

# Data-based Decision Making in an RTI and PBIS Framework

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# What is RTI?

Response to intervention (RTI) integrates assessment and intervention within a school-wide, multi-level instructional system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and may be used as part of the determination process for specific learning disabilities.

(National Center on Response to Intervention)

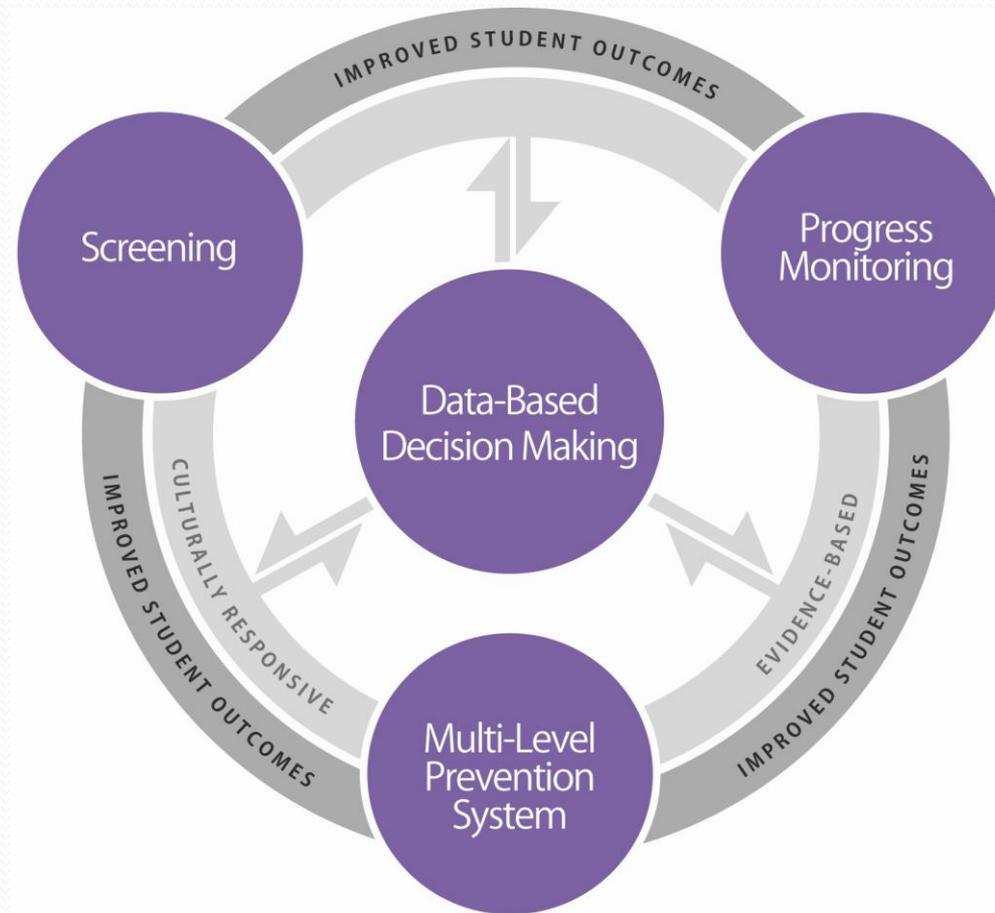
# RTI is a Preventive Framework

- RTI is a multi-level instructional framework aimed at improving outcomes for ALL students.
- RTI is preventive and provides immediate support to students who are at risk for poor learning outcomes.
- RTI may be a *component* of a comprehensive evaluation for students with learning disabilities.

# Essential Components

- School-wide, Multi-level Instructional System for Preventing School Failure
  - Primary
  - Secondary
  - Tertiary
- Screening
- Progress Monitoring
- Data-Based Decision Making for:
  - Instruction
  - Movement within the multi-level system
  - Disability identification

# Essential Components



# What do we Mean by Data-based Decision Making?

1. Analyze data at all levels of RTI and all levels of prevention (e.g., primary, secondary, tertiary)
2. Establish routines and procedures for making decisions including decision rules for assessing student progress
3. Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies
4. Establish routines and procedures for sharing data

# Establish Routines and Procedures for Decision Making and Sharing

1. Conducting data reviews
2. Establish routines and procedures for data analysis
3. Establish explicit decision rules for assessing student progress
4. Establish routines and procedures for sharing data



# Conducting Data Reviews

- Conduct reviews at logical, predetermined intervals
- Schedule prior to the beginning of instruction
- Involve relevant team members
- Use established meeting structures

# Establishing Routines and Procedures

- Articulate routines and procedures in writing
- Implement established routines and procedures with integrity
- Ensure routines and procedures are culturally and linguistically responsive

# Establish Explicit Decision Rules for Assessing Student Progress

Consider articulating in writing, what happens when:

- More than 80% of students are above target
- Less than 80% are below target
- Lack of progress is evident
- Student progress varies by target group (e.g., title 1, special education, low SES)

# Establish Routines and Procedures for Sharing Data

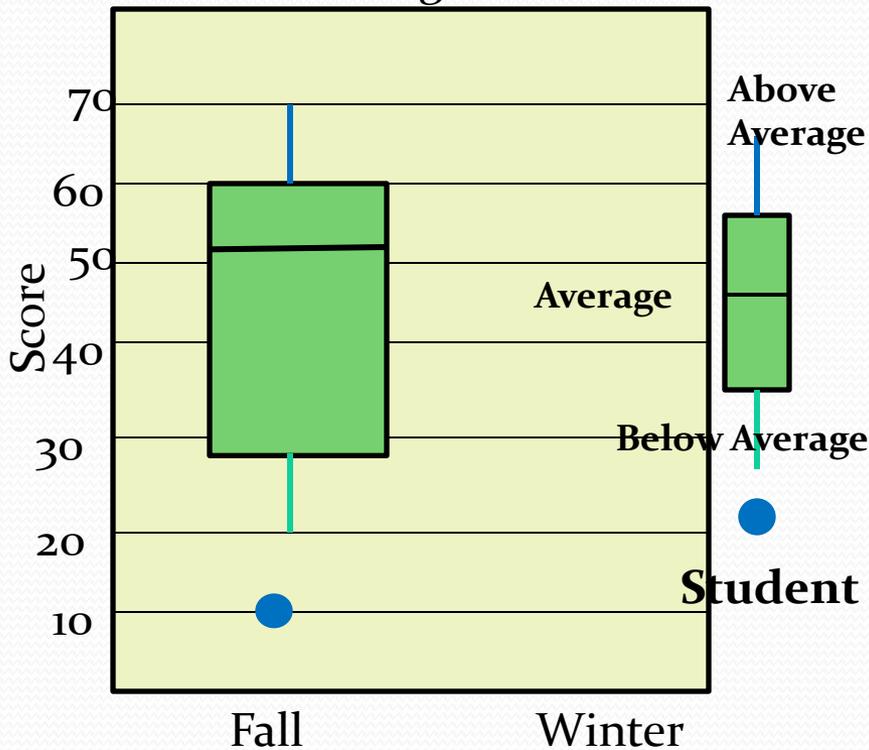
- Communicating **purpose** of data collection AND **results**
- Occurs *throughout* the year
  - E.g., following benchmark testing
- Dissemination with discussion is preferred
  - Encourage all school's teams to talk about results, patterns, possible interpretations, and likely next steps.

# Types of Decisions that are Made

- Identify students who need additional assessment and instruction
- Evaluate effectiveness of core curriculum and instruction
- Allocate resources
- Evaluate effectiveness of instruction programs for target groups (e.g., ELL, Title 1)
- Identify students for SLD Determination

