantage of representing typical performance locally, taking into account many variables (e.g., acculturation, regional differences, learning history differences, individual teacher biases) that may render other performance standards inappropriate.

3)   **The b.e.s.t. uses teacher rating(s) to quantify individual difficulties.**

   a)   It is, after all, critical to be sure that the analysis of behavioral difficulty is based on an appropriate referent in a particular setting. In this instance, the referent is other students in the regular classroom environment.

   b)   A range of behaviors are observed and they rated on a dimension based on the reference group and the perception/judgment of the teacher doing the observation.

Note: Observed Value Versus The True Value of Behavior

Reliable observations must have a consistent relation with the child's challenging behavior – if an observation is reliable, the degree of accuracy is consistent. Accuracy refers to the degree to which a measure of behavior reflects the true or actual state of nature and represents the objective, topographic features of behavior. Interobserver agreement data provide no such information[54].

Unfortunately. there is no gold standard to compare an observer's recording of behavior and environmental events to the "true" state of nature.

D)   **STANDARD SCORE (SS) BANDS**

1)   **All of the item raw scores on the b.e.s.t.**

   a)   **Converted to a standard score (SS)** with a mean of 100 and a standard deviation of 15 points (100 plus or minus 15) for each scale.

   The lower the standard score on the b.e.s.t., the more appropriate the behavior. The higher the standard score, the

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[54] Cone, J. (1986). Idiographic, nomothetic, an related perspectives in behavioral assessment. In R. Nelson & S. Hayes (Eds.), *Conceptual foundations of behavioral assessment* (pp. 11-128). New York, Guilford.

less appropriate the behavior.

2)   **Core Support**

   a)   **At or below a 115 SS**: Children scoring at or below a 115 standard score on the C-Scale, P-Scale or G-Scale are likely to make adequate behavioral, emotional and social progress in that scale function with effective core support.

3)   **Strategic Support**

   a)   **Between a 115 and 130 SS**: Children scoring between a 115 and 130 standard score are likely to need strategic support to make adequate behavioral, emotional and social progress in that scale function.

4)   **Intensive Support**

   a)   **At or above a 130 SS**: Children scoring at or above a 130 standard score are likely to need intensive support to make adequate behavioral, emotional and social progress in that scale function.

E)   **PERCENTILE BANDS**

   1)   **The percentile scores are rankings expressed in percentage terms.**

   a)   A child's particular rank determines what proportion of the group falls above or below a percentile placement.

   b)   As an example, a child who is at the 98th percentile scored higher than 98% of the population. Only 2% of children would score higher.

   c)   The median (50th percentile) can be thought of as the performance of a typical child.

   The lower the percentile score on the b.e.s.t., the more appropriate the behavior. The higher the percentile score, the less appropriate the behavior.

2)   **Core Support**

   a)   **At or below 85%:** Children scoring below the 85th percentile are likely to make adequate behavioral, emotional and social progress with effective core support in that scale function.

3) **Strategic Support**

    a) **Between 85-95%:** Children scoring between the 85th-95th percentile are likely to need strategic support to make adequate behavioral, emotional and social progress in that scale function.

4) **Intensive Support**

    a) **At or above 96%**: Children scoring above the 96th percentile are likely to need intensive support to make adequate behavioral, emotional and social progress in that scale function.

F) **GENDER**

    1) **Standard scores**

        a) Provided and differentiated for the C-Scale, P-Scale and G-Scale for males and females.

    2) **Percentiles**

        a) Differentiated for the C-Scale, P-Scale and G-Scale for males and females.

V) **UNIVERSAL SCREENING…THE POINT**

> **MEASUREMENT OF BEHAVIORAL, EMOTIONAL AND SOCIAL HEALTH**

A) **A NEW VISION? SHARED INTERESTS**

    1) **Universal screening of all students.**

        a) Data based decision making.

        b) Establish individual/student directed intervention.

        c) Determine response to behavioral intervention (RbI).

    2) **Enhance long-term educational planning for behavioral success for all students,**

        a) Promote collaboration to ensure positive behavior outcomes.

        b) Universal health.

3) **Create individual intervention plans.**

    a)   Implement antecedent intervention.

    b)   Teach replacement behavior.

4) **Target instructional interventions to specific needs.**

    a)   As soon as those needs become apparent.

    b)   Revise the intervention protocol as necessary.

5) **Re-evaluate/screen all students.**

    a)   Longitudinal/predictive validity.

B) **RESPONSE TO BEHAVIORAL INTERVENTION (RbI)**

1) **Utilize a problem-solving method.**

    a)   An assessment-reflection-intervention cycle.

    b)   Assumes problems will arise and solutions eventually can be found.

    c)   Designed to enhance the educational outcomes of ALL students.

2) **Examines the cause-effect relationships…**

    a)   Between academic or behavioral interventions and

    b)   Student response to that intervention (Brown-Chidsey, & Steege, 2005[55]).

3) **No matter where a problem falls on the severity scale.**

    a)   From mild through severe.

    b)   The same thinking predominates in problem definition.

4) **Two things must be operationalized:**

    a)   What is the child expected to do?

    b)   What are they actually doing?

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[55] Brown-Chidsey, R., & Steege, M.W. (2005). *Supra.*

5) **The difference between these two measurements represents the problem, not the behavior that is the subject of the problem solving. (Tilly et. al., 1998[56])**

    a) Disruptive behavior is not a problem if it occurs at an expected zero rate.

    b) If the discrepancy between expectancy and performance is zero – there is no problem.

    c) The problem resides in the discrepancy.

VI) UP THE DOWN STAIRCASE…MY FORTY YEARS

A) PREVENTION AND THE PROMOTION OF EARLY INTERVENTION (Excerpt from b.e.s.t.)

The concepts of prevention and early interventions are very simple; [57] "Do something to keep something bad from happening."[58] Despite the compelling logic, we seem to have little commitment to prevention by allowing a variety of forces to contaminate any meaningful effort to prevent behavioral, emotional and social problems in children.

There are continued forces that serve as impediments to our acceptance of true prevention and early intervention. We continue to allow others to maintain marginalized environments for some children, [59] discipline concerns, violence and aggression in our schools have become a problem of national significance.[60,61] We have apparently not met the "threshold" and have yet to commit to the concept of stopping problems before they occur. Avoiding the stigma of a categorization may well have **"prevented the prevention"** of serious behavioral and emotional disorders among at-risk children. [62]

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[56] Tilly, W.D., Knoster, T., Kovaleski, J., Dunlap, G., Bambara, L., & Kincaid, D. (1998) *Functional behavioral assessment: Policy development in light of emerging research and practice*. Alexandria, VA: National Association of State Directors of Special Education.

[57] Roberts, M.C. (1993). Prevention/promotion in America: Still spitting on the sidewalk. Journal of Pediatric Psychology, 267-281.

[58] Roberts, M.C. (1991). Overview to prevention research: Where's the cat? Where's the cradle? In J.H. Johnson & S.B. Johnson (Eds.), *Advances in child health psychology* (pp.95-197). Gainesville: University of Florida Press.

[59] Mercy, J.A., & Houk, V.N. (1988). Firearm injuries: A call for science, *New England Journal of Medicine, 319,* 1283-1284.

[60] Special Panel of Firearms Research Scientists. (1992). *Firearm Injuries: A public health approach.* Iowa City: University of Iowa Injury Prevention Research Center.

[61] Hartwig, E.P., & Ruesch, G.M. (2007). *Disciplining students with disabilities: A balanced approach to meeting legal requirements and implementing positive educational practice.* LRP Publications.

[62] Kauffman, J. M. (2004). The President's Commission and the devaluation of special education. Education and Treatment of Children, 27(4), 307−324.

School based professionals can have a dramatic and powerful influence on a child's behavioral, emotional and social development, [63] particularly when the timing, the content and level of the support matches the child's needs.[64] Comprehensive prevention and intervention services, can decrease the likelihood of academic failure[65] and future life difficulties.[66] **Attending to the timing and context of a crisis and inoculating children to future trauma can increase the likelihood of positive behavioral, emotional and social health and consequently greater academic adaptation.**

The Impetus for Universal Screening

There has been a groundswell of support for universal screening. The *President's Commission on Excellence in Special Education*[67] and the *No Child Left Behind Act of 2001*[68] strongly recommend that early identification, prevention, and early intervention programs be implemented to prevent and intervene with young children who have or are at risk for academic and behavioral difficulties. The National Research Council[69] "…recommend adopting a *universal screening and multitier intervention strategy* in general education" to "test the plausibility and productivity of universal behavior management interventions, *early behavior screening*, and techniques to work with children at risk for behavior problems". The Individuals with Disabilities Education Act[70] also includes provisions related to early identification, prevention, and early intervention services for addressing children's learning and behavioral needs.

Unfortunately, universal screening for the early detection of school related behavioral, emotional and social problems ranks at a far lower priority level within most school systems.

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[63] Dickson, S.V., & Bursuck, W.D., (1999). Implementing a model for preventing reading failure: A report from the field. *Learning Disabilities Research and Practice, 14,* 191-202.

[64] Lane, K.L., & Menzies, H.M. (2003). A school-side intervention with primary and secondary levels of support for elementary students: Outcomes and considerations. *Education and Treatment of Children, 26,* 431-451.

[65] Simmons, D.C. Kameenui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002). Building implementing and sustaining a beginning reading improvement model: Lessons learned school by school. In M.R. Shinn, H.M. Walker, & G. Stoner (eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp. 537-569). Bethesda, MD: NASP.

[66] Walker, H.M. & Shinn, M.R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M.R. Shinn, H.M. Walker, & G. Stoner *(Eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp.1-25). Bethesda, MD: NASP.

[67] United States Department of Education Office and Special Education and Rehabilitative Services. (2002). *A new era: Revitalizing special education for children and their families.* Washington, DC: Author.

[68] United States Department of Education, (2001). *No child left behind.* Retrieved August 21, 2001, from http://www.ed.gov/inits/nclb/titlepage.html

[69] Donovan, M.S., & Cross, C.T. (2002). *Minority students in special and gifted education. Washington, DC: National Academy Press.*

[70] Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446, 118 Stat. 2647.

Although, the referral peak for children with academic problems occurs between grades 2 and 3;[71] the referral peak for children with behavior problems occurs in grade 9, about seven years later.[72]

In this traditional "too little, too late" model for service delivery within an educational setting, children are not provided with services until they have experienced failure, distress, or have reached a critical juncture in development.

We know that at the beginning of second grade, children with lower developmental trajectories face nearly insurmountable obstacles to catching up. If that trajectory is not altered by the end of third grade, these behaviors most often are considered chronic problems that interfere with successful school experiences, academic functioning, positive relationships with peers and teachers and often predict exclusion from the classroom.[73]

1) **Ideological differences?**

    a)   Barrier to effective collaboration…

    b)   Who has the power and who doesn't.

2) **Maybe we did not anticipate**

    a)   Form over substance.

3) **Perhaps, we did not foresee**

    a)   Interest groups advocating and restricting our decision-making process.

4) **As we now practice, there is little congruence between**.

    a)   Mental health specialists

    b)   Educational professionals.

    c)   Legal professionals.

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[71] Lloyd, J. W., Kauffman, J. M., Landrum, T. J., & Roe, D. L. (1991). Why do teachers refer pupils for special education? An analysis of referral records. Exceptionality, 2(3), 115−126.

[72] Walker, H. M., Nishioka, V. M., Zeller, R., Severson, H. H., & Feil, E. G. (2000). Causal factors and potential solutions for the persistent under-identification of students having emotional or behavioral disorders in the context of schooling. Assessment for Effective Intervention, 26, 29−40.

[73] Walker, H.M., Ramsey, E. & Gresham, F.M. (1995). *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

      5)   **Do we fit the child into a program? Or**

            a)   Do we need to build a program around the child?

B)   **<u>UNIVERSAL SCREENING: IF SCIENCE IS REJECTED AS UNTRUSTWORTHY,</u>**

      1)   **What happens is merely unfortunate happenstance.**

            a)   Not connected to the ideology that initiated the practice (Shadish, 1984[74]).

            b)   "Empirical evidence is neither sought beforehand nor consulted after a practice has been instituted."

      2)   **"This insulation from evidence,**

            a)   Virtually guarantees a never-ending supply of policies and practices,

            b)   Fatally independent of reality" (Sowell, p. 241[75]).

      3)   **Alternative ways of knowing then,**

            a)   Especially those based on an individual's own experience,

                  i)   Are often preferred because it is believed to be the only knowable reality (Sasso, 2001[76])

C)   **<u>MEETING THE MENTAL HEALTH NEEDS OF CHILDREN</u>**

      1)   **Many professionals lack the training and confidence.**

            a)   Do not have appropriate experience.

> **We can build capacity**

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[74] Shadish, W.R. (1984). Policy research: Lessons from the implementation of deinstitutionalization. *American Psychologist, 39*, 735-738.

[75] Sowell, T. (1995). *The vision of the anointed: Self-congratulation as a basis for social policy.* New York: Basic Books.

[76] Sasso, G.M. (2001). The retreat from inquiry and knowledge in special education. *The Journal of Special Education, 34,* 178-193.

2) **The burden of modifying programming is difficult.**

    a)   No place to turn for immediate help.

> **We can collaborate with any willing participant**

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3) **Without an empirical foundation,**

    a)   Practice issues,

         i)   Become ideological debates that represent,

    b)   What Sowell (1995[77]) termed a "conflict of visions."

         i)   On one side, "vision of the anointed,"

         ii)   On the other side, "vision of the benighted."

> **No more excuses to spit on the sidewalk**

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[77]Sowell, T. (1995). *The vision of the anointed: Self-congratulation as a basis for social policy.* New York: Basic Books.

Student Reports

Student Name	C-Scale	P-Scale	G-Scale	Screening Date	Tools
	109 (81%)	139 (97%)	125 (93%)	11/20/2012	✏ 📄
	92 (36%)	122 (90%)	105 (71%)	11/21/2012	✏ 📄
	90 (0%)	88 (20%)	88 (14%)	11/21/2012	✏ 📄
	115 (84%)	94 (40%)	107 (75%)	11/21/2012	✏ 📄
	138 (97%)	99 (54%)	124 (92%)	11/21/2012	✏ 📄

<< < 1 Next >>

Dashboard **Reports** **Student Reports**

Student Reports

Select a Class **Filter by Name**

> **P-Scale**
> The P-Scale is the
> student's personality
> scale.

Student Name	C-Scale	P-Scale	G-Scale	Screening Date	Tools
	109 (81%)	139 (97%)	125 (93%)	11/20/2012	
	92 (36%)	122 (90%)	105 (71%)	11/21/2012	
	138 (97%)	99 (54%)	124 (92%)	11/21/2012	
	115 (84%)	94 (40%)	107 (75%)	11/21/2012	
	90 (0%)	88 (20%)	88 (14%)	11/21/2012	

<< < 1 Next >>

Dashboard **Reports** **Student Reports**

Student Reports

> **C-Scale**
> The C-Scale is the
> student's conduct scale.

Select a Class

Student Name	C-Scale	P-Scale	G-Scale	Screening Date	Tools
	138 (97%)	99 (54%)	124 (92%)	11/21/2012	
	115 (84%)	94 (40%)	107 (75%)	11/21/2012	
	109 (81%)	139 (97%)	125 (93%)	11/20/2012	
	92 (36%)	122 (90%)	105 (71%)	11/21/2012	
	90 (0%)	88 (20%)	88 (14%)	11/21/2012	

<< < 1 Next >>

best

Classroom Report   Student Reports   Export Data
Interventions
Dashboard   Reports   Student Reports   Student Report

Student Report

Name _____

Id 671

Address _____
GRAND
AVENUE

City

State WI

Parent

School

Grade 1

DOB _____

Educator _____ Jay

Screening Details

Screening Date 12/13/2012

Age at Screening 6 years, 8 months, 25 days

Comments

⚙ Interventions

🖨 Print   ✓ Save

Conduct/Personality Scale Profile

C-SCALE	1	2	3	4	5	6
C2						
C3						
C7						
C8						
C9						
C10						
C11						
C12						
C14						
C17						
C19						
C22						
C25						
C16						

P-SCALE	1	2	3	4	5	6
P3						
P4						
P5						
P6						
P13						
P15						
P16						
P18						
P20						
P21						
P23						
P24						

SCORES / PERCENTILE	Raw Score	Standard Score	Percentile Rank
C-SCALE	49	131	95
P-SCALE	44	142	98
G-SCALE	93	140	98

APPENDIX A

GOAL ATTAINMENT SCALING

1) **A method to determine behavioral, emotional and social progress.**

   a) Rate behavior or performance for beginning (baseline) and ending points on a scale from -3 to +3 or from 0 to +6.

   b) Plot specific progress data across intervention phases, including baseline and ending points, or the Progress Chart.

   c) Rate goal attainment on a scale from -3 to +3 or from 0 to +6 across the intervention period and plot the ratings on the Goal Ratings chart.

2) **BENEFITS OF GOAL ATTAINMENT SCALING**

   a) Establishes benchmarks and related goals.

   b) Ease of measurement.

   c) Correlates highly with other measures.

   d) Scores easy to understand and explain.

   e) Data can be conveyed in a graph.

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[i] Streiner, D. L. (2003). Diagnosing tests: Using and misusing diagnostic and screening tests. Journal of Personality Assessment, 81, 209-219.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Anxiety and Autism

Daniel Parker
WDPI, Autism and Family Engagement
daniel.parker@dpi.wi.gov
(608) 266-5194

Speaker Profiles

Daniel Parker

As Autism and Family Engagement Consultant for the WI Department of Public Instruction, Daniel provides autism related professional development across the state of Wisconsin. He has a unique blend of home based, general and special education teaching, and administrative background at the school, district, and statewide levels with a focus on data, applied behavior analysis, social peer mediated interventions, and the use of technology in teaching. Daniel works closely with WSPEI and other statewide parent organizations to supports families and educators with efforts to improve family engagement activities and outcomes for students with disabilities.

Daniel received a Masters Degree in Human and Development and Family Life and a Masters Degree in Special Education both from the University of Kansas. He has a wife, Sarah, a cat, Lily, and the cutest dog in the world, ZuZu.

Thank You!

Many of the Slides / Concepts Discussed Today are Borrowed with Permission
from Dr. June Groden,
The Groden Network

Thank You!

Some of the Content / Slides were Co-Presented with Susan Stokes, Autism and Educational Consultant, CESA 6
WDPI Autism Webinar
Self Regulation 3/13/14

Presentation Goals

Today you walk away with …
- Importance of Using Evidence Based Strategies for Students with Autism
- Review of Role and Effects of Anxiety
- Tips and Tweaks on Implementing Self Regulation
- Resources for Further Study

Terms Used Today
- **AIM** = Autism Internet Modules
- **BIP** = Behavior Intervention Plan
- **EBP** = Evidence Based Practice
- **FBA** = Functional Behavior Assessment
- **IEP** = Individualized Education Program
- **NPDC-ASD** = National Professional Development Center on Autism Spectrum Disorders
- **PBIS** = Positive Behavior Interventions and Supports
- **RTI** = Response to Intervention
- **UDL** = Universal Design for Learning

Terms Used Today

- **Modeling**: Demonstrating the action or skill you would like the learner to display.
- **Generalization**: Learner uses a skill successfully in different settings, with different people, for different purposes.

Definitions Used in Workshop

- **Self Monitoring**: Ability of an individual to keep track of her/his own behavior over time.
  - Accuracy in identifying own behavior
  - Accuracy in recording own behavior
  - Ability to set goals
- **Self Regulation**: Ability of an individual to change her/his anxiety and/or stress level.
  - Identify antecedents to stress and anxiety
  - Demonstration of stress / anxiety intervention(s)
  - Chain together antecedent and response

Assumptions

Our Presenter Has the Following Assumptions

- Everyone is Affected by Stress and Anxiety at Some Level

- Self Regulation Skills can be Taught to Students at ALL Developmental Levels

Setting The Stage
Autism is a Unique Puzzle

- 1 in 68 children have some form of autism*
- More common in boys than girls
- The Autism Spectrum

* Based on data from Center for Disease Control and Prevention
http://www.cdc.gov/Features/CountingAutism/

Individual Differences

- Communication Abilities
- Passions and Interests
- Medical / Sensory / Neurological Differences

"If you met one person with autism …"

Effects of Stress and Anxiety

- Anxiety has been Associated with Autism as Early as Kanner's First Description in 1943
- Contribute to Self Injury and/or Obsessive Routines
- Leads to Difficulties in School, Work, and Relationships

"The most overlooked problem in the population with behavioral health disorders and developmental disabilities is stress and anxiety."

June Groden, Ph.D. The Groden Center, 2012

This can be found at www.bumperstickers.cafepress.com

June Groden, Ph.D. The Groden Center, 2012

Stress Definition

The physiological reaction of the body to life situations which can be both happy events or unhappy events. For example: Divorce, Death, Marriage, Promotion; both Painful experiences and Pleasurable experiences can create stress. However, recent research has been reasonably consistent in showing that the association with psychiatric illness is usually confined to unpleasant or undesirable events.

Hans Selye

Demand placed on the individual that disturbs homeostasis and requires an adjustment on the part of the individual.

Joseph Cautela

June Groden, Ph.D. The Groden Center, 2012

Causes of Stress and Anxiety

- Lack of Internal Control

- Punishment

- Self Perception (low self efficacy)

- Changes and Transitions

Causes of Stress and Anxiety

Neurological Features & Characteristics of Autism:
- Learning / Thinking / Processing Differences
- Social Relation Differences
- Communication Differences
- Sensory Processing Differences / Self-Regulation Difficulties
- Direct and Literal Thinking
- Difficulties with Hidden Curriculum

Stress, Anxiety, and Autism

- People with Autism Present . . .
  - Higher Resting Heart Rates
  - Differences in Neuro-Processing

- "The principal emotion experienced by autistic people is fear" Temple Grandin

- "I hide it well, but the fear and anxiety is always with me" John Elder Robison

Average Mean Heart Rate Level by Phase for Autism and Non-Autism Group

Goodwin, Groden, Velicer, Lipsitt, LP, Baron, MG, Hofmann, SG, & Groden, G (2006). Cardiovascular arousal in individuals with autism.
Focus on Autism and Other Developmental Disabilities, 21, 100-123.

June Groden, Ph.D. The Groden Center

The Fight-Flight-Freeze Response System

- Prepares an organism to either fight, flee, or freeze in the presence of (perceived) danger

- Leads to increase in:
  – blood sugar level
  – metabolism
  – heart rate
  – blood-pressure
  – breathing rate
  – muscle tension, etc.

June Groden, Ph.D. The Groden Center, 2012

Causes of Stress and Anxiety

o When your neurology causes stress or confusion THEN

  o You behave in a stressful manner and THEN

    o People around you react negatively to your stress which THEN

      o Causes More Stress
      (Back to the Top)

Characteristics of Autism Related to Stress

- **Communication**: inability to express feelings, handle frustrations, take other's perspective

- **Socialization**: ambiguous cues, rules, gestures, and solitary life

- **Sensory**: visual, auditory, tactile

June Groden, Ph.D. The Groden Center, 2012

Characteristics of Autism Related to Stress

- **Physical Factors**: seizures, infections

- **Executive Function**: lack of this goal-directed, future-oriented cognitive ability affects planning, organization, flexibility, self-monitoring, inhibition

- **Hardiness**: lack of accepting challenge, having commitment and control

June Groden, Ph.D. The Groden Center, 2012

Stress and Anxiety Reporting / Measures

- Groden Stress Survey

- Incredible Five Point Scale

Stress And Anxiety Reporting/Measures

- Functional Assessment
  - Direct observation

- Scales and Interviews
  - Groden Stress Survey
  - Incredible Five Point Scale

- Physiological Measures

Groden Stress Survey Schedule

The purpose of the Stress Survey Schedule is to serve educators, therapists, and parents as a tool to increase awareness of environmental stressors. Such a tool can be used to create programming aimed at modifying stress reactions.

June Groden, Ph.D. The Groden Center, 2012

THE STRESS SURVEY SCHEDULE FOR PERSONS WITH AUTISM AND DEVELOPMENTAL DISABILITIES
The Groden Center, Inc.

Items most frequently rated by staff as moderate to severe (4) or severe (5) on the Stress Survey Schedule

Item (number on Stress Survey)
- Receiving a reprimand (#24)
- Being told "no" (#26)
- Being in the vicinity of noise or disruption by others (#5)
- Transitioning from preferred to non-preferred activity (#25)
- Having to engage in not-liked activity (#31)
- Change in environment from comfortable to uncomfortable (#13)
- Being prevented from carrying out a ritual (#14)
- Being prevented from completing a ritual (#12)
- Receiving criticism (#27)
- Being interrupted while engaging in a ritual (#29)
- Waiting for preferred events (#6)
- Having a change in task to a new task with new directions (#10)

June Groden, Ph.D. The Groden Center, 2012   Goodwin & Young, 2004

Incredible Five Point Scale

- Developed by a Teacher in MN
  K. D. Buron

- Teaches Students to Identify Antecedents that Do and Do Not Cause Anxiety and Which Antecedents Cause Greater Levels of Anxiety

Incredible Five Point Scale

- Can be Used to Help Students Monitor Anxiety Throughout the Day

- Informs Teacher about Student's Individual Anxiety and Triggers

- Provides Opportunity for Problem Solving Discussions

Incredible Five Point Scale Video

Autism Internet Modules
http://www.autisminternetmodules.org/

Buron, K. D. (2008). *Check in poster*. Shawnee Mission, KS: AAPC. www.asperger.net. Used with permission.

If 3 or higher, probe and use regulation supports

My Upset Scale — The Incredible 5-Point Scale by Kari Dunn Buron

The Incredible 5-Point Scale: Kari Dunn Buron

Incredible Five Point Scale
Identifying Anxiety Levels

Level	My Strategies
5	I need to go see Ms. Johnson to calm down.
4	I need to ask for a drink out of the classroom.
3	I count backwards from 50.
2	I need to stop and think.
1	I can do it!

Incredible Five Point Scale
Daily Check In

Level	How I Feel in the Morning
5	I am going to need a lot of help today.
4	I need to go to my relaxing area and check back in fifteen minutes.
3	I may need some time getting ready this morning so be patient with me.
2	I am a little tired starting out but fine.
1	I am rested and ready for school!

Incredible Five Point Scale
Voice Levels

Level	How Loud My Voice Should Be
5	Emergencies Only!!!!
4	Outside at recess.
3	When asking/answering questions in class or during small group work.
2	When I have a question for my friend in class.
1	In the library and during silent reading.

Incredible Five Point Scale
How Much Help do You Need?

Level	How Much Help I Need
5	I am freaking out and might have a melt down!
4	Can I come over to your desk and go over this?
3	Please review this with me before I start.
2	I will start and raise my hand if I have a question.
1	I got this!

Incredible Five Point Scale
Staff Behavior Plan

Level	When the Student…	Staff Will . . .
5	Immanent and immediate danger to staff, peer, or student.	Use seclusion and restraint in accordance with state law.
4	Throwing objects, loud voice, crying but no danger to self/others.	Staff stands back, removes peers from instructional area. Say "You look very upset, is there anything I can do to help?" Wait for student to calm before giving directions.
3	Is verbally not complying with directions using outside voice.	Prompt student to get drink of water and choice to see Ms. Johnson.
2	Is verbally not complying with directions using classroom voice.	Prompt student to use break card. Provide 5 minute break.
1	Is not following group after group direction but not verbal.	Walk over to student and provide verbal reminder and ask to repeat directions

Incredible Five Point Scale
How Urgent is This???

Level	Situation	Urgency – Action
5	Someone is hurt or is going to be hurt. Also – I am going to throw up now!	Tell an adult immediately. Ok to use louder voice to get teacher attention.
4	I am not feeling well and may need to go to nurse.	Walk up to teacher and let teacher know you are not feeling well.
3	I am very anxious and need a break. Peers are arguing and it may get out of hand soon.	Walk over to teacher or raise hand and tell teacher about situation quietly or give the special signal.
2	I don't want to wait in line or wait for something.	I can count to 140 by 7's. Don't need to tell teacher unless I am getting to a 3.
1	Peer is not doing academic work they should be doing.	May not be your business. Can discuss with teacher when nobody else is around.

Self Regulation Frameworks

What Are Attributes of People with Low Stress?

- Strong Coping Strategies
- Social Networks
- **Internal Control vs. External Control**
- Assertiveness / Resilience / Self Efficacy

Attribution

There is a good deal of evidence in favor of the general proposition that an individual's attributional style influences how her or she responds to life events (Rutter, 1983). If a person feels that he or she can control his or her fate and has positive attributions, her or she is more likely to use self-control, self-reinforcement, positive imagery, positive assertions and those procedures which will give the person a brighter future. If the individual can learn to recognize stressors, and can make the attribution that something positive can be done, the chances are more likely that stress reduction procedures will be used.

June Groden, Ph.D. The Groden Center, 2012

Positive Psychology

- Focus on Skills that Contribute to Independence, Happiness, and Better Quality of Life

Some Resources Required to Teach Self Regulation

- Knowledge of Student's Interests
- Strongly Consider the Assistance and Guidance of an Occupational Therapist
- Knowledge of self-regulation strategies / curriculums, and *how* to provide instruction to students with ASD
- *Teach When Calm!*
- *Use Visual Supports!*

Using Self-Regulation in Context

"For persons with behavioral health and developmental disabilities, it is not enough to learn self-controlling responses to reduce stress. Learning to **_use_** self-controlling responses in various life contexts is necessary to effective coping (Lazarus, 1993)."

June Groden, Ph.D. The Groden Center, 2012

Factors Relating to Anxiety / Stress

- Control
  - Internal and External
  - Choice and Independence
- Demand
  - Environment, Directions, Schedules, Activities
- Support
  - Family, Peers, Co-workers

Stress Reactions

	Low ←DEMAND→ High	
High ↑ CONTROL ↓ Low	RELAXED	ACTIVE
	PASSIVE	HIGH STRESS

High ↑ SUPPORT ↓ Low

Prof. Dr. Lennart Levi, WHO-National Institute of Psychosocial Factors and Health, Stockholm, Sweden.

June Groden, Ph.D. The Groden Center, 2012

Group Activity

Type Your Ideas into the Chat/Question Box

- What Self Regulations Strategies are You Teaching Currently?

Self Regulation Strategies

Self Regulation Strategies

Important Note!

When Student is Anxious, Upset, or having a Meltdown

Adult should Use Co–Regulation Skills

Modeling Self Regulation and Co-Regulation

Modeling

Co-Regulation

Used when Adult Needs to Regulate

Assists Teaching & Beneficial to Adult

Used when Student is Upset, Anxious or Meltdown

Self Regulation Strategies

Important Note!

For ALL Strategies, It is Important to Model Self Regulation – Especially when YOU are Stressed!

Techniques to Improve Control

- Self-management
  - Goal setting
- Cued scripts
  - Example, break cards
- Development of social skills
  - Assertiveness
  - Facial recognition
- Relaxation
- Imagery-based procedures

Self Regulation Tools & Strategies

- Positive Affirmations
- Progressive Relaxation
- Regulated Breathing
  — Square breathing
  — Figure 8 breathing
  — 5-Finger candle blow
- Visual Supports
  — Incredible five point scale
  — Apps

Regulated Breathing

- 5 Fingers Candle Blow
  – Adults can prompt by holding up hand
  – Visual of hand taped to desk / planner
- Square Breathing
- Figure 8 Breathing (video)
- Balloon Breathing (video)

Coping Cards and Other Visual Regulation Strategies

- Positive Affirmations
- Deep Breaths
- Counting Backwards from 100
- Thinking Relaxing Thoughts
- Walking Away
- Count by 7's to 140
- Tighten Muscles and Relax
- Deep Knee Bend
- Think a Relaxing Thought (Imagery)

Techniques to Lower Demands

- Informed choices
- Schedule
- Routines
- Skill building at developmental levels
- Environmental changes
  – light, noise, rearrangement of activities
- Visual supports
  – organizational strategies

OAR Video

Understanding Autism:
A guide for secondary school teachers

Segment Three:
Practices for Challenging Behavior

6:42 to 8:55
Distracting / Calming Techniques
Antiseptic Bouncing / Home Base

http://www.researchautism.org/resources/teachersdvd.asp

Home Base

- Can be any safe area of school (resource room, cafeteria, place in room)
- Can be with any person (SLP, Office Staff, …)
- Place where student feels she/he can thrive or has had success
- Avoid stigmatizing student
- Make home base universal
  (other peers also have access)

Quiet Spot / Home Base / Safe Area for Self-Regulation

- Place to escape stress of classroom; to prevent meltdown; to regain control if meltdown occurs.
- Location - should be seen as a *positive* environment by student.
- NOT a time-out or punishment.
- INSTRUCTION IN USE: May need to be scheduled initially – with instruction in setting time constraints
- After student understands purpose – can use visual supports to direct when escalated

Quiet Spot

From Ikea

Quiet Area

Self Regulation Tools & Strategies

- Movement Activities / Breaks
  — Deep pressure / heavy work
  — Take a walk, run stairs / laps around gym get a drink; deliver books / note
  — Doodling
  — Me Moves™
  — Yoga

Movement Activities / Breaks

Deep Pressure / Heavy Work Activities (push, pull, or carry)

- *Regularly* scheduled throughout the day through functional activities as a preventive measure to keep students better regulated!
  - Recycling
  - Wipe cafeteria tables
  - Water plants
  - Deliver books
- *SEE OT FOR SUGGESTIONS!*

Techniques to Increase Support

- Focus on positive reinforcement
- Teach Self Advocacy / Self Determination
- Support networks
  - Circle of Friends
  - Peer Mediated Instruction and Interventions
- Social groups
  - Stepping Out, Inc.
- Multiple experiences with success
  - Errorless learning

What to Do When a Student is in Crisis

- Remain Calm
- Model Regulation Strategies
- Sit Down and/or Back Off
- Pause / Wait

Magic Statements

- Sherry Moyer, The Eclipse Model (2009)
- Suggested Language when Behavior is Escalating
- Assist Student to Maintain Control

Magic Statements

- Validate Student's Feelings
- Acknowledge Need for Extra Time to Process Information and Complete Activity
- Models Tolerance and Trust
- Provides Means of Maintaining Dignity
- Encourages Problem Solving

Sherry Moyer, The Eclipse Model (2009)

Magic Statements

1. What can I do to help you make things better?
2. Do you need a little more time to answer/finish what you were doing?
3. I will help you figure this out when you are calm enough to problem solve.
4. I understand that you are upset.
5. You have a right to your feelings.

Sherry Moyer, The Eclipse Model (2009)

Keys to Success

- Don't Name the Stressor
- Recognize Accomplishments
- Utilize Video Modeling with Self Regulation Strategy
- Teach Self Monitoring Parallel to Self Regulation

Keys to Success

Remember Co-Regulation

Create a Plan for how Adults Respond to Stress and Anxiety

- Think of Physical Space (proximity)
- Where can Student Go (not as punishment)
- What Words do Adults Use to Calm Student
- Consider Saying Less (or Nothing)
- Write Down the Plan and Share with Team

Connecting Families to Self Regulation

- Include Families in Discussions of Identifying Self Regulation Strategies
- Communicate Self Regulation Strategies to Families
- Include Families in Functional Behavior Assessment Interviews and Questionnaires

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Resources

- *Books*
- *Apps*
- *Web Sites*

NPDC-ASD

http://autismpdc.fpg.unc.edu/content/briefs

National
Professional
Development
Center on
Autism
Spectrum
Disorders

NPDC-ASD Criteria for ASD

http://autismpdc.fpg.unc.edu/content/briefs

- Antecedent-based interventions
- Computer-aided instruction
- Differential reinforcement
- Discrete trial training
- Extinction
- *Functional behavior assessment
- Functional communication training
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System™

- Pivotal response training
- Prompting
- **Reinforcement**
- Response interruption/redirection
- Self-management
- **Social narratives**
- Social skills training groups
- Speech generating devices
- Structured work systems
- Task analysis
- Time delay
- *Video modeling
- **Visual supports**

*These modules are not yet on AIM

Autism Internet Modules (AIM)
www.autisminternetmodules.org

• Sign up for a Free Account
• Includes Both NPDC-ASD Modules and other Modules
• Includes CEC Professional Standards
• Lists Upcoming Modules

Autism Internet Modules (AIM)
Navigating a Module

• Definitions

•Step by Step Instructions
•Implementation Checklist

• Documents
• Activities
• Discussion Questions
• Case Studies

Web Resources

– **Autism Internet Modules**
http://www.autisminternetmodules.org/

– **National Professional Development Center on Autism Spectrum Disorders**
http://autismpdc.fpg.unc.edu/content/briefs

– **Incredible Five Point Scale**
http://www.5pointscale.com/

MeMoves™ DVD / App
http://www.thinkingmoves.com/

• Combination of music, movement, and imitation of simple geometric shapes in 3-D.
• Whole class, small group, or individual.
• Designed to increase attention and calming in just a few minutes – at school, home, anywhere.
• For people of all ages and abilities – as young as 3.
• *RESEARCH TO SUPPORT!*

Apps for Self-Regulation by
Dr. Mark Bowers

• Sosh™: Focuses on 5 essential areas – relate, relax, regulate, reason, and recognize
• The Shredder: Method to reduce anxiety and negative feelings via a "paper shredder"
• Voice Meter: Vocal volume monitoring and regulation app

A *Few* Apps for
Self-Management / Self-Regulation

• Take a Chill – Stressed Teens: by Channel Capital, LLC
• MeMoves™: by Thinking Moves
• Shrinky Anxiety: by Berger LCSW Enterprises, P.C.
• Autism 5-Point Scale EP: by the Autism Society of Minnesota
• Emotionary: by Me.Mu

**A *Few* Apps for
Self-Management / Self-Regulation**

- Zones of Regulation®: by Elosoft

- My First Yoga: by Atom Group

- The Adventures Super Stretch™: by The Adventures of Super Stretch, LLC.

- Too Noisy Lite: by Walsall Academy

- Tactical Breather: by The National Center for Telehealth andTechnology

**Yoga
YouTube Videos - FREE!**
http://www.youtube.com/watch?v=j7_FtGd3_Z4&feature=related

Curriculums for Self-Regulation

**The ZONES of Regulation® by
Leah M. Kuypers, MA Ed. OTR/L**

- A curriculum designed to foster self-regulation and emotional control.

- Can be taught by anyone!

- Preschool – adulthood

- Terminology / curriculum corresponds well with social thinking terminology / curriculums by Michelle Garcia Winner (www.socialthinking.com)

S.T.O.P. and Relax©
http://stopandrelax.net/

- Relaxation training curriculum integrating yoga, psychology, and special education techniques.

- Designed for children and young adults with Autism or other special needs.

**Totally Chill:
My Complete Guide to Staying Cool
by Christopher Lynch**

- A stress management workbook for kids with social, emotional, or sensory sensitivities.

- Ages 8 - 13

When My Worries Get Too Big
by Kari Dunn Buron

- A relaxation book for children who live with anxiety

Progressive Relaxation

A Relaxation Strategy that Teaches Students to Relax Their Bodies and Think Positive Thoughts when Confronted with Stressful or Anxious Situations

Progressive Relaxation

Joseph R. Cautela & June Groden (1978)

- Students Taught How to Relax Different Parts of Body
- Begin Trainings with Discrimination between "Tense" and "Relax"
- Forehead, eyes, nose, smile, tongue, jaw, lips, neck
- Arms, legs, back, chest, stomach
  - Sometimes students learn best if starting with arms/legs
- Add Breathing Exercise After "Relax"
- Add Calming Thoughts or Words During "Relax"

Students are taught to tighten and relax large muscle groups.

Students learn to discriminate between tight muscles and relaxed muscles.

Through repeated practice students eventually learn to relax in situations where they feel anxious.

Relaxation provides pleasant physiological feedback. Students are more likely to perform better and interpret their performance in a positive way. This may foster confidence/self-efficacy.

Progressive Relaxation
Joseph R. Cautela & June Groden (1978)

- Fade Out Exercises so Only Practicing Relaxation and NOT Tension
- Begin to Discuss and/or Prompt Relaxation During Stressful or Anxious Antecedents
- Have Student Identify when She/He Uses Relaxation

Progressive Relaxation

- Practice Relaxation in Different Positions
  — Standing
  — Sitting
  — Walking
- Practice Relaxation in Different Places
  — Different rooms
  — Home and school
  — In the car
  — In the community

Progressive Relaxation

- Can be Taught
  — Any age
  — Any development level
  — Individual, Small Group, or Class Wide

- May be Easier to Begin Teaching to Typical Student(s)

WDPI Trainings

WI DPI Free Autism Webinar Training

- Trainings are free and available to anyone who requests an invitation for registration.

- The webinars are based on Evidence Based Practices (EBP) identified by NPDC-ASD. Presenters are Daniel Parker and variety of co-presenters across WI.

- Registration and schedule for above trainings on the WDPI Autism web page: http://sped.dpi.wi.gov/sped_autism

Thank You and Questions

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(608) 266 – 5194

Weather Massage

Dodger R. Apple
A Case Study

What is PBIS?

Positive Behavior Intervention and Support (www.pbis.org)

Decision making framework to guide selection and implementation of best practices for improving academic /behavioral functioning

Data-based, measurable outcomes, evidence-based practices, systems to support effective implementation

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions   1-5%
•Individual students
•Assessment-based
•High intensity

Tier 2/Secondary Interventions   5-15%
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions 80-90%
•All students
•Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBIS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/schoolwide.htm

Behavioral Systems

1-5%   Tier 3/Tertiary Interventions
•Individual students
•Assessment-based
•Intense, durable procedures

5-15%   Tier 2/Secondary Interventions
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
•Some individualizing

80-90%   Tier 1/Universal Interventions
•All settings, all students
•Preventive, proactive

Meet Dodger R. Apple

Dodger was a happy student who loved school and had friends.

Dodger's teacher spent time using best practices:

✓ She taught school-wide and classroom expectations to fluency;

✓ She utilized a consistent classroom management system;

✓ She communicated frequently with his parents;

✓ She consistently practiced and retaught expectations when needed;

✓ She acknowledged appropriate behavior at a 4:1 ratio.

Meet Dodger R. Apple

Throughout school, however, Dodger:

- Difficulty staying on task
- Need for attention (teachers and peers)
- Difficulty respecting others' personal space
- Physical and family concerns

Behavior Data

Attendance
- Excellent attendance

ODRs
- None

Behavior Screener
- Not yet used by the district

What Tier 1 strategies could be used?

What strategies did we use?

Nov. 2011-

Tier 1 strategies discussed and Tier 1 Checklist developed at team meeting

Resources used?:

www.PBISworld.com

Tier 1 Checklist

Off-Task Disruptive

The student may:
Annoying and distracting to others
Pestering
Ask a lot of obvious questions
Make frequent and unnecessary comments and questions
Get out of seat frequently
Hands on others and in others' space and belongings
Doing everything but what they should be
Failing to transition appropriately
Out of line, playing around, horse play, etc
Talk to others frequently
Throw objects
Yell out
Make noises
Roll on the floor, crawl under tables
Bother other students

DOES THIS DESCRIBE THE STUDENT: YES NO

Tier I Interventions for Off Task, Disruptive

Before you start, a few important points:
- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & its effect
- If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions

Interventions:

PBIS World Forum Discussion on Low Attention

Avoid power struggles

Call parent or note home

Card Flip

Clear, consistent, and predictable consequences

Explain assignment

Explain directions

Have student repeat directions back

Help student start assignment

Ignore

Individual work space

Logical consequence

More structured routine

Move to a new location in the classroom

Non verbal cues

Praise when cooperative and well behaved

Praise when good attitude and involvement occur

Praise when on task

Proximity to students

Redirection

Review PBIS expectations and rules

Rewards, Simple Reward Systems, & Incentives

Speak in calm and neutral tone

Speak with student in hallway

Take a break

Take away privileges

Take away unstructured or free time

Talk one on one with student

Teach conflict resolution skills

Teach coping skills

Teach relationship skills

Teach relaxation techniques

Teach social skills

Turn desk around

SEE ALL TIER 1 INTERVENTIONS

DATA TRACKING FORMS & STRATEGIES

I'VE TRIED TIER 1 FOR AT LEAST 6 MONTHS, TAKE ME TO TIER 2

Dodgeville Tier I Strategy Checklist

Student: Dodger R. Apple   **Date:** Nov. 13, 2011   **Teacher:** Mrs. Hagmann

Environment
- x Flexible Seating
- x Planned Seating / Board Proximity
- ___ Alter physical room arrangement
- ___ Define areas concretely
- x Reduce/minimize distractions
- x Teach positive rules for use of space
- ___ Other _____

Presentation of Subject Matter
- ___ Teach to student's learning style_____
- ___ Individual/small group instruction
- ___ Authentic application of learning to real situations
- ___ Tape lectures/discussion for replay
- ___ Provide notes
- ___ Address gaps in learning
- ___ Emphasize critical information
- ___ Pre-teach vocabulary
- ___ Make/use vocabulary files
- ___ Offer Lexile-appropriate reading materials
- ___ Use turn and talk opportunities in instructional design
- ___ Use visual sequencing, diagramming, modeling
- ___ Notes/note taker
- ___ Other _____

Materials
- ___ Arrangement of material on page
- ___ Enrichment opportunities (online options)
- ___ Highlighted tests/study guides
- ___ Annotating text with sticky notes
- ___ Use supplementary materials
- ___ Large print

Testing Adaptations
- ___ Oral response
- ___ Taped / Computer format
- ___ Read test to students
- ___ Preview language of test questions
- ___ Test administered in alternative, distraction-free environment
- ___ Extend time frame
- ___ Other _____

Social Interaction Supports
- ___ Structure activities to create opportunities of social interaction
- ___ Cooperative learning groups
- ___ Use multiple/rotating peers
- ___ Facilitate/Mediate friendship skills/sharing/negotiation
- ___ Model positive social communication skills
- ___ Other _____

Motivation and Reinforcement
- x Offer choices
- x Positive reinforcement
- ___ Planned motivating sequence of activities
- x Use strengths/interests often
- ___ Use of peer tutor
- x Other Offer jobs/breaks when needed

Supports implemented at Tier I need consistent application for 3 weeks, with data collection, to determine next steps.

Fidelity Monitoring

Week	Notes (Time, Resources, Issues)
Week 1	Nov. 13-17, 2011

So what upset the apple cart?

What upset the apple cart?

Family changes (March 2013)

Resulting in:
- ✓ Struggled with staying on task and completing his work on time
- ✓ Disruptive in the classroom – yelling, crying, crumpling papers, etc.
- ✓ Wandered around the classroom without permission – hiding and leaving the classroom at times
- ✓ Argumentative
- ✓ Aggressive at times
- ✓ Noncompliance toward teacher directions

As the year progresses:

Attendance
- ✓ Continues to be excellent

ODRs
- ✓ Minors = 6
- ✓ Majors = 1

AIMSweb Behavior Screener
- ✓ Completed December 2012
- ✓ Screener results=72 (extremely elevated risk)

DATA

What are the decision rules to move to tier 2?

✓ **2 majors within 4 weeks,**
✓ **5 minors within 4 weeks,**
✓ **Elevated risk on behavior screener, or**
✓ **Teacher or parent recommendation**
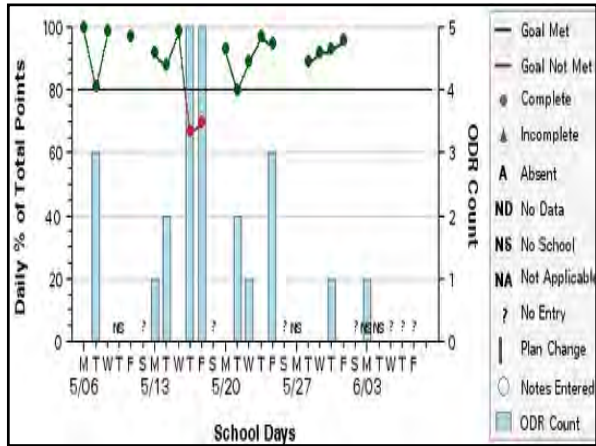✓ **(Attendance and frequent visits to the nurse may also be added.)**

TIER 2 FLOWCHART

3-Tiered System of Support
Necessary Conversations (Teams)

A basket of support for Dodger

-CICO implemented (April 2, 2013)
-Continued Tier 1 supports
- Meets weekly with the School Counselor

Progress monitored for 8 weeks with checks of progress.

2013-2014 School Year

Supports identified at the beginning of the school year:
-CICO
-Continued Tier 1 supports
-Continued progress monitoring

What's next?

3-Tiered System of Support
Necessary Conversations (Teams)

PSTs at DSD:

Report out- What do PSTs look like at your school?

Who participates?
What does it look like?
When do meetings occur?
How do you track students?

What Tier 2 supports, as a PST, would you put in place for this student?

Important components of a PST

-Operate as a PLC

-Follow norms

-Assign roles and responsibilities

-Implement the plan

-Check on the fidelity of the system and intervention

TOOL: TIPS meeting format

GUIDE FOR:

Goal (including operational definition of problem behavior)

Identified Solutions- Who? What? Where? When Implemented?

Fidelity

DODGEVILLE ELEMENTARY SCHOOL — TIPS Meeting Minutes — DES ROCKS!

Facilitator Responsibilities / Data Analyst Responsibilities / Minute Taker Responsibilities / Team Member Responsibilities

TIPS Meeting Minutes form for: Dodger R. Apple

FBA- Dodger R. Apple

Setting:
Dodger's behaviors typically occur in:
- The classroom (where difficult expectations are given)
- During more unstructured times such as transitions, Phy Ed, lunch, etc.

Triggering Antecedents:
- Dodger is given a directive
- Dodger is introduced to a situation that has little foreshadowing
- Dodger is introduced to a new task

Desired alternative:
- Be Safe- No running/hiding
- Be Respectful- Ask for what I need
- Be Responsible- Work completion/Follow directions

Typical Consequence:
Encouraged or requested break. Once calm, complete 'Fix It Plan'. Positive reinforcement when following expectations.

Problematic Behaviors:
- Running and/or hiding
- Not using a second grade voice
- Non-compliance/Does not complete work

Maintaining Consequence:
Attention from an adult through encouraged or requested break, assistance in 'Fix It Plan' task completion under varied accommodations (shortened, more breaks, individual assistance, etc.)

Replacement Behaviors:
- Run/Hide in an agreed upon safe spot in the room
- Ask for what is needed through verbal and/or nonverbal communication
- Complete task following a break

Plan changes along the way:

Graph	Data Table	Plan Changes	Notes

Date ▲	Plan Change
Sep 27, 2013	Addition of goals with behavior rubric
Oct 21, 2013	Change to work completion and number of breaks per day.
Oct 30, 2013	PST met to discuss plan and make revisions. See TIPS sheet.
Nov 13, 2013	PST met to discuss plan. Discussion was made to move forward with FBA. See TIPS sheet for mor…
Jan 22, 2014	Plan change for the CICO goal Be Responsible - Continue with the goal for work completion, but t…

Even though Dodger R. Apple is continuing to struggle, we're not going to give up.

After all, he is the apple of our eye.

Where do we go from here?

Special Education referral?

Slide 1

DOCUMENTATION OF ELIGIBILITY

☐ Yes ☐ No The student exhibits social, emotional, behavioral functioning that so departs from generally accepted age appropriate ethnic or cultural norms that it adversely affects the child in at least one (1) of the following areas. *Check all that apply.*

☐ Academic progress   ☐ Classroom adjustment
☐ Social relationships   ☐ Self care
☐ Personal adjustment   ☐ Vocational skills

Comments/examples:

> ## Qualification for EBD?
> ### Response to interventions?
> ### Interventions implemented to fidelity?

☐ Yes ☐ No Behaviors are severe, chronic, and frequent.

☐ Yes ☐ No Behaviors occur at school and at least one (1) other setting. *Check all that apply.*

☐ Home   ☐ Community

☐ Yes ☐ No The student displays any of the following. *Check all that apply.*

☐ Inability to develop or maintain satisfactory interpersonal relationships;
☐ Inappropriate affective or behavior response to a normal situation;
☐ Pervasive unhappiness, depression or anxiety;
☐ Physical symptoms, pains or fears associated with personal or school problems;
☐ Inability to learn that cannot be explained by intellectual, sensory or health factors;
☐ Extreme withdrawal from social interaction;
☐ Extreme aggressiveness for long periods of time;
☐ Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

Comments/examples:

Slide 2

Special Education?
Progress monitoring? Specialized instruction?

Slide 3

For current SWDs, how does this compare to their current IEPs?

Slide 4

What are the challenges of implementing plans like this in our buildings right now?

Universal Screening for Behavioral, Emotional and Social Health

WSPA
October 30, 2014

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Eric P. Hartwig, Ph.D. received his **doctorate** in Educational Administration from the University of Wisconsin-Madison, a M.S. in School Psychology and a B.S. in Psychology from the University of Wisconsin-La Crosse. He is experienced and licensed as a Director of Pupil Services, District Administrator and a School Psychologist/Private Practice ®. Presently, he is the Administrator of Pupil Services for the Marathon County Children with Disabilities Education Board and is the author and principle trainer on the Just-in-Time: Behavioral Initiative Project. In addition, Dr. Hartwig is the:

- Author of a behavioral rating scale designed to identify and treat conduct and personality disorders in school age children (Behavioral Emotional Social Traits) (1986).
- Co-author of a monograph, Disciplining *Students With Disabilities: A Synthesis of Critical and Emerging* Issues and a law report, *Disciplining Children With Disabilities: Balancing Procedural Expectations and Positive Educational Practice* (1991).
- Co-author of the book: *Discipline in the School*, 1st Edition (1994).
- Consulting Editor for *Today's School Psychologist* (1997 to present).
- Co-author of the article: *Disciplining Students in Special Education*, The Journal of Special Education, Vol. 33 (4) 2000.
- Co-author of the book: *Discipline in the School*, 2nd Edition (2001).
- Author of the training manual for the Just-in-Time: Behavior Initiative Project (2004).
- Author of *Manifestation Determination – Short History and the IDEA Amendments: What You Need to Know.* In CASE, Volume 47(3), November-December, 2005.
- Co-author of the 10 R's Behavior Change Process (2006).
- Author of *What We Know, What We Aim to Do*, Wisconsin School News. (2006).
- Co-author of the book: *Disciplining Students with Disabilities: A Balanced Approach to Meeting the Legal Requirements and Implementing Positive Educational Practice* (2007).
- Co-author of *Compensatory Education Companion: Your Guide for Legal Compliance and Implementation Strategies* (2012)
- Created online b.e.s.t. (Behavioral Emotional Social Traits) a universal screening for behavioral, emotional and social needs (2013).
- Co-author of eight videos:
  - *How to Make a Manifestation Determination*
  - *How to Prepare For a Due Process Hearing*
  - *Conducting Expulsion Hearings: A Step-by-Step Guide*
  - *The 11th Hour: How to Handle the Pre-Expulsion Special Education Referral*
  - *IEP's and the New IDEA*
  - *Student Discipline and Section 504 Compliance: Striking the Balance*
  - *Discipline Under the New IDEA*
  - *Functional Behavioral Assessment: How to Do Them Right*
- Author of four videos - What's Happened to Discipline? Real-Life Approaches to Handling Student Behavior*:*
  - *The Foundations of Behavior*
  - *A Balanced Approach to Discipline*
  - *12 Things to Remember*
  - *The FBA in Action: A Quick Study*

He has been an adjunct professor for Educational Leadership and Policy Analysis at the University of Wisconsin-Madison and has been an adjunct professor and research advisor for Cardinal Stritch College-Milwaukee and Aurora University-Wisconsin Campus. Dr. Hartwig was named Administrator of Special Services of the Year for 2007-2008, by the Wisconsin Counsel of Administrators of Special Services (WCASS).

Dr. Hartwig is a well respected and noted speaker providing training on a regional, state, national and international level.

INDEX

I) SHAPING EMOTIONAL AND BEHAVIORAL COMPETENCE

A) THERE IS A CALL FOR CHANGE AND ACCOUNTABILITY

A change in:

➤ *How children are taught*.

➤ *How teachers are prepared.*

➤ *How children are identified for special education.*

➤ *How we use research for informing instruction and behavior.*

---- And if I may be so bold ----

➤ *How to build positive, productive social emotional competence.*

> "The art of behavioral, emotional and social health is to reach children before they have needs, when they are still at low risk, and keep them there." There is a "natural flow" from low or medium risk to a higher risk category if appropriate supports are not provided and sustained. This natural flow is like a river that children are floating in, naturally tending to go downstream. Supportive behavioral, emotional and social opportunities mediated by adults move children upstream or at least help them stay where they are, so they don't just flow along with the current unnoticed until they show up with needs at some other time.
>
> - Eric P. Hartwig, Ph.D.

B) BEHAVIORAL, EMOTIONAL AND SOCIAL DEVELOPMENT

1) In the Beginning

Most children start from the same place. The effects of biology, environmental conditions, learned experiences and specific variables to a child make the differences we see.

Approximately half of preschool children who display challenging behavior prior to kindergarten maintain inappropriate behavior patterns well into elementary school years.[1]

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[1] Campbell, S.B. & Ewing, L.J. (1999). Follow-up of hard-to-manage preschoolers: Adjustment at age 9 and predictors of continuing symptoms. *Journal of Child Psychology and Psychiatry, 31*, 871-889.

A negative relationship between challenging behaviors and achievement may develop through a series of reciprocal process that involves parents, children and teachers within the context of the home, school and peer group.[2]

Children who have not learned the critical social, environmental and behavioral competencies required for school success, or exhibit these critical competencies at such a low rate, do not access positive consequences that encourage social emotional and behavioral growth.

