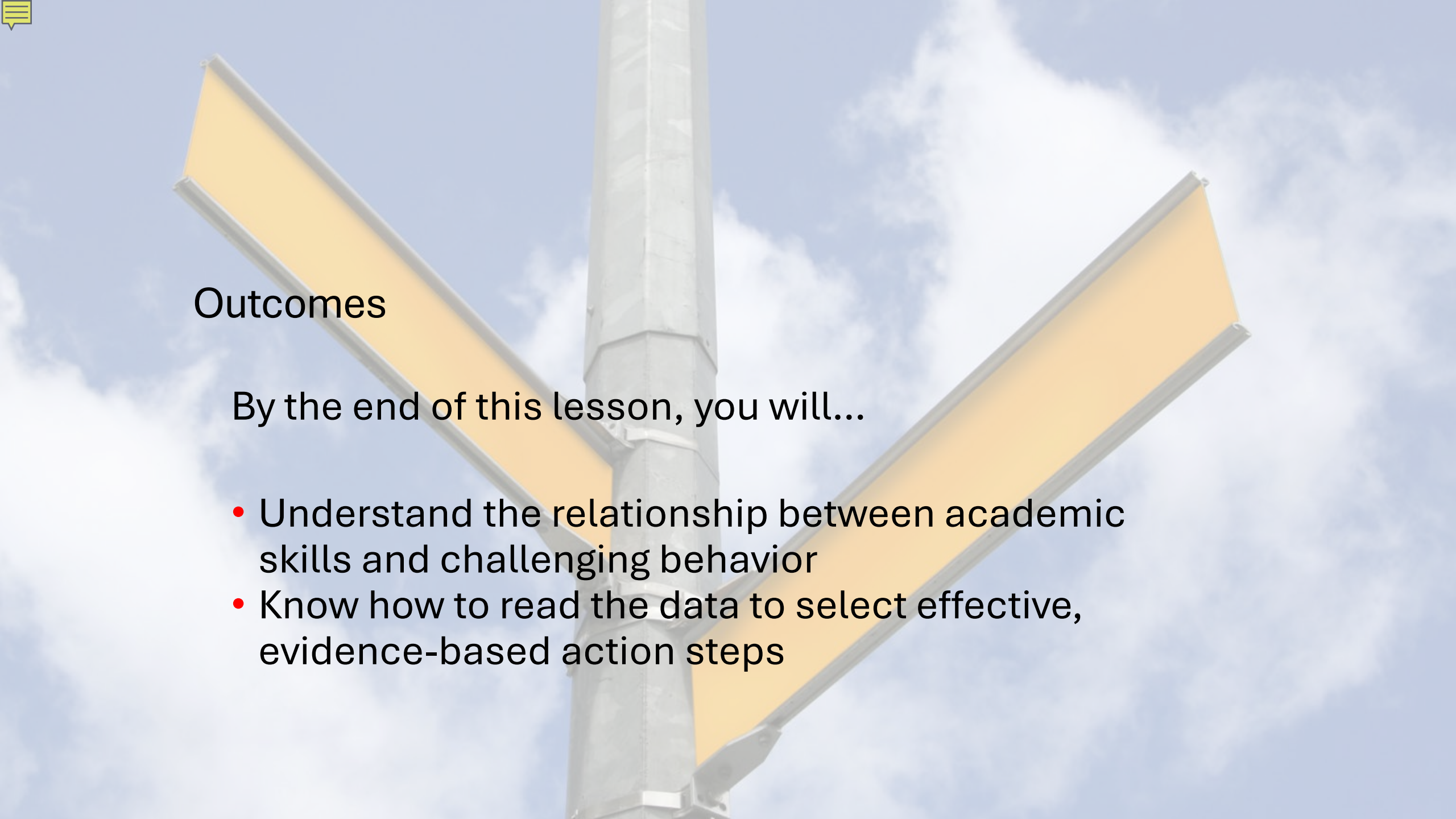
Integrated Academic and Behavioral Data-Based Decision-Making

in Grade or Content-Alike Data Teams

Gordon Way, Ed.D.

MO SW-PBS Web & Data



Outcomes

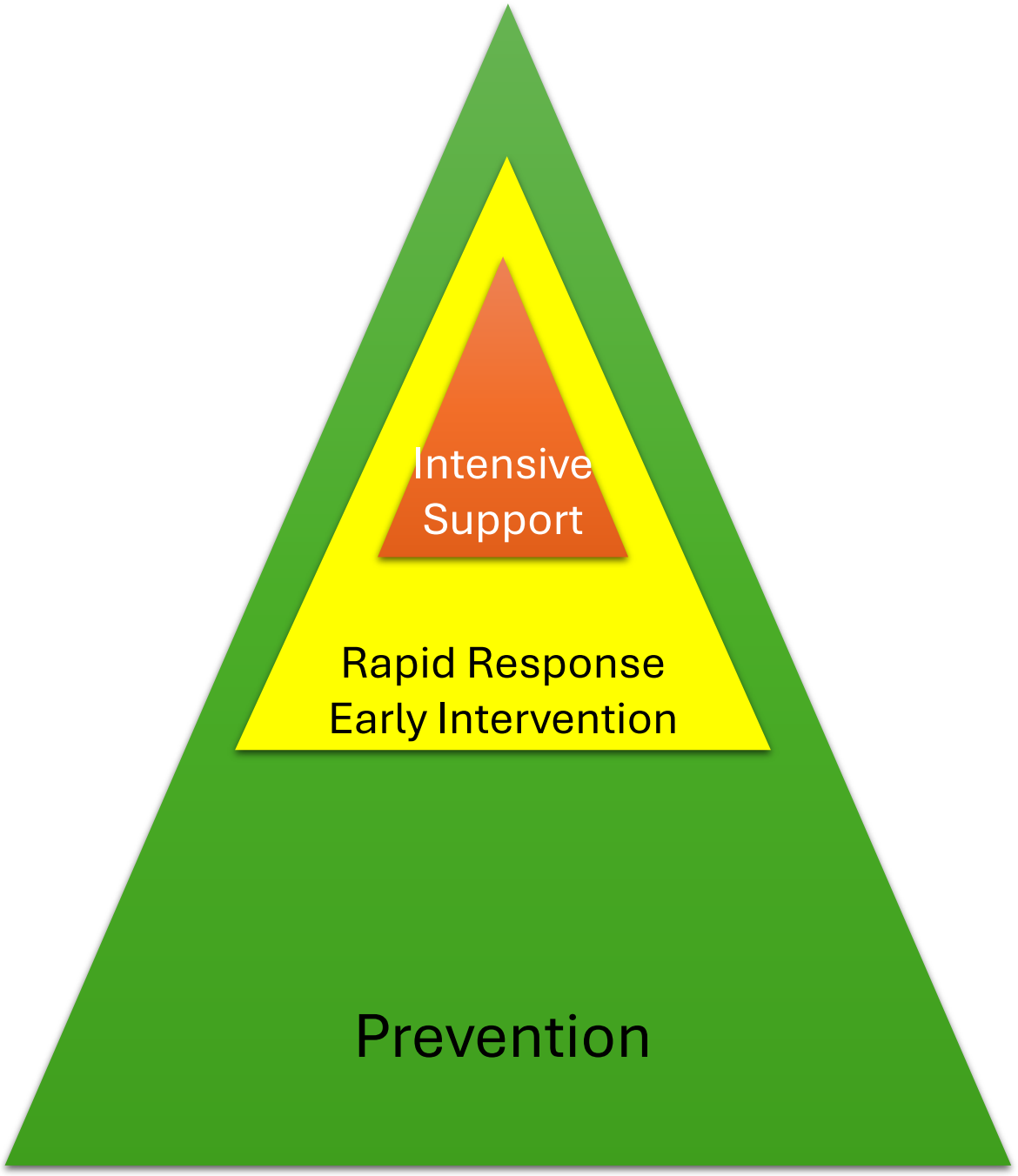
By the end of this lesson, you will…

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

Essential Question

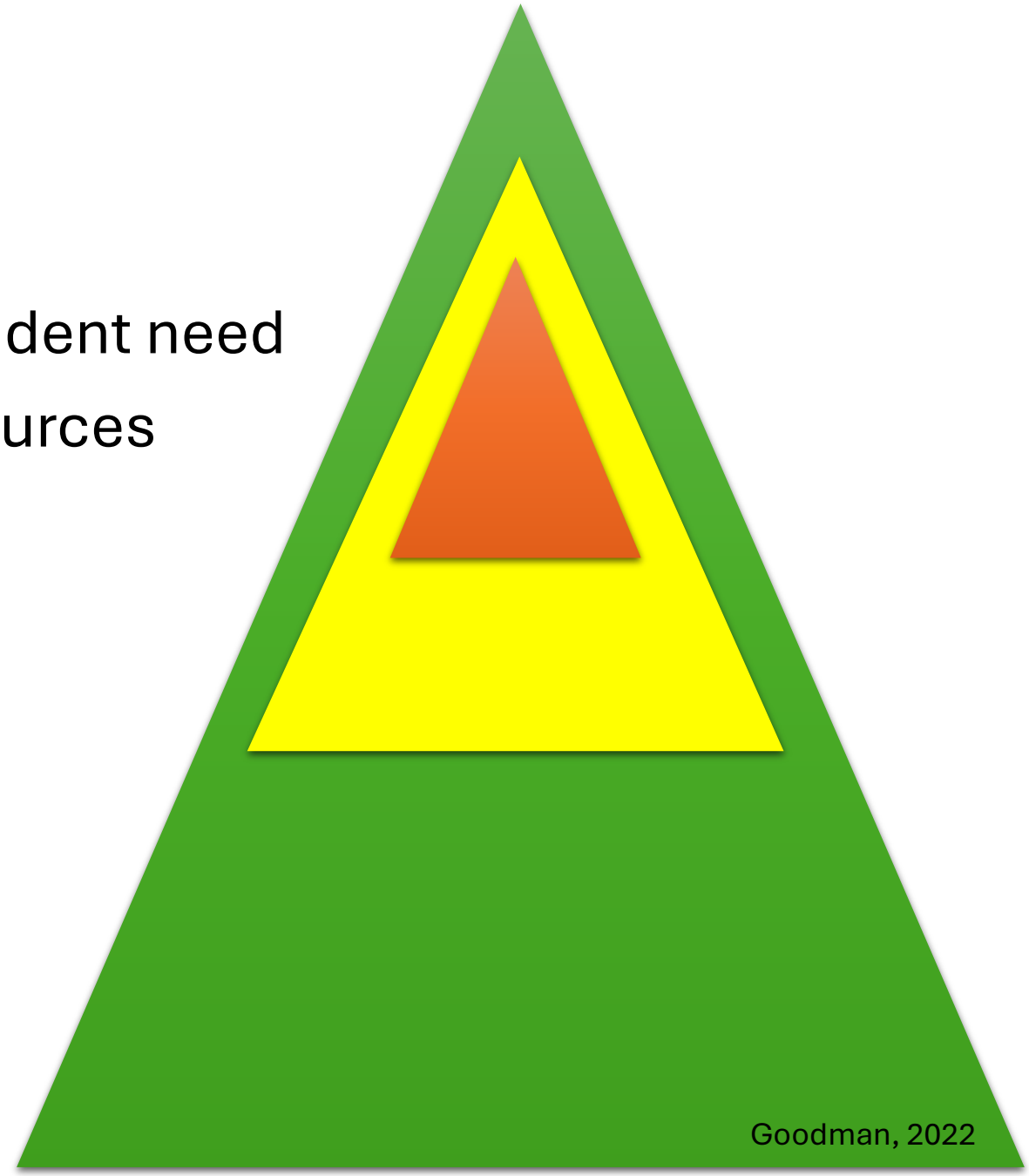
- **How can we differentiate instruction for students based on academic and behavioral performance?**

What is MTSS?

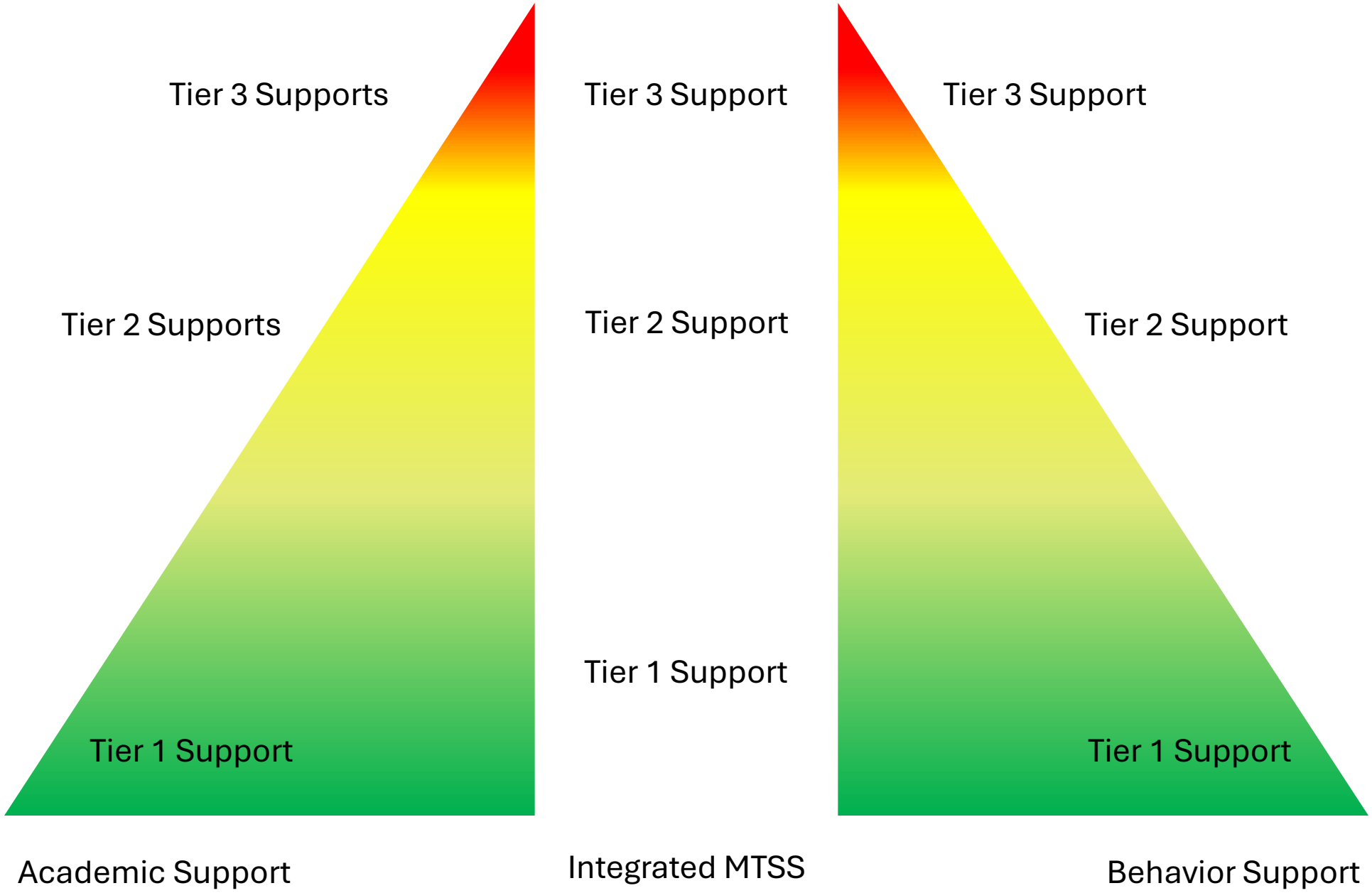

Intensive
Support
Rapid Response
Early Intervention
Prevention

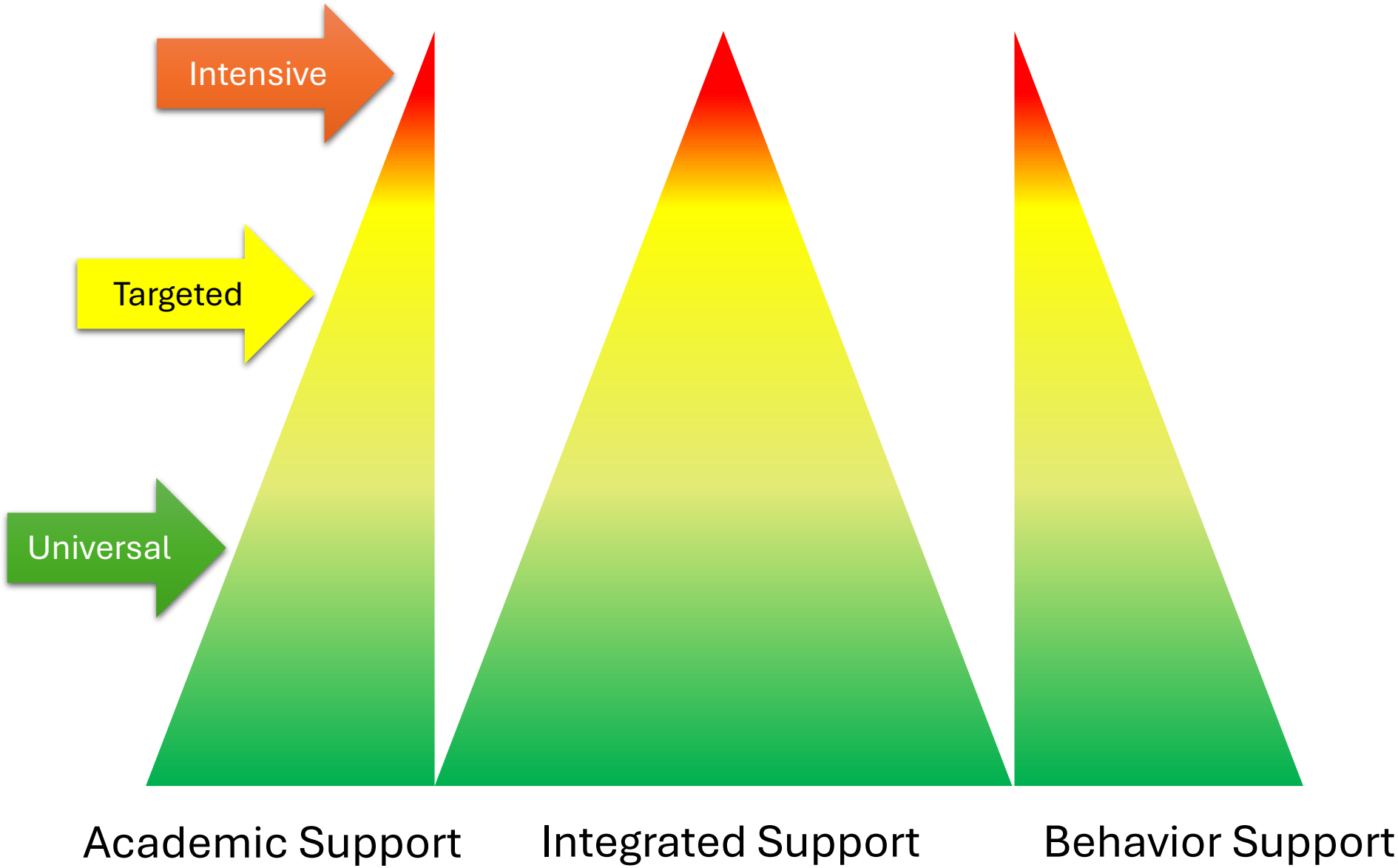
Why MTSS?

