

Response to Intervention and Positive Behavior Support: Yes, we get to do it here too!

- Update on PBS
- Define the themes of RtI
- Link academic and behavioral supports
- Show how it all fits together

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Carousel

- What do I want to learn about today (and tomorrow?)
- If I could have any resources for supporting a student, they would be ...
- Things that work when dealing with problem behavior are ...
- Things that don't work when dealing with problem behavior are ...
- Some ways to improve discipline in our school are...
- Some Roadblocks to gaining discipline consistency in my school are...

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Challenging Behaviors

- Exist in every school and community (always will)
- Vary in intensity and frequency
 - Mild to Violent
- Are associated w/ a variety of risk factors (no single pathway)
- Present our greatest public health problem!

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



School Improvement Efforts Focus on Ramping Up Accountability Pressures

- Mandated testing requirements of NCLB
- Sanctions for lower school performance
- Test results are not used to revise or improve instruction
- Testing requirements shut down normal activities of schools for extended time periods

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



The Proper Mission and Role of Today's Schools

- Develop the social and academic skills of all students—including at-risk students
 - Teach academic readiness and reading skills that support academic engagement-achievement
 - Teach social skills that support socially effective behavior (self control, self regulation, social reciprocity)

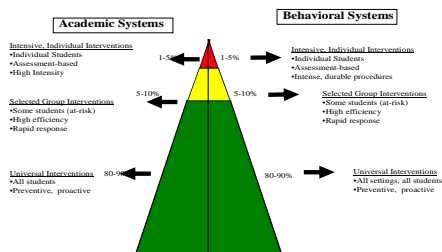
RTI and Behavior Support

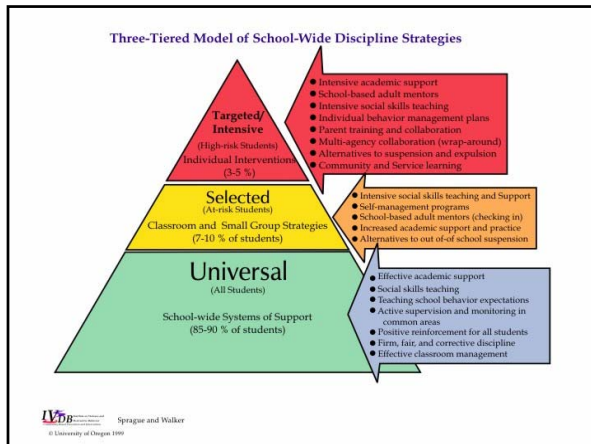
Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Different Systems for Different Behavioral Needs

Designing School-Wide Systems for Student Success





RTI

- *Response to Intervention (RtI) has become a major stimulus for discussion and action in schools.*
- *Educators are focusing on the RtI language in IDEA, especially in relation to the identification and support of students with possible learning disabilities;*
- *Schools are increasingly adopting the RtI logic to organize and deliver both academic and behavioral support for **all** students.*

RTI and Behavior Support Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)

Response to intervention

- **What?**
 - Change in behavior as a function of intervention
 - Cognitive, Behavioral, Social Learning and ?????
- **Why?**
 - We need to decide whether to maintain, modify, intensify or withdraw an intervention
- **So What?**
 - Academics and Behavior

RTI and Behavior Support Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)

Why RTI?

- Many students struggle academically **and** exhibit problem behaviors.
 - Some students will misbehave because they “won’t do it,” and others will because they try and “can’t do it.”
- Behavior and academic success are intimately connected and need to be intelligently addressed—together

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Four major themes of RTI

- Academic and Behavioral interventions should be based on the intensity of the presenting problem
- RTI should be used as the basis for changing, modifying, or intensifying interventions.
- Evidence-based practices should be used for selecting (which will be used) and evaluating (is the intervention effective and implemented with high fidelity?) interventions.
- Social validation should be used to establish the clinical or applied importance of improved academic or behavioral skills.

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



RTI: What does it look like?

- Start with Universal Screening
- Select evidence-based practices
- Use data to make decisions
 - Intervention fidelity
 - Child’s response to intervention
- Assess social validity
 - Outcomes
 - Processes

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Preventive RTI

- "An ounce of prevention is worth a pound of cure"
- Involves systematic screening of school population
- Should identify early in students' school careers
- Early signs of children's behavioral difficulties:
 - Can be identified in preschool (age 3)
 - Early signs of ODD/CD can be identified this early
 - Mild difficulties early on may escalate into more serious ones later
 - Schools do not use current knowledge in early identification practices
 - Schools are *reactive* rather than *proactive* organizations
 - Efficient & practical means available for early identification of behavior problems

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



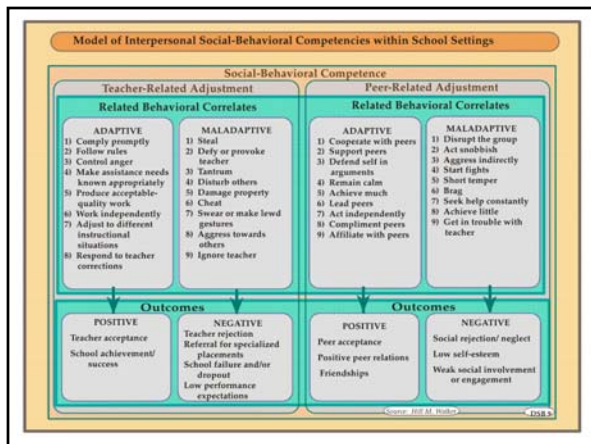
Universal Screening

- Screen for adjustment problems often
 - Assess prevalence
- Help staff and families understand
 - Adverse childhood experiences
 - Behavioral and academic indicators
 - Long term outcomes if support is not provided

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)





