

# Millburn School District Response to Intervention (RtI) Academics / Behavior

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# Agenda

1. Purpose
  2. Problem Solving
  3. Data Driven
  4. Instruction & Interventions
  5. Evaluation
  6. PBIS
  7. Conclusion
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# Layering of Support

More individualization as student needs increase/intensify



**Tier 1**



**Tier 2**

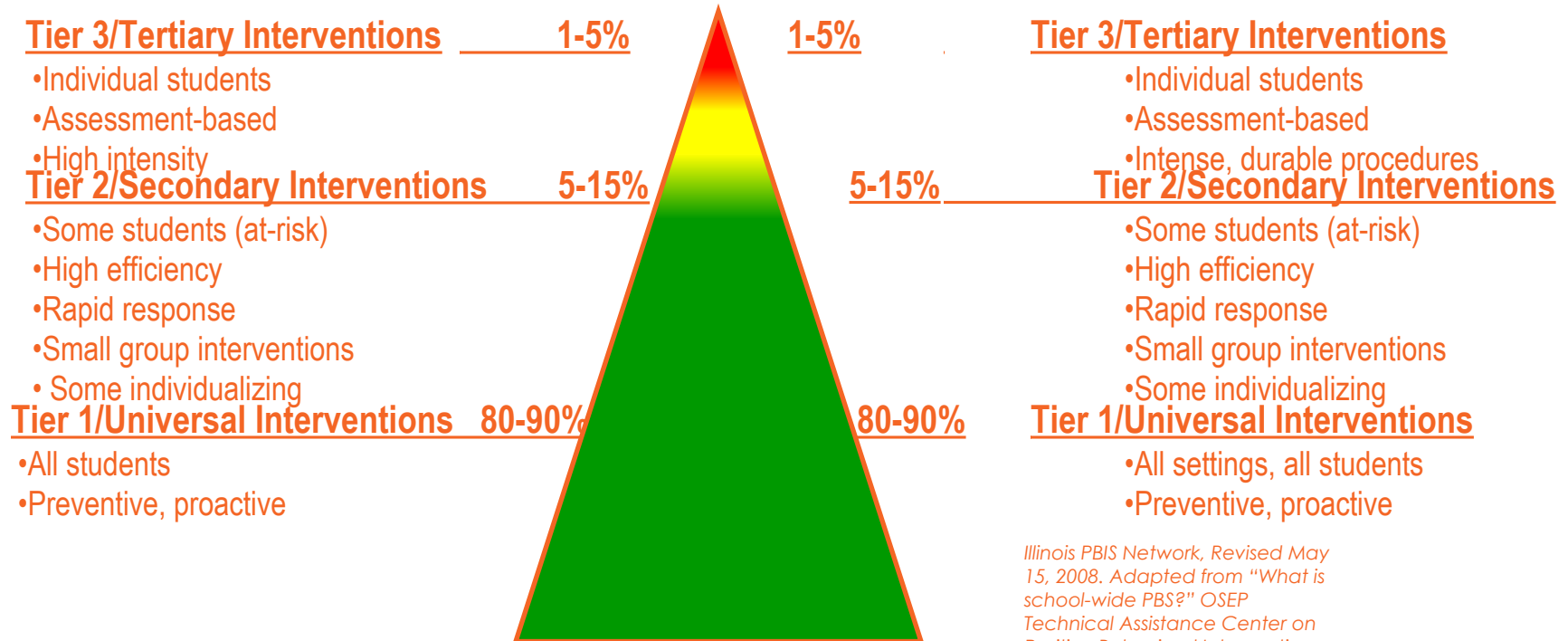


**Tier 3**

# School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

## Academic Systems

## Behavioral Systems



Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>

# Purpose of Rtl

Improve learning and behavior of all students using a multi-tiered system of supports.

Identifies students learning and behavioral problems early so that educators can intervene with specialized instruction that will improve academic achievement.

