

Making it Happen: What Does it Take to Implement Intensive Intervention?

Webinar Transcript

Moderator: Welcome everybody and thank you for joining our webinar today. Making it Happen: What Does it Take to Implement Intensive Interventions? My name is Neo Gebru from the National Center on Intensive Intervention and I'll be moderating this webinar. Our panelists today are Dr. Lou Danielson, Director of the National Center on Intensive Intervention with Nicole Hitchener and Michele Walden-Doppke from Rhode Island.

Before we get started I would like to make you aware of a few things.

[Slide 1 – A Note about Questions]: First, audio from this webinar is being streamed through your computer and your sound has been muted. If you have a technical question regarding sound or the Center in general, please type it into the chat box. If you have a content question for our presenters, please type it into the Q and A box on your screen. You can submit your question at any time during the webinar. We will leave time at the end of the presentation to answer the questions you have submitted. If we run out of time to answer all questions, we will post a Q and A document with all questions and answers from this webinar.

Second, I want to let you know that this webinar is being recorded. You can access this recording, the transcript, the PowerPoint along with the handouts that we discuss during this webinar on our website at www.intensiveintervention.org.

[Slide 2 – Presenters]: Now, let me introduce you to our presenters. Dr. Lou Danielson is a Managing Director at the American Institutes for Research where he is serving as Center Director to the National Center on Intensive Intervention. Dr. Danielson is a national leader in the field of special education who has been involved in programs that improve results for students with disabilities for over three decades and he brings an unparalleled and unique depth of knowledge in both special education policy and research.

Ms. Nicole Hitchener has been working with the Coventry Public School System in Rhode Island for the past eighteen years. She began her work in education as an intermediate elementary special education teacher. Shortly after receiving her Master's in Special Education, she has since been working at her current position as a professional development coordinator for RTI and PBIS. She has worked in both elementary and middle school environments developing multi-tiered systems of support. This is her third year working with NCII in Coventry.

Ms. Michele Walden-Doppke began her work in education as an ABA Therapist. After moving to Rhode Island, she began working as a behavior interventionist for students who had traumatic brain injuries ages eight through twenty-one in a combined school and residential facility. She then became a certified

school psychologist, worked in the public school system for several years before coming to work with the Northern Rhode Island Collaborative as an RTI Technical Assistance Provider for the Rhode Island Department of Education. She is currently a part of a state wide team that is merging RTI and PBIS into an integrated multi-tiered system of support.

In today's webinar, Dr. Danielson will discuss NCII's approach to intensive intervention and key infrastructure elements needed for DBI implementation, highlighting the elements that we consider key for successful implementation based on lessons we have learned working in our technical assistance sites. Ms. Hitchener and Ms. Walden-Doppke will then discuss these elements further and then provide examples from Rhode Island. So now I'll turn it over to Dr. Danielson.

Louis Danielson (Presenter 1): Thank you Neo, welcome everyone. I'm glad to be with you today. As Neo indicated, we've now been at this work for a couple of years and today's discussion is going to be about some of our lessons learned from experiences that we've had the past couple of years across all of the Districts. And we're going to feature in particular the work that we've been doing in Coventry, Rhode Island. And the folks there will share some of their experiences as well over the past two years.

[Slide 3 - NCII Mission]: Thank you. So the National Center has been funded by the Office of Special Education Programs where we've just finished our third year of operation. And our mission is to build district and school capacity to support the implementation of data-based individualization in working in reading, mathematics and behavior. And our focus is on students with severe and persistent learning and behavioral needs.

[Slide 4 – What is Intensive Intervention?]: So, what is intensive intervention? Intensive intervention addresses severe and persistent learning or behavioral difficulties and should be driven by data and characterized by increasing intensity. That is smaller group size, additional time or the intensification of the academic or behavioral support. That is increasing individualization.

[Slide 5 – What is Intensive Intervention]: So, what isn't intensive intervention? It's not a single approach. It's not a program; it's not something that you can buy off of a shelf. It's not a pre-set curriculum and it's not simply more of the same Tier One or Tier Two instruction. As I indicated before, it's individualized based on student needs. It's more intensive and in some cases it may reflect different content and/or a different pedagogy. And it would normally be composed with more frequent and precise progress monitoring.

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[Slide 6 – Why Do we Need Intensive Intervention?]: So, why do we need intensive intervention? I think probably most of you by now have either worked in a District or a State or have seen national level data such as the NAEP [National Assessment of Education Progress] data that indicates that the achievement of kids with disabilities has been fairly flat and this is despite the; a lot of efforts across the country to improve results. So for example, we've seen since 1997 requirements to include kids with disabilities in assessments. The requirements of No Child Left Behind and despite this, the; we continue to see relatively flat achievement. Behaviorally, we've had data national; some of that national data that are collected also large scale longitudinal studies that suggest fairly; fairly consistently poor results for students with emotional behavior disorders as well. Next slide please.

[Slide 7 – Why Do We Need Intensive Intervention?]: We've found in research that's been conducted for nearly two decades that programs; tutoring and programs; remedial programs that are sometimes referred to as secondary interventions are typically not universally effective for all students and that about three to five percent of students really require or are really unresponsive and really require something in addition to these otherwise effective Tier Two programs.

[Slide 8 – Who Needs Intensive Intervention?]: In addition we find that students with intensive needs often require much more practice than their peers in order to learn new information. This would be more practice than might typically be provided; including in core instruction or even in remedial or otherwise regarded Tier Two intervention.

[Slide 9 – What is NCII's Approach to Intensive Intervention?]: So the process that we are utilizing is something that we refer to as data-based individualization. This approach originated from the work of Stan Deno's and Phyllis Mirkin's work out of the University of Minnesota back in the nineteen seventies and it is sometimes referred to as experimental teaching. Part of the reason for the experimental teaching is this reciprocal process of individualized interventions. Assessing students responsiveness and for students who are not responding you continue to adapt the program successively until students respond.

It is indicated that it is not a simple intervention program nor is it a onetime fix but an on-going process. And previous research has demonstrated improved reading, math and spelling outcomes as compared with business-as-usual special education practices.

[Slide 10 – DBI Assumptions]: So some of the assumptions of students with disabilities that require special education is that they need specially designed instruction towards standards. And a data-driven systematic approach can help educators to develop programs that are likely to yield success for students with intensive needs both those with and without disabilities.

