NH RESPONDS

Professional Development for Excellence in Education

Presentation to School Faculty

April 14, 2008 – June 1, 2008
Support for NH RESPONDS is provided by the NH Bureau of Special Education, NH Department of Education under a grant from the US Department of Education, Office of Special Education and Rehabilitation Services.
Goal for Today

To provide an overview of the features NH RESPONDS --- a comprehensive 3-tier Responsiveness to Intervention approach to literacy, discipline and secondary transition supports (in high schools) in order for you to make an informed decision about whether to become a demonstration site.
Agenda

1. Welcome and Introductions
2. What do we hope to achieve from NH RESPONDS?
3. What is RtI in Literacy, Behavior and Secondary Transition?
4. What Supports do Demonstration sites get from NH RESPONDS?
5. What Commitments do SAUs, Schools and Teams have to make?
6. What are the Next Steps?
We Know that Schools are Faced with Increasing Challenges

1. The Challenge of Educating an Increasingly Diverse Student Population
2. The Challenge of Providing a Safe, Orderly, and Positive School Climate Conducive to Learning
3. The Challenge of Improving Academic Achievement
4. The Challenge of Producing Students Capable of Competing within a Global Economy
5. The Challenge of Accomplishing These Outcomes with Diminishing Resources
Guiding Principle: Social Behavior and Achievement are Linked

To improve the academic success of our children, we must also improve their social success. Academic and social failures are reciprocally and inextricably related. As a result, systems to support behavior and literacy should be integrated.
School-based teams must consider a shift from:

“Is there a discrepancy between intellectual ability and achievement”

to

“Is the student successful with the current level of support, and if not, what additional support does the student need to be successful?”

Source: McIntosh, Chard, Boland, & Horner, 2007)
Guiding Principle: Support the Adults and Use Data

Evidence-based practices in behavior, literacy & secondary transition support are necessary, but insufficient to achieve systems change and reach your outcomes. In order for any initiative to succeed, we must also build professional development systems to support the adults and data to determine whether you are achieving your outcomes.
Guiding Principle: How Full is Your Plate?

Schools and educators are bombarded with changing mandates, competing and multiple initiatives and a *train and hope* approach to professional development that is not aligned to a few core priorities and outcomes.
Guiding Principle: How Full is Your Plate?

We believe implementation requires programs to be thoughtful in determining a small number of priorities and using a *train and sustain* approach to align professional development activities to those few core priorities and outcomes.
Guiding Principle: Using Resources from General and Special Education

The integrated RtI model allows for:

- Effective and efficient use of resources for all students
- A seamless system of supports for all students.
- Supports to be provided in a timely manner while matching resources to need
Guiding Principle: RtI Implementation
Starts from Where You Are

- It’s a process, not a curriculum
- It’s a roadmap with a set of guiding principles
- It requires buy-in and commitment from staff, administration and SD leadership
Building on Success: History of Systems of Care and Education in NH

- 1999 - NH DOE SIG I & NH DHHS CARE NH grants linked to form NH Systems of Care & Education
- Summer 2002 - APEX Dropout Prevention grant to NH DOE and UNH IOD
- October 2002 - NH DOE & NH CEBIS launch PBIS-NH
- 2003 - NH Connections Family Partnership initiative begins
- 2006 - MAST-NH grant awarded to NH CEBIS from US DOE; SIG II RtI for Literacy Pilot Program, UNH IOD
- 2007 – NH RESPONDS awarded NH DOE, UNH, NHCEBIS
New Hampshire’s Response
A New Model of Support and Education

- RENEW
- SIG RtI
- Literacy
- APEX
- PBIS-NH
- MAST-NH
- Literacy
NH RESPONDS Lead Partners

- NH Department of Education- Bureau of Special Education
- NH Center for Effective Behavioral Interventions and Supports at SERESC
  - Expertise in Positive Behavior Supports
  - Expertise in integration of mental health and school supports
- Institute on Disability at University of NH
  - Expertise in Literacy within an RtI model
  - Expertise in PBIS and Intensive Interventions (RENEW) for Secondary Transition and Dropout Prevention
RtI – Is it Matched to Your Student Outcomes?

