

**Response to Intervention
Cohort training session:
MTSS: Integrating Academic and Behavior Intervention
Into a Single System**

Session 2

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Response to Intervention
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Session_2_3_8_2012_Part1.mp3 - Welcome

Dr. George M. Batsche, Professor and Co-director – 1:00 pm – 4:00 pm
Institute for School Reform with break
School of Psychology Program
University of South Florida

Data-Based Problem Solving: Instructional and System-based

Defining and Articulating the Content of a Multi-Tiered System

00:00:00

Dr. Batsche: Okay, if we could get started. Just, just to bridge where we were, and where we're going, I'm gonna give you one minute I want you to look at each other. Thank you, I want you to look at each other, and I want you to identify the most important support your district is giving you. Just one, and the support that you would desperately want if you were a fairy with a wish, you could get one. Okay, just one each, it should not even take you a minute, but you have one minute. Go.

00:01:00

Dr. Batsche: Okay thank you, very quickly. Do this quickly, identify, just put your hand up and shout out. I'll repeat it, what is a support that the best support your district has given you. Quickly, hand up. Professional development. Instructional staff support. What else? Tracking software, data management system. I don't know how you do this without, the days of us plotting data that takes away from instructional time and frustrates everybody. A framework to work within. Oh my gosh, you have flexibility?

00:02:02

Dr. Batsche: That's a rare commodity these days, if you've got flexibility you got the Cupie bear (?) so far of all of this stuff. With accountability. What tracking software? Aimes Web. It's one he developed and sells personally, so I'll connect the two of you later. What else? Okay what are you desperately need? One at a time. Huh? Personnel. Thank you, time. And I've said this thousands of times, probably cause I'm so old and I've been in education so long. I don't want another reading program. I want people who are professionals to have the time to figure out what they need to do, and reflect on that. There is no way a box is gonna make up for time. So that's huge.

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Dr. Batsche: We have more reading programs than known reading disabilities, that's a problem. So time and flexibility are big issues, what else do you need? Instructional time. How do we get more instructional time? I'm gonna give you some really good examples in a minute. What else? Money honey. If you are waiting for the money, I suggest that you find a night job and I probably shouldn't say that. It's not a good thing to say. Another job. Yeah, well. You're gonna get me in so deep, I'm not going where you're going, I know when to stop. So yeah, money.

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Dr. Batsche: However, what is important is I don't see us getting a lot more money, we may be getting some back. But the question is, we're gonna have to learn to do more with less. So when we have personnel, if we're not gonna get the personnel how do we expand the capacity of the personnel we have? What percent of the brains of the personnel we have are being used? And if we can't get more people then we do, so we have to look at this in a very flexible way. Yeah?

Response: Most divisions have already cut back so much with budgets being the way that they are, that they have cut a lot of the personnel that they need, and the resources that they have had in the past. And so, you know we are already working at that point, we're doing a lot more with a lot less. And I think everybody in here probably would agree.

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Dr. Batsche: Yes, we are too.

Response: And so at that point that it's critical, if we don't have the funding to help maintain or increase, we're...

Dr. Batsche: I totally get that, and what you said if we, we're at that raw cuticle point. And I totally agree with you, so are we. My significant other is a chief academic officer for the second largest school district in the United States. And last year she had to cut \$1.2 billion from the budget. Cut 1.2 billion, and in two phases, first phase let 5,000 teachers go. All assistant principals are gone, even in high schools with 2,000 kids. So when you get to that point, it's too late to start figuring out how to do more with less.

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Dr. Batsche: So good leaders scenario play. If we're not gonna get any more money, how are we gonna rearrange the existing chairs we have. Then if you don't have to awesome. But you're not looking for a chair as the ship goes down. So that's part of visioning out. And that's what we're having to do right now, because we just don't know, we're down to the quick as well. But the bottom line is from my 42 years in education, I can tell you one thing that will not stop. Kids show up every day. Every day they show up. And we got to make it an effective place for them, on the other hand if we're too good at it with less then we get punished because they say you can do it for a third less, we're not gonna give you the funds. I mean that's corporate business, it's crazy. Yeah I agree. What else? One other big resources. As soon as you answer we'll more on. That was fast what was it? Materials.

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Dr. Batsche: Exactly. So, to this person's point over here. If you have no more resources, and here is the demand on you; and this is a rhetorical question, what are we gonna give up? The way to lighten the burden is quit carrying so much, quit just adding things. And if you add something you have to take something else away, so we'll talk a little bit about that. Okay, multi-tiered systems, here's what we're gonna do. I'm gonna go fast through this, cause it's gonna be necessary for your next reflection. If I say something, I'm gonna check for understanding, and I need some body language. Yes okay. Because if you put the chicken on the pasta, then you carb loaded on top of the potatoes this morning, which is gonna cause you those of us with gray hair, no hair, and colored hair to have a desperate need for a nap.

00:08:10

Dr. Batsche: So we're gonna increase the table time, and I don't want you to fall asleep here. Multi-tiered system, the issue is once again balancing how much energy goes where. So as we go through this I'm gonna give you some statistics to think about. And that's our multi-tiered academic system, that's a multi-tiered behavior system; I don't see any difference. So there shouldn't be two, there should be one. And by the way if you have on triangle representing both then that should reflect in how you actually engage in your work in the schools. If you're not doing that, then have two separate triangles. Image it to reflect your behavior, so lets talk about tier 1 very quickly. Definition. Tier 1 is what everybody gets. It is the basest instruction for academic and behavior, and it is the fewest assessments.

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Dr. Batsche: So reading, phonemic awareness, phonics, fluency, vocabulary, comprehension, all are taught in tier 1 for 90 minutes, and we benchmark three times a year. On average. I'm not counting high stakes assessments. When we move to tier 2 we narrow the focus of that instruction to the areas that need support, we add time. And we assess more frequently, so you have to define for yourselves what is an increase in intensity for academic and behavior services as you move up the tiers. For us it is time and focus of the skill set. So how would a tier 3 behavioral intervention be different from a tier 1? What would be the time factor? What would be the focus factor?

