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

Session 3

**March 8 - March 9, 2012
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Response to Intervention
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Intervention Into a single System

Session_3_3_9_2012_Part2.mp3 - Welcome

Dr. George M. Batsche, Professor and Co-director   –   8:00 am – 12:00 noon
Institute for School Reform   with break
School of Psychology Program
University of South Florida

Consensus, Infrastructure and Implementation: A system Approach to Facilitating Change

District and school Organizational Structures to Support Implementation

Facilitators and Barriers to Implementation

00:00:00

Dr. Batsche: I appreciate it; you guys are getting a little rowdy. Yeah, somebody is gonna flip the lights. Okay. Here is what I would like for you to do. Thank you. I'm gonna give you, I'm only gonna give you seven minutes to do this. I simply want you to have a couple minute discussion on do you document instructional intervention integrity, yes or no. And give a couple of example if you say yes. Define how you monitor that sufficiency, and whether you need to work on it. And are you evaluating intervention effectiveness across demographics of students, yes or no? Explicitly and purposefully, so you're gonna have seven minutes and my iPhone is starting right now.

[Tape cuts]

00:01:01

Dr. Batsche: Okay, thank you. Okay, we're gonna do a show of hands again. How many of you would agree that you have to develop either school wide or district wide procedures or guidelines to inform integrity? Good so some of you have it, awesome. How many of you need to put structures in place to document sufficiency? Okay, that's something you do sufficiency before you do integrity. You just go to do that, and this is a no-brainer, you just develop something, teach people how to use it, and then keep track of it. And how many of you believe at the district level at least, that you need to take another look at evaluating effectiveness across disaggregated groups? How many? Okay.

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Dr. Batsche: All right. So you can prioritize those things. What we're gonna do next, and we're on target here for time to give you plenty of time to plan. I want to go through the eight step process we're gonna use, but then I want to go into some implementation things, and reference tools, and what have you. The other thing I tell you what I want to do, very quickly. There is see if I can do, I'm gonna, whoa that was bad. I'm gonna disconnect this for a moment, just so it's easier for me to surf the web. To get to the web.

00:03:00

Dr. Batsche: Okay, RtI.org. Just write Florida-; it's actually on the last slide, second to last slide of your hand out. Florida-RtI.org. And this is a new website, so it's a new website as of a couple of days ago. And I have not surfed it. I know what's in it because I reviewed everything. And we used to have stuff right on the, let me see if I can do this here.

00:04:04

Dr. Batsche: Cause I'm gonna recommend a couple of documents to you. Okay. A couple of things under educator resources that you might be interested in, is that we have an online training course that we use to get everybody at a basic level in schools. It's available 24/7 365, you don't have to identify anything. It's a four module-training course that begins with what is MTSS, and ends with and application to a case study. There are four assessment tools, if you get 100% on the assessment tools you get to go to the next module. It's competency based, and when you're done you get a certificate suitable for framing. And you never have to self identify, and it's a way for us to get basic stuff out to large numbers of people on their own time without paying somebody to come in and do training.

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Dr. Batsche: So you might want to look at that, see if it would be helpful to you. There is 7 to 8 thousand people taking that course on any given day. For those of you who have asked about the RtI behavior database, the RtIB, you can go right there and link on to that. And do that. If you're looking, if you're interested in looking at things like how do you integrate, how do you use a multi-tier system to do lessons? Right now we have videos of math, video streamed math and science lessons using a multi-tier model. At the elementary, middle and high school levels. So that's a resource that you can look to see. I actually am doing this to find something else. It's called GTIPS.

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Dr. Batsche: Cause some of you have asked me a few questions, and I'm trying to find it. So it's not there. That's a picture of our education building, in case you were wondering, and really cared one way or the other. Okay. Perfect. I found it. If you go under documents, the first document is we call it GTIPS. And it's guiding tools for instructional problem solving manual.

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Dr. Batsche: Everything that we've talked about today is elaborated in that manual that you can download. You guys have your statewide manual and we have ours, if there is anything that and we use other people's as well. We use stuff from Colorado's, we because not everybody has addressed everything in their manuals. But a lot of you have asked me questions about implementation stuff and what have you, if you're interested the GTIPS will guide you through the process for A to Z. You just need some print cartridges, cause all of these are in color. And before we get started on this next thing, the next phase of what we're doing here before lunch. What is it about not being able to type while you're standing up? This is our project website. Which is on your thing, but it is FloridaRtI.usf. For University of South Florida, .edu. FloridaRtI, one word, .usf.edu.

00:08:09

Dr. Batsche: And a lot, everything that I've given you that is technical like those integrity forms, and the stuff we're gonna get ready to go through; is available in our technical manual. So right on the front of our website it is problem solving RtI evaluation tool technical assistance manual. And this thing is about 200 and some odd pages long. I will show you this SAPC (?) thing that you have in, we're gonna talk about this in a second. This blue thing you have is an example of one chapter out of that book.