- Improving Literacy and Social Competence
- Improving Reading Proficiency on Statewide Assessments
- Decreasing Problem Behavior, Office Discipline Referrals, Suspensions and Expulsions
- Reducing Drop Out Rates
- Increasing Graduation Rates
- Reducing the Gap between Students with Disabilities and Peers
- Improving Post-Secondary Outcomes
RtI – Is it Matched to Your Teacher Needs?

- Creation of systems of behavior and literacy support for teachers
- Streamlined processes – working smarter not harder
- Easy access to data for decision-making
- Professional development aligned to teacher needs, student needs and district needs
- Improvements in consistency of practices
Anticipated System Outcomes

- Increased hired and retained personnel who meet competency standards in a) behavior supports, b) literacy instruction, and (c) secondary transition supports in high schools.

- Increased knowledge and skills of SAU and school teams in designing, implementing with fidelity, assessing, and sustaining RtI systems of behavior support, literacy instruction, and secondary transition supports in high schools.
Anticipated System Outcomes

- High Schools only – increased knowledge and skills in engaging youth at risk of school failure in a self-directed school-to-career planning process in developing Individualized Graduation Plans and Alternative Learning Plans.
What is RtI?
Responsiveness to Intervention

- A systematic framework for improving social, emotional, behavioral & academic outcomes for children in K-12 schools & ECE Programs.
- A broad set of evidence-based systemic & individualized strategies to effectively prevent & respond to academic and behavioral problems.
- A strategic approach in which collaborative teams use effective group processes & data-based decision-making to achieve desired outcomes.
Systemic Process of RtI

Universal Interventions
- All students
- Core curriculum
- Preventive, proactive

Targeted, Group Interventions
- Some students (at risk)
- Additional instruction
- Progress monitoring

Intensive, Individual Interventions
- Individual students
- Specifically tailored instruction
- Progress monitoring

Secondary Transition for high school

80%-90%

5%-10%

1%-5%
Responsiveness to Intervention

RtI is based on differentiated instruction and requires critical factors and components to be in place at the

- Universal (Tier 1),
- Targeted (Tier 2), and
- Individual (Tier 3) levels.
Responsiveness to Intervention

The ultimate goal of an RtI model is a comprehensive and integrated approach to academic and behavior support for students.
Systems Features of Integrated RtI

- Integration of literacy and behavior features at all 3 tiers
- Designated coordinator at SAU to manage the process
- Effective data management systems for literacy and behavior
- District plan specifies training and implementation timetable
- Systematic implementation of evidence-based practices
- Focus is on specific and measurable outcomes
- Consolidated resources and streamlined practices
- Systematic use of data for progress monitoring and decision-making
Using Data-Based Decision-Making as a Framework for Change

1. Begin with **Broad Outcomes** (What do we want to achieve?) or **Key Questions** (What do we want to know?)

2. Identify the scope a **Problem** (scope and context) through the use of **Data** (Where we are now?)

3. Translate Broad Outcomes into **Specific Objectives with Criteria for Success** based on data (What exactly do we want to achieve by when?)

4. Identify **Action items** to get to the outcomes (What do we want to do?) (Strategic Plan) which creates **Structure** so that follow through is an expectation

5. **Monitor** and **Evaluate** progress – Use **Data** to assess your progress (Did it work?)  
   Adapted from Horner (2003)
Using RtI as a System of Support

- Step 1: Problem Identification
  - Data Driven Decision Making & Problem Solving

- Step 2: Problem Analysis
  - Student Performance

- Step 3: Intervention Design
  - Evidence-Based Intervention

- Step 4: Response to Intervention
  - Progress Monitoring

- Is it working?
  - Why is it occurring?

