SUZANNE: I want to introduce you to Dr. Joe Kovaleski and Tim Runge, and they'll tell you more about themselves, and there is lots to tell.

DR. KOVALESKI: Thanks, Suzanne. How's the sound? Okay. Great. That's good to hear. We have two-hour session repeated next time, so you only have to stay once, okay, unless you need a lot of repetition, then feel free to stay again. It's two hours. Feel free to take a break. We're not going to take a break because we only have two hours. So feel free to leave as you need to. And also we would love this to be an interactive session. As you'll see, as we go through this, this is the basic session, so those of you that have been around the block a lot on these issues over here, it's cool if you decide this is too basic for you, and you need to meander off to someplace else, no offense taken.

So good to have everybody here today. We're going to try to paint a picture of how positive behavior supports and RtII fit together in schools rather than thinking of it one or the other, how it fits together. Let me get a sense of who's here. Oh, by the way, I'm the Joe Kovaleski and that's Tim, and we're both at Indiana University, Pennsylvania in the School Psychology Training Program there. Although we all had lots, we both had lots of jobs before this, me more than Tim, I guess, given the age. We're both school psychologists by training.

So we're school psychologists, while as long as we start with that, how many other school psychologists are in the room? Good to see you all. And school counselors? Good to see you all too. I really have a, kind of a new passion about engaging school counselors in an RtII because I think we have so much needs emotionally, and our pupil services people have to really be integral part of what we're doing here. So it's great to see you folks. Teachers of general ed? And teachers of special education? Okay. School principals? Good to see you folks.

And central office administrators including superintendents, any superintendents in the room? Okay. No, we didn't get any of those folks. So any, and who did I miss? Oh, reading specialists, okay. Now I thought you would have raised your hand for general education. Reading specialists? Okay. Good to have you folks. Good to see you? Anybody else? Social workers, good to see. I want to, any social workers, I want to talk to you before you leave. I'm serious. I have a job for you. Okay. No, I need a course that I teach in pupil services, and I need a guest speaker for social work.

So seriously, we want to do some Skype with you in July. I really need that help. Okay. Then without further ado, let's get rolling, and I hope I didn't miss anybody else. And as we said, we, please stop us. We've got two hours. We got lots of slides, but we can really make this very interactive, and we can do the, I'll date myself here, Phil Donahue approach and run through the audience and get everybody's participation here. One question, how many folks are doing RtII in your schools, and how many folks are doing PBIS SWEBS? And anybody doing both? Okay.

We're going to count on you to tell us how you do both. Okay. Because one of the things we're going to try to paint is obviously how to do both, and so anybody that is doing both, we'd like to hear from you. Okay. We want to look not only at the nuts and bolts of how to do positive behavior support and RtII, but also looking at the potential academic and behavioral benefits or outcomes for that. And, of course, as I always talk about, the infrastructure, how we're building the infrastructure, how you actually get the logistics to work.

Our new terminology, of course, in Pennsylvania is RtII to certainly capitalize on the instructional end of things, and, okay, everybody choral responding now, the original term, SWEBS stands for . . .

ALL: . . .

DR. KOVALESKI: . . . School-Wide Effective Behavior Supports, PBIS . . .

ALL: . . .

DR. KOVALESKI: . . . Positive Behavior, well, Positive Behavior, Tim?

DR. RUNGE: . . . Intervention Supports.

DR. KOVALESKI: . . . Intervention Supports, thank you. And then the newest, this is kind of an evolution. Our new term . . .

ALL: . . .

DR. KOVALESKI: . . . School-Wide Positive Behavior Supports, which is great that came to an acronym that you now cannot pronounce. Okay. So what we will be doing today is referring to School-Wide Positive Behavior Supports. We're going to wind up calling it SWEBS because you can pronounce that. So that'll be our terminology. RtII, we're, the predominant issue with RtII is we're looking at a school-wide infrastructure to provide supports for academic learning. That is the main, the goal of this conference, the goal of RtII nationwide, number-one goal is to provide that support system for students so that all kids can learn and behave themselves and etc.

It also is an alternative to discrepancy model for the identification of SLD. We are not going to talk about that at all today. There was one session yesterday, I guess, about that, the late afternoon. I think that's the only session really here at the conference. And again, that, I think, indicates the need to really keep this focused on building the infrastructure and supports for people. Basic definition, RtII is providing high-quality instruction and interventions match the student needs, and then using learning rate over time to assess the level of performance and the students' rate of learning.

So we'll see how this kind of plays itself out both academically and behaviorally, and we'll look at this in terms of making important educational decisions. Most of the really important, one educational decision is whether students should go to special education or not. That is only one of many, many important educational decisions that we want to make as a result of RtII practice. Tim.

DR. RUNGE: I was just provided some very explicit instruction from our tech person indicating that, Joe, you and I should kind of stay right here so that we're somewhat in the spotlight.

DR. KOVALESKI: Oh, we can't move . . .

DR. RUNGE: I know. Otherwise, we become very dark, so, in a literal sense, we'll become very dark. So in essence, what is school-wide positive behavior support? It is broadly speaking a way of organizing school systems and structures to facilitate the behavioral, social, and emotional and academic development of all students.

So it is a series of practices and procedures by which we restructure how we do business in schools regarding providing explicit instruction for students with regard to behavior and what they are expected to do, as well as providing a full continuum of services for students who are at risk, and then also students who are in high-intensive need of comprehensive services to address the multifaceted levels of deficit and also adversity that they all face.

So really, that is a broad, very broad definition of what School-Wide Positive Behavior Support is, and as we go throughout the next half-hour or so, we're going to more definitively define what each of those specific areas might be. That's just a broad representation of what School-Wide PBS is.

DR. KOVALESKI: We have to share the clicker.

DR. RUNGE: Yeah.

DR. KOVALESKI: So we have to figure out how to do that over the next two hours. Why are we implementing RtII? Schools that implement RtII with a high degree of fidelity, as you heard, I hope, in the keynote yesterday, display improvements in bringing students to proficiency. We, this was our hope a couple years ago, and based on the results that we're seeing so far, looks pretty good, as you heard Ed Shapiro talk about the results of our work with RtII and especially, obviously, the schools' work with RtII and addressing the needs of students who are at risk for academic failure.

And one of the things that has been my great pleasure in working with schools who are implementing RtII both locally where I come from in terms of Indiana County and Armstrong County, but even more broadly throughout the state is this idea of watching the data. And it's been a lot of fun working with teachers who have really kind of immersed themselves in data and are using the data to kind of inform their practice on a day-to-day basis, but also kind of get a sense of whether, taking a step back and seeing whether or not what they are doing in schools, administrators, pupil service people, teachers are actually paying off for kids.

And watching those levels of proficiency grow has been a very, very exciting part of it. So it's nice to be here kind of five years later, and I guess many of you were with us five, six years ago when we started this. I see a lot of familiar faces, and we were kind of hoping that this was the way it would go, and the schools that are implementing RtII are largely making AYP and doing a fine job with getting to all kids over time. The big news, of course, last year or the year before, was that Secretary Zahorchak identified RtII as kind of the operating system for the Standards Aligned System.

So I hope you've seen that pen link, but it's been identified, an interesting posture with RtII. RtII is not mandated in Pennsylvania, but it is endorsed by the secretary as being a really, really good idea and a way, an infrastructure, a way to implement the Standards Aligned System, which as you know, is huge in Pennsylvania. So what we're trying to do it bring together research-based assessment practices and intervention practices. And we'll be talking about assessment as we go through this morning, and we'll be talking about intervention, which is the two sides of this coin.

DR. RUNGE: So then the question is, I'm sure, for many of you, yet one more initiative to try and implement in a school, right? So you've been hearing for a number of years, we should be moving in the direction of implementing RtII. Then you hear Joe and I talk about, well, here's another framework to implement in your schools, called School-Wide Positive Behavior Support. And certainly, there is some concern, and rightfully so, about trying to do too much all at one time.

But one of our hopes here this morning is to help you understand the parallels between RtII and School-Wide Positive Behavior Support and more importantly, how School-Wide Positive Behavior Support can augment your RtII for academic instruction and make your whole school operate that much better. So why do we even consider implementing School-Wide Positive Behavior Support? Well, we know that schools, these are results from lots of different studies across the country. And In Pennsylvania, we are evaluating our own initiative regarding School-Wide Positive Behavior Support.

We're a little bit behind in terms of other states that have been doing this for a lot longer than us. But we are starting to see trends, and much later on in the presentation, we'll go over some of that information. But schools that implement School-Wide Positive Behavior Support with a high degree of integrity oftentimes see, even after the first year of implementation, a full implementation, they see a reduction of office discipline referrals on the order of 20% to 60%.

The average is about 50% in office discipline referral. I see some, I'm going to speculate administrators, building-level administrators eyeballs bug out, like really? Okay. Now let's also understand the School-Wide Positive Behavior Support is not intended to make principals jobs all that much easier and make it harder for everybody else. School-Wide Positive Behavior Support also helps out teachers and staff because it improves the satisfaction that they have for coming to work. We see increased rates of student and staff attendance at school with School-Wide Positive Behavior Support.

Wouldn't that be wonderful if people actually enjoyed coming to work, including the principals, including the teachers, including the students, who, let's not forget, they're also coming to work as well? Their work is just learning. We also see academic outcomes improve with School-Wide Positive Behavior Support. So why would that possibly happen?

Well, if students are not being removed from the classroom as much, if principals have more time to actually do other things like supervise teachers and improve the quality of instruction as a whole for the whole building, and if teachers have more time to teach, and if kids are actually in the classroom to learn, they're in the classroom a whole lot more, then de facto, what happens is we see schools academic performance actually increase as a result of implementing School-Wide Positive Behavior Support with a high degree of fidelity.

And I'm going to keep mentioning high degree of fidelity because we also know that if schools kind of do a half job of implementing PBS, they're not going to get these results. And we're clearly seeing that in some of the data in Pennsylvania and definitely in schools that are implementing with high degrees of integrity, we see these outcomes. So we also recognize that schools that implement PBS as a whole create a culture, a climate within the school and the community at large that is much more positive and interactive, collaborative between home and school.

That's exactly the kinds of things we want to see, to foster academic behavioral, social, and emotional development in all of our students. School-Wide Positive Behavior Support is research-based. It's certainly endorsed by the Office of Special Education Programs. You can

find out lots of information on some of the links that we provided to you regarding PBS across the whole country.