- 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
Academic Support
Tier 3 Support
Tier 2 Support
Tier 1 Support
Integrated MTSS
Tier 3 Support
Tier 2 Support
Tier 1 Support
Behavior Support


Intensive
Targeted
Universal
Academic Support
Integrated Support
Behavior Support

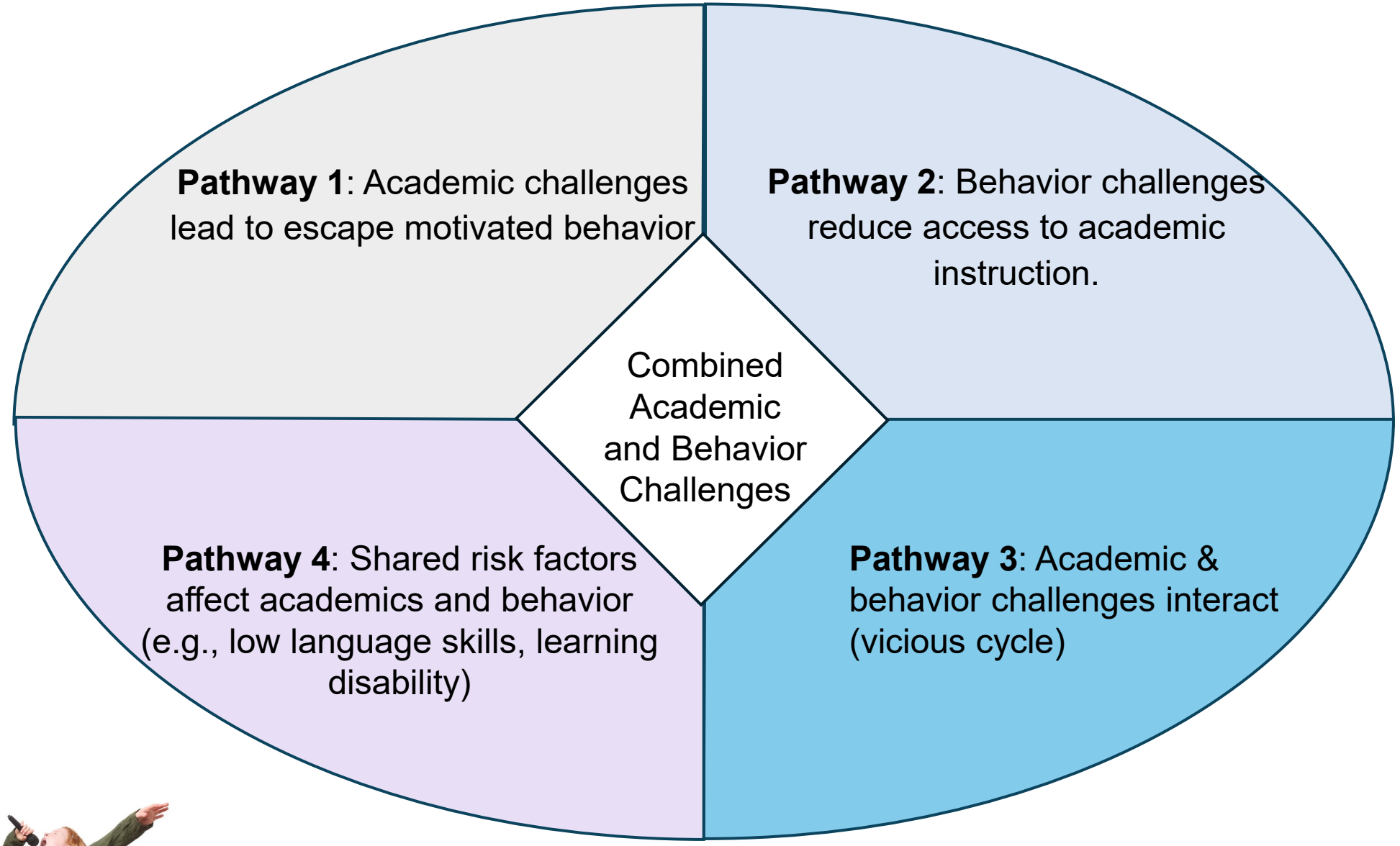
Think, Pair, Share

- 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?

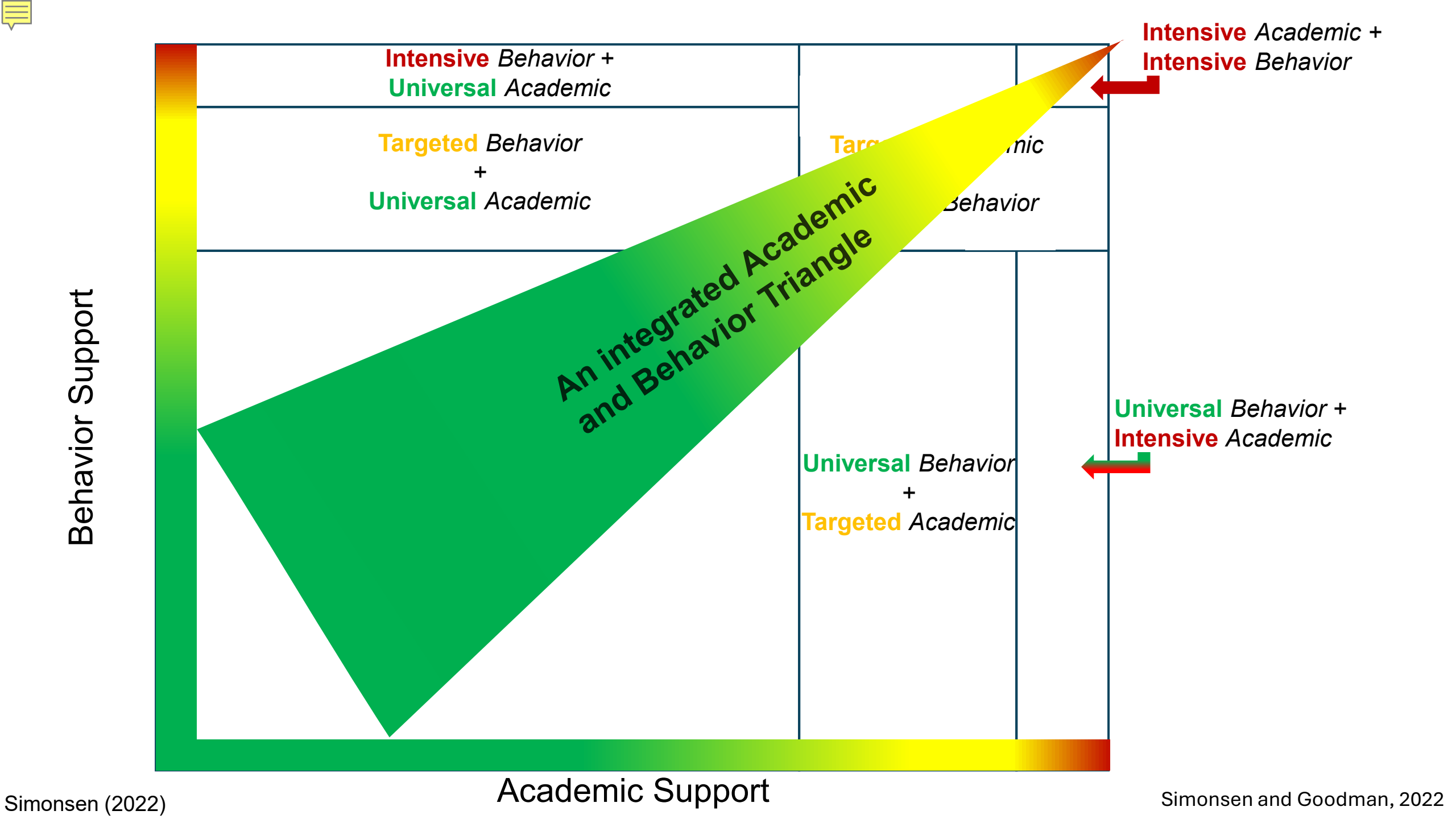
Why Integrate?

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

Interconnected academic & behavioral challenges



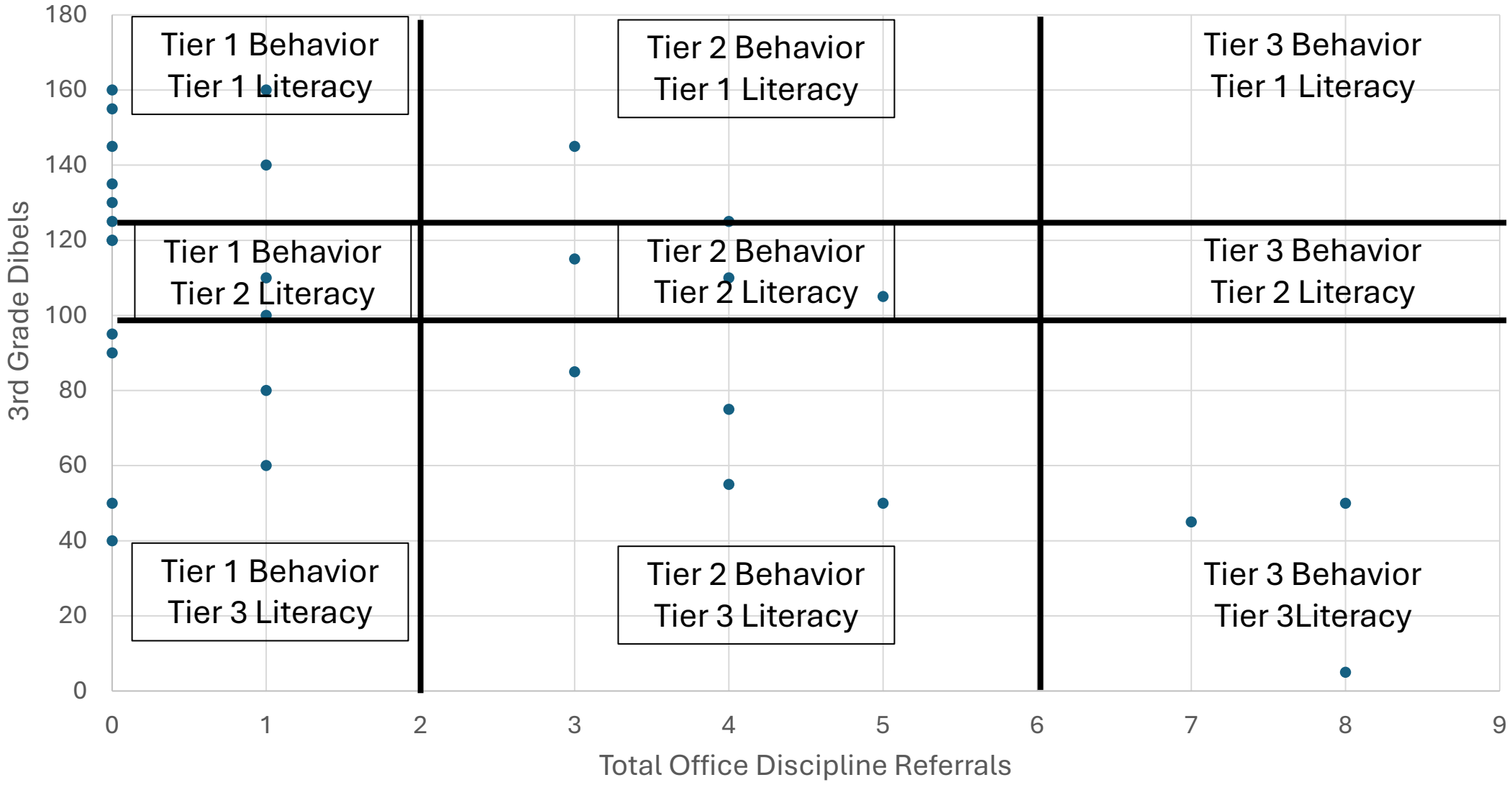
Goodman, 2022



Simonsen (2022)

Simonsen and Goodman, 2022

Integrated Academic and Behavior Screener



Adapted from Baker, Fien, & Horner

MTSS Data

Are you drowning in data?

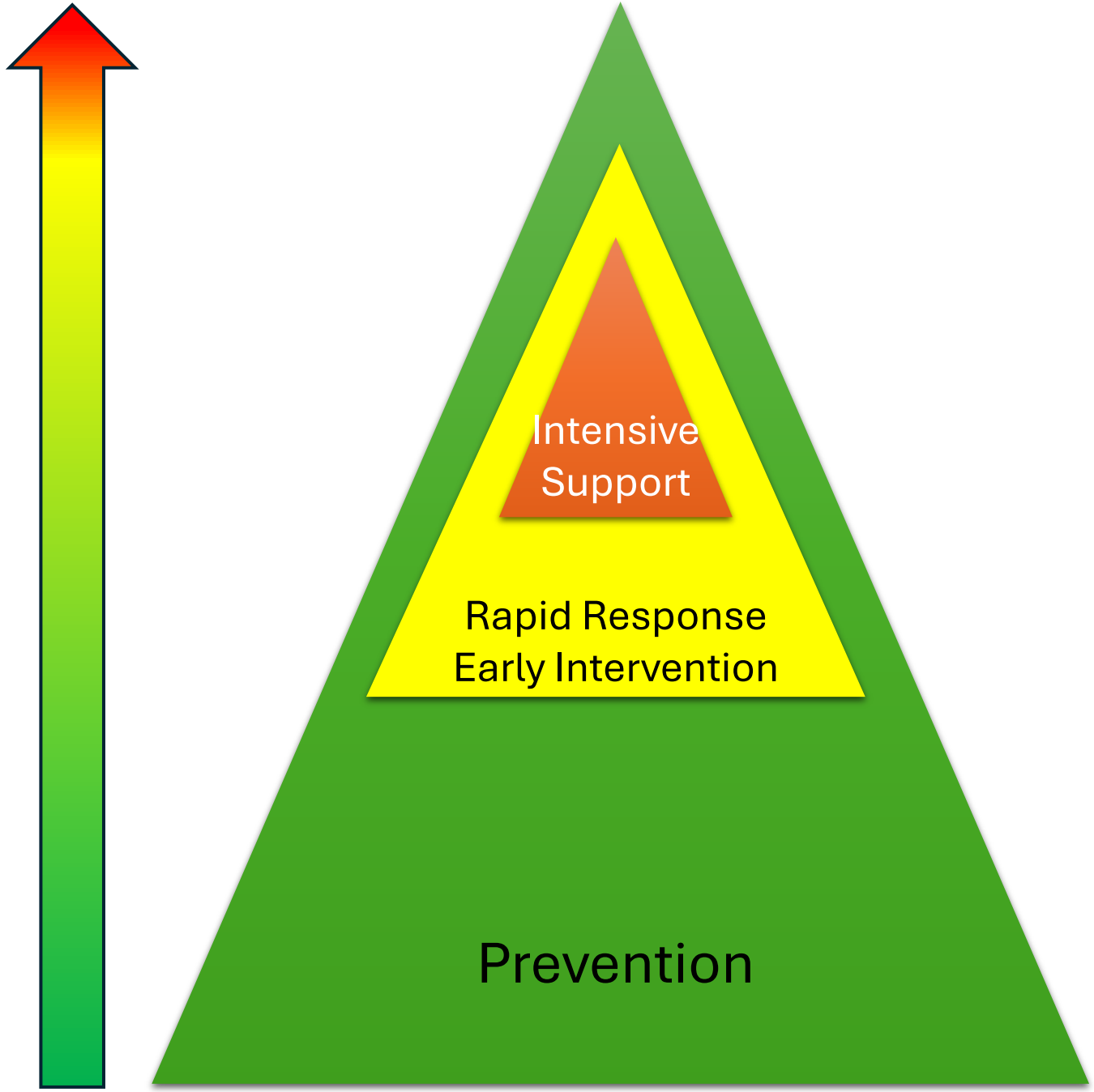
“It is not so much a lack of data, but an absence of analysis, and an even greater absence of actions driven by the data.”

