

A night-time photograph of the Golden Gate Bridge in San Francisco. The bridge is illuminated with warm yellow lights, and its suspension cables and towers are clearly visible against the dark sky. The city lights of San Francisco are visible in the background across the water.

Building Bridges

Bremerton School District
Response to Intervention
Tier One Behavior


Overview of Presentation

- RTI 101
 - Our Interpretation and Application
 - Background/Research
 - Behavior in Tiers

 - In Practice- Tier One
 - Connections
 - Navigation 101
 - Looping Counselors
 - Student Led Conferences
 - Academic Supports
 - Accommodations/Modifications
 - Universal Positive Behavioral Interventions
 - Community Involvement

 - Next steps
 - Universal Screening

 - Challenges
 - Perception
 - Resources

 - Question and Answer Session
- 

Student Demographics

Enrollment

October 2007 Student Count	1,060
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Gender (October 2007)

Male	49.7%
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Female	50.3%
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Ethnicity (October 2007)

American Indian/Alaskan Native	4.2%
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Asian	10.0%
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Pacific Islander	2.0%
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Black	11.9%
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Hispanic	6.6%
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White	61.1%
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Special Programs

Free or Reduced-Price Meals (May 2008)	61.9%
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Special Education (May 2008)	13.0%
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Transitional Bilingual (May 2008)	3.0%
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Migrant (May 2008)	0.0%
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Other Information (more info)

Unexcused Absence Rate (2007-08)	1.3%
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WASL RESULTS 2007-2008

Grade Level	Reading	Math	Writing	Science
<u>6th Grade</u>	60.3%	48.4%		
<u>7th Grade</u>	53.0%	44.4%	58.4%	
<u>8th Grade</u>	58.0%	42.0%		30.5%



RTI 101

Response to Intervention & The Problem Solving Model

- “RTI is the practice of providing high-quality instruction and/or intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions”
(National Association of State Directors of Special Education Inc, 2005)
- Problem Solving Model- The process by which decisions are made within an RTI framework

Problem-Solving Process

Identify
Problem

Collect
Data

Research
Problem

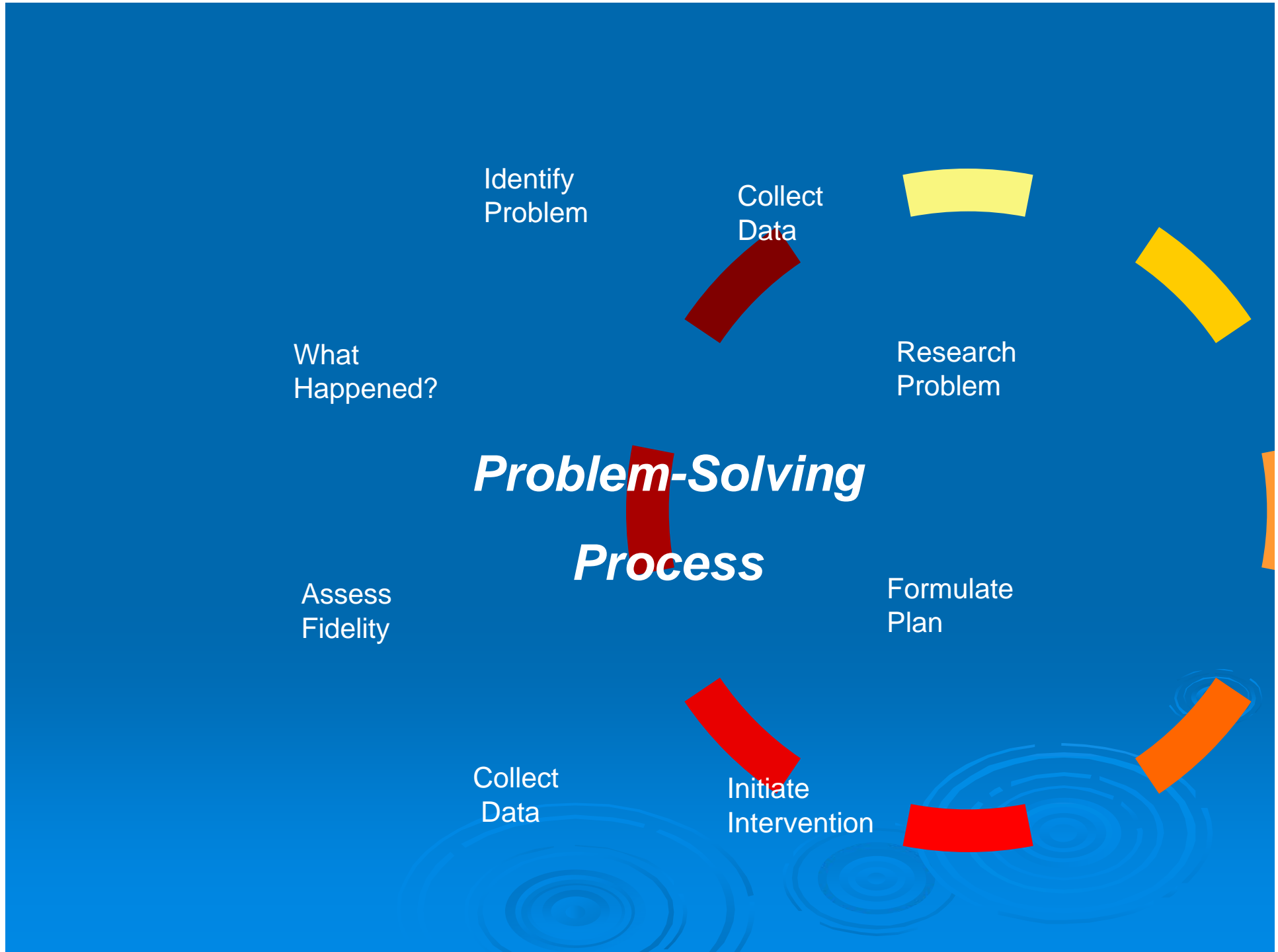
What
Happened?

