



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

Effective Integration of academics and behavior in a multi-tiered framework

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miblsi.org

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

We are an intensive technical assistance system for the implementation of an integrated reading and behavior Multi-Tier System of Support (MTSS) model that focuses on research-based practices and implementation science to ensure sustainability and scalability

Session Description

A multi-tier system of support provides a framework to improve success for each and every student.

Strategically aligning academics and behavior supports can produce a more effective and efficient educational system. An integrated multi-tier framework includes components of: (a) team approach, (b) focus on evidence-based practices matched to student need, (c) using data to improve outcomes, and (d) investing in systems to ensure implementation fidelity. This session describes the logic and process for integration of academics and behavior in a multi-tiered framework.

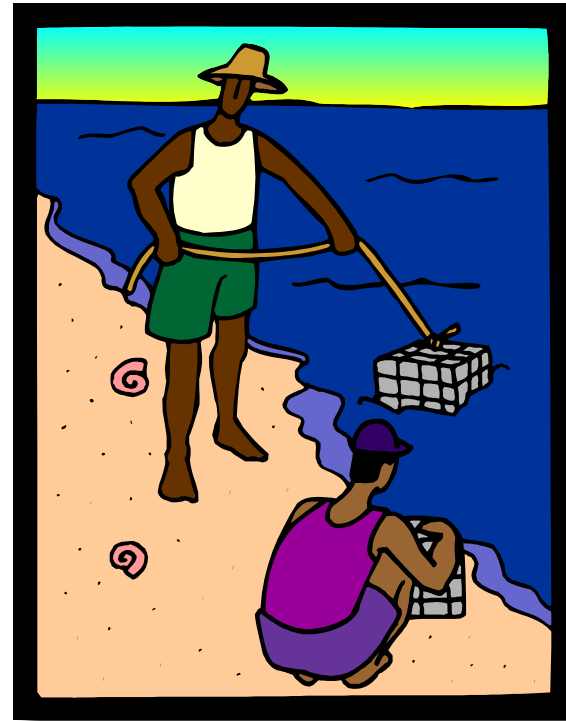
Session Outcomes

- Understand the rationale for aligning academic and behavior practices
- Understand similarities in academic and behavior practices
- Learn how to align academic and behavior practices
- Learn how to support alignment

Moving Upstream: A Story of Prevention and Intervention



In a small town, a group of fishermen gathered down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out.



Minutes later another child came, then another, and then many more children were coming down the river. Soon everyone was diving in and dragging children to the shore, then jumping back in to save as many as they could.



In the midst of all this frenzy, one of the group was seen walking away. Her colleagues were irate. How could she leave when there were so many children to save? After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.

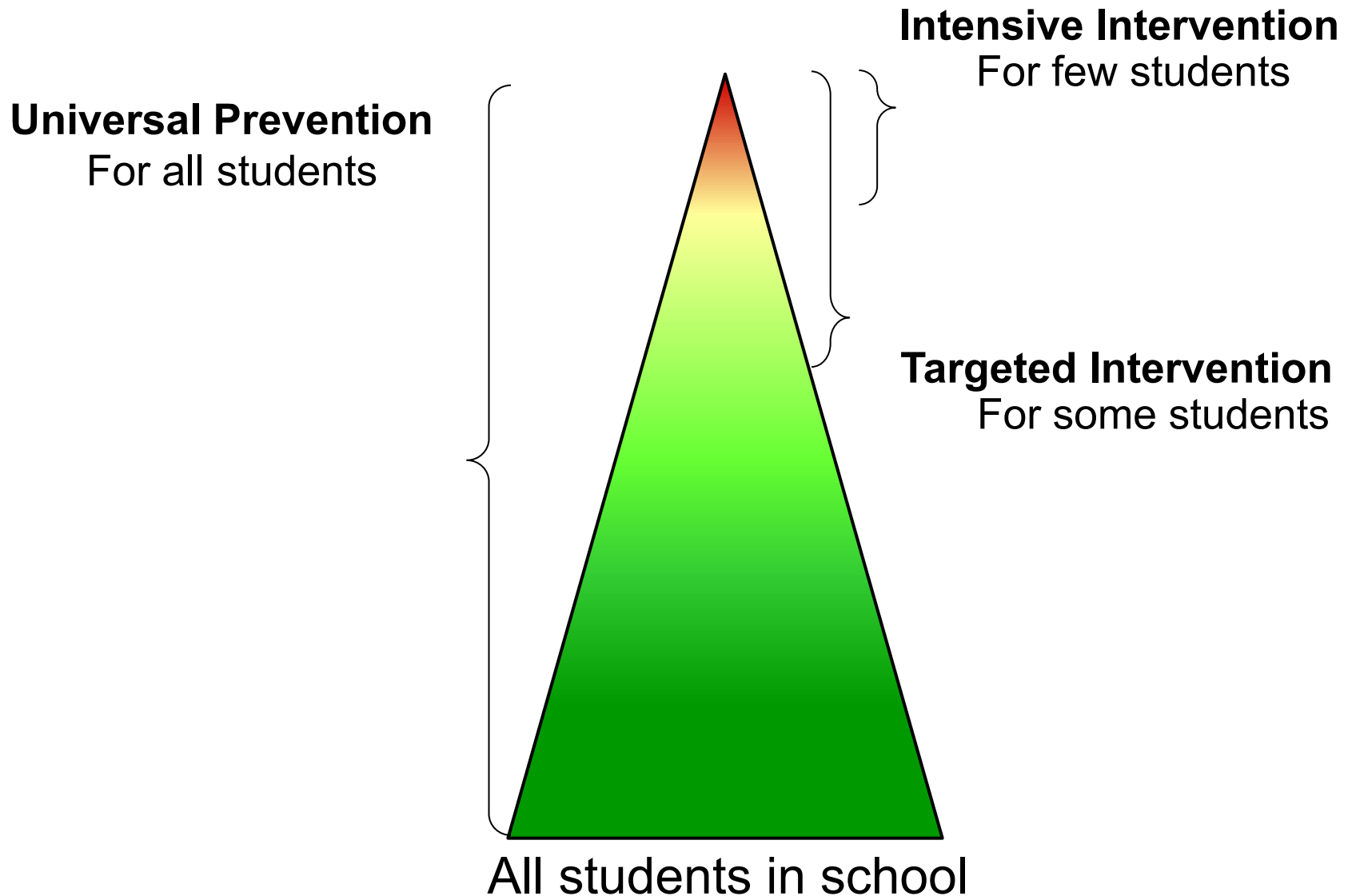
At that moment, their colleague came back. They turned on her and angrily shouted:
“HOW COULD YOU WALK OFF WHEN WE NEEDED EVERYONE HERE TO SAVE THE CHILDREN?”



She replied, *“It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn’t make it and fell through into the river. So I got someone to fix the bridge”.*



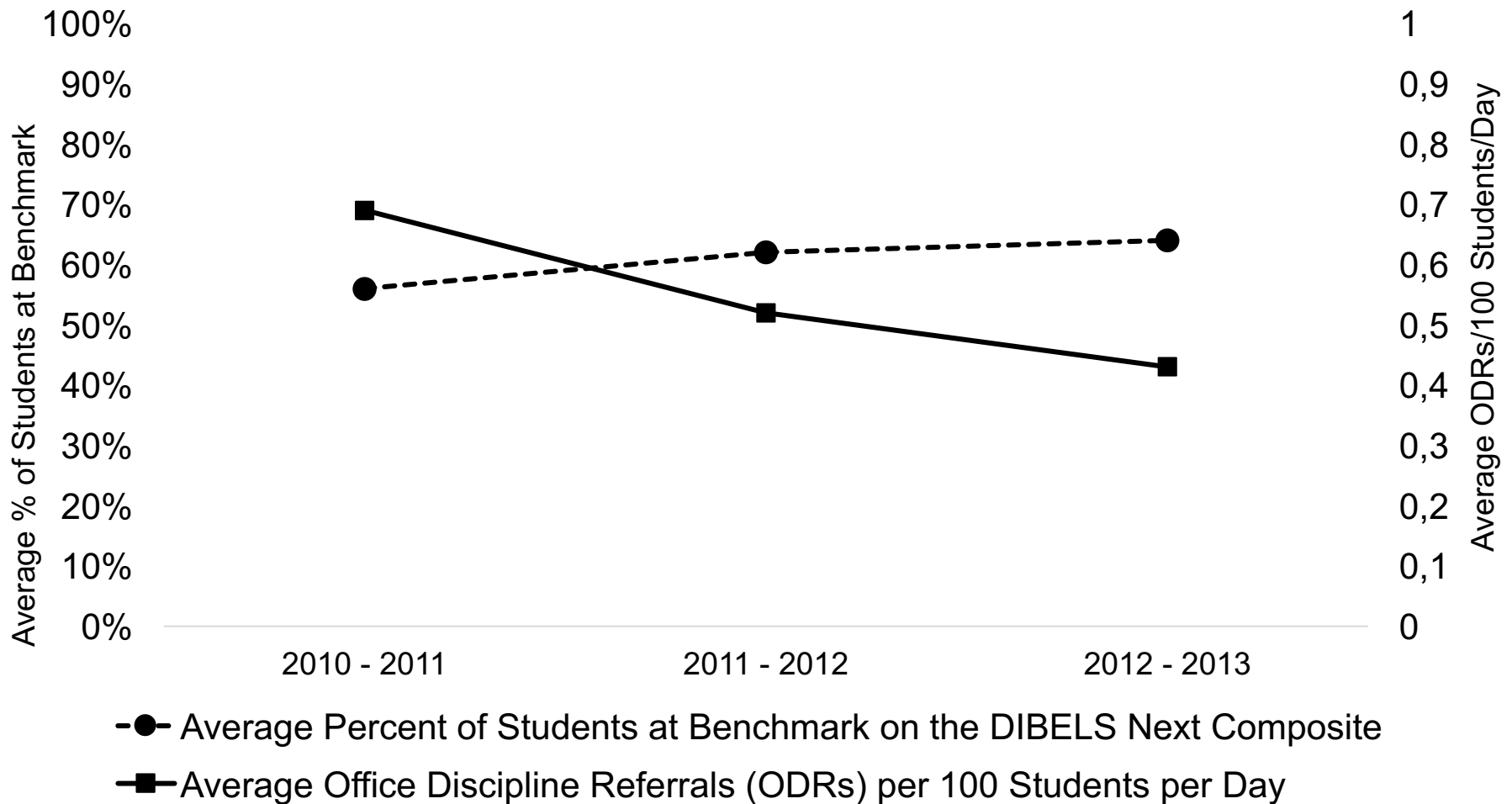
Continuum of Supports



All similar in approach- difference in content

- **Response to Intervention (RtI)**
 - Academic content
 - Some special education focus
- **Positive Behavioral Interventions & Supports (PBIS)**
 - Behavior content
 - All students- special education and general education
- **Multi-Tier System of Support (MTSS)**
 - Academic and behavior content
 - All students- special education and general education

Reading Performance Increases as Behavior Problems Decrease



Russell, C., & Harms, A. (2016). Michigan's Integrated Behavior and Learning Support Initiative: A Statewide System of Support for MTSS. In K. McIntosh & S. Goodman *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.

Multi-Tier System of Support (MTSS): Definition and Core Features

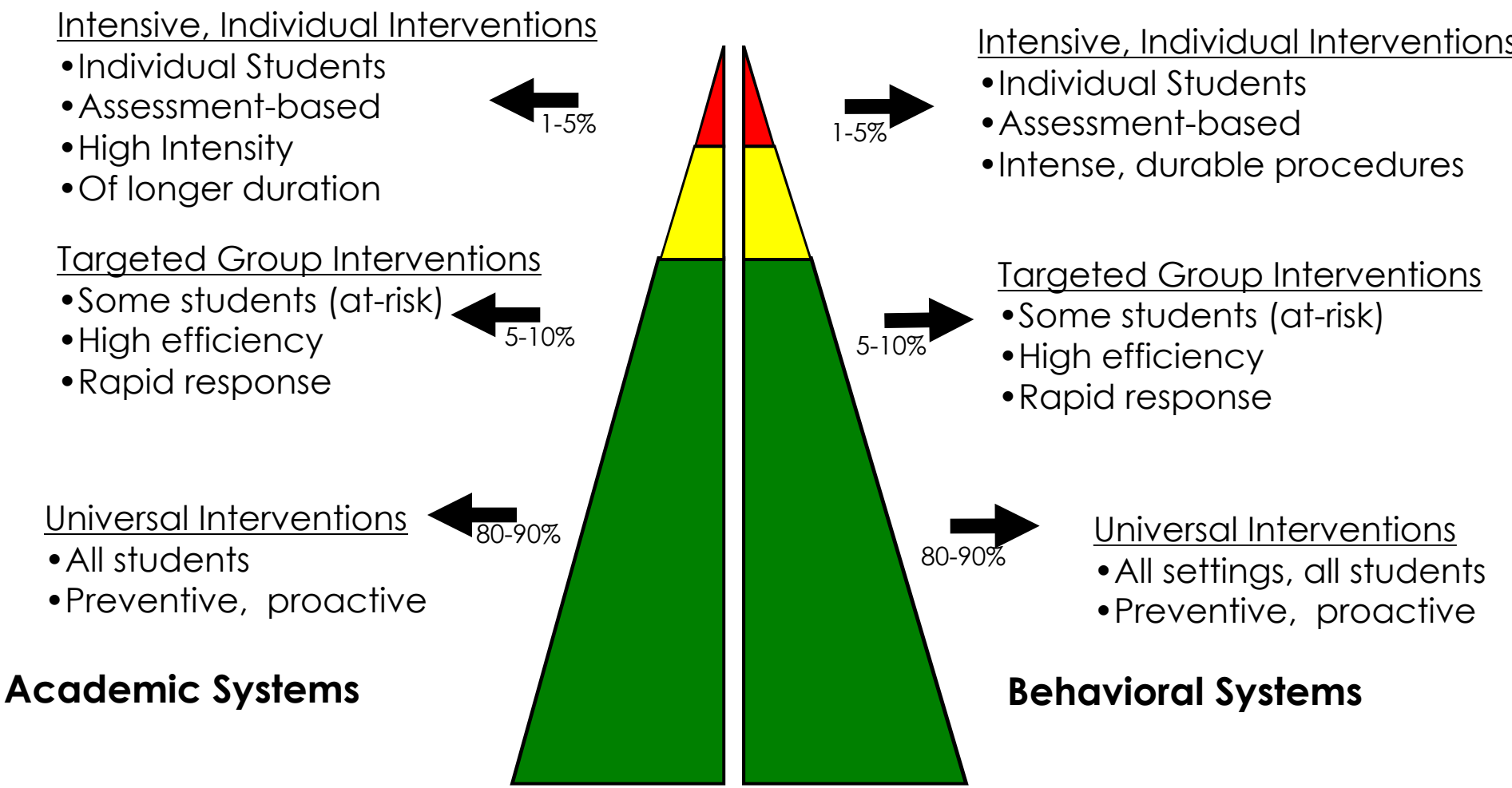
- MTSS as a framework for educators to organize resources to support students with effective practices matched to need so each and every student succeeds academically and behaviorally.
- An effectively and efficiently way to allocate limit educational resources

Core Features of MTSS

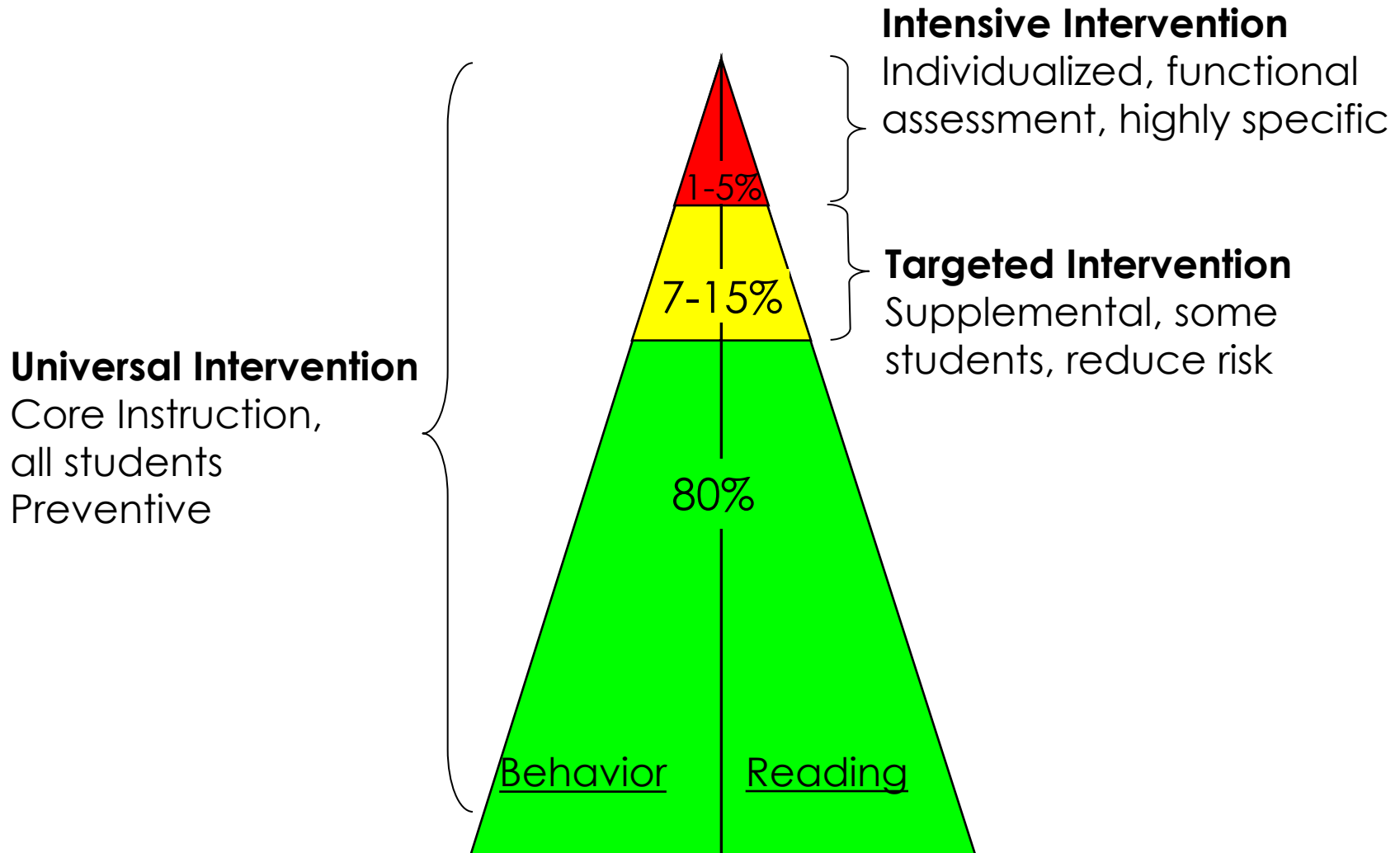
(Sugai & Horner, 2009)

1. Interventions that are supported by scientifically based research.
2. Interventions that are organized along a tiered continuum that increases in intensity (e.g., frequency, duration, individualization, specialized supports, etc.)
3. Standardized problem-solving protocol for assessment and instructional decision making.
4. Explicit data-based decision rules for assessing student progress and making instructional and intervention adjustments.
5. Emphasis on assessing and ensuring implementation integrity.
6. Regular and systemic screening for early identification of students whose performance is not responsive to instruction.