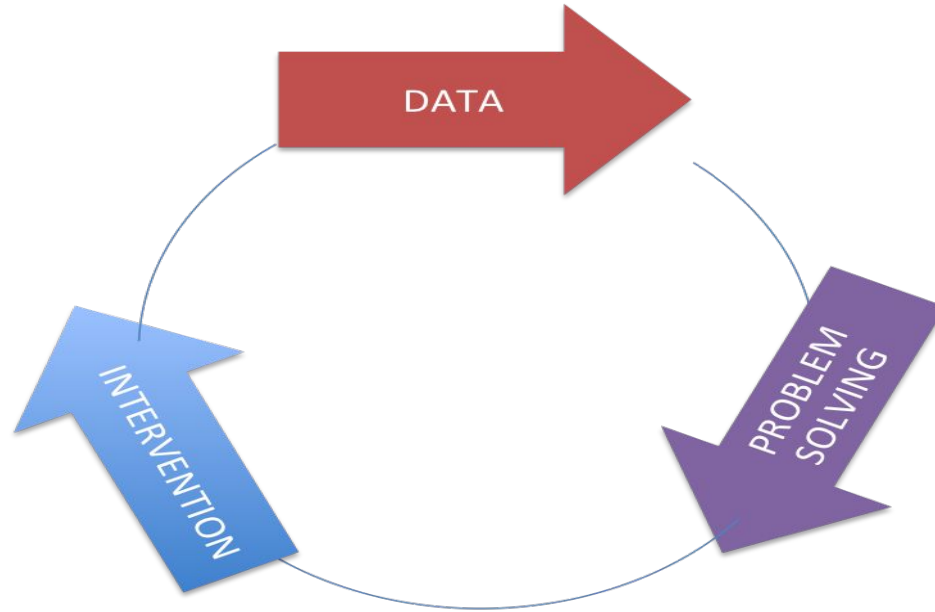
Identify struggling students

Close the gap on academics and behavior

Tailor instruction towards deficits

Increase foundational reading / math and expected behaviors

# What is Response to Intervention?



# What is Response to Intervention?

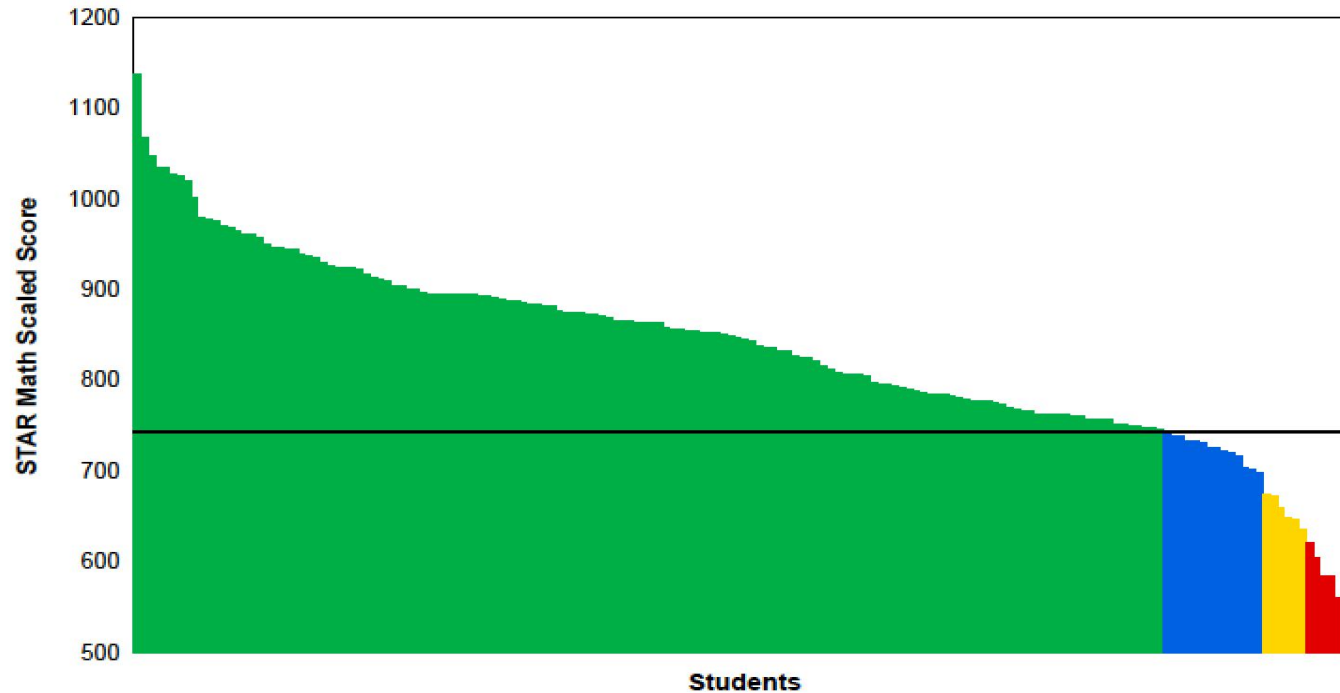
- **Data:** RTI is a way of using data to systematically identify the reasons why a student is struggling.
- **Problem Solving:** RTI is a way of helping the teacher, the parent and the student understand the difficulty, the goal, how to get there, and how to know when they have arrived.
- **Instruction & Intervention:** RTI is a framework for systematically determining how well instruction is working for individual students and making adjustments to accelerate learning for all.



