National Center on
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Bringing it Together: Why is it Important to Integrate Academics and Behavior when Thinking about Intensive Intervention

Webinar Transcript

Sarah Arden: We appreciate you joining us today and taking the time out of your day to listen to us and to have a discussion about "Brining it Together: Integrating Academics and Behavior" and thinking about interventions. I'm just going to introduce this Webinar and I'm going to talk a little bit about logistics. And then do some introductions of our agenda. And then I'm going to hand it over to our wonderful panelists to take it from there.

[Slide 2 – Introductions]: So just some introductions about who's on the line with us and we're really lucky today to have three wonderful panelists with us. Doctor Erica Lembke is going to be starting us off today and she is an Associate Professor at MISO; the University of Missouri. She is one of our Advisors and Consultants at the National Center on Intensive Interventions. Erica has worked in the field of Special Education for nineteen years and she has a wealth of expertise. She is going to be talking to you specifically about the integration of academic and behavior.

And then, follow up with Erica is Nicole Bucka. She is an Educational Consultant that works with us at the National Center on Intensive Interventions specifically through the state of Rhode Island and a Technical Assistance Center there. Nicole is going to be presenting to you a case study that was done. "Integrating Academics and Behavior" specifically in intensive intervention and what that might look and feel like for those of you that are in the classroom and in the field doing that kind of work.

And then, following up with Nicole is Doctor Gail Chan who is the BCBA. She is a Senior Researcher at the American Institutes for Research and also works at the National Center for Intensive Interventions with us. She is going to be going through some DBR Progress Monitoring and some Behavior Progress Monitoring tools for you as well as some resources that we have for behavior; integrating behavior tools and progress monitoring on behavior.

[Slide 3 – Agenda] So, the agenda for today is kind of what I just discussed. We're going to talk first about intensive interventions for students with behavioral and academic needs. What that means and how we conceptualize that at the National Center on Intensive Interventions. We're going to talk about the integrated relationship between academics and behavior. We're going to talk about how we don't believe that those often live in isolation from each other.

We're going to present a case study on Data Based Individualization for academics and behavior. We are going to talk about some resources and then have an opportunity to answer some of your questions and discussions. I see that many of you have already started answering; or asking questions within the question box. So, not that if you do have questions; feel free and post them and we will do our best to answer them. We will also open it up towards the end and present some of those questions to the panelists as we have time to.

We will also do our very best to answer some of the questions that you posed when you registered for this Webinar. Especially; we're going to do our best to focus on the questions that were posed that relate directly to the work and were focused on this Webinar. We will do our best to get to all of those as well. So if you have questions feel free to post them in our questions box and we'll do our best to get to you. With that being said, I'm going to go ahead and pass this over to Doctor Lembke and she's going to talk a little bit about intensive interventions behavior and academic.

[Slide 4 – National Center on Intensive Intervention] Erica Lembke: Hey, thank you so much Sarah. And I am excited to be with you as well today.

[Slide 5 – NCII]: So, I'm going to give you a broad sense of NCIIs approach to Data Bases Individualization. And I'll continue to talk about that as DBI. And then, I'm going to dig just a little bit deeper and talk a little bit about the intersection of behavior and academics. Certainly, that was on a lot of your minds today a lot of you I'm sure as you registered for this Webinar. And it's certainly on the minds of a lot of teachers that I work with in schools. You know and I think in thinking about especially because we're in the first months of school here and you're probably seeing some of those intersections between behavior and academics.

A little bit about the mission of the National Center on Intensive Interventions and again you can access a lot more information at Intensive Intervention dot org. That website will be strong throughout the Power Point slides so I want to make sure that you have that right from the onset. The focus of NCII or the mission is to really think about helping schools in implementing a DBI in Reading, in Mathematics and Behavior. And the focus is really on those students who have the most challenging behavioral or academic needs. So, following up on the mission of the National Center on Intensive Intervention; the focus of NCII is to really narrow in and to target and help support those students who have the greatest difficulties.

And we'll talk in a minute about who those students might be.

[Slide 7: Why Intensive Intervention?] So, why do we need intensive intervention? We know from the literature that even with validated programs; and we encourage everyone to always use evidence-based programs or research-based programs. We know that even with those in effect, three to five percent of our students are still not being supported to the degree for which we think they could be. And so, we know that these students may need more practice, they may need more content in a very different manner. As you're listening today, you might be reflecting on students that you have who have struggle maybe just this past couple of months.

[Slide 8 – Why Do We Need Intensive Interventions?]: But, it could be that maybe they have been struggling for quite a while; you know across years. And you've tried many of the tricks that you have in your tool box and were still not able to meet their needs. That's where intensive intervention comes in. We're really thinking about customizing programs for students based on the characteristics that they display.

[Slide 9 – Who Needs Intensive Intervention?]: So, who needs intensive intervention? When we think about the student who might fit the mold of students who fall into this category or need; you know those students as I mentioned before are in need of; are most specific behavior and academic support. We're talking about Students with Disabilities who are not making adequate progress. So certainly, we might have students who are on IEPs right now and for whatever reason we're not seeing the growth from those students that we would have hoped.

We also may have students in this group who have either or both low academic achievement or high intensity or higher frequency behaviors. These students maybe have a disability that's identified in one

area or another. It could be that they have identified goals in both areas but, we have the students who are presenting with these challenging behaviors or really low academic needs. And we might also have students who have not been identified. The students that I have talked about who are early in their careers who are struggling or students who have been in the system for quite some time who have not responded to the typical secondary intervention programs that we would have hoped.

And so all of these students are students who we feel like are in need of intensive intervention. And we're going to speak more today about how to meet the needs of those students.

[Slide 10 – NCII's Approach] So the approach that the National Center on Intensive Intervention uses as I mentioned before is DBI or Data Based Individualization. And it really program that helps decide when to intervene and how to intervene. This really comes from work that was conducted at the University of Minnesota. Stan Deno and his colleagues there began this work in what they called a Data Based Program Modification of DBPM early in the seventies and it's really continued since that time. It's a process or a framework.

It's not; well DBI is not a single intervention. But, it's an approach to how we serve students. How we problem solve through their difficulties and then how we come back and check that data to make sure that things are now we hope are doing well for the student or if they aren't how to intervene and keep going with that particular student.

[Slide 11 – NCIIs Approach]: So this is the approach sort of characterized in a visual. If you think about sort of that top orange box, we think about first delivering that Tier Two or validated intervention program. It might be supplemental to Core instruction but, something that's a standard protocol or secondary intervention. So, if you think about students who are not responding to general class instruction they may be getting some type of Tier Two; some type of supplementary intervention on top of their classroom instruction.