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Dr. Batsche: And the format of it and the intro tot eh book lays out the whole program evaluation process, all of the steps for implementing RtI, the stuff that you're doing. But if you look at this chapter, it has the description and purpose of the tool. The theoretical background, the description, the intended audience, the directions for administration, how frequently you can use it, the technical adequacy of the tool, cause everyone of these tools is evidence based. Reliability, factor analytics structure, reliability and validity through national validation panels, and we've given some of these things we have give 10-20,000 times. How it's scored? All of this stuff is on survey monkey. You

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put it on survey monkey and have people take it anonymously. The technology support needed, the training required, the interpretation and use of the data, and then school examples of actual data.

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Dr. Batsche: And interpreting those datasets. So it really is designed to guide you from what is it? Why is it? What's the theory behind it? All the way to how to use it, score it, and interpret it. So the reason that I'm showing you this, is because as we move into this next phase of what we're gonna talk about, we are not gonna have the time to talk about all of these things. And so this manual is really designed to guide you through this process. And I have to; I can't get that over there. For all the reasons I said yesterday, I'm not staying on the Internet.

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Dr. Batsche: Okay. So I'm gonna review the eight steps for the problem solving process that we're going to do. And then I'm gonna ask you to keep those in mind as we go through a few of this implementation things, so that you will be able to have additional stuff to inform your planning. The eight-step process differs from the four-step process in some ways. So as you begin to look at planning to integrate, or planning to get rid of obstacles the eight steps are pretty straightforward. Set a goal, and decide how you're gonna measure that goal. So if your goal is implementation of an aligned MTSS model, great but you better have a tool to measure it.

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Dr. Batsche: The SAPC (?) and the BOQ (?) are the tools we use to do that. If you're gonna have a tool to say that your goal is to implement the problem solving process in all of your schools with integrity, then you need to have a tool to measure the steps of the problem solving process, and it's integrity. That technical manual has those tools, so you can't in this problem solving process set goals for yourself, your district, your school, your community, unless you have a way to measure it. So we found that out early on. And for those of you who are into program evaluation, we use an IPO model, input, process, output. And we have variable across all three of those areas, and we set that model up initially. Ours is not a static IPO model, what we do is we modify the model with the data as the data tells us what's working and what's not working. So we call it a dynamic IPO model, and then we use the eight-step problem solving process to get stuff out of the way.

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Dr. Batsche: We have moved, and I'll, let me see is it the next one? Yeah I'll tell you that next. So I'm gonna go through this very quickly. You set a goal. And you decide how you're gonna measure it. As a group, you then identify, and I did this with you yesterday for purposeful reasons, you identify the resources you already have. And the obstacles that are in the way. Ideally the resources can be used to reduce the obstacles, if not you need new resources. That prevents you from trying to do something different the same way. If you don't have existing resources you have to get them, which now means you're gonna change what you're doing. The next thing you do is prioritize the obstacles, which ones you think are meet two criteria.

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Dr. Batsche: One, that you have data for are real obstacles. So lets say that you believe you can't do this because the staff is not, won't get consensus around it. We have three measures that I'm gonna show you in a moment for consensus, so you would collect the data to find out if in fact you have a consensus problem. That the fact that consensus is a problem is somebody's great idea. But they may be a legend in their own mind. Great ideas are wonderful, but what data do you have, you're gonna go out and do work around this. Why would go do it without the data? So that technical manual, we over the course of about three years we kept running into things using this process that we didn't know how to measure. So we created tools to measure them. So that technical manual is full of tools that you could use to measure some of this stuff. So you prioritize the obstacles which ones you think are the biggest elephants on the table.

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Dr. Batsche: But also which ones you think you can be successful with. Why would you pick a goal, obstacle you're not gonna be successful with. And I was having a conversation with the table over here earlier, and I'm a little more flexible than a lot of people around this issue. I'm more flexible around that data thing I talked about yesterday, I want to get people in the habit of using data before we get anal about the data. But the other issue is that we talk about evidence-based interventions, I would much rather, so here is your choices. Great evidence based intervention, and everybody who has been a principal knows this. You cannot implement an intervention in a school, whatever it's a system level or a kid level that the least competent person in the school cannot do. Otherwise you're guaranteeing inconsistent implementation of it, you have to couch it to the least competent person if you want consistent implementation. It's the number one rule of systems, okay the weakest link in the fence has to be able to hold on, or where the kid will determine whether the kid gets it or not.

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Dr. Batsche: So I would much rather, here are your two choices, a highly awesome the most amazing intervention ever that is not gonna be implemented with integrity. Or not implemented, versus one that is less powerful that will be consistently done by everybody. It's not just for those of you who get your underwear up and around on effect size. Back off. You need effect size and probability of implementation. The best medicine will not cure someone who doesn't take it. Medicine that's a little less powerful and taken consistently has a much better chance of success. So we don't want to get so high and mighty about this, we want to say this is the greatest intervention in the world, I don't have anybody capable of doing it. Plan B, so that's important here.

