



# Ready for Success

A Collaborative Partnership for  
Behavioral Intervention

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# Welcome & Introductions

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*What are current barriers to innovation?*

**Culture?**

**Programming?**

**Finances?**

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# **BEFORE RFS...**

How was PCS serving challenging students?

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## Pros

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- Student is not disrupting General Education

## Cons

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- Eligibility sometimes rushed to get to placement
- Few classrooms
- Inconsistent programming across division
- Rarely returned to base school
- Historically poor academic outcomes

# Self-Contained ED Classrooms

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## Pros

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- No longer a school disruption
- Access to mental health supports

## Cons

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- Long stays outside of general education classes (generally years)
- Poor academic performance
- Children becoming “institutionalized”

# Private Day Placements

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## Pros

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- No longer a school disruption

## Cons

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- Lack of meaningful instruction
- Inability to address behavior
- Lengthy stays (sometimes years)

# Home-Based Placements

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# **CULTURE SHIFT...**

What was the impetus for change?

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# Expected Outcomes

- PCS could not longer accept failure to make academic progress
  - Focus on more Inclusive Practices & Programming
  - Self-Contained ED Classrooms were disbanded
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# Positive Behavioral Interventions & Supports Initiative

- Division wide adoption of Virginia Tiered System of Supports (VTSS) & Positive Behavior Intervention & Supports (PBIS)
    - Viewing behavior support as systematic part of ensuring academic progress
    - Just like Academics, Behavior must be taught
  - Delving into our Data
    - Discipline Office Referrals
    - Suspensions
    - School Culture & Climate
  - Philosophy
    - Increasing instructional time
    - Move from punishment to support
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# Scrutiny of Private Day Placements

- Data
    - Average Length of Stay = 3 years
    - Average SOL Pass Rate = highest was 8 percent
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# Data indicated...

- Small group of children
    - Young
    - Due to behavior
    - Leaving public school at an early age
    - Often for years
    - Facing continuing academic & behavioral struggles
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# The big question...

*Could Pittsylvania County Schools serve these children a better way?*

Two primary goals:

1. Provide continuity both academically and behaviorally
  2. Decrease amount of time student spent outside of “regular school” setting
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# The result?

## Ready for Success (RFS)

- Short-term
  - Intensive
  - Behavioral Intervention
  - Students in Kindergarten through 5th grade
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# **READY FOR SUCCESS**

Start-Up & Programming

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# “The RFS Blueprint”

- Let’s Google That!
    - State & national search of other divisions’ work in this area
    - Partnerships with service providers was a major theme
    - Focus on “intervention” rather than “identification”
  - Vetting Process
    - Formation of Elementary Principal “Task Force”
    - Promoted ownership & building-level “buy-in”
    - Established expectation that students would return to base school
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# Academics

- ***Alignment*** with base school programming
  - Same Tiered offerings
  - Full access to reading, language arts and math
  - Abbreviated access to science and social studies





# Behavior Management

The Incredible Years (IY) Teacher  
Classroom Management (TCM) Program

<http://www.incredibleyears.com/>

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# 4-Part System

## 1. Alignment with base school behavioral programming

- Base school's PBIS Behavior Matrix, Lesson Plans & Incentive Systems
- IY is PCS' "Tier 1" classroom management practices for grades PreK-2<sup>nd</sup>

## 2. IY *intensive* program = RFS

- Specific focus on teaching self-regulation and calming strategies
  - Students returned to base school classrooms where general education teachers are knowledgeable of the philosophy and strategies
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### 3. Therapeutic Day Treatment (TDT)

- Partnership with National Counseling Group (NCG)
- Daily individual and group sessions





## 4. We are Family!

- Family Service Coordination
- Case Study Example



# Grant Partnership with Smart Beginnings

- Materials & technology
- Training
  - IY for Elementary Administrators
  - IY for Division Staff
  - License Special Education Director as IY Trainer
  - IY for Base-Schools
    - All General Education Teachers in Grades PreK-2 teachers
    - YTD trained over 100 teachers & select teacher aides
- Ongoing Coaching & Support





# **READY FOR SUCCESS**

Administrative Design...

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# Admission Criteria

- Open to both General Education and Special Education students
- Student must meet **at least one** of the following criteria:
  - Eligible to receive services under any IDEA disability category or Section 504.
  - Have a documented DSM-V diagnosis
  - Be transitioning from a more restrictive environment to public school

Exception: Student may be placed by school board for long-term suspension

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# Admission Criteria, cont...

However, ALL of the following must apply:

- ✓ Student is not meeting basic behavioral expectations
  - ✓ Services have been attempted within last 3 months
  - ✓ Student must have access to school-wide positive behavioral supports & interventions and is ***currently utilizing the most intensive supports available.***
  - ✓ School has conducted an FBA and implemented a BIP
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# Educational Impact? Yes.

