DONNA SALKIN: It is my honor and privilege to introduce two researchers that I've had the opportunity to work with over the past year, Dr. Kathleen Lane and Dr. Wendy Oakes. Dr. Lane is a professor in the Department of Special Education at the University of Kansas. She earned her masters degree and doctorate in education from the University of California, Riverside. Prior to entering academia, Dr. Lane served as a classroom teacher of general and special education students for five years and as a program specialist for two years. Dr. Lane's research interests focus on school-based interventions with students at risk for emotional and behavioral disorders with an emphasis on systematic screening to detect students with behavioral challenges at the earliest possible juncture. She has designed, implemented, and evaluated Comprehensive, Integrated, Three-Tiered Models of Prevention in elementary, middle, and high school settings to prevent the development of learning and behavior challenges and responding to existing instances. She is co-editor of the Remedial and Special -- of Remedial and Special Education. Dr. Lane has coauthored five books and published 120 articles in 23 book chapters. Dr. Wendy Oakes is an Assistant Professor in Mary Lou Fulton Teachers College at Arizona State University. Dr. Oakes taught special education for students in grades K through 8 for 13 years before beginning a career in higher education. She is interested in school practices that improve the educational outcomes for students with emotional and behavioral disorders. Her areas of research focus on school-wide systems of supporting students with at risk for emotional and behavioral disorders, Three-Tiered models from a prevention perspective; the implementation of evidence-based academic and behavioral interventions and professional development for classroom teachers and school administrators in implementing these models of prevention with fidelity. Dr. Oakes is an Associate Editor for Remedial and Special Education and serves on the executive board of the Council for Exceptional Children Division of Research. I welcome Dr. Lane and Dr. Oakes.

KATHLEEN LANE: Thank you all very much for your time and it's nice to see that some of you are back from the morning session. What we're going to do in this session today is we're going to do a jumping off point. We're going to talk just very briefly, for people that didn't hear the morning session, about Comprehensive, Integrated, Three-Tiered Models of Prevention, we're going to talk about just two behavior screening tools in this session, but our main focus is what to do with the data once you've collected the data. So as Donna mentioned, my work is focused largely on helping schools to design, implement, and evaluate comprehensive, multi-Tiered intervention systems that are Comprehensive, Integrated, Three-Tiered systems. So we're going to use the short term of CI3T. So we're going to talk first about that model, what that looks like, then we're going to talk about behavior screening specifically and how to do data-informed decision-making. And although the focus of our time is primarily on behavior screenings, we're going to show you how to use these data in conjunction with other data collected as part of regular school practices to make specific decisions about students' needs. Now when we look at this model, as we've talked about before, many school systems have it separate so that PBS is considered separate from RTI from academics, and then still other groups that look at social and emotional learning. Our goal in this model is to bring it all together so that you're using data from multiple

sources to see how kids are responding to their entire school experience. So this base plan is everything that a kid would be accomplishing when they come to school. So when you look at that bottom piece, you can think about academics behavior and social being the building blocks of what's going to happen for their entire experience in school. So the deal with the academic piece is that is your academic RTI, that's how we're going to address our Common Core standards. And ideally, schools are picking out a research validated, ideally, an evidence-based practice on how to teach reading, how to teach writing, how to address your core content area. So that's the what we teach and how we do it. On the social skills piece, ideally, schools would identify a goal for themselves, like to reduce bullying behavior, or to improve social competencies, or to improve kids' character when they leave or to improve kids' ability to mediate conflict. Whatever their goal is for their school, and in some places, it's not an option, like in the state of Tennessee, it's mandated, all schools have to address character education. That's the deal in the state. That's a validated program, and we're not here to tell you what program to pick but we are here to say don't pick a program without sufficient evidence. And when you look at the evidence behind it, be very careful as you're reading it; there are many, many studies of package programs that say they work, but many of the data that are collected are teachers' impressions of how it works. What you really want to know is that if I implement this plan with integrity, will I see changes in kids' behavior? Like, will I see decreases in office discipline referrals, fewer suspensions, will I see better attendance, will I see improved academic outcomes? Does that make sense? So what we teach is going to be in the academic and the social domain, the behavior piece is your PBIS framework and that's a lot of what you have right now in most of your schools. That's the behaviors that we're going to teach to kids to help them to understand how to be respectful, how to be responsible, how to give best effort, how to be safe. There is no curriculum that you buy for that, you build that based on the value and the culture of your communities, your faculty and staff will construct that model. You need that PBIS framework to gain the instructional time to be able to teach your academics and teach your social components. Because we can't lose all that time to stopping, responding to problem behaviors, filling out office discipline referrals, sending kids to the office, et cetera. So I don't think you can move forward as efficiently unless you're addressing all these. So keeping that in mind, you also want to think about this from the perspective as -- that people will not all get it at the same time. So you are going to have some kids that you're going to teach them how to decode for reading or you're going to teach them basic social competencies and they're just going to get it on the very first try. But there will be some kids who will need Tier 2 and who will need Tier 3 and that is not a tragedy; that is okay. Because there are some kids that may need to hear it a different way or experience it a different way, or have a few more trials to get it right. So if we are going to realize that some kids are going to need more, it's like some kids may need small groups in terms of building oral reading fluency, some may need small groups in order to learn how to do better with reading comprehension, we have to have a plan for that. And we have some kids, and we probably all either been that kid or have that kid, that they're brilliant but they cannot organize their way out of a paper bag. They do the work and they can't get from work completion to turning it in. And so there will be a need at

