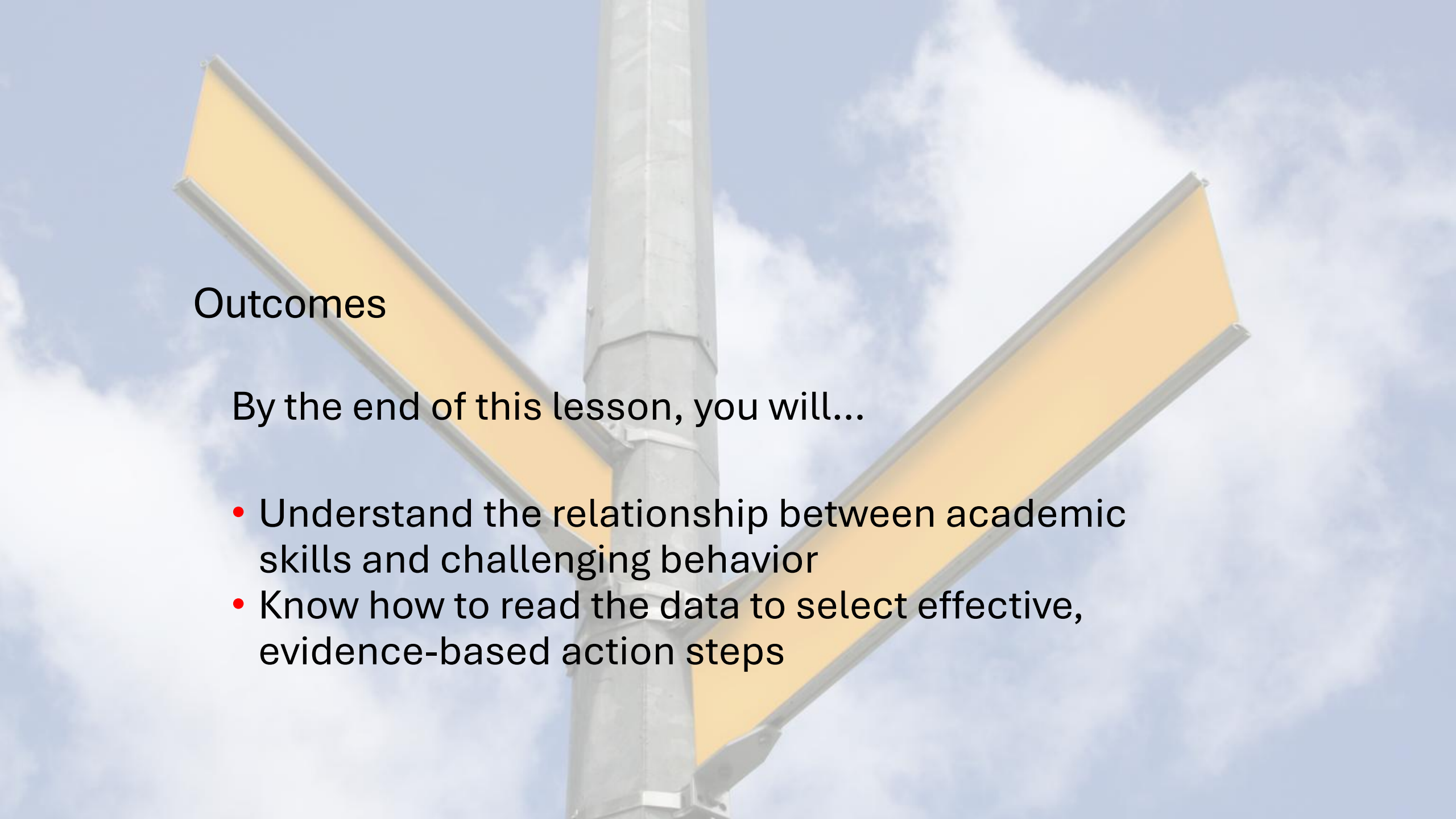
Integrated Academic and Behavioral Data-Based Decision-Making

in Grade or Content-Alike Data Teams



Outcomes

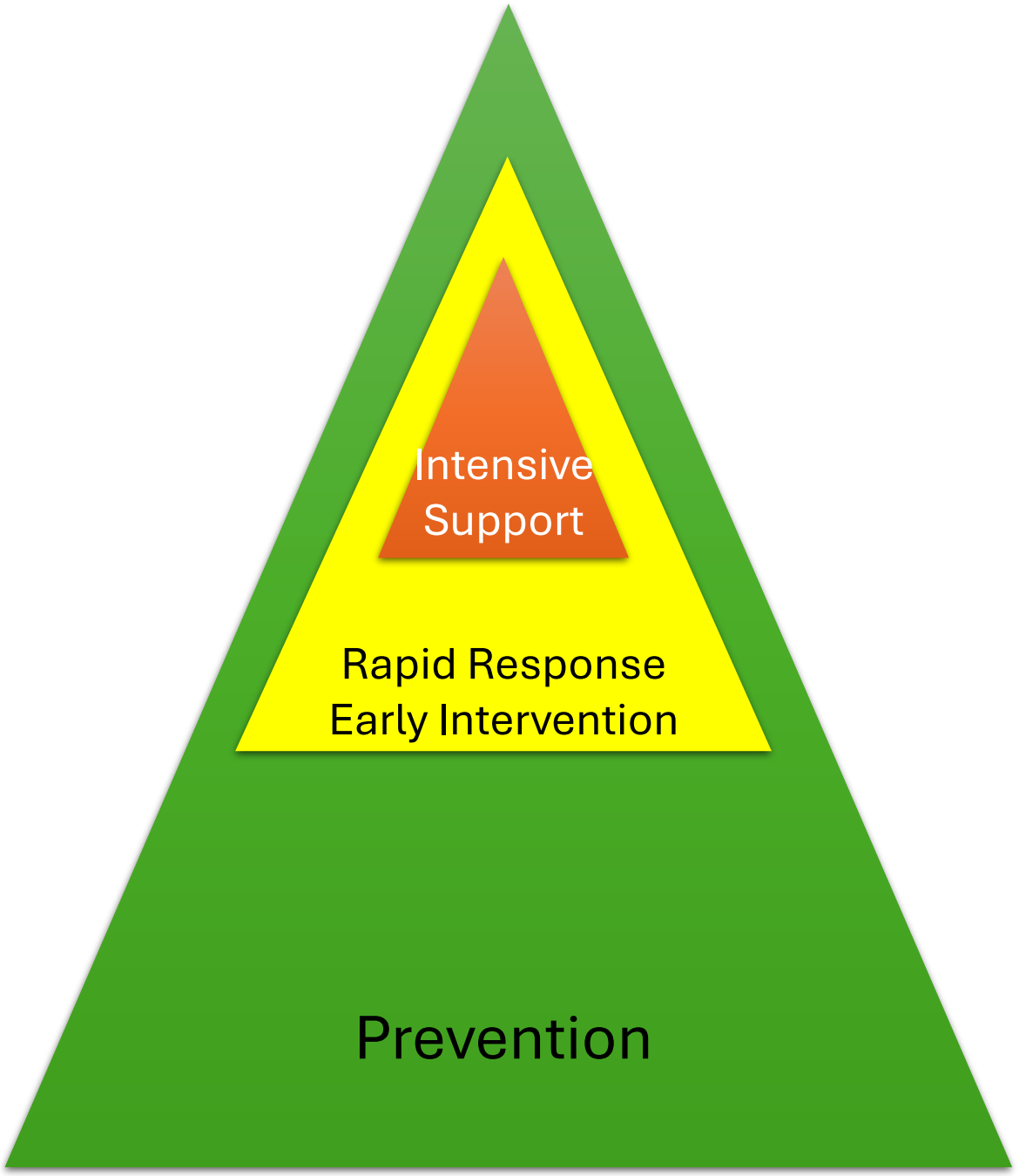
By the end of this lesson, you will…

- Understand the relationship between academic skills and challenging behavior
- Know how to read the data to select effective, evidence-based action steps