So why do we consider implementing PBS and RtII simultaneously? Well, we know that most kids, most kids generally speaking, the vast majority, 95%, 97%, depending upon the literature that you read, indicate that kids actually don't come to school with academic and behavioral problems. They actually start to develop them in the schools themselves. And, in fact, some of those inappropriate behaviors and also some of those inaccurate academic skills inadvertently become reinforced and rewarded in the schools.

For example, the kid in kindergarten who tantrums and gets out of class, guess what? That kid's probably going to start tantruming a whole lot more to get out of class, especially if the student does not like the classroom, the instruction, doesn't like the environment in which he or she finds him or herself. So kids' academic and behavioral problems typically start in school, and they begin to grow and foster and develop. So what we want to do is actually address those academic and behavioral needs concurrently and very efficiently so that our students can be successful in all domains of functioning.

And we also think that if schools are implementing RtII and School-Wide Positive Behavior Support, hopefully, what you will see is that a lot of the structures, a lot of the systems, a lot of the practices are actually very similar. For example, both structures advocate for database decision-making. So we look at data for both structures and actually, as Joe and I have been consulting in some schools that are doing both of these simultaneously, what we find is there are data teams that are looking at academic data and behavioral data at the same time.

So you actually, instead of having two separate teams, you have one terms that's looking at universal screening data. And then they may be referring on to Tier 2, types of groups that also focus on both academics and behavioral issues at the same time. It's usually then you get into Tier 3, when you might have a very individual, you certainly have very individualized teams that work around specific children and their needs. But they may also be teams that more efficiently address academics or behavior.

But we also realize that many of those kids at Tier 3 have both academic and behavioral issues simultaneously. It's the very rare child who has only isolated academic problems and no behavioral problems or vice versa. So what we see in schools that are integrating both PBS and RtII is that the structures, the organizational makeup of the school and how it operates is very, very similar.

So we hope if one of the things you walk away with today is a recognition that the two are relatively seamless, and they both have a laser focus on the exact same thing. It just is a difference of what kinds of data they're looking at as well as what kinds of interventions are being implemented to address both academic and/or behavioral issues.

So what are some key characteristics of RtII? Essentially, as Joe has pretty much done much of this already, it's standards aligned curricula. So it's linked directly to what we are supposed to be teaching, it's based on effective teaching principles and practices, which we've heard time and time again, but as an educator, whether it's a principal or a teacher, if you have more time to deal with instruction and less time dealing with behavior, then you can actually offer more effective instruction to your students. RtII and PBS have that universal screening component, as we will talk about, in terms of what those data are.

I'm guessing here that most of you are aware of some of the universal screeners for academics. For behavior, we'll share with you what some of those might be. Data analysis teaming, as I mentioned, is a key component of RtII and PBS, and as we move up the pyramid,

we increase the level of interventions, we increase the level of progress monitoring of data. The same is true for academics as well as behavior. And we're also increasing the intensity of the services that we provide.

So what is, I gave you the broad definition of what PBS is. Here's a little bit more information, more specific information about what PBS is. It's a process by which we create a safe environment that is proactive in preventing students, very minor behavior problems from becoming much more problematic, thus interfering with the learning process. So we proactively teach students how to behave. Schools do a very good job, and we certainly have a focus on teaching kids the academics. In school-wide PBS, we're doing the exact same things. We're teaching kids how to behave.

And I know for some, that may be a little startling or a little, give them a little bit of an uneasy feeling, thinking, why would schools be, why would it be incumbent upon schools to teach kids how to behave? Well, we do that because up until recently, we've kind of assumed that kids all knew how to behave in school. And if we operate under that assumption, we're going to continue having students who demonstrate academic behavioral social and emotional issues.

So we need to be proactive and teach kids how to behave, the little kids all the way up to the big kids and the biggest kids in the building that are the adults, teaching all of us how to behave in schools. I heard a lot of people chuckling. You think, I'm sure you're not thinking of yourself, but a colleague who's not here, who perhaps maybe you think, who do they do that? Kids are certainly very observant, and they model the behavior that we demonstrate.

So another element of PBS is actually changing adult behavior, although I don't usually say that too explicitly because then people think I'm trying to mastermind what everybody's doing. But in essence, what we are doing is proactively teaching students how to behave. We're monitoring their behavior by the use of universal screeners and for students in higher tiers, more individually specific data, and then we are addressing through those structures the needs of all students, academic, behavioral, social, and emotional.

By the way, PBS is not really all that terribly new as we will find out as we discuss a little bit more the nuts and bolts of PBS. I'm sure most of you if not all of you will recall maybe in your intro to psych class or maybe your behavior modification class that you took in college a few years ago or many years ago, a lot of these elements are pretty much the same. It's nothing new, other than looking at schools as an organizational system and changing how we do business. But the actual practices with students are not terribly new.

So we know from PBS that is implemented with a high degree of integrity, we reduce the amount of time spent on discipline, we create a system that is preventative in nature, and provides a menu of services for all students as opposed to just a cookie cutter structure of interventions, like, okay, a student is misbehaving. Our intervention is going to be kick you out of class. And then what do we do the next time you misbehave? We kick you out of class.

And then what do we do the third time you misbehave? You get kicked out of class, and then what happens? You're suspended. And then you're suspended, and you're suspended, and unless you have an IEP, you're kicked out for long periods of time. So, you know, certainly for some individuals, that may be our only recourse. And PBS, although, it is very much preventative and proactive in nature, it's, it does not shun away from punitive measures.

However, the importance of PBS is actually inverting how we attend to behavior and actually put more emphasis on reinforcing the good behavior. Who's the kid that gets the most attention from the teacher and certainly the most attention from the principal? The kid who's

misbehaving. Let's turn it around and put all of our, as much of our emphasis and our attention on the students who are, in fact, behaving. So that is a key element of PBS as you will find. So we are looking at all of those elements and making sure that PBS is meeting and addressing the needs of all of our students on a broad base.

So here are the four critical elements of PBS. If you forget everything else this morning, remember this one, please. Four main components of PBS, it's redesigning the environment. We change the structure of schools to a three-tiered system just like RtII for academics, restructured system, so if you're familiar with RtII for academics, a lot of the structure is very much the same for PBS.

Number two, we redesign what we teach kids, or in some instances, we actually design what we teach kids. And that is we teach them what we expect of them. We teach them how to behave. And then just like teaching reading, math, or writing where we have them practice what we teach them, we have students practice what we expect of them. So schools that are implanting PBS with a high degree of integrity, typically at the beginning of the year, or when they are initially kicking off their framework, you will see very little academic instruction going on for one or two days.

Instead, what you see is a whole lot of behavioral instruction. So you see students actually being taught explicitly in the environmental setting how to behave in the hallway, how to behave in the classroom, how to behave in the café-gymatorium, how to behave on the bus loading and unloading zone, or my favorite when I was in an elementary school, and I was the only male staff person, I was always the one who got to teach how to behave in the bathroom to the boys.

Obviously, you got to be very careful about how you design that one in all seriousness. But we actually teach our students how to behave in all of, every one of those settings. Now it will certainly look different at the elementary level compared to the high school level. I'm not about to take a whole bunch of 16-, 17-, and 18-year-old boys into, young men, into the bathroom and teach them how to behave, how behave in the bathroom. We might do a little bit different type of an approach than we would for the little kids.

But in essence, that's what we are doing. We are designing a curriculum that explicitly teaches how to kids, how kids should behave in all of the settings. And we spend time teaching that, and then we allow them opportunities to practice, and we give them feedback, just like how we teach academics. No one would think twice about the crazy notion of standing up in front of a class and saying this is how you do multiplication, multi-digit multiplication. Good luck. I'll see you in a year.

No one does that. But yet we do that currently right now for the expectations we put on our students and their behavior. PBS flips that all around and one of the main elements is having teachers and staff explicitly teach students how to behave and giving them opportunities to practice and provide them with feedback. Yes, question?

WOMAN: I have a question at this point. We have . . . alternative building. We have school-wide behavior, oh, thank you. We have school-wide behavior, and when we got to this point, we found that there was some discrepancies in our data.

We plateaued after awhile because although we were directly instructing and directly teaching rules, we found that the students' value systems were not the same as ours, and that we had to go back and rework and then go ahead and talk, reflect, and think about our values so we could align our values with the school environmental rules that we were teaching, so the students

could mesh those two things together. What have you found with your studies? Where are you at with that?

DR. RUNGE: Yeah, sure.

WOMAN: That's kind of where we're at.

DR. RUNGE: It's a very interesting question and certainly a very good one. What we're seeing, especially at the middle and high school levels is . . .

WOMAN: . . .

DR. RUNGE: . . . yeah, which, and you said you're in an alternative ed setting, which is certainly unique in and of itself. What we're finding is that in the middle and high school levels and in all ed programs, is that schools that integrate student voice in the process of building the PBS structure certainly are schools in which there is much more buy-in. For example, there's a junior-senior high that I'm working with, and they actually have a ninth-grade student who is a member, a quasi-member of the team, who serves as a student voice. And so they're getting a little bit more buy-in in that regard.
       So your question is certainly a very good one. It's very, it's a very complex issue, but what we're finding is that anecdotally and in some of the more empirically based evidence is that when students are involved, then the program matches more closely the students, the students' way of dealing with school, as opposed to just teachers and administrators imposing things and structures on kids.

WOMAN: . . .

DR. RUNGE: Sure.

WOMAN: . . . successful, when they're dumb . . . success.

DR. RUNGE: Sure.

WOMAN: . . . and we can change all the rules that we wanted, but until they realize that the values they chose were not leading to success, then these rules didn't mean diddly-squat to them.

DR. KOVALESKI: May I . . .

WOMAN: Does that make sense?

DR. RUNGE: Can you give us an example of a value?

WOMAN: One of the values that our students were saying is they can't see the value of coming on time to school, let alone coming to school some days. Our students are recommended to come to . . . because they are poor attenders, so what's it matter if I get up on time?

DR. KOVALESKI: Or even come.

WOMAN: Correct. Their value system was different than what we had set up. What we were finding was how do we align their value system with what is actually successful for citizens? And we really had to mesh that with our rules, and then get them out into authentic situations. And that's where this modification, I'm stopping you here because I want to find out where you're at in between these two tiers, going from curriculum redesign into the behavior mod because that's where we were running into the wall.

DR. RUNGE: Certainly, absolutely, and there's a growing body of evidence that is looking at this concept of we can modify students' behaviors using a token economy system, folks. I'm giving it away. It's a token economy system. That's all it is pretty much, through behavior modification, token economy system, and so we, some argue that, great, token economy systems do a really good job of minimizing some disruptive behavior, but at the same time, then they become somewhat of a behavioral vacuum for some students.