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Dr. Batsche: Then we're going to brainstorm strategies to eliminate or reduce the obstacle. We're gonna say what data do we have around those strategies. And then develop an action plan. So that's what we're gonna be going through, the buff form is gonna be your guide of that. I'll guide you through that process, but this is the overview. So now as we go through some of these implementation issues I want you to keep those eight steps in mind. I just wanted to refer to this, we have switched more than half of our project resources now from training on the nuts and bolts, to meeting with the senior members of district based leadership teams, and guiding them personally through this eight step process around barriers to implementation at the district level. We, it took us eight months to train our staff up to mastery on this to have enough staff to do it so we didactically trained em' in the eight step process.

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Dr. Batsche: We then did analog training, videoing feedback, progress monitoring, and we developed three levels of people. People who could guide this process, people who were ready to co-facilitate it, and people who were observers based up on their skillset. Some people are gonna need to observe this to get their skills better. We're not putting them in the role of facilitator, because they are not skilled enough to do it. And when you get around this business, you have to be very upfront about not everybody ahs the skills to do this. So that's okay. It's nothing wrong with that; you just got to have enough people to do it. So that's where we've shifted to, you don't care about that, but I care about it and I wanted to share it with you, so I did.

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Dr. Batsche: We're gonna use this process this is just breaking out those steps. I already went through that with you. So lets look at how as we get to this action planning, some of the threats to implementation of this integrated model, or any model. Please remember that every system is perfectly aligned for the results that it gets. So if you are getting lousy data in your school, you are really really good at it, you do it consistently, and you are highly skilled at producing lousy data. And I'm dead serious about that. Your system is operating efficiently on all cylinders to produce crap. The only problem is crap is a commodity right now is not highly valued; otherwise you would be sitting in the driver's seat.

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Dr. Batsche: so if you don't like your data, don't blame the kids. Every system is perfectly aligned for the results that it gets, and there has to be consensus around that or people will pushback on change. Okay why have passed initiatives failed? The number one reason is failure to attain and maintain consensus. Consensus, monitoring it is critical. I'm going to show you some data that will shock you and dismay you, but you know what? It is what it is, and we just have to deal with it. School culture is ignored; you see all the other things. So checklist. Get consensus. Clearly use the frames not the picture, you put your own picture in the frame based upon your school culture. You have to stay the vision. We work with a high school, Ridgewood High School; they permitted us to use their name. They had a school mission that said, the purpose of Ridgewood High School; it was long but the essential elements.

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Dr. Batsche: Is to give all students the opportunity to be successful in the words of course that all of us include now, in a dynamic global society. What the hell is a dynamic global society? Okay. We're trying to beat each other up. So, so now you got to measure it. How do you measure whether a school offers students the opportunity to succeed in a global society? What would you measure? Help me out here; if you're saying we're giving opportunity, what do you measure? Course offerings, what else? Access, what else? Huh? You're on target. Yeah. Well that's an outcome, remember they're doing opportunity so it would be access, it would be the wonderful things, it's the branding marketing. It's the same concept as I taught em'.

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Dr. Batsche: so they're only measuring the adult side of this. They could never measure the impact of their school vision or mission based upon the words. So we worked with em', they changed it to ensuring all students have the skills to blah blah

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blah. Because you offer the opportunities, who comes to those opportunities? Not the kids who need it. That's volunteer education. You're not denying access, but you're doing nothing affirmative to engage it. So the mission itself could not be evaluated in terms of student outcomes, because it had nothing to do with it. So the first thing we do is look at missions of school districts and schools, and say because if every system is perfectly aligned for the results that it gets, Ridgewood High School was offering an amazing array of opportunities.

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Dr. Batsche: They were perfectly aligned for the results that they got. Nobody was accessing, or the kids who were not doing well were not accessing. So that's important. Unrealistic expectations. You guys are all behavioral RtI people one or the other, if you set your expectations too high, even though it's working and you don't reach em', people will assume what you did was ineffective. So that's why the benchmarking. Interestingly, and once again I know you're not common core standards, but you might be. We said that, we're saying you might be. Common core standards are organized around learning goals and progression steps, doesn't that sound like benchmarks? Guess what? That's exactly what they did. So now whether students are hitting progression steps becomes what is evaluated.

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Dr. Batsche: Not the learning goal, if you're on step you're gonna get there. But month-by-month it's the progression steps, whether they're behavioral or academic. So expectations are important. And probably the other, the last two, obviously the data stuff, but who do you involve in planning? You have to involved representatives of all stakeholders. And the number one reason, the number one focus of that survey that I went over with you yesterday, the national progress monitoring survey, districts signed participants lack of skills and lack of support for the implementation of skills as the two big barriers to this happening. So food for thought. I had mentioned this study to you yesterday by Liz Crawford and Joe Torgusson; I gave you kind of the dynamics of it.

