Closing the Learning Gaps in Secondary Schools: Using Multi-tiered Systems of Support to ‘Get it Done’

Dr. Patti Hershfeldt
Sheppard Pratt Health System,
Goals for the day:

★ Implementation in high schools
  ★ Unique features
  ★ Available resources within a MTSS
    ★ Resource mapping
    ★ Data Decision Rules
    ★ Freshman Academy

★ Classroom level supports and strategies
  ★ Curricular alignment
    ★ Embedding social/emotional skills in instruction
  ★ Engaging and supporting students that aren’t responding
Student Achievement for the 21st Century

- Instructional Routine
  - Unpacking the Standards
- Professional Learning Communities
- Curriculum Alignment
- Gradual Release Model
  - PD & Coaching
  - Progress Monitoring
  - Learning Walks & Feedback
- Common Planning
  - Inquiry Cycle/PS
  - Focus on Results
  - Common Assessments
- Use of Data Over Time
- Learning Environment
- Student-Teacher Engagement
  - RtI for Behavior: PBS
  - Collaborative Structures
- PS/RtI: Early Warning System
- PS/RtI: Leadership Development
Implementation in High Schools

UNIQUE FEATURES
Implementation in High Schools

• High Schools have implemented SWPBIS
  – A number of schools “struggle” during implementation
  – “Slow” to get started - Many high schools take a year or so in planning before implementing practices

• Adoption/Implementation of any initiative
  – Understand and attend to the key features of the initiative
  – Attend to context (people, environment, culture, etc.)
High School Implementation of SWPBIS

Flannery, B, 2012
Big Ideas

• As you begin implementation of a system or practice (or get stuck), ask yourself:

  – Did you consider impact of size, culture, developmental level of students?

  – Did we think about communication, data and leadership systems to make us successful for this system/practice?
Implementation in High Schools

AVAILABLE RESOURCES WITHIN A MTSS FRAMEWORK: RESOURCE MAPPING
TIER I: Core, Universal

GOAL: 100% of students achieve at high levels

Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How you we respond when some students don’t learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum
TIER II: Supplemental, Targeted

Tier II

For approx. 20% of students

Core

+ Supplemental

...to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?
TIER III:
Intensive, Individualized

Tier III
For Approx 5% of Students
Core
+
Supplemental
+
Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
A Response to Intervention (RtI) Application for Behavior

Tier 1/Universal
School-Wide Assessment
School-Wide Prevention Systems

- ODRs, Attendance, Tardies, Grades, DIBELS, etc.
- Daily Progress Report (DPR)
- Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.
- SIMEO Tools: HSC-T, RD-T, EI-T

Tier 2/Secondary

- Check-in/Check-out
- Social/Academic Instructional Groups
- Individualized Check-In/Check-Out, Groups & Mentoring (ex. CnC)
- Brief Functional Behavioral Assessment/Behavior Intervention Planning (FBA/BIP)
- Complex FBA/BIP

Tier 3/Tertiary

- Wraparound
- Illinois PBIS Network, Revised May 2009
- Adapted from T. Scott, 2004
What do you already have?

• Brainstorm inventory of current practices...
Triangle Activity:
Applying the Three-Tiered Logic to Your School

Tier 3
Practices, Initiatives, Programs for a FEW

Tier 2
Practices, Initiatives, Programs for SOME

Tier 1
Practices, Initiatives, Programs for ALL
SECONDARY PREVENTION
• Summer enrichment
• After-school tutoring
• Talented & gifted programing

PRIMARY PREVENTION
• Character education
• Positive school-wide discipline
• Bullying prevention
• Classroom management

TERTIARY PREVENTION
• Wraparound & school-based mental health
• Special education

SECONDARY PREVENTION
• Check in/out
• Targeted social skills instruction
• Peer-based supports
• Social skills club

TERTIARY PREVENTION
• Function-based support
• Wraparound
• Person-centered planning