- What are we going to do about it?
A 3-Tier Approach

Level 1

- Primary prevention for the whole population
- Differentiated instruction to reach 80-90% of students
- The purposes of universal strategies are to
  - maximize achievement,
  - prevent future difficulty, and
  - increase positive interactions (success) with people and learning.
Tier 1 – Universal
Whole School, All students, Screening and Early Identification

**Literacy Standards**
- Word ID
- Language Comprehension
- Print Processing

**Behavior Expectations**
- Promotion of positive behavior (define, teach, recognize)
- Response to problem behavior (define behaviors and response processes)

**Tools**
- Explicit instruction/modeling
- Systematic instruction/skill-building
- Ample practice opportunities
- Immediate corrective feedback
- Differentiated instruction
- Continuous assessment

**Data**
- Weekly data reports of problem behavior; Attendance, Periodic self-assessments

Movement to Tier 2 supported by effective decision rules, goal-setting, progress monitoring, fidelity of implementation, use of evidence-based instruments and linkage to specific skill deficits
Composition of the Universal School Leadership Team by Role

- Administrators
- Curriculum/Assessment Director
- General Education Classroom Teacher
- Special Education Teacher
- Behavior Specialist/Guidance/Psychologist
- Reading/Literacy Specialist and/or Title I Coordinator
- Family Member
- Paraeducator
Roles of the Universal School Leadership Team

1. Lead the Universal System of RtI
2. Meet regularly
3. Identify key issues/concerns
4. Conduct a site analysis
5. Identify data management system (SWIS, Performance Pathways, district system)
6. Develop/revise the school-wide RtI program using current data
Roles of the Universal School Leadership Team

7. Actively communicate with staff members and families regarding the activities of the school team.
8. Conduct staff meetings to ensure the understanding, implementation and maintenance of the school-wide RtI program.
9. Serve as exemplars for staff and families.
Determining Criteria for Tiers

Students considered at-risk

- Using Benchmark Scores
  - Percentage of students
  - Cut-off score
  - Number of office referrals
  - Scores on screening for behavior disorders

- Triangulation of Data
  - Teacher report
  - Informal assessments
  - Benchmark scores
A 3-Tier Approach
Level 2

- Increase opportunities for struggling students to succeed by providing additional time, strategies, approaches and tools
- Structured secondary interventions to meet needs of at-risk youth through group interventions and targeted core instruction
- Increased monitoring of targeted skills to measure intervention progress
Tier 2 – Targeted
Small Groups and Individual Supports Based on Similarities of Needs and Data

**Literacy**
Additional group instruction
time to address specific skill needs

**Behavior**
Social contracting
Targeted group interventions based on function of behavior

**Tools**
Diagnostic assessment
Small groups based on specific skill needs (e.g., comprehension, sight word recognition, vocabulary)

**Data**
DIBELS
AIMSweb
Other

**Tools**
Social contracting
Check-In, Check-Out
PASS (Preparing and Supporting Self-Managers)
And other group interventions
Functional Behavioral Assessment and Support

**Data**
Weekly data reports of problem behavior or prosocial behavior
Progress monitoring of group interventions
Periodic self-assessments

Movement to Tier 3 or 1 supported by effective decision rules, goal-setting, progress monitoring, fidelity of implementation, use of evidence-based instruments and linkage to specific skill deficits
Formation and Functions of the Targeted Team

- Grade Level Representatives
- Reading Specialists
- Special Educators
- Administrator
- Related Service Providers
- Behavior Specialist
- Expertise in behavior support

- Administer diagnostic assessment to students
- Provide system of PD and support for teachers
- Manage data to determine movement between and within tiers
- Assign to targeted interventions
- Progress monitoring of students
Targeted Team

- Regular team meetings to monitor progress of students (TA provided by Project Staff)
  - Review of assessment data
  - Matching student to intervention by need and function
  - Progress assessment
  - Change/adjust/supplement program as needed
  - Scheduling

- Data Management System
  - SWIS, Performance Pathways, district system
A 3-Tier Approach
Level 3

- Targets the 1-5% who are not responding to Tier I and Tier II efforts.
- Intensive *strategies or programs* delivered in small group or 1:1 in addition to core instruction
- Increased *monitoring* of targeted skills to measure intervention progress
- Student-centered and adapted to meet individual needs.
Tier 3 – Intensive
Individual Assistance Focused on Needs and Data