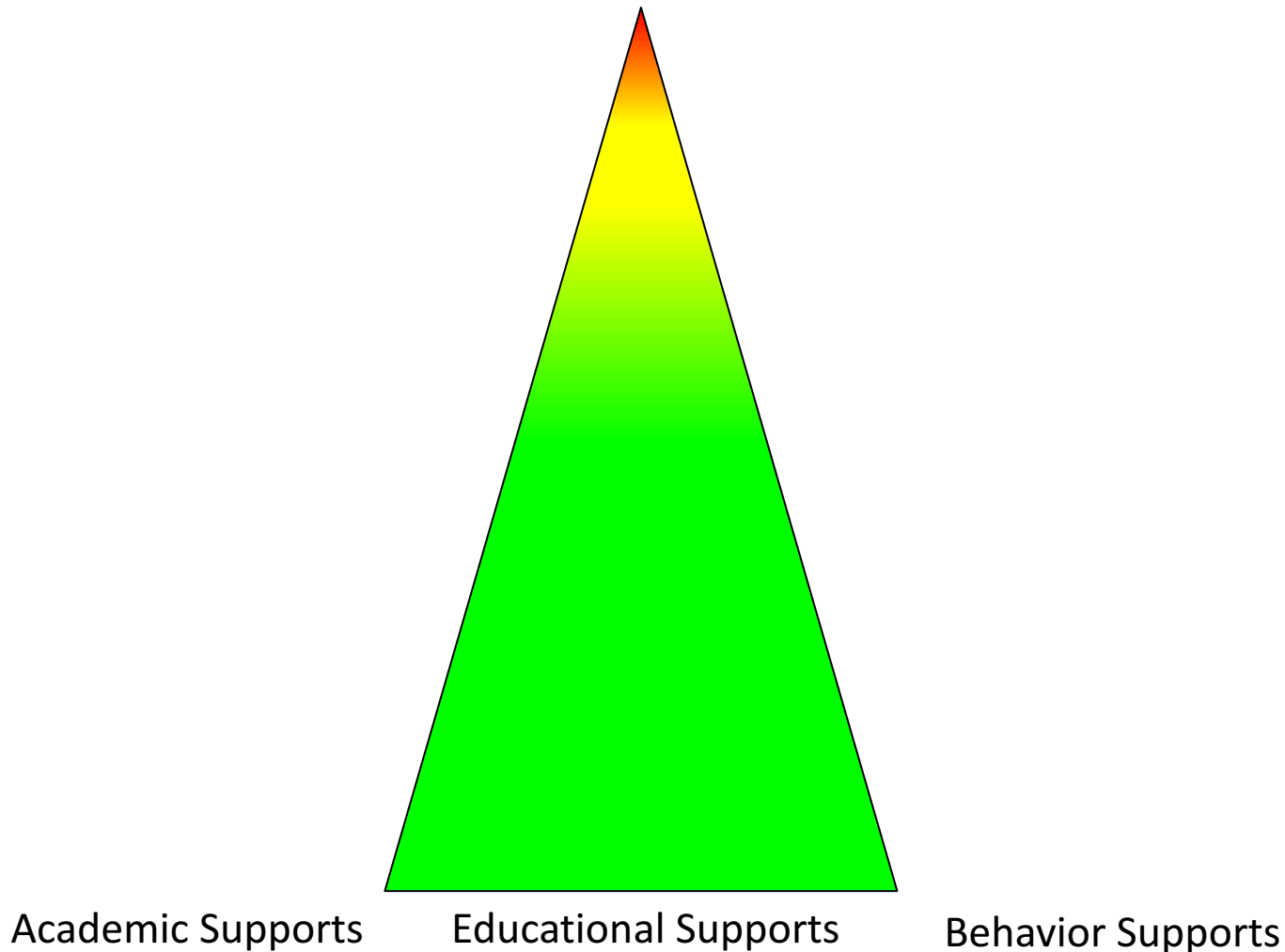
Behavior and Reading 3-Tier Model



Behavior and Reading 3-Tier Model



Parallel Systems to Integrated Systems of Academic and Behavior Supports

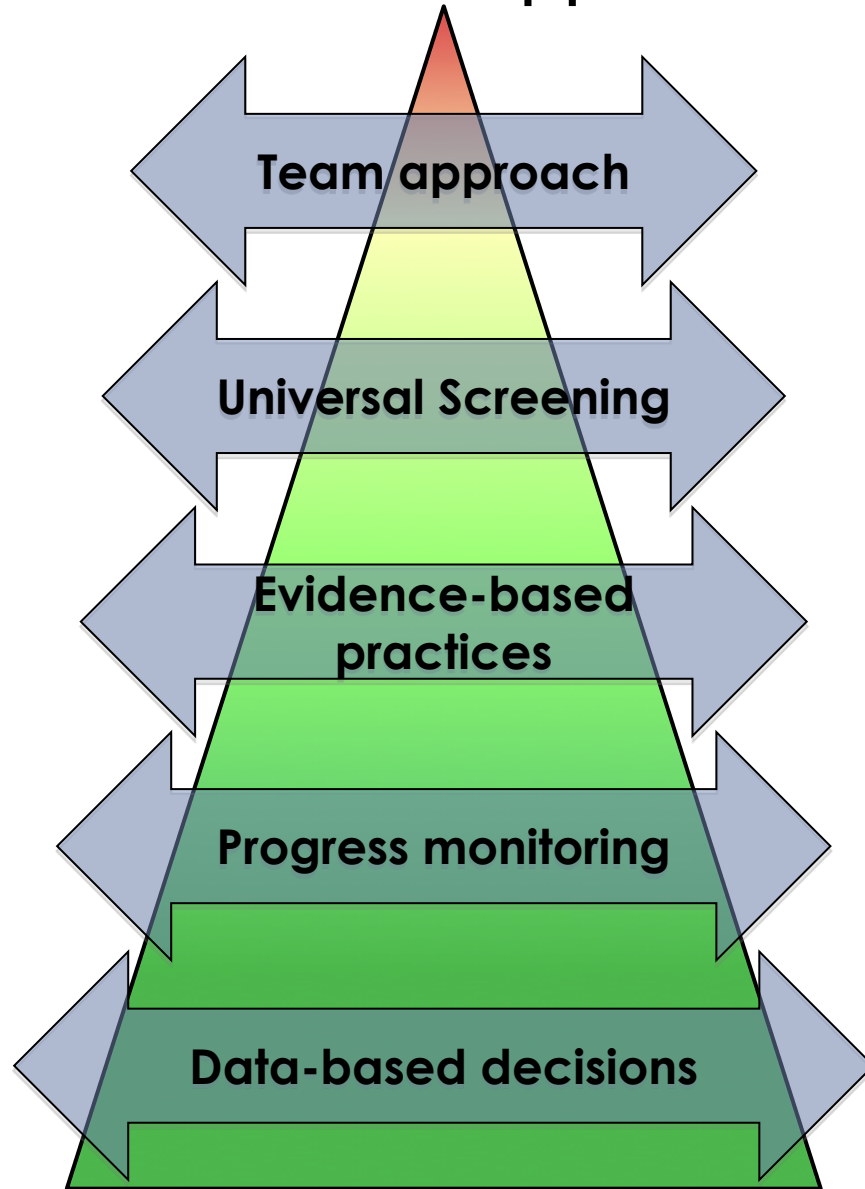


Similarities in Academic or Behavior Approaches to Multi-Tiered Systems

- Focus on prevention of problems
- Supports for all students (intensity based on need)
- Instructional focus on skill development necessary for success in school and beyond
- Commitment to evidence-base practices
- Use of teams to coordinate and manage implementation as whole school initiative
- Use of data for selecting and modifying interventions

Integrated Functions Across Academic and Behavior Supports

Behavior Support



Academic Support

Why Integrated Academics and Behavior?

Integrated Approach

Academic Support

Behavior Support



*Knoster &
MacSuga-Gage
(2017)*

Interactive Effect: Effective Education

Academic or Behavior Support Systems

- National Center on Positive Behavioral Interventions and Supports directly supports over 25,911 U.S. schools in implementing PBIS (PBIS.org, September 2017).
- 68% of schools are in some stage of district-wide RTI implementation, with 24% stating that RTI was part of their typical practices (GlobalScholar, 2011).

Why Integrate Academic and Behavior Systems?

- Academic and Behavior MTSS systems share elements of quality instruction and effective systems change principles
(McIntosh, Goodman, & Bohanon, 2010; Stollar, Poth, Curtis, & Cohen, 2006)
- Use these shared elements to make a more cohesive system

Why is Integration Important? (cont.)

- Integrated approaches may be more sustainable
- Less competition cross content area initiatives
- Capacity building of educator skills in one MTSS area can be applied in other areas of MTSS (data analysis, problem solving, etc.)

Integrated Systems of Behavior and Academic Support

- It may be necessary and more efficient to have a single, integrated system of supports vs. separate, parallel systems
- Incorporate academic and behavior into a broader approach to continuous school improvement

Interaction between academics and behavior

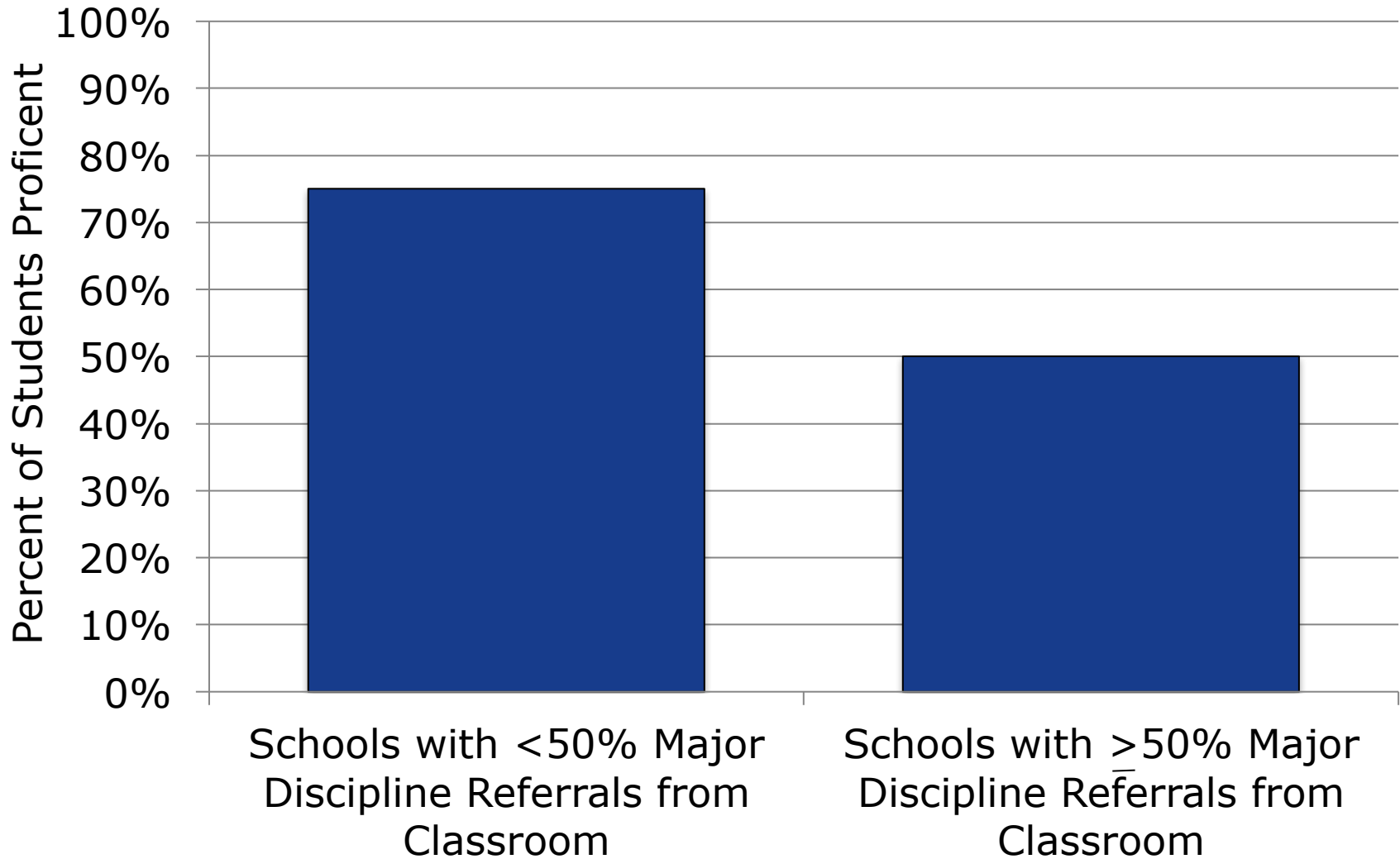
Quality instruction can reduce student engagement in problem behavior

- Sanford (2006)
 - Explicit instruction
 - Frequent opportunities to respond
 - Appropriate placement (95% correct in text)
- Preciado, Horner, Baker (2009)
 - Teaching decoding skills
 - Review/Preview of grade level story
 - Review 2-3 key vocabulary words in the story
 - Review directions and help student complete the next day's reading independent task
 - Teach student how to ask for a break from task
 - Teach student how to ask for peer or adult assistance to complete a reading task

Implementation of schoolwide positive behavior support leads to increased academic engaged time and enhanced academic outcomes

(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)

Proficiency on 4th Grade and Percent of Major Discipline Referrals from Classroom: 132 Elementary Schools



One example school from our project...

1,792 referrals =

26,880 min @15 min =

448 hrs =

56 days @ 8 hrs

Example School A- Time lost in instruction when addressing problem behavior

Reducing Problem Behavior Resulting in More academic Time: Portage North Middle School



“We have more time to discuss academic concerns and we are getting a lot more accomplished.”

Johanna Toth,
6th grade teacher



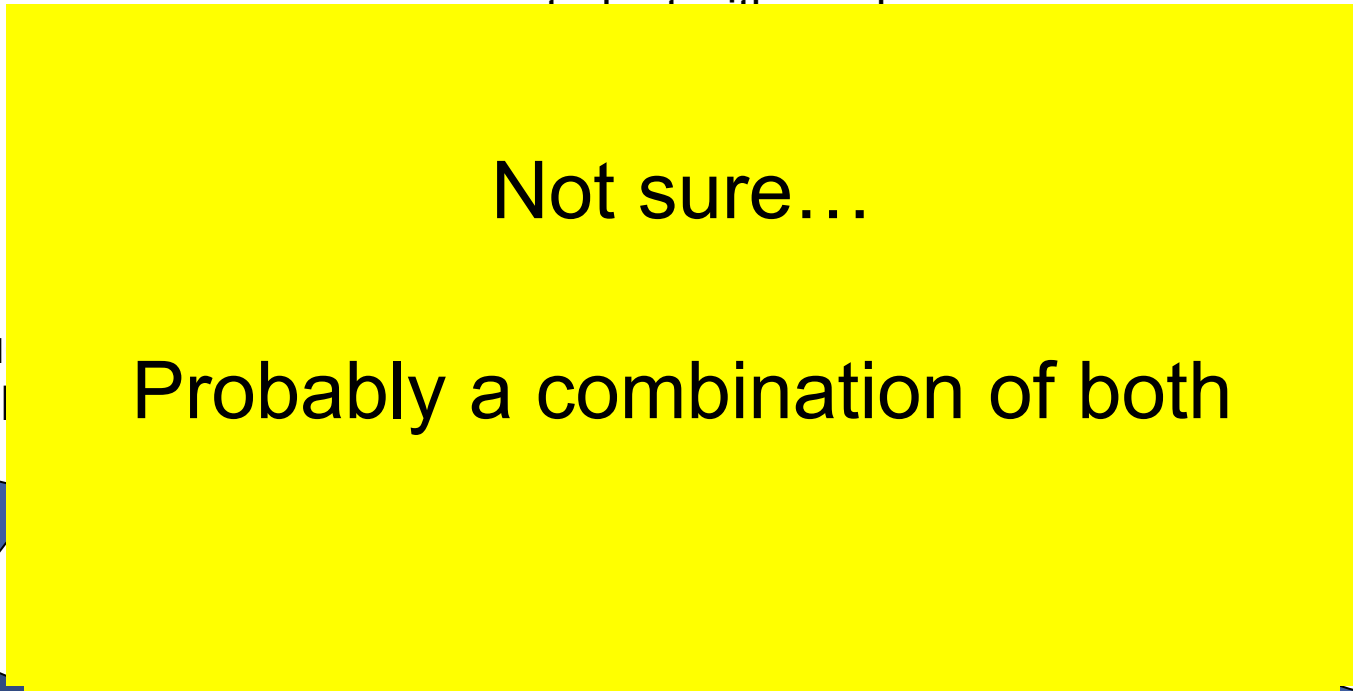
“I see a definite difference! ... I am able to spend more time visiting classrooms.”

