

Multi-Tiered Systems of Academic Support

Supporting All Learners in
Reaching Their Potential

Psychological Services

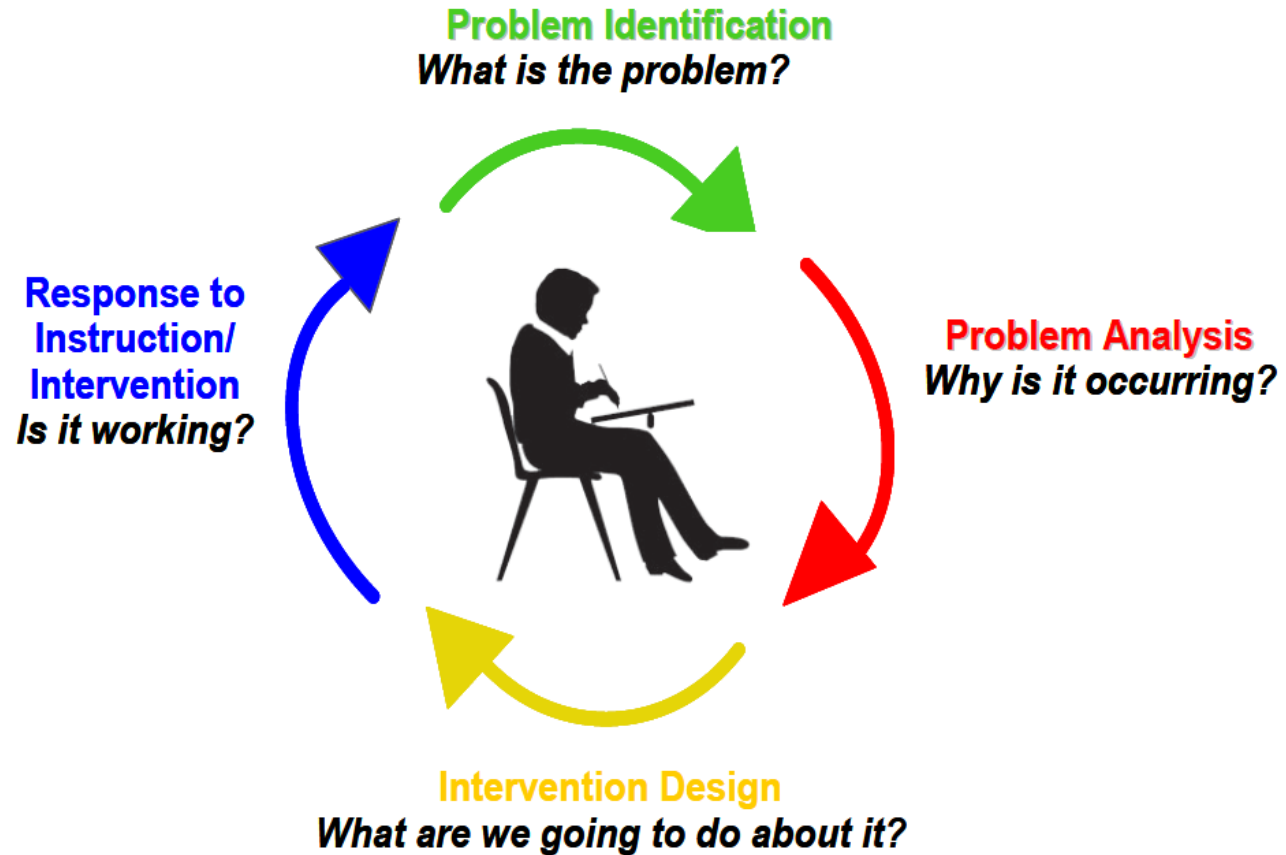
April 2016





A Letter by Students to their Teachers...

Problem Solving Process



Problem Solving Models: RTI & Multi-Tiered System of Supports

Tier 3: Intensive, Individualized Interventions & Supports

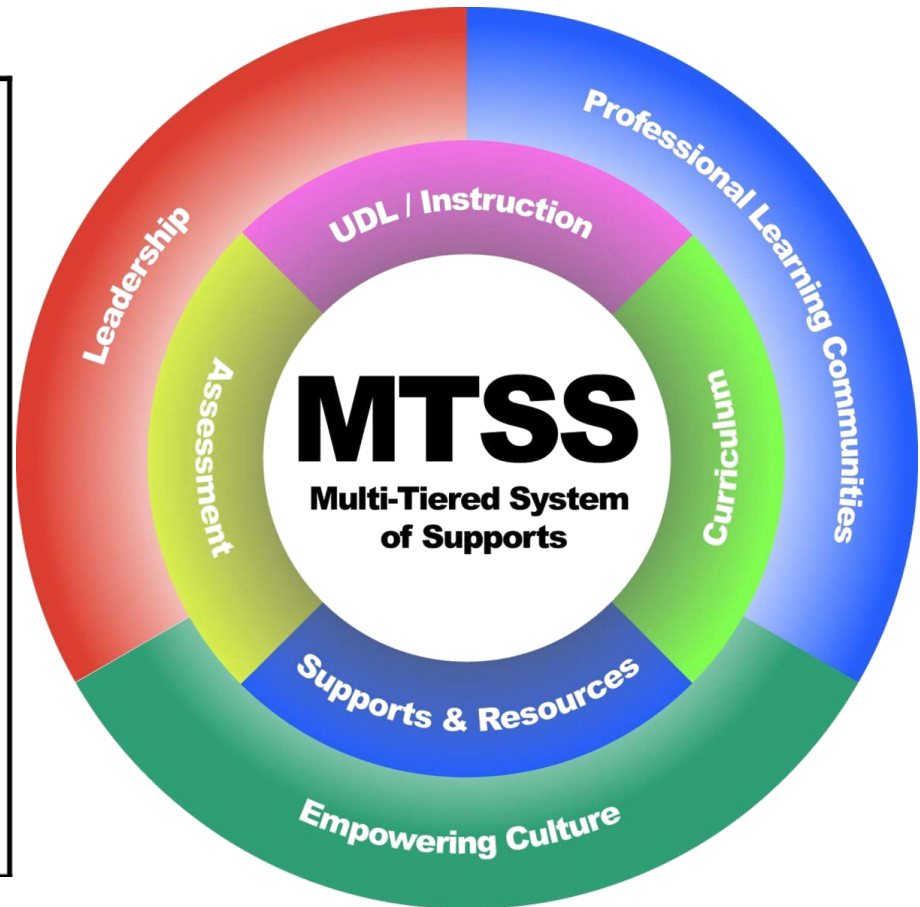
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports

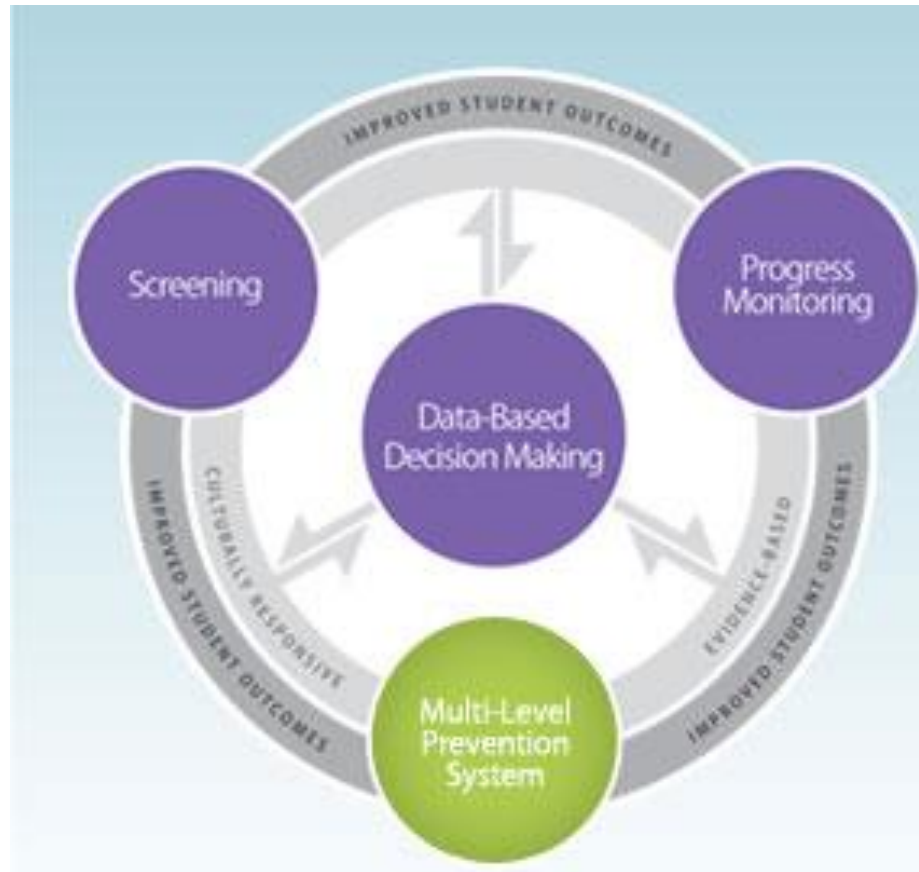
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports

General academic and behavior instruction and support provided to all students in all settings.