2)   **An Aimline Of Emotional And Behavioral Difficulties**

School life for many children is inherently difficult. There is a continuous struggle, not just for biological survival, but for some personal recognition, a sense of self and personal identity.

Clinically significant, challenging behaviors exhibited reflect "repeated patterns of behavior that interfere with or is at the risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults." [3]

Behavioral difficulties often follow a predictable aimline…either in timing or in content related to a specific event.

If children do not find rewarding experiences and positive relationships in school they often will seek them elsewhere, potentially in behaviors and relationships that place them at risk.[4]

Although there are many factors that could explain a child's behavioral difficulties in school, most are related in some fashion to the fact that schools are intensely rule-governed, culturally determined settings that require specific behaviors and a particular type of engagement that may not have been learned by all children.[5]

Children learn to behave or misbehave in ways that satisfy a need or results in a desired outcome.

---

[2] Conduct Problems Prevention Research Group. (1992). A developmental and clinical model for the prevention of conduct disorder: The FAST Track program. *Development and Psychopathology, 4*, 509-527.

[3] Smith, B.J. & Fox, L. (2003). *Systems of service delivery: A synthesis of evidence relevant to young children at risk of or who have challenging behavior.* Tampa, FL: University of South Florida, Center for Evidence-Based Practice, Young Children with Challenging Behavior.

[4] Catalano, R.F., & Hawkins, J.D. (2004). The social development model: A theory of antisocial behavior. In: Hawkins, J.D. (Eds.), *Delinquency and Crime: Current Theories.* New York: Cambridge University Press.

[5] Harry, Beth, Hart, Juliet, E., Klingner, Janette & Cramer, Elizabeth. (May, 2009). Response to Kauffman, Mock & Simpson (2007): Problems related to underservice of students with emotional or behavioral disorders. *Behavioral Disorders, 34*(3), 164-171.

Inappropriate problem behaviors can become more *reliable* because they result in the same consequence most of the time and are often more *efficient* because it is easier for the child to engage in inappropriate behavior.[6]

3) Identifying Emotional And Behavioral Competence

Most practitioners use a typological approach in analyzing behavior, based on observable behaviors and emotions with constructs used to describe the behavior.

Empirically derived classification systems provide a schema for organizing traits or behavior based on observed emotions and behaviors but ignore the function or purpose of behavior, i.e. Why does the behavior occur? What purpose does the behavior serve?

C) THERE IS A CONTINUING AND GROWING CONCERN

1) In the number of younger children identified with emergent forms of challenging behaviors.

a) Campbell (1995[7]) estimated that as many as 10% to 15% of young children have mild to moderate behavioral problems that are considered to be clinically significant, up to 30% from low-income families (Qi & Kaiser, 2003[8]).

b) The incidence, prevalence and severity of early forms of challenging behavior coupled with negative trajectories have heightened the importance of early prevention and intervention as a means to promote positive, long-term outcomes (Conroy & Brown, 2004[9]; Powell, Dunlap & Fox, 2006[10]; Kowaleski-Jones & Duncan, 1998[11]; Pungello et al., 1996[12]).

---

[6] Horner, R., Dunlap, G., & Kroegel, R. (Eds.). (1988). *Generalization and maintenance: Lifestyle changes in applied settings.* Baltimore: Paul H. Brookes.

[7] Campbell, S.B. (1995). Behavior problems in preschool children: A review of recent research. *Journal of Child Psychology and Psychiatry, 36,* 113-149.

[8] Qi, C.H. & Kaiser, A.P. (2003). Behavior problems of preschool children from low-income families: Review of the literature. *Topics in Early Childhood Special Education, 23*, 188-216.

[9] Conroy, M.A. & Brown, W.H. (2004). Early identification, prevention and early intervention with young children at risk for emotional or behavioral disorders: Issues, trends and a call for action. *Behavioral Disorders, 29,* 224-236.

[10] Powell, D., Dunlap, G. & Fox, L. (2006). Prevention and intervention for the challenging behaviors of toddlers and preschoolers. *Infants & Young Children, 19*, 25-35.

[11] Kowaleski-Jones, L., & Duncan, G.J. (1999). The structure of achievement and behavior across middle childhood. *Child Development, 4*, 930-943.

[12] Pungello, E.P., Kuperschmidt, J.B., Burchinal, M.R., & Patterson, C. (1996). Environmental risk factors and child's achievement from middle childhood to adolescence. *Developmental Psychology, 32*, 755-767.

     c)   Behavior is dimensional and gender specific (Hartwig, 1986[13]), disruptive behavior (Butts et al., 1995[14]; Cohen et al., 1993) and attention problems (Gomez, Harvey, Quick, Sharer & Harris, 1999[15]; Rhee, Waldman, Hay & Levy, 2001[16]) are much more common in males than in females.

2)   **All children demonstrate transitory fluctuations and fundamental changes in behavioral trajectories**.

     a)   Sameroff and Seifer (1990[17]) conclude that there is no single factor, whether considered as a risk or protective, that can account for a child's emotional or behavioral adjustment.

     b)   In the early 60's Caplan (1964[18], 1965) suggested that a crisis creates a time at which children are uniquely predisposed to change. Unsuccessful resolution of a crisis increases the likelihood of behavioral concerns but conversely successful resolution of a crisis may decrease the likelihood of problems.

     c)   At least half of preschool children who display challenging behavior before kindergarten maintain these behavior patterns into elementary school (Campbell & Ewing, 1999[19]).

     d)   If not altered by the end of third grade, these behaviors most often are considered chronic problems that interfere with successful school experiences, academic functioning, positive relationships with peers and teachers and often predict exclusion from the classroom (Walker, Ramsey & Gresham, 1995[20]).

---

[13] Hartwig, E.P. (1986). Validation of the behavioral emotional social traits (BEST) instrument for characterizing emotional disturbance of school age children. Dissertation submitted to the University of Wisconsin-Madison.

[14] Butts, J.A., Snyder, H.N., Finnegan, T.A., Aughenbaugh, A.L., Tierney, N.J., Sullivan, D.P., & Poole, R.S. (1995). *Juvenile court statistics: 1992*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

[15] Gomez, R., Harvey, J., Quick, C., Sharer, I., & Harris, G. (1999). *DSM-IV* AD/HD: Confirmatory factor models, prevalence and gender and age differences based on parent and teacher ratings of Australian primary school children. *Journal of Child Psychology and Psychiatry, 40*, 265-274.

[16] Rhee, S.H., Waldman, I.D., Hay, D.A., & Levy, F. (2001). Aetiology of the sex difference in the prevalence of *DSM-III-R* AD/HD: A comparison of two models. In F. Levy & D.A. Hay (Eds.), *Attention, genes and attention deficit hyperactivity disorder* (pp. 139-156). Philadelphia: Psychology Press.

[17] Sameroff, A.J., & Seifer, R. (1990). Early contributors to developmental risk. In S. Weintraub (Ed.), *Risk and protective factors in the development of psychopathology* (pp. 52-66). New York: Cambridge University Press.

[18] Caplan, G., M.D. (1964). *Principles of preventive psychiatry*. New York: Basic Books, Inc.

[19] Campbell, S.B. & Ewing, L.J. (1999). Follow-up of hard-to-manage preschoolers: Adjustment at age 9 and predictors of continuing symptoms. *Journal of Child Psychology and Psychiatry, 31*, 871-889.

[20] Walker, H.M., Ramsey, E. & Gresham, F.M. (1995). *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

3) **The Behavior Link to Learning**

    a)   Early, and appropriate, socio-emotional behaviors provide the foundation for positive classroom adaptation and academic achievement (Cunha, Heckman, Lochner & Masterov, 2006[21]; Entwisle, Alexander, & Olson, 2005[22]).

    b)   Attention may be more predictive of later achievement than more general problem behaviors (Barriga et al., 2002[23]; Hinshaw, 1992[24]l Normandeau & Guay, 1998[25]; Trzesniewski, Moffitt, Caspi, Taylor, & Maughan, 2006[26]).

        i)   Enhancing positive social behavior forecasts later achievement, it may be beneficial to add domain-specific behavioral skills to the definition of school readiness and to encourage interventions aimed at promoting these skills.

D)   **RISK OF EMOTIONAL AND BEHAVIORAL DIFFICULTIES**

1)   **Negative school experiences.**

    a)   Largely account for young people becoming alienated or disconnected from school (Osterman, 2000[27]).

2)   **Studies of social development.**

    a)   Demonstrate that students who do not find rewarding experiences and positive relationships in school will seek them elsewhere,

        i)   Potentially in behaviors and relationships that place them at risk (Catalano, & Hawkins, 2004[28]).

---

[21] Cunha, F., Heckman, J., Lochner, L., & Masterov, D. (2006). Interpreting the evidence on life cycle skill formation. In E. Hanushek & F. Welch (Eds.), *Handbook of the economics of education* (pp. 307-451). North Holland: Elsevier.

[22] Entwisle, D.R., Alexander, K.L., & Olson, L.S. (2005). First grade and educational attainment by age 22: A new story. *American Journal of Sociology, 110*, 1458-1502.

[23] Barriga, A.Q., Doran, J.W., Newell, S.B., Morrison, E.M., Barbetti, V., & Robbins, B.D. (2002). Relationships between problem behaviors and academic achievement in adolescents: The unique role of attention problems. *Journal of Emotional and Behavioral Disorders, 10*, 223-240.

[24] Hinshaw, S.P. (1992). Externalizing behavior problems and academic underachievement in childhood and adolescence: Causal relationships and underlying mechanisms. *Psychological Bulletin, 111*, 127-155.

[25] Normandeau, S., & Guay, F. (1998). Preschool behavior and first-grade achievement: The mediational role of cognitive self-control. *Journal of Educational Psychology, 90*, 111-121.

[26] Trzesniewski, K.H., Moffitt, T.E., Caspi, A., Taylor, A., & Maughan, B. (2006). Revisiting the association between reading achievement and antisocial behavior: New evidence of an environmental explanation from a twin study. *Child Development, 77*, 72-88.

[27] Osterman, K.F. (2000). Students' need for belonging in the school community. *Rev Educ Res., 70*, 323-367.

[28] Catalano, R.F., & Hawkins, J.D. (2004). The social development model: A theory of antisocial behavior. In: Hawkins, J.D. (Eds.), *Delinquency and Crime: Current Theories.* New York: Cambridge University Press.

> **Children experiencing severe social, emotional, and behavioral excesses and deficits are at risk for a number of short-term and long-term negative outcomes** (Crews et al., 2007 [29]).

E) **PROBLEMS MANIFESTED IN GENERAL**

   1) **Not different in kind, but different in**:

      a) Frequency of occurrence,

      b) Degree of severity,

      c) Duration and

      d) Clustering (Bower[30]).

   2) **Inappropriate behavior**.

      a) Best defined in relationship to appropriate behavior within a specified social group.

      b) A standard of comparability based on a specified peer group.

      c) In the context of the classroom, building, district.

   3) **A primary challenge.**

      a) Risk factors arise in diverse contexts within an ecological model.

      b) Identify and target those risk and protective factors that are of greatest influence when seeking to promote positive outcomes and prevent negative outcomes (Nash & Bowen, 2002[31]).

---

[29] Crews, S.D., Bender, H., Cook, C.R., Gresham, F.M., Kern, L., & Vanderwood, M. (2007, February). Risk and protective factors of emotional and/or behavioral disorders in student and adolescents: A mega-analytic synthesis, *Behavior Disorders, 32(2)*, 64-77.

[30] Bower, E.M. (1969). *Early identification of emotionally handicapped children in school* (2nd Edition). Springfield, IL: Charles C. Thomas, Publisher.

[31] Nash, J.K., & Bowen, G.L. (2002). Defining and estimating risk and protection: An illustration from the school success profile. *Child and Adolescent Social Work Journal, 19*(3), 247-261.

4) **All students display a continuum of needs ranging from those who experience and demonstrate problems of everyday living to student with fixed and recurring problems of emotional difficulties,**

    a) The development and implementation of efficient and effective interventions for student who exhibit inappropriate, undesirable behaviors is an important educational problem (Witt & Elliot, 1982[32]).

> **If risk and protective factors can be distinguished and quantified, the effects of intervention, at least theoretically, can be maximized.**

F) **A STUDENT'S BEHAVIORAL RESPONSE IS BASED ON CONTEXTUAL FACTORS PRESENT AT ANY GIVEN TIME**

1) **Acceptable behavior is the result of appropriate exposure** to necessary learning conditions.

    a) Curricular variables

    b) Task difficulty

2) **Problematic behaviors must be dealt with before educational needs can be addressed (Wehby, Lane, & Falk, 2003[33]).**

    a) Challenging classroom behavior occurs when there is a mismatch between a student's social-emotional development and the instructional context.

3) **It is clear that long-term personal and social adjustment of a student is based to a large degree on**:

    a) An ability to build and maintain positive interpersonal relationships,

    b) Skills in establishing peer acceptance,

    c) The capacity to form meaningful relationships, and

---

[32] Witt, J.C. & Elliott, S.N. (1982). Response cost lottery, a time efficient effective classroom intervention. *Journal of School Psychology, 20*, 155-161.
[33] Wehby, J.H., Lane, K.L., & Falk, K.B. (2003). Academic instruction for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*(4), 194-197.

        d)   Skills that allow for avoidance or termination of a negative or destructive relationships with others (Kupersmidt, Coie, & Dodge, 1990[34]; Parker & Asher, 1987[35]; Walker, Ramsey, & Gresham, 2004[36]).

    4)   **The paradigm that continues to emerge.**

        a)   Matching individual needs to different intervention strategies,

        b)   Evaluating the response to these interventions, and

        c)   Gradually building up a set of prescriptive treatments which result in positive developmental changes (Barclay, 1983[37]).

II) <u>THE PREVENTION CONTINUUM</u>

A) <u>SHIFT OUR FOCUS: MANIFESTATION, NOT ETIOLOGY</u>

    1)   **When restating and defining the behavior,**

        a)   **You must consider how the behavior presents itself...how it manifests,**

        b)   **Rather than the diagnosis…etiology.**

    2)   **Old focus - ETIOLOGY**:

        a)   What does the student have?

        b)   The diagnosis (DSM-IV, DSM-V, ICD-10)

        c)   Decisions made based on a label.

    3)   **New focus - MANIFESTATION**:

        a)   How does the behavior present itself?

        b)   Many behaviors "cross over" and span different disorders.

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[34] Kupersmidt, J., Coie, J., & Dodge, K. (1990). The role of peer relationships in the development of disorder. In S. Asher & J. Coie (Eds.), *Peer rejection in childhood* (pp. 274-308). New York: Cambridge University Press.
[35] Parker, J., & Asher, S. (1987). *Supra.*
[36] Walker, H.M., Ramsey, E., & Gresham, F.M. (2004). *Antisocial behavior in school: Evidence-based practices* (2nd ed.). Belmont, CA: Thomson/Wadsworth Learning.
[37] Barclay, J.R. (1983). Moving toward a technology of prevention: A model and some tentative findings. *School Psychology Review, 12*, 21-28.

c)   Decisions are based on functional, developmental and academic needs.

OVERLAPPING BEHAVIORS: HOW CAN WE DECIDE ON APPROPRIATE INTERVENTIONS?						
	BIPOLAR	**OCD**	**ODD**	**RAD**	**ADHD**	**PDD**
Extreme changes in mood, energy, thinking or behavior.	X	X	X	X	X	X
Repetitive behavior.	X	X	X	X	X	X
Preoccupation/uncontrollable idea or emotion.	X	X	X	X	X	X
Uncooperative, defiant, hostile.	X	X	X	X	X	X
Inability to relate to peers.	X	X	X	X	X	X
Difficulty attending.	X	X	X	X	X	X
Hyperactivity/impulsivity.	X	X	X	X	X	X

B)   EARLY INTERVENTION

1)   **Screening and assessment processes should be considered the cornerstone of informed decision making in early childhood.**

a)   Screening is distinguished from informal monitoring or observation.

b)   Serves as a way to monitor ongoing progress during and following interventions, treatment or instruction.

c)   Screenings are universal when they are provided to all children.

d)   The timing of screening matters.

2)   **Information for screening and assessment processes is gathered from multiple sources.**

a)   Standardized, valid and reliable tools,

b)   Observations of a child's development and communication with families and practitioners.

3)   **Screening and assessment tools and processes must be culturally responsive to individual child circumstances.**

   a)   Screening and assessment activities are implemented by trained and supported practitioners.

   b)   Screening provides a pathway to ensure access to equitable, high quality resources.

III)   **THE UNIVERSAL SCREENING PROCESS**

A)   **UNIVERSAL SCREENING IS A POPULATION-BASED SYSTEM**

   1)   **Population-based decision making comes from the field of public health** (Doll & Haack, 2005).

      a)   Screen the entire school population

      b)   Provide initial information about a group of students,

      c)   Determine groupings, or

      d)   Identify students in need of further intervention.

B)   **CONDUCTED WITH EVERYONE WITHIN A POPULATION**

   1)   **Conducted to identify those at risk of academic failure emotional/behavioral difficulties, health issues, etc.**

      a)   Goal is to identify difficulties:

         i)   Before over problems/symptoms are manifested.

         ii)   Before the difficulties become significant and lead to impairment.

   2)   **The universal nature of screening means that all students are screened regularly to determine if school problems are present** (Biglan, Mrazek, Carnine & Flay, 2003).

      a)   Recognized as crucial to achieving better outcomes in schools and preventing achievement and behavior problems [38].

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[38] National Research Council (2002). *Minority Students in Special and Gifted Education,* Committee on Minority Representation in Special Education, M. Suzanne Donovan & Christopher T. Cross (Eds.). Division of Behavioral and Social Sciences and Education.   Washington, DC: National Academy Press.

3) **Early behavioral screenings.**

    a) Test the plausibility and productivity of universal behavior management interventions to work with students at risk for behavior problems.

4) **Studying behavior of potential significance**.

    a) In naturalistic settings (e.g., school, playground, community) (Gresham, Watson, & Skinner, 2001[39]).

C) **EMPHASIS SHOULD BE ON EARLY IDENTIFICATION**

1) **Intent is to differentiate among:**

    a) Typically-developing children/adolescents.

    b) Those with elevated risk status.

2) **Provide evidence suggesting that difficulties currently exist.**

    a) Over-identify difficulties (false positives).

    b) Eliminate those who clearly are not having difficulties.

    c) Does not allow for definitive statements; at best may be preliminary indication that something could be wrong.

3) **Remove children from consideration who clearly do not have significant difficulties.**

    a) Clearly identify those with significant risk factors/lack of protective factors who are in need of intervention.

4) **Make a prediction**

    a) Will difficulties arise in the future?

    b) How likely are future difficulties?

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[39] Gresham, F.M., Watson, T.S., & Skinner, C.H. (2001). Functional behavioral assessment: Principles, procedures, and future directions, *School Psychology Review, Vol. 30, No. 2*, pp. 156-172.

D)   **A NOTE: SENSITIVITY AND SPECIFICITY**

1)   **The Gold Standard in Educational Diagnosis**

a)   **Operationalizes** a true existing state of a construct that is generally agreed upon.

b)   When scores from screening assessments are validated, they are typically designed to maximize a particular outcome;[i] (e.g., correct classification of need, reducing the number of under-identified students).

c)   **Sensitivity and specificity are appropriate for diagnostic decisions** to determine with reasonable certainty whether a child has a certain disorder.

2)   **True Positives…False Negatives**

a)   **Sensitivity** indicates the degree to which the assessment captures an existing condition (i.e., a true positive).

b)   A sensitivity value represents the proportion of "truly" at-risk children who are correctly identified as being at risk.

c)   Sensitivity can be an important index because it expresses the proportion or percentage of children correctly identified as needing further assessments and/or intervention.

d)   **Specificity** is the counterpart to sensitivity.

e)   Specificity is also expressed as a proportion, and represents the proportion of "truly healthy" children who are accurately not identified as at risk.

3)   **A Condition or Concern**

a)   **Exists at screening**, no support, intervention, or replacement behaviors have been taught or learned between the screening and determination of the true state that would change the condition.

b)   **True positives are accurate screening results**: The screening indicates the child has behavioral, emotional, social difficulties and the child *truly* did have those difficulties at the time they were screened.

c)   **False negatives are screening errors**: The screening indicates the child did not have behavioral, emotional or social difficulties, but

in truth the child did have those difficulties at the time they were screened.

4) **Behavior Analysis**

    a) **In behavior analysis**, end of year outcomes are not true or existing at the beginning of the year.

    b) **The labels** of "True Positive" and "False Negative" on which sensitivity is based are not meaningful when there is an intervention between the beginning of year screening and the end of year screening.

5) **End of The Year Outcomes**

    a) **The end of year outcomes given the beginning of the year skills** tell us about the effectiveness of the additional support(s), intervention(s) or replacement behaviors that were taught and learned.

    b) **If you explicitly manage** contextual variables, address trauma, teach replacement behaviors, provide interventions and additional adult mediated support between the beginning of year screening and the end of year screening, the concept of sensitivity based on "True Positives" and "False Negatives" is not meaningful.

    c) **The end of the year outcome(s)** with continuing development and a positive behavioral, emotional and social trajectory are the direct result of what is implemented between the beginning of the year screening and the end of the year screening.

    d) **End of the year outcomes and on-going development are not pre-existing or true at the time of the initial screening**, something has happened, something has changed for the child between the two screenings.

6) **A Dilemma**

    a) **There are trade-offs** between providing intervention for those who do not need it and not providing intervention for those who do need it.

    b) **Which is the greater perceived error?**

        i) Identify too many children for services?

        ii) Or to miss children who are in need of services?

       c)   **The answer** to this dilemma is not simple.

          i)   However, there is no persuasive reason to use sensitivity and specificity in this context.

       d)   **The relative standing of a child** on a universal screening instrument indicates the amount of support they are likely to need to achieve a different status

       e)   **End of the year outcomes** provide a basis for evaluating the support, intervention or the effect of replacement behaviors taught and learned.

IV)   **INTRODUCTION TO THE b.e.s.t.**

www.bestuniversalscreening.com

A)   **b.e.s.t. (BEHAVIORAL EMOTIONAL SOCIAL TRAITS)**

    1)   **The b.e.s.t. is an empirically derived classification system**

       a)   Developed to provide a schema for organizing traits or behavioral, emotional and social manifestations.

    2)   **The b.e.s.t. screening is an instrument**

       a)   Designed to differentially assess the extent to which student exhibit behavior representing conduct and/or personality disorders in the school setting **(Hartwig, 1986**[40]**).**

       b)   Fourteen operationally defined behaviors were selected on logical grounds as being behavioral manifestations of conduct disorders or externalizing behavior.

       c)   Twelve operationally defined behaviors were selected on logical grounds as being behavioral manifestations of personality disorders or internalizing behavior

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[40] Hartwig, Eric P. (1986). *Supra.*

Conduct Scale	Personality Scale	General Scale
C-Scale	P-Scale	G-Scale
*Attention Seeking	*Anxiety	
*Boisterousness	*Crying	
*Destructive	*Daydreams	
*Dislike for School	*Depression	
*Disobedient	*Hypersensitive	
*Disruptive	*Lack of Interest	
*Fighting	*Lacks Confidence	
*Hyperactive	*Lethargic	
*Irresponsible	*Physical Complaints	
*Laziness	*Preoccupation	
*Negative	*Social Withdrawal	
*Profanity	*Specific Fears	
*Tantrums		
*Uncooperative		

3) **Students exhibit one or a combination of both of these two types of behavior patterns:**

    a)   Externalizing behavior, behaviors directed outwardly, toward the external environment.

        i)   Externalizing behaviors, sometimes called "undercontrolled" behaviors, are viewed as behavior excesses; they include defiance, noncompliance, aggression, and argumentation (Hinshaw, 1992[41]).

    b)   Internalizing behavior, which refers to behavior problems that are inwardly directed and represent problems within the child.

        i)   Internalizing behavior problems, sometimes called "overcontrolled" behaviors, are viewed as behavioral deficits; they include social withdrawal, shyness, anxiety, and depression (Walker & Severson, 1990[42]).

4) **The judged frequency of occurrence of the behavior described**

    a)   Should be higher on the average for those determined to be manifesting a specific type of behavior than those considered to be normal in that respect;

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[41] Hinshaw, S.P. (1992). *Supra.*
[42] Walker, H.M., & Severson, H. (1990). *Systematic screening for behavior disorders* (2nd ed.). Longmont, CO: Sopris West.

      b)   That is, those who are determined to be exhibiting a higher or more extreme degree should show a much higher frequency of the behaviors described by each item in the scale than those not exhibiting the behavior.

B)   **TEACHER INVOLVEMENT IN SCREENING**

    1)   **One of the most important and useful kinds of information obtained from the school is the teachers' professional judgment of a student's behavior.**

        a)   Teachers observe and interact with student on a daily basis, in a variety of circumstances, over a period of time.

        b)   Thus they can analyze typical performance of what a student can and cannot do in comparison to other student of the same age (Bower & Lambert, 1961[43]; Edelbrock, 1979[44]; Gresham, 1982[45]).

    2)   **The behavioral adjustment of a student in the classroom is not only of concern to the teacher from a management standpoint**,

        a)   But also significant in reflecting the extent to which the student may be benefiting from participation in school.

    3)   **The classroom teacher represents the primary agent for carrying out the social functions of the schools** (Algozzine & Sherry, 1983[46]).

        a)   Teachers are able to observe students on a daily basis in a variety of situations and can make comparisons among student of the same age (Edelbrock, 1979[47]; Gresham, 1982[48]).

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[43] Bower, E.M. & Lambert, N.M. (1961). *Teacher's manual for in-school screening of emotionally handicapped student.* Princeton Educational Testing Services.

[44] Edelbrock, C. (1979), Mixture model tests of hierarchical clustering algorithms - Problem of classifying everybody. *Multivariate Behavioral Research, 14*, 367-384.

[45] Gresham, F.M. (1982), *Supra.*

[46] Algozzine, B. & Sherry, L. (1983). Issues in the education of emotionally disturbed student. *Journal of Behavioral Disorders, 6,* 223-235.

[47] Edelbrock, C. (1979). Empirical classification of student's behavior disorders: Progress based on parent and teacher ratings. *School Psychology Digest, 8*, 355-369.

[48] Gresham, F.M. (1982). A model for the behavioral assessment of behavior disorders in student: Measurement, considerations, and practical applications. *Journal of School Psychology, 20.*

4) **Behavior can only be defined in relationship to appropriate behavior within a specific social group** (Schirmer, 1984[49]).

   a) The intent of early identification should be to develop school programs which can remediate or strengthen skills in students regardless of their level of need.

Note: Interobserver Assessment (IOA)

Baer defined reliability as the degree to which different practitioners viewing the same behavior at the same time agree on when the behavior occurred or did not occur[50]. In this view, reliability is indexed by estimates of interobserver agreement (IOA), reflecting homogeneity among observers.[51]

In contrast, Johnston and Pennypacker[52] defined reliability as the consistency with which measures of behavior yield the same results. They suggest that IOA tells us little about reliability since you cannot know whether observations are based on the actual, or "true" values of behavior. There is no reason to conclude that a given observer's recorded values of behavior are accurate and should then serve as the standard against which a second observer's recorded data are compared.[53]

C) **THE b.e.s.t. RATING PROCESS**

1) **The teacher rating has face validity derived from the central strategic importance they occupy in the classroom.**

   a) Students must adapt to a teacher's view of the proper classroom performance.

   b) This does not mean that the teacher's ratings are always objective and reflect only the student's needs.

   c) The ratings are the result of multiple forces and represents the student's status in the social field of that classroom.

> **Substantial professional judgment must be exercised.**

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[49] Schirmer, J. (1984). Quantifying emotional disturbance. Paper for *Council for Exceptional Children, 62nd,* Washington, DC, ED 248.679.

[50] Baer, D. (1977a). Reviewer's comment: Just because it's reliable doesn't mean you can use it. *Journal of Applied Behavior Analysis, 10,* 117-119.

[51] *Id.*

[52] *Id.*

[53] *Id.*

2) **Judgment is required, for example, in selecting a standard against which to judge a student's performance.**

   a) Most often peer performance in the setting of interest can be used as an accurate indicator of acceptable levels of functioning.

   b) Peer performance has the advantage of representing typical performance locally, taking into account many variables (e.g., acculturation, regional differences, learning history differences, individual teacher biases) that may render other performance standards inappropriate.

3) **The b.e.s.t. uses teacher rating(s) to quantify individual difficulties.**

   a) It is, after all, critical to be sure that the analysis of behavioral difficulty is based on an appropriate referent in a particular setting. In this instance, the referent is other students in the regular classroom environment.

   b) A range of behaviors are observed and they rated on a dimension based on the reference group and the perception/judgment of the teacher doing the observation.

Note: Observed Value Versus The True Value of Behavior

Reliable observations must have a consistent relation with the child's challenging behavior – if an observation is reliable, the degree of accuracy is consistent. Accuracy refers to the degree to which a measure of behavior reflects the true or actual state of nature and represents the objective, topographic features of behavior. Interobserver agreement data provide no such information[54].

Unfortunately. there is no gold standard to compare an observer's recording of behavior and environmental events to the "true" state of nature.

D) **STANDARD SCORE (SS) BANDS**

1) **All of the item raw scores on the b.e.s.t.**

   a) **Converted to a standard score (SS)** with a mean of 100 and a standard deviation of 15 points (100 plus or minus 15) for each scale.

   The lower the standard score on the b.e.s.t., the more appropriate the behavior. The higher the standard score, the

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[54] Cone, J. (1986). Idiographic, nomothetic, an related perspectives in behavioral assessment. In R. Nelson & S. Hayes (Eds.), *Conceptual foundations of behavioral assessment* (pp. 11-128). New York, Guilford.

less appropriate the behavior.

2)   Core Support

a)   **At or below a 115 SS**: Children scoring at or below a 115 standard score on the C-Scale, P-Scale or G-Scale are likely to make adequate behavioral, emotional and social progress in that scale function with effective core support.

3)   Strategic Support

a)   **Between a 115 and 130 SS**: Children scoring between a 115 and 130 standard score are likely to need strategic support to make adequate behavioral, emotional and social progress in that scale function.

4)   Intensive Support

a)   **At or above a 130 SS**: Children scoring at or above a 130 standard score are likely to need intensive support to make adequate behavioral, emotional and social progress in that scale function.

E)   PERCENTILE BANDS

1)   **The percentile scores are rankings expressed in percentage terms.**

a)   A child's particular rank determines what proportion of the group falls above or below a percentile placement.

b)   As an example, a child who is at the 98th percentile scored higher than 98% of the population. Only 2% of children would score higher.

c)   The median (50th percentile) can be thought of as the performance of a typical child.

The lower the percentile score on the b.e.s.t., the more appropriate the behavior. The higher the percentile score, the less appropriate the behavior.

2)   Core Support

a)   **At or below 85%:** Children scoring below the 85th percentile are likely to make adequate behavioral, emotional and social progress with effective core support in that scale function.

3) **Strategic Support**

    a)   **Between 85-95%:** Children scoring between the 85th-95th percentile are likely to need strategic support to make adequate behavioral, emotional and social progress in that scale function.

4) **Intensive Support**

    a)   **At or above 96%**: Children scoring above the 96th percentile are likely to need intensive support to make adequate behavioral, emotional and social progress in that scale function.

F)   **GENDER**

    1)   **Standard scores**

        a)   Provided and differentiated for the C-Scale, P-Scale and G-Scale for males and females.

    2)   **Percentiles**

        a)   Differentiated for the C-Scale, P-Scale and G-Scale for males and females.

V)   **UNIVERSAL SCREENING…THE POINT**

> **MEASUREMENT OF BEHAVIORAL, EMOTIONAL AND SOCIAL HEALTH**

A)   **A NEW VISION? SHARED INTERESTS**

    1)   **Universal screening of all students.**

        a)   Data based decision making.

        b)   Establish individual/student directed intervention.

        c)   Determine response to behavioral intervention (RbI).

    2)   **Enhance long-term educational planning for behavioral success for all students,**

        a)   Promote collaboration to ensure positive behavior outcomes.

        b)   Universal health.

3) **Create individual intervention plans.**

    a)   Implement antecedent intervention.

    b)   Teach replacement behavior.

4) **Target instructional interventions to specific needs.**

    a)   As soon as those needs become apparent.

    b)   Revise the intervention protocol as necessary.

5) **Re-evaluate/screen all students.**

    a)   Longitudinal/predictive validity.

B) **RESPONSE TO BEHAVIORAL INTERVENTION (RbI)**

1) **Utilize a problem-solving method.**

    a)   An assessment-reflection-intervention cycle.

    b)   Assumes problems will arise and solutions eventually can be found.

    c)   Designed to enhance the educational outcomes of ALL students.

2) **Examines the cause-effect relationships…**

    a)   Between academic or behavioral interventions and

    b)   Student response to that intervention (Brown-Chidsey, & Steege, 2005[55]).

3) **No matter where a problem falls on the severity scale.**

    a)   From mild through severe.

    b)   The same thinking predominates in problem definition.

4) **Two things must be operationalized:**

    a)   What is the child expected to do?

    b)   What are they actually doing?

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[55] Brown-Chidsey, R., & Steege, M.W. (2005). *Supra.*

5) **The difference between these two measurements represents the problem, not the behavior that is the subject of the problem solving. (Tilly et. al., 1998[56])**

    a)   Disruptive behavior is not a problem if it occurs at an expected zero rate.

    b)   If the discrepancy between expectancy and performance is zero – there is no problem.

    c)   The problem resides in the discrepancy.

VI)   **UP THE DOWN STAIRCASE…MY FORTY YEARS**

A)   **PREVENTION AND THE PROMOTION OF EARLY INTERVENTION (Excerpt from b.e.s.t.)**

The concepts of prevention and early interventions are very simple; [57] "Do something to keep something bad from happening."[58] Despite the compelling logic, we seem to have little commitment to prevention by allowing a variety of forces to contaminate any meaningful effort to prevent behavioral, emotional and social problems in children.

There are continued forces that serve as impediments to our acceptance of true prevention and early intervention. We continue to allow others to maintain marginalized environments for some children, [59] discipline concerns, violence and aggression in our schools have become a problem of national significance.[60,61] We have apparently not met the "threshold" and have yet to commit to the concept of stopping problems before they occur. Avoiding the stigma of a categorization may well have **"prevented the prevention"** of serious behavioral and emotional disorders among at-risk children. [62]

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[56] Tilly, W.D., Knoster, T., Kovaleski, J., Dunlap, G., Bambara, L., & Kincaid, D. (1998) *Functional behavioral assessment: Policy development in light of emerging research and practice*. Alexandria, VA: National Association of State Directors of Special Education.

[57] Roberts, M.C. (1993). Prevention/promotion in America: Still spitting on the sidewalk. Journal of Pediatric Psychology, 267-281.

[58] Roberts, M.C. (1991). Overview to prevention research: Where's the cat? Where's the cradle? In J.H. Johnson & S.B. Johnson (Eds.), *Advances in child health psychology* (pp.95-197). Gainesville: University of Florida Press.

[59] Mercy, J.A., & Houk, V.N. (1988). Firearm injuries: A call for science, *New England Journal of Medicine, 319,* 1283-1284.

[60] Special Panel of Firearms Research Scientists. (1992). *Firearm Injuries: A public health approach.* Iowa City: University of Iowa Injury Prevention Research Center.

[61] Hartwig, E.P., & Ruesch, G.M. (2007). *Disciplining students with disabilities: A balanced approach to meeting legal requirements and implementing positive educational practice.* LRP Publications.

[62] Kauffman, J. M. (2004). The President's Commission and the devaluation of special education. Education and Treatment of Children, 27(4), 307−324.

School based professionals can have a dramatic and powerful influence on a child's behavioral, emotional and social development, [63] particularly when the timing, the content and level of the support matches the child's needs.[64] Comprehensive prevention and intervention services, can decrease the likelihood of academic failure[65] and future life difficulties.[66] **Attending to the timing and context of a crisis and inoculating children to future trauma can increase the likelihood of positive behavioral, emotional and social health and consequently greater academic adaptation.**

The Impetus for Universal Screening
There has been a groundswell of support for universal screening. The *President's Commission on Excellence in Special Education*[67] and the *No Child Left Behind Act of 2001*[68] strongly recommend that early identification, prevention, and early intervention programs be implemented to prevent and intervene with young children who have or are at risk for academic and behavioral difficulties. The National Research Council[69] "…recommend adopting a *universal screening and multitier intervention strategy* in general education" to "test the plausibility and productivity of universal behavior management interventions, *early behavior screening*, and techniques to work with children at risk for behavior problems". The Individuals with Disabilities Education Act[70] also includes provisions related to early identification, prevention, and early intervention services for addressing children's learning and behavioral needs.

Unfortunately, universal screening for the early detection of school related behavioral, emotional and social problems ranks at a far lower priority level within most school systems.

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[63] Dickson, S.V., & Bursuck, W.D., (1999). Implementing a model for preventing reading failure: A report from the field. *Learning Disabilities Research and Practice, 14,* 191-202.

[64] Lane, K.L., & Menzies, H.M. (2003). A school-side intervention with primary and secondary levels of support for elementary students: Outcomes and considerations. *Education and Treatment of Children, 26,* 431-451.

[65] Simmons, D.C. Kameenui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002). Building implementing and sustaining a beginning reading improvement model: Lessons learned school by school. In M.R. Shinn, H.M. Walker, & G. Stoner (eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp. 537-569). Bethesda, MD: NASP.

[66] Walker, H.M. & Shinn, M.R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M.R. Shinn, H.M. Walker, & G. Stoner *(Eds.), Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp.1-25). Bethesda, MD: NASP.

[67] United States Department of Education Office and Special Education and Rehabilitative Services. (2002). *A new era: Revitalizing special education for children and their families.* Washington, DC: Author.

[68] United States Department of Education, (2001). *No child left behind.* Retrieved August 21, 2001, from http://www.ed.gov/inits/nclb/titlepage.html

[69] Donovan, M.S., & Cross, C.T. (2002). *Minority students in special and gifted education. Washington, DC:* National Academy Press.

[70] Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446, 118 Stat. 2647.

Although, the referral peak for children with academic problems occurs between grades 2 and 3;[71] the referral peak for children with behavior problems occurs in grade 9, about seven years later.[72]

In this traditional "too little, too late" model for service delivery within an educational setting, children are not provided with services until they have experienced failure, distress, or have reached a critical juncture in development.

We know that at the beginning of second grade, children with lower developmental trajectories face nearly insurmountable obstacles to catching up. If that trajectory is not altered by the end of third grade, these behaviors most often are considered chronic problems that interfere with successful school experiences, academic functioning, positive relationships with peers and teachers and often predict exclusion from the classroom.[73]

1) **Ideological differences?**

    a)   Barrier to effective collaboration…

    b)   Who has the power and who doesn't.

2) **Maybe we did not anticipate**

    a)   Form over substance.

3) **Perhaps, we did not foresee**

    a)   Interest groups advocating and restricting our decision-making process.

4) **As we now practice, there is little congruence between**.

    a)   Mental health specialists

    b)   Educational professionals.

    c)   Legal professionals.

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[71] Lloyd, J. W., Kauffman, J. M., Landrum, T. J., & Roe, D. L. (1991). Why do teachers refer pupils for special education? An analysis of referral records. Exceptionality, 2(3), 115−126.

[72] Walker, H. M., Nishioka, V. M., Zeller, R., Severson, H. H., & Feil, E. G. (2000). Causal factors and potential solutions for the persistent under-identification of students having emotional or behavioral disorders in the context of schooling. Assessment for Effective Intervention, 26, 29−40.

[73] Walker, H.M., Ramsey, E. & Gresham, F.M. (1995). *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

5) **Do we fit the child into a program? Or**

    a)   Do we need to build a program around the child?

B) <u>**UNIVERSAL SCREENING: IF SCIENCE IS REJECTED AS UNTRUSTWORTHY,**</u>

    1) **What happens is merely unfortunate happenstance.**

        a)   Not connected to the ideology that initiated the practice (Shadish, 1984[74]).

        b)   "Empirical evidence is neither sought beforehand nor consulted after a practice has been instituted."

    2) **"This insulation from evidence,**

        a)   Virtually guarantees a never-ending supply of policies and practices,

        b)   Fatally independent of reality" (Sowell, p. 241[75]).

    3) **Alternative ways of knowing then,**

        a)   Especially those based on an individual's own experience,

            i)   Are often preferred because it is believed to be the only knowable reality (Sasso, 2001[76])

C) <u>**MEETING THE MENTAL HEALTH NEEDS OF CHILDREN**</u>

    1) **Many professionals lack the training and confidence.**

        a)   Do not have appropriate experience.

> **We can build capacity**

---

[74] Shadish, W.R. (1984). Policy research: Lessons from the implementation of deinstitutionalization. *American Psychologist, 39*, 735-738.

[75] Sowell, T. (1995). *The vision of the anointed: Self-congratulation as a basis for social policy.* New York: Basic Books.

[76] Sasso, G.M. (2001). The retreat from inquiry and knowledge in special education. *The Journal of Special Education, 34,* 178-193.

2) **The burden of modifying programming is difficult.**

    a)   No place to turn for immediate help.

> **We can collaborate with any willing participant**

3) **Without an empirical foundation,**

    a)   Practice issues,

        i)   Become ideological debates that represent,

    b)   What Sowell (1995[77]) termed a "conflict of visions."

        i)   On one side, "vision of the anointed,"

        ii)   On the other side, "vision of the benighted."

> **No more excuses to spit on the sidewalk**

---

[77]Sowell, T. (1995). *The vision of the anointed: Self-congratulation as a basis for social policy.* New York: Basic Books.

Dashboard **Reports** **Student Reports**

Student Reports

Select a Class	Filter by Name

> **P-Scale**
> The P-Scale is the student's personality scale.

Student Name	C-Scale	P-Scale	G-Scale	Screening Date	Tools
	109 (81%)	139 (97%)	125 (93%)	11/20/2012	✏ 📋
	92 (36%)	122 (90%)	105 (71%)	11/21/2012	✏ 📋
	138 (97%)	99 (54%)	124 (92%)	11/21/2012	✏ 📋
	115 (84%)	94 (40%)	107 (75%)	11/21/2012	✏ 📋
	90 (0%)	88 (20%)	88 (14%)	11/21/2012	✏ 📋

<< < 1 Next >>

Dashboard **Reports** **Student Reports**

Student Reports

Select a Class	

> **C-Scale**
> The C-Scale is the student's conduct scale.

Student Name	C-Scale	P-Scale	G-Scale	Screening Date	Tools
	138 (97%)	99 (54%)	124 (92%)	11/21/2012	✏ 📋
	115 (84%)	94 (40%)	107 (75%)	11/21/2012	✏ 📋
	109 (81%)	139 (97%)	125 (93%)	11/20/2012	✏ 📋
	92 (36%)	122 (90%)	105 (71%)	11/21/2012	✏ 📋
	90 (0%)	88 (20%)	88 (14%)	11/21/2012	✏ 📋

<< < 1 Next >>

best
UNIVERSAL SCREENING

Welcome **John Parks** | **LOGOUT**

Screening **Reports** Account Admin Help

Classroom Report   Student Reports   Export Data
Interventions
Dashboard   Reports   Student Reports   Student Report

Student Report

Name

Id   616
Address
            LAKE ROAD
City
State   WI
Parent
School
Grade   1
DOB
Educator   , Jay

Screening Details

Screening Date 12/13/2012

Age at Screening 6 years, 11 months, 15 days

Comments

🔵 Interventions

🖨 Print   ✔ Save

Conduct/Personality Scale Profile

SCORES / PERCENTILE	Raw Score	Standard Score	Percentile Rank
C-SCALE	26	110	82
P-SCALE	13	88	20
G-SCALE	39	100	63

G-Scale

C-Scale | P-Scale | G-Scale
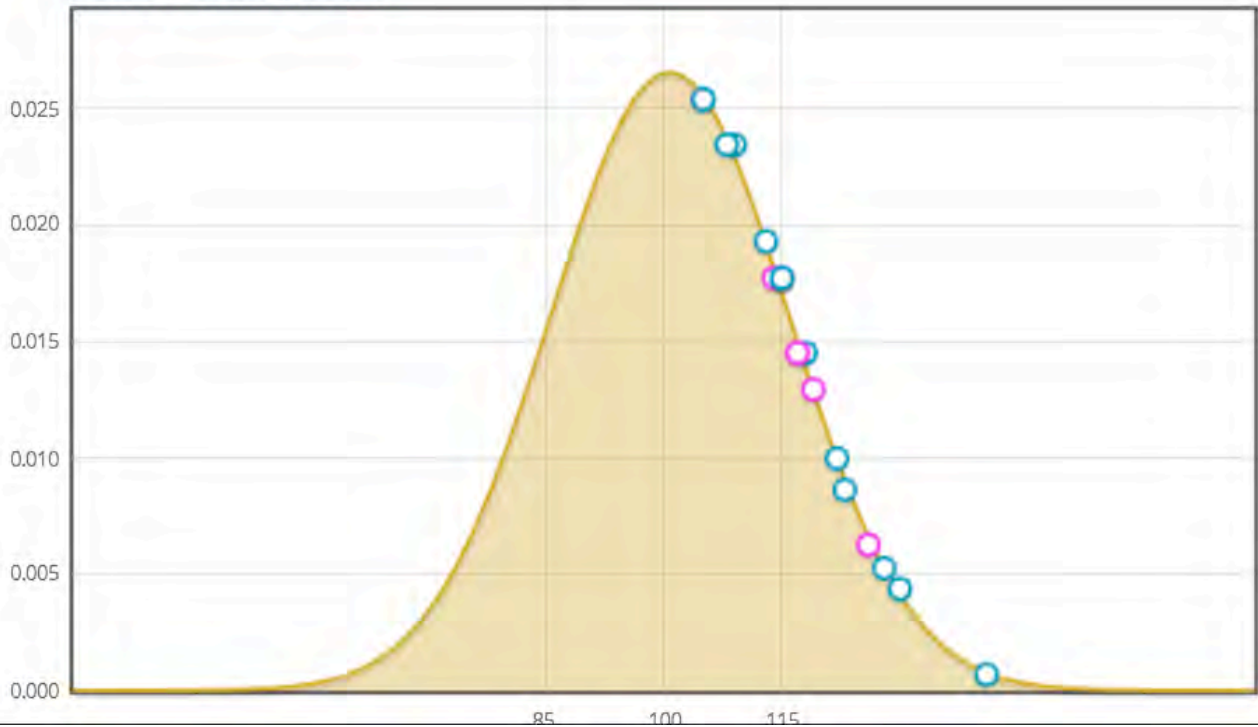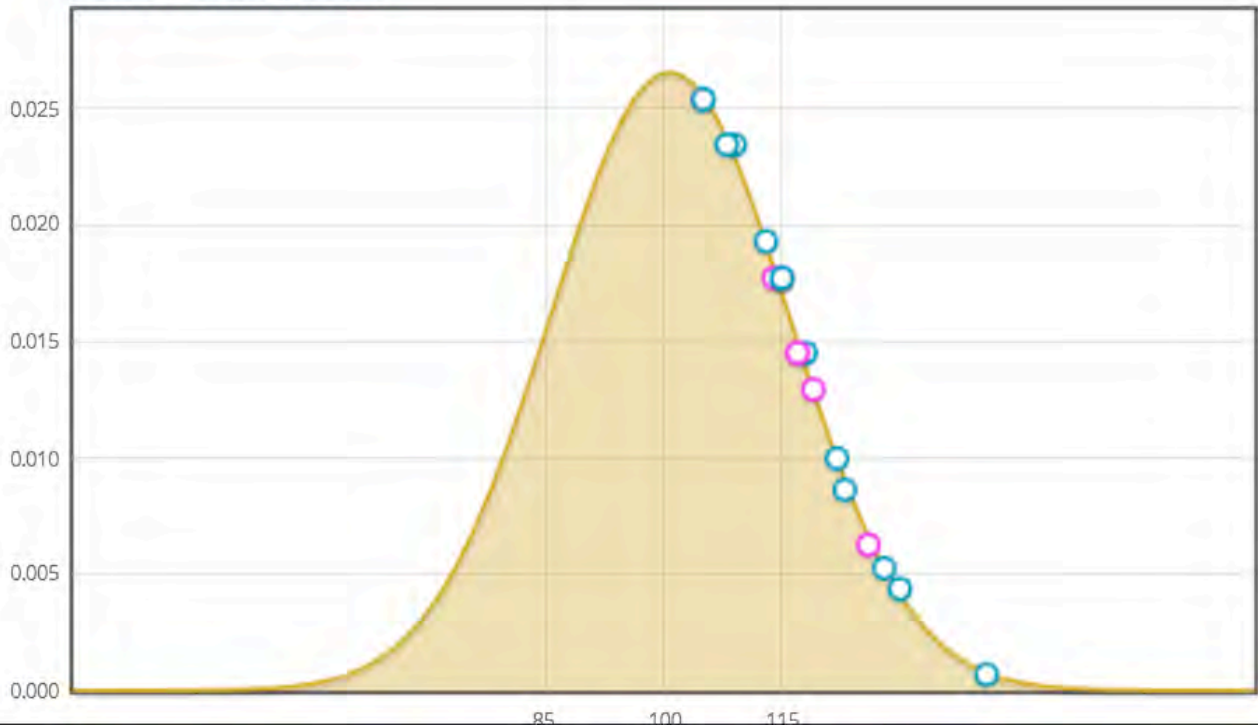
Dashboard   **Reports**   **Classroom Report**

All Classrooms Classroom Report

APPENDIX A

GOAL ATTAINMENT SCALING

    1)   **A method to determine behavioral, emotional and social progress.**

        a)   Rate behavior or performance for beginning (baseline) and ending points on a scale from -3 to +3 or from 0 to +6.

        b)   Plot specific progress data across intervention phases, including baseline and ending points, or the Progress Chart.

        c)   Rate goal attainment on a scale from -3 to +3 or from 0 to +6 across the intervention period and plot the ratings on the Goal Ratings chart.

    2)   **BENEFITS OF GOAL ATTAINMENT SCALING**

        a)   Establishes benchmarks and related goals.

        b)   Ease of measurement.

        c)   Correlates highly with other measures.

        d)   Scores easy to understand and explain.

        e)   Data can be conveyed in a graph.

Behavioral Response-to-Intervention

Benchmark (-3 to +3)

Before Intervention

During Intervention

Class Norm

Each dot is one day of intervention

Intervention Sessions

---

[i] Streiner, D. L. (2003). Diagnosing tests: Using and misusing diagnostic and screening tests. Journal of Personality Assessment, 81, 209-219.

Office of Children's Mental Health

Elizabeth Hudson, LCSW
Elizabeth.Hudson@wi.gov
October 30, 2014

Office of Children's Mental Health
Coordinating and Integrating Services Across State Agencies

Office of Children's Mental Health

SHIFT YOUR PERSPECTIVE
Trauma-Informed Care

Parent and Youth Partners

Children's Trust Fund

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

WISCONSIN DEPARTMENT OF CHILDREN AND FAMILIES

Wisconsin Department of Corrections

Wisconsin Department of Health Services

Office of Children's Mental Health

Population Attributable Risk

Percentage of health, safety and prosperity conditions attributable to Adverse Childhood Experiences

(ACEs)

Shift Our Perspective
from Mental Illness to **Adaptation**

"Early experiences are biologically embedded in the development of the brain and other organ systems leaving a lifelong impact on learning, behavior and both physical and mental health."

(Harvard Center on the Developing Child)

Shift Our Perspective
from a primarily Clinical Approach to a **Public Health Approach**

Licensed Mental Health Providers

Trained Coaches and Consultants

Youth and Parent Peer Specialists

Supportive and Skilled Child-and Family Serving Workforce

Safe, Stable and Nurturing Families

Shift Our Perspective
from Programs to **Systems** Thinking

DCF
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

DHS
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

DPI
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

CTF
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

DOC
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services
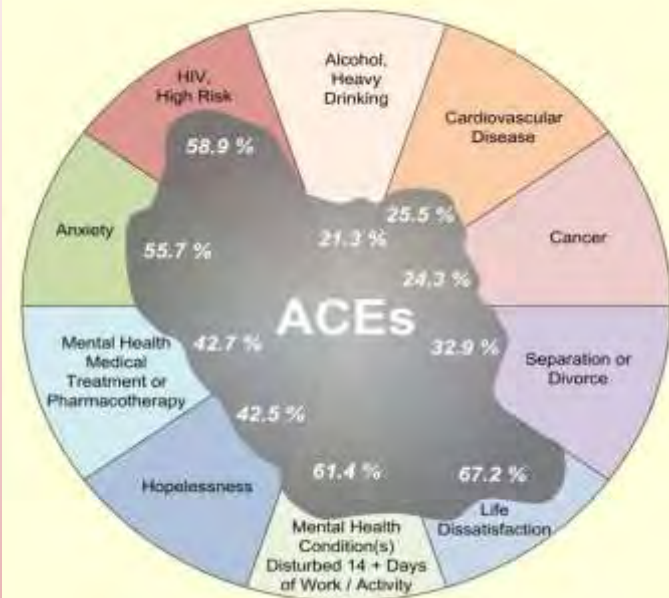
What is Predictable is Preventable

Office of Children's Mental Health Agenda

- **Increase Resilience**

- **Decrease Toxic Stress**

- **Increase Access to Effective Children's Mental Health Services**

Excellent Core Instruction in Mathematics

Amanda VanDerHeyden
Education Research and Consulting, Inc.
WSPA October 29, 2014

Objectives Today

- Setting the Right Foundation Means
  - ✓ Assessing Smarter
  - ✓ Treating system problems as system problems
  - ✓ Paying attention to integrity

- Core Instruction that Works in Math
  - ✓ Ensure fluency
  - ✓ Integrate instruction to build conceptual understanding

---

From the Old Way to the New Way

Before 2001 ← → **After 2001**

Before 2001	After 2001
Focus on Process: number of minutes, location of service	Focus on Outcomes
Metrics reflect Process	Metrics reflect Progress
Service provided following eligibility	Early identification
	Expansion of intervention services to prevent academic failure

← **Access** → **Results**

Identification Errors

- "There are no reliable psychometric differences between students diagnosed with LD and those simply considered to be low achieving" (p. 80, Ysseldyke et al., 1983).

- Teams inconsistently applied eligibility criteria (Macmillan). Sarason characterized as "search for pathology."

- Once identified, eligibility highly probable.

- Special Education placement not associated with instructional enhancements nor improved outcomes (Kavale & Forness, 1999)

- Children with SLD continue to lag behind peers and show poorer outcomes despite services (Cortiella, 2011)

- "It is rare for the advocates of discrepancy-based definitions to articulate the theory of social justice that dictates that society has a special obligation to bring up the achievement of indivdiuals whose achievements fall short of their IQs, rather than simply to bring up the skills of those with low skills, period" (p. 353, Stanovich, 1999).

No Effect for "Special" Instruction

Special Instruction	Effect Size
Perceptual-Motor Training	0.08
Modality-Matched Instruction	0.14
Visual Perceptual Training	0.10
Psycholinguistic Training	0.39

General Instruction	Effect Size
Direct Instruction	0.93
Mnemonic Instruction	1.62
Feedback	0.97
Self-Monitoring	1.36
Repeated Reading	0.76
Error Correction	0.72
Drill & Practice	0.99

Source: Kavale & Forness, 1999

Diagnosis Exploded Despite Concerns

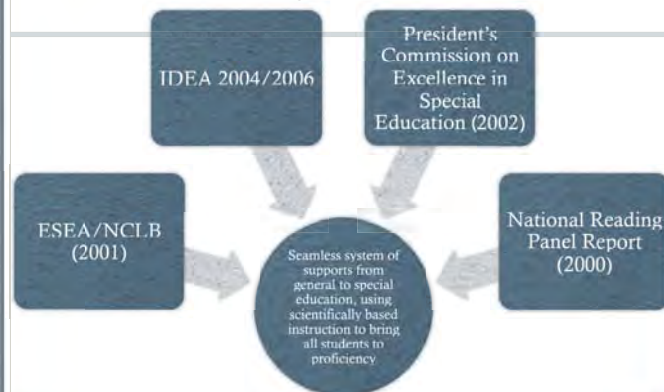**Disabilities as Proportion of Total Student Enrollment Ages 3-21**

Line chart — Y-axis: Percent of Total Student Enrollment Ages 3-21 (0.0 to 16.0); X-axis years: 1976-77, 1980-81, 1990-91, 1995-96, 1998-99, 1999-2000, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08\11, 2008-09\11\.

