

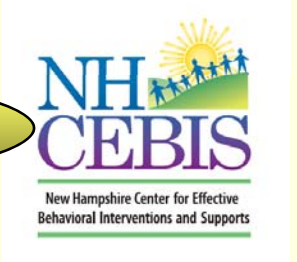
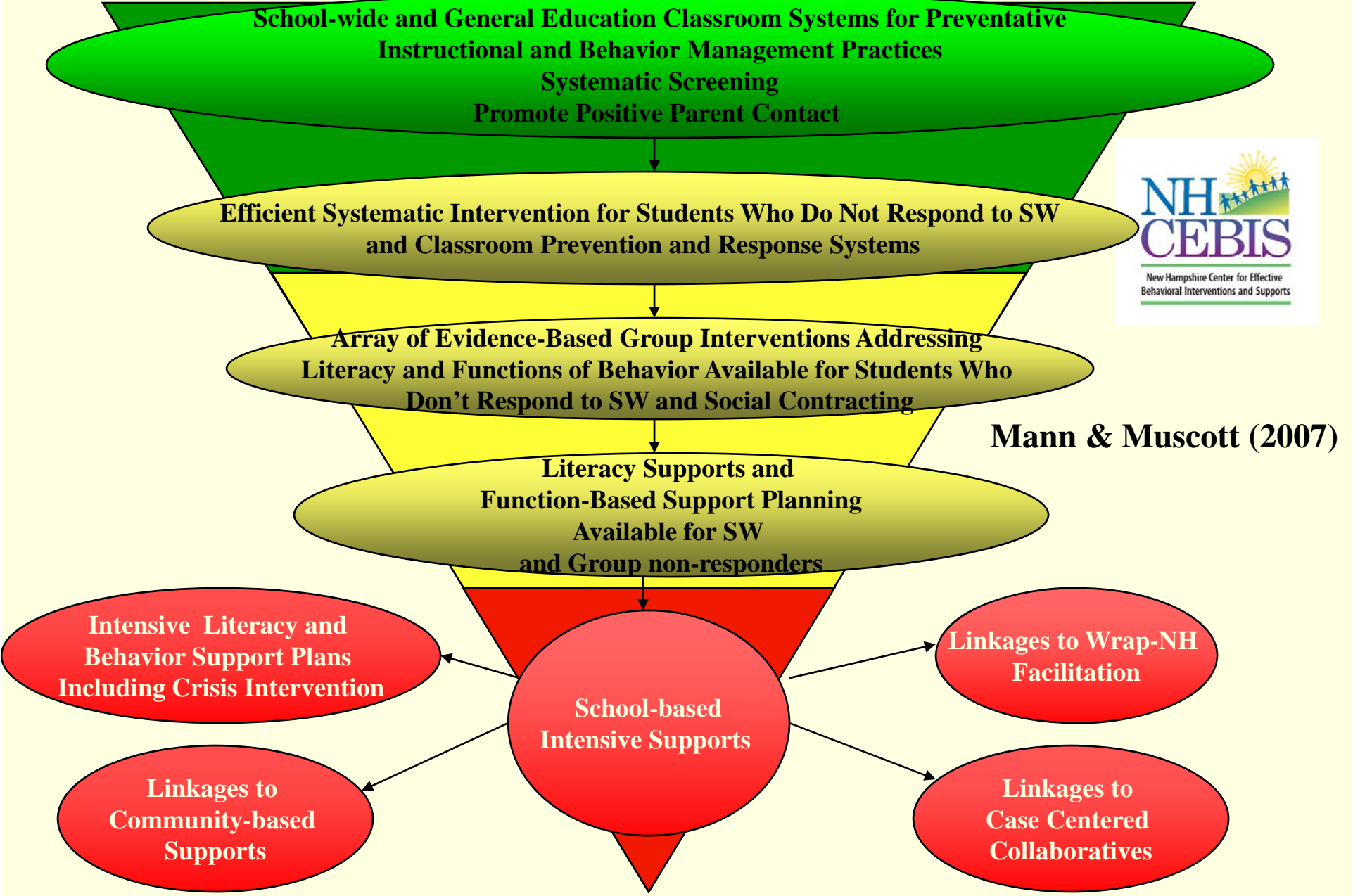
NH RESPONDS!