And so we want to continue to think about how students are responding to that instruction first. And I would say also to Core instruction prior to implementing this DBI approach. We want to make sure that those pieces are really in place; strongly in place; that Tier One or Universal Instruction and Tier Two before we start with Tier Three or really narrowing in to more specific DBI. We are continuing to progress monitor.

You can see the little progress monitoring tag next. That means that we are following up on a regular basis; a frequent basis with these students using efficient; easy to implement behavioral and academic progress measures. Gail later in particular will talk about some of the measure that we have available for behavior progress monitoring. And I would also encourage you to take a look at some of the tools charts on the NCII website to help get a better sense of those.

If a student or as a student displays responsiveness, or if the program is working well we continue to progress monitor and follow up and make sure that that continues to work well. If a student is not responsive we move down to the next step which is actually looking at more diagnostic information for a student either in behavior or academics. On the behavior side, that might include functional assessment or a brief functional assessment. And we use that information to help us tailor interventions. The intervention that we are currently using may not be working for that student. And so, we may need to modify that intervention.

Again, you'll find lots of tools on the NCII website for how to go in and narrow in and really adapt interventions. And then we continue that cycle of progress monitoring to make sure that that particular intervention continues to work. And by work I mean a student is responding and making growth towards long range goals in response to what's being provided; either in academics or in behavior.

[Slide 12 – Is DBI the Same as RTI? Special Education?]: So, some of you may be thinking as I'm speaking that this sounds similar to what you would think of as RTI; Response to Intervention. It may be similar to some of your training in Special Education. Or you might call it PBIS; Positive Behavior Intervention Support or Multi-Tiered System of Support. Really what we're thinking about on the one hand; and let me say they are; they have similar characteristics. One the one hand on the left when we think about tiered levels of support we have supports that are provided at a variety of levels.

So, as I mentioned before. We've got supports and we're monitoring or screening students at the Tier One or Universal level. At Tier Two or the secondary level and at Tier Three. We are using progress monitoring data to help teams to make better decisions about students. On the Special Education side and perhaps narrowing it into a more intensive intervention side, that intervention that we are providing is much more individualized. So, it's not that we're not concerned about those students who might be struggling on Tier One but, on this Special Education side; the DBI side we are particularly focused on those students who have the greatest difficulty.

The team based decisions that occur actually may be a Special Education teacher and grade level teachers who are working with that student. At middle and high school, it might be a team of teachers who work and serve that student. But, the team may not be quite as broad as might be in this sort of; the school-wide model that's on the left. And so, many of these components you will continue to see throughout. And so it should sound familiar to you if you're implementing PBIS or RTI.

But, the difference is really the intense focus on the particular needs of an individual child. So, if you're used to giving an intervention that's what we would call a standard treatment protocol; so many students get the same thing. The way that DBI differs is that we're really customizing or tailoring an intervention for a particular student and that can either be in behavior or academics.

So, I'm going to move on now and I'm going to talk a little bit about I'm sorry I'm just having a little bit of a technical difficulty on my end advancing slides. So, I can predict to you what's going to happen next. I don't know on your side Nick if you can give me a hand with advancing because it's not working on my end. And so, I'm going to talk next a little bit about the intersections of behavior and academics. It's important that we start thinking about those pieces and how they intersect.

I think as we; again as many of you are considering students that you have right now and how those students; it's sort of a cycle I guess. Of thinking about is it the behavior that's causing academic difficulties? Is it the academics that's resulting in difficulties in behavior? And so we want to keep thinking about the intersection. I think for a long time teachers would say we've known about that intersection but it's been I think slightly slow to catch up in the literature and the research about how those two sort of intersected and how people are monitoring that in the literature.

So, I apologize again. I'm just having a little bit of difficulty moving forward here.

[Slide 13 – Brining it together: The integrated relationship between academics and behavior]: So, thank you so much. Yeah and I really appreciate it. So if you could just go on to the next slide. Thank you.

[Slide 14 – Students with Disabilities]: Thanks and we may just continue to do that if that's okay. So, we know that Students with Disabilities; just too sort of characterize what we do know from the literature. We know that Students with Disabilities definitely at many times have low academic achievement. And we know unfortunately that the dropout rates for these students can be much higher than we would have predicted for students without disabilities. In fact, many of you who are at the secondary level; you may feel like you are in your own program of prevention for these students.

And that program is preventing students from dropping out. And so your goal may be to get them to school each day and to engage them. And so, a program of data based individualization can really help these students be more successful. We also know unfortunately that if this cycle continues that we continue to see higher arrest and incarceration rates for Students with Disabilities. And we really want to try and stop that because following that, the results are not necessarily great for those students. With respect to you know going on and furthering their education or getting jobs.

And so, we really hope to get in and change the trajectory of this data. And we've got some great examples of schools that have really been able to do that. So, we're trying to promote and foster the models that those schools are using.

[Slide 15 – Students with Disabilities]: So, just to follow up on this with some additional data. We know that the school completion rates; so with respect to students staying in school students graduating. Students who have emotional and behavioral disorders have a lower rate of school completion. And it's actually lower than all of the other disability categories with the exception of students who have multiple disabilities or intellectual disabilities. So, it's a strong concern and particularly when you think about you know our high; some of our other highest categories of disabilities included students with learning disabilities, students with emotional and behavior disorders or students with Autism.

And so, we're seeing really a strong set of data that show that these students with these emotional disturbances; if we don't intervene somehow they're actually not finishing school which is really concerning. And we also know that those students may you know server jail time. They may be in juvenile detention more often. And then that leads to greater dropout rates.

[Slide 16 – Context]: So as you consider the context of your own building and how this information plays out in your own building. We really have a difficult set of challenges. I know that I am presenting later on this week on Integrating Academic and Behavioral Supports in a Common Core Era. And some of you may be feeling that pinch as you work to establish Common Core or your own State Standards into your schools to make sure that you're working towards high standards; high standards with respect to your incorporation of those standards into your curriculum and your assessments. Certain, every state has those high stakes accountability either tests or end of course exams that you're utilizing.

And so all of this creates a sort of a net of difficult challenges and we're just working towards trying to help our students who have difficulties. We're working towards trying to help them be as successful as they possibly can. We want to try to expose them to as many college and career options as we can. And unfortunately, problem behavior continues to be one of primary reasons why these students are excluded from school, from community and from work. And it disrupts what could really be a positive cycle of them learning and growing as professionals. And so, we want to continue to think about how we can integrate those social and academic systems in schools to create more success.