Students with Disabilities: 8.3, 10.1, 11.4, 12.4, 13.0, 13.2, 13.3, 13.4, 13.5, 13.7, 13.8, 13.7, 13.6, 13.4, 13.2

Students with SLD: 1.8, 3.6, 5.2, 5.8, 6.0, 6.0, 6.1, 6.0, 5.9, 5.8, 5.7, 5.6, 5.4, 5.2, 5.0

Mutually Referential

IDEA 2004/2006 → President's Commission on Excellence in Special Education (2002) → ESEA/NCLB (2001) → National Reading Panel Report (2000) → Seamless system of supports from general to special education, using scientifically based instruction to bring all students to proficiency

---

Education Paradigm Shift

- Reflected concerns about student proficiency in general

- Concerns about the validity of the ability-achievement discrepancy approach

- Concerns about consequential validity of SLD diagnosis and service

- Emergence of serial assessments of learning (formative assessment) and RtI systems

---

Asa Hilliard (1991)

The risk for our children in school is not a risk associated with their intelligence. Our failures have nothing to do with IQ, nothing to do with race, nothing to do with language, nothing to do with style, nothing to do with the development of unique and differentiated special pedagogies, nothing to do with the children's families. All of these are red herrings. The study of them may ultimately lead to some greater insight into the instructional process, but at present, they serve to distract attention from the fundamental problem facing us today. We have one and only one problem: Do we truly will to see each and every child in this nation develop to the peak of his or her capacities?
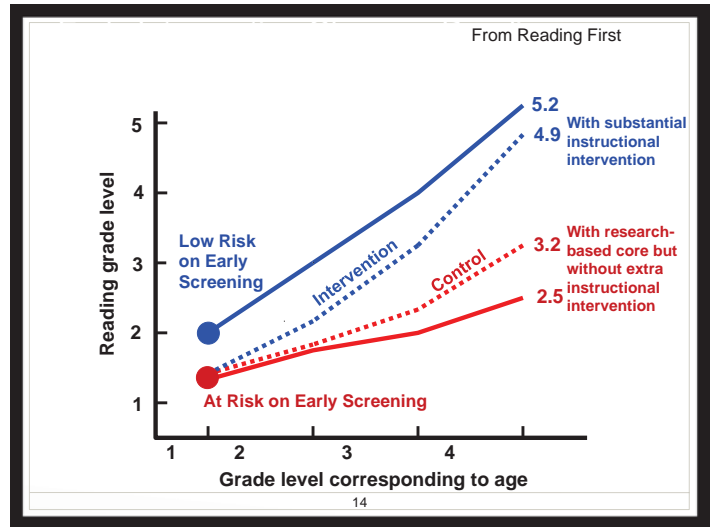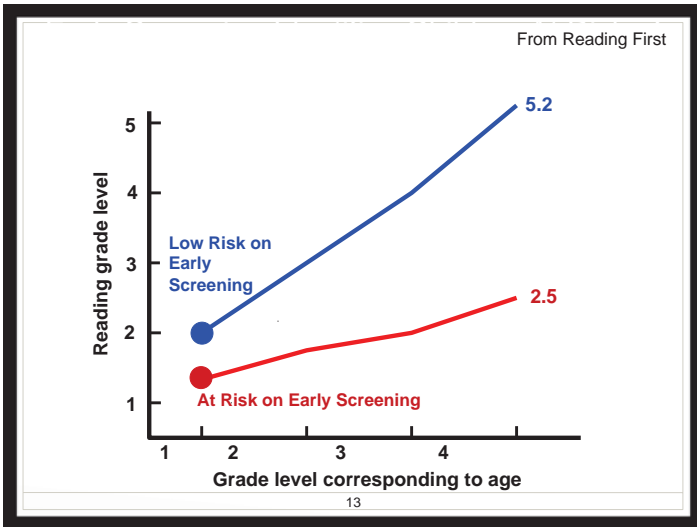

What do Families Want?

- Improved learning

- Transparent decisions

- Active system problem-solving

- Efficient use of resources

- What was my child's score? What did you do differently? What effect did it have? What are we doing next?

11

Fool's Gold

- If you are poor, of minority ethnicity, or a boy, you have a much higher probability of going to special ed and a much higher risk of academic failure in many places.

- Special education placement does not improve outcomes for kids in the high-incidence categories and, in fact, is associated with risk.

12

From Reading First

From Reading First

Intervention Works

- Our failures have had little to do with measurement
- Our failures have had little to do with many of the things we focus on
- We consistently (predictably) have failed to use data to guide instruction and then deliver that instruction well
- When children fail to learn skills, we then attribute the failure to the child
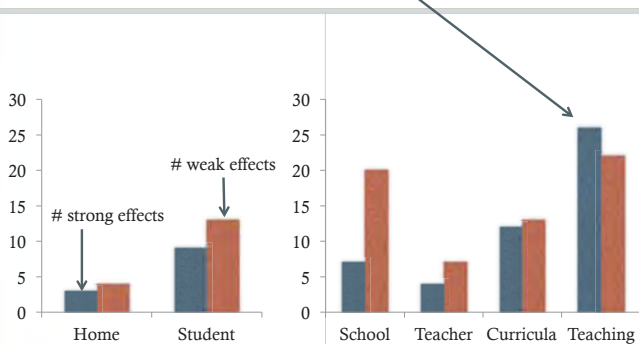
What You DO Makes a Difference

Teaching	Effect Size
Quality of teaching	0.77
Reciprocal Teaching	0.74
Teacher-Student Relationship	0.72
Providing Feedback	0.72
Teaching student self-verbalization	0.67
Meta-Cognition Strategies	0.67
Direct Instruction	0.59
Mastery Learning	0.57
Average	*0.68*

Working Conditions	Effect Size
Within-class grouping	0.28
Adding $	0.23
Reducing Class Size	0.21
Ability Grouping	0.11
Multi-Grade/Age Classes	0.04
Open v. Traditional Classes	0.01
Summer school	-0.09
Retention	-.016
Average	*0.08*

Source: Hattie (2009)

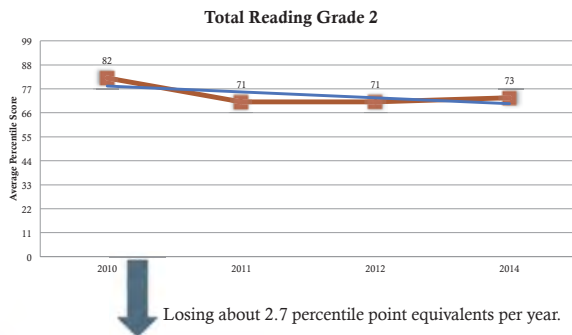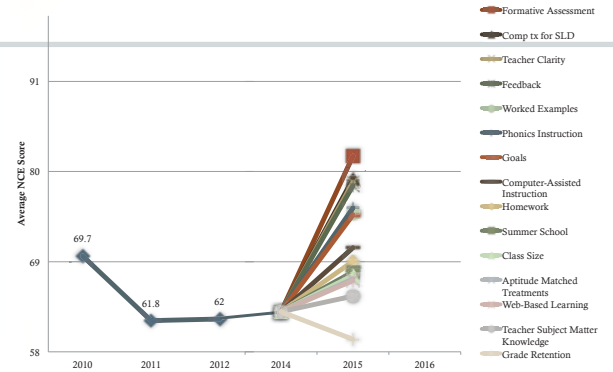## Teaching Matters

Source: Hattie (2009)

Philosophy Driven? Effect Driven?

- Make a commitment to:
  - Select what works
  - Use it well
  - Evaluate it in your setting
  - And troubleshoot to enhance effects

If nothing changes, students will lose ground

Total Reading Grade 2

Losing about 2.7 percentile point equivalents per year.

What you DO makes a difference

Legend:
- Formative Assessment
- Comp tx for SLD
- Teacher Clarity
- Feedback
- Worked Examples
- Phonics Instruction
- Goals
- Computer-Assisted Instruction
- Homework
- Summer School
- Class Size
- Aptitude Matched Treatments
- Web-Based Learning
- Teacher Subject Matter Knowledge
- Grade Retention

Step 1. Attend to High-Quality Core Instruction

- Consume your screening data to identify system problems.

Pay Attention to the Basics

- Do you know where you are going?
- Instructional time allocations, actual academic engaged time, quality of academic engaged time
- High quality plan that is built to attain particular learning outcomes

Examine Core- Foundations

Adequate Materials?	Ensure materials. Match assessment to instruction and use software.
Clearly Defined Essential Skills in Sequence?	Review standards, specify sequence, teach essential skills to mastery
Calendar?	Specify by which date essential skills will be mastered. Work with teachers to ensure calendar is followed.

Core- Foundations

Adequate instructional time?	Review time allocated to instruction, make adjustments based on priorities.
Professional development include coaching and feedback	Ensure a focus on intervention targets and priorities.

Core- Instructional Interactions

Clear task presentation	Include observation in class with feedback
Use of sufficient cues until accuracy is reached	Include observation in class with feedback
Pacing of instruction matched to student need	Use student assessment with instructional planning

Core- Instructional Interaction

Instructional feedback matched to student competence	Integrate student assessment data with instruction
Skills introduced according to calendar of instruction	Build a calendar of instruction and link to assessment data
Student mastery of taught skills is assessed and linked to instruction	Ensure master calendar for supplemental intervention. Most students should master.

Core- Instructional Interaction

Students are actively engaged	Check via direct obs: Task difficulty, CW intervention, trans times, active with f/b and incentives
Time devoted to non-instructional activity is minimized	Transitions under 2 min. Address with transition routine.
Instructional time emphasizes practice with feedback	Check via observation. Professional dvlp for active student responding goals.

Instructional Opportunity Stealers

- Too much assessment
- Giving all students instruction they don't need
- Time lost at beginning of the year on too much review
- Transitions
- Time lost to half-days, holidays, substitute teachers

Instructional Effect Diminishers

- Failing to align instructional strategy with student proficiency
- Allowing kids to work independently when they are making errors
- Not ensuring and verifying mastery before moving on to new content or lesson
- Giving a half-dose (or less) of intervention

Routines Preserve Time

- Basic Routines
  - Going somewhere
  - Requesting Assistance
  - Sharpening Pencils
- Responsible Student Routines
  - Working Independently
  - Passing in Papers
  - Putting Everything in its Place
  - Making up Missed Work

Routines Preserve Time

- Transition Routines
  - Transitioning
  - Breaking into Small Groups
  - Taking a Bathroom Break
  - Lining Up and Walking
- Special Behavior Routines
  - Welcoming Visitors
  - Free Time Behavior
  - Lunchroom Behavior
  - Behavior for the Substitute Teacher

A Good Transition Routine Can

- Save more than 2 hours per day
- Help Reduce time spent Responding to behavior Problems
- Prevent problems from occurring.

The Link to Learning

Routines Save Time

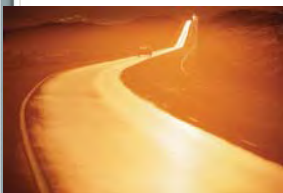Time Increases Learning Opportunities

Learning Opportunities Increase Achievement
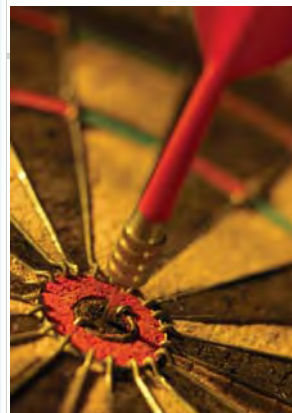
Consider Intervention Yield

- An effective intervention is an intervention that has an effect on the child's learning!
- You cannot know unless you monitor progress.
- Giving the same lesson at a slower pace, in a smaller group, is not a more intensive or more effective intervention.
- Think about the cost of various strategies. Choose the intervention that is highest yield.

7 Years

Highly effective teachers show gain of 1.5 grade equivalents. Ineffective teachers show gains of .5 grade equivalents. These gains are independent of other risk factors associated with demographics.

What do Families Want?

- Improved learning
- Transparent decisions
- Active system problem-solving
- Efficient use of resources
- What was my child's score? What did you do differently? What effect did it have? What are we doing next?

36

Fool's Gold

- If you are poor, of minority ethnicity, or a boy, you have a much higher probability of going to special ed and a much higher risk of academic failure.

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Intervention Works

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- Our failures have had little to do with many of the things we focus on

- We consistently (predictably) have failed to use data to guide instruction and then deliver that instruction well

- When children fail to learn skills, we then attribute the failure to the child

Let's Think Bigger

- The goal of instruction is to improve learning for ALL

- We do not want to aim for mediocre, we want to aim for excellence

- Anyone can beat his or her last best score from the day before

- It is a zero-sum environment. Resources that do not improve learning are wasted.
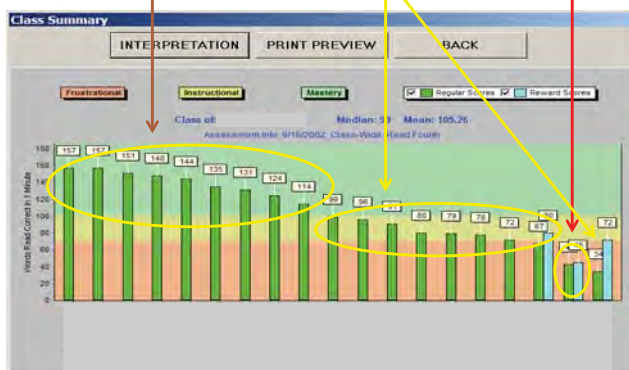
Let's think bigger: What does RtI Mean for your Child?

- High-performing?
  - Use data to enrich and challenge, smarter allocation of resources means more available for enrichment
  - Children ready for advanced coursework

- Average student?
  - Children ready for advanced coursework

- Low performing?
  - Accelerated growth, reduction of risk for failure, mastery of essential skills
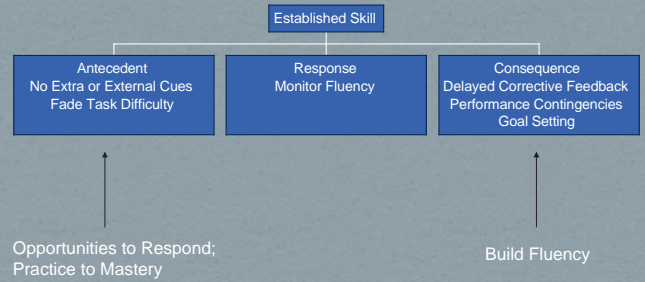

Data = Fuel

- To determine risk

- To evaluate systemic problems

- To plan instructional changes system-wide

- To plan intervention for individual, small groups, or whole classes as supplement to core

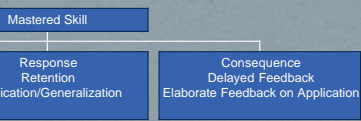- To evaluate intervention effects and inform referral decisions

Match Instructional Strategy to Learner Competence

New Skill

Antecedent	Response	Consequence
Cues, Prompts Reduced Task Difficulty Narrowly defined Task	Guided practice Monitor Accuracy	Immediate Feedback More elaborate Feedback Repetition Loop

Match Instruction to Learner Competence

Established Skill

Antecedent No Extra or External Cues Fade Task Difficulty	Response Monitor Fluency	Consequence Delayed Corrective Feedback Performance Contingencies Goal Setting

Opportunities to Respond;
Practice to Mastery

Build Fluency

44

Mastered Skill

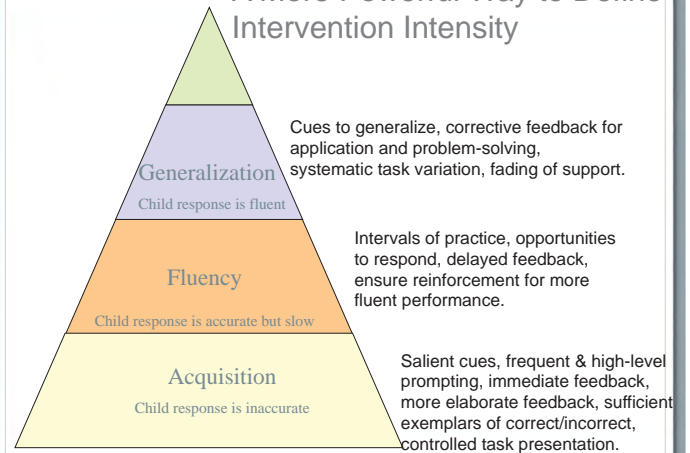| Antecedent Permit Variation Range of Task Difficulty Application	Response Retention Application/Generalization	Consequence Delayed Feedback Elaborate Feedback on Application

Increased range of stimuli

Response Variation- Build response set

Improve Maintenance

45

A More Powerful Way to Define Intervention Intensity

Generalization
Child response is fluent

Cues to generalize, corrective feedback for application and problem-solving, systematic task variation, fading of support.

Fluency
Child response is accurate but slow

Intervals of practice, opportunities to respond, delayed feedback, ensure reinforcement for more fluent performance.

Acquisition
Child response is inaccurate

Salient cues, frequent & high-level prompting, immediate feedback, more elaborate feedback, sufficient exemplars of correct/incorrect, controlled task presentation.
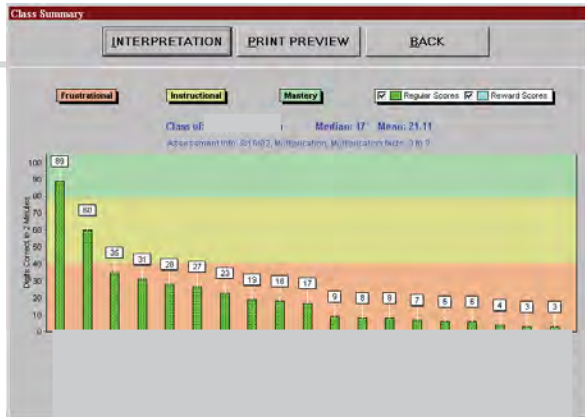
Tier 1: Screening

- 3 times per year
- More frequently if problems are detected
- Probably two probes required
- Computation probes work well-- consider state standards
- Math Screening
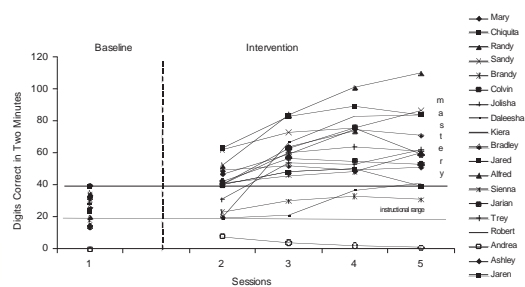 - 2 minutes. Scored for Digits Correct per 2 min

Class-wide Screening

Feedback to Teachers

Tier 1 or 2: Class-wide Intervention
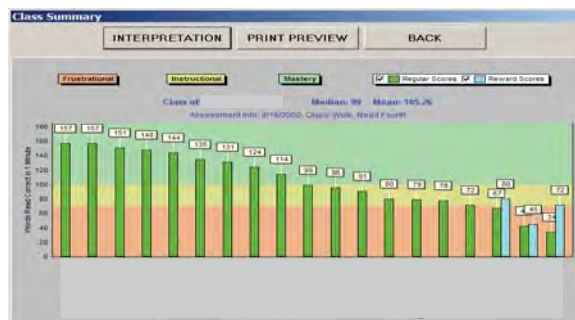

Tier 2: Can't Do/Won't Do Assessment

- "Can't Do/Won't Do"

- Individually-administered

- Materials
  - Academic material that student performed poorly during class assessment.
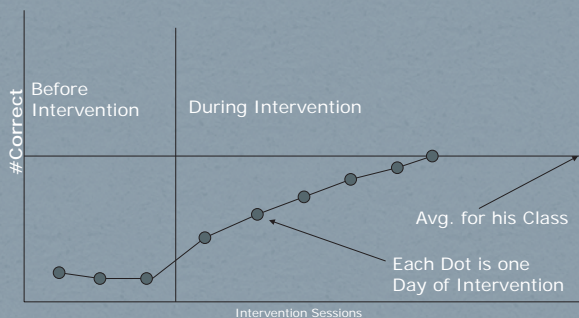 - Treasure chest: plastic box filled with tangible items.

Decision Rule Following Can't Do/Won't Do Assessment
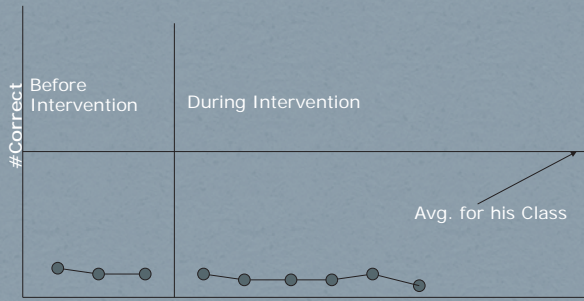

Tier 3: Individual Intervention

- Conducted by classroom teacher

- Protocol based

- Follows adequate functional assessment

53

Response to Intervention

Before Intervention

During Intervention

#Correct

Avg. for his Class

Each Dot is one Day of Intervention

Intervention Sessions

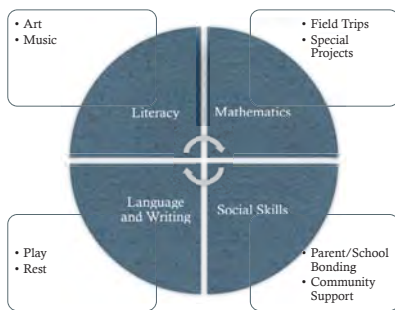Intervention in Reading[54]

Response to Intervention

55

Let's talk about pitfalls

➢ Over-assessment or inefficient assessment

➢ Failing to treat system problems

➢ Overemphasizing intervention selection and underemphasizing intervention management (Integrity threats are underestimated)

56

Bad Decisions are Not Benign

- Art
- Music

- Field Trips
- Special Projects

Literacy Mathematics

Language and Writing Social Skills

- Play
- Rest

- Parent/School Bonding
- Community Support

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Users Must Weigh

- The costs of false positive errors and false negative errors for each decision.
  - For Screening Decisions – A priority is placed on avoiding false negative errors typically.
  - As a result, many screening systems burden systems with high false-positive error rates.
  - High error rates cause users to lose momentum and can attenuate intervention effects system-wide.
  - Collecting "more data" does not necessarily improve the hit rate.

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Case Example: More Assessment?

Case Example: More Assessment?

About 36 Weeks in School Year
180 Days of Instruction/ 6 hours per day
1080 Hours of Instruction

-120 hours for report card preparation
- 10 hours screening (200 minutes per class x 3 = 600 minutes per year)
- 15 hours progress monitoring (900 minutes per year- 5 min per child per 10 children, 2 times per month)
- 6 hours per year for unit tests

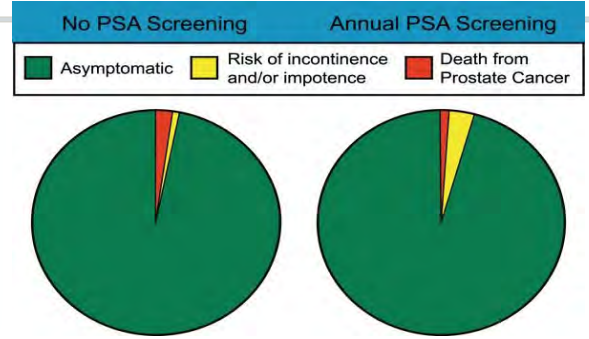-GRAND TOTAL: 151 hours of Assessment = 14% of time

60

Slide 61

Schools are Drowning in Data and the Same Children Still Can't Read or Count

- Are we making a difference?

- Are we changing the odds?

61

Slide 62

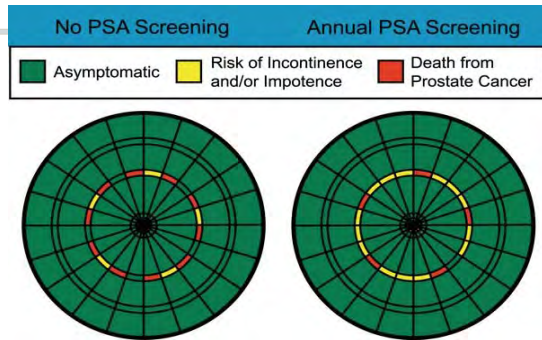# Are We Changing the Odds?

Hoffman, J. R., Wilkes, M. S., Day, F. C., Bell, D. S., & Higa, J. K. (2006). The roulette wheel: An aid to informed decision making. *PLoS Medicine, 3*(6), e137. doi: 10.1371/journal.pmed.0030137
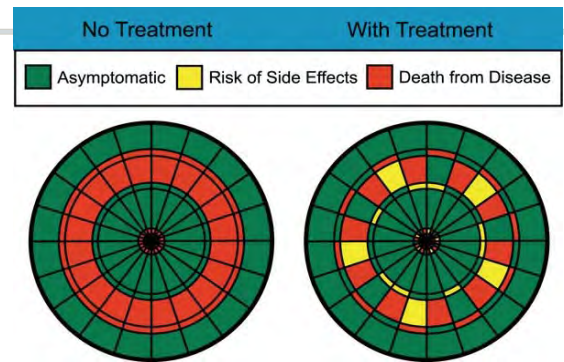
62

Slide 63

To Screen or Not to Screen?

Hoffman, J. R., Wilkes, M. S., Day, F. C., Bell, D. S., & Higa, J. K. (2006). The roulette wheel: An aid to informed decision making. *PLoS Medicine, 3*(6), e137. doi:10.1371/journal.pmed.0030137
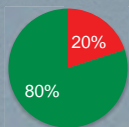
63

Slide 64

Which Board do You Choose?

Hoffman, J. R., Wilkes, M. S., Day, F. C., Bell, D. S., & Higa, J. K. (2006). The roulette wheel: An aid to informed decision making. *PLoS Medicine, 3*(6), e137. doi:10.1371/journal.pmed.0030137

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Slide 65

Probability of Becoming a Proficient Reader With and Without Supplemental Intervention Programs in High-Achieving and Low-Achieving Schools
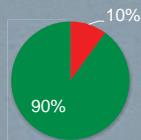

65

Slide 66

"Acceptable" Standards Carry High Error Rates

- If you set the acceptable sensitivity/specificity levels at .70, you might have post-test probability of 45% for those predicted to fail*
  - i.e., you are wrong half the time

- You might have post-test probability as high as 6-7% for those who are predicted to pass
  - i.e., you "miss" 6-7% of kids who really will fail (of 16%, so again nearly half the time)

- *Base Rate for failure = .16

- VanDerHeyden, A. M. (2010). Determining early mathematical risk: Ideas for extending the research. Invited commentary in *School Psychology Review, 39*, 196-202.

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A Smarter Way to Screen

test threshold

Pauker, S. G., & Kassierer, J. P. (1980). The threshold approach to clinical decision making. *New England Journal of Medicine, 302*, 1109-1117.

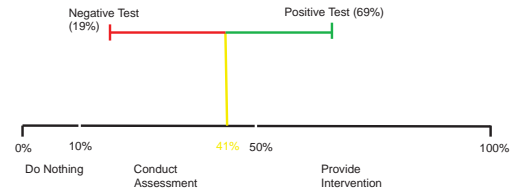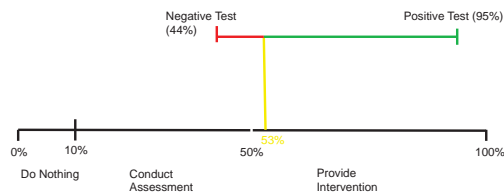Ebell, M. H. Evidence-Based Practice: Online Course. Chapter 4: Diagnosis. http://ebp.uga.edu/courses. Last accessed: June 15, 2013.

Math Screening (MCOMP)

Negative Test (19%) Positive Test (69%)

0% 10% 41% 50% 100%

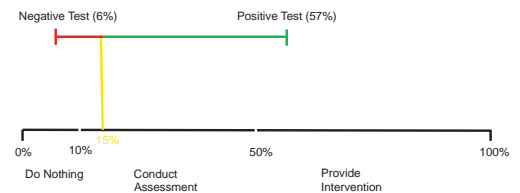Do Nothing Conduct Assessment Provide Intervention

➢ This screening device (MCOMP) is useless in this context
➢ Why? No one can be ruled out

Change the Base Rate- Change the Value of the Screener

Negative Test (44%) Positive Test (95%)

0% 10% 53% 50% 100%

Do Nothing Conduct Assessment Provide Intervention

➢ In this context, it is smarter to begin intervention BEFORE screening for children who receive f/r lunch
➢ Children bring risk into the test that cannot be discounted

---

Use Intervention to Change the Base Rate

Negative Test (6%) Positive Test (57%)

0% 10% 15% 50% 100%

Do Nothing Conduct Assessment Provide Intervention

➢ Now the same assessment becomes useful
➢ 85% of students are ruled out
➢ For 15% of students with failed RTI, look at preceding year's test score, if non-proficient, intervene. If proficient, rule out.

Smart Screening

- Means considering the cost of each screening in time, materials, etc.

- The relative value/meaning of available options.

- Adding a "new" screener should produce an appreciable increase in decision accuracy.

- Gated screening procedures improve accuracy.

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Understand Diagnostic Accuracy

CBM Reading score closest to testing (4/21/05)

AIMS reading scaled score

This is words read correctly per minute. You move this line up and down to "catch" as many of those who will not pass as possible.

431 = "pass" for AIMS. This line does not move

Most Errors are at the Cutpoints

Moving the horizontal line up will "catch" two more cases who failed the AIMS, but will result in many more "false positive errors."

Thus, 95 wc/min at 3rd grade at this school is a good standard in this sample.

Beware Slight of Hand that Removes the "In the Middle" Kids

Measure appears more accurate and more efficient than it will be in practice.

Take an Assessment Inventory

Verify Screening Adequacy

Start with a Helicopter View to Verify Core

Average Assessment Score
Grade: 1, Term: 2010-2011
Assessment: Reading, Class-wide-Fluency, Read First

Instructional Effects
Grade: 2, Date Range: 8/3/2010-1/3/2011
Assessment: DIBELS K-6, Oral Reading Fluency, Grade 2

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Average Assessment Score
Grade: 2, Term: 2010-2011
Assessment: DIBELS K-6, Oral Reading Fluency, Grade 2

Instructional Effects
Grade: 3, Date Range: 8/3/2010-1/3/2011
Assessment: DIBELS K-6, Oral Reading Fluency, Grade 3

81

Average Assessment Score
Grade: 3, Term: 2010-2011
Assessment: DIBELS K-6, Oral Reading Fluency, Grade 3

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Identify Systemic Problems: First Grade Math

Instructional Effects
Grade: 1, Date Range: 7/1/2010-10/28/2010
Assessment: Math, Addition, 1 to 2-digit number plus 1 to 2-digit number: no regrouping

Second Grade Math

Third Grade Math

Where **system** problems are detected, deploy **system** interventions and: Verify Rapid Growth in all Classes

Look for Lagging Classes– and Respond

Class-wide Intervention Works!

	Absolute Risk Reduction	Number Needed to Treat
All Students	15%	7
Students receiving F/R Lunch	18%	6
Students receiving Special Education Services	39%	3
Low-Performing Students	44%	2

Source: VanDerHeyden, McLaughlin, Algina, & Snyder, 2012; VanDerHeyden & Codding, in submission

Last Pitfall

- Overemphasizing intervention selection and under-emphasizing intervention management

Treat Integrity Failures as Sentinel Events

- Untreated integrity problems become student learning deficits, schoolwide learning problems, and false positive decision errors
- Integ problems affect dose and quality of the treatment (an intervention implemented with fidelity is a functionally different intervention than one implemented inconsistently
- Integ positively correlated with student learning gains, amount of intervention covered
- Even veteran sites require monitoring and follow-up

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Decision Rules are Compromised by Poor Integrity

- Low-performing students more prone to have week(s) of missing data.
- The decision rule for unsuccessful RTI following classwide intervention varied with integrity of the intervention.
- Greater sensitivity in high-integrity implementation classrooms and fewer false positive errors.
- Greater sensitivity in high-achieving classrooms (defined as mean performance on state test).

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Sometimes it's the Simple Things

- Proximity to trainer
- Child availability for intervention sessions
- Intervention error (e.g., modeling too rapidly, failing to give feedback)
- Materials available
- No one's watching
- Tracking and troubleshooting implementation failures
- Remember, intervention failures should be rare

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Just like your mama told you: INTEGRITY MATTERS

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Well-Managed Intervention

- Road-tested
- Written protocol
- Teacher equipped and ready for success
- Monitored weekly to verify growth
- Performance feedback and live coaching for weak results
- Adjust intervention only after correct implementation

To Avoid Pitfalls

- Specify measures, decision rules, and intervention management procedures

- Obtain the best data

- Obtain only the data necessary to make accurate decisions at each stage

- Plan system interventions where system problems are detected

- Actively manage intervention implementation

Ask

- What are our system goals?

- What data are we collecting to reflect progress?

- How are we responding to lack of progress (how often, what resources)?

- How do data inform professional development decisions, text/material/resource adoptions, allocation of instructional time?

- How do data tie into personnel evaluation?

Ask

- Are we changing the odds of success in our schools?

- What are our special targets and priorities (e.g., numeracy, high-mobility, etc.)

- Are we operating as efficiently as possible?

- Are teachers adequately supported (i.e., someone responds to data and goes in to coach and support)?

- Do our instructional leaders follow data?

Core Instruction in Math

"Procedural fluency and conceptual understanding are often seen as competing for attention in school mathematics. But pitting skill against understanding creates a false dichotomy. As we noted earlier, the two are interwoven. Understanding makes learning skills easier, less susceptible to common errors, and less prone to forgetting. By the same token, a certain level of skill is required to learn many mathematical concepts with understanding, and using procedures can help strengthen and develop that understanding." (p. 122, NRC, 2001).

False Dichotomy

What is Balanced Math Instruction?

Integrate Instruction for

Procedural and operational fluency with conceptual understanding

Procedural and Operational Fluency

Conceptual Understanding

What is conceptual understanding fluency? The ability to solve a problem in multiple ways, to explain why a given solution works, to explain how the concept is connected to other mathematical concepts and skills. This is distinct from a halting, incomplete explanation or one that simply repeats the algorithm. Algorithms that are not understood will be forgotten.

Sequence Skills Logically and Provide Adequate Instructional Time

- "a mile wide and an inch deep"

- Make tough decisions about which skills are essential and ensure mastery of those skills

- NMP says
  - whole number add/sub by grade 3
  - mult/div by grade 5
  - Operations with fractions, decimals, percentages
  - Operations with pos/neg integers
  - Operations with pos/neg fractions
  - Solving percentages, ratios, and rates to balance equations

Common Core Content Standards

- Streamlined

- "Asking a student to understand something means asking a teacher to assess whether the child has understood it."

- Hallmark of understanding: student can explain why a mathematical statement is true or where a rule comes from.

- Children need supported practice to gain understanding

Key Ideas in CCSS

- Emphasize Number through Grade 3
  - Operations
  - Relationships between operations
  - Place Value

- Grades 4 emphasize understanding of fractions

- Grade 5 emphasizes understanding of decimals and the rate of decomposition in moving from left to right (or composition in moving from right to left)

- Fluent add/sub 0-20 by grade 2

- Fluent add/sub within 100 by grade 3

- Fluent multiplication and division within 100 by grade 3

- Explain relationships between operations by Grade 3 (e.g., can convert multiplication problems to addition, fact families, and vice versa)

- Multi-digit mult and div by grade 4 with mathematical explanations

- Operations with decimals by grade 5

- Operations with fractions by grade 5

- Ratios, proportions, operations with fractions, factors, multiples, and negative numbers by grade 6

Teacher Characteristics

- Understands sequence of content and how skills to be learned are related to previously learned skills and skills to be learned in the future
- Can provide a mathematical proof or reasoning for why a solution works
- Anticipates common misconceptions and error patterns that represent faulty thinking
- Has a system for knowing which students are on track or not

Teacher Characteristics

- Hattie - $d = .09$ for subject matter knowledge

- Enhancing teacher knowledge alone is not enough

- Consider Ma's findings

Ma's Seminal Study Found

- Chinese teachers tended to:
  - Understand the key ideas underpinning a new mathematical skill and made the connections explicit for students
  - Provided mathematical explanations or proofs for solutions
  - Were able to show more than one way to solve a problem
  - Emphasized mastery of prerequisite skills and concepts

Ma's Findings

- Despite more training, US teachers:
  - Provided only procedural explanations
  - Were not able to explain why or how a procedure worked mathematically with a proof
  - Did not have a map of key ideas related to the new skill
  - Used tools (e.g., manipulatives) that did not advance understanding of the concept

Conclusion

- Enhance teacher knowledge about what to teach and how to teach to improve the quality of the instructional interaction between the student and teacher

- Hattie PD d = .62 Teacher Clarity d = .75

- Slavin and Lake synthesis

Planning: Deciding what to Teach

- Specified sequence of learning outcomes on timeline with multi-year view of learning

- Uses screening assessment to identify systemic problems

- Knows and emphasizes key ideas

- Assesses just-taught skills to verify mastery

- Matches instructional strategy to learner proficiency

Planning: Deciding How to Teach

- Designs instruction to prevent misconceptions

- Designs instruction to establish understanding of relationships between mathematical concepts

- Sufficient opportunities to build fluency for key concepts and skills

- Tools/technology are integrated effectively

Evaluating Instructional Effects

- Periodic assessment to verify retention

- Annual assessment for accountability linked to system planning and problem solving

- Routine monitoring of mastery of key concepts and skills

- Links student proficiency data to instruction

Instructional Strategies that Work

- Formative Evaluation $d = .90$
- Comprehensive Interventions for SLD $= d = .77$
- Teacher Clarity $d = .75$
- Feedback $d = .73$
- Teaching quality indicators outweigh working conditions (mean $d = .68$ v. mean $d = .08$ (p. 244)

Use Data to Fuel Decisions
From VanDerHeyden (2009)

	Screening Fall	Screening Spring	Progress Monitoring
Pre-K	Counting Objects Aloud; Select a Number (1-10); Rapid Discrimination	Counting Objects Aloud; Rapid Number Naming	
Kindergarten	Counting Objects and Selecting Matching Number (1-10); Quantity Discrimination; Rapid Discrimination	Counting Objects and Writing Number (1-10)	
1st Grade	Sums to 5	Sums to 18 or 20	Addition and Subtraction 0-20
2nd Grade	Addition and Subtraction 0-20	Multi-digit addition or subtraction without regrouping	Fact Families Addition/Subtraction 0-20
3rd Grade	Fact Families Addition/Subtraction 0-20 or 3-digit addition and subtraction with and without regrouping (this is hard for most third graders but reflects a skill that most are expected to be able to do)	Multiplication 0-9 or 0-12	Multiplication and Division 0-12
4th Grade	Fact Families Multiply/Divide 0-12	Multi-digit multiplication without or with regrouping	Multi-digit division with and without remainders
5th Grade	Multi-digit multiplication with and without regrouping	1 digit into 2-3 digit dividend with remainders	Reduce fractions
6th Grade	Decimals multiplication	Find least common denominator	Substitution of whole number to solve equations
7th Grade	Mixed operations for integers	Mixed operations for fractions or percentages	Substitution of fraction to solve equations
8th Grade	Mixed operations for fractions	Solve simple algebraic proportions	Solve percentages (e.g., x% of 10 = 5 and 50% of x = 10)

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Data = Fuel that Drives RtI

- To determine risk
- To evaluate systemic problems
- To plan instructional changes system-wide
- To plan intervention for individual, small groups, or whole classes as supplement to core
- To evaluate intervention effects and inform referral decisions

Roadmap to Lesson Planning

- What must students know?
- Do students understand? Can they do it?
- How will you
  - Establish conceptual understanding?
  - Build fluency?
  - Provide applied practice and discussion?

	Critical Big Idea or New Understanding	Prerequisite Skills	Future Understandings
Addition with Regrouping	Understanding of base-ten system or place value properties and decomposing a higher-value unit.	Addition 0-20 Composition of tens and hundreds.	Multi-digit multiplication. Measurement. Addition with decimals.
Multi-digit Multiplication	Sum of partial products using expanded notation and place value properties. Understands that it is more efficient to work from right to left in solving, but not necessary.	Addition 0-20 Multiplication 0-9 Place value properties (e.g., 542 x 31 is 500 x 31 plus 40 x 31 plus 2 x 31).	Multi-digit multiplication with decimals.
Division	Rapid identification of unknown factors and understanding division as an operation that can be "undone" with multiplication.	Multiplication 0-9	Creating equivalence between quantities. Solving for an unknown with whole numbers and fractions. Finding a least common denominator. Finding the greatest factor to simplify a fraction.
Fraction	First time base unit is not "one." Rapid identification of quantity of fraction on a number line. Creating equivalent quantities using different and same denominators. Quantity estimation for sums,	Mastery of basic operations (addition, subtraction, multiplication, and division). Ordinal understanding with whole numbers.	Operations with fractions. Operations with percentages and ratios.

The Lesson is About Place Value

Cannot subtract 6 from 3, so have to go back to tens column and decompose a ten

445
− 226

STEP 1   22 ?

Working from left to right

STEP 2   445
− 226

STEP 3   229

ANSWER   219

$3 - 2$ $15 - 6$

445
− 226
219

Working from right to left   STEP 1

$40 - 10 = 30$ so 3 tens = 2 tens $10 + 5 = 15$ so 15 - 6

Conceptual Understanding

- When teaching regrouping
  - Emphasize place value, relate to composition and decomposition of higher-value units
  - For example, This number has two digits, one digit in the ones column (point to right-hand digit) and one digit in the tens column (point to left-hand digit). When we add 2-digit numbers, we first add the digits in the ones column (point) and then add the digits in the tens column (point). We have learned that it makes more sense to add the ones column first because if we get 10 or more, then we can compose a 10 and count that 10-value in the tens column (point). Let's add the digits in the ones column. What is the answer? Right, this answer is greater than 9 so we must compose a 10 from the ones column. Write the tens value here above the tens column (guide child to write the response). How many ones do we have left after we compose a 10? Write the ones value in the ones column of the solution (guide child to write the response). Now, let's add the tens column and remember to include the ten that we composed. Write the whole answer here (point to the tens column and if applicable, show that the sum of the tens column may be greater than 9 and if so the total sum will include a 100's column digit)."

Give Feedback

- If a mistake is made, the teacher should guide the student to "try again" and provide prompts as needed to ensure correct responding. For example, the teacher might say, "Stop. If the sum of the ones digits is greater than or more than 9, what do we do?" If the child cannot immediately correct the error, say, "Remember, we have to compose a ten and add that ten to the tens column." Guide the child to correctly respond following the sample script each time an error is made. Errors should rapidly decrease across sessions.

Build Conceptual Understanding

- If we are adding, will the solution be greater than or less than the first number (point to top number)? Will the solution be greater than or less than the second number (point to the top number)?"

- "What happens to the number of tens in a number when the ones value becomes greater than 9?"

- "How many ones can we add to 32 before we have to compose a ten? What happens to the 3 tens value when we compose a ten in the ones column (i.e., it changes to 4 tens or 40)? Can we re-write 30 + 14 = 40 + 4? Are these sums equivalent? Write equivalent sums for the following composing as many tens as possible from the second addend such that the solution is written as a 2-digit number plus a 1-digit number: 20 + 12; 50 + 15; 40 + 22; 60 + 33."

Build Conceptual Understanding

- "Let's start at the ones position and move toward the higher-value digits like tens and hundreds. When we move from the ones to the tens position, the value of the next higher digit is ten times the value of the lower-value digit. So one ten is worth how many ones? Ten, that's right. Now let's move to the hundreds position. Again, the digit in the hundreds column is worth ten times which digit? That's right, the hundreds digit is worth 10 tens. Can we put the value of ten ones in a single digit? Can we put the value of a hundred ones in a single or double-digit number? Why?" Guide the student to say that we must compose tens when the value of the number is greater than 9 and we must compose hundreds when we have more than 9 tens or 90 ones.

- "Do you estimate the solution to be greater than _____ or less than _____?"

Build Conceptual Understanding

- "Let's break this number into tens and figure out the answer in our heads. Guide the student through solving a addition problem by composing and decomposing numbers – e.g., 54 + 22 = 50 + 4 + 20 + 2 = 50 + 20 + 4 + 2 = 70 + 6 =76. Or counting up from 54 by tens and then ones, e.g., 64, 74 plus 2 equals 76. This activity reinforces understanding of composing and decomposing numbers and place value, associative property, and commutative property.

- "What happens if the ones column sums to greater than 9?"

- "What happens if the tens column sums to greater than 9?"

Division

- Teach as finding an unknown factor.

- Relate to fractions (numerator is divided by denominator).

- Show that a quantity or number is always equally divisible but may require partitioning a whole number into values less than 1.

- Show students how to reflect remainders with a fraction or as a product plus a remainder e.g., $21/5 = (4 \times 5) + 1$

Multiplication

- Make use of expanded form and the commutative and distributive properties in solving multiplication problems. Show students how to decompose numbers to make a challenging problem easier and to make place value properties explicit.

- 543 x 24 = (543 x 20) + (543 x 4) and more efficient to multiply ones first in case you need to compose a higher-value (regroup)

More than One Way to Solve

423	423	423	423
x 225	x 225	x 225	x 225
2115	8460	84600	80000 + 4000 + 600
8460	2115	8460	8000 + 400 + 60
+84600	+84600	+ 2115	+ _____ 2000 + 100 + 15
95175	95175	95175	80000 + 14000 + 1100 + 75
			95175

Fractions

- Teach fractions using a number line

- Fractions are the first time that the basic unit is not "1" for most students.

- Teachers can help students understand how to work with numbers of a different base unit when working with multi-digit operations, but even so, these numbers can always be converted to "ones" (e.g., 543 is 543 ones).

- Fractions should be taught as a base unit of 1/denominator with 3/5 representing 1/5 + 1/5 + 1/5 as shown on a number line

---

Fractions

- Teaching students that fractions change the base unit allows students to readily apply other knowledge in conducting operations with fractions.

0   1/4   ½   3/4   4/4   1

1/8   2/8   3/8   4/8   5/8   6/8   7/8   8/8

Show me 1/2   That's right, we divide the line into 2 parts and each part is 1/2

Show me 1/4   That's right, we divide the portion between 0 and 1 into 4 parts. Each part is 1/4. Show me 2/4. Show me ¾. Can you write 2/4 as an addition problem? Can you write ¾ as an addition problem? (hint- ¾ is how many ¼ parts?)

Show me 1/8   How many 1/8s are in 3/8? Yes, 3/8 = 1/8 + 1/8 + 1/8

Can you find 4/8? What is it equivalent to? What about 8/8? Let's divide and check.

Fractions

- Teachers should show how equivalent fractions can be built by dividing the original fraction segment into equivalent units. So students understand how to find a common multiple.

- This instruction should be integrated with teaching the algorithm but the goal of instruction is not to memorize the algorithm but rather to understand why the algorithm works which will make the learning more robust and less prone to forgetting.

Fractions

- Be sure to use number lines that extend beyond "1."

- Also be sure to show how a number line with whole numbers operates the same way 4 is 4 copies of "1" or 1 + 1 + 1 + 1

- Demonstrate how the units must be equivalent ("on equal footing") to compare and add/sub

4/7 > or < 3/5?

4/7 = 4 copies of 1/7 and 3/5 = 3 copies of 1/5

The units are different (e.g., miles and yards)

4/7 is 20 copies of 1/35 and 3/5 is 21 copies of 1/35

Hung-Hsi Wu

- "… the resistance that some math educators (and therefore teachers) have to explicitly teaching children the standard algorithms may arise from not knowing the coherent structure that underlies these algorithms: the essence of all four standard algorithms is the reduction of any whole number computation to the computation of single-digit numbers." p. 9 American Educator (2011)

- Help students in grades 1-3 understand the operations and form expectations for solution quantities based on the operation performed.

- Assist students to rapidly identify larger/smaller fractions and to anticipate solutions based on their understanding of operations with whole numbers

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Avoid Incomplete Explanations

- Dividing fractions = "invert and multiply" but why?

- We can relate explicitly to division of whole numbers so
  a / b = c (15/5 = 3)
  b = a x c (15 = 5 x 3)

$$\frac{a}{b} \div \frac{c}{d} = \frac{x}{y} \qquad \frac{a}{b} = \frac{c}{d} \times \frac{x}{y} \qquad \frac{x}{y} = \frac{d}{c} \times \frac{a}{b}$$

Misunderstanding is Promoted When

- We do not move beyond simple examples in teaching new concepts ("I can't do it")
  - Just as we do not expect a child to draw hundreds of hash marks to solve addition problems, we must teach students how to solve complicated problems using their mathematical understanding

- Teaching trial and error (need for proofs)

- Textbooks often have high error density

Conceptual Understanding is Promoted When

- We teach children combine and recombine numbers in problems using associative, commutative, and distributive laws

- Convert division and subtraction problems to unknown factor and missing addend problems

- Explicitly connect what is being learned to what they know

- Emphasize quantity comparisons

- Emphasize predictable effect of various operations on whole numbers, fractions, and integers

- Emphasize converting hard problems to easier problems from preK up

- Emphasize solving for unknowns from first grade up

- Do not underestimate the amount of practice with feedback required for fluency

Conceptual Assessment

- Ask children to draw answer
- Ask children to "teach you" or think aloud while solving.
- Ask students to judge if items are correct
  - 10% of 5-year-old children who correctly counted did not identify counting errors in others (Briars & Siegler, 1984).
- Provide three examples of the same equation and asking them to circle the correct one
- Ask children to correct an incorrect problem
- Ask equivalence questions
- Provide a list of randomly ordered correct and incorrect equations and ask them to write or circle "true" or "false" (Beatty & Moss, 2007).

To Establish the Skill

- Use manipulatives to demonstrate discrimination or key concept
- Ask child to explain what it means
- Ask child to draw the answer
- Guide child to convert to an easier problem using existing knowledge
- Show more than one way to solve the problem, provide step-by-step demonstration
- Ask equivalence, more-less, and true/false questions
- Once accurate, begin procedural fluency

Common Procedural Errors

- Not attending to operation, wrong operation
- Regrouping errors in addition, subtraction, and multiplication
- Dysfluency in basic computations and operations
- Prevent procedural errors that interfere with conceptual understanding

Some Lessons Learned

- We often measure too much and too much of the wrong things.
- We do not begin with a plan in mind of what the most critical "big ideas" are and make these explicit for students.
- Students are not provided with adequate time to practice to mastery.
- We do not connect instructional strategies to student proficiency.

Lessons Learned

- We fail to attend to the basics
  - Adequate time, intention, systematic advancement of content based on mastery of prior content, explicit connection of computations to conceptual understandings past and future, providing sufficient demonstrations and checking for student understanding
- We de-value fluency in computational skills and bigger ideas like quantity discriminations with proportions

Lessons Learned

- We think of "application" as only word problems
- If we graph expectations for mathematical learning across years of school, it is not a linear upward trend. We expect too little at the lower grades and try to make up for lost time later on.

Key Ideas for Core

- Know where you are going first.
- Verify conceptual understanding and verify fluency.
- Check fluency on component skills (look for gaps).
- Support Acquisition, Fluency-building, and Application every day.
- Align instructional strategy to student need
- Avoid over-assessment, treat classwide problems with classwide interventions, and pay attention to integrity.

For More Information

- Amanda VanDerHeyden
  - amandavande@gmail.com
  - 251-300-0690
- www.isteep.com and www.gosbr.net
- Liping Ma. Knowing and Teaching Elementary Mathematics
- Keeping RTI on Track: How to Identify, Repair and Prevent Mistakes That Derail Implementation
- http://www.shoplrp.com/product/p-300620.html
- Or 1-800-341-7874
- Hung-Hsi Wu. Understanding Numbers in Elementary School Mathematics
- Hattie (2009). Visible Learning.

Tier 2 and 3 Mathematics Instruction

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Objectives

– How to identify the need for and deploy classwide mathematics intervention

– How to identify and deploy tier 2 intervention

– How to select and implement tier 3 intervention

Use Data to change what happens between the Teacher and the Student

Highly effective teachers show gain of 1.5 grade equivalents. Ineffective teachers show gains of .5 grade equivalents. These gains are independent of other risk factors associated with demographics.

Measurement Should

• Reynolds 1975:   In today's context the measurement technologies ought to become integral parts of instruction designed to make a difference in the lives of children and not just a prediction about their lives.

Early Screening Identifies Children At Risk of Reading Difficulty

From Reading First

Early Intervention Changes Reading Outcomes

From Reading First

Consensus to

- *Prevent* most reading problems by reducing the # of children who enter school with poor emergent literacy skills (oral language, print knowledge, phonological processing skills)- National Reading Panel, 2000
- *Prevent* early mathematics deficits by screening, providing intervention in early numeracy- National Mathematics Advisory Panel, 2008
- *Permit* school success by proactive and early training in "ready to learn" behaviors

Data allow us to

- Provide faster, more effective services for ALL children

- Work "smarter" not harder, better utilize the talents of the school psychologist and school-based assessment and intervention teams.

- Make implementation SIMPLE and EASY for teachers (low cost, few errors)

- Prevent diagnosis

Tier 1

- Provided to all students
- Fidelity to high-quality core curriculum
- Learning objectives are clear and paced
- Universal screening data are used to identify system targets and to evaluate overall learning progress (mastery of learning objectives, reduction of students at risk)
- Teachers consume data

Tier 2

- Supplements core instruction
- 10-20% of students may require
- Students grouped by intervention need (type and level)
- Progress monitored weekly
- Student groupings adjusted weekly
- Small group, some classwide intervention
- Ideal for fluency-building interventions

Tier 3

- Supplements core and tier 2
- Requires a functional assessment of student performance to identify the right intervention for the student
- Weekly progress monitoring and troubleshooting of the intervention
- Ideal for acquisition interventions and may be combined with fluency-building components

Data = Fuel

- To determine risk
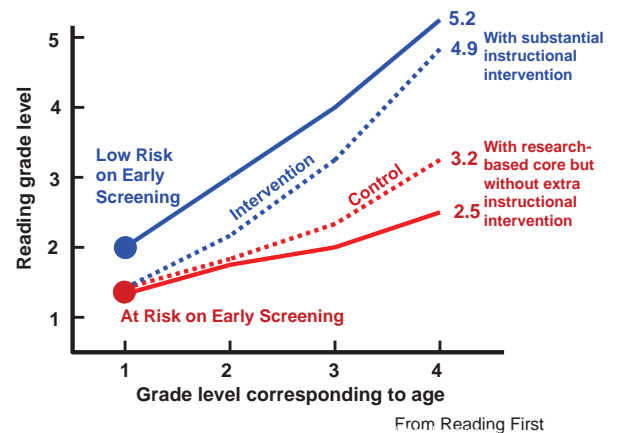- To evaluate systemic problems
- To plan instructional changes system-wide
- To plan intervention for individual, small groups, or whole classes as supplement to core
- To evaluate intervention effects and inform referral decisions

Slide 1:

Ready for more challenging work

Current-level instruction

Require support to prevent errors

Slide 2:

How do I implement RTI? and what results can I expect if I do it well?

System to Enhance Educational Progress
STEEP

Slide 3:

Tier 1: Screening

- Screening
  - Math Screening
    - 2 minutes. Scored for Digits Correct
    - Computation probes work well
    - Likely to use more than one probe

Slide 4:

Class-wide Screening

Slide 5:

Feedback to Teachers

Slide 6:

Tier 1 or 2: Class-wide Intervention

No Class-wide Problem Detected

Tier 2: Can't Do/Won't Do Assessment

3-7 minutes per child

- "Can't Do/Won't Do"
- Individually-administered
- Materials
  - Academic material that student performed poorly during class assessment.
  - Treasure chest: plastic box filled with tangible items.

Can't Do/Won't Do Assessment

Decision Rule Following Can't Do/Won't Do Assessment

Tier 3: Individual Intervention

Response to Intervention

Before Intervention

During Intervention

Avg. for his Class

Each Dot is one Day of Intervention

Intervention Sessions

#Correct

Intervention in Reading

Slide 1: Response to Intervention

Response to Intervention

#Correct

Before Intervention | During Intervention

Avg. for his Class

Slide 2: If you want results,

- You must deliver and manage intervention effectively
- Use student learning data as constant arbiter of intervention efforts
- Evaluate the value of decisions made on targeted outcomes
  - Equity
  - Achievement gains
  - Eligibility decisions

Slide 3: Match Instructional Strategy to Learner Competence

New Skill

Antecedent
Cues, Prompts
Reduced Task Difficulty
Narrowly defined Task

Response
Guided practice
Monitor Accuracy

Consequence
Immediate Feedback
More elaborate Feedback
Repetition Loop

Increase Discriminability/ Stimulus Control

Ensure 100% correct responding

Slide 4: Match Instruction to Learner Competence

Established Skill

Antecedent
No Extra or External Cues
Fade Task Difficulty

Response
Monitor Fluency

Consequence
Delayed Corrective Feedback
Performance Contingencies
Goal Setting

Opportunities to Respond; Practice to Mastery

Build Fluency

Slide 5: Match Instruction to Learner Competence

Mastered Skill

Antecedent
Permit Variation
Range of Task Difficulty
Application

Response
Retention
Application/Generalization

Consequence
Delayed Feedback
Elaborate Feedback on Application

Increased range of stimuli

Response Variation- Build response set

Improve Maintenance

Slide 6: A More Powerful Way to Define Intervention Intensity

Generalization
Child response is fluent

Cues to generalize, corrective feedback for application and problem-solving, systematic task variation, fading of support.

Fluency
Child response is accurate but slow

Intervals of practice, opportunities to respond, delayed feedback, ensure reinforcement for more fluent performance.

Acquisition
Child response is inaccurate

Salient cues, frequent & high-level prompting, immediate feedback, more elaborate feedback, sufficient exemplars of correct/incorrect, controlled task presentation.

For Assessment we must Ask

- What decision do we want to make (what is the purpose)?
- If it doesn't lead to different action then we shouldn't do it
- Generally, three purposes:
  - To determine risk
  - To evaluate programs of instruction
  - To inform instruction
- Choose the most efficient option with the best technical properties (standard admin, well-controlled materials available, reliability and validity evidence for our purpose).

Use Screening Data to

- Evaluate effects of core instruction
  - For all students
  - For vulnerable students
- Evaluate changes to core instruction
- Develop benchmarks for performance that predict outcomes you care about
- Evaluate programs locally based on data (e.g., special ed effects, Tier 2 and 3 intervention)

Verify Screening Adequacy

Checklist for Screening Data Interpretation	
Check if true:	Screening Data May Be Used for Decision Making if the Following Conditions are Met:
	Measure content is aligned with state standards and reflects a skill that students have been taught and must know how to do to benefit from upcoming instruction.
	Scores on Measure are predictive of future performance.
	Measure yields reliable scores.
	Measure is brief and efficiently administered.
	Measure yields scores that are sensitive to changes in learning over time.
	Assessment inventory was completed to prevent over-assessment.
	Procedures were used to ensure that data collection occurred accurately.
	Graphs were generated for classroom teachers showing each child's performance relative to other children in the same class and a risk benchmark criterion.
	All students participated in screening.
	Schoolwide, grade-wide, and class-wide patterns of performance were evaluated to identify whether schoolwide, grade-wide, or class-wide problems were present.