Essential Question

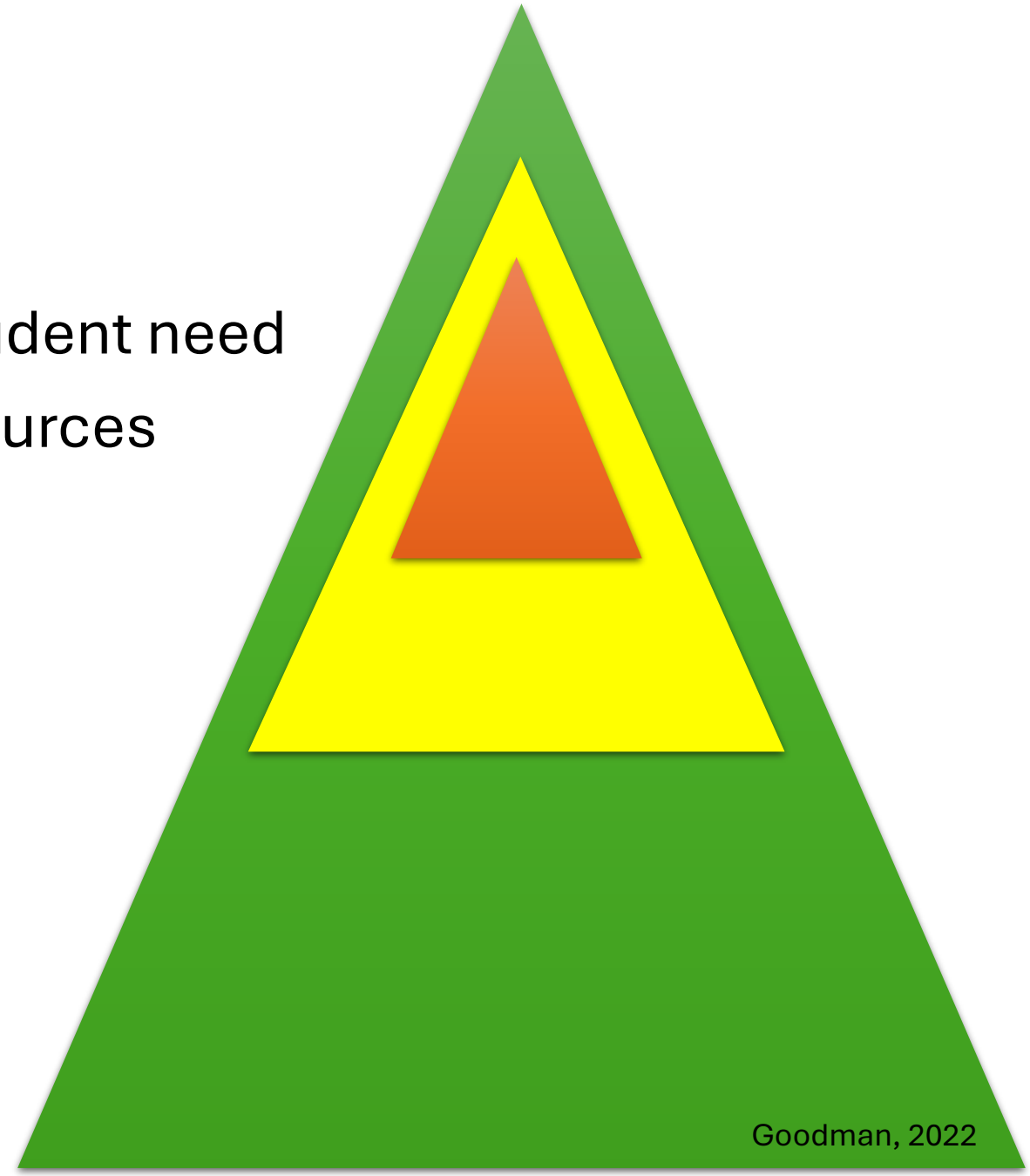
- **How can we differentiate instruction for students based on academic and behavioral performance?**

What is MTSS?

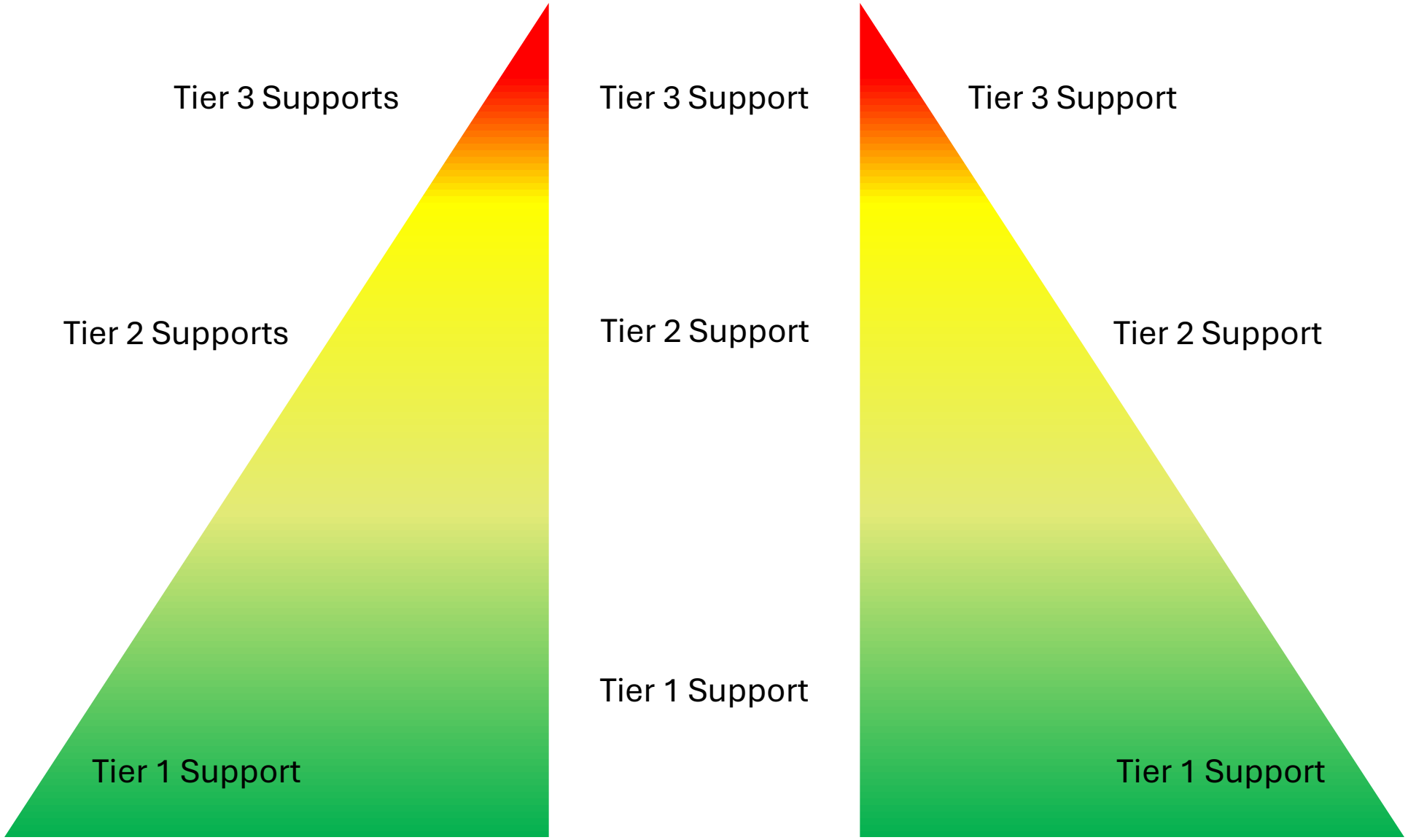

Intensive
Support
Rapid Response
Early Intervention
Prevention

Why MTSS?

- Differentiate support to match student need
- Allocate and leverage limited resources
- Amplified when integrated

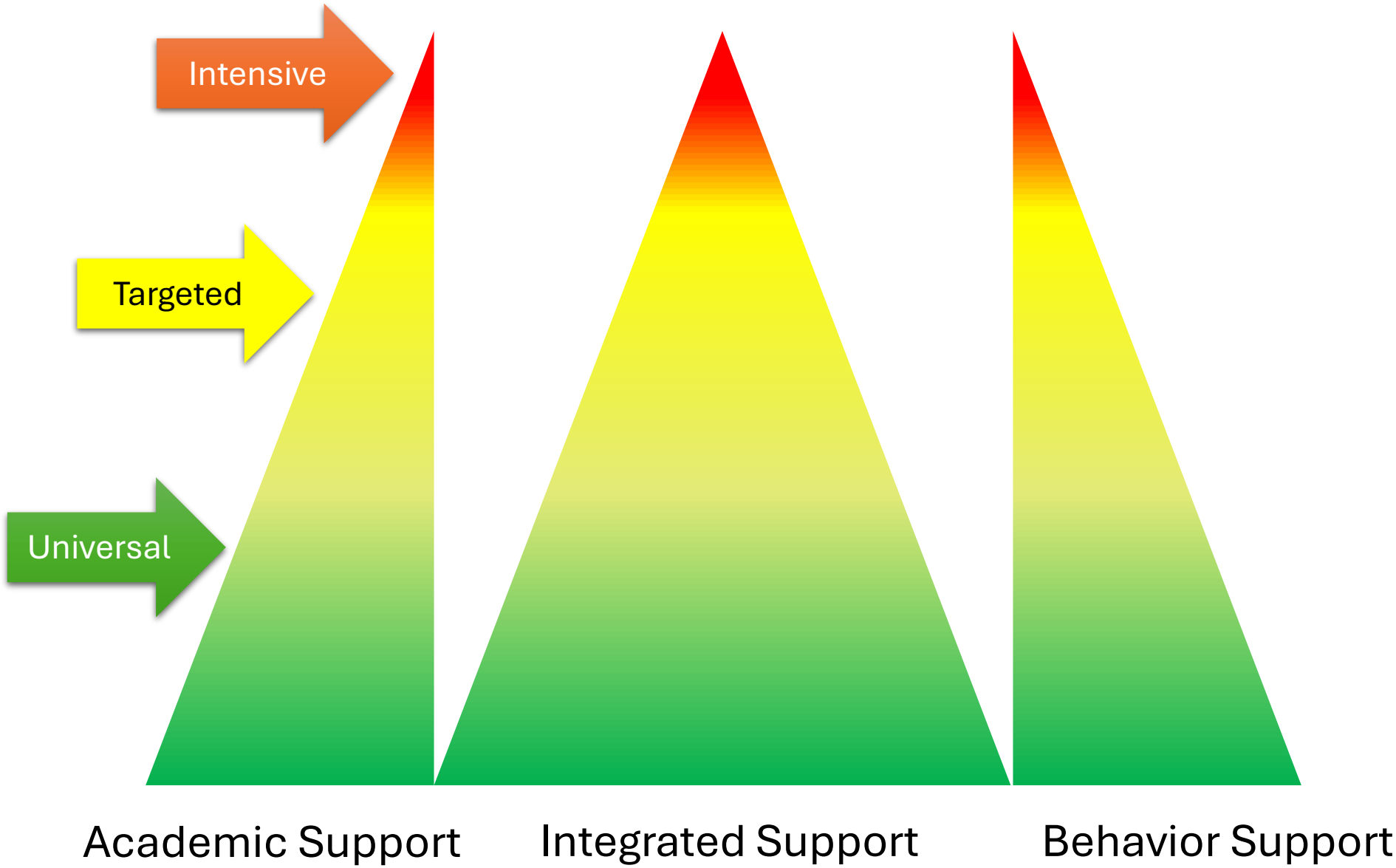


Goodman, 2022


Tier 3 Supports
Tier 2 Supports
Tier 1 Support
Tier 3 Support
Tier 2 Support
Tier 1 Support
Tier 3 Support
Tier 2 Support
Tier 1 Support
Academic Support
Combined MTSS
Behavior Support

Why Integrate?

