

“The Beginning of the School Year Starts in April”

Systematically Transferring Academic and Behavioral Rtl Successes from One School Year to the Next

March 17, 2011

Presented by- **Howard M. Knoff, Ph.D.**
Director, Project ACHIEVE
Director, Arkansas State Improvement
Grant Little Rock, AR



Student Achievement Management

Spectrum K12

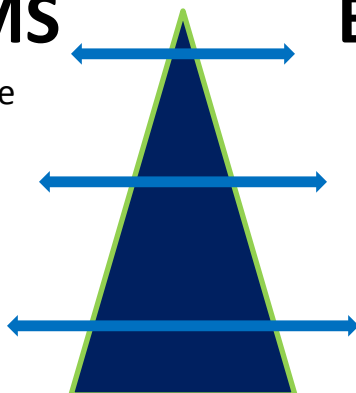


ACADEMIC SYSTEMS

Tier 3: Comprehensive & Intensive

Tier 2: Strategic Interventions

Tier 1: Core Curriculum



BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions

Tier 2: Targeted Group Interventions

Tier 1: Universal Interventions

EXCEED

RTI

Special Ed

504

ESOL

PBS

Gifted &
Talented

Other
Programs

ONE PLATFORM FOR ALL STUDENT PROGRAMS

Response to Intervention is

the practice of providing high quality instruction/intervention matched to student needs

and

using learning rate over time and level of performance

to

inform educational decisions.





“The Beginning of the School Year Starts in April”

**Systematically Transferring Academic
and Behavioral Rtl Successes from
One School Year to the Next**

Howard M. Knoff, Ph.D.

**Director, Project ACHIEVE
Director, Arkansas State Improvement Grant**

**E-mail: knoffprojectachieve@earthlink.net
Project ACHIEVE Website: www.projectachieve.info
501-312-1484**



**Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Director, AR State Improvement Grant**

**49 Woodberry Road
Little Rock, AR 72212**

E-mail: knoffprojectachieve@earthlink.net

Phone: 501-312-1484

Websites: www.projectachieve.info
www.arstudentsuccess.org

Education is not preparation for
life. . .

It is life itself.

John Dewey





Presentation Overview

- Defining and Describing Rtl²/SPRINT
- The Rtl²/SPRINT Data-based Problem Solving Process
- Building- and Grade-level SPRINT Teams
- Defining Articulation—Four Articulation Activities
 - The “Get-Go” Process
 - Student Briefing Reports
 - The Annual Consultation Referral Audit
 - Prep-Week Articulation Briefings

When Everyone is Thinking
alike. . .

No one
is Thinking.

Benjamin
Franklin



Rtl²- Response-to-Instruction/ Intervention: A Definition. . .

- A broad-based, targeted process to evaluate a student's response to instruction/intervention
 - * The focus is on **effective instruction**, and—as needed—**early, responsive, and strategic instruction and/or intervention**
 - * Student progress is monitored/evaluated continually to determine whether desired learning, mastery, and proficiency outcomes are attained as a result of instruction or intervention
 - * Progress/Evaluation data help to determine whether or not a student attains desired or expected academic and social, emotional, or behavioral outcomes

Where Does Response-to-Instruction/Intervention Rtl² Start?

- SPRINT/Rtl² starts in the general education classroom with evidence-based curricula taught by Highly Qualified Teachers using effective instructional practices

SPRINT/Rtl² involves determining students' mastery of academic material and response to classroom management through effective assessments and progress monitoring

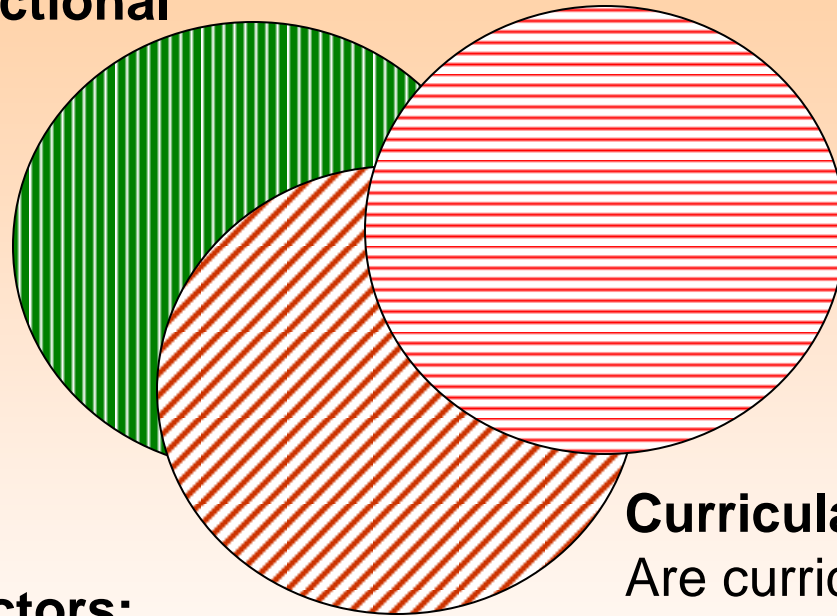
- When students are not successful over time, SPRINT/Rtl² moves to a systematic problem-solving process that determines why success has not occurred and what to do about it



Students Succeed Because of their Instructional Environments

Teacher-Instructional Factors:

Are teachers well-matched to their students and curricula?