Step-by-Step

1. Select Measures
2. Organize Materials
3. Train Teams to Administer
4. Conduct Screening Day
5. Organize Data
6. Make Decisions

Math Screening- Follow CCSS

- Emphasize Number through Grade 3
  - Operations
  - Relationships between operations
  - Place Value
- Grades 4 emphasize understanding of fractions
- Grade 5 emphasizes understanding of decimals and the rate of decomposition in moving from left to right (or composition in moving from right to left)

- Fluent add/sub 0-20 by Grade 2
- Fluent add/sub within 100 by Grade 3
- Fluent multiplication and division within 100 by Grade 3
- Explain relationships between operations by Grade 3 (e.g., can convert multiplication problems to addition, fact families, and vice versa)
- Multi-digit mult and div by Grade 4 with mathematical explanations
- Operations with decimals by Grade 5
- Operations with fractions by Grade 5
- Ratios, proportions, operations with fractions, factors, multiples, and negative numbers by Grade 6

Remove System Barriers

- Scheduling
- Access to sufficiently controlled materials for practice and application
- Student performance data for progress monitoring and instructional decisions

Materials

- Assessment materials
- Digital timer
- Treasure Chest
- Excel for Graphs or Web-based system (e.g., isteep)
- Criteria for Decision Making
- Intervention Materials

Train Teams

- Children should be arranged so that they cannot help one another
- Adults should memorize the scripted instructions so that the adult can make eye contact with the children and ensure their full attention when the directions are given. It helps to use a dynamic voice, lots of eye contact, and a brisk pace.
- Adults should ensure correct completion of sample item by all students.
- Children should be prompted to turn the page and keep working until the time is up.
- Papers should be collected rapidly when time is up and adults must make sure all students stop working when the time is up.

Math Screening Recommendations
From VanDerHeyden (2009)

	Screening Fall	Screening Spring	Progress Monitoring
Pre-K	Counting Objects Aloud; Select a Number (1-10); Rapid Discrimination	Counting Objects Aloud; Rapid Number Naming	
Kindergarten	Counting Objects and Selecting Matching Number (1-10); Quantity Discrimination; Rapid Discrimination	Counting Objects and Writing Number (1-10)	
1st Grade	Sums to 5	Sums to 18 or 20	
2nd Grade	Addition and Subtraction 0-20	Multi-digit addition or subtraction without regrouping	Fact Families Addition/Subtraction 0-20
3rd Grade	Fact Families Addition/Subtraction 0-20 or 3-digit addition and subtraction with and without regrouping (this is hard for most third graders but reflects a skill that most are expected to be able to do)	Multiplication 0-9 or 0-12	Multiplication and Division 0-12
4th Grade	Fact Families Multiply/Divide 0-12	Multi-digit multiplication without or with regrouping	Multi-digit division with and without remainders
5th Grade	Multi-digit multiplication with and without regrouping	1 digit into 2-3 digit dividend with remainders	Reduce fractions
6th Grade	Decimals multiplication	Find least common denominator	Substitution of whole number to solve equations
7th Grade	Mixed operations for integers	Mixed operations for fractions or percentages	Substitution of fraction to solve equations
8th Grade	Mixed operations for fractions	Solve simple algebraic proportions	Solve percentages (e.g., x% of 10 = 5 and 50% of x = 10)

Screening Guidelines

- Efforts at Tier 1 pay off with fewer children needing individual intervention
- 3 times per year, single probe
- Use small team of trained coaches
- Prepare all needed materials in a packet for each teacher
- Score and return within 1 week on graph
- Use data to generate aimlines, can be used to set benchmarks

Screening tells you

- How is the core instruction working?
- What problems might exist that could be addressed?
- Most bang-for-the-buck activity
- Next most high-yield activity is classwide intervention and Tier 2 intervention.

Consider

- The Task
- Integrity of Administration
- Reliability of Scoring
- Use software to organize the data

Mult 0-9 4th Grade Fall Screening

Whole Grade by Teacher

Look at Other Grades

Class-wide Problem?

- No → Small Groups/Individual
- Yes → Grade-wide Problem?
  - Yes → Treat GW Problem
  - No → Treat CW Problem

How Can RtI Help?

- Organize small groups based on student proficiency (acquisition, fluency, generalization)
- Use Classwide intervention to build fluency in pre-requisite skills (I'll explain)
- Use intensive, individualized interventions to conduct acquisition interventions following functional academic assessment (I'll show you how)
- Use screening data to connect instructional strategies to student proficiency

If Grade-wide Problem

- Curriculum
- Calendar of instruction
- Mastery of prereq skills
- Instructional Basics
- Check Patterns
  - Isolated to one grade level or pervasive?
  - Disproportionate effects?
  - Related to grouping or inadvertent tracking?
  - Deficient skills from previous year?

Prevent Recurrence

- How can problem be identified earlier?
- Can supplemental intervention occur in preceding year or semester?
- Does calendar need revision? More instruc time needed in preceding or current year?
- Are materials and instruction optimized?
- More frequent progress monitoring
- Re-structure planning periods to serve as data-teams. Mentor school- and grade-level leadership.

If Classwide Problem

- Check adherence to curric
- Check adherence to calendar
- Mastery of prereq skills
- Increase progress monitoring
- Check instruc basics during core
- Provide class-wide intervention
- Examine Patterns
  - Characteristics of teacher or teaching environment
  - Isolated to one class or multiple classes? Common features?
  - Disproportionate effects
  - Related to grouping or inadvertent tracking
  - Deficient skills from previous year?

Prevent Recurrence

- More frequent monitoring
- If common feature among classes, address through professional support (e.g., first-year teachers)
- Focus professional development
- Continue ongoing progress monitoring to permit early detection

Most Common Core Fixes

- Specify Essential Skills
- Map Essential Skills onto Calendar of Instruction
- Use Assessment to Verify Mastery according to Timeline
- Maximize Instructional Time for Math
- Integrate Instruction with Student Proficiency

	Cue		Student Response		Feedback		Comments
	Clear	Unclear	Correct	Incorrect	Matched to Response	Not Matched to Response	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

1. Were all transition times shorter than 2 minutes?
2. Did 100% of incorrect student responses receive corrective feedback?
3. Was the feedback accurate?
4. Were students actively engaged during instruction (on-task and responding for greater than 70% of observation intervals)?
5. Were any cues unclear?
6. Are students responding inaccurately greater than 90% of occasions during lesson?
7. Were students accurately responding prior to beginning independent practice and delayed feedback?
8. Is coaching needed to improve clarity of cues or use of graduated prompts to establish more accurate responding?
9. Is coaching needed to improve frequency of student responding?
10. Is coaching needed to improve quality and frequency of feedback (feedback should establish correct responding on subsequent trials within session)?

Small Group Problem

- Use Tier 2 time to provide more explicit instruction following standard protocol.
- Monitor weekly. Exit students based on post-intervention performance not in the risk range on lesson objectives and screening criterion.
- When most children are responding well, identify children for Tier 3.

- About 90% of children should respond successfully to Tier 2 intervention
- Successful responders should surpass screening criterion at higher rates on subsequent screenings.
- Successful responders should pass high-stakes at higher rates than before use of Tier 2 strategies.

Individual Problem?

- Conduct individual assessment to establish targets, identify effective intervention, and specify baseline.
- Prepare all materials
- Monitor weekly and troubleshoot to accelerate growth

- Most children participating in Tier 3 should respond successfully. More than 5% of screened pop is a red flag.
- Focus on integrity of intervention.
- Growth should be detectable within two weeks.
- Troubleshoot interventions that aren't working.

- Successful responders to Tier 3 should fall into risk range on subsequent screenings at lower rates.
- Successful responders should pass high-stakes at higher rates.
- Unsuccessful responders should qualify for more intensive instruction at higher rates.
- Responders/nonresponder should be proportionate by demographics.

How-To Classwide Math

Intervention Plan- 15 Min per Day

- Protocol-based classwide peer tutoring, planned integrity checks
- Model, Guide Practice, Independent Timed Practice with delayed error correction
- Group performance contingency
- Teachers encouraged to
  - Scan papers for high error rates
  - Do 5-min re-teach for those with high-error rates
  - Provide applied practice using mastery-level computational skill

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- Usually the higher-performing student, goes (models) first.
- Rotating high performers helps maintain motivation

Materials Needed

- Computer and software to organize data
- Student data imported. Clerical person to enter data on-site for tier 1 screen only.
- Color printer to print graphs + extra color cartridges
- Probe materials, digital count-down timers
- Intervention protocols, intervention materials (e.g., flashcard sets, reading materials)
- Access to copier and some assistance with copying
- Reinforcers for treasure chest (no more than $500 per school)

Teacher :   **Grade :**   Date:

Classwide Intervention: Teaching Math Facts   (Use with Flashcards)

This intervention is designed to **build math fact fluency and increase accuracy** and can be used for addition, subtraction, multiplication , or division f acts .

Teacher Coach Card   (conduct these steps every day):

_____ **Instruct students to find their math partner and get out flashcards quickly and quietly**   .

GUIDED PEER PRACTICE
   Set timer for 3 minutes and tell students, "Begin practicing."
   When timer rings, tell students, "Stop. Switch flashcards."
   Set timer for 3 minutes and tell students, "Begin practicing."
_____ When timer rings, tell students,   "Stop practicing."

TIMED INDEPENDENT PRACTICE
   Pass out worksheets face -down on students' desks. Tell   students,   "Write your name on the back of your paper. Don't turn them over until I tell you to."

   Set timer for 2 minutes. Say,   "On your mark, get set."   Begin the timer, and say,   "Go."
_____ When the timer rings, tell students,   "Hold your papers up in the a ir so that I can see that you are no longer working."

   Tell students,   "Trade papers with your math partner for scoring. When I call out the answers, mark the answers 'right' or 'wrong'."

ERROR CORRECTION
   Call out the correct answers.   Review answers t hat several students miss.

_____ Tell students,   "Give papers back to their owners now. If you missed problems, write the correct answer under the problem where your partner wrote it."

   Tell students,   "Write your score on your progress chart and pass your pa pers to the front so I can pick them up."

REWARD/MOTIVATION
   Shuffle the papers.   **Randomly draw a paper from the stack.**   If the score on this randomly selected paper is higher than the randomly selected score from the day before (or the class median if you   have calculated it), then deliver a classwide reward (e.g., 5 minutes free time).

Teachers: Every Friday, record each student's score on the Daily Intervention datasheet in the "intervention" column.

Teacher: **Grade:**   Date:

Classwide Math Intervention: Moving Beyond Basic Facts   (Use with Practice Sets)

_____ Distribute the correct worksheet to students and tell students to get into their working pairs.

   Instruct students to write their   names and the date on math sheet.

GUIDED PEER PRACTICE

_____ Students should complete the first row (or as many as possible in 3 minutes) of the worksheet with help from their math buddy.

_____ Tell students to switch roles. Now, the other student should comple te the second row of problems (or as many as possible in 3 minutes) with help from their math buddy.

*** The goal is for students to work as quickly as possible completing as many problems as possible in the short amount of time with 100% accuracy. If one   student is stronger than another, then you will have to monitor to make sure that the stronger student does not simply supply the answer but explains how to get the answer when that student is acting as the "coach" or "tutor."

INDEPENDENT TIMED PRACTICE

   Set timer for   2 minutes.

   Work problems below the practice line for   2 minutes.

_____ When timer rings, tell students to stop working.

ERROR CORRECTION

   Have students trade papers and score.

_____ Provide a mini -lesson/review when the same kind of   error is made by many students.

   Have students count the number of digits correct at the top of the page.

_____ Write the correct answer for the problems you missed.

REWARD/MOTIVATION

_____ Shuffle the papers.   **Randomly draw a paper from the stack.**   If the sc ore on this randomly selected paper is higher than the randomly selected score from the day before (or the class median if you have calculated it), then deliver a classwide reward (e.g., 5 minutes free time).

Teachers: Each Friday, record student's score s on the Daily Intervention Datasheet in the "Intervention Column."

Kindergarten, 1st Semester

1. Fluently count in sequence
2. Fluently count forward and backward from a fixed position between 1 and 20
3. Count object sets and identify the corresponding amount 0-20
4. Fluent number naming 0-20
5. Identify object set with larger size
6. Arrange object sets by size
7. Put numbers in order 1-20
8. Fill in the missing number 1-20
9. Combine object sets to reach sums to 20 using manipulatives.
10. Remove objects from set to identify remaining amount 0-10.
11. Add and subtract 1 from or to numbers 1-5 using numbers.
12. Write numbers 1-20
13. Verbally add 1 to numbers 0-19

Kindergarten, 2nd Semester

1. Verbally take 1 away from numbers 1-20
2. Count aloud by 5's
3. Count aloud by 10's
4. Pattern completion (strings of 1, 2, and 3 objects, numbers, letters) using repetition patterns. Complete end string and middle string.
5. Compose and Decompose numbers to 10
6. Add 1 to numbers 0-20 with written response
7. Take away 1 from numbers 1-20 with written response
8. Identify the number of 10's in 10, 20, 30, 40, 50, 60, 70, 80, 90. Explain and check with counters.
9. Identify the number of ones in 1- and 2-digit numbers ranging from 1-99.
10. Measure and estimate distances, volumes, quantities, and sizes. Make ordinal and cardinal distinctions. Change to make equivalent.

First Grade

1ST GRADE

1.	addition/sums to 6	flash cards
2.	addition/sums to 12	flash cards
3.	subtraction 0-5	flash cards
4.	addition/sums to 18	flash cards
5.	subtraction 0-9	flash cards
6.	fact families addition/subtraction 0-9	practice set – same as skill

Second Grade

2ND GRADE

1.	addition facts 0-20	flash cards
2.	subtraction facts 0-9	flash cards
3.	subtraction facts 0-12	flash cards
4.	subtraction facts 0-15	flash cards
5.	subtraction facts 0-20	flash cards
6.	mixed subtraction/addition 0-20	flash cards
7.	fact families addition and subtraction 0-20	practice set – same as skill
8.	2 digit addition without regrouping	practice set - same as skill
9.	2 digit addition with regrouping	practice set – same as skill
1.	2 digit subtraction without regrouping	practice set - same as skill
2.	2 digit subtraction with regrouping	practice set - same as skill
3.	3 digit addition without and with regrouping	practice set - same as skill
4.	3 digit subtraction without and with regrouping	practice set - same as skill
10.	2nd Grade Monthly math probe	practice set – same as skill

Third Grade

3RD GRADE

1.	addition and subtraction facts 0-20	flash cards
2.	fact families addition and subtraction 0-20	practice set – same as skill
3.	3 digit addition without and with regrouping	practice set – same as skill
4.	3 digit subtraction without and with regrouping	practice set – same as skill
5.	2 and 3 digit addition and subtraction with and without regrouping	practice set – same as skill
6.	multiplication facts 0-9	flash cards
7.	division facts 0-9	flash cards
8.	fact families multiplication and division 0-9	practice set – same as skill
9.	add/subtract fractions with like denominators (3rds, 4ths, 8ths, 10ths, no regrouping)	practice set – same as skill
10.	single digit multiplied by double/triple digit without regrouping	practice set – same as skill
11.	single digit multiplied by double/triple digit with regrouping	practice set – same as skill
12.	single digit divided into double/triple digit without remainders	practice set – same as skill
13.	add and subtract decimals to the hundredths	practice set – same as skill

Fourth Grade

4TH GRADE

1.	mixed addition/subtraction 0-20	flash cards
2.	fact families add/sub 0-20	practice set
3.	3-digit add/sub with & without regrouping	practice set
4.	multiplication facts 0-12	flash cards
5.	division facts 0-12	flash cards
3.	fact families multiplication/division 0-12	practice set – same as skill
4.	single digit multiplied by double digit with and without regrouping	practice set – same as skill
1.	double digit multiplied by double digit without regrouping	practice set – same as skill
2.	double digit multiplied by double digit with regrouping	practice set – same as skill
3.	single digit divisor into double digit dividend without remainders	practice set – same as skill
4.	single digit divisor into double digit dividend with remainders	practice set – same as skill
5.	single and double digit divisor into single and double digit dividend with remainders	practice set – same as skill
6.	add/subtract fractions with like denominators no regrouping	practice set – same as skill
7.	multiply multi-digit numbers by two numbers	practice set – same as skill
8.	add and subtract decimals to the hundredths	practice set – same as skill

Fifth Grade

5TH GRADE

1.	multiplication facts 0-12	flash cards
2.	division facts 0-12	flash cards
3.	fact families multiplication/division 0-12	practice set – same as skill
4.	multiply 2 and 3 digit with and without regrouping Vail Standard	practice set – same as skill
5.	single digit divisor divided into double digit dividend with remainders	practice set – same as skill
6.	single digit divisor divided into double and triple digit dividend with remainders	practice set – same as skill
7.	reduce fractions to simplest form	practice set – same as skill
8.	add/subtract proper fractions/mixed numbers with like denominators with regrouping	practice set – same as skill
9.	add / subtract decimals	practice set – same as skill
10.	multiply / divide decimals	practice set – same as skill
11.	double digit divisor into 4 digit dividend	practice set – same as skill
12.	multiply and divide proper and improper fractions	practice set – same as skill

Sixth Grade

6th Grade
1. Mixed basic facts
2. Addition & subtraction of fractions w/like denominators
3. Addition & subtraction of fractions w/unlike denominators
4. Addition & subtraction of mixed numbers
5. Multiplication & division of fractions
6. Multiplication & division of mixed numbers
7. Mixed fractions
8. Double digit multiplication w/decimals
9. Substitution of whole numbers to solve equations
10. Subtraction of fractions to solve equations

Seventh Grade

7th Grade
1. Mixed basic facts
2. Addition & subtraction of fractions w/unlike denominators
3. Multiplication & subtraction of fractions
4. Addition & subtractions of mixed numbers
5. Multiplication & division of mixed numbers
6. Mixed fractions
7. Addition & subtraction of integers
8. Multiplication & division of integers
9. Mixed (add, sub, mult, divide) integers
10. Proportional equations of a percentage & written equations including the statement "of" (e.g., 5% of 100 = _____)
11. Order of operations
12. Inverse operations (add, sub)
13. Inverse operations (mult, div)

Eighth Grade

8th Grade
1. Mixed basic facts
2. Mixed fractions w/unlike denominators (add, sub, mult, div)
3. Add, subtract, multiply, & divide integers of varied sign
4. Solve one-step equations w/rational numbers as coefficient or as solution
5. Solve an algebraic proportion (some non-integer answers)
6. Calculate the missing value in a percentage problem
7. Solve two-step equations

Intervention Plan

- Monitor mastery of targeted skills each week
- Class Median reaches mastery range for skill, next skill is introduced
- Use periodic screening to verify reduced risk overall

Instructional Criteria

- MATH
  - K:
    - 0-7 Count Objects, Circle Number
    - 0-5 Count Objects, Write Number
    - 0-4 Identify Number, Draw Circles
    - 0-5 Rapid Discrimination (sorting)
  - Grades 1-3
    - 0-19 dc/2 min Frustration
    - 20-39 dc/2 min Instructional
    - 40+ dc/2 min Mastery
  - Grades 4-6
    - 0-39 dc/2 min Frustration
    - 40-79 dc/2 min Instructional
    - 80+ dc/2 min Mastery

Class-wide Math Intervention

Decision making

- **Review data** to make decisions:

DATA OUTCOME 1: Class median is below mastery range and most students gaining digits correct per week.

ACTION: Consider implementing intervention for an additional week and then review progress again.

Decision making

DATA OUTCOME 2: Class median is below mastery range and most students are not gaining digits correct per week:

ACTION: Check Integrity first and address with training if needed. Consider implementing intervention for an additional week with incentives or easier task and then review progress again.

Decision making

DATA OUTCOME 3: If the class median is above mastery range then consider:

ACTION: Increasing task difficulty and continuing classwide intervention.

ACTION: For students performing 1 SD below the class mean, consider Tier 3.

Manage Implementation

- Most interventions are not managed well
- What does it mean to manage an intervention?

Where **system** problems are detected, deploy **system** interventions and: Verify Rapid Growth in all Classes

Mixed Addition and Subtraction Scores in One Class

Look for Lagging Classes– and Respond

Number of Skills Mastered by Each Class at 4th Grade Given a Standard Intervention Implemented for the Same Number of Weeks

Instructional Effects
Grade: 1, Date Range: 9/6/2010-2/16/2011
Assessment: Math, Addition, 1 to 2-digit number plus 1 to 2-digit number: no regrouping

Results

Tier 1 Screening Indicates Class-wide Problem

Pre-post changes to performance detected by CBM

Fourth Grade

Gains within Multiple Baseline (shown as pre-post data)

5th Grade Math Performance

- Effects on year-end scores significant at fourth grade. Effects strongest for students who were lowest performing on the prior year's test score.
- CBMS showed strong effects, both grades.
- Integrity varied by class and variations explained effects

Overall

Probability of Failing Year-End Test Mathematics

For Vulnerable Students

Probability of Failing Year-End Test Mathematics
For Children Receiving Free/Reduced Lunch

For Vulnerable Students

Probability of Failing Year-End Test Mathematics
For Children Receiving Special Education

Class-wide Intervention Works!

	Absolute Risk Reduction	Number Needed to Treat
All Students	15%	7
Students receiving F/R Lunch	18%	6
Students receiving Special Education Services	39%	3
Low-Performing Students	44%	2

Source: VanDerHeyden, McLaughlin, Algina, & Snyder, 2012; VanDerHeyden & Codding, in submission

Tier 2 Assessment

- Evaluate effects of
  - Incentives on performance (can't do/won't do assessment)
  - Brief instructional trials on performance
  - Follow skill hierarchy to find the break-down
  - GOAL- identify intervention that will improve performance and can be delivered efficiently (e.g., small groups)

Tier 2 Intervention

- Identify instructional-level task
  - Develop logical hierarchy (VanDerHeyden, 2005)
  - Identify difficulty level for which child responding is accurate most of the time
- Emphasize multiple opportunities to respond
  - Use response cards
  - Use choral responding
- Provide Immediate Corrective Feedback
- Provide rewards for skill gains each session

Count Objects- Write Number

- Two forms available. Easier form has answers from 1-10. More challenging form has answers from 1-20.
- Classwide or Individual Administration
- 1 minute
- Scored as correctly written numbers per minute

Count Objects- Write Number

Tier 2 Assessment

- Evaluate effects of
  - Incentives on performance (can't do/won't do assessment)
  - Brief instructional trials on performance
  - Follow skill hierarchy to find the break-down
  - GOAL- identify intervention that will improve performance and can be delivered efficiently (e.g., small groups)

Tier 2 Intervention

- Identify instructional-level task
  - Develop logical hierarchy (VanDerHeyden, 2005)
  - Identify difficulty level for which child responding is accurate most of the time
- Emphasize multiple opportunities to respond
  - Use response cards
  - Use choral responding
- Provide Immediate Corrective Feedback
- Provide rewards for skill gains each session

Response Card Intervention

Tier 2 Interventions

- Acquisition Interventions
  - Designed to establish correct responding
  - Cover, copy, compare; modeling; immediate corrective feedback/guided practice; prompt hierarchies; Incremental Rehearsal
- Instructional Skill Interventions
  - Designed to build fluency
  - Timed trials with reinforcement; goal setting; rapid advancement of task content; delayed feedback/error correction; Task interspersal
- Mastery Level Interventions
  - Designed to teach generalization
  - Guided practice applying learned skill; variation of materials during intervention

These children are at risk for mathematics failure

How can I find an intervention that will work?

What skills should I work on first?

How will I know if the intervention is working?

Where do I get the materials to run the intervention?

How can I work with all three students?

There are Many Paths to Learner Proficiency

Functional Assessment

Expected Grade Level Skill: _____

	In-Class Screening	Can't Do/Won't Do	Percentage attempted items correct > 90%?	Accurate? Can child explain or draw picture?
Digits Correct/2 Min				

Prerequisite Skill 1: _____

Digits Correct/ 2 Min with Incentives	Percentage attempted items correct > 90%?	Accurate? Can child explain or draw picture?

Prerequisite Skill 2: _____

Digits Correct/ 2 Min with Incentives	Percentage attempted items correct > 90%?	Accurate? Can child explain or draw picture?

Tier 3

- Assessment Data
  - Instructional level performance
  - Error analysis (high errors, low errors, pattern)
  - Effect of incentives, practice, easier task
  - Verify intervention effect
- Same implementation support as Tier 2
- Instructional-level materials; Criterion-level materials

Intervention Continuum

Acquisition →

Guided Practice	Cover, Copy Compare	Bingo	Incremental Rehearsal	Timed Trials	Response Cards	Task Interspersal

→ **Fluency-Building**

How does it work?

- Step 1: A teacher enters the student's name and grade level, prints the assessment packet to administer to the student (4-8 min), and enters the assessment scores into the IA website.
- Step 2: Decision trees, operating in the background, use the scores to direct additional assessment, if needed, or to assemble an intervention packet, which includes a protocol, materials (e.g., response cards, practice worksheets), and a follow-up assessment to monitor intervention progress.
- Step 3: Each week, the IA generates a report that details student progress and provides an intervention packet for the following week, if needed.

How Does it Work?

- Increases alignment between intervention strategy, skill, and student need/proficiency

- Increases teacher use of intervention

Increased Student Achievement in Mathematics

How Does it Work?

- Increases alignment between intervention strategy, skill, and student need/proficiency

  16% match on skill + strategy
  53% match on just strategy
  26% match on just skill

- Increases teacher use of intervention

  2.25 days/wk versus .65 days/wk

Increased Student Achievement in Mathematics

+ 2.95 correct responses/wk versus 0.57 correct/wk

Intervention Use (3.28 weeks)

Academic Performance Changes in Response to Intervention

Child Data used to Select Intervention

- Logical sequence of skills
- Use the score on assessment probes to determine whether another assessment (brief probe) is needed.
- Scores on assessment probes link directly to the right intervention for the child delivered to teacher as a print-able packet of materials for the following week.

Intervention Packet Includes

- Protocol
- Progress Monitoring Chart
- Materials to Run Intervention Session Each Day
- Follow-up Assessment Probe for end of week (Screening Assessment plus Intervention skill probe contained in intervention packet

Tier 3

- Implement for 5-15 consecutive sessions with 100% integrity
- Link to referral decision
- Weekly graphs to teacher and weekly generalization probes outside of classroom, supply new materials
- Troubleshoot implementation weekly

Tier 3 Intervention

- >5% of children screened (total population) IF solid Tier 1
- Possibly as low as 2% IF solid Tier 1 and Tier 2
- About 1-2% failed RTI; 10% of most at-risk

VanDerHeyden et al., 2007

Verify Intervention Effects

Verify Intervention Effects

80 % of interventions are not used without support

MLM Fixed Effects: Treatment & Grade As Predictors

Troubleshoot Intervention Support

Troubleshoot Intervention Support	Yes	No
Was the intervention developed to ensure that it required minimal classroom time and resources and fit within daily classroom routines?		
Are materials readily available to the teacher?		
Was a step-by-step "coach card" provided?		
Was the teacher shown how to implement the intervention by a "coach?"		
Did the coach observe implementation of the intervention to ensure that the teacher could use the intervention correctly and had all needed materials?		
Was weekly follow-up support provided to the teacher after initial training?		
Are integrity data graphed to show used correctly?		
Is an administrator involved?		

From Witt, VanDerHeyden, & Gilbertson, 2004

Ask

- What are our system goals?
- What data are we collecting to reflect progress?
- How are we responding to lack of progress (how often, what resources)?
- How do data inform professional development decisions, text/material/resource adoptions, allocation of instructional time?
- How do data tie into personnel evaluation?

Ask

- Are we changing the odds of success in our schools?
- What are our special targets and priorities (e.g., numeracy, high-mobility, etc.)
- Are we operating as efficiently as possible?
- Are teachers adequately supported (i.e., someone responds to data and goes in to coach and support)?
- Do our instructional leaders follow data?

Some Lessons Learned

- We often measure too much and too much of the wrong things.
- We do not begin with a plan in mind of what the most critical "big ideas" are and make these explicit for students.
- Students are not provided with adequate time to practice to mastery.
- We do not connect instructional strategies to student proficiency.

Lessons Learned

- We fail to attend to the basics
  - Adequate time, intention, systematic advancement of content based on mastery of prior content, explicit connection of computations to conceptual understandings past and future, providing sufficient demonstrations and checking for student understanding
- We de-value fluency in computational skills and bigger ideas like quantity discriminations with proportions

Lessons Learned

- We think of "application" as only word problems
- If we graph expectations for mathematical learning across years of school, it is not a linear upward trend. We expect too little at the lower grades and try to make up for lost time later on.

For More Information

- Amanda VanDerHeyden
  - amandavande@gmail.com
  - 251-300-0690
- www.isteep.com
- www.rtinetwork.org
- www.nasdse.org (blueprints)
- Keeping RTI on Track: How to Identify, Repair and Prevent Mistakes That Derail Implementation
- http://www.shoplrp.com/product/p-300620.html
- Or 1-800-341-7874
- http://www.jeabjaba.org/abstracts/JabaAbstracts/26/26-597.Htm (Fixsen & Blasé, 1993)
- Hattie (2009). Visible Learning.

School Based Mental Health: Reducing Barriers to Learning

Presented by:
Dr. Rhonda Neal-Waltman

Overall Outcomes

- Understand and review the case for mental health in schools and prevailing policy and practice;
- Understand and embrace the imperative for a system of comprehensive learning supports – recognizing its critical relationship to student engagement;
- Explore a research-based framework that incorporates learning supports to enhance school improvement.

Overall Outcomes

- Analyze the resources and continuum of interventions available to your district/school through a hands-on mapping experience;
- Understand the leadership and structure needed to sustain a comprehensive system of learning supports;
- Understand the types of data used in school improvement and analyze sample data using a data analysis tool; and
- Leave energized and return prepared to help achieve readiness and commitment for change.

Agenda: Today's Focus

The Case for Mental Health in Schools
- Why is it important?
- What are schools already doing related to mental health and psychological concerns?
- Why are prevailing approaches so fragmented?
- Why is mental health so marginalized in school improvement policy and practice?
- What is the connection to school safety concerns in today's school climate?

Agenda: Today's Focus

Learning Supports Framework
- The Imperative
- Overview of Intervention Framework
- Analyzing Existing Resources

Leadership for School Improvement
- Leadership for Implementation
- Data Analysis and School Improvement

Topics

The Case for Mental Health in Schools

Learning Supports Framework

Leadership for School Improvement

Topics

7

The Case for Mental Health in Schools

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pyright 2002 by Randy Glasbergen.   www.glasbergen.com

"Do I get partial credit for simply having the courage to get out of bed and face the world again today?"

Framework for Safe and Successful Schools

9

Best Practices for Creating Safe and Successful Schools

- Integrate Services Through Collaboration

- Implement Multi-tiered Systems of Supports

- **Improve Access to SBMH Supports**

- Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response and Recovery

A Framework for Safe and Successful Schools. NASP.2013

Framework for Safe and Successful Schools

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Best Practices for Creating Safe and Successful Schools

- Balance Physical and Psychological Safety

- Employ Effective, Positive School Discipline

- Allow for the Consideration of Context

- Acknowledge That Sustainable and Effective Improvement Takes Patience and Commitment

A Framework for Safe and Successful Schools. NASP.2013

Questions to Explore

11

- Why should schools be involved with mental health?

- Should the focus of mental health in schools be on:
  - Mental illness? Mental health? Both?
  - Special education students or all students ~ or ~
  - Services or programs or a comprehensive system of supports?

- What is the context for the work, and who should be responsible for its planning, implementation, and evaluation?

Why? Others Have Said It Best

12

School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

Carnegie Task Force on Education

It is not enough to say that all children can learn or that no child will be left behind; the work involves achieving the vision of an American education system that enables all children to succeed in school, work and life.

Council for Chief State School Officers

2

Major Reasons for SBMH

13

1. **Psychosocial and mental health problems often are major factors interfering with school performance.**

   ◘ In a *Class of 25* Elementary Students
   ▪ 5 students will have symptoms of a disorder during the school year
   ▪ 1 of the 5 students will have a VERY difficult time participating in class

   ◘ In a *School of 500* Elementary Students
   ▪ 100 students will have symptoms of a disorder during the school year
     ▪ 75 of these 100 will NOT receive mental health services
     ▪ 25 of these 100 students will have a VERY difficult time participating in class
     ▪ 25 of these 100 will receive services
       ▪ 15 of the 25 will receive services AT SCHOOL

   US Dept HHS

Major Reasons for SBMH

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2. **Mental health agencies view schools as places where the availability of and access to services and those who need them can be enhanced.**

3. **Schools increasingly are seen as needing to play a greater role in facilitating social-emotional development and learning.**

   ◘ The Top 3 Student-Reported Reasons for Dropping Out:
   ▪ 35 % - Not getting along with teachers
   ▪ 21 % - Not getting along with peers
   ▪ 12 % - Not feeling safe   (NCES 2002)

Examples of Other Agenda

15

1. **Increase *availability* of mental health interventions through expanding**
   ◘ School resources
   ◘ Co-locating community resources on school campuses
   ◘ Combining school and community resources

2. **Encourage schools to *adopt*/*enhance specific programs* and approaches**

3. **Impact of certain *economic interests* of contractors, businesses, organizations**

The Reality of the Problems

16

□ **Most youngsters' problems are not rooted in internal pathology, and many troubling symptoms would not develop if environmental circumstances were appropriately different.**

□ **Understanding the different causes of problems has implications for intervention.**

How Do We Define the "What"?

17

□ **SBMH is a *complex* issue**
   ◘ Vested interests of school professionals (psychologists, counselors, social workers, nurses)
   ◘ Vested interests of schools and communities
   ◘ Divergent agendas for policy, practice, research, and training
□ **SBMH is a *dual* process**
   ◘ Programs for positive social/emotional development
   ◘ Programs for MH problems/disorders

How Do We Define the "What?"

18

DEFINITION

School based mental health is …

… a coordination of comprehensive, interdisciplinary and evidenced based services and programs to address the mental health needs and well being of all students in schools.

NCSPA, SBMH Subcommittee, 2011

What Do We Believe?

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ASSUMPTIONS

1. SBMH services and supports are crucial to success of students – academically, socially, emotionally.

2. Both prevention and intervention programs are key components of SBMH.

3. SBMH is collaborative in nature – each discipline brings its own expertise that can assist in meeting students' mental health needs.

NCSPA, SBMH Subcommittee, 2011

What Do We Believe?

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ASSUMPTIONS

4. SBMH programs will facilitate administrators and other school personnel in meeting accountability standards.

5. SBMH is one component of service integration approach (System of Care to completely address student needs.)

6. SBMH services and programs must be routinely monitored to evaluate effectiveness and encourage future adjustments.

NCSPA, SBMH Subcommittee, 2011

What Do We Believe?

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INCLUDE ADMINISTRATORS / TEACHERS

- Principals determine climate, shared leadership, reform focus

- Teachers are frontline interventionists. Their response (or lack) affect student's academic and behavior outcomes

- Teachers will be called on to monitor academic and behavior progress for mental health interventions

NCSPA, SBMH Subcommittee, 2011

Imperative ~ *Concluding Comments*

22

- Mental health in schools is about much more than therapy and counseling.

- Mental health in schools isn't just about
  - Students with diagnosable problems
  - Therapy and behavior change
  - Connecting community mental health providers to schools
  - What mental health professionals do
  - Empirically supported professionals

Imperative ~ *Concluding Comments*

23

- Mental health in schools also is about
  - Providing programs to promote social-emotional development
  - Preventing mental health and psychosocial problems
  - Providing programs and services to intervene as early after the onset of learning, behavior and emotional problems
  - Enhancing resiliency and protective buffers
  - Building the school staff's capacity to address barriers to learning and promote healthy development

Think ~ Pair ~ Share

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What is your answer to the question:
WHY MENTAL HEALTH IN SCHOOLS?

- What are the implications for prevention and correction of problems when the primary causes are environmental or transactional rather than stemming from internal biological factors?

S – T – R – E – T – C - H

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Federal, State and Local Involvement

26

- ☐ Federal Initiatives (past/present)
  - ◘ US Dept of Education
    - ▪ Safe Schools-Healthy Students (jointly sponsored by SAMHSA, US Dept Justice)
    - ▪ Special Education
    - ▪ Rehabilitative Services
    - ▪ NCLB School Improvement and Waivers
  - ◘ US Dept of Health & Human Services
    - ▪ Health Resources & Services Admin.
    - ▪ Maternal & Child Health Bureau
    - ▪ School Mental Health Program

Federal, State and Local Involvement

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- ☐ Federal Initiatives (past/present)
  - ◘ SAMSHA
    - ▪ Elimination of Barriers Initiative
    - ▪ Mental Health Transformation State Initiative Grant Program
  - ◘ Center for Disease Control
    - ▪ Coordinated School Health Program
- ☐ State / Local Initiatives
  - ◘ Typically done in piecemeal/ad hoc manner
  - ◘ Mostly reactive to pressures of specific psychosocial problems (suicide prevention, bullying, substance abuse)
  - ◘ Some social/emotional learning initiatives
  - ◘ School-based mental health centers

Prevailing Approaches in Schools

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- ☐ Types of *Interveners* for MH and Psychosocial Needs
  - ◘ Instructional Professionals
  - ◘ Administrative Staff
  - ◘ Health Office Professionals
  - ◘ Counseling, Psychological and Social Work Staff
  - ◘ Itinerant Therapists
  - ◘ Personnel-in-Training

- ☐ *Functions* Needed for MH and Psychosocial Needs
  - ◘ Direct Services and Instruction
  - ◘ Coordination, Development, Leadership for Programs
  - ◘ Community Resources Connections

Delivery Mechanisms and Formats

29

- ☐ School-Financed Student Support Services

- ☐ School-District Specialized Units
  - ◘ Clinics
  - ◘ Family Resource Centers

- ☐ Formal Connections with Community MH Services

- ☐ Classroom Based Curriculum and Specialized   "Pull Out" Curricula
  - ◘ Integrated with regular class instruction (teacher)
  - ◘ Specific curriculum by other personnel (counselor)
  - ◘ Multifaceted set of interventions

Benefits: Students and Families

30

- ☐ Less stigma for services

- ☐ Availability of school professionals to
  - ◘ Monitor over time
  - ◘ Assist parents

- ☐ Availability of school records for service plan

- ☐ Help insecure students navigate educational environment

Benefits: School and Staff

31

- Forum for
  - Collaboration, shared decision making, responsibility
  - Enhanced communication and negotiation skills
- Decreases
  - Special Education referrals
  - Discipline referrals
  - Conduct disordered behavior
- Improves
  - Early identification and rapid delivery of appropriate services

Benefits: Community

32

- Improved safety and economic gains
- Bridges discontinuity between school and community
- Saves public resources for
  - Special education
  - Welfare assistance
  - Criminal justice

Barriers: Attitudes

33

- Resource Depletion
  - Providing mental health services will deprive school of time and resources essential to the school mission – educating students … instructional focus.
- Stigma
  - Seeking services is not cool at school

NCSPA, SBMH Subcommittee, 2011

Barriers: Financial

34

- Lack of Adequate Funding
  - Even if leaders "get it" about SBMH, when budgets are stripped, districts usually choose teacher units over support units.
- Payment for Services
  - Parents cannot pay for services / may not have insurance / may not be Medicaid eligible
  - Immigrants not eligible for Medicaid, etc
  - Lack of administrative capacity to bill Medicaid for services

NCSPA, SBMH Subcommittee, 2011

Barriers: Personnel

35

- No Funding Formulas
  - Support personnel not listed in most states' budget formulas
  - Position recommendations become unfunded mandates
- Competing Duties of Support Personnel
  - Time diverted from collaboration to other responsibilities
- Teachers Lack of Understanding of Mental Health
- Support Personnel Fail to View Team Role

NCSPA, SBMH Subcommittee, 2011

Barriers: Family Involvement

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- Stigma
- Confidentiality
- Transportation
- Scheduling
- Sense of loss of control
- Child's resistance
- Clinician's time constraint
- Pre-existing tensions between school and community

NCSPA, SBMH Subcommittee, 2011

What's Wrong with Current Approaches?

- Programs/Practices
  - "Beaucoup" programs/practices
  - Most viewed as "add-ons" and not integrated with academics
  - Not consistent across the continuum of interventions
  - Temporary – based on funding (1-3 years)
- Barriers
  - Attitudes/Beliefs
  - Financial
  - Personnel
  - Family Involvement

Random Acts of Support

Think ~ Pair ~ Share

- What is the status of districts/schools that you work with?
  - Prevailing approaches
  - Delivery mechanisms
  - Consistency of benefits
  - Complexity of barriers
- Why do you think SBMH is marginalized in policy and practice?
- What do you think can be done to end this marginalization?

BREAK TIME

Topics

Learning Supports Framework

Some days I don't know where to begin.

URGENT & CRITICAL
IMMINENT DISASTERS
TOP-PRIORITY EMERGENCIES
HYSTERICAL CATASTROPHIES

Framework for Safe and Successful Schools

Best Practices for Creating Safe and Successful Schools

- ☐ Integrate Services Through Collaboration

- ☐ **Implement Multi-tiered Systems of Supports**

- ☐ Improve Access to SBMH Supports

- ☐ Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response and Recovery

A Framework for Safe and Successful Schools. NASP.2013

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A Framework for Safe and Successful Schools. NASP.2013

To Counter SBMH Marginalization

- ☐ Pursue all mental health and psychosocial interventions under an umbrella concept

- ☐ Pursue new directions that lead to development of a
  - ◻ Comprehensive, multifaceted, cohesive system of LEARNING SUPPORTS
  - ◻ Fully integrated into school improvement policy and practice

- ☐ Embed narrow-band and clinical approaches within broad frameworks to
  - ◻ Expand current thinking about policy, research, practice

A Comprehensive System

- ☐ Addresses Barriers to Learning and Teaching

- ☐ More than . . .
  - ◻ Outreach to link with community resources
  - ◻ Coordination of school-owned services
  - ◻ Coordination of school and community services
  - ◻ Family Resource Centers and Full Services Schools

The Imperative

- ◻ Why is a learning supports system necessary for school improvement?

- ◻ How can a system improve outcomes for learning and teaching?

Proven Outcomes

- ✓ Increase student attendance and graduation rates.
- ✓ Reduce teacher fatigue and attrition rates.
- ✓ Re-engage students in the learning process.
- ✓ Improve school climate.
- ✓ Strengthen home-school-community collaboration.
- ✓ Narrow the achievement gap.
- ✓ Eliminate the plateau effect related to student achievement.
- ✓ Reduce the growing list of schools designated as low performing.

Proven Results
Gainesville Case Study & PARCA Report

Jamey Moore
Director of Curriculum and Instruction 2010-2014

Proven Results
Benefits Seen in Gainesville

- Graduation rate increased from 73.3 to 87.2% (lever rate comparisons)
- Percent of students absent 10+ days decreased from 21% to 5%
- Tardies reduced by 11%
- More students achieving "Exceeding Expectations" on state testing than ever before and at every school
- Increased performance on the ACT and SAT and AP exams
- Disciplinary tribunals decreased by 65%.

Proven Results
Benefits Seen in Gainesville

- Bus referrals reduced by 53%
- Increased family and community engagement
  - More than 92% of families participating in *Read and Rise* reported an increase in supporting their children's literacy development at home after completing the program.
  - Improved parental satisfaction from 78% to 93%
- Decreased teen pregnancy by 60%
- On Georgia Health Survey, 80% of students reported positive view of teacher respect; guidance counselor assistance; behavior rules; and overall success at school.

Addressing Barriers in Gainesville
Fragmented Resources

BEFORE
- Schools and partners met quarterly to provide individual organization updates.
- Absence of a "framework" to ensure coordinated efforts and outreach.

NOW
- School leaders, community partners and family educators have a systems approach for meeting monthly to discuss and evaluate student needs.
- Identify root causes that may affect a larger percentage/group of students. Determine and implement collaborative solutions.
- Partners work collaboratively to fully integrate services and serve students most effectively by coordinating efforts and resources (staff, time, funds, schools and community resources).
- Individual and collective efforts are strategically planned with sustainability and replication-to-scale in mind.

Addressing Barriers in Gainesville
Bullying

BEFORE
- Handled by whole-school assembly and/or classroom guidance units; then counseling and discipline referrals upon reports.

NOW
- Collaboratively plan, embedding both formal instruction and informal outreach in literature.
- Involve students in planning prevention activities and include families and community information sessions.
- Focus on prevention by raising awareness for all students (not just case by case).

Think ~ Pair ~ Share

Take a few minutes to reflect on the barriers to learning for students in your district or school.

What are the Barriers to Learning?

ENVIRONMENTAL VARIABLES		PERSON VARIABLES	
Neighborhood	**Family**	**School and Peers**	**Individual**
• economic deprivation	• chronic or situational poverty	• enrollment and attendance	• medical problems
• community disorganization, including high levels of transience and crime	• conflict, disruptions, violence	• poor quality school	• low birth weight, neurodevelopmental delay
• violence, drugs, etc.	• substance abuse	• negative encounters with teachers	• psychophysiological problems
• gangs	• modeling problem behavior	• negative encounters with peers and/or inappropriate peer models	• difficult temperament and adjustment problems
• racial and ethnic conflicts	• abusive caretaking		• inadequate nutrition
	• inadequate provision for quality child care		• English language challenges
	• challenges related to status		• learning and mental disorders

Addressing Barriers to Learning and Teaching

Range of Learners
- motivationally engaged and able to learn
- hesitates to engage; falling behind
- avoids engaging; often very deficient in essential skills

No Barriers → **Instructional Component** • classroom teaching + • enrichment activity → **Desired Outcomes**

Barriers to Learning and Teaching

Learning Supports • addressing interfering factors + • re-engaging students in classroom instruction

Equity

Equity is not a guarantee that all students *will* succeed.

Rather, it assures that all students will have the *opportunity and support to succeed.*

In an equitable system, the BARRIERS that inhibit student progress are removed.

Singleton & Linton. *Courageous Conversations About Race.*2006. Corwin Press. pp 46-47

Engagement

Is associated with academic outcomes, including achievement and persistence in schools with:
- ☐ supportive teachers and peers,
- ☐ challenging and authentic tasks,
- ☐ opportunities for choice, and
- ☐ non-coercive, personalized instruction.

What Factors Foster Engagement?

SCHOOL	CLASSROOM	INDIVIDUAL
• voluntary choice	• teacher support	• need for relatedness
• clear and consistent goals	• peers	• need for autonomy
• small size	• classroom structure	• need for competence
• student participation in school policy and management	• autonomy support	
• opportunities for staff and students to be involved in cooperative endeavors	• task characteristics	
• academic work that allows for the development of products		

What are Learning Supports?

Learning Supports are the resources, strategies, and practices that support intellectual, physical, social, and emotional development to ensure student success.

Random Acts of Learning Supports

The Cost of Fragmentation

At all levels in the educational system, learning supports are marginalized resulting in policy and practice that:

- is fragmented—and focusing solely on improving coordination is not the solution.
- wastes scarce financial resources—up to 25% of a school budget is used in limited and often redundant ways.
- drains limited human resources—from school support staff and community-based leaders

Cristian Bravo
Student, Gainesville High School

LUNCH TIME

Overview of a
Learning Supports System

- What is it?

- How does the framework work as a system?

Moving from a Two-Component Framework…

A Three-Component Framework

UCLA: Adelman and Taylor

Adapting to Shifting Education Landscape

- □ Common Core
- □ PLCs
- □ RTI
- □ School Improvement
- □ Family & Community Engagement
- □ Data Driven
- □ Staffing

Three Component Framework

Instruction
- Director of Career and Technical Education
- Executive Director of Instructional Supports (2)
- Director of Special Education

Learning Supports
- Director of Assessment
- Executive Director of Learning Supports (1)
- Director of Federal Programs
- Student Support Officer
- Director of Student Social Services

Management
- Director of Professional Development
- Executive Director of Leadership and Continuous Improvement (2)

Courtesy of: Dr Vernet Nettles, Montgomery Public Schools

Three Component Framework

Instruction
- Universal Screeners
- Benchmark Tests
- State / District High Stakes Assessments

Learning Supports
- Student Attendance
- Student Discipline

Management
- Teacher Attendance
- Teacher Allocation
- Support Staff Allocation
- Budgets: Instruction, SPED, ELL, Parent Inv.
- Usage Reports: Purchased Interventions

A Three-Component Framework

INSTRUCTION

LEARNING SUPPORTS

MANAGEMENT

UCLA: Adelman and Taylor

Learning Supports Content Areas

Classroom-Based Enrichment

Student and Family Intervention

Transitions

Learning Supports System

Crisis Prevention

Family Engagement

Community Collaboration

UCLA: Adelman and Taylor

Continuum of Interventions

SCHOOL RESOURCES
Examples

- Social and emotional learning programs
- Enrichment programs

- Dropout prevention
- Learning/behavior accommodations
- Response to intervention

- Special education for learning disabilities, emotional disturbances, health impairments

COMMUNITY RESOURCES
Examples

- Recreation and enrichment
- Public health and safety programs

- Early identification to treat heath problems
- Family support

- Family preservation
- Disabilities programs

ALL (Prevention for all)

SOME (Intervention for some)

FEW (Intensive care for few)

UCLA: Adelman and Taylor

Adding It All Together

Content Areas

+ Continuum of Interventions

= System of Learning Supports

UCLA: Adelman and Taylor

System of Learning Supports

CONTINUUM OF INTERVENTIONS

LEARNING SUPPORTS CONTENT AREAS	ALL (Prevention for all)	SOME (Intervention for some)	FEW (Intensive care for few)
Classroom-Based Enrichment			
Transitions			
Family Engagement			
Community Collaboration			
Crisis Prevention			
Student and Family Interventions			

Addressing Barriers
Calhoun County AL

Positive Prevention Tier 1
- Perfect Attendance (no absences, no dismissals, no tardies) Students' photos on bulletin board and on website
- Perfect Attendance for 1 month = Name in drawing
- Graph on Cafeteria Bulletin Board

Monitoring Intervention Tier 2
- Automated call to parent if absent
- Teacher calls on second absence
- Return with no excuse: Note, then call

Referral / Intervention Tier 3
- Letter to parent after 1+ unexcused absences
- Office calls parent on 3+ unexcused absences
- Referral to truancy on 5+ unexcused absences
- Warrant on 7+ unexcused absences

Attendance Strategies by Content Areas – Shelby Co AL

- Decrease in absences and discipline (All content areas)
- Agency meetings were a success! Developing new relationships and strengthen previous relationships. (Community Engagement)
- Students are receiving mental health services at their local school with minimal loss of instruction. (Crisis Prevention and Student/Family Interventions)
- Students are receiving the necessary supports regarding transitions. (Support for Transitions)
- At-risk middle school summer school is targeting not only deficiencies in reading and math, but also supporting students with other skills necessary for success. (Student Interventions and Classroom-based Approaches)
- Community vertical team meetings are identifying families in need and schools are developing a plan to target these families and pool their resources. (Crisis Prevention and Home Engagement)
- I-Dashboards is going to give administration the necessary data to allow for early identification and interventions to take place before the student reaches Tier III interventions. (Management resources to support students)

Addressing a Learning Goal

S – T – R – E – T – C - H

Examples of Activities in Each of the Six Basic Content Areas

Classroom-Based Enrichment

- Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce the need for out-of-class referrals
- Enhancing and personalizing professional development
- Curricular enrichment and adjunct programs
- Classroom and school-wide approaches used to create and maintain a caring and supportive climate
- Curriculum adjustment and support to meet national and state standards

Transitions

- Welcome and support for newcomers
- Formal and informal transition throughout the day
- Grade to Grade advancement
- Summer or intersession programs
- School-to career/higher education/post secondary
- Staff/Board/Stakeholder development for planning transition programs/activities
- Shifts in Policy (e.g. transition to CCSS)

Family Engagement

- Create ongoing systems for "two-way" communication and connection between schools and homes.
- Empower and validate families as first teachers and role models.
- Foster family input in student decision making.
- Extend literacy and learning development to the home.
- Identify and build on family strengths while addressing specific learning needs of families.
- Engage families to strengthen school and community connection
- Build capacity among all school staff to ensure relevant, effective and strength-based family engagement.

Federal Spotlight on
Family Engagement

Federal and state policy is increasingly calling for comprehensive Family Engagement.

A Learning Supports System helps create the necessary conditions for success:

- Systemic
- Integrated
- Sustained

Reference: Dr. Karen Mapp, Harvard School of Education

Learning Supports Framework
Builds Capacity

Community Collaboration

- Engage and empower community as active partners in creating literacy- and learning-rich environments.
- Leverage community organizations that have strong relationships with families in order to address school issues and strengthen school programming.
- Engage, integrate and sustain community partnerships for critical supports such as mentoring and extended day programs.
- Intentionally link school and community efforts to promote a strong sense of social connectivity and foster resilience.

Community Collaboration

Crisis Prevention

- Ensuring there is a well trained school-focused crisis team
- Providing immediate assistance in emergencies so students can resume learning
- Providing follow-up care as necessary
- Mobilizing staff, students, and families to anticipate response plans and recovery efforts
- Maintaining a focus on creating a caring and safe learning environment
- Working with neighborhood schools and the local community to integrate planning for response and prevention
- Implementing a school-wide PBIS system that supports fairness for all groups.

School-Wide Behavior Plan

School-Wide Expectations

Grade Level Rules

Classroom Procedures

Student and Family Interventions

- Providing support as soon as a need is recognized; doing so in the least disruptive way
- Referral interventions for students and families with problems
- Enhancing access to direct interventions for health, mental health, and economic assistance; counseling for career and college
- Follow-up assessment to check whether referrals and services are adequate and effective
- Mechanisms for resource coordination to avoid duplication of and fill gaps in services and enhance effectiveness
- Development focusing on the role and responsibility of all in promoting a caring and safe environment

Jennifer Westbrook
Assistant Principal
Enota Multiple Intelligences Academy

Think ~ Pair ~ Share

Pre-Mapping / Mapping: What do I know about resources at my school?

S – T – R – E – T – C - H

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Topics

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Leadership for

School Improvement

An Example of
Leadership Challenges

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School Turnaround and Transformation

| Leadership That Drives Change | Educator Effectiveness |
| Comprehensive Instructional Guidance System |
| Comprehensive Diagnostics | Student-Centered Climate |
| Family and Community Engagement |

DISTRICT & SCHOOL IMPROVEMENT Center

Advancing SBMH – Two Realities

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1. The mission of schools is *education*
   - ◻ School improvement policy/practice focused primarily on instruction and educational outcomes

2. Schools are *not* in the *mental health or social services* business
   - ◻ Mental health matters are *marginalized* in school improvement policy and practice - or -
   - ◻ Mixed in a *piecemeal / fragmented* way with other student support matters
   - ◻ Not related to instruction? "It's a side show!"

Reframing SBMH with
School Improvement

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- ◻ Two Major Assumptions for Improvement
  - ◻ Teachers should not be expected to, never mind being held accountable for, *doing it alone*!
  - ◻ Current school improvement policy and practice is too limited to ensure ALL students have an equal opportunity to succeed at school

- ◻ Limited Focus Contributes to:
  - ◻ Dropouts – Students and Teachers !
  - ◻ Schools - Too many low performing or plateau effect
  - ◻ Achievement gap is still an issue

Three Lenses for Viewing
School Improvement

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- ◻ <u>Lens #1</u>
  Do ALL youngsters - not just some - have an equal opportunity to succeed at school?

- ◻ <u>Lens #2</u>
  How does school improvement address barriers to learning and teaching?

- ◻ <u>Lens #3</u>
  How do school improvement practices re-engage students who have become disengaged from classroom instruction?

UCLA: Adelman and Taylor

System of Learning Supports Reduces Intensive Intervention

Analyzing Existing Resources

- Resource Mapping: Are you maximizing current resources?
- What are your existing district/school patterns?

Activity Directions

- Connect all 9 dots with 4 straight connecting lines
- Do not retrace any line
- Do not take your pen or pencil off the paper

Activity Solution

Pre-Mapping Your Learning Supports

Typical School Pattern

Integrated School Pattern

Integrated School Pattern

Typical Team Functions

- triage
- referral
- case monitoring/management
- case progress review
- case reassessment

Learning Support Leadership Functions

- aggregating data across students and from teachers to analyze school needs
- mapping resources
- analyzing resources
- enhancing resources
- program and system
- planning/development
- redeploying resources
- coordinating-integrating resources
- social "marketing"

UCLA: Adelman and Taylor

Reworking Patterns at All Levels

Developing a System of Learning Supports involves reworking the organizational and operational infrastructure for each of the following agency levels:

- schools
- feeder patterns
- districts (and departments of education)
- school-community collaboratives
- state departments and USDOE

UCLA: Adelman and Taylor

Integrated District Pattern

UCLA: Adelman and Taylor

Feeder Patterns Inform District Leadership

UCLA: Adelman and Taylor

Implementation and Next Steps

☐ How can a Learning Supports System impact efficiency and equity?

☐ What are the phases of implementation?

☐ What are your next steps?

Is this your systemic change process?

Have You Ever Heard ?

*The real difficulty in changing
the course of any enterprise lies
not in developing new ideas
but in escaping old ones.*

— John Maynard Keynes

Have You Ever Heard ?

Readiness involves more than presenting new ideas;
it involves escaping old ones!