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Dr. Batsche: Now, going back to the return on investment. Both positive behavior support, PBIS, and the academic side have criteria for what is an effective tier 1. And I don't know what the PBIS people are doing here, but we have two sets of data. One would be what percent of the population is referred based upon that's kind of a standard. We would also look at frequent fliers. Because if you have 800, and I work in middle schools with 800 ODRs per year. If that's one kid being referred to the office 800 times, that's a very different problem solving process, than in a school of 800 kids if 600 of em' have been referred at least once. And although we say one referral to the office is not an issue, my response to that is when it's 600 of 800 kids yes it is.

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Dr. Batsche: Because referral to the office should not be a normal occurrence for most kids. So 600 kids being referred to the office once, that's a problem. Cause that's a broad base referral to the office. So, you have to clearly define effective climate or environment for tier 1 we have it for academics for our benchmark data, and our standards. But if 80% would encourage you as districts to look at this, take all the teachers in your district. Assign them to tier 1, 2, or 3 primary assignment. And find out what percent of your teachers are assigned to tier 1. Find out what percent of your kids are getting tier 2, and tier 3 services and see if those percentages are cattywompas. And if they are, you have a serious issue to be dealt with.

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Dr. Batsche: Because you have lots of kids needing more intensive instruction at a ratio that is worse than your core instruction. If you have significant numbers of kids in tier 2 and tier 3, you have to have the staff go with them. Or improve core instruction. When I work with Los Angeles Unified School District about 51% of the kids are proficient. On a good day, 84% of their staff is assigned to tier 1. Is aid this is interesting. You're asking 16% of your staff to fix 49% of your kids. How does that work for you? You have one of

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two choices, improve core instruction, or move core instructional staff up to where the kids are. So the goal is to have about 80% of kids hitting proficiency with just core instruction.

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Dr. Batsche: Now we're gonna talk about how to adjust that a little bit. So I'm gonna give you a data sheet here, it's contained where building principal and the school based leadership team do some very simple things. Identify all the kids that are only getting core instruction, identify all the kids getting, don't write it down cause it's up here. Identify the kids getting tier 2, identify the kids getting tier 3, what you're gonna find out is whether or not you clearly know who is getting what. And by the way, in your data system that this gentleman mentioned over here, you have to be able to tie the tier to the kid to find out effectiveness of tiered level of instruction. If you don't do that in your database, you have no clue about the effectiveness of that level of instruction. You got to do that. Anybody who's not getting core has to be tied to what tier it is while the data are being collected on outcomes.

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Dr. Batsche: So how many kids are getting tier 2, by name literally in a computer. And then you go down and you check which of the kids getting only tier one are proficient or above. Here is what you're gonna find as a shock. That there are kids getting only tier one, who are not proficient. And nothing is being done about it. They're not getting tier 2, they're not getting tier 3. They're getting only tier 1, and they're not proficient. These are the waiting to fail kids. We're not giving em' anything, they're not proficient, and until they get, do something to show themselves, by that time they're gonna be further behind. So we really have to look at this effectiveness of tier one. Now Doug I don't know if he's still here or Cindi, you guys there is a little clause in the special Ed federal regulations.

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Dr. Batsche: That say that you cannot place any kid in special education until you've identified the kid as been exposed to effective instruction in reading, effective instruction in math, and that language, spoken language is not interfering with their growth. So I know that this may not resonate with all of you, but we have changed our focus monitoring in Florida, to when we do focus monitoring, because a lot of this stuff is based on Rtl. The districts have to demonstrate with data what their level of Rtl implementation is in every one of their buildings, and they have to show us their proficiency data. Because if they are not implementing Rtl, how could they be using it

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for eligibility? And if their, if their proficiency data are poor they violate the special eligibility determination rule of the federal government.

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Dr. Batsche: And there going what? I'll give you an example. Land of Lakes Middle School, 8th grade, 82% of the white kids are proficient in reading. 19% of the African American kids are proficient in reading. We simply put a moratorium on special education for African American kids. You cannot put kids in special education that you are not effective with in core. Do not do that. And they had over representation, guess what? When the core is effective with 19% of a population, what's up with that? So really, this how are you looking at your behavioral data, for effectiveness, how are you looking at this other data? Now the next iteration is, for your kids having behavior issues, however you define that. ODRs, whatever you're doing, what percent of those kids occupy your non-movers academically?

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Dr. Batsche: And then tomorrow we'll talk about, now you have kids identified who are experiencing both academic and behavioral issues that are clearly related. And how are we gonna problem solve that. So using your data to identify those kids. I mean we've always have a challenge with what do we do with the kids who are total pains in the you know what? And are high performers? They tend to be under referred, because everybody gives em' slack. It's a double standard there. A lot of our kids who have behavior problems are referred for, for issues that are not related to academics. So we'll come back to the core here in a moment. What does, excuse me a second.

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Dr. Batsche: Excuse me one second; I'll explain what I'm doing here as soon as I'm done doing it. That's what I'm doing. My airport was on, and all of a sudden I'm getting stuff dropped in my drop box. And the issue is, I cannot guarantee that stuff that appears on my screen might be socially acceptable. Because if emails start popping up there, I have some really rude friends.

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Dr. Batsche: And I would be totally embarrassed if the subject area came up there, and you were like oh my god did you see what he got in an email? And if Doug showed me a picture of his, I'll tell you this one story really quick, of his grandson the 18 month old. Swear to you this is true; I had my computer turned around. I Skype with my grandkids,

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I have skip turned on all the time. I was in a room with 400 people, there are people who could witness to this, and I had my computer turned around, because I was looking at it from this end. And all of a sudden, and it was being project up on two big screens. And all of a sudden I hear, papa where are you? And I'm like, what? And, Addy, her name is Addy, who are all those people. And I'm like what? And it was turned around, and she hit Skype, she skyped me, I was doing streaming.

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Dr. Batsche: And Adeline Grace Jones came flying into this, and uh, after people thought that was cute so they liked me a lot more. Don't keep your airport on if you're talking in front of people. So the tier 1 issue is really important, so defining clearly what does core instruction look like in your academic area. What are effective instruction practices? We've identified these are the ten effective instructional practices. Those are the evidence based ones that are most effective. WE use those with our walk throughs, so for example, Scott's are you building principal? Middle school. Middle school principal you have ELL student in your middle school I don't know if you do. Not many. Well let's say you do, you have 15% of em. You're doing a walk through, before you do the walk through with the teacher having done thousands of these, I sit down since you're a principal, are you a principal too?