Student Factors:

Are students prepared and “programmed” for success?

Curricular Factors:

Are curricula well-matched to students and teachers?



Scientificallly-Based Components of Effective Classrooms: Academics

- Curricular Alignment/Total Instructional Alignment
- Effective Instructional Grouping
- Effective Academic (Differentiated) Instruction
- Ready, Prepared, and Motivated Students
- Student Instruction in their “Zones of Success”
- Student Academic Engagement/Participation
- Well-Designed and Implemented Progress
Monitoring/Authentic Assessment Systems
- Modifications, Remediations, Accommodations
- Early Academic Intervention



Scientificallly-Based Components of Effective Classrooms: Social, Emotional, and Behavioral

- Positive School and Classroom Climates
- Effective Classroom Organization and Management
- Social, Emotional, and Behavioral Skill Instruction, Application, and Infusion
- Effective Student Motivation and Behavioral Accountability Approaches
- Student and (Cross-)Staff Consistency
- Early Social, Emotional, and Behavioral Intervention

Components of Effective Classrooms: Academic and Behavioral Instruction

Effective Teaching Skills and Practices*:

Instructional Planning

Positive Classroom Climate/Environment

Teacher Expectations

Cognitive Emphasis

Motivational Strategies

Instructional Presentation/Strategies

Prompts for Student Understanding

Relevant Practice

Academic Engagement

Informed Feedback

Adapted Instruction

Progress Monitoring and Evaluation

* From The Instructional Environment System-II (TIES-II; Ysseldyke & Christenson, 1993)

BUT. . . .

Some students do not respond to effective academic and/or social, emotional, or behavioral instruction; or classroom-based interventions.

They likely need additional instructional or intervention supports, strategies, programs, or services.



Where Does Response-to-Instruction and Intervention Go?

- ◆ For students who are not responding to high quality instruction and teacher-initiated interventions over time, the problem-solving process becomes more formal as (a) functional assessments are completed, (b) resulting in more intensive classroom-based interventions, (c) where student progress is monitored more frequently, and (d) data is used to determine the success of the interventions or the need for more intensive services.
- ◆ More specialized, multidisciplinary resources are used to deliver more specialized interventions to produce improved child outcomes
- ◆ **The intensity of services delivered are driven by student outcomes!!**

When you dream alone, it is only a dream. . . .

But when you dream together,
it is the
beginning
of reality.

Don Helder Camera



What is Project ACHIEVE?

Project ACHIEVE is:

A district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students

[www.projectachieve.info]



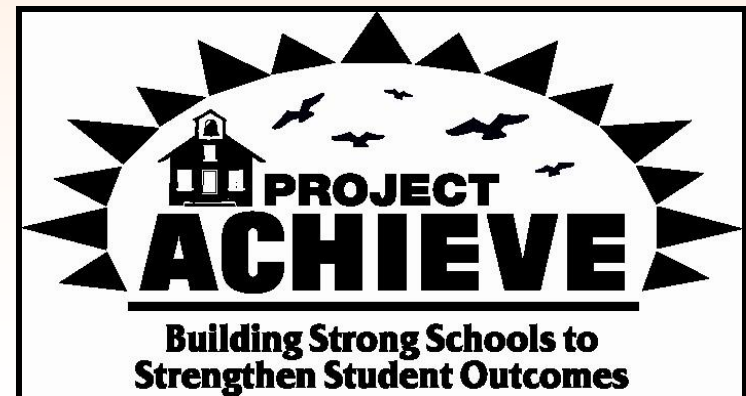
Project ACHIEVE

**An Evidence-Based National Model Prevention
Program through the**

**U.S. Department of Health & Human Service's
Substance Abuse and Mental Health Services
Administration (SAMHSA)**

and

**U.S. Department of Justice's Office of Juvenile Justice
and Delinquency Prevention (OJJDP)**





Project ACHIEVE's Focus:

School Effectiveness or School Improvement
using a Whole-School Design Process to:

Maximize Students' Academic Achievement

Create Safe School Environments and Positive School Climates

Build Effective Teaching and Problem Solving Teams that Speed
Successful Interventions to Challenging Students

Increase and Sustain Effective Classroom Instruction

Increase and Sustain Strong Parent Involvement

Develop and Implement Effective Strategic Plans

Organize Building Committees and Student Learning Clusters

Develop Effective Data Management Systems for Outcome
Evaluations

Project ACHIEVE's SPRINT/Rtl² Process

SPRINT:

S chool

P revention,

R eview, and

IN tervention

I eam(s)





What are the Goals of the SPRINT/RtI² Process?