Assess
Fidelity

Formulate
Plan

Collect
Data

Initiate
Intervention



MVMS RTI Planning Team

- **Time**
Tuesday 7:30-8:00 am
- **Place**
Library
- **Structure**
Agenda
 - Updates
 - Data
 - Research
 - Plans
- **Topic**
System Level
Tier 1- Behavior
Tier 2 & 3- Attendance

- **Team Members**

LAR Teachers
6th, 7th, 8th Grade
Math Teachers
6th, 7th, 8th Grade
Science Teachers
6th, 7th, 8th Grade
Elective Representative
Principal
Vice Principal
Dean of Students
School Psychologist
Counselor
Instructional Coach
Assessment Coach

RTI Team Meeting Agenda

12/9/2008

•Where are we?(5 min)

- Caught Being Good- Staff input
- Last years attendance data- Christine update

•What does the data suggest (15 min)?

- Do we want to put into place another attendance intervention in January?
- Ideas?
- Examine baseline data (referrals)- do we have this missing data?
 - positive referrals (given by classroom teachers)
 - 6th-
 - 7th- 61
 - 8th- 42
 - discipline referrals (given by classroom teachers)
 - 6th-
 - 7th- 73
 - 8th- 62

•Research (15 min)?


- “PBS as a Service Delivery System” Devin will facilitate
- “System Change with School-Wide Positive Behavior Supports” Laurie

•For Next Week

Opportunity to sign up to facilitate if you didn't have a chance to last week

Part 1- RTI 101

Bremerton School District


- General Education Construct
 - Systems Building Philosophy
 - Preventative
 - Scientifically-Based Instruction/Interventions
 - Data Driven
 - Tiered Approach
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General Education Construct


Every Child Belongs to Each of Us

- Focus on Tier I
- Provide Professional Development Opportunities
- Use Research-Based Core Program
- Implement Universal Screening