PRIMARY PREVENTION
• Teach SW expectations
• Proactive SW discipline
• Positive reinforcement
• Effective instruction
• Parent engagement

ACADEMICS
What’s in place for a student who is struggling w/reading or math?
SECONDARY PREVENTION
• Summer enrichment
• After-school tutoring
• Talented & gifted programming

PRIMARY PREVENTION
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• Social skills club

SECONDARY PREVENTION
••

TERTIARY PREVENTION
••

PRIMARY PREVENTION
••

SECONDARY PREVENTION
••

TERTIARY PREVENTION
••

PRIMARY PREVENTION
••

What's in place for a student who is struggling w/ following the rules?
Resource Mapping

• What are the practices in place at each tier of the triangle?
• Are they evidence-based practices?
• How are you measuring effectiveness of practices (data)?
• Who are the service delivery teams/personnel (e.g., Climate, School Improvement Team, Discipline)?
• Link to outcomes- Strategic Plan (School Improvement Plan)
WEST High School
Pyramid of Interventions and Supports

Developed 2010-2011: in collaboration with the RENEW Oversight Team, the Behavior Support Team, the Administration Team and with the help of West faculty and staff.

**Level 3: Intensive Level Interventions and Supports**
- RENEW
- JPFO
- FBA
- School Psychiatrist
- Outreach Coordinator

**Level 2: Supplemental Interventions and Supports**
- BST Check/Connect
- ALF
- EBD Program
- Autism Program
- GSIL
- NH JAGS
- Voc Rehab
- SAP (individual + group)
- Go Manchester
- Resource Rms
- PASS
- Parent Involvement

**Level 1: Core/Universal Interventions and Supports**
- Advisory
- Peer Tutoring
- JROTC
- Honors
- Student Orgs, Clubs, Sports
- Extended Learning Opportunity
- MST
- Guidance
- Freshmen Forum
- Climate/Culture
- After school department help
- CSSR
- ESL, ELL
- Library, Cafe
A Framework is a productive way to analyze needs & gaps
Sample framework adapted from *Center for Mental Health in Schools*

<table>
<thead>
<tr>
<th>Categories of Service</th>
<th>Classroom Focused-Enabling (Enhancing teacher capacity for addressing concerns and fostering healthy development)</th>
<th>Crisis Response and Prevention</th>
<th>Support for Transitions</th>
<th>Family/Home Involvement</th>
<th>Specialized Assistance for Students and Families</th>
<th>Community Outreach and Support (including volunteers)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Intervention</strong></td>
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<td>for those with serious and persistent problems</td>
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<tr>
<td><strong>Selected Options</strong></td>
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<td>for helping early after the onset of problems</td>
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Select a Framework

4/13/2013 - Hershfield
# 2003 Meade High School Sample Resource Map

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</thead>
</table>
| **Targeted Intervention for those with serious and persistent problems** | - Regular School Team — Problem Solving  
- Home/Hospital Teaching Services  
- Individual student behavioral plans or academic interventions | - Individual/Group Counseling  
- Threat Assessments  
- Emotional Crisis Teaching Services  
- Special Education Placement Centers (I.D. Regional Programs)  
- Functional Behavior Assessment/Behavior Intervention Plans  
- “Self-Help”/Crisis Pass | | | | |
| **Selected Options for helping early after the onset of problems** | - 504 Program  
- Voc tech Programs | - Individual/Group Counseling (e.g., depression, anger management, problem solving/conflict resolution)  
- Functional Behavior Assessment/Behavior Intervention Plans | - Articulation with Special Education and 504 Students | - Teacher/Student Services Phone Calls Home  
- Mandatory Parent Conferences | - “Warm-Line” or AAC Crisis Mobile Team | |
| **Universal Options to enable student success and prevent problems** | - Access to Student Services Team (Part-Time Pupil Personnel Worker, 6 School Counselors, 1 School Psychologists, School Nurse)  
- School Resource Officer | - College Visits  
- Registrar Process | | | | - Communication with Fort Meade School Liaisons and Families |