To address the needs of students experiencing academic or behavioral difficulties by:

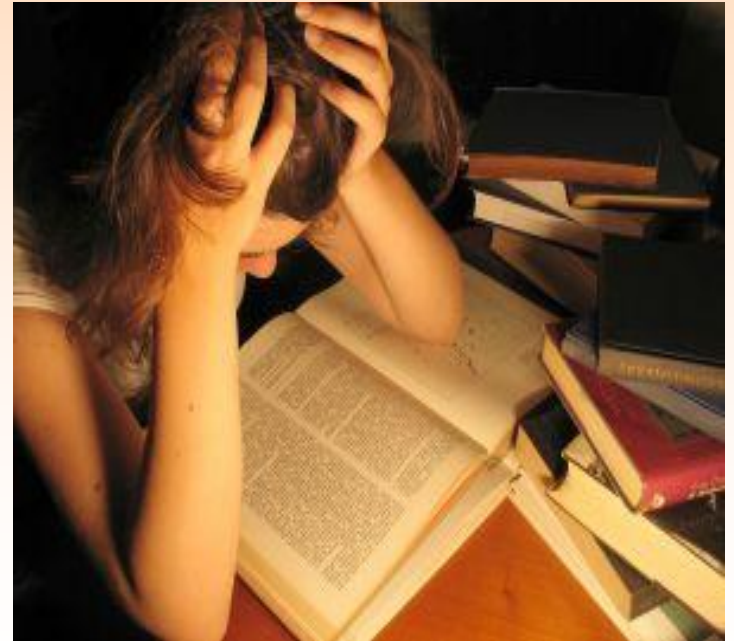
- Using a systematic problem-solving process that links functional assessment to evidence-based or research-based strategic or intensive instruction and/or interventions
- Providing consultation to classroom teachers so that the identified instructional changes or targeted interventions are implemented with integrity and success.
- To establish assessment and intervention baselines in case more intensive instruction or interventions are needed later.
- To increase the knowledge and skills of all of the teachers and other professionals involved.

The Primary SPRINT/RtI² Service Delivery Approach involves:

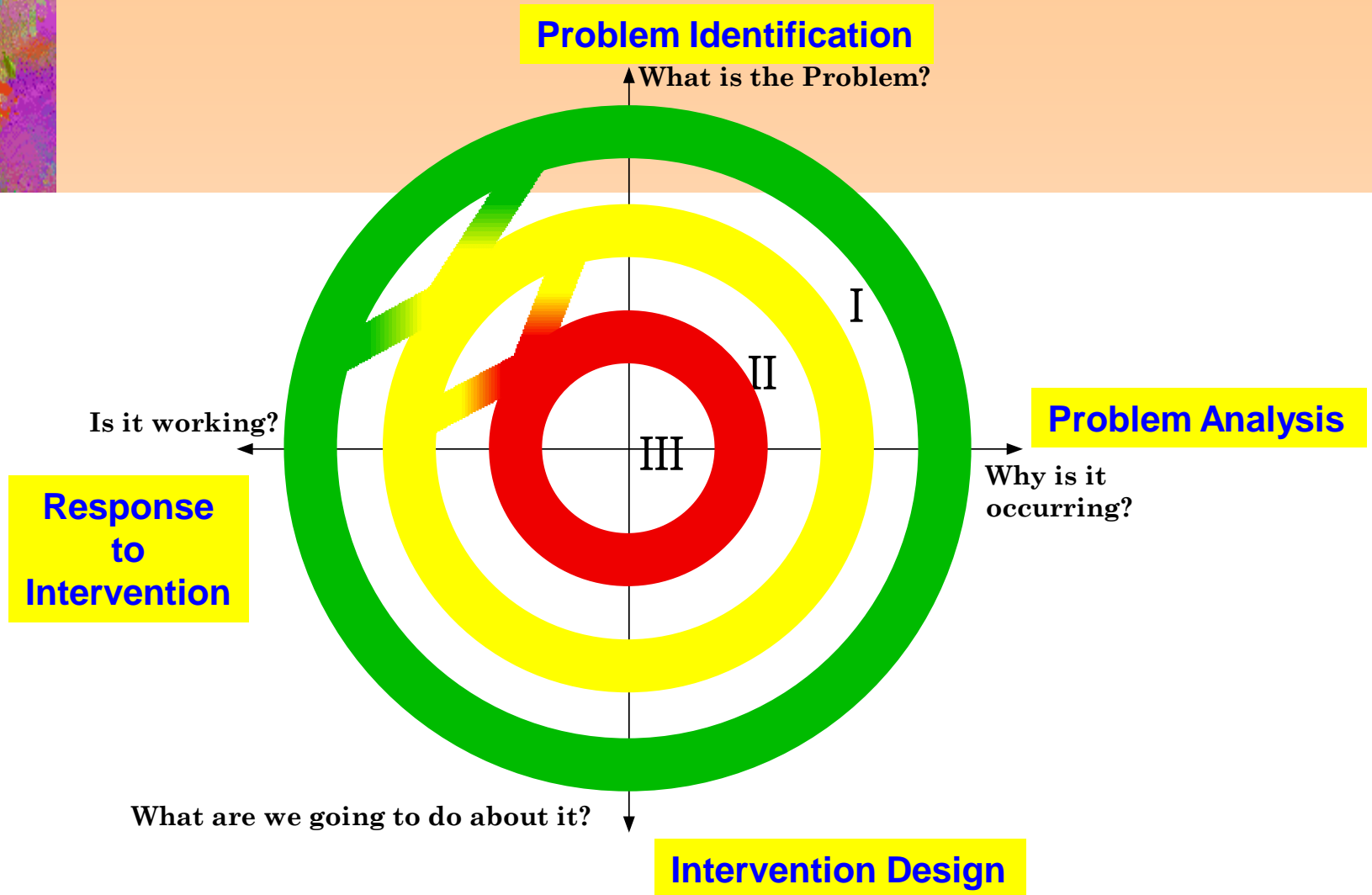
**Problem-Solving – Consultation –
Intervention**

