

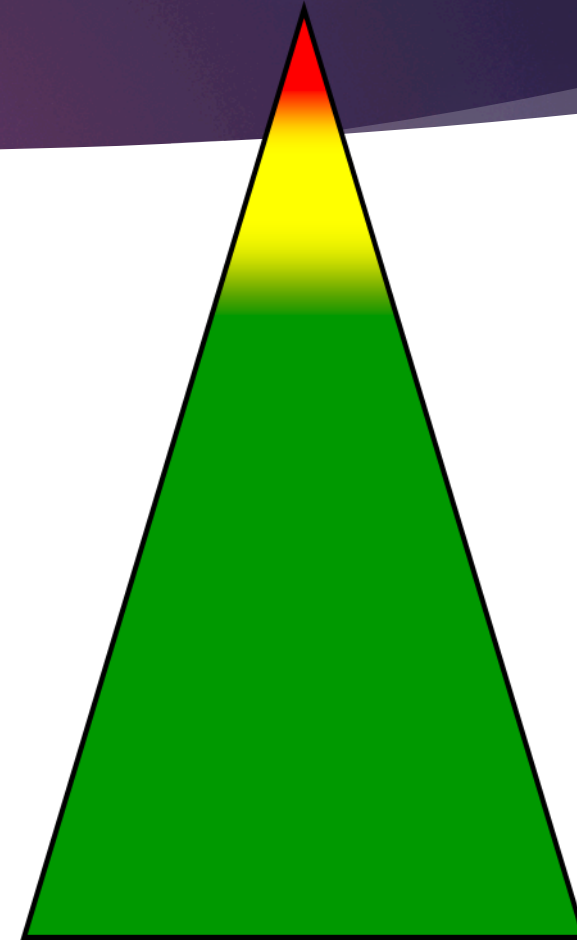


Turn the Team Around

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District-wide Multi-Tiered System of Support

- ▶ Evaluated current MTSS status
 - ▶ Tier 1- School-wide
 - ▶ Tier 2/3- Problem Solving teams
- ▶ Why did we need a district-wide process?
 - ▶ Every building operating in silos
 - ▶ Continuity for students



How did we determine what the process would look like?

- ▶ Response to Intervention (RTI) under the IDEA
- ▶ State Administrative Code
 - ▶ Problem Solving in General Education and Instructional Support Teams
 - ▶ Response to Intervention Procedures

How did we determine what the process would look like?

- ▶ Researched programs throughout the nation
- ▶ Data collection/form development
 - ▶ Pre-referral
 - ▶ Referral
 - ▶ Staff input forms
 - ▶ Intervention log

PST Pre-Referral Form

Please complete all sections of this form and submit to PST Team Leader with any supporting documentation.

Student Name _____ Homeroom _____ Grade _____

Student is: ☐ ADA/504 plan ☐ IDEA/IEP ☐ FBA/BSP

My Concern is: ☐ academic ☐ behavioral ☐ medical ☐ social/emotional

☐ I have read the cumulative folder.

☐ Student was previously retained ☐ Administratively Assigned

☐ I have spoken to the parent/guardian regarding my concerns. Method of Contact _____

Outcome: _____

☐ I have spoken with the nurse.

☐ Attendance History: Absent _____ Tardy _____

If I had to rank my concerns for this student, number one would be _____

Additional Concerns: _____

☐ I have a classroom behavior system in place

☐ This system works well for the student.

☐ This system does not work well for the student.

☐ I have completed a reinforcement survey with the student.

Description of Behavioral Concern(s):	Behavioral Interventions Attempted:

Pre-Referral

- ▶ Identification of Need
 - ▶ Classroom Management
 - ▶ Teacher
 - ▶ Student
 - ▶ Academic
 - ▶ Behavior
 - ▶ Wellness
 - ▶ Anything else that impacts school success
 - ▶ PBIS school-wide

IF...	FOCUS ON...
<ul style="list-style-type: none"> More than 40% of students receive one or more office referrals More than 2.5 office referrals per student 	School Wide System
<ul style="list-style-type: none"> More than 35% of office referrals come from non-classroom settings More than 15% of students referred from non-classroom settings 	Non-Classroom System
<ul style="list-style-type: none"> More than 60% of office referrals come from the classroom 50% or more of office referrals come from less than 10% of classrooms 	Classroom Systems
<ul style="list-style-type: none"> More than 10-15 students receive 5 or more office referrals 	Targeted Group Interventions / Classroom Systems
<ul style="list-style-type: none"> Less than 10 students with 10 or more office referrals Less than 10 students continue rate of referrals after receiving targeted group settings Small number of students destabilizing overall functioning of school 	Individual Student Systems

Referral Form-Student Identification

Date: _____ Student Name: _____ Grade: _____

Student ID# : _____ School: _____

Person or Team Requesting Assistance: _____

What are the student's strengths?