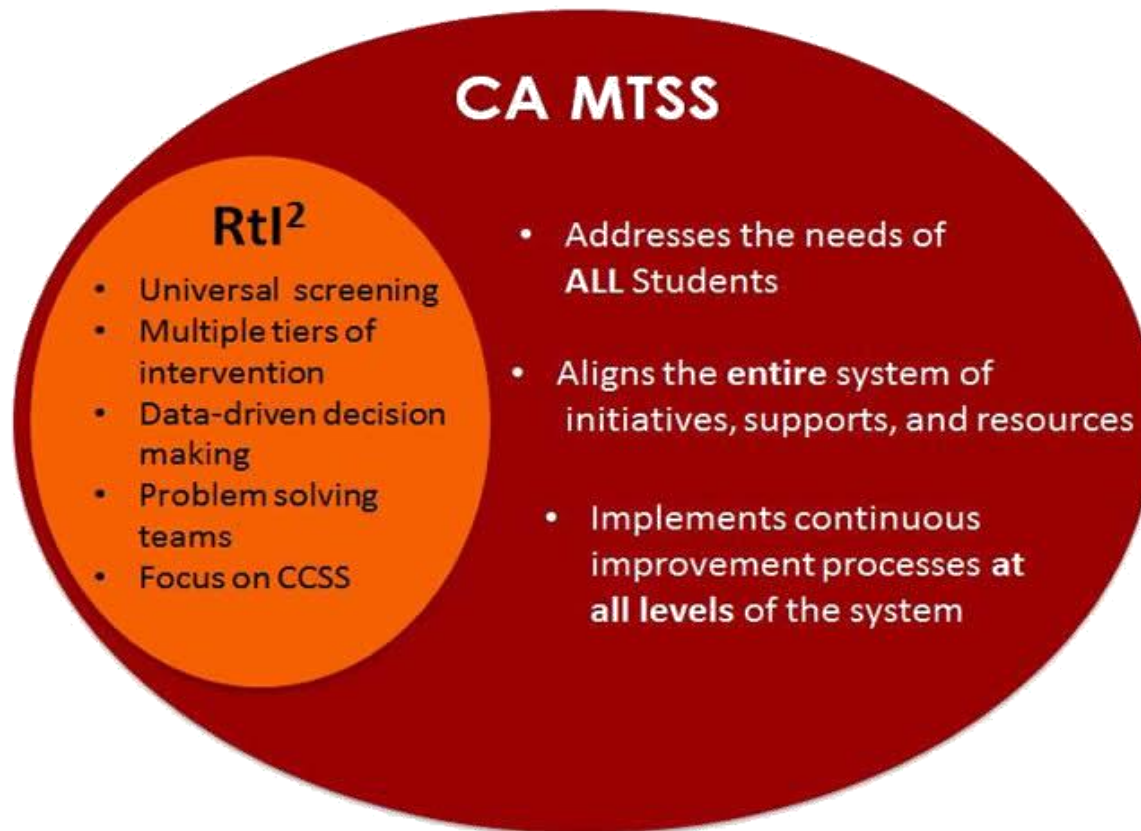


Multi-Tiered System of Supports



Center on Response to Intervention at the American Institutes of Research

Similarities and differences between MTSS and RtI² processes

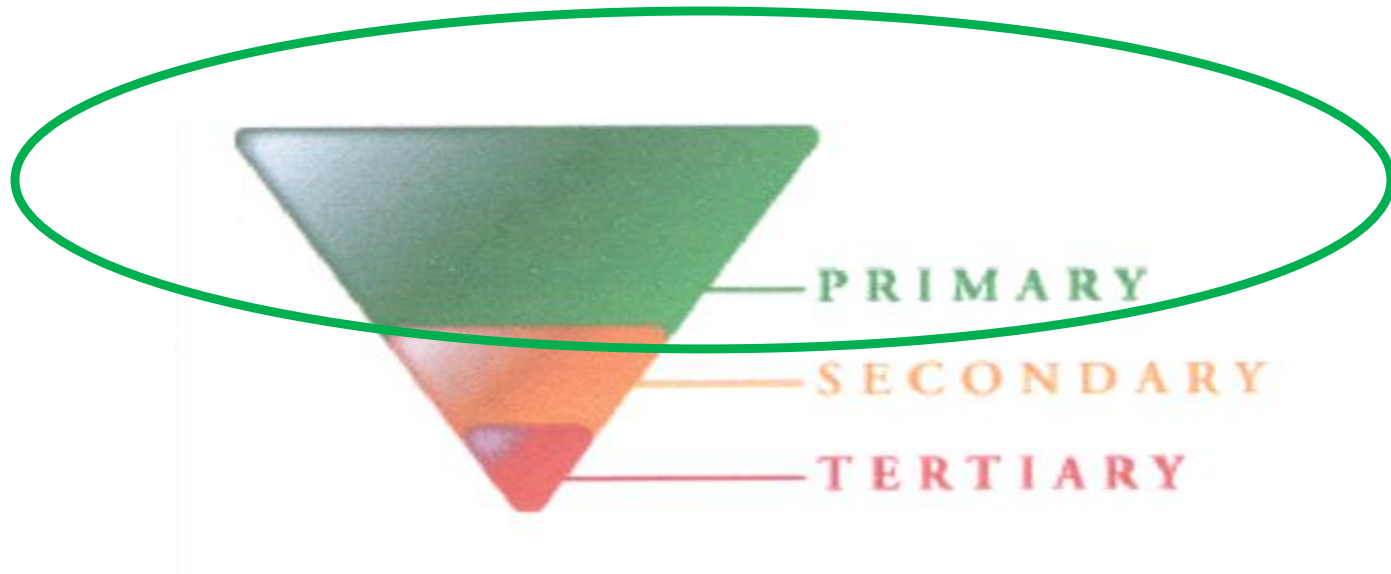


Source: CA Dept. of Education: <http://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>

Key Differences: MTSS and RtI

MTSS has a broader scope than does RtI²:

- Align entire system of initiatives, supports & resources.
- Paradigm shift: systematic support and higher expectations for all students
- Integrating instructional and intervention support
- Challenging all school staff to change the way in which they have traditionally thought about supports for all students
- Universal Design for Learning instructional strategies so all students have opportunities for learning



Tier 1

- **Focus on High-Quality First Instruction**
- in a Multi-Tiered System of Academic Supports

Reduce Barriers in the Environment



UDL: Universal Design for Learning

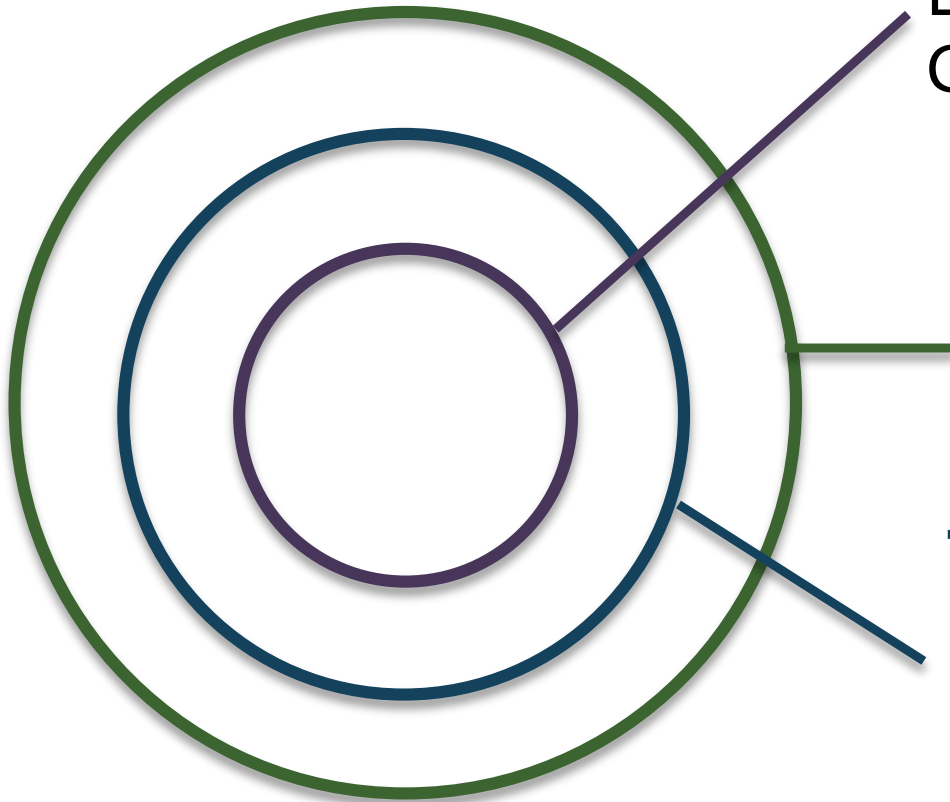
- A framework for implementing the concepts of Universal Access by providing **equal opportunities** to learn for ALL learners.
- The principles of UDL support **access to all aspects of learning** for all students.
- Based on the premise that one-size-fits-all curricula create barriers to learning for many students, including the **mythical “average” student**,
- UDL helps teachers **design curricula to meet the varied instructional needs of all** their students.