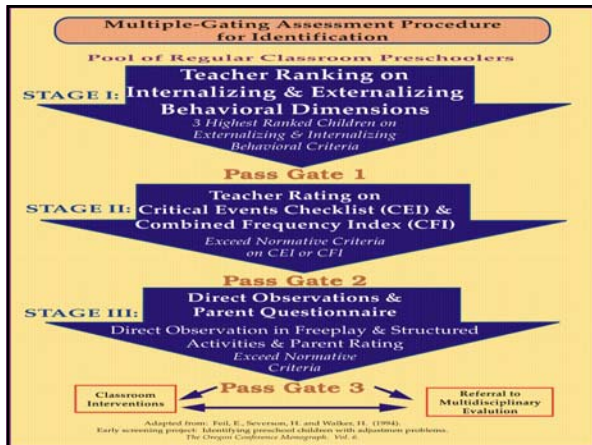
Universal Screening Procedures

- **What we have done so far**
 - Elementary School – Systematic Screening for Behavior Disorders (Walker & Severson)
 - Middle School - Screen 5th grade students from elementary feeder schools in spring and middle school students in late October
 - High School – screen in-coming 9th grade students
- **Multi-gated System**
 - Ask teachers to nominate 3-5 boys and 3-5 girls who may be at risk for significant academic or behavioral difficulty in school
 - Screen nominated students with short screener

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)





Universal Screening: Middle and Secondary

- Stage 1: Teacher Nomination
 - Nominated 10 students with externalizing behaviors and 10 students with internalizing behaviors
- Stage 2: Screeners
 - SSBD Elementary: Critical Events Index, Maladjusted Behavior, Adapted Behavior
 - Middle and High School: Behavioral and Emotional Rating Scale (Epstein and Sharma– Pro-edinc.com)
- Stage 3: School Record Review
TOTAL TIME COMMITMENT: ONE CLASS PERIOD

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Teacher Nomination Form

Please identify 3-5 male students and 3-5 female students that, in your opinion, are at-risk for school failure.

| | |
|----------|----------|
| Male | Female |
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

Please identify 3-5 male students and 3-5 female students that are at-risk for emotional and behavioral problems (such as fighting, depression, significant relationship problems, etc.). Note: some of these students may overlap or be the same students as those nominated for school failure.

| | |
|----------|----------|
| Male | Female |
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |


Thank you for your time!

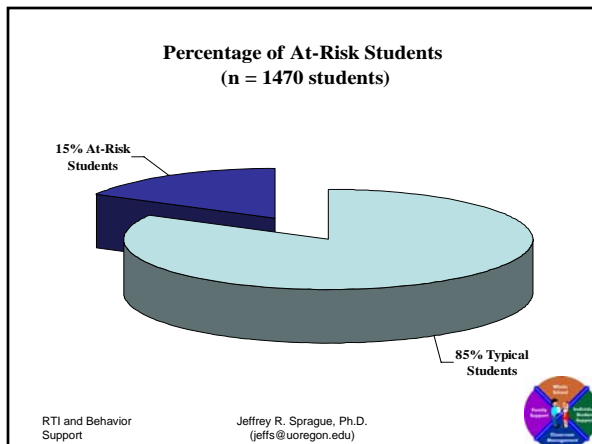
The Schools

- 3 high schools and 1 middle school
- Free/Reduced Lunch – 29% to 72%
- Ethnicity – 6% to 59% non-white

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)





A Comparison of Four Schools

| School | Number Of Students By Total BERS Score | | | | | % Of At-Risk Students | | |
|--------|--|------|-----------|-----|----------|-----------------------|--------------|-----|
| | Very Poor | Poor | Below Avg | Avg | No Score | At-Risk | Total Sample | % |
| A | 27 | 20 | 13 | 7 | 2 | 60 | 542 | 11% |
| B | 35 | 19 | 19 | 12 | 4 | 73 | 436 | 15% |
| C | 26 | 16 | 8 | 1 | 0 | 50 | 234 | 21% |
| D | 24 | 32 | 26 | 20 | 3 | 82 | 253 | 32% |

What can Universal Screening do??

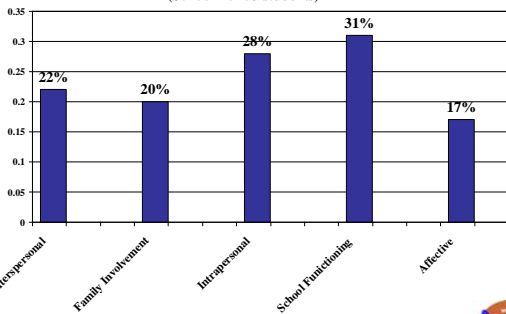
- ASSIST WITH PLANNING
 - Informs schools about the student population
 - Find groups of students with common needs
 - May help with Resource Mapping of their services

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Universal Screening for Two Schools
(School D: 253 students)



RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)




Things to Consider

- 32% At-Risk Population
- **School Functioning - 31%**
- 17% to 28% of students
 - Intrapersonal
 - Interpersonal
 - Family involvement
 - Affective

- 22% At-Risk Population
- **Intrapersonal Skills – 33%**
- 11% - 14% of students
 - Affective
 - Family involvement
 - Interpersonal
 - School functioning

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)




Some Ideas

- School Functioning
 - Teach study skills
 - Check and Connect
 - Academic support/tutoring
- Intrapersonal Skills
 - Self-management/social skills
 - Recognition system for social skills
 - Coping with Depression
 - Cognitive-Behavioral Interventions for Trauma in Schools (www.sopriswest.com)

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Two Students Data

| BERS Scale | Sally | Matt |
|--------------------|---------------|---------------|
| Interpersonal | Below Average | Below average |
| Family involvement | Poor | Poor |
| Intrapersonal | Average | Below Average |
| School functioning | Very poor | Very poor |
| Affective | Average | |

Some Ideas

Sally

- Family Involvement and School Functioning
 - Increase communication with parents
 - Help build system for homework
 - School travel card

Matt

- Intrapersonal and Affective
 - Increase opportunities for healthy peer activities
 - Mentoring
 - Skill building

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Three case summaries

- Jose: school stabilization and support
- Adam: school stabilization, support, and family collaboration
- Johnny: school stabilization, support, family collaboration, and multi-agency service coordination

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



“José”

José is a seventh grade student. Spanish is the primary language spoken in his home; English is considered his second language. José has difficulty sitting still and often engages in horseplay with other students by pretending to choke, hit, or kick them. This sometimes leads to fights and is viewed as disruptive by his teachers.