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Dr. Batsche: Okay, then I'll say Tina. Tina right? Okay, I'll say talk to me about the lesson I'm gonna see next week. You know talk to me about the instructional strategies, the engagement issues, I know that you have five ELL students in the class. As you are interacting with those students what instructional strategies for English language learners are most effective, and you're gonna be using with them. And that I'll be able to see that shift in instructional strategy, because we know things like explicit instruction is very important with this group. We know that corrective feedback is very important with this group. We know that guided practice is very important with this group. Independent application is not. They have high error rates, you don't want them practicing with high error rates. So putting a group of these kids in an independent activity is the kiss of death. So when I go in, she was already told me what her lesson looks like what instructional strategies she's morphing across kids. Then I go in to see if you're actually doing that.

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Dr. Batsche: But we've talked about those engagement issues first, and part of the engagement issues. You would say I have four kids who do no know if they make a

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mistake or not, I am therefore let them move from one to the next until I give them guided feedback. They don't have the engagement behaviors of self-correction. Therefore the instructional strategy is guided feedback. So you will see that I will tell them wait, I'm not trying to slow their rate of progress down. I'm trying to minimize their error rate. So we, what is effective instruction? What is effective instruction? What is your PBIS say is effective behavior management in the middle of instruction? I'm sure I'll give you an example as a building principal. We had merit pay in our building. 40% of the pay was merit pay. Our merit pay was based upon ten observations. Five were scheduled, five were not, and the observations were purely around managing behavior with academic kinds of things.

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Dr. Batsche: So one of the major criteria, criterion, was does the teacher go to a kid when a kid acts out? Is the teacher reactive, or does the teacher anticipate and go to kids before they act out wait till the acting out is over, and the kid gets back on task, and then go back to em'? Or is it this constant consequence. So the way we trained our principals was imagine that kids have a fishing line. And they're casting. Does the teacher go to wherever the kid casts the hook by acting out? Teachers then say they're exhausted at the end of the day; well of course they're chasing pathology all day long. And they feel like they're not in control, they don't get their lesson done because kids determine where they are.

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Dr. Batsche: Teachers should determine where they go, so those kind of things about how we're tying the teacher behavior and management to actually the delivery of instruction. What does core instructions look like for behavior? What are you doing with it? I know you have PBIS there is a variety of other evidence based ones out there, define it. What is expected? What does every teacher, every parent, every kids expected to do if this model is working, and then go to observe those behaviors. The sources of data we have a ton of them. I'm gonna probably upset some people here, and I'm probably gonna upset probably some of the coaches, and I apologize in advance. I don't feel bad about it, but I am apologizing. And this is my personal reflection. I learned a long time ago that data collection is strange to educators.

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Dr. Batsche: And there is always this tension about it interfering with instruction, and data are not something that educators are well-acclimated in. so it kind of makes them nervous. And then when we come in with data assessment and data collection tools

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that look even stranger, that they don't understand, they tend to throw the baby out with the bath water. I don't want to do data collection because that is what data are, so when I work with building, I want them to get in the habit of reviewing data. Initially I'm not as concerned about what data they review, I want to get them in the habit of reviewing it. We can ramp up the integrity of the data, so as you move some buildings that are resisting the data. Think about using data they're comfortable with to review. If the data are not meaningful they will know that.

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Dr. Batsche: And I'm gonna probably offend somebody else here, a good friend of mine named Matt Burns, has done a lot of really good research in this area. He has a study coming out in which he observed 300, collect data from 300 schools, and said which data are the best at predicting future student performance, and reflecting actual performance for decision making. And he looked at CBM, he looked at observations, he look at like there is seven classifications of data. One of those was running record. Running record could not predict beyond chance. Anything. Doesn't mean it's bad, it's what are we using the data for? And if we're using the data to predict future performance running record is not the best use of those data. So the only time that data are a problem is when you're using them for a purpose that they don't work for.

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Dr. Batsche: Running record is fine, but don't use it to try to predict where a kid's gonna be in the future. Aimes Web is just fine, but don't use it to try to write prescriptive literacy programs with it. The gift that Aimes Web gave us actually Dibbles before that and blah blah blah, depending on whether you, who you talk to. Whether you're talking to Roland Good, or Gary. They'll all have a different view of that, but what we failed to communicate to teachers was that this is not an assessment of reading. This tool is designed to predict who's gonna fail before they fail. The idea that we do Aimes Web or Dibbles and go right to an intervention, that's crazy. We identify that a kid is at risk for failure, now we have to go and problem solve what the nature of that risk is. But we didn't communicate that, so we got this huge push back. So any time that you get a pushback on data, we have to be sure to communicate what it was intended to do, and be sure we're not using it for something stupid.

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Dr. Batsche: That's really important. So, you'll have to take a look at that. I'm gonna make a comment about ODRs here now. The PBIS people know what the limitations of office discipline referrals are and that Swiss system, it's wonderful unless it's misused.

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Remember that ODRs reflect the behavioral profile of kids who are actually referred to the office. If teachers don't refer kids to the office, it doesn't mean those problems aren't occurring. It simply means they weren't documented in the system. The radar of Swiss does not pick up anything that's not referred to the office. The other thing is what is referred to the office.

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Dr. Batsche: Very few times have I seen a teacher refer a student to the office for an internalizing problem. Depression, anxiety, some kind of behavioral deficit that's internal. So we have to be careful because there is a gender bias here. More females are identified with internalizing disorders than males. And we are very careful that two things don't happen. One that we don't organize our supports around only certain behavioral issues, and the other is that we don't deny services to a population that is likely to have a higher incidence of things not picked up by that issues. So we have found the need, and if you go to the website which I, it's on here, I'll repeat it to you. We've developed a statewide database that is completed and filled in by teachers.

