Wisconsin RtI Center
Integrated Networking & Technical Assistance

Integrating Behavior and Academic RtI Systems

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Region: Southeast

Response to Intervention

An organizational framework that guides implementation of a culturally responsive multi-level system of support to achieve academic and behavioral success for all

Today’s Outcomes

Get tools and strategies to:

- Establish vision and purpose for integrating academic and behavior RtI systems
- Identify areas of alignment toward a common purpose
- Integrate Team Structures
- Action Plan
- Share strategies, tools and resources

Morning Agenda

- Intros and warm-up
- Integrating Behavior and Academic RtI
  - Why? Your thoughts... The research....
  - What? Case study
  - How? Purpose-Building activities
- Action Planning
- Reflection/Share Out

To hear all voices in the room. . .

1. Identify Recorder
2. Log onto TodaysMeet
4. Name = District or School
Which best represents your current RtI configuration?

A. PBIS only
B. RtI Academics only
C. Parallel systems
D. Integrated system

How might schools / districts benefit from integrating behavior and academic systems?

What the research says:

Quantitative benefits
Greater efficiency obtained through:
- Fewer priorities
- Consolidated and coordinated processes, meetings, interventions, schedules, data sets, action plans...
- Maximized use of human and material resources, funding, professional development time

Qualitative benefits: 1 + 1 > 2
Enhanced staff relationships / school culture
- Work toward common v. cross purposes
- Increase value of all staff expertise and perspective
- Use of common language and understanding of terms
- Broaden and deepen staff responsibility toward success of all students
- Deepen level of system change
- Enhance sustainability

Qualitative benefits: 1 + 1 > 2
Enhanced system of supports for students
- Connection between academic and behavior (in student, classroom, school, life...)
- More systematic and systemic approach
- Amplify power of interventions by adding cross-components
- Combined data sets can:
  - Reveal system gaps at the school/district level
  - Serve as predictors of on-time graduation
  - Provide a deeper understanding of student needs

What will likely happen if we don’t integrate systems?
Organizations with too many competing initiatives tend toward...
- Fragmented / overlapping services & professional development activities
- Dissimilar language or meanings -> Confusion and cross-purposes
- Incomplete implementation cycle of adopt – attempt – abandon ->
  - Decreased staff sense of efficacy, cynicism toward future change
  - Low sustainability
  - Not reaching intended results
We will maintain the status quo
Bottom line....
Integrated academic and behavior RtI models produce larger gains in both outcomes than single models
Ialongo, Podulka, Werthamer, & Kellam, 2001; Lane & Mezfin, 2003; McIntosh, Chard, Boland, & Horner, 2006; Stewart et al., 2007; Sugai, 2007; Sugai & Horner, 2007; Sandomierski, Kincaid, & Algozzine, 2009; Mac Iver & Mac Iver, 2009

1 + 1 > 2

How do we start?

Video: “Rethinking the Scale-up Challenge”

Processing Time!

• What points did you hear in the video that you believe will resonate with your district / staff?
• What opportunities might you have on the horizon where you can start this conversation at your site?
• Who needs to be at the table for this conversation?
• What are your school/district’s worst fears if you do undergo integrating these frameworks?

Global alignment

How do RtI for academics and PBIS align to a common vision?

How do RtI for academics and PBIS align to each other?

Common vocabulary

RtI for Academics | RtI for Academics | Agreed Upon Term and Definition | PBIS Term | PBIS Definition
---|---|---|---|---
Universal | | | Tier One | |
Decision rules | | | Data rules | |
Intervention | | | Intervention | |
Fidelity | | | Fidelity | |

Local alignment

What elements do you have in place in your school/district for behavior and academics around...

Outcomes
- Systems / Collaboration
- Data / Balanced Assessment
- Practices / High Quality Instruction

Systems / Collaboration

Data / Balanced Assessment

Practices / High Quality Instruction

Where do you see multiple supports for academics? Behavior?
Are there gaps in your MLSS elements? Are there overlaps / similarities? Are there tensions!

Systems / Collaboration

Data / Balanced Assessment

Practices / High Quality Instruction

Different term, same meaning

Same term, different meaning
Activity

1. With your team, separate into two groups. One group will focus on academic RtI and the other on behavior.

2. Each of the two groups at the table brainstorm frequently used vocabulary words and terms at the Universal or Tier I level
   - Examples: Universal, Tier I, Fidelity, Intervention, Decision Rules, Data Rules

Activity

3. Share your lists with the whole table and discuss each word/term with the following categories in mind...
   a. First, check for:
      - Academic specific (no PBIS equivalent) = A
      - PBIS specific (no academic equivalent) = P
   b. Second, check for:
      - Same term, common meaning = S
      - Same term, different meaning = D
   c. Finally, check for:
      - Same meaning, different terms = TT

In conclusion...