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



José's Presenting Problems

- Cultural and language issues
- Frequent discipline referrals for fighting, disruptive, and abusive language
- Failing grades
- High rates of aggressive behavior with peers
- Attention problems in class

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Interventions for José

- Adult mentoring
- Daily check-in and check-out
- Intensive social skills training and academic support
- Alternative discipline with stronger rewards
- Self-management training and practice
- Bi-lingual communication with family

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Outcomes for José

- José's grades have greatly improved.
 - In 6th grade, his overall GPA was 1.25.
 - In his first semester of 7th grade, his GPA was 3.11.
- His attendance:
 - Attendance continues to be satisfactory
- His behavior referrals:
 - Behavior referrals have decreased from 16 referrals in 6th grade to 3 referrals in 7th grade

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



“Adam”

Adam is a very bright eighth grade student who was referred to the Talented and Gifted (TAG) program in elementary school. He lives in a single-parent, low-income family. He has no friends and is often left at home alone – sometimes for entire weekends.

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Adam’s Presenting Problems

- History of bringing weapon to school to threaten younger peers
- Disruptive and defiant behavior in classes.
- Not motivated in school
- Often unsupervised after school and during weekends
- Moved and frequent changes in household
- Chronic attendance and tardiness

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Interventions for Adam

- Adult mentorship
- Daily Check-in and Check-out system
- Support and coordination with school teachers
- Intensive social skills instruction
- Self-management system with stronger reward system for organizing and completing work
- Individual behavior contract for attendance
- **Strong partnership with parent**
- **Vocational experience:**
 - Contingent on school-based goals
 - Incentive plan

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Outcomes for Adam

- **Improved Grades:**
 - 6th grade, his overall GPA was 1.00.
 - 7th grade, his overall GPA was 1.85.
 - First semester of 8th grade, 2.63 GPA.
- **Decreased Attendance:**
 - 6th grade – 92%
 - 7th grade – 79%
 - 8th grade – 89%
- **No Change in Behavior Referrals**
 - 6th grade: 5 discipline referrals
 - 7th grade: 7 discipline referrals (1 weapon), 5 tardy referrals
 - 8th grade: 7 discipline referrals, 9 tardy referrals

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Johnny

Johnny lives with his mother and older brothers. His father is in prison and his brothers are in and out of jail. Mom works during the day and is frequently gone evenings and nights. Brothers and friends party late into the night at Johnny's house. Brothers have dropped out of school and are unemployed. Drugs and stealing are problems for this household.

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Johnny's presenting problems

- Low motivation, poor attendance, and failing grades
- Substance abuse issues
- Juvenile court record
- Poor parental supervision, frequent family moves and chronic adverse life events
- Aggressive, disruptive behavior resulting in numerous referrals and suspensions
- Depression

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Interventions for Johnny

- Adult monitoring and mentorship
- Daily check-in and check-out
- Collaboration and support in regular classrooms
- Family partnership
- Alternative discipline with stronger rewards and individualized consequences for behavior
- Intensive social skills training and academic support
- **Multi-agency coordination with family court**

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Outcomes for Johnny

- **Multi-agency support for Pete and his family**
- **Alcohol and drug treatment and monitoring**
- **Improved Grades**
 - 6th grade 1.0 GPA
 - 7th grade .93 GPA
 - 8th grade 2.40 GPA
- **Behavior and Discipline Referrals**
 - Average of 17 discipline referrals for 6th, 7th and 8th grades
- **Improved Attendance**
 - 6th grade - 67%
 - 7th grade - 76%
 - 8th grade - 74%

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)





RTI and Behavior Support


Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



What is a problem?

- **Difference Between Expected Levels of Performance & Desired Levels of Performance**
- **Larger the difference, the bigger the problem**


RTI and Behavior Support Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



RTI Decisions

- Problem solving model
- Decision points
 - Discrepancy between pre- and post-intervention results
 - Anything we do that does not make a difference should be modified or intensified or dropped
 - We have to decide how often to make a decision!
- Duh, you have to have some data!
 - Office Discipline referrals
 - Individual student data
 - Universal screening information
 - FBA and direct observation data


RTI and Behavior Support Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Problem-Solving Logic

- **What is the problem? (Problem Identification)**
 - Discrepancy between expected & current levels of performance
 - 100% homework completion expected but only 20% completed (80% discrepancy)
 - Problems can be defined differently by different individuals
- **Why is the problem happening? (Problem Analysis)**
 - Can't do?
 - Won't do
- **What should be done about it? (Plan Implementation)**
 - Antecedent strategies
 - Consequent strategies
 - Alternative skill instruction
- **Did it work? (Plan Evaluation)**
 - Data-based decision making
 - Compare to Benchmarks
 - Social validation

RTI and Behavior Support Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Key features of data systems that work.

- The data
 - Are accurate
 - Easy to collect
 - Used for decision-making
 - Help improve the program
- The data must be available when decisions need to be made
- The people who collect the data must see the information used for decision-making.

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Data Systems

- ODR
- Universal Screening
- Academic Assessments
- ?????
- How often do you collect?
- How often do you summarize (and how?)
- How often (and to whom) do you report the data?

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Performance-based feedback

- How often do I get feedback about discipline patterns in my school?
- What kind of feedback do I get?
 - Total referrals
 - Referrals per day
 - Referrals by student
 - Behaviors
 - Locations
 - Actions/consequences?

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Office Discipline Referrals

- Coherent system in place to collect office discipline referral data (www.swis.org)
 - Faculty and staff agree on categories
 - Faculty and staff agree on process
 - Office Discipline Referral Form includes needed information
 - Name, date, time
 - Staff
 - Problem Behavior
 - Location

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Using ODR's for Decision Making

- What are the patterns?
- What are the decisions?

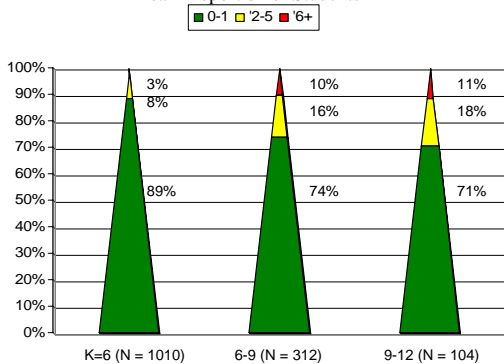


RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Major Office Discipline Referrals (05-06)
Mean Proportion of Students



SWIS summary 05-06
(Out of School Suspensions per 100 students)
1668 schools, 838,184 students

| | K-6 | 6-9 | 9-12 | K-(8-12) |
|------------------------|---------|---------|---------|----------|
| Mean OSS per 100 stdts | 6.89 | 31.9 | 25.65 | 22.4 |
| Sd | (10.12) | (38.19) | (27.94) | (22.4) |
| Number of schools | 894 | 289 | 91 | 192 |

RTI Issues to Consider


- How will intervention quality be monitored?
 - SET
 - PBS Implementation Surveys
<http://www.pbssurveys.org>
 - Regular PBS team meetings and faculty meetings
 - Look at data and make decisions about the whole school
 - Child Study/SAS teams
 - Look at data and make decisions about individual students
- What is the optimal length and intensity of intervention?
 - School-wide is forever
 - Individual student data should be reviewed weekly
 - Many students need lifelong supports: Risk Persists

Implementation vs. Effectiveness

- When implementing evidence-based practices and programs, we need to discriminate implementation outcomes (Are they doing the program as intended?) from effectiveness outcomes (Yes, they are, and it is/is not resulting in good outcomes.).
- Only when effective practices and programs are fully implemented should we expect positive outcomes

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Where can it go wrong?