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Dr. Batsche: As the behavior is occurring. So that we catch the full range of behaviors, whether it's referred to the office or not. Now what you can do ODRs for is to take a look that that whole tier 1 issue. You can get trends, and the kinds of behavior issues that your kids are involved with, and it can be an overall measure for tier 1 school-wide program. Steve.

Steve: just a quick comment in the Boston public school when we talked about this issue, they talked about the integration of academics and behavior. They decided that ODRs would not be used as their measure. Because they wanted to focus on the positive, so they were diving into the [indiscernible] literature. And measuring how all their actions about student engagement, PBIS, and academics were working to build social confidence. And they find it very explicitly, so they know whether kids are building the social skills they needed. Which is another approach to use that is a pretty interesting one.

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Steve: Because ODRs, which is a clever thing to use cause of the limitations George has mentioned. One other limitation it has is that it is a negative thing. So you're gonna reduce a negative thing, rather than increase positive things, so just think about that as well.

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Dr. Batsche: So a couple of other things to ring out for tier 1. And oh yes, thank you. How do we get schools to use it? First it was developed, and by the way, based upon how that stuff is supposed to be done, we got a budget of \$425,000 to do it. The actual cost was less than 70. And Rob Horner and George Sugay (?) gave us their codes to use for, so we didn't have to go and reinvent the wheel, and those kinds of things.

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Dr. Batsche: Here is what we did; we announced it and we offered it on a limited beta testing. And we got plenty of districts that wanted to do it, and then at the statewide conferences, we had those schools and districts present to other schools and districts on it. And showed awesome data, showed the results. Teachers saying I can see the behaviors that lead to this, and get it stopped earlier. So, and also the other thing it's tied to, is you can use it with students for self monitoring. Because most students are not willing to check off in a box their behavior when they're being hauled down to the office. You guys are good at this, you know how to do your data stuff, we use colors. And we have our data days are limited because they started getting out of control.

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Dr. Batsche: Our data days are limited to health and wellness, they're done at grade level or subject area, and we identify trends. The rule is if we have to talk about any kid for more than one minute, that kid's name goes into a box for follow-up; it is not done on data days. We have a two week window for data days where levels, teams what have you, schedule that process with the building principal. Assistant principal, but in this case the example here is color. And I can look at that and tell you what their level of response to intervention was for every one of those kids based up on whether they stayed on a color, moved toward the green or moved toward the red. And every building can because our definition of, we'll see this later of positive response to intervention. Significant improvement, closing the gap on the goal. Questionable, significant improvement, but not closing the gap on the ultimate goal. And poor, is any time the gap is widening.

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Dr. Batsche: Well in this case you'll see student K, went from green to yellow. So in that discussion the teacher says, principals say what do you want to do about this? Teacher says I don't want to do anything. I think I know what's happening, blah blah blah. Building principal says great, but we want to reassess this kid in two weeks. Just to be sure, that's marked down. Next kid. Teacher gives overall, so this if this is the

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end of the year the teacher would say, we started off with 3, 4, 5, 6, 7, 2, 4, 6, 8, 10, 12, 14, 16, about 18, so about 33% of our kids give or take were not proficient. We ended the year with two of them not proficient, but one of em' was a drop-in in the middle of the year. Overall was this effective in this kindergarten classroom, was it an effective year?

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Dr. Batsche: Absolutely. Along the way, we would say a teacher for this kid, F. It appear as if this kid's still questionable, teacher says yeah but you know what the kid is only two points away from being low risk. This kid has continued to make improvement, I anticipate. I bet my paycheck that next time this kid is in the green. Actually that's what happened. So those are the kind of dialogues that are going around that. On the behavior side, depending upon how you deal with this, the behavior side is different. Because we have, behavior doesn't. We all know about the difference between frequency and intensity. You can have a kid engage in one intensive behavior and the teacher feels like you've gone way back. Or a bunch of less intense behaviors. We also know that behavior operates differently than academics in its response to instruction.

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Dr. Batsche: So for example, if you're using some kind of time out with the student. We know that the frequency of time out does not drop until the length of time in time out gets to five minutes or less. So if you're measuring frequency it doesn't look like the kid's improving. If you're measuring time the kid is definitely improving, so on the behavior side, we have to there are some nuances in what data reflect growth. Cause kids don't go from being perfect and being awful and back again. That's not how it works. So where we have this kind of stuff for the academics we also have to translate that equally for the behavior. Just look at these data, and these are actual district level data from a district that I'm working with. Do you want to send your kid there? No. Look at the first one in the fall. 53% of the kids in third grade are proficient.

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Dr. Batsche: this is last year's data. By the end of the year it's down to 44, keep your children home. The more they go to school the worse they get. So I was sent those data, I took one look at em' and said what is going on here? So though it, that's what you should be able to do with your data. You get a overall health and wellness, this is sick. It's stick. We got to really look at this, and then you start drilling down. The core, the tier 1 is well or sick? This is interesting; these were just last fall data, and December I got these part way through December. How well is that school-wide behavior program

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working? Not too good. I don't need to look at data; I don't care what the behaviors are. If you're metric that you selected accurately reflects what you're trying to do, it's the right measure, it ain't happening.

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Dr. Batsche: Whatever it is. I don't even need to know what it is, I don't care to know whether it's evidence based or not. Locally applied evidence based intervention is not working, so the problem solving goes around, as why this evidence based school-wide program is not working. And I can, that's your tier 1 data that you have to look at. Look at this high school. This is, I wish we do in high school; this is an amazing high school. Look where they were ODRs 7,615. It's 2,100 kids in this school. It's not good. I mean you need some kind of an electric cart to take them down to the office. Because they're going in droves.

00:39:00

Dr. Batsche: And I would say suggest to you that when you have 7,615 the ODRs probably are representative of the behavior. Who's not included here right? So pretty nice drop. Excessive absences same effect. This is our big issue with academics with 9th graders, three Fs in 8th grade, 17% chance. We look at global metrics that predict bad things happening. So the first issue is get rid of Fs, you get rid of Fs. You have kids getting credit. You have kids getting credit, they're gonna engage more in their high school. Fs, no credit is you don't belong here. All your effort we're giving you nothing for what you did. But come on back. That's how the kid, we run focus groups of kids that's how they interpret it. I spent, blah blah blah, so looking at that, these are the big ways of looking at academics and behavior.

