

Rtl Summit

Summary

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Where are you in implementation process?

Adapted from Fixsen & Blase, 2005

EXPLORATION &
ADOPTION

• *We think we have*

WHY IMPORTANT?

• Resource allocation

• Data-based decision making

IM
• Local implementation capacity

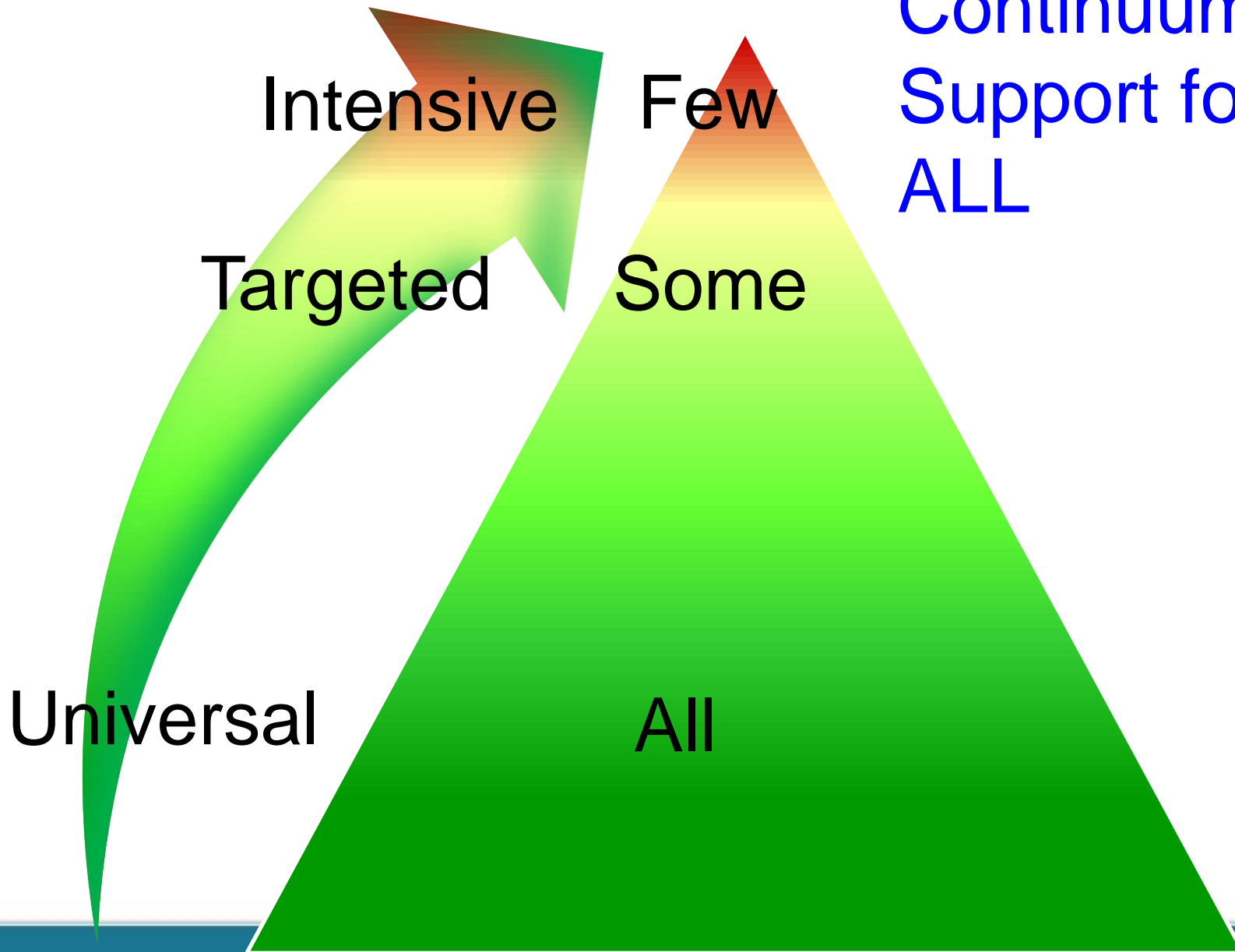
EL
• Interventions, practices, initiatives, regulations