White 2005

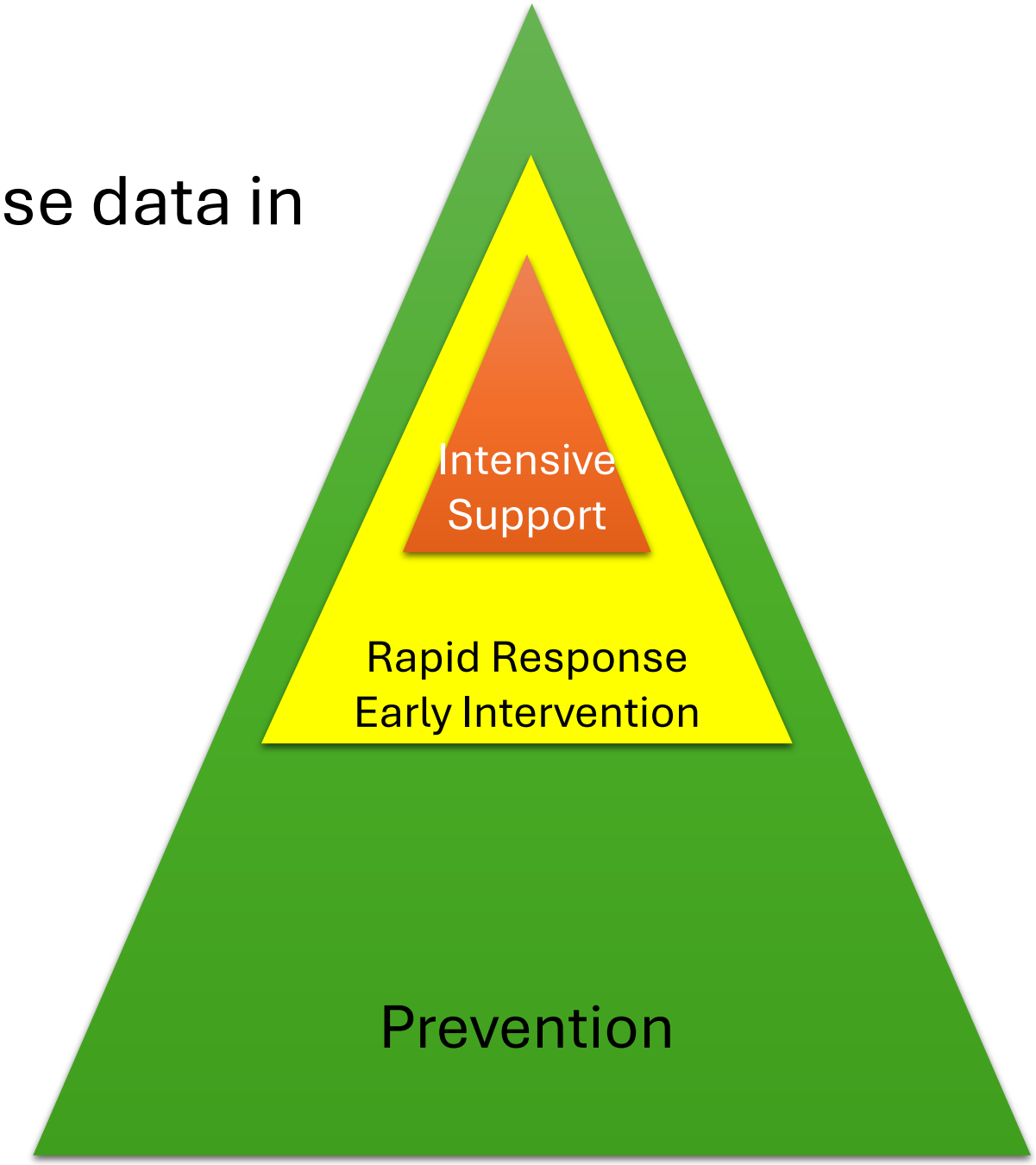
The ***right*** people
need the ***right*** data
in the ***right*** amount
at the ***right*** time and
in the ***right*** format.

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

Implementation Fidelity

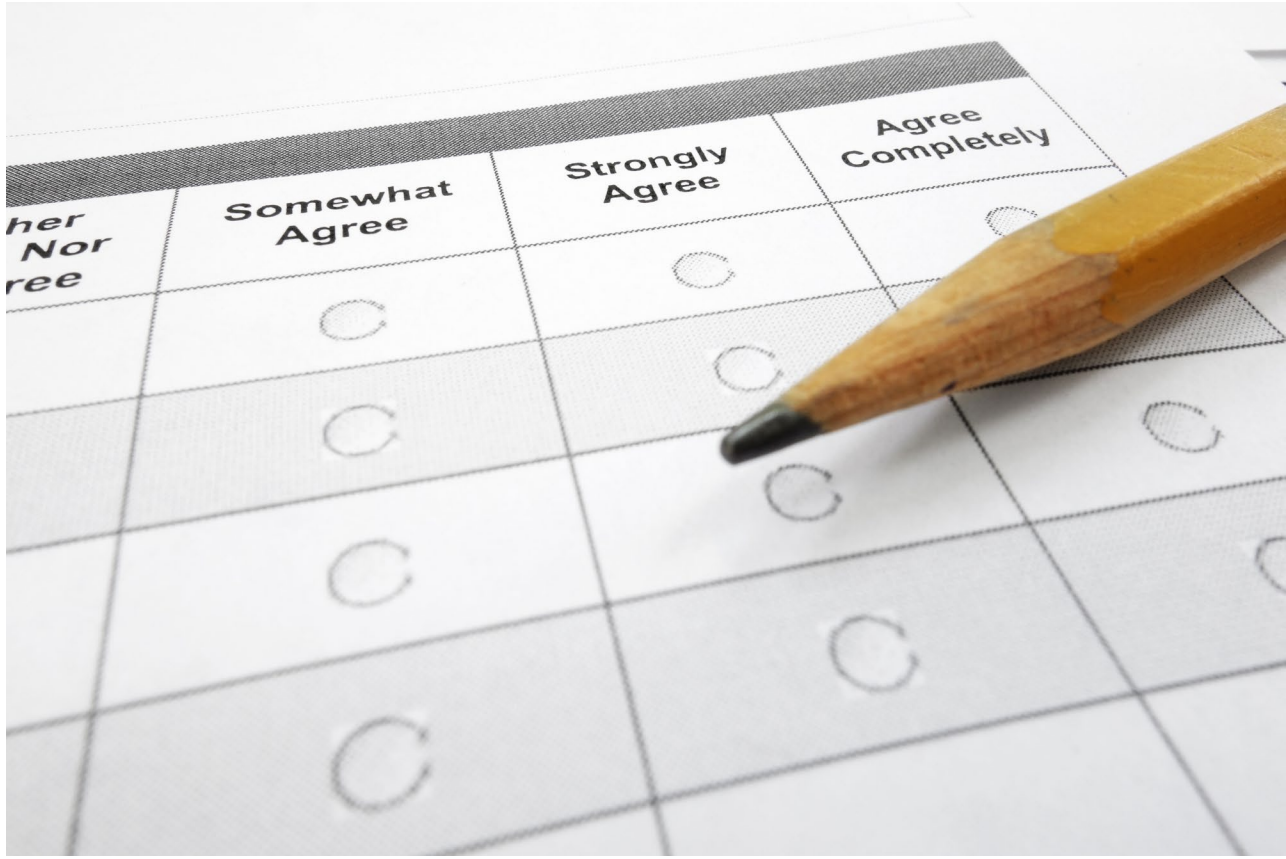
Why Assess Fidelity of Implementation?

- Are adults doing what they said they would do?
- Is the effect caused by adult action?
- Celebrate and motivate

McIntosh & Goodman 2016

Behavior

- Fidelity Surveys
  - Tiered Fidelity Inventory (TFI)
  - Self-Assessment Survey (SAS)
- Solution Plans
- Tier 2 Intervention Ratings
  - CICO
  - SSIG
- Tier 3 Individual and Intensive
  - BIP Implementation Rating



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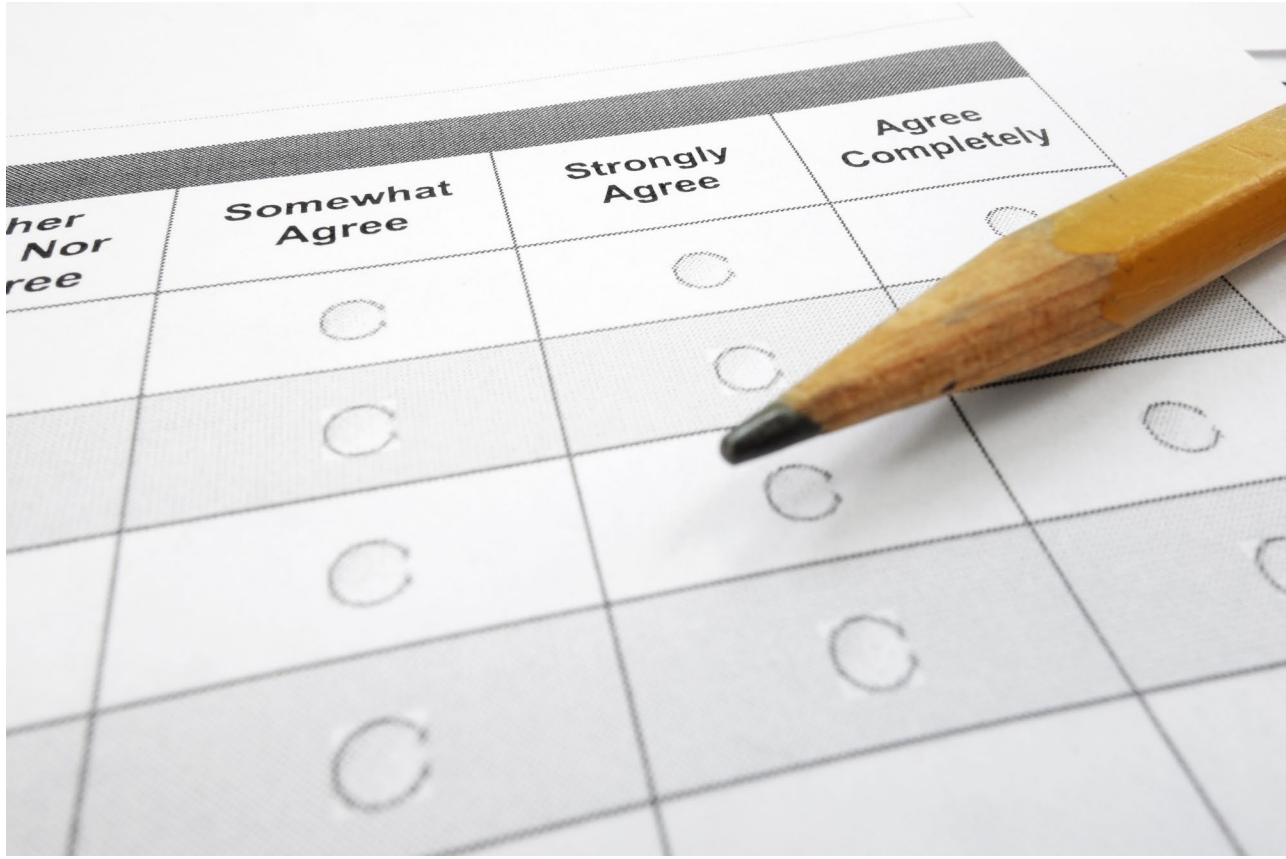
Instruction

- Implementation surveys
  - Tiered Fidelity Inventory for Reading (TFI-R, 2015)
- Rating scales/checklists for lesson plans
- Rating scales for targeted interventions
- Rating scales for individualized Support Plans



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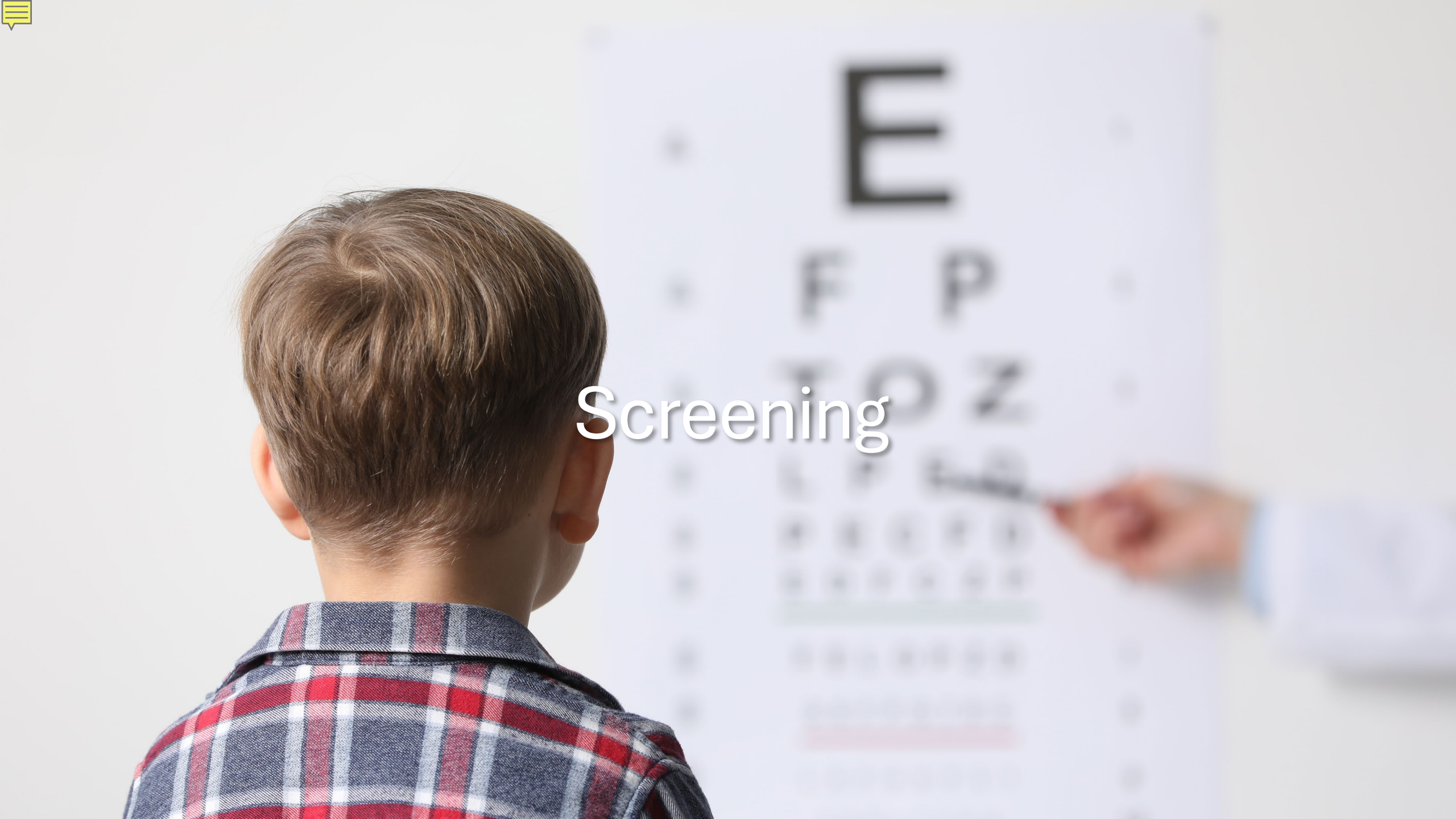
Integrated

Integrated MTSS Fidelity Rubric (IMFR)

Domain	Items
Domain 1. Instruction and Intervention	• 1.1 Tier 1 • 1.2 Tier 2 • 1.3 Tier 3
Domain 2. Assessment	• 2.1 Universal Screening • 2.2 Diagnostic Assessment • 2.3 Progress Monitoring
Domain 3. Data-Based Decision Making (DBDM)	• 3.1 Universal DBDM • 3.2 Targeted DBDM • 3.3 Intensive DBDM • 3.4 Continuous Improvement
Domain 4. Infrastructure	• 4.1 District Leadership • 4.2 School Leadership • 4.3 Schoolwide Culture • 4.4 Professional Learning

Beginning	Exploring	Aligning	Integrating	Sustaining
A *Beginning* rating on an item indicates that a school does not meet all criteria in any academic or SEB area.	An *Exploring* rating on an item indicates that a school meets all criteria in at least one academic area or at least one SEB area.	An *Aligning* rating on an item indicates that a school meets all criteria in at least one academic area and at least one SEB area, but academic and SEB areas are not combined (i.e., they operate separately).	An *Integrating* rating on an item indicates that a school meets all criteria in at least one academic area and at least one SEB area, and academic and SEB areas are intentionally combined.	A *Sustaining* rating on an item indicates that for at least two years, a school has met all criteria in at least one academic area and at least one SEB area, and academic and SEB areas are intentionally combined and documented in policies and procedures.