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Dr. Batsche: Any questions about any of that that bothers you if not we'll move on. Okay tier 2, and I'll cut this down. Tier 2 is what some kids get, please follow me very closely. This model is set up for 20% of kids to get tier 2 and 3 services. First thing you have to do from the data that I mentioned before is find out if you have a triangle, a circle, a square, a rectangle. This may be your goal, but draw the geometric figure of your actual students. If you have 40% of your students in tier 2 and tier 3, that's not gonna come out a triangle. It's gonna come out a rectangle of some kind, or I don't know the name of those, after four sides or three sides I don't know what you call em'. They're not pretty. Okay. So 20%. Now if we only have the resources to handle 5 or 6% of kids with intensive behaviors.

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00:41:07

Dr. Batsche: then that leaves 14% that have to be addressed in tier 2 right. 14 is 70% of 20. So if you don't want your triangle to turn into an hourglass, 70% of your kids getting that level of service have to be proficient or higher. National average is 43%. If you have 43% of your kids getting tier 2 services is being proficient, the other 57% of those kids, 57% of 20 is gonna go to tier 3. And 57% of 20 is now about another 10%, and all of a sudden you're going to have 15% of your kids getting tier 3 services, and I seriously doubt if anybody in here has the staff to do that. So we have these criteria generally, they can be goals to shoot for. Or you can realign your staff.

00:42:03

Dr. Batsche: All we're trying to do is balance effort with resource. But every building principal, and that aggregates at the district. If you're a superintendent you should have this question of your assistant superintendent for curriculum. And if he or she can't answer it, I would consider that they are not helping me. What percent of our kids getting tier 2 interventions are proficient? That is a legitimate honest question. What percent of our kids getting these behavioral social things are successful? We're spending all this money on PBS; we're spending all this money on counselor social worker, psychologists, interventionists, behavior specialists. What is happening with what they're doing?

00:43:00

Dr. Batsche: So once again I have no issues, I know Steve and I always go back on the 80, 70. I have no, I don't go back and forth on that as long as you're willing to move the staff for the effort. If you can't move the staff, then strive toward the effort or you're not gonna have an effective and efficient system. We already talked before about the purpose of tier 2 is to improve performance in tier 1. Same with tier 3. The only time tier 3 isn't is if you define it as an alternate core. That's an option, but you probably don't have the resources to do a lot of that. So there are some, we already talked about this, let me talk about once you get into multiple tier systems, you have to have schedules. And I'm just gonna give you an example of this schedule. We've talked about some of this before. First of all this is a fourth grade schedule. It's not an elementary school schedule. Second you'll notice that's not the same every day of the week.

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Dr. Batsche: We find we can't have the same schedule every day of the week and juxtapose stuff for what kids need. So here is how we analyze schedules, now this schedule is working for the building but I'm gonna pick it apart for illustrating stuff. I want you to count in the subject area or I'll count for you. You may not be able to see this. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 scheduled events. How many of you work in an elementary school? Would you agree with me it's very difficult to transition kids in less than five minutes? And you're laughing. All right lets say 8 minutes, I'm not willing to go past that. 8 times 11. 88 minutes of lost instruction. Right there. And you complain you don't have intervention time.

00:45:01

Dr. Batsche: I just gave you 88 minutes. Or you even half of it. 44. Now lets look at morning routine, that's an oxymoron. If it's a routine why do we have to do it every morning? I mean, tell em' about it. When I was a building principal was got rid of opening. It's like what do you do at opening, well we talk about the calendar. We talk about the weather. It's always hot. And it's raining or it's not. And there is the same frickin' five days of the week. 52 times a year. How often does that rock have to be pounded?

00:46:00

Dr. Batsche: And what's morning news? None of it's good. 10-15 minutes and two transitions. Now we're gonna go into reading. 90 minutes, please write this down. 90 minutes, then we go to PE, I'm gonna tell you something about PE in a moment. Then reading enrichment. 10:45 to 10:55. Are you kidding me? We have a ten-minute transition requirement for a five-minute block of time. What's that about? It's a teacher break. That's what that is, has to be a teacher break. You gonna take 25 kids and give em' 5 minutes of enrichment time, that's another gone. Specials, in a lot of these buildings what we do is if it works, is that we block schedule. Entire grade levels they go to specials, all the different specials divide the kids up.

00:47:00

Dr. Batsche: We routinely divide kids up with fewer specials and more classrooms. Our specials are sometimes bigger. If we have 4 classrooms and 3 specials, we divide em' up that way. Science, lunch, reading intervention 12:30 to 1. That's blocked in 4th grade for everybody, don't tell you what you have to do. Math, language arts, or language arts ESL for an hour. So you got 90 minutes, 30 minutes and 60 minutes. What's the total number of minutes available per day for literacy? This is adding, 90 and 30 is 120, and 60 don't you hate it when the carbs kick in. 180 minutes a day, but

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it's not prescribed. Teachers use those blocks for journaling, writing commercials, whatever they're doing integrating content area or literacy into content area.

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Dr. Batsche: Because there is a certain number of kids in this building that need reading for up to 180 minutes a day to meet standards. So it has to be build into the schedule. Once the schedule is made it's not gonna work to change it, cause here is what you do. Tina walks around with Scott on a plate, going Scott needs somebody to mentor him, to work with him. He needs it 20 minutes a day, who can do that? Well people are trying to eek stuff out of a schedule that's set. You build in the needs of kids into the schedule to begin with, because I guarantee you by October or November, nobody's left that wasn't already scheduled to support academic and behavior interventions. First three months are okay, and then people have had it. So you build it into the schedule. Two things to note here, what's missing? Social studies is incorporated into literacy. Got 50 minutes, I know that you're not common core yet.

00:49:07

Dr. Batsche: One of the big changes in common core is that the standards are braided so that the literacy standards are in math, math standards. For those of you my age or close to my age, you may remember something called thematic instruction. Where we would take a unit like dinosaurs, the entire school would do dinosaurs. We would measure dinosaurs, read about dinosaurs, learn about dinosaurs, at whatever the level for the standard is. The dinosaur was a pony, no pun intended to the standard. But we can block the entire morning, and organize instruction the way we wanted. We're gonna see going back to that in places with common core, because braided is so important. So the schedule has to reflect what the needs of your kids are. Here is a little thing for you. PE, what is missing also besides social studies?