**Literacy**
Additional individual instruction time to address specific skill needs

**Tools**
- One-on-one instruction
- Explicit instruction/modeling
- Systematic instruction/skill-building
- Ample practice opportunities
- Immediate corrective feedback
- Alternative Education Planning (HS)

**Data**
- DIBELS
- AIMSweb
- Diagnostic Assessment

**Behavior**
Individualized plan for behavior supports

**Tools**
- Functional behavioral Assessment
- Behavior Support Plan
- Person-Centered Planning
- Life Space Crisis Intervention (LSCI)
- Wraparound
- RENEW School-to Career Planning (HS)
- Alternative Education Plans (HS)

**Data**
- Weekly data reports of problem behavior
- Progress monitoring of student
- Periodic self-assessments
- Student Progress Tracker (HS)
Formation and Function of the Intensive Team

- Individualized based on student need
- Specialists as needed
- Review of individual students’ assessment and intervention data
- Evaluation and use of assistive technology and augmentative communication as needed
- Scheduling of student support (and educators)
What is NH RESPONDS?
NH RESPONDS
Integrated RtI as Systems Change

- **Literacy**
  - Professional Development
- **PBIS**
- **Secondary Transition**

Preservice through Institutions of Higher Education

District/SAU Supported Schools

Inservice through Statewide Training and Technical Assistance Centers for PBIS and Literacy

New Hampshire Department of Education

New Hampshire Center for Effective Behavioral Interventions and Supports
General Schedule for Initial RtI Planning

Mar
- Determine school readiness and interest
- Evaluate SAU Interest and capacity
- Contact Amy Jenks by April 14 to schedule RtI overview

Apr
- Conduct RtI Overview
- Full faculty votes
- If 80%+ (70%+ HS), Complete application
- Submit application by June 16

Jun
- Applicants notified July 8

Jul
- Assign facilitator/consultant
- At least one SAU/NH RESPONDS Planning meeting
- Additional assessments of readiness for RtI approaches to behavior and literacy
- SAU-specific action planning based on data

Aug
- Complete and action plan the Working Smarter Inventory as necessary to minimize duplication of effort and staff burnout

Sep
- Assess and develop communication strategies and protocols

Oct
- Assess and develop effective team processes

Nov
- Determine sources, and use, of data for decision-making
Stages and Structures of Implementation

Recruitment (March-June)

1. Awareness – Administrator meetings and staff presentations
2. Interest – Gathering information to make informed decision and obtaining commitments
3. Readiness

- Constructing the District-wide/SAU Leadership Team (July)
- Initial action planning meeting with DW LT (July or August)
- Initial determination of priority focus area (behavior, literacy or secondary transition)
- Conduct assessment and gather data on implementation and outcomes in priority area and determine tier (primary, secondary, or tertiary) based on data
- Constructing the SW/Targeted or Intensive Teams (July-September)
- Begin training and/or technical assistance as needed
4. Early Implementation

- Determine outcomes and action plan (SAU and school levels)
- Develop professional development plan
- Implement practices
- Use data-based decision making to assess fidelity of implementation, student outcomes and satisfaction with the program
5. Maintaining the Effort

- Evaluate outcomes and action plan (SAU and school levels) annually
- Re-align professional development plan with school and district priorities
- Refine practices
- Continue to use data-based decision making to assess fidelity of implementation, student outcomes and satisfaction with the program
RtI in Literacy, Behavior and Secondary Transition
New Hampshire’s System of Care and Education Continuum of Academic and Behavior Supports:

- School-wide and General Education Classroom Systems for Preventative Instructional and Behavior Management Practices
  - Systematic Screening
  - Promote Positive Parent Contact

- Efficient Systematic Intervention for Students Who Do Not Respond to SW and Classroom Prevention and Response Systems

- Array of Evidence-Based Group Interventions Addressing Literacy and Functions of Behavior Available for Students Who Don’t Respond to SW and Social Contracting

