

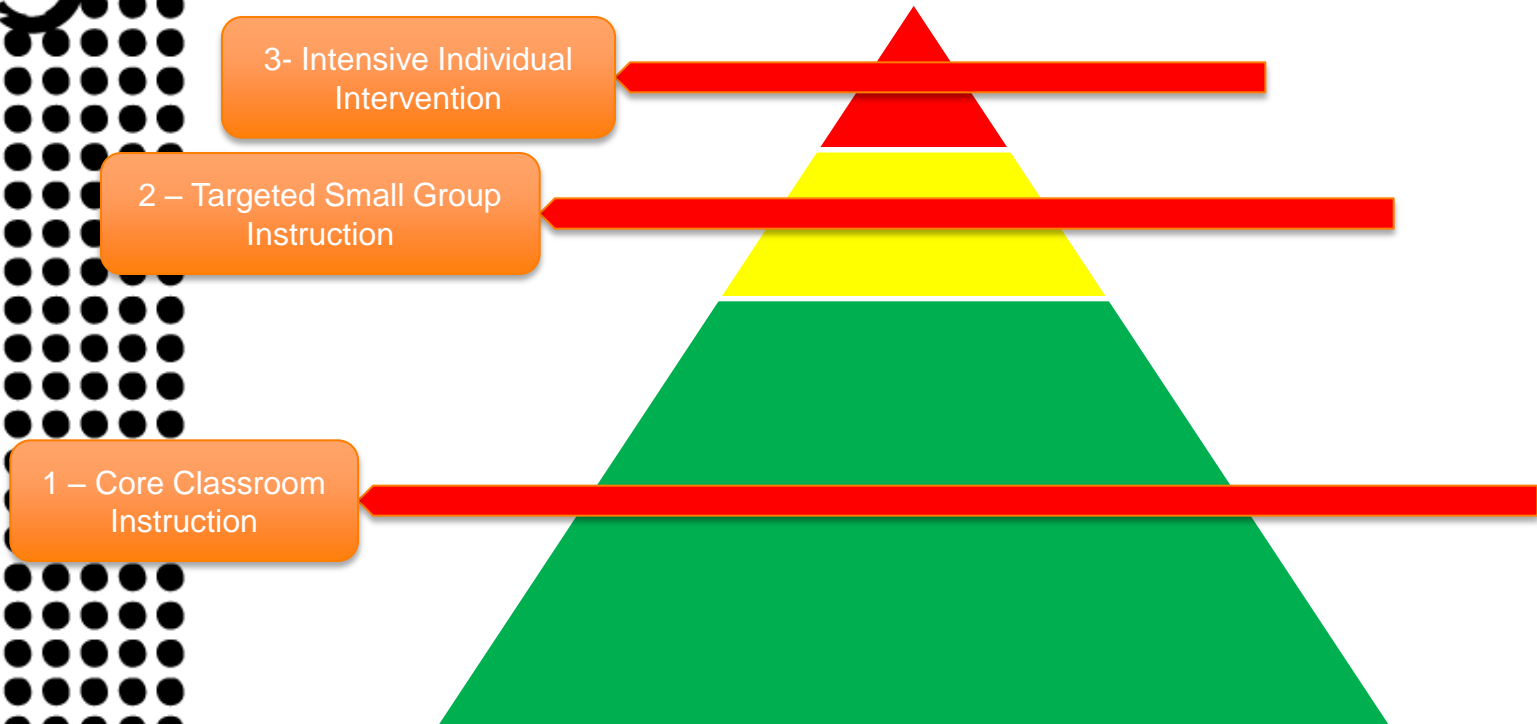
BOOM!

Linking Technology to
RTI & PBS

PBS – RTI Connection

ACADEMIC

BEHAVIOR



PBS Implementation - 2006

- Building-wide expectations for hallway, classrooms, lunchroom, bus, etc
- All staff teach universal expectations
- Ticket incentives for showing STARR behavior
- Data review to determine areas and times of concern in building with referrals
- Individual student plans (check-in/check-out)
- Function of behavior

RTI Implementation - 2010

- Core curriculum schedule for building
- AIMSWeb assessments to track student fluency and comprehension
- Tiger Time intervention daily 8:13 – 8:43 am
- All staff teach during Tiger Time
- Resource teachers serve as intervention teachers
- Title I teachers make “intervention bucket” activities for intervention groups

Linking PBS & RTI...SST

STUDENT SUPPORT

- Academic and/or Behavior Referral
- Develop strategies regardless of current services
- Forms shared through Google