**Meet as a group to indicate current services**
# 2003 Meade High School Sample Resource Map

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- School Resource Officer | - College Visits  
- Registrar Process | Gap | Gap | Gap | Gap |

Identify Gaps & Brainstorm New Services
AVAILABLE RESOURCES WITHIN A MTSS FRAMEWORK: DATA DECISION RULES
Critical Features for Implementing Advanced Tiers of Support:

• Establish decision rules for access to the intervention
• Explore data and “look” for students in need
• Interventions are linked directly to the SW expectations and/or academic goals
• Interventions are always available to students
• Monitor progress of student
• Staff are trained, receive ongoing support, and are provided feedback.
Continuum of Support for ALL

- Math
- Science
- Spanish
- Reading
- Soc skills
- Soc Studies
- Basketball

Universal → Targeted → Intensive

Label behavior...not people
Universal Screening: Instrument Selection Criteria

- Screening tool meets established psychometric criteria
- Identifies risk factors associated with externalizing (‘acting out’) and internalizing (‘overly shy/withdrawn’) behavioral problems, or social-emotional strengths and weaknesses
- It can be administered quickly (takes less than an hour to screen an entire class)
- It is cost-efficient
  - Easy to score
  - Does not require specialized training to administer
  - Can function as a progress-monitoring tool

**UNIVERSAL SCREENING INSTRUMENTS ARE NOT DIAGNOSTIC TOOLS**
Establish Decision Rules for Access

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Level</th>
<th>GPA last year</th>
<th>Behavior Referrals</th>
<th>Core Grades</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jana</td>
<td>8</td>
<td>2.2</td>
<td>4 ref</td>
<td>1 D 1 F</td>
<td>82%</td>
</tr>
<tr>
<td>Blake</td>
<td>7</td>
<td>1.3</td>
<td>0</td>
<td>3F</td>
<td>88%</td>
</tr>
<tr>
<td>Toby</td>
<td>6</td>
<td>2.8</td>
<td>16 ref 1 S</td>
<td>2D 1 F</td>
<td>84%</td>
</tr>
<tr>
<td>Carlos</td>
<td>8</td>
<td>.7</td>
<td>22 S 3 S</td>
<td>4 F</td>
<td>62%</td>
</tr>
<tr>
<td>Yvonne</td>
<td>8</td>
<td>2.7</td>
<td>2 ref</td>
<td>2 D 1 F</td>
<td>86%</td>
</tr>
<tr>
<td>Lin</td>
<td>8</td>
<td>2.3</td>
<td>0</td>
<td>1 F</td>
<td>90%</td>
</tr>
<tr>
<td>Maria</td>
<td>6</td>
<td>1.9</td>
<td>16 ref 2 S</td>
<td>4 D 1 F</td>
<td>74%</td>
</tr>
<tr>
<td>Doug</td>
<td>8 +2</td>
<td>3.1</td>
<td>2 ref</td>
<td>1 F</td>
<td>81%</td>
</tr>
<tr>
<td>Tyrone</td>
<td>6</td>
<td>2.9</td>
<td>10 ref</td>
<td>2 D</td>
<td>89%</td>
</tr>
<tr>
<td>Sam</td>
<td>6</td>
<td>2.4</td>
<td>13 ref</td>
<td>2D 1 F</td>
<td>87%</td>
</tr>
<tr>
<td>Paul</td>
<td>7</td>
<td>3.4</td>
<td>1 ref</td>
<td>1 D</td>
<td>86%</td>
</tr>
<tr>
<td>Tia</td>
<td>6</td>
<td>3.7</td>
<td>0</td>
<td>2 C</td>
<td>60%</td>
</tr>
</tbody>
</table>

Who gets access to an intervention that integrates academic/behavioral support? Choose 5 students.
Activity: Student List

• Are there other sources of data available?
• What else should we know about the students?
• Do any staff in building have relationship with the student?
• Consider what students are requiring the most adult resources.
• What are some possible political implications of choosing the students you chose?
Decision Making Rules: Why?

