Transforming Our School
Using Real-Time Application
of Data Analysis

The County Alternative High School
Delaware County Intermediate Unit
PBIS Implementers Forum
May 27, 2015
2:45 – 3:45

Agenda

- Discuss journey of designing, implementing and evaluating existing data sources
- Share explicit examples of how to use universal screeners to develop Universal and tiered interventions
- Share outcomes and next steps to meet the needs of students academically and socially
System Response / Student Distribution

**BASELINE:** Sept 2013-March 2014

- **Behavior:** 66%
- **Academics:** 50%

% of group per 50 students

*In Behavior,* universal components were in place: 3-5 expectations, reinforcement models and universal point sheets. All students struggling within that system were referred to Child Study or went through the IEP process to revise PBSP’s.

*In Academics,* students who came into the program and were not near grade level received Corrective Reading during intervention times.

OUTCOMES: Relationship Excellence & Academic Excellence

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Where we wanted our systems...
Defined Multi-Tier Support System (MTSS)

**ACADEMIC SYSTEMS**

Tier 3: Comprehensive & Intensive Students who need individualized interventions.

Tier 2: Strategic Interventions Students who need more support in addition to the core curriculum.

Tier 1: Core Curriculum All students, including students who require curricular enhancements for acceleration.

**BEHAVIOR SYSTEMS**

Tier 3: Intensive Interventions Students who need individualized intervention.

Tier 2: Targeted Group Interventions Students who need more support in addition to school-wide positive behavior program.

Tier 1: Universal Interventions All students in all settings.

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**PA PBIS Network Participation**

**Stages of Implementation**

2011-2012

- Exploration/Adoption
- Development Commitment
- Should we do it?

Nov 2013-Nov 2014

- Installation
- Establish Leadership Teams, Set Up Data Systems
- Doing it right

Initial Implementation

- Provide Significant Support to Implementers

Full Implementation

- Embedding within Standard Practice
- Doing it better

Innovation and Sustainability

- Improvements: Increase Efficiency and Effectiveness
PA PBIS Network Participation

Stages of Implementation

2011-2012
- Exploration/Adoption
- Development Commitment

2013-2014
- Installation
- Initial Implementation

Establish Leadership Teams, Set Up Data Systems

Provide Significant Support to Implementers

Full Implementation
- Innovation and Sustainability
- Improvements: Increase Efficiency and Effectiveness

EVERY WEEK
CSCI team (Child Study/Clinical Integration): counselors, supervisor of counselors, psychologist, psychiatrist, principal, nurse, social worker, lead teacher

MONTHLY
Student management team: counselors, psychologist, PE teachers, crisis managers, classroom assistants

MONTHLY
PBS Core team: counselors, teachers, principal, psychologist, secretary

Multi-Tier Support System (MTSS) Partnerships

Problem solving throughout the tiered system supports staff, parents, students and families.
Multi-Tier Support System (MTSS) Assessments

Assessment systems support decision making both academically and behaviorally/socially.

Complex FBA’s; individualized behavior contracts and short-term intervention plans; intervention fidelity checklists

SWIS (School-Wide Information Systems); SSRS, SSIS, AIMSweb scores, Fidelity checklists for specific reading interventions.

GRADE (Group Reading and Diagnostic Evaluation) 3 x/year
San Diego Word Assessment
KTEA and Evaluation Report process
AIMSweb Reading
AAIMS Algebra Foundations Probes
SSRS (Social Skills Rating System)
SSIS (Social Skills Improvement System)

The SSIS Performance Screening Guide focuses on observable behaviors in four skill areas:

- Prosocial Behaviors
- Motivation to Learn
- Reading Skills
- Math Skills

Educators identify the level of performance for the student using criterion-referenced performance continua for each of these areas to measure the student’s skills against grade-level expectations.
The Social Skills Rating System allows you to obtain a more complete picture of social behaviors from teachers.

- Teachers evaluate a broad range of socially validated behaviors—behaviors that affect teacher-student relationships, peer acceptance, academic performance, and more.

### Process / Procedures:

- Each student’s special education case manager, counselor and one other academic area teacher completed 2 separate screeners to identify students at no risk, moderate risk and significant risk.

- A median number for each subset of both screeners was obtained for each student in order to determine extent of need.

- Group level data was provided to the core team for universal school-wide problem solving.