That is, okay, yeah, they may not do as much disruptive behavior, but then we're not really replacing with anything constructive or proactive and helpful for them as students and learners. And so that, I believe, is where we need to look at curriculum or curricula, excuse me, that address that issues. So, you know, there's all sorts of different programs out there, per se, that address those types of issues, certainly that are marketed or tailored specifically for students who are at risk or intense need.

You know, one in particular that I'm thinking of that a lot of schools are very much aware of is Olweus Bullying Program, right? You can integrate Olweus Bullying Program very nicely into PBS. Okay. PBS is great for, you know, giving kids rewards and teaching them how to behave and the expectations that we have on them, but it doesn't necessarily explicitly address bullying in that sense. So Olweus is a nice integration, nice marriage of how we can go about doing that.

Or for students who are more intensive or at risk, you know, other programs which I believe at the very end, we have a sampling of some programs that you might want to consider, that build up academic, behavioral, and social skills, like Coping Cats or Stop and Think, Project ACHIEVE, Howie Knoff's stuff out of Arkansas, really good programs that fit nicely with PBS so that you can modify behavior through token economy systems, but at the same time, a program that teaches some of those social and emotional learning issues that we like to see kids have.

DR. KOVALESKI: Related question here, Tim.

WOMAN: Yes, I think that in addition to everything we hear about value systems and all that, I think some considerations have to be taken about, you know, the different cultures that are represented in your classroom. And many times, we think everybody does things the same way we do and the value system is placed wherever we think it should be. We need to do a little bit of more research. And also, sometimes it's not even the value system of a culture, but it's also the conditions in which this child lives.

I can just tell you, you know, a story about a couple of Mexican students who were late all the time. Then they were suspended because they were late all the time, and the assumption was that they were watching TV probably until 12:00 or 1:00 in the morning. Once we started to

find out, well, immediately, they were suspended, they went into this behavior plan and all that without asking questions about why they were coming late.

Actually, they had to drop off their younger brothers and sisters at the elementary school, and they have to walk 12 blocks to get to their school. And but after awhile, after the kids were very scared about everything they had to do, we found out the why. And so sometimes that piece needs to be addressed also because inasmuch as we know that there are some behaviors that we consider should be happening and not all the children have that same background in some cases.

And the other part is that involving parents also and asking them questions about their situations also helps to make decisions about whether this behavior plan needs to be in place for certain children. So I think that, you know, we need to add a lot of ingredients to the mix, and it's not as simple as, okay, this size fits all because sometimes it doesn't.

DR. RUNGE: Absolutely. And your point is very well taken. And one of, that's one of the reasons why I pause a little bit when I'm working with a school that is considering doing PBS, and they want to see what PBS looks like in another school. And so they, you know, you can go on . . . website, and you can find out which schools those are. And I pause just about every time because I'm a little bit concerned about schools going to visit another school because no one school is identical even within the same school district.

My former school district, the nine elementary schools were all very, very different. And so the PBS programs that were implemented in some of those schools looked very, very different. And that's because PBS is very much rooted in a contextual basis, that of the local community. And parent voice is absolutely critical, and it's, I've only worked in one school where they've actually had parent representation. And we try to get parents involved, but that is always a struggle. But your point is well, well taken.

Okay. What are some potential outcomes? I think I've gone over most of this. We're reducing discipline incidents thus increasing the amount of instructional time. Teachers are happier. And the school environment is much more positive place for everyone. Okay. The proverbial triangle, I think this is, I think Joe created it. He'll have to talk about it.

DR. KOVALESKI: Should I talk about a triangle?

DR. RUNGE: Pyramid.

DR. KOVALESKI: Pyramid, pyramid, really, this is just a depiction to show you that it's supposed to be all one, and just, and so as we go through the next section, and we'll try to take some spots here where we, you know, engage you proactively with this. We're going to kind of take it piece by piece as we go up the triangle in terms of what you should be seeing academically, in terms of the infrastructure, and then what you should be seeing behaviorally.

And those of you that are implementing one side or the other, but perhaps not both, we'll ask you to kind of chime in and give us some examples because we like to make this as tangible as possible. One of the things that came up a couple times yesterday in some of the sessions that I participated in are these numbers. You know, where do the numbers come from? And that is 80% of the students should be served academically or behaviorally in Tier 1, about 5% to 10% in Tier 2, and then 1% to 5% at Tier 3. Where do they come from?

And the answer is somebody made them up. Okay. So if you're wondering about that, it's kind of set as a projection, kind of a goal as to where we want to be. And where you need,

where you want to be or where you are may be different than these, and one thing that you want to be doing, that we're going to be talking about soon and talking about at length is that what you should be doing is really driven by how your data look. Okay. So if you have big academic problems here, so these numbers aren't, are well below 80%, or you've got big behavior problems in your school, then you're going to be focusing a lot of your work at Tier 1.

If this is in pretty, I'm working with a district now that pretty much on the RtII side, that they've got this in really good shape. They're at 80% proficiency academically in reading and math, all the way up through high school. They've got a stubborn 20% that is resisting their efforts. So what we're doing there is we don't have to do a lot of building of more effective teaching skills or differentiated instruction. They're doing that well. We've got to really focus on what we're doing at the secondary, tertiary kind of interventions.

And by the way, what Tim was talking about a minute ago in terms of specific interventions at Tier 2 and Tier 3 we'll be talking about that more in this afternoon's session. So we're just kind of building the infrastructure this morning. Stay tuned for more specific information about that this afternoon if you want to stay around for those sessions. So as we go through this, what I'd encourage you to do, those of you that are doing RtII, think about kind of even creating a little checklist for yourself on what you'd have to do step by step to now bring in the behavioral side.

Those of you that are doing positive behavior supports, think about what you need to do to step by step bring in the academic side. And we have some principals and a smattering of district administrators, so one of the things that for teachers, pupil service folk and so forth, what you want to be at this point because often we do this, and you say, well, okay, this is great, but my school is very, very far away from implementing this stuff. What do I do, kind of as a line person and not one of the people that are the chiefs in the district?

And what we encourage you to do is to certainly build as much of this in as possible, but also we encourage you to be voices there in curriculum committee meetings and so forth to bring this back because much of what we're going to talk about now in terms of breaking this down step by step really is a system-wide effort. While there are some techniques, of course, like, for example, building or teaching positive behaviors that you could do in a classroom level, most of the places that are doing this well are doing this systemically throughout the building and throughout the school district in a very, very planful way.

So in addition to trying to take some good ideas home about specific things you can do as a teacher or pupil service person or whatever, I really encourage you to think through kind of having a voice about what, where your school district and school should go. For principals and central office people, of course, we're really encouraging you to look at these as the infrastructures to build to get proficiency and good emotional behavioral status of your students throughout.

So let's take it one step at a time, and I'm going to try to do a little stops here and there to get people to kind of contribute if I may. And so number one thing is you got to build the core. The basic of a triangle where most of the kids are served is based on a strong scientifically validated core curriculum in general education. That's going to require minimal supplemental intervention.

And the idea here, and, you know, where's our reading specialist and special educators? If we overload those people and expect them to be RtII, this in not going to work. And RtII fundamentally is something where we're trying to build an effective core. And one of the, gives Secretary Zahorchak a lot of credit for adding the other I because you really indicated his

understanding that we couldn't just imagine that this was going to be all about finding those kids that don't quite make it behaviorally or academically and providing them additional supports.

This is really about every teacher teaching to the best of their capability. Now I come from a long family of teachers, way back to my great grandfather was an eminent teacher. And so I have a lot of respect for teachers. And we get together at the dinner table, and everybody's talking about teaching and what they're doing with their students and so forth. And what I know about teachers is they work very, very hard, and they're very, very good folks. And they've very, very smart folk.

The fact that in spite of that, we have schools where we have a lot of behavior problems and schools where we have a lot of not proficiency, I think largely is an issue regarding curriculum and not having in place a good, solid core. So anybody want to talk about, let's just take reading, over the last couple years, they have gone to a more scientifically researched based reading program in their district and how you went about doing that?

Because that's the number-one piece, reading and math, we've got to have something that you put it in the hands of very fine teachers, and it's going to produce 80%, 85%, 90% proficiency in kids without ever having to worry about the supplements. Anybody want to talk about that? Anybody do that lately? Anybody have one in place that they're really, really happy with, doing well? Yeah.

WOMAN: Well, we are doing Trophies and Treasures and we actually had the teachers select based on a checklist, so that they were choosing the system themselves. And it's, we probably, I think we are in our third year of implementation, and, of course, we're in our fifth, we've just completed our fifth year of RtII, and we're finding success with that. I don't know if that's what you want. Do you want more than that?

DR. KOVALESKI: Yeah, so where did you get the checklist?

WOMAN: I can't remember. I'm old.

DR. KOVALESKI: Yeah. And it's early.

WOMAN: You understand.

DR. KOVALESKI: Yeah, but this . . .

DR. RUNGE: Bazzinga.

DR. KOVALESKI: What does she mean by that? Okay. We owe you one. I happen to know these folks from Marian Center, and so, yeah, we'll get back to them. But what they did, as I recall, is where they got the checklist is from the Florida Center for Reading Research, and that they looked at, you know, the old days, let's choose the materials that are going to match with our Standards Aligned Reading Curriculum. Where do we get our stuff?

And typically, that process is one where people, you know, you get the vendors in, and teachers get together, and, you know, what looks like kind of interesting material, you know, it kind of looks like authentic literature, you know, so forth. And what we have now is we have the availability of kind of a clearing house, a number of clearing houses nationally that are going to

tell you whether or not various reading and mathematics curriculum products are effective in bringing that to, bringing kids to proficiency.

So in Marian Center, when they went about creating those checklists and putting that in the hands of teachers, it wasn't just let's look. It was very much along the lines of let's look within a framework of what is going to be effective practices, reading practices in this case, that are built around the five big ideas in reading. So again, administrators, lots to think about here if you're looking at any kind of product purchasing over the next number of years, a really golden opportunity to either go in a very good direction or a very bad direction in terms of the tools you put in the hands of teachers.

And great job there. This is not to endorse their, the products that Dawn was talking about, but what was, is very much to acknowledge the process that one goes through. So similarly, this impacts not only academics, but also behavior. So when we talk, when Tim talks about teaching behaviors, this is what we're talking about, teaching these from the get-go to everybody, not identifying those kids that are having specific issues, but really socializing kids to school.

And, of course, what you do run into is the issue of some teachers saying, well, kids should know how to behave. Well, guess what? We all know that certainly nowadays, we don't seem to have the benefit of kids coming to school kind of knowing how to behave. So we literally have to teach them that as an academic skill. So let me ask you, Tim gave a couple examples. Anybody who's doing positive behavior support have a systematic way of teaching . . . behavior. Let's just hear about one behavior that somebody's doing to teach that on a whole-school kind of basic curricular level.