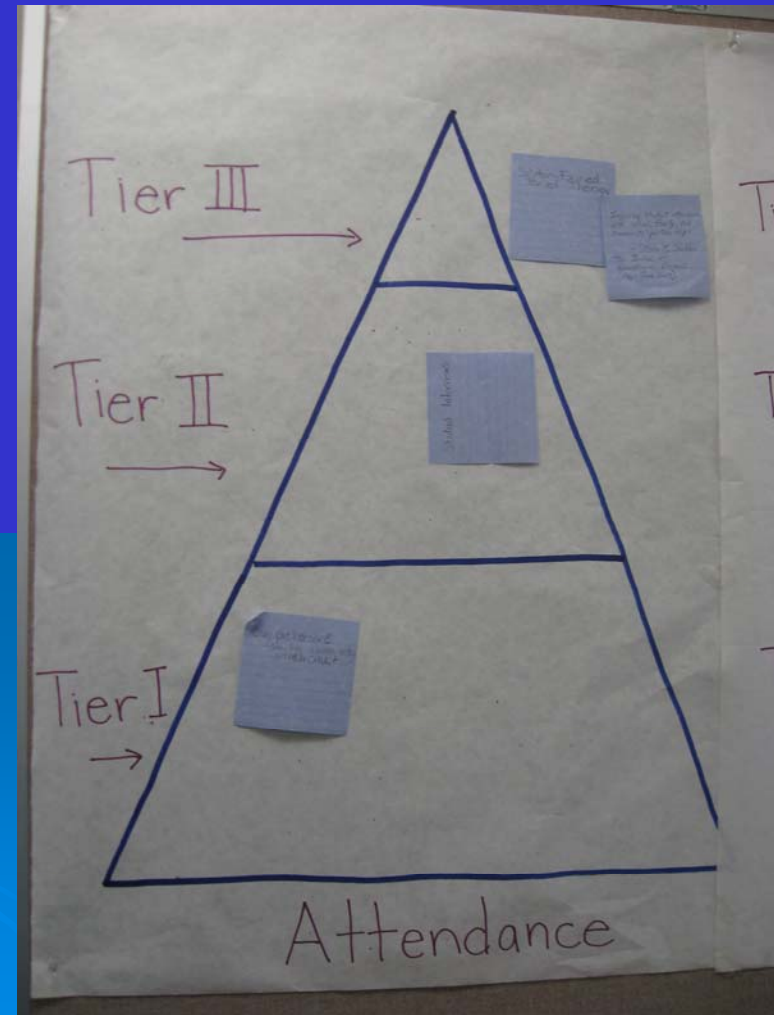
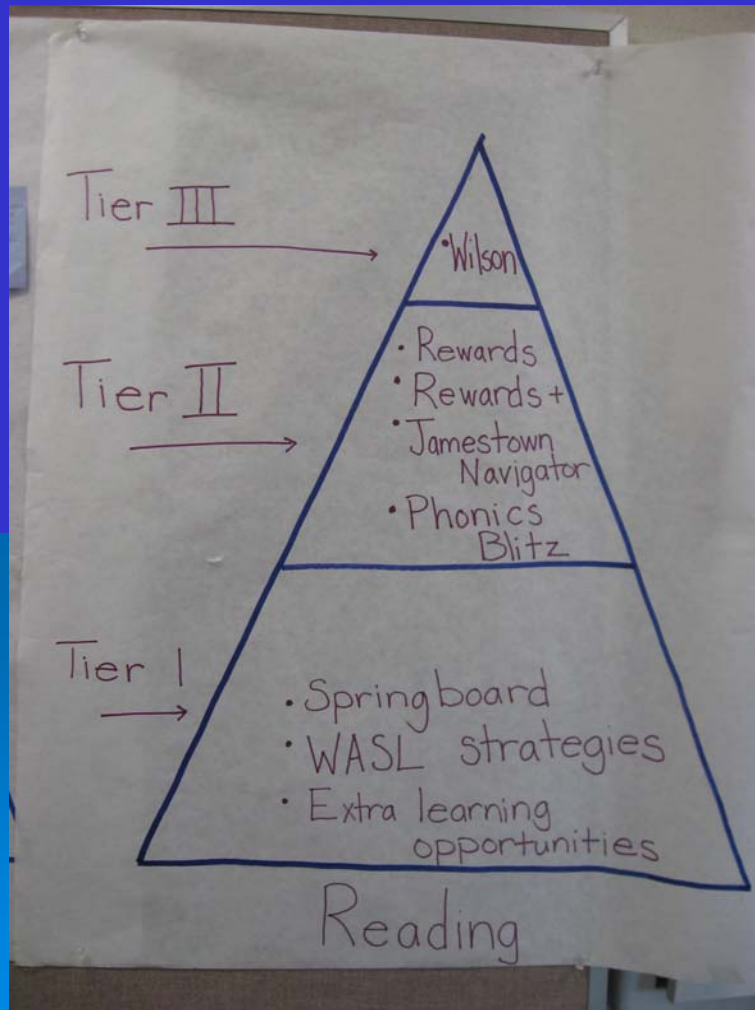
Systems Building Philosophy

- Problem Solving at Multiple Levels
 - System
 - **School**
 - Classroom
 - Individual Student Level
 - RTI Team as a Professional Learning Community
 - Meeting Protocol
 - Team Member Roles
 - Data
 - Research
 - Dissemination
- 