Celeste Shelton-Harris,
Principal

Cycle of Academic and Behavioral Failure: Aggressive Response

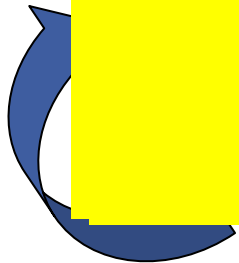
(McIntosh, 2008)

Teacher presents

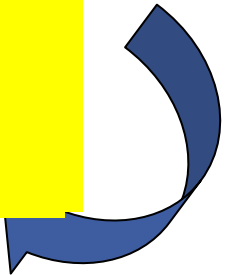


Student
skill

Engages
em
or



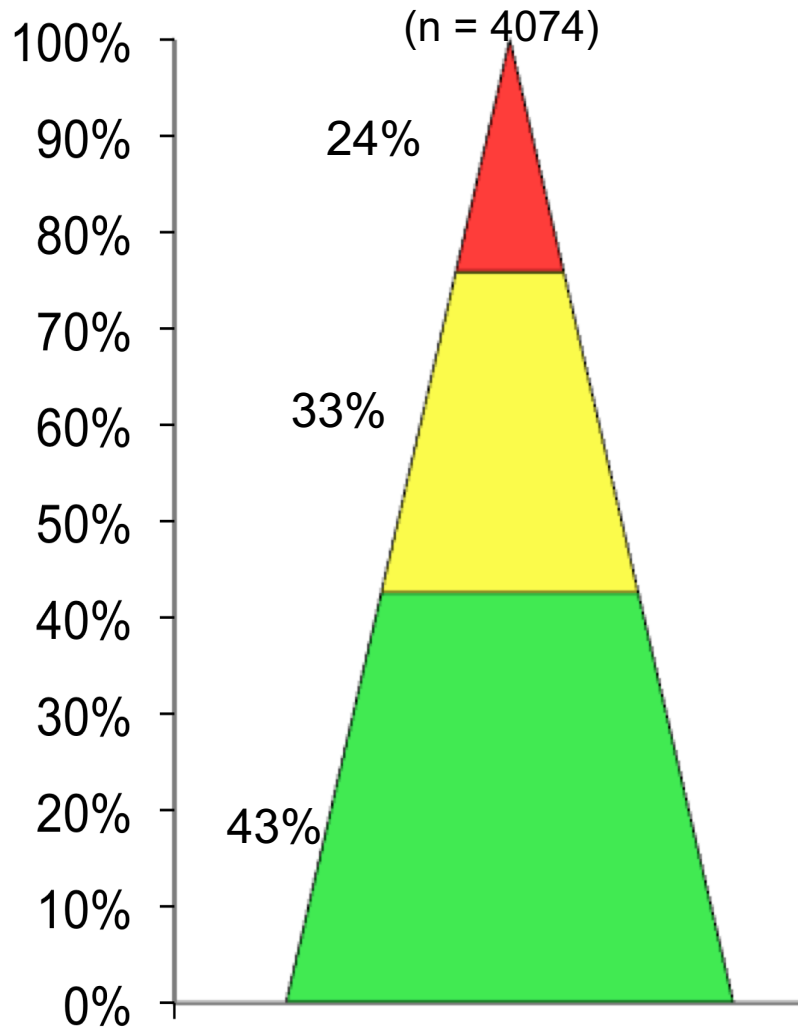
Student escapes
academic task



Teacher removes
academic task or
removes student



Distribution of Elementary Reading Intervention Level a Michigan Example (based on DIBELS assessment)



All Students

■ Intensive ■ Strategic ■ Benchmark

What do we integrate?

(McIntosh & Goodman, 2016)

- Teaming
- Data systems
- Practices
- Support for Educators (District/Municipality)
 - Training and Professional Development
 - Coaching

Teaming

Team Approach in an Integrated Model

- Strategic integration- Skills sets of academic and behavior expertise on team.
- Team reviews both academic and behavior data
- Team supports integrated academic and behavior practices
- Team helps to ensure that the interactive function of student academic and behavior need is being addressed

Teams in an Integrated Model:

- Whole School Team
- Grade Level Team
- Individual Student Support Team

Data Systems

Data Collection Differences

Data tools and processes are not typically integrated, they are designed and validated to work as separate units.

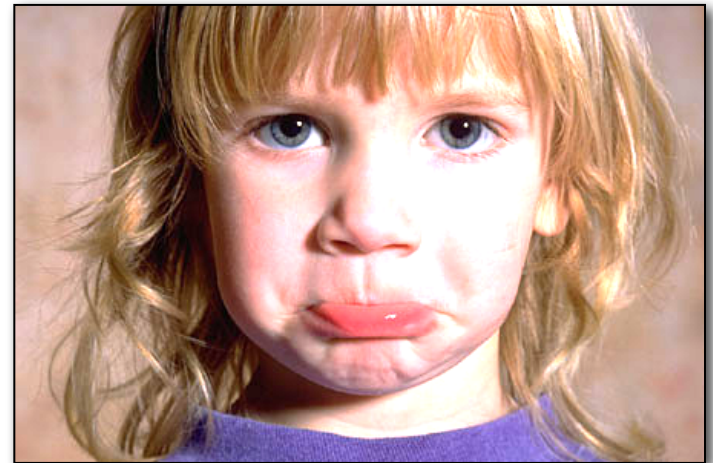
- Academic
 - Direct measurement
 - Benchmarks
 - Increase acquisition
 - Periodic measures
- Behavior
 - Indirect measurement
 - Decrease behavior errors
 - Continuous measures

Focus of Integrating Academic and Behavior Data Collection and Analysis

- Efficiency- the ideas and principles behind data collection and use for decision making are identical.
- Effectiveness- utilizing both having academic and behavior data leads to better decisions in each domain.

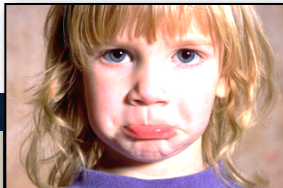
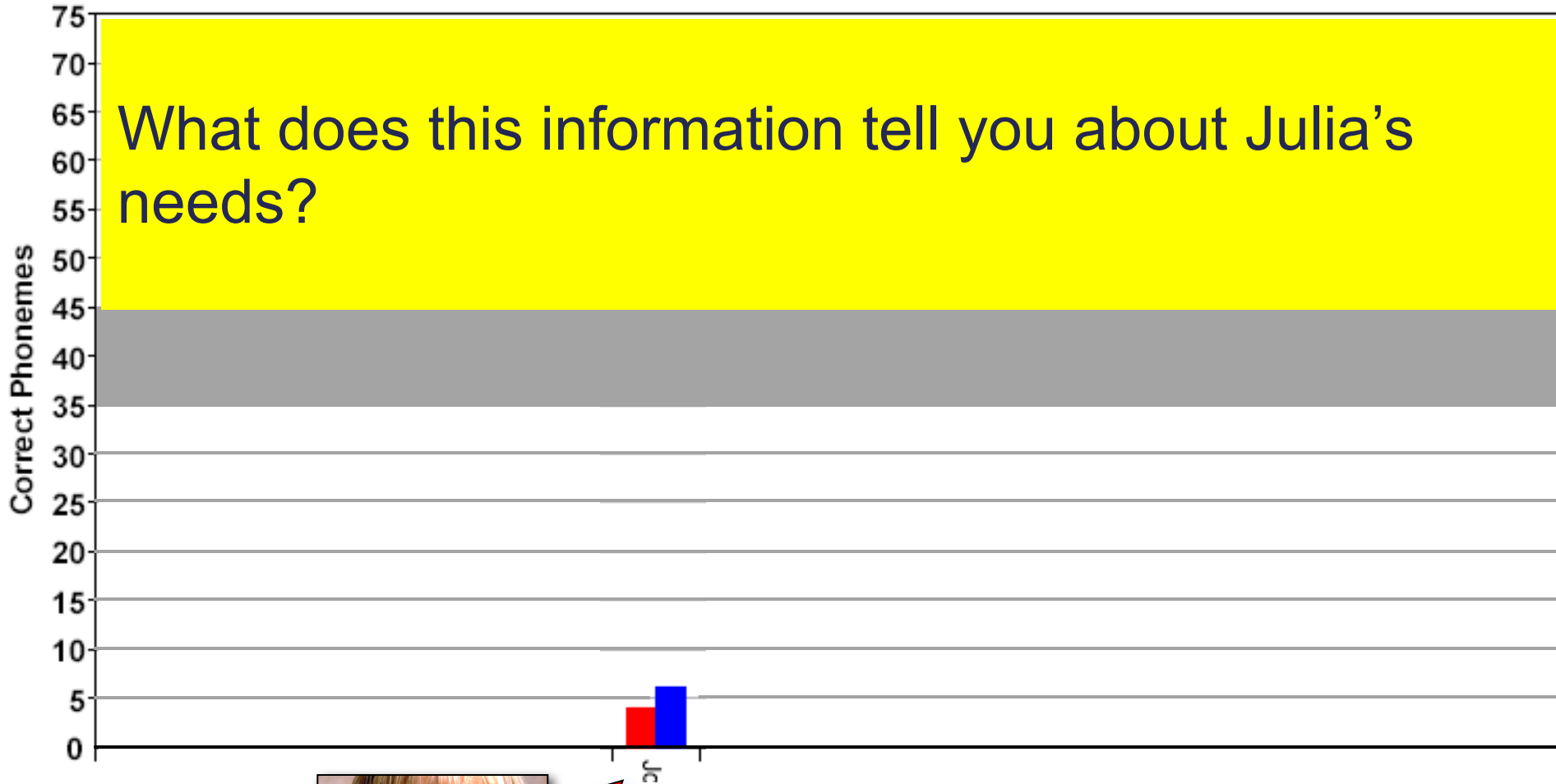
Looking at Julia's data

Need for MTSS: Problem solving from an individual student level to systems level

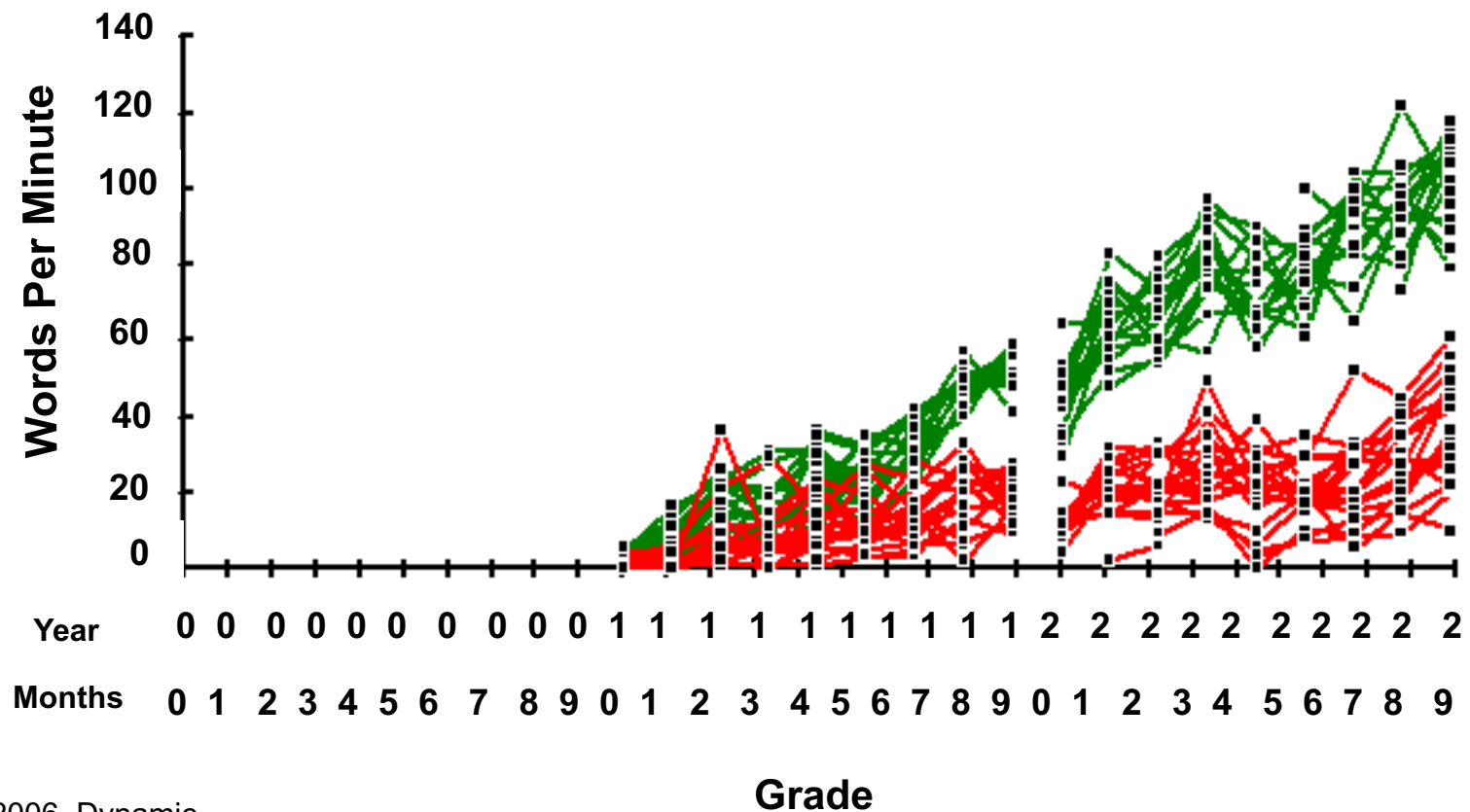


End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

Phoneme Segmentation Fluency



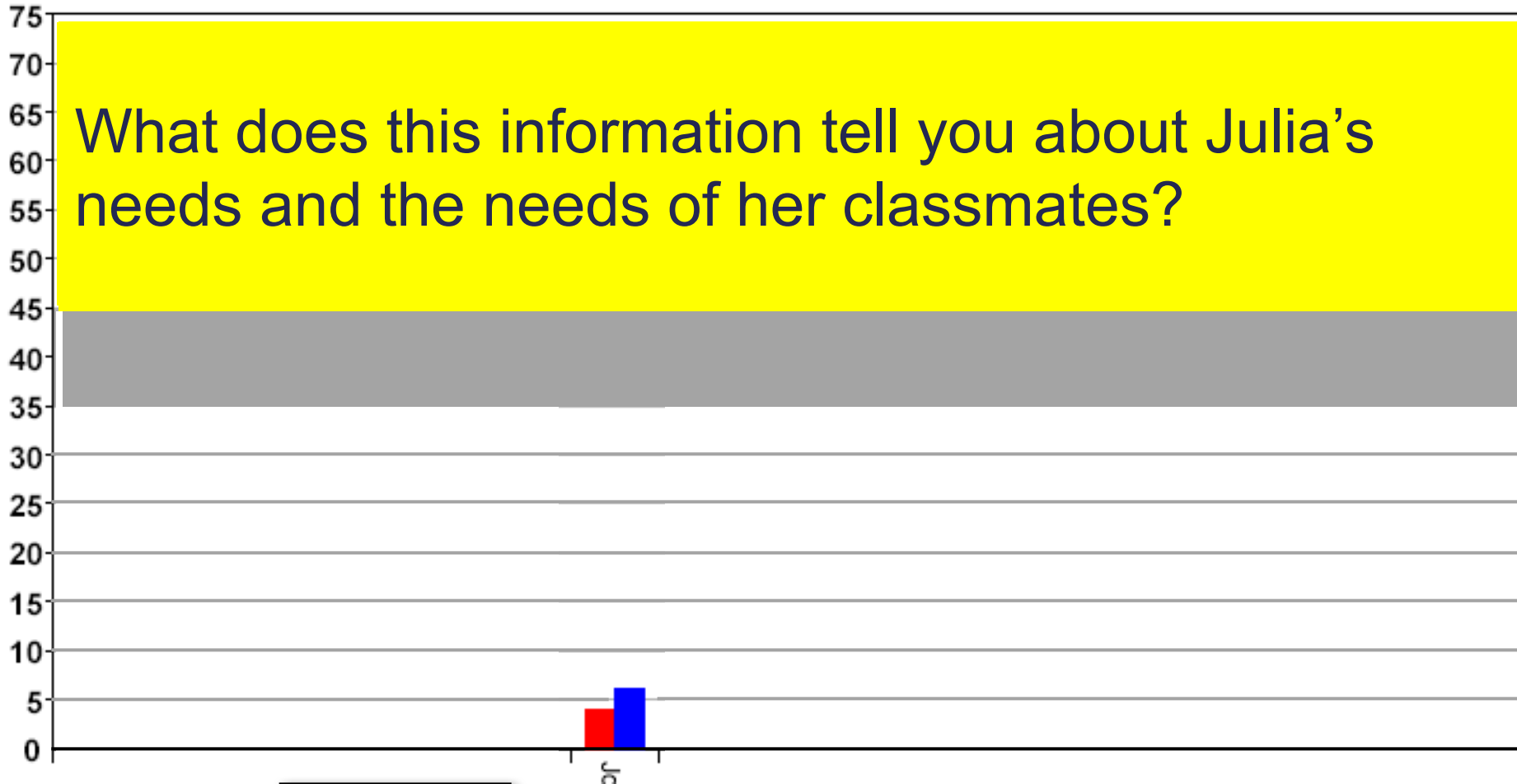
40 Words per Minute at the End of First Grade Puts Children on Trajectory to Reading