- Mann & Muscott (2007)

- Literacy Supports and Function-Based Support Planning Available for SW and Group non-responders

- Intensive Literacy and Behavior Support Plans Including Crisis Intervention

- Linkages to Wrap-NH Facilitation

- School-based Intensive Supports

- Linkages to Community-based Supports

- Linkages to Case Centered Collaboratives
Primary Prevention: Universal Approaches

1. Universal Team and Processes
2. Data-Based Decision Making
3. Communication with Staff and Families
4. Schoolwide Expectations for All Locations
5. Classroom Management
6. Teach Expectations in Locations
7. Recognize Students for Exhibiting Expected Behaviors
8. Respond to Problem Behavior
9. Systematic Screening

Muscott & Mann (2006)
Secondary Prevention
Targeted Approaches
A Function-Based Perspective

Muscott & Mann (2007)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Function</th>
<th>Common Behaviors</th>
<th>Staff Involved</th>
<th>Schedule</th>
<th>DaEx</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check-In, Check Out</strong></td>
<td>Access adult attention</td>
<td>Attention-Seeking from adults / Varied</td>
<td>Muscott, Mann</td>
<td>Daily Arrival / Dismissal</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Peer Mentoring</strong></td>
<td>Access peer attention</td>
<td>Attention-Seeking from peers</td>
<td>Dillon Griswold</td>
<td>Individual schedules</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Service-Learning Programs</strong></td>
<td>Avoid typical classroom; Access adult attention</td>
<td>Attention-Seeking; Class or school avoidant; Work oriented</td>
<td>Muscott, Apfel, LeBrun</td>
<td>Individual Schedules / after school</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Tutoring / After School Homework Group</strong></td>
<td>Access adult attention; Access academic support</td>
<td>Demonstrates Academic Needs; Fail classes; Not completing HW; Seek adult help</td>
<td>Gately, Bradley, Lapointe, LeClair</td>
<td>M, W, F 1-3 PM and after school</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Social Skills Group</strong></td>
<td>Peer and adult attention</td>
<td>Trouble make/keep friends; disruptive to gain peer attention</td>
<td>Smith, Jones</td>
<td>Mondays at 1:00</td>
<td>No</td>
</tr>
<tr>
<td><strong>Family / Parent Support Grp</strong></td>
<td>Access Behavior Support; Access Attention</td>
<td>Frequent parent contact with school</td>
<td>Gleckel, Mann, Eddy</td>
<td>T 2 PM; Th 7:30 PM</td>
<td>Yes</td>
</tr>
</tbody>
</table>
PBIS-NH
School-Based
Tertiary Systems
Muscott, Mann & Berk (2007)

1. Intensive Supports Coordinator
2. Staff Trained in Intensive Supports
3. School-Based Referral Processes
4. Crisis Response/De-escalation Team
5. Emergency Planning Team
6. Community-Based Referral Processes

Universal Primary Prevention
SAU/District-wide Administrative Team
Targeted Secondary Prevention
PBIS-NH
School-Based Tertiary Systems
Muscott, Mann & Berk (2007)

1. Intensive Supports Coordinator
2. Staff Trained in Intensive Supports
3. School-Based Referral Processes
4. De-escalation Response Team
5. Emergency Planning
6. Community-Based Referral Processes

Universal Primary Prevention
SAU/District-wide Administrative Team
Targeted Secondary Prevention
NH-RESPONDS
An RtI Framework for Literacy Support

- Use Literacy Curriculum already in place
- Use data management/progress monitoring systems already in place \textit{OR}
- If there are not satisfactory systems – Support to establish one
- Identify programs/materials/strategies that will meet the needs of all the students, across the tiers.