- Engaging instruction
- Academic learning time
- Academic skills related to behavior
- More efficient allocation of resources


Intensive
Targeted
Universal
Academic Support
Integrated Support
Behavior Support

Think, Pair, Share

- Knowing what you currently know about academic and behavioral MTSS, what are components that would make sense to integrate?
- What are components that it might make sense to keep separate?

Interconnected academic & behavioral challenges

Pathway 1: Academic challenges lead to escape motivated behavior

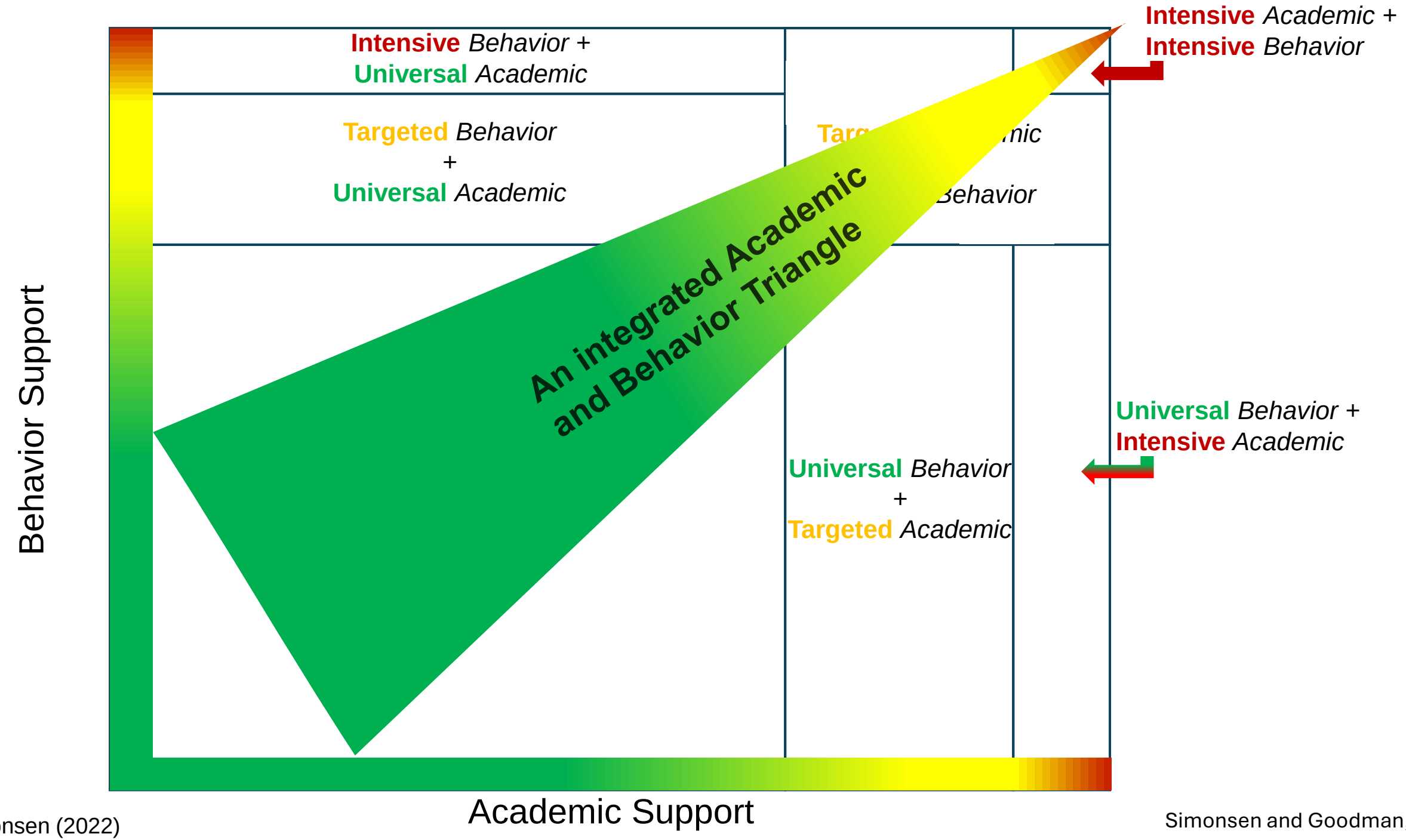
Pathway 2: Behavior challenges reduce access to academic instruction.

Combined Academic and Behavior Challenges

Pathway 4: Shared risk factors affect academics and behavior (e.g., low language skills, learning disability)

Pathway 3: Academic & behavior challenges interact (vicious cycle)

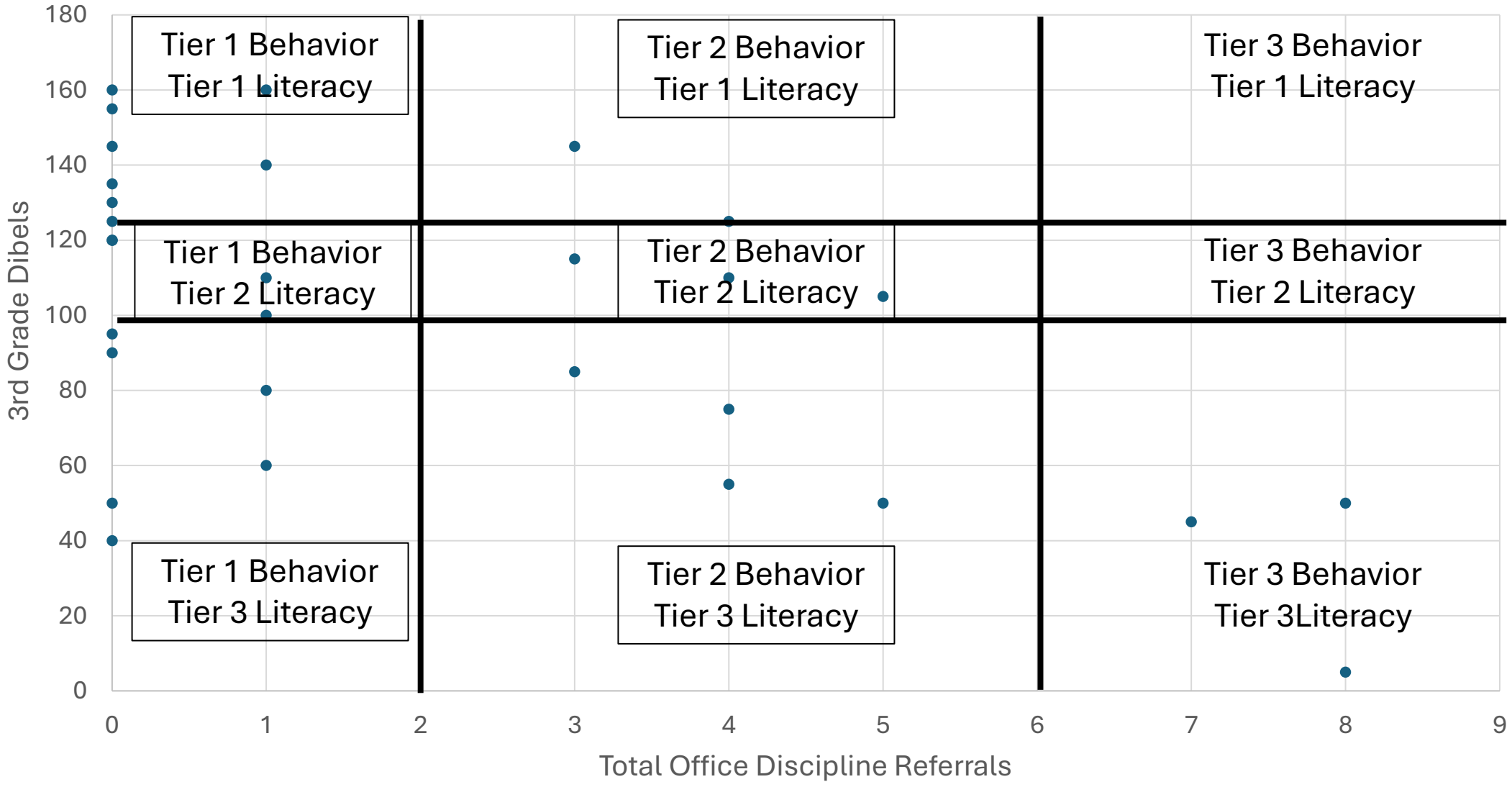
Goodman, 2022



Simonsen (2022)

Simonsen and Goodman, 2022

Integrated Academic and Behavior Screener



Adapted from Baker, Fien, & Horner

MTSS Data

Are you drowning in data?