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Dr. Batsche: Lunch is there. We feed em'. No recess. Look at this; this happens every time I say that. Are you thinking about yourself or the kids? Both. We don't have it. What? We don't have it. So I hear somebody saying learning is recess. I hear somebody else going what? Just teach in a relaxed manner. We don't, we don't have it. But here is what we've also done for PE. And you can check with your state department to see if that would work. If, and some of our schools do have recess.

00:51:04

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Dr. Batsche: And what they have been able to do is the PE teacher has organized units reflecting PE standards, developed them for the people supervising recess. Documented that that was done during recess, and recess time doubled for PE. Kind of like physical therapy. And physical therapy assistant. And it works. So as long as it's designed and supervised by a certified PE teacher, so my point here is look at your schedules from this perspective, how do we get more time? From any social emotional programs, two things. When are we gonna deliver them? Where and how are we gonna integrate them into core?

00:52:04

Dr. Batsche: If I have a teacher every day using social skills prompts, with a kid 20 times during the day, that either supports or is in lieu of some pull out issue. So once again it's from an integrated perspective. We use basically four ways of getting extra time. Staggering instruction, I already mentioned that. Differentiating instruction, I have an issue with differentiating instruction. If you have a limited amount of time, and based up on how you differentiate it, how many ways you gonna cut up the pie before kids lose minutes. You can't differentiate at 6 different levels in a 90 minutes period of time and still have kids getting all the minutes that they need. Across grade instruction for small schools. And skill based instruction or smaller schools as well as larger schools. And example is first, second, and third grade we divide literacy up into instructional levels. Kids in third grade but may not be in a third grade instructional level.

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Dr. Batsche: We organize kids by the instructional levels; we don't have to differentiate as much. Kids get more time at the level they need. People say isn't that ability grouping, no it's not, because it's not ability grouping. It's skill grouping, 43% of our kids scoring level one, the lowest level on our statewide tests. 43% of them are proficient or above in math. Ability grouping is when you would hold a kid back in a grade and give him just that, or give him for everything in that, this is simply for reading and they get to move skill levels as soon as they gain proficiency. So those are some issues. But how do we get time, since time is so important, you have to break that up. The other issue that you typically have to address when you pull these two models together is how does tier 2 work? What is it? And there is a national issue that makes no sense to me, and that is are you using problem solving or standard protocol?

00:54:00

Dr. Batsche: Has anybody heard that? All right. That's an aim, standard protocol is the application of problem solving to the problem. Not the kid. And then that solution is

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given to all kids. So if you had a group of kids and that you determined that they were deficit in social skills, engagement behaviors or whatever it is on the behavior side. And you identified a light group of them. Then we would identify evidence-based interventions for kids who shared the same need, and then we would deliver that intervention in a standard way. That's what standard protocol is, but you problem solved it. Why would you be giving kids something you didn't problem solve? So it refers to how you deliver it. Tier 3 for us is individual problem solving. We don't do it before then. You can do it to some degree. Using the data you already have, you don't have enough staff whether it's academic and/or behavior to problem solve every kid individually.

00:55:01

Dr. Batsche: He's not functioning in core. The research is 67% of kids put into the standard protocol move toward proficiency. Which fits nicely into the model. So, we have a formula for both academic and behavior instruction for tier 2. All of these issues have to be addressed when developing the intervention. How frequently you're gonna do it, notice that's time. What is the focus of the instruction gonna be? The what. The format, the how. The data to help determine the frequency, focus format and size. And then the bottom one is what professional development and support do we have to have to make sure it's implemented with integrity. So that's our formula for tier 2. This is just another example off a Swiss referral by behavior, so if you take a look at this, the highest frequency of referral is aggression and fighting. The next is disruption.

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Dr. Batsche: Followed by disrespect. And inappropriate language, the problem I have with this is that I can see a situation where a kid was, two kids were fighting, causing a disruption. Were disrespectful to the teacher and used inappropriate language when the teacher tried to break it up. So how do you use your data to identify common need, problem solve that, and provide a standard protocol for tier 2? That, that's the format that we use, this is just progress monitoring you don't need to see that. We've already talked a lot about tier 3 I think. This applies to academics and behavior. This is the formula we use for tier 3, more time smaller groups. Notice it doesn't say individual.

00:57:00

Dr. Batsche: More precisely targeted at the right level that all applies to both of em'. Clearer and more detailed explanations, the metacognition stuff that Rick was talking about. Systematic instruction sequences, that matters more for kids getting tier 3 services. Guided practice, because they're full of errors. Why would you get to tier 3 if

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you're competent? The probability is the majority of their behavior is full of errors, so why do we have a smaller group size? I get a lot of people that can't answer the question, to give more frequent feedback to reduce the error rate. I can't let kids sit their doing stuff and making errors. That's becoming a habit. And error correction and feedback, so that kind of guides our decision about tier 3. You've seen these charts before. This is a real kid named Bart.

00:58:01

Dr. Batsche: We have lots of Barts who are non-responsive to instruction. What is yours? Dakota. So if you're planning on a baby don't name em' Bart or Dakota, obviously that's an early warning sign for requiring tier 3 intervention. But I do want to talk about tier 3 very quickly. This kid is getting, and these are all actual graphs. This kid is getting intensive services. And it's working. Is this kid eligible for SLD? This kid is getting intensive services, and it's not working. Is that kid eligible for SLD? This kid one of my favorite kids ever, was referred for behavioral emotional. Is this kid eligible in an Rtl world?

00:59:01

Dr. Batsche: So I'll go back and answer from our perspective what it would be. If we faded this service from intensive to supplemental and the kid fell off and met the criteria for learning disabilities, the kid would be eligible even though the kid was at or above standards. There still is that discrepancy model, but it's not between ability and achievement. Very specifically in the regulations, it is between current level of performance, and state approved grade level standards. For us gifted SLD no longer exists. Because those kids are above grade levels standards, state approved grade level standards. This kid is in intensive services and is not, nothing has made a difference. Although the kid has continued to improve the slope of the line has not changed.