MAN: We use a program called Second Step, and we have a prevention class. And we address all the students. We're in a K-6 building, about 800 students, and once a week, the counselor, which is me, we go to the classroom, and we specifically target a skill. For instance, we may be talking about how to start and keep going and end a conversation, those type of social skills. And what Second Step, which we like about it, it builds on itself. So you start out at kindergarten and going up through grade five, those skills are just brought to the next level. So that's just one specific skill that Second Step addresses.

DR. KOVALESKI: And so you're conceptualizing the role of the school counselor to not only be one where you address the needs of individual students at like Tier 2 and Tier 3, but really teaching those skills in a kind of very curricular basic instructional way.

MAN: Yeah, one counselor . . . more comprehensive approach to address all . . . which really helps when individual counseling . . . children have been exposed to it, so it's easy for me to refer to, well, you know, as far as sharing in kindergarten. You learn . . .

DR. KOVALESKI: So and this is a great example of our triangle. If the school counselor here can get to as many of the 800 kids as possible proactively teaching them social skills, there are fewer kids needing the yellow and red, needing group interventions or individualized interventions. Comment here.

WOMAN: I teach emotional support and have my whole career, and early in my career, I was introduced to Harry Wong and teaching procedures. And that has revolutionized my classroom,

that I teach procedures all year. But in the beginning of the year, I focus on it, and I actually spend the first two weeks of my school year every year just teaching procedures for classroom and school behaviors.

DR. KOVALESKI: Like give us an example of one.

WOMAN: Entering a classroom, how you properly enter a classroom, you know, how you, the procedure for sharpening your pencil, the procedure for needing to ask a question, the procedure, I mean, I teach all of those because they don't always know automatically. And when I teach it, they're successful, most of the time.

DR. RUNGE: And similarly, I'm glad to hear you're teaching the procedures in your classroom. I would hazard a guess that those same procedures in other classrooms are slightly different. So how kids go sharpen their pencil maybe in your classroom, the expectations for that procedure are slightly different than in other classroom. And so now we have, now we face an issue where students are unclear or unsure about how do I ask for help in your classroom versus how do I ask for help in another classroom? And then if they misbehave, in that sense, then they find themselves in trouble.

WOMAN: Well, school procedures . . . I teach school procedures, and, you know, how to walk down the hall. And we, I not only talk about it. We practice it. And they get feedback, and they get rewards and consequences for doing it correctly or doing it incorrectly. So they don't know automatically always how to do these things.

DR. KOVALESKI: And one thing that, I'm going to just give you a brief preview of three slides from now. When we talk about data analysis teaming to address the issue that Tim's talking about, about coherence across teachers, one thing we want to do is we want to have those kind of conversations across teachers at the grade level or at the school level so that we can minimize the amount of hurdles that kids have to make from classroom to classroom.

So is there a way that we can imagine that there is a school-wide way to sharpen your pencil? And that's the kind of fodder that we can build into data analysis teaming, which will hold as a dot, dot, dot, just for a minute. The other part of teaching the behaviors, of course, at this Tier 1 level in terms of the strong kind of core curriculum, and notice how we're broadening core curriculum now to be the behavioral and emotional curriculum, the other part of what we're doing is all that Tim talked about in terms of establishing a token economy system for teaching and reinforcing appropriate behavior is all part of the core.

And having done this in schools when I was a pupil service director, we think about that as kind of developmentally appropriate and phased in in an appropriate way over various grade levels. The elementary school that I worked with a number of years ago, we hit is heavy at K-1-2, and then it was almost like continuous reinforcement there, and then much more intermittent reinforcement and working toward higher kind of or internalized kind of reinforcers as you got closer to middle school.

And then, of course, middle school picks it up again because it's a new milieu, a little more looking like continuous reinforcement, and then weaning that as you go through. But that basic idea about what it's going to look like, what are the behaviors that we're going to reinforce, what are the rules, how are we going to reinforce it, how are we going to be consistent with it as

much as possible with reinforcing across grades and so forth is something you want to build in in a very, very proactive kind of, again, school-wide approach rather than doing it kind of one teacher at a time.

Okay. So that's the basics of the core. You got to have in place good instructional procedures, good curricular materials and a curriculum approach that's going to get to as many people as possible on the academic side. And behavioral side, you want to have good rules, clearly established expectations, that you're going to teach kids specifically and then reinforce and sustain as they go through.

Next step of doing RtII/Positive Behavior Supports is universal screening because what we need to know is how is everybody doing? And first we're going to see how we're going to then tap the data, both academic and behaviorally, not only to find the kids that are having issues, but you'll see in a minute to really guide us as to how we're doing with getting to that 80%, 85% or better level on a school-wide way.

And this is something I'm very passionate about in terms of this aspect of RtII because I have for many years, those of you that are younger might not, yesterday, we were talking about, Ed Shapiro talked about IST, and all the folks who are a bit older are nodding their heads, you know, and all the folks that are a bit younger are going, well, what was that? And I was involved in IST as was a number of people in the room here back in the 1990s, and what we learned during that time was teachers supporting each other was a very beneficial experience in terms of getting clear on what effective teaching practices were and being able to share those effective teaching practices with each other.

So but now fast forward, 10, 15 years, from where we were with IST and where we are now. The thing that's different now with RtII/Positive Behavior Supports is that now when we sit together as teams of teachers, we have a whole bunch of data that we didn't have 20 years ago when we started IST. And the, and again, the first look at the data is all about how's everybody doing, not just individual students. So we're looking at here is we're identifying grade-wide deficits in curriculum instruction, and by that, we mean, are there places where all of our kids or many of our kids seem to be kind of falling down?

And so when we choose the assessment, universal screening approaches, we want to make sure that the data that are being delivered to us are such that it really helps us pretty quickly identifying where the problems are. Now the interesting thing about that, and why it's really a lot of fun now to be working and why I probably won't retire for quite awhile is that there are so many products out there that we'll talk about, that are very beneficial in terms of getting us this information in a very, very effective way. And you can almost see where these frankly companies are going. They're almost leapfrogging each other with the next new innovation, so that five years from now, ten years from now, this is all getting pretty slick.

And we'll talk about some of the specific approaches in a minute. But what you want to do as a consumer is you want to be looking at universal screeners that are going to give a team of teachers some very useful data that you can eyeball pretty quickly and make good instructional decisions on because that's going to give us our baseline of where grade-wise and school-wide goal setting. So when we talk about that, we talk about, okay, if we are at 65% of our kids are proficient on phoneme segmentation fluency, where do we want to get by the end of the year here in first grade?

Well, if we want to talk about, we have these kind of behaviors happening in our school. How do we reduce those kind of behaviors and increase pro-social behaviors over the course of the year? And getting teachers to talk about those issues again collectively, which we'll talk

about in a minute. It does then identify also those kids that need Tier 2 and Tier 3 supports. And it also gives us some idea about local norms and benchmarks. Now we tend to be, I think these days, focusing on especially national benchmarks because we want our kids to be proficient on kind of a national scale.

But I think especially when we think about behavior and some of the issues that were talked about by the folks over there a minute ago in terms of cultural issues and local issues, having some local norms is probably a real good idea in terms of how things are going in your district. So let's just take a quick poll here. Here's some typically seen things in Pennsylvania.

Where are DIBELS people, people using DIBELS? Lots of DIBEL-ers. People using AIMSweb? Got a good number of people now using AIMSweb. People using 4Sight, kind of middle school and up, especially? Lot of 4Sight users. This is a math product monitoring basic skills progress. We got any folks using that for math? Yeah, not as many. What are you using for math, universal screening for math?

WOMAN: . . .

DR. KOVALESKI: Sorry? Got some benchmark, local benchmark assessments. You're using AIMSweb. STAR Math, okay, STAR Math, yeah? GMADE, okay. One of the things if I can be, who is it? There was a guy used to do those crazy things, began with a K, used to do those mind tricks.

WOMAN: Karnack.

DR. KOVALESKI: Karnack, Kress, what was his name?

WOMAN: . . .

DR. KOVALESKI: Amazing Kreskin, okay. If I can be the amazing Kreskin for a minute, what I'm going to predict over the next number of years is somebody mentioned STAR Math, there's Study Islands out there. There's a number of vendors like this, is that increasingly, a lot of our screening is going to go to computer because what we're looking for, and I've been a CBM-er for 20 years, and strong advocate of DIBELS, AIMSweb, and so forth. But people are going to look at especially efficient ways of doing screening.

And putting kids in front of a computer, frankly, is a pretty efficient way of doing it. And where I think that's going to especially hit is middle schools and high schools, okay, because that's where it's going to be tricky to do our benchmarking and screening so that's why it's really, I think, exciting to be kind of sitting and waiting and seeing what the next new thing on the block's going to be.

And I think you're going to see PaTTAN and the IUs and so forth bringing some new ideas in terms of academic screening, especially up the line because if you can do ten minutes in front of a computer and get some pretty good data out of it rather than 45 minutes, how long does 4Sight take?

WOMAN: An hour.

DR. KOVALESKI: An hour. You know, that's a bite, you know, to try to do universal screening on 4Sight, not to criticize 4Sight because it's brought us a long way. But I think you're going to see even these companies go to more of a computer-based format to get it more efficient because what we need to be here is we need to be incisive with getting us good skills, but we also need to be efficient. The other thing I think you're going to see is an increasingly, increased ability of these products to break things down.

So, for example, if you're looking at 4Sight, for example, does comprehension, reading comprehension, and it also does a little bit of a slice and dice there with different aspects of comprehension. I think you're going to see a lot of these vendors getting very, very precise with helping teachers kind of break down those assessments into specific skill levels. And, of course, on the behavior side, the one tool that we have currently is the School-Wide Information System, SWIS, which actually allows you to track office discipline referrals. People using SWIS? Anybody using SWIS?

Okay, hand up and wave. Okay. Those of you that want to get a chat with folks using SWIS, you'll see what we're going to do with these data in a minute. But for, it's the same purpose. We want to screen academics. We can also screen behavior. And office discipline referrals seems to be a very good way to go. The other thing, just to talk about universal screeners for a minute, that a lot of folks are going to, is this is beyond universal screening. But in terms of managing the data, people are going to data warehousing because what we need to look at it, okay, we have all these data. How can we manage them efficiently?