- No treatment or too little treatment is provided;
- The wrong treatment is provided;
- The treatment is nonstandard, uncontrolled, or varies across the target population.

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



Degrees of implementation

- **Paper implementation** means putting into place new policies and procedures with the adoption of an innovation as the rationale for the policies and procedures
- **Process implementation** means putting new operating procedures in place to conduct training workshops, provide supervision, change information reporting forms, and so on
- **Performance implementation** means putting procedures and processes in place in such a way that the identified functional components of change are used with good effect for consumers

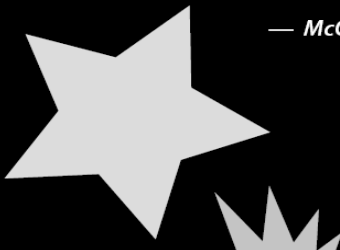
RTI and Behavior Support

Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



“There are no known treatment or training materials that will achieve their goals in the absence of trained and committed staff with adequate resources and managerial support.”

— McGuire, 2001




Intervention Outcomes

- **Outcome 1:**
 - The intervention was ineffective because it was not implemented correctly
 - Solution: Provide support for teacher in plan implementation
 - Rule of thumb: Solving problems is about 20% figuring out what to do and about 80% getting the solution implemented correctly
- **Outcome 2:**
 - The intervention was ineffective because the problem analysis was incorrect or incomplete
 - Solution: Conduct a FBA to figure out the problem
 - Determine if it's classwide or individual problem
- **Outcome 3:**
 - The intervention was effective but needs to be simplified
 - Solution: Simplify the intervention so that less resources are needed
- **Outcome 4:**
 - The intervention was effective and will be continued

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)




Treatment Integrity and Intervention Outcomes

| Integrity Status | Behavior Change | |
|-----------------------|--|--|
| | Yes | No |
| Good Integrity | Treatment implemented as planned & response to intervention was adequate | Treatment implemented as planned but inadequate response to intervention |
| Poor Integrity | Little or no integrity but adequate change in behavior observed | Little or no integrity and inadequate response to intervention |

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)




School Wide Evaluation Tool (SET)

- The SET is designed to provide a school with information that:
- Helps the school discipline team assess the level of implementation across 7 critical features of school-wide positive behavior support
- Can be found at www.pbis.org

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)




SET outcomes

The SET

- helps the school discipline team make data-based decisions
 - Expectations defined
 - Expectations taught
 - Discipline referral system in place
 - System for correcting misbehavior

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Using the SET

Each of the assessment items representing the 7 Critical features of School Wide Behavior Support (PBS) are grouped together in sections.

The columns identify the feature, the applicable evaluation questions, a guide to where to find the data source, and a box for scoring

| Feature | Evaluation Question | Data Source (circle sources used) P= product; I= interview; O= observation | Score: 0-2 |
|----------------------------|--|--|---------------|
| A. Expectations Defined | 1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (Bonus, 1= too many/negatively focused, 2 = yes) Basis: | Discipline handbook Instructional materials Other _____ | P |
| | 2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (I= 0-4, I= 5-7, 2= 8-10) | Wall posters Other _____ | O |

Scoring the SET

The scoring guide outlines evaluation questions that “get at” the presence and level of this feature in the school

| Feature | Evaluation Question | Data Source (circle sources used) P= product; I= interview; O= observation | Score: 0-2 |
|----------------------------|--|--|---------------|
| A. Expectations Defined | 1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (Bonus, 1= too many/negatively focused, 2 = yes) Basis: | Discipline handbook Instructional materials Other _____ | P |
| | 2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (I= 0-4, I= 5-7, 2= 8-10) | Wall posters Other _____ | O |

Scoring the SET

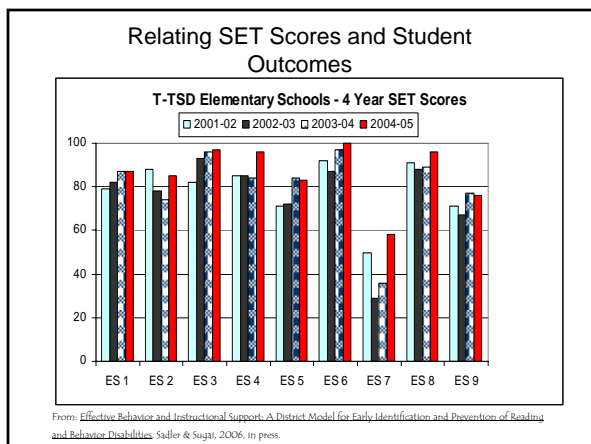
The score is based on a simple rubric like no = 0, partially = 1, and yes = 2.