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Dr. Batsche: These are the characteristics of the schools that moved to proficiency, and they were high risk schools defined by the traditional risk factors. What does strong leadership mean? Strong leadership means that the building principal knew the name of either every kid, or he important kids and roughly what data they were walking around with in terms of proficiency. Positive belief, and teacher dedication, I went over that with you yesterday, it's how many minutes you stayed after the bell. Data utilization and

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analysis is a self explanatory, effective scheduling and this is why I said what I said yesterday. It's when schedules are based upon how many students need what, and how do you organize it to deliver it. If schedules were based upon that, that was a characteristic of an effective school. If a schedule was simply set it was a characteristic of a school that didn't move.

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Dr. Batsche: Professional development was targeted to the skills needed to implement the model, not anything else. Scientifically based should be self explanatory, and parent involvement was defined as offering parents the skills, or the technical assistance at parent meetings to interpret data. A data coach sat next to the parent as the data were discussed, hand over hand. So those seven things came out, so those are things that have guided us in the implementation of this model. So how do we do this? All of you are familiar to some degree with the phases of systems change, consensus, infrastructure, and implementation. Consensus is defined as a belief is shared, a visions agreed upon. I'm gonna give you a definition of consensus in a moment.

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Dr. Batsche: The infrastructure is whether you have the tools to do it, and implementation is taking the will and the way and doing implementation. We've, we're not too far from the holidays, the various faith based holidays. Often gifts are exchanged. How many of you received a gift you didn't want. Put your hands up, come on. All right, how many of you they came from home depot, boy the hands go straight up. How many of you didn't get a gift you did want. Oh my you got to be kidding me, you're all just like mamsy pamsy, you're like I got everything I wanted. Life is beautiful, come on you wanted something you didn't get it. You're just like this sucks. It was on the list. Getting tired. So here is the deal. Sometimes, sometimes you desperately want something, and you don't get it so you can't implement it.

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Dr. Batsche: other times you don't want something, somebody has given you a ton of it, and you're still not gonna implement it. It is the balance between consensus and infrastructure that moves us to implementation. Your movement to implementation with either, without consensus or the tools will cause implementation to fail. Now the issue for the first year and a half is that you're introducing people to the model. It sounds wonderful, it's new. They're curious. They're heavily involved in it, it relieving their boredom, so they all agree they want to do this. You got through the training of the

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initial stuff; it's wonderful until they actually have to change their behavior to implement something. So 18 months into this you will often run into a wall. Because people then say I didn't know that if, I didn't know that it meant we would do this.

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Dr. Batsche: So that's why the consensus ball is all through the model. Its not just do we want to do this, it's that your leadership has to have the skills to facilitate consensus every time a roadblock occurs. And stop until that consensus is achieved. Once again the number one reason why initiatives fail is the failure to achieve and maintain consensus, so I'll just give you this. This slide is kind of out of order, I don't know why I put it there, but that's all right. When we did that district wide needs assessment that I talked to you about, I think we showed this yesterday. Those are the seven areas that we felt we had to work on for the alignment. So everything from coaching, leadership skills, all the way down to the technology stuff. So I went over that slide yesterday, you can do a little checklist to see if that's important to you.

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Dr. Batsche: So here is the mission statement that we developed for our integrated project. And it could say whatever it says about Virginia, enhance the capacity of all Florida school districts to successfully implement and sustain an MTSS of student supports with fidelity in every school. So we would have to measure district capacity, we have the tools to do that. We would have to evaluate if it's a multi-tier system, we have the tools to do that. We have to look at fidelity; we have the tools to do that. And every school, you aggregate the data up to the district level. Accelerate and maximize student academic and social emotional outcomes through the application of data based problem solving utilized by effective leadership at all levels, we can measure student outcomes, we can measure the data based problem solving, and we can measure, we know what effective leadership looks like.

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Dr. Batsche: Cindi I will make a note, I don' t think I put it here, and I will during lunch add the slide. I will show you our Florida leadership standards, and then in those standards are embedded all of the skills that align with MTSS. And I can give that; maybe you want to post it okay. I should have put it, but I just obviously didn't. And the last thing. Inform the development, implementation, and ongoing evaluation of the integrated aligned and sustainable system of service deliver. Which is this, and then we went to our global society stuff too. But our focus is on post secondary outcomes. And those of you involved in special Ed, you know that the feds move around the indicators

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that they care about, on your SPP, your state performance plan. But the ones that are now the biggies are all post secondary outcomes. Those of us who have to do indicators, and I know some of us have to do that.