• Briefly process the activity with your table.
  – Be prepared to share 2-3 thoughts, ah-ha, or uh-ohs.

• What’s next? Do we have a problem?

Action Plan Box 2

What does this mean for our work? What needs to be done to align our systems?

Implementation Blueprint

Blueprint Connection—Leadership Team

The overriding mission or purpose of this team is to provide overall leadership related to assessing, developing, implementing, managing, and evaluating a state, regional, and/or district-level comprehensive system of SWPBS for all students. This team is responsible for the coordination of training, coaching, and evaluation activities related to SWPBS (RTI) implementation. This team develops a 3-5 year action plan to guide its capacity building and coordination activities and to achieve the mission or purpose of the SWPBS implementation effort.

Handout: Connect to the Implementation Blue Print—Leadership Team
Guiding Questions:
Does your district leadership team lead and coordinate behavioral and academic RTI?
Has the team addressed district capacity for training, coaching, evaluation and sustained implementation?
Has your district leadership team demonstrated administrative participation through political support, visibility, funding and policy?

Handout: Connect to the Implementation Blueprint—Leadership Team

Share Out
• One interesting thought...
• One question I (we) have...
• One step I (we) will take...

Action Planning
Has the district leadership developed a 3-5 year prevention-based action plan?
– Data Sources for planning:
  • Implementation Blueprint Self-Assessment
  • SIR
  • BOQ, TIC, SAS results
  • Student academic & behavioral outcomes (test scores, attendance, discipline, special education referral & placement results, disproportionality analysis, etc...)

Action Planning
Use your available data sources to begin planning purpose building for an integrated multi-level system of support

Afternoon Agenda
• Integrated Teaming: Why? and How?
• Action Planning
• Reflection/Share Out
• Share Resources, Tool and Strategies
• Upcoming Events
STATEWIDE SURVEY: In our behavior (PBIS) and academic RtI system(s), we use the same processes and protocols to...

<table>
<thead>
<tr>
<th>Process</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action plan</td>
<td>27%</td>
</tr>
<tr>
<td>Communicate implementation efforts</td>
<td>20%</td>
</tr>
<tr>
<td>Conduct grade level / course level team meetings</td>
<td>17%</td>
</tr>
<tr>
<td>Conduct individual problem solving meetings</td>
<td>67%</td>
</tr>
<tr>
<td>Conduct leadership team meetings</td>
<td>44%</td>
</tr>
<tr>
<td>Develop intervention plans</td>
<td>64%</td>
</tr>
<tr>
<td>Disaggregate data</td>
<td>21%</td>
</tr>
<tr>
<td>Engage families in goal-setting/problem-solving process</td>
<td>11%</td>
</tr>
<tr>
<td>Engage students in goal-setting/problem-solving</td>
<td>91%</td>
</tr>
<tr>
<td>Make data-based decisions</td>
<td>81%</td>
</tr>
<tr>
<td>Support and monitor implementation fidelity</td>
<td>11%</td>
</tr>
<tr>
<td>No similar processes / protocols</td>
<td>30%</td>
</tr>
</tbody>
</table>

Does this resonate with you?

For the past 4 years, staff and administration (in both buildings and district wide) have had increasing demands placed on them due to the implementation of various initiatives. Many staff are finding themselves on multiple teams with similar outcomes and mandates that are serving the same groups of people; students and staff. These initiatives and framework changes have been due to a variety of reasons from curriculum revisions to a desire to reach and support all students to see them reach their maximum potential. These concerns are noted through anecdotal reports as well as decreases on BoQ subscale scores of faculty commitment and implementation plan and SIR subscale scores for Leadership and Organizational Structures.

What about this??

With an increase in teams implementing various programs and frameworks, initiatives are competing for limited professional development time, focus, and resources. With each separate initiative, it’s up to individual staff members to identify how to integrate each initiative within the school day. As a result, none of the programs are not being implemented with the desired levels of fidelity as measured on academic progress monitoring tools, disciplinary data (ODRs and DPRs) and on system fidelity tools (SIR, SAS and BoQ).

Why Integrate Teams?

Qualitative & Quantitative Benefits

• Why would integrating behavior and academic teams be beneficial for your school/district?
• What data/evidence do you have that would support the need to integrate?