NOT

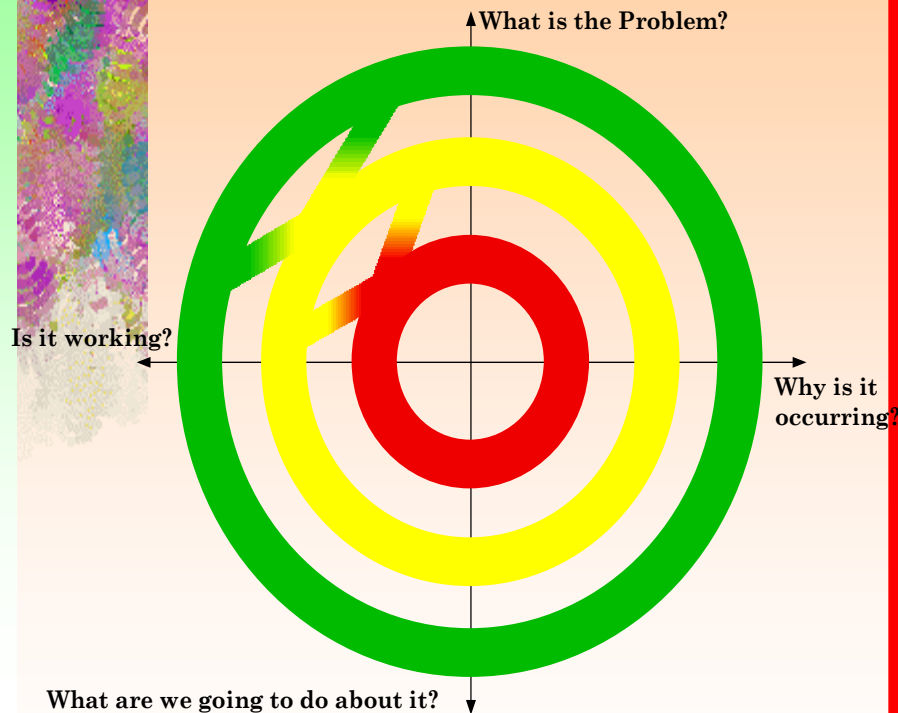
**Wait to Fail–Refer–
Test – Place**



Problem Solving and SPRINT/RtI²




The Tiers of the Academic and Behavioral Intervention



Tier 1: Prevention for All

Tier 2: Strategic Intervention for Some

Tier 3: Intensive Need or Crisis Intervention for Few



The Critical SPRINT/RtI² Problem Solving Components

- Accurately Clarify the Problem
- Identify the Skill Gap
- Functionally Analyze (Explain Why) the Skill Gap
- Select Scientifically-based Interventions
- Successfully Implement and Evaluate the Intervention



An Overview of the Problem Solving Process

- Step 1: Review all existing Data and History on the Student
- Step 2: Complete a “Gap Analysis,” Functionally Describe the “Problem,” and Identify Replacement Behaviors
- Step 3: Generate Hypotheses (using functional assessment) to explain why problem is occurring
- Step 4: Assess (confirm or reject) Hypotheses



An Overview to the Problem Solving Process

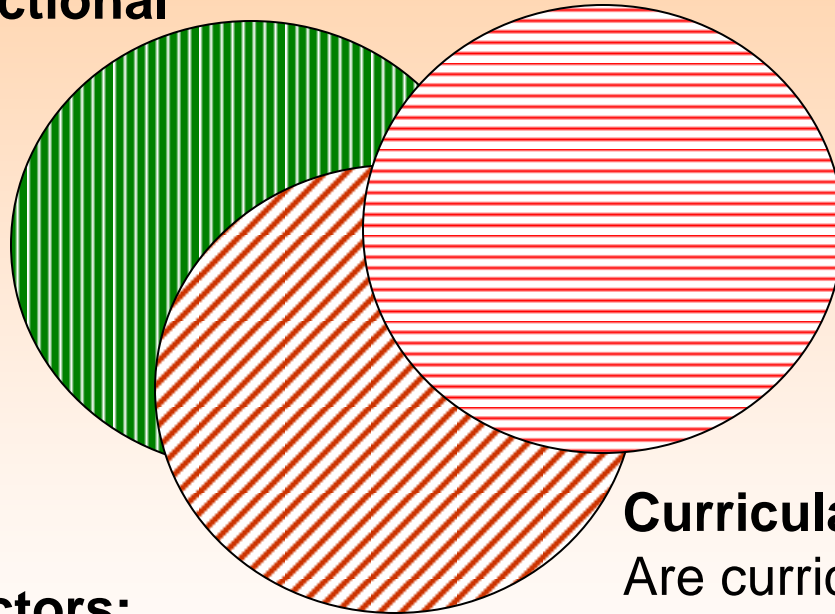
- Step 5: Design and Write the Intervention Plan
- Step 6: Implement the Intervention Plan and Interventions
- Step 7: Formatively and Summatively Evaluate the Interventions and Intervention Plan