[Slide 11 – A Bird's Eye View of DBI]: So, here's something that some of you may find hard to read but, it's kind of a decision making framework that kind of illustrate how the decision making might proceed. So it really begins with; here's it's a secondary intervention program but it could be a tutoring program or a remedial program that might; that would be evidence-based and be regarded to be effective. And, there may be two categories. Students that you know respond to this generally effective program and as indicated earlier, there are students that will not respond.

And for the student who do not respond obviously they need something; something different and potentially more intensive. We recommend then that there is some additional diagnostic assessments that are done because the progress monitoring data will demonstrate that the student is not responding but may not provide sufficient information that kind of targets skills where the student needs more help. And the diagnostic assessment might include some information; for example, some error analysis that the student is making in their mathematics or in behavior or in reading. Or, it could be for example a functional behavior analysis in the case of behavior.

For those of you that are interested in more information on any of the things that we're talking about particularly, there's an overview document for any of you that are generally unfamiliar with this work. That's called Data-based Individualization: A Framework for Intensive Intervention that you can find on our website. For those of you that want more information about; to really dig deeper in this for example

or in this case the diagnostic assessment, we have a module on our website; which is module five, which is Informal Academic Diagnostic Assessments: Using Data to Guide Intensive Instruction, that focus on academics and then module six is in our training series that focuses on Using FBA for Diagnostic Assessment in Behavior.

I think those of you that are interested in this will find those very helpful.

[Slide 12 – What Do You Need to Implement DBI?]: So, what do you need to do to implement DBI? And this is where this really begins to focus on some of our lessons learned.

[Slide 13 – Considerations for Implementation: Staff Commitment]: We've; for these key elements there are things in the work that we're doing at sites that we've begun to call non-negotiables. In the sense that, these are things that really need to be in place and particularly at the school level in order for implementation to proceed. And this first key element will probably not come up as a surprise to those folks that have worked in schools and particularly folks that have attempted to implement interventions in schools. This really requires the commitment of the principals and the key staff in the school building.

The point of this is that we believe that it's unlikely; you're unlikely to be successfully implementing if you don't have that support. Even though the work that we're doing focuses on a small population of the kids in the school the reality is that; that you are unlikely to be successful at doing that unless you have the support. On the other hand, there are some things where; where you can be flexible in the implementation work. And that could be the array of staff involved in the work. For example, reading specialists and social workers. Clearly these are folks that could play a very important role but it is not something that we would categorize as a non-negotiable.

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[Slide 14 – Considerations for Implementation: Student Plans]: Another critical element is that student plans are developed. That is for students who require intensive interventions and these plans include accurate and timely student data. Typically these would be hopefully progress monitoring data but, other data as well including diagnostic information. Goals for the intervention based on valid and reliable assessment tools. And a timeline for executing and revisiting the plan.

Clearly there can be flexibilities in the implementation work in the content areas. For example, we may begin our work in the school focused in reading or focused in math or focused in behavior. We wouldn't necessarily begin in all three areas. In fact it might be recommended to begin in only one of the three areas. Preferably in an area that is of high interest to the school. The number of student plans and the grade levels could vary.

[Slide 15 – Considerations for Implementation: Student Meetings]: Another area is student meetings. We found that schools really need to have student meetings which are sometimes called data meetings or sometimes are other terms. But, there need to be meetings where staff look at and examine data and discuss. Particularly for students who are not responsive and that there is a regularly scheduled time to meet. And the meetings are structured. That is have an agenda, have a leader and maximize efficiency and are really focused on problem solving.

There can be flexibility though in terms of how often they occur; the length or duration and the members of the team.

[Slide 16 – Considerations for Implementation: Progress Monitoring]: Another key element is progress monitoring. And that is that it is critical that valid and reliable progress monitoring tools are used. For those of you that are interested in identifying valid and reliable progress monitoring tools you can go to the Center’s website where it has tool charts where you can find data that would help you make a choice in selecting a progress monitoring tool. In addition, data should be graphed and collected at regular intervals.

Clearly there is flexibility at choosing tools ensuring of course that the tools are valid and reliable. And flexibility as to whether the progress monitoring data are used at the higher tiers; that is Tier One and Tier Two. It can actually be said that well; our work is extremely consistent with a multi-tiered system of service delivery. We believe however that intensive intervention; you know the way that we’ve laid it out could be implemented in schools that are not; that are not currently implementing a multi-tiered system of support in the academic areas or in behavior. However you know clearly in our view it would be much easier to implement at such a school.

[Slide 17 – Considerations for Implementation: Students with Disabilities]: Another non-negotiable for us is that students with disabilities must have access to the intervention. This might come as a surprise to some but it’s in our view not unusual to find schools that; where their RTI system may stand separate from special education. And that it may be the case as you go to implement that a district or school might not want to include students with disabilities in the intensive intervention system. In the work that we’re doing, one of our non-negotiables in fact is that students with disabilities must have access to the intensive intervention and must; you know must be a part of the work that we do.

What we don’t however restrict our work only to students who are labeled in the work that we’re doing. And there is flexibility in terms of who might deliver intensive interventions for any of the students including students with disabilities. And of course there is flexibility with regard to whether students without IEPs might be included in the work in a school building.

[Slide 18 – Review of Key Elements]: So the key elements that I talked about in and you’ll see that in the work that we report on in Coventry will fall under these five categories. So we talked about the importance of staff commitment, the importance of student plans, importance of student meetings, how critical it is to have valid and reliable data and the importance of students with disabilities in the intensive intervention work. So supporting these elements requires that we have aligned professional development and ongoing support; coaching support.

[Slide 19 – An Example from Coventry Rhode Island]: Next you will hear from Coventry, Rhode Island who will talk about this work. And I believe we begin with Nicole Hitchener. Nicole, over to you.

Nicole Hitchener (Presenter 3): Actually; thanks Lou. Actually, we’re going to go over to Michele Walden-Doppke to start it off.

Louis Danielson (Presenter1): Okay, great.

Michele Walden-Doppke (Presenter 2): Great and can you hear me? I was trying to talk and I think I was silenced. But, this is Michele and yes, I'm going to take some of the elements that Lou talked; that Dr. Danielson spoke about and discuss how they were applied in a district in Rhode Island which is Coventry. And the role that I play as a coach and I'm going to talk a little bit more about this later, was to become more of a liaison between the National Center on Intensive Intervention and the district; district level as well as what was happening at the building level. So, we're going to take you through just briefly a look at Coventry and I'm going to give you some of the general overview information and then Nicole is really going to talk to you more about the very specifics about how it played out in her specific school.