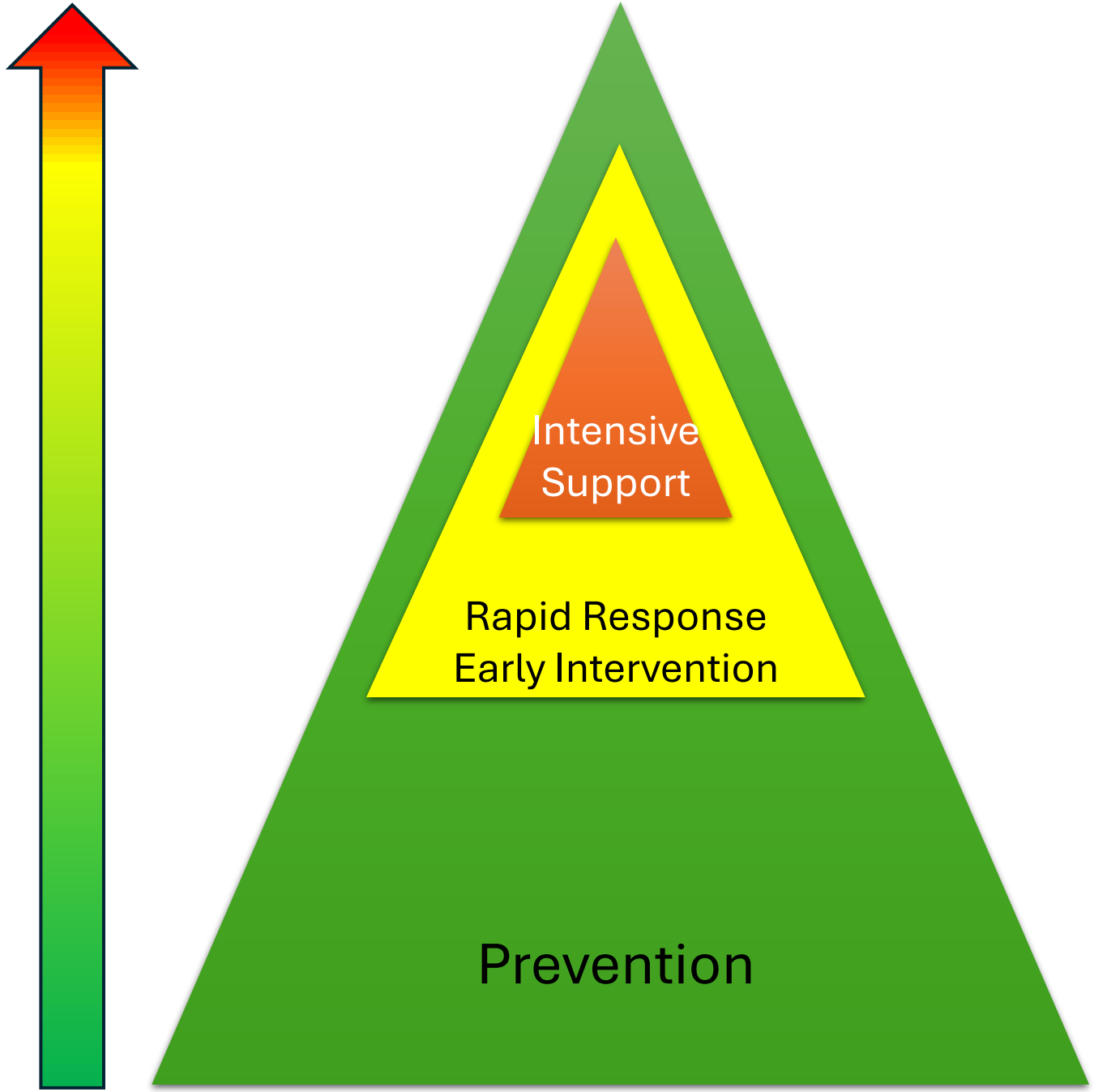
“It is not so much a lack of data, but an absence of analysis, and an even greater absence of actions driven by the data.”

White 2005

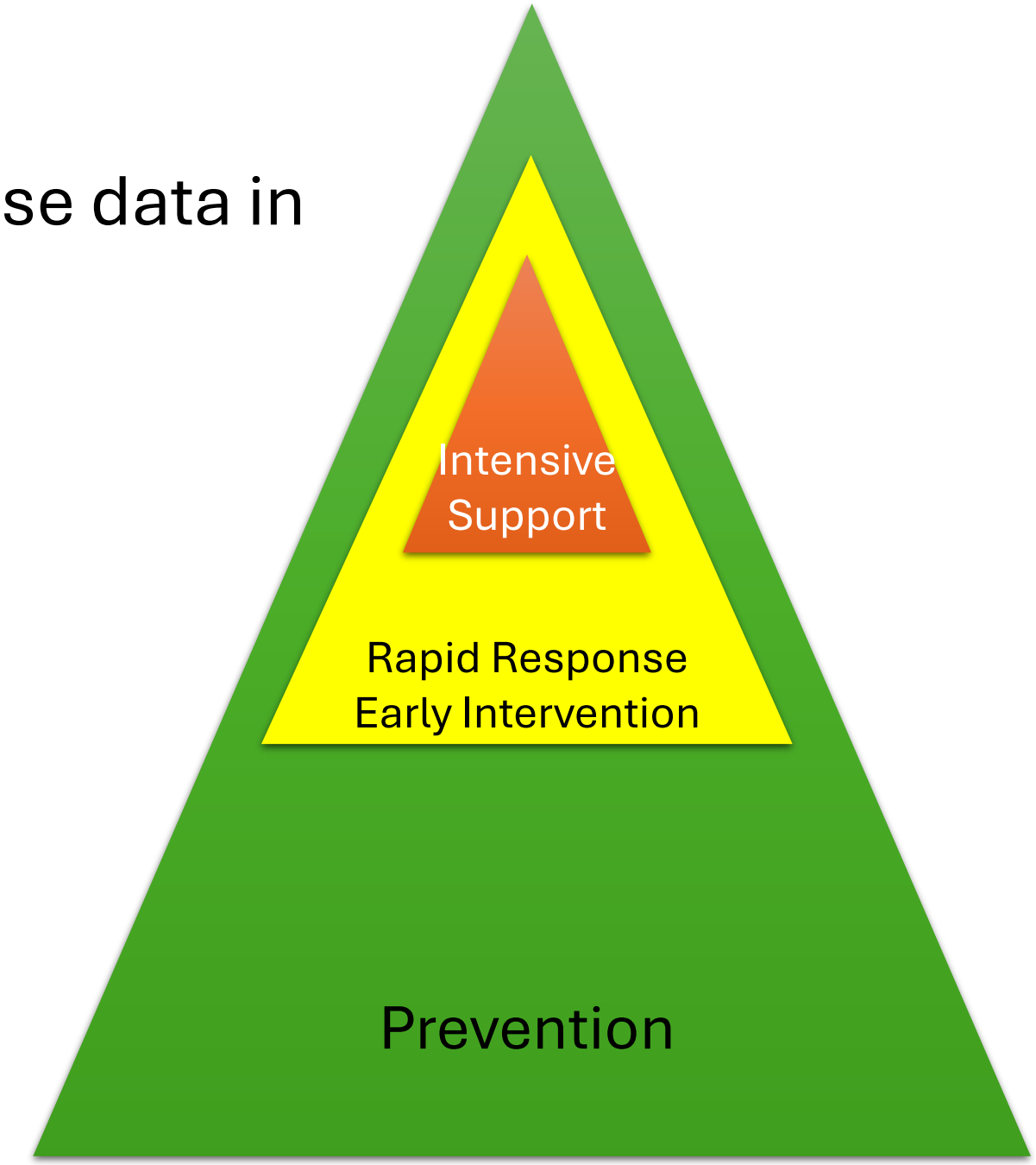
The ***right*** people
need the ***right*** data
in the ***right*** amount
at the ***right*** time and
in the ***right*** format.

Adapted from Gilbert, 1978

Amount
&
Frequency
of
Data Collection



How do you use data in MTSS?

