

Academic and Behavioral Supports

Implementing OTISS as Blended Model

OTISS is

- A systematic approach to instruction in which we attempt to respond to and prevent school based problems
 - The primary goal is to function as a preventative model
- This is accomplished by
 - Identifying students who are not doing as well as they should
 - Making efforts to improve performance
 - Examining our efforts to see how it worked

More precisely stated OTISS is

- An approach to education where
 - Students are assessed to determine risk status
 - (not doing as well as they should)
 - Interventions are provided in an attempt to remediate the at-risk status
 - (Efforts are taken to improve performance)
 - Decisions are made regarding the progress students make in response to the intervention.
 - (Examine our efforts to see how it worked)

Academics or Behavior?

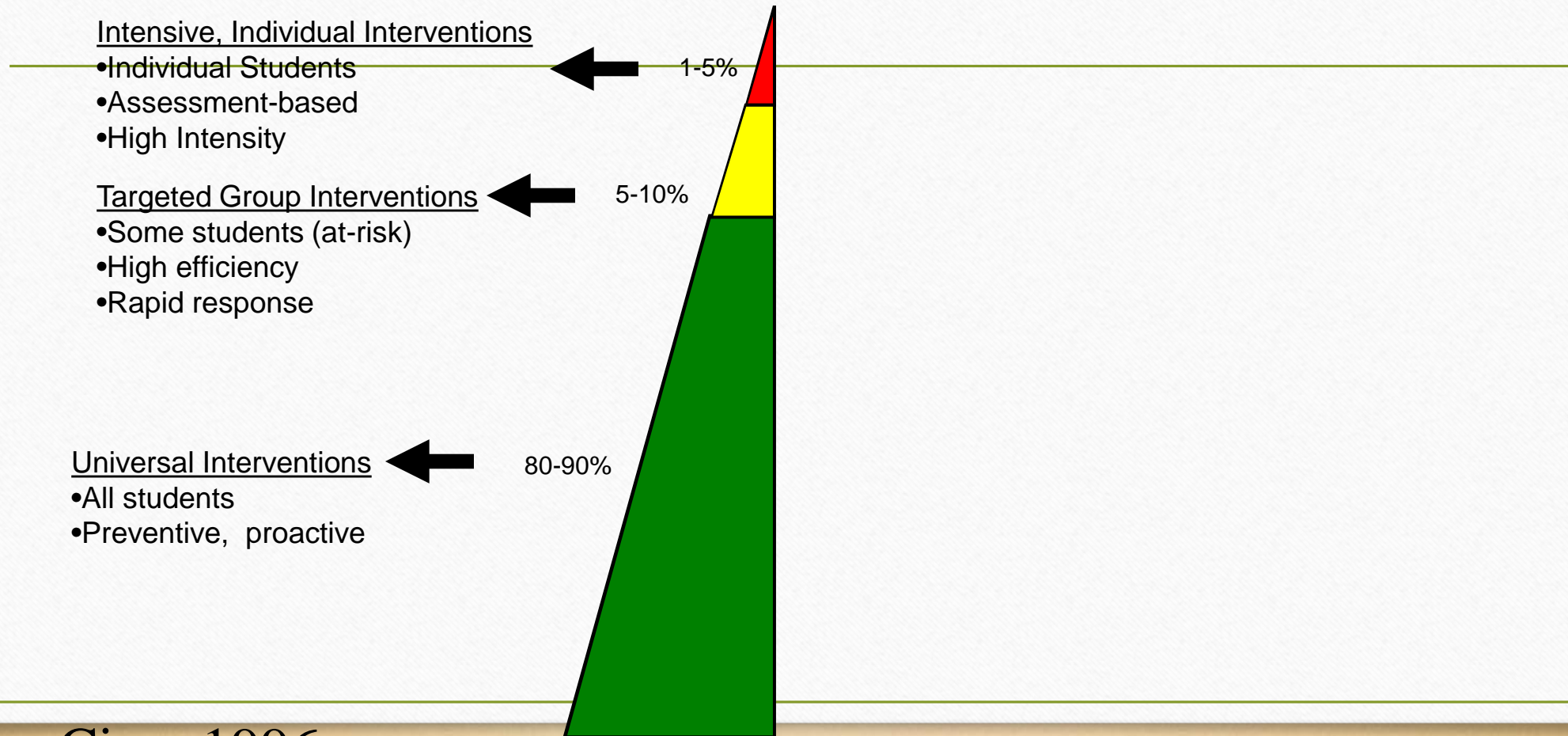
- The OTISS model is not specific to any one content area
- The process of implementing OTISS is designed to improve performance in the area addressed
 - Reading, Math, Writing, Behavior
- The approach or process is the same regardless of content
 - Differences exist in how the process is carried out