[Slide 20 – Coventry Public Schools]: So, Coventry itself is a district that is growing. It's kind of suburban and rural. When you drive through it, you see some suburban centers but then you'll drive through and you'll see lots of roads and lots of houses and so it kind of has some of both of those elements. The district itself has five elementary schools, a middle school and a high school.

And when NCII began this work in Coventry, there was a lot of turnover at the district level around that time. And in order for this work to come into our state and for districts in our state to participate there was a process that they had to go through to apply and receive the ability to take part in this professional development activity. So, the superintendent at that time and who is currently the superintendent is very involved throughout all of the steps. And I've worked with a lot of districts in the state of Rhode Island and I can honestly say that he is one of the more involved superintendents that I've worked with. And he's knowledgeable about the steps along the way and contributes to conversations about how to implement and sustain as well as to increase capacity within the district.

It just so happens that aside from the superintendent, there was some other turnover in the district administration. There was a change in the special education director and this level of work really is; it touches on a lot of what special education happens in the district.

[Slide 21 – Coventry Public Schools and NCII]: So when we started working in Coventry, we first had a meeting with the district level staff. And that include not only the special education director and the superintendent but, it was also the principals and the professional development coordinators for the district. So Coventry is unique at least in the state of Rhode Island in that they have four professional development coordinators which Nicole who will speak after me is one. And their role which has evolved a little bit from year to year depending on which building they're assigned to and which buildings they're assigned to actually does change on a yearly basis. But they actually; one of their roles is to help educate and train staff.

And one of the reason I think that there was such success in working in Coventry is because of the role of the professional development coordinator. Because they could actually participate in the training and receive information and then assist the schools in actually carrying out what was received in the training. And when Coventry first began the conversations with NCII, there were two elementary schools that were selected to participate in the project, School A and School B.

School A afterwards will be referred to as Hopkins Hill Elementary School which is where Nicole has spent her time. But, there was another school that was very interested and very willing to participate in this work. And as NCII came in, there were initial self-assessments in each of the buildings to determine

the baseline; where the schools are and how to best support each of the schools. And goals were set and the training actually began in two thousand twelve.

School A was able to streamline the work that was coming through NCII with other initiatives that were happening throughout our state at that time. And they were able to build a very strong school based team to actually support this work along with other work that was happening. And they focused on the ELA area for intensive interventions because they recognized that trying to participate in both math and reading along with behavior would probably be a little more than most of the staff could manage at that time.

Now, School B was very willing initially but what we found in other work that I've done is that there is a difference between being willing to do something and actually being ready to do something and having the capacity to carry something out. And unfortunately, that's what happened at School B. They attended the first couple of trainings but really were not able to support the work and so after some long conversations, the decision was made that they would not continue in the project. So, we just continued with Hopkins Hill.

[Slide 22 – School A: Hopkins Hill Elementary]: So Hopkins Hill is an elementary school and this is some demographic information that you'll see. It serves about four hundred and ten students from Pre-K through fifth grade. And if you see the demographics, it's a largely white district. The English Language Learners in this district are supported in another school. But, forty-one percent of the students are free and reduced lunch and there is about an eight percent rate of students who have special education services.

The staff itself at this building actually had undergone a couple of administrative changes. There was a new principal in two thousand nine and then again in two thousand twelve. Now the good news is that the principal who came aboard in two thousand twelve was actually awarded the school principal's outstanding first year for school principals last year. So, that tells you a little bit about the leadership capabilities of this principal in this building. But the building itself has about forty-six staff members with twenty of them being support staff and twenty-six being teaching staff.

And in addition to those, external coaches like myself were brought in to help support that work and become that liaison. I'll talk a little bit more about that in a moment. The one thing I do want to mention and it's hard to get a picture of this unless you're actually in the building but, Hopkins Hill is; you see its functioning capacity. And what we mean by that is; I like to call it bursting at the seams because there are children and staff everywhere and they utilize every square milli-centimeter of that building to actually provide support and to educate the students that they have in their building.

So if you look at the milestones of this particular building there was a nine percent school wide gain on their NECAP testing. And NECAP is our state assessment testing in two thousand thirteen and fourteen. They had a six percent school wide gain just on their star reading assessment and they were able to move out of state warning status in NECAP Reading which was another big driver for why they wanted to become involved in the work through NCII.

[Slide 23 – Role of the Coach]: So, just a brief moment about the role that I play. The role of the coach is to actually work with teams so that they would be able to take what was presented through the trainings that NCII provided and sometimes that was via online modules and sometimes that was via face to face

trainings where a presenter came in and presented on a certain topic. And then when the presenters left then the coaches would stay and work with the building teams in the afternoons to discuss how you're going to actually apply what you've learned in these training so that you can actually carry it out.

And another role that we filled was in asking some challenging questions. Because, sometimes it takes an outsider who doesn't know all of the inner workings of a building or a team and personalities to ask some questions that maybe someone internally didn't feel quite as comfortable in asking. So, we would provide that different lens. So as they were carrying out their skills and increasing efficiency we were also helping to communicate what was happening at the building level and the district level as well. So whenever any challenges or issues came up, we would also assist with problem solving in that area.

[Slide 24 – What has Contributed to the Success at Hopkins Hill?]: So when we look about; look to what actually contributed to the success at Hopkins Hill, there are a lot of things in this particular school. One of them is that the staff itself is very comfortable with data; with talking about data. You know sometimes I'll go into a school to work with them and data is seen as a dirty little four letter word and people feel uncomfortable talking about it but, not the staff at Hopkins Hill. They embraced the opportunity to talk about data and to learn more about the data. And because of that, they were okay with examining and refining and making changes to what they were doing for students who were receiving Tier Three interventions.

The principal did a really nice job in this building of braiding initiatives that were coming along in the state of Rhode Island. There was a teacher evaluation system with specific goals that teachers had to develop and she was able to tie in some of those and Nicole is going to speak a little bit more about that later. But, the fact that the school was in warning status for ELA, she was able to tie in how all of these things work together and how the things that staff does helps to support students and they don't have to be seen as separate siloed things.