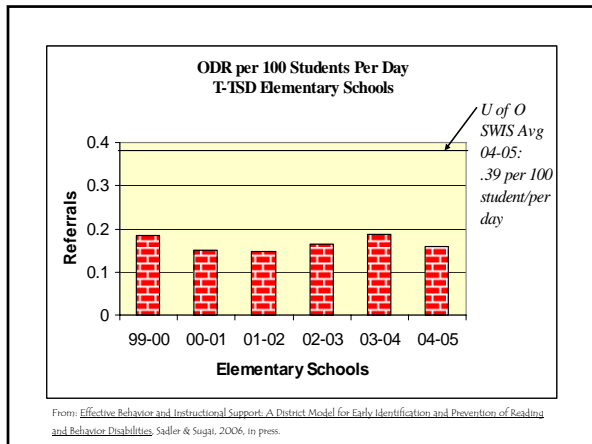
| Feature | Evaluation Question | Data Source (circle sources used) P= product; I= interview; O= observation | Score: 0-2 |
|-------------------------------|---|---|---------------|
| A. Expectations Defined | 1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/behavioral expectations? (0=no, 1= too many/negatively focused, 2 = yes) <i>Rule:</i> | Discipline handbook Instructional materials Other _____ | P |
| | 2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-3, 1= 5-7, 2= 8-10) | Wall posters Other _____ | O |

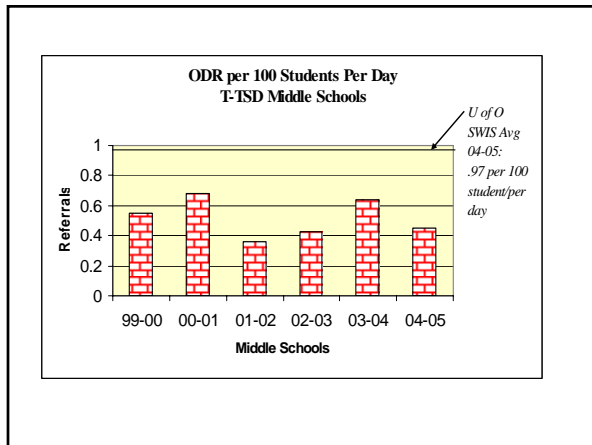
Scoring the SET

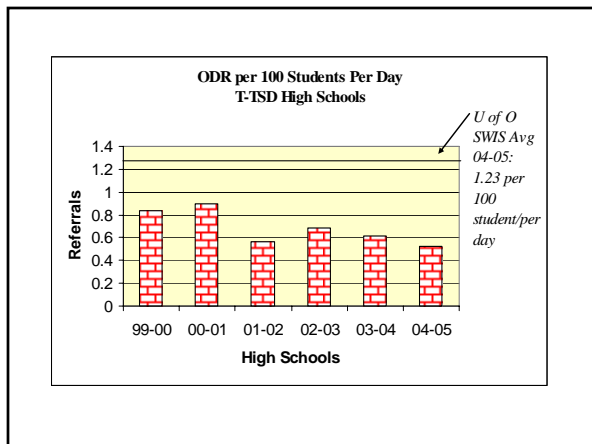
- Once all 7 features are scored, the item totals are inserted into the formulae below to arrive at a summary score for each feature.
- Summary scores will then be turned into a percent. Example: On feature A below, the school scores 4 out of 4. This would then be turned into a percent – $4/4 = 1$, $1 \times 100 = 100\%$. Likewise a score of 3 would be... $3/4 = .75$, $.75 \times 100 = 75\%$

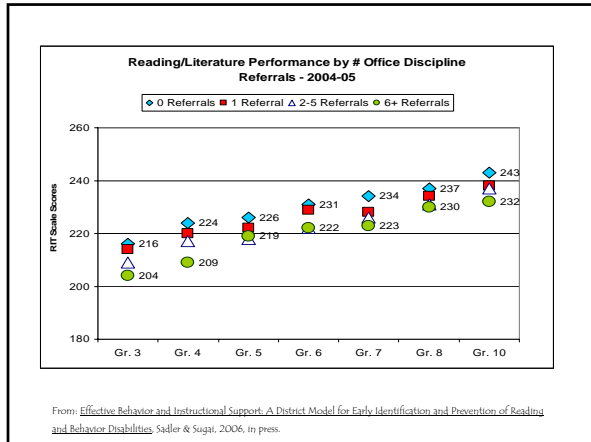
| | | | | | |
|-------------------|---------|---------|-----------|--------|--------|
| Summary Scores | A = /4 | B = /10 | C = /6 | D = /8 | E = /8 |
| | F = /16 | G = /4 | Mean = /7 | | |












At-Risk Student Services Assessment (ARSSA)

- Purpose:** The ARSSA is a tool to define what is working in a school program for at-risk students, and what needs to be improved or expanded.
- Description:** The At-Risk Student Services Assessment (ARSSA) is a measure of the level of implementation of evidence-based practices within programs that are designed to serve at-risk students.

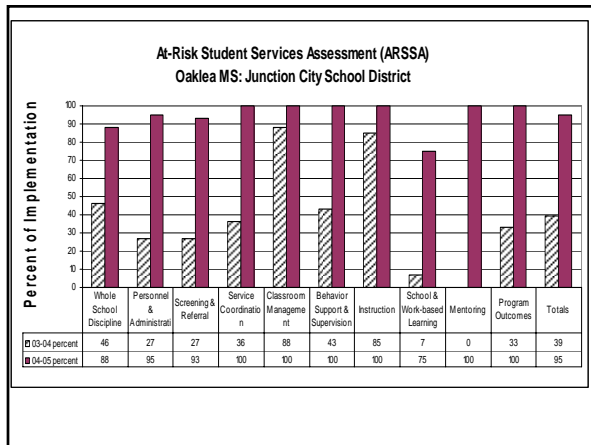
RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



| Program Features Evaluated (Evidence-Based Practices) | Data Source | Staff Involvement | Evaluation Outcomes |
|--|--|--|---|
| Whole School Discipline Administrative Support Screening and Referral Service Coordination Classroom Management Behavior Support and Supervision Instruction School and work-based learning Mentoring and Adult Involvement Program Outcomes Tracking | Interviews Direct Observation Archival Data: School Handbook School Improvement Plan Personnel forms Training Schedules Meeting Schedules Screening Tools Intake Forms Service Coordination Forms Classroom Forms Lesson Plans Communication Tools Outcomes Tracking Forms | Interviews: Administrator: At-Risk Student Services Staff; SET=15 teachers, 15 students from whole school Observation: At-Risk Student Services Staff | The use of researched best practices has been shown to be effective in supporting successful outcomes for at-risk students. Best practices are outlined in the ARSSA, which is used to evaluate current implementation levels within programs for at-risk students. |

| Program Feature: Whole School Discipline | | | | | |
|--|--------------------------|-------------------------|-------------|----------|----------|
| Indicators and Criteria | Data Source | Level of Implementation | | | Comments |
| | | Not in place | In progress | In place | |
| WSD1) School mission statement and expectations clearly defined for all staff and students | •SET (Todd et al., 2002) | | | | |
| WSD2) System in place to teach expectations to students | | | | | |
| WSD3) System in place to teach expectations to staff | | | | | |




Social Validity

- What should we change? (social significance of behavior)
 - Are the goals socially significant or trivial ?
 - Are the goals reasonable to achieve?
- Do our customers like
 - The outcomes?
 - The procedures?
- Does our staff like
 - The outcomes?
 - The procedures?
 - Do the ends justify the means?
 - Do consumers find the procedures acceptable?
- Ultimately, it's about school success

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)




RTI: Putting Behavior and Academics Together

- What does the research say?
 - If you raise achievement, behavior decreases
 - If you decrease behavior, academics improve
- Why not do both?