• We need to know when a student(s) requires additional support during AS?

• Decision making points will assist teachers to indicate need as it occurs

• Provides a formalized system for teachers to make decisions quickly and effectively

• Provides baseline data to measure improvement (or not).
AVAILABLE RESOURCES WITHIN A MTSS FRAMEWORK: FRESHMAN ACADEMY
Now that we know ‘who’ needs support….what can we do?

• Create opportunities for students to access help?
• Academic seminar (freshman academy) Tier 2
• Classroom Supports
  – Syllabus design
  – Curricular alignment
  – Technology
• Increasing student engagement
Why concentrate on freshman?

• First, success or failure in 9th grade greatly impacts a student’s chances of graduating...a make it or break it year...”Our ability to predict dropout...increases considerably when we know how students fare during their high school transition year.”

• Ninth grade acts like a kind of quicksand...more dropouts leave during 9th grade than in any other grade. Not to say students in their first year of HS but students who haven’t earned enough credits to advance beyond Freshman status.
Why concentrate on freshman?

• Certain risk factors that students bring with them into high school—being overage, reading/math scores below grade level, low 8th grade attendance, failed courses in middle school increase the odds of failing 9th grade.
A major point....

• Low attendance during the first 30 days of 9\textsuperscript{th} grade is a more powerful predictor than any 8\textsuperscript{th} grade factor, including test scores, age, and academic failure.

That’s why we target freshman!
Activity

• Break into groups…
• Using the 3-circle “problem solving” model discuss and answer the questions:
  – Data: What do our students (freshman) need?
  – Practice: How do we structure (tier 2 intervention) to meet those needs for identified students?
  – Systems: What supports do staff need? What scheduling priorities need to be addressed? Is there flexibility with scheduling quarter-to-quarter?
Step 1: What does the data say?

Step 2: What is the goal?

Step 3: What will we do to support student behavior?

Step 4: What will we do to support staff?

DATA
What do our freshman need?

PRACTICES –
How should we structure Academic seminar (tier2) to meet these needs?

SYSTEMS –
What supports do staff need?
Group Discussion

- What are we already doing as high school teachers, departments, grade level teams?
- What is working?
- What needs improvement?
- What does our data say about student needs?
- What would we like to see happen with Academic Seminar (or other intervention)?
Charger Expectations
Life Long Learning
Honor & Respect
Success & Life Skills

1st quarter

2nd quarter

3rd quarter

4th quarter

Math

Literacy

Behavioral Support Social/Emotional

Leadership

Continue 2nd quarter skills class

Pick up 2nd skills class

Graduate to Leadership

Peer Ambassador

Hershfeldt, 2012
Freshman Success

Three times over the following three weeks, ask students (can happen in any class) questions about the graduation requirements – this should happen very quickly and take only 3-5 minutes. Clarify any incorrect information and remind students to check their progress regularly and where to find the graduation requirements in full (student handbook, school website, etc.) Sample questions may include:
Sample Questions

1. How many credits do you have to earn to become a sophomore?

2. How many credits will you earn for [this, Math, History] class if you earn a C or better?

3. What is the minimum grade you can in a class to still earn credit for it?

4. How many credits do you need to graduate?

5. What else do you need to do to graduate besides earn credits for classes?
Implementation in High Schools

CLASSROOM LEVEL SUPPORTS AND STRATEGIES: CURRICULAR ALIGNMENT AND ENGAGING THE LEARNER
Shifting the Thinking

We have not been successful requiring kids to adapt to school. MTSS Framework allows us to adapt school to fit the needs of our kids.

From “What’s wrong with you?” to...“What happened to you?”