General educators were highly involved in this. There was a building leadership team who actually attended the trainings. But once an area of need was identified, that could carry over to the whole staff. There's always an ongoing training plan at this school and in parenthesis you'll see always training the next person up. They're very planful at trying to make; make an implementation plan for sustainability so that if one person is not available or is not in that position for a day or a week or a month or maybe next year, that there's always another person who is being trained up so that you don't lose the knowledge or set of skills when one person does step out.

[Slide 25 – What has Contributed to the Success at Hopkins Hill?]: So when we talk about those non-negotiables, these are some of the overall non-negotiables. And leadership involvement was a very key non-negotiable and when we talk about the leadership, it's not just from the building principal but like I said earlier it's from the district level as well. And the district level superintendent and the special education director that is currently there, they've all been very involved. And when the district talked about moving what happened at Hopkins Hill into other schools in the district, they were very involved and planful.

When Hopkins Hill sets their goals at the beginning of the year they actually look at the different types of meetings they're going to have throughout the course of the year and we're going to show you a picture of that a little bit later. But, the plans that they developed were very focused on what the students needed

as opposed to what the adults needed. And we also talked more deeply about what we meant by progress monitoring with valid and reliable tools and that was I remember a very big ah-ha moment at Hopkins Hill.

So, now I'm going to turn it over to Nicole.

[Slide 26 – What has Contributed to the Success at Hopkins Hill?]: And she's going to discuss with you guys exactly how this played out at Hopkins Hill. And provide you with some more specific examples.

Nicole Hitchener (Presenter 3): Thanks, Michele. Hi everyone. So thank you and hi everyone. So the work that we've done at Hopkins Hill and throughout our district. What we ended, the last year finishing the training at Hopkins Hill for pretty much the majority of the work. We're still tweaking some things. But as we met as a district and we focused on what is it that we need to improve upon for this coming year. What we determined together with the two new schools coming on and Hopkins Hill was that we all needed to make sure that we were aligning our assessment to our interventions.

So we were monitoring what we said we're going to plan for. We planned; we have an intervention that we can utilize when prior efforts don't work. That's a very; I'm sure many other schools struggle with the same thing. You know finding what's going to work for the student. We wanted to schedule and leverage the existing resources and alignment the intervention time as best we could.

We wanted to communicate between the interventionist, special education teachers and classroom teachers in a better fashion so that there was open communication. And we wanted our focus audience to be on those intensive students and have; utilize the SLOs or the students learning objectives that are a part of our evaluation system that are monitoring those students because, they should be just as involved. So using that so that it's not an additional layer of assessment; using what they currently have in place for the evaluation system.

[Slide 27 – Leadership]: So as I go onto the next slide, we talk about leadership and the purpose and focus that are needed to be established. This is part of what needs to be done in each school. So, shaping an effective school culture for DBI often begins with administrators setting clear expectations that DBI is pivotal and necessary for meeting the needs of their students. We need to develop a common language and knowledge about DBI including assessment and intervention practices so that staff can contribute to the decision making. And leaders play a very important part in setting up the logistical elements to support DBI implementation.

These include establishing measuring; measurable outcome goals for providing time in the schedules for meetings, assessments, instructions and interventions, securing necessary resources and monitoring and evaluating. So, a part of that was building a shared vision for the entire faculty. Shaping their culture and what is expected from that building. Getting buy-in and involvement of staff in that decision making through this process and as I said before, providing those resources and structures so that they can make things happen.

[Slide 28 – Hopkins Hill Example]: So, in Hopkins Hill what we did and how that looked. As we; as Michele has said prior, our superintendent has been very involved throughout this process. And our special education director is working on connecting this into her special education; into our special

education process. They've revamped our processes and forms and there's been a lot of professional development occurring since she's arrived to improve these areas. So, both of them have the same mission and vision and they're having those expectations on all staff in Coventry.

And as well as the principal, who is always present at those day to day kinds of functions. They're at the trainings with the team. The RTI or MTSS or PBIS meetings that are occurring, they're always there involved and setting that example. And they are a part of those coaching sessions so that they can make sure that what we have learned and what we have agreed to put in place is going to be followed through with. And all other staff members see this level of commitment from the leadership and understand the importance of the work. So, it becomes the vision for the school and the district bigger than that.

And the school/staff culture is one that is actively engages in learning and is not afraid of change. And that's been a big shift for many. It's that we are vulnerable and that's okay and we need to learn and grow together. And being open to that has been something that we've focused on as a cultural activity for all that have been involved. Okay and Michele, I don't know if you wanted to comment on anything there? I know as a coach, I don't know if there was anything that you wanted share and I'll pass it over to you if you want to.

Michele Walden-Doppke (Presenter 2): The only thing that I want to; that I would say is that the current work that I do outside of being an NCII coach because I work with a lot of other schools and a lot of other districts. And this specifically, these things that Nicole has spoken about. It's such an effortless climate in her building. When we say the principal is always present, she is always present. So, when she's having conversations with her staff and learning at the same time as her staff, she's asking the questions.

And when Nicole mentioned that it's okay to be vulnerable, she definitely promotes a risk taking environment where it's okay to learn and if you're not perfect the first time then that's okay. And you recognize that as soon as you walk in the building and I think that's one of the more important features of why some of these things have been highly successful at Hopkins Hill. It's because of this very comfortable climate that's been created from the principal and even from the superintendent.

[Slide 29 – Hopkins Hill Example]:

Nicole Hitchener (Presenter 3): Thank you Michele. Thank you for switching over. Okay so what we did at Hopkins Hill to make this vision to really be focused on as Michele had said prior that we connected it to our state warning status that we had within our NECAP assessment in reading. We had fallen down in many areas where we hadn't reached the benchmark growth that we had needed to meet. So, we went into warning status and that was the catapult. That was the first year that we started in the process and that was a reason and drive for our entire faculty to rally together to improve upon the area of intensive intervention to meet the needs for those students that did not make enough growth in reading.

So, we made this a focus. ELA school wide, we had a voluntary summer retreat that summer around ELA and intensive intervention and we had full one hundred percent attendance for that, which was huge. It was voluntary and not paid but we provided lunch and we provided resources and so it was very well received. And then the NCII team selection was; the team at Hopkins Hill selected from that work; selected evidence based interventions.