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)




Behavior or Academics?

- Schools adopting programs that target antisocial behavior are also likely boost their students' academic performance.
- Risk factors such as substance use, delinquency and violence that can be identified and counteracted in elementary school also are good predictors of later academic achievement.
- Prevention programs that address specific risk factors, and curb antisocial behavior such as alcohol and cigarette use, stress a greater connection to school and promote social and emotional skills also contribute to academic achievement

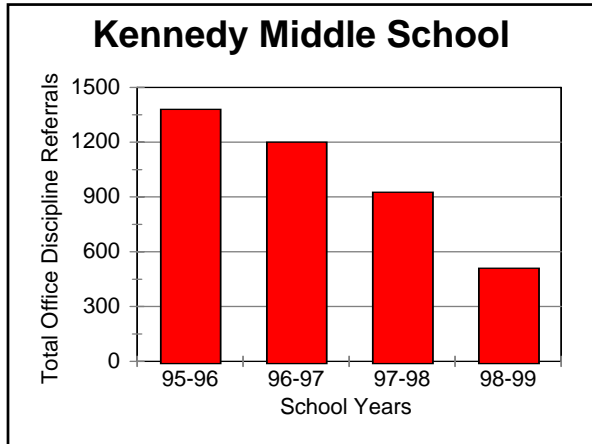
RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Behavior or Academics?

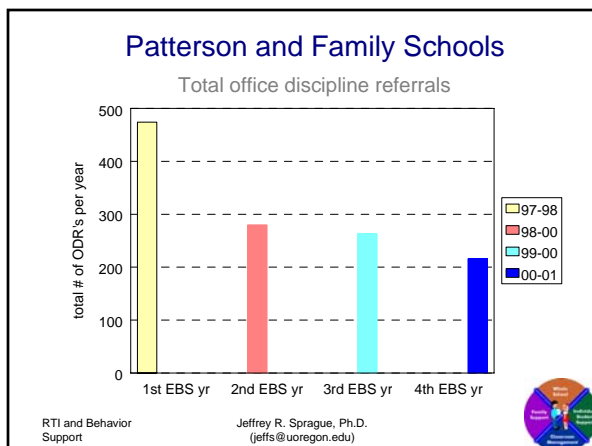
- Higher levels of school **attachment** and better **social, emotional and decision-making skills** in the seventh grade were related to higher grades and test scores on the Washington Assessment of Student Learning (WASL), given to 10th graders in 2002 and 2003.
- Lower student test scores and grades were predicted by higher levels of attention problems, disruptive and aggressive behavior and negative behavior by peers. In addition, early use of alcohol and cigarettes predicted lower test scores
- Journal of School Health
Vol. 75 Issue 9 Page 342 November 2005
Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades?
Charles B. Fleming, Kevin P. Haggerty, Richard F. Catalano, Tracy W. Harachi, James J. Mazza, Diana H. Gruman

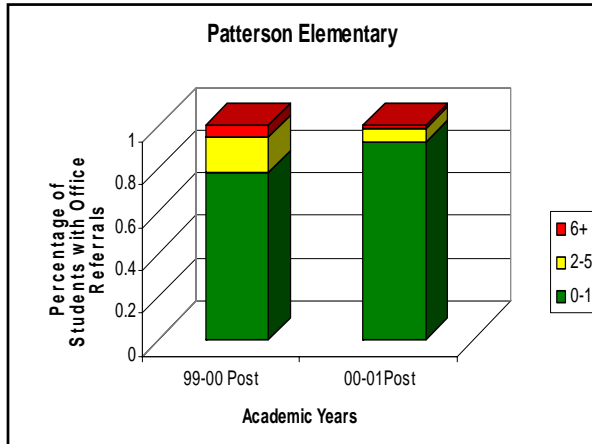


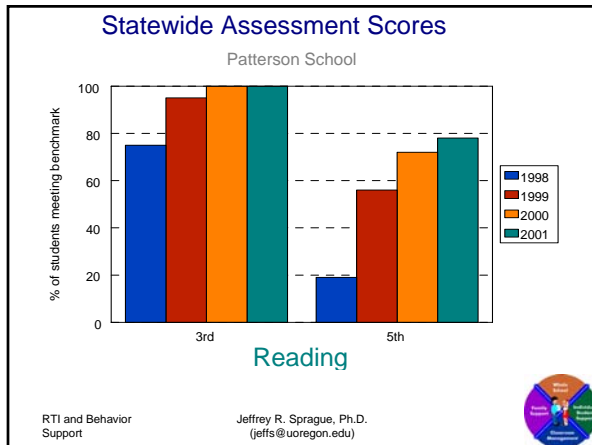
What does a reduction of 850 office referrals and 25 suspensions mean?
Kennedy Middle School

| | |
|--|---|
| <ul style="list-style-type: none"> • <u>Savings in Administrative time</u> • ODR = 15 min • Suspension = 45 min • 13,875 minutes • 231 hours • 29, 8-hour days | <ul style="list-style-type: none"> • <u>Savings in Student Instructional time</u> • ODR = 45 min • Suspension = 216 min • 43,650 minutes • 728 hours • 121 6-hour school days |
|--|---|

RTI and Behavior Support Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)







SFS in Seven Schools

- Lane County
- Seven Schools
 - Three years
- Implementation fidelity
- Student outcomes

Results: Skills for Success

Math & LA teachers for 80 students who were participating in either the Skills for Success Classroom or receiving Mental Health services were surveyed. The teachers reported that during the last semester:

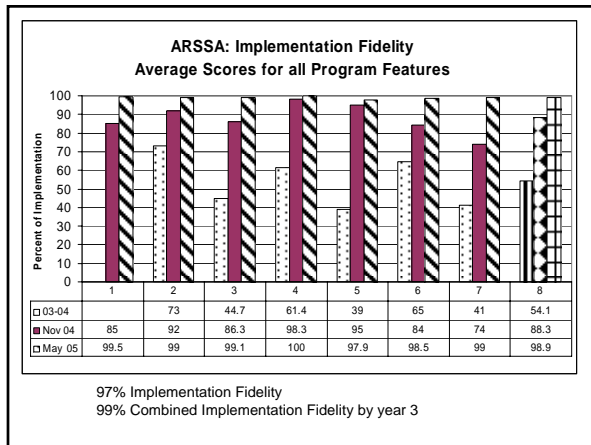
- 62% of the students were more attentive in class
- 68% of the students were behaving better in class.
- 75% of the students were getting along better with other students.