And I think that some of you have done this really successfully. In your states you may call it Multi-Tiered Systems of Support or MTSS. You may call it RTI or PBIS. But in schools where those features or those frameworks are in place students are definitely; you know seeing more signs of success or really are feeling more support in both of those areas.
[Slide 17 – Integrated Relationship]: So, when we think more about this integrated relationship between the two; this is sort of that kind of chicken and the egg cycle if you will that I spoke about earlier. It's complicated because it could be that a student has a skill deficit. They do something to remove themselves from the classroom and so they put in place some type of avoidance behavior. So, I don't like to do Math. I'm not feeling very successful at Math.

And so at Math time when the paper is passed out or when the assignment is given instead of getting started or asking for help, I crumple up my paper. I start you know rocking my desk. That behavior it sometimes works but that behavior actually gets me removed from the class. It gets me moved to a different place. It gets me away from starting that task right away.

And so, for some students they've learned this system very well. They know how to; how to get out of that task. And so, when we remove them from that task now; they're not only you know fostering their bad behavior but, they're also not achieving academically. They're not practicing those tasks that will help them get better academically and sort of an opposite fashion or a separate fashion. We may have students who have significant behavior needs.

And as they are exhibiting these challenging behaviors, it's not possible to have them working on the same assignments during that time. And so the more behavior that they exhibit the less time that we have to actually work on their academic pieces; which leads to low academic success. And so, we need to think about how to jump in and stop this cycle. And many times; I think that NCIIs focus on this DBI process has really helped to bring this home for me.

Many; often times, going in and disrupting the cycle from one area and strengthening one area also helps to strengthens the other area. And I hope that you've seen that in your classrooms as well and with teachers with whom you work. Because, you know we; when we work on for instance strengthening a school's Reading system to help more of their struggling readers be successful. We start to see those students more engaged and when they're more engaged then they're coming to school more often and feeling that success.

We're not going to see as many outbursts of behavior and challenging behaviors. Also, I think as teachers you feel like you're taking ownership or responsibility of those; the success. And it makes you even more engaged in helping those students in both academic and behavior along the way.

[Slide 18 – Academic & Behavior Intervention]: So we know as I mentioned before that there are a proportion of students who don't respond to what we refer to as generally effective interventions. We do know that it's three to five percent of all students approximately. But it may be as much as twenty percent of students at risk. And so again, you may have interventions that have worked really well in the past for a large group of students who; and those may not work with the students with whom you're working with now. And so, we want to continue to think about specialized programming for this group of students who are exhibiting these unique sorts of difficulties.

[Slide 19 – Intervention con't…]: Let's see. I'm going to talk a little bit about this. But, it's really important to note; again it's sort of an approach that comprised of you selecting and tailoring or customizing an intervention. An intervention program if you will that you're following up and collecting data on that particular intervention program. And that we're; and this I feel like this is the most important piece. That teachers and teams are going back and actually looking at and using that data to make better decisions about what's working or not working for a particular student.

[Slide 20 – Data Based Individualization: Behavior and Academics]: So, I'm going to stop there and thank you so much. I'm going to turn it over to Nicole and she's going to talk a little bit about some case studies that have been collected on this approach. Sort of integrating academic and behavior supports. So I'll just turn it over to Nicole.

Nicole Bucka: Thank you Doctor Lembke. Let's see if I can do this.

[Slide 21 – Background]: Okay, it moved and I'm not sure if that was me. Hello; what I would like to say fist while today I am the one speaking. I think I would be remiss if I didn't take a moment to publicly

acknowledge that there was a team of Educators behind the case study that I am about to share with you in addition, a very supportive School District and the National Center of Support including our provider Teri Marx. So to all of these folks, I express a thank you.

A little bit about out context. This case study comes from a middle school implementing Data Based Individualization for a behavioral need within a Tier Three Math intervention. So, it was like an academic intervention. This intervention is a second block of Math instruction in addition to these students grade level Common Core aligned Math class. We also have regularly scheduled data meetings to complete the DBI process as you will see in the following case study.

In the registration questions, I noted that some of you; several of you actually. Asked about how academics and behavior are integrated? As well as, one person asked about interventions for secondary students. As someone who specializes in working with secondary schools around interventions I can say this for certain. Academic interventions in middle school and high school that don't embed behavioral and motivational components will likely not be very successful.

By that level, middle and high schools students; sort of as Doctor Lembke was just alluded to that cycle. Middle and high school students have experienced year upon year of failure. Feeling like it's them; like they can't do it or there's something wrong with them. They start using behaviors like checking out or getting set out of class as sort of like defense mechanisms. We the adults know that this is incorrect and that this is perpetuating the cycle.

But, for these students; these behaviors are survival so, for this particular Math Interventionists of the case study that I'm sharing here today on their first day of training; which we're going to share the online tutorial; a link for the online tutorial of their training. They spent the entire first day of training on understanding struggling learners; specifically how to address issues such as learned helplessness, anxiety, avoidance, addressing motivation using a growth mindset and ensuring that we explicitly teach, prompt and reinforce social and academic behaviors to increase the likelihood that they'll actually take hold of the intervention and learn.

So, I'll say that again. They did not Math at all on the first day of Math Intervention training. At the link that the National Center will share; I'm not sure if they're going to share it within the chat box. But, it's also in a folder with your handouts and your PowerPoint. They're in where it says handouts.

There will be a link and the first few screen casts on this link will show how that training was embedding behavior and the motivation for Math Interventionists. And I can't click at the moment so let's see. Nick it's not working if you could?

[Link - Improving Instruction for ALL Students: A Math Intervention Pilot]:   Thank you. So right now on your screen you're seeing the online tutorial if you follow the link. Again, it's not the full training because we can't put that online. It would be too challenging.

But, for each screen cast it's basically a day of our training. And if you scroll down a little bit, you'll see that the first day of our training was around student motivation. It's all aligned to the IES Practice Guide and if you scroll down it's around; student motivation is the first set including the growth mindset. And then the next set, you have a highly structured classroom which is basically PBIS. How to make sure that you're setting your class up for the most success that you can get for at risk learners?

Addressing motivation, effects on; of praise and using the growth mindset. It's a great video if you haven't used it or if your school isn't reporting on those aspects. The teachers really report back great feedback. The highly structured class and you can see I've got a lot of resources below that come from the National Positive Behavioral Interventions and Supports.