Preventative

- District-Wide Adoption and Implementation of RTI
 - Deliberate Transitions
 - Elementary to Middle
 - Middle to High School
 - Early Intervention
 - Flexible Grouping
 - Targeted Interventions
- 

Scientifically-Based Instruction/Intervention



Data Driven



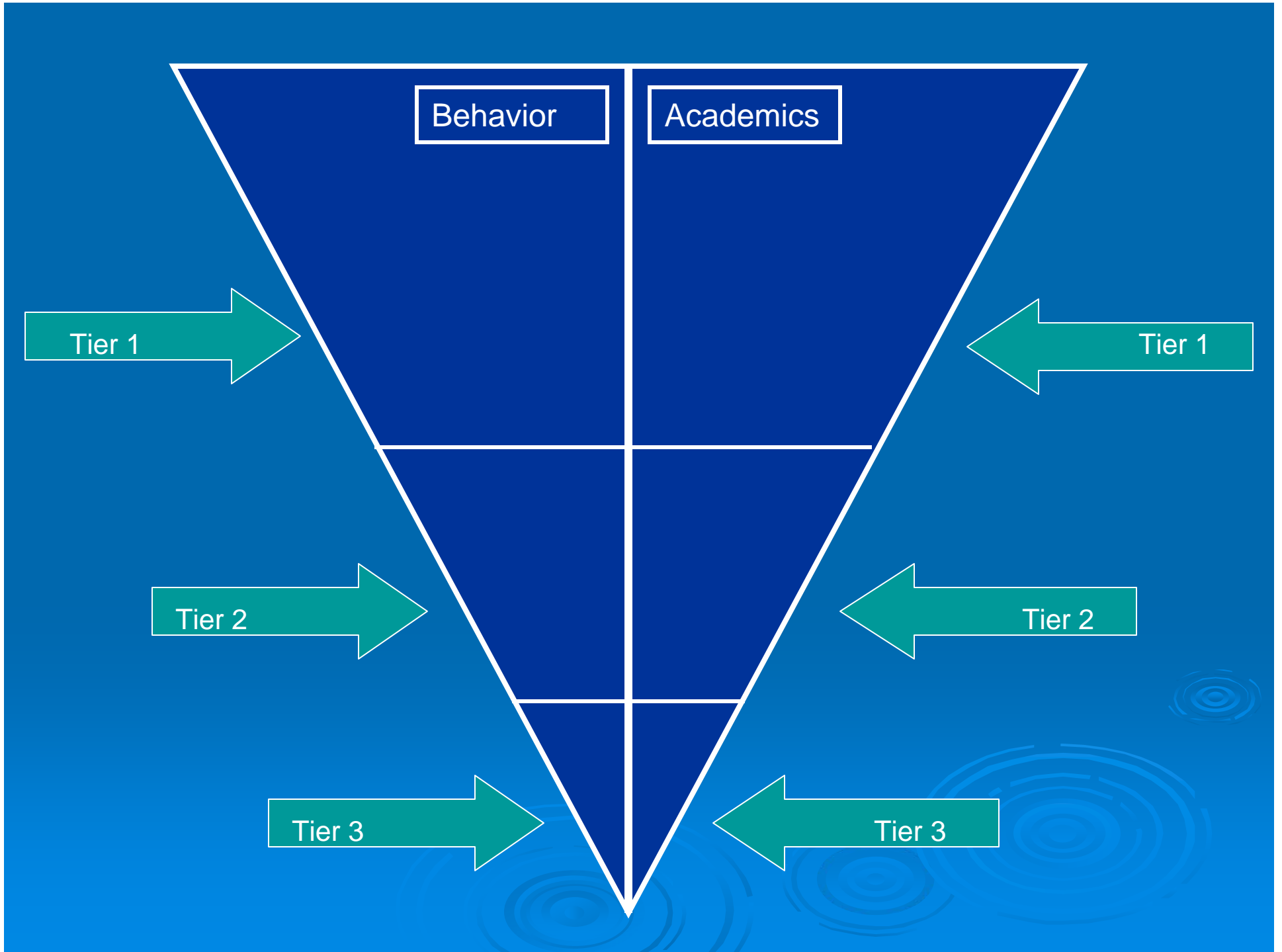
Tiered Approach

➤ Tiers

- All
- Some
- Few

➤ Behavior and Academics





Behavior

Academics

Tier 1

