



# *Illinois State Board of Education*

2011 Parent Involvement Regional Summits

***Welcome***

This session will begin at 3:30 PM

Today's Topic

**Involving at Risk Families in RtI  
Supports with an ELL Focus**



# *Illinois State Board of Education*

2011 Parent Involvement Regional Summits

## **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

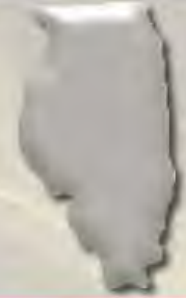
- Welcome
- Overview
- Question & Answer Time

# 2012 Webinar Series

Welcome to

## IllinoisParents.org

Resources for Families and Schools to Strengthen School Communities



HOME

RESOURCES FOR PARENTS

RESOURCES FOR SCHOOLS

SCHOOL COMMUNITY JOURNAL

ILLINOIS ORGANIZATIONS AND  
EVENTS

FAMILY ENGAGEMENT  
TOOL



### Tool Box

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### 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  
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**New!** Engaging Families in an Early Childhood Setting  
(Click here to start presentation)  
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**New!** Improving High School Family Engagement through Social Emotional Learning  
(Click here to start presentation)  
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### 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

### 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

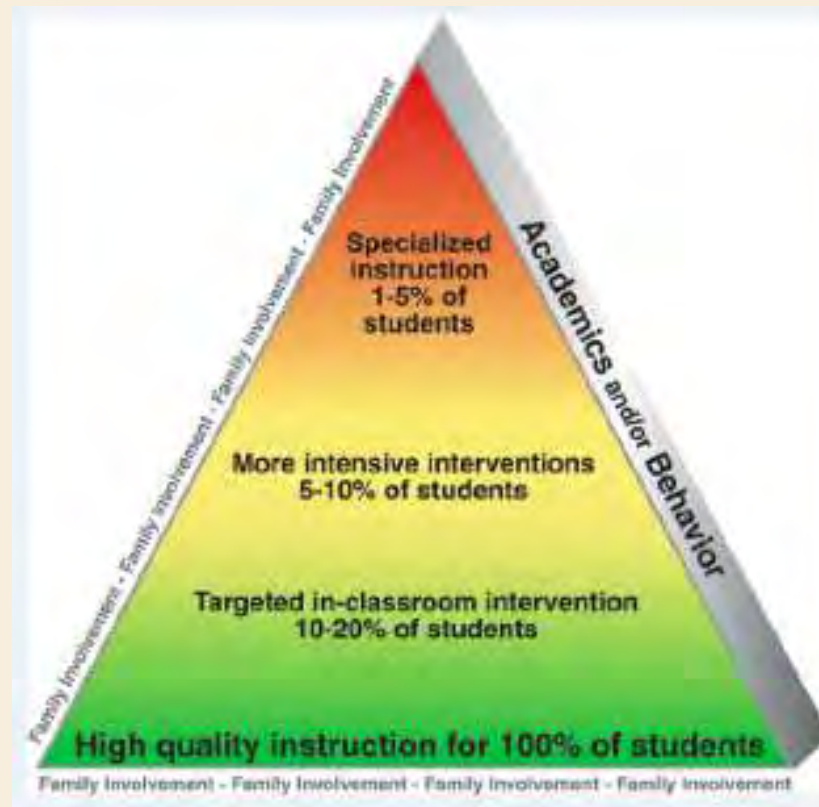
# Today's Presenters

**Sandy Anderson**

School Principal

**Lauren Furmanek**

Intervention Specialist/School Psychologist