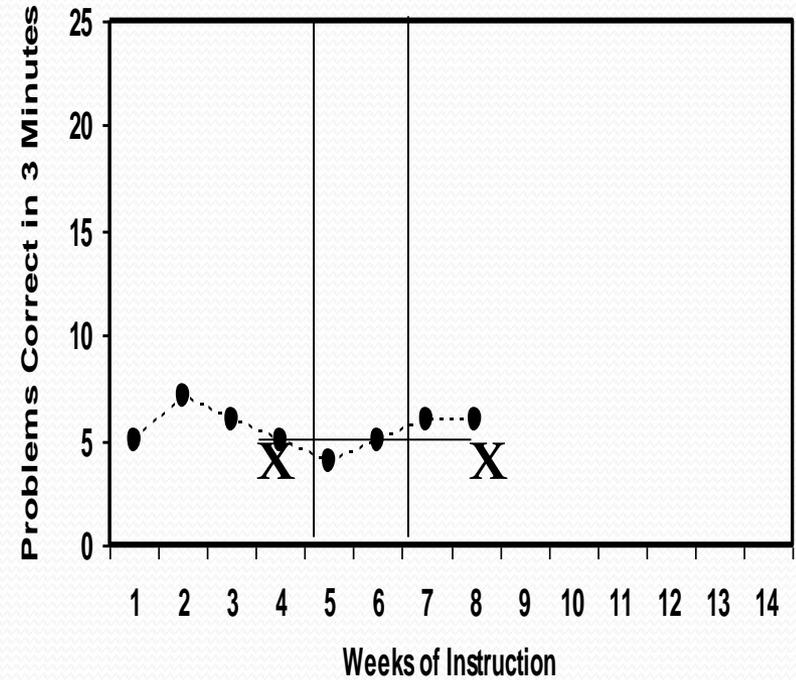
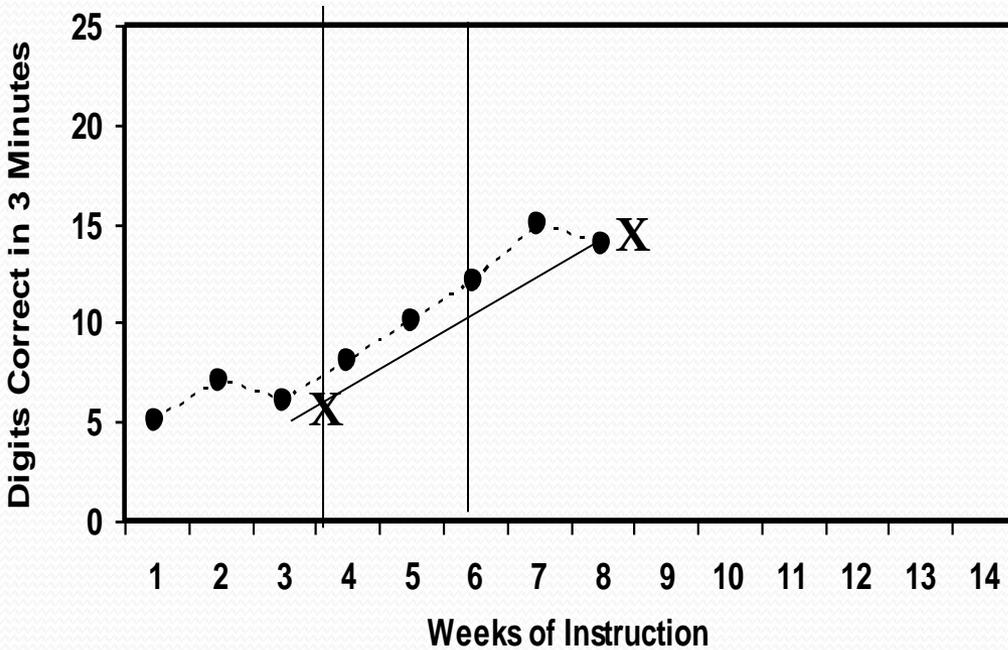
# Identify Students who Need Additional Assessment and Instruction

Benchmark Scores for Grade 2 Screening Measure



ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
01256	Jim	107			Established	Assess and Consider Secondary Prevention
02343	Jenny	107			Established	Assess and Consider Secondary Prevention
16705	Jackie	105			Established	Assess and Consider Secondary Prevention
02341	Jill	103			Established	Assess and Consider Secondary Prevention
23602	Jerry	101			Established	Assess and Consider Secondary Prevention
14507	Jeck	101			Established	Assess and Consider Secondary Prevention
Target=100						
06235	Jerome	90			Established	Assess and Consider Secondary Prevention
01267	Joann	88			Established	Assess and Consider Secondary Prevention
20002	Jared	86			Established	Assess and Consider Secondary Prevention
00012	Jason	80			Established	Assess and Consider Secondary Prevention
12325	Jeff	77			Established	Assess and Consider Secondary Prevention
02345	Jessica	77			Established	Assess and Consider Secondary Prevention
Benchmark 3 for Screener > 75						
01384	Jen	74			Emerging	Assess and Consider Secondary Prevention
04312	Jim	72			Emerging	Assess and Consider Secondary Prevention
08752	Jeremy	71			Emerging	Assess and Consider Secondary Prevention
14562	Jackson	69			Emerging	Assess and Consider Secondary Prevention
09873	Jessie	69			Emerging	Assess and Consider Secondary Prevention
05631	Jillian	60			Emerging	Assess and Consider Secondary Prevention
02344	Juanita	57			Emerging	Assess and Consider Secondary Prevention
12074	Jaclyn	55			Emerging	Assess and Consider Secondary Prevention
13551	Janet	53			Emerging	Assess and Consider Secondary Prevention
Benchmark 2 for Screener > 46						
01834	Jade	43			Deficient	Assess and Consider Need for Tertiary Prevention
23515	James	39			Deficient	Assess and Consider Need for Tertiary Prevention
22145	Jed	31			Deficient	Assess and Consider Need for Tertiary Prevention