Tier 1

Tier 2

Tier 2

Tier 3

Tier 3

Behavior/Academic Profiles

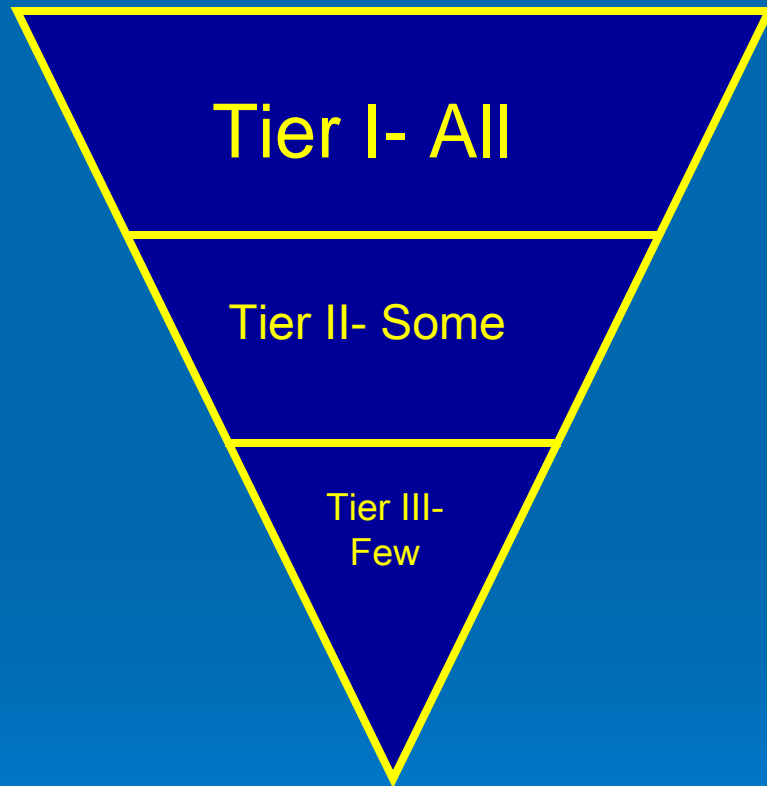
Good Behavior
Poor Academics

Good Behavior
Good Academics

Poor Behavior
Poor Academics

Poor Behavior
Good Academics

Interventions are organized in tiers



- Prevention is the assumption
- Tiers provide appropriate instruction/intervention at various levels
- Assessment is a regular part of each Tier