Tier 2 for some of those kids to work on things like organizational skills, and some people have awesome ideas of everything they're going to accomplish in a semester at school, some high schoolers. And then it's like, "I'm going to do this, and I'm going to do this," and they don't have a way to get from this goal to this great idea of implementation. So these things at Tier 2 and at Tier 3, I don't think you can separate these out. I've watched some schools try to build Tier 2 behavioral supports and Tier 2 academic supports as separate entities, those things go together. If you have strong organizational skills, and are able to complete work in a timely manner, that will facilitate your academic experience. When you talk about interventions like self-monitoring, those can apply to academic target behaviors as well as other behaviors. So these, I want you to think about this in an integrated fashion. But central to this whole thing is accurate detection of who needs more. And I am not worried as much about finding kids who really don't need the help which is a false positive. I spend most of my time worrying about false negatives, meaning missing a kid. Because if we screen and a kid is needing extra support at Tier 2 or Tier 3, what happens? I get social skills, I might get extra reading support, I might learn some organizational strategies; those are only things that can help me. My biggest concern is that we overlook a student who needs assistance. I don't want to be the one that missed a child that's not a great reader, I don't want to be the one that missed a child that really could have used some anger management training, I don't want to be the one that didn't help somebody to get the organizational skills they need to be successful in school and in employment. So as part of these models, these work if they're implemented with fidelity. We have not done randomized trials of this full model, but we've done lots of studies to show that when you implement this full model, we see decreases in student risk over time. We have lots of studies to show that student risk data predicts how they do academically and how they do behaviorally. So keeping that in mind, I want to emphasize that as you're thinking about these models and thinking about how to support kids with behavior challenges, I know that some of you are on fire, and are ready to go and I'm super pumped. In the last two sessions, I just hear people saying, "All right, we've got primary in place, we are ready to screen, we are ready to go forward." And I want to emphasize, that being ready to go forward takes time, like you need to be prepared to find kids that need extra support. They would not be responsible to go back after this conference and put in screeners if you did not have a plan as to what you're going to do to support those kids. You cannot screen and say, "Dang, you are so at risk. We got nothing, you know, maybe next year. Next year we're going to a Tier 2 conference and we're totally going to be ready to support you." You can't do that. So what we do in helping our schools is -- you see that whole top arrow that goes across to the right? Our schools typically build a CI3T team that often includes a general ed teacher, special ed teachers, ideally a parent, an administrator with decision-making authority and we like to involve students as well but they don't come to the full day sessions, they come to the afternoon sessions so they don't miss school. And in this systematic approach, they have a plan by which they build this whole model that is -- that I just explained to you, the whole CI3T thing. So they come up with a plan for what's going to be primary, what's going to be secondary, what's going to be tertiary, what's going to be everybody's defined roles and

responsibilities for teachers, for parents, for the students themselves, for administrators. It's -- as you can see if you look at the dates, these take time to build but you owe it to yourself to build that entire plan first so that you have a plan in place for responding efficiently and effectively when kids do need more. And you'll notice that there's other opportunities for professional development as well because you may go through that plan and realize, you know, what we really need to beef up are academic benchmarking. So you may need to go additional training on primary or you may realize we don't have enough at Tier 2 for kids. We have, you know, check-in and check-out which is great and good research behind that, but we need something to address the internalizing issues that we're seeing, or we need something to address the problems with attendance, or we need something to address problems with work completion. So you're going to -- as you build your model, you will find out other areas that you need to identify for improvement and we're going to need to have a plan to put those in place. The other thing that we want to mention before we start on behavior screenings is that behavior screenings are critical but as are two other core pieces that often get overlooked, one is social validity. When you are building your plan, it's important to assess social validity and social validity is when you ask your key stakeholders, the teachers, the staff, the parents and sometimes the kids, "What do you think about this plan?" Social validity is getting at three things. One is asking people, "Are you on board with the goals, like, why we're doing this?" The second thing it gets at is, "Are you okay with the procedures, like, what we're going to do on a daily basis?" Some people are not okay with PBS tickets and we probably all have our stories about this when that was first -- get introduced. People think those tickets are bribery, that you're bribing kids to do things and that's not the case. It's an issue of reinforcement. Bribery is when we're trying to get somebody to do something that's not in their best interest. Drink it, smoke it, take it versus reinforcement is when I'm increasing the future probability of you doing that because that is in your best interest. I'm going to increase the future probability of that rate occurring contingent upon receiving this. So for social validity I have to ask, "Are you okay with these goals? Are you okay with these procedures and do you think it will work?" Because what we learned in our training that after people built their whole CI3T plan, what teachers as a whole thought about it, faculty and staff, if you looked at school means on social validity that actually predicted whether or not they did it the next year. So if you're on board, you think it's a good idea and you're on board with the procedures and you think it will work, you're more likely to do it. Does that make sense? Think about a diet program. I know we're like, yeah, we all just ate lunch. Who ate the cookie and the granola? Let's be honest. Okay. All right. There are some things like I can watch and you know, in the middle of the night when I'm up and think that would totally work but I will never do that because you know, an -- 90 minutes a day of anything is not going to happen in my life. And anything that's a base of my food pyramid that doesn't involve a carbohydrate, a glass of wine or a piece of chocolate is not going to happen. Social validity impacts what we're willing to do. So when you think about building these whole models, we need to get stakeholders' opinions before you start. Hear their concerns and respond to them and sometimes it's educating them as to why those pieces need to be there and sometimes it's modifying those pieces. The second thing, it's really important for you to assess

treatment integrity. You need something to assess whether or not that plan is taking place. The whole primary plan and each secondary and each tertiary because if you say you're at a school, whether doing social skills instruction and doing PBIS and implementing a certain core reading plan, you need to have documentation it's happening because otherwise it becomes like a guy talking about his dating life in high school, maybe it happened, maybe it didn't. You need the data. Sometimes people design wonderful plans and they look at their outcome data and they realize it didn't work. But if you don't collect treatment integrity data, then you don't know if it was a great plan that was not put in place or if the plan was put in place but there is something missing in the model. So those data are important as are the screening data that we're going to talk about today. When we talk about academic data we're talking about academic benchmarking. Fall, winter and spring to see if kids are on point with where they need to be. How many of you have some type of benchmarking academically? That's great. The reason why you need that is to -- so that you can adjust. So if a kid's not where they need to be in terms of reading, let's say by winter, then I leave them in primary and I add on Tier 2. A common mistake with some schools is they think, "Oh that kid needs Tier 2," so I take them out of the reading block and I put them in a Tier 2. It has to be additive because we don't want them to miss that instruction going on. Behavior screeners are very similar to academic screeners. They occur three times a year but unlike academics, I can't screen a kid for behavior when you first come into the school because you need time to get to know the students. The recommendation for more -- most screeners is four to six weeks. You wait four to six weeks after the school year starts and then you conduct a screener. And then you're on point with your academic measures so then it'll go winter and then it'll go spring. Some people do not recommend the winter time point and I strongly disagree with that because the point is to look for touch points as to when kids needs help. How kids are progressing? Who's moving into or out of different risk categories? And while there are a number of tools that are available, we're going to focus on two in this particular session but if you're interested in reading more about all the options that are available for screenings, we can send you a link to a book if you want to -- the book is not available on the link but we can send you a link where you can get more information about the book. So the first screener that I want to talk to you about is a free access tool and there are two districts here in Pennsylvania that are part of a study that we've been doing this last year and there are several other districts that have been implementing the screening tool outside of the study. Now this particular screening tool, and I want to give you a heads-up, lots of Ss. This tool is called the Student Risk Screening Scale. This is a free access tool, meaning you don't have to buy it. It doesn't cost anything to purchase it, you actually make it. So it looks like these items here. So if you look maybe at these items in the center of the slide, those are the seven items and you're looking for clusters of behavior that if they occur frequently enough and occur together, they predict important outcomes for kids. Students get evaluated in this way, it would be pre-populated and what I mean by that is you would not want teachers typing in the names and the ID numbers, you would pull those like from an attendance database or some school system and then you think about a student and you rate them across. So if I was a student in your class, you'd think about Kathleen Lane and then you consider my behavior and you