Sample SST Referral

WALT DISNEY ELEMENTARY STUDENT CONTACT FORM

Student Name: _____ Grade: _____					
Referring Individual: _____					
Date Submitted: _____	Scheduled Meeting Date/Time: _____				
Target Concern(s)	Reasons/Functions for Behavior				
<i>Define the top 1-2 concerns in observable terms which most interfere with the student's functioning in the classroom.</i>	<table border="0"> <tr> <td style="text-align: center;">BEHAVIOR</td> <td style="text-align: center;">ACADEMIC</td> </tr> <tr> <td style="text-align: center;"><i>Include relevant information about frequency, duration, and/or intensity of behavior.</i></td> <td style="text-align: center;"><i>Include data regarding student fluency and accuracy in area of concern, as well as information about work completion.</i></td> </tr> </table>	BEHAVIOR	ACADEMIC	<i>Include relevant information about frequency, duration, and/or intensity of behavior.</i>	<i>Include data regarding student fluency and accuracy in area of concern, as well as information about work completion.</i>
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1.	<table border="0"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Doesn't initiate task <input type="checkbox"/> Doesn't complete task <input type="checkbox"/> Late to start task <input type="checkbox"/> Doesn't turn in work <input type="checkbox"/> Makes noises <input type="checkbox"/> Talks to peers when teacher is talking/teaching <input type="checkbox"/> Walking around the room <input type="checkbox"/> Playing with toys or objects <input type="checkbox"/> Physical contact with other students <input type="checkbox"/> Does not respond when spoken to <input type="checkbox"/> Disrupts students in close proximity <input type="checkbox"/> Disrupts students in entire class <input type="checkbox"/> Other: _____ </td> <td style="vertical-align: top;"> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Language __Written __Expressive <input type="checkbox"/> Speech <input type="checkbox"/> Math <input type="checkbox"/> Other: _____ </td> </tr> </table>	<input type="checkbox"/> Doesn't initiate task <input type="checkbox"/> Doesn't complete task <input type="checkbox"/> Late to start task <input type="checkbox"/> Doesn't turn in work <input type="checkbox"/> Makes noises <input type="checkbox"/> Talks to peers when teacher is talking/teaching <input type="checkbox"/> Walking around the room <input type="checkbox"/> Playing with toys or objects <input type="checkbox"/> Physical contact with other students <input type="checkbox"/> Does not respond when spoken to <input type="checkbox"/> Disrupts students in close proximity <input type="checkbox"/> Disrupts students in entire class <input type="checkbox"/> Other: _____	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Language __Written __Expressive <input type="checkbox"/> Speech <input type="checkbox"/> Math <input type="checkbox"/> Other: _____		
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Walt Disney Elementary Classroom Teacher Student Information Report

COMPLETED BY REFERRING INDIVIDUAL:									
Current Support Provided:	<input type="checkbox"/> Classroom accommodations only (no other supports checked) <u>CHECK ALL THAT APPLY:</u> <input type="checkbox"/> Title I Reading <input type="checkbox"/> Lexia Reading <input type="checkbox"/> Tiger Time Intervention Group <input type="checkbox"/> Speech services <input type="checkbox"/> 504 Accommodations <input type="checkbox"/> Current I.E.P. in area of concern <input type="checkbox"/> Current I.E.P. but not in area of concern <input type="checkbox"/> Other: _____								
Reason for Referral:	<input type="checkbox"/> ACADEMIC <input type="checkbox"/> BEHAVIOR								
Parent Contact:	<table border="0"> <tr> <td><input type="checkbox"/> Phone Call</td> <td>Date: _____</td> </tr> <tr> <td><input type="checkbox"/> E-Mail</td> <td>Date: _____</td> </tr> <tr> <td><input type="checkbox"/> Conference</td> <td>Date: _____</td> </tr> <tr> <td><input type="checkbox"/> Other: _____</td> <td>Date: _____</td> </tr> </table>	<input type="checkbox"/> Phone Call	Date: _____	<input type="checkbox"/> E-Mail	Date: _____	<input type="checkbox"/> Conference	Date: _____	<input type="checkbox"/> Other: _____	Date: _____
<input type="checkbox"/> Phone Call	Date: _____								
<input type="checkbox"/> E-Mail	Date: _____								
<input type="checkbox"/> Conference	Date: _____								
<input type="checkbox"/> Other: _____	Date: _____								
Parent Response to Contact:									
COMPLETED BY OFFICE:	Date of Record: _____								

PBS Shared Teacher Data

- Behavior Errors per DAY
- Behavior Errors by CATEGORY
[Disrespect, Disruption, Fighting, Language, Technology, etc]
- Behavior Errors by TIME
- Behavior Errors by PLACE
- Behavior Errors by STUDENT

PBS Data – By Location

Behavior Errors by Category

2015-2016	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Disrespect		1	4	5	7	1				
Disruption		2		3		3				
Fighting or Inappropriate Physical	1	2	5	2	7	3				
Language		5	3		1					
Lying						1				
Technology										
Refusal to work	1	1	2	2	6	4				
Other			4	1		2				