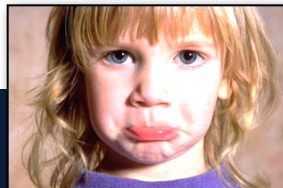
© 2006, Dynamic Measurement Group

End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

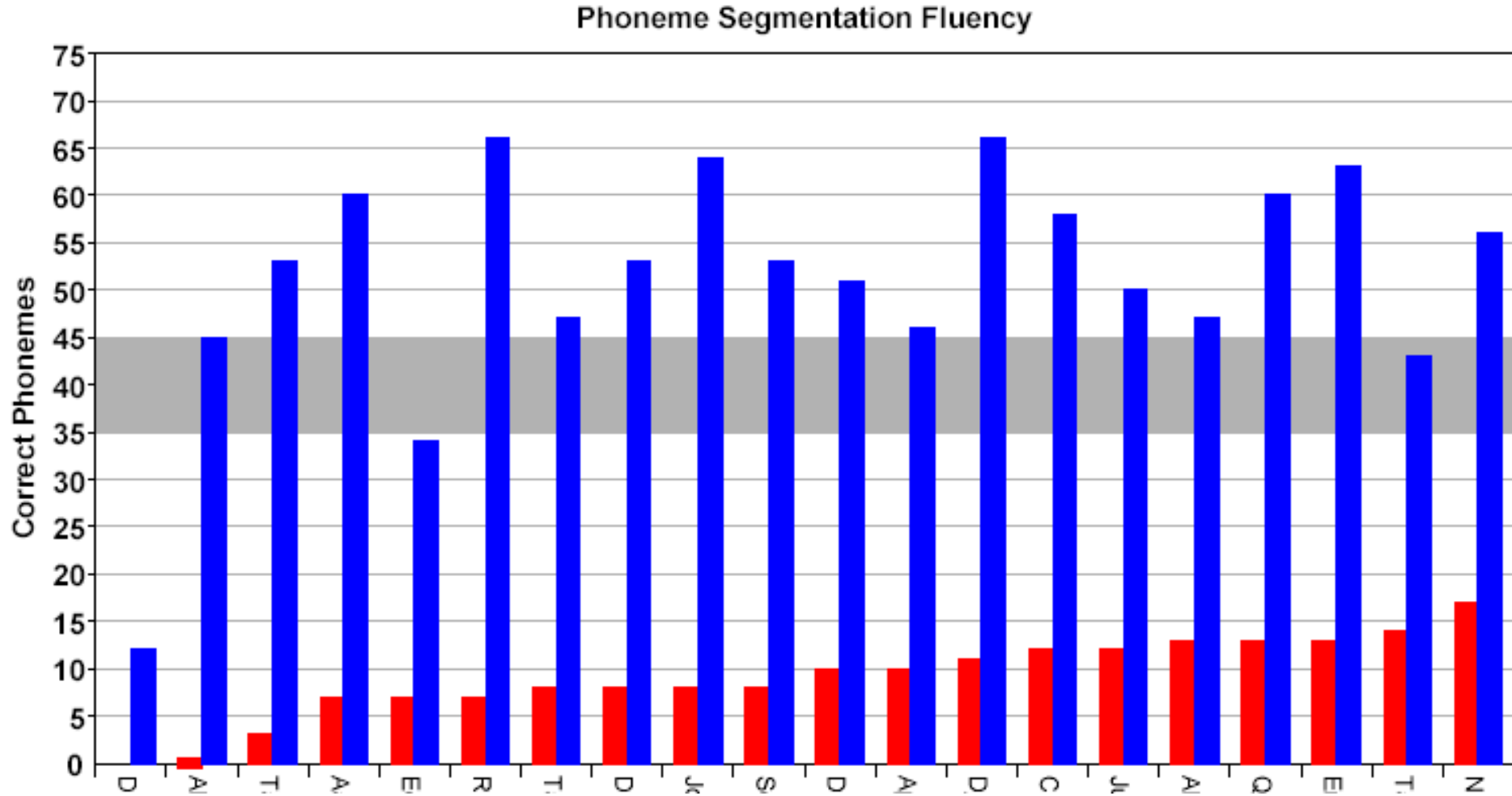
Phoneme Segmentation Fluency



What does this information tell you about Julia's needs and the needs of her classmates?



Same school, same grade, different teacher

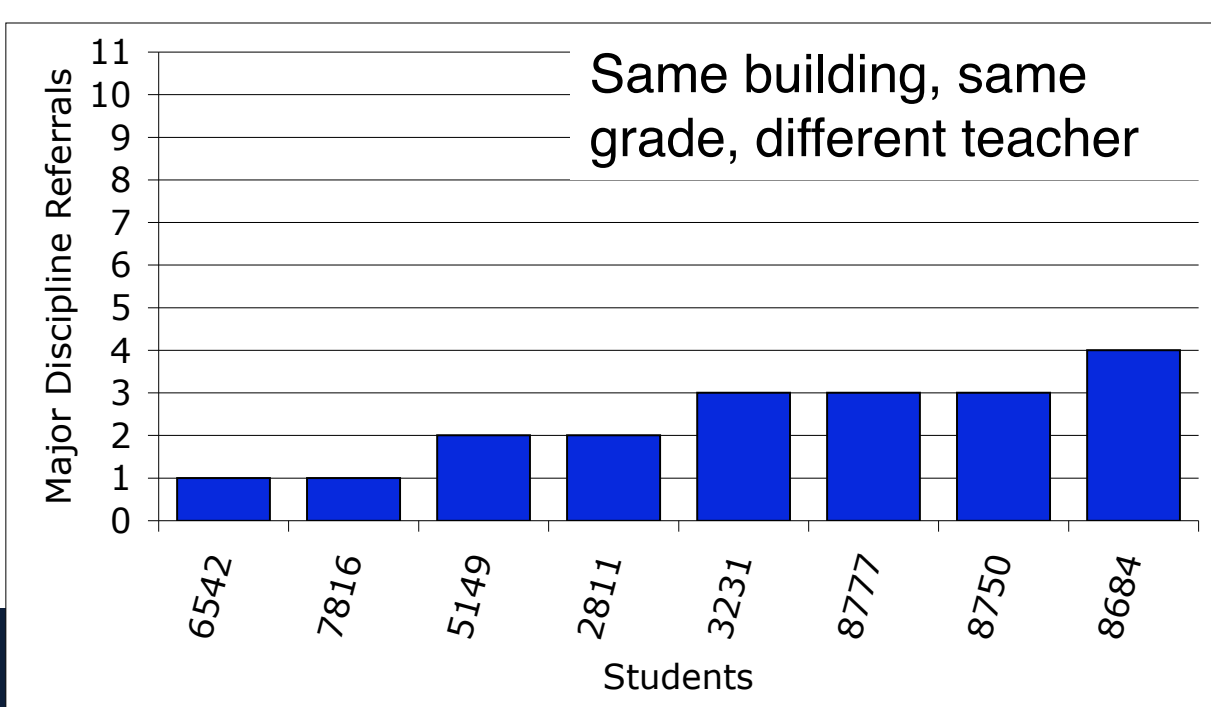
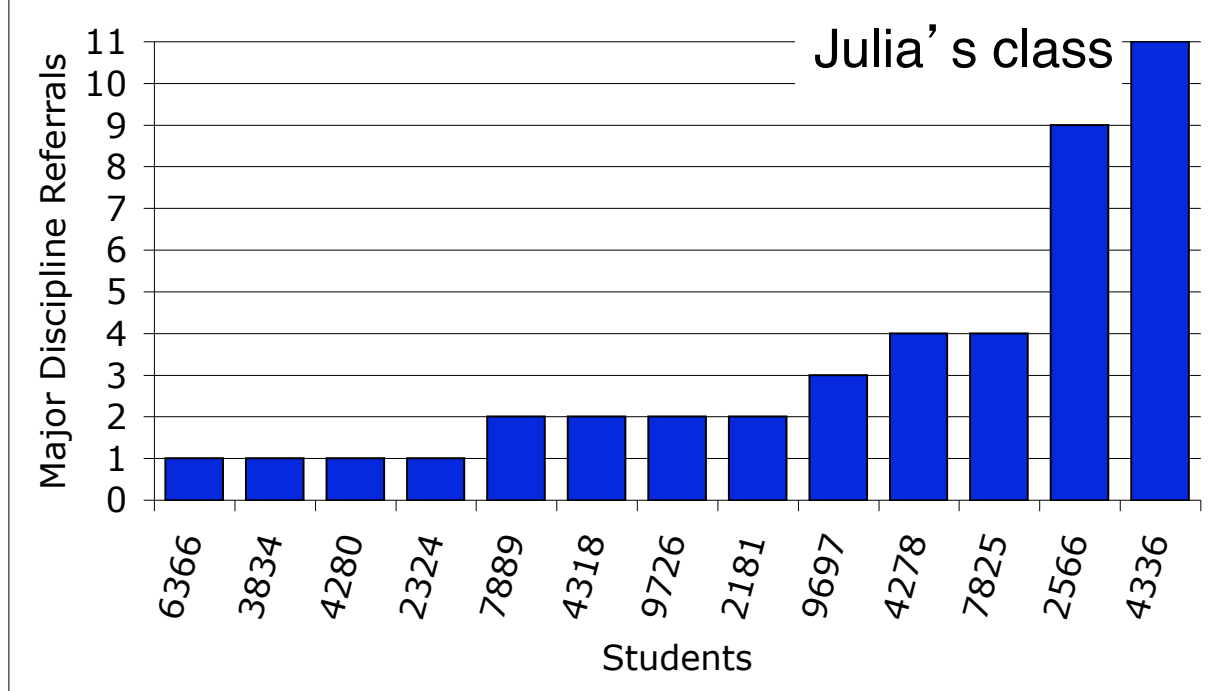


Does this information change how you might support Julia? Her classmates?

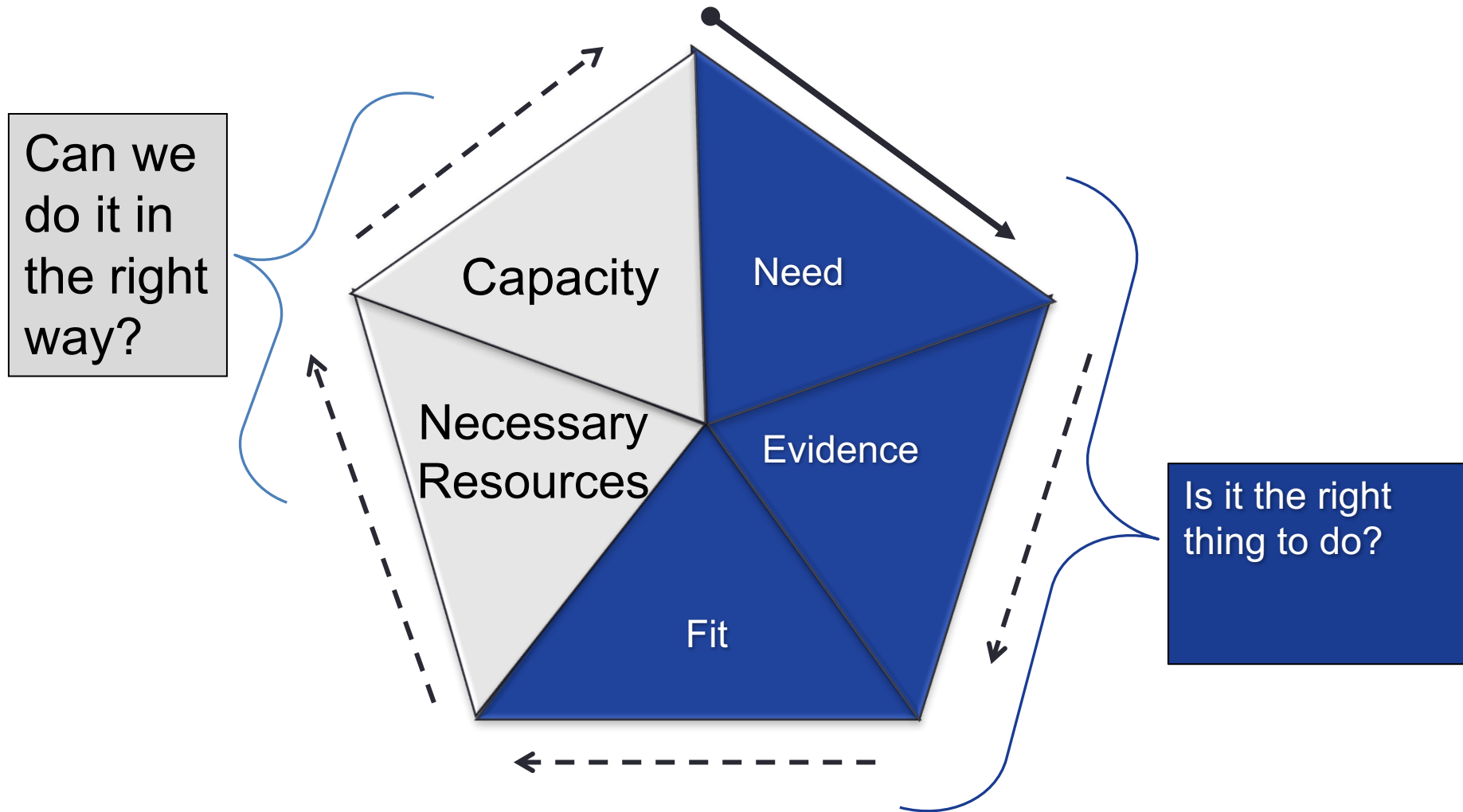
Major discipline referrals per student per class

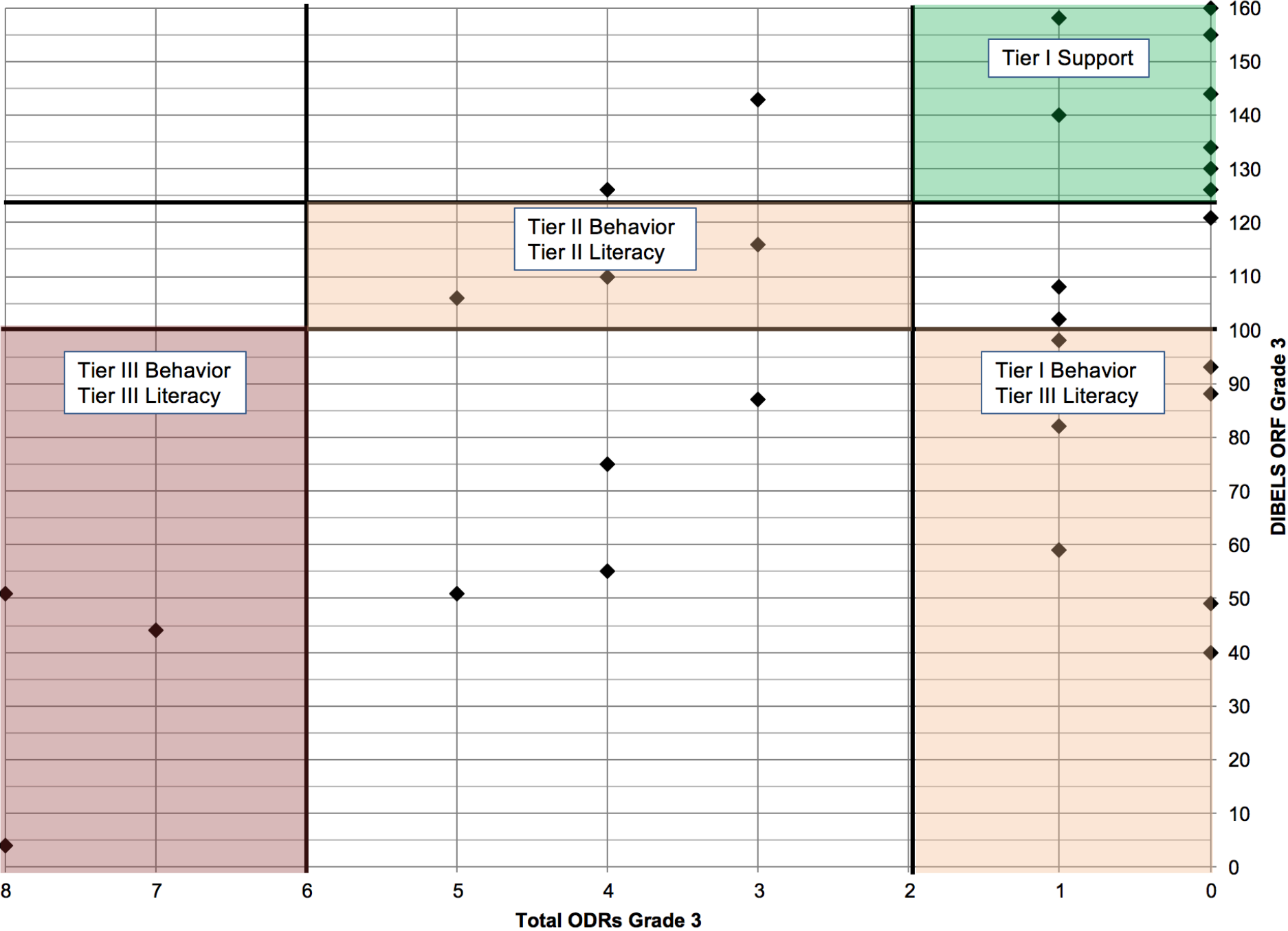
Does this information change how you might support Julia? Her classmates?

What does this information tell you about Julia's needs and the needs of her classmates?