IMPL
• Student, classroom, school, district, state

SUSTAINABILITY &
CONTINUOUS
REGENERATION

• *Let's make it our way of doing business
(institutionalized use)*

Continuum of Support for ALL



Universal

Intensive

Targeted

Few

Some

All

Responsiveness to Intervention

Academic Systems

Intensive, Individual Interventions

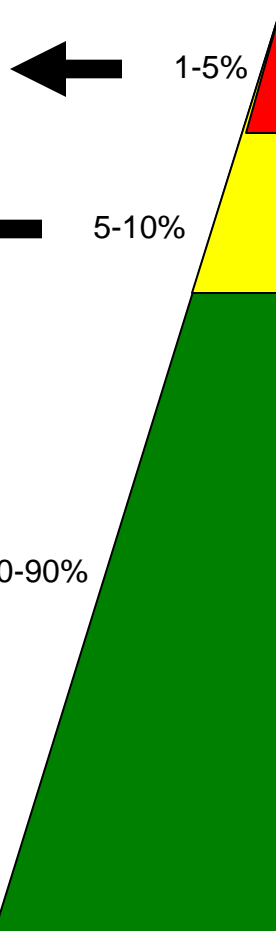
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Behavioral Systems

Intensive, Individual Interventions

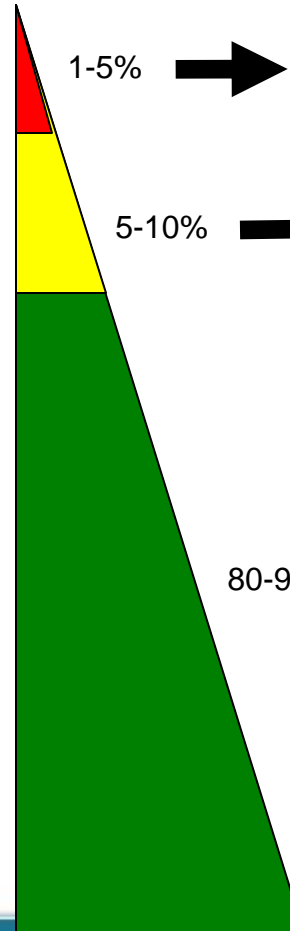
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



Circa 1996



Academic
Continuum

I
grated
tinuum

Behavior
Continuum

Mar 10 2010

RtI/MTSS

Universal Screening, Continuous Progress Monitoring, Cumulative Record of Evidence, Data-based Decision Making, Intensive Support, Intervention Fidelity, Implementation Monitoring, Outcomes Evaluation

“RtI”