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Dr. Batsche: We're just like going crazy, because every year they would change what indicators were important, just as we got data systems put in place. So at the state level or your district, are you gonna have a missions statement and a vision for what this integrated model looks like and is supposed to accomplish? I suggest you do, cause you start with the vision. Translating the mission to motion, that's where we did those groups. You don't need to see that again. So what do we know about implementation stuff, we know that you have to have a district plan. I know that you guys started out with the NASDE model. We did too. And here is what happened with us, it was wonderful, except we started getting plans back. We did a whole webinar, we did this is what it looks like; we did all this kind of stuff. And the plans started coming back to us that people's brains were disconnected from their bodies when they prepared these plans. It was like are you kidding me, did you see the webinar? How difficult is it to write this statement, I mean it was awful.

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Dr. Batsche: We got ten of those back, and we went stop. So we ended up having multiple regional meetings, where every district sent their district leadership team at tables like this. We limited it to 15 districts at a time; we had 15 people sitting at every table. And we had a full day on developing the consensus part of it, followed by three months where they had to bring their consensus data back. And then we reviewed the data, and then spent a full day doing the infrastructure part of it. Same thing, and three months later we did finally the implementation plan. It had to be guided and then we got decent plans that people could actually implement and evaluate, but it took that level for us. Hopefully it was easier for you, so you know what the plan is supposed to have. Now the tools that we're gonna review here quickly give you data that look like this, these data come from the SAPC (?), the blue thing. We're gonna talk about it, you don't have to look at it right now.

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Dr. Batsche: But these data tell us that it takes about three years at least if not four, to get this implemented at a 2.0 which is achieved, and we're still struggling to ensure that it's maintained.   So you see that those are data from year one through year four, and BOY and EOY, that's beginning of year, end of year. So and everything that all of these

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items have different levels of implementation. So everything that I'm gonna be saying to you about this implementation process is data based. So what is consensus? This is our definition. Achieved when a group of individuals with a common goal agree to support activities necessary to achieve that goal, even if that agreement flies in the face of the wishes of individual members of the group.

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Dr. Batsche: Any of you ever played football? Do you know what football is? Any of you ever played football? The women are raising their hands thank you. Jeez. All right. Your husband's a football coach? Perfect, and you have three boys, so are you like the goal post, or are you what? The line person, a quarterback? All right you need to be the ref that's what you need to be. So when a coach sends in a play to a huddle, obviously the players on many occasions think the play is stupid.

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Dr. Batsche: They look out at the defense, and they're going some of us are gonna die if we do this. But that quarterback has to sense that. And there is a reason why at the end they either clap hands, slap each other on the butt, whatever they do to have their little show of unity okay. There is a reason for that. Because it's an affirmation that this is what we're gonna do. If any player doesn't follow the plan, then it's surely gonna have a worse outcome than it already may have had. The only way that anything will work is if people do their part of it even if it's not their plan. So that is why we say leadership, leadership, leadership is required to get and sustain consensus. So how do we do that?

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Dr. Batsche: that's just forget that. The critical elements of consensus building are shared beliefs, understanding of common practices, and understanding of need. Remember Joyce and Showers (?), 20 years of research on how to get educators to embrace something new. They came up with two huge conclusions. That guide everything we do. Number one, everybody has to clearly understand the need to do it, that's the data. The urgency are the data, and you say well we have a high performing school. So that means that you are not going to grow anymore? So what is your desired growth? More kids in AP classes, I don't know. Set your goals for accelerating high performance, and then show that there is an urgency to make it. We're not doing it. How many of you have had a significant increase in the numbers of kids taking AP exams for intentional reasons? Okay we had a huge push; we actually pay for kids to take the AP exams in Florida if they're on free and reduced lunch.

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Dr. Batsche: The pass rate has not changed. It's, I mean the level we get level 3 or higher has not changed, it's just under 40%, 38.7 I think, but I'm gonna round it to 40. So the critics are out there going, you have all these kids who should never be doing this, the pass rate hasn't changed, blah blah blah. So let me ask you this? 40% of 1000 is what? 400 thank you. Yes. Can do it multiplication. 40% of 2000 is how many? 800. Pass rate hasn't changed, but you move from 400 kids to 800. I don't care about pass rates changing; I care about more kids being successful. So be careful what your metric is, so in places where the school boards say we're paying all this money the pass rate hasn't changed.

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Dr. Batsche: I say excuse me, you just moved 400 more kids into post secondary outcomes with credit, but the pass rate hasn't changed. What do you want? Pass rate? Or more kids? So that's however you create the need, and second they have to believe they have the skills or get the support to get the skills. Those are the two issues that when addressed will allow educators to move and embrace change. Keep it simple, urgency of need; do we have the skills to do this? If they have the skills they're not gonna fear a loss. As you move into something that won't include them because they can't do it. So that's the fear of loss issue, so therefore we measure consensus with beliefs. We measure consensus with understanding of practices and skills.