So, particularly for secondary teacher who; if any of you are secondary as I am then you know our pre-service training involved borderline nothing; or at least mine didn't. It involved very, very little on classroom management and behavioral supports. And so for my Math Interventionists along with my General Education Math teachers the very first thing that was a critical thing for us to talk about are these components. Because, if we can't form a relationship with our students who are at risk, who have built walls and who are disengaged as a defense mechanism we're never going to get those walls down and we're never going to create an environment where they're willing to take a chance and try on something that they've already shown to be failing at year after year.

So again, take a look at these resources. They're here for public use. My teachers are continually giving me feedback on these and we continue to make them better and better every year. In fact, we will have another one coming soon with this year's work but, I don't have that one available at this time. And I think we can go back to the presentation. Thank you.

[Slide 22]:   Great okay, before each data meeting. So, we're in this middle school, we've got students in a Tier Three intervention, they're all doing pretty well and we're watching the data. We're going to have a data team meeting. Before the data team meeting we know that there's going to be a student or two on our agenda because their progress monitoring trend line is below the goal or showing other signs of trouble. Each team member knows their role and we follow the NCII Initial Meeting Protocols as seen here; the agenda on the top right.

Because of this, each person knows what to bring and during the meeting the facilitator will keep us on time and focused. As the initial meeting notes which are shown here on the bottom are taken and projected as the meeting takes place by the formal note taker. We will begin with introductions and purpose. We are meeting here today to review this student and analyze his or her data to select evidence based strategies to intensify his or her intervention and to plan for how to evaluate whether or not it works.

[Slide 23 – Describe Intervention, the student, share data (~5 min)]:   Thank you. The next step in the NCIIs Protocol is to describe the intervention and this is the document that is projected. Describe the intervention, the student and the data. This step will take no more than five minutes. Again, we projected the notes taken during the meeting as it shows here and this particular intervention is SRA Corrective Math.

It occurs once daily for one full period of fifty minutes as a Tier Three intervention. It is a small group that is a small group that is progress monitored using STAR bi-weekly. I'm sorry it was weekly, excuse me. The goal is set and it is ambitious striving to get this student from the; to the twenty-fifth percentile from the tenth by the end of the school year. This Interventionist then shares the student's progress monitoring graph.

[Slide 24 – Progress]:   This student has been on track to meet his goal or her goal. As the goal is represented by the STAR and each blue diamond represents a progress monitoring data point. The trend line in black continues to put the student on trend to meeting the goal. But, the Interventionist notes that in the last six to eight data points, the student seems to have a flattening trend. The Interventionist added this student to the team agenda because he or she was concerned that if we didn't intensify proactively this student would soon be off track for making his or her goal within a few weeks here.

So, we begin by asking what's the problem. What's causing this flattening trend of a student that was previously making great gains?

[Slide 25 – Describe Intervention, the student, share data (~5 min)]: Other data is shared that is integral to this problem solving process. And these data points may include things like mastery measures, including here which you can see in the upper right hand corner. There's Math fluency reports where the student was previously growing but likewise seemingly flattening a bit. And then below, the SRA Mastery test again shows inconsistencies that are often dramatic. Zero on one test, one hundred on another. While the teacher notes that his work in class and his work samples demonstrates that the student does in fact get the concepts.

[Slide 26 – Ask Clarifying Questions/Drill Down to Create Hypothesis (5 min)]: During the next five minutes the team is going to ask clarifying questions to drill down and create a hypothesis as to what this student's needs are. First as always, we consider fidelity. Has the intervention occurred as it should? The Administrator on the team notes that the student's attendance has been consistent. And the Interventionist adds that he or she always completes all intervention components. There have been two fidelity monitoring of the intervention by the Coach as well as confirming that the intervention; excuse me, I'm sorry. There has been two fidelity monitoring assessments confirming that the Interventionist is following the program as it was intended.

Next, we're going to consider the academic skill gaps for whether or not this intervention is a good instructional fit. The Interventionist has already shared that the student gets it in work samples and in classroom work. So, our team is going to then ask is that inconsistent data the one hundred on one day and zero on another, etcetera. May that be indicative or more like emotional or behavioral aspects? Such as, this is an academic won't do rather than a can't do.

The Interventionist adds that this student regularly has conflicts before class with a particular individual; an adult. And that he or she does have trouble letting go when upset to be able to focus on classwork. This teacher shares that she can immediately tell if the student enters the classroom triggered. The student can also be distractible. You can see here that considering emotional and social aspects is critical.

[Slide 27]: The hypothesis that our team salvaged was this. This student's lack of progress in the academic intervention; Math is due to emotional or behavioral needs. The student can't focus on Math when upset or triggered. And there are regularly occurring issues just before class. Again, following the DBI Protocols we brainstormed and the rated evidence based intensification strategies.

Including these, one was to move the fluency assessment to later in the class as this is an additional trigger for this student. Another is to switch the student's first period class where he is often triggered which is another antecedent modification. A third one is to check in with the already existing emotional and social skills supports. And another one after that is to explicitly teach the student self-regulation strategy. We suggested the five point scale. Finally, the team notes that if the five point scale is effective we have to be sure to bring this information on what works back to his IEP team to see if this strategy could be used more broadly as a behavioral support or intervention plan across his; all seven classes.

A registration question asked about how do we help students transfer their learning within an intervention into the classroom? And I hope you can see in this example that we are already thinking about communication and the planning needed to do this. We see generalization as a communication issue primarily and one that needs to be proactively planned for, clearly defined by whom, excuse me and for when.

[Slide 28]: The team then worked together and each had roles to support the student and the Interventionist for carrying this out. To modify antecedents while also a self-regulation strategy using the Incredible Five Point Scale would be taught. Progress monitoring would continue to be STAR Math because, we hypothesized that by addressing these emotional needs, this would again allow the student to focus on the Math and regain his previous upward trend. This student was then place on the data team

agenda to revisit in five weeks at a progress monitoring meeting. Communication roles were documented again to support generalization.

[Slide 29 – Developing an Individualized Plan]: Because the Incredible Five Point Scale was new to this Interventionist the teams roles included that somebody else was going to create the tool from a template, design a lesson plan and coach the Interventionist in its use. Many of you upon registering asked where to find such resources. So, the resources we used include a book on the Incredible Five Point Scale that can be found at five point scale dot com; five as in the number five and the Autism Internet Modules through ocali. Where in addition to many evidence based and academic practices; there is a module dedicated entirely to the Incredible Five Point Scale.

And this module which requires only a free login to access includes templates, a stress scale example and visual prompts among other resources. This link that I'm speaking of to the Autism Internet Modules, on the ocali website is again in your handouts and there's a folder that says links. Great resources can be found there.