01:00:01

Dr. Batsche: The slope of the line doesn't change its no differential effect of intervention, what do you do? Hmm? It could be eligibility, but how many of you in here are principals? Assistant principals? Everybody put up your hand if you're one of those, we have AYP, you have all of this stuff. Gonna send that kid to eligibility, intensive services, not moving. Now you're gonna put the kid in a category that weighs as much as every other category to determining AYP for your building. It's not a very good management decision. Here is what I would do. I would virtually assume the kid

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was found eligible. And then I would actually develop the instructional plan as if the kid were gonna be in special education.

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Dr. Batsche: And I would implement that plan for at least a month. And find out if your data change. Because we're saying special Ed offers benefits, it doesn't always offer instructional benefits. But there is the protection under the law part of it. So one of the problems now and I don't know how many of your buildings, but this is a problem in Florida now in some of our buildings. Now that safe harbor ran out. And the proficiency rate is up. Special Ed is the number one reason, no excuse me it's not, in some districts it's the number one reason why they didn't make AYP. And so I look at teams and I'll say so you are putting kids in special education for whom nothing in this building has worked. And you are believing that a label is going to accelerate a kid's instruction when the same people who have been working with the kids are the same people who will be working with the kid.

01:02:09

Dr. Batsche: So food for thought. Reflect on that. This is a kid, I'll explain this very quickly, and I'm gonna ask you now about the eligibility thing. This is a kid that 27% of the time he was compliant, the 73% of the time he wasn't he was doing a lot of this stuff. He was not a happy non-compliant kid, so the first thing we did was collect observational data on the kid and his peer group. In our model for behavior we never compare kids across gender, ever. Although we have some girls that want to be boys, and some boys that want to be girls, their behaviors are very different. Some girl behaviors can be very boy like. But we stay within gender, that's all we stay in. So we collect peer gender specific peer data.

01:03:00

Dr. Batsche: Now look at this, that's yellow, that's the range of the peer group for levels of compliance. And it goes from I don't know 30 something up to 50 something, that's what that box represents. The white line we have a standard benchmark of 75% accuracy for behavior that is our standard. With the exception of zero tolerance behaviors. 75% compliance, 75% everything, if you set 100% I hope that you're a member of the clergy, or have some kind of divine thing going on inside your body. Because behavioral human perfection is not possible. We also know that 75% compliance, 75% that that's plenty to be able to do what you have to do. So we have to have a standard for behavior, so it's 75% can be adjusted, but otherwise that's what it is. Look at this kid; what's the difference between 75% and 27?

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01:04:01

Dr. Batsche: About 50 right? Give or take. What about the peer group, 42% and 75%, that's 30 some odd percent. Whose gonna be the target of intervention, the kid or the peer group? Got to know that in your model if it's integrated, very simple for us. Everybody. Because one of the things we know about boys, and the research, is that boys will improve up to the level of their posse. Girls will leave their peer group behind. They will sell their sister. Judy Bloom made an entire living off of writing about these things, fourth grade nothing. So if we improve Victor to what, 42% because he goes up 20% the teacher's gonna be happy?

01:05:05

Dr. Batsche: The other issue is that teachers in classroom will work with behaviors if they believe they don't have to individualize for one kid who takes all my time that I can. What about the rest of the kids, blah blah blah. So if there working to improve a group of kids the acceptability is much more greater. So in this case we don't know, in this case Victor happens to be an African American student in a building that is mixed with a good mixture. He's certainly not an outlier by any means. Its about a 30, 30, 30 mixture. And so the issue here is if we are going to avoid issues of disproportionality, and we have a kid who is performing not a lot different than the peer group, why would we single this kid out? It can't be this kid's problem when everybody like him boys, as well as other race specific, are about at this level.

01:06:02

Dr. Batsche: So in this case it's everybody gets it. Now look at the data, just look at the data. How is the peer group responding in that first tier 1 intervention to the class wide intervention? Are they improving? Yes. And what about Victor? Not so much. Victor is actively rejecting, I don't' know how else you interpret that. We took what few skills he had, and we eliminated all of them. Victor's social skills were not even good enough to participate in group social skills training, and as the rest of the group started improving he started acting out even more for him to get attention. It was just an awful cycle. So we then added a tier 2 intervention, which was pull out social skills training for kids whose social skills were so poor; they shouldn't even be running around in public.

01:07:03

Dr. Batsche: Okay, I don't mean that literally, but you know what I mean. How did Victor respond? Did better but is he closing the gap on that aim line, so it would be

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somewhere between a questionable and a decent response to intervention. If you extrapolate this out it'll hit the bottom of the box, but the teacher was not very patient because his behaviors when he wasn't compliant were not very nice. So we increased the level of intensity, and went to give him everything we had. He had a check in check out; he had people working with him individually. He had all sorts of stuff, and how did it work now? What is the response to intervention? He didn't quite make the goal line because the school year ran out, so we started the next year with exactly everything in place. In October he was maintaining above the 75% line.

01:08:02

Dr. Batsche: Is he eligible for EBD or not? What? He's getting all the same services, so we don't know, we had to fade the services down to tier 2 to find out if he would in fact be able to internalize enough to not require those services. And he did, he still required tier 2 services, but we were able to back off the intensive services, so he was not eligible for EBD. Internally he could be crazier than a loon. But he's doing all the things he supposed to be doing in school and we're not mental health centers. So he may have had a disability. He didn't. His disability was the crappy world he lived in. And I'm not saying his family, I'm just saying everything about his trained him to be, but he was a very good learner. Very smart kid.

01:09:04

Dr. Batsche: And he learned how to survive, so the issue here is that he's doing what he's supposed to do. He may have a disability, but he does not have need for specialize educational services, so he's not eligible for special Ed. Lots of kids with disabilities are not eligible for special Ed. Cause in schools its meet the characteristics and have the need; he no longer has the need.

Response: You might have just answered my question, but I was thinking if you were able to give him everything that he needed outside of special education, why would he need to be found eligible.