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Dr. Batsche: I'll show you those data, so you have tools in that technical manual to measure beliefs, practices, and skills.   It's up to you to have the dialog around the need. And to articulate how the model achieves the need. So consensus building around beliefs, these are he core beliefs. Student performance is most influenced by the quality of interventions, and how well we deliver them, not preconceived notions about child characteristics. Or do you believe that because of a kid's ability, disability, where the come from, their color, their culture, whatever, that they can't achieve? Decisions are best made with data. Amanda Vanderhaden (?) and others have clearly indicated that when decisions are made with data, the outcomes are better than when they're made with clinical judgment. Doesn't mean there isn't room for both, but lead with data.

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Dr. Batsche: Our expectation for student performance should be dependent upon a student's response to intervention. Not on the basis of a score that predicts what they're capable of doing. Read that IQ. I'm a school psychologist and a clinical psychologist, I get that it's my major professional affiliation, I have no reason to give IQ tests to kids for any reason other than relating to traumatic brain injury and those kind of things. It's required for some program, I understand that. I totally get that. Bu there is what I'm concerned about, for years, and I've been doing this for 42 years. I hear things like, we're so happy with Scott. He is working, you know his IQ is only 76 but his standard scores are 90, I wish every kid would overachieve at the level that he is such a hard worker.

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Dr. Batsche: And Dawn right, Dawn as his mom you need to be proud of what you have done to raise him up that way. And the teacher is saying I'm not gonna expect more of him because he's already overachieving. I'm gonna say how the hell is he overachieving, if he's getting 90 lets move to 100. So a student's movement in response to instruction is what should guide our evaluations of students, not a score on a test that I don't even know what to say about that. And students who are at risk, you know what they can achieve proficiency. It may be, I know that you don't believe this, but I've run into may people that believe speaking a language other than English is a disability. Because they don't think ELL kids, I grew up in South America my first language was Spanish. My whole education was in South America; it may shock you or others to know that students actually respond to schooling in other languages.

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Dr. Batsche: I know it's hard to embrace, but it's very true. Kids who speak Spanish they can learn amazingly, they're dealing with that disability of their, the language that they were born with. Oh my god if we could just get rid of it, they could learn. So you get the point. Evaluating consensus development. We do it with these four tools, belief survey, perception of practices, skills, and SAPC (?). The beliefs, perception of practices and skills are all done anonymously, we don't need to know who you are. That's not the purpose; the building is the unit of analysis. So survey monkey, completion of that is anonymous. No way to identify the people who did it, the SAPC is completed by the school based leadership team no more than twice a year.

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Dr. Batsche: It is not sensitive enough to measure change in less than about a 4 month period of time, it's not intended to be a monthly progress monitoring tool. But how it's

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administered is critical. So I'm gonna take this group here as a team. You would take the SAPC (?), and we'll look at it in a minute. And you would individually complete it based upon your perceptions of what's going on at the school. You would then come together as a team and develop consensus on the score for each item. That way no one person would be influenced by somebody else in the group. If it's not done that way, it tends to be the consensus of the person who has the loudest voice or what have you. It's very important that that administration be done with a quasi-interater agreement process. Okay. So the belief survey it looks like that. There are 27 items, there are a number of factors, and here is what the data come out looking like. This is three points in time on items.

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Dr. Batsche: The first item is that most LD students can achieve benchmarks. We've given probably, we haven't, Illinois uses our tool, Michigan uses the tool, California uses the tool, a number of state use the tool and we get their data as a quid pro quo for letting them have the tool. Every state, every district we've ever worked in, at least half or more of the educators completing this do not believe these kids are capable of achieving benchmarks. That is a sad sad thing. But it's a reality. So how is somebody gonna be motivated to put a ton of energy into doing something they don't believe can happen?

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Dr. Batsche: Okay. So what happens as we implement MTSS to these strongly held beliefs? They diminish. However, lets look at how they diminish. If you look carefully at those graphs, you will find that as the red goes down, the green may not necessarily go up. The yellow is kind of neutral, I no longer am pushing back, but I'm not ready to embrace it yet either. So what that tells us that during that neutral time we have to do a lot of work to change some of these beliefs, and it also says people, their movement of beliefs it's a maturity thing. Why would you go say oh strongly believe this, now I don't. That's ridiculous. That would indicate that this tool is not operating very well. So people do go through this belief change, so you give the beliefs to find out what barriers beliefs may have to the implementation of your model.

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Dr. Batsche: Perception of practices, this is your staff's perception of what is happening in the school. The biggest epiphany here is that the school-based leadership says one thing, the rest of the staff says something else. That is a problem. You have to deal with it. But you have to know it to deal with it, and you get printouts like this across the

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practices. Perception of RtI skills, this is an individuals perception of the skills critical to an MTSS system. We use this on, to answer that question of Joyce and Showers (?). But more importantly we give this at least once a year, and if it's tolerated twice a year to see whether to not as a function of professional development people believe their skills are changing. Cause Joyce and Showers (?) tell us that people have to believe they already have the skills, or getting support to get them.