Turn and talk – 3 minutes

How to Integrate Your Teams

Examine existing teams

Understand “necessary conversations” for teams in a multi-level system of support

Identify potential areas for integration

Action plan

Examine existing teams

Complete the "Identifying Your Current Teams" matrix for existing school / district teams that:

• Oversee behavior and academic curriculum, instruction, and assessments
• Develop plans for students who are struggling / excelling

See handout 1
How to Integrate Your Teams

- Examine existing teams
- Understand “necessary conversations” for teams in a multi-level system of support
- Identify potential areas for integration
- Action plan

“Necessary Conversations” at Each Level of Support

- **Implementation Conversation**
  - What does implementation look like?
  - How do we support adults?

- **Effectiveness & Analysis Conversation**
  - How are students responding?
  - Why are we getting these results?
  - How will we respond?

Jigsaw of Handout 2

- Count off by 4 at table. Read the following sections across all three pages:
  1. Implementation: Content
  2. Effectiveness and Analysis: Content
  3. Implementation: Data
  4. Effectiveness and Analysis: Outcome and Perception Data

Jigsaw of Handout 2

- How does each section flow among the tiers? (10 minutes)
- What is the relationship between the implementation conversation and the effectiveness & analysis conversation? (5 minutes)

Activity: Find teams for “necessary conversations”

- Use your matrix to **identify which of your existing teams are having “necessary conversations” at each level of support. Code this on your matrix.**

- **Identify conversation gaps.** Which “necessary conversations” are missing? Which teams might take this on? **Code this on your matrix.**
**How to Integrate Your Teams**

1. Examine existing teams
2. Understand “necessary conversations” for teams in a multi-level system of support
3. Identify potential areas for integration
4. Action plan

**Activity: Analyze for Potential Integration**

Use the “Analyze Your Current Teams” handout to identify overlaps and identify potential ways to integrate your teams.

**Plan the work and work the plan**

An integrated multi-level system of support has to be actively built; it won’t happen without the vision.

Need two views:
- Short term and immediate (How do we do day-to-day?)
- Longer term (How do we sustain this work?)
Action Planning

- Given the work you’ve done on teaming structures, begin to sketch out an action plan to address identified needs.
- Be sure to develop indicators of success.

Team Integration Plan/Sample Plan

See handouts 4&5

Tools for “Necessary Conversations”

Universal/Tier 1:

- PBIS Benchmarks of Quality (BoQ)
- PBIS Conducting Leadership Team Meetings: Self-Assessment
- PBIS Team Implementation Checklist (TIC)
- WI RtI Center Equitable Classroom Practices Self-Assessment and CRP Alignment Worksheet
- WI RtI Center Schoolwide Implementation Review (SIR)
- WI RtI Center RtI All-Staff Perception Survey

Selected/Tier 2 & Intensive/Tier 3:

- PBIS Benchmarks for Advanced Tiers Tool (BAT)
- PBIS Monitoring Advanced Tiers Tool (MATT)
- WI RtI Center Schoolwide Implementation Review (SIR)
- WI RtI Center RtI All-Staff Perception Survey
- WI RtI Center Selecting Tools for Screening and Progress Monitoring
**“Necessary Conversations” Tools**

**Selected/Tier 2 & Intensive/Tier 3: Effectiveness & Analysis Conversation**
- PBIS Team-Initiated Problem-Solving (TIPS)
- WI Rti Center Multi-level Systems Participation and Progress Analysis Tool
- Five “whys”
- Fishbone analysis

**Individual Problem-Solving: Implementation Conversation**
- Fidelity monitoring checklists
- WI Rti Center Student Support Profile

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**References**


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**Upcoming 2014 Regional Events**

- Jan 7: New PBIS Coaches Orientation (Pewaukee)
- Jan 15: Building a Tier 2 PBIS System (Pewaukee)
- Jan 22, 23, 30: Developing Your Tier 1 PBIS System (Pewaukee)
- Jan 28: Classroom Management (Pewaukee)
- Jan 29: Rti Coordinator Roundtable
  - Topic: Family Engagement (School District of Meno.Falls)
- Feb 10, 11, & 26: Reviewing Universal K-12 Mathematics (Pewaukee)
- Feb 11: PBIS Coaches Network (Pewaukee)
- Feb 12: PBIS Coaches Network (Cudahy)

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**Integrated Networking and Technical Assistance**

**TEAMING WITHIN INTEGRATED SYSTEMS**

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Southeast Regional Technical Assistance Coordinators

**Thank you for attending!**