Integrated MTSS Fidelity Rubric (IMFR)


Screening

Screening

- Identify students who may benefit from additional support
- Assess *all* students
- Brief
- Efficient
- Assesses only the most important indicators
- Identify the need for diagnostic assessment

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Behavior Screening

- Existing School Data:
  - ODRs (Externalizing Behavior)
    - 0-1
    - 2-5
    - 6+
    - October Catch
  - Attendance
  - Nurse Visits
- Behavior Screeners
  - Social, Academic and Emotional Behavior Risk Screener (SAEBRS, Kilgus, Tillman-Riley and Von der Emse 2013)
  - Student Risk Screening Scale Internalizers and Externalizers (SRSS 1994 Drummond)

McIntosh & Goodman 2016

Academic Screeners

- Grades
- Curriculum Based Monitoring (CBMs)
  - Brief, repeatable, timed assessment of core skills
    - DIBELS (Dynamic Indicators of Basic Early Literacy 2010
  - Benchmark Assessments
  - Common Formative Assessments

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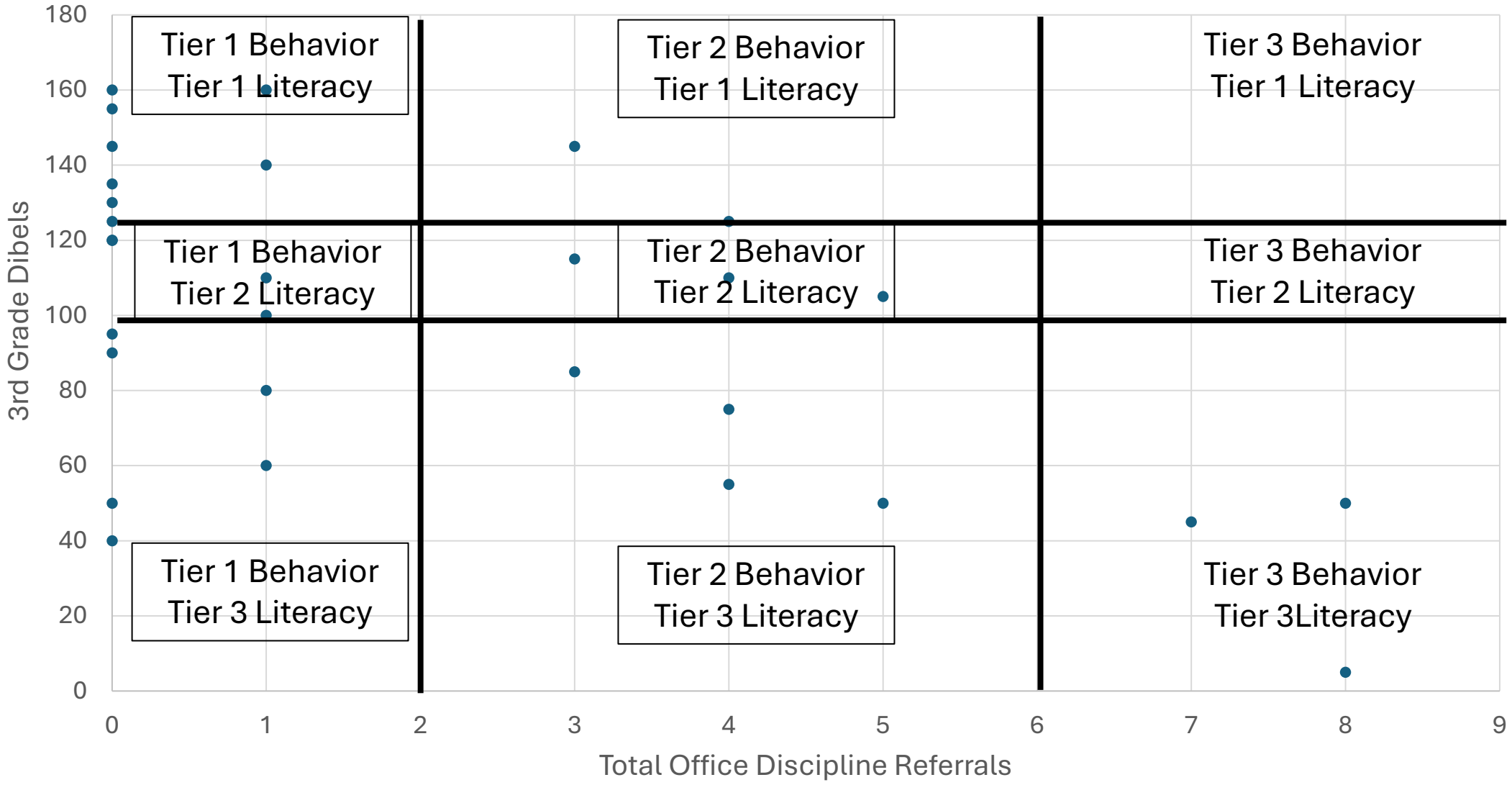
Integrated Screening

- Analyze together

Integrated Academic and Behavior Screener



Adapted from Baker, Fien, & Horner

Diagnostic Assessments

Diagnostic Assessments

- Determine Current Skill Level
- Determine Skill/Knowledge Gaps
- Identify misapplication of rules
- Match need to effective intervention

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Screeners

- Sometimes screeners provide enough information to match intervention to need
  - ODR
    - Who?
    - What?
    - When?
    - Where?
    - Why (inferred)?

Behavior

- Simple Functional Behavior Assessment (FBA)
  - Rarely involves additional testing
  - Gather additional information
    - Existing school data
    - Teacher Interviews
    - Student Interviews
    - Family interview
    - Observation

McIntosh & Goodman 2016

Academic

- Functional Academic Assessment (FAA)
  - Can't Do
    - Specific Academic Skill deficits
    - Deficit in prerequisite skill
    - Misapplication of strategies
    - Lack of fluency
  - Won't Do
    - Has skill/lacks motivation
      - Effort Required
      - Aversive consequence of successful participation

McIntosh & Goodman 2016

Academic

- Survey Level Diagnostic Assessments for Academics
  - Shapiro 2010
- I-Ready
  - Math and Literacy Diagnostic Assessments
- STAR
  - Math and Literacy Diagnostic Assessments
- NWEA

McIntosh & Goodman 2016

Integrated Diagnostic Assessment

- Does not involve a separate Assessment or special tools
- Rather, review behavior and academic diagnostic data simultaneously

McIntosh & Goodman 2016

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 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)

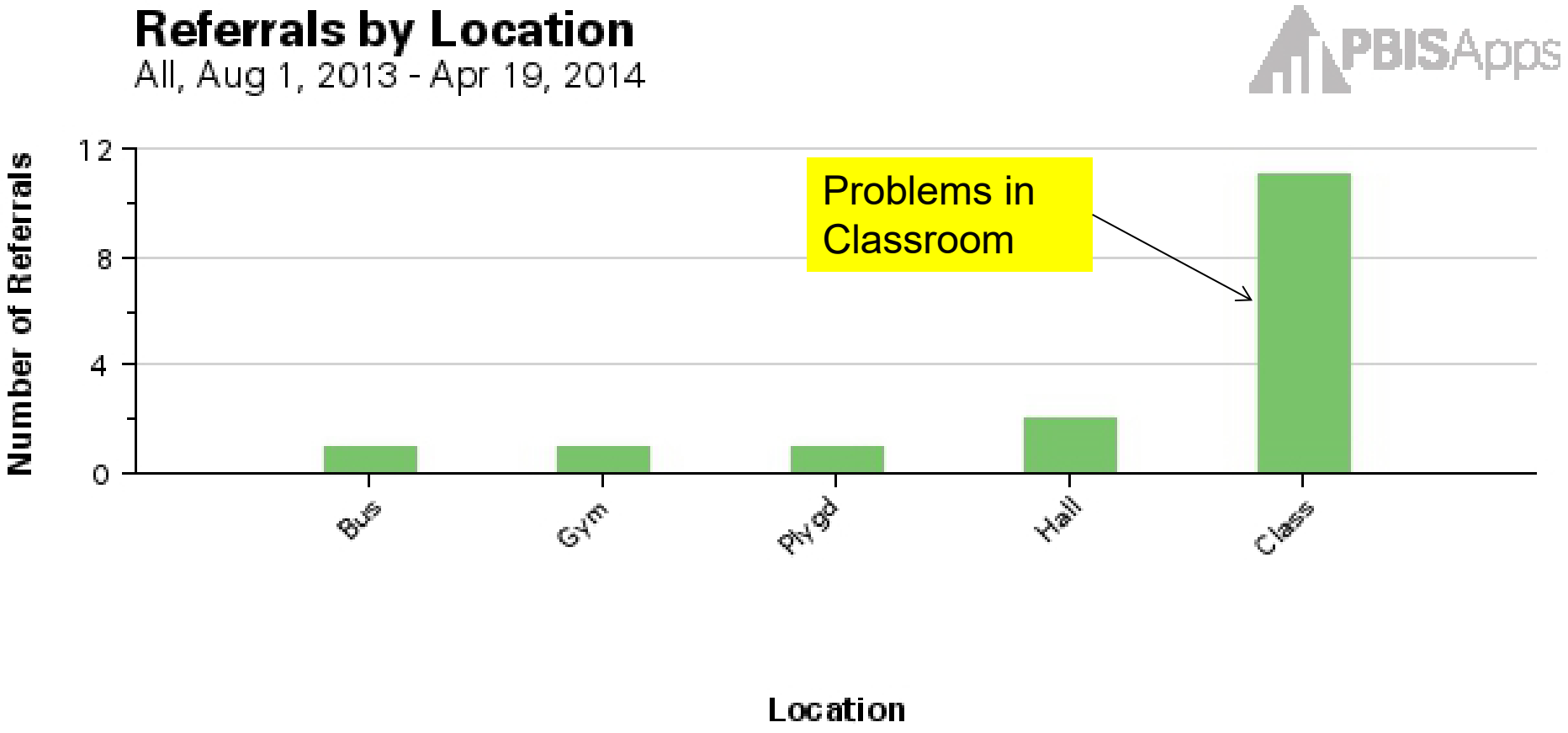
Won't do

- Motivational issue

MiMTSS Technical Assistance Center

Goodman, 2022

Demonstration Behavior Data from School-Wide Information System: Jeffery Baker



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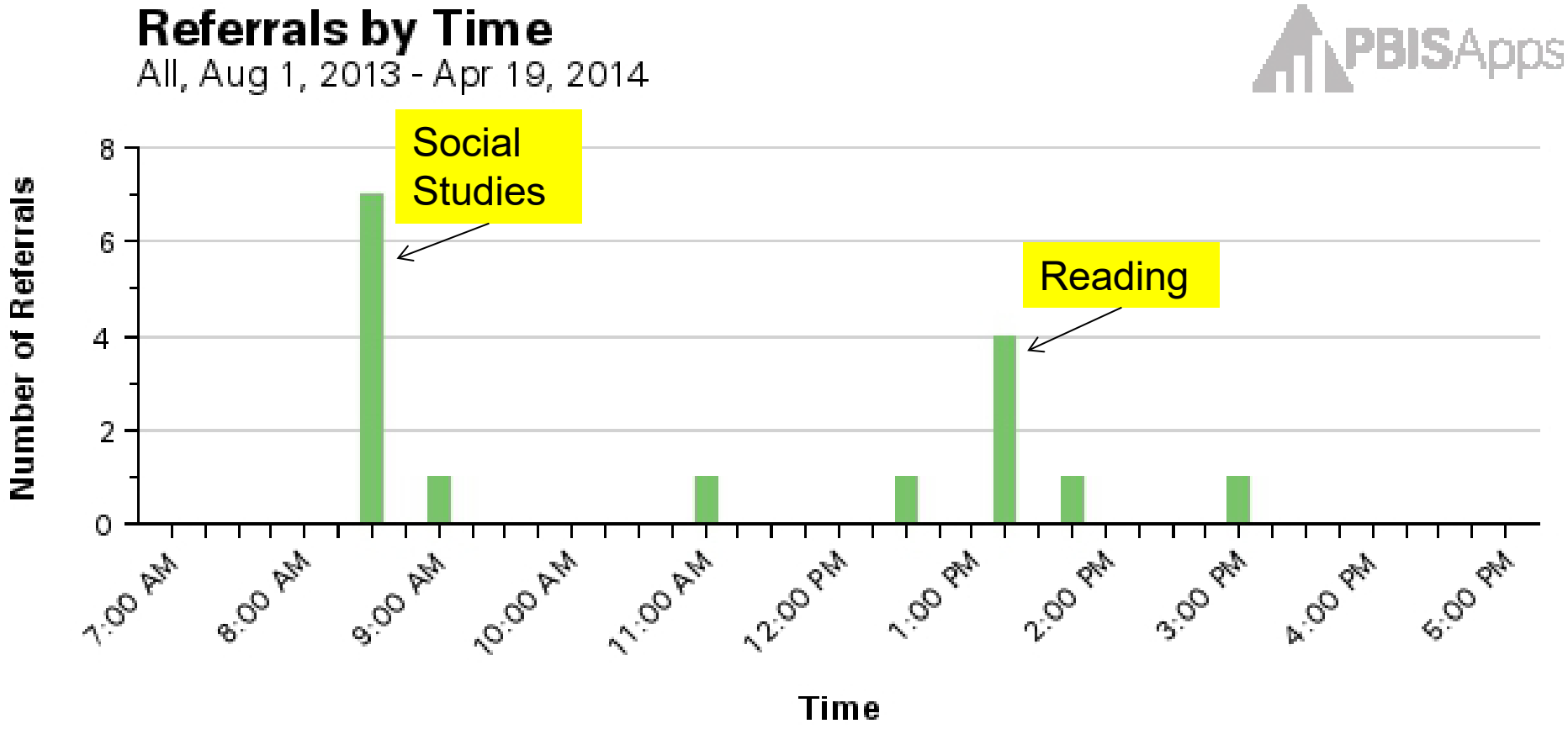
Demonstration Behavior Data from School-Wide Information System (SWIS): Jeffery Baker



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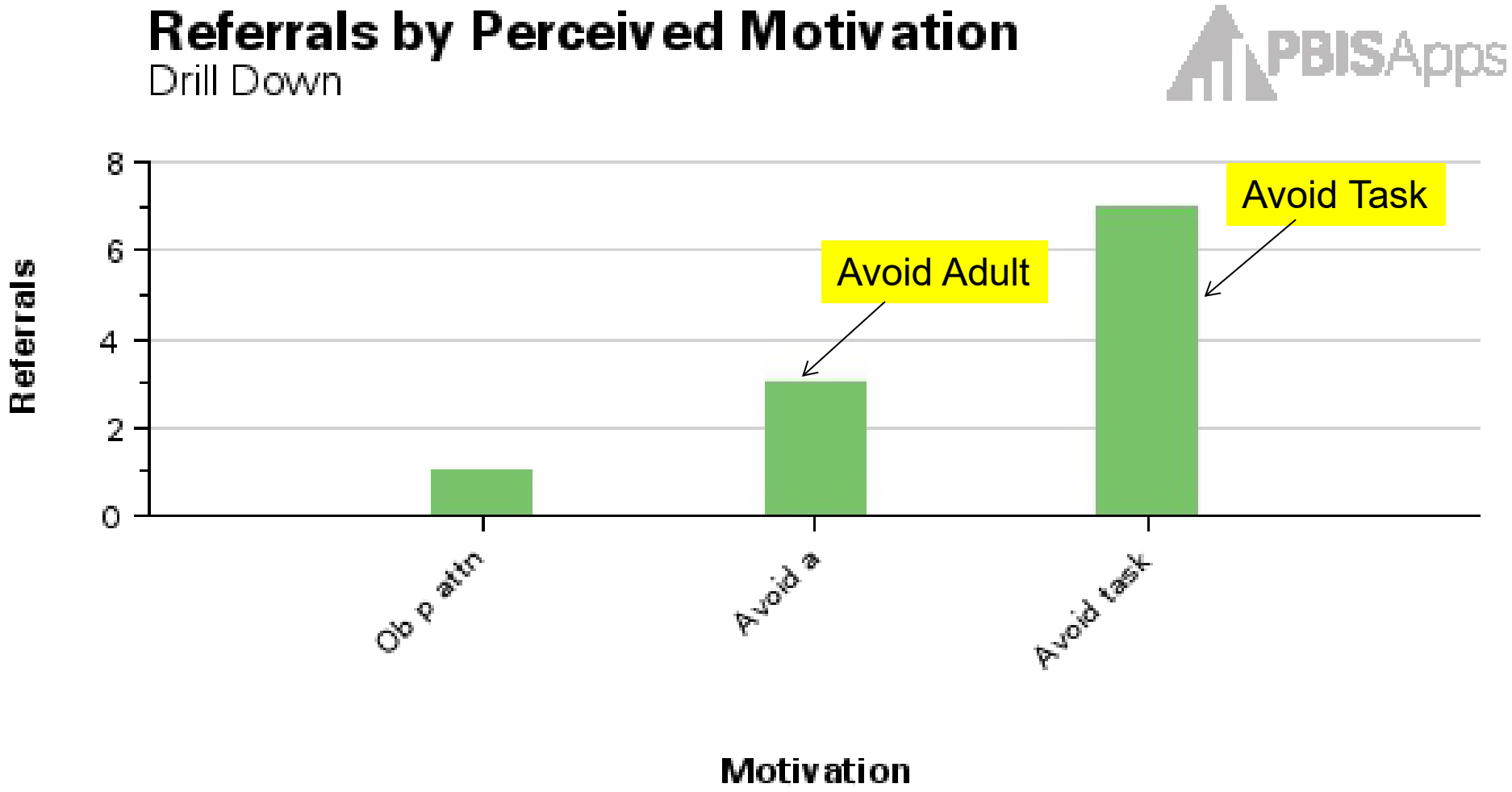
Demonstration Behavior Data from School-Wide Information System: Jeffery Baker