So IU-3, for example, has CDA. There's Performance Tracker, Ed Insight, just to mention three, where people are uploading data, all these various kind of data, for example, AIMSweb and 4Sight, a monitoring base skills and SWIS, all can be in one database, so that when you sit down and look at the data, the data are all displayed for you, and you're not kind of shuffling through papers.

Again, this is, if you're looking at a future orientation as where things are going, folks that are providing these services are going to do an increasingly better job. Those of you that are, anybody using Data Warehousing?

WOMAN: . . .

DR. KOVALESKI: Ed Insight, Performance Tracker, CDA users, okay. And one of the things that I think our consumers are helping us, namely, you folks are helping with there is telling these vendors what kind of data need to be transformed. So these are all kind of important areas, and you'll see why these are important as we go through. Any other, Tim, anything else about universal screening before we go onto this next piece? Or anybody else about universal screening? Yeah.

MAN: . . . instruments. I've heard about them, but I don't know much about them. BASC.

DR. RUNGE: BASC Screen, so the Behavioral Assessment System for Children, yeah, I have heard some studies, not in Pennsylvania, that, some schools and sites, that have been using BASC or the SSIS, which is the latest rendition of the Social Skills Rating System, but now it's the Social Skills Intervention System, changed the name, update the norms, add some features. So certainly those are things that some schools are using. I'm not personally aware of any schools that are using them.

Certainly one other thing that I would add about office discipline referrals, recently, there has been some criticism lofted at PBS for using office discipline referrals as its sole universal screening metric. And, you know, perhaps there is a little bit of validity to that. The good news, from my perspective, is that there is some emerging evidence looking at office discipline referrals and their correlates to students' behavior as rated by teachers on something like the BASC as well as self-reports, behavioral and emotional functioning.

And what we're seeing is that there's a nice correlation between office discipline referrals as a universal screener and some of these more direct and indirect measures of social and emotional learning that we like to see kids demonstrating. So again, it's a small body of evidence, but what we are beginning to see is some validity to using office discipline referrals as your universal screener.

So and PBS, in the PBS world, there aren't as many structures or products or tools that are out there for universal screeners. Thankfully, what we're seeing is office discipline referral data actually are a pretty good indicator of some other things that are much more time and resource intensive, like completing BASCs.

DR. KOVALESKI: We're going to take these three comments, but let me just explain, for those of you that don't know the BASC system, the BASC is a multi-factored assessment that is used in terms of a teacher or parent report, and it's probably 100 items. The idea here, and you use that when you're looking at doing a functional behavioral assessment or identifying a student potentially as having an emotional disability.

What we're talking about here are some products that are coming out now where instead of having 100 items or so, you have 15 items. And you give those to teachers and say, okay, rate everybody in the classroom. It's a universal screener. And one of the attractions of those, and we'll see if anybody's using those, we have some hands up about that, is that one thing about office discipline referrals. Office discipline referrals, you typically get, internalizing or externalizing behaviors?

You're getting externalizing behaviors. Okay. You're getting kids that are misbehaving and getting referred to the office. What some of these that are being referred to here, the BASC System being one of them, is it also gets to some internalizing behaviors. So kids that are on the road, perhaps, for depression issues and so forth, we can start looking at, now that's a lot harder to try to tackle and identify, but these are some first attempts to try to get at some of those issues and head those off. So we have a number of comments about that. Sandy.

SANDY: I was just going to say the Early Screening Project has been around for a long time, but it's been revised, and, Joe, it does exactly what you say. It's more proactive in that you're explaining to teachers, who may not have heard this terminology, external and internalizing, and the good thing about it is you could get a handle on those kids who may be displaying depressive symptoms, anxiety and so on and so forth because those are the kids who fall through the cracks. And then at middle school level, we have huge problems with those kids. So that's very effective. And it was just revised, I think, last year, the new revision came out. It's very good.

DR. KOVALESKI: Yeah, we should get a list of these up on a slide.

SANDY: It's the Early Screening Project. Is it Elliot or Walker? I can't remember now if it's Steve Elliot or . . .

DR. KOVALESKI: It's probably Walker.

DR. RUNGE: It's probably Walker because Elliot's product is SSIS.

SANDY: Yeah, so it's probably . . .

DR. RUNGE: Yeah, and many of these are very similar in terms of they have a gated system. So first teachers nominate kids who they believe are at risk for externalizing or internalizing problems. And then once you've whittled that down, your pool of students, then you do some more direct observation . . .

SANDY: . . .

DR. RUNGE: . . . yeah, yeah, so that way, you're not putting all of your resources in a assessing every single kid who really, the vast majority of them don't need to be assessed.

SANDY: It's not, don't wait until they're sent to the office. It's identifying those kids right from the get-go, from the first few weeks of school.

DR. RUNGE: Two other, three other comments, two here, one over there.

MAN: So in doing something like that, do you need to get permission from parents to inform them, just . . .

DR. RUNGE: Excellent question, there is one product, Teen Screen, that highly recommends that you get parental permission, but most of the other products, they market themselves saying that if you use this as a standard procedure in a school district, that it falls under the umbrella of a standard procedure the school district is using. Thus, you don't need parental permission. Parents can opt out of it, but they have to explicitly state that. So most of them, you do not need parental permission as long as it is part of the procedure and policy of the district and the building.

MAN: Send a letter . . .

DR. RUNGE: Yeah, send a letter home saying we're going to be doing this. If you don't want your child to be involved, then please let us know. But if you don't respond, then we're going to include you.

DR. KOVALESKI: Yeah, one thing about those items, having kind of walked down this road a number of years ago, it gets to one of these memories here that kind of an unpleasant memory of some folks who were really concerned about universal screening for behavior because they thought it was invasive to family issues. So you want to be, but the screeners that we were talking about pretty much are behaviorally oriented. They look at behaviors and not look at kind of values issues of something like that. But I, yeah, certainly making sure everybody knows about that, parents know about that, is very important, good question.

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WOMAN: I'm a little concerned about using office discipline referrals as the baseline just because, I mean, unless you've spent some time implementing PBS in your school, and teachers have a very consistent way of making referrals. Right now, in our building, we don't have a consistent way of making referrals, and I would be very concerned about using discipline referrals as the baseline.

DR. RUNGE: Absolutely, which is why it's really hard to, when we're first implementing PBS, it's really hard to compare baseline office discipline referral data with first year or second year and their fourth implementation. Case in point, junior high in which I'm doing some work, the district policy is that students are not allowed to be using their cell phones in school. They can have them, but they can't use them during school hours.

And as I was doing the initial training with the core team to develop the infrastructure, we found out, the teachers themselves found out that that policy was actually being, was being implemented very inconsistently. One teacher said, well, I don't care if my kids are using their cell phone. And another teacher said, well, I absolutely hammer the kids if they're using their cell phone. So what we have here is intermittent reinforcement of behavior, which is good in some regards, but in this particular case, it's very bad.

Intermittent reinforcement of behavior is what happens when you drove here for the conference. If there was a state police officer every mile, your behavior is going to be very, very consistent. But because there is not a state police officer every mile, it's every once in awhile or you have no idea, your behavior is going to be rather erratic. It's going to be very different. So when I'm tooling along, going a little too fast, and then I approach a curve, and I'm thinking there might be a state police officer there, I'm going to slow down.

But when I'm in a straight, you know, when I've, a mile ahead of me, and there's not a car, another car in sight, I might speed up a little bit. So my behavior changes. So you're absolutely right. Relating back to schools, what we find is that teachers are punishing and reinforcing kids for different, in different ways for the same behavior, and that really is a main point of developing the infrastructure of PBS in that we get every teacher on the same page, holding every teacher accountable. That's what I mentioned early on.

PBS is also about changing adult behavior. We got to get the adults doing the exact same thing as consistently as possible. We have to have police officers every mile in essence, both reinforcing and diminishing or, you know, minimizing that behavior.

DR. KOVALESKI: Now one more here.

WOMAN: I just want to, need some clarification on the universal part of it. I'm math, so I know every student in my building gets the universal math screen. How is this universal? I mean, BASC, I don't see how you can do universally. Our teachers would kill us if we asked them to do that. Which one of these was the 15-question one that you would do on every student?

DR. RUNGE: That is the latest rendition of the BASC, where, and the SSIS, I'm not sure exactly how many items there are, but it's relatively small number.

DR. KOVALESKI: So you're saying that teachers would kill you if you tried to do the whole big 100-item BASC on everybody. Yeah, that's not what we're talking about. The whole big BASC, you do on everybody is for the kids in the red bar. They're Tier 3. You're doing that on a very few number of kids.

We're talking about universal screening. You would be doing something like . . . and what's being marketed by the BASC Company and the SSIS and so forth is a quick screener that the teacher sits down, and kind of rattles these off. And, of course, you know, lots of kids are doing fine. It's going to be check, check, check, check, never.

WOMAN: . . .

DR. KOVALESKI: But you still, universal means you do it on every student.

DR. RUNGE: So operationally, what this might look like is a teacher is asked to rate the three, the top five kids in the classroom who demonstrate disruptive behavior as well as the top five students who demonstrate, you know, withdrawal-type symptoms. Once those ten students are identified, then the teacher completes, and let's be honest, a lot of those kids will be overlapped, then teacher fills out a very quick screener, maybe a 10- or a 15-item, it's still a lot of work. It is a lot of work.

WOMAN: . . . gate keeping . . .

DR. RUNGE: Yeah, you're gate keeping. You're not fully, you're not filling out 148-item questionnaire on every single student. You're dramatically reducing all of that work by just having 10 or 15 items on maybe 5, 6, or 7 kids, which is still a lot of work. It is a lot of work, which is why SWIS or using office discipline data is even less time intensive for teachers because they're already referring kids to the office as it is.

DR. KOVALESKI: Now what Tim will show you later is some, over that way, Tim, what Tim will show you later are a number of slides on how you can slice and dice, my favorite term, slice and dice SWIS data to not identify individual kids, but see again, how we're doing collectively as a school to address discipline problems or to minimize discipline problems and maximize appropriate pro-social behavior. Question over here, comment?

WOMAN: I work in a high school, and one of the things we needed to do before we could do any of this, high school teachers tend to be like inside their box or their department. We had to get them to see all the children as belonging to all of us, not your kids, but our kids for everyone.

DR. KOVALESKI: Yeah, great, how did you do that?

WOMAN: We do a lot of . . .

DR. RUNGE: Super easy, right?

WOMAN: . . . yeah, oh, very.

DR. KOVALESKI: That's an easy one, yeah.

WOMAN: We do like culture exercises as part of our staff development and a lot of like work through trust kind of things, so we work on ourselves almost as hard as we work on the kids.

