Welcome
This session will begin at 3:30 PM

Today’s Topic

Involving at Risk Families in RtI Supports with an ELL Focus
Individual Problem Solving Team (IPST)

This Session is the collaborative work of:

Illinois State Board of Education Division of Innovation & Improvement

Oak Terrace School
Academic Development Institute
Great Lakes West Comprehensive Center
Welcome & Introduction

Joseph Banks
Illinois State Board of Education
Chicago Office, Division of Innovation & Improvement

• Welcome
• Overview
• Question & Answer Time
Welcome to
IllinoisParents.org
Resources for Families and Schools to Strengthen School Communities

Family Engagement Webinar Series

**New!** Using VIPs (Very Important Parents) to Improve Reading Outcomes for Students
(Click here to start presentation)
Download PowerPoint

**New!** Social and Emotional Learning in High Poverty Schools
(Click here to start presentation)
Download PowerPoint

**New!** Engaging Families in an Early Childhood Setting
(Click here to start presentation)
Download PowerPoint
Early Childhood Webinar Resources

**New!** Improving High School Family Engagement through Social Emotional Learning
(Click here to start presentation)
Download PowerPoint
Gain Parent Information Tool

Parent Involvement in Action Series
Discover creative applications of research-based practices. Read about the innovative strategies other schools across the country have implemented to successfully engaged parents in their children’s learning. Become acquainted with the free resources available to your school through the Parent Involvement Analysis online tool.

Select from dropdown

Provided for Illinois Families and Schools by the Illinois State Board of Education’s Division of Innovation and Improvement

Share IllinoisParents.org with your Families

Presentation Introduction
Use this PowerPoint™ presentation as an orientation tool for the families you serve at your next Parent meeting. (Click here to download)

Informational Brochure
Created specifically with parents in mind, this brochure helps families discover tip sheets, parent student activities, and other parenting information. (Click here to download and print)

Link to IllinoisParents.org
You can link your families to resources on raising and educating their children by placing a link to IllinoisParents.org on your school or district website.

Family Engagement Tool Orientation
Questions

The presenter will respond to your questions after the presentation.

• Click on the hand icon to raise your hand
• Type your question into the Question Box
Today’s Presenters

Sandy Anderson
School Principal

Lauren Furmanek
Intervention Specialist/School Psychologist

[Diagram showing a triangle with different levels of instruction for different percentages of students.]
Discuss how Oak Terrace School has developed a multi-disciplinary team to target “at-risk” students as well as their family needs

Review the research behind the processes

Explore the organization/materials of the process

Review case studies
The purpose of the IPST is to develop a multi-disciplinary team to help support teachers, students, and families as students demonstrate the need for supports more than or unique to what is offered in the core.
Research Behind the Team

Moving to a Three Component Policy Framework for School Improvement

Current State of Affairs → Moving toward a Comprehensive System

Direct Facilitation of Learning & Development
- Instructional/Developmental Component
- Management Component
- Governance and Resource Management

Student & Family Assistance
- Besides offering a small amount of school-owned student “support” services, schools outreach to the community to add a few school-based/linked services.

Direct Facilitation of Learning & Development
- Instructional/Developmental Component
- Management Component
- Governance and Resource Management

Addressing Barriers to Learning
- Enabling Component*

*The Enabling Component is designed to enable learning by addressing factors that interfere with learning, development, and teaching and with re-engaging students in classroom instruction. It is established in policy and practice as primary and essential and is developed into a unified, comprehensive system by weaving together school and community resources. Some venues where this comprehensive approach is adopted refer to the third component as a Learning Supports Component.
IPST Structure

• Standing Members
  Principal, School Psychologist, Social Worker, Parents

• Meeting Times
  The team has established set days and times to meet each week for consistency purposes

• Calendar
  Staff may view the calendar to know if they have an interest in an upcoming meeting

• Site
  A google-site is managed to offer resources and store meeting notes
Ways in which parents have been involved in IPST...

- Explaining unique family circumstances that impact learning
- Getting involved in family therapy
- Completion of rating scales
- Signing students up for summer school
- Signing up for reduced internet fees
- Signing students up for after school activities (boy scouts, mentor programs, chess etc)
- Regular communication with classroom teachers
- Clear flow of conversation when the discussion crossed to Special Education
Date ___________ Staff Member ______________________

To: Problem Solving Team Members

Student Name ______________________________

Grade __________

Student Strengths & Interests

Student Concerns
What types of academic tasks are the most difficult?

_____ Reading     _____ Math     _____ Writing   _____ Behavior

If the concern is behavior, what does the problem behavior look like?

_____ Withdrawal    _____ Inattention    _____ Other (Please describe)

_____ Aggression    _____ Incomplete work

_____ Disruption    _____ Off-task behavior

Priority Behavior: ____________________________

If behavior is academic the team will use the Individual Problem Document.
If the problem is behavior we the behavior change document to guide discussion.

Please attach data to support behavior concerns.

Have parents been informed about this concern? Yes  No

Current Levels of Academic Achievement

Recent performance on classroom assessments (projects, papers, tests, etc):

Please attach progress monitoring data from tier 2 interventions:

Previous Interventions Attempted

Supports Currently in Place

Intervention Block Activity: ____________________________

With __________________ for _______ min/day, _______ days/week.