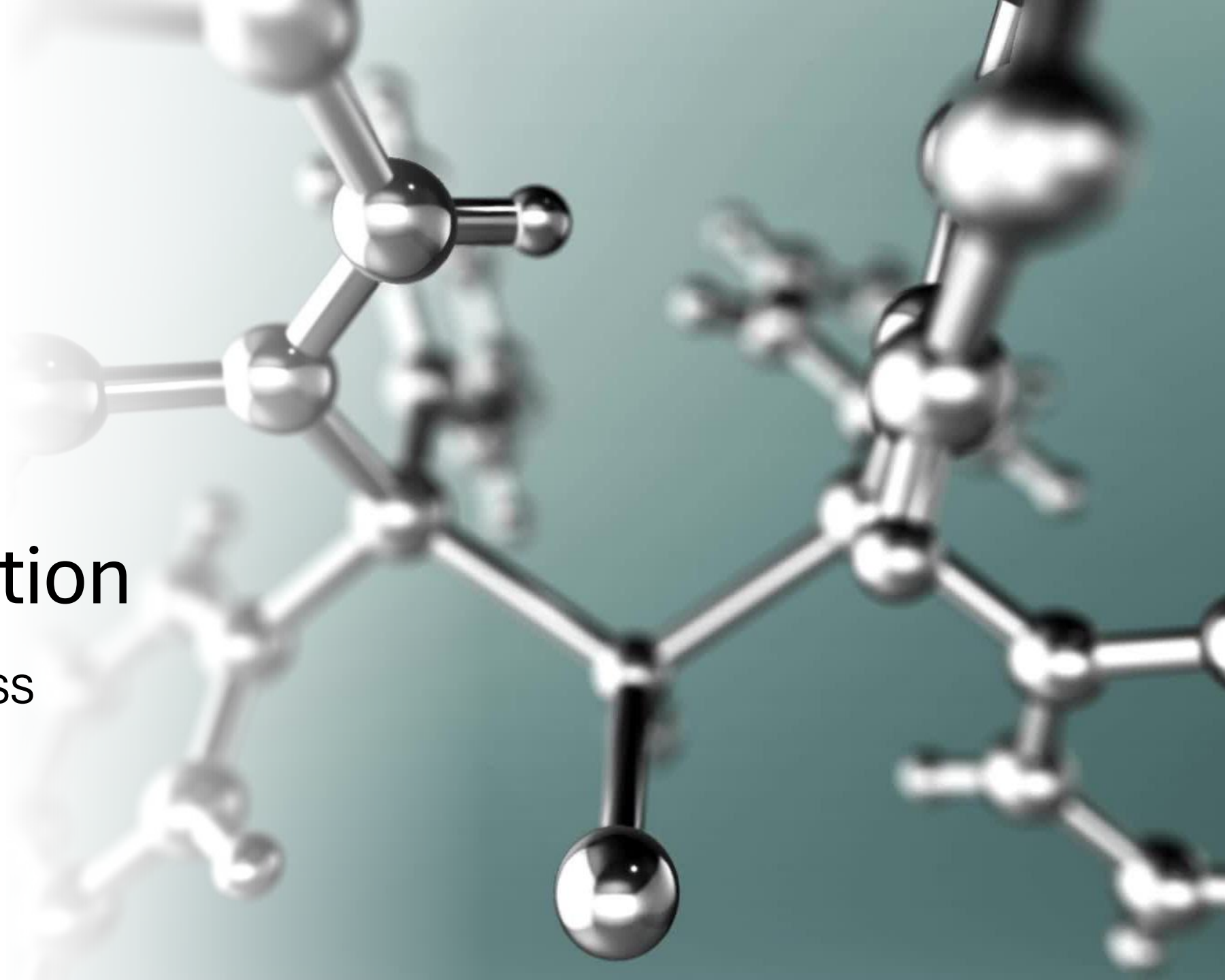


What Data

- Implementation Fidelity
- Screeners
- Diagnostic
- Progress Monitoring
  - Fidelity
  - Student Outcome
- Evaluation

Tier 1 Differentiation

in an Integrated MTSS



Tier 1 Options

Option A:

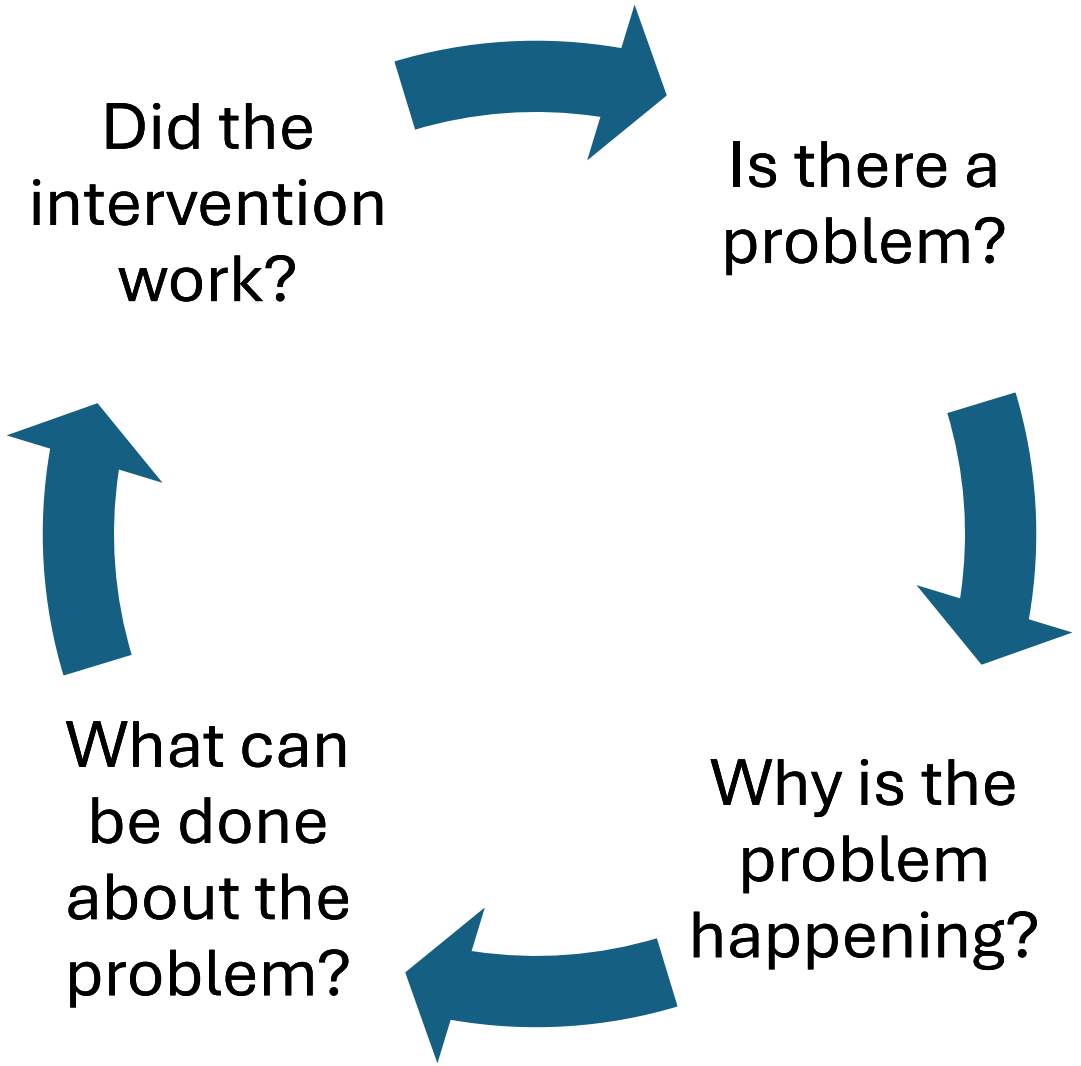
- Review classroom minor and ODR data to develop a Monthly Grade/content level wide intervention
- And, use quarterly benchmark data or monthly CFA data to differentiate academic instruction by need.

Option B:

- Review classroom minor/ODR data and quarterly benchmark/monthly CFA data to develop an integrated differentiation plan

Option B: Integrating Academic and Behavior Data

In Data-Based Decision-Making


Is there a problem?
Why is the problem happening?
What can be done about the problem?
Did the intervention work?

Tilly 2008

Think, Pair, Share

- Does your school use a data decision making protocol? If so, what is it? Does it answer the questions:
  - Do we have a problem?
  - Why is the problem happening
  - What can we do about the problem
  - Did the intervention work?

Prerequisite

- Collaborative Data Team
- Common formative assessment/Benchmark Assessment
  - Common errors or misconceptions
- ODR/Classroom Minors documentation filtered

Common Formative Assessment

Why do students engage in contextually inappropriate behavior (mark all that apply)?

a) They didn't take their meds

b) Parents have poor parenting skills

c) The child wants to harm or embarrass the teacher

d) They do not know the behavior expectations

e) The unexpected behavior gets them something they need.

Think, Pair, Share

- How do you currently determine:
  - Specific Academic Skill deficits
  - Deficit in prerequisite skill
  - Misapplication of strategies
  - Lack of fluency
- How do you use this information?