Goodman, 2022

RENAISSANCE

Star Diagnostic Report

Star Early Literacy

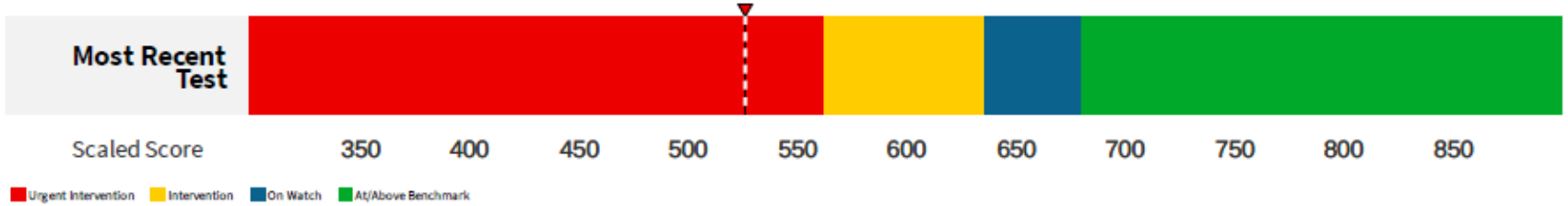
Generated Sep 15, 2020, 11:20 AM

School	Students	Date Range	Demographics	Scale	Benchmark Type
Tiger Elementary 360	Baker, Jeffrey	08/01/20-07/31/21	All Demographics	Star Enterprise Scale	District

B Student
Baker, Jeffrey

Test Date	Grade	Teacher	Class/Group
Jan 1, 2021, 7:56 AM	1st	Snyder, E.	GR1 Class 1

District Benchmark, Grade 1



Test Results		Explanation
Scaled Score (SS)	527	Jeffrey's Scaled Score is based on the Star Enterprise scale.
Percentile Rank (PR)	6	Jeffrey scored higher than 6% of students nationally in the same grade.
Estimated Oral Fluency (Est. ORF)	3	Jeffrey can likely read 3 words per minute correctly on grade level appropriate text.
Literacy Classification	Late Emergent	Classification Score Ranges: Early Emergent Reader (300-487), Late Emergent Reader (488-674), Transitional Reader (675-774), Probable Reader (775-900)
Test Duration & Fidelity	12 mins and 30 secs	

Sub-Domain and Skill Set Scores

Ranging from 0-100, domain scores estimate Jeffrey's percent of mastery on skills in each domain at a first grade level.

Alphabetic Sequence	**47**
→ Letter Sounds	
Concept of Word	72
Print Concepts	**52**
Print Concepts: Common Signs and Symbols	83
Visual Discrimination	79
Letters	84
Phonemic Awareness	**42**
→ Blending Word Parts	60
→ Blending Phonemes	55
Initial and Final Phonemes	31
Consonant Blends (PA)	29
Medial Phoneme Discrimination	33
Phoneme Segmentation	34
Phonics	**31**
→ Short Vowel Sounds	
→ Initial Consonant Sounds	64
→ Final Consonant Sounds	46
→ Sound-Symbol Correspondence: Consonants	48

Phonics (continued)	41
Sound-Symbol Correspondence: Vowels	34
→ Word Families/Rhyming	43
→ Consonant Blends (PH)	44
→ Consonant Digraphs	41
Variant Vowel Sounds	36
Other Vowel Sounds	39
Word Building	38
Structural Analysis	32
Words with Affixes	33
→ Syllabification	41
Compound Words	26
Contractions	34
Vocabulary	43
→ Word Facility	56
Synonyms	32
Antonyms	34
Sentence-Level Comprehension	35
Comprehension at the Sentence Level	35
Paragraph-Level Comprehension	32
Comprehension of Paragraphs	32
Early Numeracy	66
Measurement	78
→ Number Object Correspondence	56
→ Composing and Decomposing	74

→ Next Steps: These are the skill sets the student is ready to learn and practice, based on their Scaled Score. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

Progress Monitoring

Progress Monitoring

- Similar to screening
- More frequent
- Targeted at a specific skill

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Results Indicators

If the adults _____, then the students should ____ _____.

Example: If the I teach my daughter to use the visual cue of seeing the classroom door to remember to turn in her assignment, then she should turn in assignments when she enters the classroom.

Progress Monitoring Tools

- *Usually* a targeted subsection of Screeners
- ODRs not sensitive enough
  - Use Classroom Minors
  - Use a Daily Progress Report (DPR)
- Should be paired with fidelity checks

McIntosh & Goodman 2016

Daily Progress Report

Goals	Centers	Circle Time	Table Time	Snack Time	Large Motor Play
Use walking feet 	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹
Use nice words 	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	
Use listening ears 	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	☺ 😐 ☹	

Daily Progress Report (DPR)

Student Name _____ Date_____

3 = 0-1 reminder 2 = 2 reminders 1 = 3+ reminders

	Be Safe	Be Respectful	Be Responsible	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

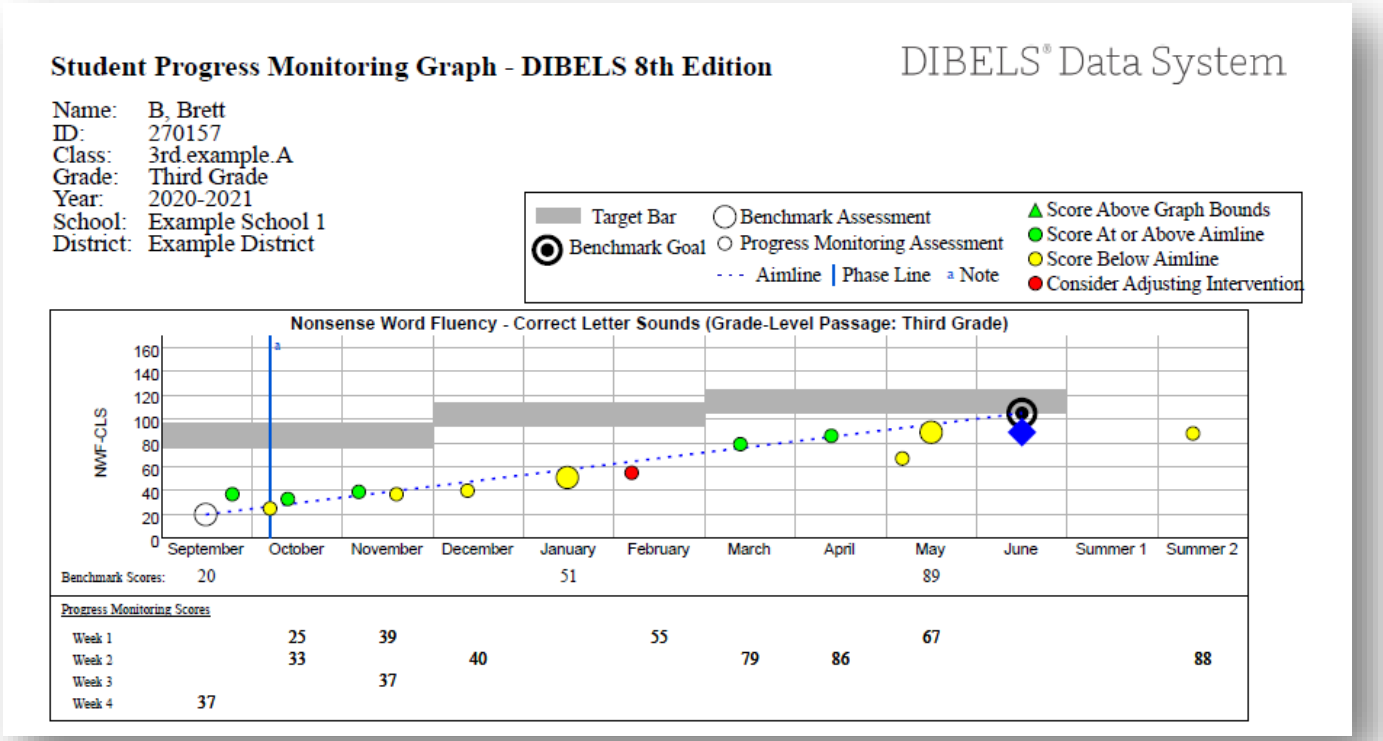
Today's Goal: 50% 55% 60% 65% 70% 75% 80%

Today's Points_____ Points Possible_____ Today's Percent_____%

Parent/Guardian Signature _____ *I'm proud of you today because:*

Academic Progress Monitoring

- Common Formative Assessments
- CBMs
- Specific Skills on Screener



Student Progress Monitoring Graph - DIBELS 8th Edition

DIBELS® Data System

Name: B, Brett
ID: 270157
Class: 3rd.example.A
Grade: Third Grade
Year: 2020-2021
School: Example School 1
District: Example District

Target Bar
Benchmark Goal
Benchmark Assessment
Progress Monitoring Assessment
Aimline | Phase Line a Note
Score Above Graph Bounds
Score At or Above Aimline
Score Below Aimline
Consider Adjusting Intervention

Nonsense Word Fluency - Correct Letter Sounds (Grade-Level Passage: Third Grade)

NWF-CLS

160 140 120 100 80 60 40 20 0

September October November December January February March April May June Summer 1 Summer 2

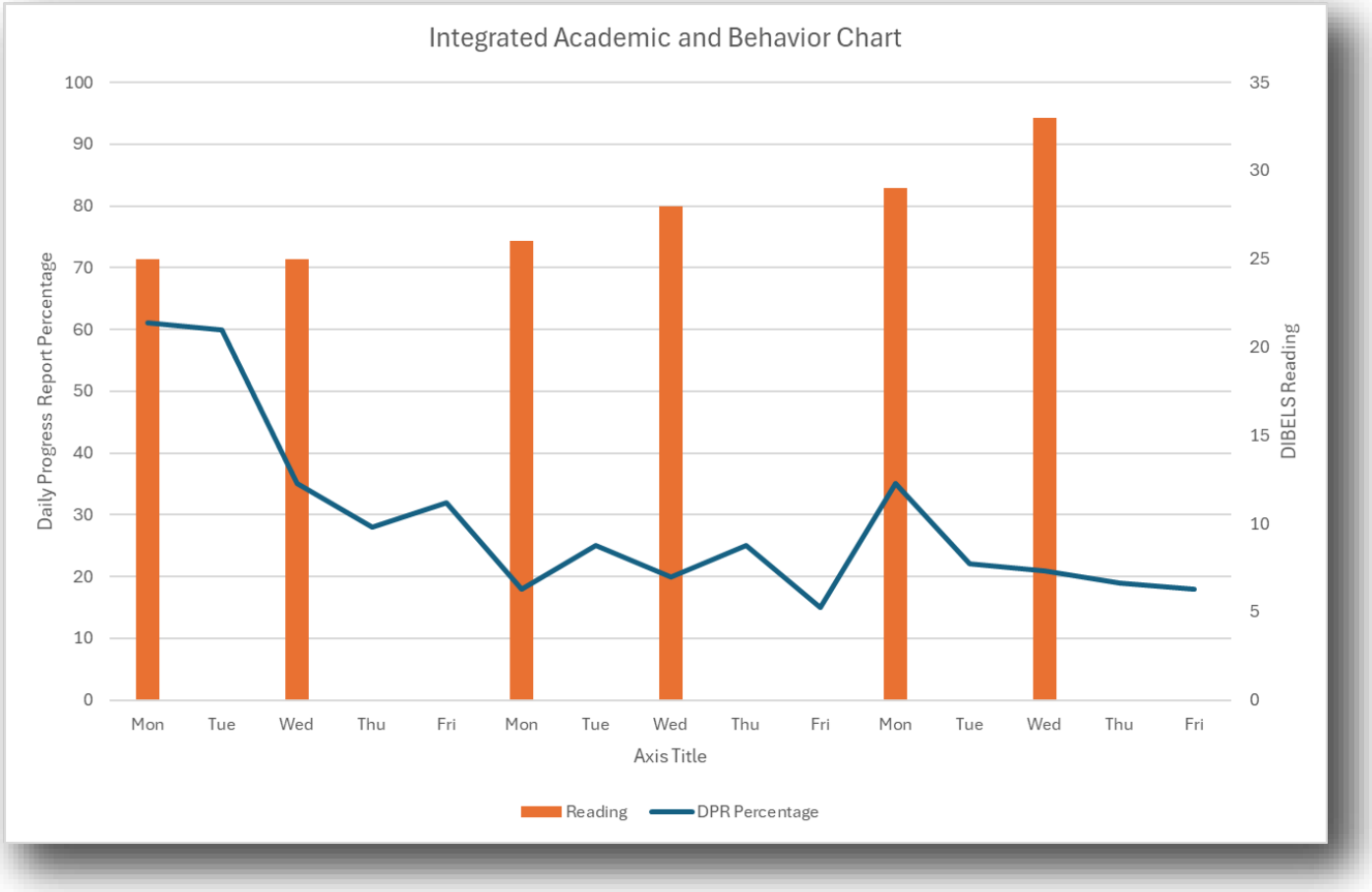
Benchmark Scores: 20 51 89

Progress Monitoring Scores

Week 1		25	39			55			67		
Week 2		33		40			79	86			88
Week 3			37								
Week 4	37										

Integration

- Tracks the relationship between instruction and behavior.
- Can test hypothesis and allow for a timely adjustment
- You don’t always have to monitor both