PBIS

MTSS

Behavior

SWPBS/PBIS

Academics

Instruction &
Curriculum

Other

Academic
Supports

Behavior
Supports

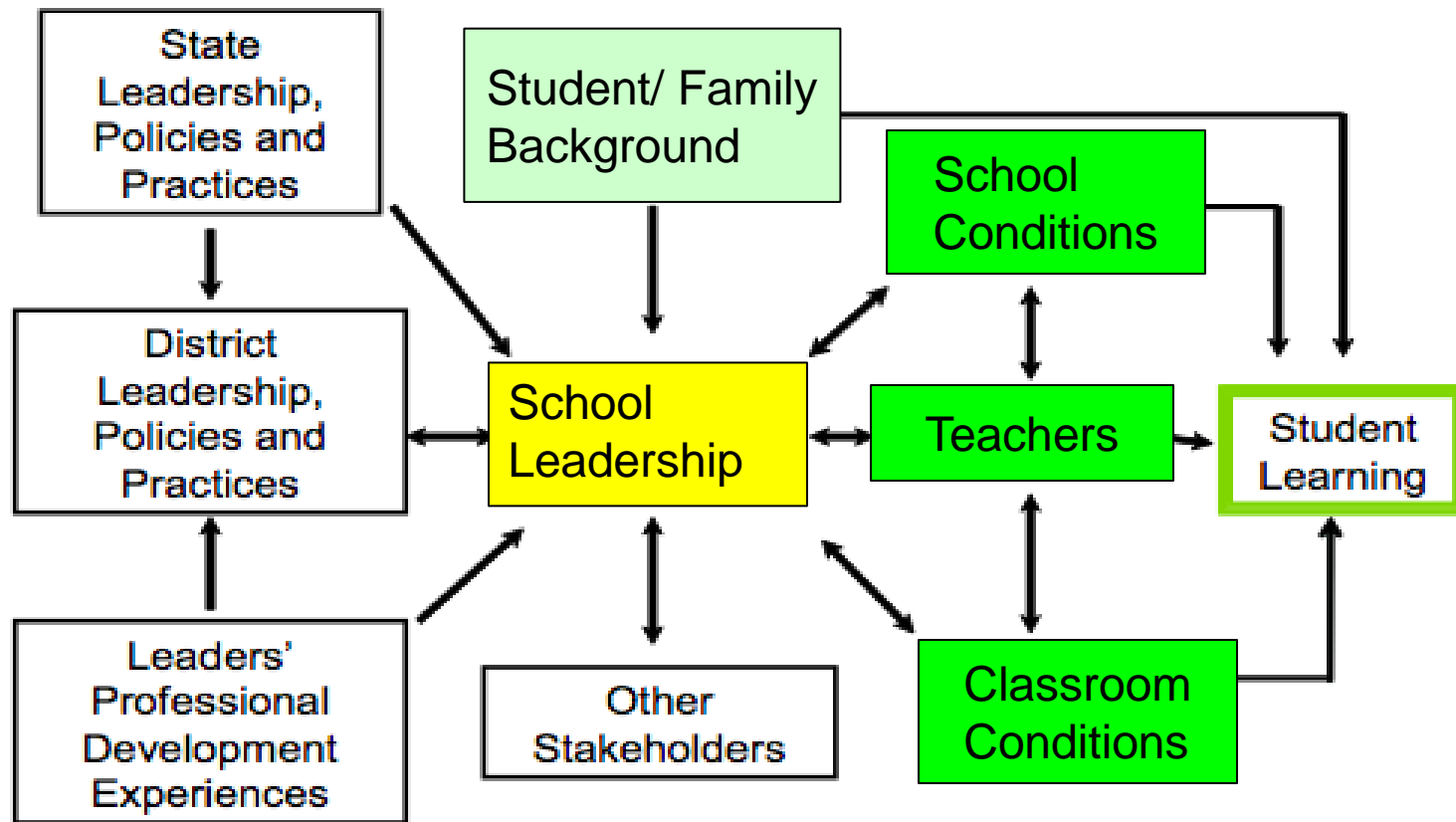
MTSS

School Discipline
Classroom Management,
Function-based Support,

Literacy, Social Studies,
Physical Sciences,
History, Physical Education, Art, etc.

Family Engagement,