# Identifying Students who Need Additional Assessment and Instruction



# Evaluate Effectiveness Of Core Curriculum

Below the target

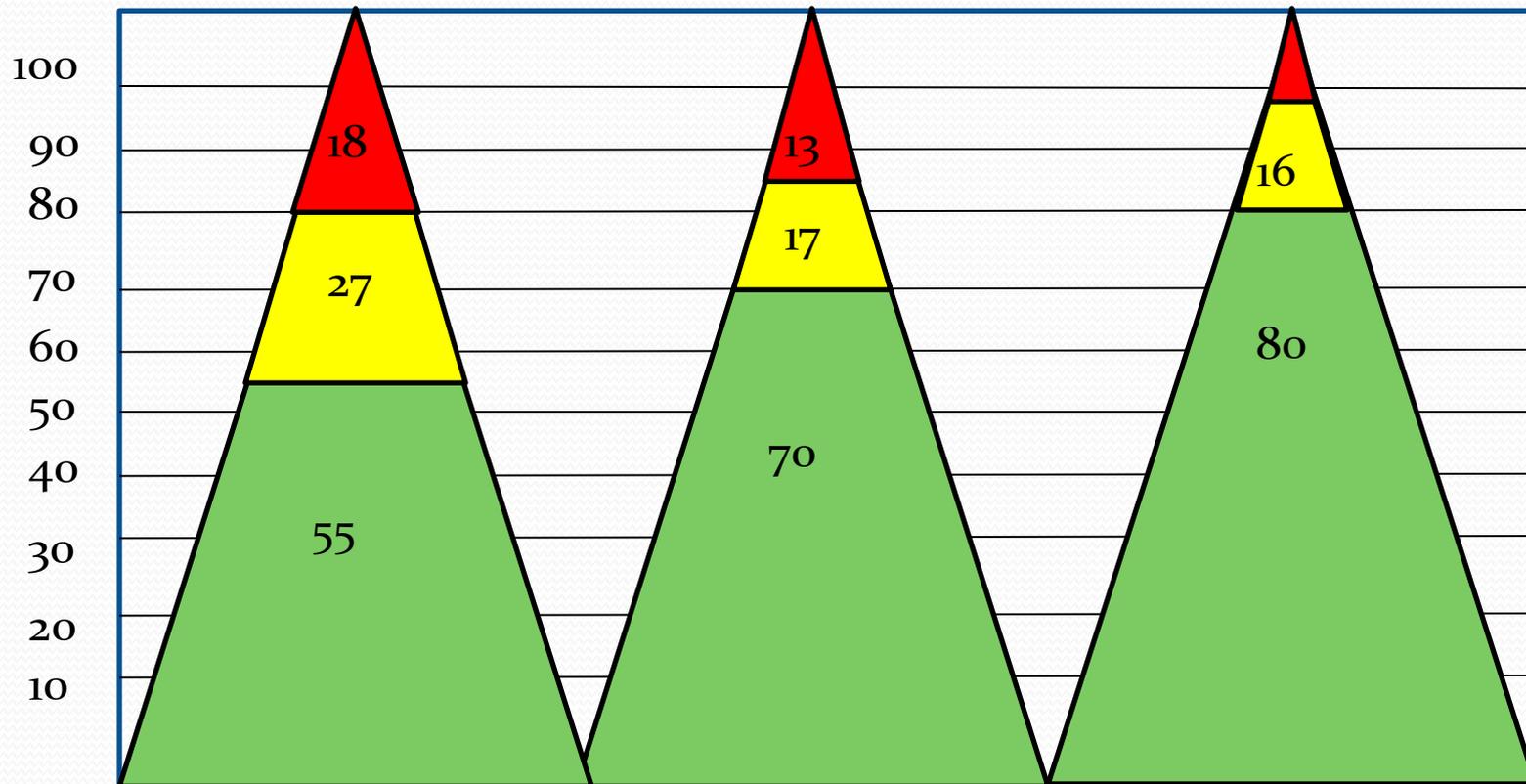


Well below the target



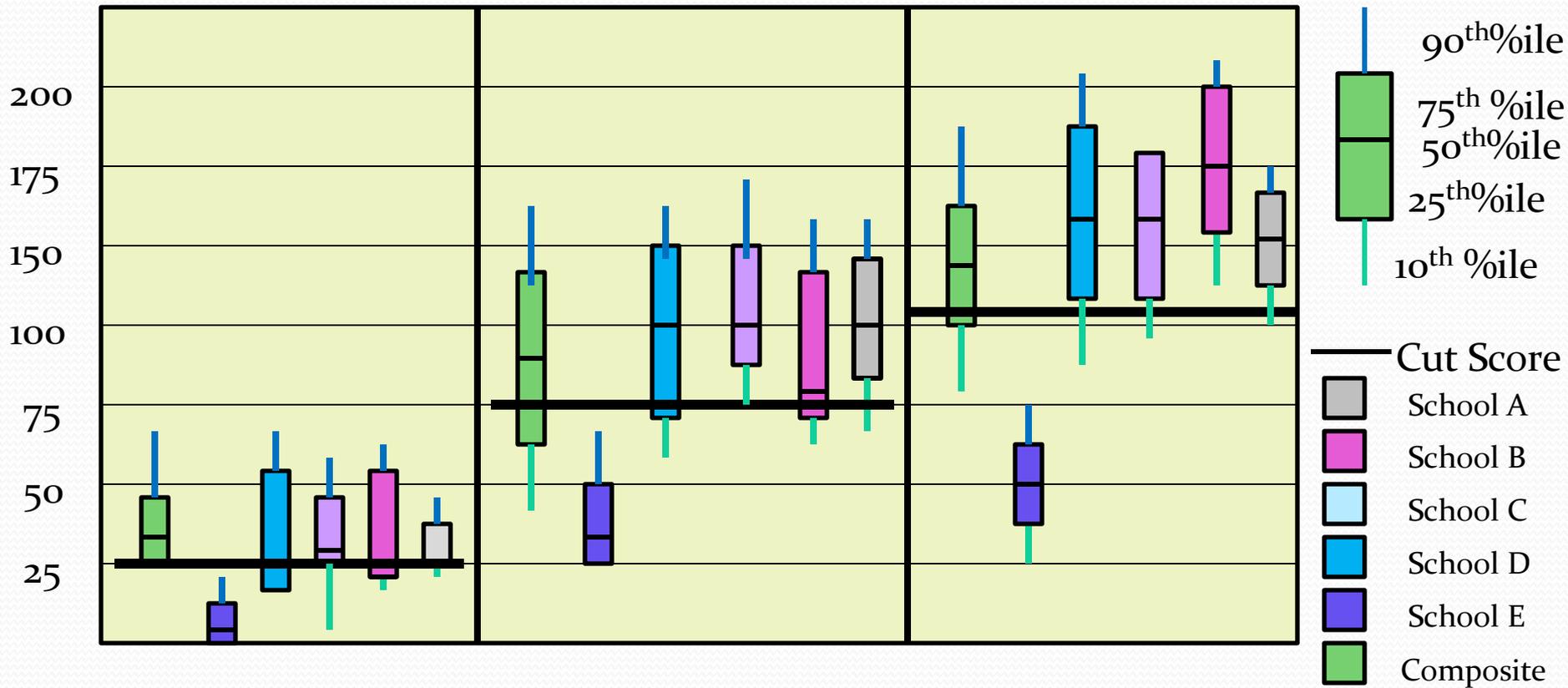
ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
Target=77						
Benchmark 3 for Screener > 75						
01256	Jim	73			Emerging	Assess and Consider Secondary Prevention
02343	Jenny	70			Emerging	Assess and Consider Secondary Prevention
16705	Jackie	69			Emerging	Assess and Consider Secondary Prevention
02341	Jill	67			Emerging	Assess and Consider Secondary Prevention
23602	Jerry	67			Emerging	Assess and Consider Secondary Prevention
14507	Jack	67			Emerging	Assess and Consider Secondary Prevention
06235	Jerome	67			Emerging	Assess and Consider Secondary Prevention
01267	Joann	67			Emerging	Assess and Consider Secondary Prevention
20002	Jared	60			Emerging	Assess and Consider Secondary Prevention
00012	Jason	60			Emerging	Assess and Consider Secondary Prevention
12325	Jeff	60			Emerging	Assess and Consider Secondary Prevention
02345	Jessica	58			Emerging	Assess and Consider Secondary Prevention
01384	Jen	58			Emerging	Assess and Consider Secondary Prevention
04312	Jim	56			Emerging	Assess and Consider Secondary Prevention
08752	Jeremy	50			Emerging	Assess and Consider Secondary Prevention
14562	Jackson	47			Emerging	Assess and Consider Secondary Prevention
Benchmark 2 for Screener > 46						
09873	Jessie	41			Deficient	Assess and Consider Need for Tertiary Prevention
05631	Jillian	41			Deficient	Assess and Consider Need for Tertiary Prevention
02344	Juanita	40			Deficient	Assess and Consider Need for Tertiary Prevention
12074	Jaclyn	38			Deficient	Assess and Consider Need for Tertiary Prevention
13551	Janet	37			Deficient	Assess and Consider Need for Tertiary Prevention
01834	Jade	35			Deficient	Assess and Consider Need for Tertiary Prevention
23515	James	18			Deficient	Assess and Consider Need for Tertiary Prevention
02145	Jed	9			Deficient	Assess and Consider Need for Tertiary Prevention

# Evaluating Effectiveness of core Curriculum

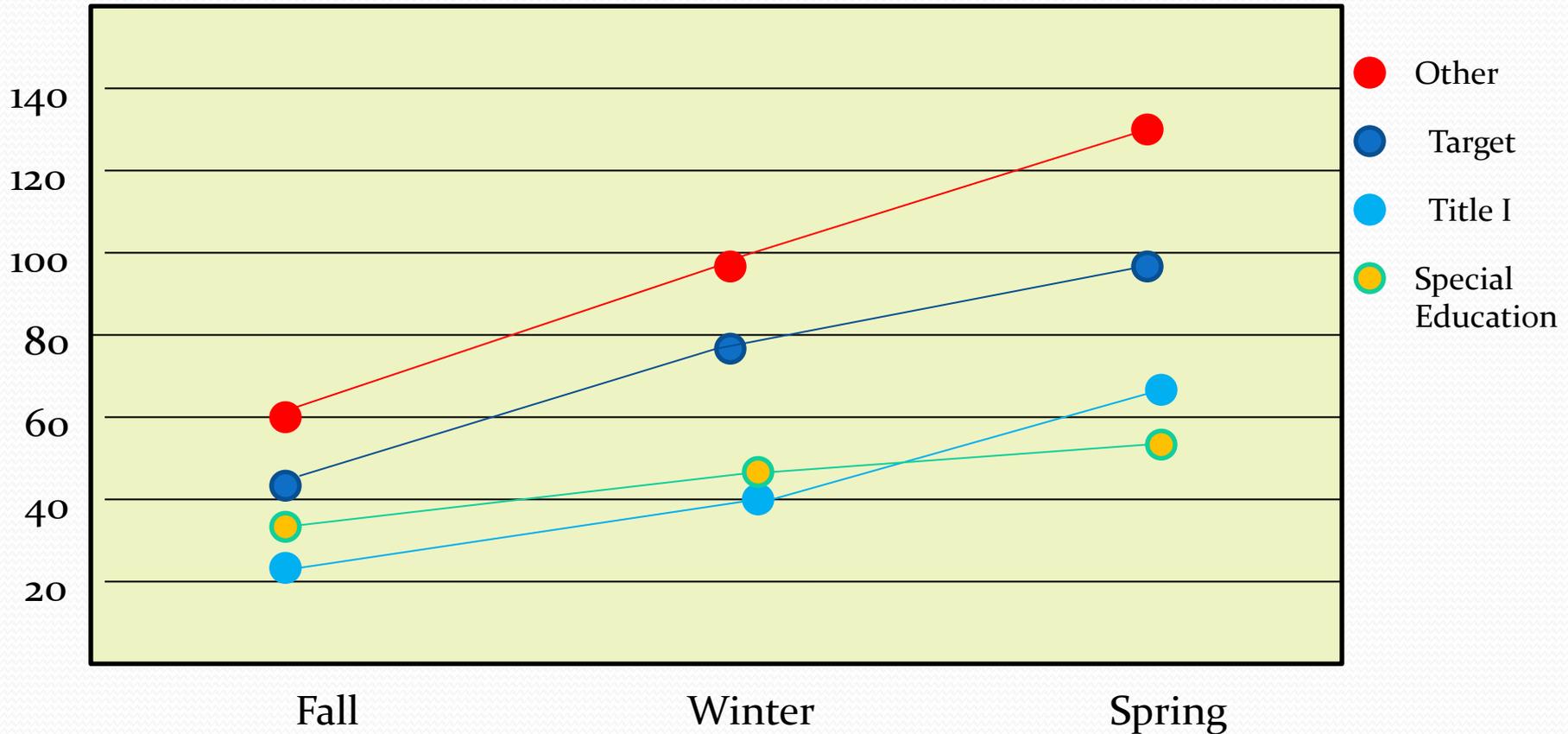


(National Center on Response to Intervention)

