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Michigan's Integrated Behavior and Learning Support Initiative

5A: Integrating Academics and Behavior in the Classroom

2:45 - 4:00 P.M.

June 15, 2017

Steve Goodman
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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

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Why Integrated Academics and Behavior?

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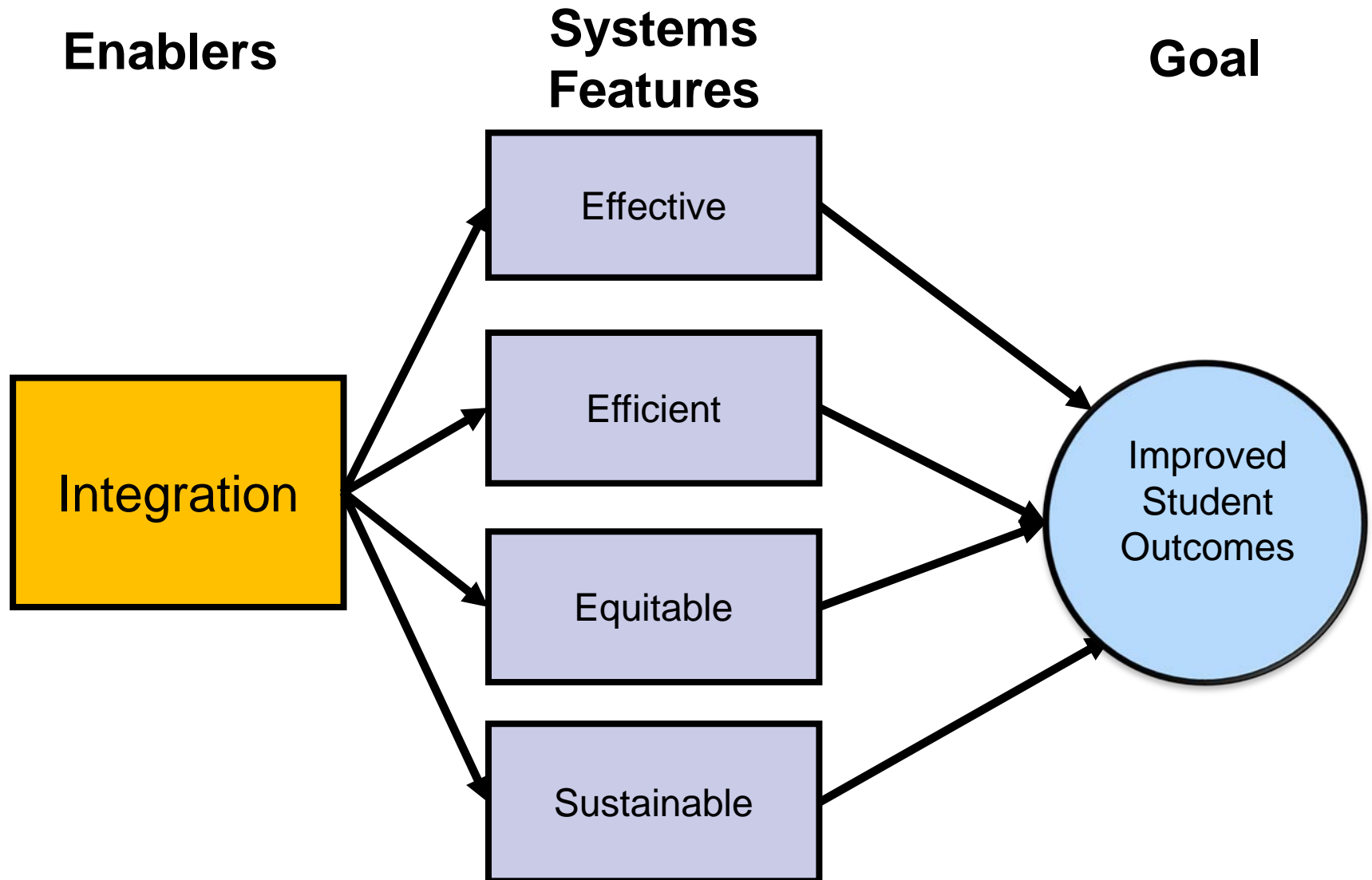MICHIGAN
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Academic or Behavior Support Systems

- National Center on Positive Behavioral Interventions and Supports directly supports over 18,000 U.S. schools in implementing PBIS (Sugai, 2012, October).

- 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).

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Continuum of Academics and Behavior Connectedness

| Parallel	Alignment	Integration
• Academics and behavior are separate systems, **siloed** from each other • Implementation causes competition for staff attention and resources	• Academics and behavior are separate systems that are **supportive** of each other • Features of the practices are leveraged to support each other • Barriers for implementation resources are minimized cross practices	• Academics and behavior are one system **woven together** • Seamless connections • Resources are leveraged to build upon each other

Is integration our goal?

Enablers

Systems Features

Goal

Integration

Effective

Efficient

Equitable

Sustainable

Improved Student Outcomes

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Interaction between academics and behavior
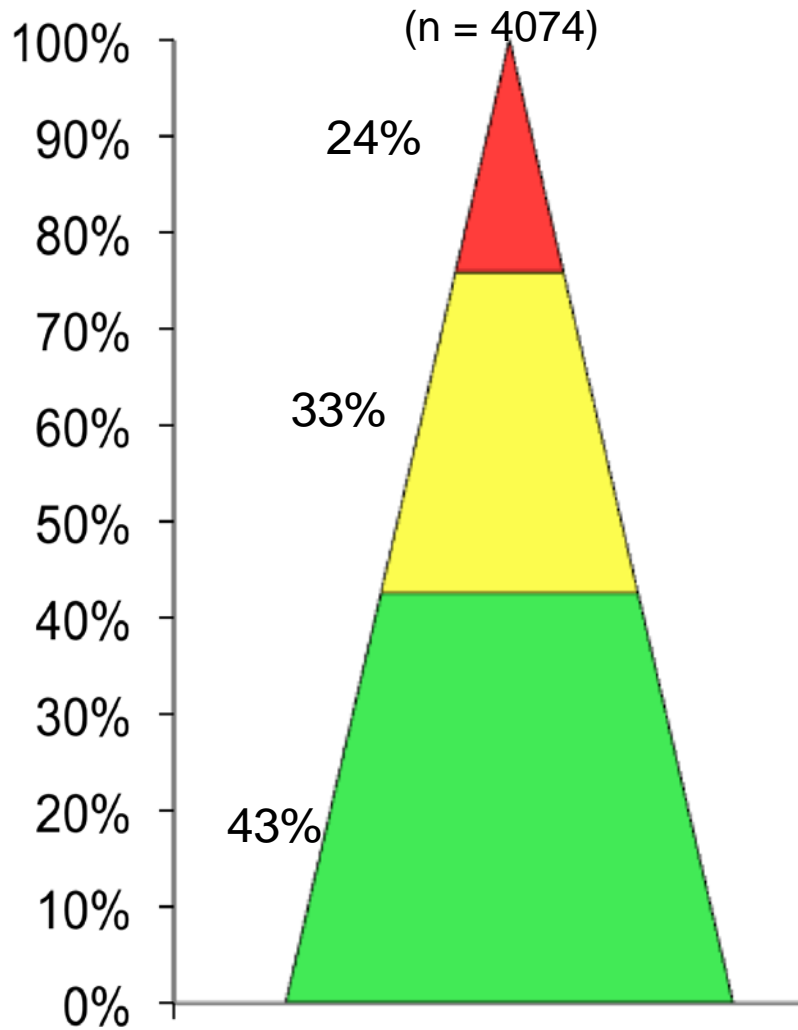
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MIBLSI Schools and Reading MEAP: Average Total Office Discipline Referrals per 100 Students per Day
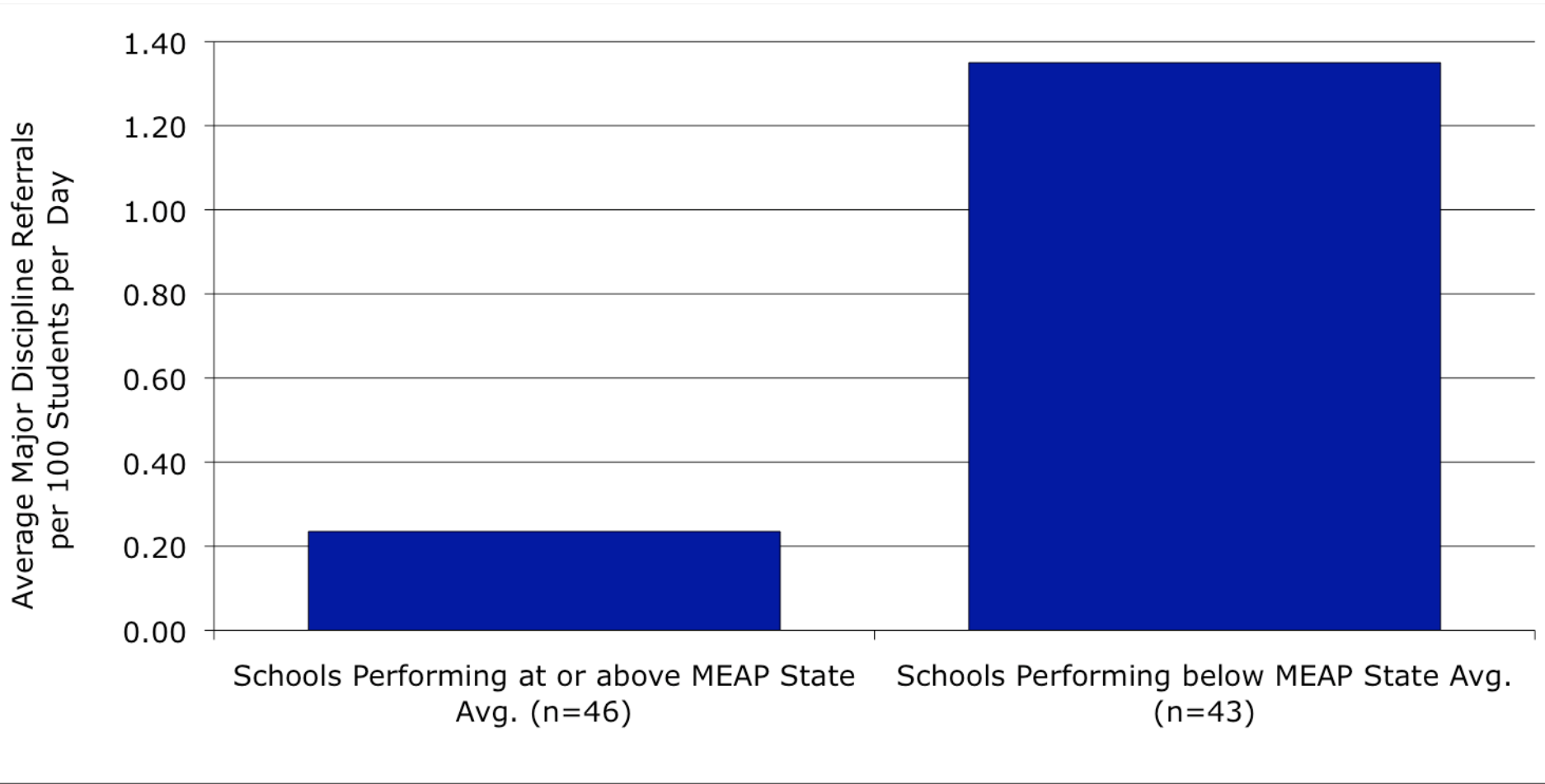
Distribution of Elementary Reading Intervention Level a Michigan Example (based on DIBELS assessment)

Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)

Teacher presents

Not sure…

Probably a combination of both

Student escapes
academic task

Teacher removes
academic task or
removes student

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Possibilities of Behavior/Academic Concerns around function of problem

Behavior Problems

Interrelated Behavior and Academic Problems

Academic Problems

Nonrelated Behavior and Academic Problems
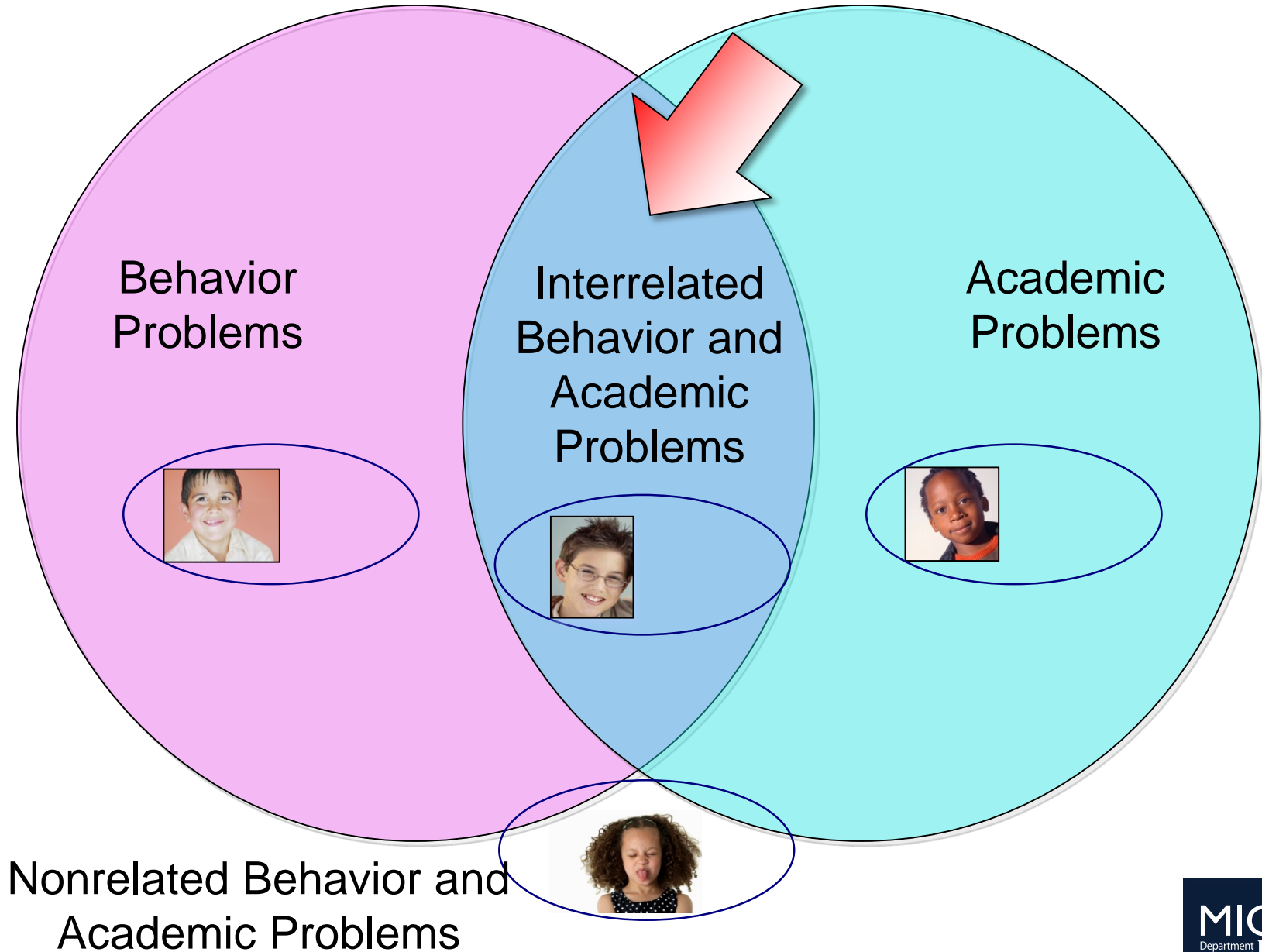
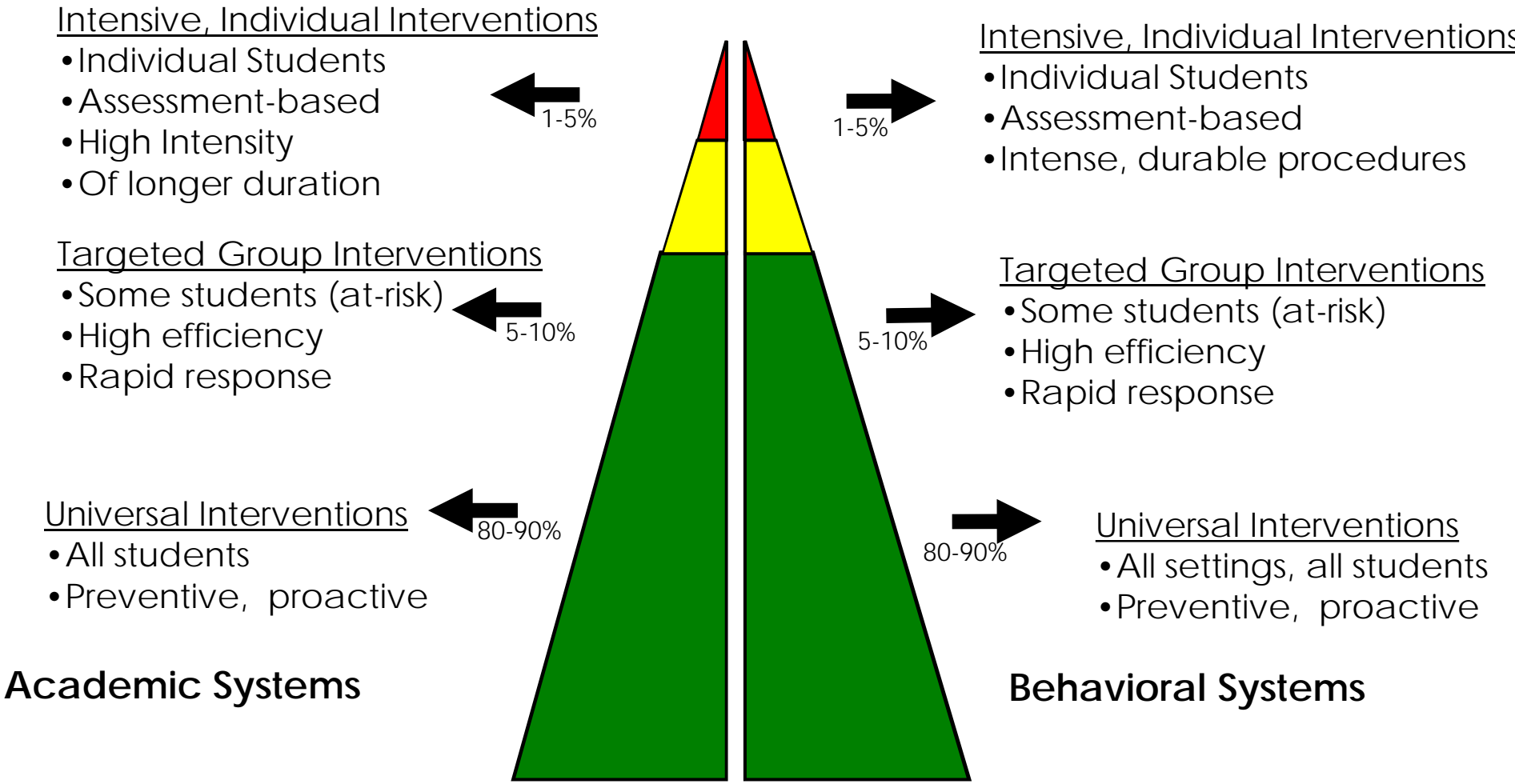# Integrated Systems of Behavior and Academic Support

- Given these economic times, schools are required to "do more with less"

- It may be necessary and more efficient to have a single, integrated system of supports vs. separate, parallel systems

- Incorporate academic and behavior into school improvement process

Why is Integration Important?