Community Participation, School Mental Health

School leadership & contributing factors on student learning.



MTSS is

Framework for enhancing
adoption & implementation of

**Continuum of evidence-
based interventions** to
achieve

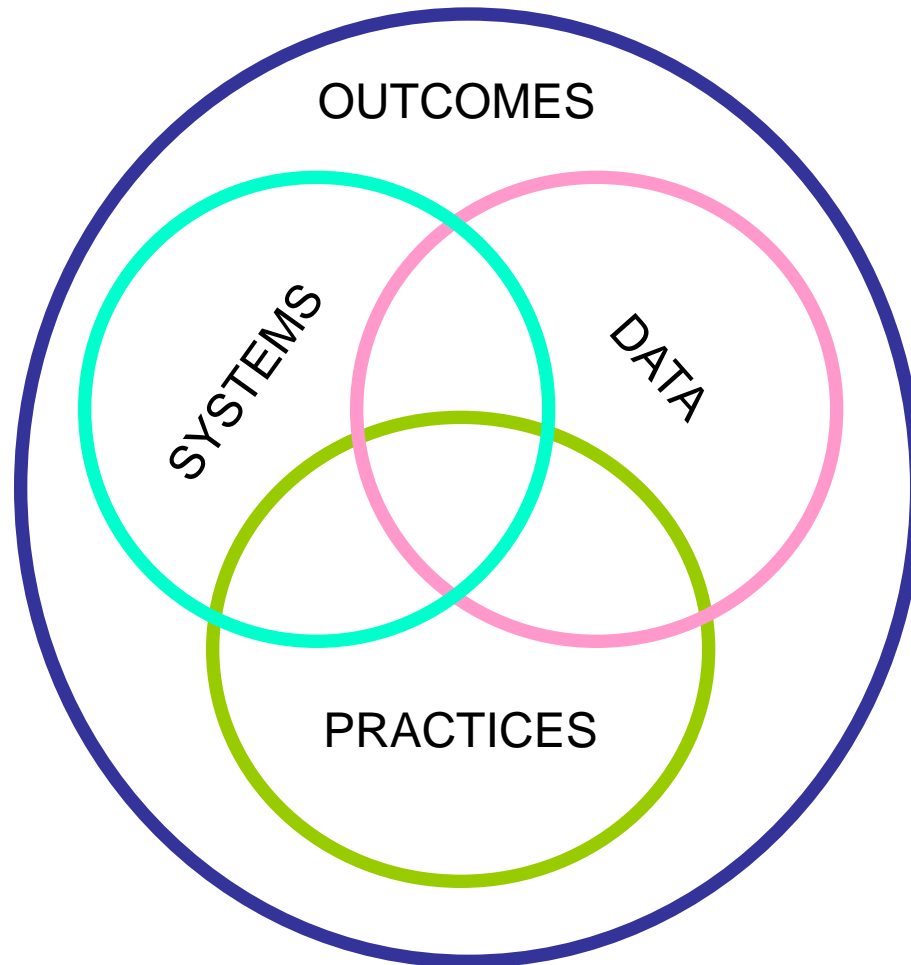
Academically & behaviorally
important outcomes for