Content Area of Concern (check all that apply)

ELA

- ☐ Reading Comprehension
- ☐ Reading Decoding
- ☐ Reading Fluency
- ☐ Written Expression
- ☐ Other _____

Math

- ☐ Math Computation
- ☐ Math Reasoning
- ☐ Number Sense
- ☐ Other _____

Misc.

- ☐ Verbal Skills
- ☐ Speech
- ☐ Penmanship
- ☐ Organization
- ☐ Other _____

Behavior (What behaviors are keeping this child from learning?)

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Inattention in small group | <input type="checkbox"/> Inappropriate talking | <input type="checkbox"/> Poor Peer Relations | <input type="checkbox"/> Anxious/Nervous |
| <input type="checkbox"/> Inattention in whole group | <input type="checkbox"/> Leaves without asking | <input type="checkbox"/> Hygiene | <input type="checkbox"/> Out of Seat |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Easily Distracted | <input type="checkbox"/> Sad and/or Withdrawn | <input type="checkbox"/> Poor Self-Concept |
| <input type="checkbox"/> Defiance of Authority | <input type="checkbox"/> Easily Frustrated | <input type="checkbox"/> Home/Family Concerns | <input type="checkbox"/> Fidgety/Restless |
| <input type="checkbox"/> Impulsivity | <input type="checkbox"/> Safety Concern | <input type="checkbox"/> Energy Level | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Needs to Show More Effort | | | |

Referral form-Connecting with Outside Agencies

Mental Health concerns:

What is the presenting problem? _____

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Feeling Depressed | <input type="checkbox"/> Disruptive Behaviors | <input type="checkbox"/> Family Problems | <input type="checkbox"/> Feeling Bullied |
| <input type="checkbox"/> Decreased Grades | <input type="checkbox"/> Peer Problems | <input type="checkbox"/> Decreased Attendance | <input type="checkbox"/> Anxious |
| <input type="checkbox"/> Hyperactive | <input type="checkbox"/> Decreased Attention | <input type="checkbox"/> Grief/Loss | <input type="checkbox"/> Suicidal Thoughts |

For Mental Health concerns only

RISK Assessment date_____Completed by: _____

Parent/Guardian contacted date_____ Completed by: _____

Outcome: _____

Student notified about this referral date_____ Completed by: _____

Outcome: _____

Referred to Mental Health provider date_____ Completed by: _____

Name of Provider/Agency: _____

Outcome: _____

Referral form- Current Intervention details

Interventions/Accommodations tried with this student (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Extended time for assignments | <input type="checkbox"/> Use of graphic organizer |
| <input type="checkbox"/> Peer buddy/tutor | <input type="checkbox"/> Repetition of concepts |
| <input type="checkbox"/> Oral responses rather than written | <input type="checkbox"/> Review of comprehension questions |
| <input type="checkbox"/> Directions provided in a variety of ways | <input type="checkbox"/> Summarize new concepts |
| <input type="checkbox"/> Reduced paper and pencil tasks | <input type="checkbox"/> Use of computer for assignments |
| <input type="checkbox"/> Highlighting pertinent information | |
| <input type="checkbox"/> Alternative materials/assignments | |
| <input type="checkbox"/> Review of key vocabulary | <input type="checkbox"/> Prompts to use of agenda book |
| <input type="checkbox"/> Review of prior knowledge | <input type="checkbox"/> Use of word banks |
| <input type="checkbox"/> Small group instruction | <input type="checkbox"/> Limiting multiple choice options |
| <input type="checkbox"/> Chunking material into manageable sections | <input type="checkbox"/> Extended time for assessments |
| <input type="checkbox"/> Use of a calculator | |
| <input type="checkbox"/> Preferential seating | <input type="checkbox"/> Opportunity to retake failed tests |
| <input type="checkbox"/> Rereading/paraphrasing directions | |
| <input type="checkbox"/> Other (please list): | |

Referral Form- Data Sources

Data Sources:

☐ Breaks (How long? ____ minutes, How often?)