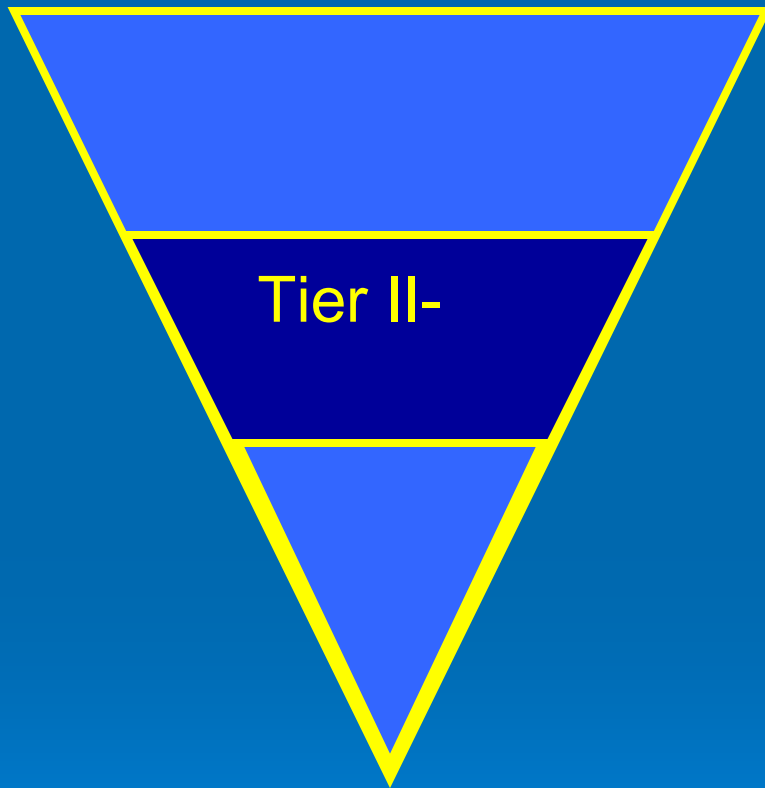
TIER I: Core class instruction



Tier I- 1,067

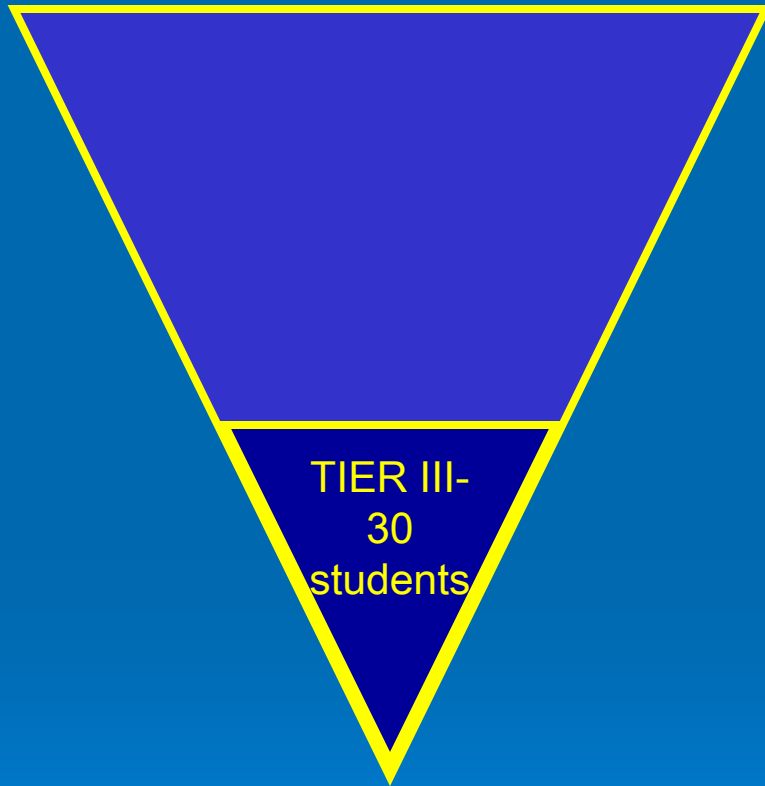
- Connections
- Effective Academic Supports
- High Level of Supervision
- Attendance
 - Daily announcements
 - Bracelets
 - Celebrations
- Positive Reinforcement Systems
 - Caught Being Good
 - Positive Referrals

TIER II: Supplemental instruction



➤ To be determined

TIER III: Intensive intervention



- Tier III- (30 students)
- Child Study Meetings
- Individualized
- Weekly consultation with counselor
- Weekly support group meeting with community support

Quick Data Analysis: Research to Practice

- Let's examine some research





Connections

- 6th period- Wednesdays
- 20 students per class
- Student Portfolios
- 6th grade- Anita Archer's Study Skills
- 7th grade- The Guide: Personal, Social
- 8th grade- The Guide: School to Work, Career
- Student Led Conferences- Navigation 101

Student Led Conference Survey Results

- Curriculum: Navigation 101

Looping Counselors

➤ Video?



Academic Support

- Universal Screening
- Targeted Interventions
- General Education Accommodations and Modifications when Appropriate
- New master schedule to allow accommodate high need for academic interventions

Targeted Interventions

6th Period Enhancement

7th and 8th Grade

Wilson	Phonics Blitz/ Rewards	Vocabulary	Math Level 1	Math Level 2	Eagles
Sabir	Schnell	Neely Springboard Strategies	Busch	Wagner	Davis History
Stockwell	Green	Devery Springboard Strategies	Butherus	Rivers	Coons Poetry
		Wilcox Literature Circles	White	Milligan	Harris Advanced tech
		Fairchild Literature Circles	Hayden	Grunberg	Mayo Literature circles
Writing Weston	Boost Terjeson Lindsey	Irwin Vocabulary through Morphemes	Kilday	Gruen	Joslin Speech
		Gillam Vocabulary through Morphemes	Reynolds	Knights	Major Advanced art