The Big Picture

A blended model

A School-Wide Systems for Academic Success

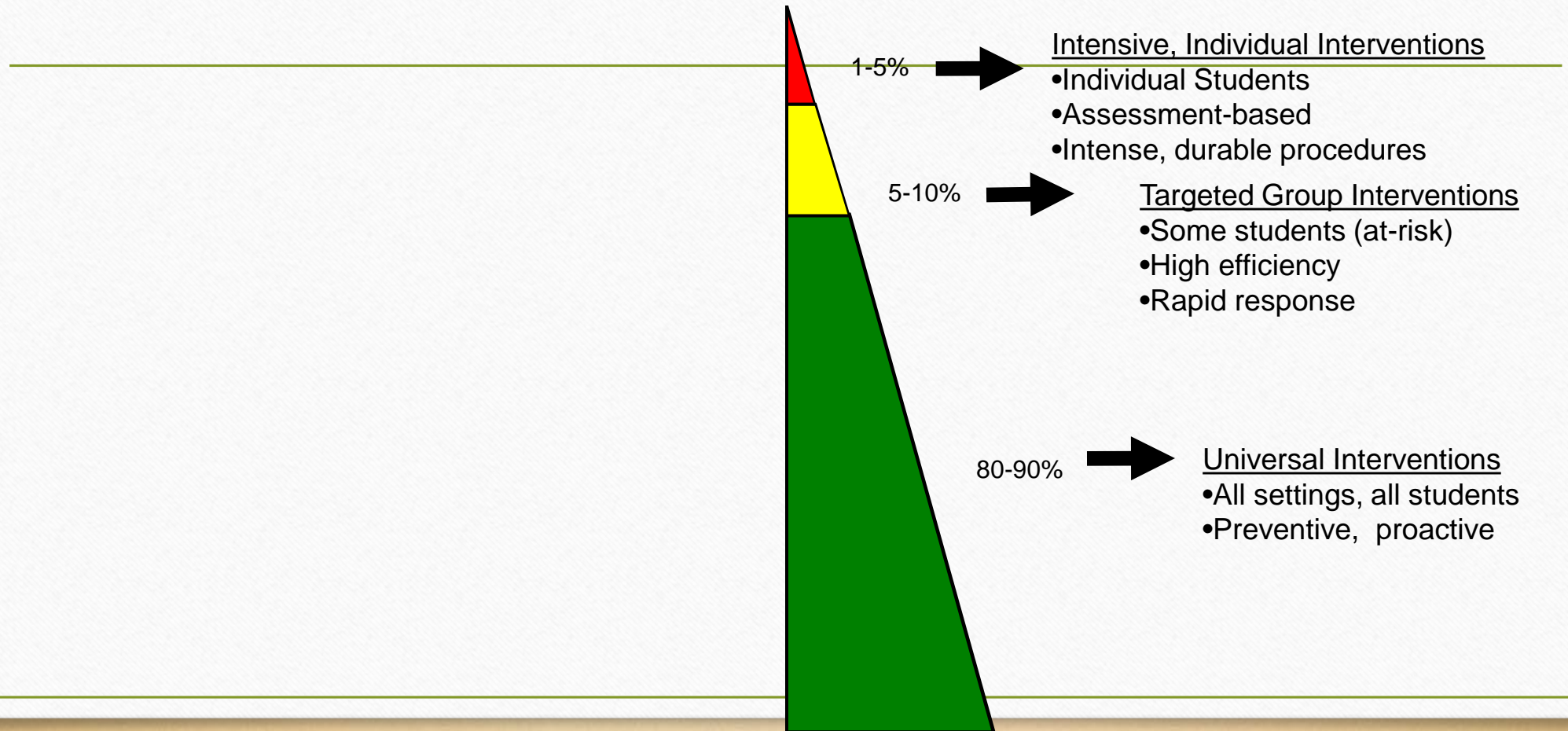
Academic Systems



Circa 1996

A School-Wide Systems for Behavioral Success

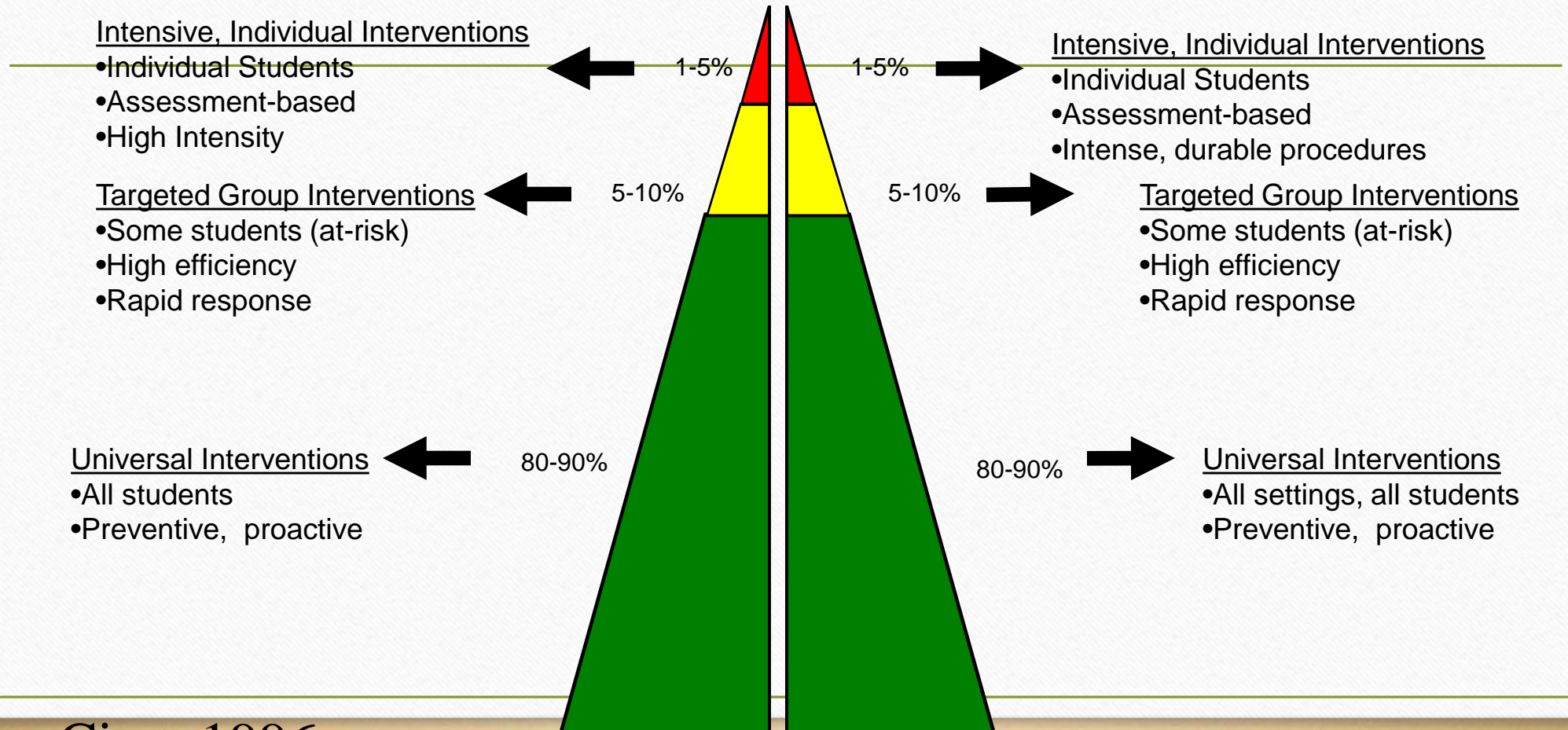
Behavioral Systems



A School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



Circa 1996

Common Elements

- Effective use of teaming
- Assessment
 - including universal screenings and progress monitoring
- Effective interventions
- Data based decision making

Teaming

- Essential for a successful OTISS approach
- Process must be shared and open to stakeholders
- Decision making must be transparent and based on multiple inputs

Assessment

- Designed to
 - Identify an at-risk population by
 - Conducting valid assessments
 - Multiple times per year
 - Across the content areas of concern
 - Monitoring programmatic effects by
 - Progress monitoring responses to interventions
 - At appropriate intervals

Effective Interventions

- Implemented with fidelity for at-risk students
- For the purpose of remediate deficits or prevent future deficits
- Scientific/researched based
- Provided within a hierarchical structure
- Intensified or reduced based on response

These interventions result in data that are used to inform decision making

Data based decision making

- Data that resulted from the scientific/research based interventions are reviewed
 - At regular intervals
 - By the team
- Decision rules are applied
- Modifications are made to
 - Intervention
 - Intensity of support
 - Placement