Supports or Accommodations Tried in Tier 1:

____________________________________________________

____________________________________________________

Meeting Planning

Who needs to be invited to the meeting?

Date of meeting__________________________
# Forms: Wraparound Matrix

<table>
<thead>
<tr>
<th></th>
<th>Prevention/Tier One Efforts</th>
<th>Early Intervention/Tier 2 Efforts</th>
<th>Tier 3 Intensive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Instruction</td>
<td>List exposure student has to generated curriculum: Frequency and Subject areas</td>
<td>List additional modifications, supplemental curriculums: Frequency and Subject areas Data being collection and frequency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recommended replacements curriculums or program changes unique to this student: Frequency and Subject areas Data being collected and frequency Activities this student engages in for enrichment</td>
</tr>
<tr>
<td>Social-Emotional General Well Being of the Student</td>
<td>What school-wide supports has the student been engaged? What classroom wide supports/curriculum in place? What is the student's pattern of attendance/hearing vision? Ask: Is the student ABLE to be engaged in learning? (If no proceed to tier 2)</td>
<td>Data collection of student behaviors: on task, attention, exhaustion, mood? Complete tier 2 behavior doc as a team in order to create behavior plan for the student? What can we change about the environment to support learning? List the hypothesis for behavior and measurement tool Engage parents</td>
<td>If documented attempts of failed behavior plans, and escalation of concerns complete an Iba, consider adding wraparound supports and using more diagnostic tools. List any outside services; What is being measured, how frequently, what is reward for child? How often is communication occurring between teachers and parents?</td>
</tr>
<tr>
<td>Outreach provided for students and parents?</td>
<td>What school-wide supports does the child engage in? What school-wide supports do parents engage in? (I.e. parents are active, child participates in at least one extra school activity that is not remedial)</td>
<td>List additional resources that this students engages in that most others do not. (I.e. everyone excels, mentoring, school social work, FRL) List additional resources parents have shown a need for that most do not.</td>
<td>Unique needs solely pertaining to this family and how they are being met; poverty, clothes; school supplies, afterschool care.</td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If students are to attain a high level of proficiency that enables them to understand and express complex ideas in sophisticated ways, they need a focused approach that addresses the linguistic, cognitive, and SOCIOCULTURAL dimensions of language through explicit instruction and authentic practice.

RtI for ELLs p. 12-13
# Forms: Intervention Planning Form

## Individual Problem Solving – Academic/Behavioral

<table>
<thead>
<tr>
<th>Student:</th>
<th>Meeting Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Core Manager</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Related Parties</td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

### Student’s Strengths & Interests

### History

### Updates

### Problem Identification

- **Area(s) of Concern (prioritized)**

<table>
<thead>
<tr>
<th>Current Level of Academic Performance (CBM, MAP, classroom assessments, IAT, ACCESS, etc.)</th>
<th>Expected Level of Academic Performance (Local/national norms for grade level or age level)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Level of Behavior</th>
<th>Expected Level of Behavior</th>
</tr>
</thead>
</table>

### Problem Analysis

<table>
<thead>
<tr>
<th>Interventions/Strategies Attempted (past and present)</th>
<th>Who</th>
<th>How Often</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>

### Outcomes

**How is the area of concern being addressed?** (Instructional materials, teaching strategies, arrangement, environment)

**How is the student’s progress being measured?** (Assessment procedures)

Skill deficits and/or behaviors that may be impacting the areas of concern

### Intervention Plan (Academic)

<table>
<thead>
<tr>
<th>Instructional Components (interventions and teaching strategies)</th>
<th>Who</th>
<th>How Often</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Modifications to Support Learning (curricular or environmental)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Motivational Components</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Progress Monitoring Measure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Expected Level of Performance</th>
</tr>
</thead>
</table>

### Additional Information

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Follow-up Meeting Date</th>
</tr>
</thead>
</table>

## Motivational Strategies

### Additional factors that may be impacting the area(s) of concern

### Hypotheses about why the problem is occurring

### Additional Information

### Additional Information to Collect

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Due Date</th>
</tr>
</thead>
</table>

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2012 ISBE Webinar Series
Forms: Intervention Planning Form continued...

Current Understanding of the Student’s Behavior
When in these situations... (When is the problem behavior most likely to occur?)
and this happens... [What triggers the problem behavior?]
the student does... [What is the problem behavior?]?
in order to get this... [What is the student trying to accomplish or gain from the behavior?]

Desired Alternative Behaviors to Increase
1. 
2. 
3. 