rate it across then you go to the next person. I go to Donna, I go to Di, I go to Jim and I rate that student's behavior across using these anchors. Never equals zero, one equals occasionally, two equals sometimes and three equals frequently. There is a version -- if you Google this, there is a version that has the wrong anchors so please be careful to use these anchors. And then each student receives a total score. That total score is used to place kids into one of three risk categories. Zero to three indicates low risk. Four to eight indicates moderate and nine to twenty one indicates high risk. So you complete it this way like on a secured share drive. The total scores will appear. You can put in a function and then you're going to place the students into high, moderate or low risk categories. And these data can be used in three different ways that we're going to talk to you about today. These are data from a middle school where they built their model in the 2003, 2004 academic year and then they started their fall screenings in 2004. And again, they screened fall, winter and spring and I'm showing you what they look like at the beginning of each academic year. These are all fall time points. So in this graph, remember that some eighth graders graduate and they move on, new crop of sixth graders come in. But as you look at this, when they first started, they had 77% of the kids in low risk, 17% at moderate and 6% at high risk. And then do you see what's happening over time here? What's happening to the green bar? Right. It's getting bigger which means more kids are in the low risk category. So by this year, right here, we have fewer than 1% of the kids in the high risk category and about 6% in the moderate risk. You see the slight increase here that year? When that happened, they're like, "Hey, why did that happen?" The first thing they did is they went back to their treatment integrity data and looked at level of implementation by teacher's class and they realized they had been hiring new teachers over the past several years and they hadn't trained them fully in what the whole model looks like. So they did a booster session, retrained and they're right on target. So this is giving them a snap shot in time about how risk is shifting in their building and it also gives them a very clear indication as to who may need additional support, these 12 kids in the high risk category, these 20 kids in the moderate risk. And if you think about the wonderful supports that you have in your building, school psychologist, social workers, guidance counselors, they have wonderful skill sets as do teachers and you think about like putting together social skills group or friendship development groups or anger management groups. One of the things that most people are doing right now is relying on teacher nomination as to whose going to get those. This will give you a better opportunity for equal access because all kids get considered using these types of data. And although that tool was initially developed for use at elementary level, there now is evidence to show this works in middle schools as I showed you and high schools, rural, urban, suburban. These are predicted validity data for that school that I just showed you because they were on the fence. Is this really going to work? They rated not every kid every period. They had first period teachers rate the kids they had on their first period roster and what they found is those false scores predicted how kids did at the end of that academic year. We have other studies to show that those false scores predicted to how kids did 2 years later but in general, kids that started off at lower risk, they earned fewer office discipline referrals. These kids in the low risk category earned on average one and a half by the end of the year. These kids earned on

average 5. These kids earned on average eight. So those false scores predicted how many office discipline referrals they earned. It also predicted in school suspensions and for every teacher that feels like honestly, I just have to focus on the academics because there's so much pressure around, you know, performing and hitting your academic targets, it also predicted grade point average and course failure. So the question becomes, is it worth literally 10 minutes of your time to fill out that screening tool to predict who's going to struggle? And I think most of us would say, "Absolutely, it's worth 10 minutes." But we want to make sure that even if it says short 10 minute screener, that teachers are still given the time to do it. But we know it predicts academic outcomes. We also know it improves chance predictions compared to other screening tools. So earlier this morning, Wendy talked about a systematic screening for behavior disorders where you sort kids into two groups and they titrate down and not so many of you have that. We've seen you carrying around the yellow notebooks. That screening process is a great process and that seven items is picking up close to 95% of the same kids who would have been picked up on that other screener. It was surprising as to us to also learn that those seven items also are predicting kids who have internalizing issues as measured by that SSBD screener. So those seven items, that's great. I'd love to see those at the end of my lifetime as getting to about 0.85. I don't think we're going to have -- achieve the same type of predicted validity in looking for kids with internalizing issues as those with externalizing because the internalizing stuff is -- doesn't manifest in the same way. So, many of us know who the kids are in our classroom that struggle with externalizing issues. They need no introduction. And as I mentioned this morning, they're there. They're never sick. They don't go home, right? Kids with internalizing issues, it's a different type of thing. So that's why we've been working on a new scale and that's the study that's been taking haste -- taking place here in Pennsylvania where we're looking at additional items and the studies we've published to date have suggested that those five extra items by themselves are actually -- were very close to our goal of 0.85 in terms of picking up that 85%. The other screener that I want to mention before we talk about applications is the social skills improvement system performance screening guide which is another tool that has been of interest to the PaTTAN group. And this is a commercially available product, available through Pearson and 2 of these items are available on the AIMS website but essentially this comes in a booklet and it assesses 4 key areas, pro-social behavior, motivation to learn, reading and Math. And there are three levels of this, pre-school, elementary and secondary. The pre-school has a slightly different Likert type scale. This is a multi Tiered family of tools. When you look at this particular screening tool, it's a whole line of products that you can get. There's the screener that you can do screenings. They have a school-wide intervention that's called the class wide social skills plan. They have a rating scale. Many of you would probably remember the social skill rating -- the system, remember that? Okay. Good. I see lots of nods. That particular one has been updated now so you can see if kids screen in high here you can get parent permission, fill out that rating scale and then do targeted supports. So for people that have that financial option, this could be a good practice as well and this is what it would look like. Essentially it's like a flip book. So these would be covered by the first page of the book and you would read. It's a criteria