Phases of Development

Strategically plan each phase
with sustainability and
replication-to-scale in mind.

BREAK TIME

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Data Analysis

"A **system** is not the sum of its parts,
but rather the **product of the
interaction of the parts**."

Russell Ackoff

Systematic Approach to Data Analysis

Systematically Gather/Analyze Data
- **Understand system that produces results we are getting**

Use Data
- **Continuously improve system**
- **Ultimately, improve results**

Bernhardt: Data Analysis for School Improvement

What Is the Purpose of School?

What do you expect students to know and be able to do by the time they leave school? **(Standards)**

What do you expect students to know and be able to do by the end of each semester? **(Benchmarks)**

How well will students be able to do what they want to do with the knowledge and skills they acquire by the time they leave school? **(Performance)**

Bernhardt: Data Analysis for School Improvement

What Is the Purpose of School?

Why are you getting the results you are getting? Why are you not getting the results you want?
(School Processes)

What would your school and educational processes look like if your school were achieving its purpose, goals, and expectations for student learning?
(Vision)

How will you use the data you gather?
(Implementation)

Bernhardt: Data Analysis for School Improvement

Using Data Analysis Information

School Data are Analyzed to:
- Improve instruction
- Gain instructional coherence
- Provide students with feedback on performance
- Gain common understanding of what quality performance is and how close we are to achieving it
- Measure program success and effectiveness
- Understand if what we are doing is making a difference
- Make sure students "do not fall through the cracks"

Bernhardt: Data Analysis for School Improvement

Using Data Analysis Information

School Data are Analyzed to:
- Show which programs are getting the results we want
- Get to the "root causes" of problems
- Guide curriculum development and revision
- Promote accountability
- Meet state and federal requirements
- Better understand the school
- Continuously improve the system

Bernhardt: Data Analysis for School Improvement

Plan to Focus the Data

Data MUST be focused on the purpose of the school to maximize improvement.

A focused data analysis process provides information about how the school is doing in relationship to its guiding principles.

Ken Blanchard:

"People without information cannot act.
People with information cannot help but act."

BREAK TIME

Data Sources

- Student Learning
- Student Engagement
- Staff Productivity
- Parent/Community Support

Data Domains

Demographic Data

- Socio-economic levels of students
- Ethnicity
- Disability
- English Language Learners

More Demographic Data

- Number of Teachers
- Degrees Held by Teachers
- Years of Experience of Teachers
- Special Talents of Teachers

Perception Data

- Students' perceptions
- Teachers' perceptions
- Parents' perceptions
- Community members' perceptions
- Accreditation surveys
- Effective school surveys

Process Improvement Data

- Special Programs' Data
   (Example: Kindergarten - Early Prevention
                    of School Failure)
- School wide Programs
   (Example: Talents Unlimited)

Student Learning Data

- Common Assessments
- NAEP
- Informal Teacher Assessments
- ?
- ?
- ?

DuFour & Eaker (1998)

"The relevant question for the learning organization is not "Who is in charge?" but rather, "How can we best get results?""

And, Remember:

"There is a difference between data and information—there's a need to translate. 'The school scored 305 means nothing without comparing it to something. We have to come around to comparing a score to other schools in the [same] area. . .School administrators have an obligation to translate."

--Peters & Waterman (1982)

S – T – R – E – T – C - H

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DISTRICT DATA ANALYSIS

Thank You!

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A Framework for Safe and Successful Schools

AMERICAN SCHOOL COUNSELOR ASSOCIATION

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

School Social Work Association of America

NASRO National Association of School Resource Officers

naesp National Association of Elementary School Principals

nassp national association of secondary school principals

Executive Summary

This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth. Efforts to improve school climate, safety, and learning are not separate endeavors. They must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multitiered system of supports. We caution against seemingly quick and potentially harmful solutions, such as arming school personnel, and urge policy leaders to support the following guidance to enact policies that will equip America's schools to educate and safeguard our children over the long term.

POLICY RECOMMENDATIONS TO SUPPORT EFFECTIVE SCHOOL SAFETY

1. Allow for blended, flexible use of funding streams in education and mental health services;
2. Improve staffing ratios to allow for the delivery of a full range of services and effective school–community partnerships;
3. Develop evidence-based standards for district-level policies to promote effective school discipline and positive behavior;
4. Fund continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training that uses evidence-based models;
5. Provide incentives for intra- and interagency collaboration; and
6. Support multitiered systems of support (MTSS).

BEST PRACTICES FOR CREATING SAFE AND SUCCESSFUL SCHOOLS

1. Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
2. Implement multitiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school–community collaboration.
3. Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school–community partnerships into existing school initiatives.
4. Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (e) are consistently reviewed and practiced.
5. Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.
6. Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline.
7. Consider the context of each school and district and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.
8. Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

Creating safe, orderly, and welcoming learning environments is critical to educating and preparing all of our children and youth to achieve their highest potential and contribute to society. We all share this responsibility and look forward to working with the Administration, Congress, and state and local policy makers to shape policies based on these best practices in school safety and climate, student mental health, instructional leadership, teaching, and learning.

A Framework for Safe and Successful Schools

The author organizations and cosigners of this joint statement applaud President Obama and Congress for acknowledging that additional actions must be taken to prevent violence in America's schools and communities. We represent the educators who work day in and day out to keep our children safe, ensure their well-being, and promote learning. This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth.

We created these policy and practice recommendations to help provide further guidance to the Administration, Congress, and state and local agencies as they reflect upon evidence for best practices in school safety and climate, student mental health and well-being, instructional leadership, teaching, and learning. Further, the partnership between our organizations seeks to reinforce the interdisciplinary, collaborative, and cohesive approach that is required to create and sustain genuinely safe, supportive schools that meet the needs of the whole child. Efforts to improve school climate, safety, and learning are not separate endeavors and must be designed, funded, and implemented as a comprehensive school-wide approach. Ensuring that mental health and safety programming and services are appropriately integrated into the overall multitiered system of supports is essential for successful and sustainable improvements in school safety and academic achievement.

Specifically, effective school safety efforts:
- Begin with proactive principal leadership.
- Allow school leaders to deploy human and financial resources in a manner that best meets the needs of their school and community.
- Provide a team-based framework to facilitate effective coordination of services and interventions.
- Balance the needs for physical and psychological safety.
- Employ the necessary and appropriately trained school-employed mental health and safety personnel.
- Provide relevant and ongoing professional development for all staff.
- Integrate a continuum of mental health supports within a multitiered system of supports.
- Engage families and community providers as meaningful partners.
- Remain grounded in the mission and purpose of schools: teaching and learning.

Although the focus of this document is on policies and practices that schools can use to ensure safety, we must acknowledge the importance of policies and practices that make our communities safer as well. This includes increased access to mental health services, improved interagency collaboration, and reduced exposure of children to community violence. Additionally, our organizations support efforts designed to reduce youth access to firearms. Finally, many local school districts and state boards of education are considering policies that would allow school staff to carry a weapon. Our organizations believe that arming educators would cause more harm than good, and we advise decision makers to approach these policies with extreme caution.

We urge policy leaders to support the following guidance to promote safe and supportive schools. We look forward to working with the Administration, Congress, and state and local agencies to shape and enact meaningful policies that will genuinely equip America's schools to educate and safeguard our children over the long term.

POLICY RECOMMENDATIONS TO SUPPORT EFFECTIVE SCHOOL SAFETY

1. **Allow for blended, flexible use of funding streams.** The Department of Education should work with the Department of Health and Human Services and Congress to release guidance that gives schools access to various funding streams (e.g., SAMHSA and Title I) to ensure adequate and sustained funding dedicated to improving school safety. One-time grants are beneficial in some circumstances; however, one-time allotments of money for schools are insufficient for sustained change to occur. Similarly, district superintendents must be able to anticipate the availability of future funding in order to collaborate with school principals to effectively plan for and implement meaningful changes that will result in positive, sustainable outcomes for students.
2. **Strive to improve staffing ratios to allow for the delivery of a full range of services, including school–community partnerships, and set standards that will help schools effectively and accurately assess their needs.** This will require providing additional funding for key personnel such as school counselors, school psychologists, school social workers, and school nurses.
3. **Outline standards for district-level policies to promote effective school discipline and positive behavior.** Although it has been briefly discussed in this document, we urge the Department to release guidance regarding effective school discipline policies. Far too many schools continue to use punitive discipline measures, such as zero-tolerance policies, that result in negative outcomes for students and contribute to the school-to-prison pipeline.
4. **Provide funding for continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training (utilizing evidence-based models).** The minimum standards include:
   a. establishment of a school safety and crisis team that includes the principal, school-employed mental health professionals, school security personnel, and appropriate community first responders;
   b. a balanced focus on promoting and protecting both physical and psychological safety;
   c. a crisis team and plan based on the Department of Homeland Security's Incident Command System;
   d. ongoing professional development for all school employees to help identify key indicators of students' mental health problems as well as employees' specific roles in implementation of crisis response plans;
   e. professional development for school-employed mental health professionals and other relevant staff (e.g., key administrators, school resource officers) on how to implement effective crisis prevention, intervention, and postvention strategies, including the critical mental health components of recovery.
5. **Provide incentives for intra- and interagency collaboration.** All levels of government need to take preemptive measures to strengthen the ability of schools to provide coordinated services to address mental health and school safety. We urge the federal government to set the standard and issue guidance on how various government, law enforcement, and community agencies can work together to provide services to students and families. At all levels, we must remove the barriers between education and health service agencies. Schools serve as the ideal "hub" for service delivery; however, schools must be adequately staffed with school counselors, school psychologists, school social workers, and school nurses who can provide the proper services in the school setting, connect students and families to the appropriate services in the community, and work collaboratively with external agencies to ensure streamlined service delivery and avoid redundancy.

6. Support multitiered systems of supports. A full continuum of services ranging from building-level supports for all students to more intensive student-level services is necessary to effectively address school safety and student mental health.

BEST PRACTICES FOR CREATING SAFE AND SUCCESSFUL SCHOOLS

School safety and positive school climate are not achieved by singular actions like purchasing a designated program or piece of equipment but rather by effective comprehensive and collaborative efforts requiring the dedication and commitment of all school staff and relevant community members. Schools require consistent and effective approaches to prevent violence and promote learning, sufficient time to implement these approaches, and ongoing evaluation.
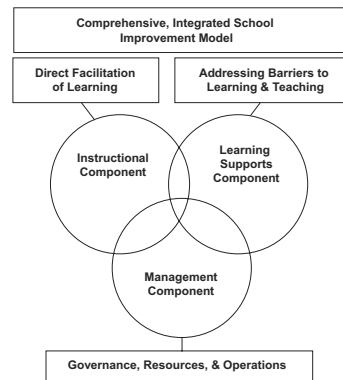
1. Integrate Services Through Collaboration

Safe and successful learning environments are fostered through collaboration among school staff and community-based service providers while also integrating existing initiatives in the school. Effective schools and learning environments provide equivalent resources to support instructional components (e.g., teacher quality, high academic standards, curriculum), organizational/management components (e.g., shared governance, accountability, budget decisions), and learning supports (e.g., mental health services; see Figure 1). Rather than viewing school safety as a targeted outcome for a single, stand-alone program or plan developed by the school building principal alone, this model seeks to integrate all services for students and families by framing the necessary behavioral, mental health, and social services within the context of school culture and learning. Integrated services lead to more sustainable and comprehensive school improvement, reduce duplicative efforts and redundancy, and require leadership by the principal and a commitment from the entire staff (See Roles of School Principals, page 8.).

2. Implement Multitiered Systems of Supports (MTSS)

The most effective way to implement integrated services that support school safety and student learning is through a school-wide multitiered system of supports (MTSS). MTSS encompasses (a) prevention and wellness promotion; (b) universal screening for academic, behavioral, and emotional barriers to learning; (c) implementation of evidence-based interventions that increase in intensity as needed; (d) monitoring of ongoing student progress in response to implemented

Figure 1.

Note. Adapted from UCLA Center for Mental Health in Schools and the National Association of School Psychologists. (2010). *Enhancing the Blueprint for School Improvement in the ESEA Reauthorization: Moving From a Two- to a Three-Component Approach* [Advocacy statement]. Adapted with permission.

interventions; and (e) engagement in systematic data-based decision making about services needed for students based on specific outcomes. In a growing number of schools across the country, response to intervention (RTI) and positive behavior interventions and supports (PBIS) constitute the primary methods for implementing an MTSS framework. Ideally though, MTSS is implemented more holistically to integrate efforts targeting academic, behavioral, social, emotional, physical, and mental health concerns. This framework is more effective with coordination of school-employed and community-based service providers to ensure integration and coordination of services among the school, home, and community.

Effective MTSS requires:
- adequate access to school-employed specialized instructional support personnel (e.g., school counselors, school psychologists, school social workers, and school nurses) and community-based services;
- collaboration and integration of services, including integration of mental health, behavioral, and academic supports, as well integration of school-based and community services;
- adequate staff time for planning and problem solving;
- effective collection, evaluation, interpretation, and use of data; and
- patience, commitment, and strong leadership.

One approach to integrating school safety and crisis management into an MTSS framework is the M-PHAT model (see Figure 2). M-PHAT stands for:
- *M*ulti-*P*hase (prevention, preparedness, response, and recovery)
- Multi-*H*azard (accidental death, school violence, natural disasters, terrorism)
- Multi-*A*gency (school, police, fire, EMS, mental health)
- Multi-*T*iered (an MTSS framework)

Figure 2. Comprehensive Safe Learning Environment: The M-PHAT Approach

Note. From *Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety – Prevention Through Recovery*, by M. A. Reeves, L. M. Kanan, & A. E. Plog, 2010, New York, NY: Routledge. Reprinted with permission.

3. Improve Access to School-Based Mental Health Supports

Mental health is developed early in life and educators play a significant role in ensuring that students' experiences throughout their school careers contribute to their positive mental health. Access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, and social–emotional learning. This requires adequate staffing levels in terms of school-employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) to ensure that services are high quality, effective, and appropriate to the school context. Access to school mental

health services cannot be sporadic or disconnected from the learning process. Just as children are not simply small adults, schools are not simply community clinics with blackboards. School-employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health services are properly and effectively infused into the learning environment, supporting both instructional leaders and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning. No other professionals have this unique training background.

Having these professionals as integrated members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students (see Figure 3).

School counselors, school psychologists, and school social workers all offer unique individual skills that complement one another in such a way that the sum is greater than the parts (See Roles of School-Employed Mental Health Professionals, page 9.) When given the opportunity to work collectively, they are ready and capable of providing an even wider range of services, such as:
- collecting, analyzing, and interpreting school-level data to improve availability and effectiveness of mental services;
- designing and implementing interventions to meet the behavioral and mental health needs of students;
- promoting early intervention services;
- providing individual and group counseling;
- providing staff development related to positive discipline, behavior, and mental health (including mental health first aid);
- providing risk and threat assessments;
- supporting teachers through consultation and collaboration;
- coordinating with community service providers and integrating intensive interventions into the schooling process.

Addressing Shortages: Fully providing effective, integrated, and comprehensive services requires schools to maintain appropriate staffing levels for their school-employed mental health professionals. Every district and school must

Figure 3.

The Continuum of School Mental Health Services

Note. Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services," by the National Association of School Psychologists, 2006, *Communiqué, 35*(1), p. 27. Copyright 2006 by the National Association of School Psychologists. Adapted with permission.

be supported to improve staffing ratios. Unfortunately, significant budget cuts, combined with widespread personnel shortages, have resulted in reduced access to school-employed mental health professionals in many schools and districts. In these districts, school counselors, school psychologists, school social workers, and school nurses often have inappropriately high student-to-professional ratios that far exceed the recommendations provided by their respective professional organizations. Poor ratios restrict the ability of these professionals to devote time to important initiatives, including school-wide preventive services (e.g., bullying, violence, and dropout prevention), safety promotion, and sustained school improvement. Many districts go without prevention and early intervention services that effectively link mental health, school climate, school safety, and academic instruction. Partnerships with community providers or school-based health centers can provide important resources for individual students. However, community providers sometimes lack familiarity with specific processes in teaching and learning and with systemic aspects of schooling. Successful school–community partnerships integrate community supports into existing school initiatives utilizing a collaborative approach between school and community providers that enhances effectiveness and sustainability. Many schools have limited access to community supports making overreliance on

community partners as primary providers of mental health services potentially problematic.

District-wide policies must support principals and school safety teams to provide services in school-based settings and strengthen the ability of schools to respond to student and family needs directly. While working to improve ratios, districts can begin to move toward more effective and sustainable services by:

- Assigning a school psychologist, school counselor, or school social worker to coordinate school-based services with those provided by community providers.
- Ensuring that the school data being collected and resulting strategies are addressing the most urgent areas of need with regard to safety and climate.
- Providing training that targets the specific needs of individual schools, their staffs, and their students.
- Reviewing current use of mental health staff and identifying critical shifts in their responsibilities to bolster prevention efforts.

4. Integrate School Safety and Crisis/Emergency Prevention, Preparedness, Response, and Recovery

Schools must be supported to develop an active school safety team that focuses on overall school climate as well as crisis and emergency preparedness, response, and recovery (see Figure 4). School safety and crisis response occur on a continuum, and crisis planning, response, and recovery should build upon ongoing school safety and mental health services. School crisis and emergency preparedness training should encompass prevention/mitigation, early intervention (which is part of ongoing school safety), immediate response/intervention, and long-term recovery. These four phases are clearly articulated by the Departments of Education and Homeland Security.

Training and planning must be relevant to the learning context and make maximum use of existing staff resources. The safety and crisis team should, at a minimum, include principals, school mental health professionals, school security personnel, appropriate community stakeholders (such as representatives from local law enforcement and emergency personnel), and other school staff or district liaisons to help sustain efforts over time. Additionally, crisis and emergency preparedness plans must be consistently reviewed and practiced, which is more easily facilitated by an actively engaged team that links the school to the broader 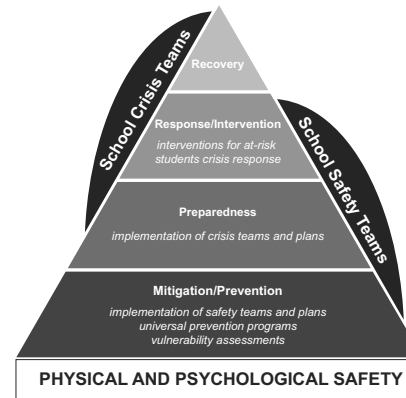community. Active engagement of the team is often directly linked to appropriate staffing levels that allow time for collaboration and planning. Effective, engaged teams and plans:

Figure 4.

PHYSICAL AND PSYCHOLOGICAL SAFETY

Note. Adapted from Cherry Creek School District. (2008). *Emergency response and crisis management guide.* Greenwood Village, CO: Author. Adapted with permission.

- Contribute to ongoing school safety and improved school climate by supporting a school-wide, evidence-based framework that is appropriate to the unique school culture and context.
- Balance efforts to promote and protect physical and psychological safety.
- Minimize unsafe behaviors such as bullying, fighting, and risk-taking by providing quality prevention programming.
- Improve early identification and support for students at risk of harming themselves or others (e.g., threat assessment).
- Model collaborative problem solving.
- Provide for consistent, ongoing training of all school staff.
- Address the range of crises that schools can face with a focus on what is most likely to occur (e.g., death of a student or staff member, school violence, natural disaster).
- Improve response to crises when the unpreventable occurs.
- Ensure an organized plan that has appropriately assessed risks to the school and the learning environment and has been adopted by the school safety team to promote a return to normalcy following a crisis or emergency.
- Promote efforts for ongoing learning and long-term emotional recovery for every student and family.

5. Balance Physical and Psychological Safety

Any effort to address school safety should balance building security/physical safety with psychological safety. Relying on highly restrictive physical safety measures alone, such as increasing armed security or imposing metal detectors, typically does not objectively improve school safety. In fact, such measures may cause students to feel *less safe* and more fearful at school, and could undermine the learning environment. In contrast, combining reasonable physical security measures with efforts to enhance school climate more fully promotes overall school safety. Effectively balancing physical and psychological safety entails:

- Assessing the physical security features of the campus, such as access points to the school grounds, parking lots and buildings, and the lighting and adult supervision in lobbies, hallways, parking lots, and open spaces.
- Employing environmental design techniques, such as ensuring that playgrounds and sports fields are surrounded by fences or other natural barriers, to limit visual and physical access by non-school personnel.
- Evaluating policies and practices to ensure that students are well monitored, school guests are appropriately identified and escorted, and potential risks and threats are addressed quickly.
- Building trusting, respectful relationships among students, staff, and families.
- Providing access to school mental health services and educating students and staff on how and when to seek help.
- Providing a confidential way for students and other members of the school community to report potential threats, because educating students on "breaking the code of silence" is one of our most effective safety measures.

Schools also should carefully weigh the unique needs of their communities when determining the need to hire additional security personnel or school resource officers (SROs). It is important to recognize that SROs differ from other school security personnel or armed guards. SROs are commissioned law enforcement officers who are specially trained to work within the school community to help implement school safety initiatives as part of the school safety leadership team. They should be integral participants in school life and student learning. Additionally, if a school determines that it needs to have an armed professional on school grounds, SROs are the only school personnel of any type who should be armed. (See Roles of School Resource Officers, page 9.)

6. Employ Effective, Positive School Discipline

School discipline policies are ultimately the responsibility of the school principal; however, all school staff play a role in their effective development and implementation. Discipline practices should function in concert with efforts to address school safety/climate. When positive discipline is incorporated into the overall MTSS, students feel respected and supported, positive behavior is continually reinforced, and school climate improves. Additionally, this structure allows for the use of restorative practices that seek to build positive relationships within the school community. In contrast, overly harsh and punitive measures, such as zero tolerance policies, lead to reduced safety, connectedness, and feelings of belonging, and have historically been unsuccessful at improving student behavior or the overall school climate. Additionally, utilizing SROs or other security personnel primarily as a substitute for effective discipline policies is inappropriate, does not contribute to school safety or students' perceptions of being safe, and can perpetuate the school-to-prison pipeline. Effective school discipline:

- is viewed within the context of a learning opportunity and seeks to teach and reinforce positive behaviors to replace negative behaviors;
- is clear, consistent, and equitably applied to all students;
- employs culturally competent practices;
- safeguards the well-being of all students and staff;
- keeps students in school and out of the juvenile justice system; and
- incorporates family involvement.

7. Allow for the Consideration of Context

There is no one-size-fits-all approach to creating safe and successful schools. To be most effective, schools should assess the structures and resources already in place and determine what additional resources are needed. Schools should provide universal, secondary, and tertiary interventions that are most appropriate and culturally sensitive to their unique student populations and learning communities. Additionally, decisions regarding appropriate security measures, including the use of SROs, should be determined by each school's leadership team and not via universal mandate.

8. Acknowledge That Sustainable and Effective Improvement Takes Patience and Commitment

School districts will vary considerably in their readiness to change and in their ability to accept the suggestions included within this document. Recognizing that sustainable change takes time both to improve acceptability and allow for full implementation will help set districts up for success rather than setting unrealistic goals. Efforts for change should not be abandoned if goals are not immediately met, as frequent programmatic changes lead to more resistance to change among school personnel in the future.

ROLES OF KEY LEADERSHIP PERSONNEL REGARDING SCHOOL SAFETY AND CLIMATE
Role of School Principals

Effective principals and assistant principals recognize the potential they have to create a school environment where teachers thrive and students achieve their greatest potential in a safe and nurturing school setting. As instructional leaders, principals maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. Principals set high expectations and standards for the academic, social, emotional, and physical development of all students. They bring together a wide range of stakeholders within the school community, take into account the aspirations, and work to create a vision that reflects the full range and value of a school's mission. Principals encourage the development of the whole child by supporting the physical and mental health of children, as well as their social and emotional well-being, which is reinforced by a sense of safety and self-confidence. High-quality early childhood education and learning experiences are crucial to an elementary level principal's shared vision to shape the school culture and instructional leadership. School leaders must mobilize the staff, students, parents, and community around the mission and shared values, as well as school improvement goals and set the parameters of high expectations for the school. Effective practice requires:

- building consensus on a vision that reflects the core values of the school community to support student safety and well-being;
- valuing and using diversity to enhance the learning of the entire school community;
- broadening the framework for child development beyond academics; and
- developing a learning culture that is adaptive, collaborative, innovative, and supportive by taking into account the contributions of every member of the school staff.

Roles of School-Employed Mental Health Professionals

Many professionals within a school help to support students' positive mental health. This includes school counselors, school psychologists, school social workers, school nurses, and other specialized instructional support personnel. For the purposes of these recommendations, however, we are focusing on the mental health professionals who should serve in critical leadership roles in terms of school safety, positive school climate, and providing school-based mental health services: school counselors, school psychologists, and school social workers. Their training and expertise help link mental health, behavior, environmental factors (e.g., family, classroom, school, community), instruction, and learning. Each of these professionals helps to create school environments that are safe, supportive, and conducive to learning. Each may deliver similar services such as counseling, social–emotional skill instruction, and consultation with families and teachers; however, each profession has its own unique focus based upon its specializations, which result in different, albeit interrelated, services. The specific services and expertise of individual practitioners may vary, but the following describes the core competencies and specialized instructional services of each profession.

School counselors. Have a minimum of a master's degree in school counseling. School counselors are generally the first school-employed mental health professional to interact with students as they commonly are involved in the provision of universal learning supports to the whole school population. School counselors have specialized knowledge of curriculum and instruction and help screen students for the basic skills needed for successful transition from cradle to college and career. School counselors focus on helping students' address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student–teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.

School psychologists. Have a minimum of a specialist-level degree (60 graduate semester hour minimum) in school psychology, which combines the disciplines of psychology and education. They typically have extensive knowledge of learning, motivation, behavior, childhood disabilities, assessment, evaluation, and school law. School psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school. School psychologists consult with teachers and parents to provide coordinated services and supports for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing anxiety, depression, emotional trauma, grief, and loss. They are regular members of school crisis teams and collaborate with school administrators and other educators to prevent and respond to crises. They have specialized training in conducting risk and threat assessments designed to identify students at-risk for harming themselves or others. School psychologists' training in evaluation, data collection, and interpretation can help ensure that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence.

School social workers. Have master's degrees in social work. They have special expertise in understanding family and community systems and linking students and their families with the community services that are essential for promoting student success. School social workers' training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. They work to remedy barriers to learning created as a result of poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to vulnerable populations of students that have a high risk for truancy and dropping out of school, such as homeless and foster children, migrant populations, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. They work closely with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation designed to keep students in school and help their families access the supports needed to promote student success.

Roles of School Resource Officers

The presence of school resource officers in schools has become an important part of the duty to protect students and staff on campus. Families and school officials in communities around the country benefit from a more effective relationship with local police as part of a school safety plan. Specialized knowledge

of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile justice system combine to make SROs critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school safety policy, and emergency response preparedness.

In order to fully realize the benefits of the presence of local police, the SROs must be trained properly. Officers' law-enforcement knowledge and skill combine with specialized SRO training for their duties in the education setting. This training focuses on the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel

that enables SROs to protect the community and the campus while supporting schools' educational mission. In addition to traditional law enforcement tasks, such as investigating whether drugs have been brought onto campus, SROs' daily activities cover a wide range of supportive activities and programs depending upon the type of school to which an SRO is assigned. This can include conducting law-related education sessions in the classroom, meeting with the school safety team, conducting safety assessments of the campus, and problem solving with students or faculty. Trained and committed SROs are well suited to effectively protect and serve the school community. They contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students as informal counselors and role models.

Actions Principals Can Take Now to Promote Safe and Successful Schools

Policies and funding that support comprehensive school safety and mental health efforts are critical to ensuring universal and long-term sustainability. However, school leaders can work toward more effective approaches now by taking the following actions.

- Establish a school leadership team that includes key personnel: principals, teachers, school-employed mental health professionals, instruction/curriculum professionals, school resource/safety officer, and a staff member skilled in data collection and analysis.
- Assess and identify needs, strengths, and gaps in existing services and supports (e.g., availability of school and community resources, unmet student mental health needs) that address the physical and psychological safety of the school community.
- Evaluate the safety of the school building and school grounds by examining the physical security features of the campus.
- Review how current resources are being applied, for example:
  - Are school employed mental health professionals providing training to teachers and support staff regarding resiliency and risk factors?
  - Do mental health staff participate in grade-level team meetings and provide ideas on how to effectively meet students' needs?
  - Is there redundancy in service delivery?
  - Are multiple overlapping initiatives occurring in different parts of the school or being applied to different sets of students?
- Implement an integrated approach that connects behavioral and mental health services and academic instruction and learning (e.g., are mental health interventions being integrated into an effective discipline or classroom management plan?).
- Provide adequate time for staff planning and problem solving via regular team meetings and professional learning communities. Identify existing and potential community partners, develop memoranda of understanding to clarify roles and responsibilities, and assign appropriate school staff to guide these partnerships, such as school-employed mental health professionals and principals.
- Provide professional development for school staff and community partners addressing school climate and safety, positive behavior, and crisis prevention, preparedness, and response.
- Engage students and families as partners in developing and implementing policies and practices that create and maintain a safe school environment.

SUMMARY

Modern-day schools are highly complex and unique organizations that operate with an urgent imperative: Educate and prepare all children and youth to achieve their highest potential and contribute to society, no matter their socioeconomic background or geographic location. Creating safe, orderly, warm, and inviting school environments is critical to ensuring that all of our schools meet this goal. In order to create this type of environment, schools must work towards integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a multitiered system of support. Schools should strive to increase access to mental health services, increase the number of school employed mental health staff, and ensure that measures to improve school safety balance physical safety with psychological safety. To further support student safety, schools must develop effective emergency preparedness and crisis prevention, intervention, and response plans that are coordinated with local first responders. We look forward to working with the Administration, Congress, and state and local policy makers to help ensure that all schools are safe, supportive, and conducive to learning.

GUIDELINES FOR EFFECTIVE PRACTICE

ASCA: http://www.ascanationalmodel.org/
- *ASCA National Model, 2008*

NAESP: http://www.naesp.org/resources/1/Pdfs/LLC2-ES.pdf
- *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do, 2008*

NASP Professional Standards: http://www.nasponline.org/standards/2010standards.aspx
- *Model for Comprehensive and Integrated School Psychological Services, 2010*

NASRO: http://www.nasro.org/sites/default/files/pdf_files/NASRO_Protect_and_Educate.pdf
- *To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools, 2012*

NASSP: http://www.nassp.org/school-improvement
- *Breaking Ranks: The Comprehensive Framework for School Improvement, 2011*

SSWAA: http://sswaa.org/associations/13190/files/naswschoolsocialworkstandards.pdf
- *NASW School Social Work Standards, 2012*

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National Association of School Psychologists (NASP): www.nasponline.org

National Association of School Resource Officers (NASRO): www.nasro.org

National Association of Secondary School Principals (NASSP): www.nassp.org

School Social Work Association of America (SSWAA): www.sswaa.org

ENDORSING ORGANIZATIONS*

National Organizations

Alberti Center for Bullying Abuse Prevention
American Association of School Administrators
American Camp Association, Inc.
American Council for School Social Work
American Dance Therapy Association
American School Health Association
Born This Way Foundation
Character Education Partnership
Child Mind Institute
Coalition for Community Schools
Collaborative for Academic, Social, and Emotional Learning
Committee for Children
Council for Children with Behavioral Disorders
Council for Exceptional Children
Division 16, American Psychological Association
Gay, Lesbian & Straight Education Network
High Hope Educational Research Foundation
International School Psychology Association
Learning Disabilities Association of America
Mental Health America
Midwest Symposium for Leadership in Behavior Disorders
National Association of School Nurses
National Association of School Safety and Law Enforcement Officials

National Association of Social Workers
National Association of State Directors of Special Education
National Center for School Engagement
National Education Association
National Federation of Families for Children's Mental Health
National Network of Safe and Drug-Free Schools
National Organizations for Youth Safety
Pride Surveys
Safe and Civil Schools
Trainers of School Psychology
The Trevor Project

State Associations

Alabama School Counselor Association
Alaska School Counselor Association
Arizona School Counselors Association
Association of School Psychologists of Pennsylvania
California Association of School Counselors
California Association of School Social Workers
Colorado School Counselor Association
Colorado Society of School Psychologists
Connecticut Association of School Psychologists
Connecticut School Counselor Association
Delaware Association of School Psychologists
Florida Association of School Social Workers
Florida School Counselor Association
Georgia Association of School Counselors
Georgia Association of School Psychologists
Georgia School Counselors Association
Hawaii School Counselor Association
Idaho School Counselor Association
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Maine Counseling Association
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Minnesota School Psychologists Association
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Montana School Counselor Association
Nebraska School Psychology Association
New Jersey Association of School Social Workers
New Jersey School Counselor Association
New Mexico School Counselor Association
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New York State School Counselor Association
North Dakota School Counselor Association
Ohio School Psychologist Association
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Pennsylvania School Counselors Association
Rhode Island School Counselor Association
School Social Work Association of Arizona
School Social Workers Association of Missouri
School Social Workers in Arkansas
School Social Workers in Maryland
South Carolina Association of School Psychologists
South Carolina Association of School Social Workers
South Carolina School Counselor Association
South Dakota School Counselor Association
Tennessee School Counselor Association
Utah School Counselor Association
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*As of April 12, 2013. For an updated list, visit www.nasponline.org/schoolsafetyframework

AVAILABLE ONLINE AT WWW.NASPONLINE.ORG/SCHOOLSAFETYFRAMEWORK.

COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS

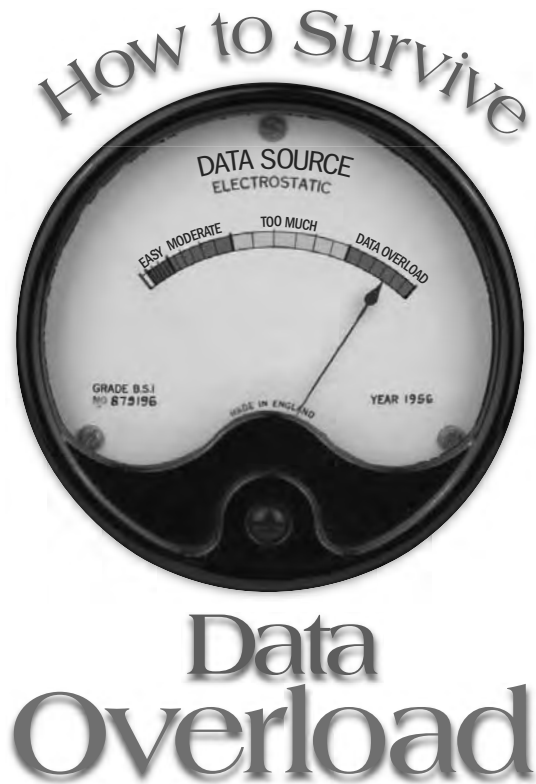|	ALL Prevention for All	SOME Intervention for Some	FEW Intensive Care for Few
Classroom Based Enrichment			
Transitions			
Family Engagement			
Community Collaboration			
Crisis Prevention			
Student and Family Interventions			

DATA SOURCES:
Identify the data sources to be used to complete the data analysis.

MAJOR CURRICULUM INDICATORS OR OBJECTIVES COVERED IN MOST RECENT ASSESSMENT:
Identify the most important parts of the curriculum that were assessed recently.

STEP 1: IDENTIFY ASSESSMENT TERMS
- What assessment data will be we analyzing and what do the terms in the data report mean?
- What special characteristics (or "quirks") about the assessments should we understand prior to analyzing the data?

STEP 2: IDENTIFY QUESTIONS TO ANSWER
- What questions about student achievement are we trying to answer through the data analysis?

STEP 3: IDENTIFY MAJOR PATTERNS OF STRENGTHS / NEEDS AT CLASS LEVEL

Major Patterns of Class Strengths	Major Patterns of Class Needs
- What knowledge and skills are the most important overall class strengths (from 1+ data source if possible)?	- What knowledge and skills are the most important overall class needs (from 1+ data source if possible)?

STEP 4: USE REFLECTION GUIDE TO IDENTIFY CONTRIBUTING INSTRUCTIONAL FACTORS
- What instructional factors might have contributed to the patterns of student performance on these assessments?
- What steps will be take (such as scaffolding or reteaching using a different strategy) to address the patterns of class needs? How and when will we re-assess to determine progress?

****** CONTINUE WITH STEPS 5 and 6 AFTER RETEACHING HAS OCCURRED – WHOLE CLASS. ******

STEP 5: NAME STUDENTS WHO EXCELLED AND STUDENTS WHO NEED ADDITIONAL ASSISTANCE

Students Who Excelled	In-Class Enrichments To Implement	Students Who Need Additional Assistance	In-Class Interventions To Implement
- Which students are ready for enrichment and more independent work?	- What in-class enrichments will we implement for these students? - What assistance and resources will we need to implement the enrichments? - Who will be responsible for implementing the enrichments? - What data will we use to determine the success of the enrichments?	- Which students will need some additional assistance to attain the targeted knowledge and skills? - Which students will need the most additional assistance to attain the targeted knowledge and skills?	- What in-class interventions will we implement to that these students will attain the targeted knowledge and skills? - What assistance and resources will we need to implement the interventions? - Who will be responsible for implementing the interventions? - What data will we use to determine the success of the interventions?

STEP 6: USE REFLECTION GUIDE TO CONSIDER IMPLICATIONS OF DATA ANALYSIS
- After reflecting on our past instruction and the current levels of student performance, as shown by the data, how will we improve future instruction to increase the learning of all students?
- When will we review the data again to determine the success of the enrichments, interventions and instructional changes?
- What do the data NOT tell us? What questions remain about student achievement that we need to answer? How will we answer these questions?

TURN OVER FOR REFLECTION GUIDE

REFLECTION GUIDE

As we planned for instruction, how well did we:	At the beginning of instruction, how well did we:
- Consult the state / district curriculum or pacing guides for lesson objectives and their sequence? - Understand the prerequisite knowledge and skills that students needed to master to be successful? - Understand the level of cognitive demand (rigor) that students needed to demonstrate to show proficiency? - Assemble needed resources for the unit? - Administer a pre-assessment and use the results to help determine class and individual student needs? - Anticipate common student misconceptions? - Plan for differentiation in content, process (instructional strategies), and product (ways students will show what they know and can do)? (Add instructional strategies that are important for planning in your grade, school or subject area.)	- Share the unit and daily objectives with students in terms that they understand? - Involve students in setting their own learning goals for the unit and tracking their own progress? (Add instructional strategies important at the beginning of instruction in your grade, school or subject area.) **During instruction, how well did we:** - Make connections to prior learning or related content to engage students and promote synthesis of information? - Model the concept or skill and provide exemplars to work toward? - Correct misconceptions students may have or that may occur during the unit? - Assign work that is mostly "on grade level," with appropriate scaffolding where needed? - Base assignments on real-world tasks to engage students? - Vary instructional activities to meet individual student needs?

How to Survive

![DATA SOURCE meter illustration with readings from EASY, MODERATE, TOO MUCH, to DATA OVERLOAD]

Data Overload

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PREVIEW

Data are useless without a good analysis.

A step-by-step method for understanding data can inform planning, teaching, and learning.

The results of the analysis can be used to improve student learning.

SUFFERING FROM DATA OVERLOAD? Many schools are. Although schools have lacked sufficient student achievement data to make good instructional decisions in the past, many are now snowed under with data. They are data rich but analysis poor. How can content, vertical, or interdisciplinary school teams make sense of all their data? How can principals structure data dialogues so that faculty members get the most from their data?

Here are six steps to help your teams mine their data. Using this protocol will result in more specific and concrete conversations by school teams and, more important, lead to data-based action that will increase achievement.

Begin With a Question

The goal of every data analysis should be to answer one or more essential questions. Teams should not begin their data work without asking such questions. Here are a few overarching questions that data analyses could address:

• How well did our students perform in the recent districtwide assessment?
• What instructional changes could we make to increase student achievement on the upcoming No Child Left Behind Act (NCLB) assessment?
• What knowledge and skills do our students have?
• What are our students' strengths and weaknesses, as shown on a variety of assessments?
• What can we learn about our students to help us with instructional planning?
• How can data help us know our students better?

The Data Source

There are three major sources of student achievement data: external data, schoolwide and districtwide benchmark data, and classroom data (Supovitz & Klein, 2003).

• External data come from standardized, norm- or criterion-referenced assessments that originate and are scored outside the school, such as Terra Nova, SAT, and Stanford 10. Results from external assessments can provide an initial focus for the school's attention, but they are not administered frequently enough to provide precise guidance for instruction.
• Schoolwide or districtwide benchmark data are collected frequently and systematically across an entire grade, content area, or course. Benchmark assessments are administered to an entire school or district several times a year at about the same time. These assessments can provide guidance for instructional adjustments, interventions, and professional development throughout the year. Most important, if scored collaboratively by teachers, their analysis helps to reinforce a culture of data-based inquiry among the faculty.
• Classroom data are collected by individual teachers from their own assessments, such as quizzes, unit tests, essays, performance assessments, and personal communications.

Each source of data serves a different purpose, and reports on student achievement from the three may vary significantly in how they portray data. Before jumping into an analysis, ensure that teams take time to understand the nature of the assessment being reported on, which students took the assessment, and the meaning of each of the terms included on the data report. Such questions as the following should be considered:

• What assessment is being described in the data report?
• Why was the assessment given? Was it administered for accountability purposes (i.e., to prove that education is working), or was the assessment administered for instructional decision-making purposes (i.e., to improve education)?
• What specific standards (knowledge and skills) did the assessment measure?
• Which students participated in the assessment? Who did not? Why?
• How are the scores reported (e.g., in percentiles; stanines; grade equivalences; or percentages of students at advanced, proficient, and basic levels)?
• What do the terms in the report mean?

This second step of the dialogue is an excellent opportunity to build the assessment literacy of faculty members. For example, some external standardized assessments report student scores in percentiles, while districtwide benchmark tests may show performance as the percentage of students whose scores meet standards. Results from the two reports will mean very different things, and unless everyone on the team is clear about their meaning before beginning the analysis process, tremendous confusion can result and wrong conclusions can be drawn.

The Big Picture

Next, teams should get the big picture of the data through dialogue on such questions as:

• What do we see in the data?
• What pops out at us from the data?
• How far from meeting standards was the school? How far were the various groups of students?
• To what extent have the gaps between student performance and the standards changed over time?
• For NCLB tests, did performance levels meet adequate yearly progress for the school as a whole and for each disaggregated group (e.g., special education and English language learners)?

Teams should be careful not to jump to conclusions or attribute causality to the data at this stage of the analysis. That will come later. Instead, team members should attempt to maintain what Wellman and Lipton (2004) call "purposeful uncertainty" or "intellectual hang time."

Team Dialogue Guide: Moving From Data to Classroom Instructional Improvement

Course or Subject Area: _____ Last Update: _____

Questions for Study: _____

_____

Source #1: External Assessment Data	Source #2: Coursewide Assessment Data	Source #3: Classroom Assessment Data
OVERALL OBSERVATIONS ABOUT THE DATA	OVERALL OBSERVATIONS ABOUT THE DATA	OVERALL OBSERVATIONS ABOUT THE DATA
STRENGTHS (Concepts/skills mastered)	STRENGTHS (Concepts/skills mastered)	STRENGTHS (Concepts/skills mastered)
AREAS NEEDING GROWTH	AREAS NEEDING GROWTH	AREAS NEEDING GROWTH

Overall Conclusions From More Than One Data Source

Strengths	Uncertainties/Questions	Areas Needing Growth

Reflect on Reasons for Students' Performance

Students Who Excelled	Enrichments to Be Put in Place (Examples)	Instructional Changes to be Implemented	Students Needing Further Work	Interventions to Be Put in Place (Examples)

Time for next data review:_____

Patterns in the Data

During the fourth step, team members describe what they see repeated in the data. Patterns should be discerned first within one data source and then by triangulating (bringing together) conclusions from multiple sources.

When looking at one data source, such as NCLB or benchmark results, these two simple questions should be used:

• What patterns do we see in the strengths of students according to the data?
• What patterns do we see in the weaknesses of students according to the data?

Unless the team emerges from the data analysis process with a clear plan of action for identified students and for classroom instruction, it has wasted its time.

A second, more powerful, conversation can follow if teams are able to triangulate the results of multiple assessments, such as from an external test, a benchmark assessment, and several classroom assessments. By combining multiple results, teams can help overcome the weaknesses of individual data sources and generate insights that are not available from one source. Here are some key questions to include in this part of the analysis:

• What patterns of strength do we see from more than one source?
• What patterns of weaknesses do we see from more than one source?
• Are these the results we expected? Why or why not?

This dialogue also gives school teams the opportunity to consider puzzles or uncertainties that arise in relation to the data, using questions such as:

• What is puzzling about the data?
• What conflicting results emerge when multiple data sources are considered?

• What do the data not tell us that we need to know to decide our next steps?
• What questions remain that we were not able to answer?
• What will we do next to attempt to answer our remaining questions?

Data Patterns for Students

To make the data analysis a worthwhile experience, teams need to explore the implications of the data patterns for individual students as well as for instructional improvement.

The areas of student strength identified by team members in step four become the basis for discourse about enrichments that will encourage continued learning at a high level by more students. Such questions as these can help focus step five of the conversation:

• Which students have mastered the targeted knowledge and skills at a high level of proficiency?
• To what might the success of these students be attributed?
• What type of enrichment will we put in place for each student who is excelling? Consider such possibilities as asking students to solve fuzzier or more complex problems; skipping more practice; and adding more abstract, open-ended, and multifaceted situations in which high-flying students can apply concepts.
• What classroom differentiations will be implemented to encourage learning at a high level by more students?
• What data will be collected to determine the success of the enrichments?
• What assistance and resources will be needed to implement the enrichments?

Identifying areas for student growth can lead the team to explore questions that relate to interventions, such as:

• Which students will require additional in- or out-of-class assistance to master the targeted standards?
• To what might we attribute student weaknesses on the assessments?
• What interventions have been tried before? How successful were they?
• How can the observed data patterns help determine the types of interventions to implement and the content focus of the interventions?
• What data will be collected to determine the success of the interventions?
• What assistance and resources will be needed to implement the interventions?

Reflection Guide

As we planned instruction, how well did we:

- Consult state standards or district curriculum documents for direction about the sequence and pacing of the unit?
- Ensure that we had a clear understanding of the knowledge and skills that students needed to master in this unit?
- Understand the level of rigor that students need to demonstrate to show proficiency on the unit's knowledge and skills?

- Assemble the necessary resources for the unit?
- Allocate sufficient time for the unit?
- Use the results of the pre-assessment to build on existing student knowledge?
- (Add additional instructional strategies important for planning in your grade, school, or subject area.)

At the beginning of instruction, how well did we:

- Share essential outcomes with the class in student-friendly terms?
- Involve students in setting their own learning goals for the unit?

- (Add additional instructional strategies important at the beginning of instruction in your grade, school, or subject area.)

During instruction, how well did we:

- Design lessons that would build on students' background knowledge?
- Focus lessons on the essential knowledge and skills from the state standards or district curriculum guides?
- Correct misconceptions that students may have or that occured during the unit?
- Assign work that is mostly on grade level, with appropriate scaffolding where needed?
- Base assignments on real-world, authentic tasks?
- Vary instructional activities to meet individual student needs?
- Use graphic organizers and other nonlinguistic methods of representing content in symbolic form?
- Use cooperative learning activities where appropriate?
- Provide multiple opportunities for student writing?

- Assign purposeful homework and vary the approaches to providing feedback on the homework?
- Provide students specific and timely feedback on their assignments?
- Ask students to respond to higher-level questions that require them to analyze, synthesize, and evaluate?
- Provide multiple opportunities for students to practice, review, and apply their new knowledge?
- Use results of ongoing classroom assessments to guide instruction?
- Include strategies for involving students in monitoring their own progress toward goals?
- Reinforce students' efforts and provide recognition of success?
- (Add additional instructional strategies important during instruction in your grade, school, or subject area.)

At the end of each part of instruction, how well did we:

- Use the most appropriate type of assessment for the knowledge and skills that were assessed?
- Use a variety of assessment formats?
- Use classroom assessments that mirror the NCLB assessments in content and format?

- Mirror the level of rigor used in scoring external assessments when scoring classroom assessments?
- Involve students in monitoring their own progress toward learning goals?
- (Add additional instructional strategies important at the end of instruction in your grade, school, or subject area.)

Data Patterns for Instruction

The most important conversations about the implications of the data relate to the instructional strategies teachers use. The big question at this final step is, How will classroom curriculum, instruction, and assessment change in the next unit to increase the learning of all students?

Marzano's research into what works in schools (Marzano, 2003) and Stiggins' notion of assessment for learning (Stiggins, Artur, Chappuis, & Chappuis, 2004) might form the basis of a structured look at instructional practices that are based on the data analysis. The reflection guide included in this article is a helpful tool for team members to analyze the current status of curriculum, instruction, and assessment and to identify instructional changes for the next unit.

Unless the team emerges from the data analysis process with a clear plan of action for identified students and for classroom instruction, it has wasted its time. The final step in the data analysis process is for the team to implement the enrichments and interventions within a definitive time frame, modify instructional or assessment practices, and collect data to determine the effectiveness of the changes.

These are difficult conversations to have, mainly because the culture in most schools does not lend itself to specific and concrete talk about student achievement. An established protocol that includes questions like these, however, will help infuse data dialogues into the ongoing work of teams. Educators will be able to move beyond overload and get the most from their data. **PL**

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LEARNING SUPPORTS AT OUR SCHOOL/DISTRICT: Pre-Mapping

WHAT ARE WE CURRENTLY DOING?	TEAM LEAD	CONTENT AREAS	WHO GETS THIS NOW? District? School? Classroom?			WHO SHOULD?
	Who are the main contact(s)?	-Classroom-based -Crisis Prevention -Transitions -Student/Family Assistance -Home Involvement -Community Support	Prevention *(All)*	Early Inter-intervention *(Some)*	Individual Systems of Care *(Individual)*	All, Some, Individual?

LEARNING SUPPORTS AT OUR SCHOOL/DISTRICT: Pre-Mapping

CONTINUUM ANALYSIS	
- Is this resource valuable to keep? - If it's valuable, could it be used in another area? (If we use it student by student, could it be used for all or for a small group?) - What else might we need in this area? - Where are our gaps?	
WHAT WE ARE CURRENTLY DOING	**ANALYSIS**

Understanding the Child
Through a School Neuropsychology Lens

Graduate Student Session

Daniel Krenzer, PhD, NCSP
krenzerd@uwstout.edu

UNIVERSITY OF WISCONSIN-STOUT · WISCONSIN'S POLYTECHNIC UNIVERSITY
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Questions of the day

What is School Neuropsychology?

Why is it important?

How can it be used in our practice?

How does School Neuropsychology fit into RtI?

Framework for
Case Conceptualization

Theoretical orientation

Having rationale in working a case

Being aware of the neurobiological basis of learning

Being aware that there are limitations to any theory of practice

---

What is
School Neuropsychology (SNP)?

What is the core underlying process that is responsible for learning?

Understanding the student from a neurobiological point of view
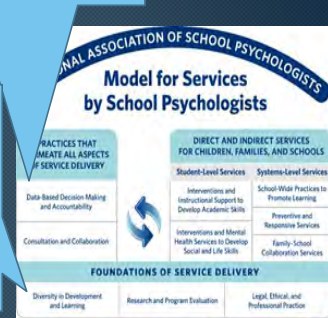   The nature side of Nature vs. Nurture

First publication referenced SNP:
    Journal of School Psychology, 1981

Why Should
School Neuropsychology be a Thing?

Explosion of knowledge of the brain and its relationship with learning and behavior

Innate to the role of a school psych. to investigate Why a student is not responding

---

Have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

Student-Level Services | Systems-Level Services

Data-Based Decision Making and Accountability

Interventions and Instructional Support to Develop Academic Skills | School-Wide Practices to Promote Learning

Consultation and Collaboration

Interventions and Mental Health Services to Develop Social and Life Skills | Preventive and Responsive Services
| Family-School Collaboration Services

FOUNDATIONS OF SERVICE DELIVERY

Diversity in Development and Learning | Research and Program Evaluation | Legal, Ethical, and Professional Practice

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

Considering the School Psychologist Role

Domain 1: Data-Based Decision Making and Accountability
Have knowledge of <u>varied models and methods of assessment</u> and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 8: Diversity in Development and Learning

School psychologists have <u>knowledge of individual differences</u>, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

A little more detail

Benefits	**Limitations**
Complete assessment of learning	Time consuming
Answers why	Most psychs are training in IQ tests, not SNP
Constructs are scientifically based	Reports can be technical
Most likely to hold up in due process	Difficult for progress monitoring
Diagnostic information	Not a proactive model

Thinking Points on School Neuropsychology

Over Achievement

Potential

Discrepancy

Behaviorally Speaking

Over Achievement
Is there such a thing?

Outperforming what would be expected from your IQ score

If a student happens to be performing commensurate with cog ability, then no disability is present…

so, no set discrepancy, no disability

What happens when a student is struggling but there is not a discrepancy among IQ & ach scores? Not much

What if the IQ test doesn't measure planning, decision making?

Potential

Is IQ, as one numeric value, being used as a synonym as the student's potential?

Less emphasis on measurement of IQ but more emphasis on cognition or the processes necessary to perform a task

IQ scores aren't as fixed as previously thought

Discrepancy

Reschly (2003) indicated that the average IQ of a child with LD is 87.1

Given that the requirement is often 1 standard below the IQ score, the needed score would be approx. 70

The achievement gap is significant at that point

Discrepancy of any type does not detect cognitive and executive function differences that would be needed to develop goals and services

Behaviorally Speaking

Most interventions involve Behavioral methods to increase motivation or for practically any issue

increase a specific task

We can elicit desired behaviors in controlled setting but rarely can students internalize these new behaviors and generalize them to other settings

We may consider helping students develop intrinsic motivation and self direction
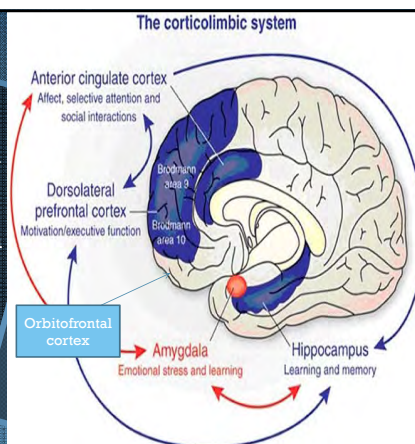
-Not all behavior plans work or reinforcement systems

-praise, recognition, fun are worthy endeavors

Brain Refresher

-Beh/Emot Reg
-Attention
-Exec. Function

Dorsolateral Circuit

Regulates and organizes:

behavioral responses, task initiation, emotional regulation

When its not working well:

apathy, depressed, inability to plan, lack of desire or motivation, poor organization, withdrawal, lack of interest in doing well

Orbitofrontal Cortex

Connected to Limbic System = emotional system

Regulates and organizes:

empathy, socially appropriate behaviors

When its not working well:

disinhibition, immediate gratification, poor time mgmt skills, inability to self monitor,

Anterior Cingulate Cortex

Major role with executive functioning

Regulates and Organizes:

helps divert focus and attention to the 'important' stimuli

When its not working well:

Difficulty with finishing task, sustained focus, apathy and poor motivation.

Response to Intervention

IDEA 2004

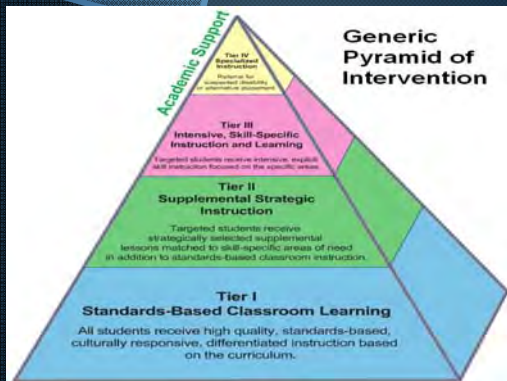Though not new in 2004, used before as system-wide prevention method

No longer requires utilization of discrepancy model

Use of evidence based practice

Array of procedures that can be used to determine eligibility

Framework for instruction and progress monitoring

Response to Intervention

Generic Pyramid of Intervention

Tier IV
Specialized Instruction
Potential for suspected disability or alternative placement

Tier III
Intensive, Skill-Specific Instruction and Learning
Targeted students receive intensive, explicit skill instruction focused on the specific areas

Tier II
Supplemental Strategic Instruction
Targeted students receive strategically selected supplemental lessons matched to skill-specific areas of need in addition to standards-based classroom instruction.

Tier I
Standards-Based Classroom Learning
All students receive high quality, standards-based, culturally responsive, differentiated instruction based on the curriculum.