DR. KOVALESKI: Yeah, the important thing, I guess just kind of talking about it is worthwhile. A lot of these things, we kind of leave go as expecting that's the way things are, you know. The old saw secondary teachers teach content, not kids. You know, and people have been saying that forever. And then you get into secondary schools, and you talk to teachers. And they're all about kids. You know, and so I think we got to kind of do some myth busting on some of that. Okay. A lot of good ideas about universal screening. Thank you for sharing that.

Now anybody in schools that have a lot of data and not using it? Are you at that point? There's a lot of people that say, gosh, we collect a lot of data, and we really don't use it well. And this next piece that we're going to talk about is how you use the data. And even before we get to interventions, which obviously is where we're going with this, is let's make sure we get the data in an efficient way in the hands of teachers and make some decisions. So we're talking about teaming here.

And notice our language. We're talking about teaming, not teams. And one of the things about teams that sometimes happen is they get kind of insular and protective, and they're the team, and they have T-shirts, and nobody else has the T-shirt, you know, kind of stuff. And that's not what we're talking about here. We're having, talking about teaming in which by the time we get done with this slide, you'll see that everybody in the school is on, is not on a team, but is participating in teaming at one level or another.

Maybe, Tim, you and I can kind of tag team this one as we look at RtII and SWEBS as kind of, again, we're putting them as two different things, but kind of imagining this as kind of one function. So the first level that you have is the district level, where we're creating policy. And, you know, we're kind of being broken records about this, but this is really most effective when a whole school is going this way or a whole district is going this way.

So for RtII, we're creating policy, selecting assessment interventions for academics, and analyzing district-wide data trends. So when the Marian Center folks are talking about how they chose the reading curriculum, you heard that kind of analysis of what the data were, what they felt they needed, and how they chose their reading series. And so we're looking at here is even district-wide trends in terms of where the problems are. The last school district I worked for, we had, we did universal screening.

This is back in about 2000, I guess. We did universal screening on everybody and this was in the early days of DIBELS. And then we especially looked at our kids in special education. And we had four elementary schools, and what we found, and the elementary schools differed widely in socio-economic status. We had kind of a poor school, a wealthy school, and two schools in between.

And because of kind of the administrative ethos within the district, it was every school gets the same amount of everything. So everybody gets, because schools were all roughly the same size. Every school gets two special ed teachers, two reading folk, and reading coaches or reading specialists or whatever, two speech, you know, everybody gets the same because that's fair. And then we looked at the data and found that the level of proficiency in the poor school was way the heck below the level of proficiency in the wealthy school, yet they had the same number of support people.

So guess what was happening, the kids, they were providing support to the same number of kids, but the kids that were getting support in poor school were really deficient kids, and the kids who were getting support in the wealthy school were really hardly below grade level. So it was a really, a real kind of mismatch. This is an example of how we needed to look at district data trends and say, holy smokes, we have too many people over here and not enough people here.

 And rather than thinking about adding staff, we did the obvious thing as administrators. We, you know, had people from one school transfer to the other school so we could address the needs better. So that's kind of an example of looking at district-wide data trends.

DR. RUNGE: Similarly, PBS, of course, at the central office level, that same type of commitment and allocation of resources is equally as important. The one thing I would add in my experience related to PBS that might be a little bit different from RtII is that at the district level, yeah, sorry. Yes, I'm getting feedback. I think I need to be standing over here. Okay. Do I get a piece of chocolate? No, we're in Hershey, so I guess everybody gets chocolate.

So for PBS, what needs to happen, at the district level is that the district needs to really critically evaluate, needs to really critically evaluate the kinds of data that they're collecting currently, such as office discipline referral data. Most schools, just about every school that I've ever worked in is, they are collecting those data. But the key feature here is are the data that they are collecting able to be sliced and diced in a way that is going to be helpful for schools, school teams that are implementing PBS?

In many of the schools that I've done some working in helping them develop PBS frameworks, the office discipline data that are entered in is basically a narrative. The teacher, you know, certainly gets to vent and write everything that happened in a particular event that transpired, and then some person, either a support-staff person or a principal types that in, which is great, and you can maybe sort by kid. But it doesn't really help you sort by location or by possible motivation for the behavior or by time of day. So when school teams or teaming occurs, it, we need to be able to ask those questions. Where are the problem behaviors occurring the most frequently?

And oftentimes, that's where the breakdown is in the current way in which schools and districts warehouse their discipline data. So in my experience, what has been an important attribute in addition to what Joe already discussed about district-level responsibilities, is the discussion about maybe our current system of managing discipline data isn't serving the needs that our teams and our teaming responsibilities will require. So that's always a very early entry point that I have discussions with central administrators about that particular issue.

DR. KOVALESKI: And in here again, those central administrators that are here may want to consider a data warehousing system where you officially get to look at all the data rather than have to pour through kind of spreadsheet after spreadsheet. Second level is at the building level. And you can see that there's a building level, and then it goes down to a grade level. Speaking about the building level, there's two functions here in a very analogous way to the district-wide look. What we're talking about is a group of people, could be the same group.

It could be a group that has some permeability where some people are on, some people are off or whatever, but it always involves the principal, and it involves other key people who are in the position of doing the two things I'm going to mention. And the two things are first of all,

to look at the data across the building, and just as we deployed resources kind of district-wide, we also want to deploy resources in an effective way at the building level.

And one of the things that happened, and this is especially pertinent to secondary folk, but it also applies to elementary, is the whole business of the schedule. And what's happening with the schedule and so forth. And the amazing thing to me about scheduling is that 501 school districts in the state, gosh knows how many individual secondary buildings there are, but my bet is that there, if there's 2,000, there's 2,000 different schedules in place. Now and every, and one of the things that happens is everybody thinks, oh, this schedule is invariant. It was carved, Moses brought this schedule down to us. We may not change it.

And but, however, if there are 2,000 different scheduling approaches in this state, what that means is there's lots of different ways to skin the cat. And one of the things that our teams really need to look at at the building level is the schedule meeting the needs of the students, or are the students being sacrificed in, to the god of scheduling. And what we have to look at is really kind, and one of the things we really talk a lot about with this is administrators talk to your neighbors in different school districts that are doing SWEBS or RtII and just ask how do you do it?

And those of you that attended, or will attend any of the secondary sessions, it doesn't take too long at the secondary RtII sessions for people to start talking about the schedule and how to beat it, so that you can provide, get the supports where you need it, when you need it, and just the amount that you need to do. So again, it's that take a step back, look at the data, the building-wide data, and where do our, how do we need to deploy our resources?

And that may change from year to year as you're successful in getting better proficiency and better behavior, your needs might change from year to year, or you might run into one of those, you know, classes from wherever that need special attention or have special needs. And you may have to redeploy and rethink almost of a year-to-year level how your schedule looks. So the first function is to kind, is this ability to step back and look at district-wide kind of trends. The second function is to do what we used to call IST. Okay.

And the distinction between IST and what we're going to talk about at grade level is now we're going to look at individual interventions for individual kids. Okay. So remember we're using, those of you that were with us during IST, we're using a problem solving model to analyze the instructional behavioral approaches that we're using for kids and to customize those for individual students. Now I normally talk about grade level first, so I'll kind of go back to this.

But this is meant to be, for a small number of kids, we're looking at the need to customize individually for students. And what we, one of the things that I'm very kind of intrigued by over the past 15 years is since they deregulated IST back in 1997, a lot of people changed the name of the teams. And I could never understand why the need to change the name because I thought IST was a perfectly fine name.

And one of the things I'm worried about though with this, and to focus your attention on is if you change your name to child study team, I'm especially worried because what we try to do with IST is we try to have a team or teaming that supported the instructional process. And I worry that what we're going back to with child study teams is we're now studying children again.

And while it's important to know that kids skills and some of those background issues that Ana was talking about earlier, fundamentally, we want to be looking at what we can be doing instructionally and behaviorally in the classroom at those team meetings. So one quick

way to analyze that kind of process in your building is to say, do we spend time, are we spending most of our time in those meetings talking about instruction or behavioral interventions? Or are we spending most of our time talking about the kids, that is admiring the problem?

A real quick assessment you can do, if you're sitting there talking about kids admiring the problem, and it's 25 minutes later, and all you talked about is all the problems these kids have and not what you're going to do about it, you need to upgrade that team. And you can look back 15 years ago at some of the materials we used in instructional support, and that was all about how to stay focused on a problem-solving process. So that's the two functions at the kind of building level.

DR. RUNGE: In PBS, the core team, which consists typically of anywhere from four to eight individuals in the building absolutely spearheads and drives PBS. One thing that is absolutely critical, one member of that team that is absolutely critical is the principal. However, arguably, most of the schools, and I think this is a good move, the principal doesn't actually lead it and do all the work. The principal is the figurehead, who is the voice of the PBS program.

But there is usually what is referred to as an internal coach, that is the person on the team, a person on the team who is, who has experience, expertise and behavioral intervention, social and emotional behavioral interventions, who really is the person who coordinates the whole team. But that core team gets together on a monthly basis and reviews the universal screening data that are the office discipline data.

And then as spikes in the data appear, as we'll see in just a couple of slides, then that core team changes or makes recommendations or modifications to the core curriculum, which is what we're teaching kids to be, how we're teaching kids to behave and what we expect of them. As certain individual students are highlighted as being more in need of services, then those students are referred on to grade level or sometimes SAT teams, other teams that more closely focus on the individual needs of a student.

But the building level team looks at how are things going from the 30,000-foot level. How is our school operating as an organizational structure? And as kids emerge in the data, then those kids are referred to grade level or SAP teams or ESAP or other teams and teaming structures within a building.

DR. KOVALESKI: Yeah, one of the things that we, I think, would like to advocate even though we do things in this kind of bifurcated two-sided way just for explanation purposes and to some degree, historical purposes, but is that as we go to schools that are doing both functions, we see this as a unified process. So it's not like, okay, I'm the principal. I'm sitting there, and it's now time for the building-level RtII team, and we get one bunch of people walk in and sit down, and we're going to look at the academic data. And now, okay, we're done with that.

Now you guys are out of here, and now we got the behavioral folks coming in so we look at behavioral data. We don't really see it that way. We would see one unified team that, I guess sequentially looks at, doesn't matter what you start with, the behavioral data or the academic data, but you're going to look at the, what level is that? Thirty thousand feet?

DR. RUNGE: Thirty thousand feet.

DR. KOVALESKI: Thirty thousand feet, the 30,000-feet level, we're going to look at both the academic data and the behavioral data because what do we know? These are the same kids, the

kids with the academic problems often have the behavioral problems and vice versa, okay, so we're not talking about two different things here. It's two sides of the same coin. So as we think about school-wide deployment of resources, school-wide programs, we want to be thinking about how everything fits together, both the behavioral side and the academic side because one thing we know is that you can get very, very fragmented at a building level.