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Dr. Batsche: So if the perception of RtI skills is not improving as a function of professional development what's happening here? You're pounding this professional development, spending a ton of money, and people are saying I don't think my skills are improving. So you need that information if you're gonna really support this alignment, and by the way when we develop these you don't have it in front of you. But you'll see that every item they're asked to evaluate academics and behavioral aspects of that item. Both sides of this equation. And you get graphs that look like that. So now it comes to the SAPC (?), which is organized into consensus, infrastructure, and implementation. And the first five items on the SAPC (?) address consensus.

00:49:00

Dr. Batsche: So I would like for you to open your blue hymnal. And go to the back to the page that looks like that. Which is the first page of the SAPC (?). So it's the third page from the back, and it's the front page of it with the scoring guide. And these items are rated on not started, in progress, achieved, and maintained. So I'm going to give you a few minutes here individually for your school or district, I want you individually to complete those first five items, and you can either do the N, I, A, or M, I would prefer if you did it 1, 2, 3, 4. 1 being not yet started, 4 being maintained.

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Dr. Batsche: After you've completed it, I want you to compare your answers with the other people at your table, and if you are a district or a school, then I want you to come to consensus on each of those items. Go.

[Tape cuts]

Dr. Batsche: Okay I'm gonna ask you to stop please. Thank you. Would you do me a favor please? One person at your table who has your evaluation would you just compute an average, which is total up your numbers, and divide by five. And see what

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number you come up with. Just do that quickly for me. But you don't have to talk to do it.

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Dr. Batsche: Okay. How many of you in your average for the five items how many of you averaged a 3 or higher? Okay. How many of you averaged between a 2 and a 3? How many of you averaged between a 1 and a 2? That's about the distribution, so this would confirm you have some consensus work to do. And then when you have the beliefs data, and you have the perception of skills data that will give you more information to say where are we with being on the same page? So what I want to do next, cause we only have about 10 minutes before lunch. I want to talk about facilities, strategies to facilitate consensus. The first thing is what structure do you have in your building to facilitate consensus?

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Dr. Batsche: So I'm not, we're not gonna talk about this, professional learning communities, small learning communities. You can't have 50 people standing solo and hope to get consensus. The lounge is not the best place to see consensus. So the first question is, how do you have your staff organized to have courageous conversations that a good friend of mine says around these issues? Without the structure don't even go there. Next is, we present data to identify problem identification. What is it we want to achieve? And we present the data, and then we talk, we generally give the beliefs and practices ahead of time. Not the skills. The belief and practices.

00:53:01

Dr. Batsche: And then I don't know if I put these up here. No. And then we ask people some questions. Are your beliefs and your practices aligned? And they look at the data, and if they're not, which they usually are not, then we say so what are you gonna do? Change your beliefs or change your practices? And we'll say tell us how to get the alignment, what needs to happen? So that involves everybody in this planning process, because the beliefs and practices are taken by everybody in a building. And then we'll say okay, if we're gonna modify our practices, because usually for most of the beliefs they're the beliefs you want. For this model, there are some that are not. There are some people how still believe that kids with learning disabilities should be in special Ed, there are still people who believe that a kid's IQ determines what you can expect the kid to do.

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Dr. Batsche: Remember that the correlation between IQ and achievement on a day, a sunny day with light southerly breeze and low humidity at best is .3. You'll remember from your statistics class I asked you about yesterday, that when you want to find out what percent of the variance is accounted for by that correlation, you score the correlation, and multiply by 100. So that means that 9% of what contributes to IQ, to achievement is accounted for by IQ. I'm not gonna go to the bank with that one. Ever. So you will look at those beliefs, and you'll say what are some barriers here? And then you present those and you have courageous conversations around them, and opportunities to discuss the beliefs and practices.

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Dr. Batsche: Is there any question you want to have about that? I knew you guys are getting tired and that kind of stuff, but you have a plan to facilitate consensus. If you use the NASDE document then that's in there. The other place that you can go for a lot of help with this is RtInetwork.org. There is a whole section in there called getting started. If you had read that ahead of time, you would not have had to come here since I wrote that whole section. And it is what I've been talking to you about, so she's going now he tells us. We could have been having fun for the last two days. You can also come to our website and we have articulate a lot of stuff around consensus building.