The average improvement in these three indicators was 68%

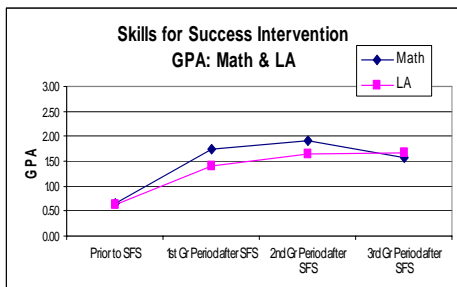
RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)





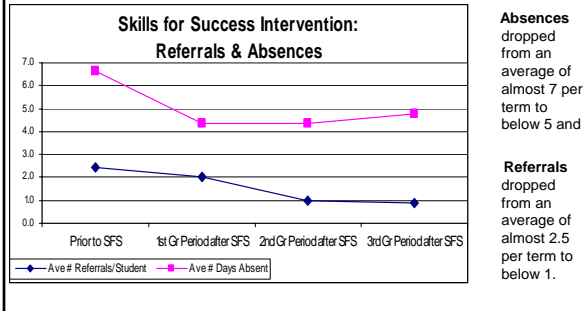
Results: Skills for Success



Prior to SFS Math & LA grades averaged 0.50 (D-).

Both Math & LA grades increased 1 full grade from D- to C-

Results: Skills for Success



Skills for Success Study

- 3 year, Treatment-control design
- Treatment
 - School Wide PBS
 - Second Step Violence Prevention Curriculum
 - Skills for Success
- Control
 - School Wide PBS
 - “typical treatment” for at-risk youth

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



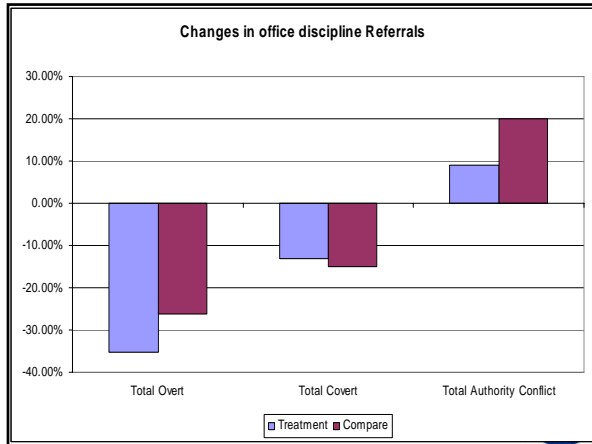
Office Referral & Juvenile Arrest Data

Treatment Group (n=26)

- 81% boys, 19% girls
- 92% white, 18% non-white
- 13% in special education
- 27% previously arrested
- 1 students committed 53% of crimes

Comparison Group (n=25)

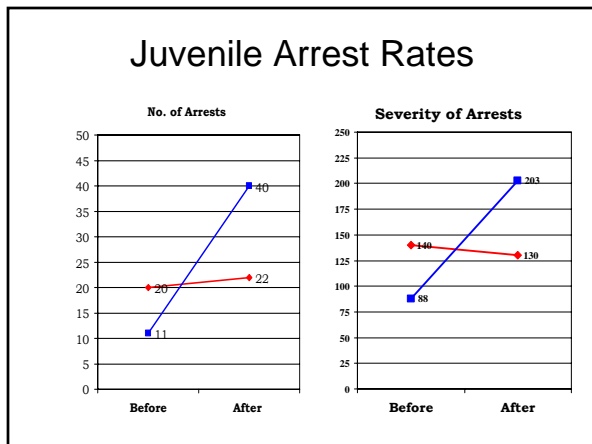
- 80% boys, 20% girls
- 88% white, 12% non-white
- 40% in special education
- 12% previously arrested
- 1 students committed 50% of crimes



Juvenile Arrests

- **Students in Skills for Success Group**
 - 10% increase in number of crimes
 - -7% decrease in severity of crimes
- **Students in Comparison Group**
 - 264% increase in number of crimes
 - 131% increase in severity of crimes

RTI and Behavior Support Jeffrey R. Sprague, Ph.D. (jeffs@uoregon.edu)



One School's Story

- Attendance
 - 89.8% Attendance
 - 8.7% dropout rate
- Student Academic Performance – Low rating
- Behavior
 - 287 students suspended
 - 458 out of school suspensions
 - 41 expulsions

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Effective School Battery (Gottfredson Associates, Inc.)

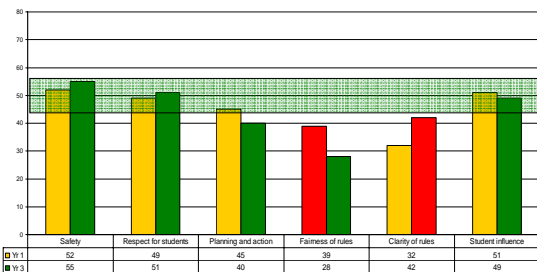
- Purpose: facilitate planning and to evaluate the effectiveness of school improvement programs
- Provides schools information about
 - Students
 - Teachers
 - School climate

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



School Climate - Student Reports




Skills for Success Study

- Six highly diverse high schools
- Treatment
 - School Wide PBIS
 - Adult mentoring
 - Youth Development Project
 - Skills for Success

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)




Combining SWPBS and Supports for at-risk Youth

- PBS plus Skills for Success in Oregon High Schools
- Three year longitudinal design
- Assessment
 - intervention fidelity
 - school climate
 - outcomes