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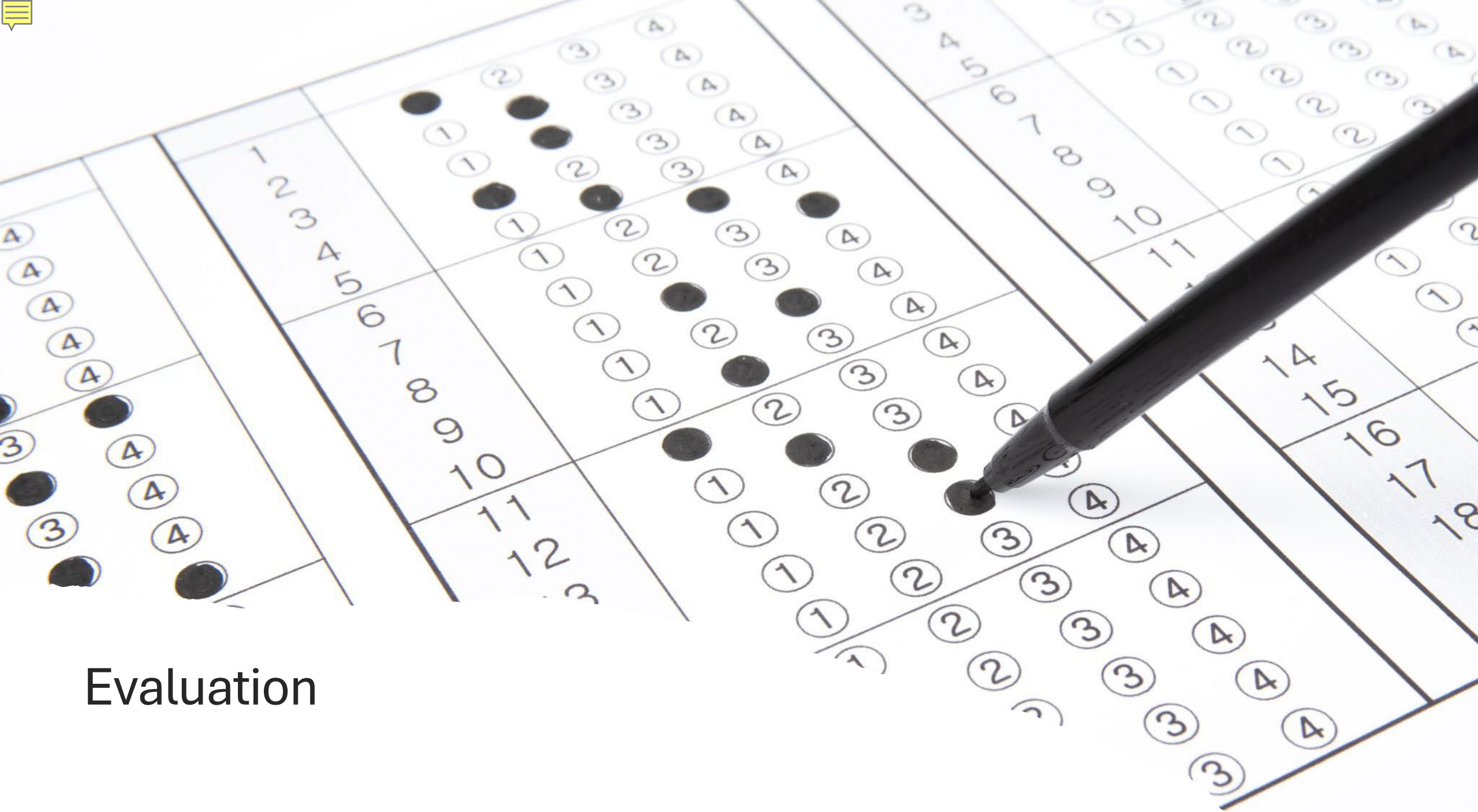
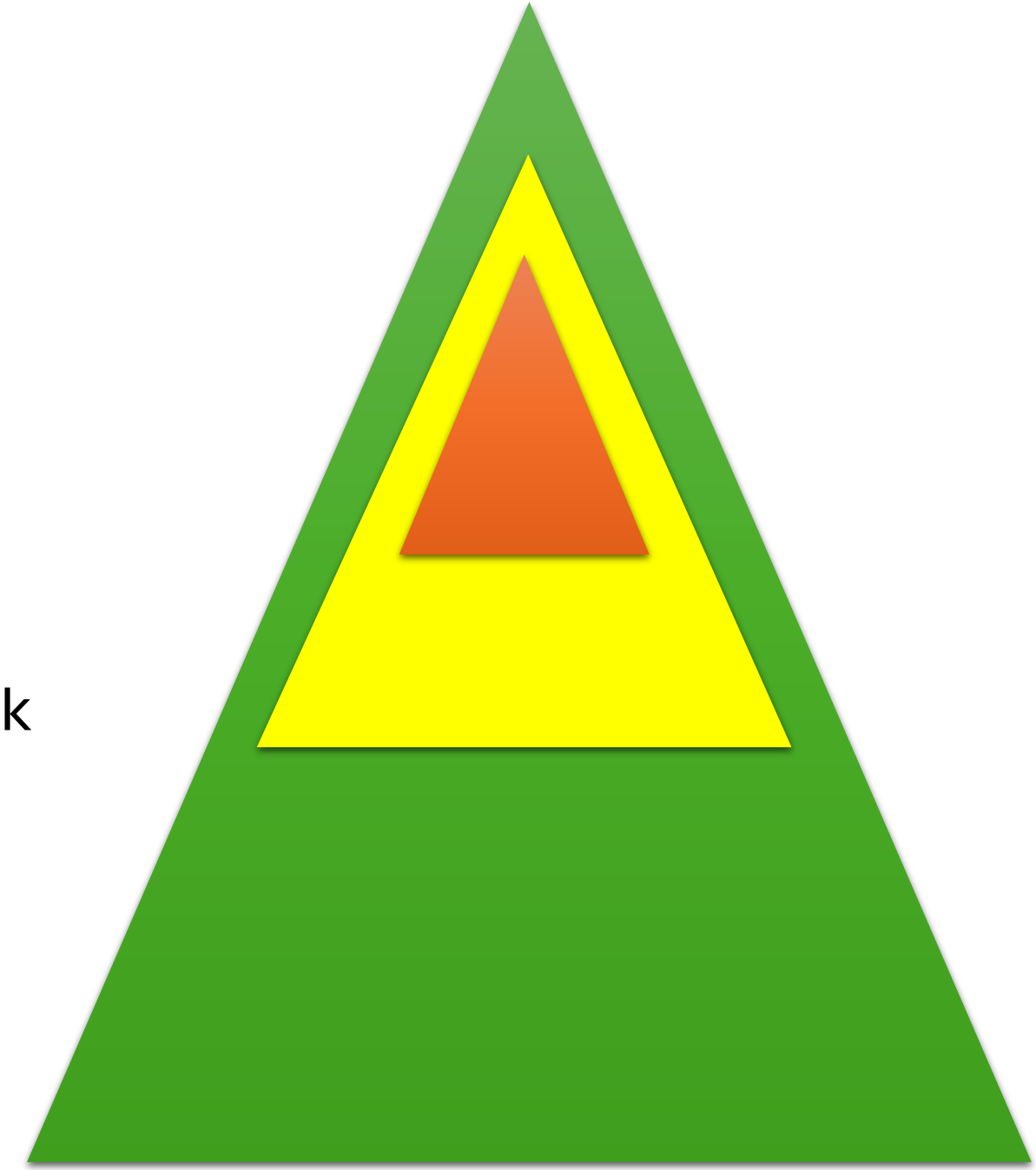


Evaluation

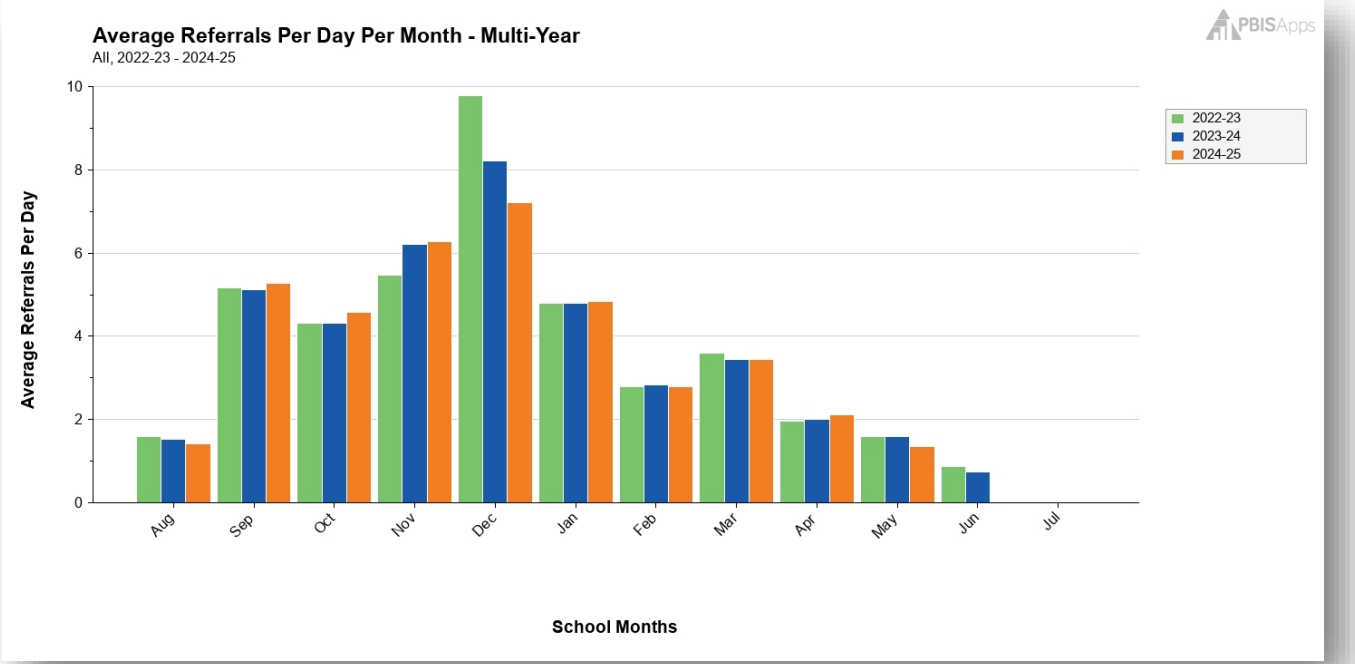
Summative Evaluation

- Global view of the health of the…
  - District
  - School
  - Classroom
  - Individual Student
- Evaluation of the MTSS Framework
- Response to Tier 1, 2, and 3



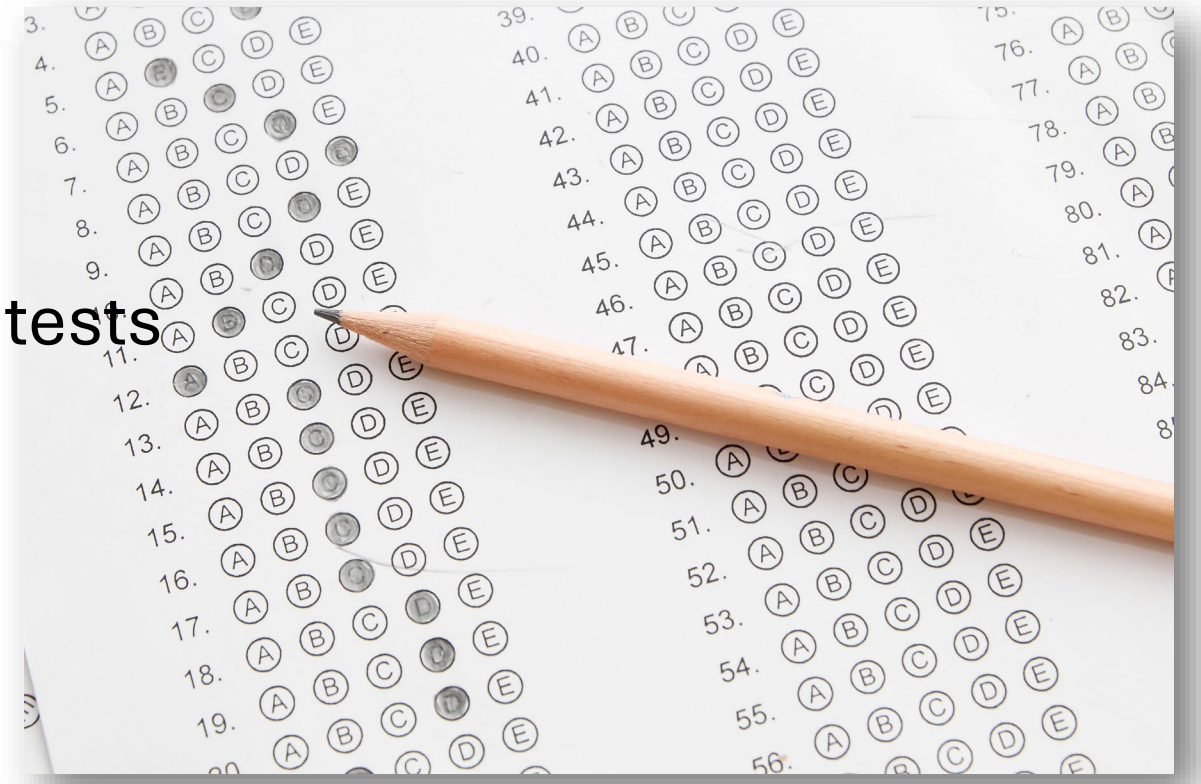
Behavior

- Implementation Fidelity Surveys
- Student Outcomes
  - Total ODRs
  - OSS/ISS
  - Attendance
  - Equity



Academic

- Implementation fidelity measures
- State Accountability Tests (MAP)
- Benchmark Assessments
- End of Course Exams
- District required unit or placement tests
- Equity



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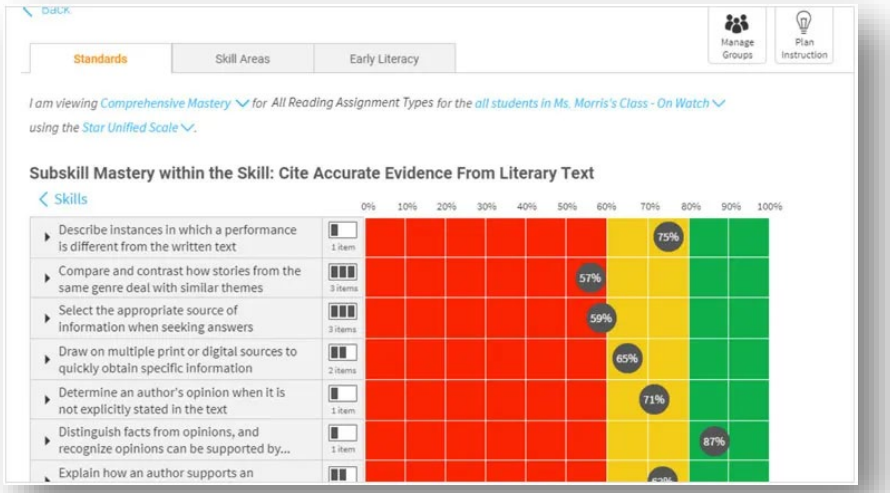
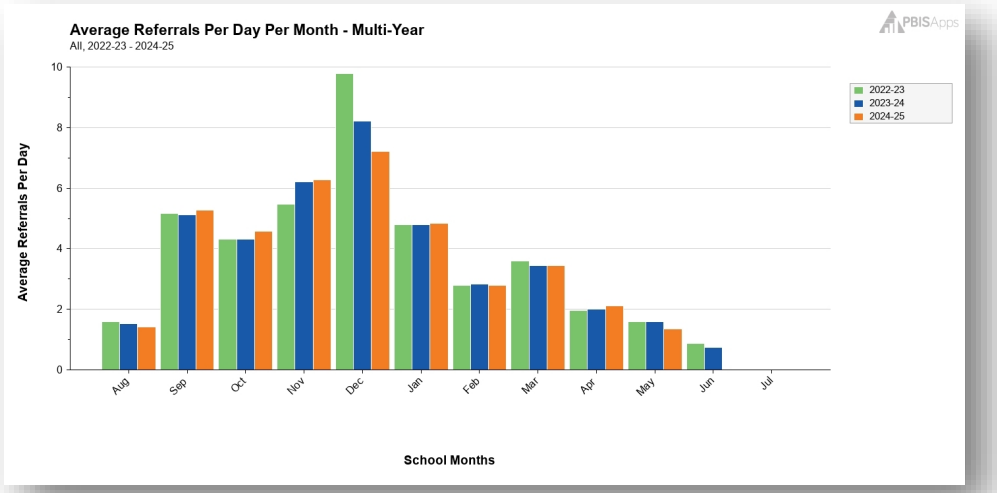
Integrated Summative Data

- No need for Separate Assessments
- Report and analyze simultaneously
  - What gets counted counts
  - Interrelationship between behavior and academics





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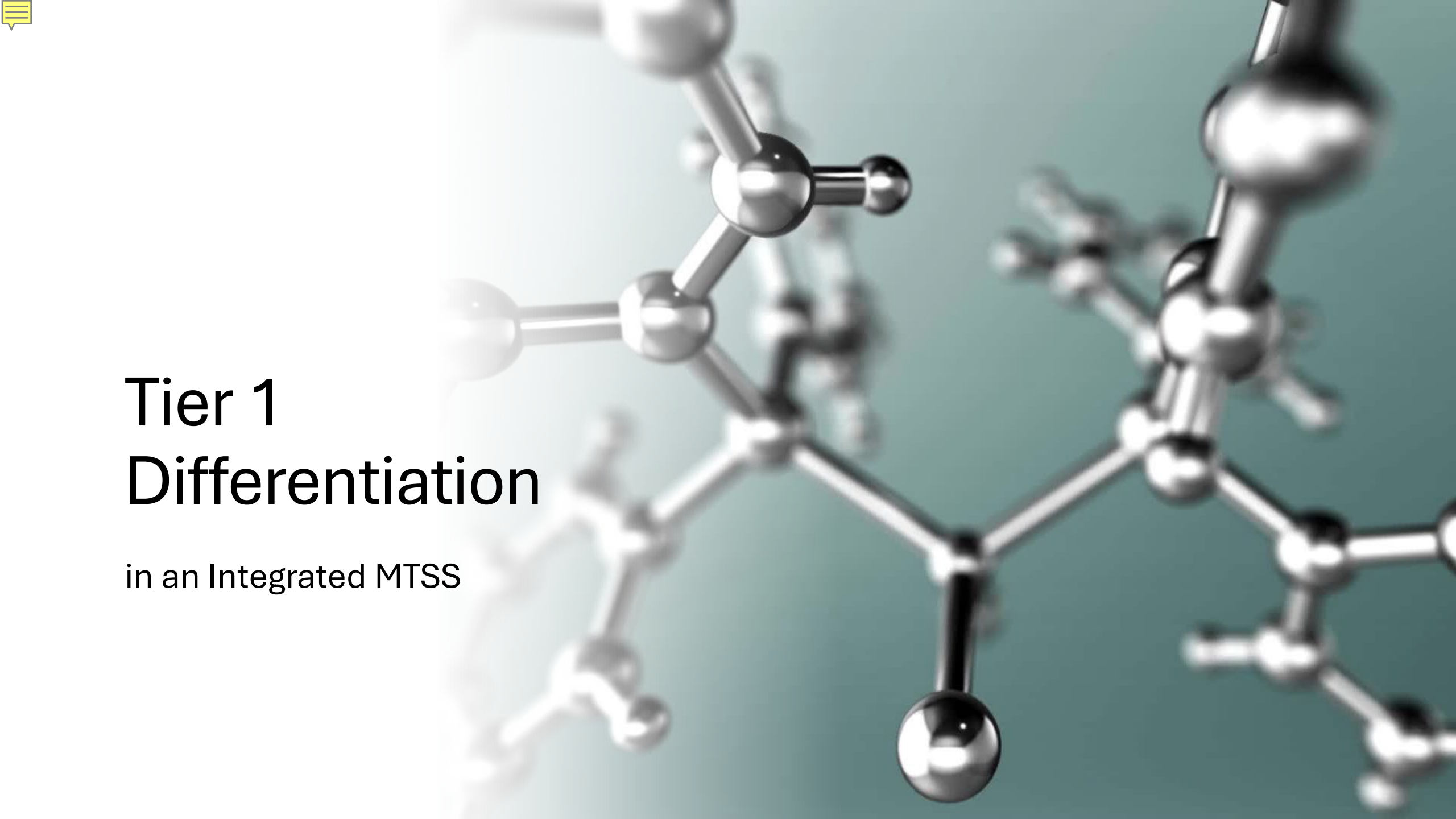
Think, Pair, Share