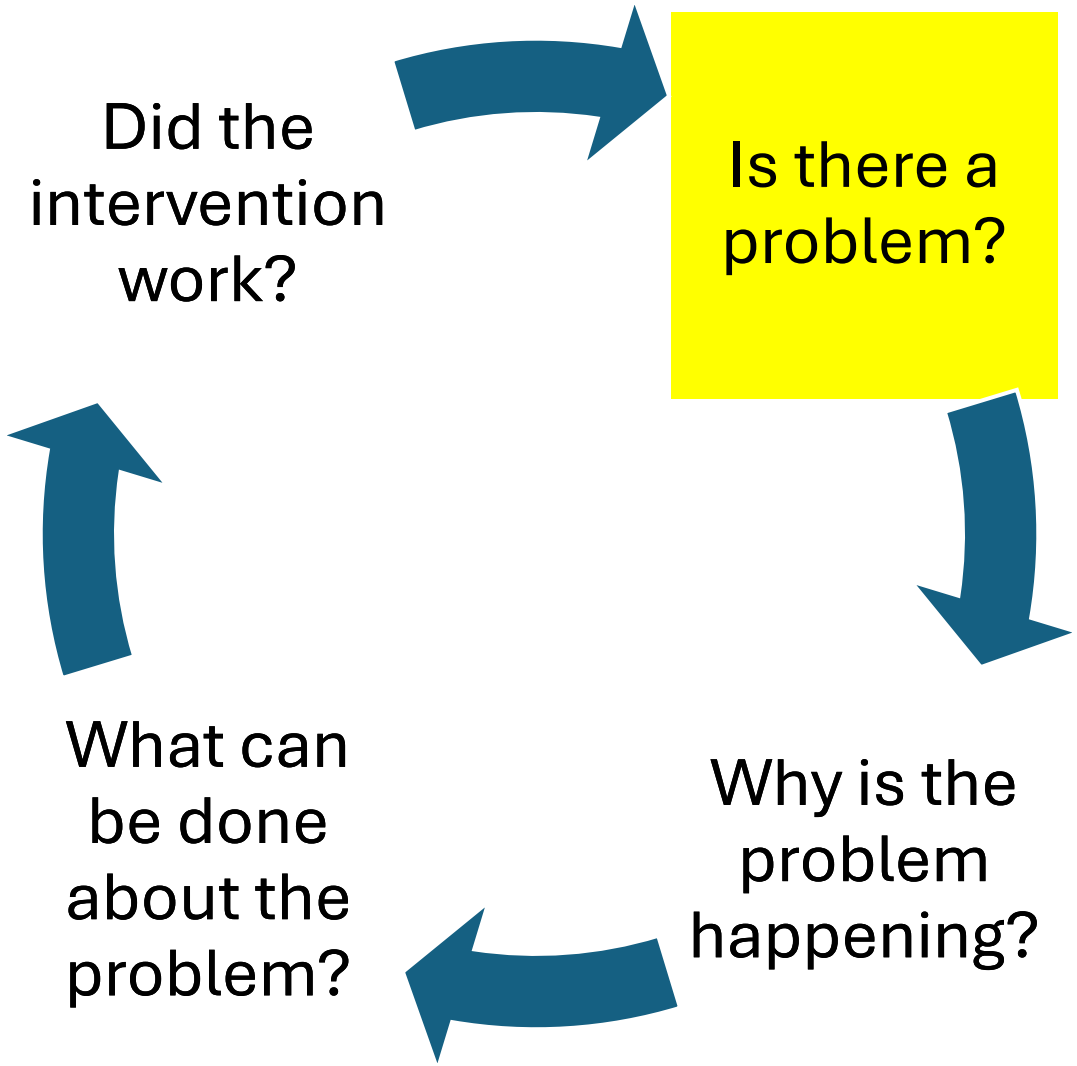
Behavior Data

ODRS

- Who
- What
- When
- Where
- Why

Minors

- Who
- When (activity)
- What
- Antecedent
- Consequence


Is there a problem?
Why is the problem happening?
What can be done about the problem?
Did the intervention work?

Tilly 2008

Gather Relevant Data

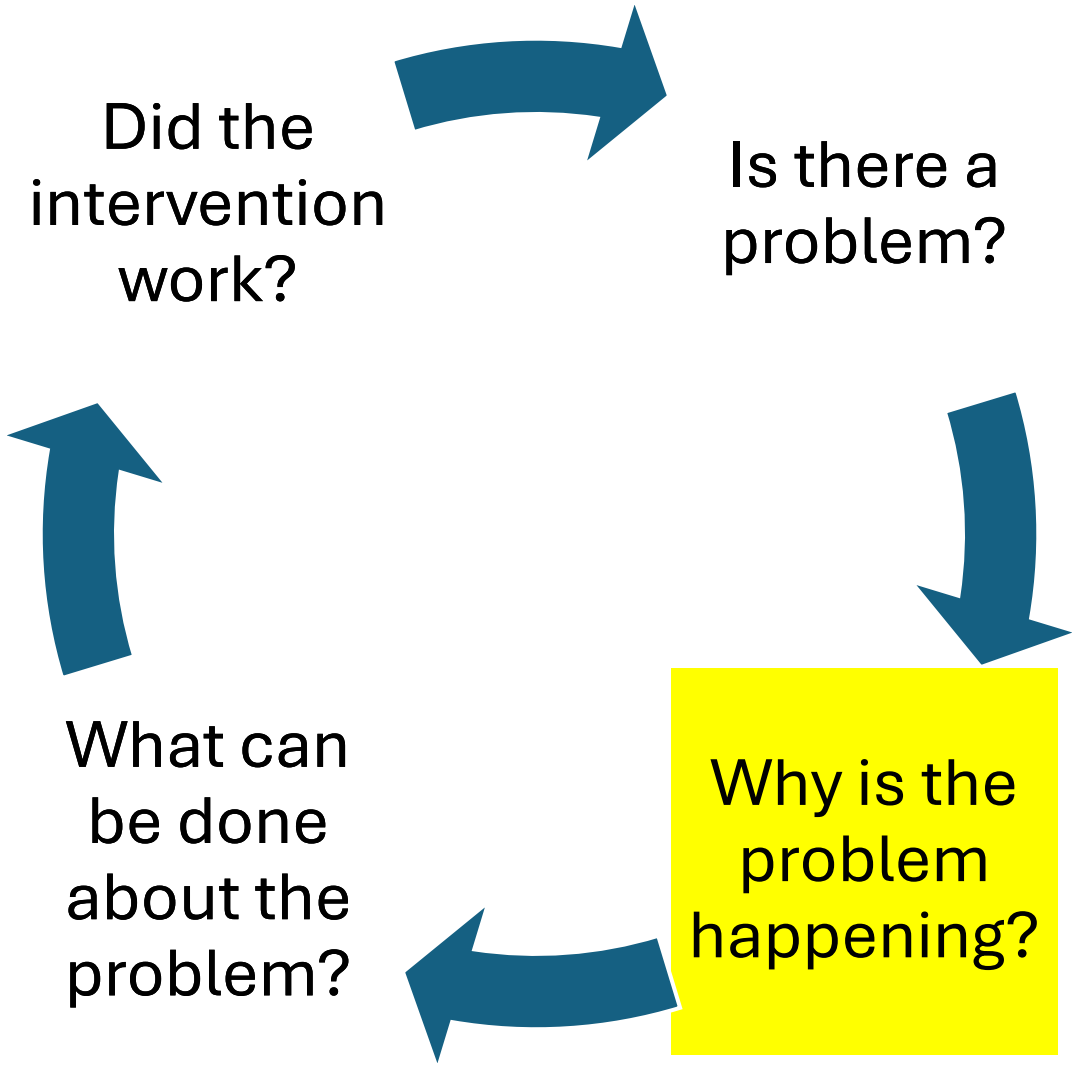
- Common Formative Assessment Data/Quarterly Benchmark Data
- Behavior Data (Classroom Minors and ODR)

Gather Relevant Data

Cut Score	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
Proficient	Zeppo Abbot Martin	Groucho Harpo Moe
Not Proficient	Larry	Chico Curly Costello Lewis

Think, Pair, Share

- Knowing what you know about academics the relationship between academics and behavior, what can you infer from grouping students by proficiency and behavior?


Is there a problem?
Why is the problem happening?
What can be done about the problem?
Did the intervention work?

Tilly 2008


Look for the
Pattern

Why Do Kids Engage in ***Unexpected*** Behavior?

Don’t know Expectations

Not Fluent

Functional Relationship

Can’t do

Won’t do

Gresham, Sugai, & Horner (2001)

Functional Relationship

Gain

- Adult Attention
- Peer Attention
- Access to Object or Activity

Escape

- Adult Attention
- Peer Attention
- Activity/Task

Functional Assessment of Behavior and Academics

Behavior

To obtain

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

To Escape/avoid

- Activities
- Attention from peers
- Attention from adults

Academic

Can't do

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

Won't do

- Motivational issue

MiMTSS Technical Assistance Center

Goodman, 2022

Look for Patterns

- Who are the students who have common:
  - skill or knowledge deficits
  - prerequisite skill deficits
  - rule/strategy misapplications
  - fluency deficits
  - mastered content
- Who are the students engaging in unexpected behavior?
  - when (activity)
- Where do the two lists intersect?

Analyze: Instruction

	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
Cut Score: Proficient	Zeppo Abbot Martin	Groucho Harpo Moe
Not Proficient	Larry — Skill deficit	Chico — Misapplies strate Curly — Skill deficit Costello — Misapplies strate Lewis — Lacks Prerequisit

Analyze: Behavior

	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
Proficient	Zeppo Abbot Martin	Groucho Harpo Moe
Not Proficient	Larry	Chico Curly Costello Lewis

Cut Score

Analyze

Cut Score	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
Proficient	Zeppo Abbot Martin	Groucho Harpo Moe
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Analyze