PBS Data – By Student

Classroom	Number of Behavior Referrals										Intervention							Data Decision Rule
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	B.C. (T2)	L.B. (T2)	C I/O (T2)	T.T. (T2)	TR (T2)	IC (T2/T3)	SP (T3)	
JA	2	1	0	0	0	1							X	X	X		X	6+ Referrals Or qualified last year *
KA	0	2	0	1	3	2	0				X	X	X	X		X		
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	B.C. (T2)	L.B. (T2)	C I/O (T2)	T.T. (T2)	TR (T2)	IC (T2/T3)	SP (T3)	2-5 Referrals Or qualified last year *
KA	0	1	2	0	1	0						X						
KA	0	0	0	2	0	1						X	X					
1B	0	1	1	0	0	0								X				
2B	0	0	0	2	0	0						X				X		
3C	0	0	0	2	1	0												
4B	0	0	0	1	2	1						X						
4B	0	2	1	1	1	0					X	X				X		
4C	0	1	1	0	1	0						X						
4C	0	1	0	0	0	3					X	X						
5A	0	1	0	0	0	1												
5B	0	0	2	0	0	0												
5B	0	0	0	1	2	0												
5B	0	1	2	0	2	1					X	X						
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	B.C. (T2)	L.B. (T2)	C I/O (T2)	T.T. (T2)	TR (T2)	IC (T2/T3)	SP (T3)	
KA	0	0	0	1	0	0						X		X	X			
KA	0	0	0	0	0	1												
KA	0	0	0	0	1	0										X 10/2015, F Down NCMD		0-1 Referral
KB	0	0	1	0	0	0					X							
KB	0	0	0	0	1	0						X		X				
KB	0	0	0	0	0	0							X					
KB	0	0	1	0	0	0					X	X						
1A	0	0	0	0	1	0						X						
2B	0	0	0	0	1	0												
3A	0	0	0	0	1	0												
3B	0	0	0	0	1	0						X						
3B	0	0	0	0	0	1												
4A	0	0	0	0	0	1							X					
4C	0	0	0	0	0	1												
5A	0	0	0	1	0	0						X						
5B	0	0	1	0	0	0												
5B	0	0	0	0	1	0							X					
5B	0	0	1	0	0	0						X						
5B	0	0	1	0	0	0						X						

RTI Shared Teacher Data

- AIMSWeb Teacher Graphs
- Individual Teacher Graphs
- Benchmark assessments completed by teachers on iPads or Chromebooks
- Instant data

Technology Components

- Teacher Graphing to Track Student Progress

Aug Benchmark	Oct PM	Nov PM	Dec PM	Jan Benchmark
88 Garrett	113 Luke	122 Luke	130 Cody	124 Ben
82 Sally	106 Brenan	105 Brenan	122 Luke	112 Luke
80 Jaidyn	104 Ben	101 Ben	120 Ben	110 Garrett
79 Brenan	101 Garrett	100 Ella	109 Brenan	106 Brenan
79 Luke	100 Cody	94 Garrett	109 Ella	104 Ella
74 Cody	92 John	94 John	105 Sally	100 Cody
74 Ella	87 Sally	84 Sally	99 John	97 John
73 Ben	86 Tucker	83 Cody	96 Heaven	96 Tucker
69 John	84 Jaidyn	81 Reece	94 Garrett	95 Sally
67 Tucker	79 Ella	78 Emma	94 Tucker	95 Jaidyn
64 Brandyn	76 Kate	77 Jaidyn	91 Jaidyn	87 Reece
62 Emma	70 Reece	75 Tucker	88 Reece	85 Emma
58 Kate	67 Emma	70 Kate	87 Emma	85 Kate
44 Heaven	66 Brandyn	70 McCarten	87 McCarten	83 Heaven
41 Reece	62 Heaven	64 Heaven	86 Kate	76 McCarten
26 Addison	40 Addison	64 Addison	67 Brandyn	69 Brandyn
25 Clayton	25 Clayton	53 Brandyn		64 Addison
				40 Clayton

RCBM									
Grade	Fall			Winter			Spring		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
1				30	29-14	13-0	53	52-24	23-0
2	55	54-21	20-0	80	79-47	46-0	92	91-61	60-0
3	77	76-42	41-0	105	104-64	63-0	119	118-83	82-0
4	105	104-67	66-0	120	119-86	85-0	136	135-102	101-0
5	114	113-78	77-0	129	128-97	96-0	143	142-106	105-0

Technology Components

- Individual Student Graphing of Progress (shared with principal, teacher and parent)

Date	Goal	WPM
PM	129	141
PM	129	145
Week 2	129	118
PM	129	132
Week 4	129	135
Week 5	129	102
PM	129	162
Week 7	129	134
Week 8	129	
Week 9	129	



Tech Integration- 2015

- 2:1 iPads Grades K-1
- 1:1 Chromebooks Grades 2-5
- 1:1 Chromebooks All certified staff



Technology Components

- Lexia Phonics
- Study Island
- Google Docs & Google Classroom
- Xtra Math
- Pearson Reading Street

On-Line Assessments

On-Line Leveled Readers

Professional Development Challenges

- Teachers quickly separate themselves as those who are comfortable experimenting with new applications and classroom activities
- Difficult to provide building-wide professional development to meet all teachers needs in one setting

Questions?

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