[Slide 30 – Follow Up]: So in the end; you know how did it turn out? To avoid stigmatizing the student with a strategy that only he or she would employ. The Interventionist decided that all students in the class could benefit from the Incredible Five Point Scale and the Interventionist taught it within the small group intervention. It was very well received and now within the intervention; you know saying I'm a one and I'm ready to learn or saying Miss, I've a five time today. That can be heard as common classroom language.

In addition, it was a great suggestion from our NCII colleagues that self-ratings can be cross referenced as data with the Math progress monitoring and mastery data. It's just another way for us to validate if our hypothesis when students are not progressing is a true root; it's a true behavioral root cause. And I guess on a side note, this student did once again resume a general upward trend.

[Slide 31 – NCII Behavior Resources to Support Implementation]:   Thank you.

Gail Chan: Okay, thanks very much Nicole. Thank you everyone good afternoon. We're really excited to have all of you here joining us today. My name is name is Gail and I'm going to be taking you through some of the resources that we have to support implementation. So my plan is to take the next twenty to thirty minutes to share with you some of the great resources that we have developed to help support implementation and to specifically focus on the resources around behavior.

It's beyond the scope of today's Webinar to go into great depth and detail with all of our resources. So, please bear in mind that this will be an overview to give you a flavor of what is available to you to use and to access. So, where possible we will provide links and information about the resources. So let's get started and let's hope that I have control.
[Slide 32 – Find Out What NCII Has to Offer]:   There we go. This is the homepage to the NCII website. You will see the link to the page at the bottom of the slide. And to those of you who have not had a chance to visit. We do encourage you to go there when you get a chance.

So, the website is www dot intensive intervention dot org. We have also just recorded a Web tour that is brief and informative. And we will be posting that to our Website soon in the even that you are interested in learning more about the Website and how to navigate through the different sections.

[Slide 33 – Webinars]:   Okay, so one of the resources that we have available are the Webinars. If you hover over to the resources tab on the Website; on the home page an option for Webinars is available in the drop down menu and we have also provide a link for the Webinars on the slide. So, when you go to the Webinars page you can view archived Webinars and you can also see an option for upcoming

Webinars. We've listed a few behavior specific Webinars that might be of some interest to you. And we've also included some that include evidence based interventions, progress monitoring, assessments and the like.

With the Webinars in general, there is a link to the recordings. There are transcripts to the Webinars available and also questions and answers that took place.

[Slide 34 – DBI Training Series]:   Okay, we also have a series of eight training modules that are focused on DBI components in both academics and behavior. Again, the link is at the bottom of the slide and you can find the modules under the implementation support tab which is the third tap on the home page at that top. So, in addition to the academic; the academic and behavioral modules, we also have a module on readiness and action planning and also, an introduction to DBI.

So, some of the behavior specific topics include behavior progress monitoring which is module number three. Behavioral assessments or functional problem solving which is module number six. And then designing and delivering interventions for students with behavioral needs and that's module number eight. So, each of the training modules will include the Power Point slides and Power Point slides with speaker notes. There will also be some suggested activities and some coaching guides. So, it's really a wealth of information that is available through the training series.

[Slide 35 – Two Frequently Asked Questions for Behavior]:   Okay, so as we think about all of the different resources that are available through the Website. There are two questions that we often get asked. The first being what are some good progress monitoring tools for behavior and then can you recommend some Tier Three interventions?

[Slide 36 – Tools Charts]:   So, we have four tools charts currently. There are two for academics and two for behavior. Again the links are on the slide and from the home page if you hover over the tools charts tab which is the second one, you will then see a drop down menu and you can select the tools chart that you are interested in.   So, for behavior, we have a tools chart for progress monitoring and one for behavior interventions. We want to note that NCII does not recommend or endorse any specific progress monitoring tool or intervention. Rather the purpose is to create a space for individuals who are looking for information about certain tools or interventions can find that information in one space.

So, each of the tools charts will have information about the specific features of the chart, how to use it, a video tour, information about the rating rubrics and various other pieces of important information. Now, as a note; the behavior interventions chart is the newer of the two behavioral charts. So when you're; if you do decide to go to that site you will notice that the user guide and the video tour are coming soon. So, we do hope to post that in the very near future.

[Slide 37 – Behavior Progress Monitoring: The Direct Behavior Rating Overview]:   Okay, so if you go back to the two frequently asked questions that we often get around the progress monitoring and interventions; we wanted to highlight one of our resources on progress monitoring for behavior and that is the Direct Behavior Rating or DBR. So, the DBR is actually a part of the larger progress monitoring; behavior progress monitoring module which is again, number three. We also have available an audio Power Point which is a quick overview of the DBR and specifically on how to use the forms which we'll take a look at in the next few slides. So you can find the DBR overview on the home page under the resources tab under Publications and Other Resources.

[Slide 38 – DBR Single-Item Scales (DBR-SIS)]:   Okay, so for those of you not familiar with the DBR; it is a method for collecting data on student behavior that merges a rated scale approach and direct observation. It is researched based and we've you know provide a link to the DBR Website on this slide. So, it's www dot Direct Behavior Ratings dot org. The single item scale is; is the one that really has the most research to date and it allows the user to rate behavior on a single continuum from zero to ten.

The ratings are anchored by such terms as never; you know which could refer to zero percent. Sometimes which could be about fifty percent or, always; which is around one hundred percent during any given observation period. Now, what's really nice about the form and the completion of it really is that it doesn't require constant recording or attention to paperwork. It really allows for the teacher or the user to instruct or manage freely and also uses a research based method for tracking student behavior. So again, there is the link and we do recommend that if you are interested in the Direct Behavior Rating to go to the Website as there are various forms and instructions there.

[Slide 39 – DBR Standard Behaviors]:   Okay, so the DBR forms have three general behaviors that are already available for use so; academically engaged behavior, non-disruptive and respectful behavior. The advantage to having these three behaviors on the standard form, you are able to track the targeted behaviors that you have identified for your student and you are actually able to get a better understanding of broader behaviors that are needed for successful school functioning. So, let's go over what some of these behaviors might look like.

[Slide 40 – DBR - Disruptive]:   Okay so, disruptive. So here disruptive behavior is defined as the behavior of the student's or actions that disrupts regular school or classroom activity. And then there are some examples. Such as getting out of your seat, fidgeting, playing with objects and so on.

[Slide 41 – Disruptive Example]:   What's nice about the form is that instructions are provided that specify the behavior and then also the observation period. So, in this particular example the observation period would be small group Science instruction. The teacher has marked a three here and then the interpretation from this and the analysis would be that the teacher has estimated that the student displayed disruptive behavior thirty percent of the time.