The Ws of UDL

The Why: Learner Variability, Context for Learning, Learning Goals

The What: The UDL Framework

The How: UDL Curriculum Components (Goals, Methods, Materials, Assessment)



UDL: Founded in Neuroscience

Recognition Networks

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

**More ways to provide
Multiple Means of
Representation**

Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

**More ways to provide
Multiple Means of Action
and Expression**

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

**More ways to provide
Multiple Means of
Engagement**

Source: CAST - What is UDL? (<http://www.cast.org/research/udl>)

UDL Principles & Guidelines

Provide Multiple Means of Engagement

Provide Multiple Means of Representation

Provide Multiple Means of Action and Expression

Provide options for self-regulation
+ Promote expectations and beliefs that

Provide options for comprehension
+ Activate or supply background

Provide options for executive functions

INTERNALIZE

(background, executive function, self regulation)

Provide options for sustaining effort and persistence
+ Increase the salience of goals and objectives

Provide options for language, mathematical expressions, and symbols

Provide options for expressive skills and fluency
+ Use multiple media for communication

PROCESSING

(feedback & collaboration, vocabulary, models)

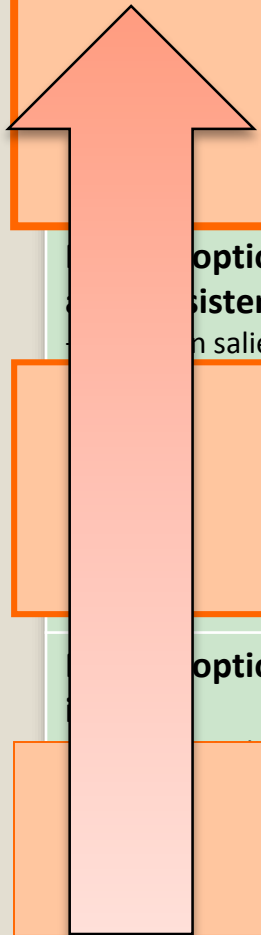
Provide options for recruiting

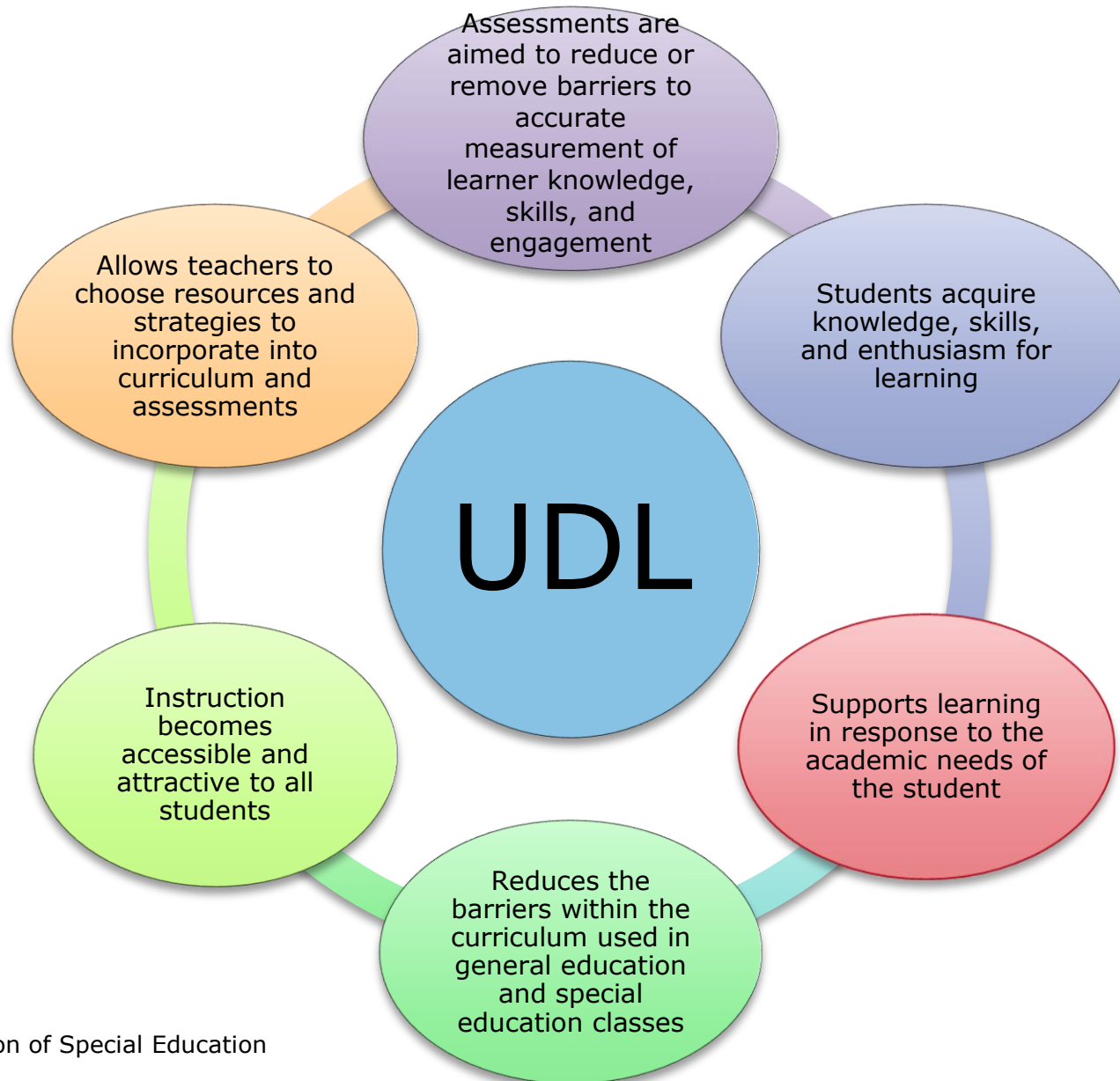
Provide options for perception
+ Offer ways of customizing the display of information

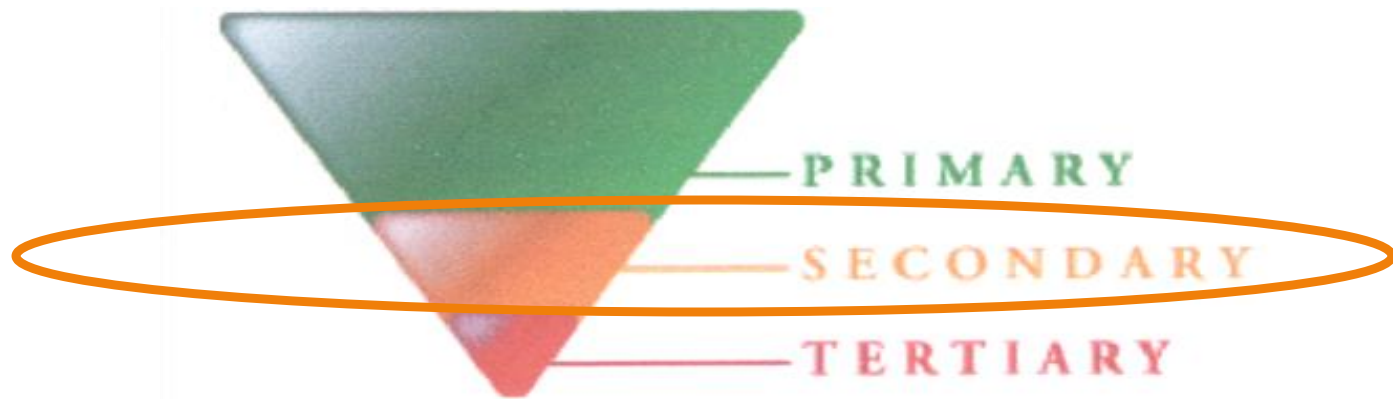
Provide options for physical action
+ Vary the methods for response and interaction

ACCESS

(choice, perception, action)







Tier 2

Targeted, Data-Driven Intervention and Support
in a Multi-Tiered System of Academic Supports

Multi-Tiered Approach to Reading & Math Instruction and Intervention



Tier 1: Primary – High-Quality First Teaching:

- **A core reading/language arts or math program with Universal Design for Learning approaches embedded throughout**
 - Integrated approach to teaching skills to promote students' access and performance on grade-level performance tasks (e.g., essay composition, speaking presentations, solving real-world math problems)
 - Progress monitoring using variety of tools and assessments for effective pre-teaching and re-teaching
 - Ongoing professional development for core and specialist teachers to deepen practice

Tier 2: Secondary – Targeted Support or Intervention:

- **Differentiated and targeted small group or individualized instruction**
 - Comprehensive instruction in all ELA or math domains 30-60 minutes per day (e.g., reading/writing/listening/speaking or math fluency/computation) **OR**
 - Differentiated, focused instruction for re-teaching distinct skills/concepts 15-30 minutes per day

Tier 3: Tertiary – Intensive and Accelerated Intervention:

- **Highly explicit instruction designed to accelerate learning for non-responders:**
 - Specifically designed and frequently monitored, often using alternate methods and materials to address foundational reading skills or math skills impeding the student's progress in the core curriculum
 - 120-180 minutes per day, depending on student's response to the intervention

Evidence-Based Tier 2 Instructional Materials



| ELA/Literacy | Math |
|---|--|
| <p> <i>Amplify Burst: Reading</i>, K-3 95 Percent Group Phonics Chip Kits: Basic, Advanced, Multi-Syllabic, K-6 <i>Voyager Passport Reading</i>, K-6 McGraw-Hill <i>Triumphs and Wonders</i>, K-6 <i>Reading A-Z/Learning A-Z</i>, K-6 Raz Kids, K-6 <i>Focused Reading Intervention</i>, K-8 Six-Minute Solution/eSolution, K-8 Ticket to Read, K-8 <i>Compass Learning/Odyssey Reading</i>, K-8 <i>Words Their Way</i>, K-12 <i>Step Up to Writing</i>, K-12 <i>REWARDS</i>, 4-8 HMH/Scholastic <i>Read-180</i>, 4-8 Accelerated Reader, 6-12 <i>Reader's Handbook</i>, 6-12 <i>Write Source</i>, 6-12 <i>English 3D</i>, 6-12 Vocab Journey, 6-12 Steck-Vaughn <i>BOLDPRINT</i>, 9-12 </p> | <p> <i>Focused Math Intervention</i>, K-8 <i>Vmath/Vmath Live</i>, K-8 <i>Compass Learning/Odyssey Math</i>, K-8 <i>Do the Math</i>, 1-5 ALEKS, 6-12 Accelerated Math, 6-12 <i>TransMath</i> Level 3 (Algebra Readiness), 8-12 <i>Algebra Ready</i>, 8-12 <i>Explorations in Core Math</i> (Algebra 1, Geometry, and Algebra 2), 8-12 </p> |