Response to Intervention
6 parts needed to do RtI properly

1. Universal Screening

2. Baseline Data

3. Measureable Terms

4. Accountability

5. Monitoring of Progress

6. Data Based Decisions

Response to Intervention

Benefits	Limitations
Specifically measures a skill	Difficult to do across grades
Linked to Problem Solving model	Does not prescribe a time for a student to respond
De-emphasizing labeling	Difficult to do besides reading
Proactive	Does not address lack of math and writing interventions
Reduced emphasis on IQ	Relies on near perfect treatment integrity
Curriculum Learning	

Conventional cognitive ability testing

- IQ can represent an innate, inflexible score that remains uninfluenced by academic experiences

- The examiner is controlling the setting, tells the test taker, what to do, when, and cues attention

- Intelligence tests measure reasoning processes
  Executive functioning tests measure performance process

- IQ tests do not always measure:
  adaptive and flexible decision making
  abstract reasoning
  planning
  organizational skills
  regulating social/emotional behavior

Common Misconceptions About IQ Tests

1. Measure innate intelligence

2. Measure intellectual capacity or potential

3. IQ scores are fixed, immutable, never change

4. Provide perfectly reliable scores

5. Provide all we need to know about a child's intelligence

6. IQ scores obtained from a variety of tests are interchangeable.

Within these domains, our role

Answering WHY a student is struggling
    Inherent to the psychologists role

Guide interpretation of individual testing results for an individual education program

Collaboration of goals and meaning services

Developmentally speaking…
0-3 years

Brains are growing very quickly at this age

cognitive difficulties can occur if child sustains a cerebral impairment

Early on the risks are associated with perinatal complications (low birth weight, hypoxia, etc)

IQ is not a good predictor of success for a kid with perinatal complications, as school gets harder, these kids begin to struggle

Later in this stage, accidents (drops, abuse, etc) account for the risks

Developmentally speaking…
3-6 years

Developing self-control

Cause and effect relationships

Social skills

Injury during this stage may lead to :

not learning from consequences

impulsivity

emotional regulation

Places importance on social/emotional learning during this stage

Developmentally speaking…
6-12 years

Brain is still growing but not as fast as younger stages

Learning appropriate behaviors

distinguish intention and outcomes

Developing problem-solving skills

Abstraction

Injury during this stage can result in:

difficulty w/ sustained attention

frustration, intolerance

poor social judgments, reading cues

Developmentally speaking…
13-19 years

Highest risk for TBI (sports and vehicle accidents)

Refining brain devt., especially in frontal lobe

Might have problems with:

identifying most important part of a problem

decision making and judgment

defensiveness

Executive Functioning

adaptive & flexible decision making, abstract reasoning, planning, organizational skills, regulating social/emotional behavior

These managerial behaviors that allow a person to function the best in a goal directed problem solving task are captured in the construct of Executive Functioning

Shifting Cognitive Sets	Working Memory
Hypothesis Generation	Task Initiation
Creative Problem Solving	Inhibiting Distractions
Abstract Reasoning	Behavioral Self-control
Planning Skills	Mental Flexibility
Organizational Skills	Attentional Control
Goal Setting Skills	Anticipation
Fluency Skill	Adaptive Responses

Executive Functioning

Executive Function	Reading Element
Planning	Reading with specifics in mind to seek info, process new info
Organization	Understand text cohesively, able to return back to text and resume story after distraction
Working Memory	Suspend previously read info while simultaneously linking new information
Cognitive Flexibility	Shifting thought patterns to the text being read, not perseverating on material
Verbal Fluency	Speed of processing linguistics at the word level to understand comprehension at the text level
Concept Formation	Depth of understanding the text
Response Inhibition	Refrain from jumping around when reading
Sustained Attention	Stay focused on the text for long periods of time and resist distractions

Integrating RtI with School Neuropsychology

Inherent weakness in using 1 methodology

RtI is a process

Not a flawless diagnostic tool

Fans of RtI and SNP both agree that discrepancy model is neither reliable nor valid

Both agree that early intervention and evidenced based intervention are important

Integrating RtI with School Neuropsychology

1. Data to document a student's rate of learning is lower that grade level peers over time

2. Data showing the student hasn't responded to evidenced based interventions

3. Assessment data indicating the specific processing deficits that are directly related to the problem. (phonemic awareness, working memory, exec functioning, planning)

4. Data to rule out exclusionary factors (emotional, cultural, medical, environmental)

Integrating RtI with School Neuropsychology

Imagine a world where SNP and RtI can coexist…

Tier 1: would look largely the same

Tier 2: form hypothesis on the problem by using CBM and other similar assessments to brain storm possible solutions

Integrating RtI with School Neuropsychology

Imagine engaging in assessment after tier 2, instead of waiting until the failure of tier 3?

The purpose of this would be to identify potential source for the student's variety of difficulties in order to determine the needed interventions

perhaps this could lead to a more accurate determination to what type of intervention needs to come next

*RtRI = Response to the Right Intervention

Integrating RtI with School Neuropsychology

Some types of disabilities don't lend themselves to progressing through a RtI system

ASD
Tourette's Syndrome
Fetal Alcohol Syndrome
TBI
Emotional Disorders
Cognitive Impairment

Often these students display profiles of strength and weaknesses that might not be captured in CBM along

Integrating RtI with School Neuropsychology

The goal of the assessment should be to gather further information that will lead to the most appropriate intervention

Common School Neuropsychology Instruments

Cognitive functioning:
* WISC IV
* WJ-III
* Cognitive Assessment System
* Stanford-Binet Intelligence Scale V
* Reynold Intellectual Assessment Scale

Phonemic/Phonological awareness:
* NEPSY (Phonological Processing)
* WJ III (Sound Blending, Word Attack)
* Comprehensive Test of Phonological Processing (C-TOPP)
* Process Assessment of the Learner (PAL)
** KTEA II (Nonsense Word Decoding)
*

Common School Neuropsychology Instruments

Verbal memory tests:
* Test of Memory and Learning (TOMAL)
* Children's Memory Scales (CMS)
* California Verbal Learning Test-Children's Version
* Rey Auditory Verbal Learning Test
* NEPSY (Comprehension of Instructions, List Learning)
WRAML-II

Common School Neuropsychology Instruments

Visual spatial skills:

* NEPSY (Arrows, Design Copy)
* Bender Gestalt II
* Beery Visual Motor Integration Test (VMI)
* RIAS (NIX Index)
** WJ III (Spatial Relations, Visual Matching)
** KABC II (Gestalt Closure)

Common School Neuropsychology Instruments

Attention:
* NEPSY (Auditory Attention and Response Set)
* CAS (Number Detection, Receptive Attention)
* WJIII (Numbers Reversed, Auditory Attention)
* KABC II (Number recall)
* Behavior Scales (ACTers, ADDES, Brown, BASC II, Conners')

Executive functioning:
* BRIEF
* Wisconsin Card Sort Test
* Delis-Kaplan Executive Functioning Scale (D-KEFS)
* NEPSY (Tower)
* Category Test
* Stroop Test

Intervention

Many academic interventions have been shown to be effective:
Lexia, Rode to the Code, Read 180, Reaading Recovery, Read Well, Fundations,
…and the list goes on

If cognitive ability is not as static as once though, can intervention increase capacity & efficiency of these abilities?

Studies show some mixed reviews of the effectiveness of working memory intervention
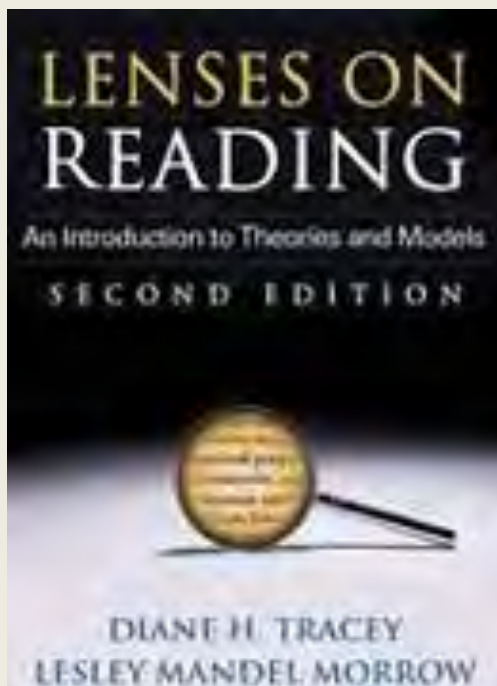
Article

Cogmed

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Lenses on Reading

Presentation on the work of Diane H. Tracey
and Lesley Mandel Morrow, and others

By Kathryn Bush, Ph.D. Psychologist
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Wisconsin Department of Public Instruction
Wisconsin School Psychologists Association Fall Convention
30 October 2014

"…the more lenses through which individuals are able to see the world, the more flexible, and ultimately capable, they can be in responding to and discussing it with others."

"This book serves the same purpose in the world of theories that a three-week guided tour of Europe has in the world of travel."

R. Murray Thomas
Comparing Theories of Child Development, 4th Edition, 1996, p. xv

But first. . .

A short diversion on a philosophical issue….

How do we know what we know?
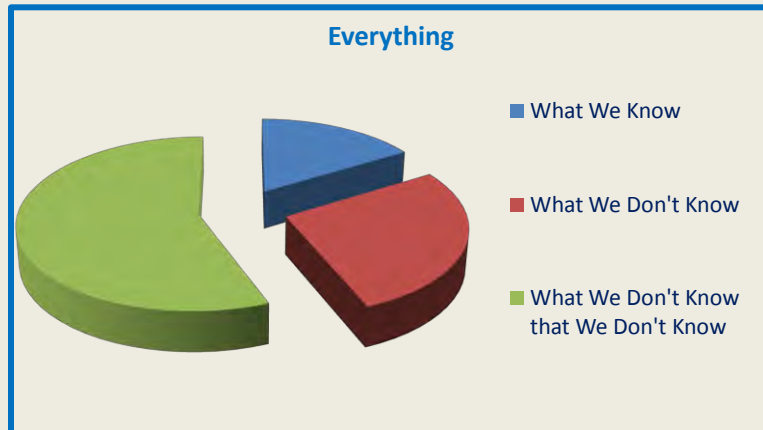
Types of Knowing:

Everything

- ■ **What We Know**

- ☐ **What We Don't Know**

- ☐ **What We Don't Know that We Don't Know**

Types of Knowing:

Everything

- ■ What We Know

- ■ What We Don't Know

- ☐ What We Don't Know that We Don't Know

Types of Knowing:

Everything

- What We Know
- What We Don't Know
- What We Don't Know that We Don't Know

Types of Knowing:

Everything

- What We Know
- What We Don't Know
- What We Don't Know that We Don't Know

Can you entertain the possibility that someone else might know something that you don't even know you don't know?

Empiricism

| Qualitative Research | | | Quantitative Research |

Continuum

em·pir·i·cism
Noun : the practice of basing ideas and theories on testing and experience; the practice of relying on observation and experiment   Merriam-Webster Online Dictionary

Ehrmann, J. 2005

Ways of Knowing

| Intuition | Authority | Logic/ Reasoning | Empiricism Science |

Continuum

Ehrmann, J. 2005

Since empiricism cannot yet provide all answers, in what other ways of knowing do you engage?

"Paradigms of Research"

| De-constructionist | Interpretivism | Critical Theory | Positivism |

Continuum

Paradigms of Research

Deconstructionist	Interpretivism	Critical Theory	Positivism
Reality is unknowable	Reality is subjective and socially constructed	Many truths based on system of power	One truth & we will find it:
Is there a truth?	What can we understand?	What is just? What can we do?	What is true? What can we know?
Critiquing the world	Understand-ing the world	Changing the world	Knowing the World

Sipe & Constable (1996); Pronger (2012)

Are you flexible in your philosophy for determining truth? Are you judgmental? Are you disrespectful when someone has another perspective?

Another short diversion.....

How has this played out in the reading world?

Reading Research Literature

- Recognition of Shortcomings of Quantitative Research
- Literacy as a social & pedagogical phenomenon
- Qualitative, more interpretive research valued (ethnographies, teacher action studies)
- This type of reading research increased

WHOLE LANGUAGE 1980S TO MID-1990S

The Politics of Reading Research

Threat to legitimacy of professional expertise

The Education Science Reform Act of 2002

Politicians and business leaders call for school reform to improve America's economic competitiveness

March of Reforms

Reading Excellence Act → Castle Bill HR 4875 → No Child Left Behind

Educational Sciences Reform Act

Defined Science as Experimentation

Restricted the distribution of "unscientific "information to schools

Reserved all federal funds for school projects based on scientifically based research standards

Federal Reports on Reading & Instruction

Preventing Reading Difficulties

"Best-Evidence" Synthesis, included qualitative research

Well-established scholars

Seen by reading specialists as a solid piece of scholarship, yet opened a path toward political decision-making

Promoted "balanced" approach with a nod toward explicit instruction in authentic context, but didn't capture the complexity of reading

National Reading Panel

Scientific method championed as gold standard for policymaking

Panel make-up, scope of topics, funding, timeline criticized

Summary not seen as reflective of subgroup reports

"5 Pillars of Reading" too limited

Shannon 2007, pp. 144-165

RECAP

Whole Language	Balanced Literacy	Skill-building
Child Centered	"Pretender to Title" of Conventional Wisdom (Pearson 2004)	Curriculum Centered

1980s — Emergent or "caught" — Directly "taught" — 2000s

Authenticity — Explicit

NRP Phonological Awareness — NRP Phonics — NRP Fluency — NRP Vocabulary — NRP Comprehension

Classroom Management — Student to Text Matching — High interest, choice, & collaboration — Writing and Reading Reciprocally — Expert Tutoring

Allington, R. L. 2005; National Reading Panel, 2000.

Peter Johnston

• Panelist at WSRA 2009, 2010,2011?,2012,2013,2014

• Recent Presentation themes: Resiliency, Literacy & Democracy; Teacher Expertise; Our language choices have learning consequences; Views of literacy development, disabilities, assessment (the great divide) , interventions affect

• approach to RtI, how to use research

• to improve practice, teaching literacy

• Is complicated.

Richard Allington

- WSRA Panelist or Featured Presenter in 2009,2010,2011?,2013,2014

- Recent Presentations: What is and isn't measured by DIBELS; What really matters for RtI; RtI: Our Last, Best Hope to get 98% of students reading; Summer reading; Using Educational research for change;
- Relationship of harder text to
- achievement

WSRA on RtI

2014

Response to Intervention AT THE CROSSROADS

A MONOGRAPH OF THE WISCONSIN STATE READING ASSOCIATION

EDITED BY:
Michael P. Ford | Kathryn L. Champeau | Norman D. Andrews

FEATURING ARTICLES BY: Scott Paris, David Dweck, Peter Johnston, Richard Allington, John E. McEwneny, Mary K. Lose, Robert Schwartz, Eric M. Mesmer, Heidi Anne E. Mesmer, Frank Velutino, Susan Baquiat, Don Newirel, Michael P. Ford, Linda Dorn, Barbara Schubert, Sandra K. Gostze, Barbara Lester, Barbara J. Ehren

http://www.wsra.org/assets/Update/rti_crossroads_order_form.pdf

Progress monitoring strategies are affected by whether one takes the identification-measurement or the prevention-instruction frame. Johnson 2012, p.59.

Early-reading expert Richard Allington believes RtI is possibly our last, best hope for achieving full literacy in the US. So why does he sound so unhopeful? Rebora 2012, p. 69.

Distinct Funding Processes

Diverse Regulatory Systems

Different Perceived Missions

Differentiated Professional Communities

"What people believe about RtI & MLSS is highly silo-ed" Marjorie Lipson, WSRA Annual Convention, Feb 2014

To Learn More about the Different Perspectives on MLSS, Read This:

Wixson, K.K., Lipson, M.Y., & Valencia, S.W. Response to intervention for teaching and learning in language and literacy. In Stone, C.A., Silliman, E.R., Ehren, B.J., & Wallach, G.P. (Eds.)(2014), *Handbook of Language and Literacy: Development and Disorders (2nd Ed.)*. New York: Guilford Press.

A Reminder:
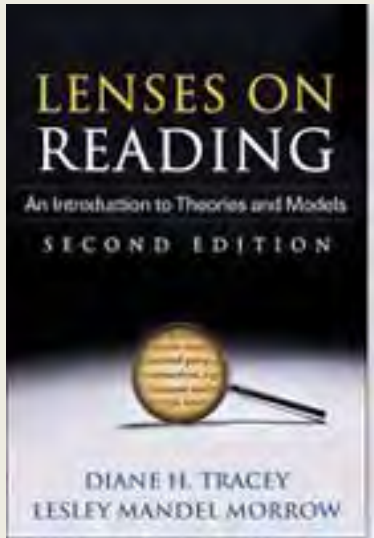
Principal theme:

"…the more lenses through which individuals are able to see the world, the more flexible, and ultimately capable they can be in responding to and discussing it with others."

LENSES ON READING

An Introduction to Theories and Models

SECOND EDITION

DIANE H. TRACEY
LESLEY MANDEL MORROW

Major Perspectives on Reading

	Constructivism	Developmental	Social Learning	Cognitive Processing
Main Idea	Learners integrate new with existing knowledge	Learning develops naturally over time	Social influences & interaction affects literacy learning	Brain functioning influences learning
Theories	Inquiry Learning, Schema Theory, Transactional/ Reader Response Psycholinguistic Whole Language Metacognitive	Cognitive Develop't Maturation Theory Literacy Develop't, Stage Models Emergent Literacy Family Literacy	Sociolinguistic Socio-Cultural Social Constructiv'm Social Learning Critical Literacy	Information-processing Automatic I-P Interactive Model Interactive-Compensatory Parallel Distributed Processing Model Dual-Route Cascaded Model Double-Deficit
	Learning is a natural and ongoing state of mind	Literacy develops	Central role of social interaction in learning	Brain functioning accounts for learning success & difficulty

Tracey & Morrow, 2012

Constructivism

John Dewey

R. Anderson

P. David Pearson

L. M. Rosenblatt

K. Goodman

F. Smith

Inquiry learning w/collaboration

Elicit factual, objective, feeling-based & personal responses before & after reading

Promote syntactic, semantic, & graphophonic cuing

Themes connect the content areas and literacy, many genres of literature for instruction

Activate or build prior knowledge, curiosity, problem-solving

Miscue analysis

Metacognitive instruction;Gradual release of responsibility

Literacy Development

Piaget

Marie Clay

Holdaway

Morrow

Taylor

Cognition develops in stages, as does reading.

Reading is taught at appropriate maturation

Listening, speaking, reading & writing are interrelated, starts at birth & is ongoing

Early literacy enrichment

Familiar word scrapbooks

Teach concepts about print & about books

Big books; shared reading

Semantic organizers

Word families

Promote family literacy

Promote family Involvement

Social Learning Theory

Hart & Risley

Heath

Bronfenbrenner

Vgotsky

Bandura

Cobb

Social Interactions are Central

Individual's language patterns &/or culture affect acquisition

Language-rich experiences
Centers, Paired reading, guided reading, processed, shared & guided reading
Culturally relevant literature
Differentiated Instruction
Modeling, rich literacy environments
Resist the politically inspired changes to literacy instruction

Cognitive Processing Perspective

Gough's Model

Automatic Information Processing

Interactive

Interactive-Compensatory

Phonological-Core Variable Difference

Parallel Distributed Processing Model

Dual-Route Cascaded

Double-Deficit Hypoth.

Neuroscience

Cognitive-processing features affect acquisition of literacy skills

Reading Recovery
Fountas & Pinnell
Guided Reading
Comprehensive Literacy
Promote the lexical, rather than the letter-to-sound route
Use RAN for risk status screening

When you observe in classrooms, do you see any of these practices?

Activate or build prior knowledge, curiosity, problem-solving

Miscue analysis

Metacognitive instruction; Gradual release of responsibility

Early literacy enrichment

Familiar word scrapbooks

Teach concepts about print & about books

Big books; shared reading

Semantic organizers

Word families

Promote family literacy

Promote family Involvement

Language-rich experiences

Centers, Paired reading, guided reading, processed, shared & guided reading

Culturally relevant literature

Differentiated Instruction

Modeling, rich literacy environments

Resist the politically inspired changes to literacy instruction

---

Reading Recovery

Fountas & Pinnell

Guided Reading!!!

Comprehensive Literacy

Promote the lexical, rather than the letter-to-sound route

Use RAN for risk status screening

---

http://www.cehd.umn.edu/reading/

Collaboration is the Key!

Thursday: In depth on a single strand topic (10 institutes)

Thursday Keynotes: Morning and afternoon keynotes in each institute strand (Gloria Ladson-Billings, Carol Lee, Ellin Keene, Debbie Miller, Patrick Allen, Donalyn Miller, Sarah Brown Wessling, Harvey "Smokey" Daniels, Cynthia Greenleaf, P. David Pearson & panel, Sheila Valencia, Peter Afflerbach, Cheryl Dozier, Nancy Anderson, Carla Soffos, Linda Christensen

Friday: Selection across broader topics

Friday Keynote: Andy Hargreaves "Professional Capital: Transforming Teaching in Every School"

From WSPA's Keynote Addresss about Building Positive Relationships at the School-Wide Level

Relationships are the foundation for the success (or failure) of everything we do
- Student-student
- Student adult
- Colleague-colleague
- Educator- parent
- School-family
- School-community
- School psychologist-allied professionals
- School psychologist-policymakers

Minke (2013)

The CORE Model of Collaboration

Connected

Optimistic

Respected

Empowered

CORE Model: Talking Differently

Attend to non-verbal communication

Listen to understand: reflecting and summarizing

Model the collaboration, avoid labeling jargon and advice giving

Search for strengths

Reframing

Delivering/Receiving negative information

Blocking blame

Minke (2113)

"Together, For Children"

BIG IDEAS

- Each professional has a unique set of contributions based on professional preparation and experience.

- Different perspectives are useful in addressing complex problems.

- Professionals should provide "value added" to the MLSS initiative and should be deployed judiciously.

- Collaboration is a key in designing and implementing roles wisely.

Marjorie Lipson, 2014 WSRA Annual Convention

Misunderstandings among Collaborative Partners…There is no historical legacy of collaboration

- Differences in language and assumptions can make collaboration difficult
- Scheduling time to collaborate can be a real challenge
- Preparing people to engage in collaborative consultation may be an even greater one

Kathryn's Recent Reading Picks

And, stepping fully into the reading world:

And, into the SLD world, a new, wonderful book

Thank You

Kathryn Bush, Psychologist

Wisconsin Department of Public Instruction Consultant

608.266.1999

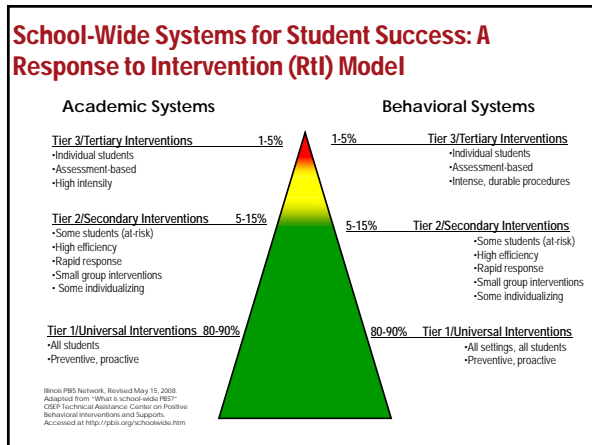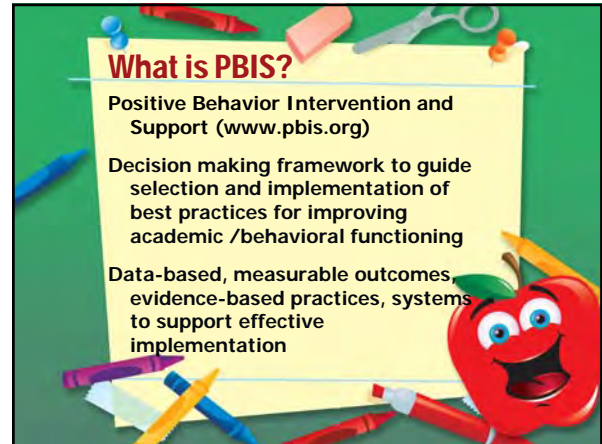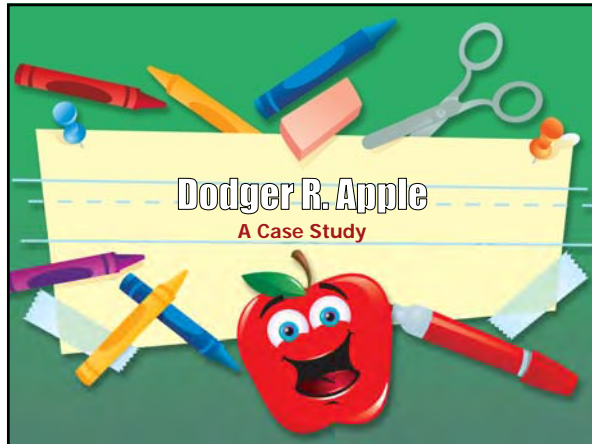kathryn.bush@dpi.wi.gov

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Slide 1

Dodger R. Apple

A Case Study

Slide 2

What is PBIS?

Positive Behavior Intervention and Support (www.pbis.org)

Decision making framework to guide selection and implementation of best practices for improving academic /behavioral functioning

Data-based, measurable outcomes, evidence-based practices, systems to support effective implementation

Slide 3

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions   1-5%
•Individual students
•Assessment-based
•High intensity

Tier 2/Secondary Interventions   5-15%
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions 80-90%
•All students
•Preventive, proactive

Behavioral Systems

1-5%   Tier 3/Tertiary Interventions
•Individual students
•Assessment-based
•Intense, durable procedures

5-15%   Tier 2/Secondary Interventions
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
•Some individualizing

80-90%   Tier 1/Universal Interventions
•All settings, all students
•Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/schoolwide.htm

Slide 4

Slide 5

TIER 1 FLOWCHART

Professional Educators use Best Practices with All Students

Initial Student Concern Meeting

1. Identify top two concerns at Grade Level / Vertical Team Meeting
   • Using screening or current data, refer to flags below for student recommendations (*Academic:* MAP/STAR/AIMSweb/PALS, fluency checks, work samples, recent classroom assessments indicating discrepancies; *Behavior:* ODR data, AIMSweb behavior screener, attendance records)
2. Teacher complete *Tier 1 Strategies Checklist* (data collection, implementation date, follow-up team meeting date)
3. Use strategies and document for a minimum of two weeks and a maximum of four weeks.
4. Referring teacher notifies parent(s) of concern

Follow-Up Team Meeting

1. In two to four weeks, bring quantitative and qualitative data collected to the meeting (refer to data sources above)

Adequate Progress

Slide 6

Meet Dodger R. Apple

Dodger was a happy student who loved school and had friends.

Dodger's teacher spent time using best practices:

✓ She taught school-wide and classroom expectations to fluency;

✓ She utilized a consistent classroom management system;

✓ She communicated frequently with his parents;

✓ She consistently practiced and retaught expectations when needed;

✓ She acknowledged appropriate behavior at a 4:1 ratio.

Meet Dodger R. Apple

Throughout school, however, Dodger:

- ✓ Difficulty staying on task
- ✓ Need for attention (teachers and peers)
- ✓ Difficulty respecting others' personal space
- ✓ Physical and family concerns

Behavior Data

Attendance
- ✓ Excellent attendance

ODRs
- ✓ None

Behavior Screener
- ✓ Not yet used by the district

What Tier 1 strategies could be used?

What strategies did we use?

Nov. 2011-

Tier 1 strategies discussed and Tier 1
Checklist developed at team meeting

Resources used?:

www.PBISworld.com

Tier 1 Checklist

PBIS World.com — Welcome to PBIS World! Click on a Behavior to Start:

Aggressive and/or Bullying	Anxiety	Confrontational/Defensive	Defiant
Disorganized	Disrespectful	Disruptive	Failing To Turn In Work
Frustration	Hyperactivity	Impulsive	Inappropriate Language
Lack of Participation	Lack of Responsibility	Lack of Social Skills	Low/No Work Completion
Lying/Cheating	Name Calling	Negative Attitude	Off-Task Disruptive
Off-Task Non-Disruptive	Out of Seat	Poor Coping Skills	Poor Peer Relationships

---

Off-Task Disruptive

The student may:
- Annoying and distracting to others
- Pestering
- Ask a lot of obvious questions
- Make frequent and unnecessary comments and questions
- Get out of seat frequently
- Hands on others and in others' space and belongings
- Doing everything but what they should be
- Failing to transition appropriately
- Out of line, playing around, horse play, etc
- Talk to others frequently
- Throw objects
- Yell out
- Make noises
- Roll on the floor, crawl under tables
- Bother other students

DOES THIS DESCRIBE THE STUDENT: YES   NO

Tier I Interventions for Off Task, Disruptive

Before you start, a few important points:
- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & its effect
- If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions

Interventions:

PBIS World Forum Discussion on Low Attention
Avoid power struggles
Call parent or note home
Card Flip
Clear, consistent, and predictable consequences
Explain assignment
Explain directions
Have student repeat directions back
Help student start assignment
Ignore
Individual work space
Logical consequence
More structured routine
Move to a new location in the classroom
Non verbal cues

Praise when cooperative and well behaved
Praise when good attitude and involvement occur
Praise when on task
Proximity to students
Redirection
Review PBIS expectations and rules
Rewards, Simple Reward Systems, & Incentives
Speak in calm and neutral tone
Speak with student in hallway
Take a break
Take away privileges
Take away unstructured or free time
Talk one on one with student
Teach conflict resolution skills
Teach coping skills
Teach relationship skills
Teach relaxation techniques
Teach social skills
Turn desk around

SEE ALL TIER 1 INTERVENTIONS

DATA TRACKING FORMS & STRATEGIES

I'VE TRIED TIER 1 FOR AT LEAST 6 MONTHS, TAKE ME TO TIER 2

Dodgeville Tier I Strategy Checklist

Student: Dodger R. Apple   Date: Nov. 13, 2011   Teacher: Mrs. Hagmann

Environment
- x Flexible Seating
- x Planned Seating / Board Proximity
- ___ Alter physical room arrangement
- ___ Define areas concretely
- x Reduce/minimize distractions
- x Teach positive rules for use of space
- ___ Other _____

Presentation of Subject Matter
- ___ Teach to student's learning style _____
- ___ Individual/small group instruction
- ___ Authentic application of learning to real situations
- ___ Tape lectures/discussion for replay
- ___ Provide notes
- ___ Address gaps in learning
- ___ Emphasize critical information
- ___ Pre-teach vocabulary
- ___ Make/use vocabulary files
- ___ Offer Lexile-appropriate reading materials
- ___ Use turn and talk opportunities in instructional design
- ___ Use visual sequencing, diagramming, modeling
- ___ Notes/note taker
- ___ Other _____

Materials
- ___ Arrangement of material on page
- ___ Enrichment opportunities (online options)
- ___ Highlighted tests/study guides
- ___ Annotating text with sticky notes
- ___ Use supplementary materials
- ___ Large print

Testing Adaptations
- ___ Oral response
- ___ Taped / Computer format
- ___ Read test to students
- ___ Preview language of test questions
- ___ Test administered in alternative, distraction-free environment
- ___ Extend time frame
- ___ Other _____

Social Interaction Supports
- ___ Structure activities to create opportunities of social interaction
- ___ Cooperative learning groups
- ___ Use multiple/rotating peers
- ___ Facilitate/Mediate friendship skills/sharing/negotiation
- ___ Model positive social communication skills
- ___ Other _____

Motivation and Reinforcement
- x Offer choices
- x Positive reinforcement
- ___ Planned motivating sequence of activities
- x Use strengths/interests often
- ___ Use of peer tutor
- x Other Offer jobs/breaks when needed

Supports implemented at Tier I need consistent application for 3 weeks, with data collection, to determine next steps.

Fidelity Monitoring

Week	Notes (Time, Resources, Issues)
Week 1	Nov. 13-17, 2011

So what upset the apple cart?

What upset the apple cart?

Family changes (March 2013)
Resulting in:
- ✓ Struggled with staying on task and completing his work on time
- ✓ Disruptive in the classroom – yelling, crying, crumpling papers, etc.
- ✓ Wandered around the classroom without permission – hiding and leaving the classroom at times
- ✓ Argumentative
- ✓ Aggressive at times
- ✓ Noncompliance toward teacher directions

As the year progresses:

Attendance
- ✓ Continues to be excellent

ODRs
- ✓ Minors = 6
- ✓ Majors = 1
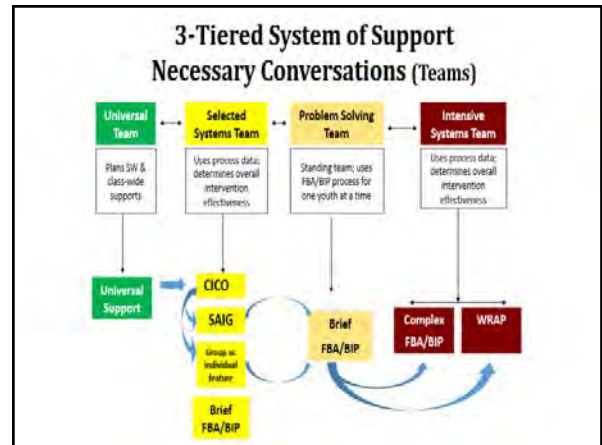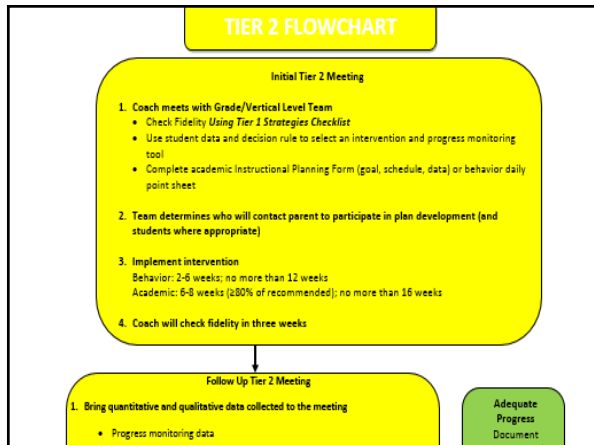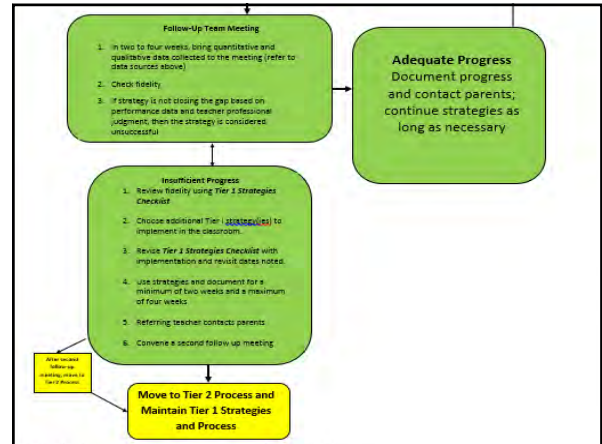
AIMSweb Behavior Screener
- ✓ Completed December 2012
- ✓ Screener results = 72 (extremely elevated risk)

DATA

What are the decision rules to move to tier 2?

✓ **2 majors within 4 weeks,**
✓ **5 minors within 4 weeks,**
✓ **Elevated risk on behavior screener, or**
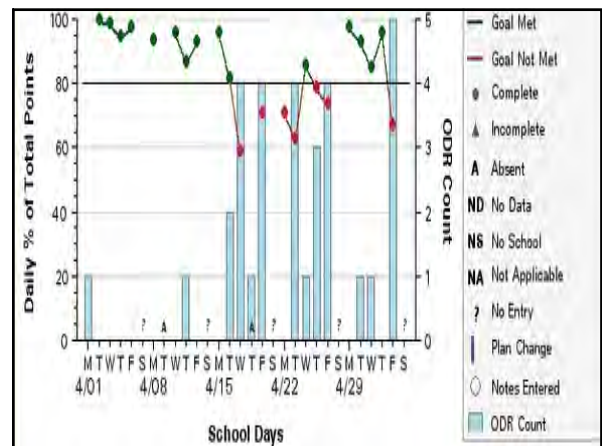✓ **Teacher or parent recommendation**
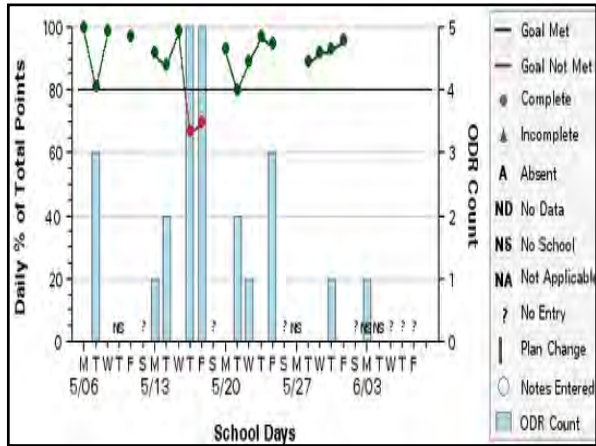✓ **(Attendance and frequent visits to the nurse may also be added.)**

Follow-Up Team Meeting
1. In two to four weeks, bring quantitative and qualitative data collected to the meeting (refer to data sources above)
2. Check fidelity.
3. If strategy is not closing the gap based on performance data and teacher professional judgment, then the strategy is considered unsuccessful.

Adequate Progress
Document progress and contact parents; continue strategies as long as necessary

Insufficient Progress
1. Review fidelity using *Tier 1 Strategies Checklist*
2. Choose additional Tier 1 strategies to implement in the classroom.
3. Revise *Tier 1 Strategies Checklist* with implementation and revisit dates noted.
4. Use strategies and document for a minimum of two weeks and a maximum of four weeks
5. Referring teacher contacts parents
6. Convene a second follow up meeting

After second follow-up meeting, move to Tier 2 Process

Move to Tier 2 Process and Maintain Tier 1 Strategies and Process

---

TIER 2 FLOWCHART

Initial Tier 2 Meeting

1. Coach meets with Grade/Vertical Level Team
   • Check Fidelity *Using Tier 1 Strategies Checklist*
   • Use student data and decision rule to select an intervention and progress monitoring tool
   • Complete academic Instructional Planning Form (goal, schedule, data) or behavior daily point sheet

2. Team determines who will contact parent to participate in plan development (and students where appropriate)

3. Implement intervention
   Behavior: 2-6 weeks; no more than 12 weeks
   Academic: 6-8 weeks (≥80% of recommended); no more than 16 weeks

4. Coach will check fidelity in three weeks

Follow Up Tier 2 Meeting

1. Bring quantitative and qualitative data collected to the meeting
   • Progress monitoring data

Adequate Progress Document

3-Tiered System of Support
Necessary Conversations (Teams)

A basket of support for Dodger

- **-CICO implemented (April 2, 2013)**
- **-Continued Tier 1 supports**
- **- Meets weekly with the School Counselor**

Progress monitored for 8 weeks with checks of progress.

2013-2014 School Year

Supports identified at the beginning of the school year:
-CICO
-Continued Tier 1 supports
-Continued progress monitoring

What's next?

3-Tiered System of Support
Necessary Conversations (Teams)

Follow Up Tier 2 Meeting

1. Bring quantitative and qualitative data collected to the meeting
   - Progress monitoring data
     o Academic: AIMSweb
     o Behavior: CICO daily point sheet
   - New universal screening data (if available)
2. Consultant meets with Grade Level Team
   - Review *Intervention Fidelity Checklist* and offer additional supports if necessary
   - Team makes decision about adequate progress using *Decision Rules*

Insufficient Progress

1. Use student data and *Decision Rules* to modify frequency/duration or select different intervention
2. Convene a follow up meeting
3. Team determines who will contact parents

Adequate Progress
Document progress and contact parents; continue as long as necessary based on *Decision Rules*

Use *Tier 2 Exit Form* when student meets *Decision Rules* criteria

PSTs at DSD:

Report out- What do PSTs look like at your school?

Who participates?
What does it look like?
When do meetings occur?
How do you track students?

What Tier 2 supports, as a PST, would you put in place for this student?

Important components of a PST

-Operate as a PLC
-Follow norms
-Assign roles and responsibilities
-Implement the plan
-Check on the fidelity of the system and intervention

TOOL: TIPS meeting format

GUIDE FOR:

Goal (including operational definition of problem behavior)

Identified Solutions- Who? What? Where? When Implemented?

Fidelity

TIPS Meeting Minutes form for: Dodger R. Apple

FBA- Dodger R. Apple

Setting:
Dodger's behaviors typically occur in:
- The classroom (where difficult expectations are given)
- During more unstructured times such as transitions, Phy Ed, lunch, etc.

Triggering Antecedents:
- Dodger is given a directive
- Dodger is introduced to a situation that has little foreshadowing.
- Dodger is introduced to a new task

Desired alternative:
- Be Safe- No running/hiding
- Be Respectful- Ask for what I need.
- Be Responsible- Work completion/Follow directions

Typical Consequence:
Encouraged or requested break. Once calm, complete 'Fix It Plan'. Positive reinforcement when following expectations.

Problematic Behaviors:
- Running and/or hiding
- Not using a second grade voice
- Non-compliance/Does not complete work

Maintaining Consequence:
Attention from an adult through encouraged or requested break, assistance in 'Fix It Plan' task completion under varied accommodations (shortened, more breaks, individual assistance, etc.)

Replacement Behaviors:
- Run/Hide in an agreed upon safe spot in the room
- Ask for what is needed through verbal and/or nonverbal communication
- Complete task following a break

Plan changes along the way:

Graph	Data Table	Plan Changes	Notes

Date ▲	Plan Change
Sep 27, 2013	Addition of goals with behavior rubric
Oct 21, 2013	Change to work completion and number of breaks per day.
Oct 30, 2013	PST met to discuss plan and make revisions. See TIPS sheet.
Nov 13, 2013	PST met to discuss plan. Discussion was made to move forward with FBA. See TIPS sheet for mor...
Jan 22, 2014	Plan change for the CICO goal Be Responsible - Continue with the goal for work completion, but t...

Even though Dodger R. Apple is continuing to struggle, we're not going to give up.

After all, he is the apple of our eye.

Where do we go from here?

Special Education referral?

Slide 1

DOCUMENTATION OF ELIGIBILITY

☐ Yes ☐ No   The student exhibits social, emotional, behavioral functioning that so departs from generally accepted age appropriate ethnic or cultural norms that it adversely affects the child in at least one (1) of the following areas. *Check all that apply.*

☐ Academic progress   ☐ Classroom adjustment
☐ Social relationships   ☐ Self care
☐ Personal adjustment   ☐ Vocational skills

Comments/examples:

<div style="border:2px solid red">

Qualification for EBD?

Response to interventions?

Interventions implemented to fidelity?

</div>

☐ Yes ☐ No   Behaviors are severe, chronic, and frequent.

☐ Yes ☐ No   Behaviors occur at school and at least one (1) other setting. *Check all that apply.*

☐ Home   ☐ Community

☐ Yes ☐ No   The student displays any of the following. *Check all that apply.*

☐ Inability to develop or maintain satisfactory interpersonal relationships;
☐ Inappropriate affective or behavior response to a normal situation;
☐ Pervasive unhappiness, depression or anxiety;
☐ Physical symptoms, pains or fears associated with personal or school problems;
☐ Inability to learn that cannot be explained by intellectual, sensory or health factors;
☐ Extreme withdrawal from social interaction;
☐ Extreme aggressiveness for long periods of time;
☐ Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

Comments/examples:

Slide 2

Special Education?

Progress monitoring? Specialized instruction?

Slide 3

For current SWDs, how does this compare to their current IEPs?

Slide 4

What are the challenges of implementing plans like this in our buildings right now?

Tourette Syndrome

Helping Your Staff Rise to the Challenge

–Shari Meserve, M.S.Ed., Ed.S and Ellie Jarvie, LCSW

Learning Objectives

Participants will be better prepared to understand the complexity of Tourette Syndrome and the inter-relationship between TS and most common associated disorders

Participants will improve their knowledge of classroom strategies, accommodations and modifications when supporting students with TS, and gain insight related to communication and collaboration with parents

Participants will increase their awareness of evaluation roadblocks when assessing students with TS, and will learn ways to address key evaluation issues

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Check in:

Please introduce yourself– where do you work, how long have you been practicing?

What do you think of when you hear the words Tourette Syndrome?

What expectations do you have for the workshop today?

What is Tourette Syndrome?

Your thoughts
Neuro-Biological disorder
Involuntary
More common than originally thought
Affects boys more often than girls
More than coprolailia
Symptoms vary between individuals
Waxing and Waning are a hallmark of the disorder
Tics are the "tip of the iceberg"

Tourette Syndrome DSM-5 diagnostic criteria

Both multiple motor tics (for example, blinking or shrugging the shoulders) *and* vocal tics (for example, humming, clearing the throat, or yelling out a word or phrase), although they might not always happen at the same time.

Have had tics for at least a year. The tics can occur many times a day (usually in bouts) nearly every day, or off and on.

Have tics that begin before he or she is 18 years of age.

Have symptoms that are not due to taking medicine or other drugs or due to having another medical condition (for example, seizures, Huntington disease, or postviral encephalitis).

Motor Tics

Simple Motor Tics
Eye blinking, grimacing, nose twitching,
Leg movements, shoulder shrugs,
Arm and head jerks
Complex Motor Tics
Hopping, clapping, throwing,
Touching (self, others, objects)
Holding funny expressions,
Sticking out the tongue, kissing,
Pinching, tearing paper or books

Vocal Tics

Simple Vocal Tics
Whistling, coughing, sniffling,
screeching, animal noises, grunting, throat clearing
Complex Vocal Tics
Linguistically meaningful utterances
Coprolalia– racial slurs, inappropriate language
Echolalia– repeating words/phrases
Speech Atypicalities Unusual rhythms, tone accents,
Intensity of speech, stutter-like,
Immature voice, imitating others
http://www.youtube.com/watch?v=XjglfoSlFqQ
- 6:11 start

Tics: When you have seen one, you have NOT seen them all"

Naturally wax and wane
Change in appearance and frequency
Change in severity and intensity
May be influenced by environmental triggers
Coprolalia is NOT required for diagnosis

Think "SNOWFLAKES"

But sometimes, it seems like they can stop it...

Suppression may cause undesirable
consequences such as tic rebound, difficulty
focusing and concentration and learning
Experiential Exercise

Unvoluntary vs. Involuntary AKA
"Premonitory sensations" experienced by
many

Environmental Factors that May Impact TS Symptoms

- Stress
- Anxiety
- Excitement
- Fatigue
- Holidays
- Changes in routine
- Hunger
- Over/ under stimulation
- Transitions

Prevalence of Tourette Syndrome

1 of every 360 of age and living in the United States have been diagnosed with TS (CDC Data)
Other studies using different methods have estimated the rate of TS at 1 per 162 children.

Most people have mild symptoms: Among children with TS, 37% have been reported as having moderate or severe forms of the condition.

TS affects people of all racial and ethnic groups.

Boys are affected three to five times more often than girls.

Access for racial minorities is an issue: A TS diagnosis is twice as likely among non-Hispanic White people than among Hispanic and non-Hispanic Black people.

While improving, there is still a lag between onset of symptoms and diagnosis: A diagnosis of TS is twice as common among children 12 through 17 years of age as among those 6 through 11 years of age.

Data from the 2011–2012 National Survey of Children's Health

Key Points from the CDC data

▸ It is common for children with TS to have other mental health and chronic health conditions.

▸ TS and co-occurring conditions mean greater healthcare needs, more school problems, and higher parents' level of stress and frustration.

▸ The findings support previous recommendations that it is important to consider co-occurring conditions when diagnosing and treating children with TS.

Motor and Vocal Tics

ADHD
OCD
Anxiety
Speech
Dysfluency
Sensory
Defensiveness
Sleep Issues
Dysgraphia

Rage Attacks
Emotional Dysregulation
Working Memory Deficits
Executive Dysfunction
Depression
Learning Disability

Experiential Exercise

Let's "Try on Tourette" for a few minutes.

Obsessive-Compulsive Disorder (OCD) and TS

Obsessions

Intrusive and recurring thoughts and images or impulses that your mind gets stuck on which are unpleasant and disrupt functioning

Compulsions

Behaviors that are used to reduce the anxiety accompanying the obsessions
OCD and TS share chronic waxing and waning
Can be stigmatizing and isolating
http://rogersinhealth.org/resources/alex-ocd-recovery

Executive Dysfunction and TS

▸ Goal directed thinking skills
- Plan
- Organize
- Time management
- Working memory
- Metacognitive
  · Knowledge about your own thoughts and the factors that influence your thinking

▸ Behavior skills to reach goals
- Response inhibition
- Self regulation
- Task initiation
- Flexibility
- Goal directed persistence

Sensory Processing Dysfunction

Under/over reaction
Easily distracted
Activity level
Social/emotional problems-poor self concept
Transition difficulty
Delays in academic performance
Problems with motor coordination

Dysgraphia

Difficulty writing
Executive Function Skills
Grasp
Tics
OCD
Eye/hand coordination
Visual perception/Spatial
Assistive Technology

Medical treatment for TS and associated disorders

Most medications are 'off label' uses. There is currently no medication designed to exclusively treat TS

Always balancing symptoms versus side effects

Most significant symptoms targeted – ADHD or OCD may be a bigger issue than the tics.

Medications may cause sedation, making learning difficult

Medications used to treat TS and associated conditions

Antidepressants: also used for OCD
Zoloft, Paxil, Prozac, Anafranil,

Antihypertensives: also used to treat impulsiveness
Catapres/ Clonidine
Tenex/ Guanfacine

Antipsychotics: Neuroletptics: Haldol, Orap, Abilify

Non Medical Treatments

▸ CBiT – Comprehensive Behavioral Intervention for Tics
Evidenced based approach for reducing tics, consists of awareness training competing response and social support
▸ Needs to be done by a trained professional
http://www.tsa-usa.org/Medical/CBIT.html
▸ Upcoming training in Milwaukee this April 10 and 11th

False Assumptions about CBiT

▸ That All Children with tics need or could benefit from behavior therapy
▸ That because behavior therapy works, TS is a learned problem or something done intentionally
▸ That Behavior therapy works for everyone
▸ That rewarding a child for not having tics is behavior therapy
▸ That the child is doing the tics for attention or to purposely annoy you
▸ Dr Doug Woods

Occupational Therapy Intervention for Individuals With TS

▸ ADD/ADHD
▸ OCD
▸ Anxiety Disorder
▸ Stress Management
▸ Depression
▸ Aggressive/Explosive Behavior
▸ Dysgraphia

▸ Transition Planning
▸ Job Training
▸ Job Coach
▸ Independent Living Skills
▸ Sleep Problems

Assistive Technology

- Anything that aids in performing task
  Pencil grip, seating, computers, electronics
- Written work
  ◦ Keyboard skills
  ◦ Word processing skills
  ◦ Word prediction, spell check
  ◦ Voice activated
- Reading
  ◦ Books on tapes
  ◦ Computer programs

A Family Perspective

Families often experience isolation and fear

- Often they don't know others with TS
- Symptoms are often worse at home than at school
- Lag between age of onset and diagnosis
- Misinformation/ Stigma
- Waxing and waning of symptoms is stressful for the whole family

Helpful Approaches

- Listen Attentively
- Empathize
- Believe parents when they identify issues
- Encourage a problem solving focus
- Refer to WTSA for connection and ongoing support
- Remember the siblings

The Tourette Syndrome & OCD Checklist
A Practical Reference for Parents and Teachers
SUSAN CONNERS, MEd
FOREWORD BY CATHY L. BUDMAN, MD

Teaching the Tiger
A Handbook for Individuals Involved in the Education of Students with Attention Deficit Disorders, Tourette Syndrome or Obsessive-Compulsive Disorder
Marilyn P. Dornbush, Ph.D.
Sheryl K. Pruitt, M.Ed.

Important!

Involve the student in their accommodation plan. Ask the student what they would like to try/ what may help. Because sensory issues are often involved, it's important to know what a student may feel comfortable with.

Symptoms will wax and wane, and often occur lifelong. Those who are successful as adults are those who have been able to implement strategies to deal with tics an associated disorders in their day to day life.

Accomodations for ADHD

Preferential seating in the classroom

Provide a quiet place to work in the classroom. A headset with instrumental music might help block out distractions.

Allow for freedom of movement.

Structured, but flexible classrooms are the best setting for the child with ADHD.

Establish a hand gesture as a reminder to refocus and get back on task.

Break down assignments. Give one paper at a time rather than several. Break down all long-range assignments and projects into shorter more manageable parts

Reduce the length of homework assignments. Quality, not quantity is the important thing.

Provide a daily assignment sheet.

Allow student to leave his last class a little early to pack up and organize their materials.   -Susan Canners, MEd

Accommodations for Motor and Vocal Tics

Tests taken in a separate location with time limits waived or extended.

Provide a refuge where the student may go.

Give the child frequent breaks out of the classroom to release tics in a less embarrassing environment.

If tics are socially inappropriate it may be necessary to brainstorm possible solutions

Since tics tend to worsen when a child is tired, try to schedule core academics toward the beginning of the day.

Communicate with parents very frequently to report worsening of tics or new tics that have developed.

Stress aggravates tics. A supportive and accepting classroom will make the student feel safe and eliminate many feelings of anxiety and frustration

_Susan Conners, MEd

Youth Ambassador Program

Providing peer education Reduces social rejection, and decrease negative perceptions.

The Youth Ambassador Program trains teens to talk about TS to their peers.

Wisconsin has three trained youth Ambassadors who will give presentations at no cost to schools or youth serving organizations.

Wisconsin Tourette Syndrome Association
TSA-Wisconsin.org

- Peer support helps those with TS and their families with positive connections, reduces isolation and gives opportunities for growth

- Support groups in Milwaukee, Madison and Green Bay

- Check Meetup.com
- "Wisconsin Tourette" and select "any distance"

Upcoming Local Events

- Crafts and Curling, December 6th Green Bay Curling Club
- 5K Walk, May 30, 2015 Green Bay

Tourette Syndrome Camping Organization

- Founded in 1994, one of the longest running TS Camps in the Nation.

- Staff Include professionals with TS such as a NASA engineer, Teachers, etc.

- Day Program for youth and Families April 19, 2015 Oconomowoc, WI

- Summer Camp for Youth 7-16
June 28-July 4th 2014
  http://www.youtube.com/watch?v=NUxnJzCXdLE

Famous People with Tourette Syndrome

Dr. Samuel Johnson (1709 – 1784)
- Author of the first English Dictionary
- Symptoms described by biographer James Boswell
- Also suffered from depression

Jim Eisenreich

Played with the 1993 National League Pennant Philadelphia Phillies

Played with 1997 World Series champions, the Florida Marlins.

Although Jim had had Tourette's since childhood, he wasn't diagnosed until he was a baseball player with The Minnesota Twins

Michael Wolff

- https://www.youtube.com/watch?v=2xjtmENtmoq

- Famous Jazz producer, composer and musician.

- Was not diagnosed until his 30's

- Wolff and his wife Polly Draper sit on the Tourette Syndrome Association's Board of Directors.

- His sons Matt and Alex Wolf form the Naked Brothers Band

Tim Howard
- Tim is the goalkeeper for Everton of England and the United States national team.
-
- Played in the 2000 Olympics.
- 16 saves in the World Cup in 2014

- His teachers viewed him as a discipline problem, and he was teased for his tics and compulsions
- http://www.youtube.com/watch?v=DuXrxMrk_dQ

Marleen Martinez

- Grew up helping her family as a Migrant Farm Laborer

- Is an Engineer designing the Orion Space Probe

- Featured in the PBS Show Makers: Women in Space

- Assistant Director Tourette Syndrome Camp, USA

National Tourette Syndrome Association

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Bayside, New York 11361-2820
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Fax: (718) 279-9596
Email: ts@tsa-usa.org
www.tsa-usa.org

Free!

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Therapeutic Interviewing of Students with Aggressive and Other Problem Behaviors

Jim Larson, Ph.D.
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and
The Melissa Institute for Violence Prevention and Treatment

Proactive/Premeditated Aggressive Behavior

o goal-oriented aggressive behaviors; want something
o cool-headed, bully-type
o overvalued use of aggression
o managed best with effective security measures

Reactive/Impulsive Aggression

- The ones who get into the most difficulty in school
- Unplanned, impulsive
- Hot tempered, easily riled
- Show less control over emotions
- Numerous social-cognitive deficits

What's Happening at Home?

- *Pre-School* – *Parent mental health, AODA issues, criminality, or immaturity leading to….*
  o Lack of socio-emotional learning leading to poor emotional regulation
  o Insufficient attention to academic readiness
  o Inadequate behavioral monitoring
  o Coercive or otherwise ineffective discipline strategies

Attack – Counterattack – Positive Outcome

"Stop hitting your sister!"

"No! She started it!!"

"All right! All Right! Take it easy! Just keep the noise down, okay?"

Parent makes a compliance demand

Mother's *escape behavior* is reinforced & child's *antisocial behavior* is reinforced

Repeat.

And on to school…

Kindergarten - Elementary
- Peer rejection
- Co-morbid ADHD, ODD, trauma reaction
- Academic difficulties, retention, and/or special education
- Inadequate or missing interventions
- Negative school schemata begin to predominate

Middle
- Exposure to similarly high risk peers
- Community problems may surface or increase
- Bully victimization escalates, peaking usually at 7th grade. Frequently "bully-victims."