[Slide 42 – DBR - Respectful]:   Okay so similarly, if we look at respectful again you'll see that there is a definition there of respectful behavior. Compliant and polite behavior and response to adult directions and or peer interactions. Examples are provided and also non-examples if appropriate.

[Slide 43 – Respectful Example]:   And similar to the disruptive example the teacher can then place a mark and then provide the interpretation and analysis. So again, the marking of eight would be interpreted as the student has displayed respectful behavior for eighty percent of; and again, the observation period being whole class Language Arts instruction.

[Slide 44 – DBR – SIS Standard Item Takeaways]:   So, this is just a quick overview and what we wanted to just highlight really in terms of just a few important takeaways for the DBR. It's that the behaviors are clearly defined. There are examples provided in terms of what constitutes the specific behavior. And then all of the behaviors are also readily measured and then the interpretations for the responses are then clearly stated.

[Slide 45 – Integrating Target Behavior Into DBR Form]:   So, the standard DBR items are really useful for tracking a student on broad indicators of you know school success. However, with DBR or the DBR process sometimes tracking of behavior needs to be specific to a specific student. So, this is why having clear anchors is very important. So, in addition to the standard behaviors form there's also an option to fill in your own forms. And again, you can find these resources on our website under the module or also at the Direct Behavior Ratings dot org.

[Slide 46 – Developing DBR Behavior Definition and Anchors]:   Okay, so the next two slides are just an example and I won't spend too much time on it. But they are ways in which you can develop definitions for behaviors and anchors as needed. So, here if you had a behavior that wasn't aligned to the ones on the standard form, you would then provide an operational definition. So in this case we've used

Toby as an example. Toby's aggression is defined as any behavior that involves making contact with others in an attempt to injure or harm. And then, the examples include punching, hitting, kicking, spitting and so on and so forth.

[Slide 47 – Using Preliminary Data to Develop DBR Anchors for DBI]: And finally similar to the standard form you would then have the ratings and you would use the form in the same way. So again, depending on the observation period you would use the ratings scale in the same way.

[Slide 48 – Direct Behavior Rating]: Okay, so just in summary we just wanted to emphasize that there are various resources available with the DBR. You can see it through the NCII website in terms of the specific training modules. I mentioned that there is also a DBR overview which is just a shorter version that really focuses on how to use the forms and of course at the DBR website itself.

[Slide 49 – Intensive Behavior Interventions]

[Slide 50 – Sample Behavioral Progression]: Okay, so as I mentioned earlier one of the questions that we get asked a fair bit is what interventions would you recommend? And our intention is not to avoid giving an answer but, DBR really is a framework and the interventions selected will very much depend of the student's needs and the functions of the behavior. So, this is a behavior illustration and is occurring in a school that uses check in; Check-In and Check-Out as a secondary intervention for behavior. So the Check-In Check-Out card can also provide progress monitoring data which is great. The left side of the graphic depicts the intervention progression and the right; the right side show how progress monitoring tools may change as the intervention itself changes.

So, when a student is not responsive to the standard Check-In Check-Out intervention, the team will then ask you know why is this student not responding? And then they will adapt the intervention. If this is not sufficient the team may then conduct a functional behavior assessment and do some functional problem solving and then use it to then develop and individualized behavior intervention plan. So, here is the progression.

[Slide 51 – Implementing Behavioral Strategies: Considerations and Sample Resources]: So the next resources that we would like to highlight today is a set of materials called the Implementing Behavioral Strategies Considerations and Sample Resources. This set of behavioral strategies was developed for classroom teachers to use with students who may require academic and or behavioral support. So, these strategies are intended to support teachers working with primary academic deficits and challenging behaviors. For students with more intensive behaviors, potential intensification strategies are also included in these guides.

So, there are a total of six and we want to emphasize that they're not Tier Three specific strategies. Rather, they are strategies intended to support teachers who are working; you know who again have a student with a primary academic deficit but also as a result some potentially challenging behaviors. These are again available on the website under the tab Instructional Supports and Sample Lessons under Activities and Behaviors. They can be downloaded as one full document with all six of the strategies or separately.

What we really like about these strategies is that they are all practical. They each come with a brief description at the beginning. Definitions for concepts that we use and then they follow a structure that includes what we hope are helpful pieces of information such as intensification strategies, examples of what it could look like, implementation procedures and considerations and additional resources if applicable. And we'll go through some of that in the next few slides.

[Slide 52 – Standard Information]:   Okay so I just wanted to note as well that these strategies may be used for less intensive levels of support. But, it does include strategies for intensification. So, the standard information would include things like terminology and definitions that are referred to in the definition itself. We really do stress that it is important to review this terminology prior to implementation to make sure that you're on the same page. So here's an example of what it would look like and these are all just snapshots.

So for example the consequence clause; these are clauses that identify specific consequences that will be delivered if students do not meet goals and success criteria. So, whenever possible you want to be clear about what it is that we are talking about and so we've provided a definition whenever possible.

[Slide 53]:   Okay so as I mentioned earlier there are a set of six strategies that are currently posted on the website. They are behavior contracts, point sheets, behavior report card, classroom conversations and participation, intermittent reinforcement using a timer, the you me game and the yes no learning skills chart. We continue to develop more and are currently working on some additional strategies around self-management, reinforcement and motivation strategies. We hope to post that on the website soon and we hope to let all of you know as they are posted.

So just to recap, the behavior strategies and sample resources were developed for classroom teachers to use with students that may require academic and behavioral supports. Key terminology for consideration and implementation are included at the beginning of each document. For students with more intensive behaviors information for intensification strategies are also included. For each of the strategies, it also includes a description of the purpose and the overview. The types of strategies, the behaviors that it addresses, some of the settings in which it would appropriately used in, required materials, implementation procedures and considerations. Where ever possible we will have sample scripts or formats. And again the potential implementation strategies and then additional resources so, perhaps links to other websites.

So, the last few slides that I have here are snapshots of the different sections so that again, you can get a feel for the different components and what they look like in the documents.

[Slide 54]:   So here is the implementation considerations and the various samples. So you can see a sample in terms of how you might implement this particular strategy. There are; you can see some of the text on the left about the implementation considerations and that example is for the you me chart.

[Slide 55]:   And then here the intensification strategies and the additional resources. So again, it's just a bit of text and you'll find these standardized across the strategies there.

[Slide 56 – Questions and Discussion]:   Okay, so that brings me to end of my section and again I wanted to thank everyone for joining us today. And I will turn things back to Sarah.