\textit{NOT}

- Discard what’s working
- “Pushing” a particular program or method
New Hampshire’s Conceptual Framework for 21st Century Literacy

Personalized Instruction PreK-16
- Effective Practices Across Content Areas
- Articulated Standards & Goals
- Ongoing Professional Development
- Assessment-Driven Instruction
- A Culture of Collaboration
- Extended Learning Opportunities
- Essential Components of Reading Instruction
- Systems of Student Support
- Curricular Coherence & Shared Expectations
- Shared Beliefs About Learning & Literacy
- Resources & Time
- Data Analysis System

Improved Student Learning and Performance

Infrastructure
- Literacy/Instructional Leadership Team

RESEARCH BASE
Personalized Instruction PreK-16

- Assessment-Driven Tiered Model of Instruction and Intervention
- Research Based Effective Practices Across Content Areas
- A Classroom Instructional Model
- Extended Learning Opportunities
- Well-Defined System of Support for Struggling Readers and English Language Learners
- Consistent Assessment and Evaluation

From: *NH PreK-16 Literacy Action Plan for the 21st Century*
Whole-to-Part Model

Word ID
- Phonemic Awareness
- Alphabetic Principle
  - Automaticity
  - Decoding
  - Writing

Language Comprehension
- Vocabulary
- Comprehension
  - Background Knowledge
  - Text Structures

Print Processing Beyond Word ID
- Fluency
- Prosody
  - Print-to-Meaning Links
  - Writing

Adapted from Spadorcia, 2007 and Cunningham, 1993
Literacy Instruction
Universal Approaches

- Differentiated Instruction in General Ed Classrooms
- Evidence-Based Literacy Curriculum
- Materials and Supplies
- Content-Area Literacy Instruction
- Professional Development
- Progress Monitoring
- Universal Team and Processes
- Classroom-Level Benchmark Assessment
- Evidence-Based Literacy Curriculum
Literacy Instruction

Targeted Approaches

- Targeted Team and Processes
- Professional Development
- Frequent Progress Monitoring
- Diagnostic Assessment
- Skill-driven Instruction
- Strategies for Instruction
- Small Group Instruction
Literacy Instruction
Intensive Approaches

- System for Special Education Referral
- Intensive Team
- Review of Assessment and Instruction
- Progress Monitoring
- Strategies for Instruction
General Schedule for Schools in Year 1

- **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May**
- Benchmark Assessment
- Support for Benchmark Assessment
- Monthly, Part-Day Professional Development Workshops
- Progress Monitoring Checks – every 6-8 weeks
- Monthly Team Meetings (part day) with Technical Assistance from Project Staff
- Review of Curriculum, Assessment tools, Data Management Systems
- Diagnostic Assessments
- Monthly Team Meetings
- Classroom Teachers
- Universal Team
- Targeted Team
Examination of Current Literacy Program

- Literacy Action Plan – “What to look for in classrooms”
- Review curriculum to show if it’s evidence based
- Use “Whole-to-Part” model to determine gaps in curriculum/instruction
- Identify strategies to address gaps
Educators

- Monthly (Part-day) Professional Development sessions
  - Strategies for Differentiated Instruction
  - Using Instructional Technology
  - Supporting Literacy in Content-Area classes

- Repeated Benchmark Assessment
  - 3 or 4 times per year
Professional Development for Targeted Team and Tier 2 Providers

- Using the Adapted Qualitative Reading Inventory
- Small-group instructional strategies
- Using Instructional and Assistive Technology
- Data-driven decision making
- Collaboration with classroom teachers
Diagnostic Assessment – Adapted QRI

- Determining the Strengths
- Determine Areas of Instructional Need
- Based on Whole-to-Part Model:
  - Word ID
  - Language Comprehension
  - Print Processing
- Examples
  - Running Records
  - Developmental Spelling Tests
  - Cloze passages
Professional Development for Tier 2 Providers

- Small group instructional approaches and strategies
  - Develop instructional plan for students
  - Provide support (PD, materials)
  - Implement plan (typically 6-8 weeks)
  - Evaluate
- Strategies related to specific difficulties
- Adapted QRI – fine tuned assessment
- Use of Instructional/Assistive Technology
- Progress Monitoring (groups and individuals)
Intensive Tier Providers