Then in high school…

- Building size and reduced adult supervision lead to **poor problem-solving and short-sighted decision-making**
- Impulsivity, poor academic engagement, and inadequate emotional regulation may lead to **frequent teacher conflicts**
- Peer conflicts, including **bully victimization**, may escalate
- Administrative **disciplinary contacts** may become a predictable feature of the school day
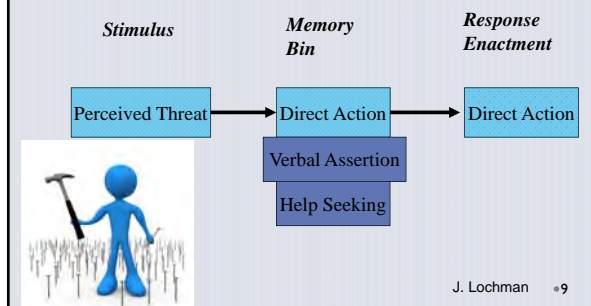- **Substance abuse** may begin or increase
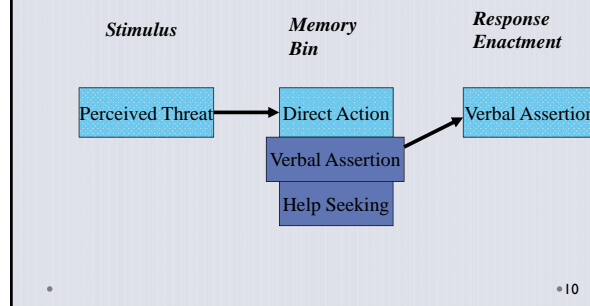- **Dropout behaviors** may start to dominate

These risk factors and school experiences can produce…

- Students with **pro-aggression schema** and negative affiliation schema
- Students who lack an adequate sense of **academic self-efficacy** and possess accompanying counter-productive learning habits
- Students who possess problematic **cognitive deficits and distortions**
- Students who "**think fast**" far too much

Effects of Automatic Processing on Problem Solving

Stimulus   *Memory Bin*   *Response Enactment*

Perceived Threat → Direct Action → Direct Action

Verbal Assertion

Help Seeking

J. Lochman   9

Effects of Deliberate Processing on Problem Solving

Stimulus   *Memory Bin*   *Response Enactment*

Perceived Threat → Direct Action → Verbal Assertion

Verbal Assertion

Help Seeking

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Effects of Automatic Processing on Problem Solving

Stimulus   *Memory Bin*   *Response Enactment*

Perceived Threat → Verbal Assertion → Verbal Assertion

Direct Action

Help Seeking

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Social Information Processing

OCCURING IN A SPLIT SECOND…

1. attend to available social <u>cues</u>
2. give <u>meaning</u> to the cues
3. select desired <u>outcomes</u>
4. Generate possible <u>responses</u>
5. Identify potential <u>consequences</u> of a response
6. <u>act out</u> selected responses

1. Hallway passing stimuli, brushed on shoulder
2. Scan memory; Prior hallway experiences
3. Avoid trouble; Get to class on time
4. Call him out; Keep moving to class
5. Possible trouble; Get to class w/out incident
6. Think about something else and head for class

(Dodge, 1991; Crick & Dodge, 1994)

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Social Information Processing **Deficits** in
Reactive Aggressive Youth

1. attend to available social cues
2. give meaning to the cues
3. select desired outcomes
4. Generate possible responses
5. Identify potential consequences of a response
6. act out selected responses

1. Hypervigilant for aggressive cues
2. Hostile attributional biases
3. Higher value on retaliation than affiliation
4. Narrow solution generation abilities
5. Tendency to evaluate aggression positively
6. Difficulty enacting prosocial skills

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QUESTION
How do we as professionals interact with students in a manner that will increase the probability that the student will learn to engage in deliberate processing and make wiser personal decisions?

Common Scenario

Adult: "What'd you do?"
Student: "He started it!"
Adult: "Why'd you do that?"
Student: "I don't know."
Adult: "Don't do that again."
Student: "Yeah, whatever…"

Therapeutic Interviewing

The practice of assessing the readiness for change in a referred student and, when appropriate, initiating the process for that change

---

How do people change?

Miller & Rollnick, 2002

- Most people resolve most of their own problems naturally
  - o **Want** to make a change: *How important is it?*
  - o **Able** to make a change: *Perceived ability*
  - o **Ready** to make a change: *Timing & priorities*

- Stages for therapeutic change mirror that of natural change
  - o Your clients must be *ready, willing, and able*

Determining Readiness for Change

- Most often, it is an adult who says "You have to change."
  - o We see **resistance** in the form of **external locus of control** – "*They* should change, not me!"
  - o Or denial – "It's not that bad!"
- Sometime, student does not know change **is possible**
  - o E.g., does not know depression is not normal or that something can be done about it

Facilitating Readiness for Change

- Discussion about **disadvantages** of the status quo
  - o Important to get the facts out
  - o Can trigger the student defending his/her current behavior – Not desirable
- Discussion about the **advantages** of change
  - o Creates a "cost-benefits" analysis
  - o Out of this rises **ambivalence**

Ambivalence

- That sense of "wanting but not wanting"
- If I **didn't** change, I would have…
  - o *The fun of partying; the fun of free time instead of homework; avoidance of confronting my inadequacies (and more…)*
- If I **did** change, I would have…
  - o *Fewer troubles at home and at school; better relationships; a sense of purpose in life (and more…)*

Exploring Ambivalence

- Moving toward an **intrinsic motivation** to change
- Your job is **not to cajole and convince**, but rather to help him/her come to the conclusion – **Discovery learning**
- Assist their understanding of **faulty leaps of logic**
  - o *"Help me to understand why that is true"*
  - o *"What evidence supports that conclusion?"*

ANGRY STUDENTS FREQUENTLY…

- believe in their own "**rightness**"
- place **emotional responsibility** on others
- fail to **take the perspective** of others
- fail to generate **alternative explanations**
- fail to consider **alternative responses**

BUT, ANGRY STUDENTS CAN…

- **engage** a helping adult collaboratively
- make connections among **thoughts, feelings, and behavior**
- **consider others' perspectives** in causal explanations
- generate at **least one other** alternative solution
- **enact new behaviors** with support

Working with Individual Students
General Considerations

- Establish **collaborative relationship**
  - o *How can we work together?*
- Respect the **youth's perspective**
  - o Get student to *convince you* of its authenticity
- Take a **solution-focused** approach
  - o *Instill hope, a way out*
- Foster **responsibility**
- Enact a **plan**

Problem-Solving Discourse (PSD)

- Developed by Donald Meichenbaum
- A "**Phase-Oriented Problem-Solving**" process to help angry youth become better problem-solvers;
- Follows a "**discovery training**" model
- Helps teach a **variety of coping skills** and problem-solving vocabulary

PROBLEM-SOLVING DISCOURSE IS…

- **Assessment**
  - How ready/willing/able is this student for change?

- **Building a Collaborative Relationship**
  - Fostering trust and mutual understanding

- **Planting Seeds for Change**
  - Nurturing insight and skill development
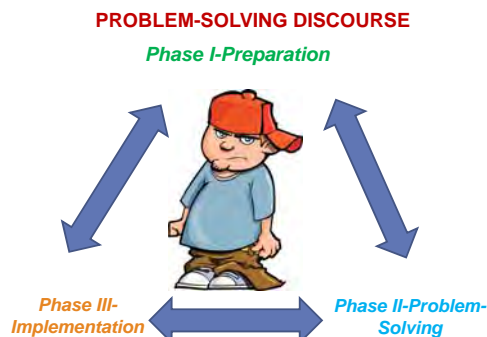
Problem-Solving Discourse – Three Phases

- **PHASE I** - **PREPARATION**
  - Collaborative alliance, defuse emotions, obtain timeline of aggressive event
- **PHASE II** - **PROBLEM-SOLVING PHASE**
  - Consider and develop more prosocial alternatives and assume more responsibility
- **PHASE III** - **IMPLEMENTATION**
  - Practice and apply new skills

The "Do's" of PSD

- Listen attentively (Use nonverbal signs to convey interest).
- Follow the youth's lead (Look for "openings" and use the youth's words – reflect).
- Be brief. Use simple sentences and "What" and "How" Questions. (Use discovery learning and model a style of thinking.)
- Give choices.
- Be supportive, collaborative, and convey hope.
- Highlight "strengths" and coping efforts.
- Keep trying.

The DON'Ts of PSD

- Insist that the youth talk NOW.
- Put words in the youth's mouth. Tell youth what to do. (Be a "Surrogate Frontal Lobe").
- Lecture. Be judgmental. Use "should" and "should have" statements.
- Engage in "power" struggles. Force your explanations and impose your solutions.
- Use put downs, threats, and directives.
- Be negative, critical.
- Give up. Blame the youth.
- Try and do too much at one time.

PROBLEM-SOLVING DISCOURSE

Phase I-Preparation

Phase III-Implementation *Phase II-Problem-Solving*

PSD
PHASE I - PREPARATION

- If necessary, **defuse** the situation and **de-escalate** the anger
  - *I can see you are really angry. Go ahead and take a moment and maybe we can talk about it*
  - *It sounds like something has upset you. Can we talk about it?*
  - *Do you want to talk about now or later? If this isn't a good time, we can find a later time.*
  - *I can tell you are almost ready to work on this. We can go at your pace.*

PSD
PHASE I - PREPARATION

- Explore the **"what, when, where, who"** of the present incident – "mental videotape"
  - *Let's talk about what happened step-by-step. Tell me what happened. What were you doing?*
  - *What happened before that?*
  - *What happened after that?*
  - *Who was there? Who else was there? Were others involved?*
  - *Tell me what you said.*
  - *What did you do after he said that?*
  - *How often does this sort of thing happen to you? (Patterns)*
  - *As best you can describe it, what went wrong?*

PSD
PHASE I - PREPARATION

- Conduct a **behavioral chain analysis** that connects **feelings, thoughts and behaviors**
  - *How did you feel when that happened to you?*
  - *What went through your mind at that point?*
  - *What were you saying to yourself at that point?*
  - *Are you saying you thought...?*
  - *How did that make you feel?*
  - *On a scale of 1-10, how angry were you then?*
  - *Did that anger help you manage the problem or make things worse?*

PSD
PHASE I - PREPARATION

- Emphasize **choice behaviors**
  - *How did you come to choose (decide) to do ... ?*
  - *What happened after you made the choice to ...?*

- **Summarize** student's view of the event
  - *Correct me I'm wrong, but what I hear you saying is...*
  - *Let me see if I understand. From your point of view you were trying to..*

- Nurture **collaboration** and **hopefulness**, a way out
  - *Okay, we can work this thing out together*
  - *Let's see if we can make sense of what happened to you*

THIS VIDEO DEMONSTRATION...

- Highly compressed timeframe

- Remarkably cooperative student!

- Watch/listen for major objectives
  - Thoughts and feelings connection
  - Moving locus of control inward
  - Taking perspective of other
  - Considering alternatives

- Tender Ears Advisory...

PSD
PHASE I - PREPARATION

What did you observe?
What other questions for this youth do you have?

PSD

PHASE II - PROBLEM SOLVING

- Help the client **take the perspective** of others, to see the events from the others' point of view
  - *What was going through her head when she saw you?*
  - *If you were thinking that, would you have done the same thing?*
  - *How do you think X (teacher, peer, parents) would describe what happened?*
  - *Is there a rule abut this? What is the rule? So when you didn't follow the rule, what did you think she would do? What were her options?*
  - *How would you have reacted if you were X?*
  - *How do you think she feels about what happened?*

PSD

PHASE II - PROBLEM SOLVING

- Help the youth see that behavior has **multiple causes** and to **generate causal explanations**
  - *Why do you think he got so mad about that?*
  - *What seemed to trigger the problem?*
  - *Everything was going okay until what?*
  - *You clearly value your reputation, and when you feel you've been dissed, you get angry. Is that the way you see it?*
  - *Could there have been something that set her off?*
  - *Sounds like the problem that got you sent down here isn't the whole problem. What else is bothering you?*
  - *What did you do, if anything, to make the situation worse? What do you need to do to make it better?*

PSD

PHASE II - PROBLEM SOLVING

- Help the client **generate alternative solutions**
  - *What other ways are there to try to solve the problem?*
  - *Can you think of a different way so X wouldn't happen?*
  - *What else could you have done?*
  - *What would happen if...?*
  - *What was (is) your goal in that situation? What were (are) some different ways to achieve that goal?*
  - *What advice would you have for a friend with this same problem?*
  - *How will you remind yourself of this advice?*

PSD

PHASE II - PROBLEM SOLVING

- Help the client **notice internal and external warning signs**
  - *How can you (or others) tell when you are first getting upset? Where can you feel it?*
  - *Is there a way you can learn to catch yourself early on?*
  - *Are there people who are anger triggers for you?*
  - *What would be a warning sign that X is getting angry?*

- Foster **responsibility (ownership)**
  - *Of all the things you could have done, why did you choose that way of responding?*
  - *I wonder if you are willing to own up to your part in this?*

PSD

PHASE II - PROBLEM SOLVING

What did you observe?

Is there a different direction you might have taken this youth?

PSD

PHASE III - IMPLEMENTATION

- Covey a "**challenge**" and **bolster self-confidence**
  - *This might be really difficult. Can you do it?*
  - *How confident are you (0% to 100%) that you can do this?*
- Generate an **action plan**
  - *What advice would you have for a friend who has this same problem?*
  - *What has worked for you in the past?*
- Help **anticipate consequences**
  - *If you do...what do you think will happen?*
  - *The next time he starts to do X, what will you do differently?*

PSD

PHASE III - IMPLEMENTATION

- Help **anticipate barriers**
  - *Let's suppose that...*
  - *How can you remind yourself to...?*
  - *It will be hard to say no to your friends when they...*
  - *The next time they tell you to do X, you may feel just as angry. What will you do differently?*
- Reinforce **effort**
  - *I'm impressed with the way you can describe what happened and why it happened.*
  - *It's a real sign of maturity to face up to the consequences of your behavior.*

PSD

PHASE III - IMPLEMENTATION

- Help student see the **connections between action and outcomes** and **how he/she will benefit**
  - *Why is it important for you to stay out of trouble?*
  - *Do you understand the reason for this rule and why you should follow it?*
  - *Do you think you can teach what you have learned to someone else?*

PSD

PHASE III - IMPLEMENTATION

What did you observe?

PROBLEM-SOLVING DISCOURSE: SUMMARY

- ○ Assessing how ready/willing/able is this student for change

- Fostering trust and collaboration

- Nurturing insight and skill development

- Being useful...

Download the Manual

The Problem Solving Discourse Manual is available for free download at **TeachSafeSchools.org**, a website of the Melissa Institute to provide research-based school violence prevention procedures for educators:

http://www.teachsafeschools.org/problemsolving.html

Review the video at:
http://facstaff.uww.edu/larsonj/video.html

Your Issues or Concerns?

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Universal Screening for Behavioral, Emotional and Social Health

WSPA
October 30, 2014

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Eric P. Hartwig, Ph.D. received his **doctorate** in Educational Administration from the University of Wisconsin-Madison, a M.S. in School Psychology and a B.S. in Psychology from the University of Wisconsin-La Crosse. He is experienced and licensed as a Director of Pupil Services, District Administrator and a School Psychologist/Private Practice ®. Presently, he is the Administrator of Pupil Services for the Marathon County Children with Disabilities Education Board and is the author and principle trainer on the Just-in-Time: Behavioral Initiative Project. In addition, Dr. Hartwig is the:

- Author of a behavioral rating scale designed to identify and treat conduct and personality disorders in school age children (Behavioral Emotional Social Traits) (1986).
- Co-author of a monograph, Disciplining *Students With Disabilities: A Synthesis of Critical and Emerging* Issues and a law report, *Disciplining Children With Disabilities: Balancing Procedural Expectations and Positive Educational Practice* (1991).
- Co-author of the book: *Discipline in the School*, 1st Edition (1994).
- Consulting Editor for *Today's School Psychologist* (1997 to present).
- Co-author of the article: *Disciplining Students in Special Education*, The Journal of Special Education, Vol. 33 (4) 2000.
- Co-author of the book: *Discipline in the School*, 2nd Edition (2001).
- Author of the training manual for the Just-in-Time: Behavior Initiative Project (2004).
- Author of *Manifestation Determination – Short History and the IDEA Amendments: What You Need to Know.* In CASE, Volume 47(3), November-December, 2005.
- Co-author of the 10 R's Behavior Change Process (2006).
- Author of *What We Know, What We Aim to Do*, Wisconsin School News. (2006).
- Co-author of the book: *Disciplining Students with Disabilities: A Balanced Approach to Meeting the Legal Requirements and Implementing Positive Educational Practice* (2007).
- Co-author of *Compensatory Education Companion: Your Guide for Legal Compliance and Implementation Strategies* (2012)
- Created online b.e.s.t. (Behavioral Emotional Social Traits) a universal screening for behavioral, emotional and social needs (2013).
- Co-author of eight videos:
  - *How to Make a Manifestation Determination*
  - *How to Prepare For a Due Process Hearing*
  - *Conducting Expulsion Hearings: A Step-by-Step Guide*
  - *The 11th Hour: How to Handle the Pre-Expulsion Special Education Referral*
  - *IEP's and the New IDEA*
  - *Student Discipline and Section 504 Compliance: Striking the Balance*
  - *Discipline Under the New IDEA*
  - *Functional Behavioral Assessment: How to Do Them Right*
- Author of four videos - What's Happened to Discipline? Real-Life Approaches to Handling Student Behavior*:*
  - *The Foundations of Behavior*
  - *A Balanced Approach to Discipline*
  - *12 Things to Remember*
  - *The FBA in Action: A Quick Study*

He has been an adjunct professor for Educational Leadership and Policy Analysis at the University of Wisconsin-Madison and has been an adjunct professor and research advisor for Cardinal Stritch College-Milwaukee and Aurora University-Wisconsin Campus. Dr. Hartwig was named Administrator of Special Services of the Year for 2007-2008, by the Wisconsin Counsel of Administrators of Special Services (WCASS).

Dr. Hartwig is a well respected and noted speaker providing training on a regional, state, national and international level.

INDEX

I) SHAPING EMOTIONAL AND BEHAVIORAL COMPETENCE

A) THERE IS A CALL FOR CHANGE AND ACCOUNTABILITY

A change in:

➤ *How children are taught.*

➤ *How teachers are prepared.*

➤ *How children are identified for special education.*

➤ *How we use research for informing instruction and behavior.*

---- And if I may be so bold ----

➤ *How to build positive, productive social emotional competence.*

> "The art of behavioral, emotional and social health is to reach children before they have needs, when they are still at low risk, and keep them there." There is a "natural flow" from low or medium risk to a higher risk category if appropriate supports are not provided and sustained. This natural flow is like a river that children are floating in, naturally tending to go downstream. Supportive behavioral, emotional and social opportunities mediated by adults move children upstream or at least help them stay where they are, so they don't just flow along with the current unnoticed until they show up with needs at some other time.
>
> - Eric P. Hartwig, Ph.D.

B) BEHAVIORAL, EMOTIONAL AND SOCIAL DEVELOPMENT

1) In the Beginning

Most children start from the same place. The effects of biology, environmental conditions, learned experiences and specific variables to a child make the differences we see.

Approximately half of preschool children who display challenging behavior prior to kindergarten maintain inappropriate behavior patterns well into elementary school years.[1]

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[1] Campbell, S.B. & Ewing, L.J. (1999). Follow-up of hard-to-manage preschoolers: Adjustment at age 9 and predictors of continuing symptoms. *Journal of Child Psychology and Psychiatry, 31*, 871-889.

A negative relationship between challenging behaviors and achievement may develop through a series of reciprocal process that involves parents, children and teachers within the context of the home, school and peer group.[2]

Children who have not learned the critical social, environmental and behavioral competencies required for school success, or exhibit these critical competencies at such a low rate, do not access positive consequences that encourage social emotional and behavioral growth.

2)   **An Aimline Of Emotional And Behavioral Difficulties**

School life for many children is inherently difficult. There is a continuous struggle, not just for biological survival, but for some personal recognition, a sense of self and personal identity.

Clinically significant, challenging behaviors exhibited reflect "repeated patterns of behavior that interfere with or is at the risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults." [3]

Behavioral difficulties often follow a predictable aimline…either in timing or in content related to a specific event.

If children do not find rewarding experiences and positive relationships in school they often will seek them elsewhere, potentially in behaviors and relationships that place them at risk.[4]

Although there are many factors that could explain a child's behavioral difficulties in school, most are related in some fashion to the fact that schools are intensely rule-governed, culturally determined settings that require specific behaviors and a particular type of engagement that may not have been learned by all children.[5]

Children learn to behave or misbehave in ways that satisfy a need or results in a desired outcome.

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[2] Conduct Problems Prevention Research Group. (1992). A developmental and clinical model for the prevention of conduct disorder: The FAST Track program. *Development and Psychopathology, 4*, 509-527.

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[4] Catalano, R.F., & Hawkins, J.D. (2004). The social development model: A theory of antisocial behavior. In: Hawkins, J.D. (Eds.), *Delinquency and Crime: Current Theories.* New York: Cambridge University Press.

[5] Harry, Beth, Hart, Juliet, E., Klingner, Janette & Cramer, Elizabeth. (May, 2009). Response to Kauffman, Mock & Simpson (2007): Problems related to underservice of students with emotional or behavioral disorders. *Behavioral Disorders, 34*(3), 164-171.

Inappropriate problem behaviors can become more *reliable* because they result in the same consequence most of the time and are often more *efficient* because it is easier for the child to engage in inappropriate behavior.[6]

3)   **Identifying Emotional And Behavioral Competence**

Most practitioners use a typological approach in analyzing behavior, based on observable behaviors and emotions with constructs used to describe the behavior.

Empirically derived classification systems provide a schema for organizing traits or behavior based on observed emotions and behaviors but ignore the function or purpose of behavior, i.e. Why does the behavior occur? What purpose does the behavior serve?

C)   **THERE IS A CONTINUING AND GROWING CONCERN**

1)   **In the number of younger children identified with emergent forms of challenging behaviors.**

a)   Campbell (1995[7]) estimated that as many as 10% to 15% of young children have mild to moderate behavioral problems that are considered to be clinically significant, up to 30% from low-income families (Qi & Kaiser, 2003[8]).

b)   The incidence, prevalence and severity of early forms of challenging behavior coupled with negative trajectories have heightened the importance of early prevention and intervention as a means to promote positive, long-term outcomes (Conroy & Brown, 2004[9]; Powell, Dunlap & Fox, 2006[10]; Kowaleski-Jones & Duncan, 1998[11]; Pungello et al., 1996[12]).

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[6] Horner, R., Dunlap, G., & Kroegel, R. (Eds.). (1988). *Generalization and maintenance: Lifestyle changes in applied settings.* Baltimore: Paul H. Brookes.

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[8] Qi, C.H. & Kaiser, A.P. (2003). Behavior problems of preschool children from low-income families: Review of the literature. *Topics in Early Childhood Special Education, 23*, 188-216.

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[10] Powell, D., Dunlap, G. & Fox, L. (2006). Prevention and intervention for the challenging behaviors of toddlers and preschoolers. *Infants & Young Children, 19*, 25-35.

[11] Kowaleski-Jones, L., & Duncan, G.J. (1999). The structure of achievement and behavior across middle childhood. *Child Development, 4*, 930-943.

[12] Pungello, E.P., Kuperschmidt, J.B., Burchinal, M.R., & Patterson, C. (1996). Environmental risk factors and child's achievement from middle childhood to adolescence. *Developmental Psychology, 32*, 755-767.

    c)   Behavior is dimensional and gender specific (Hartwig, 1986[13]), disruptive behavior (Butts et al., 1995[14]; Cohen et al., 1993) and attention problems (Gomez, Harvey, Quick, Sharer & Harris, 1999[15]; Rhee, Waldman, Hay & Levy, 2001[16]) are much more common in males than in females.

2)   **All children demonstrate transitory fluctuations and fundamental changes in behavioral trajectories**.

    a)   Sameroff and Seifer (1990[17]) conclude that there is no single factor, whether considered as a risk or protective, that can account for a child's emotional or behavioral adjustment.

    b)   In the early 60's Caplan (1964[18], 1965) suggested that a crisis creates a time at which children are uniquely predisposed to change. Unsuccessful resolution of a crisis increases the likelihood of behavioral concerns but conversely successful resolution of a crisis may decrease the likelihood of problems.

    c)   At least half of preschool children who display challenging behavior before kindergarten maintain these behavior patterns into elementary school (Campbell & Ewing, 1999[19]).

    d)   If not altered by the end of third grade, these behaviors most often are considered chronic problems that interfere with successful school experiences, academic functioning, positive relationships with peers and teachers and often predict exclusion from the classroom (Walker, Ramsey & Gresham, 1995[20]).

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[20] Walker, H.M., Ramsey, E. & Gresham, F.M. (1995). *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

3) **The Behavior Link to Learning**

    a) Early, and appropriate, socio-emotional behaviors provide the foundation for positive classroom adaptation and academic achievement (Cunha, Heckman, Lochner & Masterov, 2006[21]; Entwisle, Alexander, & Olson, 2005[22]).

    b) Attention may be more predictive of later achievement than more general problem behaviors (Barriga et al., 2002[23]; Hinshaw, 1992[24]l Normandeau & Guay, 1998[25]; Trzesniewski, Moffitt, Caspi, Taylor, & Maughan, 2006[26]).

        i) Enhancing positive social behavior forecasts later achievement, it may be beneficial to add domain-specific behavioral skills to the definition of school readiness and to encourage interventions aimed at promoting these skills.

D) **RISK OF EMOTIONAL AND BEHAVIORAL DIFFICULTIES**

1) **Negative school experiences.**

    a) Largely account for young people becoming alienated or disconnected from school (Osterman, 2000[27]).

2) **Studies of social development.**

    a) Demonstrate that students who do not find rewarding experiences and positive relationships in school will seek them elsewhere,

        i) Potentially in behaviors and relationships that place them at risk (Catalano, & Hawkins, 2004[28]).

---

[21] Cunha, F., Heckman, J., Lochner, L., & Masterov, D. (2006). Interpreting the evidence on life cycle skill formation. In E. Hanushek & F. Welch (Eds.), *Handbook of the economics of education* (pp. 307-451). North Holland: Elsevier.

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[27] Osterman, K.F. (2000). Students' need for belonging in the school community. *Rev Educ Res., 70*, 323-367.

[28] Catalano, R.F., & Hawkins, J.D. (2004). The social development model: A theory of antisocial behavior. In: Hawkins, J.D. (Eds.), *Delinquency and Crime: Current Theories.* New York: Cambridge University Press.

> **Children experiencing severe social, emotional, and behavioral excesses and deficits are at risk for a number of short-term and long-term negative outcomes** (Crews et al., 2007 [29]).

E) **PROBLEMS MANIFESTED IN GENERAL**

1) **Not different in kind, but different in**:

   a) Frequency of occurrence,

   b) Degree of severity,

   c) Duration and

   d) Clustering (Bower[30]).

2) **Inappropriate behavior**.

   a) Best defined in relationship to appropriate behavior within a specified social group.

   b) A standard of comparability based on a specified peer group.

   c) In the context of the classroom, building, district.

3) **A primary challenge.**

   a) Risk factors arise in diverse contexts within an ecological model.

   b) Identify and target those risk and protective factors that are of greatest influence when seeking to promote positive outcomes and prevent negative outcomes (Nash & Bowen, 2002[31]).

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[29] Crews, S.D., Bender, H., Cook, C.R., Gresham, F.M., Kern, L., & Vanderwood, M. (2007, February). Risk and protective factors of emotional and/or behavioral disorders in student and adolescents: A mega-analytic synthesis, *Behavior Disorders, 32(2)*, 64-77.

[30] Bower, E.M. (1969). *Early identification of emotionally handicapped children in school* (2nd Edition). Springfield, IL: Charles C. Thomas, Publisher.

[31] Nash, J.K., & Bowen, G.L. (2002). Defining and estimating risk and protection: An illustration from the school success profile. *Child and Adolescent Social Work Journal, 19*(3), 247-261.

4) **All students display a continuum of needs ranging from those who experience and demonstrate problems of everyday living to student with fixed and recurring problems of emotional difficulties,**

    a) The development and implementation of efficient and effective interventions for student who exhibit inappropriate, undesirable behaviors is an important educational problem (Witt & Elliot, 1982[32]).

> **If risk and protective factors can be distinguished and quantified, the effects of intervention, at least theoretically, can be maximized.**

F) <u>**A STUDENT'S BEHAVIORAL RESPONSE IS BASED ON CONTEXTUAL FACTORS PRESENT AT ANY GIVEN TIME**</u>

1) **Acceptable behavior is the result of appropriate exposure** to necessary learning conditions.

    a) Curricular variables

    b) Task difficulty

2) **Problematic behaviors must be dealt with before educational needs can be addressed (Wehby, Lane, & Falk, 2003[33]).**

    a) Challenging classroom behavior occurs when there is a mismatch between a student's social-emotional development and the instructional context.

3) **It is clear that long-term personal and social adjustment of a student is based to a large degree on**:

    a) An ability to build and maintain positive interpersonal relationships,

    b) Skills in establishing peer acceptance,

    c) The capacity to form meaningful relationships, and

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[32] Witt, J.C. & Elliott, S.N. (1982). Response cost lottery, a time efficient effective classroom intervention. *Journal of School Psychology, 20*, 155-161.
[33] Wehby, J.H., Lane, K.L., & Falk, K.B. (2003). Academic instruction for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 11*(4), 194-197.

        d)   Skills that allow for avoidance or termination of a negative or destructive relationships with others (Kupersmidt, Coie, & Dodge, 1990[34]; Parker & Asher, 1987[35]; Walker, Ramsey, & Gresham, 2004[36]).

    4)   **The paradigm that continues to emerge.**

        a)   Matching individual needs to different intervention strategies,

        b)   Evaluating the response to these interventions, and

        c)   Gradually building up a set of prescriptive treatments which result in positive developmental changes (Barclay, 1983[37]).

II) THE PREVENTION CONTINUUM

A) SHIFT OUR FOCUS: MANIFESTATION, NOT ETIOLOGY

    1)   **When restating and defining the behavior,**

        a)   **You must consider how the behavior presents itself...how it manifests,**

        b)   **Rather than the diagnosis…etiology.**

    2)   **Old focus - ETIOLOGY**:

        a)   What does the student have?

        b)   The diagnosis (DSM-IV, DSM-V, ICD-10)

        c)   Decisions made based on a label.

    3)   **New focus - MANIFESTATION**:

        a)   How does the behavior present itself?

        b)   Many behaviors "cross over" and span different disorders.

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[34] Kupersmidt, J., Coie, J., & Dodge, K. (1990). The role of peer relationships in the development of disorder. In S. Asher & J. Coie (Eds.), *Peer rejection in childhood* (pp. 274-308). New York: Cambridge University Press.
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[37] Barclay, J.R. (1983). Moving toward a technology of prevention: A model and some tentative findings. *School Psychology Review, 12*, 21-28.

c)   Decisions are based on functional, developmental and academic
        needs.

OVERLAPPING BEHAVIORS: HOW CAN WE DECIDE ON APPROPRIATE INTERVENTIONS?	BIPOLAR	OCD	ODD	RAD	ADHD	PDD
Extreme changes in mood, energy, thinking or behavior.	X	X	X	X	X	X
Repetitive behavior.	X	X	X	X	X	X
Preoccupation/uncontrollable idea or emotion.	X	X	X	X	X	X
Uncooperative, defiant, hostile.	X	X	X	X	X	X
Inability to relate to peers.	X	X	X	X	X	X
Difficulty attending.	X	X	X	X	X	X
Hyperactivity/impulsivity.	X	X	X	X	X	X

B)   EARLY INTERVENTION

1)   **Screening and assessment processes should be considered the
        cornerstone of informed decision making in early childhood.**

   a)   Screening is distinguished from informal monitoring or
           observation.

   b)   Serves as a way to monitor ongoing progress during and following
           interventions, treatment or instruction.

   c)   Screenings are universal when they are provided to all children.

   d)   The timing of screening matters.

2)   **Information for screening and assessment processes is gathered from
        multiple sources.**

   a)   Standardized, valid and reliable tools,

   b)   Observations of a child's development and communication with
           families and practitioners.

3) **Screening and assessment tools and processes must be culturally responsive to individual child circumstances.**

    a) Screening and assessment activities are implemented by trained and supported practitioners.

    b) Screening provides a pathway to ensure access to equitable, high quality resources.

III) **THE UNIVERSAL SCREENING PROCESS**

A) **UNIVERSAL SCREENING IS A POPULATION-BASED SYSTEM**

1) **Population-based decision making comes from the field of public health** (Doll & Haack, 2005).

    a) Screen the entire school population

    b) Provide initial information about a group of students,

    c) Determine groupings, or

    d) Identify students in need of further intervention.

B) **CONDUCTED WITH EVERYONE WITHIN A POPULATION**

1) **Conducted to identify those at risk of academic failure emotional/behavioral difficulties, health issues, etc.**

    a) Goal is to identify difficulties:
        i) Before over problems/symptoms are manifested.
        ii) Before the difficulties become significant and lead to impairment.

2) **The universal nature of screening means that all students are screened regularly to determine if school problems are present** (Biglan, Mrazek, Carnine & Flay, 2003).

    a) Recognized as crucial to achieving better outcomes in schools and preventing achievement and behavior problems [38].

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[38] National Research Council (2002). *Minority Students in Special and Gifted Education,* Committee on Minority Representation in Special Education, M. Suzanne Donovan & Christopher T. Cross (Eds.). Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

3) **Early behavioral screenings.**

    a) Test the plausibility and productivity of universal behavior management interventions to work with students at risk for behavior problems.

4) **Studying behavior of potential significance**.

    a) In naturalistic settings (e.g., school, playground, community) (Gresham, Watson, & Skinner, 2001[39]).

C) <u>**EMPHASIS SHOULD BE ON EARLY IDENTIFICATION**</u>

1) **Intent is to differentiate among:**

    a) Typically-developing children/adolescents.

    b) Those with elevated risk status.

2) **Provide evidence suggesting that difficulties currently exist.**

    a) Over-identify difficulties (false positives).

    b) Eliminate those who clearly are not having difficulties.

    c) Does not allow for definitive statements; at best may be preliminary indication that something could be wrong.

3) **Remove children from consideration who clearly do not have significant difficulties.**

    a) Clearly identify those with significant risk factors/lack of protective factors who are in need of intervention.

4) **Make a prediction**

    a) Will difficulties arise in the future?

    b) How likely are future difficulties?

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[39] Gresham, F.M., Watson, T.S., & Skinner, C.H. (2001). Functional behavioral assessment: Principles, procedures, and future directions, *School Psychology Review, Vol. 30, No. 2*, pp. 156-172.

D)   A NOTE: SENSITIVITY AND SPECIFICITY

1)   **The Gold Standard in Educational Diagnosis**

a)   **Operationalizes** a true existing state of a construct that is generally agreed upon.

b)   When scores from screening assessments are validated, they are typically designed to maximize a particular outcome;[i] (e.g., correct classification of need, reducing the number of under-identified students).

c)   **Sensitivity and specificity are appropriate for diagnostic decisions** to determine with reasonable certainty whether a child has a certain disorder.

2)   **True Positives…False Negatives**

a)   **Sensitivity** indicates the degree to which the assessment captures an existing condition (i.e., a true positive).

b)   A sensitivity value represents the proportion of "truly" at-risk children who are correctly identified as being at risk.

c)   Sensitivity can be an important index because it expresses the proportion or percentage of children correctly identified as needing further assessments and/or intervention.

d)   **Specificity** is the counterpart to sensitivity.

e)   Specificity is also expressed as a proportion, and represents the proportion of "truly healthy" children who are accurately not identified as at risk.

3)   **A Condition or Concern**

a)   **Exists at screening**, no support, intervention, or replacement behaviors have been taught or learned between the screening and determination of the true state that would change the condition.

b)   **True positives are accurate screening results**: The screening indicates the child has behavioral, emotional, social difficulties and the child *truly* did have those difficulties at the time they were screened.

c)   **False negatives are screening errors**: The screening indicates the child did not have behavioral, emotional or social difficulties, but

in truth the child did have those difficulties at the time they were screened.

4) **Behavior Analysis**

   a) **In behavior analysis**, end of year outcomes are not true or existing at the beginning of the year.

   b) **The labels** of "True Positive" and "False Negative" on which sensitivity is based are not meaningful when there is an intervention between the beginning of year screening and the end of year screening.

5) **End of The Year Outcomes**

   a) **The end of year outcomes given the beginning of the year skills** tell us about the effectiveness of the additional support(s), intervention(s) or replacement behaviors that were taught and learned.

   b) **If you explicitly manage** contextual variables, address trauma, teach replacement behaviors, provide interventions and additional adult mediated support between the beginning of year screening and the end of year screening, the concept of sensitivity based on "True Positives" and "False Negatives" is not meaningful.

   c) **The end of the year outcome(s)** with continuing development and a positive behavioral, emotional and social trajectory are the direct result of what is implemented between the beginning of the year screening and the end of the year screening.

   d) **End of the year outcomes and on-going development are not pre-existing or true at the time of the initial screening**, something has happened, something has changed for the child between the two screenings.

6) **A Dilemma**

   a) **There are trade-offs** between providing intervention for those who do not need it and not providing intervention for those who do need it.

   b) **Which is the greater perceived error?**

      i)   Identify too many children for services?

      ii) Or to miss children who are in need of services?

16   - Hartwig

       c)   **The answer** to this dilemma is not simple.

            i)   However, there is no persuasive reason to use sensitivity and specificity in this context.

       d)   **The relative standing of a child** on a universal screening instrument indicates the amount of support they are likely to need to achieve a different status

       e)   **End of the year outcomes** provide a basis for evaluating the support, intervention or the effect of replacement behaviors taught and learned.

IV)   <u>INTRODUCTION TO THE b.e.s.t.</u>

www.bestuniversalscreening.com

A)   <u>b.e.s.t. (BEHAVIORAL EMOTIONAL SOCIAL TRAITS)</u>

    1)   **The b.e.s.t. is an empirically derived classification system**

       a)   Developed to provide a schema for organizing traits or behavioral, emotional and social manifestations.

    2)   **The b.e.s.t. screening is an instrument**

       a)   Designed to differentially assess the extent to which student exhibit behavior representing conduct and/or personality disorders in the school setting **(Hartwig, 1986[40]).**

       b)   Fourteen operationally defined behaviors were selected on logical grounds as being behavioral manifestations of conduct disorders or externalizing behavior.

       c)   Twelve operationally defined behaviors were selected on logical grounds as being behavioral manifestations of personality disorders or internalizing behavior

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[40] Hartwig, Eric P. (1986). *Supra.*

Conduct Scale	Personality Scale	
C-Scale	P-Scale	
*Attention Seeking	*Anxiety	
*Boisterousness	*Crying	
*Destructive	*Daydreams	
*Dislike for School	*Depression	
*Disobedient	*Hypersensitive	**General Scale**
*Disruptive	*Lack of Interest	**G-Scale**
*Fighting	*Lacks Confidence	
*Hyperactive	*Lethargic	
*Irresponsible	*Physical Complaints	
*Laziness	*Preoccupation	
*Negative	*Social Withdrawal	
*Profanity	*Specific Fears	
*Tantrums		
*Uncooperative		

3) **Students exhibit one or a combination of both of these two types of behavior patterns:**

   a) Externalizing behavior, behaviors directed outwardly, toward the external environment.

      i) Externalizing behaviors, sometimes called "undercontrolled" behaviors, are viewed as behavior excesses; they include defiance, noncompliance, aggression, and argumentation (Hinshaw, 1992[41]).

   b) Internalizing behavior, which refers to behavior problems that are inwardly directed and represent problems within the child.

      i) Internalizing behavior problems, sometimes called "overcontrolled" behaviors, are viewed as behavioral deficits; they include social withdrawal, shyness, anxiety, and depression (Walker & Severson, 1990[42]).

4) **The judged frequency of occurrence of the behavior described**

   a) Should be higher on the average for those determined to be manifesting a specific type of behavior than those considered to be normal in that respect;

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[41] Hinshaw, S.P. (1992). *Supra.*
[42] Walker, H.M., & Severson, H. (1990). *Systematic screening for behavior disorders* (2nd ed.). Longmont, CO: Sopris West.

b)   That is, those who are determined to be exhibiting a higher or more extreme degree should show a much higher frequency of the behaviors described by each item in the scale than those not exhibiting the behavior.

B)   **TEACHER INVOLVEMENT IN SCREENING**

1)   **One of the most important and useful kinds of information obtained from the school is the teachers' professional judgment of a student's behavior.**

a)   Teachers observe and interact with student on a daily basis, in a variety of circumstances, over a period of time.

b)   Thus they can analyze typical performance of what a student can and cannot do in comparison to other student of the same age (Bower & Lambert, 1961[43]; Edelbrock, 1979[44]; Gresham, 1982[45]).

2)   **The behavioral adjustment of a student in the classroom is not only of concern to the teacher from a management standpoint**,

a)   But also significant in reflecting the extent to which the student may be benefiting from participation in school.

3)   **The classroom teacher represents the primary agent for carrying out the social functions of the schools** (Algozzine & Sherry, 1983[46]).

a)   Teachers are able to observe students on a daily basis in a variety of situations and can make comparisons among student of the same age (Edelbrock, 1979[47]; Gresham, 1982[48]).

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[43] Bower, E.M. & Lambert, N.M. (1961). *Teacher's manual for in-school screening of emotionally handicapped student.* Princeton Educational Testing Services.

[44] Edelbrock, C. (1979), Mixture model tests of hierarchical clustering algorithms - Problem of classifying everybody. *Multivariate Behavioral Research, 14*, 367-384.

[45] Gresham, F.M. (1982), *Supra.*

[46] Algozzine, B. & Sherry, L. (1983). Issues in the education of emotionally disturbed student. *Journal of Behavioral Disorders, 6,* 223-235.

[47] Edelbrock, C. (1979). Empirical classification of student's behavior disorders: Progress based on parent and teacher ratings. *School Psychology Digest, 8*, 355-369.

[48] Gresham, F.M. (1982). A model for the behavioral assessment of behavior disorders in student: Measurement, considerations, and practical applications. *Journal of School Psychology, 20.*

4) **Behavior can only be defined in relationship to appropriate behavior within a specific social group** (Schirmer, 1984[49]).

    a)   The intent of early identification should be to develop school programs which can remediate or strengthen skills in students regardless of their level of need.

Note: Interobserver Assessment (IOA)

Baer defined reliability as the degree to which different practitioners viewing the same behavior at the same time agree on when the behavior occurred or did not occur[50]. In this view, reliability is indexed by estimates of interobserver agreement (IOA), reflecting homogeneity among observers.[51]

In contrast, Johnston and Pennypacker[52] defined reliability as the consistency with which measures of behavior yield the same results. They suggest that IOA tells us little about reliability since you cannot know whether observations are based on the actual, or "true" values of behavior. There is no reason to conclude that a given observer's recorded values of behavior are accurate and should then serve as the standard against which a second observer's recorded data are compared.[53]

C)   **THE b.e.s.t. RATING PROCESS**

1) **The teacher rating has face validity derived from the central strategic importance they occupy in the classroom.**

    a)   Students must adapt to a teacher's view of the proper classroom performance.

    b)   This does not mean that the teacher's ratings are always objective and reflect only the student's needs.

    c)   The ratings are the result of multiple forces and represents the student's status in the social field of that classroom.

Substantial professional judgment must be exercised.

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[49] Schirmer, J. (1984). Quantifying emotional disturbance. Paper for *Council for Exceptional Children, 62nd,* Washington, DC, ED 248.679.

[50] Baer, D. (1977a). Reviewer's comment: Just because it's reliable doesn't mean you can use it. *Journal of Applied Behavior Analysis, 10,* 117-119.

[51] *Id.*

[52] *Id.*

[53] *Id.*

2) **Judgment is required, for example, in selecting a standard against which to judge a student's performance.**

    a) Most often peer performance in the setting of interest can be used as an accurate indicator of acceptable levels of functioning.

    b) Peer performance has the advantage of representing typical performance locally, taking into account many variables (e.g., acculturation, regional differences, learning history differences, individual teacher biases) that may render other performance standards inappropriate.

3) **The b.e.s.t. uses teacher rating(s) to quantify individual difficulties.**

    a) It is, after all, critical to be sure that the analysis of behavioral difficulty is based on an appropriate referent in a particular setting. In this instance, the referent is other students in the regular classroom environment.

    b) A range of behaviors are observed and they rated on a dimension based on the reference group and the perception/judgment of the teacher doing the observation.

Note: Observed Value Versus The True Value of Behavior

Reliable observations must have a consistent relation with the child's challenging behavior – if an observation is reliable, the degree of accuracy is consistent. Accuracy refers to the degree to which a measure of behavior reflects the true or actual state of nature and represents the objective, topographic features of behavior. Interobserver agreement data provide no such information[54].

Unfortunately. there is no gold standard to compare an observer's recording of behavior and environmental events to the "true" state of nature.

D) <u>**STANDARD SCORE (SS) BANDS**</u>

1) **All of the item raw scores on the b.e.s.t.**

    a) **Converted to a standard score (SS)** with a mean of 100 and a standard deviation of 15 points (100 plus or minus 15) for each scale.

        The lower the standard score on the b.e.s.t., the more appropriate the behavior. The higher the standard score, the

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[54] Cone, J. (1986). Idiographic, nomothetic, an related perspectives in behavioral assessment. In R. Nelson & S. Hayes (Eds.), *Conceptual foundations of behavioral assessment* (pp. 11-128). New York, Guilford.

less appropriate the behavior.

2)   Core Support

a)   **At or below a 115 SS**: Children scoring at or below a 115 standard score on the C-Scale, P-Scale or G-Scale are likely to make adequate behavioral, emotional and social progress in that scale function with effective core support.

3)   Strategic Support

a)   **Between a 115 and 130 SS**: Children scoring between a 115 and 130 standard score are likely to need strategic support to make adequate behavioral, emotional and social progress in that scale function.

4)   Intensive Support

a)   **At or above a 130 SS**: Children scoring at or above a 130 standard score are likely to need intensive support to make adequate behavioral, emotional and social progress in that scale function.

E)   PERCENTILE BANDS

1)   **The percentile scores are rankings expressed in percentage terms.**

a)   A child's particular rank determines what proportion of the group falls above or below a percentile placement.

b)   As an example, a child who is at the 98th percentile scored higher than 98% of the population. Only 2% of children would score higher.

c)   The median (50th percentile) can be thought of as the performance of a typical child.

The lower the percentile score on the b.e.s.t., the more appropriate the behavior. The higher the percentile score, the less appropriate the behavior.

2)   Core Support

a)   **At or below 85%:** Children scoring below the 85th percentile are likely to make adequate behavioral, emotional and social progress with effective core support in that scale function.

      3)   **Strategic Support**

          a)   **Between 85-95%:** Children scoring between the 85th-95th percentile are likely to need strategic support to make adequate behavioral, emotional and social progress in that scale function.

      4)   **Intensive Support**

          a)   **At or above 96%**: Children scoring above the 96th percentile are likely to need intensive support to make adequate behavioral, emotional and social progress in that scale function.

F)   **GENDER**

      1)   **Standard scores**

          a)   Provided and differentiated for the C-Scale, P-Scale and G-Scale for males and females.

      2)   **Percentiles**

          a)   Differentiated for the C-Scale, P-Scale and G-Scale for males and females.

V)   **UNIVERSAL SCREENING…THE POINT**

> **MEASUREMENT OF BEHAVIORAL, EMOTIONAL AND SOCIAL HEALTH**

A)   **A NEW VISION? SHARED INTERESTS**

      1)   **Universal screening of all students.**

          a)   Data based decision making.

          b)   Establish individual/student directed intervention.

          c)   Determine response to behavioral intervention (RbI).

      2)   **Enhance long-term educational planning for behavioral success for all students,**

          a)   Promote collaboration to ensure positive behavior outcomes.

          b)   Universal health.

3) **Create individual intervention plans.**

    a) Implement antecedent intervention.

    b) Teach replacement behavior.

4) **Target instructional interventions to specific needs.**

    a) As soon as those needs become apparent.

    b) Revise the intervention protocol as necessary.

5) **Re-evaluate/screen all students.**

    a) Longitudinal/predictive validity.

B) **RESPONSE TO BEHAVIORAL INTERVENTION (RbI)**

1) **Utilize a problem-solving method.**

    a) An assessment-reflection-intervention cycle.

    b) Assumes problems will arise and solutions eventually can be found.

    c) Designed to enhance the educational outcomes of ALL students.

2) **Examines the cause-effect relationships…**

    a) Between academic or behavioral interventions and

    b) Student response to that intervention (Brown-Chidsey, & Steege, 2005[55]).

3) **No matter where a problem falls on the severity scale.**

    a) From mild through severe.

    b) The same thinking predominates in problem definition.

4) **Two things must be operationalized:**

    a) What is the child expected to do?

    b) What are they actually doing?

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[55] Brown-Chidsey, R., & Steege, M.W. (2005). *Supra.*

5) **The difference between these two measurements represents the problem, not the behavior that is the subject of the problem solving. (Tilly et. al., 1998[56])**

    a)   Disruptive behavior is not a problem if it occurs at an expected zero rate.

    b)   If the discrepancy between expectancy and performance is zero – there is no problem.

    c)   The problem resides in the discrepancy.

VI) UP THE DOWN STAIRCASE…MY FORTY YEARS

A) PREVENTION AND THE PROMOTION OF EARLY INTERVENTION (Excerpt from b.e.s.t.)

The concepts of prevention and early interventions are very simple; [57] "Do something to keep something bad from happening."[58] Despite the compelling logic, we seem to have little commitment to prevention by allowing a variety of forces to contaminate any meaningful effort to prevent behavioral, emotional and social problems in children.

There are continued forces that serve as impediments to our acceptance of true prevention and early intervention. We continue to allow others to maintain marginalized environments for some children, [59] discipline concerns, violence and aggression in our schools have become a problem of national significance.[60,61] We have apparently not met the "threshold" and have yet to commit to the concept of stopping problems before they occur. Avoiding the stigma of a categorization may well have **"prevented the prevention"** of serious behavioral and emotional disorders among at-risk children. [62]

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[56] Tilly, W.D., Knoster, T., Kovaleski, J., Dunlap, G., Bambara, L., & Kincaid, D. (1998) *Functional behavioral assessment: Policy development in light of emerging research and practice*. Alexandria, VA: National Association of State Directors of Special Education.

[57] Roberts, M.C. (1993). Prevention/promotion in America: Still spitting on the sidewalk. Journal of Pediatric Psychology, 267-281.

[58] Roberts, M.C. (1991). Overview to prevention research: Where's the cat? Where's the cradle? In J.H. Johnson & S.B. Johnson (Eds.), *Advances in child health psychology* (pp.95-197). Gainesville: University of Florida Press.

[59] Mercy, J.A., & Houk, V.N. (1988). Firearm injuries: A call for science, *New England Journal of Medicine, 319,* 1283-1284.

[60] Special Panel of Firearms Research Scientists. (1992). *Firearm Injuries: A public health approach.* Iowa City: University of Iowa Injury Prevention Research Center.

[61] Hartwig, E.P., & Ruesch, G.M. (2007). *Disciplining students with disabilities: A balanced approach to meeting legal requirements and implementing positive educational practice.* LRP Publications.

[62] Kauffman, J. M. (2004). The President's Commission and the devaluation of special education. Education and Treatment of Children, 27(4), 307−324.

School based professionals can have a dramatic and powerful influence on a child's behavioral, emotional and social development, [63] particularly when the timing, the content and level of the support matches the child's needs.[64] Comprehensive prevention and intervention services, can decrease the likelihood of academic failure[65] and future life difficulties.[66] **Attending to the timing and context of a crisis and inoculating children to future trauma can increase the likelihood of positive behavioral, emotional and social health and consequently greater academic adaptation.**

The Impetus for Universal Screening
There has been a groundswell of support for universal screening. The *President's Commission on Excellence in Special Education*[67] and the *No Child Left Behind Act of 2001*[68] strongly recommend that early identification, prevention, and early intervention programs be implemented to prevent and intervene with young children who have or are at risk for academic and behavioral difficulties. The National Research Council[69] "…recommend adopting a *universal screening and multitier intervention strategy* in general education" to "test the plausibility and productivity of universal behavior management interventions, *early behavior screening*, and techniques to work with children at risk for behavior problems". The Individuals with Disabilities Education Act[70] also includes provisions related to early identification, prevention, and early intervention services for addressing children's learning and behavioral needs.

Unfortunately, universal screening for the early detection of school related behavioral, emotional and social problems ranks at a far lower priority level within most school systems.

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[63] Dickson, S.V., & Bursuck, W.D., (1999). Implementing a model for preventing reading failure: A report from the field. *Learning Disabilities Research and Practice, 14,* 191-202.

[64] Lane, K.L., & Menzies, H.M. (2003). A school-side intervention with primary and secondary levels of support for elementary students: Outcomes and considerations. *Education and Treatment of Children, 26,* 431-451.

[65] Simmons, D.C. Kameenui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002). Building implementing and sustaining a beginning reading improvement model: Lessons learned school by school. In M.R. Shinn, H.M. Walker, & G. Stoner (eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp. 537-569). Bethesda, MD: NASP.

[66] Walker, H.M. & Shinn, M.R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools. In M.R. Shinn, H.M. Walker, & G. Stoner *(Eds.), *Interventions for academic and behavior problems II: Preventative and remedial approaches* (pp.1-25). Bethesda, MD: NASP.

[67] United States Department of Education Office and Special Education and Rehabilitative Services. (2002). *A new era: Revitalizing special education for children and their families.* Washington, DC: Author.

[68] United States Department of Education, (2001). *No child left behind.* Retrieved August 21, 2001, from http://www.ed.gov/inits/nclb/titlepage.html

[69] Donovan, M.S., & Cross, C.T. (2002). *Minority students in special and gifted education. Washington, DC: National Academy Press.*

[70] Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446, 118 Stat. 2647.

Although, the referral peak for children with academic problems occurs between grades 2 and 3;[71] the referral peak for children with behavior problems occurs in grade 9, about seven years later.[72]

In this traditional "too little, too late" model for service delivery within an educational setting, children are not provided with services until they have experienced failure, distress, or have reached a critical juncture in development.

We know that at the beginning of second grade, children with lower developmental trajectories face nearly insurmountable obstacles to catching up. If that trajectory is not altered by the end of third grade, these behaviors most often are considered chronic problems that interfere with successful school experiences, academic functioning, positive relationships with peers and teachers and often predict exclusion from the classroom.[73]

1) **Ideological differences?**

    a)   Barrier to effective collaboration…

    b)   Who has the power and who doesn't.

2) **Maybe we did not anticipate**

    a)   Form over substance.

3) **Perhaps, we did not foresee**

    a)   Interest groups advocating and restricting our decision-making process.

4) **As we now practice, there is little congruence between**.

    a)   Mental health specialists

    b)   Educational professionals.

    c)   Legal professionals.

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[71] Lloyd, J. W., Kauffman, J. M., Landrum, T. J., & Roe, D. L. (1991). Why do teachers refer pupils for special education? An analysis of referral records. Exceptionality, 2(3), 115−126.

[72] Walker, H. M., Nishioka, V. M., Zeller, R., Severson, H. H., & Feil, E. G. (2000). Causal factors and potential solutions for the persistent under-identification of students having emotional or behavioral disorders in the context of schooling. Assessment for Effective Intervention, 26, 29−40.

[73] Walker, H.M., Ramsey, E. & Gresham, F.M. (1995). *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

5) **Do we fit the child into a program? Or**

    a) Do we need to build a program around the child?

B) **UNIVERSAL SCREENING: IF SCIENCE IS REJECTED AS UNTRUSTWORTHY,**

1) **What happens is merely unfortunate happenstance.**

    a) Not connected to the ideology that initiated the practice (Shadish, 1984[74]).

    b) "Empirical evidence is neither sought beforehand nor consulted after a practice has been instituted."

2) **"This insulation from evidence,**

    a) Virtually guarantees a never-ending supply of policies and practices,

    b) Fatally independent of reality" (Sowell, p. 241[75]).

3) **Alternative ways of knowing then,**

    a) Especially those based on an individual's own experience,

        i) Are often preferred because it is believed to be the only knowable reality (Sasso, 2001[76])

C) **MEETING THE MENTAL HEALTH NEEDS OF CHILDREN**

1) **Many professionals lack the training and confidence.**

    a) Do not have appropriate experience.

> **We can build capacity**

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[74] Shadish, W.R. (1984). Policy research: Lessons from the implementation of deinstitutionalization. *American Psychologist, 39*, 735-738.
[75] Sowell, T. (1995). *The vision of the anointed: Self-congratulation as a basis for social policy.* New York: Basic Books.
[76] Sasso, G.M. (2001). The retreat from inquiry and knowledge in special education. *The Journal of Special Education, 34,* 178-193.

2) **The burden of modifying programming is difficult.**

    a)   No place to turn for immediate help.

> **We can collaborate with any willing participant**

3) **Without an empirical foundation,**

    a)   Practice issues,

        i)   Become ideological debates that represent,

    b)   What Sowell (1995[77]) termed a "conflict of visions."

        i)   On one side, "vision of the anointed,"

        ii)   On the other side, "vision of the benighted."

> **No more excuses to spit on the sidewalk**

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[77]Sowell, T. (1995). *The vision of the anointed: Self-congratulation as a basis for social policy.* New York: Basic Books.

Dashboard   Reports   Student Reports

Student Reports

Select a Class

Filter by Nam[e]

> **P-Scale**
> The P-Scale is the student's personality scale.

Student Name	C-Scale	P-Scale	G-Scale	Screening Date	Tools
	109 (81%)	139 (97%)	125 (93%)	11/20/2012	
	92 (36%)	122 (90%)	105 (71%)	11/21/2012	
	138 (97%)	99 (54%)	124 (92%)	11/21/2012	
	115 (84%)	94 (40%)	107 (75%)	11/21/2012	
	90 (0%)	88 (20%)	88 (14%)	11/21/2012	

<< < 1 Next >>

Dashboard   Reports   Student Reports

Student Reports

Select a Class

> **C-Scale**
> The C-Scale is the student's conduct scale.