So, we selected PALS-Reading. And we did last year a school wide training in implementation using our PALS-Reading during our intervention block that we had put into the day. There are thirty minutes every day for all grade levels. All of the students had something that they were going to participate in and we did it school wide; PALS-Reading. And NCII team members were also on our RTI team or our MTSS team so that carryover and understanding of growth was really evident in there. And they were able to; some of those team members, there's one that's a special education teacher, so they implemented that DBI process and we kept reflecting; reflecting back on those throughout our weekly RTI meetings. As well as, we had interventionists on our NCII team who went to the training and who would come flexibly to our RTI meetings. And they would also be implementing DBI especially around reading because, that was our focus and able to monitor the progress with us. So, it became what we did.

And we used the same; as I had said before, the same student data collected for SLOs. So, that was that continuity. This is what we're all here for. What we're working for.

[Slide 30 – Teams and Collaboration]: So when we look at teams and collaboration we have teams that both need to lead school wide DBI implementation but also make student level intervention decisions. And so it was very important for; and it will be as you; if you go through this process, for you to make sure that your teams know what their purpose is. That how they need to use the data and have consistently scheduled meetings for those two different processes where they're structured. So throughout both of those meetings there's different types of communication, protocols, agendas, roles and responsibilities.

So, it's important for you team to know what's their purpose and; and be able to function that way so that they are as most effective as possible.

[Slide 31 – DBI Leadership Team Meetings]: And so when we look at the DBI Leadership Team meetings which are school wide, they oversee and lead implementation efforts for the school. That team; we called it our NCII team. Those team members have knowledge and understanding of DBI. So, they go through the professional development. They have decision making authority. But; which is part of that the principal who is on our team. And they allocated those resources and supports aligned with the needs for DBI.

And they rotate members. As Michele had talked about before, we have like this ongoing who's on deck to enter into the process and enter into our MTSS team. So they are now; we're building that capacity as she said. So we're making that knowledge as much wide spread as possible throughout our building in as many ways that we can be it our RTI and MTSS team or be it within our faculty meetings, we are sharing the knowledge as much as possible in order to build the capacity so it will continue.

The work will continue. And that's most important around those students; those individual students based on their specific needs. So, we learn from one another by this process.

[Slide 32 – Individual Student Meetings]: And so then you've also got those individual student meetings. And the team; that team needs to meet. And that's like your typical RTI team that is focused on an intensive issue or case where they've gotten to that intensive level. They've already gone through that secondary or Tier Two. And that team meets on those individual students with intensive needs and those may or may not include students with disabilities.

And those meetings focus on problem solving. Using the data that is on that flow chart that Lou had shared prior. And it's where you're really going back and looking diagnostically at what you're seeing as the error pattern and what is the root of the problem. So, you make sure that you're targeting that root and you're providing that student with the instruction or extra practice in that area that is most needed. And those meetings provide time for us to plan the effectiveness of that intervention.

[Slide 33 – Hopkins Hill at Work]: Here is a Hopkins Hill at our RTI or MTSS meeting that occurs weekly. We project up the student plan, the student data as much as we are able. And you can see out team members around two tables. We've got general education, special education and our chair. I think Michele is there because she had taken our picture. She is the coach. Of course our principal is there, I as the professional development coordinator is there. And the interventionists are there. And there may or may not be someone from; that has a social worker or school psychologist that has more behavioral, or even sometimes; we have a behavioral specialist in the building that is an additional support around social and emotional needs if that is a component of the plan for that student. So we try to get all of those members. It could be a math interventionist or a reading interventionist based on whatever the student, whose; whatever their needs are. So, it's around staff.

And then to the left of the picture of our team is the schedule that we created last year, which really shows for example, all of the red is either days off or the holidays. But we do data reviews. So it's done by month as you go down the left rows. And all of the lightning bolts which are yellow lines that kind of go across. They are our data review weeks in that month.

And then the color coding typically, it's like green is I think when our RTI meeting is occurring. So each week you can kind of see or its yellow; or it's orange. I can't quite be sure right now. But; and because I don't remember by heart. But, it just is an outline of both of our; of all of our meetings.

So, we've got our RTI meetings on there. We've got our PBIS for the universal as well as our secondary focused meetings. Those are all listed and planned out ahead of time before the year begins. So, the entire faculty knows. I can come to any of this. This is available to me. These are when they occur. There's no question.

And as we talk a little bit further, we're going to try to improve upon that area with parents being involved in these meetings as well. And them having the same kind of knowledge and understand with our process as well. So, it's just a way to be very clear on scheduling. To be very strategic around what we're doing. And it has helped many of us greatly just so we are all on page with what's occurring.

[Slide 34 – Individual Student Meetings: Potential Attendees]: Alright, so individual student meetings. So who should be at those team meetings? As I talked a little about it before we always have the referring general education teacher. The intervention provider depending on what that need is. There may be a content specialist. The administrator is always present. The coach if we are getting support at that point. A school psychologist or social worker as I said may or may not be there.

A special education teacher if they are a part of the team. Or if they are bringing a case and they're involved, on a student that may have a goal for something but not another area. Maybe they have a math goal but not a reading goal and they are struggling in reading so we are intensifying the interventions to that. They should be a part of that team. A general education teacher, a parent as available and

appropriate and the student at certain ages as well. It can be very appropriate as well for them to be participating.

And, through this process it was important for us to know who should be attending and our roles. And I'll talk about that a little bit more. But, we definitely became more efficient in this process through defining that.

[Slide 35 – Examples of Student Meeting Tools]: So some examples of student meeting tools. And this is an example of what a coach brought to the team; to our team. So Michele and Barry Graffe who is another coach that's been working with us. They used this as a template and we refined it for Hopkins Hill and we utilize it even to today. We've just even updated it for our newest shifts and our team and our roles and how we; our process.

So this pretty much just takes your meeting agenda for your meeting schedule and it defines the roles of each person involved. So, you need a facilitator for that team. Who's the intervention provider? And so, what's expected of those people. Who's going to take the notes or scribe? Who will time keep or who will be a note taker for?

So, there are different kinds. It can be a scribe taking informal notes and tracking brainstorming ideas. Or a note taker with formal notes documenting; taking the documentation that's needed for the plan using a template. And it again goes to those recommended team members and the steps of who and by when are they going to be doing these items.