- 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.)
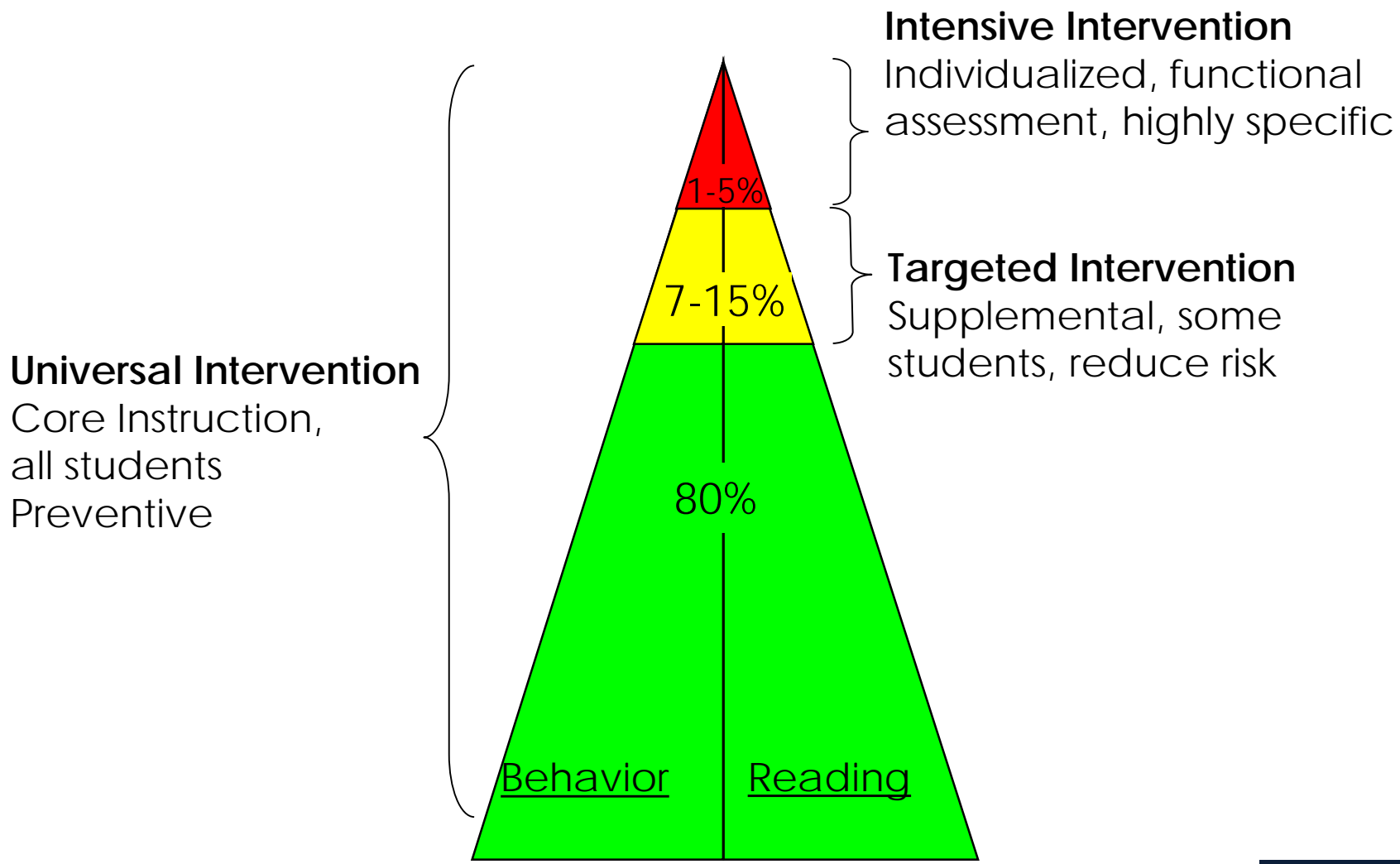
Systems of Academic and Behavior Practices

Behavior and Reading 3-Tier Model

Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

1-5%

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

5-10%

Universal Interventions
- All students
- Preventive, proactive

80-90%

Behavioral Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

1-5%

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

5-10%

Universal Interventions
- All settings, all students
- Preventive, proactive

80-90%

Cir. 2003

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Behavior and Reading 3-Tier Model

Intensive Intervention
Individualized, functional
assessment, highly specific

1-5%

Targeted Intervention
Supplemental, some
students, reduce risk

7-15%

Universal Intervention
Core Instruction,
all students
Preventive

80%

Behavior   Reading

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Parallel Systems to Integrated Systems of Academic and Behavior Supports

Academic Supports   Educational Supports   Behavior Supports

Cir. 2011
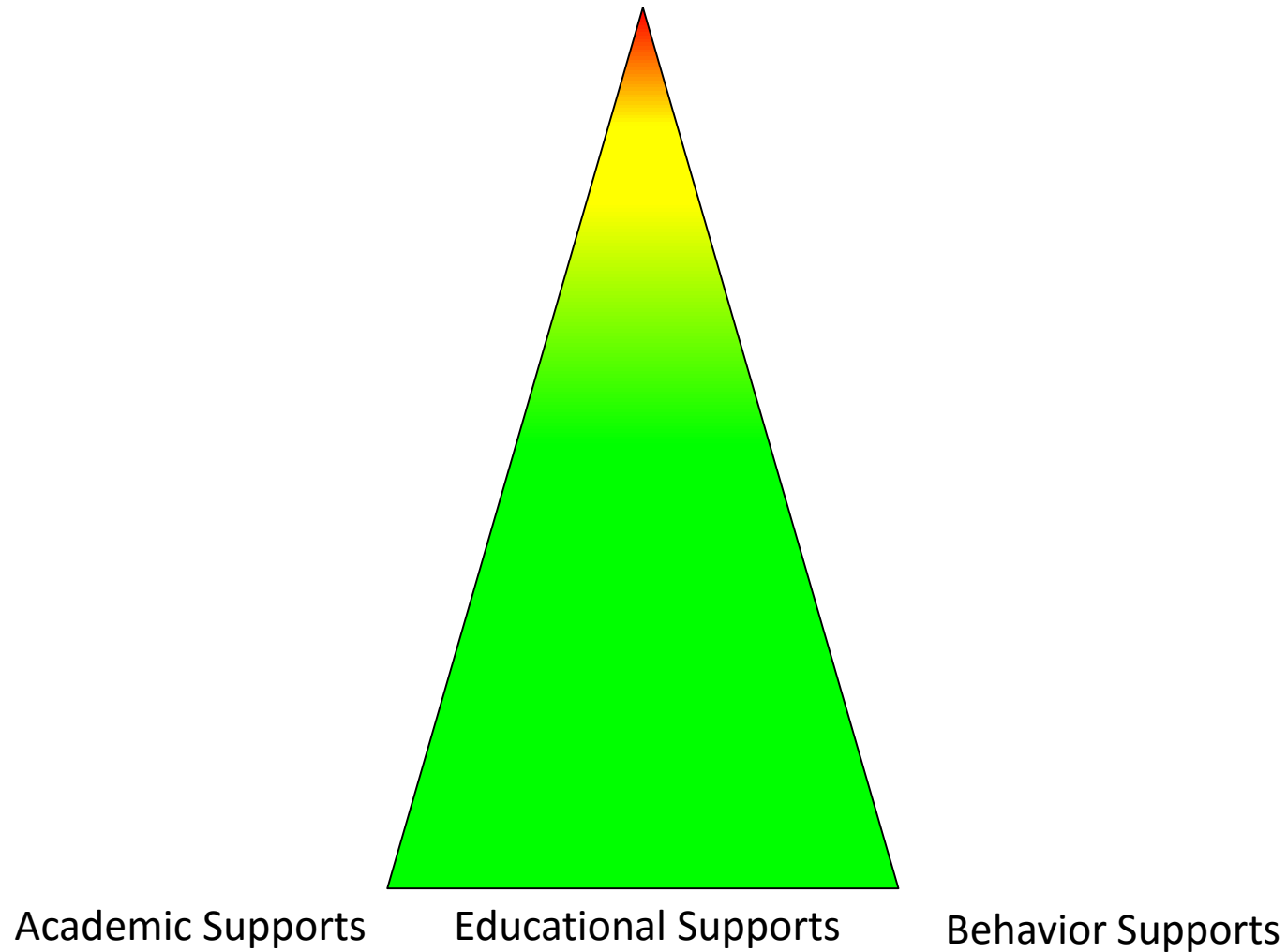
Integrated Functions Across Academic and Behavior Supports

Behavior Support

Academic Support

- Team approach
- Universal Screening
- Evidence-based practices
- Progress monitoring
- Data-based decisions