# Allocating Resources



# Reference Effectiveness to Target Populations

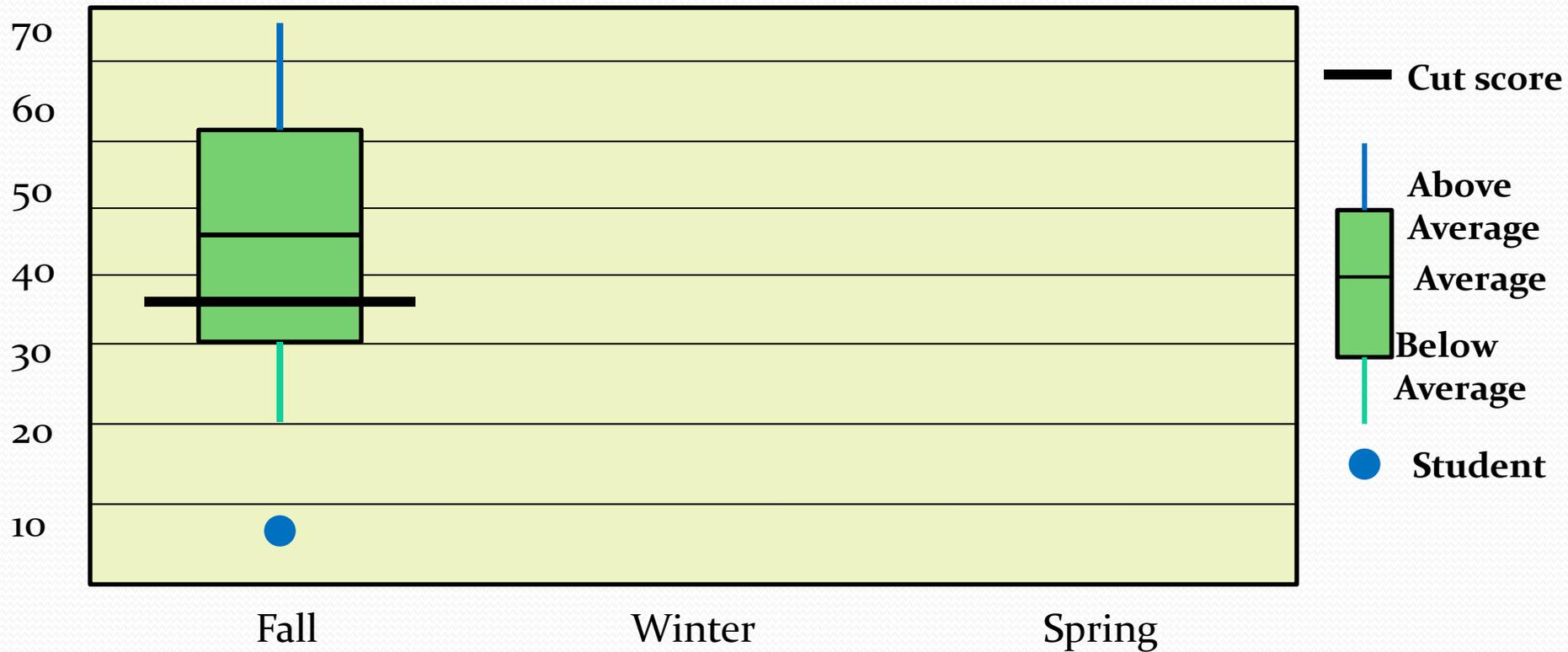


# Identification of Disabilities

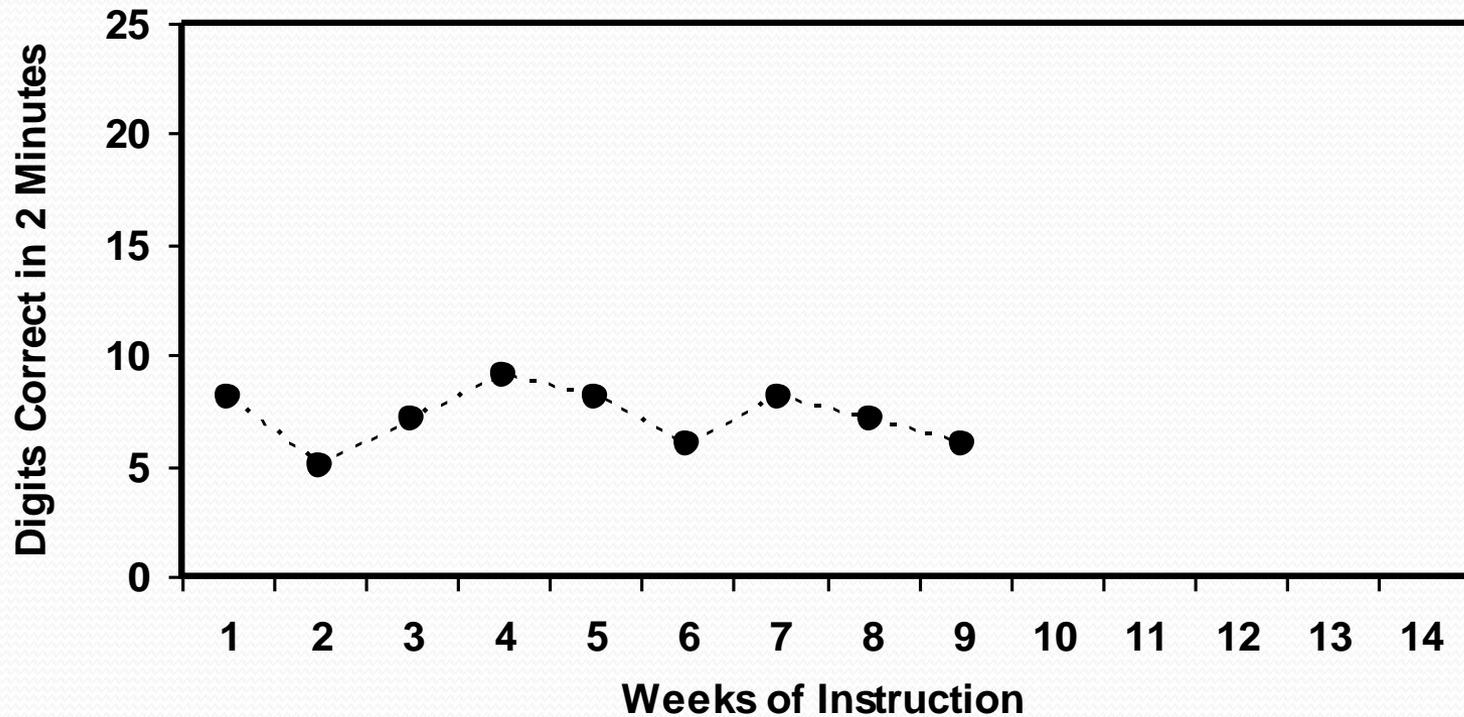
To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

# Disability Identification



# Disability Identification



# School Wide Positive Behavioral Interventions and Supports

What is SWPBIS?

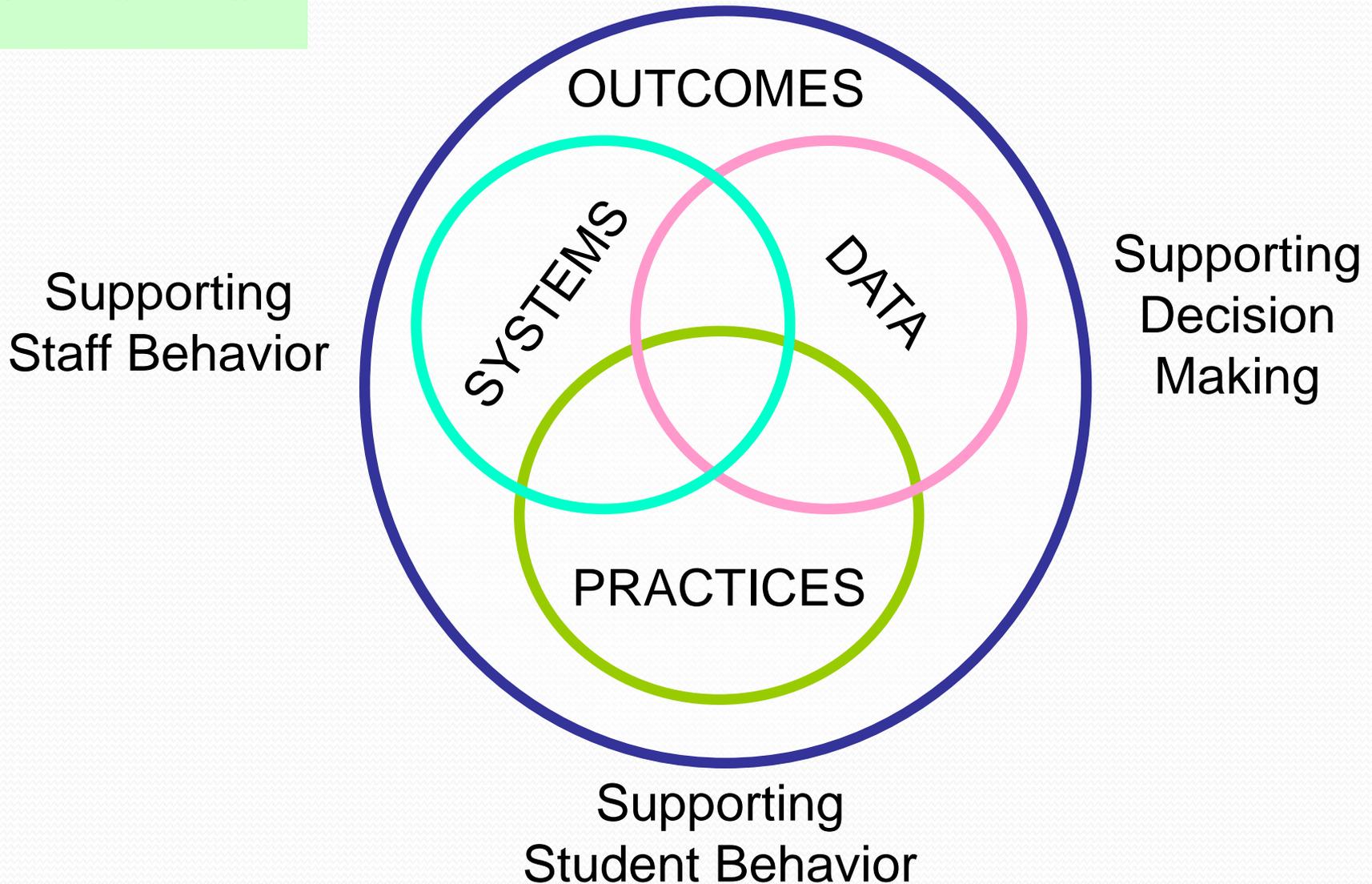
It is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