- Individualizing instruction for students
- Use of Assistive Technology or AAC
- Supportive of, and aligned with, current classroom instruction
- Sharing information with classroom teachers
- Progress Monitoring (individual)
What supports do demonstration sites get from NH RESPONDS?
NH RESPONDS
Professional Development and Technical Assistance

- On-site facilitation for SAU and school teams
- Professional Development for school teams (all three tiers), coaches, and SAU team
- Begins with Universal System, then Targeted and Intensive -- Spiraled
- 4 Years of project activities
- Resources provided free of charge
Demonstration sites are provided with the following resources and assistance

- Dedicated NH RESPONDS staff assigned:
  - Assist SAU and schools teams to develop and implement an effective, integrated RtI system
  - Support data collection, management and analysis
  - Provide technical assistance on-site, a minimum of twice per month
Professional Development for STS

Topics of workshops or study groups may include:

- At-risk screening and assessment of students for individualized planning and support services
- Assessment of current secondary transition and alternative programs
- Engagement and personal futures planning strategies
- Individualized education and work-based learning plans and strategies
Professional Development for STS

Topics of workshops or study groups continued:

- Resource development - Knowledge of and building relationships with community-based agencies
- Team facilitation
- Ongoing progress monitoring for STS
What Does this Mean for Teachers?

- Participating in professional development as determined by the school team
- Willingness to adapt and adopt new strategies in your classroom
- Participating in on-going progress monitoring collection and analysis
- Communicating with school team regarding at-risk students
SAU, School and Team Commitments
SAU Commitments

- SAU-wide team to oversee and coordinate the effort.
- Support an integrated RtI system of behavior support and literacy instruction; and a professional development plan that supports hiring and retaining of highly qualified personnel.
- Commitment to data-based decision-making and sharing data with NH RESPONDS
SAU-Wide Coaches

- Point of contact between school teams and the SAU initiative
- Resource to the SAU-team
- Provide technical assistance to school teams
- Not intended to “lead” team, rather, serve as an additional resource
  - Access materials, share examples from other schools, updates from the SAU
School Commitments

- Provide sufficient time for professional development aligned with NH RESPONDS
- Implement an integrated RtI systems of behavior support and literacy instruction to address student needs.
- Link SAU and individual PD plans and align with goals of NH RESPONDS
- Use of data-based decision-making
School Commitments

- Collaborate with NH RESPONDS staff and parent organization partners.
- Provide a system for collecting, analyzing and sharing SAU, school, and student level data to improve desired outcomes.
- Collaborate with NH RESPONDS outside evaluators.
- Develop an infrastructure and policies to sustain the effort after the life of the project.
The Ideal RtI Coach Must Be

- Well respected (foremost)
- A strong communicator
- Flexible in terms of developing schedules
- Highly skilled at building trusting relationships
- Ambitious about the change process
- Respectful of teachers and the demands of the classroom
- Skilled at working with data
- An effective problem-solver
Faculty Buy In
Application requires at least an 80% (70% in high school) vote by faculty in favor of adopting the goals of NH RESPONDS

This requirement applies to participating 1st year schools (2008-2009). (See Appendix B: Part 2: School Readiness and Commitments Checklist item #4 on Page 16 of the application).

The vote should be taken after the school’s full faculty has been provided with today’s overview of NH RESPONDS.
Leigh Rohde, M.Ed. (ABD)
NHRESPONDS Literacy Director

JoAnne M. Malloy, MSW
APEX Project Coordinator

Institute on Disability
University of New Hampshire
603.862.4320
leigh.rohde@unh.edu
http://iod.unh.edu/
Howard S. Muscott, Director
(603) 206-6891
hmuscott@seresc.net

Becky Berk, Associate Director
(603) 206-6848
becky@seresc.net

NH Center for Effective Behavioral Interventions and Supports at SERESC
http://www.seresc.net/nhcebis
Dr. Robert Wells,
NH RESPONDS Grant Director
(603) 271-1536
rwell@ed.state.nh.us

Amy Jenks,
NH RESPONDS Grant Coordinator
(603) 271-3842
ajenks@ed.state.nh.us