More Detail on the Details

Assessment

Identifying at-risk students

Identifying at-risk students

- Screen All Children Throughout the Year
 - Identify those performing below expected levels
 - These are your at-risk students
 - These are the students in need of intervention
 - Determine what students can and can't do
 - Identify areas of curricular or behavioral need
 - Progress monitor all students
 - To evaluate the impact of instruction/intervention

Screeners

Academic

- Universal screeners can derive from
 - Curriculum Based Assessment
 - CBA
 - Commercially available devices
 - DIBELS
 - AIMS web
 - STEEP

Behavior

- Universal screeners can derive from
 - Rates of office referrals
 - Teacher ratings

Compare and Contrast

- Both serve to identify individuals or groups that are at-risk
- Academic screeners are abundant and varied
- Behavioral screeners are less common and can be more subjective

Both assessment types should be quick and efficient

- Screening tools are designed to be quick and easy to administer and score.
 - A cost benefit ratio is essentially how these tools must be evaluated
 - Cost of the assessment
 - Time, effort, training, money, etc
 - Utility of the data generated from the assessment
 - Benefit
 - Accuracy and utility of the data obtained
 - Remember the purpose is to identify who is at-risk and in what particular area

Progress Monitoring

- Distinct from screening in that
 - PM occurs more frequently
 - Much more than a few times a year
 - May target different or more specific skills
 - Academic example:
 - Concern identified during screening: reading
 - Concern progress monitored: oral reading fluency
 - Behavioral example:
 - Concern identified during screening: office referrals
 - Concern progress monitored: on task behavior

Interventions

Interventions are provided within a structure

- Tiered model
 - Most widely described model within OTISS
 - Allows for multiple attempts at remediation of academic concern
 - Designed to guide levels of intervention intensity as you move up the tiers

All interventions employed should

- Target basic or a single skill
- Use immediate corrective feedback
- Mastery of content before moving on
- More time on difficult activities
- More opportunities to respond
- Fewer transitions
- Setting goals and self monitoring

Interventions

Academic

- Primary focus is skill building
 - In the at-risk academic area
 - In the deficit academic area
- Academic risk may be a
 - Lack the skill

Behavior

- Primary focus can be either
 - Skill building
 - Reducing behavioral excesses
- Behavioral risk may be a
 - Lack the skill
 - to perform the appropriate behavior
 - Lack of motivation

Compare and Contrast

- Both academic and behavioral intervention must
 - Utilize sound instructional components
 - Link to targeted concern
 - Be implemented with integrity
 - Result in data that can be objectively examined
- The primary difference is that academic concerns typically consist of deficits whereas behavioral concerns can be either excesses or deficits in performance.

Interventions must be evidenced/researched based!!!

- Evidenced based:
 - there is research supporting the foundational elements of the intervention and the application to the targeted concern requires a small inference from this research.
- Research based:
 - there is specific research that support the use of the intervention with the specific targeted concern.
- Interventions based on personal experience, book chapter, commercial products may or may not be evidenced/research based
- When does it really matter?
 - When you fail to produce a response!

A word about packaged programs?

- Packaged interventions and programs may not be universally useful depending upon
 - Are they narrow in focus?
 - Are they evidenced based?
 - Will they be implemented with integrity and consistency?
- You must be able to answer all the same questions you ask about any other intervention

Decision Making within the Tiers

Navigating the Tiers is virtually indistinguishable for academic
or behavioral concerns

Tier Decision making

- Decisions are made based on the data collected and by using predetermined decision rules
- To accomplish this we need
 - Baseline performance
 - Performance under current conditions
 - Identified goal
 - Normative or benchmark performance

Once this data is collected

- Make a decision
 - Move to a more intense tier
 - Goal not met and likely won't at this intensity
 - Move to a less intense tier
 - Goal met and can be met at less intense tier
 - Stay in the current tier
 - Without changing anything
 - Goal met but current intensity necessary
 - After changing something
 - Goal almost met but small modification must be made
 - Stop intervening
 - No further need for intervention, problem solved

Decision making bottom line

- Decisions are made based upon data
 - If you don't have the data, you can't make the decisions
- There are no hard and fast rules except the ones you make.
 - Without these rules you cannot have a consistent model
 - Without good adherence to the rules anything goes
 - This is a slippery slope and will lead you to ruin
- If decision making is difficult
 - You probably don't have enough or the right data

When implementing OTISS

- We start with one areas
 - To build capacity,
- However, if that approach is best practices for Reading
 - Shouldn't we use that approach for all areas?
 - We should never isolate good practice to one area of instruction.

END