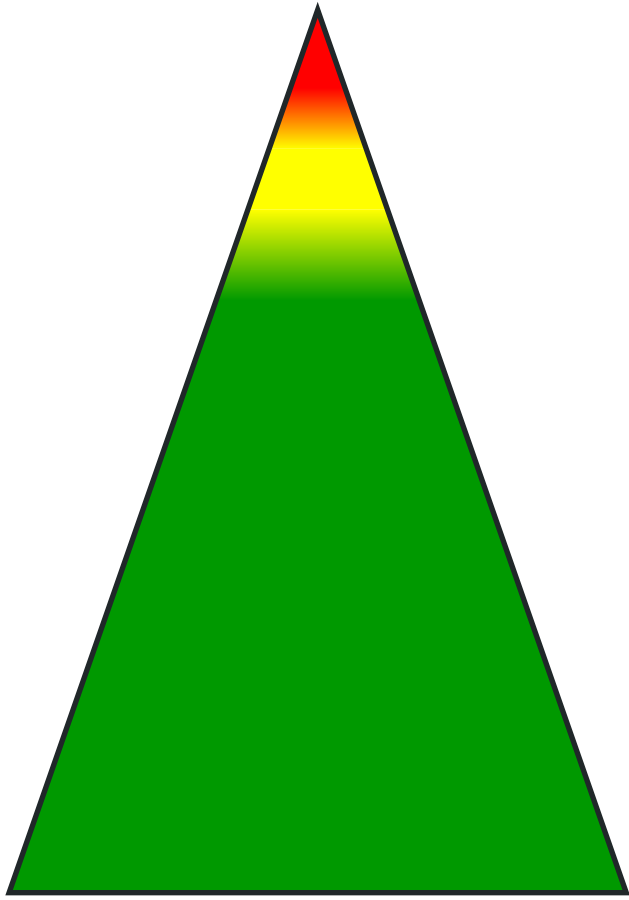
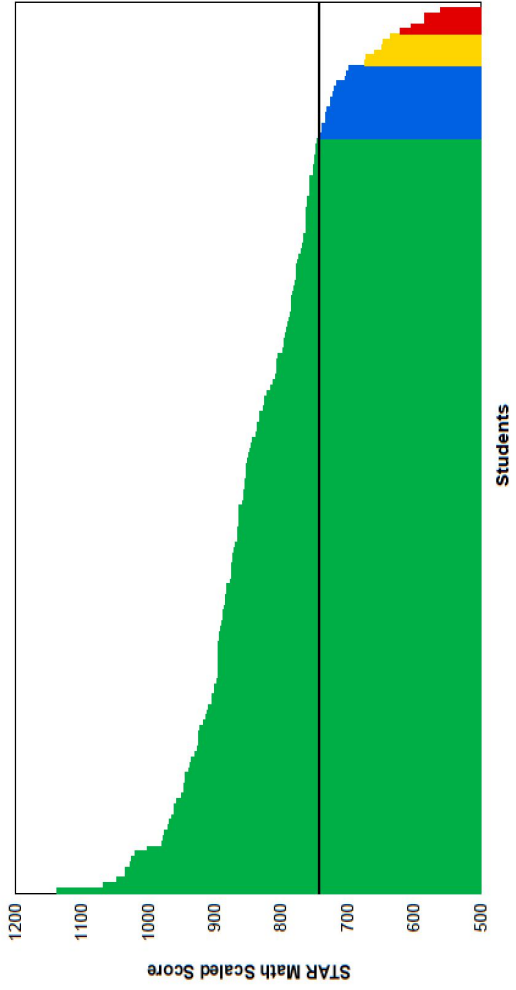


# MMS Example Data Math Winter Benchmark

**Grade: 7**



Grade: 7



# Problem Solving

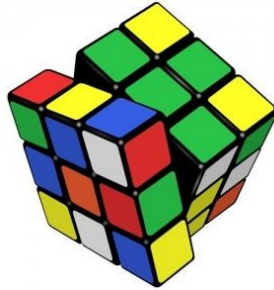
Meetings with participants: Internal with problem solving teams, external with teachers, parent and sometimes students

Strategies are brainstormed and shared at meetings to support students.

Data is reviewed and used as a guiding element of the meetings.

Review of interventions and supports in place over time.

Evaluate the outcomes of interventions and supports. Adjust as needed.