00:56:03

Dr. Batsche: I want to talk about some critical things about the infrastructure next, and we'll look at infrastructure the second part of the tool we're not gonna do it. I just wanted to give you experience with how to do that tool, and how to look at the data. Decision rules are a big issue. In aligning and in determining intervention effectiveness. How many of you have clear-cut decision rules to determine response to intervention? Okay. Excellent. It's so great to start off with no skills, because then when you get any you feel really good about yourself, right? All right. We have three criteria. Positive, questionable, and poor. These are articulated, they're graphed, and they're made clear to people. Positive response, gap is closing, you can extrapolate a point in which the target will come in range of the benchmark.

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Dr. Batsche: Even if this is long range, I'll give example of that. And the level of risk lowers over time if you're doing risk, if you have risk levels. Questionable response, the gap is closing, the rate at which it's widening slows considerably, but it may still be widening or it runs parallel, I'll show you that. Or the gap stops widening but closure

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does not occur. Poor response the gap continues to widen with no change in rate. Now if it's questionable or poor, before we make any judgments about it we check for fidelity and sufficiency. You don't ditch an intervention that isn't being delivered enough or delivered well. We don't question that for positive rate of response, because we don't want to mess up a good thing.

00:58:04

Dr. Batsche: You can check for fidelity and sufficiency as well, but what you're checking for, for those of you who took statistics remember, you're checking for a false positive error. In other words things are positive, but you can't explain it's false. So this is what positive response to intervention looks like, and it doesn't matter if it's academic or behavior, same thing. That's what questionable looks like. That's what poor looks like. Now not only do we have this, but you have to have universal decisions about instruction and intervention based upon the type of response. So I'm offering you our model. Oh, I added this just because, I learned how to do that at one point, I was so proud of myself that, cause I have tech people that do stuff for me, because I love technology I use it constantly. I simply do not have time to get good at it.

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Dr. Batsche: So I hire it done, but I learned this skill, and at some point a few years ago I was gonna make everybody see it. So if it's positive, here are the decisions about instruction. We continue the intervention to the goal, we continue the intervention once we get there to strengthen it. And then we fade the intervention to determine if the student has acquired functional independence. As soon as we get to the goal though we don't go yeah, we stay there and strengthen it to see if the kid's gonna go through the goal or what happens. And those are all just professional judgment about how you do that; we don't have any guidance around that. For questionable the integrity part of it, but if it was delivered with integrity and sufficiency, we then say look we got a kick out of this. We got a change in rate.

01:00:05

Dr. Batsche: This intervention is working but not enough. So we increase it's intensity but also increase our rate of progress monitoring to be sure that it, that that's the solution to it. The number one reason and I don't mean to be critical, cause I've heard some of you talk about this, and I'm not being critical. The number one reason why questionable occurs, is because it's not being delivered with enough intensity. And what contributes to the intensity is if you have RtI time and it's a fixed amount of time. And people think that that's all the time they have, so that all interventions get tied into a

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sufficiency level that's RtI time, then you limit the intensity you can deliver. So just word of caution, when you have to increase the intensity, It means increase the amount of timey you're delivering that intervention.

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Dr. Batsche: If it's an intensity issue it should show you the answer to that within four weeks on the outside. If it is younger kids, kindergarten, first grade, early literacy stuff, it's probably gonna show in 2 weeks, 2 to 3 weeks. So we're not talking here about a long period of time. So you're checking a hypothesis. If it doesn't move it, and you have integrity, then you have to just say are we gonna be satisfied with this, or are we gonna go back to problem solving. If it is a poor response, and it's been implemented with fidelity, we ditch it. Don't mess with it. Go back to problem solving; even if it is the favorite intervention of the most powerful person in your school, say you should be very sad with these data. I want you to be sad because you're going to have to be sad in order to change it, and you're very happy with the method, the rest of us are sad and you're happy.

01:02:03

Dr. Batsche: We have a problem. So the question now is, and here is how we train this. We have ten case studies and when we train school based leadership teams, we give em' a case study, and we ask em' two things. What is the rate, what is the evaluation of the RtI? And number two what are you gonna do about it? And then we continue giving them case studies until they get to over 90% agreement on the decisions. Because otherwise you can't do spray, pray and go away, because if the buildings can't take case studies in your district and come up with the same answers, you don't have common language/common understanding. Or you may have common language/common understanding; you sure as heck don't have common behavior. It takes on average 6 case studies to get everybody coming up with the same decision. Yeah wow.

01:03:01

Dr. Batsche: You'd think this is intuitive, it is not. So there is plenty of ways to check for consistency here. When we come back we're going to finish up a little bit on the infrastructure, and then move into the action planning. Okay so here is the deal about coming back. I think lunch is the same drill as yesterday. And we're gonna come back at 1. We're gonna be done at three or perhaps before. If we take a cookie break, that's going to delay your departure. So I have a suggestion for you. How many of you are

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okay if we do get done a little bit early, since we're not gonna be back from lunch until one. If you take your cookies when we're done?

01:04:00

Dr. Batsche: I think we have consensus okay, so you can use it as a reinforcement for a goal. We'll see you back at 1 o'clock