

STRIDES



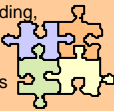
- **S**triving
- **T**oward
- **R**esearch-based
- **I**nterventions and
- **D**ata-driven
- **E**vidence for
- **S**tudent success

STRIDES



- School-based *problem solving* team
- Focus on *early intervention* to increase student achievement
- *Frequent and ongoing data* collection guides the discussion and the action steps. Use of CBM probes.
- Teachers and parents access *research-validated instructional methods and strategies*

STRIDES



- Targets at-risk students in K-2 in areas of reading, writing, math, social, emotional, and behavior
- 5 distinct steps of the problem solving process
 1. Define the Problem
 2. Assess
 3. Analyze the results of the Assessment
 4. Plan an Intervention
 5. Analyze the effects of the Intervention
- Data collected and graphed during the entire process 2-3 times per week. Students graph their own progress also.

Who is Involved?

- Chairperson: School Psychologist
- Specialists- Reading, Math, Curriculum
- Guidance Counselors
- Speech Therapist
- School Administrators
- Classroom Teacher (referring source)
- Parents
- Exceptional K-2 teachers
- Intervention Assistants/Specialists



Key points: strong instructional leaders, team players, scheduling plays a role

What Happens At Meeting #1?

- **Step 1: Define the Problem** (or get as close as you can!): Use teacher's classroom data and the perception of the problem.
Questions: What do you know, and what do you still need to know? What is still unclear?
What can the student do?
Look at the effect of the learner, the curriculum, the instruction, and the environment.
- **Step 2: Develop an Assessment Plan:** What do you need to confirm the problem? Who will get that information? Consider "RIOT" acronym.

What Happens At Meeting #2?

- **Step 3: Analyze your Assessment Results:** From the results, confirm your problem and decide what an appropriate goal would be. **Specificity is essential.**
How much time?
Is goal based on local norms, minimum celeration, or something else?
Answer those questions and chart a realistic course.
- **Step 4: Develop an Intervention Plan: Use of database**

What Happens At Meeting #3?

Step 5: Analyze the Effects of the Intervention Plan

- Review the charted data.
- Where do we go from here?
 - Dismiss from STRIDES
 - Monitor
 - Start on a new problem
 - Refer to Child Study Team

How Is STRIDES Different?

STRIDES	Traditional Student Assistance Team
Follows specific research-based <u>problem solving steps during the process</u> . Each step of the process has one defined objective.	No specific steps. Teacher fills out a form describing the problem.
Collection and graphing of baseline data	No graphing of data
Curriculum based measurement used with students to chart the effectiveness of interventions frequently.	No use of curriculum based measurement.
Scientifically based, decisions driven by data <u>and curriculum based measurement</u> .	Subjective, qualitative judgments may <u>drive team choices</u> .
No less than three meetings on each child.	Number of meetings vary.
Attack one problem at a time.	May attempt to resolve more than <u>one problem at a time</u> .

How Is STRIDES Different?

STRIDES	Traditional Student Assistance Team
Use of local norms to provide a performance <u>goal</u> .	No norms.
More work, more personnel, more money	Less expensive.
Interventions performed and data collected by team members, teacher, and intervention assistants. More support for the referring <u>teacher</u> .	Suggestions typically implemented by the teacher making the referral.
Specific research-validated focused interventions designed to remediate weak <u>basic, foundational skills</u> .	Type and quality of interventions vary, many are simply <u>accommodations</u> .
Team is hand-picked, and membership can vary depending on the student's need	Team membership varies from school to school.

Outcomes: 2004-2005 Pearl Sample STRIDES team

21 Students referred to STRIDES team in
K, 1, and 3 over 6 Months
(November 2004 - May 2005)

- 11 of those students were progressing toward, or they met their goal at the end of the year.
- 4 students continued to be monitored at the beginning of this school year and have since met their goals.
- 2 students were referred to special education and found eligible for services at grade K
- 4 students moved and did not complete the process.

Preliminary Impact of STRIDES on Special Education Referrals, Eligibility, and Disproportionality in Grades K, 1, and 3

	2003-2004 Before STRIDES	2004-2005 First Year Implementation of STRIDES
Total Number of Referrals to Special Education in K, 1, and 3.	11	2
Total Found Eligible	6	2
Hit Rate	54.5%	100%
African American Students found eligible	5 of the 6	0 of the 2

Outcomes: August 2005-Present Teams at 3 Elementary Schools

88 STRIDES students began the process this year so far...

- 7 students have been referred for special education evaluation (about 7.95% of total cases)
 - 5 have met criteria for LD (4 white males, grade 1 and 1 African American male, grade 3).
 - 1 has met criteria for SLI (African American female, grade 3)
 - 1 being evaluated now. (white male, grade K)
- 12 students have been dismissed successfully.
- 50 students are engaged in the process and are currently making adequate progress on their goals.
- 19 Pending- Third Meetings will be held soon

What are the implementation challenges?

- Developing local norms
- Change is hard and requires support at all levels.
- Scheduling
- Resources
- Ongoing Professional Development
- What interventions pass muster?

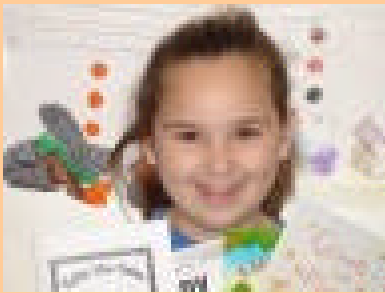


Other hurdles...

- Team Turnover
- Transfer Students
- Skill transfer to teachers takes time and effort.
- CBM conducive to basic skills, not higher order thinking abilities.
- Remediating skills for which there are no local norms
- Requires more time than previous pre-referral practices-creates a lag time between teacher referral to STRIDES and first meeting date.
- Slow learners



But...it's worth it!



Key Factors for Success of STRIDES

- ✦ Early Intervention – before Child Study
- ✦ Buy-In at all levels – Central Office, Principals, Team Members, Parents
- ✦ Talent of the Team
- ✦ Role of School Psychologist
- ✦ Intervention Specialists – Additional resources at schools to carry out interventions

Early Intervention

- ✦ It may be too late to wait until Child Study.
- ✦ At Child Study, team members are already perceiving student deficits as a possible disability.
- ✦ In many cases, children must fail before they meet the criteria for special education.

Buy-In At All Levels

- ✦ Central Office Administrators
- ✦ Principal – MOST IMPORTANT!!
- ✦ Team Members
- ✦ Parents

Talent of the Team

- Select the most talented staff members in the school:
 - Reading and other curriculum specialists
 - General education teachers
 - Special Education Teachers
 - School Psychologist
 - Guidance Counselors
 - Other team members with specific skills
- Look for people who are creative, flexible, and think "outside the box"!

Role of School Psychologist – a Paradigm Shift

	Time Study of Traditional School Psychologist	Time Study of STRIDES Psychologist
Testing and other duties associated with special education identification	87%	26%
Early Intervention and prevention of special education	2%	68%

Intervention Specialists

- Paraeducator Pay Scale
- Carefully Selected by Principals
- Receive training
- Under careful supervision, implement interventions that have been designed by the team

Questions?