# Instruction and Interventions

Time during school day to get extra math / reading

40 minutes of added time in Math / Reading

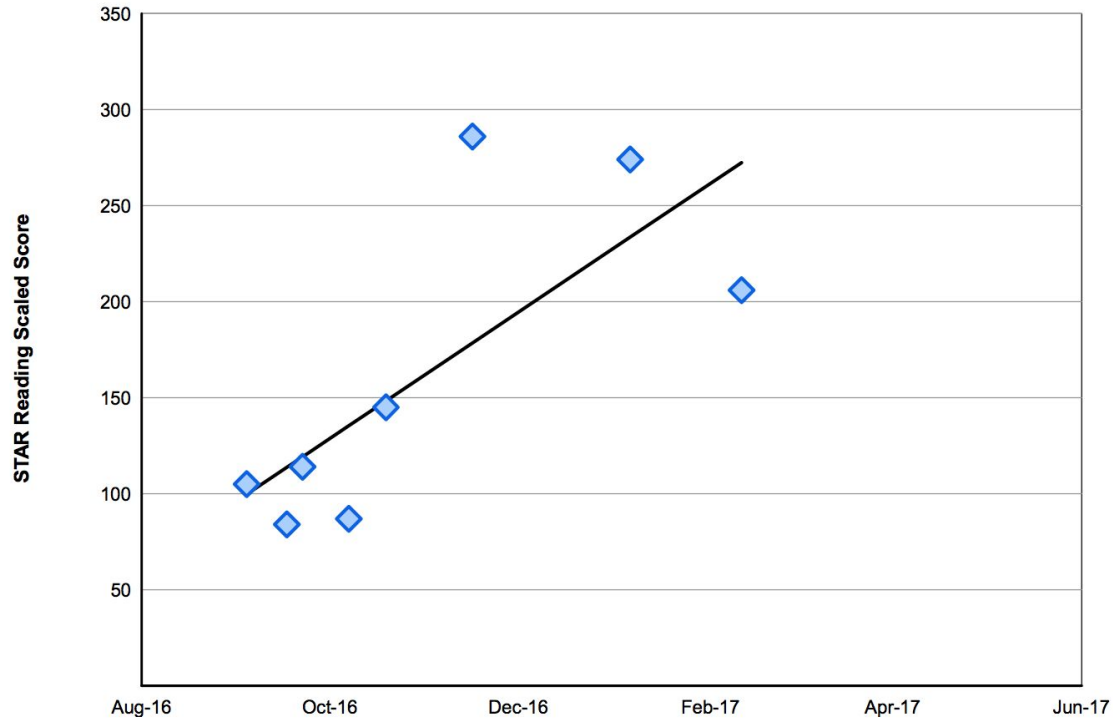
Research based

Address areas of need based on data

Progress monitoring on regular basis to see effectiveness of intervention (4-6 data points)



# Example of STAR chart



# Evaluation

Cycle Repeats with Problem Solving

Added Data: intervention program, progress monitoring, teacher updates

Intensify Intervention:

- Increase the frequency or duration

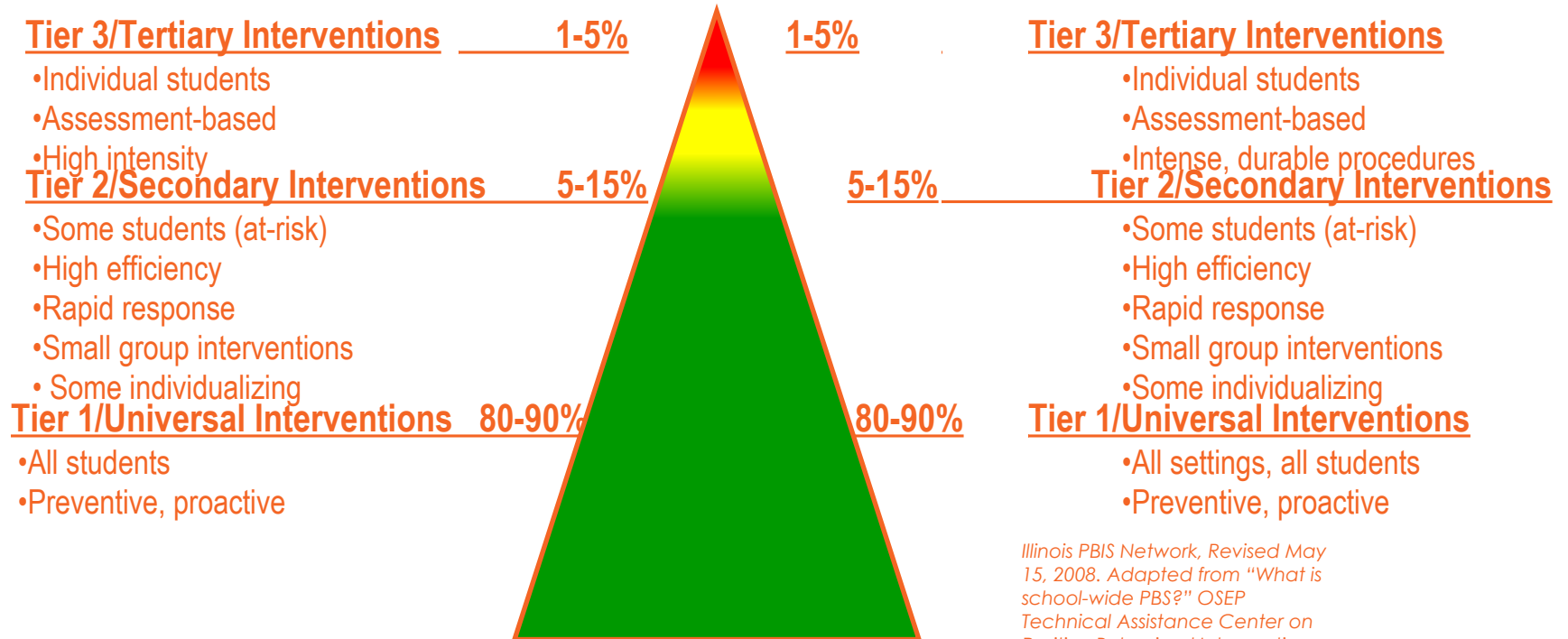
- Smaller group

- Different program

# School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

## Academic Systems

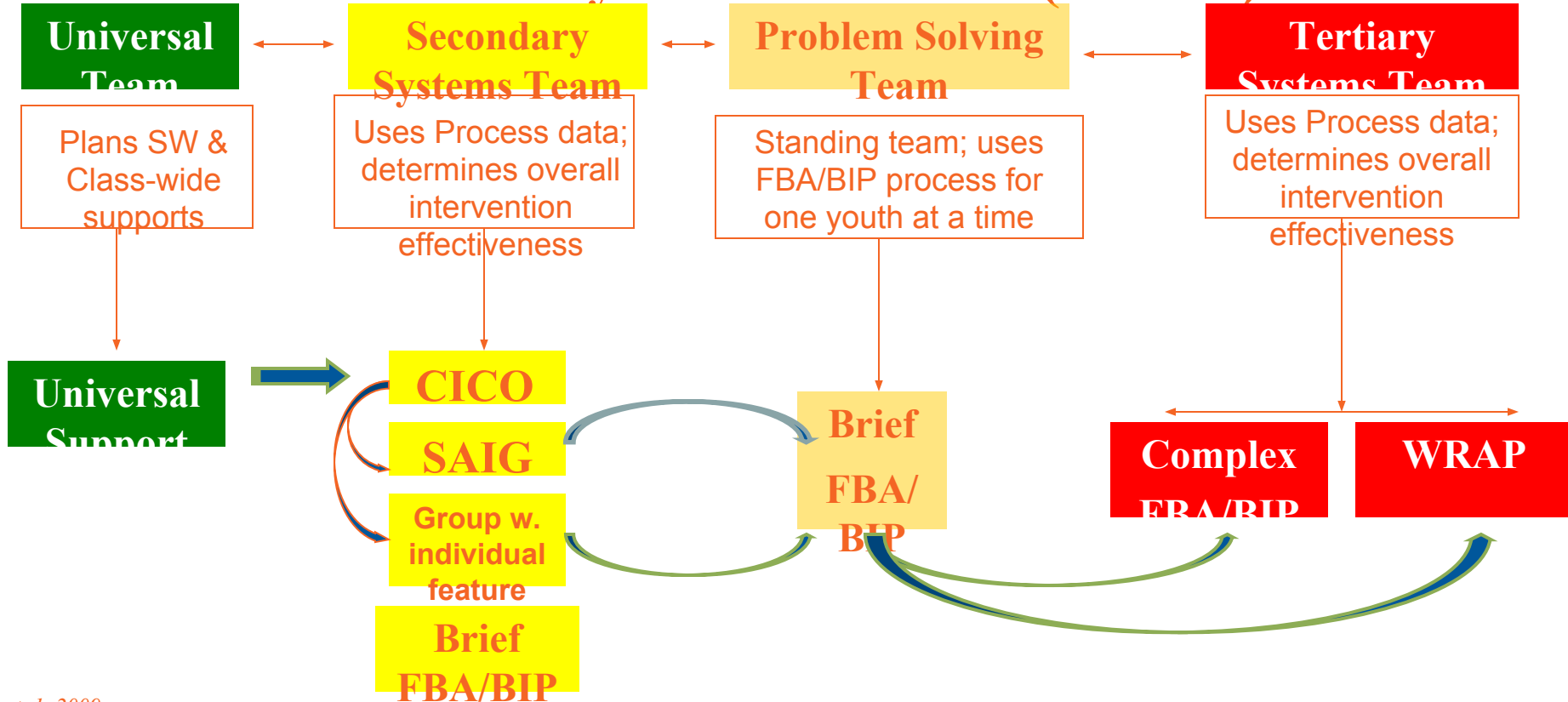
## Behavioral Systems



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# 3-Tiered System of Support