LAUSD ELLP: Early Language & Literacy Plan



All Students read, write, speak, and listen with efficiency and accuracy by the end of 2nd grade

Tier 2 Intervention Selected for use in LAUSD

- 95 Percent Group Phonics Chip Kits: Basic, Advanced, Multi-Syllabic, K-6
 - Phonological Awareness Screener for Intervention (PASI)
 - Special education: one-time purchase, licenses in perpetuity.
 - Screens for readiness skills:

ELLP Implementation Plan: 95 Percent Group

3 Year Plan, cohort I, 2015-2016

90 Schools, selected by six Local Districts (15 ea.)

90 Language and Literacy Designees (60 hrs. PD)

360 Teachers in cohort I (36 hours PD)

Coursework

- Basic literacy pedagogy
- Data driven instruction
- Multi-tiered System of Support (MTSS)
- Universal Design for Learning (UDL)

ELLP Designees

“Literacy Champions”

- Build collective capacity at school sites
- Timely, targeted, tiered interventions
- Data-driven dialogues
- Support school principal as lead learner



Tier 3

**Intensive and Accelerated Intervention to
Address Critical, Foundational Skills**
in a Multi-Tiered System of Academic Supports

Tier 3: Focus on Critical Competencies

Sentence and Paragraph Writing

Multi-Operation Math Problem Solving

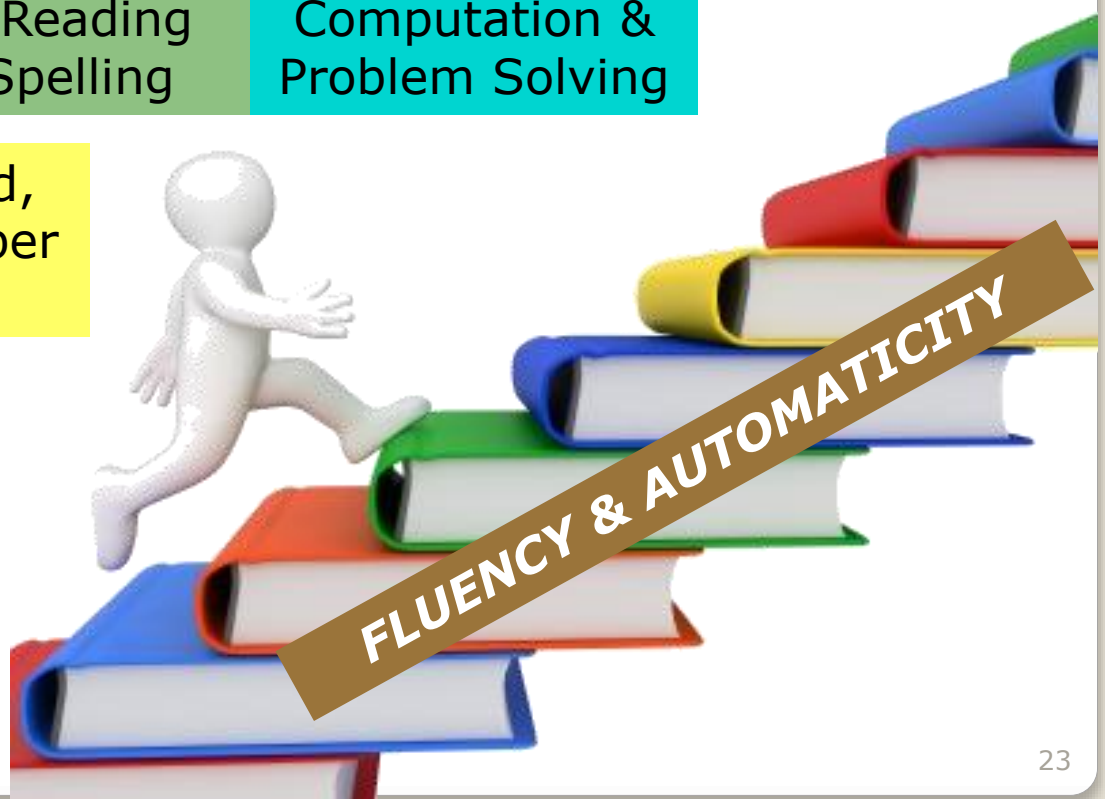
Multi-Syllabic Word Reading and Spelling