reference test so there's a definition on what is a 5, what is a 4, what is a 3, what is a 2 and what is a 1. So you would write your kid's names down and you would circle which of those Likert type items matches the definition for a pro-social behavior and then you rate everybody on motivation to learn then you rate reading and then you rate Math. And to date, this is the only one that assesses the issue of motivation which is a big issue for many kids. Then here, this is where you write the names of any kids that show up with a 1, so this child here Andrew had a 1 and so there's an action plan where they would link it to the supports available at the school. Here is another 4 set of -- group of 4 kids who scored either a 2 or a 3, so you can think about this as like a Tier 3 support and this is a Tier 2 support. The idea behind these is -- bless you -- is that these screening tools can be used not only to find kids but they can be used in some other ways and we're going to talk about 3. The first way you can use these behavior screening tools and again 3 times a year fall, winter and spring, teacher completed -- note, time with kids. The first thing I think is helpful is to see how his school is doing in terms of primary prevention efforts. This is a school that contacted us and said we've been doing primary for 2 years and we are ready for Tier 2. And like here, look at their data for a moment, they used the performance screening guide and they had data on reading, Math, pro-social and motivation to learn. And if you look at that graph, the green represents the percentage of kids that are making adequate progress. The kids in the yellow have moderate difficulties and the kids in the red have significant difficulties. Will you talk to your teammates at your table and ask yourself the question, are they ready for Tier 2? Go ahead and have that conversation for just 2 minutes. Okay. If you could go ahead and refocus up front. When I look at these data, the first thing I look at is to see what percentage of students are in the green in each of these categories, 43, almost 48, 56, 55. If those are your numbers do you feel like the schools ready for Tier 2?

AUDIENCE MEMBER: No.

KATHLEEN LANE: Exactly right. Because what's wrong here? Right. There's not enough responsiveness. This is a great indication to me that there may be problems with their primary plan. So I would go back and see what is their primary plan, and then I would see what level of fidelity is it being implemented with. Going back and talking with the school, they have no core reading plan. They don't -- they don't have a validated program that they're using to teach reading and there is no school wide social skills program. So those are two things clearly that you would want to build into this versus this school at the middle school level, how's their Tier 1 looking? Right. We're clear on this. I guarantee you there are lots of schools like this that will move forward without considering looking at screening data because it's what they've been trained to do. We've been doing it for the requisite amount of time, it's time to go forward and I guarantee also you will exhaust everybody in that building if you try to put kids into Tier 2 and Tier 3 with that proportion. So we want to use these data to think strategically. I also want to say again, we're just talking about behavior screenings but the other pieces of information I would look at with schools is how is, you know, your reading data, your AIMSweb, your DIBELS and how those map on to each other. The second thing and this may represent a little bit of a shift in terms of how you have normally taught to move forward, but I also believe screening data provided great opportunity to consider

implications for teachers. When I think about teacher skills sets, I think that there's some possible considerations here in 3 areas. I think screening data, academic and behavior can be used to help determine how we can better support teachers in terms of instructional considerations, overall classroom management and empowering them with some low intensity strategies. And what I mean by that is look at this and these are fake kids' names. When we have screening that's done like this -- if this was my class, if I was the classroom teacher and these were my data, I have half my kids at moderate or high risk according to SRSS. My starting point, I do not believe should me be putting all these kids into supports. This may be an opportunity for me to look at what am I doing well and what could I target for improvement in my skill sets to better support the learners in my classroom. So when you think about this whole cascades of support within your CI3T plan, I would first start to think about where my skill sets are in terms of basic classroom management and it alarms me from an instructional perspective that many people can get a teaching certificate with as little as one and sometimes no classes in classroom management and that's a disservice. The other thing I would think about as an instructor is I would think about what shifts can I make in my instructional strategies, like how I'm teaching, to support the kids in my class? And lastly, and I think this is where I'm going to get the most bang for our buck eventually, is thinking about what low intensity strategies can I do as a teacher on a class-wide basis to impact all the learners in my classroom? So for example, when I'm talking about classroom management, I would think about how am I doing in terms of classroom climate? Is it a place where kids know that I'm excited to see them or is it -- I'm going to -- I got an entire wagon of diet coke rolling behind me trying to make it to lunch time which happened someday and I'm not judging anybody, okay? I would think about routines and procedures that may or may not be in place and sometimes they're in place but then they fade. I can guarantee you somebody's going to have to go to the bathroom someday in your classroom. There's going to need to be a routine or a procedure for how somebody ask for permission to go to the bathroom. I'm a hundred percent sure that somebody will be absent at some point in the -- in the year and my favorite response always is when I was a classroom teacher, when kids were absent and they would come back to school and say, "Did I miss anything?" And I always wanted to say, "Nope. Instruction completely shuts down when you're not here. We wait." You know. Of course things happen, right? But we need to have a procedure for how we support kids with re-entry. I don't want to shut down instruction and lose momentum but they have to have a know -- a way to know what they've missed and how to make it up and I've seen marvelous things in teachers' classrooms. Some teachers have a "While you were out" book and it's like a sheet protector for each day and there's a little student friendly lesson plan in there, copies of the handouts. Some teachers make little tiny voiceover PowerPoints that explain here's what you need to do. With the technology that's available, great ideas but we lose time if we don't have routines and procedures for the normal pieces of your day. Well, I also want people to think about instructional considerations and we could talk for days on this and I promise you we won't, but some of the things I encourage teachers to think about is like how motivating is your classroom? How much control do kids actually have? Because for many kids, school feels like you suit up, you show up, you try