Using Data for Practice Selection





Tier III Behavior
Tier III Literacy

Tier II Behavior
Tier II Literacy

Tier I Behavior
Tier III Literacy

Tier I Support

Northeast Community Schools Dashboard

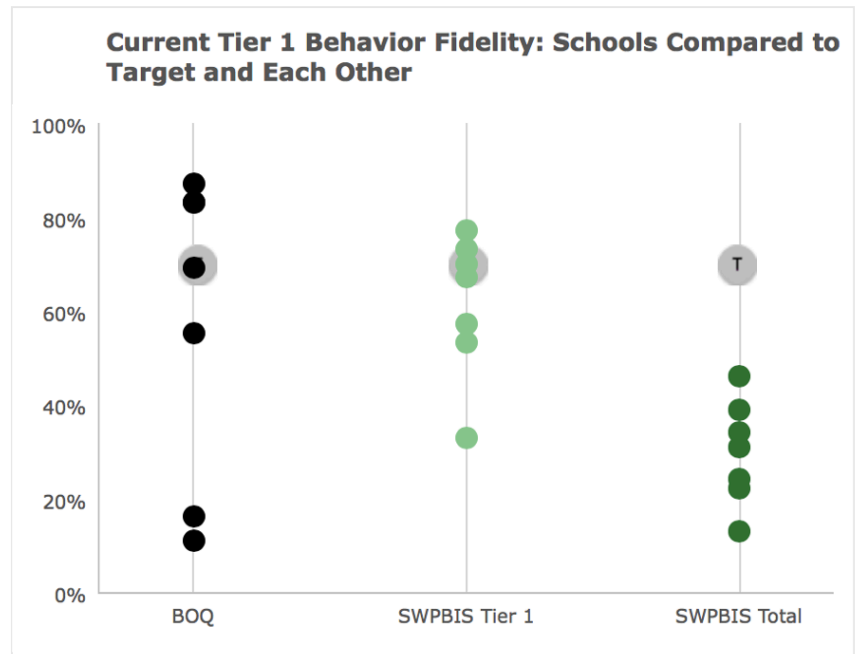
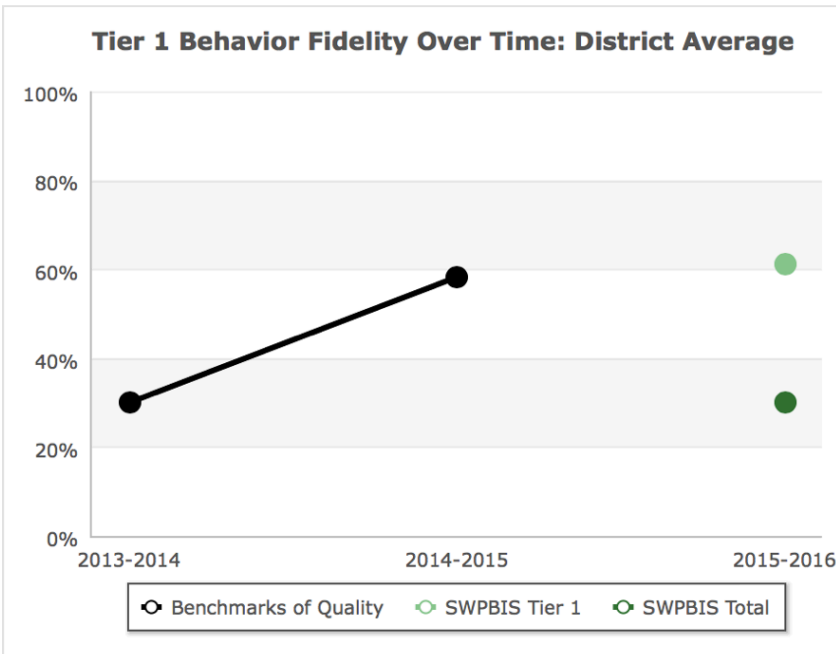
Reach | Reading/Engagement | Behavior Outcomes | Reading Fidelity | Behavior Fidelity | Capacity | Context

School Details

At the municipality level

View: Tier 1 Tier 2/3

View: Chart Table



SWPBIS Tiered Fidelity Inventory	Total	Tier 1	Tier 1: Teams	Tier 1: Implementation	Tier 1: Evaluation	Tier 2	Tier 3
District Average	30%	61%	39%	65%	64%	31%	2%
Maple Elementary School	22%	67%	50%	67%	75%	0%	0%
Reed Lake Middle School	13%	33%	25%	39%	25%	8%	0%
Oaks Elementary School	39%	73%	25%	83%	75%	50%	0%
Red Pines Elementary School	34%	70%	50%	78%	62%	38%	0%
Blue Heron Elementary School	24%	57%	25%	56%	75%	19%	0%
Green River Middle School	31%	53%	50%	50%	62%	31%	12%
Willow Run Elementary	46%	77%	50%	83%	75%	69%	0%

Example Data Dashboard

Northeast Community Schools Dashboard

Reach

Reading/Engagement

Behavior Outcomes

Reading Fidelity

Behavior Fidelity

Capacity

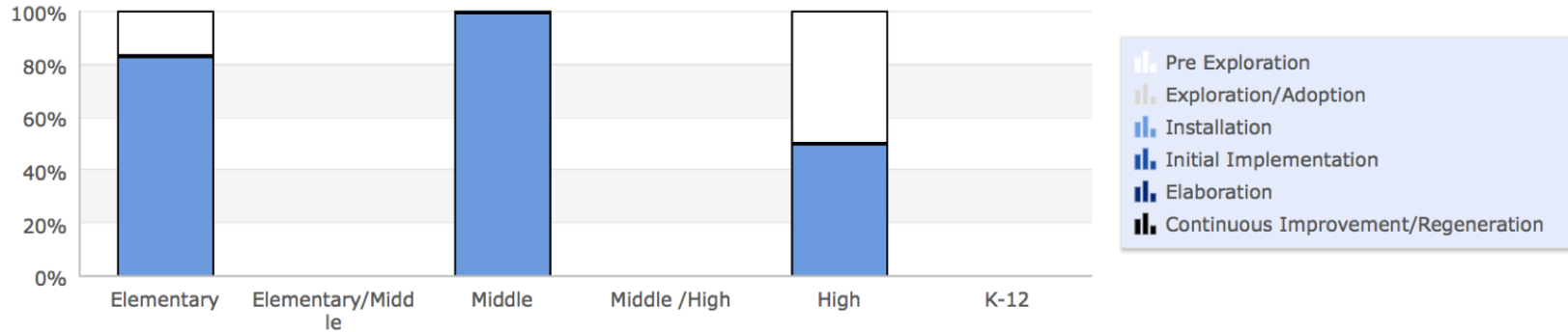
Context

School Details

At the municipality level

View: Chart Table Method: MiBLSi PPSC

Reach Across the District



Focus Area by School

School at Installation or Beyond	Behavior Tiers			Reading Tiers		
	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Maple Elementary School						
Maple High School						
Reed Lake Early Childhood Center						
Reed Lake Middle School						
Oaks Elementary School						
Red Pines Elementary School						
Blue Heron Elementary School						
Green River Middle School						
Willow Run Elementary						
	Attended or Completed Training					
	Focus for this School Year					

Example Data Dashboard

Practices: Tiers of academic and behavior support

Tier I Logic for Integrating Practices

- Provide quality instruction to all students to ensure academic achievement

Good instruction will reduce problem behavior and good behavior support will provide instructional environments that are more conducive to learning

Effective integration instruction for academic and social behavior

based on Coyne, Kame'enui, & Carnine, 2007

- Directly connect behavioral expectations to academic expectations (e.g., be responsible means engaging in class instruction)
- Directly teach academic facilitative behaviors (e.g., attending, engagement responses)
- Prompt what the student should be doing (academic engagement) rather than not doing (problem behavior), schedule instruction to increase successful responding and reduce behavior problems

Effective integration instruction for academic and social behavior (continued)

based on Coyne, Kame'enui, & Carnine, 2007

- Teach students to use skills learned in reading problem solving to apply to social problem solving (e.g., identifying context cues, understanding meaning)
- Monitor student performance within the instructional setting regarding need for review in both behavior AND academic variables

Effective integration instruction for academic and social behavior (continued)

based on Coyne, Kame'enui, & Carnine, 2007

- Make connections from concepts previously learned in one area as background knowledge for another area

Addressing Respect and Responsibility Through Literature

The following books illustrate either **respect** for others or **respect** for oneself:

- Butterworth, William. *Leroy and the Old Man*
- Byars, Betsy. *The House of Wings*
- Cohen, Miriam. *No Good in Art*
- MacLachlan, Patricia. *Sarah Plain and Tall*
- Mathis, Sharon Bell. *The Hundred Penny Box*
- Rathmann, Peggy. *Ruby the Copy Cat*
- Stone, Elberta h. *I'm Glad I'm Me*
- Talley, Carol, and Paine, Penelope Colville. *Clarissa*

The following books illustrate taking **responsibility** and building trust:

- Abolafia, Yossi. *Harry in Trouble*
- Brown, Marc. *Arthur's Pet Business*
- Dahlstedt, Marden. *The Terrible Wave*
- Day, A. *Frank and Ernest*
- Gardiner, John. *Stone Fox*
- Green, Norma. *The Hole in the Dike*
- Hoban, Lillian. *Awful Thursday*
- Wells, Rosemary. *Fritz and the Mess Fairy*

Tier 2 Logic for Integrating Practices

- Purpose:
 - Provide supplemental (not supplantive) support
 - Can rely on quality Tier I practices for some integrated support
- Integration considerations
 - What is needed to maximize existing Tier I supports?
 - Efficiency comes from thoughtful selection

Matching function of problem behavior to reading intervention

Miller & Goodman, 2012

		Tier II Reading Interventions			
		Open Court	PALS	REWARDS	Read Naturally
Function of Behavior	Access to adult attention	X		X	
	Access to peer attention		X	X	
	Options for avoiding aversive activities				X
	Options for avoiding aversive social attention				X

Smarter Integration

Two step process:

1. Place students into instructional groups based on their primary academic needs
2. Add accommodations and differentiation of instruction for social behavior

Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
1. Student engages in problem behavior to obtain adult attention during instruction	

Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
2. Student engages in problem behavior to obtain peer attention during instruction	

Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
3. Student engages in problem behavior to avoid or escape interactions with adults or peers during instruction	

Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
4. Student engages in problem behavior to avoid or escape academic tasks	

Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
5. Student engages in problem behavior due to deficits in academic facilitative behaviors	

Reasons **Not** to Implement New Integrated Tier II Practices

1. More time learning with peers in the general education setting
2. Avoids adding more and more interventions to a fully loaded school
3. Eliminates need to scheduling another set of groups!

	K	1	2	3	4	5	6
8:55	8-10 M-T Specials	Storytown	Storytown - Whole Class	Storytown - Whole Class	Reading	Sci/SS	Specials, Steps
9:45	Storytown	Storytown	Small Group Sue, Vicki, Ann, Judy	Small Group Janet, Holly, Barb, C	Specials	5% MATH	5% MATH
10:35	Small Group Judy, Barb, C, Sue, Ann	Storytown	-Storytown - Writing	Specials	Writing Board Henry Strategies Th-2 (Special)	Sci/SS	Sci/SS
11:25	Storytown	Small Group Sue, Vicki, Barb, C, Ann, Holly	Storytown	-Storytown - Writing	MATH	Specials	Sci/SS
1:00	Storytown	Math Sup	C Board T/F Special (Class)	Math	W/SS/S	L.A.	LA M/W-Art
1:50	Small Group Vicki, Barb, C, Sue	Specials	Math	Sci/SS	W/SS/S	L.A.	LA 205 BOP TH
3:55	Specials	Misc.	Specials	Sci/SS	W/SS/S	C-Board	M. Concl M. Concl

Tier 3 Logic for Integrating Practices

- Integrate supports to students to maximize effectiveness
- Function-based support is a critical driver of intervention selection
- Take care to consider both academic and behavior at the same time

Functional Assessment of Behavior and Academics

Behavior

To obtain

- Objects/activities
- Attention from peers
- Attention from adults

To Escape/avoid

- **Objects/activities**
- Attention from peers
- Attention from adults

Academic

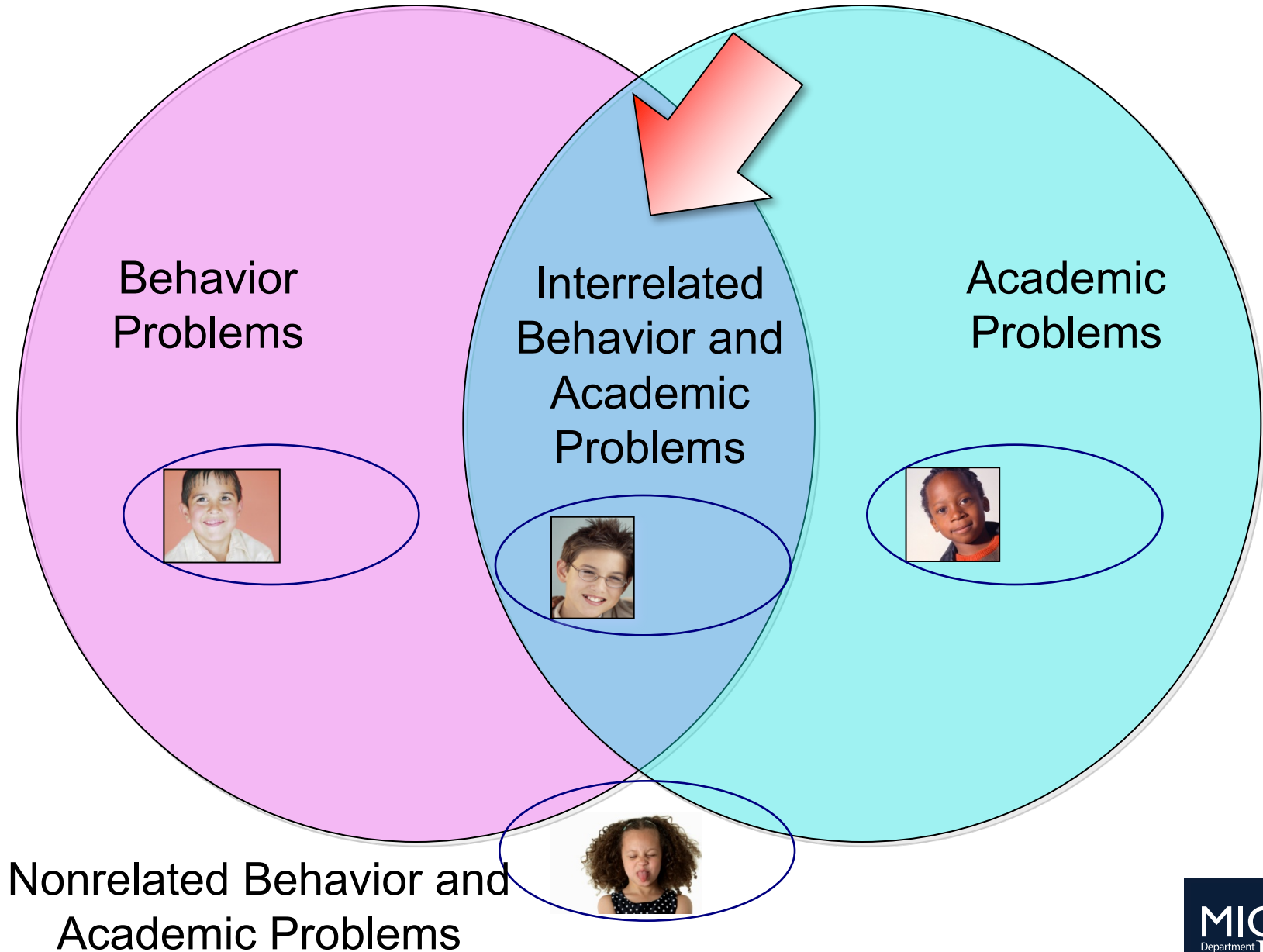
Can't do

- Accuracy deficit
 - Deficit in targeted skills
 - Deficit in prerequisite skills
 - Application of misrules
- Fluency deficit (not enough time doing it)
- Generalization deficit
- Mismatch between skill level and task difficulty (too hard)