Accommodations/Modifications



Creative Scheduling

- Story of change



7th Grade

			1	2	3	4	5	6	7	8
TEAM A	Weston	LAR			LUNCH		PREP	Enhancement		
	Ralston	SS								
	Busch	SCI								
	Grunberg	MATH								
TEAM B	Schnell	LAR		PREP			LUNCH	Enhancement		
	Davis	SS								
	White	SCI								
	Rivers	MATH								
TEAM C	Neeley	LAR				LUNCH		Enhancement	PREP	
	Gillam	SS								
	Reynolds	SCI								
	Knights	MATH								

Universal (Tier 1) Positive Behavioral Support

- Caught Being Good
- Positive Referrals

“If fear alters behavior, you’re already defeated.” Brenda Hammond


High Level of Supervision



Common Lesson Design

- STAR Protocol
- Lesson Plan Template
- Daily Learning Targets
- Bell to Bell Instruction
- Aligned Curriculum
- Common Assessments
- Standards-Based Report Card (6th grade)
- Student Learning Plans (SLP)

Professional Development

- In-service Training
 - Walk-About-Talk-About
 - Administrative Walk through
 - Instructional Coaches
 - Assessment Coach
- 

Community Involvement

- Building Bridges Grant- ESD
- Hope Project
- Boys and Girls Club

An Example



Goal: Improving Attendance

- Teachers identified student attendance as a significant concern
- In 2007-2008 the RTI team:
 - looked at initial data regarding student attendance
 - reviewed research regarding attendance problems
 - consulted with staff regarding potential interventions
 - selected one intervention
 - collected data
 - evaluated implementation fidelity
 - analyzed the data
 - came up with a new plan

Problem-Solving Process

Identify
Problem

Collect
Data

Research
Problem

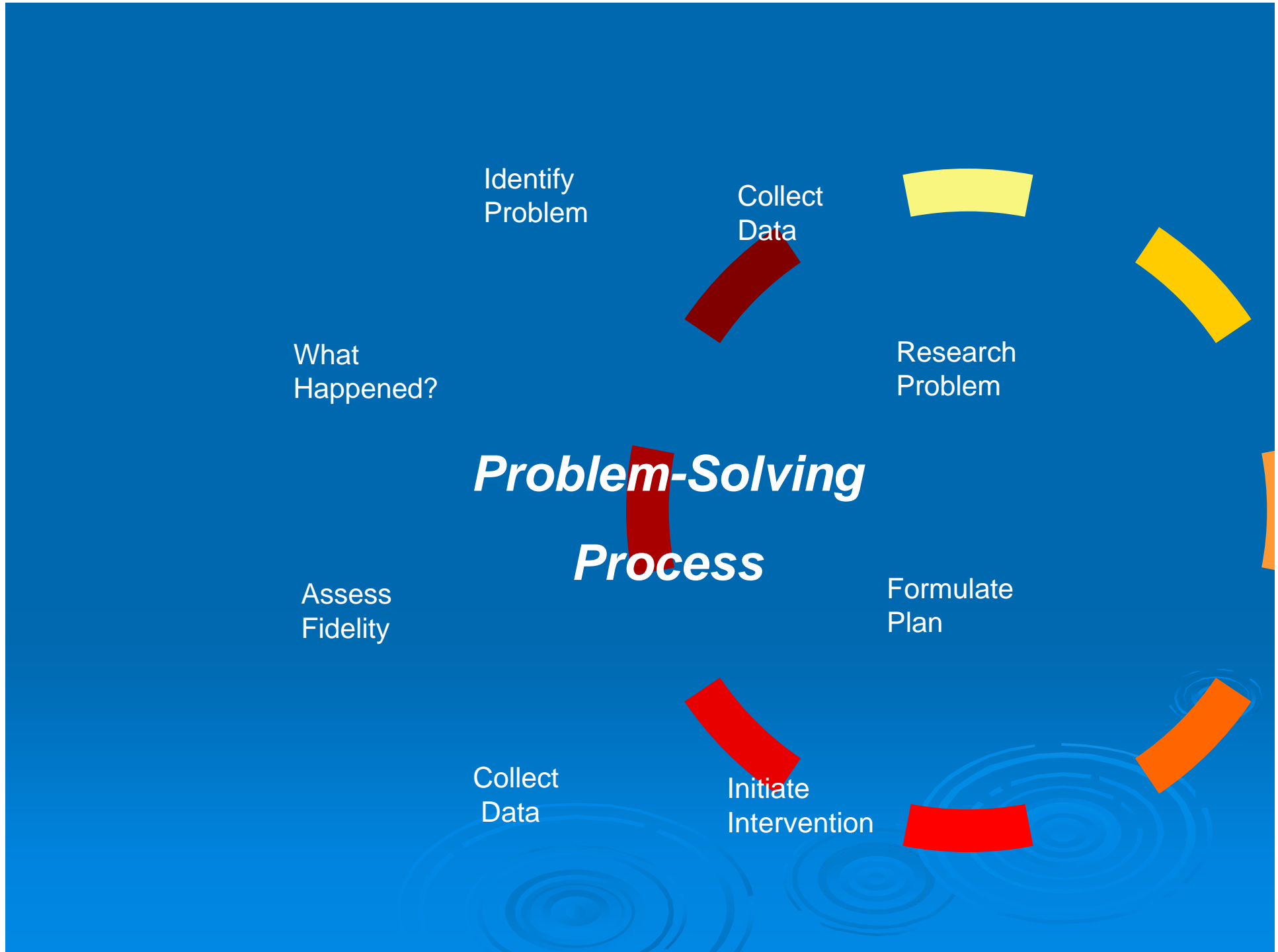
What
Happened?