When Students are not Succeeding: We Need to Determine WHY

Instructional Environments

Teacher-Instructional Factors:

Are teachers well-matched to their students and curricula?



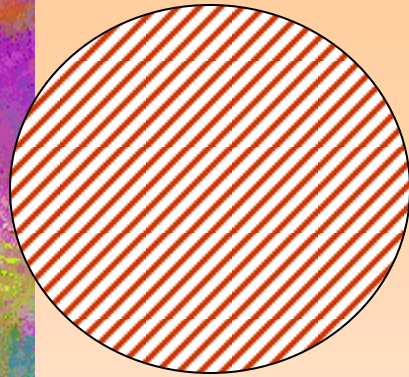
Student Factors:

Are students prepared and “programmed” for success?

Curricular Factors:

Are curricula well-matched to students and teachers?

Problem Analysis: Possible Reasons for Students' Lack of Self-Management Progress or Success



Student Factors

Are students prepared and "programmed" for success?

Biological/
Physiological Status

Skills

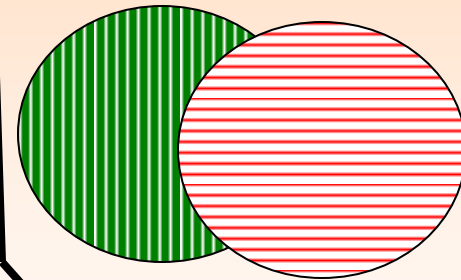
Motivation/
Accountability

Consistency

Special Situations

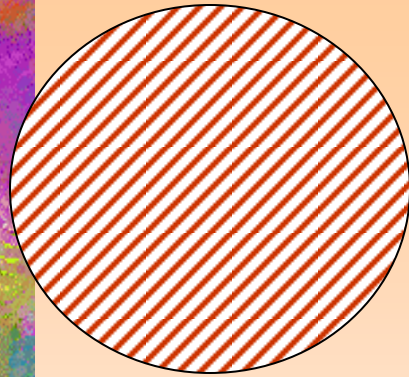


Teacher-
Instructional
Factors



Curricular
Factors

Problem Analysis: Possible Reasons for Teachers' Lack of Success on Behalf of their Students



Teacher Factors

Are teachers prepared and “programmed” for success?

Knowledge/
Professional Development

Skills

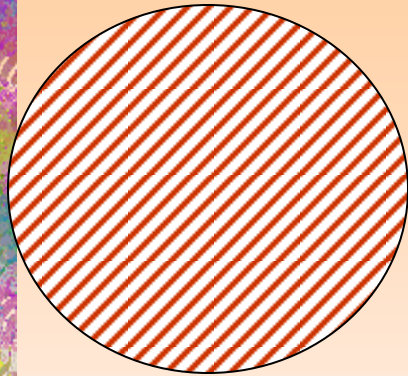
Motivation/Accountability
(Supervision/Evaluation)

Consistency

Special Situations– Classroom,
School, System, Personal
Variables

Problem Analysis: Possible Curricular Reasons for Teachers' and Students' Lack of Success

Curriculum's Scope & Sequence and Instructional/Evaluation Materials



Curricular Factors

Is the curriculum appropriate for and facilitate teacher and student success?

- Are not Aligned with External Benchmark or Internal (its own) Learning Outcomes
- Are not Scientifically, Pedagogically, or Developmentally Sound or Defensible
- Are not Engaging, Relevant, Motivating, or Organized with the Learner in Mind
- Are not Organized or Consistent
- Can not be Easily Modified or Adapted, and Provides no Guidance or Materials for Struggling Students

Implementing Response-to-Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Interventions

Howard M. Knoff, Ph.D.