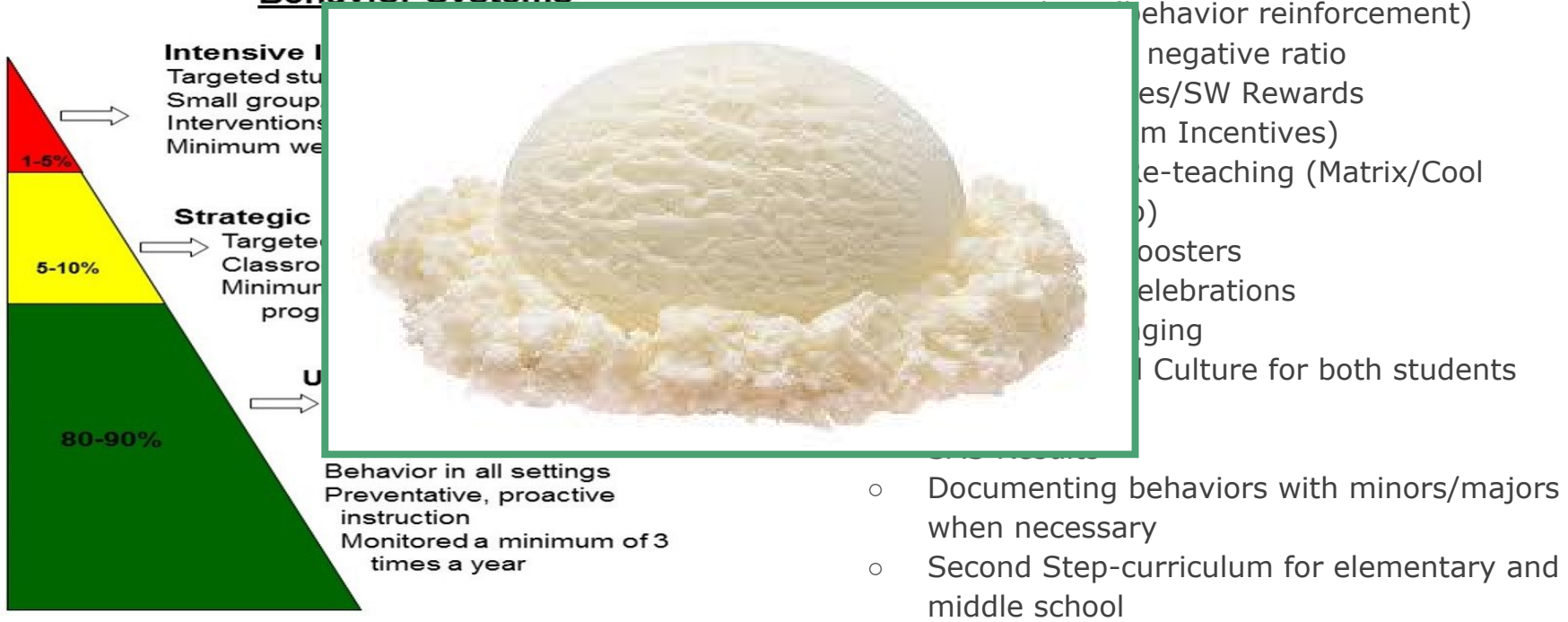
## Necessary Conversations (Teams)