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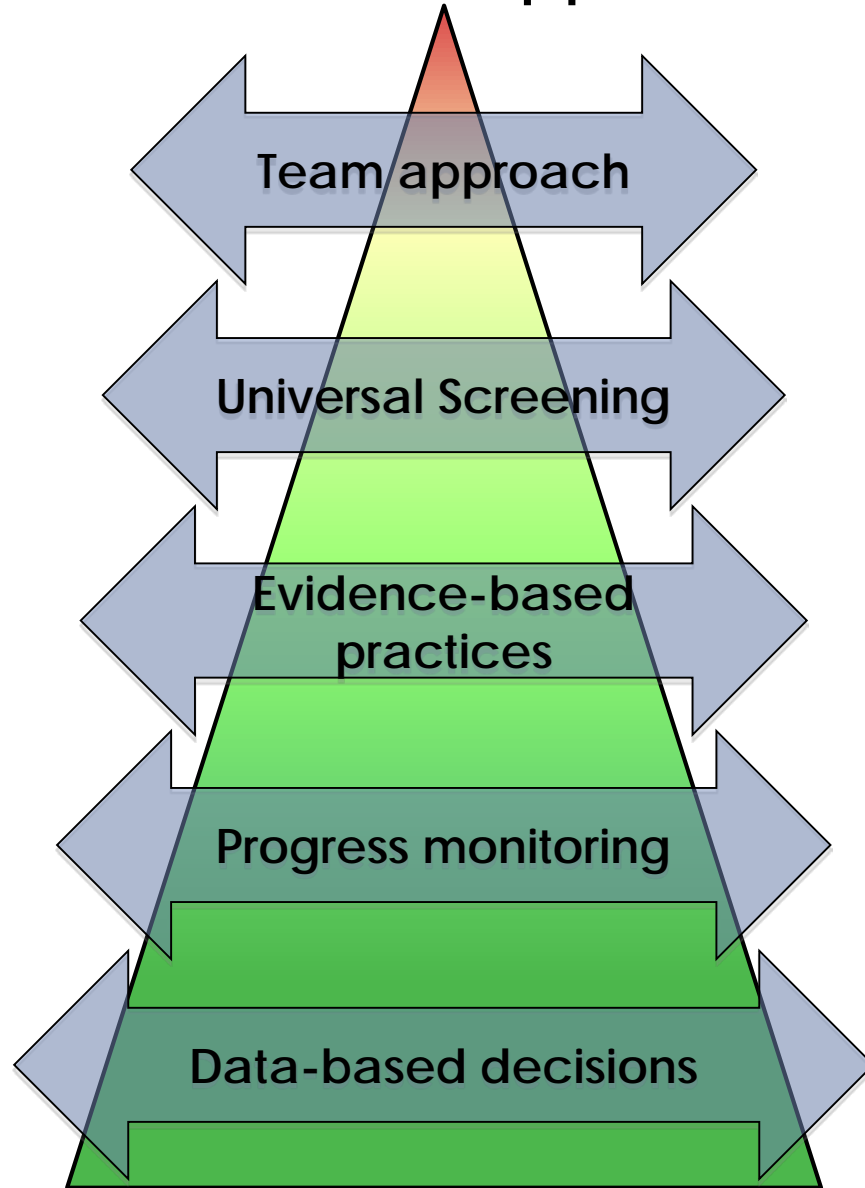
Aligning Reading and Behavior

Reading RTI

- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as SPED eligibility determination approach

(shared)

- Scientifically-based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

PBIS

- Specific social behavior assessments and interventions
- Use of free materials that are adapted to fit the school's context
- Use of indirect assessment of behavior
- Continuous assessment of social behavior with existing data sources
- Focus on school-wide teaming
- Described in IDEA as school-wide prevention and individual intervention approach

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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

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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
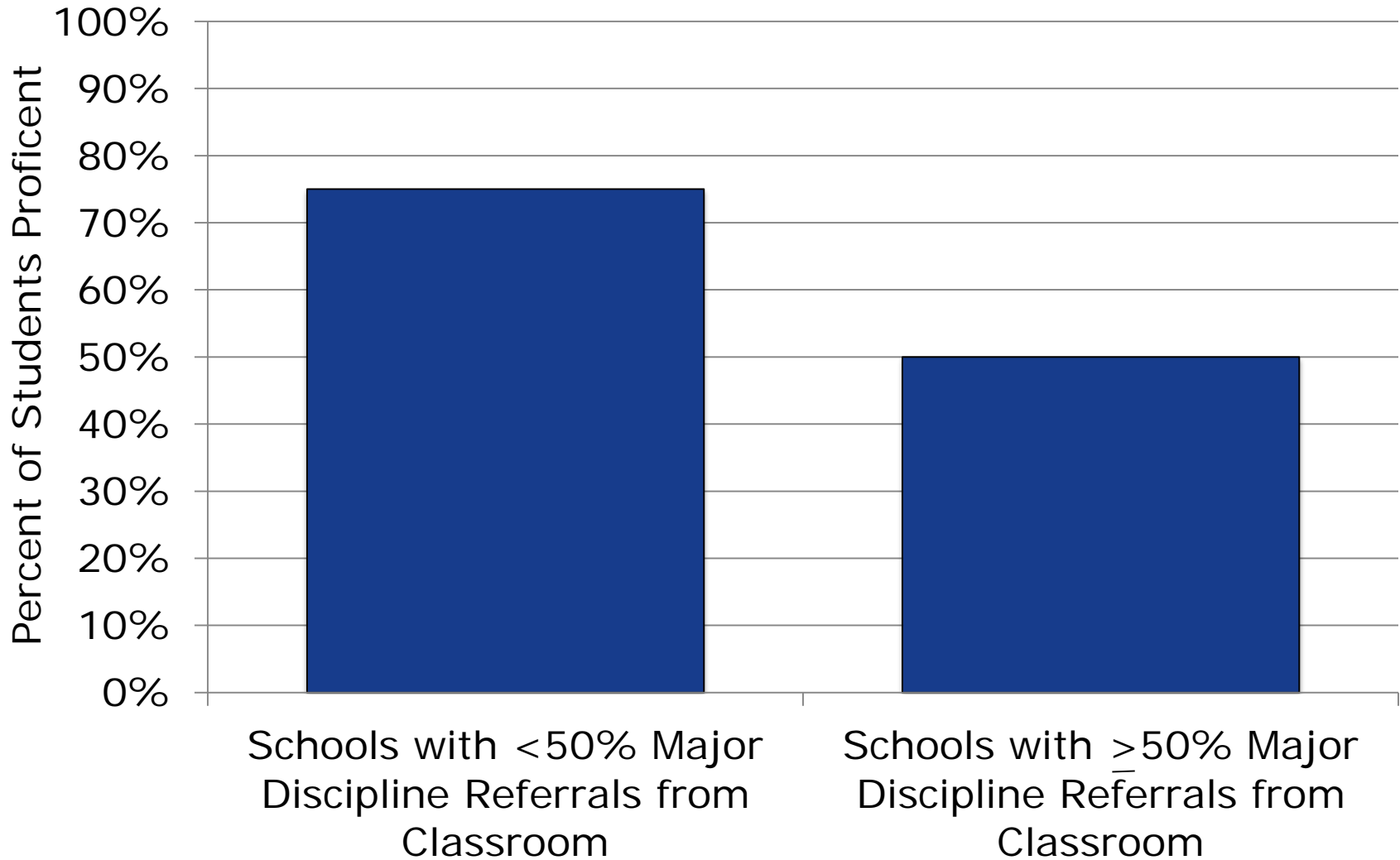
Cycle of Academic and Behavioral Failure: Aggressive Response
(McIntosh, 2008)

Teacher presents

Stu...   ...gages
skill...   ...em
                                                              ...or

Not sure…

Probably a combination of both

Student escapes
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Steps in Aligning Systems

1. Identify shared, valued outcomes across academic and behavior

2. Find common structures (and language) that can be integrated

   - Teams

   - Data

   - Professional development

3. Minimize activities that don't help us achieve these outcomes

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Practices in aligned academic and behavior systems

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Tiered I Logic for Aligning and Integrating Practices

- Provide quality instruction ~~academic~~

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

Principles of effective instruction for academic and social behavior

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

Principle	Integrated Examples
Focus on big ideas	Directly connect behavioral expectations to academic expectations (e.g., be responsible means engaging in class instruction)
Conspicuous strategies	Directly teach academic facilitative behaviors (e.g., attending, engagement responses)
Mediated scaffolding	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
Strategic integration	Teach students to use skills learned in reading problem solving to apply to social problem solving (e.g., identifying context cues, understanding meaning)
Primed background knowledge	Make connections from concepts previously learned in one area (e.g., content from story) as background knowledge for another area (e.g., importance of responsibility)
Judicious review	Monitor student performance within the instructional setting regarding need for review in both behavior AND academic variables

- Questions/comments regarding Tier I integration?

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Tier II

- Aims:
  - 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

Tier II Interventions ⇨ Features ⇩	Check-in Check-out	Social Skills Club	Grief/Loss Group	Lunch Buddies
Access to adult attention	X	X	X	X
Access to peer attention		X	X	X
Access to choice of alternative activities	X	X	X	X
Options for avoiding aversive activities	X	X	X	X
Options for avoiding aversive social attention			X	X
Additional structural prompts for 'what to do' throughout the day	X	X		
At least 5 structured times each day to receive feedback	X			
School-home communication system	X			
Option to adapt into a self-management system	X	X		X

Horner & Todd, 2002

Tier II Interventions Features	Open Court	PALS	REWARDS	Read Naturally
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

Miller & Goodman, 2012

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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

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Tier II Accommodations by Function of Problem Behavior

1. Student engages in problem behavior to obtain adult attention during instruction

2. Student engages in problem behavior to obtain peer attention during instruction

3. Student engages in problem behavior to avoid or escape interactions with adults or peers during instruction

4. Student engages in problem behavior to avoid or escape academic tasks

5. Student engages in problem behavior due to deficits in academic facilitative behaviors

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- Questions/comments regarding Tier II integration?