to do the next right thing and somebody tells you what to do every single minute of the day and it feels like no opportunity for choice. And there have been wonderful studies, one of which I'm thinking was done by Lee Kern. She did a study where kids had, you know, 10 things they needed to get done and the only intervention was they got to choose what they wanted to do first. So it's not a choice of, "Hey, do you feel like going to work today or not?" The choice is, which one do you want to do first? And that was enough to shift the levels of engagement in a classroom. So when I think about those types of things -- and, you know, how like when something is challenging but not too hard like when it's just like it feels slightly outside your reach, you buckle down and you try a little harder, there's lots of data to show that. So we want to make sure that we're teaching in a way that stretches kids 10% more than they think they're capable of because that's motivating. That's why like leveled systems in game -- at like video games and things work because you can just get to that next letter, so it's very incremental. I also want to make sure that I'm using good differentiation like giving kids opportunities for choice in terms of how to show what they know like you can have a final project that could be, you know, something made with a glue gun or maybe a prezi presentation or maybe a traditional report or a number of things and I'm continually amazed at what kids can do if you give them enough structure to make a good choice and that's key. The other thing I want teachers to think about is do they have some of these low intensity behavioral supports that are grounded and applied behavior analysis? And these are really simple interventions, and right now Wendy and then Robin -- and this a professor at Clemson, she and I are working -- the three of us are working on a five-year plan to continue to develop the knowledge based in these areas because some of the literature is dated and some studies haven't been done within CI3T models. But things like opportunities to respond simple, simple strategy that can have dramatic effects on levels of engagement in the classroom. When most people are doing question and answering in a classroom, they ask a question and one person answers. And some teachers are really good about at least asking the question and then putting the person's name at the end and that holds everybody's attention a little longer but in all truth, when somebody asks you a question -- and I won't do this to anybody -- in this forum, as soon as they call on the person, what does everybody else do? Whew. It's like I dodged the bullet, you know, so it's like I don't have to answer that. Does that make sense? And sometimes if you call in somebody all you have to do is do nothing and then the teacher becomes uncomfortable with the silence and they move on to somebody else versus increasing kids opportunities to response or maybe you all have response cards where it's like a yes or a no or maybe it's a clicker system where everybody can click in their answers and it's aggregated on a board or maybe it's cups that are arranged for each student, a green, a yellow and a red. A red means you disagree with the statement, a yellow means you're on target, yellow means you're undecided, everybody arrange your cups. Put something to keep everybody engaged. I think about all these things and I want to be really clear. I think the opportunity when we look at screening data is to see what teachers do well and to see where they need improvements. So one of the things we've been supporting our schools with is we have published this book a year or so ago and part of this is an -- intended to be a book study where they

would read a chapter like on classroom management to brush up on what the -- those practices are or read a chapter on instructional considerations, read a chapter on low intensity strategies and then in this book we have these self assessments. So that after they've read the chapters to remind themselves of what these concepts are, then teachers rate themselves on three areas. How much do I know about this, strategy or practice? How confident am I in using it and how often do I use it in my classroom? And our intent in a school -- imagine this because everybody says we don't have the capacity for Tier 2. Think about this, if we were all like a giant high school faculty and we took this assessment and we found out you guys are awesome on active supervision techniques and you guys are great in terms of increasing opportunities to respond and you too are great on behavior-specific praise. That doesn't mean you guys are the praise people and you run around praising the whole school but you become the onsite coaches for how to do that strategy or that practice. You might have a tip sheet, people can come watch you, people can coach you so that everybody is assigned a role to coach. So rather than it being the five people on a team that are viewed as favorites by the principal, everybody has a role in coaching in their strength. And then everybody identifies an area for improvement. So I might identify myself as -- maybe I need to do a better job of improving choice making into my instruction. And so I would go to you because you're my resident coach, so I'm not waiting for an outside expert to come in but I'm building my school site capacity. So by completing these assessments and capitalizing on teachers' strengths I can have a learning opportunity for every teacher in my school. So at this point we've talked about two uses of behavior screenings. One is to think about how my school as a whole is doing. The second one is to think about as using a professional development mapping for your faculty and staff. I'm going to ask you to take two to three minutes to talk about those two uses of screenings and then when you come back, Wendy's going to talk about applications for student based interventions. So please take two minutes to think about the possibility of using those screenings at your school site. So as you kind of chew this over, how many of you think that your faculty might be open to the idea of self-assessing, identifying strengths and coaching others -- a couple? How many of you think that that could provide a safe forum for them to also identify an area to learn? Right. And a lot of people feel that way. I think the balance here is that it feels very risky, right now I think, to just disclose -- here's everything I'm not good at because it's such a politically charged time when we have so many demands on teachers right now. I think we need to really honor the level of stress that people are under to perform and I really think we should -- any self-assessment, first focus on the strengths. Deal with those first to honor all the talents in the buildings and then think about -- and what can we do to help you to become an even bigger superstar. Now, Wendy's going to go through and talk about some implications for student-based interventions, so now, using your screening data to connect kids to more targeted supports.

WENDY OAKES: So, if you compare the screening data from this district and it's a couple of elementary schools within a single district to some of those triangles that Kathleen was showing you earlier, you can see these schools have implementation or -- their students are responding -- at least over 80% of their students are responding to their primary plan in terms of behavior or risk. So this school shows some

schools that are ready to look at that secondary intervention for their students. And again, this is another way to look at that data across the entire district and this shows two time points, it shows fall and winter. So they -- even with just that short period of time with their primary intervention in place and providing those secondary interventions are seeing some really good results in terms of risk with their students. So as we move up the triangle, across the continuum, we're moving into primary which again stays in place and all kids benefit from and have access to, and in addition some of the students are going to need primary or secondary preventions. So this is that the same sort of cascading effect in removing out of low intensity strategies which are teacher behaviors, things that teachers can do to support all students in their class as Kathleen was saying, into the higher intensity behavior or higher intensity strategies which take a little bit more teacher time and a little bit more expertise. So as you're building that expertise across those experts in your building and sharing through peer coaching, this is where they will also come into play. So there is a step-by-step process that Kathleen and some colleagues have put together and it's a way to build those intervention matrices, so that you can have a master list or a blueprint of every single support that's available in your building for all students. So the first thing to do is identify your data sources. I was just talking to a team that's just starting out and they're like, "We're not--we're not sure what our data sources are yet. We're just starting to think about those things." So, this is one way to help them and to help you if you already have them organized in your building into one blueprint. So here are for this school, all of the things that they look at in terms of student level data. So they look at student demographic data. Who are the students that are arriving in our school building? Do we have a lot of students moving in and out? And at what stages are they coming into the building in the school? They look at academic data in terms of benchmarking that they use AIMSweb, they use it for math and for reading. They also look at report cards, so they want to look at indicators on report cards. Those are so important to parents. That's the way that you're communicating with parents about how students are doing so it's important to look at this, specifically they're going to analyze any course failures because those are things that they want to address and then they move into the behavioral measures and as Kathleen was saying earlier and we talked about it early in presentation, we're looking at screening data in addition to office discipline referrals. So if you're using SWIS and those data are important to look at in addition to the screening data. Also attendance falls under there. You have to -- you have to be present to win. We're also looking at referrals. There was a school earlier talking about student assistance program referrals that were just coming in at really rapid rates and how do they control for that and how do they respond to those. So you want to be looking at that information in addition to the program measures. Is your plan being implemented as you intended and what do your faculty and staff feel about -- feel about what's going on? So this is one master blueprint, it also tells you the timelines as to when your leadership team will be looking at these data to help make decisions. So once you know what your data sources are and you know how to access them and extract them from your management system which sometimes in itself is a challenge, you're going to lay all of these data sources together. Again these are not real student names. So here we have the student risk screening scale data and you can