# Purpose of Webinar

- 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



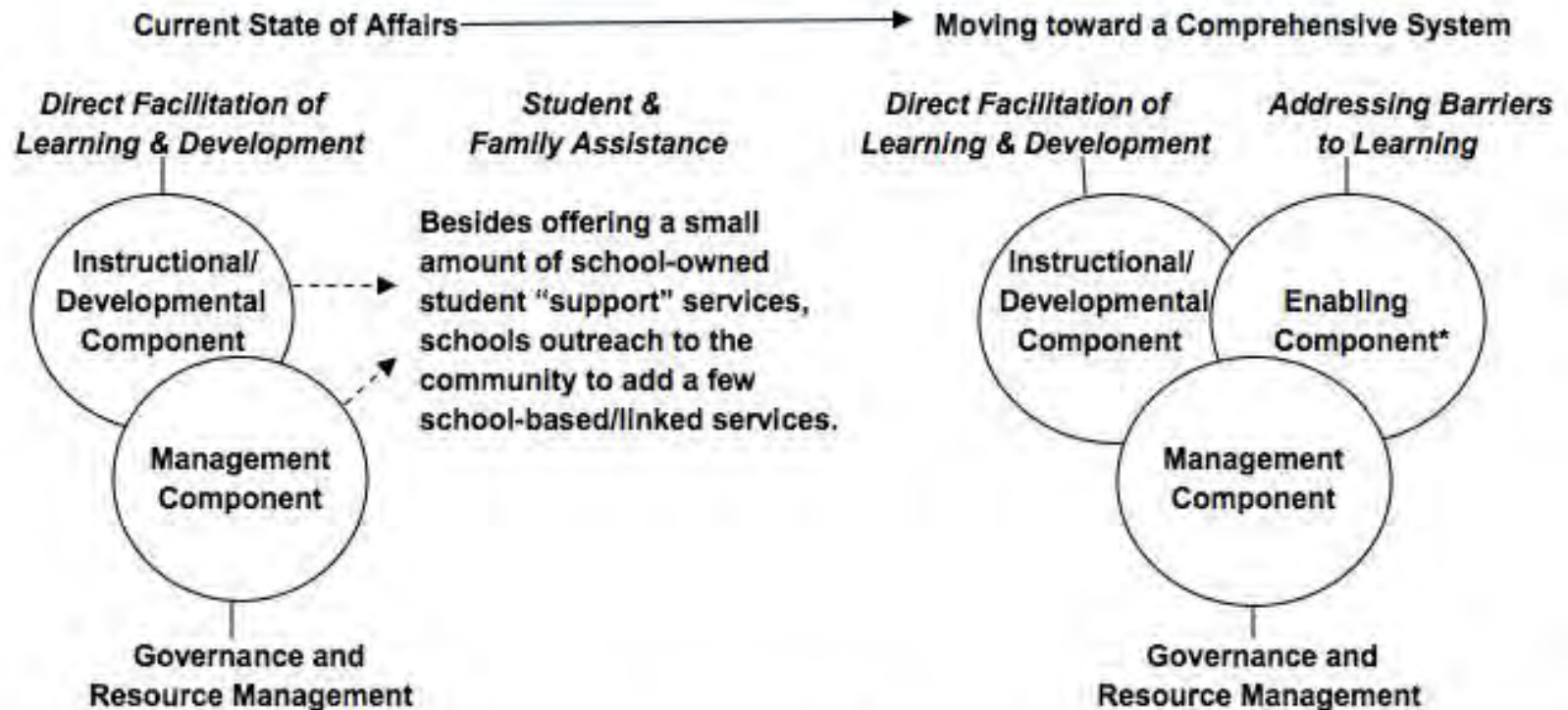
# Purpose of IPST

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



\*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

# Forms: Referral Form

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 use 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:

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## Meeting Planning

Who needs to be invited to the meeting?

Date of meeting \_\_\_\_\_

# Forms: Wraparound Matrix

	Prevention/Tier One Efforts	Early Intervention/Tier 2 Efforts	Tier 3 Intensive Supports
Classroom Instruction	List exposure student has to gen-ed curriculum: Frequency and Subject areas	List additional modifications, supplemental curriculums: Frequency and Subject areas Data being collection and frequency	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
Social-Emotional/ General Well-Being of the Student	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)	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	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?
Outreach provided for students and parents?	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)	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.	Unique needs solely pertaining to this family and how they are being met: poverty, clothes, school supplies, afterschool care.
Transitions		If child has specific transition plans: grade to grade, program to program, school to school please indicate them in this box or tier 3	