Project ACHIEVE

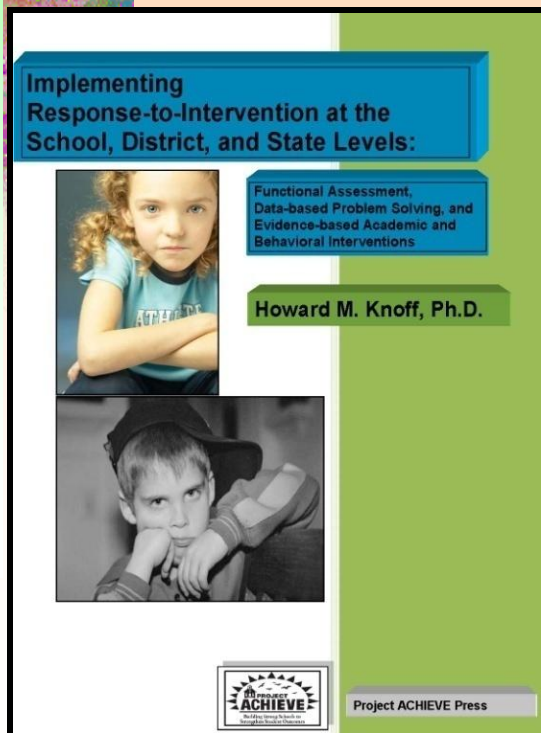
Arkansas Department of Education

Published: 2009
(540 Pages)

Single Unit Price: \$39.95

Site License Price: \$159.95

Order: www.projectachieve.info/project-achieve-program/books/implementing-rti.html



The most important thing is. . .

...To never
stop
questioning.

Albert Einstein






We STRONGLY Recommend:

Grade-level SPRINT Teams....

That meet at least monthly

A Building-level SPRINT Team....

That meets weekly



Composition of the Grade-Level SPRINT Team

- Every General Education Teacher at an identified instructional team level
- Support specialists assigned to the team
- One member of the Building-level SPRINT Team
- Other Support specialists or consultants as needed (to help, on a case-by-case basis with specific student concerns)



Composition of the Building-Level SPRINT Team

- The “referring” General Education Teacher
- Administrator or Administrative-designee
- School-based Related Service professionals
- School-based Instructional Specialists/ consultants
- Other staff skilled in academic or behavioral interventions
- Other school-based specialists (e.g., nurse, learning technology specialist, school-based mental health specialist)

The School Prevention, Review, and Intervention Team (SPRINT)

- Responsibility: Guides the school's use of data-based functional assessment problem-solving and intervention processes when students are not responding, academically or behaviorally, to effective instruction and classroom-based interventions
- Coordinates the school's early intervening services, and its strategic and intensive instruction and intervention process for individual students who are underachieving or unsuccessful, or who are non-responders or negative responders

The School Prevention, Review, and Intervention Team (SPRINT)

- Membership: Made up of the best academic and behavioral intervention specialists in or available to the school. Includes many of the school's instructional consultants, related services and special education personnel, and other direct service instructional and intervention support staff.
- Meets: On a weekly basis as an entire team to consider new cases and review existing cases. Its goals, outcomes, and agenda are connected to the school's SIP plan

Sometimes the road less
traveled. . .

. . .is less traveled for a
reason.



Jerry Seinfeld

Articulation. . .

The planned and systematic transfer of system, staff, and student information, interventions, and other “lessons learned” across ...

- * School years
- * Teachers
- * Grade-level teams
- * Support staff
- * Administrators
- * Schools




And so.

Strategies for Articulation

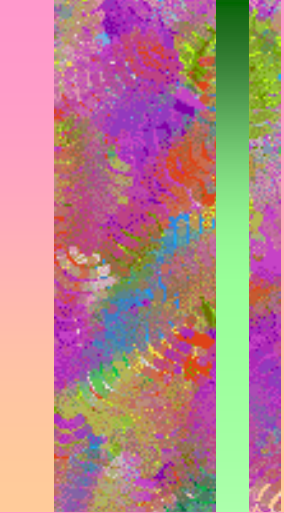
The Beginning of the School Year
Starts in April





Transferring Student Outcomes to the Next School Year

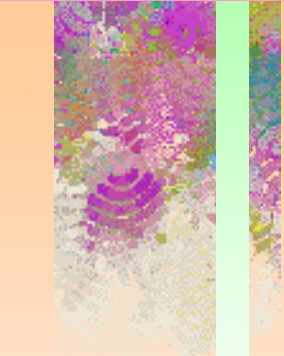
- The “Get-Go” Process
- Student Briefing Reports
- The Annual Consultation Referral Audit
- Prep-Week Articulation Briefings



The “Get-Go” Process

Implementation and Execution

WHEN: Completed in April/May (by SPRINT Team and Grade-level Teams)



HOW: Review of Grade-level/Class roles; SPRINT referrals; Related Service/Counselor/Nurse/Administrator roles/files

WHAT: Get-Go/At-Risk/Check-In/No designation
Area of Concern identified and briefly described
Responsible Person for Next Steps identified, prepared, tracked



The “Get-Go” Process

The “GET-GO” Students

Need Immediate Day 1 Interventions

The “AT-RISK” Students

Need Transition Planning and Preparation

The “CHECK-IN” Students

Need a Safety Net in Place

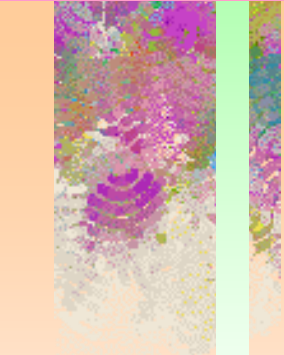
***** Completed in April/May by SPRINT
and Grade-level Teams**