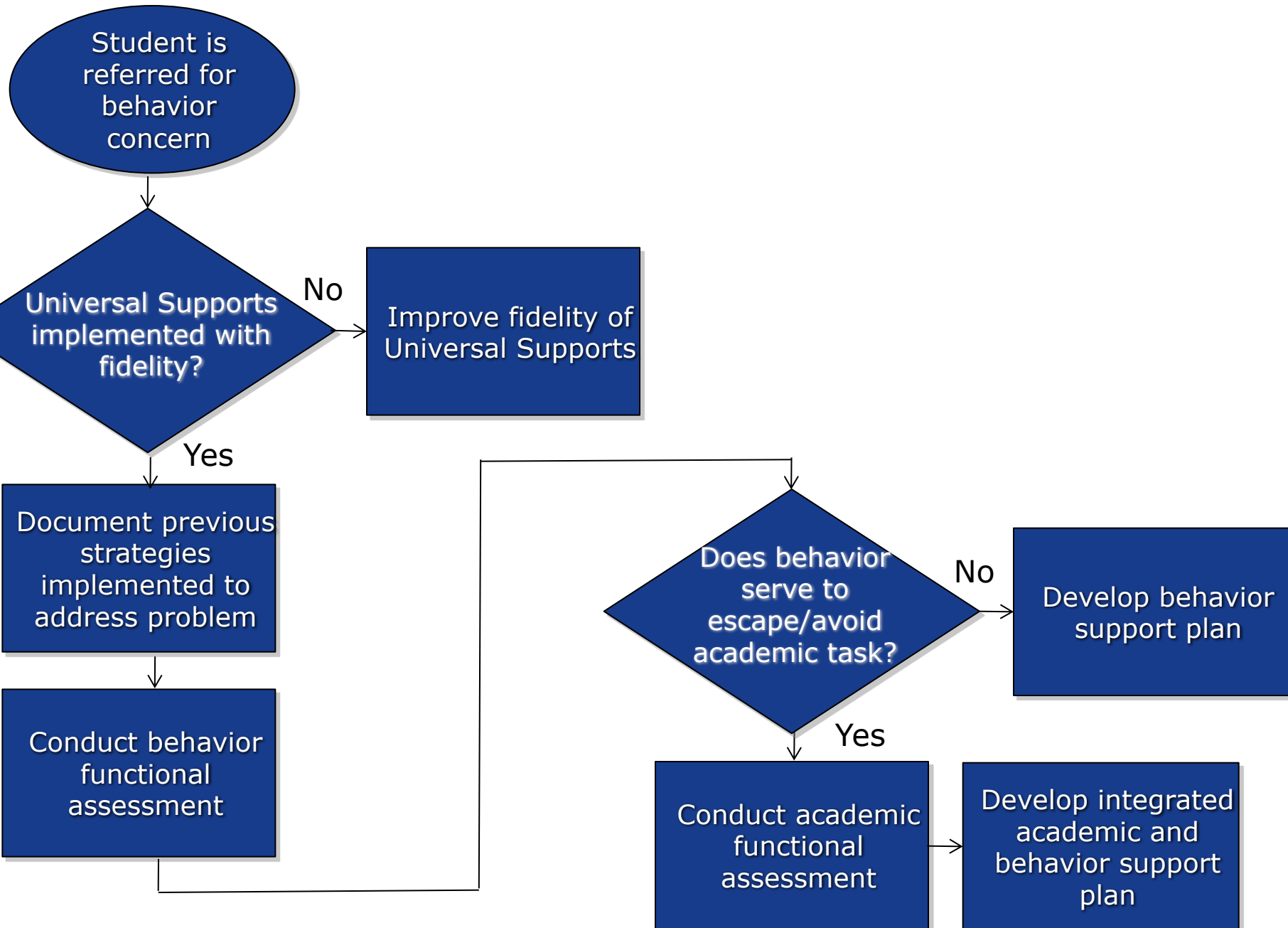
Won't do

Motivational deficit

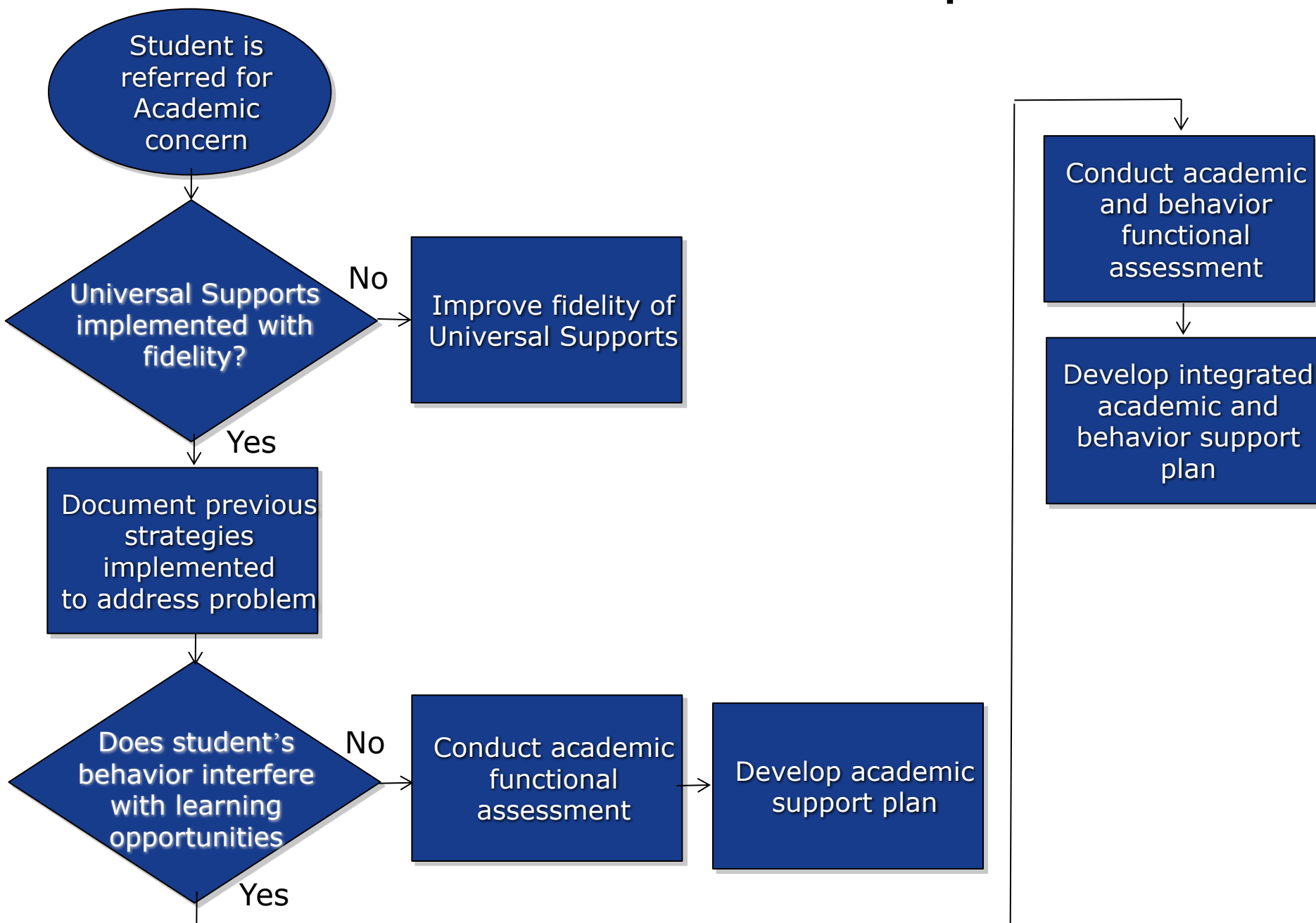
Possibilities of Behavior/Academic Concerns around function of problem



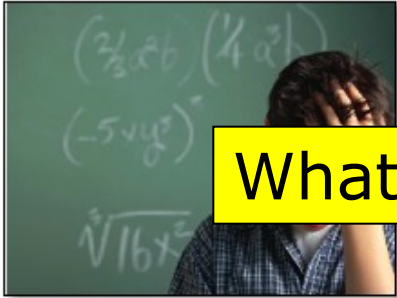
Process: Referral for behavior problems



Process: Referral for academic problems



The Competing Pathways chart for our friend Eddie



What we want

Desired Alternative

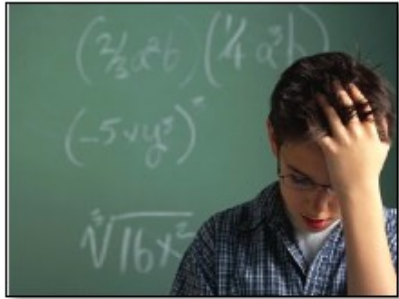
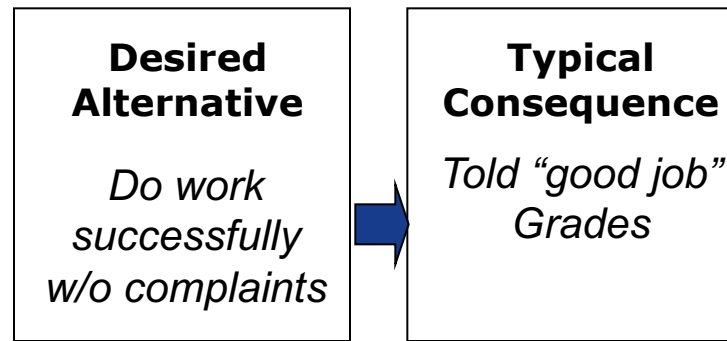
*Do work successfully
w/o complaints*

Strengthened through Core Program

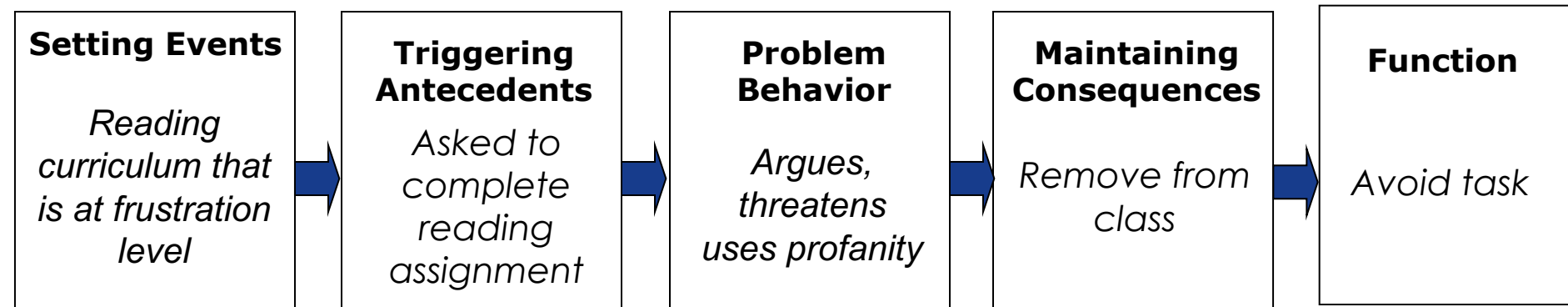


Consequences strengthened through Universal Supports

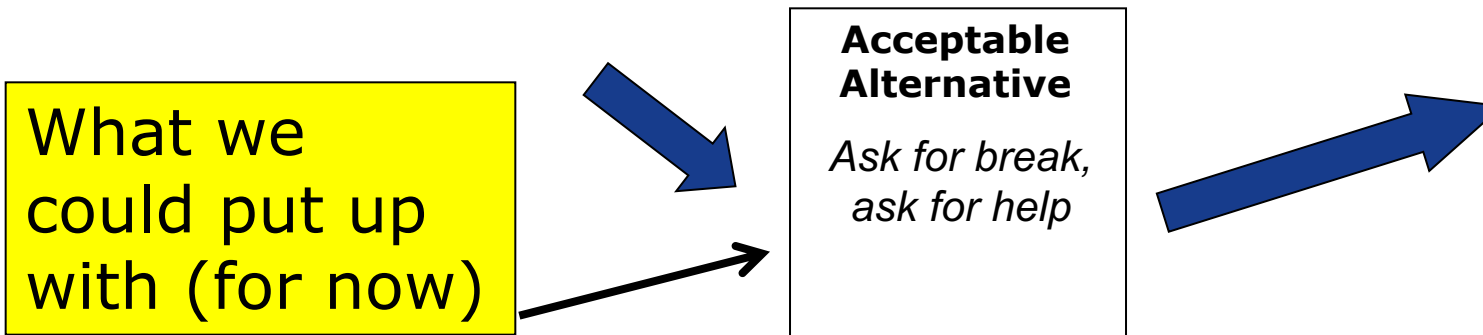
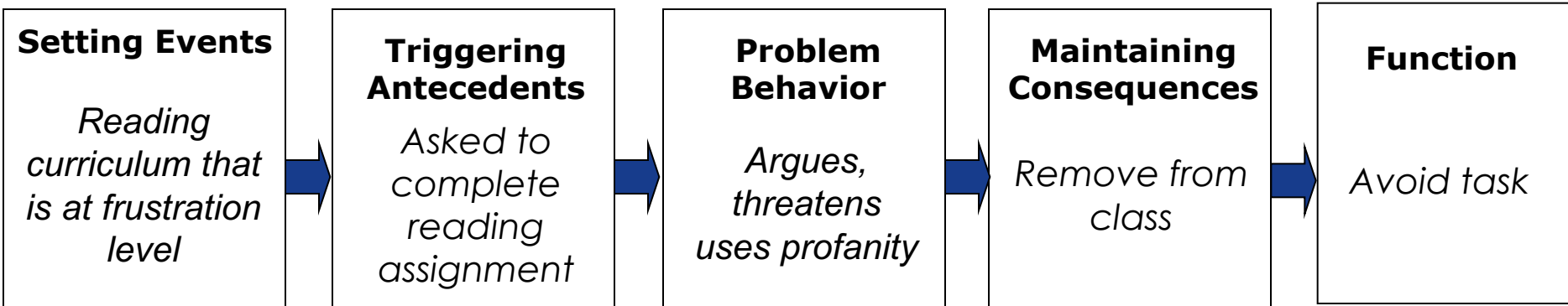
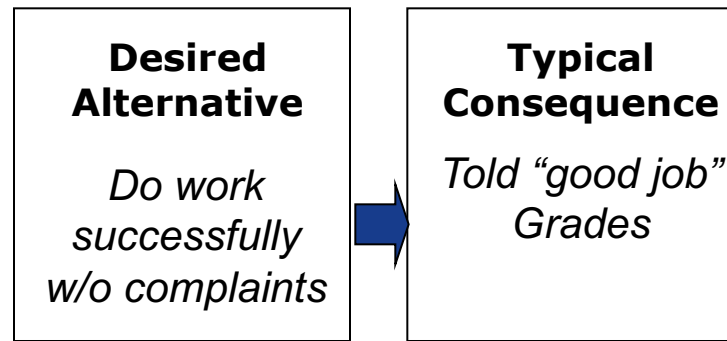
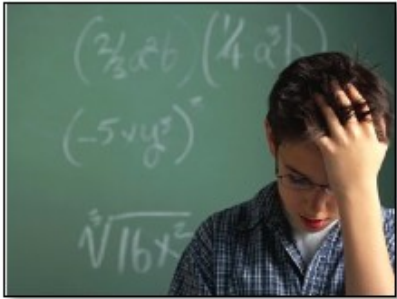
The Competing Pathways chart for our friend Eddie



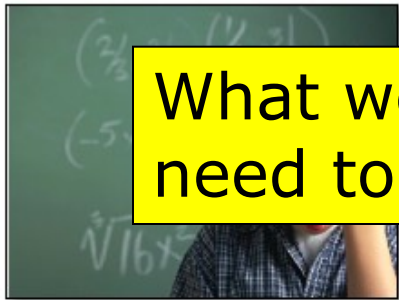
What we got



The Competing Pathways chart for our friend Eddie



The Competing Pathways chart for our friend Eddie



What we need to do

Desired Alternative
Do work successfully w/o complaints

Typical Consequence
Told "good job" Grades

Academic Skill Development
Reading: decoding skills

Setting Events
Reading curriculum that is at frustration level

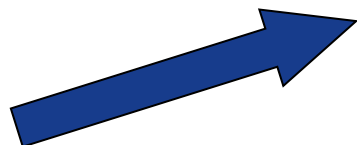
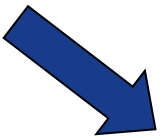
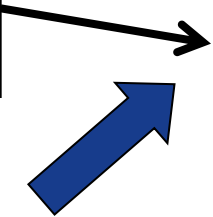
Triggering Antecedents
Asked to complete reading assignment

Problem Behavior
Argues, threatens uses profanity

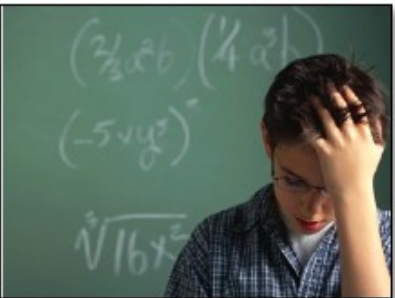
Maintaining Consequences
Remove from class

Function
Avoid task

Acceptable Alternative
Ask for break, ask for help



The Competing Pathways chart for our friend Eddie



Desired Alternative
Do work successfully w/o complaints

Typical Consequence
Told "good job" Grades

Academic Skill Development
Reading: decoding skills

Setting Events
Reading curriculum that is at frustration level

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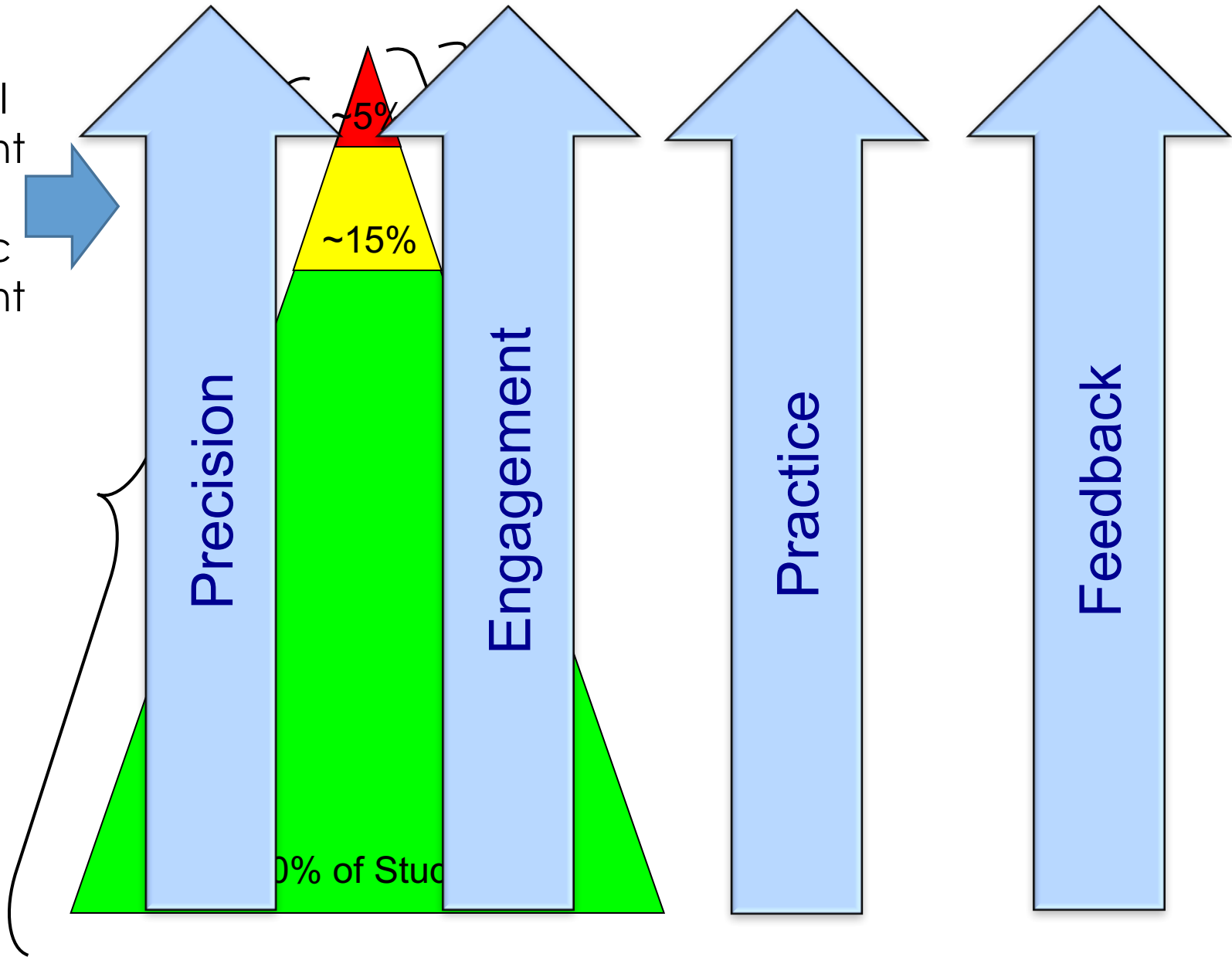
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Argues, threatens uses profanity