*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.*

Rtl for ELLs p. 12-13



# Forms: Intervention Planning Form

**INDIVIDUAL PROBLEM SOLVING – ACADEMIC/BEHAVIORAL**

Student		Meeting Dates	
Grade		Case Manager	
Teacher		Participants	
School			

**STUDENT'S STRENGTHS & INTERESTS**

\_\_\_\_\_

**HISTORY**

\_\_\_\_\_

**UPDATES**

\_\_\_\_\_

**PROBLEM IDENTIFICATION**

**Area(s) of Concern (prioritize)**

\_\_\_\_\_

<b>Current Level of Academic Performance</b> (CBM, MAP, classroom assessments, ISAT, ACCESS, etc.)	<b>Expected Level of Academic Performance</b> (Local/national norms for grade level or age level)
_____	_____
<b>Current Level of Behavior</b>	<b>Expected Level of Behavior</b>
_____	_____

**PROBLEM ANALYSIS**

Interventions / Strategies Attempted (past and present)	Who	How Often	Start Date	End Date
_____	_____	_____	_____	_____
<b>Outcomes</b>	_____	_____	_____	_____
_____	_____	_____	_____	_____

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

\_\_\_\_\_

**How is the students' progress being measured?** (Assessment procedures)

\_\_\_\_\_

**Skill deficits and/or behaviors that may be impacting the area(s) of concern**

\_\_\_\_\_

**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	Person Responsible	Due Date
_____	_____	_____

**INTERVENTION PLAN (ACADEMIC)**

Instructional Components (interventions and teaching strategies)	Who	How Often
_____	_____	_____
<b>Modifications to Support Learning (curricular or environmental)</b>	_____	_____
_____	_____	_____
<b>Motivational Components</b>	_____	_____
_____	_____	_____
<b>Progress Monitoring Measure</b>	_____	_____
_____	_____	_____
<b>Expected Level of Performance</b>	_____	_____
_____	_____	_____

**Additional Information**

\_\_\_\_\_

Start Date	Follow-up Meeting Date
_____	_____



# Forms: Intervention Planning Form

## continued...

### Current Understanding of the Student's Behavior

<b>When in these situations...</b> (When is the problem behavior most likely to occur?)
<b>and this happens...</b> (What triggers the problem behavior?)
<b>the student does...</b> (What is the problem behavior?)
<b>in order to get this...</b> (What is the student trying to accomplish or gain from the behavior?)

### Desired Alternative Behaviors to Increase

1.
2.
3.

### Behavior Support Plan

<b>Prevent</b> (prevention methods that will promote the desired alternative behaviors)
<b>Instruct</b> (instruction in the "how" and "when" of the desired alternative behaviors)
<b>Motivate</b> (motivating the student to display the desired alternative behaviors)
<b>React</b> (reacting to the undesired behaviors)

### Progress Monitoring Plan

Phase	Data to Collect	Who	How Often
Baseline			
Intervention			

<b>Start Date</b>	<b>Follow-up Meeting Date</b>

### PLAN EVALUATION

<b>Current Level of Academic Performance</b> (Refer to progress monitoring data/graph)	<b>Expected Level of Academic Performance</b>
<b>Current Level of Behavior</b> (Refer to progress monitoring data/graph)	<b>Expected Level of Behavior</b>

<b>Is the student making adequate progress?</b>	<b>Yes</b>	<b>No</b>
If no, complete fidelity check		

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

### Next Steps

	<b>Yes</b>	<b>No</b>
Continue Current Intervention		
Modify Current Intervention		
Change to Different Intervention		
Fade Intervention		
Monitor After Fading		
Open Case Study Evaluation		

### Additional Information

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# IPST conversations do not explore IQ/Academic Discrepancies

*“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

<b>CONTRASTING PARADIGMS</b>		
	<b>PSYCHOMETRIC</b>	<b>ECOSYSTEMIC</b>
<b>ORIENTATION</b>	Individual Child	Ecosystem of the Child
<b>ROLE OF HOME AND CULTURE</b>	Background information	Foreground of hypothesis generation and central to "interpretations"
<b>ROLE of PARENTS</b>	Source of information	Collaborators
<b>PROBLEM DEFINITION</b>	Internal individual differences	Situations
<b>PROCESS</b>	Identification of child's deficits	Differentiation of functional and dysfunctional transactions and settings and identification of potential resources.
<b>INTERVENTION</b>	Remediation	Mediation Liaison Consultation
<b>GOAL</b>	"Fix" the child	Alter transactions

"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**

# Rtl Process Continued...

- 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



# Rtl Process Continued...

- 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

# Rtl Process Continued...

- 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

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Oak Terrace School

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