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Tier III

- 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

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Functional Assessment of Behavior or Academic Problems

- A process for identifying the conditions that reliably contribute to behavior and/or academic problem.
  - Use of existing data
    - SWIS
    - DIBELS/AIMSWeb
  - Teacher Interview
  - Student Interview
  - Observation
- This information is then linked to a support plan

Functional Assessment of Behavior and Academics

Behavior

To obtain

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

To Escape/avoid

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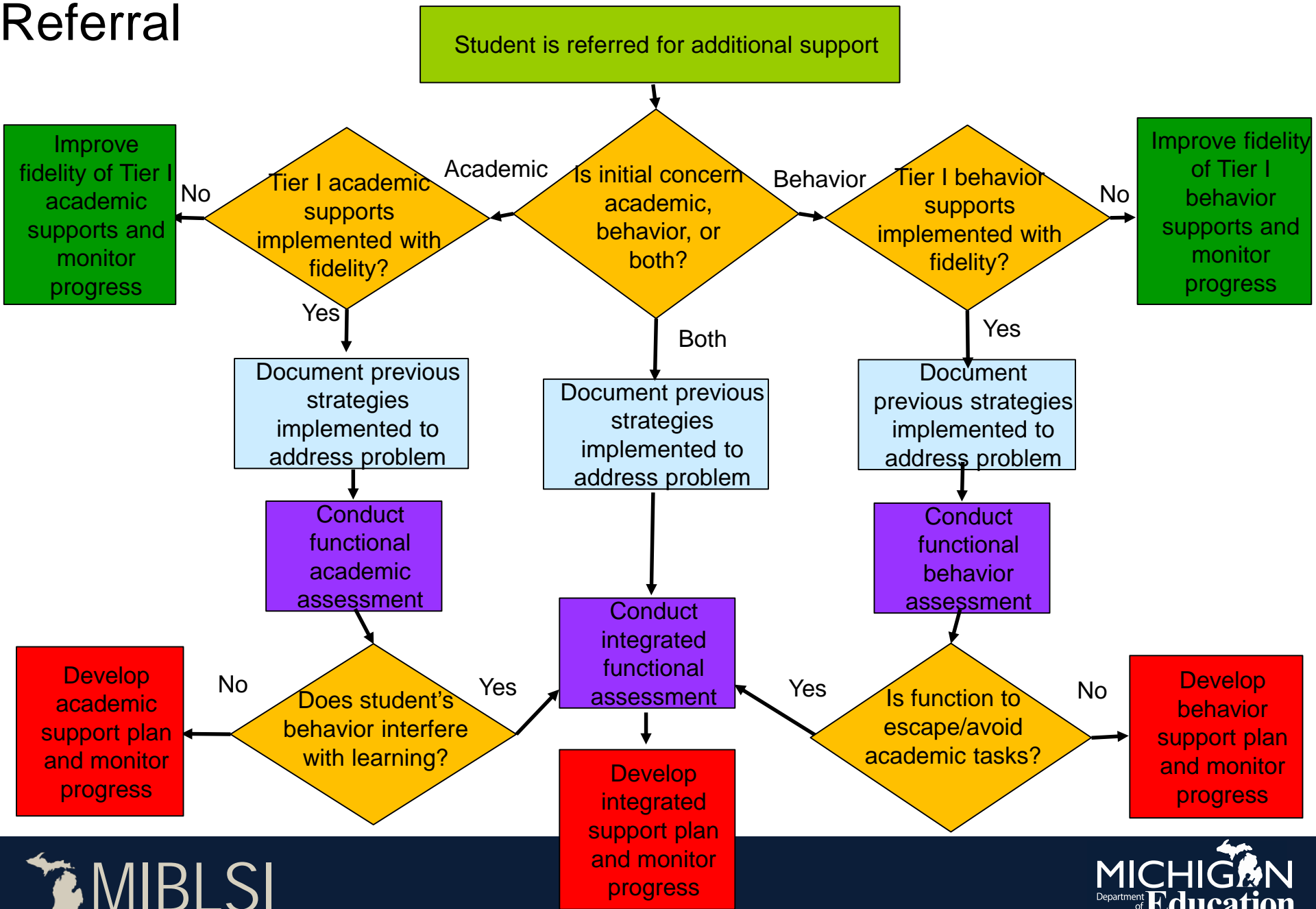- Attention from peers
- Attention from adults

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
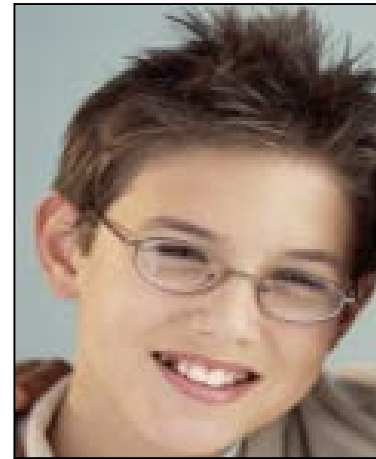- Mismatch between skill level and task difficulty (too hard)

Won't do

Motivational deficit

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Integrated Process Referral

Student is referred for additional support

Is initial concern academic, behavior, or both?

Academic → Tier I academic supports implemented with fidelity?
- **No** → Improve fidelity of Tier I academic supports and monitor progress
- **Yes** → Document previous strategies implemented to address problem → Conduct functional academic assessment → Does student's behavior interfere with learning?
  - **No** → Develop academic support plan and monitor progress
  - **Yes** → Conduct integrated functional assessment

Behavior → Tier I behavior supports implemented with fidelity?
- **No** → Improve fidelity of Tier I behavior supports and monitor progress
- **Yes** → Document previous strategies implemented to address problem → Conduct functional behavior assessment → Is function to escape/avoid academic tasks?
  - **Yes** → Conduct integrated functional assessment
  - **No** → Develop behavior support plan and monitor progress

Both → Document previous strategies implemented to address problem → Conduct integrated functional assessment → Develop integrated support plan and monitor progress

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Tier III Support Example: Eddie

- 3rd Grade Student

- Problem: Disruptive and argumentative

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Demonstration Behavior Data from School-Wide Information System: Eddie

