# District Connection No. 1, Sept. 2022

Welcome New ICTQ Staff

Kathy Bruner This past May, Kathy retired as a special education teacher & coordinator at the Monroe County Community School Corporation. She is excited to be at ICTQ, supporting teachers in developing their skills for UDL! Kathy originally hails from the Washington DC area, and lived for a decade in Ontario, Canada before making Bloomington her home for the past 25 years. She has a B.S, in General Studies and a MS.Ed. in Special Education from Indiana University Bloomington.

Rhuperdia Clay holds a B.S. in liberal arts with a concentration in Early Childhood Education, a minor in Psychology, as well as an MS.Ed. in Special Education from IUPUI. She has embraced teaching, mentoring, and leadership roles throughout her 20+ years as an educator. She is an experienced Equitable Supports & Special Education Coach with a demonstrated history of effective utilization of research-based approaches. Her personal motto is, *All Education Should Be Special*. Rhuperdia is the sixth of nine children. She is married, with two children, and is *Dia* to three grandchildren and a snake.
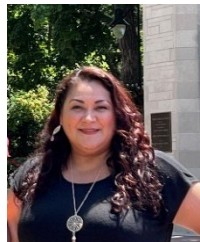
Maria Stevenson Before joining CELL and ICTQ, Maria served 15 years as an educator and instructional coach for public schools in and around Indianapolis. She is excited to share her passion for education with others. Maria excels at helping educators use data without losing sight of the student in front of them. She holds a B.S. in Psychology from University of Indianapolis and an M.A.T. from Marian University.

Coaching Highlight

Many students struggle with confidence when it comes to math. Dana Carie, a CIT at Clark Middle School in Vincennes, wanted to approach the beginning of this school year differently, by teaching and practicing collaboration skills in her 8th grade math classes.

To minimize threats, she taught students what "struggle moves" are in the math context – how do you work through a problem when you're stuck? What options might you have? Math is set up using a "Building Thinking Classroom", which supports planning and strategy development and guides information processing and visualization through collaboration at the board for all students. This is reinforced by an 8th grade team approach, grounded in PBIS, called G.R.I.T. (**G**o-**G**etter, **R**esponsibility, **I**ntegrity, **T**eamwork).

Ms. Carie's students are off to a great start!

Training Plans

This year, each of the five trainings will be structured similarly. We will start with Video Club, where a CIT shares video of a lesson they would like feedback on. We use collaborative communication and reflective feedback together to support the teacher's growth in applying UDL to their class. Then we will invest some time in PBIS, knowing our CITs are leading efforts in their buildings on Tier 1, universal or schoolwide supports. Finally, we will deepen knowledge and application of UDL principles.

At the last two trainings in the spring, we will spend focused time on training and coaching skills and content, as well as developing each building's scaling up plan for '23-'24. Principals do not have to attend trainings this year, but their presence will be very important in those last two sessions. Their leadership and decision-making will be critical to the success of the scaling up plans.

Important ICTQ Dates

Leadership Consortium – Oct. 6 from 9:00-3pm for all central administrators and principals, at The Sycamore at Mallow Run Winery, 7070 Whiteland Rd, Bargersville, IN 46106 (same place as previous consortium mtg.).

All-State CIT Training – Nov. 3 from 9:00-3pm for all CITs, at The Sycamore at Mallow Run Winery, 7070 Whiteland Rd, Bargersville, IN 46106.

DIT Meetings – Dates have been confirmed with each district. See your May DIT notes for your district's dates.

CIT Trainings – Five trainings have been scheduled for CITs next year. See your May DIT notes for your training dates.

BITs – In 2022-2023, principals are responsible for holding monthly BIT meetings with their CITs and any additional staff they have selected. They should be using the BIT protocol as well as using that time for PBIS planning and implementation. The new protocol is in each school's google shared ICTQ folder.

Implementation Science Moment

Building implementation teams are critical to the success of UDL and PBIS in each school. In our published review of the first ICTQ grant, we found that facilitative administration, an organization driver, was an important factor in school implementation of UDL. Who takes on most of the facilitative administration tasks? The school principal.

Principals can leverage this driver by asking how their school's internal processes, policies and structures support or inhibit UDL and PBIS implementation. For example, do school scheduling practices and structures support all students' access to the general curriculum with peers, or do barriers exist to meaningful inclusion? What about discipline policies? Is there time provided to teach all students and practice and reinforce expected behaviors?

Anyone can access our review of previous ICTQ work here: Murphy, Cole & Fischman, 2022.

PBIS is Underway!

This summer, principals, CITs, and other faculty attended our two-day PBIS training in Bloomington. Teams learned how to interpret their Tiered Fidelity Inventory scores and began to create an action plan for the universal (schoolwide) system of supports.
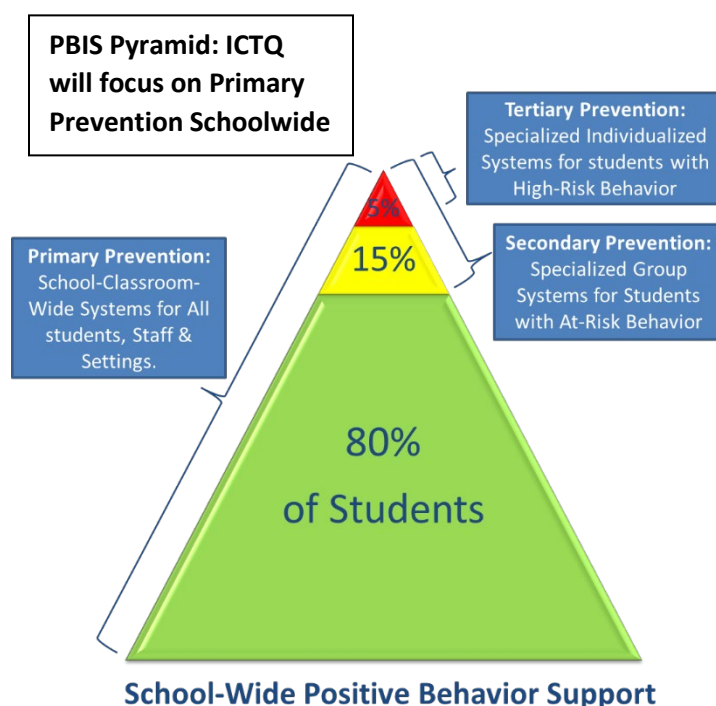
Building Implementation Teams (or already-standing PBIS teams) will carry on through exploration and initial implementation all year. Many schools are getting started on their universal behavior matrix and teaching expectations. Defining and then teaching expected behaviors is a big part of the work this year, as is defining what behaviors are teacher-managed vs. office-managed.

PBIS Pyramid: ICTQ will focus on Primary Prevention Schoolwide

Tertiary Prevention: Specialized Individualized Systems for students with High-Risk Behavior

Primary Prevention: School-Classroom-Wide Systems for All students, Staff & Settings.

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

5%

15%

80% of Students

School-Wide Positive Behavior Support