- Multi-Disiplinary School-Based Team must agree that behavior is having a significant impact on child's academic progress.
  - Parent agrees in writing to a limited curriculum with focus on teaching replacement behaviors
  - Process documented via Child Study/IEP/504 Documents and the appropriate Prior Written Notice (PWN)
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# Suspicious Minds?

- Placing a student in the program creates the “Suspicion of a Disability.”
  - Philosophy aligns with students who struggle primarily with Academics
  - If child does not respond to intervention with demonstrated progress (as determined by multidisciplinary team, including parent) within a “reasonable amount of time, “ a **comprehensive evaluation for special education and related services is triggered.**
  - To date, RFS has evaluated 19 % of students served in the program
  - 22 % had IEP prior to placement
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# Practical Decisions

- Student remains *enrolled* at Base School
  - RFS treated as if a "classroom" at each school
  - SOL counts for Base School
  - Grading? Report Cards?
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# Staffing

- 10 student maximum per class
  - Teacher
  - Paraprofessional
  - TDT Counselor
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# Goal? Short-Term Placement!

- Return student to Base School in **90 school days** (maximum)
  - Periodic multi-disciplinary treatment team meetings with Base School & other key stakeholders
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# Communication & Relationship Building

- Multi-Disciplinary Case Management
    - IEP team
    - Child study team
    - or 504 team
  - Consistent Communication Loop
    - RFS Teacher to Base School Teacher
    - RFS to Parent
    - TDT to Parent
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# Transition Process

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# **READY FOR SUCCESS**

What does the data show?

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# Outcome Data

- Return to Base School: 79%
  - Recidivism Rate: 0%
  - SOL pass rate:
    - Reading – 70%, Math – 60%, Science – 80%, Social Studies – 100%
  - All students made gains on Measures of Academic Progress (MAP) assessments (PCS' Universal Academic Screener for Reading & Math)
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# Money Saved

In first two years, RFS has saved \$1.62 million in CSA funding for private day placement.

Projecting for the expansion, using current placement figures, RFS should save approximately \$1.6 million annually.

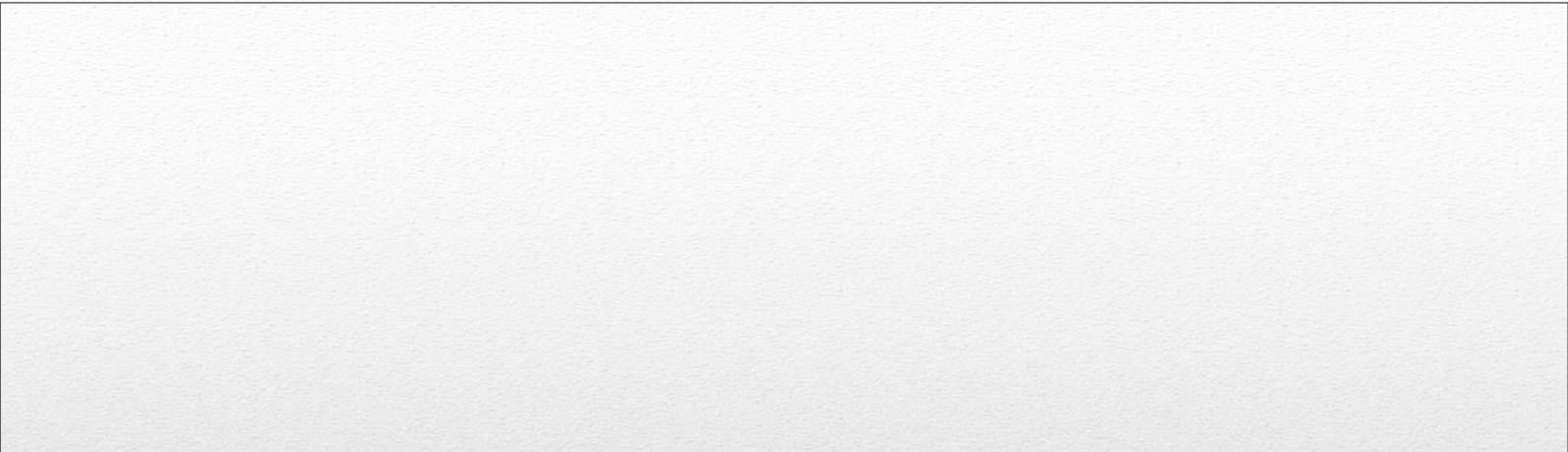
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# Hurdles...

- First transition back to base school HAD TO GO WELL & ON TIME!!!
    - Every Principal was WATCHING
    - Support provided to Administrators & Teachers
  - Practical Challenges
    - Transportation
    - Lunch
    - Report Card/Progress Monitoring Data
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# What's Next for RFS? Increase Partnerships!

1. Building Expansion
  2. Advanced Behavioral Programming: IY Dina School Program for RFS
  3. Transitioning select students back from Private Day Placements via RFS
  4. Considering Longer Term Placements
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THANK YOU!!!

**Questions or Comments?**

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