MTSS Implementation Framework and process allows us to ...• Examine current condition.
• Rally around the data.
• Describe in measurable way- establish common ground and anchor to everyday teacher behaviors
• Build consistency across staff, across year!!!
Let’s start by building a supportive classroom environment

“The kids we label as bad might simply mean we have not figured out a way to reach them...”

• If you build it they will come (*and learn*)
  (Kostner, 1989)
What are EB Classroom Practices?

1. Expectations & Rules: Teamwork, Respect, Responsibility (state positively)
2. Procedures & Routines
3. Continuum of Strategies to Acknowledge Appropriate Behavior
4. Continuum of Strategies to Respond to Inappropriate Behavior
5. Maximize Student Engagement
6. Academic Success & Task Difficulty
7. Activity Sequence & Offering Choice
Basic Logic

Establish: 3-5 positively stated expectations align with school wide expectations

Teach: teach replacement behaviors have students practice

Prompt: provide visual reminders pre-correction

Monitor: supervise provide feedback


Evaluate problems
Rules, Routines, Expectations.....
Why state them positively?

• Brain research tells us to (especially important in adolescence)
• Behaviorists tell us to
• We know it works
  – Try it!
Replacement behavior....APPLE PIE
CHOCOLATE CAKE
Teaching: Making Learning (change) Fun
What are EB Classroom Practices?

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Strategy Guide on Fostering School Connectedness

• Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement.

• Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores, have better school attendance, and stay in school longer.

Center for Disease Control
Relationships and Youth Connectedness

**ESSENTIAL to children’s well being.**

- A sample of 2,022 students (999 boys and 1,023 girls) ages 12-14 years was measured at two time points twelve months apart on school connectedness and mental health symptoms (general functioning, depression, and anxiety symptoms). After adjusting for any prior conditions that could have led to mental health problems, the authors of the study reported stronger than previous evidence of the association with school connectedness and adolescent depressive symptoms and a predictive link between school connectedness to future mental health problems.

- Early studies suggest that there are substantial percentages of violent youth who do not perceive themselves to be liked by classmates and who report loneliness. (Clin, 2006 Adol Psychology)
Teaching = creating a change in student behavior
Giving Equal Priority to Academics and School Climate

**Academic Systems**

- **Intensive, Individually Designed Interventions**
  - Address individual needs of student
  - Assessment-based
  - High Intensity

- **Targeted, Group Interventions**
  - Small, needs-based groups for at-risk students who do not respond to universal strategies
  - High efficiency
  - Rapid response

- **Core Curriculum and Differentiated Instruction**
  - All students
  - Preventive, proactive
  - School-wide or classroom systems for ALL students

**Behavioral Systems**

- **Intensive, Individually Designed Interventions**
  - Strategies to address needs of individual students with intensive needs
  - Function-based assessments
  - Intense, durable strategies

- **Targeted, Group Interventions**
  - Small, needs-based groups for at-risk students who do not respond to universal strategies
  - High efficiency/ Rapid response
  - Function-based logic

- **Core Curriculum and Universal Interventions**
  - All settings, all students
  - Preventive, proactive
  - School-wide or classroom systems for ALL students and staff
Shift in Thinking about School Climate

**Academic Systems**
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  - Assessment-based
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**Climate as a part of core curriculum**
Mental health and academic outcomes

Health & Mental Health Factors
- Physical Health/illness
- Mental Health
- Mental Health Problems
- High-risk Behaviors (e.g. Substance use)
- Developmental issues
- Social Competence/Self-esteem
- Family Strengths/Issues

SMH

Educational Behaviors
- Attendance
- Behavioral Competencies
- Behavioral Problems
- Educational Motivation
- Positive Attitudes Toward Schoolwork
- School Connectedness

Graduation/Drop-out
- Grades
- Standardized Test Scores
- Teacher Retention

Academic Outcomes

Continuum of Support for ALL

- Math
- Science
- Exec Function Skills
- ADHD
- Social skills
- Test anxiety
- Reading
- Basketball

Label behavior...not people
Supports we can give them....