# SWPBIS Emphasizes Four Elements:

- data for decision making
- measurable outcomes supported and evaluated by data
- practices with evidence that these outcomes are achievable
- systems that efficiently and effectively support implementation of these practices

# Integrated Elements

## Supporting Social Competence & Academic Achievement



# Six Guiding Principals:

1. Develop a continuum of scientifically based behavior and academic interventions and supports
2. Use data to make decisions and solve problems
3. Arrange the environment to prevent the development and occurrence of problem behavior
4. Teach and encourage prosocial skills and behaviors
5. Implement evidence-based behavioral practices with fidelity and accountability
6. Screen universally and monitor student performance & progress continuously

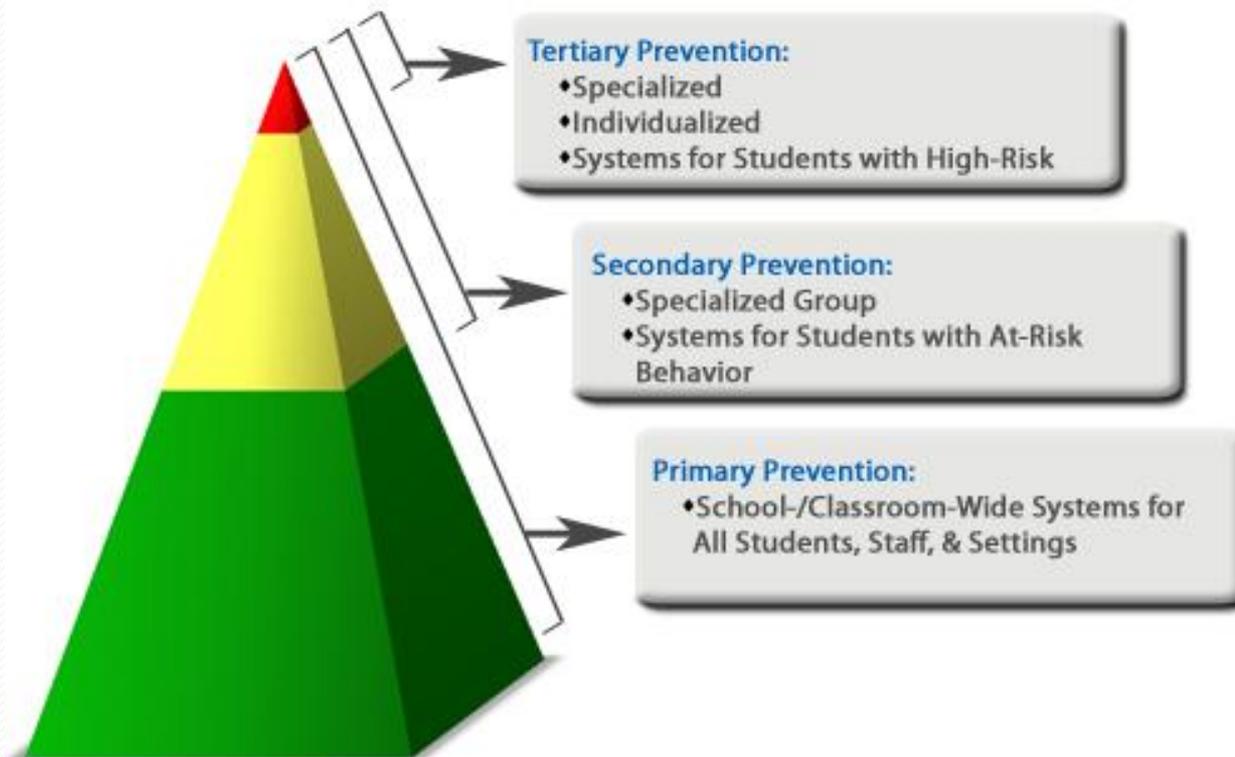
# Expected Outcomes of SWPBIS

Schools that establish systems with the capacity to implement SWPBS with integrity and durability have teaching and learning environments that are:

- Less reactive, aversive, dangerous, and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- Most importantly, maximize academic engagement and achievement for all students.

# SWPBIS is a Continuum

## Continuum of School-Wide Instructional & Positive Behavior Support



# Compare to RTI

## Academic Systems

## Behavioral Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Targeted Group Interventions

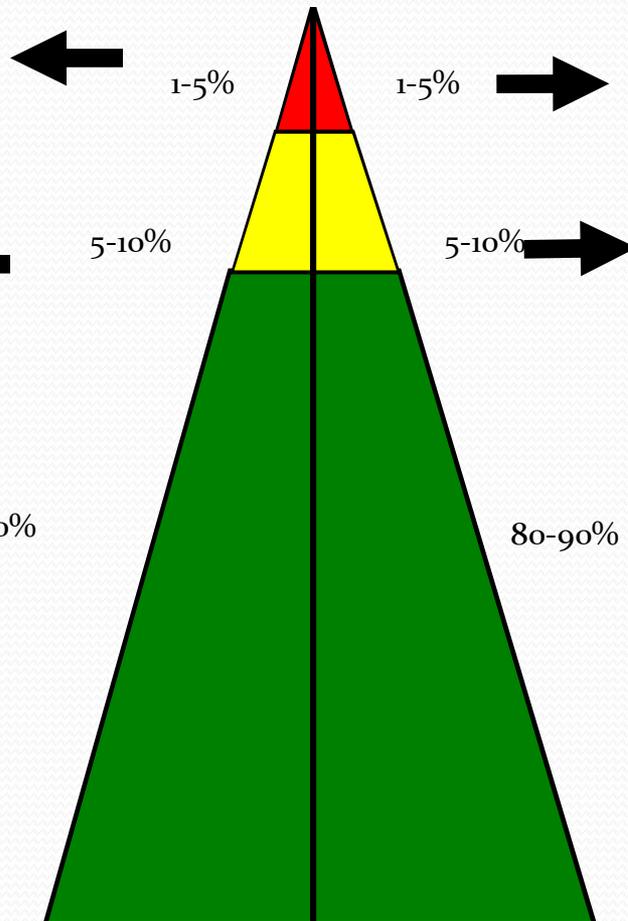
- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive

### Universal Interventions

- All settings, all students
- Preventive, proactive



Dona Meinders, Silvia DeRuvo; WestEd,  
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# Designing Schoolwide Systems for Student Success

## Academic Instruction

Tertiary Interventions  
(for individual students)

- Assessment-based
- High Intensity

Secondary Interventions  
(for some students)

- High Efficiency
- Rapid Response

Universal Interventions  
(for all students)

- Preventive, Proactive

## Behavioral Instruction

Tertiary Interventions  
(for individual students)

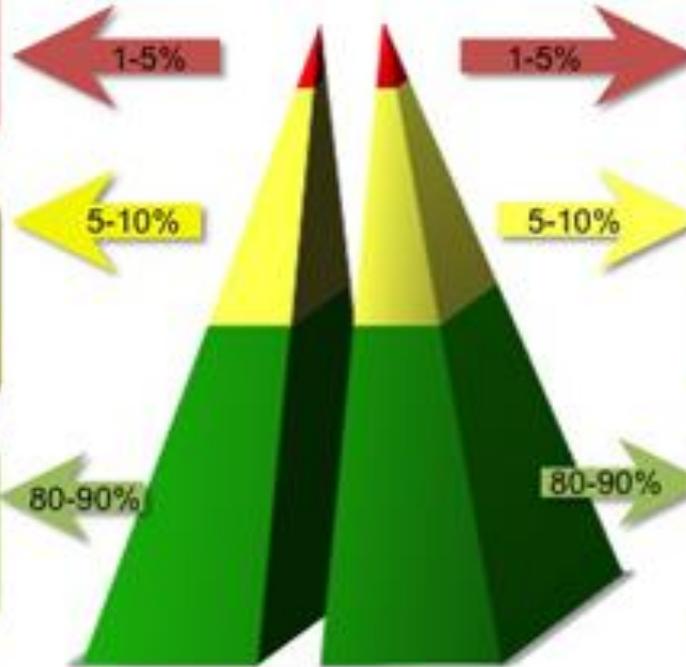
- Assessment-based
- Intense, durable procedures