see this total SRSS score -- thank you. The total score is here. And they were laying on for this middle school, the secondary school, academic indicators and other behavioral indicators. Let's see if I can get this to work. Okay. So total score GPA, office discipline referrals. We're looking at course failures and total days absent. So as a teacher or a grade level team or a department, you're going to sit down with the spreadsheet for all of your students and all of the data indicators that are important for you to make decisions. Then the next up, this is a middle -- this is an elementary school, I'm sorry. It's an elementary school they're using their behavior data, they are using DIBELS for reading assessment and they're also looking at attendance. So the first thing to think about and when you're talking about collecting all of these intervention ideas is you want to start with what you already have in your building. I'm sure you have a tremendous amount of talent and expertise in your building. So you want to make sure that what your fifth grade teachers are offering might also be available and known to your third and fourth grade teachers if it's an appropriate intervention. It might be an after school math club that one grade level is doing, another grade level might benefit from it but not even know that it's happening, okay? Teachers you know, you're busy in your own classroom it's hard to get out and see what other people are doing, so it's a really good way to combine efforts and support kids across grade levels and teams. So start with that master list before you're going out and looking for additional interventions to bring in, looking for additional professional development, start with what you have, that's really important. Then you're going to create the grid that I'm going to show you in just a minute. And after that you're going to look at data to make sure that you are choosing supports for your school based on what your data are telling you. So if you have a need with pro-social behaviors and building pro-social behaviors, you're going to look for something specific to pro-social behaviors, you're not going to say, "Wow, we went to this great training and this intervention's very exciting," and bring it back to your school if your data don't show that that's your needs. So really be focused and specific about what you're -- what you're learning. And then you're going to use your professional development time to target those interventions that you need to bring in. So the second step after looking at your assessment data is to identify all of those supports in your building. And that is a whole faculty and staff conversation and you're going to make a list in this grid. Okay. The first -- the first column is just the name of the support, the second column is the description -- be really clear about who does it, how often it occurs, what might be involved in that. There are lots of interventions or things that we do to support kids after school and before school, that's really important to know because it -- transportation is sometimes an issue. So whatever it is, that's a criteria for participating and that should be in that description column. The next thing is you are going to determine the entry criteria and you're going to use data to do that. Kathleen earlier mentioned that you want to move away from teacher referral for all of your interventions because it just allows for inconsistent consideration for kids in your classroom. So we want to make sure every student is considered if they need this intervention. And so for the first one specifically for behavior contracting, this example shows that you're going to look at behavioral data as well as academic indicators. So you need to be high or moderate risk on the student risk screening scale, as well as having indicators of missing assignments.

So the behavior contract here is going to target assignment completion. The second one is the self monitoring strategy and for that one, again, has a behavioral component which is the STQ and also failure of any course. So we're looking at reading and behavioral risk for that one. The next thing is to know how we will know if that intervention is working or not. So you can't just say you will get this package intervention program for eight weeks and when it's finished you will have sufficient intervention time, we don't know that, we need to track that data. If you are working it with DIBELS or AIMSweb, you absolutely would know that trajectory line and the points along it to see if you're meeting that expectation. It's the same way for each of these interventions, so you would identify the data source or the way that you're going to monitor it for a self monitoring intervention you're going to look at those daily self monitoring sheets. I'm going to show you that -- one of those in just a minute. And you're also going to -- for behavior contract, it might just be that you've met all the criteria on the contract. But you have to have a way to be able to know whether that intervention is working. Step five; you have to identify an exit criteria. It is not check into an intervention on the first day of school and leave that intervention on the last day of school and then we'll start something new next year. There has to be a criteria. And another important reason for that is you have limited resources in your building and limited expertise and limited time and so you want to make sure that you're getting maximum benefit from the interventions you can offer by having the most kids be able to access it. And that means when students have may -- met the mark or let's say had matched the criteria on the end for exiting that they exit and a new student can then take that spot. Okay. Again it's listed in the grid. This makes every intervention in your building very transparent to parents. It makes it very transparent to every student in the building. So no longer is it here are the interventions that we know about on our team and here's what we can offer but here's what's available in our school to respond to the needs of every student. Now, I do need to say for the entry criteria just because a student meets those criteria, it may -- you may not decide that, that intervention is at most appropriate and you may have multiple interventions for students with high behavioral risk and academic needs, okay? But you would want to consider it to look for the most appropriate intervention for each student who has identified need. Okay. The last thing is to consider additional needs and that's where you use your data again to look for those very specific targeted interventions that you could bring into your building. We had one middle school that decided check in and check out was a program that they were interested in because they had problems with student engagement, student attendance, student work completion. And so they sent a small group to training, they brought it back to their school, they trained in their school, they took volunteers to be mentors for check in, check out and that was what they implemented as a new strategy for that year. The end of that year, they reevaluated their data and they went to look for something new to fit another need that they had. So you want to be very purposeful and thoughtful about what you bring in, in terms of additional needs and to make sure that you are using your professional development to build everyone's capacity to engage without intervention. Okay. So here's one example. I'll show you a couple of steps on this one. This is a small group reading instructions. So your small group tables in terms of like Wilson reading or Foundations, another program