Multi-Step Math Computation & Problem Solving

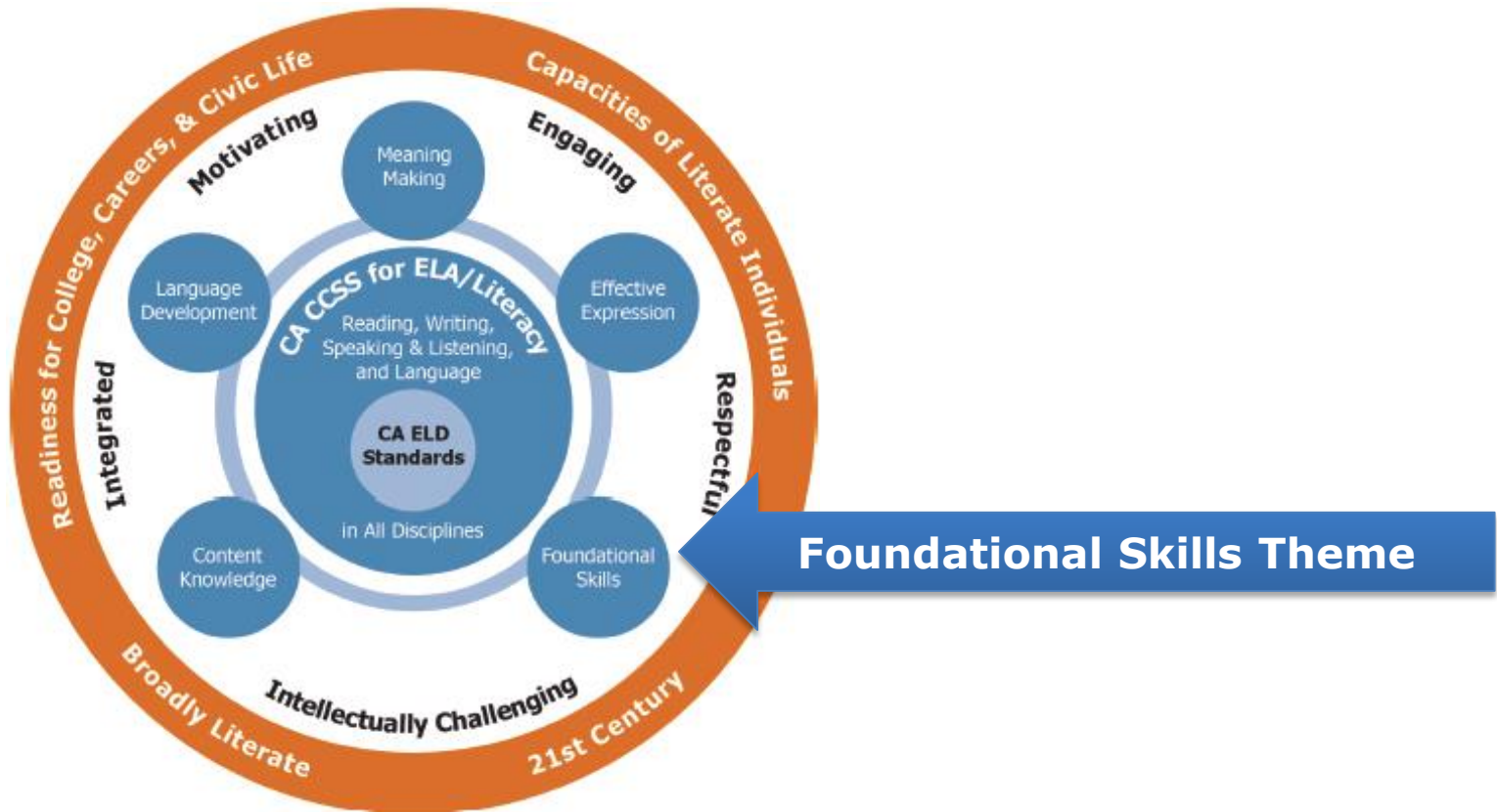
Letter, Sound, Word & Number Patterns

Letter, Sound, and Number Identification

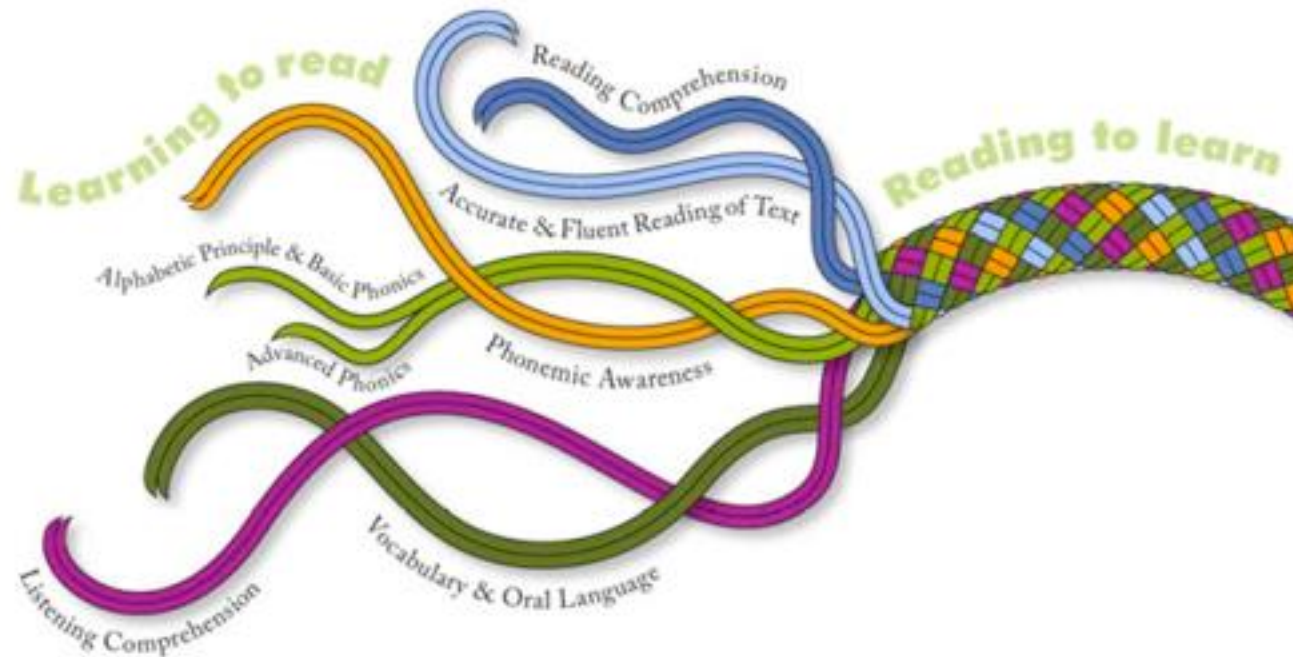
Print, Sound, and Number Awareness



Learning to Read



Learning to Read



The Many Strands that are Woven into Skilled Reading

(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

increasingly
strategic

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

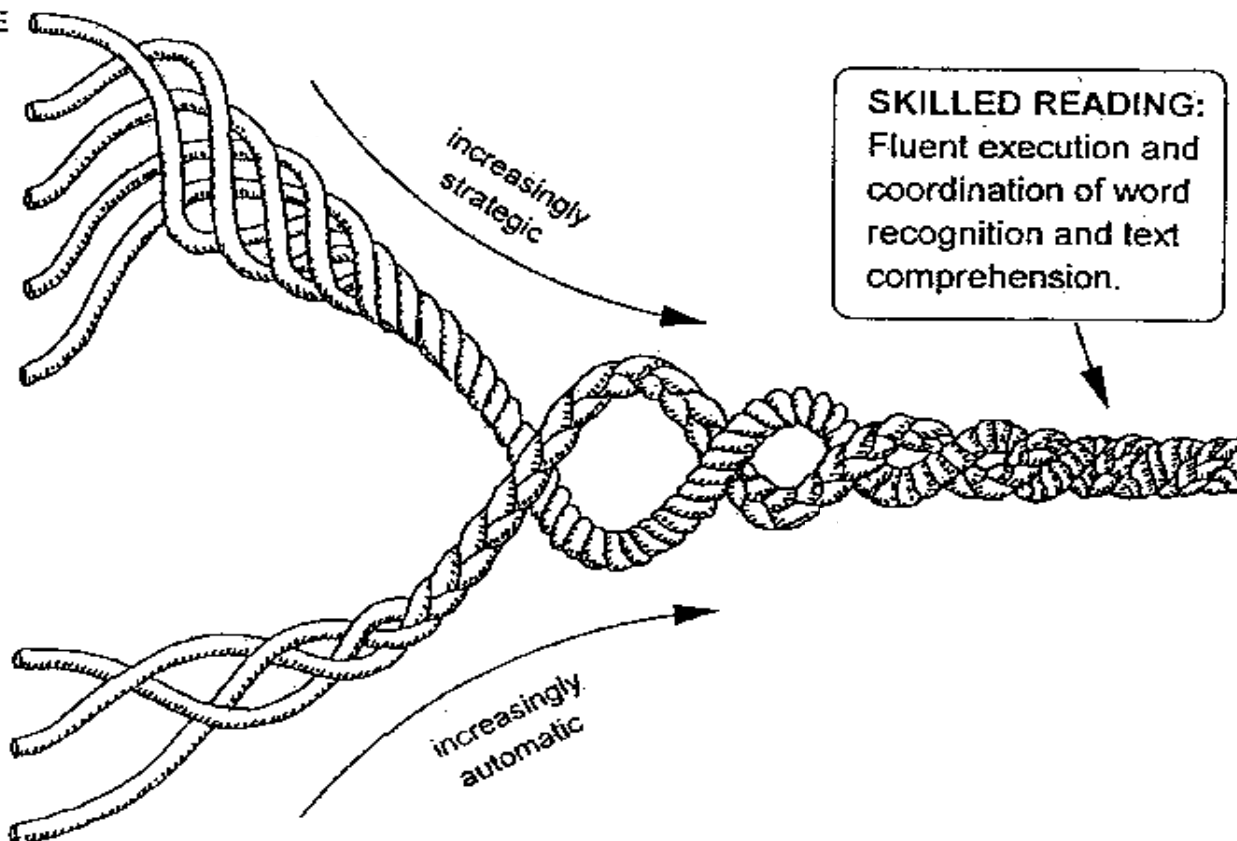
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly
automatic



Evidence-Based Tier 3 Instructional Materials



Foundational Reading/Language Arts

LANGUAGE! Focus on English Learning, 4th Edition, grades 4 through 9

RAVE-O, grades 2-3*

*Wilson Language System, grades K-12
(Foundations* K-3, Just Words* 4-12,
Wilson Fluency K-4, Wilson Reading
System, 2-12)*

*Lindamood-Bell Language Systems,
grades 1-12
(LiPS, Seeing Stars, Visualizing and
Verbalizing)*

*When used with other tiered intervention programs focused on reading/literacy areas, the total approach is intensive/Tier 3

Foundational Math

*TransMath Level 1
(Developing Number Sense),
grades 4-9*

*TransMath Level 2
(Making Sense of Rational
Numbers), grades 7-9*

Algebra Rescue, grades 8-12

Special Thanks To Our Colleagues in Instruction

**Lisa Regan DeRoss, Ed.D.
Coordinator, K-12
Instruction**

**Diana Inouye
Coordinator, K-12
Instruction**



TIME FOR A QUICK BREAK.





A Sampling of Social-Emotional Resources and Interventions



Sources of DATA Regarding Students Social-Emotional Needs

District Sources of Data

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL REPORTCARD

LAUSD Website

School Report Card

SCHOOL REPORT CARD

The seal of the Los Angeles Unified School District (LAUSD) is centered between the words 'SCHOOL' and 'REPORT CARD'. It features a circular emblem with a sunburst design and a ribbon banner below it.

2014-2015

Dear Parent or Guardian,
I am proud to offer the 2014-2015 School Report Card. It shows useful information about each LAUSD school. It shows how well our schools and students are meeting the District's goals:

- ✓ 100% Graduation
- ✓ Proficiency for All Students
- ✓ 100% Attendance
- ✓ Parent, Community and Student Engagement
- ✓ School Safety

Table of Contents

| | |
|------------------------------|---|
| Graduation | 1 |
| Proficiency for All Students | 2 |
| Student | 3 |

What can the School Report Card show about your school?



GOAL 1: 100% GRADUATION

Are all students moving toward high school graduation?

Students who build strong academic skills in English Language Arts (ELA) and Math will be more ready for high school, college, and career success.

| Are all K-2nd grade students demonstrating proficiency in early literacy? How many... | 2013-14 | 2014-15 | LAUSD Average |
|--|---------|---------|---------------|
| ...kindergarten students meet the end-of-year benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)? | 86% | 79% | 65% |

School Snap Shot



Do adults at this school talk to students about the future and have high expectations for their success?

| Students who... | Percent Agreement: |
|--|--------------------|
| ...feel adults at this school talk to them about different college and career choices for the future | <div></div> 48% |
| ...feel most adults at this school expect them to go to college | <div></div> 72% |

What is the highest level of education students PLAN to complete?

Students responding:

| | | | |
|--|-----|---------------------------------|-----|
| High school | 3% | 4-year college degree or higher | 54% |
| Technical/vocational school/2-year college | 10% | Unsure of plans | 33% |

School Climate Information

CLIMATE & ENGAGEMENT GOAL: SCHOOL SAFETY

► What is the discipline and safety climate at this school?

| | No | Yes | LAUSD Percent Yes |
|--|----|-----|-------------------|
| Has the school fully implemented the Discipline Foundation Policy? | ** | | 48% |

** Partially Implemented

What did parents, students and staff say about discipline at this school?

| | | |
|--|-------------------------------------|---------|
| Students: | Number (percent) responding: | 13 (6%) |
| This school makes clear how students are expected to behave. | | 38% |
| Parents: | Number (percent) responding: | 31 (8%) |
| At this school, student discipline is fair. | | 48% |
| Staff: | Number (percent) responding: | 2 (8%) |
| I help maintain discipline in other areas of the school, not including my own classroom. | | -- |

| How many students... | 2012-13 | 2013-14 | LAUSD Average |
|--------------------------------------|---------|---------|---------------|
| ...were suspended one or more times? | 1.6% | 3.1% | 0.3% |

| | Students | Parents | Staff |
|--|----------|---------|-------|
| School grounds are safe. | 23% | 56% | -- |
| Adults at this school respond to bullying. | 46% | 36% | -- |

| | | |
|--|-------------------------------------|-----------|
| Students: | Number (percent) responding: | 260 (74%) |
| What we are learning takes a lot of thinking. | | 93% |
| Adults at this school know my name. | | 61% |
| My school is clean. | | 48% |
| I feel safe on school grounds. | | 86% |
| Parents: | Number (percent) responding: | 178 (29%) |
| I feel welcome to participate at this school. | | 81% |
| This school encourages me to participate in organized parent groups. | | 74% |
| My child's teachers inform me about my child's academic progress. | | 84% |
| My child is safe on school grounds. | | 79% |
| Staff: | Number (percent) responding: | 51 (74%) |
| I get the help I need to communicate with parents. | | 62% |
| I am proud of this school. | | 61% |
| My school is clean. | | 26% |
| I feel safe on school grounds. | | 73% |

School Discipline & Safety

Results of the 2015 School Experience Survey

LAUSD ELEMENTARY SCHOOLS

What is the purpose of this survey report?