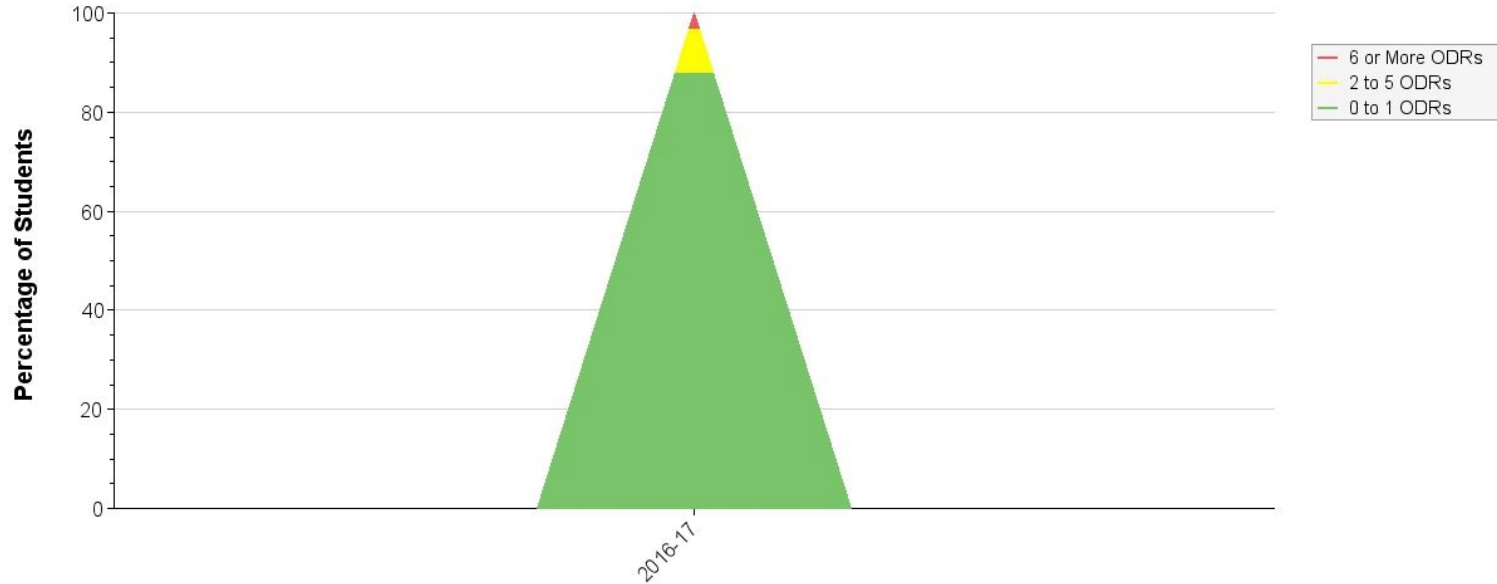
# PBIS - Tier 1

## Behavior Systems



# Triangle Data Report

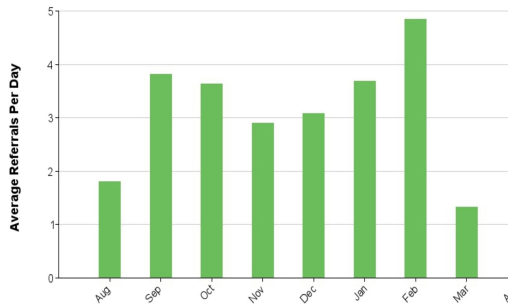
All, 2016-17 - 2016-17



School Y...	Enrollm...	0 ODRs	1 ODRs	2-5 OD...	6-8 OD...	9+ OD...	% 0-1 O...	% 2-5 O...	% 6+ O...
2016-17	733	571	77	70	8	7	88.40%	9.55%	2.05%