that you might use, and along with that we paired a self monitoring strategy. And the reason we did that is because you may have five students sitting at your table, but not every single one of those students is going to be engaging in that instruction in the same way. You might have students who show up and they're ready to learn and they're ready for you to flip those sounds and they're going to -- they're going to repeat with you and you have other kids who are falling out of their chair, they're arguing with somebody about the pencil that they chose and someone else chose their pencil. So, you want to make sure you have multiple support so that everybody is able to benefit from this good reading instruction that you're providing. So, we have this description, this was for kindergarten, 1st grade students, 30 minutes, three time a week. The students that were involved were students who had behavior indicators of moderate or high risk. And also they looked at the AIMSweb data in fall for letter naming, letter naming fluency. And they were looking for kids that had any indictor risk. So, kids that were strategic or intensive on that were invited to be part of this reading instruction. And then they were watching their progress weekly using probes from AIMSweb again for reading. And also they were using that daily self monitoring check to look at students' progress on their behavioral indicators and their engagement. And then finally they were waiting for kids to -- not waiting, actively participating in. Pretty excessive bag of weight. What do you got there -- let's, you know, sorry. For kids to meet the expectation. Kids were staying in that small reading group with that extra support for reading intervention and that behavioral support until they were able to be on that trajectory line to meet end-of-year benchmarks in reading. They also wanted to see those kids moving back to the low risk in terms of behavioral indicators. So, this is an example of what their data looked like. This is a class and if you look at the coding, we've got the AIMSweb and the SRSS because those are the two data sources that we were using as a criteria. And then these were the students that met the criteria, okay. They had moderate or high and high risk on reading, okay. This is an example of the self monitoring form that was used and these were built with the teacher because while they were using foundations as their intervention, they had -- they had changed some of the procedures. And so we worked with them to say what were the things every single day that you would expect to do in that reading group? And we built the self monitoring sheet to map on to that. So, this was the students, they needed to come to the group every day. That was important. They were having trouble with getting kids to transition from independent work to their reading group, so that was important for a start. And then we have all of the behavioral engagement things. Were they tapping, where they using the tiles to build the words. And then also at the bottom was, did I follow my teacher's instruction? And this actually had two parts. One, they needed to earn five out of six of those every single day and they earned one of their school's PBIS tickets, okay. You want to make sure your secondary interventions that you're sticking with your currency for your building and not coming up with something new. The second thing is they were trying to teach students how to self evaluate their own behavior and in an accurate way and in an honest way and honest reporting. So, they were also able to earn a PBIS ticket if they matched their teacher's evaluation. So, even if they all had sad faces, they were still able to earn one PBS ticket which was an important skill for them to be building. The teacher also had a list, so that she could self monitor

her own behavior. The ones that say NA down at the bottom, those are teacher's behavior, did she prompt them to complete the form, did she deliver the reinforcement, okay. This serves as a self monitoring checklist for her as well as a treatment integrity list of am I doing this intervention as it's intended to do? And a very good tool for self reflection and for coaching opportunities. So, if this teacher was working with someone who had more expertise in the reading intervention and other team member, that team member would come in and coach around this information which is another way to use it. The other important thing for this is that even though she had David and Travis in that group, they may be accessing that reading again in a really different way. So, we wanted to look at it for both students and not just as a group. Sometimes you'll see these forms, it will just be a teacher column. But it's really important to look at each student's engagement. So, as we implement and pull together all the -- all the things that are going on our building in terms of secondary interventions and thinking about additional professional development and expertise around that, we also want to move into the same system for tertiary prevention. And a lot of times what happens is when our schools are coming to the CI3T training, they get to that point where they make a list of every single thing in their building that happens in addition to the primary plan to support kids at any level. And then they determine which of those are secondary interventions which are more supportive of kids with intensive needs like in -- when tertiary. So it might start from one list and then you start to separate these. Okay. Again, we're just moving down the list in terms of intensity, okay. Here's an intervention grid example for tertiary and this intervention grid would have multiple layers, okay. We're showing you one that's large enough to fit on the side. But it would have multiple interventions. Is this function based intervention and then it has much more detail in terms of the students that would -- that would be accessing this in terms of the behavior that's -- that is collected to monitor and also for exiting, okay. The other important thing in a lot of the interventions -- intervention grids at the tertiary level have this listed at the very top. In a lot of cases you want students to go from your least intensive to your most intensive. Some students absolutely jumped right here, we all know those students. But there are some children that could benefit from secondary first. If secondary isn't sufficient, you move on to tertiary. So, you may have a list on there that says we need to see evidence that a secondary intervention was applied and it wasn't sufficient and now we move to -- need to move on to -- here, okay. We have a special issue of beyond behavior that -- I think it was in print last, early last year. And it is a collaboration with school districts in and around the university where student interns go out and work on these models with teachers. Teachers are the implementers, teachers are doing these interventions and we have some published studies about how that happens at the elementary school, at the middle school and also at the high school in both rural and in urban school settings, so that is available just as a resource. And this is just a reminder that those tertiary interventions, you want to reserve for your students with your most intensive problems. So thinking back to that triangle, you really want to focus those efforts at primary, use teacher implemented interventions as your first--your first secondary, move towards those low-intensity things like self-monitoring, behavioral contracts, before you're moving into a tertiary support that takes a lot of time and resources to be able to collect these

types of data on individual students. So what other additional needs do you have in your building? And are we on time? We are? Okay. So actually I'd like to take just a couple of minutes for you to be able to talk to each other about that secondary intervention grid, about the interventions that you already have in your building and how you could mobilize School-wide to be able to support more students.

KATHLEEN LANE: Yohoo, come on home. All right. I taught middle school for a long time on purpose. All right. As you're wrapping up the thoughts you have right now, I am super excited about your conversations. People are asking all the right questions like, "Who's going to do it? How are we going to house it? Who's going to monitor it?" You are right on track. This is right where you should be. So you're thinking right now about what's already taking place in your building. And those grids that Wendy was talking to you about, that we've developed over the years? That becomes the blueprint for your school. I think it's so important to have this because when you are interviewing teachers or you're interviewing staff members, we help our schools write what we call an implementation manual. They have a picture of the CI3T model, everything about primary's in there, who teaches what, who does it, roles and responsibilities, there's a master list like the one she showed you of every extra support in that building. There is the expectation that when schools -- people get hired at these schools, that they're going to participate, so that there would be a willingness to become a teacher and a learner in terms of professional development. I really think these are important to include parents in the building of these processes, so like having parents on your team, having people be involved with the decision making. I think that all the talents that are in your building will change from year to year. Like, you might have certain teachers that have different skill sets. My cautionary note to you though is "Do not bring things in to your building that do not have enough evidence to suggest they will work." So start by organizing what you have and then I want you to start thinking really critically. I believe there are really good things with no evidence behind them yet. If you believe a strategy or practice will work, you need to be designing it in a way to come into your building, so that you can test whether or not it's working because just because it feels good or it makes sense without the data to show that if I do this, I see these improvements for kids. We can't do it. We can't we -- time is simply too precious. So think about looking for things with evidence, a few studies behind them. Go to What Works Clearinghouse to bring things in? Question?