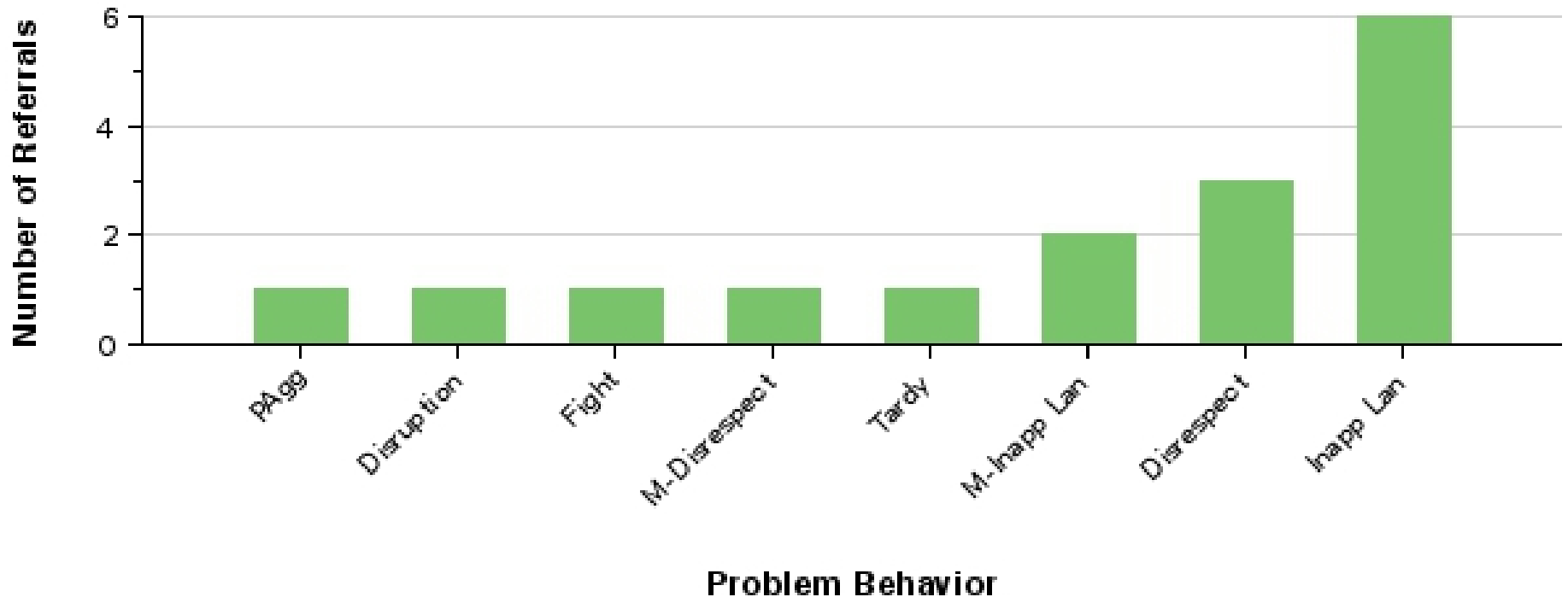

Referrals by Location
All, Aug 1, 2013 - Apr 19, 2014

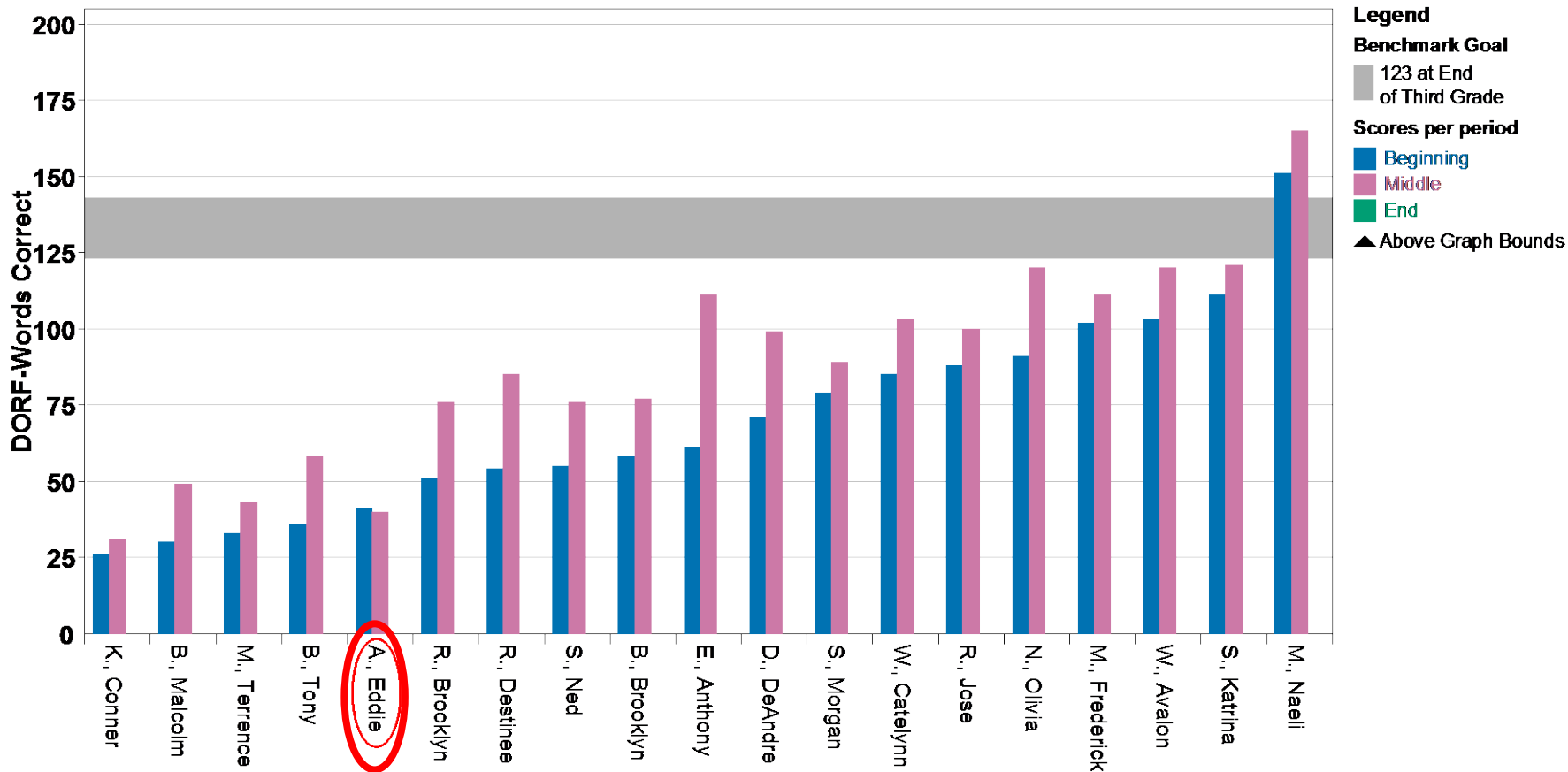PBISApps

Problems in Classroom

Number of Referrals

Bus · Gym · Plygd · Hall · Class

Location

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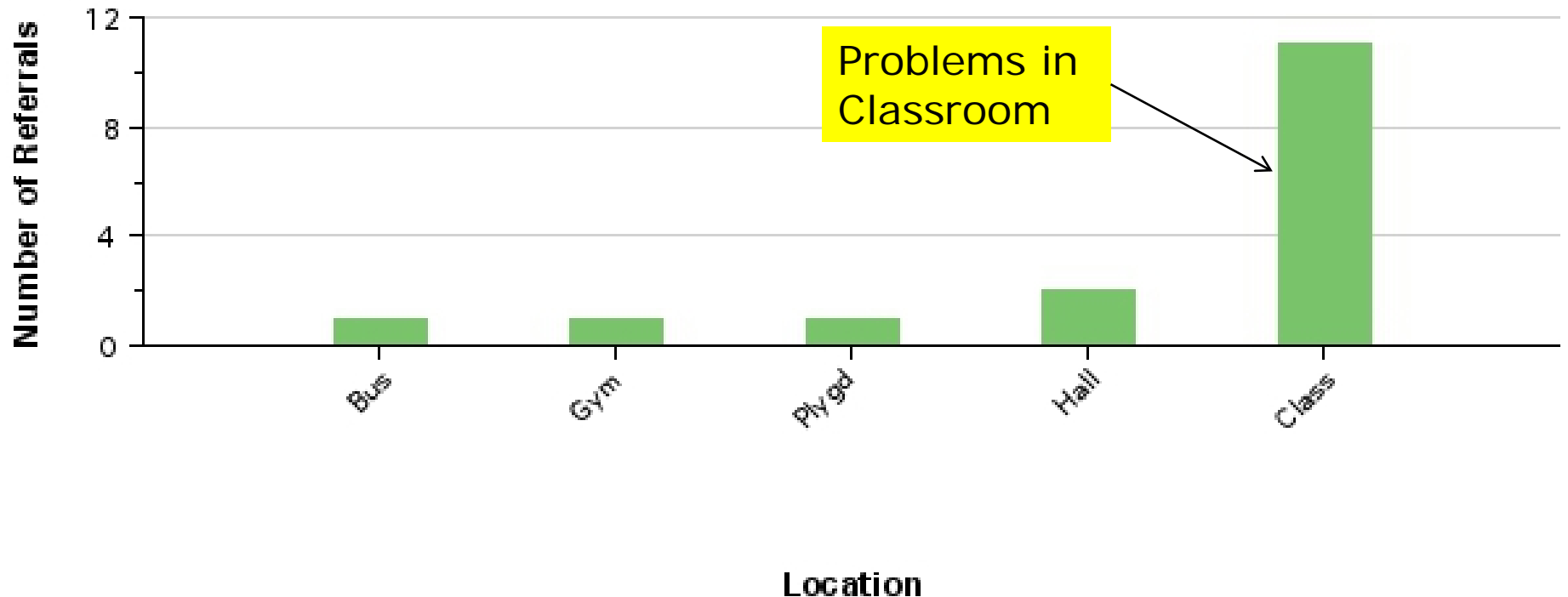
Demonstration Behavior Data from School-Wide Information System: Eddie

Referrals by Problem Behavior
All, Aug 1, 2013 - Apr 19, 2014

PBISApps

Bar chart — Number of Referrals (y-axis) by Problem Behavior (x-axis):
- PAgg: 1
- Disruption: 1
- Fight: 1
- M-Disrespect: 1
- Tardy: 1
- M-Inapp Lan: 2
- Disrespect: 3
- Inapp Lan: 6

Demonstration Behavior Data from School-Wide Information System: Eddie

Referrals by Perceived Motivation
Drill Down

PBISApps

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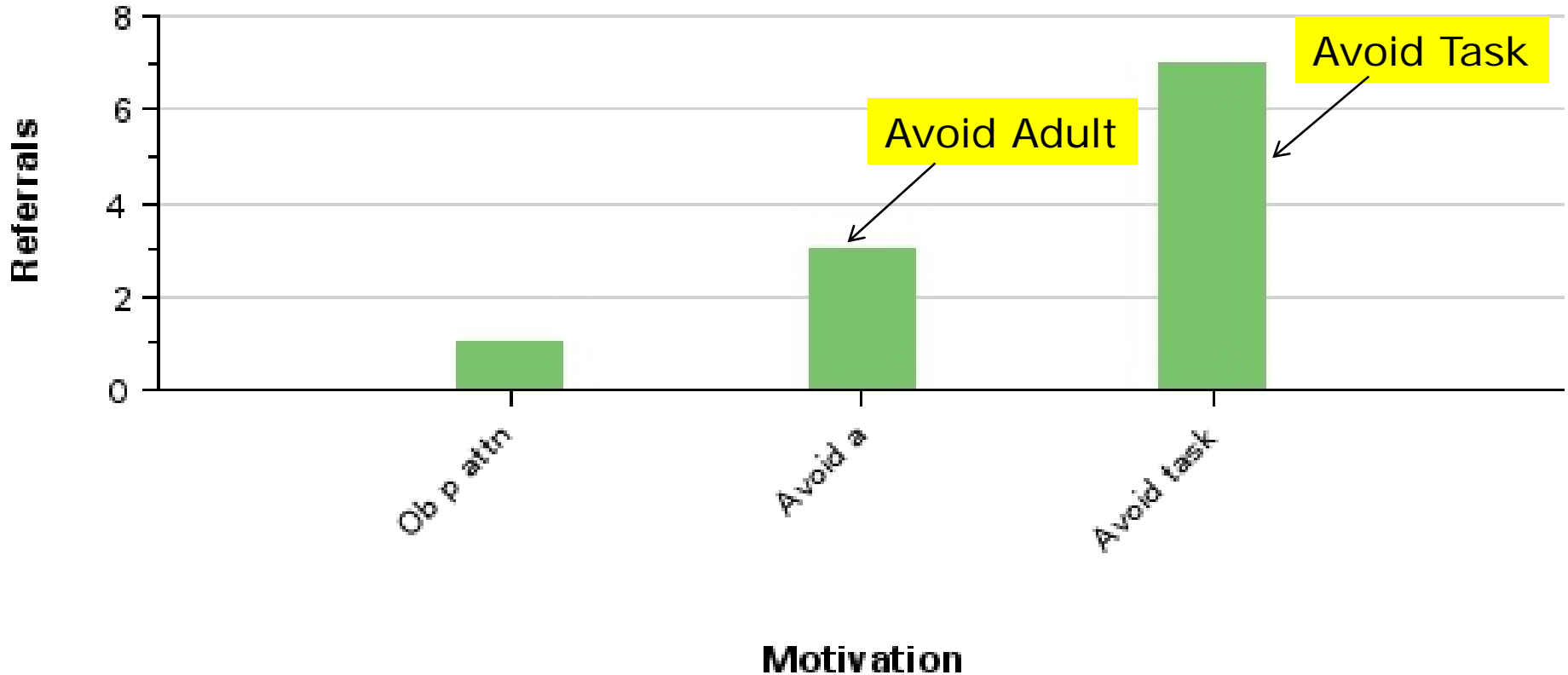
Demonstration Behavior Data from School-Wide Information System: Eddie