- The first year we used the Universal Screening information in combination with the SWIS ODR data to determine most impactful evidence based programs and decision rules.

| Student Risk Screening Scale—Internalizing and Externalizing (SRSS-3E) 2.0 |
|------------------|------------------|------------------|------------------|------------------|
| Use the scale below to rate each item for each student |
| 0 = Never | 1 = Occasionally | 2 = Sometimes | 3 = Frequently |
| Total | 160269 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 3 | 0 | 3 |

### Table Example:

<table>
<thead>
<tr>
<th>Student ID</th>
<th>160269</th>
<th>0</th>
<th>0</th>
<th>3</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>3</th>
<th>1</th>
<th>0</th>
<th>0</th>
<th>3</th>
<th>0</th>
<th>3</th>
</tr>
</thead>
</table>

Universal Screening Data: the “Base” of the Triangle

- PLC’s with entire staff in small groups to search for short term intervention programs that met the needs of the students in an alternative setting:
  - Each staff member was given the SWIS data, the Universal Screener data and types of programs that were age appropriate catalogued on a wiki space.
  - Staff selected the top 3 programs for the core team to explore and justified with reasons using data.
  - Core team then reviewed the cost, labor intensiveness and the ability to sustain the intervention with existing staff prior to selecting new Tier 2 interventions to pilot.

- Using the Universal Screening data and the existing school matrix, fine tune kick off lesson plans that included more specific information and instruction on behaviors of concern.

- Spring kick off: students taught their own lessons using the matrix and the areas of concern using the SWIS data and the screening.

Wiki located here:
http://becky-millsbaugh.wikispaces.com/Tier+Research+Options+Mental+Health
Screening Process / Procedures – Take 2
(November 2014 – present):

• Each student’s special education case manager, counselor and one
  other academic area teacher completed 2 separate screeners to
  identify students at no risk, moderate risk and significant risk.

• A median number for each subset of both screeners was obtained
  for each student in order to determine extent of need.

• Group level data was provided to the core team for universal
  school-wide problem solving.

• The median score for each student was then gathered in one
  collector file where other data was added to the list and the
  student management team determined areas of need and
  intervention assignment / referral to CSCI. Decision rules were
  created for each tiered intervention.

Sample Student List Collector (Winter)
Program Point Sheets (Universal)

### Creating Decision Rules

**AGGRESSION REPLACEMENT:**

**MEET 3 OUT OF 4 INDICATORS:**
- Score of 14+ on SRSS in externalizing behaviors;
- Defiance, Physical aggression – 3+ referrals (SWIS report);
- Citation for harassment, disorderly conduct, assault; 2+ suspensions;
- Staff Referral, i.e. staff feels student would benefit from the extra skills practice in intensive self-regulation and de-escalation.
- Program Pointsheet with less than 50% of weekly points for 3+ weeks.

**PATTS:**

**MEET 2 OUT OF 3 INDICATORS:**
- Property Destruction, Disruption (Location: Classroom), Out of Bounds (leaving building) – 3+ referrals (SWIS report);
- SRSS externalizing score between 11-13;
- Staff referral (Poor impulse control (executive functioning), difficulty with boundaries, frequent verbal arguments);
- Program Pointsheet with less than 70% of weekly points for 3+ weeks.
Tier 2 Behavioral / Social Interventions
(Trauma-informed evidence based programs reported by SAMHSA)

### Aggression Replacement Training Program Components
- ABC’s of Anger (antecedent, behavior, consequence)
- Hassle Log and Triggers
- Cues and Anger Reducers
- Reminders
- Thinking Ahead
- Self-Evaluation
- Anger Behavior Cycle
- Using a Social Skill and Rehearsal of Full Anger Control Chain
- Rehearsal of Full Anger Control Chain
- Overall Review and Rehearsal of Full Anger Control Chain

### Peaceful Alternatives to Tough Situations Program Components
- Anger Cues and Calming Skills
- Verbalizing Emotions
- Cognitive Skills
- Walk Away
- Peer Refusal Skills
- Forgiveness
- Understanding Responsibility and Control

Tier 3 Behavior / Social Supports

### CSCI Intervention process
- Pointperson assigned to a student who is struggling
- Individual intervention plan designed and data collected in SWIS-ISIS for weekly analysis
- Weekly input from counselor, teachers, and team to determine effectiveness of the interventions, revise plans, introduce new ideas / services / resources.

### Project RENEW
- Part of the Pennsylvania pilot program (grant funded)
- RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.
- Model focuses on supporting each youth to design and pursue a plan for the transition from school to adult life.
System Response / Student Distribution

**BASELINE:**
Sept 2013-March 2014

![Graph showing the distribution of students in Behavior and Academics]

- **Behavior:**
  - 66% of the group
  - 50% of the group

- **Academics:**
  - 34% of the group
  - 50% of the group

% of group per 50 students

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**In Behavior,** universal components were in place: 3-5 expectations, reinforcement models and universal points sheets. All students struggling within that system were referred to Child Study or went through the IEP process to revise PBSP's.