[Slide 36 – Hopkins Hill at Work]: So, what that looks like at Hopkins Hill is here. What we had, we have defined a historian and time keeper and there are what's expected from them. And it; generally we have an hour each week for our RTI meetings. So we tend to if it's a new case take the full hour for that new case. And if it's an ongoing case, we make that be about thirty minutes.

[Slide 37]: So, we've broken down the roles of each member of our team and then we've fit it into our meeting schedule. So we use this process to keep us; we have a time person who is monitoring the time. We use this to keep us on track and as you can see, we have the SWIS and PBIS data review person, the classroom teacher and then again, we've added in the parent.

So, when we're going down to the most important or the neediest time after reviewing the data from that student from the classroom teacher and the interventionist. We want to get to that goals setting, action planning and what do we want to do next. We've got the principal, the parent there, the entire RTI team and any other flexible specialist that may be needed. And we're looking at what's a reasonable goal and how much time do we need. What intervention is most appropriate from the diagnostic information we've gathered so far? Who will deliver it? How long will it go, etcetera?

[Slide 38 – Valid Reliable Data]: So, here's an example of valid and reliable data. This can be found; this progress monitoring tools chart can; and this is a big area at Hopkins Hill. We had made a lot of our screening assessment pieces when we first started in Coventry. And then we found some validity and reliability issues within them because some of those pieces were mastery measures and not general outcome measures.

So through this process in the professional development that Hopkins Hill and the NCII team received, we went through the progress monitoring tools chart. We found more reliable and valid pieces that supported what we were monitoring and we pulled them into our system to make improvements. And we do use graphs to chart and progress; to chart and monitor the progress of our cases at all levels.

[Slide 39 – Other Data Sources]: So, other data sources and assessment data. We do have universal screening utilizing diagnostic assessment and progress monitoring data and other formative data as well.

[Slide 40 – Student Plans]: So, our student plans that I kind of talked about in that team meeting. We're you know, we've got who's responsible for delivering the intervention, materials that they're using for the curriculum, the size of the group, how often, how frequent, both weekly and by amount of time per session. And then how will we be monitoring that progress and know if that intervention is working. So, who's responsible, the frequency all within that progress monitoring.

Currently we're using Google Chrome Books in our district. So, we've been shifting to plans that are confidential but that are utilizing Google forms for our teachers to kind of view this progress monitoring and using sheets to use. It's kind of like an Excel document that kind of is showing the growth. So scheduling the intervention time to execute the plan, most of, it has to supplement. This is another very big issue at Hopkins Hill for supplanting versus supplemental.

[Slide 41 – Scheduling Intervention Time to Execute the Plan]: And making sure that you've scheduled enough time where they can both get regular instruction as well as the instruction at their level. And that may or may not need to be from different providers around different focus areas. So sometimes we have a special education student who is getting, instruction from their case manager. Then they may also be getting additional instruction from a reading specialist and then they're also in their classroom.

And there's; we work at that communication. That's one of our goals this year to get everybody to be on the same page about what their focus is so that there is some kind of continuity across those three locations for instruction. So that's very important and you also need to consider the length of the session, the days per week, who will deliver those interventions. The structure, both within the classroom, within the grade and across grades as well of how is that going to work.

And you have to look at your schedule. At Hopkins Hill we really made an effort to find common instructional block periods across the grade levels. So it became easier for our staff both interventionists and special education teachers to deliver that instruction where they weren't pulling entirely from one core subject. So, they still had time in that core subject and then this other time where there were either centers or guided reading going on. Then they had opportunities as long as we got that supplement; supplemental piece. They then came and got some intensified instruction around another area.

And the intervention block also helps with that because, that's another opportunity to be flexible to provide that.

[Slide 42 – Hopkins Hill at Work]: And so here is what it looks like at Hopkins Hill. This is the Google framework of the sheets that we've been working on. And here is; we've been; we've moved to DIBELS because we found it more valid and reliable than some of our foundations assessments. And they were using DORF which is the DIBELS ORF [oral reading fluency] to monitor the progress of I believe it's the third grade students. Or, fourth grade students and they are working on third grade; I can't remember.

But, you can see that the red line is the trend line of where we want them to go and the blue line is their current progress, so meeting again. Because we're noticing that we are not making the growth that we had anticipated through the individual growth rate that was determined for that student. So we need to say okay, what's the progress looking like? How can we add more time? Build more frequency for this student to continue to increase that progress that we wanted.

[Slide 43 – Communicating Student Plans]: And so this is very important; communicating student plans. Providing parents and staff with an overview of the DBI process and update's on their progress and so that they are involved as well in the decision making. And this has been a new initiative at Hopkins Hill. We've always notified parents and kept them involved. But never; we haven't had them as active members as much as we have; we would have wanted to and now for the future.

So one of the things that we focused on when we created our agenda roles from the checklist that I previously talked about, is making a version of that for families so that they can understand what their role is and what to expect the outline of the meeting to be like. And then having a system that they are, all parents are invited to these meetings. And making sure that all team members as well as parents are aware of the focus for the student so that there is a comfort level for all that are participating. So those have been some important improvements that we've been working on.

[Slide 44 – Students with Disabilities]: So for students with disabilities, obviously we've got the intensive level intervention, targeted level and universal going down. But, we need to make sure that our students with disabilities receive services at all levels depending on need including intensive interventions. So as I describe that case, where we have a student who is getting both, you know case management support through their IEP but they're also going for another instructional block on; in reading to ramp up. That's an example that can happen with a student with a disability or it could happen for a student without. But making sure that our most intensive needed students are getting as much support as they can; that's our priority.

[Slide 45 – Professional Development]: And I think at this point within professional development I've already talked about a few things. I'm going to have Michele as a coach kind of talk about this as well. So, I'm going to turn it over to her at this point.

Michele Walden- Doppke (Presenter 2): So, the professional development that not just Hopkins Hill but Coventry in general engages in. They try to at the beginning of the year and particularly with the NCII work. They focus on what are we going to accomplish over the course of this year. They make sure that any training and support is actually aligned that particular skill set that we're looking for. I know I work with a lot of districts who will just decide 'oh, we'll do a training day on this and a training day on that and on something else.' And they never seem to be interconnected.

But, one of the things that I find that Coventry does do very well and Hopkins Hill; is that they try to align how all of the professional development works with and compliments each other. So it's really; it goes beyond what we call training into technical assistance which is embedded on the job building the skills and knowledge that you learn during a training session. So, we've found that this definitely builds staff knowledge and it's also a way to continuously provide support for how something is intended to be implemented.