• Improve instruction and access to supports for struggling students
• Build a school climate that fosters academics and social emotional well-being
• Improve communications between parents and schools
• Make curricula engaging, relevant and connect school to work

Bridgeland, Dulio & Morison, 2006
Universal Design for Learning

What is the essential shift educators need to make to ensure all learners achieve college and career readiness?

Focus on the Learners

http://www.youtube.com/watch?v=aaSZqgr2eUM&feature=youtu.be
## Connecting Brain Research and UDL

<table>
<thead>
<tr>
<th>The <strong>What</strong> of Learning</th>
<th>The <strong>How</strong> of Learning</th>
<th>The <strong>Why</strong> of Learning</th>
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</thead>
<tbody>
<tr>
<td>We know from brain research the learner processes knowledge through <strong>Recognition Network:</strong> The Big Idea, Enduring Learning</td>
<td>We know from brain research the learner processes knowledge through <strong>Strategic Network:</strong> Planning for Action</td>
<td>We know from brain research the learner processes knowledge through <strong>Affective Networks:</strong> Connecting Emotionally, Evaluating Patterns, Providing Purpose</td>
</tr>
<tr>
<td>UDL suggests: Multiple and Flexible Means of Presenting what is to be Learned: <strong>Representation</strong></td>
<td>UDL suggests: Multiple and Flexible Means of Demonstrating what was Learned: <strong>Expression</strong></td>
<td>UDL suggests: Multiple and Flexible means of Engaging the learner in what is to be Learned: <strong>Engagement</strong></td>
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School Climate

With your teams, discuss: “What is necessary in order for all of these shifts to occur in your classrooms?”

Be prepared to share
Each school team has a UDL Wheel
You may also access the wheel electronically:

http://udlwheel.mdonlinegrants.org/
Climate and Core Curriculum

For academic success, every classroom must have a climate that features ...

• Active Participation
• Student Self-Advocacy
• Academic Risk Taking
• Cooperative Group Work
Activity: guiding questions

• What skills are necessary for students to demonstrate these behaviors in class?
• What resources/practices do you currently have in place at your school that teach these skills? Are these resources/practices taught universally or are they used as a targeted intervention?
• What shifts need to take place for these skills to be taught to all students as an integrated part of the curriculum?
• What additional resources do you need?
• What supports do you need to put into place to help teachers with this shift?
Techniques for maximizing academic engagement during instruction

• Provide ample opportunities to respond
• Two minute pause
• Literacy circles (book clubs)
  – Think-write or draw
• Outcome starter sentence
• Repackage it!
• What else? How do you capture their attention?
Response Cards Increase Opportunities to Respond

- Link to Dr. Terry Scott’s videos

- [http://louisville.edu/education/abri/training.html](http://louisville.edu/education/abri/training.html)
### Practice: Multiple Opportunities to Respond

#### Research: The research supports the use of providing multiple opportunities to respond to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback (Carnine, 1976; Howard, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Welty, 2001; West & Shone, 1986)
- Improved Reading Performance:
  - increased percentage of reading responses,
  - mastery of reading words,
  - rates of words read correctly and
  - decreased rates of words read incorrectly (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997).
- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time
- Improved Math Performance:
  - percentage of problems calculated correctly per minutes,
  - number of problems completed and correct responses. (Carnine, 1976; Skinner, Smith & McLean, 1994)

#### What is it?

- An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale, 2006).
- A teacher behavior that prompts or solicits a student response (verbal, written, gesture) (Simonsen, Myers, & DeLuca, 2010).