Behavior Support Plan
Prevent [(prevention methods that will promote the desired alternative behaviors)]
Instruct [(instruction in the “how” and “when” of the desired alternative behaviors)]
Motivate [(motivating the student to display the desired alternative behaviors)]
React [(reacting to the undesired behaviors)]

Progress Monitoring Plan
<table>
<thead>
<tr>
<th>Phase</th>
<th>Data to Collect</th>
<th>Who</th>
<th>How Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Start Date | Follow-up Meeting Date

PLAN EVALUATION

Current Level of Academic Performance (Refer to progress monitoring data/graph) | Expected Level of Academic Performance

Current Level of Behavior (Refer to progress monitoring data/graph) | Expected Level of Behavior

Is the student making adequate progress? | Yes | No
If no, complete fidelity check

Fidelity Check (Are any of these factors interfering with the student’s progress?)
Student Attendance | Yes | No
Teacher Attendance |     |   |
Student Behavior/Engagement |     |   |
Focus of Intervention Relative to the Student’s Needs |     |   |
Limited Resources |     |   |
Other: |     |   |

Next Steps
Continue Current Intervention | Yes | No
Modify Current Intervention |     |   |
Change to Different Intervention |     |   |
Fade Intervention |     |   |
Monitor After Fading |     |   |
Open Case Study Evaluation |     |   |

Additional Information
“Probably no test can be created that will entirely eliminate the influence of learning and cultural experiences. The test content and materials, the language the questions are phrased, the test directions, the categories for classifying responses, the scoring criteria, and the validity criteria are all culture bound.” Jerome Sattler, 1992.
Instead, IPST conversations take an ecosystemic approach to understanding students’ educational needs

Simon Ortiz PhD

<table>
<thead>
<tr>
<th>CONTRASTING PARADIGMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PSYCHOMETRIC</strong></td>
</tr>
<tr>
<td>ORIENTATION</td>
</tr>
<tr>
<td>ROLE OF HOME AND CULTURE</td>
</tr>
<tr>
<td>ROLE of PARENTS</td>
</tr>
<tr>
<td>PROBLEM DEFINITION</td>
</tr>
<tr>
<td>PROCESS</td>
</tr>
<tr>
<td>INTERVENTION</td>
</tr>
<tr>
<td>GOAL</td>
</tr>
</tbody>
</table>
"A frequent effect of NCLB is that pieces of Maslow's hierarchy have been inverted through putting achievement before belonging."

Sandy Anderson, principal
IPST and the RtI Processes

1) Problem Identification

- Prioritize concerns
  - Can any concerns be explained by cultural factors?

- Collect Data
  - Preferably ELL norms from your own District
  - Compare performance in English and Spanish
  - State discrepancy from ELL peers as well as general education peers
2) Problem Analysis

Why is the problem occurring?

- Collect and review data
  - File review (language of instruction, program history, results of testing, attendance)
  - Observations of student across academic and social settings, behavior and academic
  - Teacher interview about behavior
  - Testing: Las Links, ACCESS, ISAT, etc…

- Review Previous Interventions
  - Explain how these interventions support language and academic growth
Sources From Which Data is Gathered

- MIDE measures
- CBM
- ACCESS tests
- Las Links to measure Spanish and English acquisition
- Aprenda

In Spanish dominant students, suggested measures for Reading progress monitoring are:
- Phonological awareness tasks, word recognition, rapid letter naming
- Formative assessments: standardized curriculum tests and benchmarks from the Core curriculum: Villa Cuentos
- Observations of language use and level in multiple settings
3) Plan Development and Implementation

- Step 1: Generate a plausible/alterable hypothesis
- Step 2: Design an intervention
  - Ensure fidelity through teacher accountability
  - Seamless logistics
  - Measurable goals
  - Expected growth calculated based on ELL norms when possible
  - Collaborate with parents and communities for support
4) Plan Evaluation

- Is our plan working?
- Did the student make progress against ELL norms?
- Is the gap closing?
- Did we maintain integrity of interventions?
- Do we have regularly occurring progress monitoring data of substance?
- Next steps?
Before referring to Case Study, ensure that all of the following have been justified...

- Integrity of the interventions
- Intensity level
- Was the intervention research-based and did the research include diverse learners?
- Did students receive adequate ESL support?
- Did the educational team thoroughly document intervention history and progress monitoring data
- Rule Out
  - Lack of appropriate instruction, limited English proficiency, cultural factors, environmental or economic disadvantages
**Case Example**

**Student:** AB

**Initial Concern:** Not meeting standards on state tests when formative assessments predicted he would have.

**Baseline Data**
- Difficulty focusing, often inappropriate behaviors
- MAP scores consistently decrease in spring term, similarly on fluency
- Did not meet reading ISAT last year
- Mom expressed that home-life is challenging currently
- Parents fighting and financial struggles

**Intervention Plans:**
- Research based literacy in the classroom and intervention block as an extension of the core curriculum.
- Access to social worker consistently
- High School mentor
- Big Brother Program
- Boy Scouts
- Free/Reduced Lunch
- Christmas donations delivered to the house
- Frequent communication with parents
- Reduced internet plan

***Student has responded to interventions. Team has continued communication with home. Student has not had any office referrals and has had consistent attendance in after school activities. No additional services required.***
Questions

The presenter will now respond to your questions.

• Click on the hand icon to raise your hand
• Type your question into the Question Box
Contact Information

Mrs. Sandy Anderson
School Principal
Sanderson@nssd112.org
Oak Terrace School

Ms. Lauren Furmanek
Intervention Specialist/School Psychologist
Ifurmanek@nssd112.org
Oak Terrace School

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