Student Name	C-Scale	P-Scale	G-Scale	Screening Date	Tools
	138 (97%)	99 (54%)	124 (92%)	11/21/2012	
	115 (84%)	94 (40%)	107 (75%)	11/21/2012	
	109 (81%)	139 (97%)	125 (93%)	11/20/2012	
	92 (36%)	122 (90%)	105 (71%)	11/21/2012	
	90 (0%)	88 (20%)	88 (14%)	11/21/2012	

<< < 1 Next >>

APPENDIX A

GOAL ATTAINMENT SCALING

1) **A method to determine behavioral, emotional and social progress.**

    a)   Rate behavior or performance for beginning (baseline) and ending points on a scale from -3 to +3 or from 0 to +6.

    b)   Plot specific progress data across intervention phases, including baseline and ending points, or the Progress Chart.

    c)   Rate goal attainment on a scale from -3 to +3 or from 0 to +6 across the intervention period and plot the ratings on the Goal Ratings chart.

2) **BENEFITS OF GOAL ATTAINMENT SCALING**

    a)   Establishes benchmarks and related goals.

    b)   Ease of measurement.

    c)   Correlates highly with other measures.

    d)   Scores easy to understand and explain.

    e)   Data can be conveyed in a graph.

Behavioral Response-to-Intervention

Before Intervention

During Intervention

Class Norm

Each dot is one day of intervention

Intervention Sessions

Benchmark (-3 to +3)

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[i] Streiner, D. L. (2003). Diagnosing tests: Using and misusing diagnostic and screening tests. Journal of Personality Assessment, 81, 209-219.

Bullying Prevention Activities

Kimberly Merath
Milwaukee Public Schools
Violence Prevention Program

Jenny Nichols
Children's Hospital of Wisconsin

How much of your day is spent on bullying?

Workshop Goals

- Share activities designed to teach students and staff about bullying.
- Share resources to help teach others about bullying.
- Introduce the Act Now! bullying prevention curriculum.

Activity: Defining Bullying

1. Within your group, count off so every person has a number.
2. Each group has a colored poster board. There are matching colored strips of paper throughout the room.
3. One at a time, go get ONE colored strip that matches your poster and return to your group.
4. Read the phrase on the strip, decide as a group if it is a characteristic of bullying or conflict and place it in the appropriate column.
5. Continue the process until all of your colored strips have been placed on your poster.

Defining Bullying

- Repeated exposure to physical or emotional injury.

- An imbalance of power exists, this can include differences in size, age, peer status.

- Bullying is carried out with an intent to harm.

Activity: Bullying or Conflict Scenarios

- Each group has been given a scenario.
- Within your group, decide if the situation is bullying or conflict.
- Be prepared to share your answer and rationale with the large group.

Roles We Play

Classroom Discussion Starters Video

Bystanders

Roles	Characteristics
Follower	Likes bullying but doesn't start it. Does the dirty work for the bully and disregards the feelings of others.
Supporter	Likes the bullying. Gossips about it later. Keeps it going.
Passive Supporter	Amused and entertained by the bullying. Doesn't join in but quietly watches.

Olweus Bullying Prevention Program

Bystanders

Roles	Characteristics
Disengaged Onlooker	Dislikes the bullying but wants to blend in. Glad it is not them getting bullied. Doesn't do anything to help. Doesn't think it is their problem.
Possible Defender	Dislikes the bullying but doesn't know how to help. Is fearful of being targeted or making the situation worse.
Defender	Strongly dislikes bullying. Is able to empathize and is confident about defending others.

Olweus Bullying Prevention Program

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6 minute Scripts

- Everyone has gotten a puzzle piece. When cued, find the others who complete your puzzle.
- Your group has 6 minutes to write a script.
- Your script must incorporate one of the posted lines of dialogue and one of the props
- Your script must depict one of the following bullying situations:
  - Helping a victim
  - Standing up for yourself
  - Getting help from an adult
- Be prepared to perform your skit.

Resources

- Classroom Discussion Starters
- A Day in My Life: The Bully Prevention Game
- Rethink Bullying Prevention Curriculum
- Bully Prevention Unit (Committee for Children)
- SAMHSA App: Know Bullying
  (Substance Abuse and Mental Health Services Administration)
- PACER website (http://www.pacer.org/bullying/)
- Act Now!

Children's
Hospital of Wisconsin

Staff   Act Now!   **Parent**
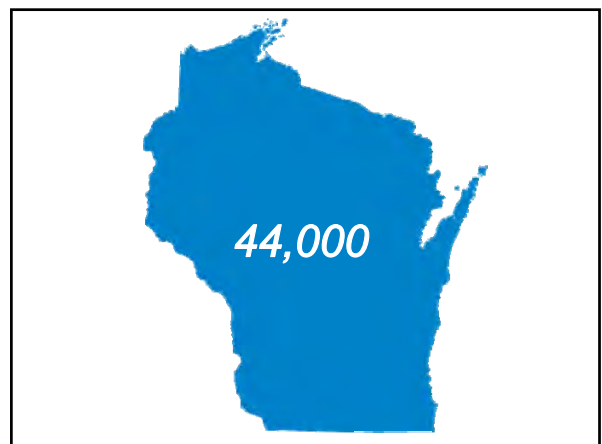
Student

K-3rd grade

4-5th grade

6-8th

Staff Training (Professional Development)

Investigate Bullying

Action Plan

Create Strategies

Reach out to larger community
(Parent Component)

MILWAUKEE
PUBLIC SCHOOLS
VIOLENCE PREVENTION PROGRAM

Children's
Hospital of Wisconsin
Kids deserve the best.

44,000

ParentsActNow.com

New Additions

- Act Now! Camps, Clubs and CLC staff training
- Act Now! PBIS Tier 2 Intervention Program

MILWAUKEE PUBLIC SCHOOLS
VIOLENCE PREVENTION PROGRAM

Children's
Hospital of Wisconsin
Kids deserve the best.

Thank You

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Anxiety and Autism

Daniel Parker

WDPI, Autism and Family Engagement

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Speaker Profiles

Daniel Parker

As Autism and Family Engagement Consultant for the WI Department of Public Instruction, Daniel provides autism related professional development across the state of Wisconsin. He has a unique blend of home based, general and special education teaching, and administrative background at the school, district, and statewide levels with a focus on data, applied behavior analysis, social peer mediated interventions, and the use of technology in teaching. Daniel works closely with WSPEI and other statewide parent organizations to supports families and educators with efforts to improve family engagement activities and outcomes for students with disabilities.

Daniel received a Masters Degree in Human and Development and Family Life and a Masters Degree in Special Education both from the University of Kansas. He has a wife, Sarah, a cat, Lily, and the cutest dog in the world, ZuZu.

Thank You!

Many of the Slides / Concepts Discussed Today are Borrowed with Permission
from Dr. June Groden,
The Groden Network

Thank You!

Some of the Content / Slides were Co-Presented with Susan Stokes, Autism and Educational Consultant, CESA 6
WDPI Autism Webinar
Self Regulation 3/13/14

Presentation Goals

Today you walk away with …

- Importance of Using Evidence Based Strategies for Students with Autism
- Review of Role and Effects of Anxiety
- Tips and Tweaks on Implementing Self Regulation
- Resources for Further Study

Terms Used Today

- **AIM** = Autism Internet Modules
- **BIP** = Behavior Intervention Plan
- **EBP** = Evidence Based Practice
- **FBA** = Functional Behavior Assessment
- **IEP** = Individualized Education Program
- **NPDC-ASD** = National Professional Development Center on Autism Spectrum Disorders
- **PBIS** = Positive Behavior Interventions and Supports
- **RTI** = Response to Intervention
- **UDL** = Universal Design for Learning

Terms Used Today

- **Modeling**: Demonstrating the action or skill you would like the learner to display.
- **Generalization**: Learner uses a skill successfully in different settings, with different people, for different purposes.

Definitions Used in Workshop

- **Self Monitoring**: Ability of an individual to keep track of her/his own behavior over time.
  - Accuracy in identifying own behavior
  - Accuracy in recording own behavior
  - Ability to set goals
- **Self Regulation**: Ability of an individual to change her/his anxiety and/or stress level.
  - Identify antecedents to stress and anxiety
  - Demonstration of stress / anxiety intervention(s)
  - Chain together antecedent and response

Assumptions

Our Presenter Has the Following Assumptions

- Everyone is Affected by Stress and Anxiety at Some Level

- Self Regulation Skills can be Taught to Students at ALL Developmental Levels

Setting The Stage
Autism is a Unique Puzzle

- 1 in 68 children have some form of autism*
- More common in boys than girls
- The Autism Spectrum

* Based on data from Center for Disease Control and Prevention
http://www.cdc.gov/Features/CountingAutism/

Individual Differences

- Communication Abilities
- Passions and Interests
- Medical / Sensory / Neurological Differences

"If you met one person with autism …"

Effects of Stress and Anxiety

- Anxiety has been Associated with Autism as Early as Kanner's First Description in 1943
- Contribute to Self Injury and/or Obsessive Routines
- Leads to Difficulties in School, Work, and Relationships

"The most overlooked problem in the population with behavioral health disorders and developmental disabilities is stress and anxiety."

June Groden, Ph.D. The Groden Center, 2012

This can be found at www.bumperstickers.cafepress.com

June Groden, Ph.D. The Groden Center, 2012

Stress Definition

The physiological reaction of the body to life situations which can be both happy events or unhappy events. For example: Divorce, Death, Marriage, Promotion; both Painful experiences and Pleasurable experiences can create stress. However, recent research has been reasonably consistent in showing that the association with psychiatric illness is usually confined to unpleasant or undesirable events.

Hans Selye

Demand placed on the individual that disturbs homeostasis and requires an adjustment on the part of the individual.

Joseph Cautela

June Groden, Ph.D. The Groden Center, 2012

Causes of Stress and Anxiety

- Lack of Internal Control

- Punishment

- Self Perception (low self efficacy)

- Changes and Transitions

Causes of Stress and Anxiety

Neurological Features & Characteristics of Autism:
- Learning / Thinking / Processing Differences
- Social Relation Differences
- Communication Differences
- Sensory Processing Differences / Self-Regulation Difficulties
- Direct and Literal Thinking
- Difficulties with Hidden Curriculum

Stress, Anxiety, and Autism
- People with Autism Present . . .
  - Higher Resting Heart Rates
  - Differences in Neuro-Processing

- "The principal emotion experienced by autistic people is fear" Temple Grandin

- "I hide it well, but the fear and anxiety is always with me" John Elder Robison

Average Mean Heart Rate Level by Phase for Autism and Non-Autism Group

Goodwin, MS, Groden, J, Velicer, WF, Lipsitt, LP, Baron, MG, Hofmann, SG, & Groden, G (2006). Cardiovascular arousal in individuals with autism. *Focus on Autism and Other Developmental Disabilities, 21, 100-123.*

The Fight-Flight-Freeze Response System

- Prepares an organism to either fight, flee, or freeze in the presence of (perceived) danger

- Leads to increase in:
  – blood sugar level
  – metabolism
  – heart rate
  – blood-pressure
  – breathing rate
  – muscle tension, etc.

June Groden, Ph.D. The Groden Center, 2012

Causes of Stress and Anxiety

o When your neurology causes stress or confusion THEN

  o You behave in a stressful manner and THEN

    o People around you react negatively to your stress which THEN

      o Causes More Stress
      (Back to the Top)

Characteristics of Autism Related to Stress

- **Communication**: inability to express feelings, handle frustrations, take other's perspective

- **Socialization**: ambiguous cues, rules, gestures, and solitary life

- **Sensory**: visual, auditory, tactile

June Groden, Ph.D. The Groden Center, 2012

Characteristics of Autism Related to Stress

- **Physical Factors**: seizures, infections

- **Executive Function**: lack of this goal-directed, future-oriented cognitive ability affects planning, organization, flexibility, self-monitoring, inhibition

- **Hardiness**: lack of accepting challenge, having commitment and control

June Groden, Ph.D. The Groden Center, 2012

Stress and Anxiety Reporting / Measures

- Groden Stress Survey

- Incredible Five Point Scale

Stress And Anxiety Reporting/Measures

- Functional Assessment
  - Direct observation

- Scales and Interviews
  - Groden Stress Survey
  - Incredible Five Point Scale

- Physiological Measures

Groden Stress Survey Schedule

The purpose of the <u>Stress Survey Schedule</u> is to serve educators, therapists, and parents as a tool to increase awareness of environmental stressors. Such a tool can be used to create programming aimed at modifying stress reactions.

June Groden, Ph.D. The Groden Center, 2012

THE STRESS SURVEY SCHEDULE FOR PERSONS WITH AUTISM AND DEVELOPMENTAL DISABILITIES
The Groden Center, Inc.

Items most frequently rated by staff as moderate to severe (4) or severe (5) on the Stress Survey Schedule

Item (number on Stress Survey)
- Receiving a reprimand (#24)
- Being told "no" (#26)
- Being in the vicinity of noise or disruption by others (#5)
- Transitioning from preferred to non-preferred activity (#25)
- Having to engage in not-liked activity (#31)
- Change in environment from comfortable to uncomfortable (#13)
- Being prevented from carrying out a ritual (#14)
- Being prevented from completing a ritual (#12)
- Receiving criticism (#27)
- Being interrupted while engaging in a ritual (#29)
- Waiting for preferred events (#6)
- Having a change in task to a new task with new directions (#10)

June Groden, Ph.D. The Groden Center, 2012   Goodwin & Young, 2004

Incredible Five Point Scale

- Developed by a Teacher in MN
  K. D. Buron

- Teaches Students to Identify Antecedents that Do and Do Not Cause Anxiety and Which Antecedents Cause Greater Levels of Anxiety

Incredible Five Point Scale

- Can be Used to Help Students Monitor Anxiety Throughout the Day

- Informs Teacher about Student's Individual Anxiety and Triggers

- Provides Opportunity for Problem Solving Discussions

Incredible Five Point Scale Video

Autism Internet Modules
http://www.autisminternetmodules.org/

Buron, K. D. (2008). *Check in poster*. Shawnee Mission, KS: AAPC. www.asperger.net. Used with permission.

If 3 or higher, probe and use regulation supports

My Upset Scale

Incredible Five Point Scale
Identifying Anxiety Levels

Level	My Strategies
5	I need to go see Ms. Johnson to calm down.
4	I need to ask for a drink out of the classroom.
3	I count backwards from 50.
2	I need to stop and think.
1	I can do it!

Incredible Five Point Scale
Daily Check In

Level	How I Feel in the Morning
5	I am going to need a lot of help today.
4	I need to go to my relaxing area and check back in fifteen minutes.
3	I may need some time getting ready this morning so be patient with me.
2	I am a little tired starting out but fine.
1	I am rested and ready for school!

Incredible Five Point Scale
Voice Levels

Level	How Loud My Voice Should Be
5	Emergencies Only!!!!
4	Outside at recess.
3	When asking/answering questions in class or during small group work.
2	When I have a question for my friend in class.
1	In the library and during silent reading.

Incredible Five Point Scale
How Much Help do You Need?

Level	How Much Help I Need
5	I am freaking out and might have a melt down!
4	Can I come over to your desk and go over this?
3	Please review this with me before I start.
2	I will start and raise my hand if I have a question.
1	I got this!

Incredible Five Point Scale
Staff Behavior Plan

Level	When the Student…	Staff Will . . .
5	Immanent and immediate danger to staff, peer, or student.	Use seclusion and restraint in accordance with state law.
4	Throwing objects, loud voice, crying but no danger to self/others.	Staff stands back, removes peers from instructional area. Say "You look very upset, is there anything I can do to help?" Wait for student to calm before giving directions.
3	Is verbally not complying with directions using outside voice.	Prompt student to get drink of water and choice to see Ms. Johnson.
2	Is verbally not complying with directions using classroom voice.	Prompt student to use break card. Provide 5 minute break.
1	Is not following group after group direction but not verbal.	Walk over to student and provide verbal reminder and ask to repeat directions

Incredible Five Point Scale
How Urgent is This???

Level	Situation	Urgency – Action
5	Someone is hurt or is going to be hurt. Also – I am going to throw up now!	Tell an adult immediately. Ok to use louder voice to get teacher attention.
4	I am not feeling well and may need to go to nurse.	Walk up to teacher and let teacher know you are not feeling well.
3	I am very anxious and need a break. Peers are arguing and it may get out of hand soon.	Walk over to teacher or raise hand and tell teacher about situation quietly or give the special signal.
2	I don't want to wait in line or wait for something.	I can count to 140 by 7's. Don't need to tell teacher unless I am getting to a 3.
1	Peer is not doing academic work they should be doing.	May not be your business. Can discuss with teacher when nobody else is around.

Self Regulation Frameworks

What Are Attributes of People with Low Stress?

- Strong Coping Strategies
- Social Networks
- **Internal Control vs. External Control**
- Assertiveness / Resilience / Self Efficacy

Attribution

There is a good deal of evidence in favor of the general proposition that an individual's attributional style influences how her or she responds to life events (Rutter, 1983). If a person feels that he or she can control his or her fate and has positive attributions, her or she is more likely to use self-control, self-reinforcement, positive imagery, positive assertions and those procedures which will give the person a brighter future. If the individual can learn to recognize stressors, and can make the attribution that something positive can be done, the chances are more likely that stress reduction procedures will be used.

June Groden, Ph.D. The Groden Center, 2012

Positive Psychology

- Focus on Skills that Contribute to Independence, Happiness, and Better Quality of Life

Some Resources Required to Teach Self Regulation

- Knowledge of Student's Interests
- Strongly Consider the Assistance and Guidance of an Occupational Therapist
- Knowledge of self-regulation strategies / curriculums, and *how* to provide instruction to students with ASD
- *Teach When Calm!*
- *Use Visual Supports!*

Using Self-Regulation in Context

"For persons with behavioral health and developmental disabilities, it is not enough to learn self-controlling responses to reduce stress. Learning to *use* self-controlling responses in various life contexts is necessary to effective coping (Lazarus, 1993)."

June Groden, Ph.D. The Groden Center, 2012

Factors Relating to Anxiety / Stress

- Control
  - Internal and External
  - Choice and Independence
- Demand
  - Environment, Directions, Schedules, Activities
- Support
  - Family, Peers, Co-workers

Stress Reactions

	Low ←DEMAND→ High	
RELAXED	**ACTIVE**	
PASSIVE	**HIGH STRESS**	

CONTROL (High / Low), SUPPORT (High / Low)

Prof. Dr. Lennart Levi, WHO-National Institute of Psychosocial Factors and Health, Stockholm, Sweden.

June Groden, Ph.D. The Groden Center, 2012

Group Activity

Type Your Ideas into the Chat/Question Box

- What Self Regulations Strategies are You Teaching Currently?

Self Regulation Strategies

Self Regulation Strategies

Important Note!

When Student is Anxious, Upset, or having a Meltdown

Adult should Use Co–Regulation Skills

Modeling Self Regulation and Co-Regulation

Modeling

Co-Regulation

Used when Adult Needs to Regulate

Assists Teaching & Beneficial to Adult

Used when Student is Upset, Anxious or Meltdown

Self Regulation Strategies

Important Note!

For ALL Strategies, It is Important to Model Self Regulation – Especially when YOU are Stressed!

Techniques to Improve Control

- Self-management
  - Goal setting
- Cued scripts
  - Example, break cards
- Development of social skills
  - Assertiveness
  - Facial recognition
- Relaxation
- Imagery-based procedures

Self Regulation Tools & Strategies

- Positive Affirmations
- Progressive Relaxation
- Regulated Breathing
  — Square breathing
  — Figure 8 breathing
  — 5-Finger candle blow
- Visual Supports
  — Incredible five point scale
  — Apps

Regulated Breathing

- 5 Fingers Candle Blow
  – Adults can prompt by holding up hand
  – Visual of hand taped to desk / planner
- Square Breathing
- Figure 8 Breathing (video)
- Balloon Breathing (video)

Coping Cards and Other Visual Regulation Strategies

- Positive Affirmations
- Deep Breaths
- Counting Backwards from 100
- Thinking Relaxing Thoughts
- Walking Away
- Count by 7's to 140
- Tighten Muscles and Relax
- Deep Knee Bend
- Think a Relaxing Thought (Imagery)

Techniques to Lower Demands

- Informed choices
- Schedule
- Routines
- Skill building at developmental levels
- Environmental changes
  – light, noise, rearrangement of activities
- Visual supports
  – organizational strategies

OAR Video

Understanding Autism:
A guide for secondary school teachers

Segment Three:
Practices for Challenging Behavior

6:42 to 8:55
Distracting / Calming Techniques
Antiseptic Bouncing / Home Base

http://www.researchautism.org/resources/teachersdvd.asp

Home Base

– Can be any safe area of school (resource room, cafeteria, place in room)
– Can be with any person (SLP, Office Staff, …)
– Place where student feels she/he can thrive or has had success
– Avoid stigmatizing student
– Make home base universal
  (other peers also have access)

Quiet Spot / Home Base / Safe Area for Self-Regulation

• Place to escape stress of classroom; to prevent meltdown; to regain control if meltdown occurs.
• Location - should be seen as a *positive* environment by student.
• NOT a time-out or punishment.
• INSTRUCTION IN USE: May need to be scheduled initially – with instruction in setting time constraints
• After student understands purpose – can use visual supports to direct when escalated

Quiet Spot

From Ikea

Quiet Area

Self Regulation Tools & Strategies

• Movement Activities / Breaks
  — Deep pressure / heavy work
  — Take a walk, run stairs / laps around gym get a drink; deliver books / note
  — Doodling
  — Me Moves™
  — Yoga

Movement Activities / Breaks

Deep Pressure / Heavy Work Activities
(push, pull, or carry)

- *Regularly* scheduled throughout the day through functional activities as a preventive measure to keep students better regulated!
  – Recycling
  – Wipe cafeteria tables
  – Water plants
  – Deliver books
- *SEE OT FOR SUGGESTIONS!*

Techniques to Increase Support

- Focus on positive reinforcement
- Teach Self Advocacy / Self Determination
- Support networks
  – Circle of Friends
  – Peer Mediated Instruction and Interventions
- Social groups
  – Stepping Out, Inc.
- Multiple experiences with success
  – Errorless learning

What to Do When a Student is in Crisis

- Remain Calm
- Model Regulation Strategies
- Sit Down and/or Back Off
- Pause / Wait

Magic Statements

- Sherry Moyer, The Eclipse Model (2009)
- Suggested Language when Behavior is Escalating
- Assist Student to Maintain Control

Magic Statements

- Validate Student's Feelings
- Acknowledge Need for Extra Time to Process Information and Complete Activity
- Models Tolerance and Trust
- Provides Means of Maintaining Dignity
- Encourages Problem Solving

Sherry Moyer, The Eclipse Model (2009)

Magic Statements

1. What can I do to help you make things better?
2. Do you need a little more time to answer/finish what you were doing?
3. I will help you figure this out when you are calm enough to problem solve.
4. I understand that you are upset.
5. You have a right to your feelings.

Sherry Moyer, The Eclipse Model (2009)

Keys to Success

- Don't Name the Stressor
- Recognize Accomplishments
- Utilize Video Modeling with Self Regulation Strategy
- Teach Self Monitoring Parallel to Self Regulation

Keys to Success

Remember Co-Regulation

Create a Plan for how Adults Respond to Stress and Anxiety

- Think of Physical Space (proximity)
- Where can Student Go (not as punishment)
- What Words do Adults Use to Calm Student
- Consider Saying Less (or Nothing)
- Write Down the Plan and Share with Team

Connecting Families to Self Regulation

- Include Families in Discussions of Identifying Self Regulation Strategies
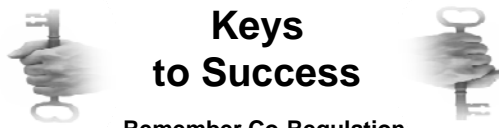- Communicate Self Regulation Strategies to Families
- Include Families in Functional Behavior Assessment Interviews and Questionnaires

Resources

- *Books*
- *Apps*
- *Web Sites*

NPDC-ASD

http://autismpdc.fpg.unc.edu/content/briefs

National
Professional
Development
Center on
Autism
Spectrum
Disorders

NPDC-ASD Criteria for ASD

http://autismpdc.fpg.unc.edu/content/briefs

- Antecedent-based interventions
- Computer-aided instruction
- Differential reinforcement
- Discrete trial training
- Extinction
- *Functional behavior assessment
- Functional communication training
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System™

- Pivotal response training
- Prompting
- **Reinforcement**
- Response interruption/redirection
- Self-management
- **Social narratives**
- Social skills training groups
- Speech generating devices
- Structured work systems
- Task analysis
- Time delay
- *Video modeling
- **Visual supports**

*These modules are not yet on AIM

Autism Internet Modules (AIM)
www.autisminternetmodules.org

- Sign up for a Free Account
- Includes Both NPDC-ASD Modules and other Modules
- Includes CEC Professional Standards
- Lists Upcoming Modules

Autism Internet Modules (AIM)
Navigating a Module

- Definitions
- **Step by Step Instructions**
- **Implementation Checklist**
- Documents
- Activities
- Discussion Questions
- Case Studies

Web Resources

– **Autism Internet Modules**

http://www.autisminternetmodules.org/

– **National Professional Development Center on Autism Spectrum Disorders**

http://autismpdc.fpg.unc.edu/content/briefs

– **Incredible Five Point Scale**

http://www.5pointscale.com/

MeMoves™ DVD / App
http://www.thinkingmoves.com/

- Combination of music, movement, and imitation of simple geometric shapes in 3-D.
- Whole class, small group, or individual.
- Designed to increase attention and calming in just a few minutes – at school, home, anywhere.
- For people of all ages and abilities – as young as 3.
- *RESEARCH TO SUPPORT!*

Apps for Self-Regulation by
Dr. Mark Bowers

- Sosh™: Focuses on 5 essential areas – relate, relax, regulate, reason, and recognize
- The Shredder: Method to reduce anxiety and negative feelings via a "paper shredder"
- Voice Meter: Vocal volume monitoring and regulation app

A *Few* Apps for
Self-Management / Self-Regulation

- Take a Chill – Stressed Teens: by Channel Capital, LLC
- MeMoves™: by Thinking Moves
- Shrinky Anxiety: by Berger LCSW Enterprises, P.C.
- Autism 5-Point Scale EP: by the Autism Society of Minnesota
- Emotionary: by Me.Mu

A *Few* Apps for
Self-Management / Self-Regulation

- Zones of Regulation®: by Elosoft
- My First Yoga: by Atom Group
- The Adventures Super Stretch™: by The Adventures of Super Stretch, LLC.
- Too Noisy Lite: by Walsall Academy
- Tactical Breather: by The National Center for Telehealth andTechnology

Yoga
YouTube Videos - FREE!
http://www.youtube.com/watch?v=j7_FtGd3_Z4&feature=related

Curriculums for Self-Regulation

The ZONES of Regulation® by
Leah M. Kuypers, MA Ed. OTR/L

- A curriculum designed to foster self-regulation and emotional control.
- Can be taught by anyone!
- Preschool – adulthood
- Terminology / curriculum corresponds well with social thinking terminology / curriculums by Michelle Garcia Winner (www.socialthinking.com)

S.T.O.P. and Relax©
http://stopandrelax.net/

- Relaxation training curriculum integrating yoga, psychology, and special education techniques.
- Designed for children and young adults with Autism or other special needs.
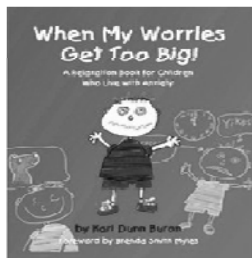
Totally Chill:
My Complete Guide to Staying Cool
by Christopher Lynch

- A stress management workbook for kids with social, emotional, or sensory sensitivities.
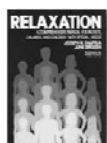- Ages 8 - 13

When My Worries Get Too Big
by Kari Dunn Buron

- A relaxation book for children who live with anxiety

Progressive Relaxation

A Relaxation Strategy that Teaches Students to Relax Their Bodies and Think Positive Thoughts when Confronted with Stressful or Anxious Situations

Progressive Relaxation

Joseph R. Cautela & June Groden (1978)

- Students Taught How to Relax Different Parts of Body
- Begin Trainings with Discrimination between "Tense" and "Relax"
- Forehead, eyes, nose, smile, tongue, jaw, lips, neck
- Arms, legs, back, chest, stomach
  - Sometimes students learn best if starting with arms/legs
- Add Breathing Exercise After "Relax"
- Add Calming Thoughts or Words During "Relax"

Students are taught to tighten and relax large muscle groups.

Students learn to discriminate between tight muscles and relaxed muscles.

Through repeated practice students eventually learn to relax in situations where they feel anxious.

Relaxation provides pleasant physiological feedback. Students are more likely to perform better and interpret their performance in a positive way. This may foster confidence/self-efficacy.

Progressive Relaxation
Joseph R. Cautela & June Groden (1978)

- Fade Out Exercises so Only Practicing Relaxation and NOT Tension

- Begin to Discuss and/or Prompt Relaxation During Stressful or Anxious Antecedents

- Have Student Identify when She/He Uses Relaxation

Progressive Relaxation

- Practice Relaxation in Different Positions
  — Standing
  — Sitting
  — Walking
- Practice Relaxation in Different Places
  — Different rooms
  — Home and school
  — In the car
  — In the community

Progressive Relaxation

- Can be Taught
  — Any age
  — Any development level
  — Individual, Small Group, or Class Wide

- May be Easier to Begin Teaching to Typical Student(s)

WDPI Trainings

WI DPI Free Autism Webinar Training

- Trainings are free and available to anyone who requests an invitation for registration.

- The webinars are based on Evidence Based Practices (EBP) identified by NPDC-ASD. Presenters are Daniel Parker and variety of co-presenters across WI.

- Registration and schedule for above trainings on the WDPI Autism web page: http://sped.dpi.wi.gov/sped_autism

Thank You and Questions

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Weather Massage

Once upon a time there was a big, yellow sun…
(with one hand on the shoulder, take the other hand and make a circle clockwise on the back)

…. that warmed the whole world
("sunrays" to the sides)

Clouds appear and cover the sun
(make small circles with finger pads)

the wind comes and blows harder… and harder…
(move hand from side to side…. harder and harder)

…… the wind turned into a tornado
(begin at shoulders and make "tornado-like" strokes with finger pads)

Then came the lightning….
(make lightning with fingertips)

… and thunder
(clap on the back with hands)

then came the rain….
(from shoulders stroke down with finger pads)

---

and it rained harder and harder
(same as above except faster and faster)

…. until the rain turned into hail
("play" with finger tips on back …. harder and harder)

Then it began to snow, and everything was white
(press lightly with fingers slowly over back)
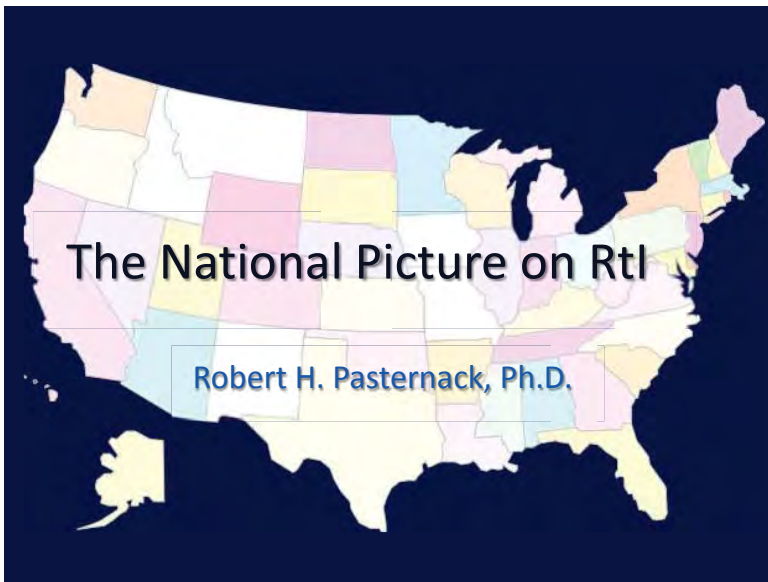
the only thing to see was the cat that climbed up on the roof of the house…. and another cat … and another cat
("climb" up towards neck by first using palm of hand then "rolling" the hand upwards, first up one side, then the middle of the back, the other side)

Finally a fog appeared and everything became still
(lay hands on the back)

Until the sun came out and burned the fog away, and warmed up the earth once again
(begin at centre of back and slowly make a circle, getting bigger and bigger until the "sun" appears again)

The National Picture on RtI

Robert H. Pasternack, Ph.D.

History of Response to Intervention

- Based on Teacher Referral
- A Wait-to-Fail Approach
- Overuse of IQ-Achievement Discrepancy
- Disproportionate Representation of Minorities
- Variation in Prevalence State to State

Source: Russell Gersten, University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

RtI^2: IDEA 2004

- Provided RtI as a Practice for Identifying Students w/SLD
- Recommends Abandoning Use of IQ-discrepancy (but does not require)
- Urges Early Screening & Intervention
- Recommends a Multi-Tiered Intervention Strategy w/ Fidelity
- Integrate Services btwn. General & Special Education

Source: Russell Gersten University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

Key Principles of RtI^2

- Prevent & Intervene Early – Don't Wait to Fail in grades 2-3
- Universal Screening to Identify Student Needs
- Emphasize Tier 1 Effective Practices
- Increase Intensity and Specificity of Support to students as needed (*secondary/tertiary intervention*)

Dickson & Bursuck, 1999; McMaster, Fuchs, Fuchs, & Compton, 2005; O'Connor, 2000; O'Connor, Fulmer, Harty, & Bell, 2005; O'Connor, Harty, Fulmer, 2005; Vaughn, Linan-Thompson, & Hickman, 2003)

Source: Russell Gersten University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

Response to Intervention Is:

- Coordinates High Quality Service Delivery in Schools
- Bases Instructional Decisions on Data
- Prevents Many Problems Through a Multi-Tiered Approach
- Integrates federal Entitlement Programs with General Education
- *Achieves Primary Goal: Improving academic & behavioral outcomes for all students by eliminating discrepancies between actual & expected performance*

Source: Texas Center for Learning Disabilities, Cambium 2012

BIG IDEAS OF RtI

The Big "BIG" Idea of RtI

1. Decide what is important for students to know
2. Teach what is important for students to know
3. Keep track of how students are doing
4. Make changes according to the results you collect

Dave Tilly, Heartland AEA: 2005

Response to Intervention Is Not:

- Not Just a Special Education Initiative
- Not Only for Students with Disabilities
- Not Only for Beginning Reading
- Not Only for non-Title 1 & non-ESL Students
- Not a Way of Eliminating Special Education or the SLD Category
- Not This Year's Latest MBD Reform or a Short-Term Implementation Based on "RtI in a Box"
- Not a Way to Fix Schools w/ Weak Tier 1 Instruction

Texas Center for Learning Disabilities, Cambium 2012

Potential Benefits of RtI^2

- Early Identification through Universal Screening
- At Risk Students Get Early & Targeted Intervention
- Use Increasingly Intensive Tiers of Instruction
- Confidence that Students Who Get RtI^2 & Are Referred for Special Education are less likely to be Students Who Are *Curriculum Casualties*

Source: Russell Gersten University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

Changes in Severe Discrepancy Requirements

Identification Procedures	2004	2011
Severe Discrepancy Required	48	0
Strengths & Weaknesses (incl. severe discrepancy)	8	35
RtI	0	40
RtI & Strengths and Weaknesses	0	8
Severe Discrepancy & Either RtI or Strengths & Weaknesses	0	2

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

State Requirements cont.

Other Criteria	2011
Essential SBRI Components	22
Instruction in Regular Setting	41
Instruction by Qualified Personnel	42
Data-Based Documentation	45
Timeline Specified	5
Parent Notification	37
Timeline Specified	2

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

State Severe Discrepancy Requirements

Severe Discrepancy	2004	2011
Prohibited	0	12
Required	48	2
Not Required/Not Indicated	2	3
Permitted	0	32
Time Permitted	0	4

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

Response to Intervention State Guidelines

Response to Intervention	2011
Permitted	35
Required	13
Required w/ extended deadline	4
RTI state approval	5
RTI state adopted plan	5
RTI state guidelines	38

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly
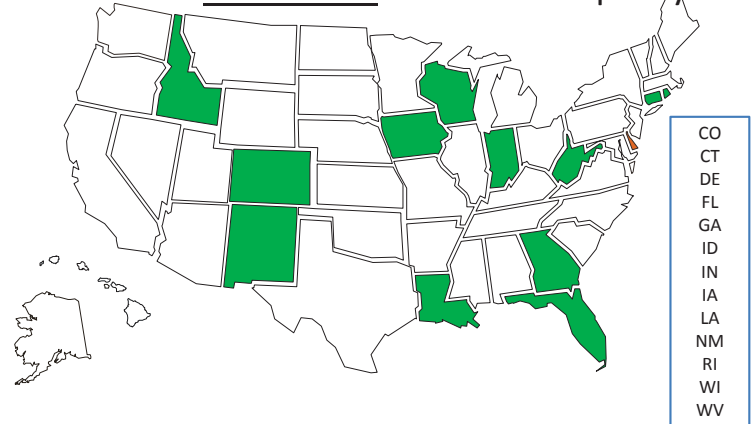
RtI^2 in State Guidelines

RTI Features in State Guidelines	2011
3 Tiers	34
4 Tiers	4
Academic	39
Behavior	25
Standard Protocol	26
Problem Solving	33

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

13 States **PROHIBIT** Severe Discrepancy

CO
CT
DE
FL
GA
ID
IN
IA
LA
NM
RI
WI
WV

Delaware is a Special Case: Specific RtI Policies Written Into Regulations (*e. g., progress monitoring timeline, decision for changes in tier*)

Consequences Of RtI^2-Based SLD Identification

- Connects Eligibility & SpEd Instruction
- Emphasizes Improving Results
- Promotes Evidence-Based Assessment & Interventions Across General and SpEd
- Finds Right Kids
- Uses Universal Screening
- Requires Effective Interventions w/ Good Fidelity

Source: State SLD Identification Policies: The Changing Landscape 2004 to 2011 Regina M. Oliver & Daniel J. Reschly

Challenges in Implementing RtI^2

- Leadership*
- Professional Development/Learning
- Role of Parents
- Universal Screening & Progress Monitoring
- Role of SpEd & Assessment Professionals*
- Comprehensive Evaluations & Identification*

Texas Center for Learning Disabilities, Cambium 2012

Leadership

- System-Wide Change - Build Gradually and Scale Up - Takes Several Years
- District Aligned Along the Administrative Hierarchy
- Curricula Organized and Structured Across the District for Common Core: RtI^2 is a **General Education Initiative** - Begins with Strong T1 Instruction
- Break Down the Intervention Silos & Align w/ General Education Instruction
- Collaborative Culture Within Each School
- Professional Development is a Key Element

Texas Center for Learning Disabilities, Cambium 2012

Special Education

- SpEd **MUST BE** Part of the Continuum of Services. IDEA Services Reserved for Students with Disability & Instructional Needs So Intense They Cannot be Provided by General Education

- Special Education Funding Facilitates Prevention - IDEA Permits 15% of Part B Funds for EIS

- Eligibility Linked to RtI^2 & Can Occur at Any Stage

- In RtI^2 SpEd Professionals Change from Placement Experts to Instructional Response Experts

Texas Center for Learning Disabilities, Cambium 2012

Comprehensive Evaluation

- IDEA 2004 Requires a Comprehensive Evaluation

- Little Evidence Supporting Extensive Assessments of IQ, Cognitive Skills, and Processes

- Focus on Academic and Behavioral Strengths and Weaknesses

- In RtI^2, Student Comes to Multidisciplinary Team with Data That is a Necessary Part of the Evaluation - Goal is Determine if SpEd is Best Intervention

- More Emphasis on Writing an Effective IEP

- Progress Monitoring Continues

Texas Center for Learning Disabilities, Cambium 2012

Comprehensive Evaluation

> **What is a Comprehensive Evaluation**
>
> ☐ Note Federal Regulation,
>   - (g) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. (34 C.F.R. 300.532)
> ☐ Meaning? Note "if appropriate"

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Comprehensive Evaluation

> **Goal: Eligibility Determination**
>
> ☐ Each public agency shall conduct a **full and individual initial evaluation**, in accordance with 34 CFR 300.532 and 34 CFR 300.533, before the initial provision of special education and related services to a child with a disability. **This may or may not include additional testing** as determined by the evaluation team members.
> ☐ Implications: Judgment, tailored to individual

21

Comprehensive Evaluation

> **Goal: Eligibility Determination**
>
> ☐ **A variety of assessment tools and strategies** are used to gather relevant functional and developmental information about the child, including information provided by the **parent**, and information related to enabling the child to be involved in and **progress in the general curriculum** (or for a preschool child, to participate in appropriate activities), that may assist in determining whether the child **is a child with a disability** and the **content of the child's IEP**.
> ☐ Implications?

22

Summary: Schools That Successfully Implement RTI

- Show an Increase in Student Achievement and a Decline in Special Education Referrals
- Reduce Minority Disproportionality in Special Education
- Reduce Referrals for Behavioral Difficulties
- Have Collaborative School Cultures
- Break Down the Silos
- Have a Data System That Continuously Informs on the Progress of Every Student in Multiple Domains

Source: Texas Center for Learning Disabilities, Cambium 2012

Remember

The Person who says It Can Not be Done Should Not Interrupt the Person Doing It.

--Ancient Chinese Proverb

Source: Russell Gersten University of Oregon & Instructional Research Group - Adapted from S Vaughn presentation

Embedded Secure Document

The file *file:///D|/My%20Web%20Sites/Archives/2014%20Nov%203%20conted/wspa/handouts/2014-WSPA-Fall-Theory-Practice-Automaticity.pdf* is a secure document that has been embedded in this document. Double click the pushpin to view.

Embedded Secure Document

The file *file:///D|/My%20Web%20Sites/Archives/2014%20Nov%203%20conted/wspa/handouts/2014-WSPA-Fall-Progress-Monitoring-Eligibility-Decisions.pdf* is a secure document that has been embedded in this document. Double click the pushpin to view.

Office of Children's Mental Health

Elizabeth Hudson, LCSW
Elizabeth.Hudson@wi.gov
October 30, 2014

Mental Health is the #1 health care expense for children on Medicaid

More than 1 in 2 children are exposed to some type of trauma during childhood

Nationally, WI ranks last for satisfaction with children's mental health outcomes

URGENT
This matter requires
IMMEDIATE
ATTENTION

Mental health problems are the 2nd leading cause of pediatric hospitalizations in WI

Schools and counties report that children's behavioral issues are more challenging than ever

1 in 5 children has a mental health problem

Children are 60% more likely to be hospitalized than adults

Inattention to children's toxic stress can lead to lifelong physical and mental health problems

Office of Children's Mental Health
Coordinating and Integrating Services Across State Agencies

SHIFT YOUR PERSPECTIVE
Apply Trauma-Informed Care
EMPOWERING. ENGAGING. EFFECTIVE.

Office of Children's Mental Health

Population Attributable Risk

Percentage of health, safety and prosperity conditions attributable to Adverse Childhood Experiences

(ACEs)

"Early experiences are biologically embedded in the development of the brain and other organ systems leaving a lifelong impact on learning, behavior and both physical and mental health."

(Harvard Center on the Developing Child)

Licensed Mental Health

Providers

Trained Coaches and Consultants

Youth and Parent Peer Specialists

Supportive and Skilled

Child-and Family Serving Workforce

Safe, Stable and Nurturing Families

Shift Our Perspective
from Programs to **Systems** Thinking

DCF
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

DHS
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

DPI
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

CTF
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

DOC
- Increase resilience
- Decrease toxic stress
- Increase access to effective children, youth and family mental health services

What is Predictable is Preventable

Office of Children's Mental Health Agenda

- **Increase Resilience**

- **Decrease Toxic Stress**

- **Increase Access to Effective Children's Mental Health Services**

Independent Study: SPY 796 Section 700

UW-La Crosse Graduate Credit Registration Form
1 credit fee - $125

DEADLINE: November 4, 2014
UW-La Crosse online admission application, credit course registration form and payment must all be received by deadline.

First name: _____ Middle Initial: _____ Last Name : _____

Maiden Name: _____

Complete Address: _____

City: _____ State: _____ Zip: _____

Daytime Phone: (_____)_____ Home Phone: (_____)_____

Fax: _____ Email: _____

Form of $125 Payment (Choose One):

Cash   Check   Online Payment

Return this form along with appropriate payment information or check for $125 made payable to UW-La Crosse to:

UW-La Crosse
Continuing Education
264 Morris Hall
1725 State Street
La Crosse, WI 54601.

If choosing to pay online with a credit card or electronic check, you must complete this payment online through your student WINGS center. Late fees will accrue if payment is not made in a timely manner. Please follow the instructions on page 3.

UWL-Continuing Education/Extension Credit Courses
Online Application Information
Effective 2014-2015

Participants who wish to earn academic credit must be a current or recent student at UW-L to register for a course. Registering for a course requires completion of:

1. Admission to UW-L using the Online Admission Application

2. Signing a course attendance sheet or completing a registration form on the first day of class

3. UW-L tuition payment

When to submit an application for admission

DO NOT SUBMIT an Online Admission Application if taking a:

- **Summer 2014 class and previously completed a spring 2014 class**

- **Fall 2014 class and previously completed a spring 2014 or summer 2014 class**

SUBMIT an Online Admission Application if:

- You do not fall into any of the above categories.

Applying for admission:

1. Complete the Online Admission Application or https://apply.wisconsin.edu. For assistance completing the Online Admission Application, please contact UW HELP: 1.800.442.6459 or eapp@learn.uwsa.edu

    a. Carefully answer initial application questions to ensure appropriate application is submitted:

      - **Applying To:** UW-La Crosse

      - **Are you taking this course for UG or GRAD credit? Reason for Applying?**
        - Graduate courses for personal/professional enrichment
        - Undergraduate courses for personal/professional enrichment

      - **Applying As**: Continuing Education and Extension

      - **Term:** Semester & year you will attend

2. Applicants are required to answer questions about income tax, driver's license history and years voted in elections in order to ensure their application is complete. These questions may not apply to applicants but are required. Please make sure to review your personal information each time you submit an application for admission.

3. **PLEASE DISREGARD** application questions regarding:

    a. Payment

    b. Course number or course name

    c. Narrative on why you want to attend UW-L

Making a Credit/Debit Card or Electronic Check Payment:

1. Go to UW-L Webpage: http://www2.uwlax.edu/
2. In drop down box on the UW-L homepage, select Wings. You are now on the WINGs log-in page
3. Follow the instructions below to log into WINGS and make a payment

- **Enrolling at UW-L for the first time?**
  Your WINGs Student Center username (UW-L Student ID Number) and password was sent to the ==e-mail address listed on your UW-L admission application.==
    - Change your WINGS password to something you will remember by following the left menu link "**Change My Password**" once you are logged into WINGS, or go to: https://secure.uwlax.edu/wingspassword/ .
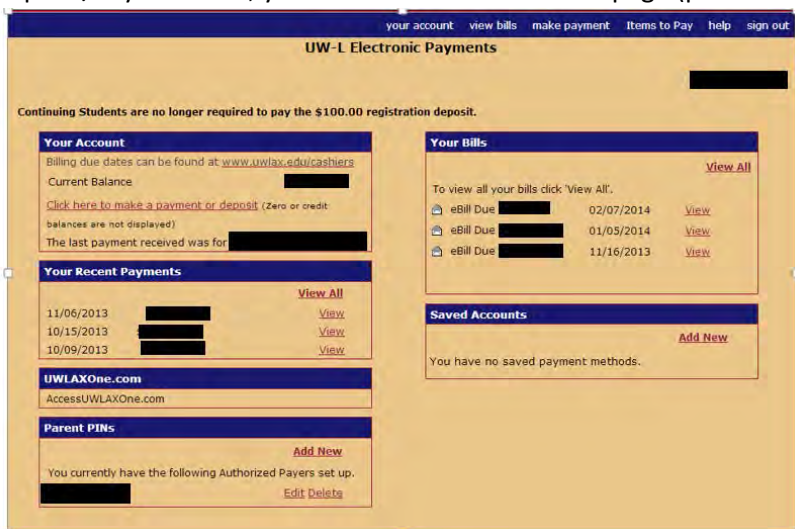
- **Returning UW-L student?**
  Your WINGs Student Center username (UW-L student ID Number) and password was sent to you at the time of your first admission.
    - Click on the following link to obtain your UWL Student ID Number: https://secure.uwlax.edu/studentid/
    - Once you have your UW-L student ID number, you will find password assistance here: https://secure.uwlax.edu/password/ -choose the Recover Your Password option and follow the instructions.

The WINGS page is divided into two blocks. In the Upper Left Corner is the small MENU. On the Right side of page are two columns that consist of your STUDENT CENTER. Look here for the column labelled: Finances. It will look like this:

You now have three options: Make a Deposit/Payment, View my Bill or Grant Access to View/Pay Bill. Click on the Make a Deposit/Payment link; you are at the CashNet homepage (processing center for all La Crosse payments). It will look like this:

Make a Deposit/Payment: Click the **"Make Payment"** on the top of the screen. This will take you to the Electronic Payments Screen. ==You may not have a current balance listed, but should enter the specific amount and complete the payment process to avoid any late fees.== On the Right Hand side of screen: Click "**Pay Student Bill**" in the categories box. In the middle of the next screen, "**Amount to Pay**" will appear with a blank box. There type the **TOTAL** for the class, **DEPOSIT** or **OTHER**. Enter the correct amount and select "**Add to Items to Pay**". On the next screen select "**checkout**" to do so. Select payment format: credit/debit card or an electronic check. Select your option; CashNet will take you through the payment process. You will receive a confirmation email with transaction receipt if your payment is successfully processed.

FAQ:

My username and/or Password will not work?
Visit https://secure.uwlax.edu/wingspassword/ to update your password.

How do I know which bill to pay?
Double check the due date located on the right of the eBill. **You may not have a current balance listed, but should enter the specific amount and complete the payment process to avoid any late fees.** If you have any questions, contact Briana Meuer at bmeuer@uwlax.edu.

I need to cancel a payment.
Contact the Cashiers Office at 608-785-8719 immediately if you wish to cancel a payment made through this site. Payment may only be cancelled depending on when the payment was made and when you contacted the Cashiers Office. Cancelled payments made by a credit card may be subject reserve funds from your available credit by the credit card issuer. If this occurs, the credit card issuer will automatically release the hold on those funds within a few days. For more information, call the phone number on the back of your credit card.

For more questions, use the help option in the options bar within CashNet.

Forgot student ID number/Password:

1. Click on the following link to obtain your UWL Student ID Number: https://secure.uwlax.edu/studentid/

2. *Once you have your UW-L student ID number, you will find password assistance here:* https://secure.uwlax.edu/password/ -choose the Recover Your Password option and follow the instructions.

Accessing Grade Reports

Access grade reports and order transcripts through WINGS Student Center using a valid UW-L username and password. There is no expiration time to access grades as long as you have a valid UW-L username and password.

- Locate the "Academics" tab at top of screen and click on the drop down menu.

- Locate "Other Academic" and select the "Grades" option

- Click the blue circle icon to open the next page

- Choose the semester that you want, click Continue, and your grades will be displayed

In the same dropdown menu you will find links to:

- View an unofficial transcript

- Order an official transcript

For application assistance contact: Briana Meuer, Continuing Education, 608.785.6513.

INDEPENDENT STUDY:

INTERVENTIONS FOR STUDENT SUCCESS: BEST PRACTICES IN CLOSING GAPS

SPY 796

(Fall 2014; 1 Credit)

Instructor:	Dr. Robert J. Dixon, NCSP	Phone:	(608) 785-6893
Office:	349A Graff Main Hall	Email:	rdixon@uwlax.edu

Course Description

Schools are being challenged with ensuring that all students meet educational standards. Unfortunately, minority students tend to lag behind in academic achievement in comparison to the majority. Changes to assessment practices, in the spirit of Response to Intervention (RtI), have been advanced to help close this achievement gap. In addition, school psychologists are being pressed by the mental health needs of students that negatively impact achievement. By focusing on both the academic and behavioral systems in a multi-level system of support, school psychologists can learn the individual skills and systemic practices to close this gap. **Must attend all three days of the convention workshops to receive credit.**

Relevant DPI Standards Addressed in this Course

Wisconsin Standards for Teacher Development & Licensure:

Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Wisconsin Standards for Pupil Service Development & Licensure:

The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

Wisconsin Standards for Administrator Development & Licensure:

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Resources

Cowen, K.C. & Skalski, A.K. (2008). *Ready to Teach, Empowered to Learn: Guiding Principles for Effective Education*. Bethesda, MD: National Association of School Psychologists. Retrieved from http://www.nasponline.org/advocacy/2008educationpolicydocument.pdf

Batsche, G. et al (2006). *Response to Intervention: Policy Considerations and Implementation*. Alexandria, VA: National Association of State Directors of Special Education.

Bear, G.G., Minke, K.M. (Eds) (2006). *Children's Needs III: Development, Prevention, and Intervention*. Bethesda, MD: National Association of School Psychologists.

Shinn, M.R., Walker, H.M., & Stoner, G. (Eds) (2002). *Interventions for Academic and Behavior Problems II: Preventative and Remedial approaches.* Bethesda, MD: National Association of School Psychologists.

Thomas, A. & Grimes, J. (Eds) (2002). *Best Practices in School Psychology IV.* Bethesda, MD: National Association of School Psychologists.

National Association of School Psychologists (2010). *Model for Comprehensive and Integrated School Psychological Services*. Retrieved from http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf

<u>Learning outcomes:</u>
Within the Preconvention, Keynotes, and Sectionals the Participant will learn
- Develop skills, practices and models to scale up RtI models for math instruction.
- Identify components of a comprehensive system of learning supports and develop strategies to develop supports in under-identified areas.
- Discover the current state of RtI/MTSS implementation across the country.
- Uncover the interaction between brain and behavior by identifying cognitive processes that may contribute to school difficulties and develop interventions that target executive functioning.
- Review the continuum of reading philosophies, discover what practices you can expect to see depending on the underlying philosophy of the practitioner, and identify the kinds of research on the reading research continuum
- Describe ideas for activities that can be used in schools to help educate students and staff about how to define bullying, differentiate bullying from conflict, and compose strategies to encourage bystanders to take action.
- Apply the three levels of a multi-tiered system of support through a specific behavior case.
- Describe the identification of students with Specific Learning Disabilities (SLD) in the RtI/MTSS Paradigm.
- Develop an understanding of how Tourette syndrome and the related disorders can impact learning, social interactions and family functioning of affected students.
- Identify risk and protective factors for emotional, behavioral and social health. Then assemble the factors to prevent and intervene early through universal screening.
- Describe the various components of the ACT suite that will be used to assess high school students.
- Identify the factors of cognitive-behavioral Intervention for trauma in schools (C-BITS)
- Identify the strengths and weaknesses of universal academic measures in reading along with common misunderstandings.
- Appraise progress monitoring tools based on the quality of the tools, progress monitoring capabilities,

<u>Course Expectations</u>
Attendance (50%)
- Attend the entire conference - attendance verification will be conducted for each sectional. Participants **must** attend an entire pre-conference session on Wednesday, sectionals that account for the entire day Thursday, and half the day on Friday to receive credit for attendance.

Paper (50%)
- 3-5 page paper on how you are going to apply the concepts learned at the conference to your local education authority (e.g., school or district, etc.). Papers can focus on all the information presented over the three days or focus specifically certain topics that are more relevant or applicable to the LEA. Keep in mind the goals of the conference and the relevant teacher, pupil service and administrative education standards for licensure.

All materials must be received via email or snail mail by December 1. Grades will be posted approximately December 15.

<u>Grading Procedure</u>
Completing the attendance and paper requirement will receive an A. Failure to complete attendance verification and/or assignments will result in a course grade of an F. Late papers will be reduced by a half grade.

<u>Tentative Course Outline</u> (Any changes will be announced Wednesday Morning)

October 29, 2014 (Wednesday) Pre-conference Workshop	
9 a.m. – 4p.m.	• How-To Use RTI to Increase Mathematics For All Children and For Children Who Are At Risk For Mathematics Failure • School Mental Health: Reducing the Barriers to Learning
October 30, 2014 (Thursday) Conference Workshop	
8:45 – 10 a.m.	Keynote- RtI: The View from 35,000 feet. National perspective on RtI/MTSS and efforts to make Special Education Special
10:30 a.m. – 12 p.m.	• School Neuropsychology: A Graduate Student's Guide to Understanding a Child Through the School Neuropsychology Lens

	• Lenses on Reading • Bullying Prevention Activities • Meet Dodger R. Apple: A Case Study in Behavioral Health
1:30 – 4:45 p.m.	• Identifying Students with Specific Learning Disabilities in the RtI Paradigm: Policy and Practice • Tourette Syndrome: Helping Your Staff Rise to the Challenge • Therapeutic Interviewing of Students with Aggressive and Other Problem Behaviors • Universal Screening for Behavioral, Emotional and Social Health: Still Spitting on The Sidewalk
October 31, 2014 (Friday) Conference Workshop	
9:00-12:15 p.m.	• DPI Update: Wisconsin and the ACT High School Assessments • Cognitive Behavioral Intervention for Trauma in Schools (CBITS) – Ten Years of Group Trauma Treatment in a School and Community Collaborative • Theory and Practice: Automaticity Matters … to a Point
1:00-2:30 p.m.	Keynote - Progress Monitoring: Do You Want the Good News of Bad News First?

You are expected and responsible to be on time and attend the full-allotted time period for each sectional. Failure to attend any of the specified times for any reason will result in a failing grade.

Miscellaneous
Academic Integrity
Academic integrity is essential to the life of a student and the educational process. Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student's academic performance; or (f) Assists other students in any of these acts.
For a detailed description of the university's policies refer to: http://www.uwlax.edu/stuserv/OSL/main2.html

Disability
Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office, 165 Murphy Library (785-6900) at the beginning of the semester. Students who are currently using the Disability Resource Services office will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Services office.