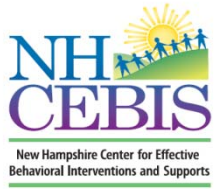
Building a System of Care and Education for New Hampshire's Children and Families

Howard S. Muscott, Ed.D.,
Director, NH CEBIS

Expanding World of APBS Conference
Chicago, IL

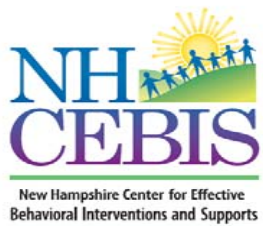
New Hampshire's System of Care and Education Continuum of Academic and Behavior Supports:





Positive Behavioral Interventions and Supports-New Hampshire

Type of School	Cohort 1 02-03	Cohort 2 03-04	Cohort 3 04-05	Cohort 4 05-06	Cohort 5 07-07	Totals
ECE	4	15	21	0	8	48
Elementary	13	10	10	11	3	47
Middle	6	4	1	2	4	17
High	4	1	0	1	3	9
Multi-Level	4	6	3	2	1	16
Alternative	0	3	1	4	1	9
Totals	31	39	36	20	20	146
Dropouts	2	0	1	0	0	3
Active Totals	29	39	35	20	20	143



Percent of Schools Meeting 80-80 Standard on School-wide Evaluation Tool (SET) Over Time for Cohorts 1-4

Cohort	03-04	04-05	05-06	06-07
1	Fall * 54% (15 of 28)	Fall 85% (21 of 25)	UA	UA
2	Spring 7% (2 of 27)	Spring 74% (20 of 27)	Spring 81% (22 of 27)	Spring 85% (17 of 20)
3	NA	Spring 0% (0 of 21)	Spring 75% (15 of 20)	Spring 92% (11 of 12)
4	NA		Spring 0% (0 of 20)	Spring 85% (17 of 20)

Cohort 1 Outcomes for 2006-2007 Implementation Year 2 (n=22-25)

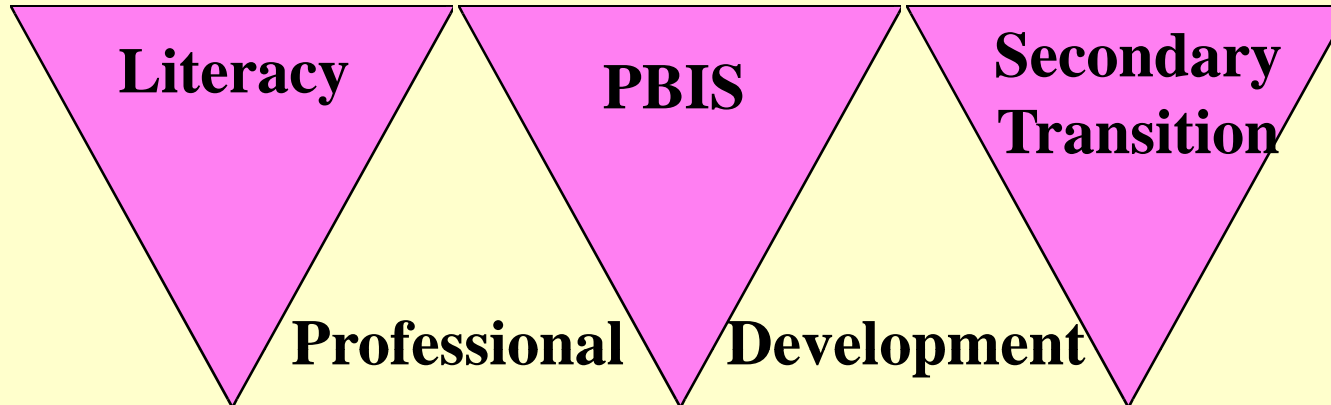
- ODRs 6,010 or 28% less
- Suspensions
 - ISS 637 less or 31%
 - OSS 395 less or 19%
- Days Recovered
 - Learning 1,783
 - Teaching 282
 - Leadership 612

Creating a System of Care and Education in New Hampshire

- Gaps in the Continuum of Supports identified based on 5 years of PBIS-NH implementation and the implementation of CARE-NH
- Mental health And Schools Together- New Hampshire (MAST-NH) fills in the gaps

NH RESPONDS

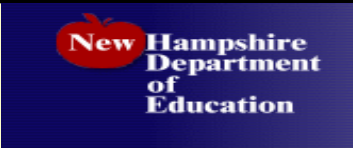
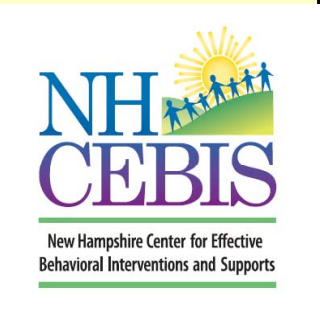
Integrated RtI as Systems Change



**Preservice through Institutions
of Higher Education**

District/SAU Supported Schools

**Inservice through Statewide Training
and Technical Assistance Centers
for PBIS and Literacy**



Student Outcomes

1. Improve Early Literacy and Social Competence
2. Increase Reading Proficiency on Statewide Assessments
3. Decrease Problem Behavior Leading to Office Referrals, Suspensions and Expulsions
4. Reduce Drop Out Rates
5. Increase Graduation Rates
6. Reduce Inappropriate Referrals to Special Education
7. Improve Post School Outcomes

Anticipated System Outcomes

- Increased hired or retained personnel meeting competency standards in a) behavior supports, b) literacy instruction, and (c) secondary transition supports in high schools.
- Increased knowledge and skills by SAU and school teams in designing, implementing with fidelity, assessing, and sustaining of RtI systems of behavior support, literacy instruction and secondary transition supports in high schools.