Cut Score

	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
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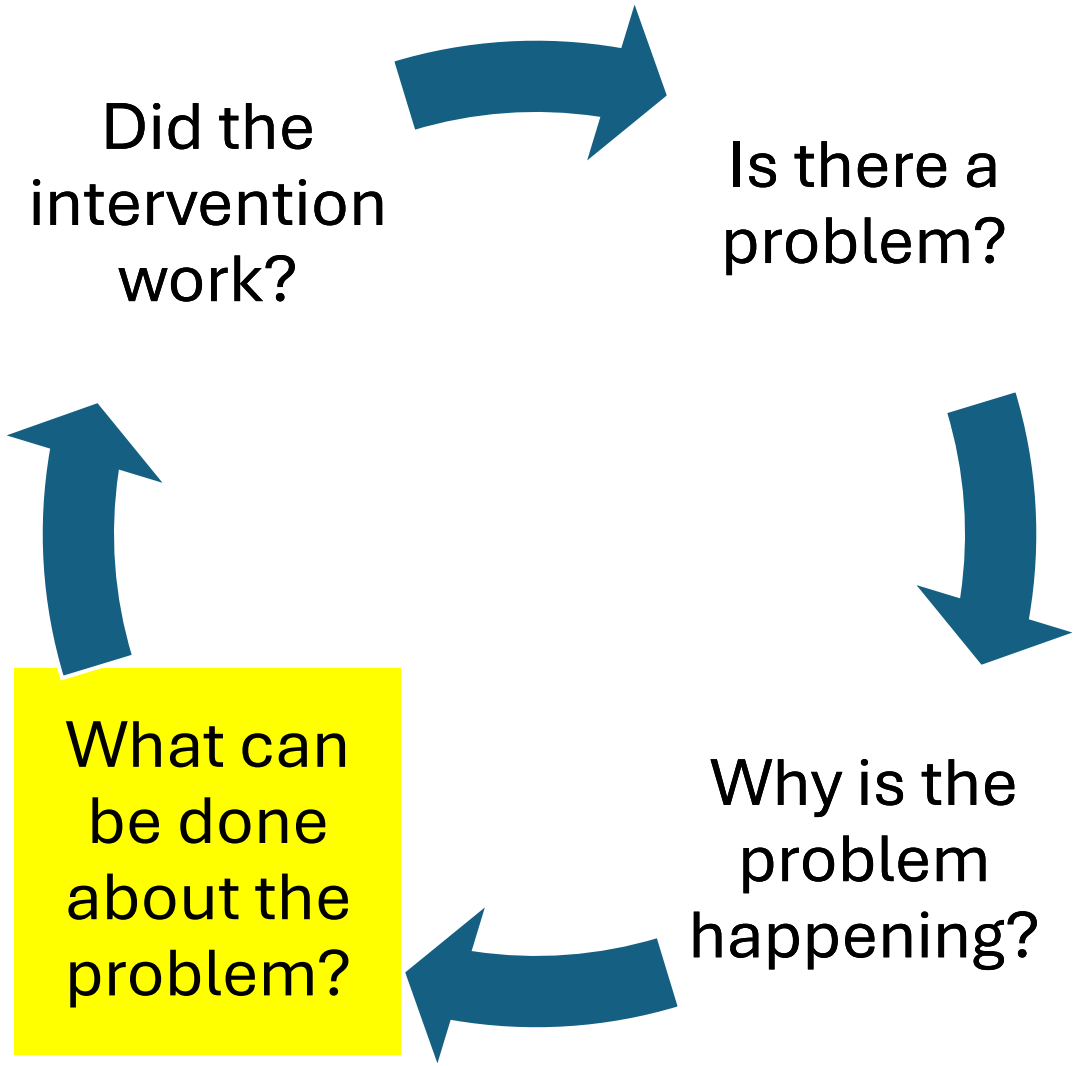

Is there a problem?
Why is the problem happening?
What can be done about the problem?
Did the intervention work?

Tilly 2008

Why Do Kids Engage in ***Unexpected*** Behavior?

Don't know Expectations

- Have we ***clarified*** expectations?
- Have we ***taught*** expectations?

Not Fluent

- Adequate ***practice***?
- Different settings?

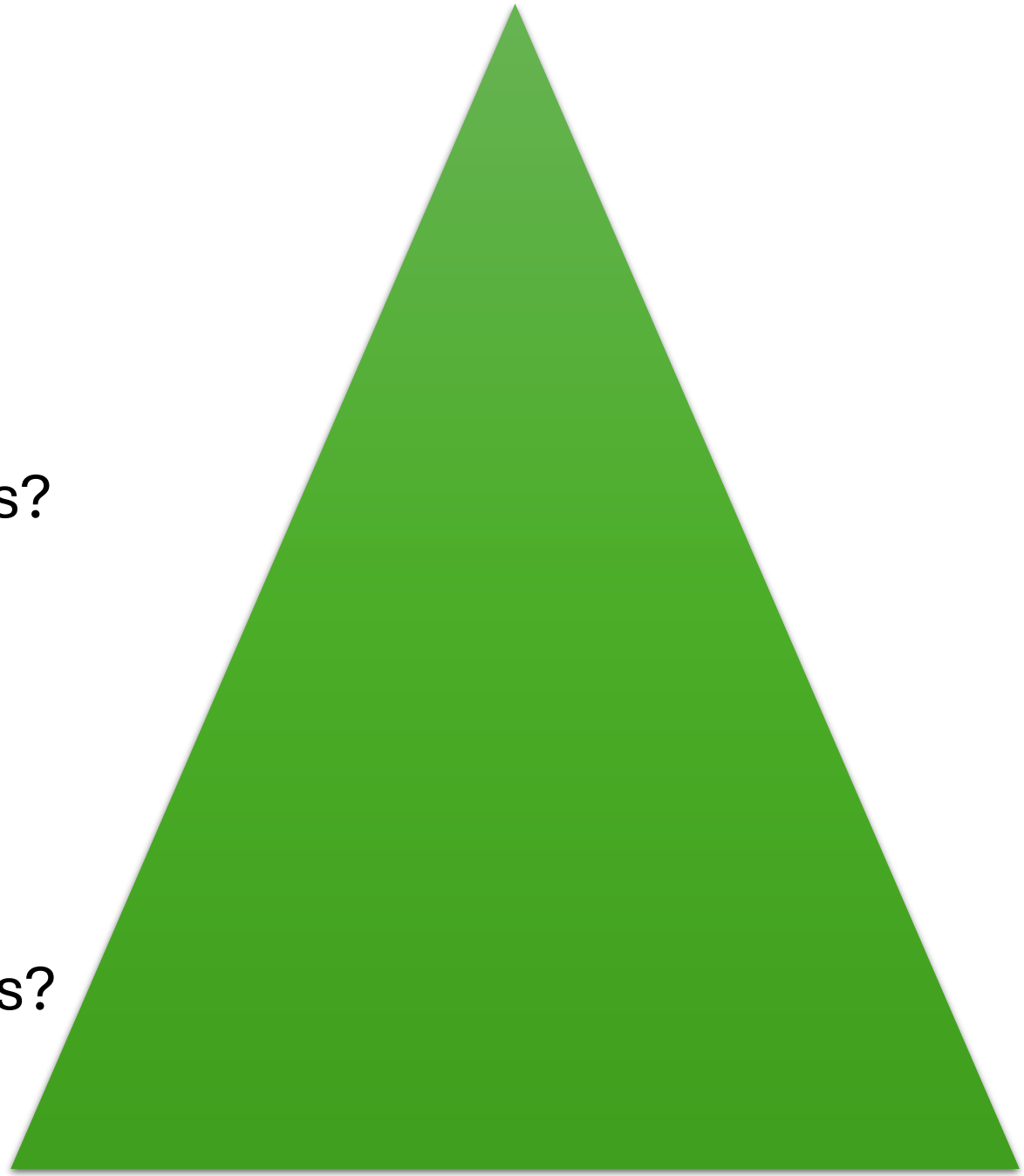
Functional Relationship

- Gain?
  - Have we ***reinforced***?
  - Have we ***corrected***?
- Avoid?

Gresham, Sugai, & Horner (2001)

Universal

- Have we clarified expected behaviors?
- Have we taught expected behaviors?
- Have we practiced expected behaviors?
- Have we reinforced expected behaviors?
- Have we used instructional responses to unexpected behaviors?



Select a Strategy: Instruction

	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
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Cut Score: Not Proficient	Larry — Skill deficit	Chico — Misapplies strate Curly — Skill deficit Costello — Misapplies strate Lewis — Lacks Prerequisit

Select a Strategy: Behavior

Cut Score	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
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Analyze: Behavior

Cut Score	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
Proficient	Zeppo Abbot Martin	Groucho Harpo Moe
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Analyze

Cut Score	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
Proficient	Zeppo Abbot Martin	Groucho Harpo Moe
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Select Strategies: Behavior

	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
Cut Score: Proficient	Zeppo Abbot Martin	Groucho Harpo Moe
Cut Score: Not Proficient	Larry	Chico Curly Costello Lewis

Select Strategies: Integrated

	Little or No Contextually Inappropriate Behavior	Moderate to Significant Contextually Inappropriate Minor and Major Behavior
Cut Score: Proficient	Zeppo Abbot Martin	Groucho Harpo Moe
Cut Score: Not Proficient	Larry	Chico Curly Costello Lewis

Differentiation

- Content
- Process
- Products
- Learning Environment

Carol Anne Tomlinson

Effective Teaching and Learning Practices

- Expectations and Rules
- Procedures and Routines
- Acknowledging Expected Behavior
- Correcting Unexpected Behavior
- Active Supervision
- Opportunities to Respond
- Activity Sequencing and Choice
- Adjusting Task Difficulty