Sarah Arden: Thank you Gail and thank you for those of you that asked us a couple of questions. There's a few that I have chatted; or Amy and I have chatted back to you that bought up some questions that I think are important to bring up to our panelists. And so Nicole and Amy; I'm sorry, Nicole, Erica and Gail if you wouldn't mind. One of the first questions that were bought up is having to do with buy in and in particular with intermediate students. And especially how; if you have any suggestions for getting buy in from students who have had years of failure particularly in academic failure. But do you have any suggestions for kind of targeting and cuing in our intermediate adolescent students.

Erica Lembke: Well.

Nicole Bucka: You know what.

Sarah Arden: Yeah Nicole, I was going to ask you if you wanted to jump in?

Nicole Bucka: Oh okay.

Erica Lembke: Okay

Nicole Bucka: And anybody else can too. I thought with the middle example. The, you know part of that Math work in general and I would say this for everyone. The teachers would collaborate with one another. So, there were a variety of techniques that you know if that first day of Math training that we addressed. You know first of all just generally, knowing the characteristics of struggling learners.

You know that they are passive learners, learned helplessness and they now have anxiety about this. Be it Literacy, be it Math because you know their anxious because the feel that they can't do it. As well as you know their processing problems and the kinds of things that comes with disabilities. First we wanted to make sure that all teachers know what those things are so that they can treat their students in such a way.

You know there are a lot of Interventionists or teachers in general that take this tough love approach. Or that these kids in general are slackers and you know we've got to do something different and so, first of all just making sure that the teacher understands what type of classroom environment, right. And so when the students come in the teachers have worked with me and they immediately set a frame; you know frame this class.

Okay so you know we're all here because we all struggle in this area. And we're going to do some team building activities. No one is going to be unsuccessful in this class. We're going to set pro-social norms such as encourage one another. You know we're going to always have one another at least trying and we're going to help one another. You know a lot of the student's receptivity has to do with the instructor themselves and whether they sincerely believe all of these things and have respect for the students.

Which most teachers do and I have not had any problems with that. In addition, framing the class and we as teachers in this collaboration or this community of practice we brainstormed ways to build this. Be it using a motivational pep talk or video. Be it explicitly using the growth mindset in everything that we do even baseline data and saying to the students you know this is where you are right now. But, we're going to do this assessment again; this progress monitoring in two weeks.
What do you think we can do? Do you think it can go up? And a lot of teachers at first say to me oh, well you know I'm a little nervous about that. Like what if they don't go up? Or what if the student doesn't buy in and doesn't try? I have not seen this happen. You know middle level, high school level.

I'm finding that students rise to the occasion. And the fact that progress monitoring does not count towards a grade takes that fear factor out and then the classroom which is a positive culture which you are embedding positive self-talk and you are embedding a growth mindset. All of this, it takes down walls. Now, does it happen overnight? No, I would say that the Interventionists that I worked with would say that they probably spent the first couple of weeks on these types of things.

And that's why our elementary model, these interventions can be done in say twelve to twenty weeks or so or whatever you're thinking. Now in secondary; my Interventionists at a minimum of a semester and most often a year. Did that help?

Sarah Arden: Yeah, thank you Nicole I think that helped. Does anyone else want to add anything to that? I am happy to go onto a couple of the other questions that we've gotten. One of the other questions was about tracking amplitude of the behavior in addition to frequency. And I think; I believe this came in during, Gail when you were talking about the DBR but again, anyone who wants to talk about this.

Someone asked particularly about tacking the amplitude of behavior in addition to frequency. So for example; the example that they gave was punching a student is obviously a bigger infraction than getting a drink at the inappropriate time. So, is there a way to in addition to tracking frequency also keeping track of amplitude?

Gail Chan: I mean yeah, I think what's really great about the forms themselves especially the fill in behavior is that you can then; the form itself is flexible enough because it allows you to define what it is that you're specifically targeting; the behavior that you are looking at. So I think absolutely there is that ability to record that and specify what it is that you're looking for. And so again, as you mentioned in that example, perhaps the drinking the water might be more suitable for the standard behaviors whereas, you can use the fill in ones to ensure that you are capturing the intensity of the; of that specific behavior.

Sarah Arden: Great, thank you. Other questions that you have; it looks like we've been able to address some of them. A number of questions that have come in have asked specifically about programs or resources. Again I'd like to reiterate again that we don't; the National Center on Intensive Intervention we don't generally promote a specific program or a specific resource. But, we would like to point you in the direction of the tools chart and I think Amy sent out a message earlier saying that there is a new version of the tools chart coming out in think towards; sometime in the beginning of October.

But, in addition to that the current tools charts; or the tools charts in their current form are on our website which is Intensive Interventions dot org. It's a great place for you to go to look at resources for both academics, progress monitoring, interventions and those sorts of things. So, I would like to direct encourage you there. It also looks like we had a question about families. If there are resources for helping families or strategies for helping families to be partners in the process of integrating academics and behavior? Do any of you any of you as panelists have suggestions or ideas as to how that could happen?

Nicole Bucka: Well.

Erica Lembke: This is Erica.

Nicole Bucka: Go ahead.

Erica Lembke: Oh, sorry.

Nicole Bucka: Nope, go ahead.

Erica Lembke: This is Erica and I'll just jump in here. There are a couple of resources and I believe that they are on the RTI Network site. So, if you go to the RTI Network and enter a search for parents and RTI there are some nice sort of manuals or little go too's for how to help parents understand what's happening. It's pretty; it's a little more specific to RTI. But, the same thing; you can go to the PBIS website which is just PBIS dot org and they have manuals there as well to help support parents. So, those might be a couple of places to check out.

Nicole Bucka: And I; this is Nicole. And I; who did the case study. I was just going to say that if I can see how to share things with folks and I don't know if I can just do it to the organizers? Parent involvement for my work; this Math intensive intervention is our current goal for the year. And,because of that, we're trying to do a better job at that.

We have some sort of parent engagement and tools that we've been making and they're all in the Alpha versions so please just know that that these are just drafts and we are currently using them in schools.

But, I can share them right now in the chat. I'm sending them to the organizers right now. But, they're basically video tool kits.

So, a lot of the problems that we were having around parent engagement and intensive intervention is a lot of parent misunderstanding. You know we're not doing a very good job of explaining to parents you know the why behind what we're doing and sort of the data piece. Teachers were very concerned about okay the parent is comfortable with me having this intensive intervention but, I know I'm supposed to share the progress monitoring data with them. And I'm not really very comfortable with that because they won't understand it or I'm worried about how they will take that.