The “Get-Go” Process

The “Get-Go” Students

WHEN: Completed in April/May (by SPRINT Team and Grade-level Teams)



WHO: Special Education and 504 Students; Students who need Immediate Day 1 Interventions; Medically Fragile/ Procedure Students; Identified Others

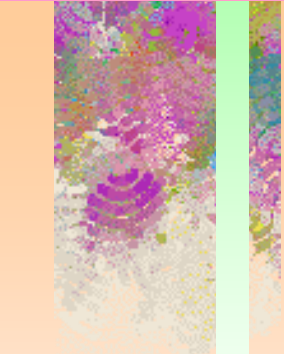
WHAT: Intervention Identification, New Staff Briefing and Training, Parent Outreach and Involvement prior to Day 1 of the New School Year



The “Get-Go” Process

The “At-Risk” Students

WHEN: Completed in April/May (by SPRINT Team and Grade-level Teams)



WHO: Students who have received classroom- or SPRINT-level interventions whose Next Year’s Teachers/Teaching Team need to be fully briefed/prepared


WHAT: Intervention Briefing Paper and Pre-School Briefing Meeting, Parent Outreach and Involvement as needed, Last Year Teacher availability as on-going consultant to New Year Teacher



The “Get-Go” Process

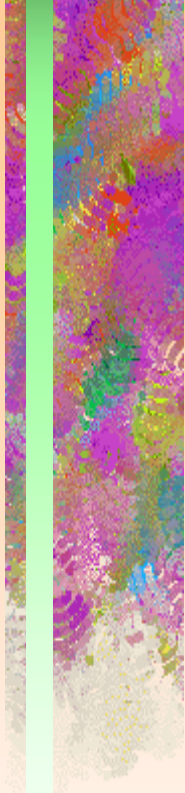
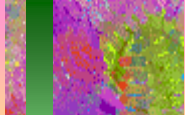
The “Check-In” Students

WHEN: Completed in April/May (by SPRINT Team and Grade-level Teams)



WHO: Any Student that a SPRINT Team or Teacher feels needs a “Check-In” (Academic, Behavioral, Attendance, Family Special Situation) anywhere between Week 1 and Week 9 of the New School Year

WHAT: New Teacher “Pink Sheet”/Attendance or Report Card Scan






Student-Focused Briefing Report

- **Completed by Primary Teacher/ Teaching Team as a End-of-Year Administrative Check-Out Responsibility**
- **Standardized Format across the School**
- **Computerized**
- **Running Record Format– Across Years and During Year**
- **Secure**
- **Objective and Data-based**



Student-Focused Briefing Report

Contents:

- a. Academic and Behavioral Background of the Student— including Critical Factors (physical, medical, social, supportive) that Impact or Contribute to this Background
 - b. Academic/Behavioral Strengths and Progress during the Past School Year
 - c. Academic/Behavioral Weaknesses and Functional Reasons Why they Exist
 - d. Description of Successful Strategies or Interventions to Address the Student's Needs and How they were Implemented
 - e. Description of Less or Unsuccessful Strategies/Interventions with/for the Student
 - f. Keys to Helping this Student be Successful
 - g. Other Information of Note
- 





The SPRINT Consultation Referral Audit

WHEN: Completed in April/May (Sometimes also in November/December)



WHO: The entire Building-level SPRINT Team and Selected Others

WHAT: A review and cross-analysis of all SPRINT Referrals (Building and/or Grade-level)

WHY: Efficient planning of Resources, Intervention Preparation, Professional Development, SPRINT Responsibility



The SPRINT Consultation Referral Audit

- **Area of Concern**
- **Number of Students**
- **Month of Initial Referral**
- **Percentage of Total Referrals**
- **Grade- or Building level SPRINT**
- **Referral**
- **SPRINT Consultant(s) Used**
- **Interventions Implemented**



The SPRINT

Consultation Referral Audit

Areas of Referral Concern:

Literacy—Phonemic Awareness, Sound-Symbol Association/Phonics,
Decoding/Fluency, Vocabulary, Comprehension

Mathematics—Numeration, Calculation, Application

Language Arts

Science, Social Studies, Technology

Increasing or Establishing New Behaviors

Decreasing or Eliminating Inappropriate Behaviors

Teaching Attention and Engagement Skills

Teaching Social, Self-Management, and Self-Control Skills

Addressing Externalizing Behavior (Anger, Acting Out, Aggression)

Addressing Internalizing Behavior (Anxiety, Withdrawal, Depression)