And what we really want to try to avoid is this fragmentation, which we've always worked against, where you have all these little boxes and specialists and so forth, who aren't talking to each other and not being coordinated. And I think one thing that RtII and SWEBS share as a common ethos is this idea that all of this is integrated and made sense to not only the people that are sitting on this district-wide or building-wide team, but also then filtering that message out to everybody in the school, so everybody understands what we're doing in the school.

You know, some of the effective schools literature and the 90/90/90 schools that you hear about, 90% minority, 90% free and reduced lunch, and 90% proficient, when you look at some of those, the data from those schools and what's happening in those schools is you're seeing consistent and persistent things that are happening in those schools. And when you go around and ask people in those schools, what's working in this school, they'll tell you two, three, four things. Okay. If you go to schools that don't have a history of effectiveness, and you ask people what's working here, you get 50 different answers.

Okay. So we're talking about very persistent and consistent ways of approaching things. Everybody in the school knows what the token economy system looks like. Everybody in the school knows the school rules. Everybody in the school knows something about teaching reading, even at the secondary level. Okay. So what the big ideas in reading are, and how we're moving kids toward better proficiency in reading and writing and so forth. So this is meant to be kind of seamless.

Past then the building level, we get down to the level that I've been spending a lot of time thinking about over the past number of years, and that's grade-level teaming. And this is new to RtII since the early 2000s. And what we're looking at here now is grade-level teams getting together to look at the data, and one of the functions is, of course, is to identify those kids that need Tier 2 and Tier 3 supports. But that's kind of a secondary function that happens toward the end of this type of meeting.

When we're talking about this, and I'll just move ahead one, and then, Tim, you can go back if need be. What we're looking at here in terms of a grade-level meeting, and I'll describe it. And my bet is that a lot of people here are doing this, is that we're going to look as a group of teachers, and who's going to be there, so if you're at the fourth grade, it's going to be everybody that teaches fourth grade in your building, it's going to be the principal, it's going to be then designated folks that know the content real well, like reading specialists, school counselors, school psychologists, it's going to be somebody who manages the data, which I find fascinating, who's managing the data.

It's everybody from principals to school psychologists, the school counselors, to people who used to be instructional support teachers that are now these data mavens, that are happening, or data meister that are happening in schools, so somebody that's managing the data and bringing the data to the meeting. So we have these folks gathered at the kind of grade level, and we're looking at the data, the critical data, the screening data, and the universal screening data that we talked about, both the academic and the behavioral data, and what we're looking at is first and foremost, data displays that don't have kids names on it.

Okay. So if you look at DIBELS or AIMSweb or SWIS data, and Tim's going to show you a bunch of SWIS data slides, and all the slides, I'm pretty sure, don't have kids' names on it. And the reason for that is we don't want to get bogged down too soon in this kid and this kid and this kid and what we're going to do at Tier 2 and Tier 3 for those kids. Okay. What we want to talk about is how are we doing collective in boosting the academic proficiency of everybody, boosting the mental health of everybody, and minimizing the behavioral, inappropriate behavior of everybody?

And so what that leads us to is it leads us to a setting of goals, where are we academically, behaviorally, where do we want to go, and then the most exciting part is what are we going to do to get there? Okay. What are we going to do as a team of 2nd-grade teachers, as a team of 8th-grade teachers, as a team of 11th-grade teachers to get kids to where we need to be in terms of proficiency and behavioral expectations? And at that point, we're talking about instructional strategies.

Now one of the most fun things that I've done over the past about almost ten years now working with schools is sitting in on these meetings and listening to teachers talk about instruction. And when you don't have kids' names in front of you, I've just been delighted at how quickly teachers gravitate to very high-level, effective instructional conversations.

And this whole idea about focusing our work on evidence-based practice, I think, has really been improved and maximized by having, giving teachers time to look at the data and say, okay, we've got 65% of our kids now at the beginning of the year proficient in this skill or at low risk, as Ed was talking about yesterday. And by the end of the year, we've got to get 90%, 95%, 100% of our kids to proficiency. What are we going to do over the course of this year to get there?

Or we have kids at this level behaviorally. Where do we need to get to at the end of the year so that we have better behavior and better learning among our kids? What are we going to do as a group of teachers? How do we support each other to use our hopefully well thought out curriculum materials and/or instructional approaches? How are we going to work together to make sure that we are more effective teachers?

And Jason Peterson and I have a chapter in *Best Practices in School Psychology V*, where we show some data from Cornwell-Leviton(?) School District, where Jason used to work, where we tracked it over a bunch of years, and we could actually see the teachers in this one kindergarten got better at producing proficient kids by the end of the year over a four- or five-year period, not because the kids somehow got progressively smarter or more proficient as they got to kindergarten.

The kids were pretty much the same when they got there. But by the end of the year, every year, teachers were better at getting kids to proficiency. And I fully believe it was a result of having these in-depth conversations. Now infrastructure-wise, principals and central office people, what we're talking about is making room in the schedule for folks to do this. And what I've been very gratified by in terms of some of the schools I've been working with, especially at the secondary level, is the ability to find time to do this.

And it used to be that we would, we said we're going to do this three times a year after the fall, winter, and spring screenings. And now what we're talking, now what we're hearing back is people are doing this monthly. There are people are doing this just about every week, where they're looking at data and asking where are we going to go, and how are we doing, and what do we need to do next? So it's been a really pretty exciting time about having teachers look at the data and say what are we going to do to get our kids better?

And the most fun thing that I've had at these meetings is the end-of-the-year meeting, when everybody looks at how we've done. And I've been in some schools in the last day of school. It was at Washington Park Elementary in the western part of the state, couple years ago, and I had done a lot of training with them and had shown them a lot of PowerPoints over the course of the year, and they brought me in the last teacher day and said, we've got a PowerPoint for you and sat me down and said, here's our PowerPoint. And it was all about their data.

And they were just thrilled about their kids and how they had all, how they had gotten their kids to proficiency on various DIBELS subtests, and they were just stoked about it. So again, in terms of teacher efficacy, sense of self-efficacy, one of the things that's really beneficial is teachers looking at these data and not only planning, but then actually celebrating the data that they had. And a comment, and then I'd ask folks to perhaps share some of similar stories. Comment here.

WOMAN: . . . the one comment that I have is that some of these scales have not been, or universal screeners have not been normed on our ELLs. And so we're making these data decisions, I know I'm kind of, we're making these data decisions, and we're identifying these kids, and we're putting them in wherever, based on the fact that we don't have valid screens for ELLs, that we know that our ELLs cannot, can do the academic content, but not on, without support. So how do we account for that as we do these universal screeners?

DR. KOVALESKI: So the camera is wondering where did Kovaleski go? I'm over here with Ana Sainz de la Peña, and she is the PaTTAN consultant for ELL in RtII. And I'm hoping Ana has a good answer for you.

SAINZ DE LA PENA: Without any, I would say, approach that we take to improve the education of all children, sometimes we tend to look at all children just with one lens. And in order to reach the level where we are really looking at English language learners, you're right. Many of the assessments that we use as universal screeners have never taken into consideration to be normed English language learners. So that's where the ESL teacher or the administrator in the building needs to bring the data that is actually going to give us light about where these children are academically and linguistically.

So ACCESS for ELLs data is very important. And for people who are not familiar with ACCESS for ELLs, that is the mandated assessment just like PSSA is for No Child Left Behind, Title I. No Child Left Behind also has Title III, and Title III has ACCESS for ELLs. So that data is very important because it gives you light about the level of English language proficiency of the student, the literacy level from the perspective of a second language learner.

So whenever we give DIBELS to students who are English language learners, actually we are getting some information, but we are not getting all the information we need to make these decisions. So DIBELS cannot be, you know, a measure that is seen in isolation when they are English language learners. In many instances, what we have seen is that they are actually comparing sometimes ELLs with native speakers, and then coming with the idea that they cannot do certain things.

If you would be given DIBELS in Japanese to English speakers, you would get the same kinds of readings. So those are the kinds of things we need to bring that ESL teacher to the table with her data in English language proficiency and make decisions based on tests that are normed for English language learners. And so we need to really start opening up that lens of universal

screening with data that is going to help us, as you have said, Joe, make the best decision about instruction. And we need to bring data that is of value for that decision.

DR. KOVALESKI: And, of course, there has been a lot of work in the CBM community about Spanish language reading probes, that I refer you to. Unfortunately, I haven't seen anything about Farsi reading probes or Romanian reading probes, so we obviously have more than people that speak Spanish in our schools these days. Tim, some last comments about universal screening, and/or the data, and then we'll move on because I just noticed, we have 20 minutes left.

DR. RUNGE: Yeah, yeah, I'm good.

DR. KOVALESKI: We spend most of our time on Tier 1, and we don't at all apologize for that. For one reason, this afternoon, we're going to talk a little bit more about Tier 2 and Tier 3, but the big game in town, whether it's academics or behavior, is Tier 1.

DR. RUNGE: Uh-huh, yeah, I'm good. Okay. So the data that we look at for PBS at a universal level, office discipline referrals is the primary source of data that teams review. Staff and student attendance, as I previously mentioned, actually is a strong proxy indicator of school climate and school culture. So we look at those data because we're already collecting those as well. And suspension, detention, and expulsion data, we're collecting those as well.

So much of these data that we're looking at are actually already currently being collected by schools. It's just how we're actually utilizing them, accessing them, and then slicing and dicing them as Joe had indicated. LRE, of course, is certainly important for us with specific regard to placement in approved private schools. I know that schools are required to indicate that to the state. And so we're critically evaluating how does PBS influence that? Okay.

So some of our qualitative data that we're looking at, there's a couple of online surveys that teachers and staff complete. Online, which is really nice because there's no paper, and it's quick and easy. Actually, these two different surveys, self-assessment survey and the school-safety survey take less than ten minutes to complete, and schools are recommended to complete them once a year. So and they assess all these different areas, which due to time constraints, I'm not going to just stand here and read those for you.

Those, you can find those, now first of all, you have to be connected with a PaTTAN or an IU person to gain access. But the website for that is www.pbssurveys.org. Don't put dot com, you'll get some business. Make sure it's dot org, and so you can find out more about those surveys. You can actually see them. But in terms of electronic access, and aggregating data, you'd have to work through your IU or your PaTTAN to be able to access those.