[Slide 46 – Refresher: Critical Features of DBI Implementation]: And then finally just to wrap up. We just wanted to go over some of the critical features that we hope that the listeners will be able to take away from this presentation which is why particularly in Coventry and at Hopkins Hill this was such a successful experience and continues to be a very successful experience.

And the first one of those is just really the commitment of the staff. So with staff commitment, leadership commitment and everybody who is involved in the project and by having that staff commitment, they're; it's easier to work through obstacles that you encounter. And we have encountered obstacles. Not to say that everything is just rosy all of the time. But when we do because they are truly trying to find a way to solve the problems as opposed to putting up a barrier or say I don't have to do something.

I was looking at some of the questions that were coming in and one of the questions had to do with student meetings and plans. I can definitely say that when I started working with Hopkins Hill they had some really good things already in place. So by having an outside observer ask them questions, to increase the efficiency of what they were doing. They just got much better and smoother and more efficient at what they were doing.

So when they planned these things, I know I've sat in district meetings where they talk about trainings that need to occur. And even in the course of that conversation, the question comes up; 'okay, let's talk about sub coverage. Where can we pull and where does that money come from?' So, they even talk about that at a level to ensure that something is carried out as opposed to 'okay, we're going to set this meeting date and then the day before the meeting people will go oh, how am I going to get that covered?' So, everything is very thoughtful and very planful.

The progress monitoring data is something that Nicole explained how their skills evolved over time. And so now when you go to a meeting and there is visually presented progress monitoring data, people understand what they're looking at. And that's been such a wonderful thing to see develop over time. So, because of these things; the students who have the more intensive needs, they have more access to the interventions that need to occur specifically for them. So, this would include students with or without a disability. It's whatever student needs that level of intervention to support their academic or behavioral achievement at this school.

So, I think at this point we have wrapped up our portion of this conversation. And I'm not sure if I turn this over to Neo for questions?

Moderator: Yes

Nicole Hitchener (Presenter 3): Okay, great. I'll do that.

Moderator: Alright

[Slide 48 – Questions]: Thank you very much to all of our presenters. Now we will take some time for Q and A discussions. We've received a lot of great questions from people in attendance. I do see that there are a large number of participants and it is likely that we won't get to all of the questions during this webinar. If we don't get to your question, please look for Q and A document that we will post under the webinar section on our website. You can also e-mail your questions to the Center at ncii@air.org

Before going to the Q and A, some of the questions that we received about; are about specific interventions and tools and I just wanted to make our participants aware that they are on our website. And I just shared this in the chat box for everyone. We have interventions and tools listed on our website. While the Center does not recommend or endorse any specific interventions or tools that are highlighted on our website, it conducts an annual review of what is available in the field and developed these tools charts to guide you in these decision making processes.

So, now I'm going to try to ask as many questions as possible to our presenters in the next fifteen minutes or so and if you could all just provide a brief answer so that we can get through as many as possible. The first one that I am going to pose is to Nicole and Michele and I'm just going to direct it to both of you and you can decide how to answer that. We received some; a lot of questions about time management and scheduling. So, could you give us an example of ways; different ways to create a schedule in the school so that students who need the most intensive interventions are not missing out on core instruction? Could you also talk about how and when to schedule the time for an intervention and how often these interventions should be implemented to be effective?

Michele Walden Doppke (Presenter 2): I can; I can answer that. We as I had said before made a schedule across the building over the summer and this is probably our third year in doing so now. Where we had common time for ELA instruction and math instruction across a grade level and that was different than any other grade level. So, that allowed both our interventionists and special education teachers to know that timeframe that they can pull from that was commonly agreed upon across that grade level. And we tried to do class lists as best we can and with the students being matched with the best teacher for them but also where we keep in mind pulling students for interventions so that we're not pulling from multiple different classrooms.

We try to limit it to, we have; we typically have three classrooms per grade level at Hopkins Hill. So there's three teachers and we try and put kids with needs identified from previous historical data either from special education or not. Not all together but in groups where there are other kids that have similar needs so that we can easily pull and they can grow together. Not that we do homogeneous grouping, we are definitely heterogeneous. And then the other question was about I think our RTI team's meeting? Is that correct Neo?

Moderator: Yes, it was about how and when to schedule that.

Michele Walden-Doppke (Presenter 2): For interventions, that's right.

Moderator: Right

Michele Walden-Doppke (Presenter 2): Which we have a thirty minute intervention period for each grade level that varies. And again across the building so those; sometimes they can cross over but we try to keep them separate. So, there is those specified times that also give an opportunity for that additional interventions and instruction other than the common times within the day of the grade level.

Moderator: Great, thank you. And another question is, you've also talked a little bit about this in your presentation but, could you also further elaborate how school psychologists, certified teachers and various other members of the school contribute to the appropriate implementation of intensive interventions and who exactly will be conducting these progress monitoring?

Michele Walden-Doppke (Presenter 2): For intensive interventions we tend to; it depends on the need that is identified. So, they work with that individualized student. But, we also have opportunities like an intervention block where we; if a grade level sees a significant area from the screening data as a need they go in and rally around that area in the intervention block through the intervention process.

Using PALS, they might up the amount of people that are in there delivering the support. And I know that PALS is a peer assisted but, you also are able to break that apart. There might be some kids that do PALS. There might be some that are doing a comprehension focus. So you can utilize those times for that continuity. And for the social worker and school psychologist, that's something that we are you know trying to build. That's actually Hopkins Hill's focus right now. It's more of a focus on the behavioral side of intensive intervention. But, it depends on that individual student's need.

So we connect the appropriate providers and the appropriate interventions so that the needs that are identified through the diagnostic assessments or functional behavioral assessments, and what that tells us will drive; what, who will work with them. And yes, they can be involved; they may be involved in the intervention block. They may be involved in a one on one kind of counseling support. They may be involved in a group of students. Be it, we've got Check-In Check-Out running. But sometimes we even have social skills groups and so on.

Moderator: Great, great. Thank you and this question is for Dr. Danielson regarding the implementation of interventions. Could you discuss a bit further on how school staff can ensure that the program being taught or implemented is being done with fidelity? And, at some of your current sites who is providing these interventions; is it classroom teachers or another one?