This report provides detailed information on the responses that LAUSD students, parents and employees gave to the School Experience Survey last spring. The report gives schools feedback from the entire school community to inform their planning efforts.

In Spring 2015, what were the key findings of the survey at LAUSD?

Students

In total, 127,189 students completed the survey.

76% said that they came to class prepared.

84% said that they are happy to be at this school.

80% said that they feel safe when they are at school.

LAUSD Website

School Experience Survey

School Experience Survey

- Documents the experiences and perceptions of parents, staff and students at their schools
- Survey period is April 21-May 23
- Provides valuable information to stakeholders about LAUSD schools each year that is designed to measure schools' climate. The survey focuses on:
 - ❖ Students' social and emotional learning;
 - ❖ Students' opportunity to learn
 - ❖ school cleanliness and safety
 - ❖ parent involvement

School Experience Survey

- The data gathered through this survey will be reported in detail for each school this fall
 - ❖ The data is also be reported in each school's School Report Card
- Parents and students are encouraged to take the survey online, once they receive the required individual numeric code from their school.
 - ❖ **Parent code** numbers were included in the parent cover letter sent home
 - ❖ **Student code** numbers are on the paper survey distributed to each student or on the postcard given to students at Common Core Technology Project schools
 - ❖ **School staff** must complete their survey online

Results of the 2015 School Experience Survey

LAUSD ELEMENTARY SCHOOLS

What is the purpose of this survey report?

This report provides detailed information on the responses that LAUSD students, parents and employees gave to the School Experience Survey last spring. The report gives schools feedback from the entire school community to inform their planning efforts.

Alongside the results for each school are the aggregated results across all LAUSD schools, which are provided as a basis for comparisons. Beginning on page 2 of this report, the right hand column labeled 'LAUSD' contains the results aggregated

In Spring 2015, what were the key findings of the survey at LAUSD?

Students

In total, 127,189 students completed the survey.

76% said that they came to class prepared.
84% said that they are happy to be at this school.
80% said that they feel safe when they are at school.

Turn to page 2 for the results of the student survey.

Parents

In total, 114,215 parents completed the survey.

In Spring 2015, who completed the survey at LAUSD?

Number of surveys completed (percent responding):

| | |
|------------|---------------|
| Students: | 127,189 (89%) |
| Parents: | 114,215 (49%) |
| Employees: | 20,883 (68%) |
| Teachers: | 11,714 (80%) |

Sample Information from the School Experience Survey

Universal Screening Instrument Comparison Charts



Taking a Tiered Approach to Student Needs
Identify Schoolwide Concerns – At-Risk Students –
Progress Monitoring

Evidenced-Based Universal Screening Measures

Resources obtained from: Illinois PBIS Network

| Screeners | Pros | Cons |
|--|---|---|
| Systematic Screening for Behavior Disorders (SSBD; Walker & Sevenson, 1990) http://store.cambiumlearning.com | <ul style="list-style-type: none">• Well-validated (Endorsed in 1990 by the Program Effectiveness Panel of the U.S. Department of Education)• Efficient (Screening process can be completed within 45 minutes to 1 hour)• Most effective instrument for identifying internalizers (Lane et al., 2009)• Meets AERA/APA instrument selection criteria• Inexpensive (Manual= \$ 134.49; includes reproducible screening forms) | <ul style="list-style-type: none">• Normed for grades 1-6• Dated norms (normed in 1990)• Normative sample skewed to western U.S. region |

More Evidenced-Based Universal Screening Measures

Resources obtained from: Illinois PBIS Network

| Screeners | Pros | Cons |
|--|--|---|
| Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) http://www.sdqinfo.org | <ul style="list-style-type: none">• Measures internalizing/externalizing behaviors• Free• Option of completing pencil and paper, or online version• Can be scored online• Technically sound: Large, representative normative group | <ul style="list-style-type: none">• Perceived length of administration time• Items skewed toward externalizing behaviors |

Strengths and Difficulties Questionnaire

Identify Needs of At-Risk Students & Progress Monitor



- **What is the SDQ?**
- The (SDQ) is a brief behavioral screening questionnaire about 3-16 year olds which asks about positive & negative attributes
 - ❖ Emotional symptoms
 - ❖ Conduct Problems
 - ❖ Hyperactivity/inattention
 - ❖ Peer Relationship Problems
 - ❖ Prosocial Behavior
 - ❖ Impact supplemental

- **Parent-Teacher-Self available in 78 languages**

- *Added bonus...*



Strengths and Difficulties Questionnaire

Strengths and Difficulties Questionnaire

P or T 4-10

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behavior over the last six months or this school year.

Child's name

Male/Female

Date of birth.....

| | Not True | Somewhat True | Certainly True |
|---|--------------------------|--------------------------|--------------------------|
| Considerate of other people's feelings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Restless, overactive, cannot stay still for long | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often complains of headaches, stomach-aches or sickness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shares readily with other children, for example toys, treats, pencils | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often loses temper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rather solitary, prefers to play alone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally well behaved, usually does what adults request | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many worries or often seems worried | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helpful if someone is hurt, upset or feeling ill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Constantly fidgeting or squirming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has at least one good friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often fights with other children or bullies them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often unhappy, depressed or tearful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally liked by other children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Easily distracted, concentration wanders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nervous or clingy in new situations, easily loses confidence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| |
|--|
| |
| |
| <u>Parent completed SDQ</u> Total difficulties score Emotional problems score Conduct problems score Hyperactivity score Peer problems score Prosocial score Impact score |
| <u>Teacher completed SDQ</u> Total difficulties score Emotional problems score Conduct problems score Hyperactivity score Peer problems score Prosocial score Impact score |
| <u>Self-completed SDQ</u> Total difficulties score Emotional problems score Conduct problems score Hyperactivity score Peer problems score Prosocial score Impact score |

Table 2: Scoring the SDQ impact supplement

| | |
|---|---|
| | 1 |
| | a |
| <u>Parent report:</u> Difficulties upset or distress child Interfere with HOME LIFE Interfere with FRIENDSHIPS Interfere with CLASSROOM LEARNING Interfere with LEISURE ACTIVITIES | |
| <u>Teacher report:</u> Difficulties upset or distress child Interfere with PEER RELATIONS Interfere with CLASSROOM LEARNING | |
| <u>Self-report report:</u> Difficulties upset or distress child Interfere with HOME LIFE Interfere with FRIENDSHIPS Interfere with CLASSROOM LEARNING Interfere with LEISURE ACTIVITIES | |

Strengths and Difficulties Questionnaire

More Evidenced-Based Universal Screening Measures

Resources obtained from: Illinois PBIS Network

| Screeners | Pros | Cons |
|--|---|---|
| Student Risk Screening Scale (SRSS; Drummond, 1993) <u>See slide #6 for sample form</u> | <ul style="list-style-type: none">• Measures internalizing/externalizing behaviors• Free• Quick to administer (less than 5 minutes per student; 15 minutes for entire class, depending upon number of students)• Easy to understand and interpret score results• Technically-adequate | <ul style="list-style-type: none">• Not as accurate as the SSBD regarding identification of internalizers |

| Names | Steal | Lie, Cheat, Sneak | Behavior Problem | Peer Rejection | Low Academic Achievement | Negative Attitude | Aggressive Behavior | Totals |
|-----------------|--------------|------------------------------|-----------------------------|---------------------------|---|------------------------------|--------------------------------|---------------|
| Marcos | 2 | 3 | 3 | 1 | 3 | 2 | 2 | 16 |
| Tercel | 0 | 0 | 0 | 3 | 3 | 1 | 0 | 7 |
| Jonathan | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |

Sample SRSS Form

Additional Evidenced-Based Universal Screening Measures

Resources obtained from: Illinois PBIS Network

| Screener | Pros | Cons |
|---|--|---|
| Social Skills Improvement System (SSIS; Gresham & Elliott, 2008) http://psychcorp.pearsonassessments.com/pai/ca/cahome.htm | <ul style="list-style-type: none">• Measures problem behaviors, social and academic competence• Computer and web-based (AIMSweb) administration and scoring available | <ul style="list-style-type: none">• Expensive: Technical manual=\$105.60; Rating forms= \$43.75 for package of 25 hand-scored forms; scoring software= \$270.00; Scanning software= \$640 |



Digital tools to address non-academic factors in school success



STUDENT PRIVACY PLEDGE
SIGNATORY

Sign Up for FREE
Upcoming Webinars

See It In Action 3
minute video

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Tiered Intervention

Disproportionate

Self-directed,
computerized

RTI meets each
student's needs

Find Out More



Whole Spectrum Intervention System

- Overview Videos
- Intervention System Booklet
- Common Core Alignment

Tiered Behavioral Intervention

- Universal
- Targeted
- Indicated

Contextual Uses

- School Improvement Grants
- Character Education

Video: Ripple Effects

Ripple Effects

- Ripple Effects supplements pupil counseling
- Includes video vignettes, lessons, and opportunities to make sound decisions addressing a variety of social-emotional/behavioral topics
- Can be used for individualized intervention/guidance on:
 - behavior problems: bullying, talking back, lying, fighting, etc.
 - health: obesity, tobacco, etc.
 - mental health issues: sad, shy, lonely, divorce, etc.
- There are many ways to use the program from:
 - systematic training → targeted prevention → individualized intervention and guidance
 - It can be applied reactively, to deal with specific issues in a few minutes, and proactively, over time, to boost academic achievement, change behavior, reduce substance use, and promote healthy choices.
- *Ripple Effects* can be used in its entirety as a comprehensive **character development curriculum**.