Referrals by Time
All, Aug 1, 2013 - Apr 19, 2014

PBISApps

Social Studies

Reading

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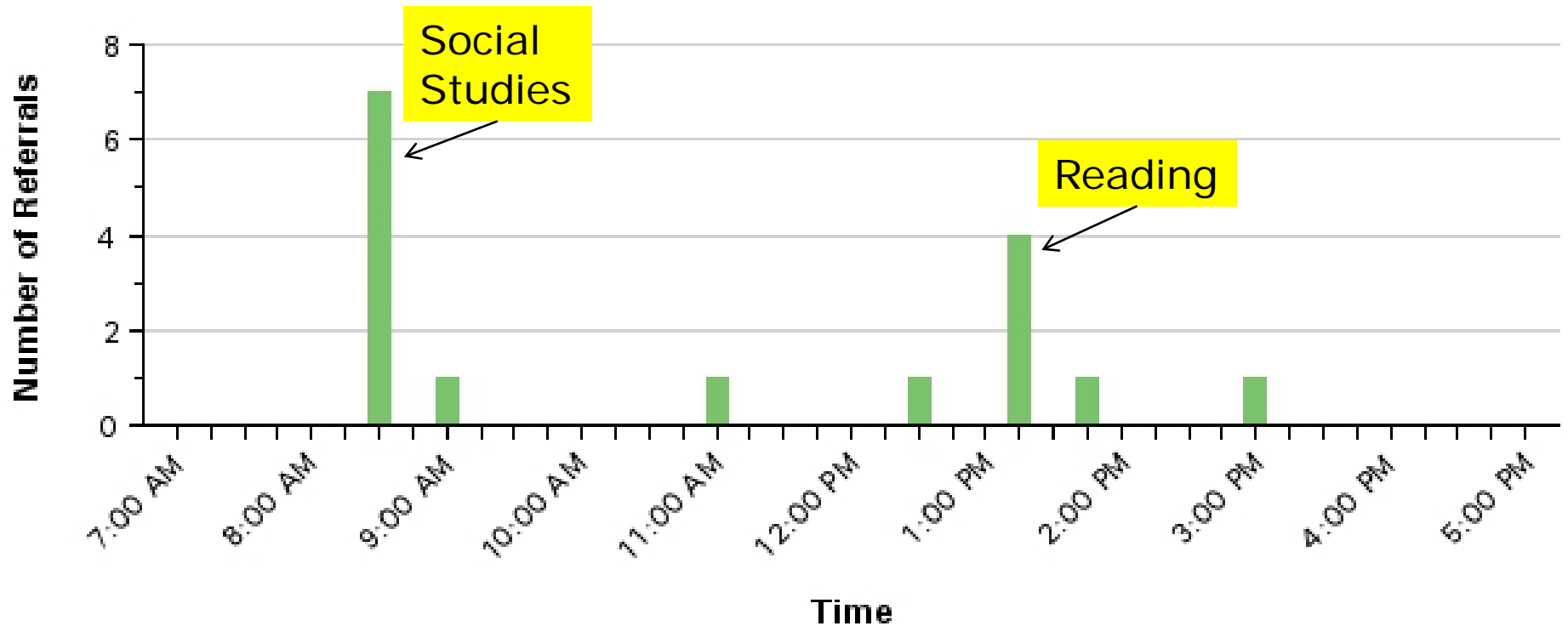
Demonstration Reading Data: DIBELS Class Progress Report

Class Progress Graph - DIBELS Next

District: Springfield School District
School: Ellison Elementary
Year: 2013-2014
Grade: Third Grade
Class: Morrison
Need For Support: Recommended Goals

CTL Center on **Teaching & Learning**
UO DIBELS Data System

DIBELS Oral Reading Fluency - Words Correct

Legend
Benchmark Goal
123 at End of Third Grade

Scores per period
Beginning
Middle
End
▲ Above Graph Bounds

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2 DIBELS® Oral Reading Fluency
Grade 3/Benchmark 2.2

▶ *Now read this story to me.*
Please do your best reading.
Ready, begin.

Total words: __57__

Errors (include skipped words): – __16__

Words correct: = __41__

Raising a Calf

0   Some of your friends probably have pet dogs or cats. Others might   12
~~So~~ ... ~~pretty~~ ... **Other**

12   have gerbils or goldfish. But do you know anyone who has a baby   25
~~goats~~ ~~fish~~ ... ~~any~~

25   cow? It might astonish you to know that many children do! Every year,   38
~~answer~~ ... ~~child~~

38   thousands of young people raise baby cows, or calves, to compete in   50
~~those~~ ... ~~rise~~ ... ~~cats~~ ~~come~~

50   livestock shows.   52
~~live~~

52   Imagine that you are going to raise a calf for a livestock competition.   65
~~I'm~~

65   Get ready to work hard! First, you must prepare a place for your calf. It   80

80   needs a clean, dry pen that is roomy enough to run around. The enclosure   94

94   should have a good fence so the calf can't escape and get injured or lost.   109

109   Before you put the calf in its new home, check to make sure there is   124

124   nothing sharp or dangerous. Calves like to explore and put everything in   136

136   their mouth. It is your responsibility to watch out for them and protect   149
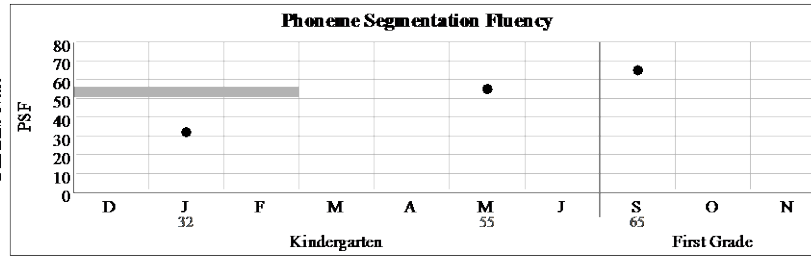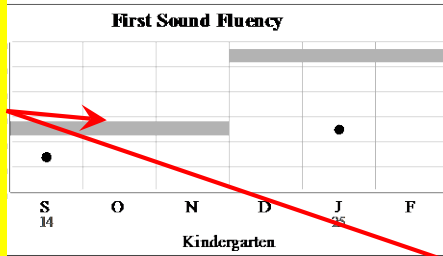
149   them.   150

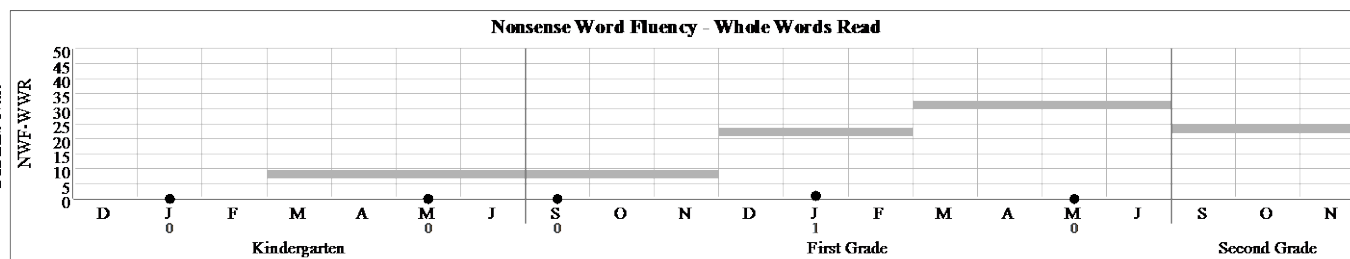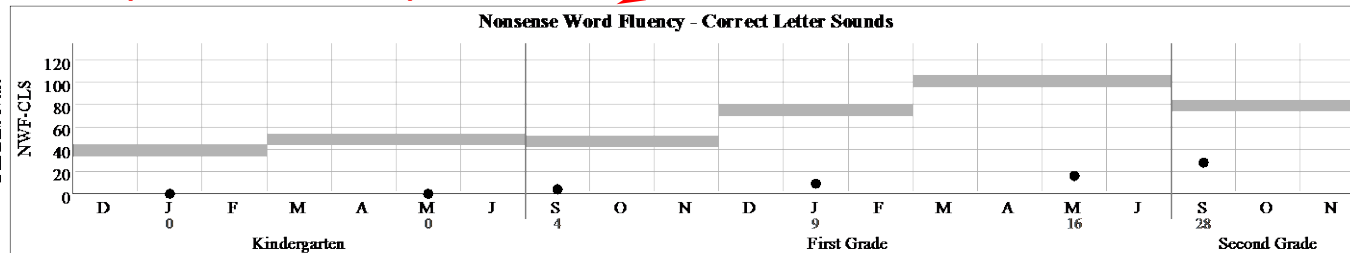# Individual Student Performance Profile
DIBELS Next