☐ Refocusing attention to task (How? How often? Verbal? Non-verbal?)

☐ Uses daily progress report (please attach)

Has the parent/guardian been contacted? ☐ Yes ☐ No

Date(s) _____ Staff member making contact _____

If yes, how has the parent been contacted? (Check all that apply)

☐ Email ☐ Phone call ☐ Parent/Teacher Conference

Additional Notes:

District/ State Collaboration

- ▶ State initiatives- PBIS, IST
- ▶ Cadre membership
- ▶ Technical Assistance
- ▶ Compliance agreement
- ▶ Grant partnership

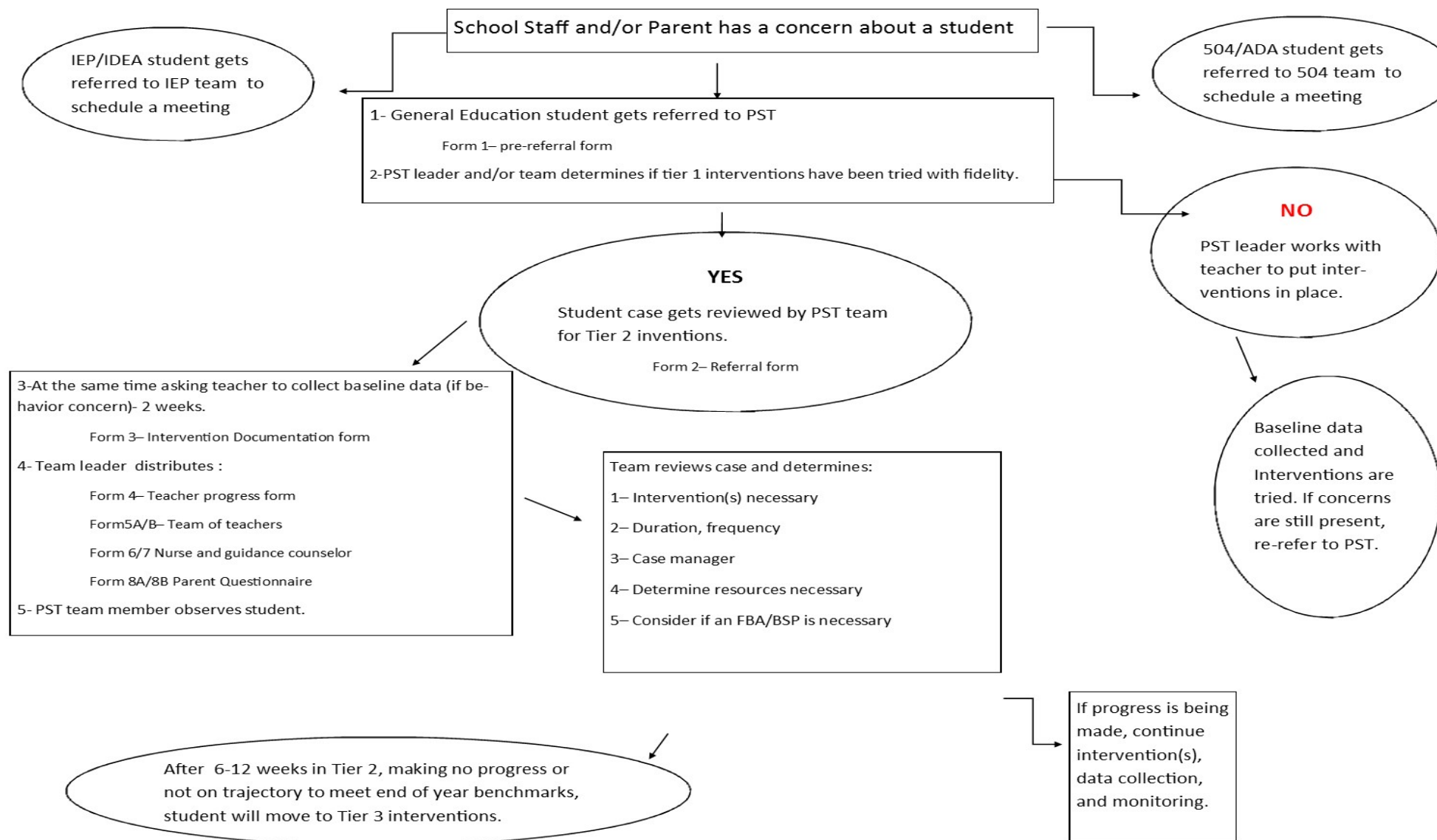
How Did We Implement the Process?