ETLP 7:Activity Sequencing & Choice

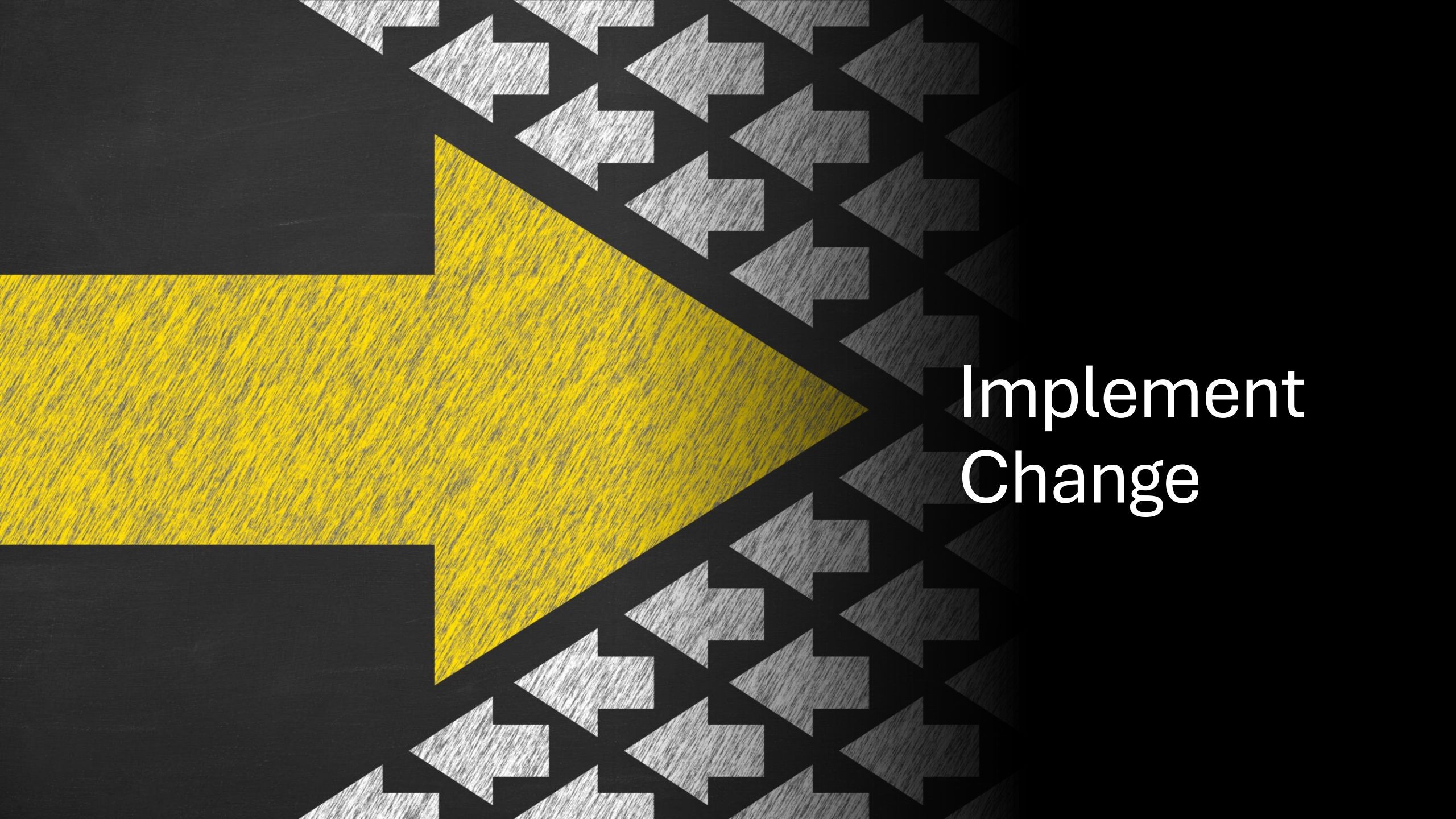
- Behavioral Momentum
- Task Interspersal
- Offer choices
  - Order
  - Location
  - Materials
  - Partner
  - Type of Task

ETLP 8: Adjusting Task Difficulty

- Duration or length of task
- Mode of task completion
- Extent of instruction or practice

Create a Plan

- Goal
- Practice/strategy
- Action steps
- Resources
- Person(s) responsible
- Timeline
- Evidence of completion


Implement
Change

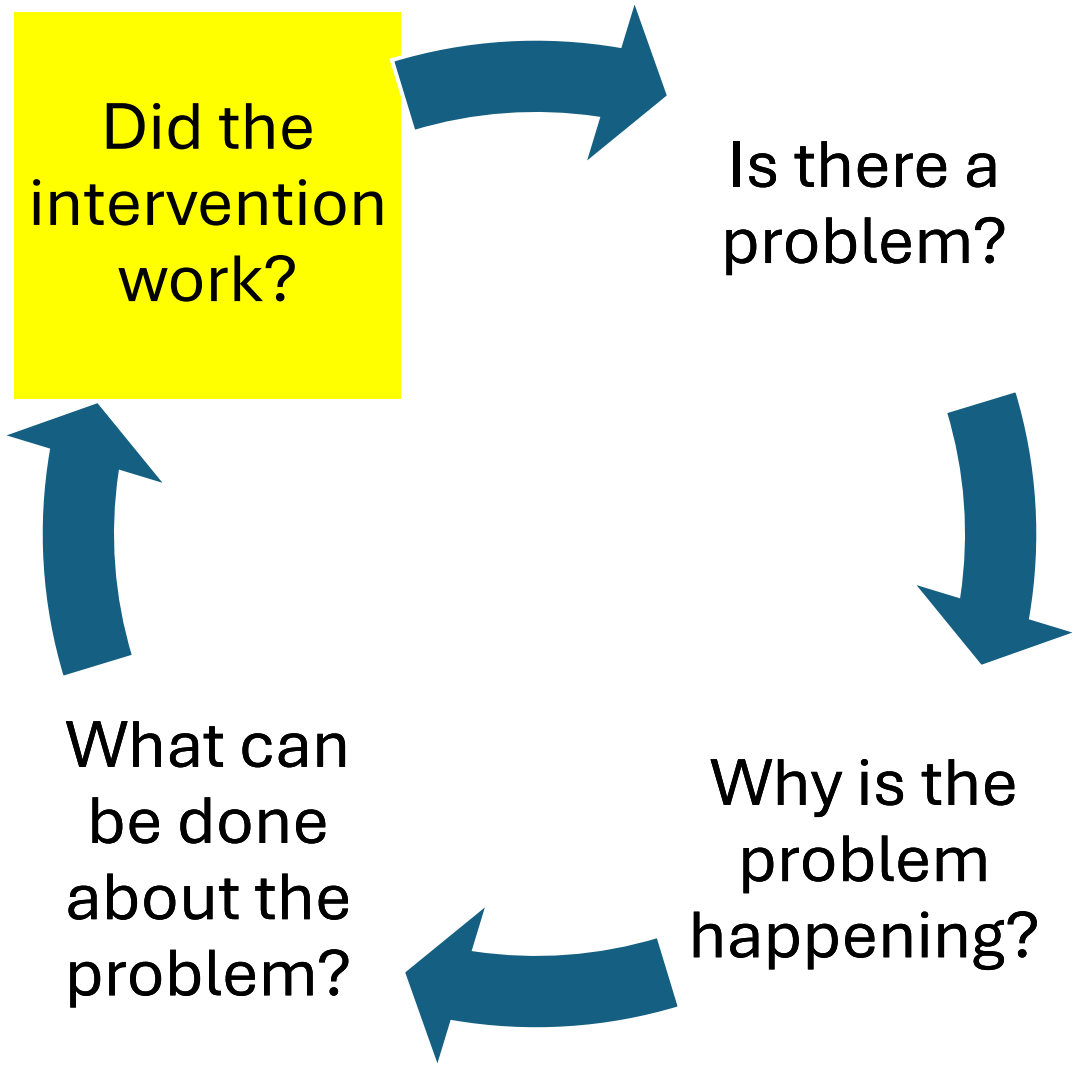
Are we making adequate progress?

Results Indicators

If adults _____, then we should see students _____.

If adults teach students to ask for help, then we should see students ask for help when stuck.

If adults teach students a decoding strategy, then we should see students using the decoding strategy.


Did the intervention work?
Is there a problem?
Why is the problem happening?
What can be done about the problem?

Tilly 2008

Evaluate Plan

	Goal not met	Goal met
Plan not implemented	Are there obstacles to implementation? **Yes**: Modify plan to eliminate the obstacles. **No**: Implement the plan.	Look at data to determine *why* the goal was achieved, so you can replicate.
Plan implemented	Re-analyze data; develop an alternate hypotheses; modify the plan to address the alternative hypothesis.	Plan for sustained implementation. Return to data to identify a new problem to address.

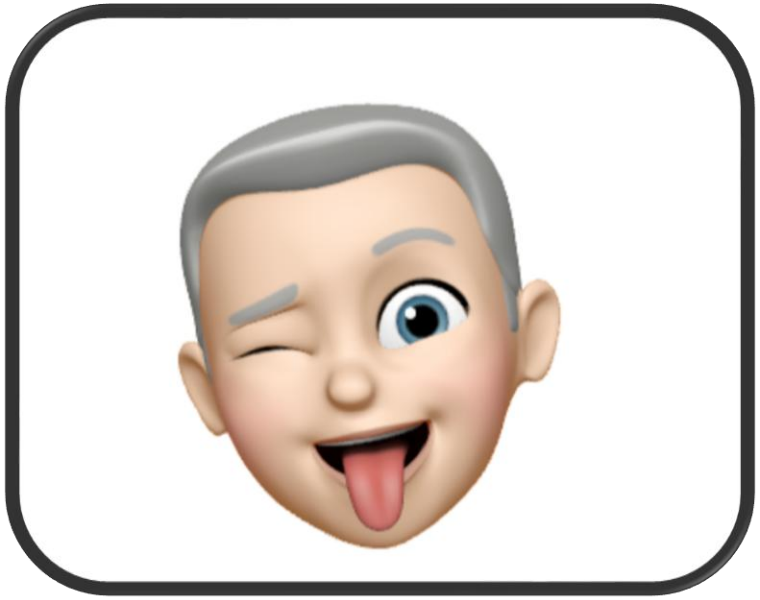
Then we systematically repeat…

- Creating cycles of continuous improvement.

Make a Commitment

- What will you commit to?
- Tell a partner.

Questions?!?



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