The program is designed for Children, Teens, and Staff:

Ripple Effects for Kids

Builds resilience and handle the non-academic issues that get in the way of school success

175 engaging, interactive, reading-independent tutorials help build key social-emotional abilities that are more connected to school success than IQ

Ripple Effects for Teens

Includes 403 reading independent tutorials

Provides **personalized guidance focusing** on the particular risk and protective factors that affect student behavior, motivation, learning and connectedness

Ripple Effects for Staff

Includes a digital professional learning program for teachers, counselors and other school personnel

Trains staff on classroom leadership, management of diversity and diverse learners and implementation of best practices

Provides a computerized method to scale and sustain effective interventions for all students year after year

Ripple Effects



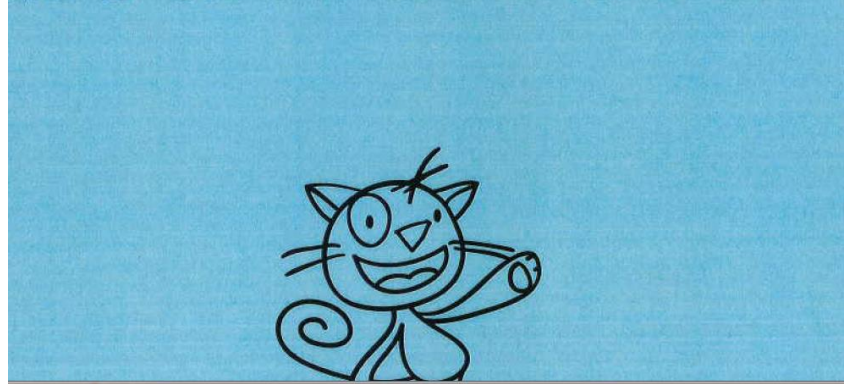
Available throughout
most – if not all
Psychological Service
units.

- Brief Coping Cats
 - ❖ 8 Sessions for
Anxious youngsters
ages 7-13
- Coping Cats
 - ❖ 16 Sessions for
Anxious youngster
ages 7-13
- The C.A.T. Project
 - ❖ 16 Sessions for
Anxious teens ages
14-18

Coping Cat Series

- 8 sessions to teach coping skills for students demonstrating anxiety.
 - ❖ Can be presented individually or in a group setting.
- Available with the Brief Coping Cat: Therapist Manual for the 8-Session Workbook

Brief Coping Cat: THE 8-SESSION COPING CAT WORKBOOK



Sessions include the following:

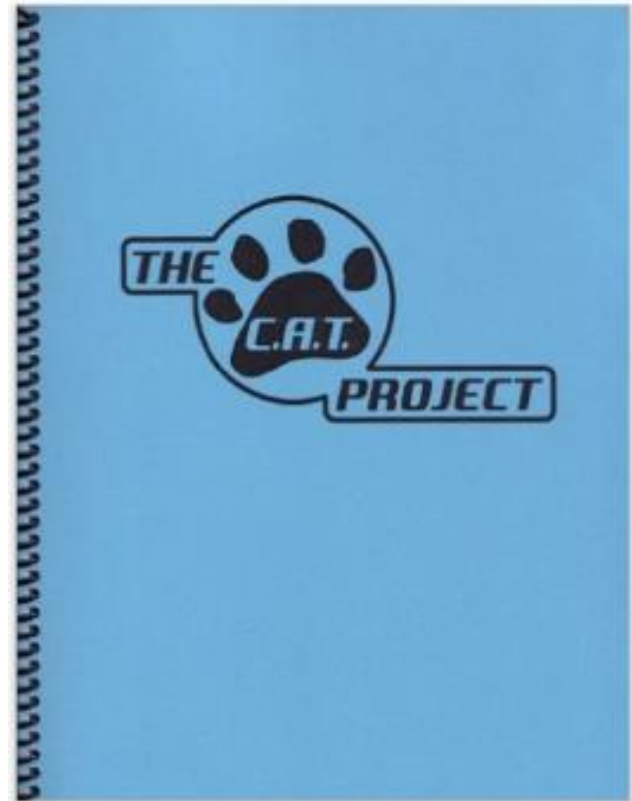
- ❖ Session 1: Introduction and Recognizing Feelings
- ❖ Session 2: How Does my Body React & What am I Thinking?
- ❖ Session 3: What Should I do?
- ❖ Session 4: How Am I doing?
- ❖ Session 5: Start Practicing
- ❖ Session 6: More Practicing
- ❖ Session 7: It's Getting Tougher
- ❖ Session 8: You Did it!

Brief Coping Cats



- 16 sessions developed to address coping skills for youth ages 7-13 dealing with anxiety.
- Sessions can be used on an individual basis or with groups. Expanded sessions
- Appendix includes:
 - ❖ "situation cards" with three levels of difficulty
 - ❖ "feelings barometer"
 - ❖ cut-outs and reproducibles
 - ❖ includes a certificate of achievement

- Provides 16 sessions for individual cognitive-behavioral treatment (CBT) for anxiety in older adolescents – ages 14-17 years of age using a workbook format
- Special attention is paid to the different issues that anxious adolescents experience



Second Step Schoolwide & Focused Groups

Tier 2



- Curriculum for social-emotional learning with units focusing on:
 - ❖ empathy
 - ❖ emotion management
 - ❖ friendship skills
 - ❖ problem solving
- Lessons span 22 -28 weeks per school year for grades PK – 8th grade implemented in 22 to 28 weeks each year.
- Uses four key strategies to reinforce skill development:
 - ❖ brain builder games (to build executive function)
 - ❖ weekly theme activities
 - ❖ reinforcing activities
 - ❖ home links

Second Step

Curriculum for social-emotional learning with units focusing on:

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- ❖ emotion management
- ❖ friendship skills
- ❖ problem solving

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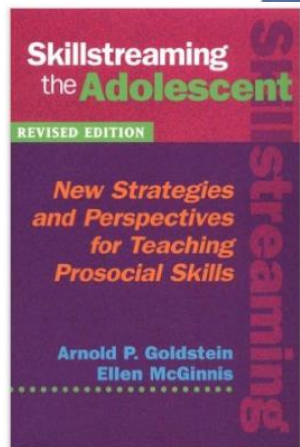
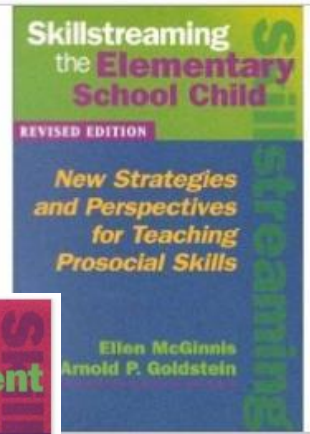
Uses four key strategies to reinforce skill development:

- ❖ brain builder games (to build executive function)
- ❖ weekly theme activities
- ❖ reinforcing activities
- ❖ home links

Second Step

Second Step

- Teachers are encouraged to give children daily opportunities to practice
- Connects new skills to other areas in the curriculum (e.g., literacy, arts, dramatic arts) and provides a structure for each day of the week:
 - ❖ Day 1 -contains a script and main lesson.
 - ❖ Day 2 - includes a story and discussion.
 - ❖ Day 3 & 4 -involves practice activities in small and large groups.
 - ❖ Day 5 - students read a book connected to the overall unit theme, and teachers send home a "Home Link" activity that gives students an opportunity to practice new skills with their caregivers.
- *Second Step* lessons and accompanying photographs incorporate a variety of cultures, ethnicities, and backgrounds
- Home Link activities are available in English and Spanish
- Initial training for *Second Step* typically lasts one to four hours and is not required



Skillstreaming

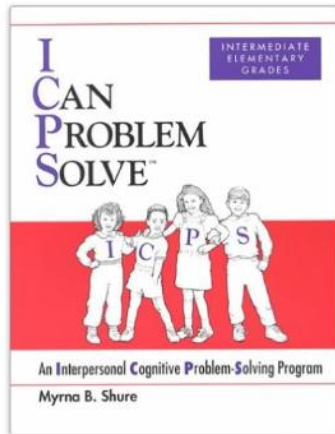
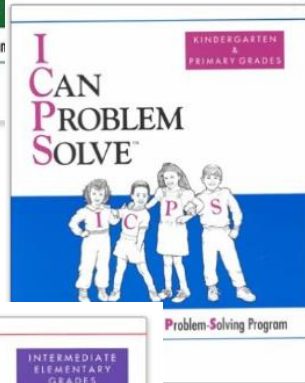
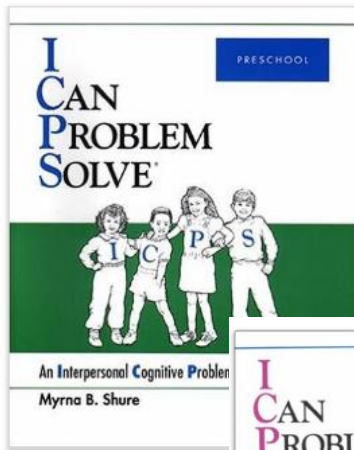
- Research-based prosocial skills training program
- *Skillstreaming* based on a 4-part training approach to teach essential prosocial skills to children from PK – High School:
 - ❖ modeling
 - ❖ role-playing
 - ❖ performance feedback
 - ❖ generalization
- Program Components:
 - ❖ program Book
 - ❖ lesson Plans and Activities **(not included in adolescent version)**
 - ❖ student Manual
 - ❖ skill Cards
 - ❖ skill Posters
 - ❖ people Skills Video