- Thinking in terms of the 5 types of Assessment data collected across the tiers, what data do you currently collect that applies to differentiation at Tier 1
  - Implementation
  - Screeners
  - Diagnostic
  - Progress Monitoring
  - Evaluation

Tier 1 Differentiation

in an Integrated MTSS



Tier 1 Options

Option A:

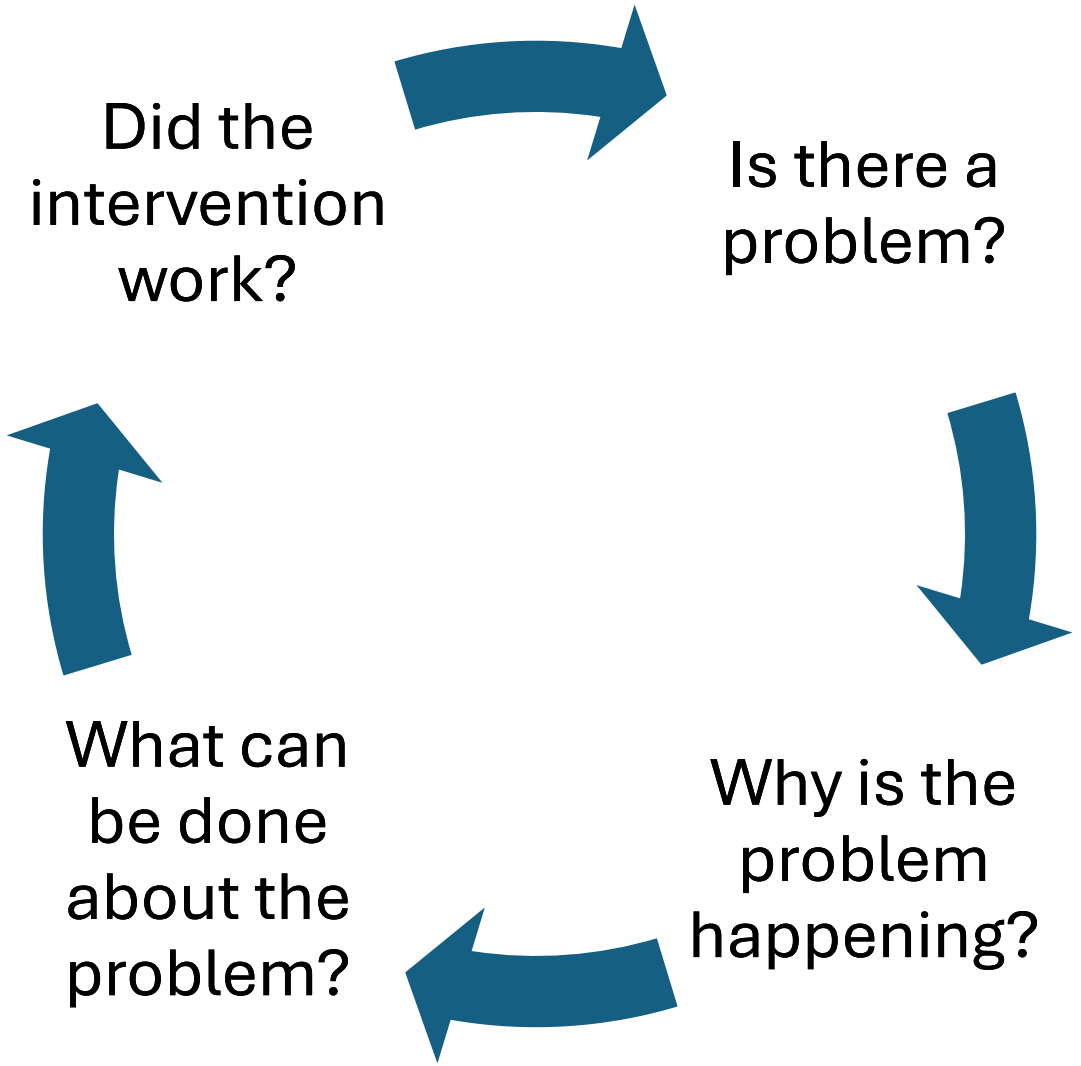
- Review classroom minor and ODR data to develop a Monthly Grade/content level wide intervention
- And, use quarterly benchmark data or monthly CFA data to differentiate academic instruction by need.

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.

In the space below, explain the rationale for your response:

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?

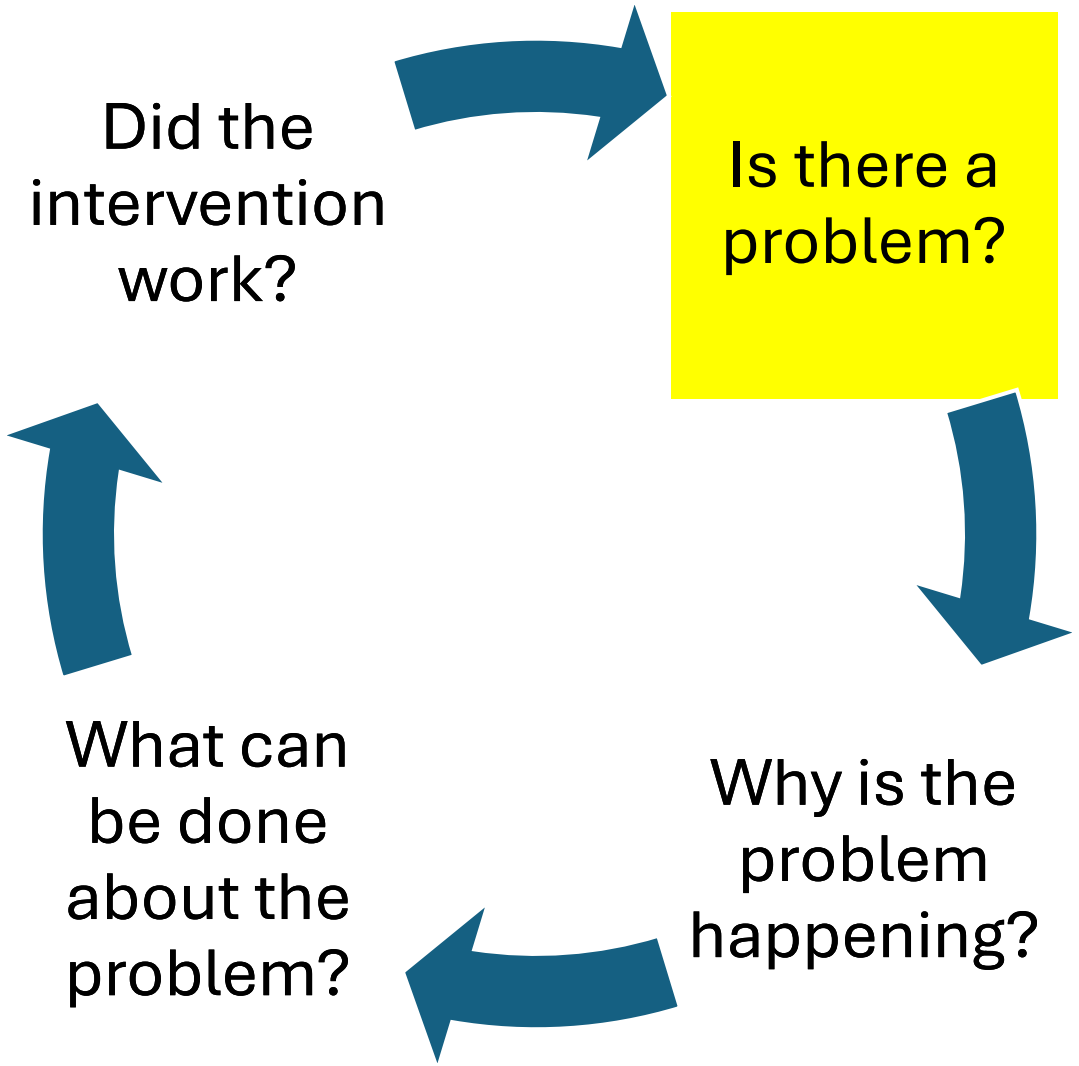
Behavior Data

ODRS

- Who
- What
- When
- Where
- Why

Minors

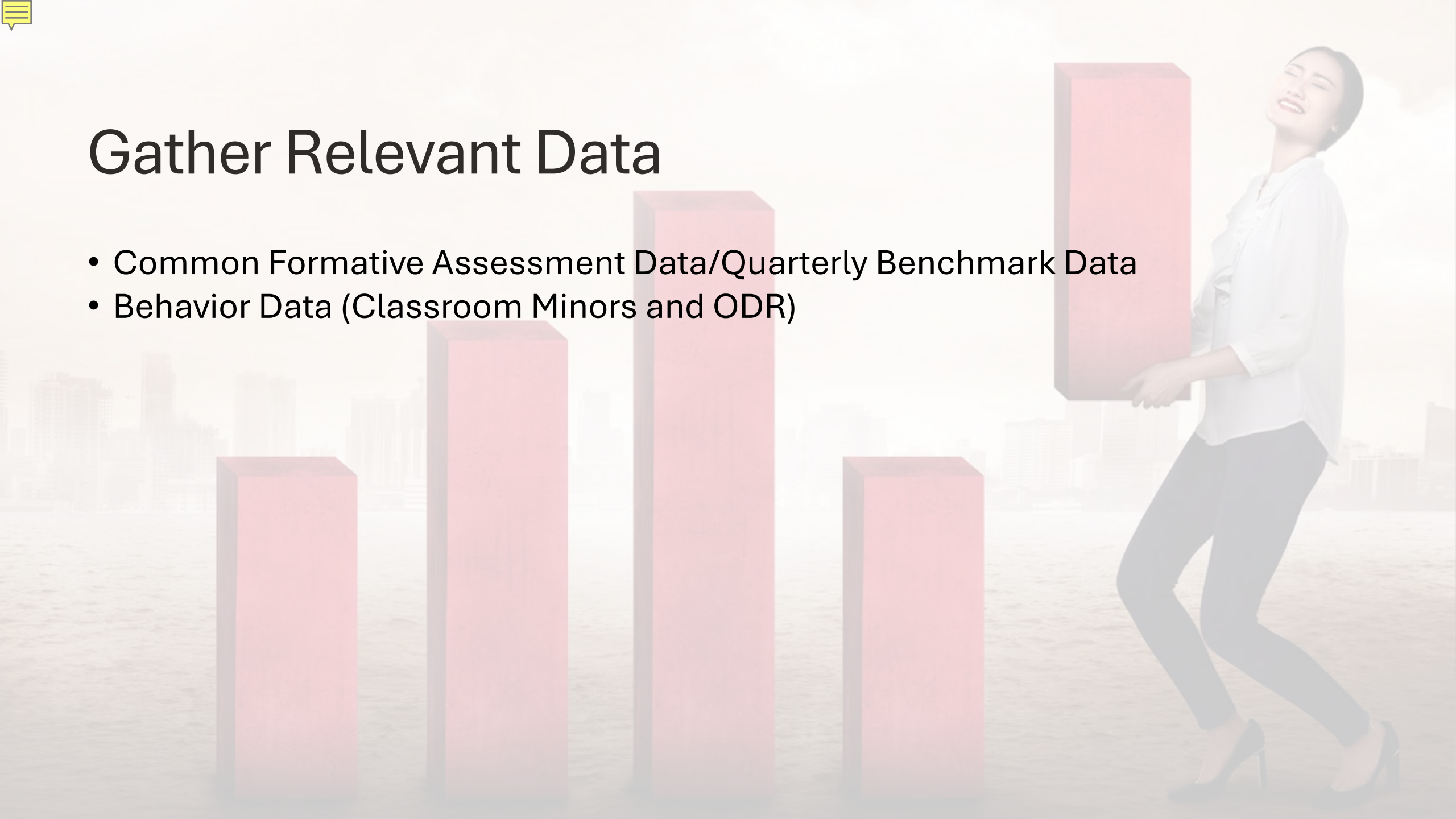
- Who
- When (activity)
- What
- Antecedent
- Consequence


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)



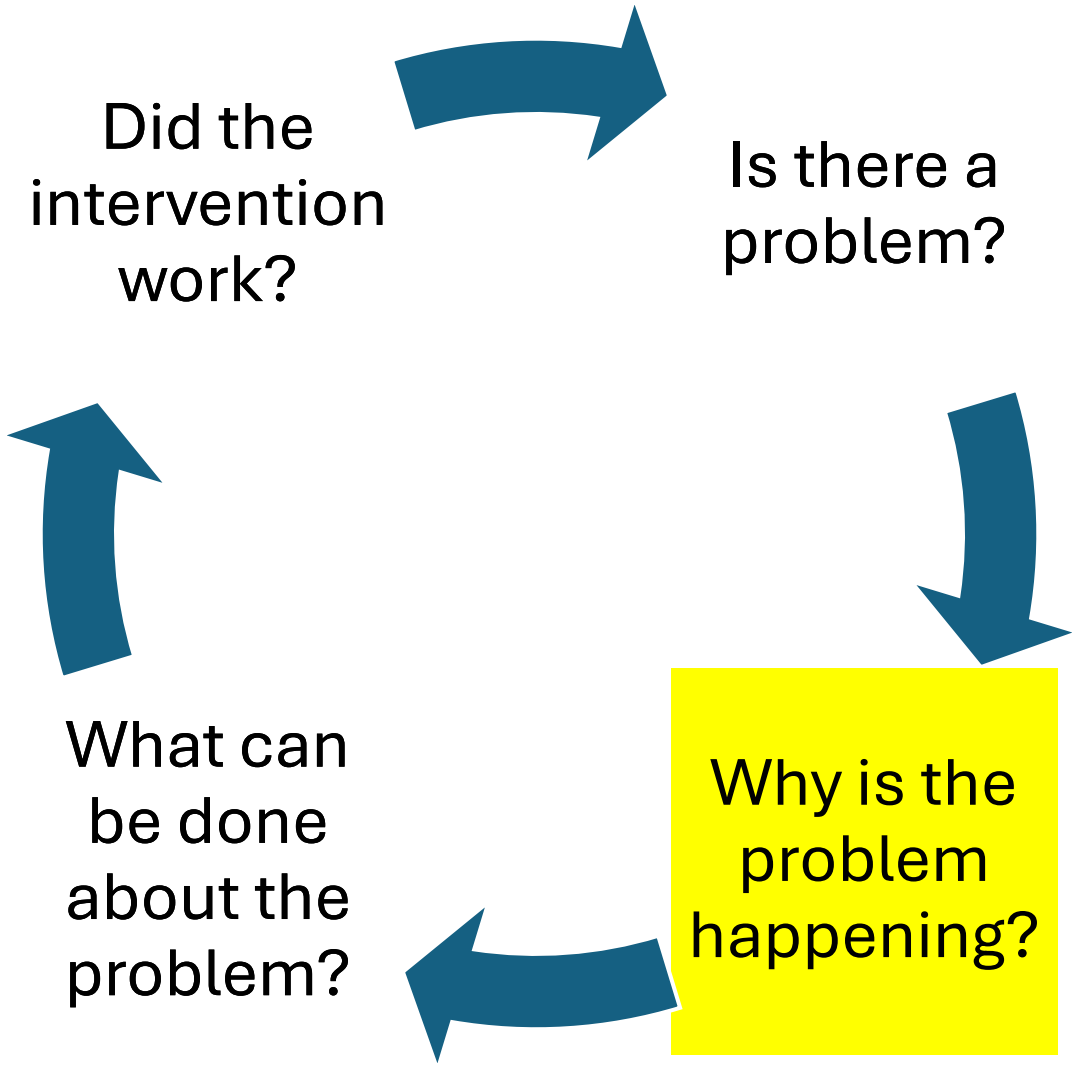
Gather Relevant Data

Decision Rule

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?
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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