Maintaining Consequences
Remove from class

Function
Avoid task

Acceptable Alternative
Ask for break, ask for help

Functional Assessment
Diagnostic Assessment



Supporting and Sustaining Fidelity of Implementation

Key Concepts

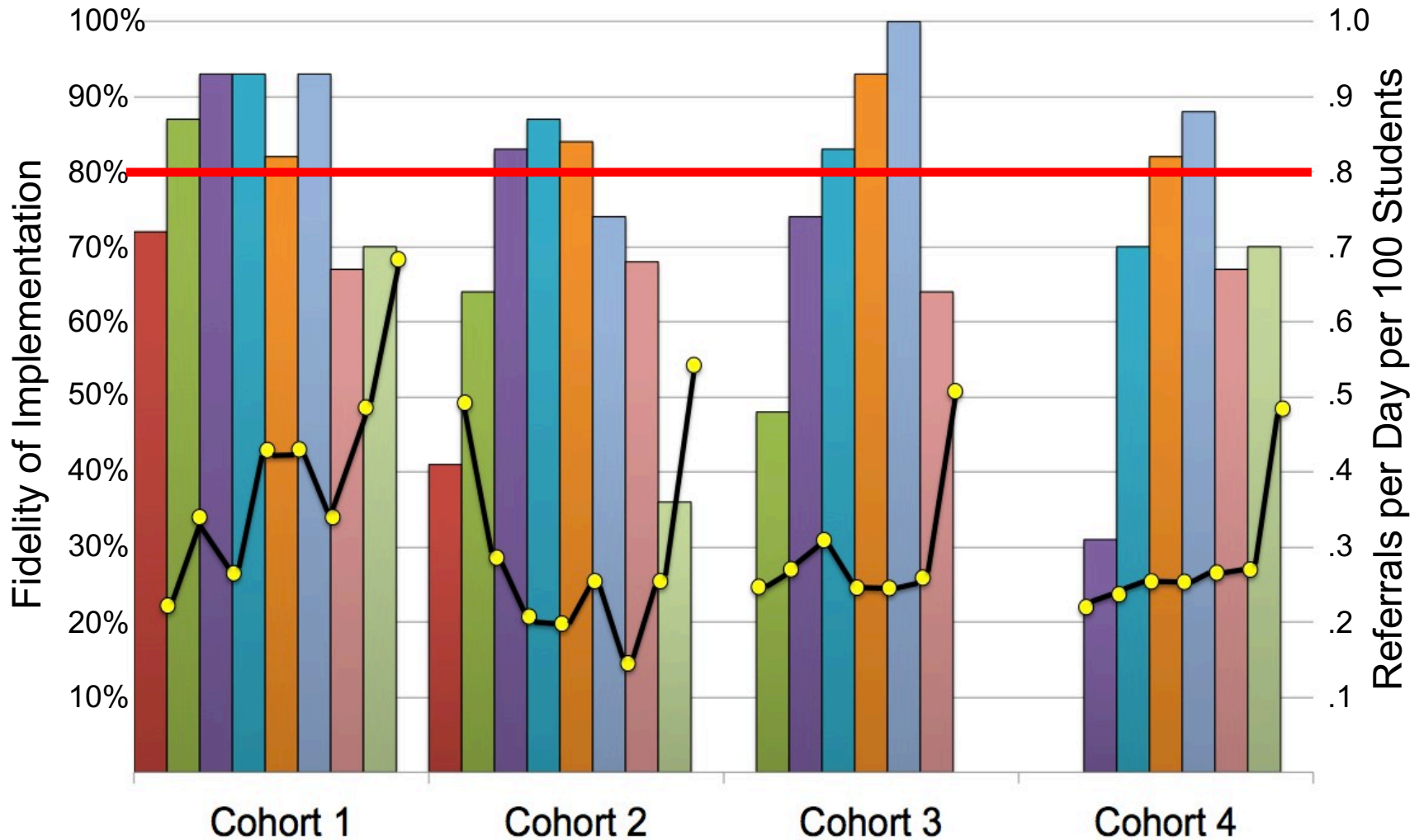
- Invest in Systems
- Support fidelity of effective practices
- Standardize key features and contextualize implementation

Invest in Systems

- To Sustain and Scale-up
- Maintaining implementation of effective practices is important but we also need to have more students accessing effective practices

Positive Behavioral Interventions & Supports

Fidelity (Team Implementation Checklist) and Major Discipline Referrals

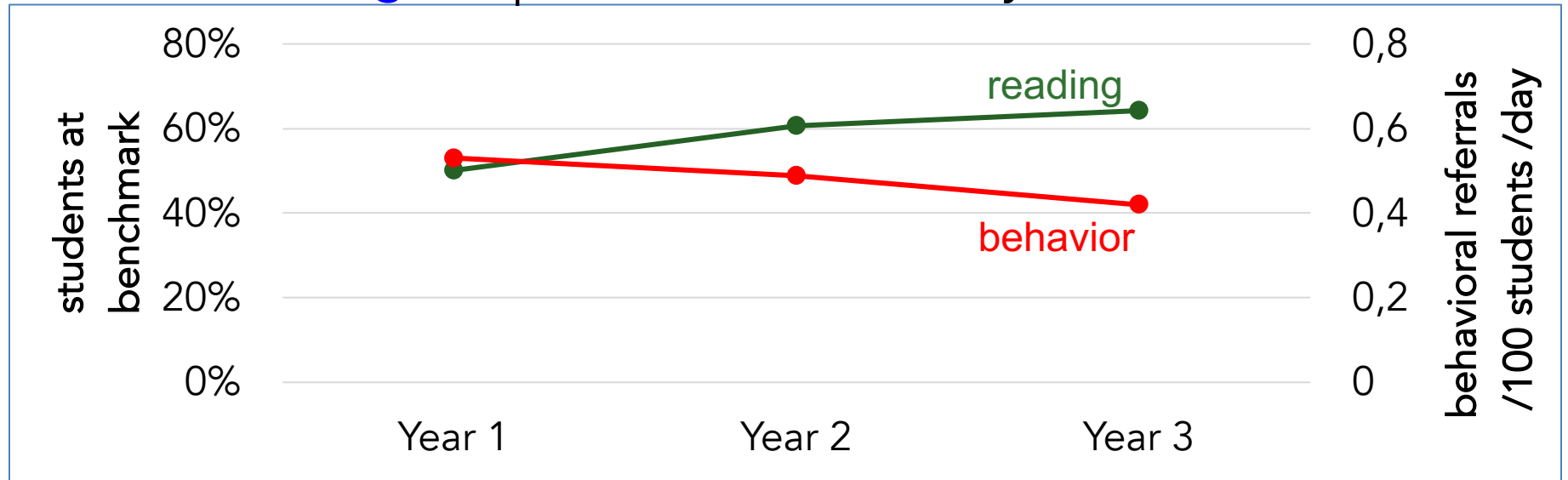


Consider Fidelity of Implementation

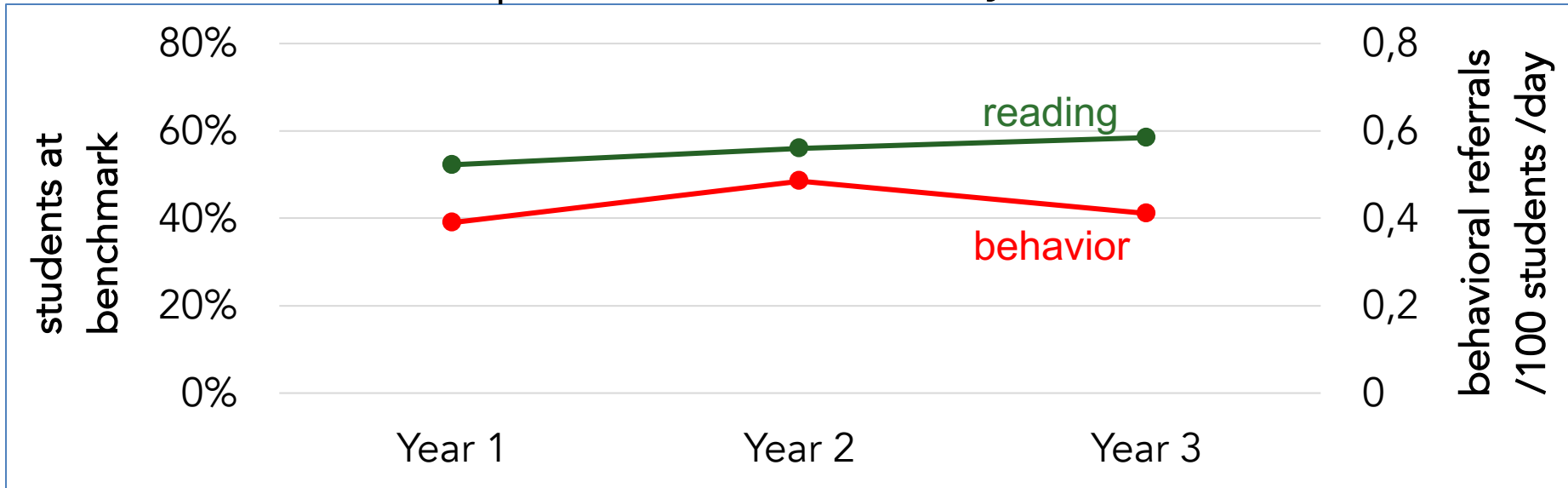
- Are we implementing the practices correctly and consistently over time?
- Students cannot benefit from interventions they do not experience!

from Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

Schools with High Implementation Fidelity

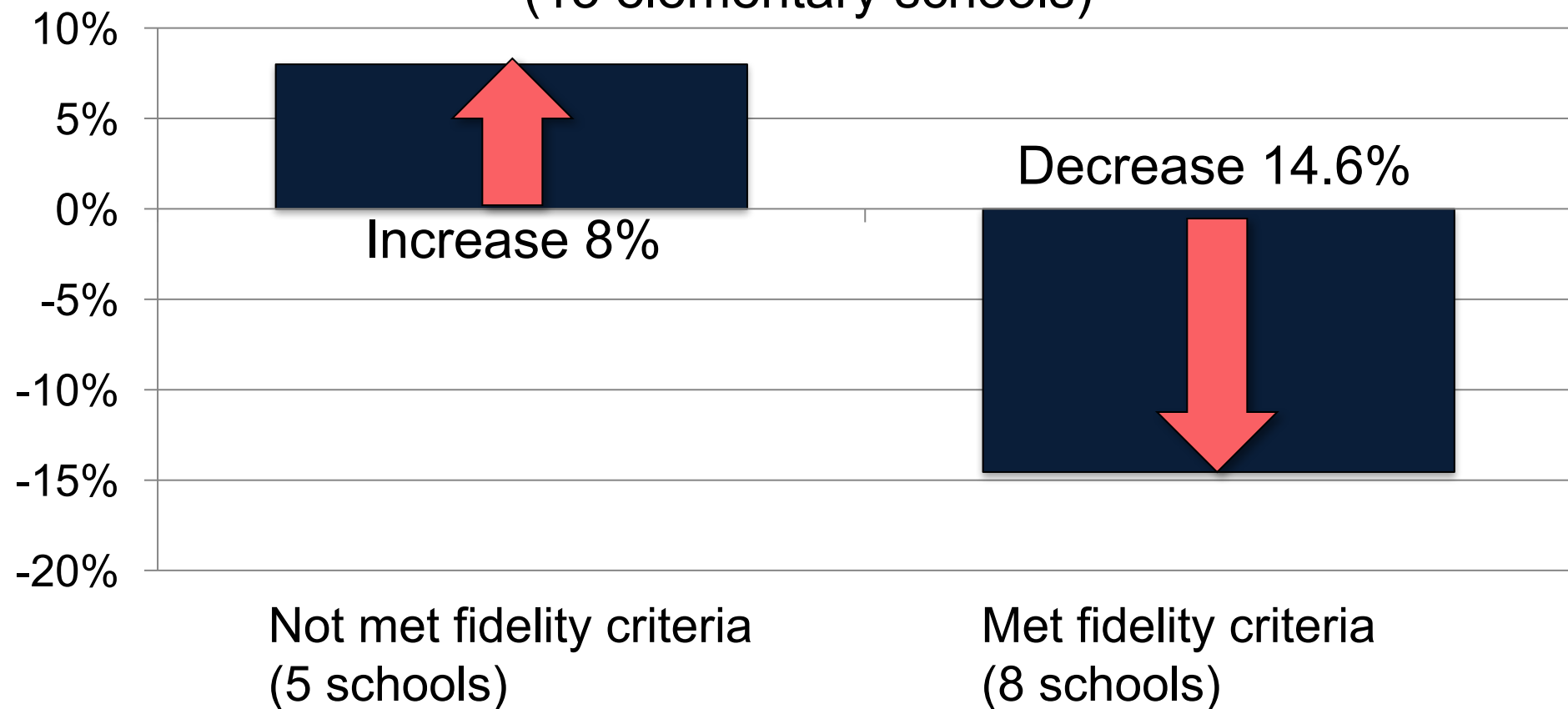


Schools with Low Implementation Fidelity

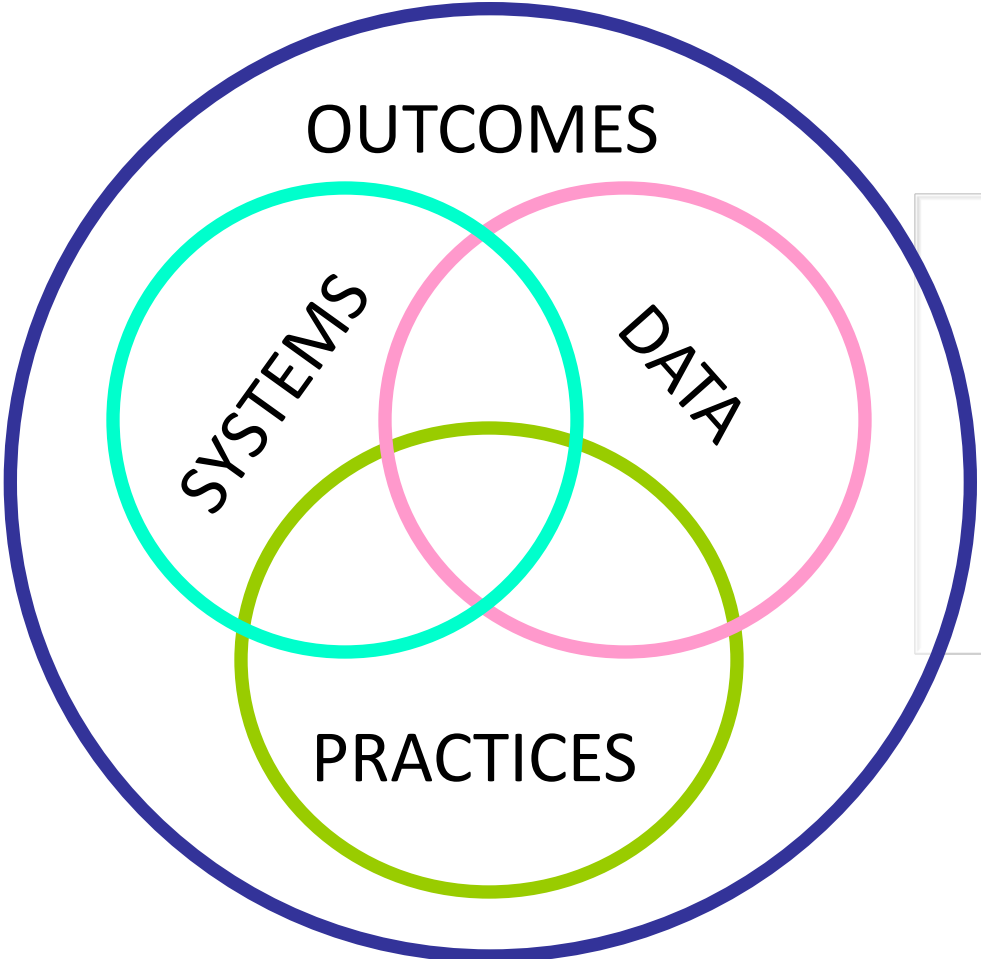


Focus on Implementing with Fidelity

Average Change Over one Year in Major Discipline Referrals: One District Example
(13 elementary schools)



Supporting Social Competence and Academic Achievement



Supporting Staff Behavior

Supporting Decision Making

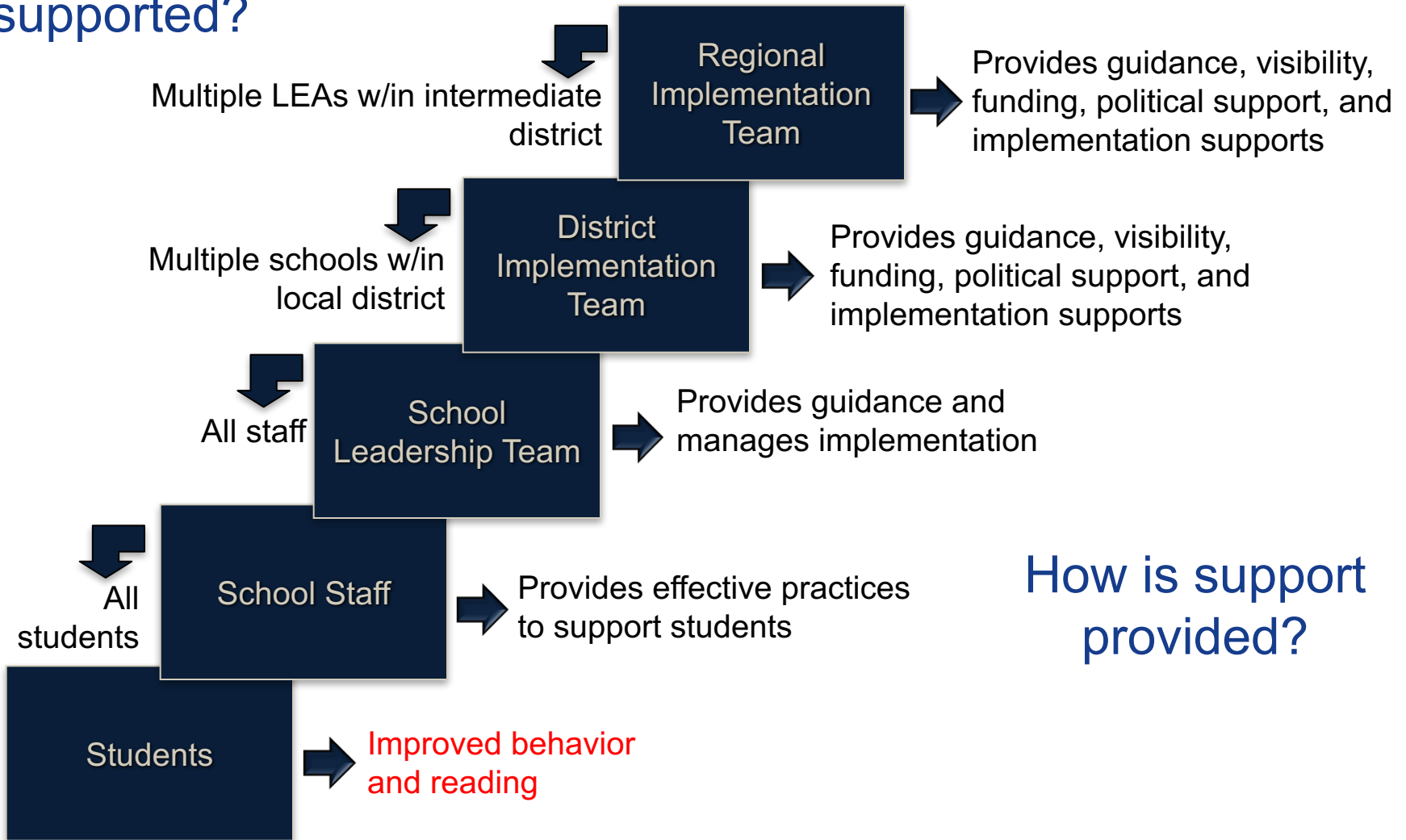
Supporting Student Behavior

We need to invest in systems that will:

- Promote implementation of effective practices with fidelity
- Enable the work to sustain and scale-up
- Not be dependent on a few individuals

Cascading Structure of Support

Who is supported?