Secondary Interventions  
(for some students: at-risk)

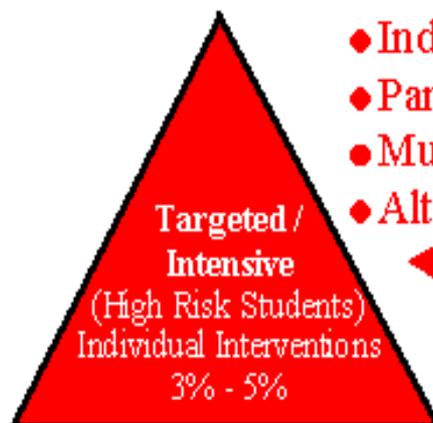
- High Efficiency
- Rapid Response

Universal Interventions  
(for all students)

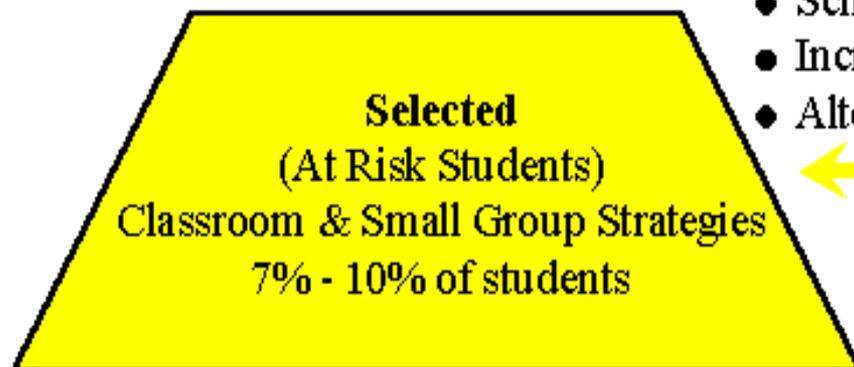
- All Settings
- Preventive, Proactive



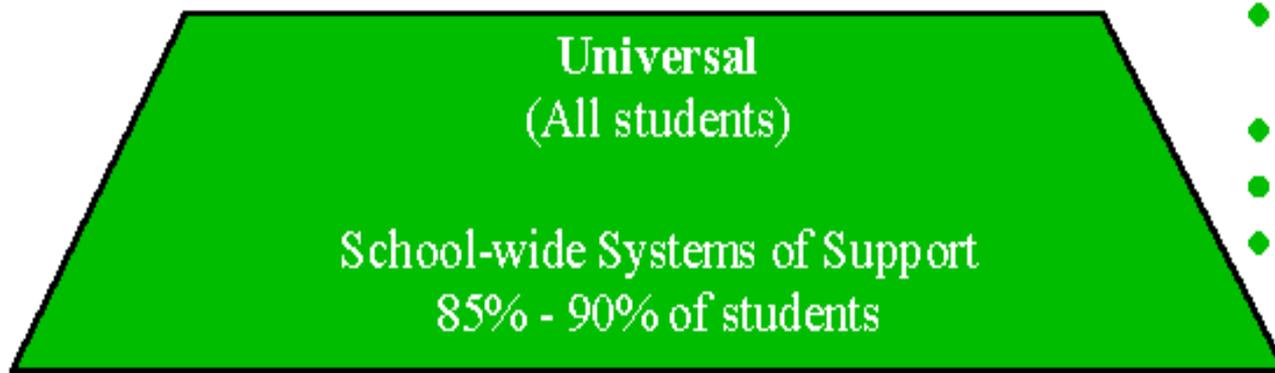
**Three-tiered  
Model  
of  
School-wide  
Systems of  
Positive  
Behavior  
Support**



- Intensive academic support
- School based adult mentors
- Intensive social skills training
- Individualized, function-based behavior support plans
- Parent training and collaboration
- Multi-agency collaboration (wrap around)
- Alternatives to suspension and expulsion

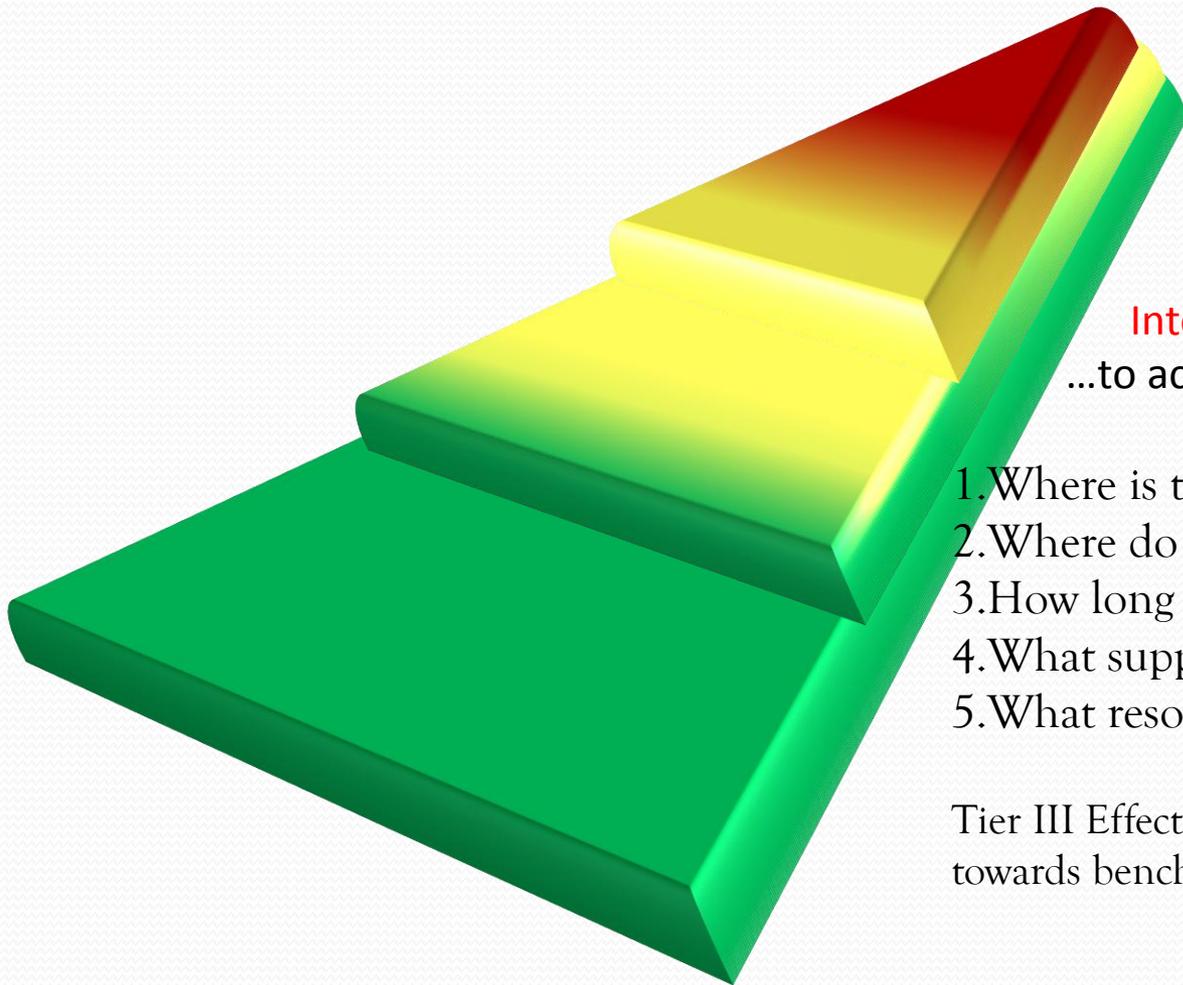


- Intensive social skills training and support
- Self-management programs
- School-based adult mentors (check-in)
- Increased academic support & practice
- Alternatives to school suspension



- Effective academic support
- Teaching social skills
- Teaching school-wide expectations
- Active supervision and monitoring in common areas
- Positive reinforcement for all
- Firm, fair, corrective discipline
- Effective Classroom management





### Tier III

*For Approx 5% of Students*  
Core

+

Supplemental

+

**Intensive Individual Instruction**  
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

# Six Recommendations:

- Never stop doing what already works
- Always look for the smallest change that will produce the largest effect
  - Avoid defining a large number of goals
  - Do a small number of things well
  - Define what you will do with operational precision
- Do not add something new without also defining what you will stop doing to make the addition possible