All students

Integrated Elements

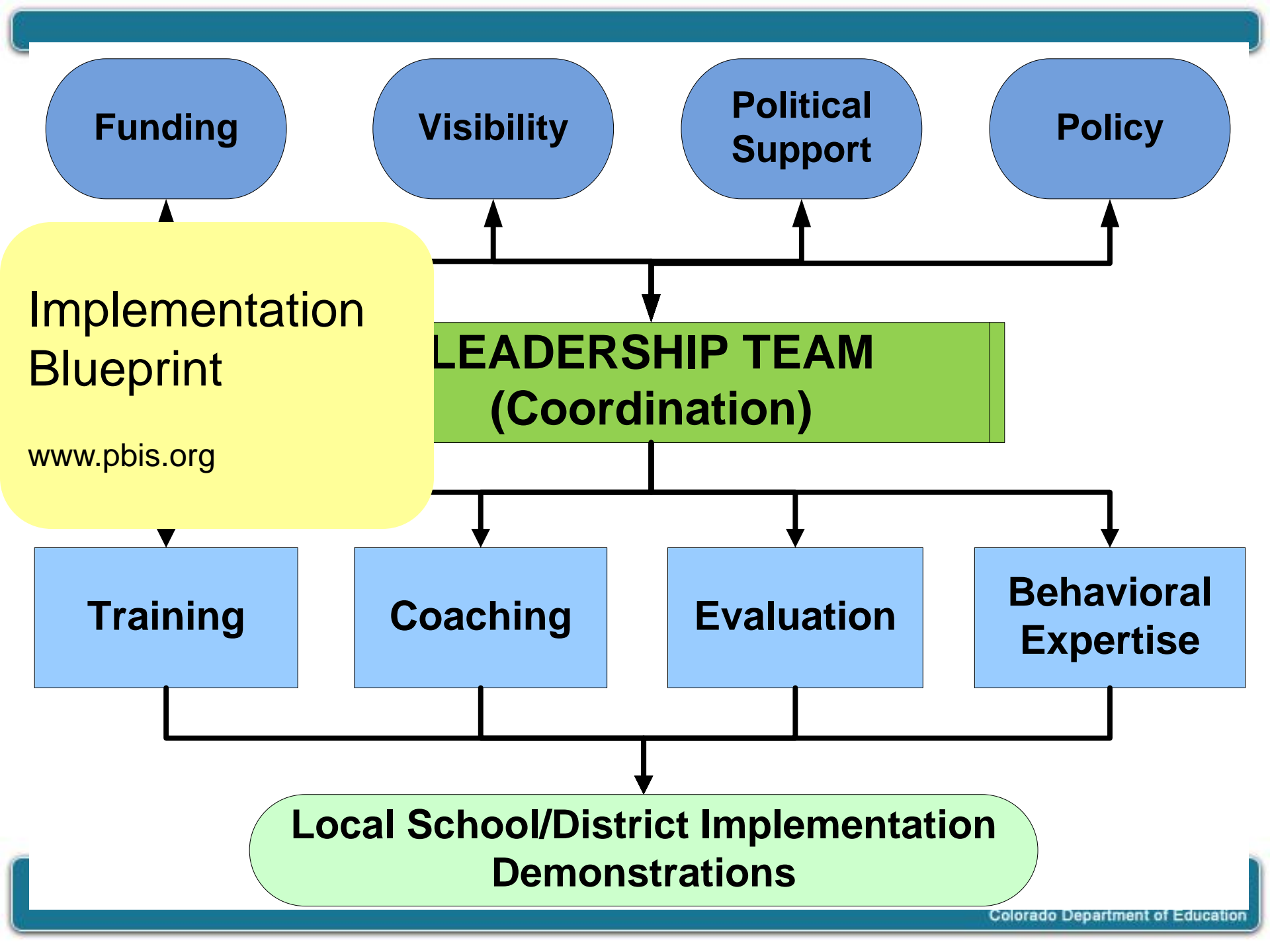
Supporting Social Competence &
Academic Achievement