### Average Referrals Per Day Per Month

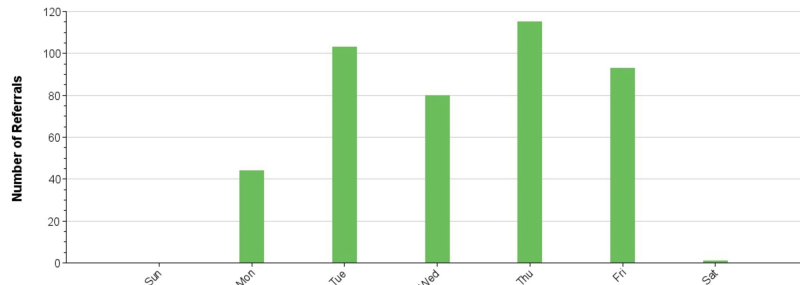
All, 2016-17



School Months

### Referrals by Day Of Week

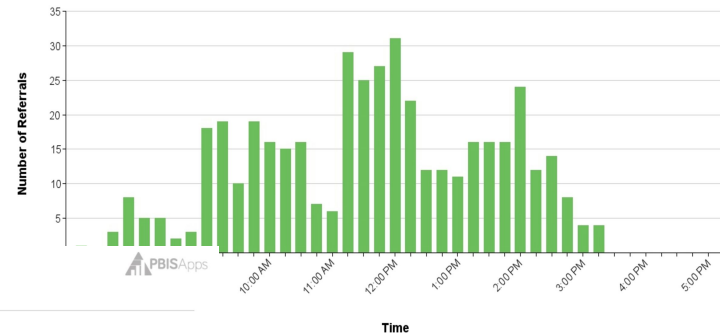
All, Aug 1, 2016 - Mar 13, 2017



Days of the Week

### Referrals by Time

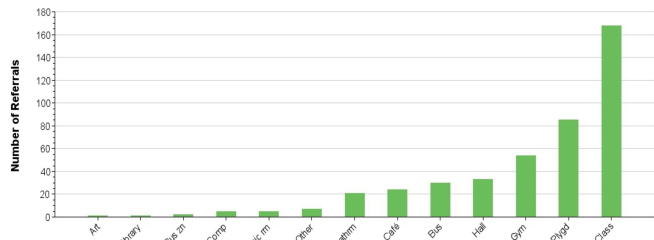
All, Aug 1, 2016 - Mar 13, 2017



Time

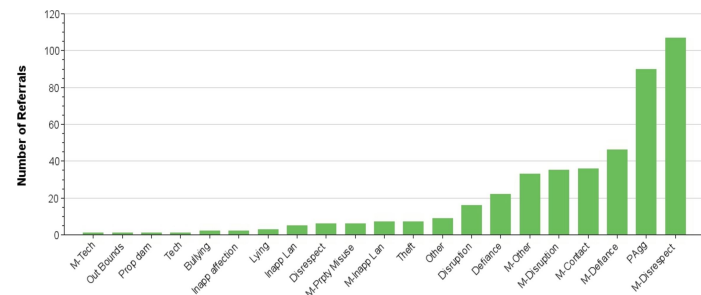
### Referrals by Location

All, Aug 1, 2016 - Mar 13, 2017



Location

### Referrals by Behavior



Problem Behavior

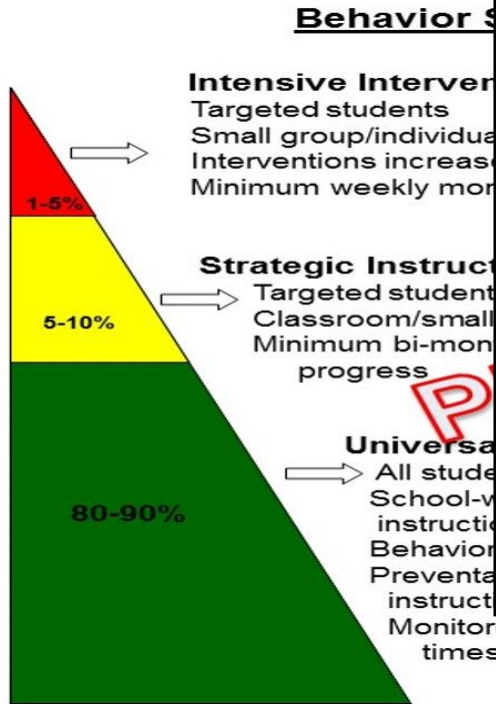
# Second Step

The Second Step program is a universal, classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation.

Social and Emotional Learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills they need to:

- recognize and manage their emotions;
- demonstrate caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively.

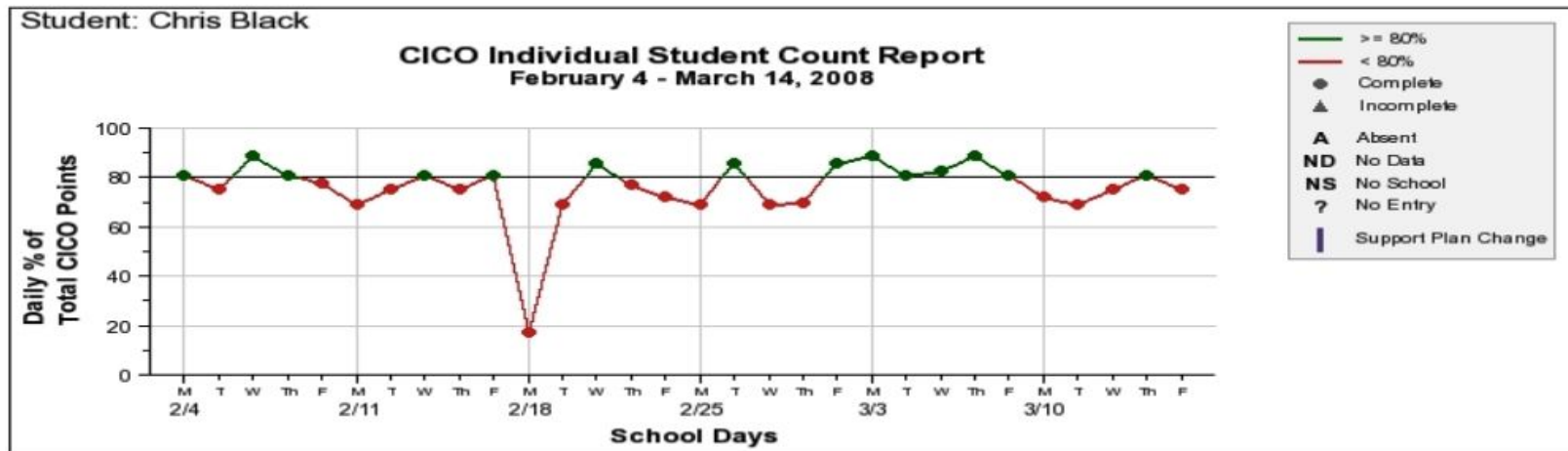
# PBIS - Tier 2



- Check-in/Check-out (4 to 6 weeks)
- (4 to 6 weeks)
- Prosocial Skills
- Problem-Solving Skills
- Academic Behavior Skills
- with Individual Features
- FBA/BIP (4 to 6 weeks)

# Monitoring Student Progress

- Daily point card data will be entered into our data system & used to guide decision making for students in CICO



# PBIS - Tier 3

## Behavior Systems