Name: A., Eddie
ID: 02321214
Class: Morrison
Grade: Third Grade
Year: 2013-2014
School: Ellison Elementary
District:
Need for Support: Recommended Goals

Legend ● Benchmark Assessment ▲ Score Above Graph Bounds
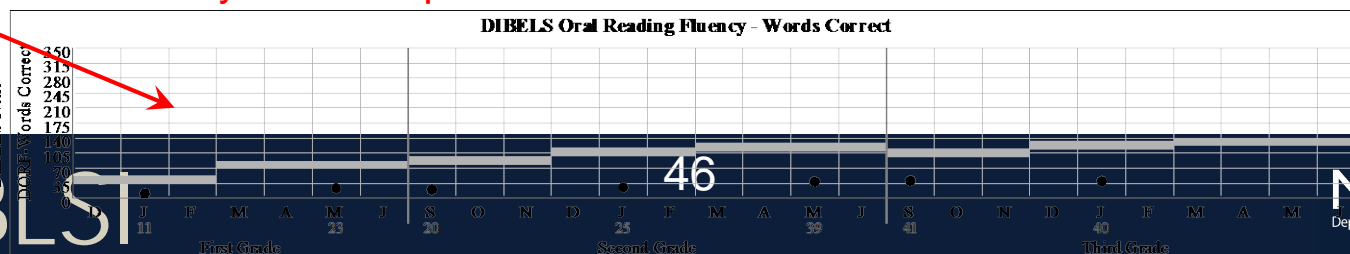▬ Target Bar ○ Progress Monitoring Assessment △ Score Above Graph Bounds

Deficit in Prerequisite Skills (below goal)

Phonemic Awareness

First Sound Fluency

Phoneme Segmentation Fluency

Alphabetic Principal

Nonsense Word Fluency – Correct Letter Sounds

Nonsense Word Fluency – Whole Words Read

Deficit in Target Skills (below goal)

Fluency and Comprehension

DIBELS Oral Reading Fluency – Words Correct

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The Competing Pathways chart for our friend Eddie
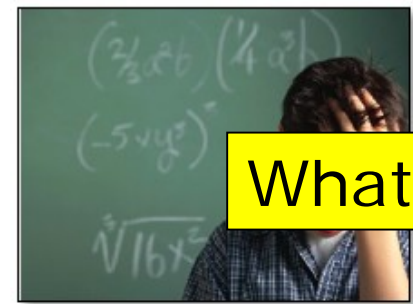
What we want

Desired Alternative

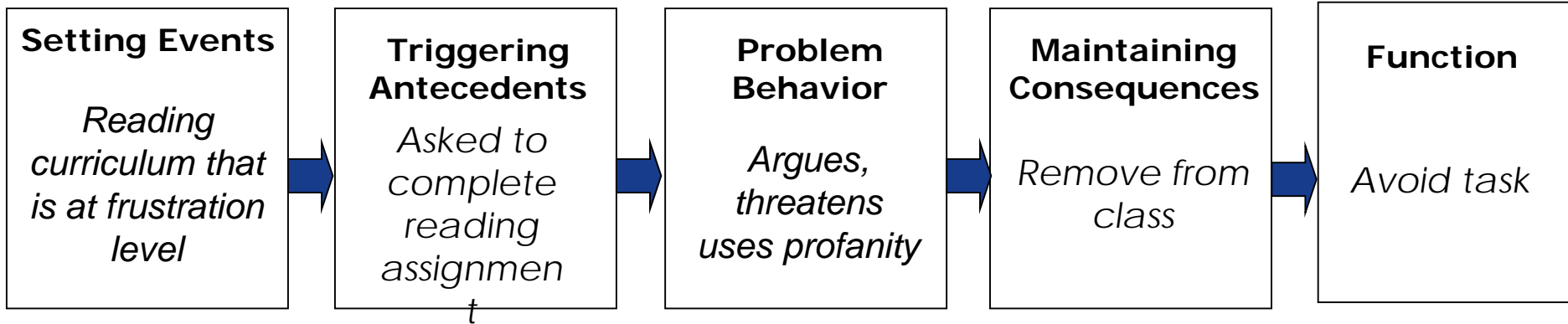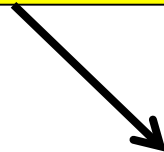*Do work successfully w/o complaints*

Strengthened through Core Program

Safe

Responsible

Respectful

Consequences strengthened through Universal Supports

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The Competing Pathways chart for our friend Eddie

Desired Alternative	Typical Consequence
Do work successfully w/o complaints	*Told "good job" Grades*

What we got

Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences	Function
Reading curriculum that is at frustration level	*Asked to complete reading assignment*	*Argues, threatens uses profanity*	*Remove from class*	*Avoid task*

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The Competing Pathways chart for our friend Eddie

Desired Alternative	Typical Consequence
Do work successfully w/o complaints	*Told "good job" Grades*

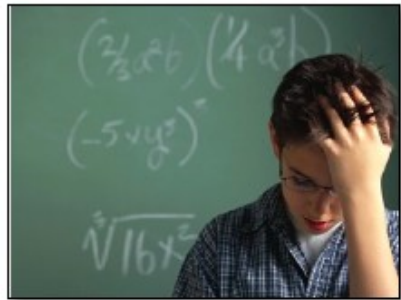| Setting Events	Triggering Antecedents	Problem Behavior	Maintaining Consequences	Function
Reading curriculum that is at frustration level	*Asked to complete reading assignment*	*Argues, threatens uses profanity*	*Remove from class*	*Avoid task*

Acceptable Alternative

Ask for break, ask for help

What we could put up with (for now)

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Desired Alternative

Do work successfully w/o complaints

Typical Consequence

Told "good job" Grades

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

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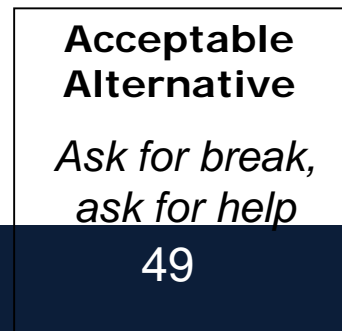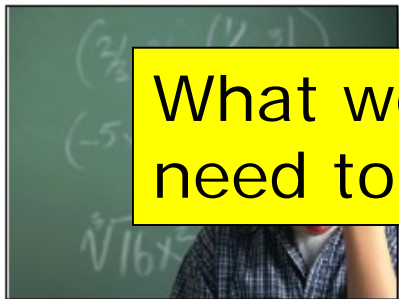
The Competing Pathways chart for our friend Eddie

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	Triggering Antecedents	Problem Behavior	Maintaining Consequences	Function
Reading curriculum that is at frustration level	*Asked to complete reading assignment*	*Argues, threatens uses profanity*	*Remove from class*	*Avoid task*

Acceptable Alternative

Ask for break, ask for help

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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	**Triggering Antecedents**	**Problem Behavior**	**Maintaining Consequences**	**Function**
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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
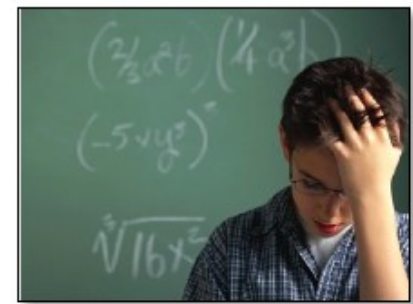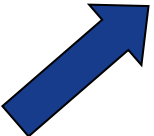
Asked to complete reading assignment

→

Problem Behavior

Argues, threatens uses profanity

→

Maintaining Consequences

Remove from class

→

Function

Avoid task

Acceptable Alternative

Ask for break, ask for help

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Strategies that are contraindicated

- Provide opportunity for escape but without addressing academic deficit

- Provide extra dose of academic intervention but at a level that is not successful for student and will not address need for skill development

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Behavior Support Planning for Eddie

Desired Alternative

Do work successfully w/o complaints

Typical Consequence

Told "good job," more work, good grades

Academic Skill Development

Reading: decoding words fluently

Setting Events	**Triggering Antecedents**	**Problem Behavior**	**Maintaining Consequences**	**Function**
Corrected for reading error earlier in period	*Asked to complete reading assignment*	*Argues, threatens, uses profanity*	*Removed from class*	*Escape academic task*

Acceptable Alternative

Ask for break, ask for help

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- Questions/comments regarding Tier III integration?

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Smarter Integration

- The main goal of integrated MTSS models is improved effectiveness and efficiency, not integration

- For Tier I, quality support in all domains is more important than integrated support

- For Tier II, provide academic support and then differentiate or accommodate for social behavior

- For Tier III, conduct functional assessments and build plans from these results

Discussion

What advice would you share with others for implementing an integrated behavior and academic model?

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