Skillstreaming

Classwide - Targeted Groups - Counseling



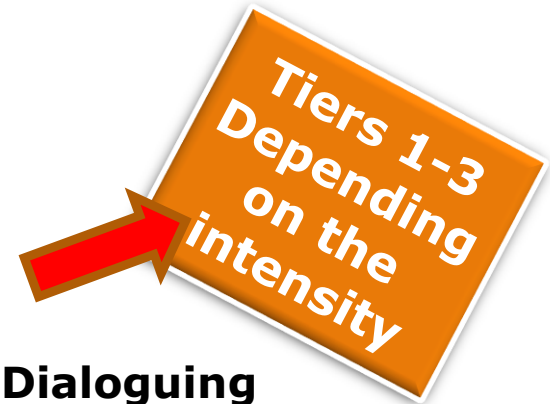
- **Each program book includes the following:**
- **Part 1: Program Content and Implementation**
 - ❖ Chapters on effective *Skillstreaming* arrangements, teaching procedures, refining skill use, teaching for skill generalization, managing behavior problems, *Skillstreaming* in the school context, and more.
- **Part 2: Skill Outlines and Homework Reports**
 - ❖ Skill outlines are one-page summaries for each skill, including skill steps, guidelines for skill instruction, and suggested situations for modeling displays.
 - ❖ Homework reports list skill steps and guide students in practicing the skills and evaluating skill use outside the *Skillstreaming* group.
- Appendixes provide all program forms needed to ensure a successful *Skillstreaming* intervention, plus leader and observer checklists to ensure program integrity.



The ICPS lessons are presented in the form of games, role plays and puppet experiences, all focused on developing students' interpersonal cognitive problem-solving skills. The **ICPS skills include:**

- ❖ Use of **pre-problem-solving** vocabulary and skills
- ❖ Identifying **feelings** in self and others
- ❖ Developing **alternative solutions** to problems
- ❖ Use of **consequential thinking**
- ❖ **Means-ends thinking**

I Can Problem Solve



- Sequentially introduced lessons to promote optimal skill acquisition. Program lessons are differentiated for different grade levels.
 - ❖ Preschool (age 4)
 - ❖ Kindergarten and Primary Grades (for K through grade 2 or 3)
 - ❖ Intermediate Elementary Grades (for grades 3 or 4 through grade 6)
- Recommended frequency of lessons: conducted at least 2-3 times per week for a period of 3-5 months.
- Recommended number of participants:
 - ❖ Lessons for PK and K students in small groups of 10 or fewer students.
 - ❖ 1st grade + lessons can be conducted with the whole class.

- **ICPS Dialoguing**

- ❖ Through exercises, feedback and coaching, teachers and classroom aides learn to communicate with students in ways that promote the use of ICPS problem-solving skills in real problem situations.

- **Home Connections**

ICPS includes a complementary curriculum called Raising a Thinking Child. Parents can teach and reinforce the ICPS skills and engage in dialoguing with their children.

I Can Problem Solve



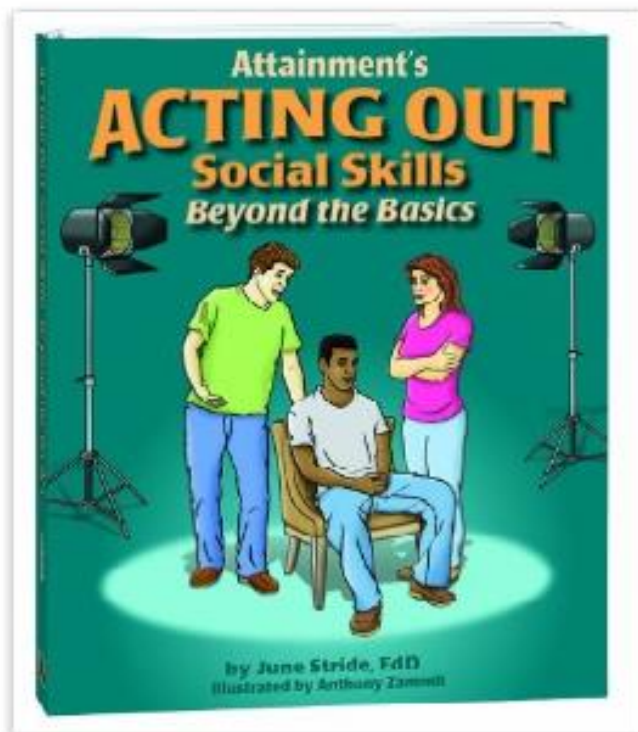
Video: The Social Express

- Video modeling and interactive learning program for elementary school students
- Students are given opportunities to learn through real-life situations in a risk-free environment and generalize strategies to their natural environment
- Starting in August 2016, all LAUSD schools will have access to Social Express for targeted groups. More information to come on this topic

The Social Express

- Target skills include:
 - ❖ attentive listening
 - ❖ conflict resolution
 - ❖ conversation
 - ❖ critical thinking
 - ❖ group participation
 - ❖ non-verbal communication
 - ❖ relationship management
 - ❖ self-management
- Can be used in any of the following settings:
 - ❖ General Ed classrooms
 - ❖ Special Ed classrooms
 - ❖ Small group
 - ❖ Individual settings
- Webisode levels are adapted from the framework of Bloom's Taxonomy & aligned with Common Core State Standards in Listening and Speaking.
- Webisodes focus on a variety of lessons and respond through multiple choice scenarios.

The Social Express



**Tiers 1-3
Depending
on the
intensity**

- This program is most appropriate for students in Alternative Curriculums – particularly those in job training settings
- Students role play, analyze, and discuss seven work-related dilemmas as viewed from the perspective of three different characters
- Students are guided through a structured way to resolve dilemmas. Seven universal character virtues are embedded:
 - ❖ Responsibility
 - ❖ Respect
 - ❖ Fairness
 - ❖ Citizenship
 - ❖ Trustworthiness
 - ❖ Caring
 - ❖ Civic Responsibility

Includes:

- a full-color Student Book organized theatrically with settings, actors, and scenes
 - ❖ Student activities focus on emotions, behaviors, and alternative methods to resolve social problems.
- Teacher's Guide.
 - ❖ The Teacher's Guide includes a Student Book with all the worksheets completed.

Acting Out Social Skills

Beyond the Basics

Do2Learn

❖ <http://do2learn.com/SocialSkills/overview.htm>

do2Learn™ Disabilities Academics Social Skills Behavior Management Picture Cards JobTIPS Student Products

Social Skills

Communication Skills

Includes strategies, social articles, and graphic organizers to improve conversational skills, language strategies in the classroom, games, and teacher resources.

Topics of Conversation

| Person | It is important to share these topics with: | It is important to share these topics with: |
|---------------|---|--|
| Family Member | - School - Friends - Teachers | - Family - Friends - Teachers - My feelings |
| Acquaintance | - Acquaintance - Teachers - My feelings | - Acquaintance - Teachers - My feelings |
| Stranger | - Acquaintance - Teachers - My feelings | - Acquaintance - Teachers - My feelings |
| Activity Sign | - Acquaintance - Teachers - My feelings | - Acquaintance - Teachers - My feelings |
| Friend | - Acquaintance - Teachers - My feelings | - Acquaintance - Teachers - My feelings |

▶ Click here to go to Communication Skills

1 2 3 4 5

Popular Areas

- Classroom activities** FREE AREA
- JobTIPS Student Version** Product
- Faceland** Build skills in facial recognition of emotion Product
- Bully Book** Product

Resources

Main Topics:



1 [Communication Skills](#)

Includes strategies, social articles, and graphic organizers to improve conversational skills, language strategies in the classroom, games, and teacher resources.



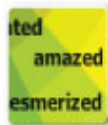
2 [Social Behavior](#)

Includes explicit break-downs of the hidden rules that underlie social interactions, strategies and social articles to address social behavior, visual tools to identify feelings and emotions in self and others, songs and games, teacher resources, and more.



3 [Social Skills Toolbox](#)

Includes specific lessons, graphic organizers, and workbooks to address the communication and behavioral skills that impact socialization.



4 [Emotions Color Wheel](#)

Offers a powerful visual tool to help one group feelings, and accurately label and define emotions.



5 [Social Emotional Skills](#)

Provides classroom activities, card sets, and worksheets to enhance perspective-taking skills and expand emotional vocabulary.

More on Do2Learn



RESOURCES AND LINKS PAGE

- [LAUSD](#)
- [Non-LAUSD](#) - - The agencies and organizations that appear as links do not constitute an endorsement of the Los Angeles Unified School District, Division of Special Education; nor, should an exclusion of other websites be considered intentional. This page serves to provide awareness of additional information and services. The opinions expressed on these pages are solely those of the host website and not necessarily those of Psychological Services, Division of Special Education, Los Angeles Unified School District. Any advertising presented on these pages is solely the responsibility of the host website and not the Los Angeles Unified School District. Additionally, references, links, products or services displayed by the websites are not considered endorsements of the Los Angeles Unified School District.

Last but NOT Least...
Psychological Services Website Resources

Non-LAUSD RESOURCES

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This page serves to provide awareness of additional information and services.

Positive Behavior Support

Parent Resources

Psychological First Aid

Response to Intervention

General Counseling Resources

Anger Management

Bullying

Counseling for Girls

Mindfulness

Social Skills

Social Emotional Learning and Interventions

ADHD

Resources – Links



Your attention is greatly appreciated!