Can Prevention Programs Work Together? Making Connections Across MTSS Approaches

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PowerPoint's

Enduring Understanding:
• Seeing connections across tiers of support makes life easier for schools

Essential Questions

• How do you organize systems to enhance the support in your environment (e.g., human, financial, structural)?

• What are effective ways to encourage teams to work together effectively?

Essential Questions

• What are the essential practices of an effective school environment?

• How do we begin to look at relationships and analysis of data for decision making?

Thank you!

• The EdPro Development
• Tennessee Department of Education
• Presenters
  – Three tiers
  – High schools
• Tennessee based researchers and implementers
Thank you!


Organizing
Building the plane video

Key Elements

• Systems – Josh, flight, checklist
  – Administrative Commitments, Coaching (external/internal), Representative Teams, Audit of practices, Priority

• Practices
  – Based on evidence

• Data
  – Process and impact – dropout
  • What and with whom?

Key Principles

When did you get in trouble when you knew better?

http://www.inmagine.com/searchterms/private_jet.html

Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Supporting Data

Supporting Systems

OUTCOMES

PRACTICES

SYSTEMS

DATA

SHAPING

Punishment

Reinforcement

Incidental Benefit

Schoolwide

Reinforcement

Schoolwide

STOP
What are the connections between academic and behavior support?

Jeff Bliss Video Example

Use of Universal Tools

<table>
<thead>
<tr>
<th>SBMH only</th>
<th>SBMH plus</th>
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<tbody>
<tr>
<td>PBIS</td>
<td>PBIS, State RtI Project, SEL</td>
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<tr>
<td># school = 61</td>
<td>18</td>
</tr>
<tr>
<td>(1.6%)</td>
<td>(29.5%)</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
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<tr>
<td>Yes</td>
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</table>

(χ² = 15.14, df=4, p=.004)
20 times more likely to use universal screening with high combination (Odds ratio = (15/3)/(3/12) = 20) (Bohanon & Wu, 2011)

Number of Schools with Zero Suspensions AY09-10 (n= 13, 21%)

Designing School-Wide Systems for Student Success
A Response to Intervention Model/MTSS

Questions
- Tier 1/Swaps/other
- Tier 2?
- Tier 3?

Answers
- Tier 1/Swaps/other
- Tier 2?
- Tier 3?

Universal Intervention
- Clear expectations
- Does it work?
- How do we respond?

Implicit teaching effective self-expression, self-evaluation, problem solving, goal setting, academic and behavior core: SOL, RTI, SEL

Explicitly teaching effective self-expression, self-evaluation, problem solving, goal setting, academic and behavior core: SOL, RTI, SEL

Emotional/behavioral/academic/physical expectations: RENEW, FBA/BIP, Academic Remediation

What are you doing?


11/13/2014
Evidence-Based Practices

Musical Chairs
• When the music stops, talk with partner
• Can you think of times when these were applied with success? Or perhaps non-examples?

Celebration Time!

Taking Your Time to Explore and Install Your Systems

Steps

Poll # 1

• When you are buying a car, what is your first step?
What do we know about implementation

• Successful systems change (Kotter, 1995)
  – Created sense of urgency
  – Core group of leaders
  – Long-term vision for change

• Implementation occurs in stages (Fosson, et al., 2005)
  – Exploration
  – Installation
  – Initial Implementation

Exploration Examples From 4 High Schools

– Communication -
  – timeliness
– School climate
– Efficient meetings
– Integration of PD
– Work with PLCs
– Define academic and behavior expectations
– Use data for decisions
– Braid initiatives

– Align administrative supports with strategies
– Students within special support needs
– Need for increased school spirit
– Distribute roles
– Parental involvement

See example of questions

SELF-ASSESSMENT OF PROBLEM SOLVING IMPLEMENTATION
(SAPSI V2.4; RtI)

http://www.luc.edu/cseit/i-aspireresourcesforcoordinator.shtml
Also see http://www.florida-rti.org/_docs/AppendixA.pdf

Designing School-Wide Systems for Student Success
A Response to Intervention Model

Academic Systems

Primary Intervention/Tier 3:
  - Assessment based: Remediation
Secondary Interventions/Tier 2:
  - AVID, After School Matters
  - Credit Recovery
  - ELL
  - Summer School/First Year Connection
  - Gear-Up

Universal Intervention/Tier 1:
  - Attendance and Tardies
  - Small Learning Communities (SLC)

Behavioral Systems

Tertiary Intervention/Tier 3:
  - Young Leaders
  - National Honor Society
  - Eyes on the World

Secondary/Tertiary - SLC teams

AVID; Mentor Moms
What are our priority months for support?

Build Case with Data: Create Urgency (Kotter, 1995)

- Writing a referral is not a bad thing, it is necessary!
- We hope you have fewer reasons
- Instructional time given to referrals (20 Minutes per referral)
  \[77,400 \text{ Minutes} = 1,290 \text{ Instructional Hours}\]

Healthy Team Functioning

Integration of Efforts

MTSS
Silos are OK, let’s make some bread

Napoleon and Getting Back On Mission

Sometimes we get blown off course
  
  [https://www.youtube.com/watch?v=bPvLWc_Li8](https://www.youtube.com/watch?v=bPvLWc_Li8)
Defining yourself

• What do you value as a team?
• What does this mean working together?

Effective Meetings

• Scheduling and communication
• Creation and use of an agenda
• Meeting begins and ends on-time
• Keeping the meeting on track

See examples: Herding Cats, Bad Meetings, Action Plans, Rate yourself – handbook

Components of Effective Classrooms

• Maximized Structure
• Post, teach, model reinforce expectations
• Active engagement
• Varity of ways to acknowledge – Including success!
• Continuum of ways to respond

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Think about your favorite teacher

Big Three

Teach expectations – early, often, examples – non examples

Acknowledge/praise: make deposits, be specific

Redirect: Private, eye contact, proximity, humor

Instructional/Emotional Support

Failure rates from 17% to 11% (Allen, Gregory, Mikami, Lun, Hamre, & Pinata, 2013)

Laughing with students

Out of desk greeting

Ask about events

Ask “why”?
Yah, but once they get a job...nobody does this..

Teaching Expectations: Any Zappos Fans in the Room?

Acknowledgment quiz..

• Who made this statement?
  
  We cheer people on all the time...We celebrate everything! Although we do have some formal celebrations, a lot of them are informal, spontaneous celebrations that cost little or no money.

See Leading with Love

What do people like about Starbucks? Is it just the coffee?
Redirection, Starbucks Style

Problem:
- Listen
- Acknowledge the problem
- Take action
- Thank the customer
- Encourage their return

Preparing Data for Decisions

Video – Sales are up

Types of Existing Data
- Office Discipline Referral Data
- GPA
- Credits toward graduation
- Attendance
- Failing grades
- Statewide assessments
- Existing screening data

Deciding the Level of Intervention

% of Students by GPA
- 1.0 GPA or Less
- 1.0 - 1.9 GPA
- 2.0 GPA or More

% of Students with ODRs
- 6 or more ODRs
- 2-5 ODRs
- 0-1 ODRs

Separate Data Sets

Combined Data Using VLookup

See YouTube examples:
http://www.youtube.com/watch?v=3tk_Mif7040
One bite at a time!

Other Supports

- IRIS Online Modules
  - http://iris.peabody.vanderbilt.edu/resources.html
- RTI Action Network Article Behavior and Academics

References