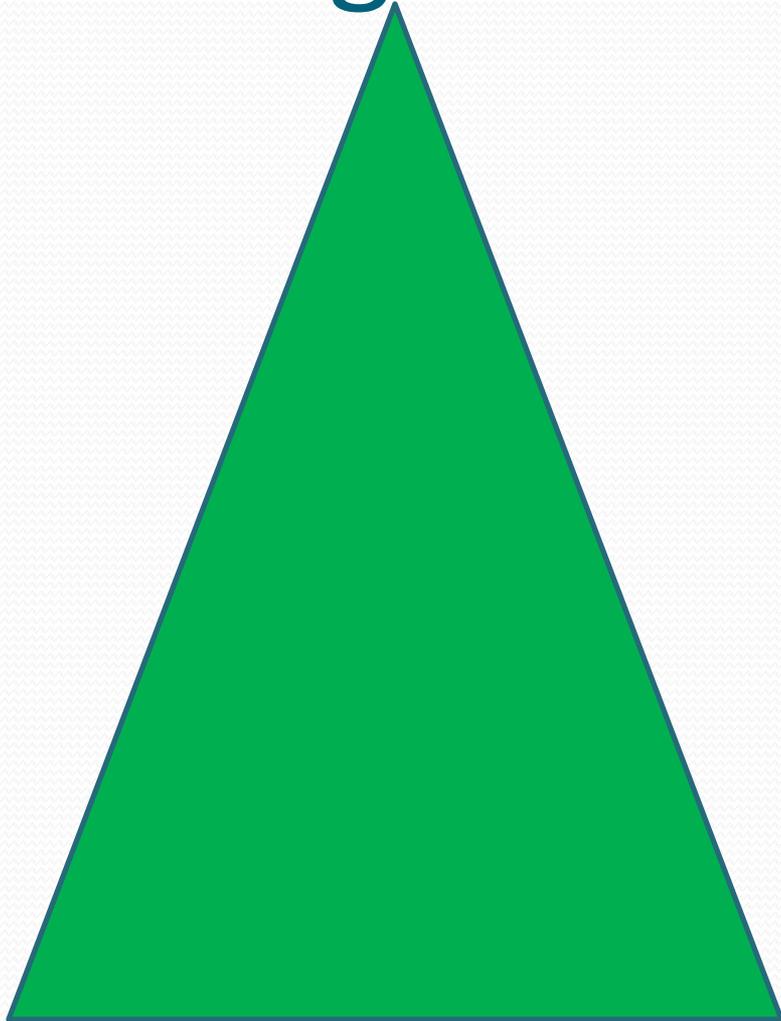
# Six Recommendations:

- Collect and **use data** for decision-making
  - **Fidelity data**: Are we doing what we said we would do?
  - **Impact Data**: Are we benefiting students?
- **Adapt** any initiative to make it “fit” your school community, culture, context.
  - Families
  - Students
  - Faculty
  - Fiscal-political structure
- Establish **policy clarity** before investing in implementation

# Linking SWPBIS and RTI

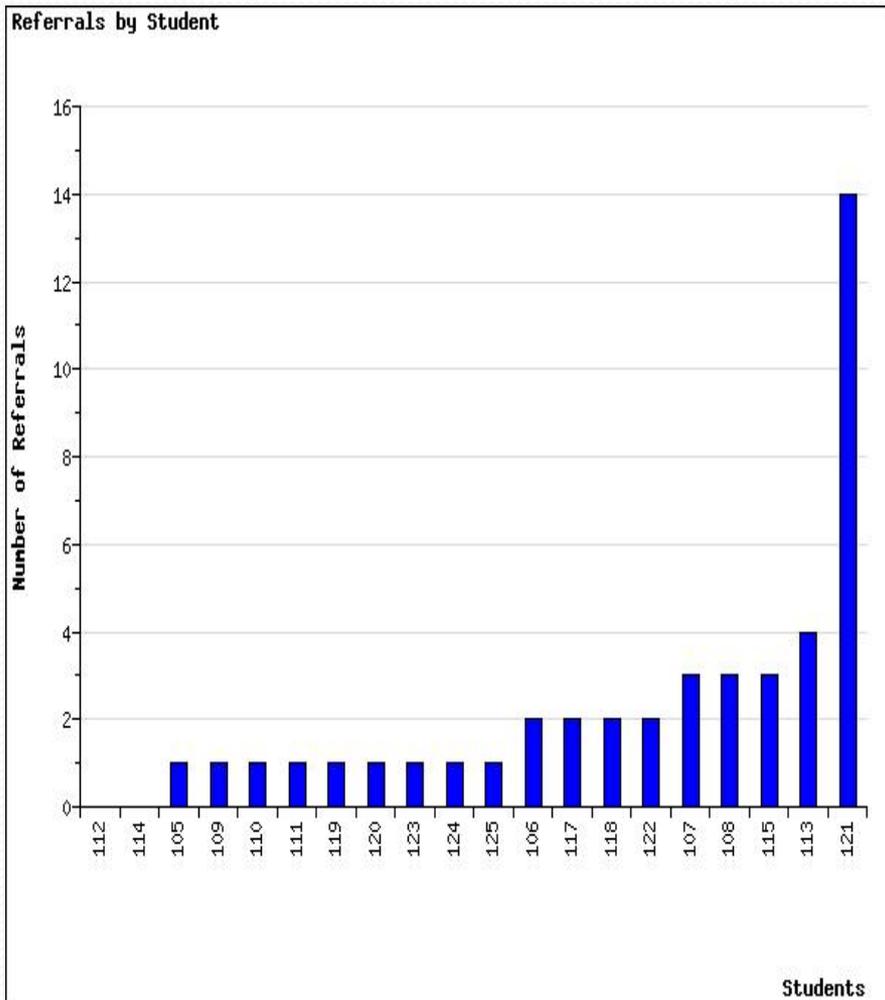
- **Continuum** of Support Practices
- Emphasis on “**Foundation Supports**” and investment in prevention.
- Emphasis on the **organizational systems** needed to implement practices with fidelity and durability.
- Collection and **use of data** for decision-making

# Linking SWPBIS and RTI



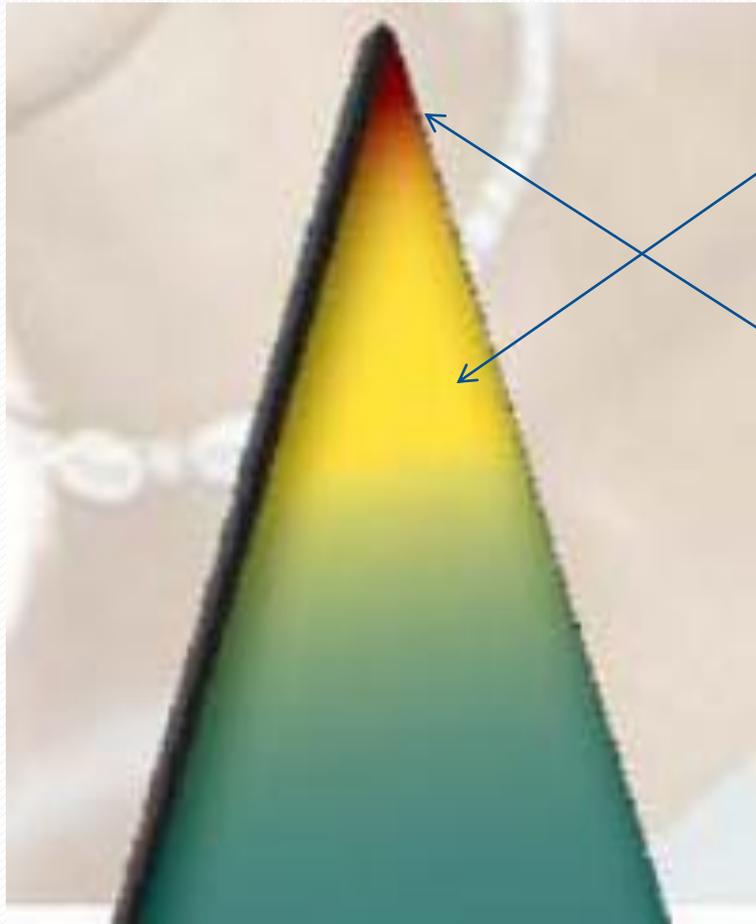
- Effective Curriculum
- Unambiguous Instruction
- Adequate intensity
- Reward System
- Error Correction System

# Linking SWPBIS and RTI: Universal Screening



- Collect information on all students at least twice a year
  - Nov Feb
- Use data for decision-making