Supporting
Staff Behavior



Supporting
Decision
Making

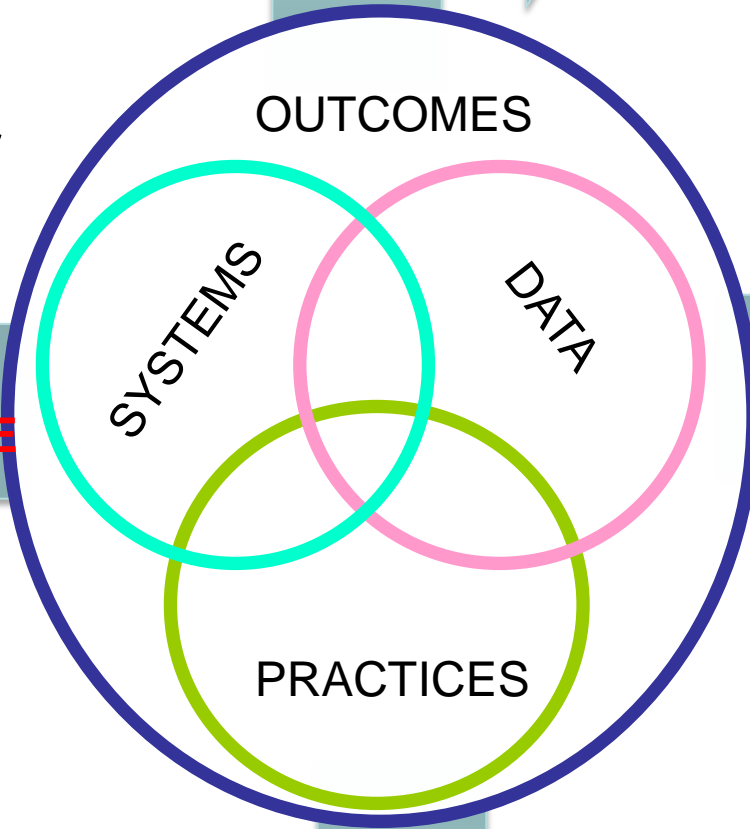
Supporting
Student Behavior



Supporting Social
Competence &
Academic Achievement

Supporting
Staff Behavior

**CULTURAL
KNOWLEDGE**



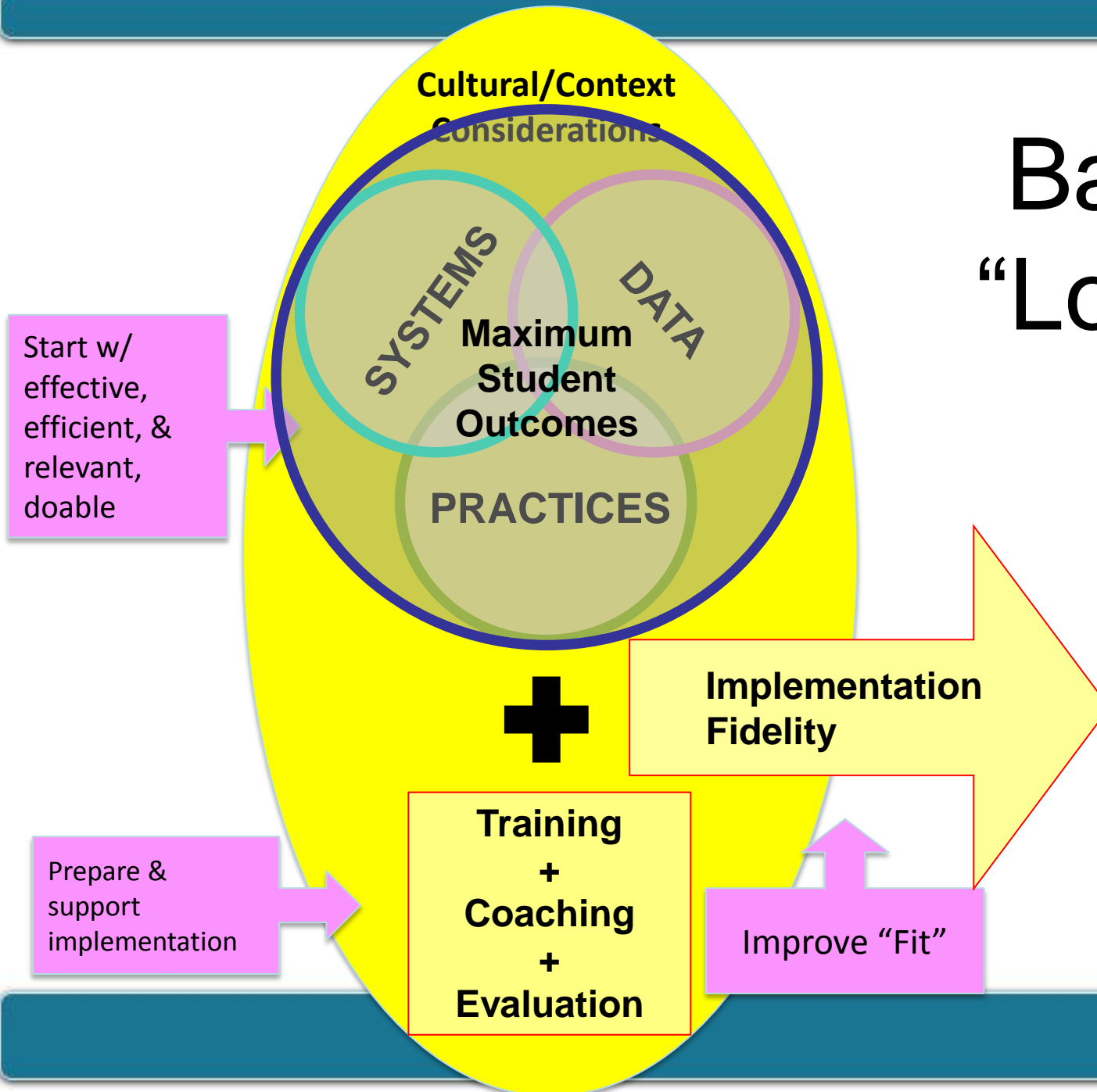
**CULTURAL
VALIDITY**

Supporting
Decision
Making

Supporting
Student Behavior

**CULTURAL
RELEVANCE**

Basic “Logic”