Dr. Batsche: Well there is, that's a very good question, did everybody hear it? There are two reasons for that. One is about the kid and one is about the district. Those intensive services cost money, there is money available to help support those services, and you know and this kid also if he was eligible one of the other things I do in Florida is I manage all of the school based Medicaid.

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Dr. Batsche: For the state of Florida, we pull down about 85 million dollars a year. And kid with a disability, is on free and reduced lunch is able to generate funds, through administrative claiming and what have you. So the funds for the district, but also when that kid leaves if the kid really does have a disability, then that kid should have the protections and the services available to him or her. So there is both the advocacy side of it, and the money side of it. The pedagogy is no different.

Response: Yeah that, I understand the two things that you just said, what I always struggle with is if you have a student who is not responding to your most intensive interventions, you make them eligible for special education, and then what what changes for them?

Dr. Batsche: Typically nothing, so here are some data. I won't tell you why we have these data but they're actual data.

01:11:02

Dr. Batsche: 62% of all students in Florida getting intensive services, cause we code them are not in special Ed. Only 38% who are getting intensive services are in special Ed, or special Ed. eligible, whatever that means. So that is, you know what this conversation has to occur with classroom teachers. They believe that certain things happen in special Ed that can't happen anywhere else, so therefore those referrals keep coming. That's a leadership issue, a good PLC kind of discussion. So there is a relationship, and I don't care whether you're state, and I don't think where is Doug or Cindi. You guys don't have EBD as under the Rtl eligibility? But you do have probably Rtl as the prerequisites, those activities, you're not gonna go for a kid whose acting out without trying interventions to placing a kid.

01:12:00

Dr. Batsche: So really you'd go through the same steps. Absolutely. So the other way to get MTSS implemented is that the minute that parents and teachers figure out that's the only way to get a kid in special Ed. all of a sudden it becomes very popular. I'll MTSS em' and by the way Rtl is not a very. You don't get Rtled. It's also not an adjective, the Rtl room. The Rtl teacher. Okay. WE have to watch because cookies will be here soon. I'll repeat the question.

Response: I think the tough sell though is a lot of staffing is done based on special education numbers for special education teachers. So I don't think it's the classroom, it's not just the classroom, but also the special education teachers.

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Dr. Batsche: Okay the comment was that it's based upon staffing and the number of kids eligible, and the number of people who have a job.

01:13:06

Dr. Batsche: And that is, okay that is absolutely reality based. So we're in a world, you guys are doing all this stuff, you're doing the behavior stuff, you're doing the Rtl stuff, you're doing the Rtl stuff and the behavior. Some of you are just getting started in this, and I want to emphasize that this is not something independent of the cultural and political context of the schools. Now what all that mumbo jumbo means is this, as service delivery models change where people are going to be employed is gonna change. Funding methods of funding will provide more flexibility to use people differently. But that's gonna change, so here's, this is a rhetorical, and I want to make another comment. But here is a rhetorical, please don't respond to this we don't have enough people in here to do therapy.

01:14:02

Dr. Batsche: And I'm gonna liken it to the housing market. Houses went up in value, up in value, up in value, up in value, and then the bubble burst, because the core funding for that process changed. If you look at special Ed rates up till no child left behind, climb, climb, climb, climb. The focus on core instruction not finding kids eligible for special Ed that were pedagogical disasters and not kids with disabilities, as core instruction becomes more effective tier 2 is more integrated and more readily available, kids are not going to be referred. Our referrals have dropped at a faster rate than our placements. There are gonna be fewer kids in special Ed, 20% of our populations not special Ed.

01:15:00

Dr. Batsche: We've staffed it at 20%. So at the district level and principals involved in this discussion, what are we gonna need? Now the feds made the first salvo of this and gave us a clue. When they approved the early intervening services funding. They said if you have disproportionality you may take or have to depending on the situation, 15% of all your special education dollars and redirect them into early intervention and prevention. First time special Ed dollars ever from the federal government have been allowed to be used for purely non-special Ed issues. And what they're saying is, we have way too many kids in special Ed. Core instruction needs to be fixed, we're gonna pay you to fix it. But the result is gonna be fewer people in special Ed, so what we're gonna do is see two things happen. One is that there will be shifts of people by role.

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01:16:03

Dr. Batsche: Two, we'll have flexibility in funding. But definitely three, the same people are not gonna be in the same place, and we need to start having those conversations now with people so they don't freak out. And if we are referring kids for special Ed to save people's jobs that has to stop. It just has to stop. Because we're gonna look like fools. But at the same time, depending upon how we use our funds, we can move those people into prevention, early intervention, and raise the performance of everyone in the school district. Why wouldn't we take those people out of special Ed, and move them into accelerating high performing students. There is lots of ways to use the people once we decide to break the mold we're in, and that's been one of the biggest impacts of MTSS is this reduction of special education placements and the stress it's putting on the staffing and the funding issues.

01:17:06

Dr. Batsche: If you look at that blueprint for school reform that I mentioned earlier it addresses that issue. Okay we're gonna end with a video. This is that Heller, Holzman and Messic (?) thing I talked to you about the core instruction. I want you to listen to this video. This is the assistant secretary of education for the office of special education, rehabilitative services. And she's speaking about the relationship between special Ed and general Ed, and I hope this works. I'm supposed to pay attention to this and do this.

[Video - See Dr. George Batsche's PowerPoint presentation]

01:18:00

Dr. Batsche: So if we don't think that a couple of things are about to happen we haven't been paying attention to the landscape. And the first thing that's gonna happen is that general education teachers are gonna need all the support that they can get, and that everybody else is support to general education directly and indirectly. Number one. Number two is highly likely, and I can look to Steve, I can look to Doug, other people that not on this rotation of ESCA reauthorization, but probably the next special Ed is going to become a title under ESCA. So the issue is, is we have tier 2 and we have tier 3, we have kids with behavioral and emotional. We have kids with academic issues. How are we gonna integrate all of this into a single multi-level delivery system, that gets the biggest bang for it's buck.

01:19:01

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Dr. Batsche: So we're gonna take a break, and then we're gonna come back and do some other things here with table tops, and I'm sorry that I've been talking so much I've just been trying to respond to your questions. Where are the cookies? Outside. So look at your watches 15 minutes please.