School-Wide Information System, as we've already talked about, is a data management system regarding office discipline data. And it's very efficient, much more efficient than I found in the vast majority of current discipline systems that districts are using, much more efficient. One district that I was working with, they can give you the number of referrals by kid, which is helpful information, but they can't really give you much else beyond that unless you want to print out literally, the principal came to me and said, here's our data for the past month. And it was a stack this big.

And so I said, yeah, how useful is that? Who's going to spend the time to actually digest that and then spit it back out in a usable format? SWIS allows you to do that. So it's Web-

based, and actually it does integrate nicely with some current systems that schools are using, but not all. And then there is an added feature for Tier 2, which again, this afternoon, if you're interested in Tier 2 stuff, you can hear about that in our afternoon session.

So these are data from a real school, looking at office discipline referrals. Now these are, this is the responsibility of that core team that meets monthly. They're looking at basically five, there's five big ideas in reading. There are five big graphs you look at in School-Wide PBS. This is the first one. Average number of referrals per day, per month. And we adjust for the number of days of school in a month because for most schools, there are a lot fewer days in the month of December compared to, say, March or April.

So we adjust for the number of school days. So if you just look at this, I know for many of you, you may not be able to, actually, for a lot of you, you can't see the very small print, and for many of you you've got obstructed view, where you can't even see the screen. But what we see here is that our problem area, or problem month is December even though December only had 15 school days.

So we figure, hmm, what was going on in December, and how do we fix it? Likewise, woo-hoo, June was fantastic. Now initially, you might say, well, that's because you only had one day of school in June. No, no, no, no, no, again, adjusted by the number of days per month. So whatever was going on in June was really good. And no, we didn't just kick all the really bad kids out for the last couple of weeks of school.

Now we have, here's our second big graph that we look at in PBS listing behaviors by different types of infraction. So disrespect towards staff was the highest number of problematic behavior observed in the previous month. That's probably not like any of your schools, right? Arson, yes, that appears on there. Referrals by location, I kind of attribute, or the parallel that I see with looking at these data is playing the game of Clue in a building. You're trying to figure out who did it, where, with what, when, and how.

So here's the location. It was Professor Plum in the library with the candlestick. Here we are, referrals by location, no big surprise, the classroom was the high, generated the most number of referrals. Well, kids spend 70% of the day in a classroom, so that's not a big surprise. What was a relatively big surprise, however, was playground. Although, that's unstructured, very much under-supervised by adults, and the rules and the expectations on the playground are, for the most part, just go kids. Go play for 15 minutes. I'll see you, and please don't harm anyone.

Referrals by student, as Joe mentioned, what I really like seeing in our core teams that are implementing PBS is that they actually don't have student names on there, but randomly SWIS will randomly generate numbers. Although, you can also use the Pennsylvania secure ID numbers as well if you'd like to do that. But I tend to advocate for not putting names on here because what immediately happens is, that's Johnny, oh, man, he's such a pain in the neck. And then you focus on the kid and not the instruction and the environment, which is what the core team does in PBS.

So what a core team would do here in this case is say, okay, we're going to find out who this group of kids are, and we're going to refer them to the SAP team or the ESAP team or the instructional support team. And these group of kids in the middle, we're going to refer them to some small-group instruction. And these kids down here only have one referral. We're not going to worry about them right now, but we're going to keep an eye on them.

These are actual data looking at a school here, right here in Pennsylvania that was implementing PBS. I'm looking over at an administrator who was part of that school. This is,

we actually, using SWIS, you can put all your data into the triangle, so as Joe mentioned previously, that 80% and then 20% and 5%, or 80%, I can add to 100%, 80%, 15%, and 5%, we actually have data in PBS to support the 80%, 15%, and 5%. Here is a school that had been implementing PBS for three years, fully implementing for three years, and when we look at majors, so these are the behaviors that result in a kid being removed from the classroom and sent down to the office.

We actually had about 83% of the kids who received one or no referrals, one or no removals from class over the course of the year. And they actually had around 9%, if memory serves me correctly, 9% of kid receiving two to five referrals in a given year, and then about 3% of students who were getting six or more referrals. So we actually have data to support that 80%, 15%, 5% myth that is out there, and actually, we're seeing it playing out in reality.

Now just as a note, we are seeing, as I had mentioned very early on, some literature that is indicating that this breakdown of zero to one referrals for green, two to five referrals for yellow, and six or more referrals for red correlates very nicely with much more labor-intensive resource-heavy measures of student functioning like the BASC, the 148-item BASC or, you know, some of the other screen, some of the other diagnostic measures that we use to identify kids with social and emotional issues.

So basically, we've been talking all along about the integration of RtII and School-Wide PBS, but I think we have some final comments here in the last ten minutes or so.

MAN: . . .

DR. KOVALESKI: Tier 2 and Tier 3 is going to be pretty quick because, again, we're going to do most of this this afternoon in some detail. But just to sketch it out for you, what we're doing, and let me just take us back, if I can, to the triangles. In Tier 1, as we've said, we are looking to upgrade the instructional approach for all kids and/or the behavioral approach to all kids. At Tier 2 and Tier 3 in RtII, we are talking about supplemental interventions beyond the core.

So when we talk about academic interventions, and when we talk about behavioral interventions, we're talking about those things happening outside of core instructional time. So job one is to find time to do that. And our schools, at the primary level or elementary level, rather, are using things called Tier Time or Power Hour, and that sort of thing. And at the secondary level, they're finding periods during the day when this kind of supplemental instruction can happen.

Now just to talk about, again, the structure, if I may, I'll just go to here. This is our Tri-C school, I call it our because I had nothing to do with this school, but this school is doing a wonderful job with RtII for many years now with Ed Shapiro doing some great consultation over there. And general of this is just kind of looking at, let's say, reading, for example, they do a hour and a half of daily with push and support as their core instruction.

And then at another time during the day, they are doing strategic and intensive, namely Tier 2 and Tier 3 supports for kids. And what's happening in those areas, at a strategic time, here it's an hour a day, some folks make a distinction between Tier 2 and Tier 3 in terms of the amount of time that's provided with providing roughly a half an hour to Tier 2 and an hour to Tier 3. This school actually does it by providing an hour at both Tier 2 and Tier 3, and as you see, what's happening during this time is flexible grouping and then using specific standard protocol interventions, which you can look at your slide there.

And I'll just briefly say that these are often commercially available materials that are used in a very standardized kind of manner, and we use them in that manner because that's where the research is. The research says if you use them this way, they're going to work. If you don't use them that way, if you make it up on your own, you have no guarantee that they're going to work. So we use these standard protocols, and here are some examples of some protocols that are being used at this school in terms of distinguishing between kids that need various types of interventions.

So our data finally not only gives us an idea of what's happening at the school level, but at the individual level, our universal screening and diagnostic assessments that we can use also gives us specific skill analysis so that we can put kids into groups according to what their needs are. You can see here at Tier 2, here's a more comprehension-based format here at this elementary school or intervention, and here at Tier 3, most of these kids are needing much more basic phonemic awareness and decoding skills, although, they also do a comprehension intervention there as well.

So what we're talking about here at Tier 2 and Tier 3 is really providing high quality supplements so that we can move kids in those top two tiers, in the yellow and the red levels, we can move those kids as quickly as possible, hopefully, back to Tier 1. And what you heard Ed Shapiro talk about yesterday is that it's a lot easier to do this at kindergarten, first, and second grade. And if you're going to start somewhere, starting kids early is where to go. As we move up the line, it is much more difficult to turn the Titanic around, a very appropriate metaphor there.

So that's what's happening at Tier 2 and Tier 3, and this afternoon, what we're going to do is we're going to take a specific look at Tier 2 and Tier 3 in terms of behavioral and emotional interventions and talk about what some folks have done here at the group level and at the individual level with some of these interventions. Tier 2, quick check on . . .

DR. RUNGE: Well, we have five minutes, and we certainly want to allow you enough time to be able to take a break and then get to your next session. So I'm going to fast-forward rather dramatically to PBS, obviously, active leadership is absolutely essential, not only to building level, but at the central administrative level in order to implement RtII and School-Wide PBS, you need to have that active leadership from the administrators as well as support from teachers and parents, students, and the general community, the school community as a whole.

Within PBS and RtII, we certainly are looking for a long-range commitment. You're not going to see dramatic changes in your data right away, obviously, so we are looking for a three-to-five year commitment to an implementation plan just for Tier 1. Okay. Schools can, in my experience in looking at the data from the state, schools can implement Tier 1 positive behavior support in, you know, if they put a lot of work into it, they can get it up and running after about a year or two. They got to work out the bugs, and then we start looking at after years two and maybe into year three, begin to look at Tier 2 types of interventions and then integrating Tier 2 with Tier 1.

And then after about four or five years, we've got Tier 1 and Tier 2 down pretty good. Now we're looking at Tier 3. So it is a long-range plan. We're not going to be able to change in, as Joe said, not be able to change the direction of the Titanic right away. So those teams provide the training capacity for colleagues in the building. The core team has the expertise about PBS and RtII. The core team then provides that training capacity for the rest of the

professionals in that building. They also have the local expertise to deal with academic behavioral, social, and emotional issues.

They're evaluating the efficacy of the programs themselves or the frameworks themselves and then being able to coordinate all these different supports and services has to be masterminded or under the control of that core team. So who we recommend in PBS and I would imagine also as well in RtII in terms of who would be active leaders on that school team, school administrator, absolutely general ed and special ed have to have representation from both parties.

I strongly advocate for paraprofessional staff, especially if they are responsible for monitoring and supervising those less structured environments like hallways, café-gymatoriums, playgrounds, bus loading and unloading zone. They're the ones on the front line in many schools. They need to be involved as well. Support personnel, school counselors, school psychologists, nurse, parents, community members, it is highly advisable to have all those individuals there. We need to have leadership endorsed by the superintendent and the school board because without their support, it won't happen.

And I guess, in final closing, unless, Joe, you had any additional thoughts, where to go from here, if you are interested in School-Wide Positive Behavior Support for your school and/or district, we recommend that you visit this website, which provides a very nice checklist of readiness activities, that if you complete that checklist and then contact your local IU and/or you PaTTAN person, although, I would strongly recommend you go to your IU first because PaTTAN is probably going to refer you to the IU.

Then you can demonstrate evidence that you are ready to begin the training and the infrastructure building necessary to develop a PBS framework in your school. This is just a screen shot of it, but again, I strongly recommend that you visit this website to pull down the readiness checklist that PaTTAN has adopted in terms of identifying what critical features need to be in place. Okay. And I realize we didn't get through a whole lot of stuff and I apologise for that, but good question, good conversation.

SUZANNE: Thank you very much Joe and his team.