▶ Team development

- ▶ Name submission from Principals yearly for team leader
- ▶ Team membership- 6-8 people, representative teams

▶ Training- PST process

- ▶ Administration
- ▶ Team Leaders
- ▶ Building Staff and faculty
- ▶ District office



Team Leader Networking and Training

District Coach trains team leaders – on the following schedule:

- ▶ PST team leaders meet 4 times a year
- ▶ PBIS team leaders meet every other month
- ▶ PST and PBIS team leaders as well as suspending building administrators meet two times a year.
- ▶ PST and PBIS teams- Ongoing collaboration within schools (shared members)
- ▶ District coach supports building level custom PD
- ▶ How to maintain- District coach meets individually with building admin and team leader every spring.

District Coach- Spring Maintenance Meeting- Sample Agenda

- ▶ Strengths of the PBIS program (current year)
- ▶ Areas of Growth
- ▶ Goals for the (next) school year
- ▶ Using Big 5 data in faculty and PBIS meetings?
 - ▶ What data sources?
 - ▶ How often?
- ▶ Review triangle data. Reflections.
- ▶ Survey Monkey: Strength and Needs Assessment or KFE?
- ▶ Summer planning meetings/PD?
- ▶ How can the district provide support next year?
- ▶ Other school questions/concerns?

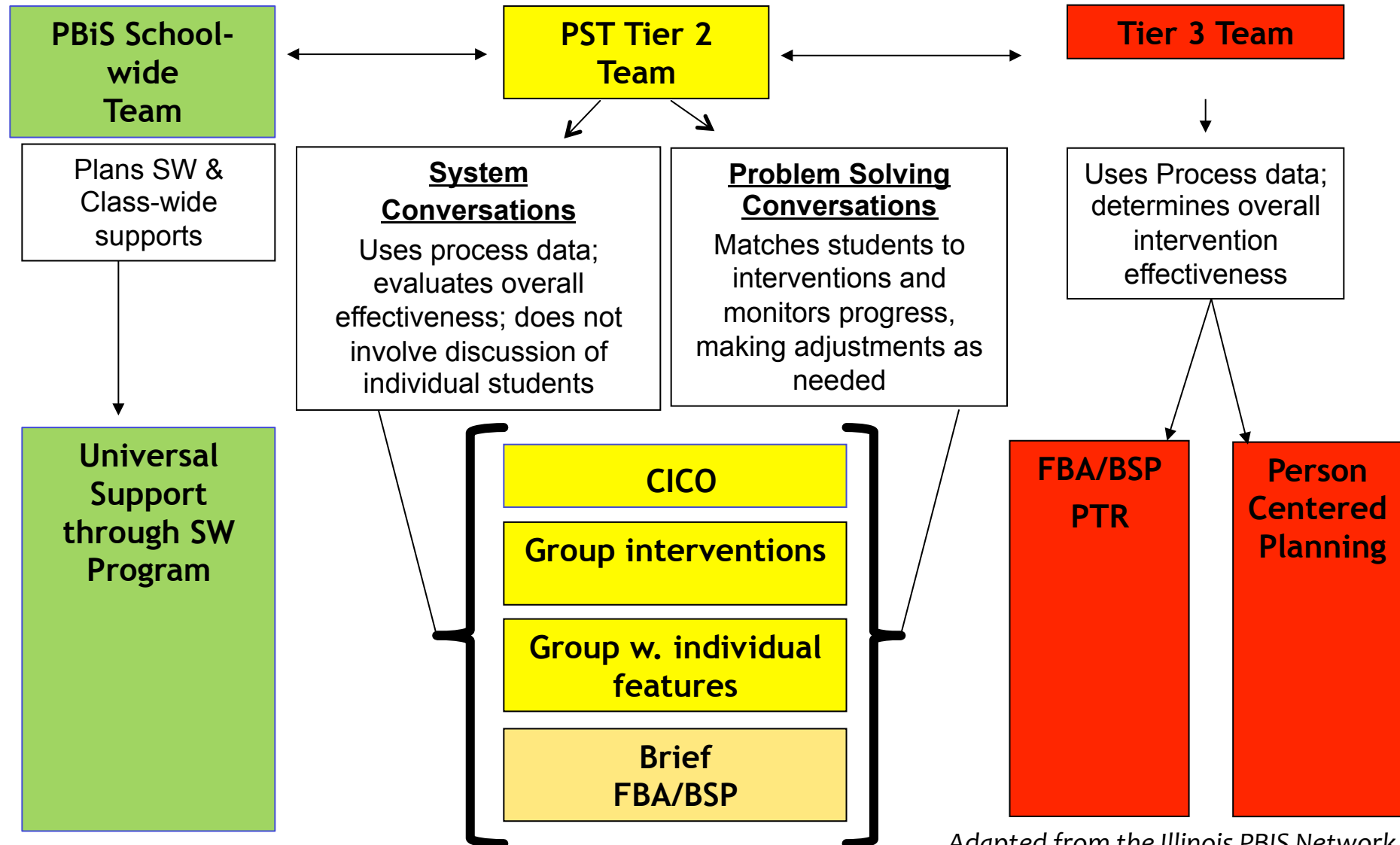
MTSS and Tiered Behavioral Interventions