AUDIENCE MEMBER: Do you know a list that…

KATHLEEN LANE: It's a secret list and I -- I'm just kidding, just kidding. You're right. There are lots of opportunities where you can go to learn. There are some places that are actually put together by the Institution of Education Sciences, IES website. And go to What Works Clearinghouse and there's been wonderful studies done to do what's called studies of the studies, so it's like meta-analyses to see what works. So you need systematic lit reviews to say, "Here's this practice. Here's -- we know it works with these kids and these contexts, but not these." That's the job of the university. That's where people like me and Wendy come in. So you need to hook up, but not in a creepy way, with people at the local -- good job. The -- I'm so sorry. I always forget right about now that I'm being recorded. Anyway, you need

to collaborate respectfully with local universities to identify those practices, but legitimately, that's what people like us can do and people like PaTTAN can do for you because we cannot invest time if we don't have sufficient evidence. Like, if I want to teach kids how to learn writing strategies, I'm going to use SRST for writing because there's a ton of evidence to show that works to improve kids' writing skills. It's not a comprehensive writing program, but there's lots of literature to show that works. If I want to build fluency, I'm going to use oral reading fluency. If I want to increase the rate of productivity for kids, either academic engagement or homework completion, I'm going to do something like self-monitoring or deferential reinforcement for higher rates of behavior. You want to know what works but we don't want to be closed to the possibility that there's some great new opportunity out there. So that's why when you have an opportunity to partner with universities to test something, take them up on that because they will test that with you to see how well it works. They'll replicate it a couple of times and then it will become something introduced in your building. A couple things that I want you think about is I know a lot of people at this conference are ready for Tier 2 and I'm excited for you for that. I'm excited also to hear the fact that you're being strategic. I hear people being cautious about, "Are we ready for screening?" You do not have to put every one of these screenings -- every one of these Tier 2 supports or Tier 3 supports, in place at the same time. We do not want to overwhelm a system. You've built your primary, you need to have some Tier 2s in place and you need to always have people committed to learning what's coming next. Now, we want to also encourage you to screen responsibly. You need to know your state, local and federal laws for screening tools. And they vary, many districts have a policy where it's passive consent, like they're going to do screening and if you don't want your child to be screened, let us know. Very few -- I personally, have never worked with a district that requires active consent, meaning the parent has to sign off on it if it is a School-wide practice. But you need to know that. What I recommend and this is what I do when I work in schools and when Wendy and I work in schools, is we give every school system that we work with a complete list of the screening tools that we know to be available, that we believe to be reliable and valid and feasible. We give them to their research and evaluation department and say, "This is what we'd like to train on." And let them look at every item level, so that they can make a determination as to whether or not they're comfortable with the possibility of that coming into their district. So that fourth recommendation I'm starting with because I think that's a very important one to end with. So I'm going to hit it again at the end. Part of it also is building your expertise. You -- somebody asked me a question a little while ago about, "Well, how do you get training and to do systematic screenings?" Link with PaTTAN, link with technical assistance providers, read information that people like Wendy and I publish on the how to's. Right now, we're writing a special issue and in that special issue it will explain every step of this, how to get a team, how to build a CI3T model, how to put primary in place, how do I formulate Tier 2 and Tier 3, how do I do behavior screenings and how do I build capacity. Because you don't want to go at this halfcocked. You really need to be ready to screen responsibly and build this plan for sustainability. I'm -- it's a nice point in my life when I look at the last 15 years. When I first started this work in screening, hardly anybody was doing it. And to walk through that

poster session last night, I can't even begin to tell you how inspired I am by the work you all are doing. People are doing it, people are making data informed decisions and they're moving towards screenings. And it's -- it was so exciting to watch schools that had been supported by PaTTAN implementing this stuff well and doing it respectfully. And I like the fact that people are now interested on "what do we do next?" It's not like, "Okay. We're done screening. We can check that off the list." Now you know the next thing is, "What else can I put in place that is reviable and valid to support kids?" And it'll be people that are learning new research information as to what to bring in. And I think your grids are going to expand dramatically in really efficient ways in the coming years. And with this responsibility, I just want you to remember that at the end of the day, we are all here because we believe in providing our kids, pre-k through 12 the very, very best possible education. These are people's children. They're my kids. They're your kids. And when I send my kids to school, I feel so good knowing that they're well taken care of for seven and a half hours a day. I appreciate the fact that you do screen three times a year. And if something was an issue for one of my kids, I'd be so thankful to know that not only were you aware of it, but you were looking for it. You were looking for that first sign of concern because it's not to remove our kids. It is not to exclude them. It's to make sure that school is a safe experience intellectually and physically, so that I can show up, I can make a mistake, I can call out an answer, I can get it wrong and I'm not going to be humiliated by my teacher or peer and I'm physically safe seven and a half hours a day. And I think the gift of what you give our kids it -- I'm so grateful to you. So as you're thinking about moving forward with screening, we've put together a number of products to be available to you. We have articles that are published, we'd be happy to send you some of those. We've published some books. As you're thinking about moving forward, we've tried to keep them as inexpensive as possible. Cheap and easy is our motto. Sorry. And I also want you to know that we will be writing a -- we'll be writing a grant that we'll submit this September and if it funds -- the whole purpose of the grant is to create these development activities, to help you get these systems and processes in place. So we want to work with people to learn how can we best teach you how to build Tier 2 grids? How can we help you to make intervention decisions about what to bring in and what to remove from your schools? How can we help you implement screenings? So hopefully by next year it will be written and funded and we'll be all raising the roof and, you know, singing at the poster session, but until then keep up the great work and we're going to stay and answer any questions. So take a moment to see if you have any questions, drop those down, take two minutes and we'll be back right back up to close up. Yoohoo. Okay, last one. So let's think about it, does anybody have any questions, comments or concerns or clarifications that they feel comfortable asking in the -- or mentioning in the group? Yes.

DR. KATHLEEN LANE: I have questions about self-monitoring, the [inaudible]

KATHLEEN LANE: That's a good question. The question was, like, how many elements can you have a student self-monitor, depending on where they are in terms of -- in development. The reason why they were monitoring that many, is that those were teacher-prompted tasks as part of an academic activity. If you were going to ask them to do like a behavior, like it might be one thing or two things. So for example,

like, you know, setting -- laying out your clothes before you go to bed, if like an issue was to help them to get to school on time. If it was something that was outside of a teacher prompting system and not part of an academic requisite task, you're right. You would do fewer. Good question. Other thoughts? It's kind of crazy when you guys all yell out like this, so if you could just one at a time. All right. Well, I hope they have yummy desserts outside for you. Have a wonderful afternoon. We'll stay to ask any questions.