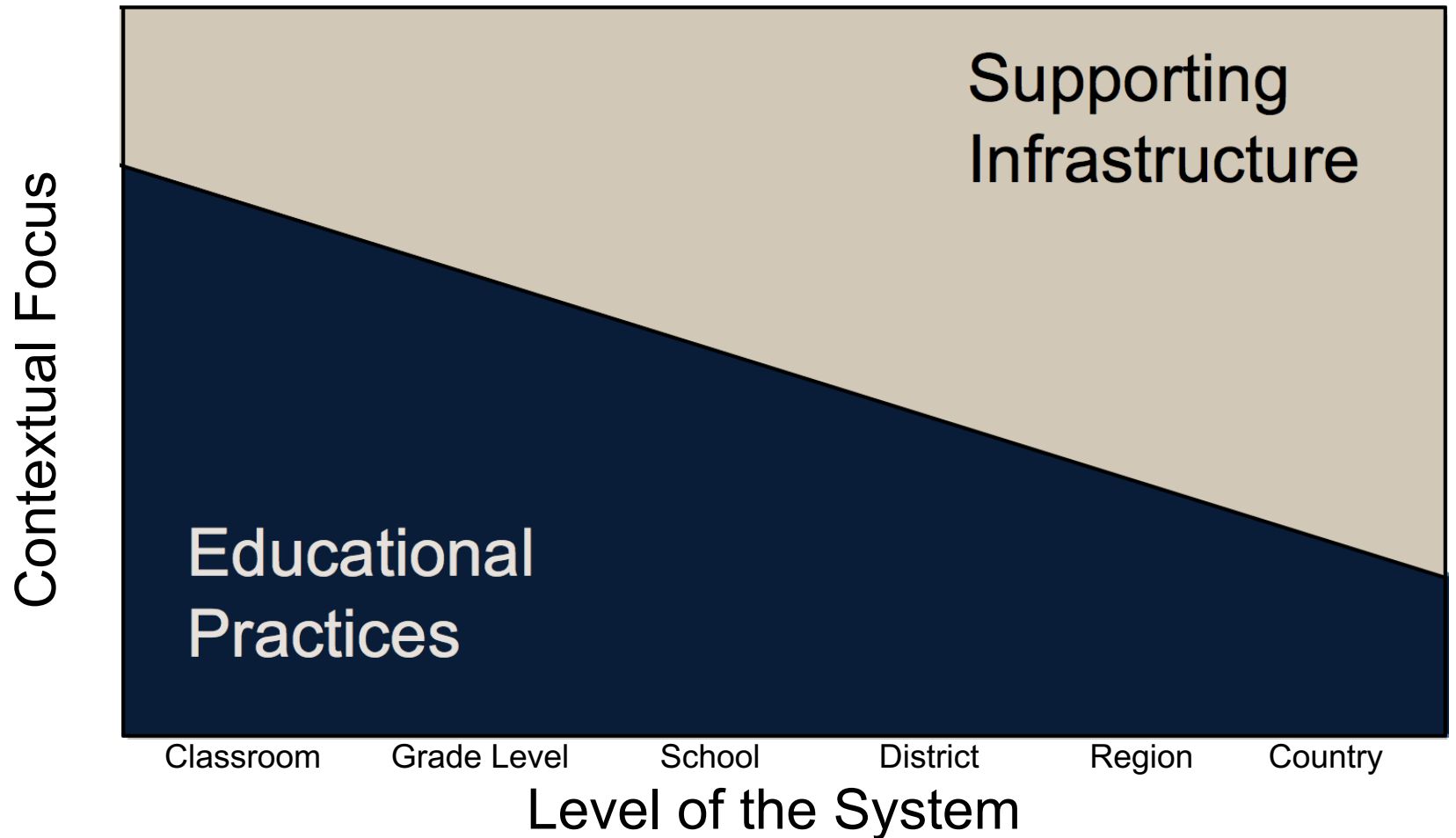
How is support provided?

System Change

“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation”

(R. Elmore, 2002)

Framework for Addressing Practice and Supports



Create Host Environments for the Practices you want Implemented

Goal is to establish **host environments** that support adoption, sustained use, & expansion of evidence-based practices

(Zins & Ponti, 1990)

School District (municipalities?)

Vision
Facilitative Administration
Selection

Structure

**Executive
Leadership
Team**

Management and Coordination
Information
Performance Feedback

**Cabinet
Liaison**

**Implementation
Planning Team**

**MTSS
Coordinator**

**Training and
Coaching
Providers**

Resources
Training
Coaching

Delivery

**Feedback
Loop**

Schools

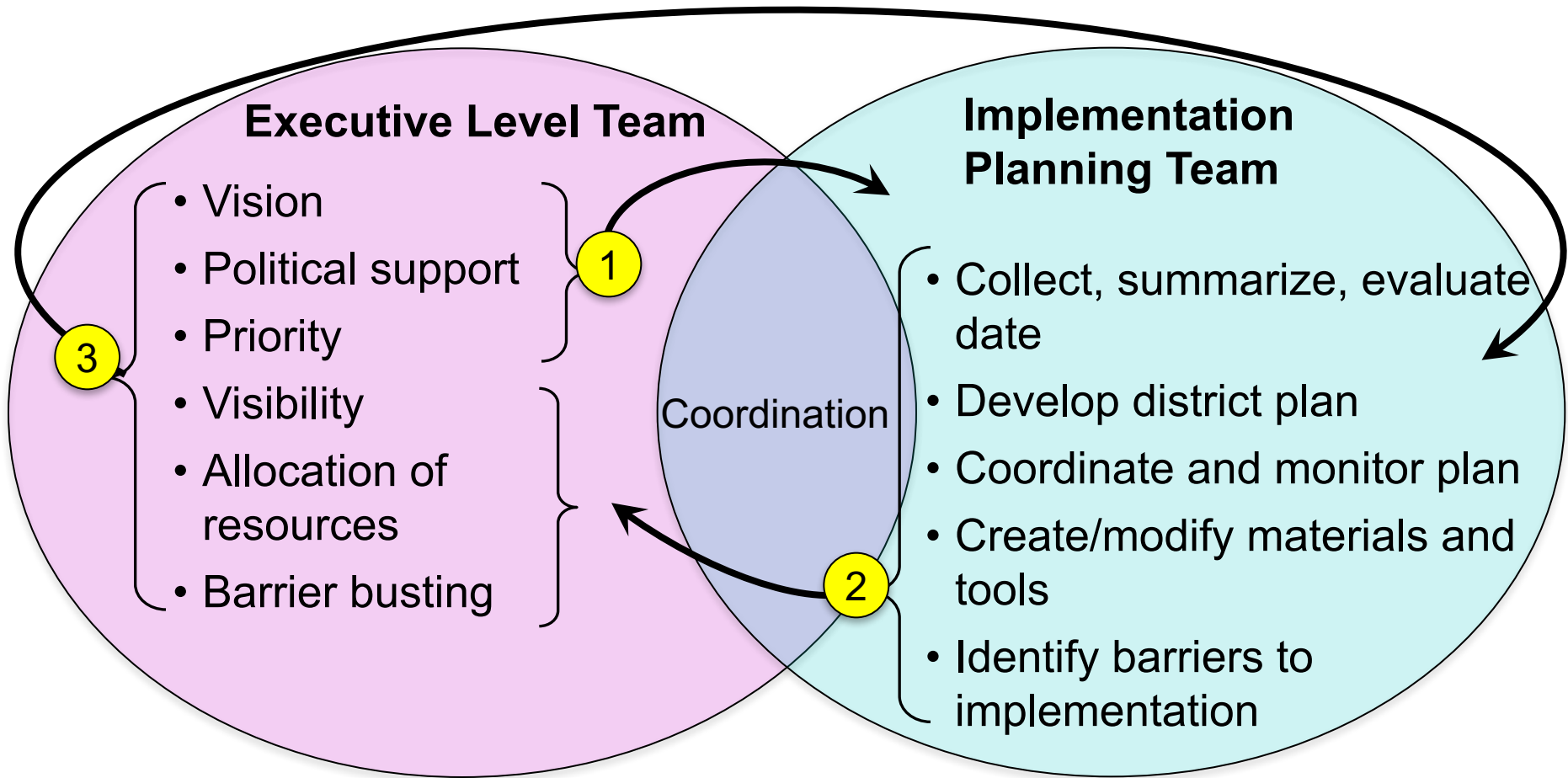
Schools

Schools

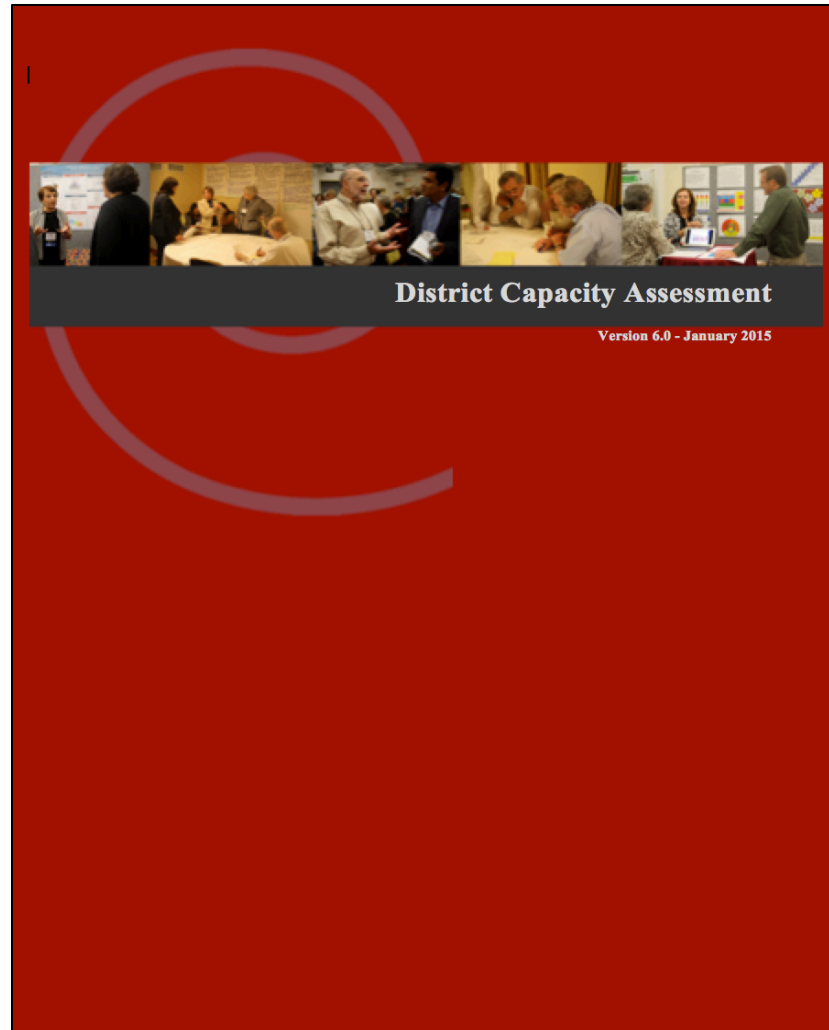
Schools

Schools

Leadership Function of Teams

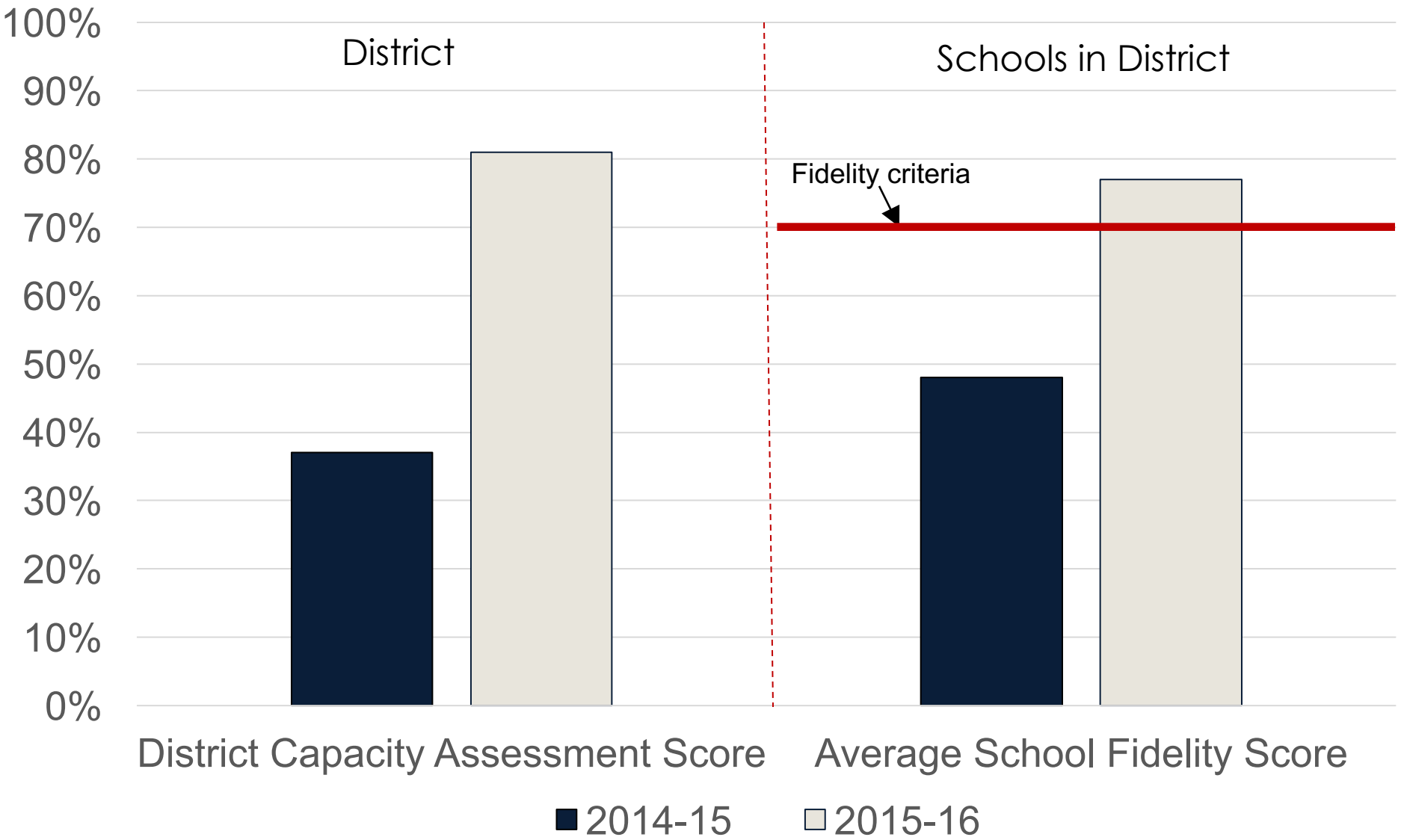


District Capacity Assessment (DCA)

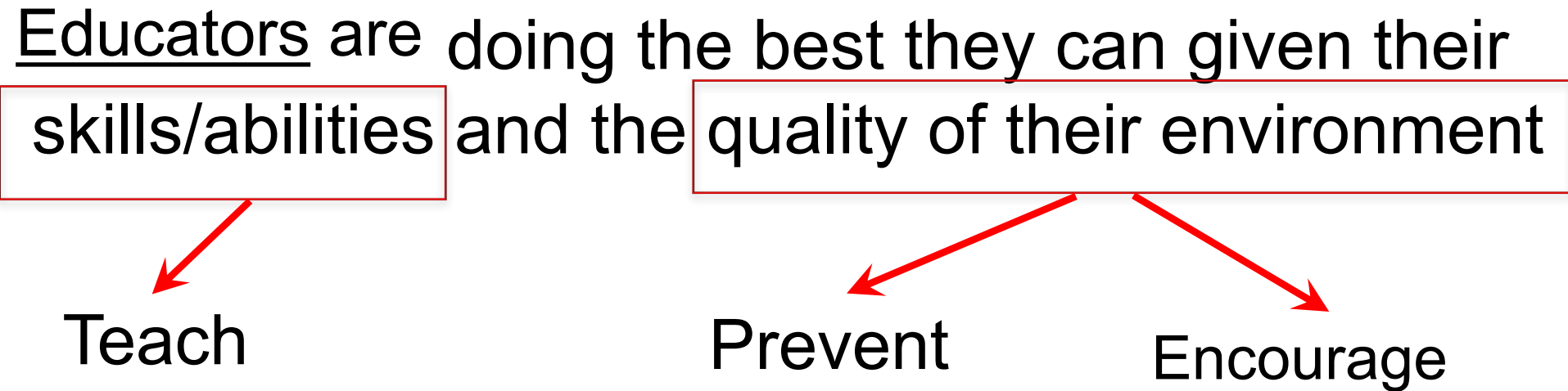


Scalingup.org

Port Huron Area School District: District Capacity and PBIS School Tier 1 Fidelity



Prevention and Intervention



adapted from Durand 1990

Session Outcomes

- Understand the rationale for aligning academic and behavior practices
- Understand similarities in academic and behavior practices
- Learn how to align academic and behavior practices
- Learn how to support alignment