

Overview of an RTI Pyramid Framework for Attendance

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Presentation Overview: The What, the Why, and the How

“The What”

- Guiding principles of an RTI Pyramid Framework
- Organizing support based on student needs

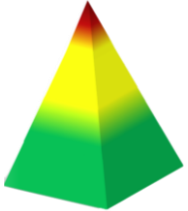
“The Why”

- Why this work is important
- Why focus on attendance and ALL absences
- Why use an RTI pyramid framework

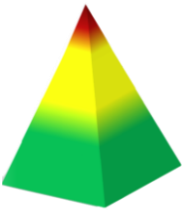
“The How”

- Work of the School Attendance Teams
- Examples of strategies organized by tiers

Take Home Points



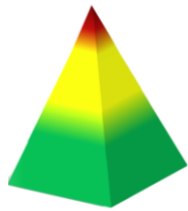
“The What”



“The What?”
 Response to Intervention (RtI) Pyramid Framework

Guiding Principles

- Give all students the support that they need
- School-wide focus, not just on one student at a time
- Prevention-focused approach, not “wait-to-fail”
- Team approach
- Use data to make decisions
- Evidence-based practices
- Includes ALL absences (authorized and unauthorized)

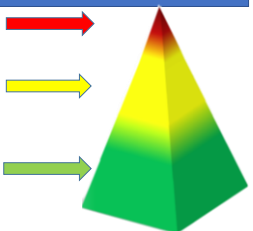


“Tiers” of Supports Based on Student Needs

Tier 3: What you do for the *few* students with *severe* school attendance problems →

Tier 2: What you do for *some* students with *emerging or moderate* school attendance problems →

Tier 1: What you do at your school so *all* students and families *value* attendance and more students *attend school on a regular basis* →



“The Why”

Why This Work is Important: Students with Poor Attendance Are At Greater Risk of Negative Outcomes

As Students

- Academic problems, especially in math
- Emotional and behavioral problems
- Problems relating to others (Adults, Peers)
- Dropping out of school early
- Involvement with the courts

As Adults

- Marital problems
- Psychiatric problems
- Employment problems
- Lower wages
- Non-violent crimes
- Substance abuse

Your Most Vulnerable Students Are At Greater Risk

- Living in poverty
- Students with disabilities
- Racial/ethnic minorities
- With health or medical needs
- With mental health issues, such as anxiety
- In transition
- Homeless



Why Count ALL Absences?

- Regardless of the reasons for the absences, when students are not in school they cannot benefit from the
 - educational and
 - social
 - benefits of being in school
- More preventative
- Based on research



Why look at absences and how often students come late to school?

M. Gottfried (2009, 2014) research:

- Students who are absent *or come late to school* do poorly on tests of reading and math
- The classmates of those students who are absent *or come late to school* also did poorly on reading and math tests
- "Classroom churn"



Why try to *prevent* serious SAPs?

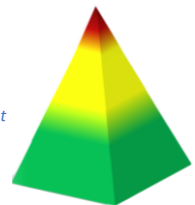


Some evidence to suggest...

- Students CA absent one year - **13 x** more likely to be CA the next school year
- Students CA first month of school - **7 x** more likely to be CA the rest of the school year
- Approximately 50-80% of students with significant SAPs had mental health issues, especially students with school refusal

Why Use an RTI Pyramid Framework?

- *Prevention-focused!*
- *Easier to prevent SAPs than treat them so it's less work for you*
- *More efficient*
 - A focus on individual students can be very time-consuming
 - Considers attendance *patterns for different groups of students* so...
 - You can address the needs of groups of students and, as a result,
 - There is *less work for you*
- *Use data and evidence-based practices to guide your work so it's more effective in helping your students*



Why use an RTI Pyramid Framework?



Because there is evidence that it works...

- For the first ½ year they used an RTI Pyramid framework a district in the US (Primary and Early Secondary Schools) found ...
 - Chronic Absenteeism *decreased* by 12,96%
- For the first 3 months using an RTI Pyramid framework a secondary school in the Netherlands found...
 - 9,0% *increase* in students attending school on a regular basis (Tier 1)
 - 4,7% *decrease* in students with mild to moderate SAPs (Tier 2)
 - 4,4 *decrease* in students with severe SAPs (Tier 3)

“The How”

School Attendance Teams: Who Should Be On Your School’s Team?

“Core” Team Members:

- Administrator
- Data analyst
- Academic & behavior specialists
- Could also include...
 - Youth Physician
 - School Attendance Officer
 - School/educational psychologist
 - Social worker

When appropriate:

- Teachers for individual students
- Parents/caregivers



Role of the School Attendance Team

- Need to build a common language about attendance and school absenteeism at your schools
- Build and maintain the RTI Pyramid Framework at their school
- Meet at least monthly, weekly if possible
- Use attendance data with other type of data to make decisions at all three tiers of the RTI Pyramid Framework



For all 3 tiers of support: 4 General Strategies

1. **Engage** students and parents
2. **Remove barriers** to attendance
3. **Recognize good and improved** attendance
4. **Use data** to monitor student progress



Attendance Works

Examples of Tier 1 Practices that We Will Share with You...

Focus of Tier 1: Promoting a culture of attendance at your school

- How to analyze your school-wide attendance data to look for patterns, determine the strength of your RTI Pyramid framework, and how you can make it better
- Educate staff, parents/caregivers, and students on the importance of attendance
- How relationships with parents and students are like bank accounts
- The 3 positives: 1 negative ratio and why it is important
- Tell you about strategies that you might already be doing that also improve attendance

Want to increase student academic engagement by 1 hour each day? Greet them at the door!*

Study by Cook et al., (2018)*

Positive greetings at the door

- ↑ academic engagement by 20%
- ↓ disruptive behavior by 9%



*Cook, C. R., Fitt, A., Lanson, M., Daluis, C., Stenrod, T., Holland, E. A., et al. (2018). Positive greetings at the door: Evaluation of a low-cost, high-yield positive classroom management strategy. *Journal of Positive Behavior Interventions*, 20, 349-359.

Examples of Tier 2 Strategies for Mild to Moderate School Attendance Problems

- How to educate staff on the signs of “early” or “emerging” school refusal and other school attendance problems
- How to determine the reason(s) for school refusal behaviors and use that information to choose which interventions to use for which students
- Various models of mentoring
 - “Nudge” letters
- Student success plan format
- Tier 2 trauma-focused interventions

Tier 2 Intervention: M@ZL for Students with Extensive Authorized Absences

- School staff, youth doctors, and school attendance officers

• Components:

- Strengths-based & shared responsibility
- Care and attention, not control
- Always includes parents
- Has specific criteria
- School staff discusses absences with student & parent
- Refer to youth physician
- Youth physician works with family and school to address student needs



Examples of Tier 3 Interventions

- How to use several kinds of data to help your students with significant SAPs
- How to help students with significant anxiety or depression
- How to plan for a student’s return to school following a long absence
- Tier 3 assessments
- Individual behavior support plans



Overview of “Dappere Kat”

- Students with anxiety, ages 8 - 18
- Online cognitive-behavioral therapy (CBT)
- 1st part of treatment:
 - Psychoeducation
 - Teach coping strategies
- 2nd part of treatment:
 - Exposures – Student uses coping strategies in anxious situations



Take Home Points...



- An RTI Pyramid framework for attendance is a *prevention*-focused and *evidence-based* approach that...
 - promotes a culture of attendance for all students,
 - intervenes when the early signs of school attendance problems are detected, and
 - provides the most intensive and individualized supports for students with the most serious needs.