Louis Danielson (Presenter 1) : Thanks Neo. For the first part focused on fidelity, it's a great question. In fact one of the things that if you think back to the decision making tree that I talked about. One of the things that at the very beginning if a student is not responsive, one of the first questions that should be considered is whether the implementation; whether the intervention was implemented with fidelity. One of the things that we find unfortunately very often, that is the case and it's really critically important that; that that be assessed before you determine that the intervention is not appropriate.

Many of the branded interventions that you might consider using as a Tier II intervention these days will have a fidelity tool available that can be used to assess fidelity. And this is true as well as with the core components; that is the core curriculum. There will be tools that are available to assess fidelity. I think that's where I would start is to look at tools that might already exist and might already be available. It is critically important that schools are assessing fidelity of implementation of interventions.

Neo, would you repeat the second question? That was who? Something about the staff who deliver?

Moderator: Who would be providing these intensive interventions?

Louis Danielson (Presenter 1): I think probably I would go ahead and I mean this; I mean this could be a variety of people depending on the intervention. Such as a reading specialist or special educators but, maybe it makes sense for Nicole just to give an example from Coventry you know of who's providing the interventions; intensive interventions in Coventry?

Nicole Hitchener (Presenter 3): Sure, we have a few cases of students that have an IEP that have it in one area. And then that case manager is delivering the math support in that area but they are creeping up into the intensive area of need. So, we've got the special education; the team. The IEP team involved in the decision making around that but right now, there is a student that is receiving a reading support from the reading specialist at the intensified level.

And then we're going to; you know if they don't make that progress which we're trying DBI and moving through that. And seeing if we can tweak areas to improve but, we have that both ways. We actually have; so, it's definitely both. We have reading teachers and special education teachers delivering intensive interventions. We; you know there are some of our non-identified special education cases as well going to special education for a different kind of ramp up because there's a group that is running that that they could benefit from.

So, we try to think of it as it's our entire building. We're all responsible for all students. And how can we best meet everybody's needs. And working together and finding like needs where they can improve together through.

Louis Danielson (Presenter 1): Great

Moderator: Great, thanks. Another question that just came in is what are different ways to get teacher motivated and engaged into the RTI process instead of seeing it as another thing to do?

Michele Walden-Doppke (Presenter 2): So, we've tried to; I mean it's not easy. Some people have a taste in their mouth like it's just me reflecting back on me. Well yes, that it what we're here for as educators. It is to reflect back and to improve our instruction and improve what we're doing. So; but we just lost one team member on our MTSS team. And we usually found another that was enthralled with the work that we were doing.

So sometimes, it's showcasing what's working well and making that that value within the school and that culture. So, when we go to faculty meetings and we show off you know; this has really worked well in this classroom. And this is what they're utilizing and how they're using it and this is what DBI is and how it's being used. Then as well, just kind of are taking the work that NCII had done in our building and district and talking about how we've progressed and kind of celebrating that.

That changes the culture of the building for more people to want to be involved with it and learn and grow. So as Michele said in our presentation, we always have somebody on deck to learn the ropes a little bit so we can keep that capacity growing. And it's a shift for some with philosophical differences and beliefs. But, we need to shift our entire building that way.

Nicole Hitchener (Presenter 3): And if I could just make a comment on that as well. You know a lot of times when something new is implemented it comes across from an administrator as here's what you're doing now. The how to do something as opposed to why am I doing something or what's in it for me? And by providing that; that level of understanding for staff so that they can understand okay, this is how it affects me, this is how I contribute that can be helpful.

And Nicole has described a process of implementation where you start on a smaller scale. And then you demonstrate success and then more people are willing to buy in and to become involved. And that's all a

process of implementation science. There's a whole separate field that focuses on how you implement change process.

And one of the things that I've seen many schools do is you typically have some staff in your building who are more willing to engage in something new. Who are might be more risk takers and some people who they see it demonstrated and they'll jump on board. And you've got varying degrees of that and starting with the people who are more likely to engage in something as opposed to trying to get the people who don't seem to jump on board for anything ever. Sometimes you focus on those individuals and we lose what could be the momentum of more people wanting to come on board because you're demonstrating success for them.

Moderator: Great, thank you.

Louis Danielson (Presenter 1): Yeah, this is Lou and I think that the point that both of you made I think it is so critical. And this is true if you're beginning; you know if your focus is trying to get schools to begin implementing. You know that it makes sense to begin with schools where there is a high level of interest and commitment both from the faculty as well as the principal. I think there is a tendency to believe that this is a great school; potentially a great school.

The turnaround strategy and so; so if our district begins it then we should begin with those schools who need it the most. And well I think there's a certain logic to that but, the problem with that is often schools that need it have had a lot of other things that maybe they've needed or they're trying; currently trying and that; there may be much less commitment or interest there. The point being as I said earlier, it just makes sense to start in places where you can have success.

If you're working in a school building, it makes sense to start with the teachers and the staff who really are interested. Because you want; what's really important is that you get early success. And then success breeds success. And for those that may be the late adopters, if they see others that are having success with it, they're likely to become interested in it with those circumstances.

But, I think implementation work doesn't go well if people see it as something that they're required to do. It; you know because you get; it often generates a lot of resistance. And in fact people saying; who probably haven't implemented. When they don't get improved results when they haven't implemented then they conclude that well it's one more thing that's just not working.

You know and I think it is; it's probably inherent in the question that you posed. It's kind of an innovation fatigue out there right now. Where people have; there's been a lot of expectations you know probably since No Child Left Behind. There's been a lot of innovation that people need to be doing and; and there's kind of a fatigue. And so I think this is a; the question was a great question and I think the response that Michele and Nicole gave was a great one.

[Slide 49 – Connect to NCII]:

Moderator: Great, well thank you so much everybody for joining our webinar today. And thank you to Dr. Danielson, Ms. Hitchener and Ms. Walden-Doppke. This concludes our webinar. We strongly encourage you to please take our short survey about your experience with today's webinar.

[Slide 50 – References]:

Your browser should automatically redirect you there. And please continue to send us your questions, thoughts and suggestions to our Center's e-mail at ncii@air.org.

[Slide 51 – References]:

As I mentioned before, this webinar is recorded and will be posted on our website along with the transcript the video; this webinar's video and the handout.

[Slide 52 – Disclaimer]:

Thank you in advance for your feedback. As a reminder, I will send out the link after this webinar. Thank you all so much.

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