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Intervention



Attendance Data 2007-2008

➤ Individual level

- Perfect attendance
 - 186 7th and 8th grade students in 12/07
- 20 or more absences
 - 62 -7th grade students
 - 60- 8th grade students
- 30 or more absences
 - 42- 7th grade students
 - 51- 8th grade students

Instituted September 2008

- Group Incentive
 - Daily announcements of attendance data
 - Televised attendance data report
- Individual Incentives
 - Attendance bracelets
 - Celebration- ice cream, popcorn, pizza

Attendance Data

Attendance Data for MVMS

Beginning Date	Ending Date	8th		7th		6th	
		2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
9/1/2007	9/30/2007	93.83	94.67	93.46	94.14	94.69	95.5
10/1/2007	10/31/2007	92.18	93.77	92.58	93.17	93.13	94.16
11/1/2007	11/30/2007	92.86	92.32	92.82	91.89	92.14	92.9
12/1/2007	12/31/2007	89.52		89.57		90.3	
1/1/2008	1/31/2008	88.63		90.21		88.65	
2/1/2008	2/29/2008	89.91		90.56		89.24	
3/1/2008	3/31/2008	89.96		90.46		88.27	
4/1/2008	4/30/2008	91.79		94.09		92.75	
5/1/2008	5/31/2008	90.38		91.73		90.49	
6/1/2008	6/19/2008	89.22		90.3		90.05	

Planned for January 2009

- Group Incentive

- Renewed commitment to daily announcements
- Contest between the pods
 - Early to lunch
 - Plague

- Individual Incentives

- Certificate of achievement for portfolio

ARGH!





What's Next

Tidbits

- The U.S. Department of Education (2000) estimated that students with the most severe emotional or behavioral problems constitute between 1% and 5% of a school's population
...yet they can consume more than 50% of teachers' and administrators' time
- Students identified for special education services with an emotional behavioral disability (EBD) has nearly doubled over the past 30 years to half a million students (U.S. Department of Education, 2006).
- The highest dropout rate of all the disability categories, 51% to 55%, are students labeled as EBD (Wagner et al., 2006).

Universal Screening 2008-2009

Step One

- Academics
 - September, January, May
 - Reading
 - Math
- Behavior
 - January, March
 - Attendance
 - Office Discipline Referrals (ODR)
 - At- Risk Academic Status
 - Student Risk Screening Scales (SRSS)
 - Student Internalizing Behavior Screening Scale (SIBSS)

Look at Screening Measures

➤ Document Camera



Teacher Referrals

- Teachers are “imperfect tests” when they are not given a systematic procedure to follow (Gerber & Semmel, 1984)
 - Reputation bias
 - Racial or other stereotypes
 - Personality conflicts
 - Teacher differences
 - Tolerance levels
 - Personal agendas

Office discipline referrals (ODR)

- Generally helps identify students with externalizing behaviors. Students with internalizing behaviors are more difficult to identify (Clonin, McDougal, Clark, & Davison, 2007; Nelson, Bennen, Reid, & Epstein, 2002; Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007)



5 Km/h

CAM

25

OSAC



OSAC



Challenges and Pitfalls

Values and Beliefs



“ My education was dismal. I went to a series of schools for mentally disturbed teachers.” Woody Allen

Questions???

Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan "press on" has solved and always will solve the problems of the human race.

Calvin Coolidge, 30th president of US (1872-1933)