#### Examples of Opportunities to Respond

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides: Verbal Questions Prompts Cues</td>
<td>Student Responses: Written Choral Verbal Motor</td>
<td>Teacher Provides: Specific, Positive Feedback</td>
</tr>
<tr>
<td>Teacher says, &quot;When I give the signal, everyone answer this question: What is 5 times 6?&quot; Teacher waits a few seconds and gives signal.</td>
<td>Students chorally respond, &quot;30.&quot; Repeat 3 times.</td>
<td>Teacher says, &quot;Yes! The correct answer is 30.&quot; Teacher ignores error responses, gives correct response. Asks same question again.</td>
</tr>
</tbody>
</table>

### Observation and Feedback

#### Date:

<table>
<thead>
<tr>
<th>Strategy: Providing Multiple Opportunities for Students to Respond</th>
<th>Frequency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of instructional questions, statements or gestures made by the teacher seeking an academic response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate of Academic Engagement. Record &quot;O&quot; for on-task/ engaged behavior and &quot;I&quot; for off-task behavior.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Measureable Goal:
Student Engagement

• How do you define it? ACTIVITY
• Common themes?
• Student engagement linked directly to
  – Attendance
  – Relationships with an adult
School Connectedness

• Poor attendance
• Low educational expectations
• Lack of effort
• Low commitment to school
• No extracurricular participation
Getting Them Engaged

- NEST: Nourishment, Enrichment, Social, Tutoring
- WDYSF: “Who Do You Stand For”
- Comet Leaders
- 2x10 -
- Video Library- Student Led
How will you find kids who feel like they don’t belong?

• Activity/Club/Sports Fair
• Personal Invitation
• Recruit, Recruit, Recruit!!!
• Organize teams to review data, build structure to determine data decision rules
  – School level
  – Student level
• Relationships with Students, Families and Communities
Gathering Facts about our Learners

What are Students’:

• Learning Preferences?
  • Auditory, visual, kinesthetic, tactile
  • Group or individual work

• Interests?

• Previous academic record?

• Disability specific information?

• English Language Learner?
Self-Determination and PBIS: Keeping Kids in School

Teresa Cogar & John McNaught
Virginia Department of Education

www.imdetermined.org
What if.....?

• We could EASILY have a little information about each of our students that might help us with supporting..
  – Behavior
  – Academic success
  – Student engagement
  – and so on
1 pagers
Name: John McNaught  
Address: Rabbits Foot Rd  
Hinton, VA  
DOB: 01-07-75

Learning Preferences
• I like to have new concepts modeled  
• Enjoy working in groups  
• I often get the “big” picture and have to work to note the details

Interests
• Animals  
• Cooking  
• Outdoors

I Want You to Know
• I don’t like timelines  
• I work hard  
• I play hard

Accommodations that Work
• Extended time  
• Help from my friends  
• Working with people with different learning styles

You’re Invited  
Date: 08-04-09  
Time: 10:00 am
My Needs
• Printed notes
• Visual/Audible Learning
• A structured environment
• Predictability-knowing what is coming next

My Interests
• Writing poetry on the spot
• Dreaming of a better world
• Making a better world
• Music

My Strengths
• English
• Social Studies
• Learning
• Writing Poetry

My Preferences
• A good foundation to grow from
• A lack of disturbance
• A constant and perfect schedule

Name: Nicholas Wayne Silvey
Address: Glade Hill, VA
Date: November, 2012
Name: Justin George

My Strengths
- Advocacy/public speaking
- Enjoy listening to peer advocates
- History
- Reading/computer skills
- Working towards independence
- Passion for what I do at Im Determined and YLF
- Keep trying

My Interests
- Amateur Radio and emergency communications groups.
- Weather/skywarn
- Being outside
- Computers
- Social Media
- Kings Dominion/Busch Gardens
- Beach/ pool
- Spending time with family

My Preferences
- Study with someone
- Write down notes
- Have clear expectations of me
- Allegories
- Minimal distractions.

My Needs
- Notes
- Extra time on tests
- Hands on and visual (IE, watching the teachers do an example)
Hey I’m Robert. I’m 14 no I’m just joking. I’m really 12. Have great time reading this.