**In Academics,** students who came into the program and were not near grade level received Corrective Reading during intervention times.

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Academic Conversations 2013-2014

- Benchmark Data analysis from the GRADE yielded a +2 GSV average from Oct-May

- Student ODR's increased during intervention time and students felt the interventions were not age appropriate

- Staff had difficulty with engaging students with the current intervention.

- Some students who were significantly below grade level were showing gains in the current intervention.

- Added to the behavior data sheet Academic information and worked with academic teachers to determine the root cause through data interpretation.
## Tier 2 Reading Interventions

### Rewards II Secondary
- Designed for high school students who read above a 3rd grade level
- 20 week intervention program
- Skills focus:
  - Breaking words into manageable, decodable chunks
  - Reading accurately
  - Increasing oral and silent reading fluency
  - Meanings of prefixes and suffixes
  - Expanded instruction on academic and content-area vocabulary, enhanced with visual displays

### AMP (Achieving Maximum Potential)
- Designed to be completed after REWARDS II for high school students reading at a third- to sixth-grade level.
- Works on 7 components of reading comprehension:
  1. Summarizing
  2. Questioning
  3. Predicting/Previewing
  4. Using text structure
  5. Visualizing
  6. Inferring
  7. Selecting appropriate strategies (metacognition)
Tier 3 Reading Supports

Corrective Reading – Decoding (B2)
Designed for student reading below the 3rd grade level

Grouping: no more than 3 students in the group for maximum feedback opportunities

Skills focus:
• Phonemic Awareness
• Phonics and Word Analysis
• Spelling
• Blending
• Word reading
• Daily reading of decodable connected text
• Comprehension: Story details, Cause and effect, Main idea, Story grammar/retelling, Story summarizing, Compare/contrast

Multi-Tier Support System (MTSS) Instruction & Intervention

ACADEMIC SYSTEMS

Tier 3: Comprehensive & Intensive Students who need individualized interventions.

Corrective Reading

Tier 2: Strategic Interventions Students who need more support in addition to the core curriculum.

Tier 1: Core Curriculum All students, including students who require curricular enhancements for acceleration.

REWARDS, AMP Reading System, Achieve 3000 (extending CTE)

ELA & MATH, SS & SC, CTE, Health: Differentiated, standards aligned quality instruction (Blended Schools)

BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions Students who need individualized intervention.

Child Study, New behavior intervention plans, Project RENEW

Tier 2: Targeted Group Interventions Students who need more support in addition to school-wide positive behavior program.

Aggression Replacement Training, Peaceful Alternatives to Tough Situations

Tier 1: Universal Interventions All students in all settings.

TCA Expectations, Rules Matrix Whole group Reinforcement schedules, individual point sheets, mental health counseling, IEP’s
Data Based Decision Making Agenda

• What students need to continue in the current intervention? *How will we know?*

• What students need to be added into an intervention? For what purpose / outcome?

• What students need to be exited to the “watch” list?

• From the “watch list,” what students need to be added, continued or exited?

Initial outcomes of the MTSS process

**Student Achievement Data:**

**Social / Behavior:** 5% reduction of externalizing behaviors displayed by students from January 2014-October 2014 (SRSS Universal Screener)

**Reading:** Median gain of +16 Growth Scale Value for the group on the GRADE from October 2013-June 2014 (Median gain for typical high school aged students is +5 GSV)

**Process Data:**

Increase from 62% to 86% fidelity on the Benchmarks of Quality from the PA PBS Network
Future Projects

- Consulting with Dr. Laura Riffel to incorporate more efficient intervention plans for Tier 3 Child Study Clinical Integration meetings and incorporating ISIS-SWIS into data collection procedures for individual Tier 3 cases.

- Preparing for the School Evaluation Tool and state visitors from the PA PBS Network for SY 2015-2016

- Continue working with districts, and families to continually improve our multi-tiered support system and improve regular data sharing meetings and action plans using the TIPS model at the group and individual level.

- Rewriting Cell Phone policy and using Skip/Tardy interventions to help reduce the frequency of these problem behaviors.
Take Aways....

- Universal Screeners were the foundation for the work we developed in creating more program-specific interventions.

- We need to continue to improve and hone in on data analysis that is efficient and provides information quickly to make better decisions.

- We found creating a data tracking sheet – with multiple sources of data– created a multi-dimensional way of tracking students and processes.

- Committee work is critical to staff buy-in. Be prepared to have courageous conversations and for the work to be “messy” at the onset as the team grows in this framework. Collaboration is key!

- Give sufficient time to planning years and pilot interventions with student help. Rushing to get products created or tasks completed without time to plan will lessen your ability to sustain the changes that your team decides to make.

- WE ARE NOT FINISHED YET!