- ▶ Not all schools implement PBS
 - ▶ PBIS school-wide Buildings- 12
 - ▶ Non-PBIS school-wide buildings- 15
 - ▶ Behavioral expectations in all buildings
- ▶ PST Tier 2/3 Interventions
 - ▶ CICO
 - ▶ Mentoring
 - ▶ Second Step
- ▶ Training----District meetings

Sample Agenda topics from District meetings

- ▶ Thinking CAP Discussion- In quads, discuss possible alternatives to external suspensions that you think might work to decrease student misbehaviors. Make a short list of the interventions and be ready to give a brief description of the two three interventions you came up with as a group. Be ready to share out in 6 minutes.
- ▶ Clint Smith- "The Danger of Silence"
https://www.ted.com/talks/clint_smith_the_danger_of_silence?language=en
- ▶ Disciplinary Alternatives to Suspensions- Hanover
- ▶ Video- *The Behavior Education Program: a check-in, check-out intervention for students at risk*
- ▶ Cause I Ain't Got a Pencil (Poem)
- ▶ Student Scenarios- what would YOU recommend for any two of the four students?
- ▶ School Climate & Youth Development (Handout: Discuss @ school)
- ▶ Discipline: Effective School Practices (Handout: small group discussion)
- ▶ How to use school climate data (staff)- Large Group Discussion
- ▶ PST Brainteaser
- ▶ Childfind Regulations and questions

Multi-Tiered System of Support



How Does the District Support This?

- ▶ Building level meetings
 - ▶ PBIS (School –wide), one hour per month, 6-8 team members
 - ▶ PST (Tier 2/3), two meetings per month, one hour each, 6-8 members
 - ▶ Systems Meeting
 - ▶ Student Cases
- ▶ District level team leader meetings
 - ▶ Substitute coverage for PBS Team Leader meetings every other month
 - ▶ Substitute coverage for PST Team Leader meetings quarterly
 - ▶ PST and PBS Team leader stipends yearly

How Does the District and State Support This?

- ▶ Monthly building level meetings
- ▶ Enhanced student supports
 - ▶ Behavior Specialists/District behavior team
- ▶ State FBA/ BSP training in PTR process
- ▶ State developed targeted tier 2 training
- ▶ State supported substitutes

Looking forward

- ▶ Assessed and identified current areas of need
 - ▶ Increase social-emotional learning curricula district wide
 - ▶ Additional training in basic FBA/BSP development
 - ▶ Additional training in data collection and goal setting
 - ▶ Increase support for students with highest needs
 - ▶ Increasing district partnership to get mental health supports to students
 - ▶ Continuing to build MTSS in every building
- ▶ District behavior team creation
- ▶ Increasing Tier 1 PBIS buildings district wide



Questions?

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