Increasing Student Motivation

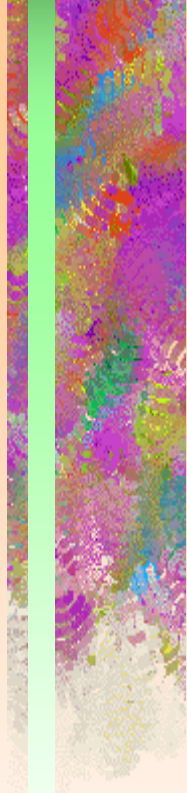
Peer Engagement and Management Skills



The SPRINT Consultation Referral Audit

Outcomes


- Identify and Analyze “High-Hit” Referrals:
 - Prevention Activities for Future Students
 - Early Intervention for At-Risk Students
 - Professional Development for Staff:
 - Prevention, Early Intervention, Intensive Need
 - Ensure Appropriate SPRINT Intervention
 - Knowledge and Skill
 - Ensure School Curricular Materials and Intervention Resources
- 





Prep-Week Articulation Meetings

Goals

- Organize and Ensure the Transfer of All Student Records from the Last to the New School Year
 - Systematically Transfer Information, Insights, and Interventions from Staff to Staff, Grade level to Grade level, Team to Team, and Committee to Committee
 - Alert/Prepare/Train Staff for Get-Go Students
 - Brief/Prepare Staff for At-Risk Students
 - Prepare Everyone in the School for a Productive, Student-Focused First Day/Week of School
- 

Prep-Week Articulation Meetings

Meeting 1: 8:30 AM to 10:00 AM

Break: 10:00 AM to 10:30 AM

Meeting 2: 10:30 AM to Noon

PreKindergarten

Specials:

Kindergarten

Grade 1

1, 3, 5

K, 2, 4

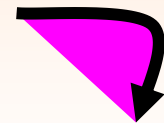
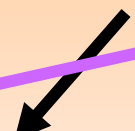
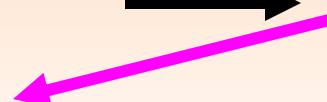
Grade 2

Grade 3

Grade 4

Grade 5

Grade 6



www.projectachieve.info

Project ACHIEVE | Home - Windows Internet Explorer

http://www.projectachieve.info/

File Edit View Favorites Tools Help

Norton Norton Safe Search Search Cards & Logins

Project ACHIEVE | Home

Home | Calendar | Site Map

EMAIL HOWIE - CLICK HERE

Join Our Mailing List: Enter your email address GO



PROJECT ACHIEVE

Building Strong Schools to Strengthen Student Outcomes



STOP AND THINK

PRODUCTS AND RESOURCES

ABOUT IMPLEMENTATION OUTCOMES SERVICES PROJECT ACHIEVE STOP & THINK NEWS

Welcome to Project ACHIEVE and the Stop & Think Social Skills Programs

Project ACHIEVE is an innovative, evidence-based school effectiveness and school improvement program focusing on the academic and social-emotional/behavioral progress and success of all students.

- Listed on the National Registry of Evidence-based Programs and Practices (SAMHSA); Since 2009
- A Model Prevention Program (2000-2009) - U.S. Department of Health and Human Services (SAMHSA)
- A Promising Program - U.S. Department of Justice (OJJDP)
- A Select Program - Collaborative for Academic, Social, and Emotional Learning (CASEL)

The program uses strategic planning, professional development, and on-site consultation and technical assistance for student achievement, positive school and classroom climates, effective teaching and instruction, and meaningful parent and community outreach and involvement.

Project ACHIEVE helps schools develop and implement Positive Behavioral Support Systems (PBSS) and Response-to-Intervention processes speeding evidence-based academic and behavioral interventions to at-risk, underachieving and unsuccessful students.


Search Project ACHIEVE

Enter a search term GO

March 2011

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NREPP
Read More



For More Information About the:

Project ACHIEVE E-Books

Contact: Dr. Howard Knoff
knoffprojectachieve@earthlink.net

OR

**ORDER FROM the Project ACHIEVE
website:**

www.projectachieve.info

More Stop & Think Social
Skills and Scripts

Developing the Behavioral
Matrix

The Educative Time-Out
Process

Response-to-Intervention
and /Data-based Problem-
Solving

Special Situation Analyses
in Schools

The Project ACHIEVE
Forms Book

It's never too late. . .

. . . to be
what you
might
have been.

George Eliot



- RTI Corner & RTI Watch
http://www.spectrumk12.com/campaign/rti_watch
- EXCEED RTI Live Demo
<http://www.spectrumk12.com/demos>
 - Tuesday's 3:00 pm & Thursday's 11:30 am EST
- Upcoming Webinars
http://www.spectrumk12.com/resources/webinars_and_videocasts/

March 22nd - **Aligning Assessments, Interventions and Progress Monitoring to Make Sound Instructional Decisions for Kids!**

Presented by: Dr. Andrea Ogonosky



Howard M. Knoff, Ph.D.
Director, Project ACHIEVE
Director, AR State Improvement Grant

49 Woodberry Road
Little Rock, AR 72212

E-mail: knoffprojectachieve@earthlink.net

Phone: 501-312-1484

Websites: www.projectachieve.info
www.arstateimprovementgrant.com



Thank You!

Contact Information

Machele Stefhon

mstefhon@spectrumk12.com

864-421-4105

www.spectrumk12.com