Anticipated System Outcomes

- High Schools only – increased knowledge and skills in engaging youth at risk of school failure in a self-directed school-to-career planning process in developing Individualized Graduation Plans and Alternative Learning Plans.

NH RESPONDS: Integrating Literacy and Behavior within a Responsiveness to Intervention Approach

- Creation of Demonstration School Districts
- Sustaining and enhancing PBIS-NH practices
- Integration with emerging RtI in literacy at school, district and state level
- Infusion of secondary transition for students with EBD (Project RENEW) in high schools
- Alignment with state standards
- Alignment with personnel preparation programs

SAU Commitments

- Establish a representative SAU-wide team to oversee and coordinate the effort.
- Support demonstration sites' in a integrated RtI systems of behavior support and literacy instruction to address student needs; and a professional development plan that supports the hiring and retaining of highly qualified personnel to implement those systems.
- Commitment to data-based decision-making and sharing data with NH RESPONDS

Solution: SAU-wide Approach

- Efficiently organize/distribute resources, TA, & professional development opportunities
- Establish SAU policy to guide efforts & increase accountability
- Centralize & streamline action planning & decision making

SAU-wide
Leadership Team

SAU
Coordinator

Coaches

School Teams

School Commitments

- Provide sufficient time for professional development aligned with NH RESPONDS
- Implement an integrated RtI systems of behavior support and literacy instruction to address student needs.
- Link SAU and individual PD plans and align with goals of NH RESPONDS
- Use of data-based decision-making

School Commitments Continued

- Collaborate with NH RESPONDS staff and parent organization partners.
- Provide a system for collecting, analyzing and sharing SAU, district, school, and student level data to improve desired outcomes.
- Collaborate with NH RESPONDS outside evaluators.
- Develop an infrastructure and policies to sustain the effort after the life of the project.

ALL NH SAUS ARE ELIGIBLE TO APPLY

- 3 demonstration sites in each SAU
 - 1 school (08-12) -- 1 school (09-12)
 - Can be an elementary, middle, *or* high school
 - 80% staff vote (70% in HS)
 - 1 ECE program (08-12)/(09-12)
 - Can be SAU/District program, community based program or Head Start program

Getting Support Beyond Tier 1

- Teacher Referrals for Academics and Behavior
- Tier 1 Academic Benchmarking Criterion
- Office Discipline Referral Criterion
- Systematic Screening for Academics and Behavior

A Systematic Screening Process for Behavior Disorders

- Use a multistage, multigated screening process to identify students at-risk for developing ongoing behavior concerns that takes into consideration teacher judgments and uses national norms to assess the level of risk
- At each stage, the level of risk is determined
- Those with an elevated risk who may require additional assessment or services continue to the next stage
- Those who don't have an elevated risk "exit" the system.

Multiple Gate Screening

- Stage 1 involves teacher nomination and rank ordering along two dimensions of behavior disorders – internalizing & externalizing.
- Stage 2 requires that teachers complete the BASC-2 Behavioral Emotional Screening System for each of the nominated students.
- Students whose elevated scores exceed the established cut off are candidates for Stage 3.
- At Stage 3, the student is referred to the appropriate school-based team

Systematic Screening for Behavior Disorders

Hill Walker
Herb Severson
Oregon Research
Institute

Figure 2 (Example)
Externalizing Behavior Disorders Ranking Form

Teacher _____ Class _____ Date _____

Rank Ordering on Externalizing Dimension

Externalizing refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. **Non-examples** of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

Examples include:

- displaying aggression toward objects or persons,
- arguing,
- forcing the submission of others,
- defying the teacher,
- being out of seat,
- not complying with teacher instructions or directives,
- having tantrums,
- being hyperactive,
- disturbing others,
- stealing, and
- not following teacher or school imposed rules.

Non-Examples include:

- cooperating, sharing,
- working on assigned tasks,
- making assistance needs known in an appropriate manner,
- listening to the teacher.
- interacting in an appropriate manner with peers,
- following directions,
- attending to task, and
- complying with teacher requests.

COLUMN ONE List Externalizers

	Student Name
Most Exemplifying Externalizing Behavior	Billy Smith
	Jane Zimmer
	Sherris Rowe
	Tom Lehner
	Britt Kingston
	Rebecca Brown
	John Townsend
	Ray Beck
	Stuart James
	Brent Davis

COLUMN TWO Rank Order Externalizers

	Student Name
Most Externalizing Least	1 Britt Kingston
	2 Sherris Rowe
	3 Stuart James
	4 Billy Smith
	5 Ray Beck
	6 Brent Davis
	7 Tom Lehner
	8 Rebecca Brown
	9 Jane Zimmer
	10 John Townsend

Instructions:

1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.

BASC-2 Behavioral and Emotional Screening System

Randy Kamphaus &
Cecil Reynolds
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