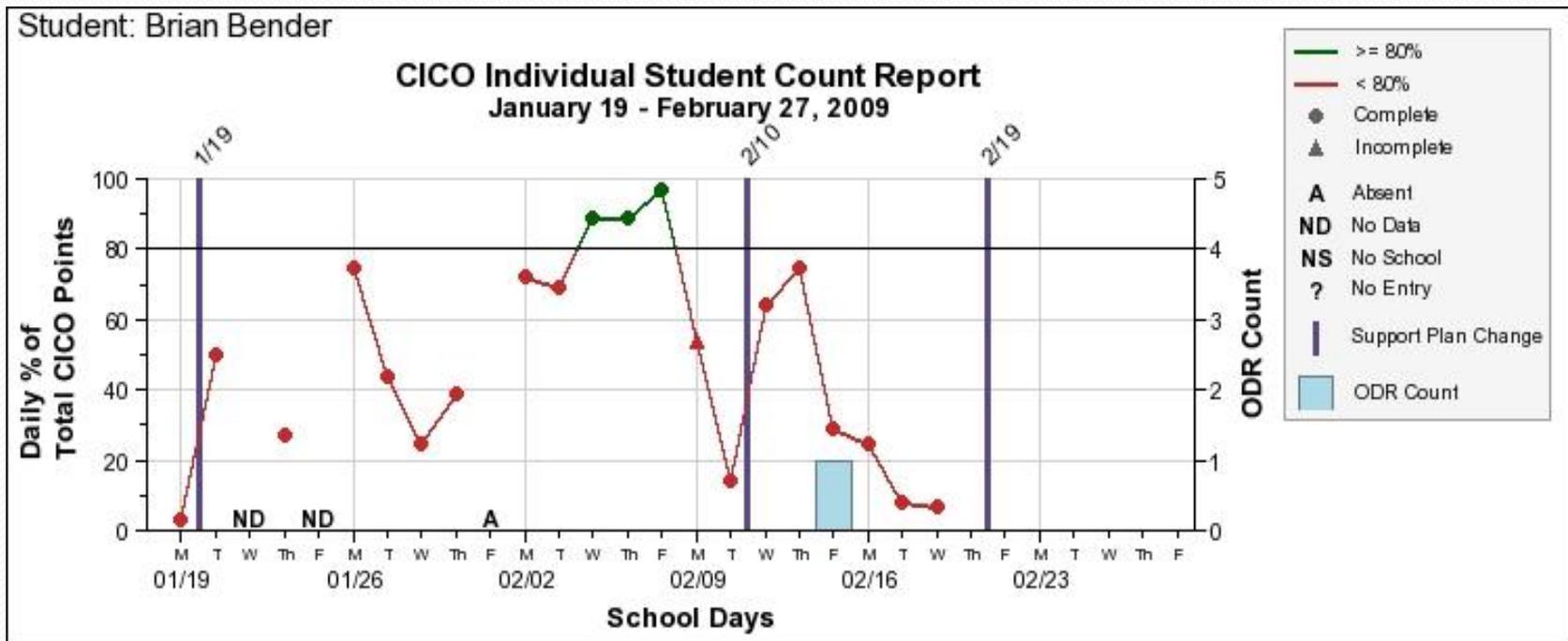
# Linking SWPBIS and RTI: Continuum of Evidence-based Practices



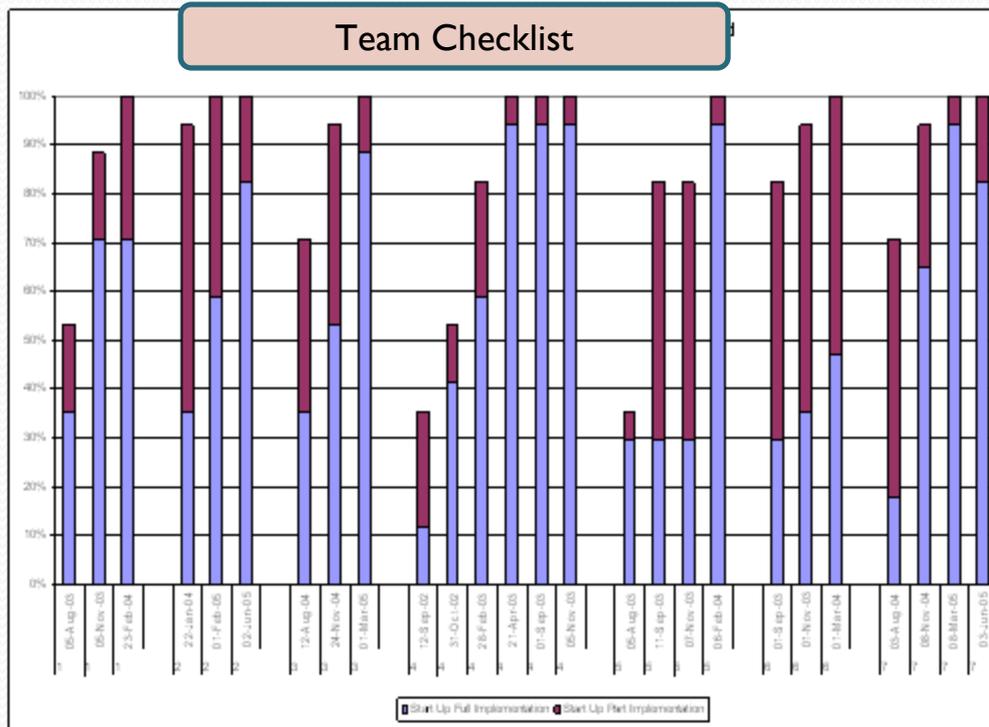
- Targeted interventions for students “at risk”
- Intensive, Individualized interventions for students with more significant needs
- Early Intervention

# Linking SWPBIS and RTI: Progress Monitoring

- Collection of data on a monthly, weekly, daily rate

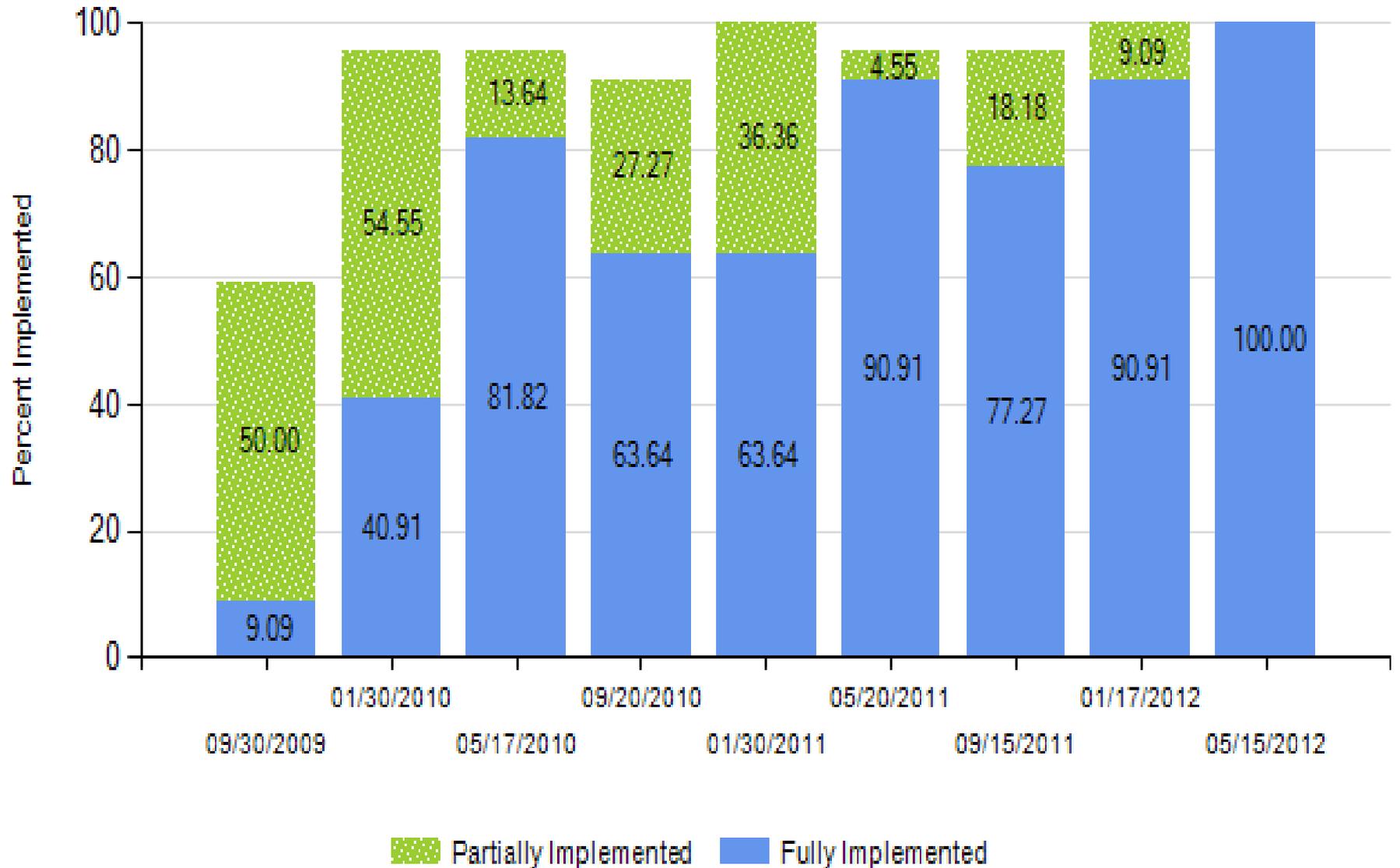


# Linking SWPBIS and RTI: Fidelity Monitoring



- Assessing the extent to which we are implementing what we claim to implement
- Use of the data for decision-making

**Team Implementation Checklist Total Score (Percentage of Points)**  
**Demonstration School Exemplar**  
**9/30/2009-5/15/2012**



# Takeaways:

- Maintain a clear and unrelenting focus on **student outcomes** (academic and social)
- Select **research-validated practices** that provide a **multi-tiered system of support**.
- Use data for decision-making to assess BOTH **fidelity and impact**.
  - Assume continuous improvement is essential for sustainability
- Build the **systems** (team structure, policies, data sources) that support high fidelity implementation
- Invest in **durable, large-scale** applications of effective practices.