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



The Schools

| School | Total Students | Attendance | Free/Reduced Lunch | % of Minority Students | Dropout |
|--------|----------------|---------------|--------------------|------------------------|--------------|
| | | Rate | | | Rate |
| HS 1 | 854 | 88.30% | 55.58% | 57.00% | 3.40% |
| HS 2 | 441 | 91.70% | 51.28% | 39.80% | 7.40% |
| HS 3 | 918 | 91.50% | 64.21% | 54.50% | 8.20% |
| HS 4 | 1,843 | 91.40% | 48.72% | 44.60% | 9.50% |
| HS 5 | 290 | 94.90% | 58.25% | 40.80% | 6.00% |
| HS 6 | 1,244 | 89.80% | 28.48% | 32.30% | 2.20% |
| | 5590 | 91.27% | 51.09% | 44.83% | 6.12% |

The intervention

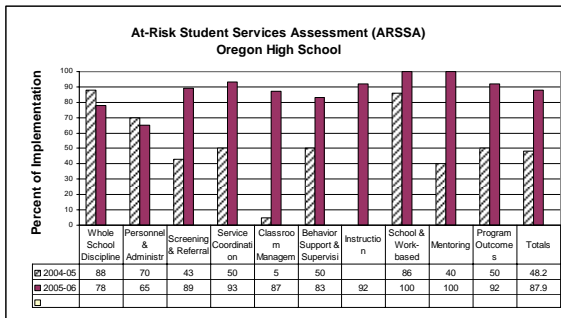
- School-wide PBS
- Universal screening of students entering grade 9
- SFS Supports
 - Individualized support and school-based adult mentoring
 - Intensive social and life skills training
 - Alternative discipline and stronger reward systems
 - Increased monitoring in school
 - Parent collaboration
 - Multi-agency service coordination
 - Service Learning and/or community service
 - Tobin and Sprague 2005

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Intervention Fidelity



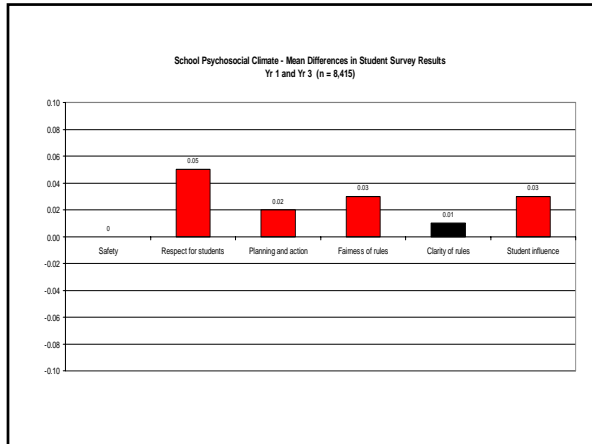
ESB Student Characteristics

Significantly Improved

- Positive Peer Influence
- Educational Expectations
- Social Integration
- Attachment to school
- Belief in rules
- Positive Self Concept
- School effort
- Avoidance of punishment
- School rewards

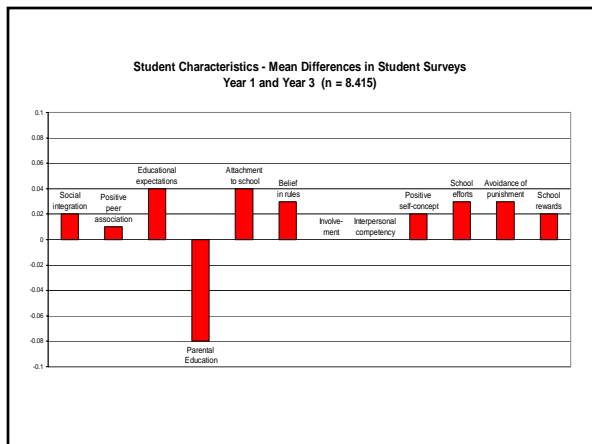
No Change

- Parental Education
- Interpersonal competency
- Involvement



School Psychosocial Climate

| <u>Significantly Improved</u> | <u>No Change</u> |
|---|--|
| <ul style="list-style-type: none"> • Respect of students • Planning and action • Fairness of rules • Positive Peer Influence • Student influence | <ul style="list-style-type: none"> • Safety • Clarity of rules |



Outcomes

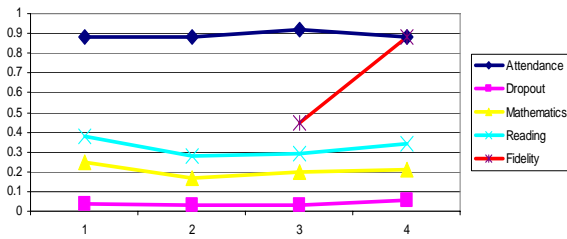
- Relating outcomes to
 - Intervention fidelity
 - School climate measures
- Is not so clear.....

RTI and Behavior Support

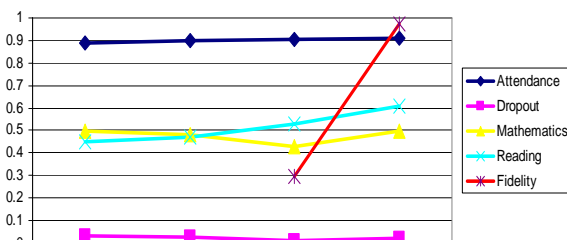
Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



HS 3 Outcomes



HS 6 Outcomes



Playing a Poor Hand Well

- We do not expect that a (mental health) treatment, especially when it is delivered to an individual, will cure a (mental health) problem as if it were a disease. Rather, we assume that periodic interventions will be necessary to support the maintenance of an ecology that supports child and adolescent social adaptation and emotional regulation. We suggest that it is more productive to compare interventions for children and families with dental interventions. In dental work, it is assumed that periodic checkups, preventive practices and assessment-based interventions are necessary to maintain dental health.

– Dishion and Stormshak, 2007

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)



Books and resources

- Best Behavior: Building Positive Behavior Supports in Schools (Sprague & Golly, 2004) www.sopriswest.com
- Safe and Healthy Schools: Practical Strategies (Sprague & Walker, 2005) www.guilford.com
- Institute on Violence and Destructive Behavior
– <http://darkwing.uoregon.edu/~ivdb/>

RTI and Behavior Support

Jeffrey R. Sprague, Ph.D.
(jeffs@uoregon.edu)