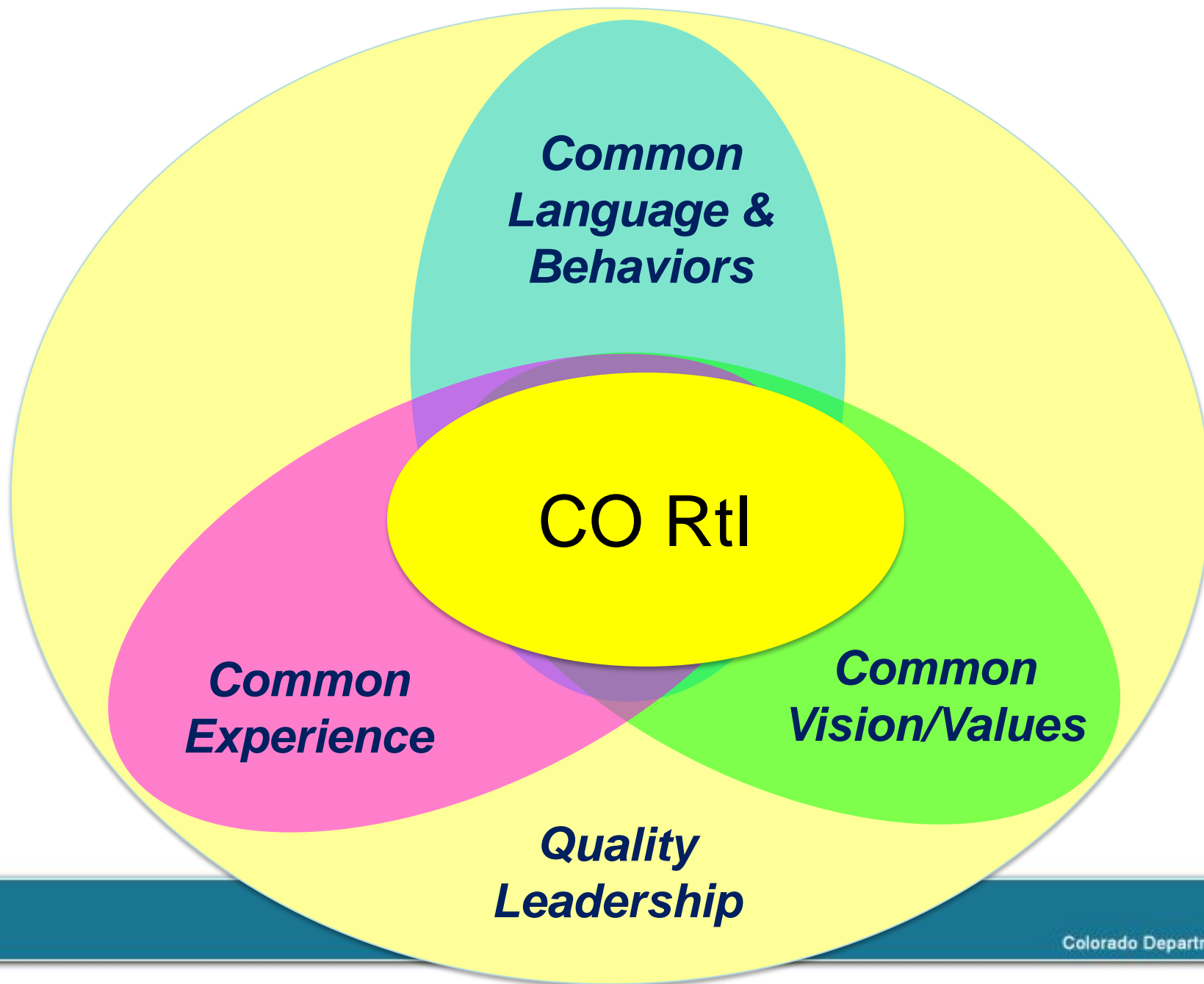


CO Rtl = group of individuals whose collective behaviors are directed toward common goal & maintained by a common outcome.

B.F. Skinner, 1953, *Science of Human Behavior*

Critical Guiding Criteria

- 
1. Student outcome indicator
 2. Research-based practice
 3. Implementation fidelity
 4. Multi-tiered systems logic
 5. Data driven team-based decision making (ps)
 6. Implementation phases



THE ANALYSIS

Key Themes & Reflections

- Repackaging RTI
 - Re-designing to personalize. New names. Language. Still using the rubrics and the key components. Clarity maintained.
- The Importance of Consistency
 - Consistent processes, language, use of tools and interventions
 - Rubric “Preflight checklist” concept
 - Consistent support
 - Practical and comprehensive use of rubrics
- Mentoring and Support
 - “Outside expert” added credibility, kept people on track, helped facilitate self reflection and focus, helped correct misconceptions
 - Appreciation for the TACs

Key Themes & Reflections, continued

- School-Family-Community Focus
 - Engaging (participation and decision making)
 - Importance of involvement by all stakeholders (kids, educators, families, community)
 - Cultural considerations
 - Goals and motivating variables
 - Relevant, Responsive, and Honest Communication
 - Creating an “RTI Community”
- Narrowing the focus
 - Using the rubrics initial assessment to guide the goals and focus for the year
 - Applying smaller focus to concentrate on really improving the component parts

Key Themes & Reflections, continued

- Professional Development
 - Beyond “sit and get”. Lessons, practice, reflection, feedback, etc.
- Importance Data Based Decision Making
 - Collecting the right data. Progress monitoring success. Making decisions based on the past, present, and future

THE SYNTHESIS: THE NATIONAL PICTURE & COLORADO

OUR FUTURE IN COLORADO

Critical Next Steps

- Congratulations!! You are progressing through the rubric too.
- Moving from the WHAT to the WHY
 - Solution focused problem solving
- Synthesize, Integrate, and Generalize
 - How does all this apply beyond the compartmentalizing of behavior and specific academics?
- Alignment and common messages

Critical Next Steps, continued

- Building a Grassroots Movement:
 - building level, district, state, and federal
- The Importance of “Harnessing and Using the Passion Wisely”