I have an IEP because ... I have anger issues I need to control it and not get angry over little things and not get frustrated.

My Interests:
I like to play star wars games and draw

My favorite classes:
L.A because I love The word ladder
P.E because I like to play games

Ways to learn best:
Skip some problems and go to next one until I can get it. Read the question first then read the story.

My hardest classes:
Math because division and multiplication have a lot of thinking
Social studies because all the writing and highlighting.

My plans for the future:
Go to Virginia Tech college.
Be a game designer.
Buy my own house.
Start a basic job before I be a game designer.
Name: 
Address: 
Phone: 
DOB: 

You're Invited To: 
Date: 
Time: 
With: 

What Got Me to DLC 

Courses I'm Working On 

Changes I'd Like to Make 

Goals I Want to Achieve 

My Hobbies/ Interests 

What Helps Me Work
Triangle Activity: Applying the Three-Tiered Logic

Tier 3
Individual students sends one to all Teachers prior to school year starting

Tier 2
Students at-risk for failing class Create one for teachers

Tier 1
Entire 9th grade class during 1st week of school
Good Day Plan
# My Good Day Plan

**Good Day**

**What happens on a Good Day?**
- Wake up with a great cup of coffee
- Get to classes on time
- No homework
- Get homework done
- Go to bed on time

**Now**

**Does it happen now?**
- No :
  - Sometimes
  - Rarely….
  - Most of the time
  - Not often

**Action**

**What needs to happen to make it a Good Day?**
- I need to get up a little earlier to make it
- Need to set an alarm on my phone with the bell schedule
- My teachers need to assign no homework 😊
- I need to make it a priority when I first get home to get it done
- I need to get everything I want done before bedtime

**Support**

**Who can help me?**
- Myself
- Myself and friends
- MY TEACHERS!
- Myself
- Myself
My Good Day Plan

- Hot cocoa every morning before school: once in awhile
- Head phones to listen to calm music on bus ride to school – not happening now
- Greeted at bus drop-off by class buddy – not happening now
- Morning task list – tried earlier in year and dropped

- Hot cocoa packet and mug by the microwave each night before bed
- Purchase headphones
- Talk with classroom teacher
- Reformat checklist – add graphics; hang on bulletin board near door

Who can help me?
- Mom
- Case manager
- Classroom teacher
Triangle Activity: Applying the Three-Tiered Intervention Logic

Tier 1
Entire 8th grade English class Creates class wide GDP

Tier 2
Student gives to CICO coordinator

Tier 3
Student presents GDP as part Of FBA/BIP meeting
Core Components
AKA Common Core Skills
(combination of skills, knowledge & beliefs)

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting & attainment
- Internal locus of control
- Positive attributes of efficacy and outcomes expectancy
- Self-Observation
- Self-Evaluation
- Self-Reinforcement
- Self-Instruction
- Self-Advocacy & Leadership
- Self-Awareness
- Self-Knowledge

We need to develop ALL of these skills
The messages we need to share...

• Utilize student strengths rather than focus on deficits

• A relationship with 1 adult can improve
  – Student engagement (attendance...)
  – Academic performance
  – Satisfaction w/school

• Promote self care with the adults
  – Model that to students
PBIS “3-Circles” Problem-Solving Worksheet

Targeted Problem: ____________________________

Step 1: What does the data say?
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Step 2: What is the goal?
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Step 3: What will we do to support student behavior?
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Step 4: What will we do to support staff?
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

(VDOE ESD Project, 2011)
Building classrooms systems: to close the gaps...

Action Steps to take in...

... the next 2 weeks...
  1.
  2.

... the 2013-2014 school year
  1.
  2.

over the next 2-3 years (long term plan)
  1.
  2.
You never know when a memory is being made.... Judy Wood

• Teacher acknowledgement (video)
Closing Thoughts

New Ideas