So, the tutorials that we created with parent and teacher input are little video screen casts where we basically explain the why behind things. You know that "why" behind progress monitoring. And then the next tutorial says this is how you explain to a parent the progress monitoring graph. Now, you can use these videos in a meet the teacher night. You can use those videos in an e-mail if someone e-mails you a question. There are a variety of ways that they can be utilized.

And sometimes, the teachers say I just want them because I just want to understand in more layman's terms what I'm doing. And so, so far we've gotten pretty good reviews on them. I see that the website is up but it's for the Math work and not the tutorials. Oh, it's coming okay.

And I know this isn't a perfect solution to your question but I hope by the end of next year if you check back that I will have much better parent tools and parent engagement tools. But, this is the best that I have at this point. So you can see; this is a screen cast on the "Why behind progress monitoring." And we really strove to not use any jargon. Like I really tried to connect to metaphors in people's lives, not use things like RTI because they don't know what that means or MTSS.

So, here's the why and it's probably a seven minute video. If you scroll down there's like another five minute video. I'm not sure what the exact time. It is on how do you read your progress monitoring graph? Now, the schools in this pilot happen to be using the same progress monitoring tool. But I do think that the video itself the concepts are generic enough that you could use it in a variety of ways.

And then the bottom part is a sample letter; a progress monitoring letter to send home with the graph that comes from Tennessee's Department of Education. It's been adapted with permissions for the parents; basically saying to the parent okay, here's where we are. Your child is making good progress and we will continue to be in this intervention. And you just attach the graph to it. And so hopefully, that's helpful.

Sarah Arden: Awesome, thank you. And, Erica did you mention something about an additional presentation on integrating behavior and academics in the Common Core at the beginning of this? That there was an additional presentation or that you were doing a presentation in the future on that? We had a questions asking specifically about that.

Erica Lembke: Oh yeah.

Sarah Arden: About that specific presentation.

Erica Lembke: Sure

Sarah Arden: And if we could information about where that is? Or…

Erica Lembke: Sure

Sarah Arden: Or when that would be?

Erica Lembke: So, I'm doing that presentation for the Council for Children with Behavior Disorders; the CCBD Conference tomorrow actually in Atlanta. And I think that it would be fine for me to share those slides with; with you all. And Sarah, you'll just have to tell me what the best way is to share those. I don't have this awesome link like Nicole does to share them but, I would be happy to do that.

Sarah Arden: Okay, that sounds good. We can try to coordinate a way to get that information disseminated potentially.

Erica Lembke: Great

Sarah Arden: In addition and I didn't; I didn't mention this. I failed to mention this earlier but, NCII is also working on putting together some parent resources later in the year. So those will be posted on the website and we sent the website link to many of you. But, just be on the lookout for those additional resources to what Nicole shared because we know that that is a big part of this work and an important part of this work. So, we're in the development process of doing that as well.

With did get one more; I think we have time for a couple more questions. We did have a question that someone asked about making sure that you remain objective. Like objectivity and subjectivity within rating on the DBR. Do any of you have any suggestions about how to do that particularly when you're rating your own kids or kids that you know have had behavior issues in your own class for a long period of time? I know that that might be a problem or maybe something that teachers struggle with a little bit.

Do any of you have some suggestions around that issue?

Erica Lembke: So, this is Erica; I'm the Academic Expert commenting on behavior. I know that that is going to get me in trouble but; if you are concerned about it and I think objectivity on those sorts of things is paramount. You might actually have one of your colleagues come in and co; co-rate with you a little bit. Like if I was a new teacher or new to a building or if it were the start of the year; I might have a co-teacher come in and co-rate with me. Even if it was like for ten minutes and have one of the student teachers cover a class for ten minutes and that person come over and co-rate just to see how reliable you are.

I actually encourage buildings to do that. Even on their; you know something really simple like a CBM progress monitoring. Whether you are collecting the number of words correct, I would encourage some reliability checks on that. And so that's just one quick way that you might check on whether; you know sort of the objectivity.

Gail Chan: Hi, this is Gail and I think that's a great suggestion Erica. And also to add onto that, I think really ensuring that the definitions and the examples that you use are very clear and defined and measurable are also a great way to keep that objectivity there as well.

Sarah Arden: We just got a question ask how; how the DBR is different than FBA. Can one of you maybe briefly talk through just kind of the difference?

Erica Lembke: Yeah, so I'll jump in and Gail may have more detailed information. But basically the DBR is a quick pulse check kind of like a blood pressure check. So, if you are used to CBM measures; Curriculum Based Measurement in Academics like the STAR measure that Nicole talked about of some type of Oral Reading Fluency this is the [Indiscernible] on behavior. It's; it's not meant to give you detailed diagnostics. So, an FBA in my opinion would be used once you determine that there might be a more significant problem.

You could go back and analyze; collect that FBA data and then look at it to determine how to tailor or customize your intervention. And then you might monitor the progress or the success of that intervention with DBR data.

Gail Chan: I think that's a great summary Erica. And there's also some additional information available on the modules on the website. There are many different resources that you can use that will give you information on how to do a Functional Behavioral Assessment or to do some of that functional problem solving. So, there are several different steps involved and we have lots of resources and handouts that provide guidelines for that and similar with the DBR. So, I think that there's a lot information that's available that will be helpful.

Sarah Arden: Great, thank you. Are there any other questions? It looks like we have addressed most of what's come in. I do want to let you know that we will do our best to get to those questions that did come in. For those of you that did submit questions when you registered for the Webinar, those will be posted at some point on the website after we've been able to get answers to those questions that came in. The Webinar itself will be posted on the website.

Gail showed you under the resources where the Webinars are posted. That's under Intensive Intervention dot org. So, this Webinar will be there along with any of the handouts or information that pertain to this Webinar. It looks like our questions have slowed down so I think with about six minutes to spare we can go ahead and feel confident that we are good to bring this webinar to a close. I'd really like to thank Doctor Lembke and Doctor Chan and Nicole Bucka for joining us today and presenting their wealth of information on academics and behavior.

Thank you for joining us and asking your questions and turning this into a discussion at the end. I appreciate how interactive you were and there were a lot of you on the line with us. So, thank you for taking some time out of your day today to join us. I hope you have a really good rest of your day. If you go to our website you will be able to sign up for our newsletter if you would like to get our information and hear about some of the materials and things that are coming up for us.
At the Intensive Intervention dot org you're also able to see all of our new resources and those sorts of things. And so that being said, thank you so much and have a really great rest of your day.