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

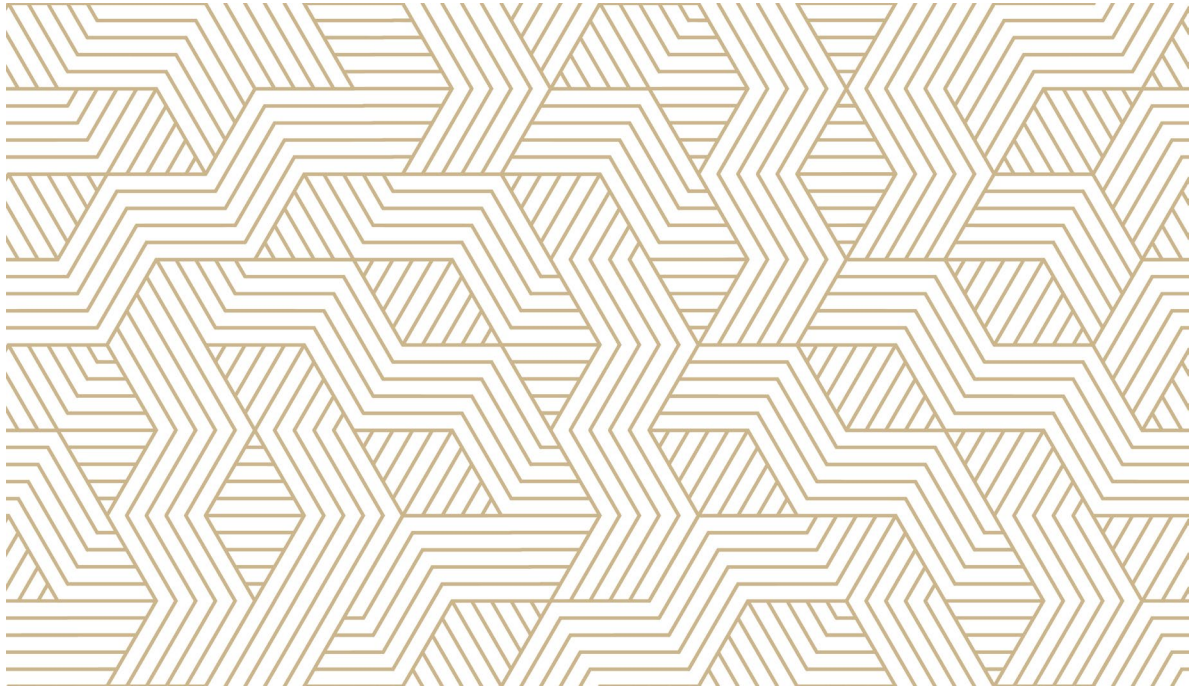
- Motivational issue

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

Decision Rule

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: Instruction

Decision Rule

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 Skill deficit	Chico Misapplies strate Curly Skill deficit Costello Misapplies strate Lewis Lacks Prerequisit

Analyze: Behavior

Decision Rule

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Analyze

Decision Rule

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Analyze

Decision Rule

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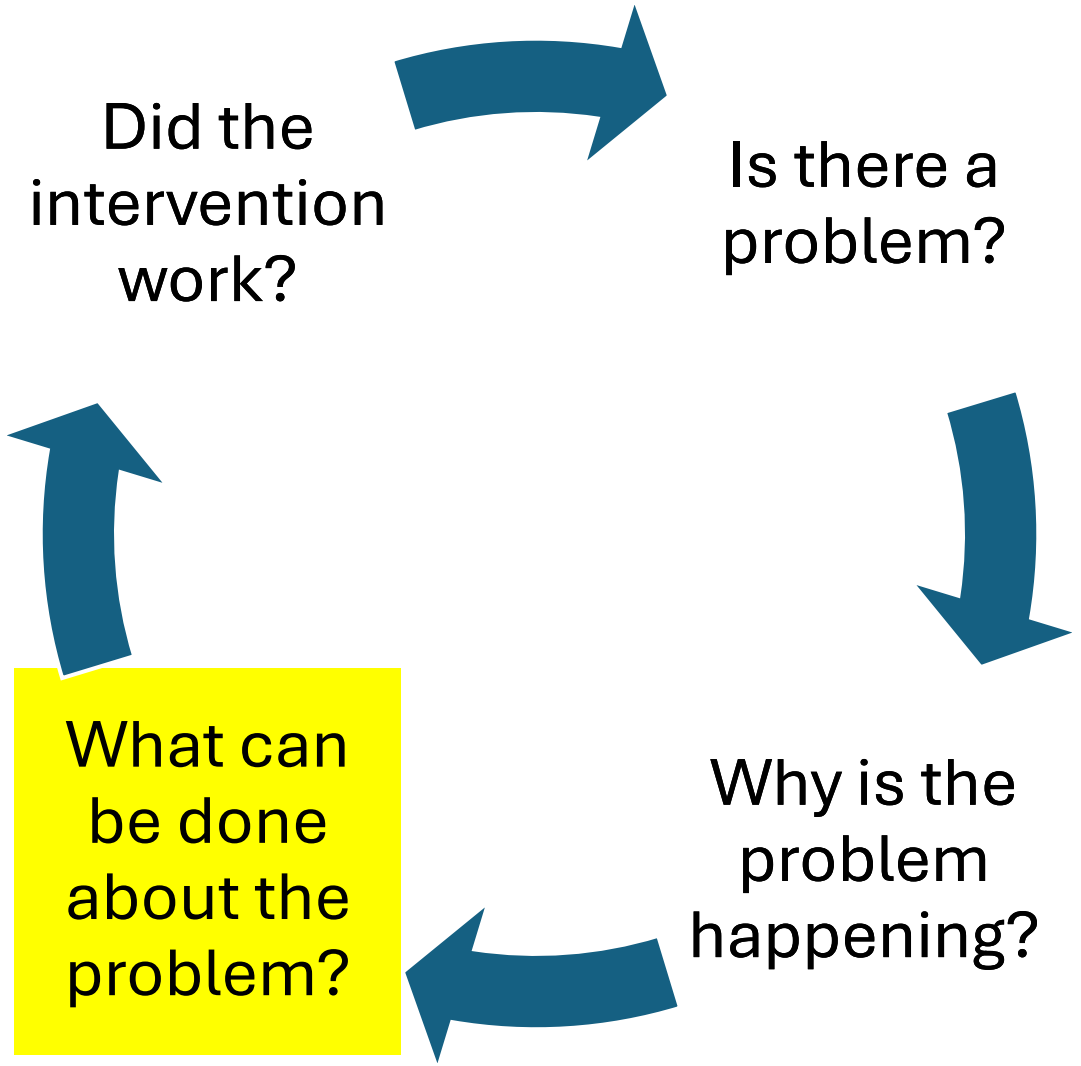
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Why is the problem happening?
What can be done about the problem?
Did the intervention work?

Tilly 2008

Analyze: Instruction

Decision Rule

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Select a Strategy: Instruction

Decision Rule

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 — Skill deficit	Chico — Misapplies strate Curly — Skill deficit Costello — Misapplies strate Lewis — Lacks Prerequisit

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?

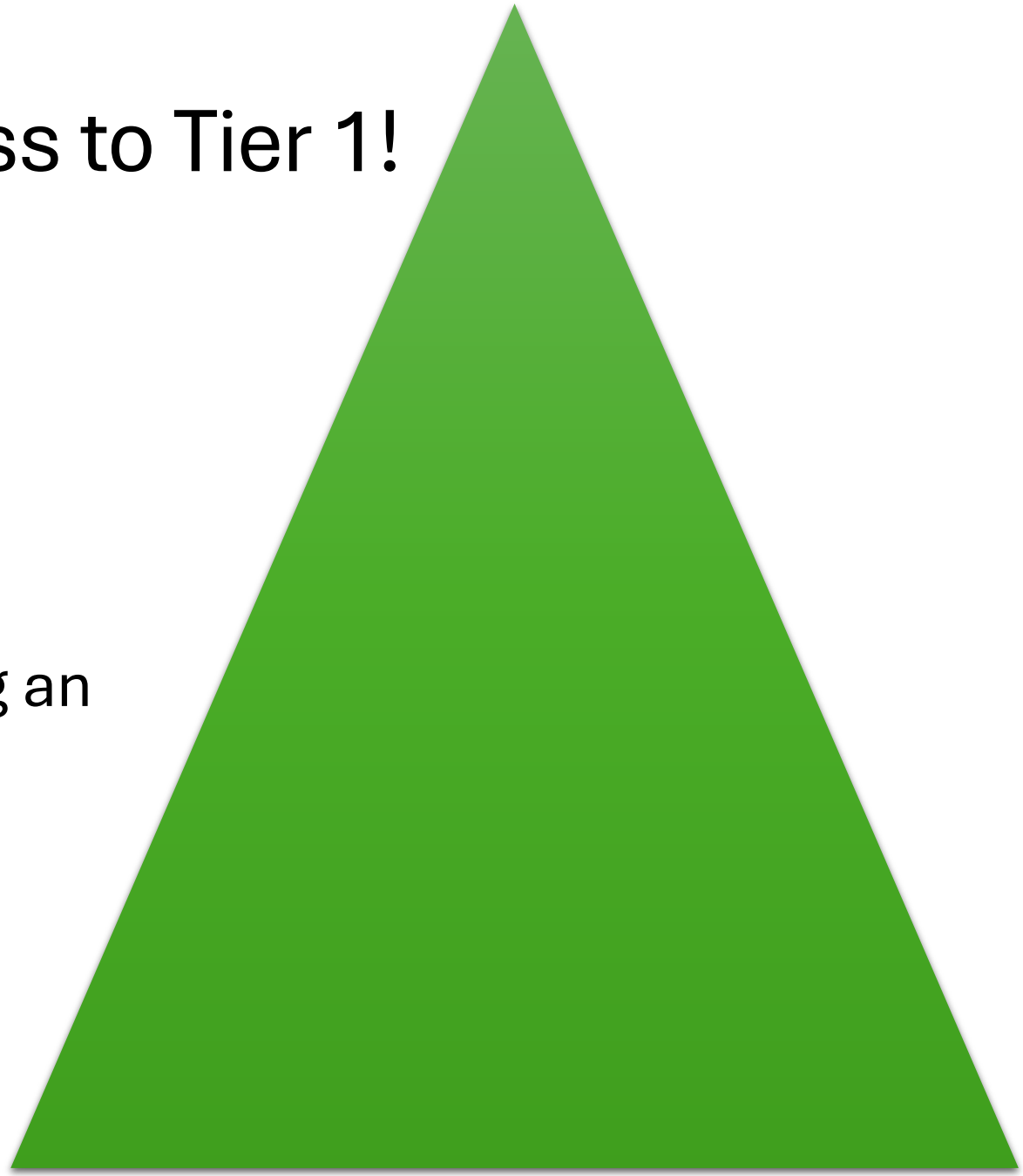
Functional Relationship

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

Gresham, Sugai, & Horner (2001)

Ensure Everyone has Access to Tier 1!

- Prevent unexpected behavior
- Teach expected behaviors
  - Practice expected behaviors
- Reinforce expected behaviors
- Correct unexpected behavior using an instructional approach



Analyze: Behavior

Decision Rule

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Analyze

Decision Rule

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Select Strategies: Behavior

Decision Rule

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Select Strategies: Integrated

Decision Rule

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Not Proficient	Larry	Chico Curly Costello Lewis

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

Differentiation

- Content
- Process
- Products
- Learning Environment

Carol Anne Tomlinson

Adjust duration or length

Adjusting the length or duration of the task can decrease frustration and therefore decrease problem behaviors. Ask yourself, “Will the student be able to complete the assignment if time or assignment length adjustments are made?” If the answer is “Yes,” it is appropriate to adjust the length or duration of the task. Some strategies include:

- Shorten the assignment
- Highlight those items the student is required to complete
- Chunk the assignment, so fewer items are on any given page
- Shorten work periods and break up with other tasks
- If multiple tasks are required, help the student to prioritize them, and focus on one at a time.
- Provide physical breaks between tasks
- Provide alternative times for the student to complete the task

Modality to Respond

In some cases, the student may not have prerequisite skills or physical skills required to do a task. Ask yourself: “Could the student do the work if the mode of responding was altered? Does the student have difficulty responding in a written format, orally, or when reading is involved?” If the answer is “yes” consider allowing a different modality for responding, such as:

- Allow a choice between responding orally or in writing
- Allow student to dictate response to a teacher, assistant, or peer
- Create guided notes to reduce amount of writing required
- Allow student to use a voice recorder for responses on tests or assignments
- Allow student to respond through art, dramatizations, etc.

Modality to Acquire Information

If the student has difficulty reading, consider:

- Including illustrations that help convey meaning
- Underline for the student important words in the text
- Create guided notes to limit reading and highlights important information
- Provide text on tape for the student
- Assign a partner to share reading requirements and to help the student with difficult words.

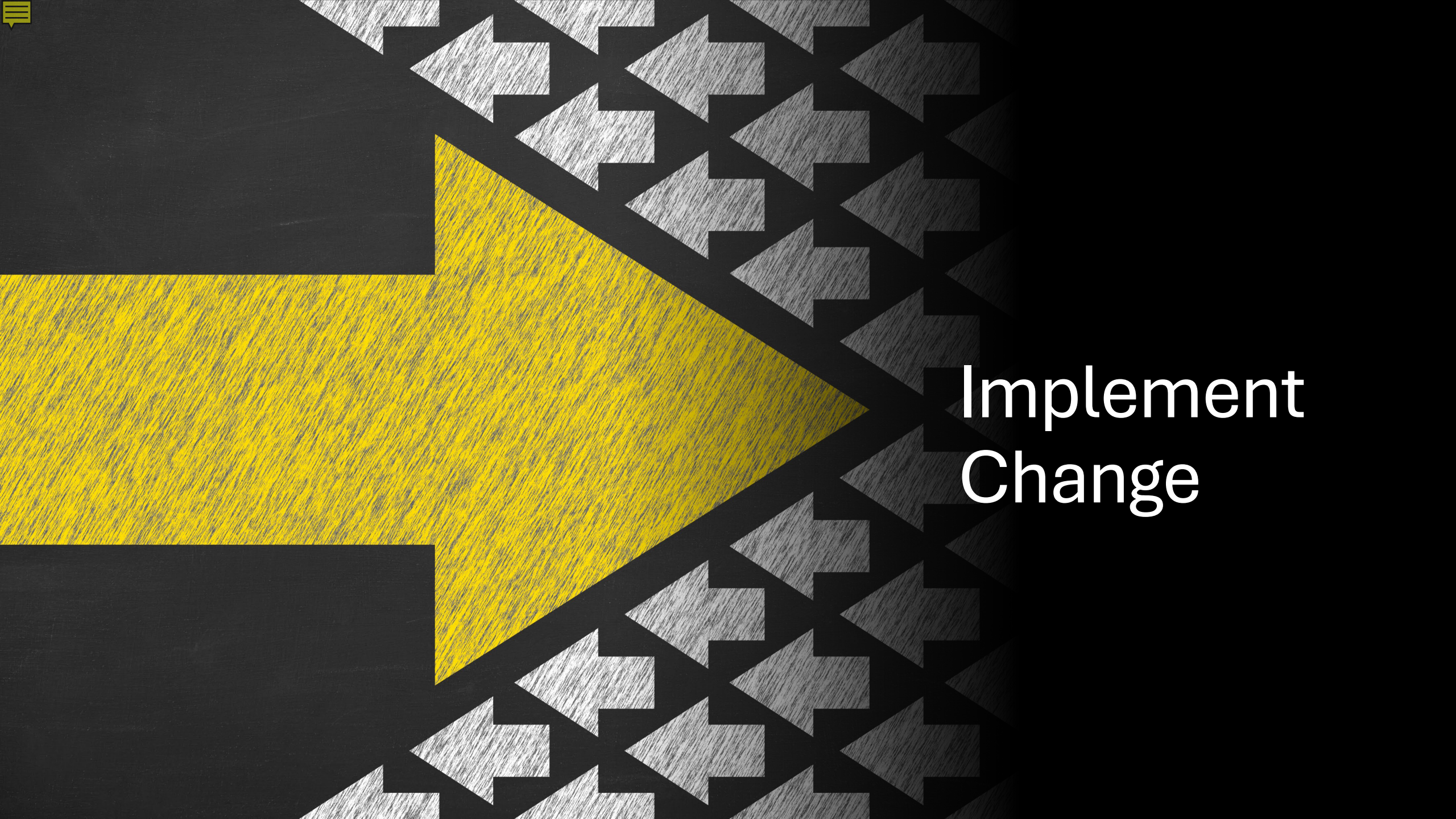
Increase Instruction or Practice

Finally, ask yourself, “Will the student be able to complete the tasks if (s)he has more instruction, guided, or individual practice?”, consider:

- Individually or in small groups teach, model, guided practice, independent practice new content with the student(s) (acquisition stage)
- Peer tutor for guided practice (fluency building stage)
- Reach 90% accuracy before moving to independent practice (fluency building stage)
- Use partners working with flashcards (fluency building stage)
- Use meaningful real-life examples for practice and application (mastery stage)

Create a Plan

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


Implement
Change

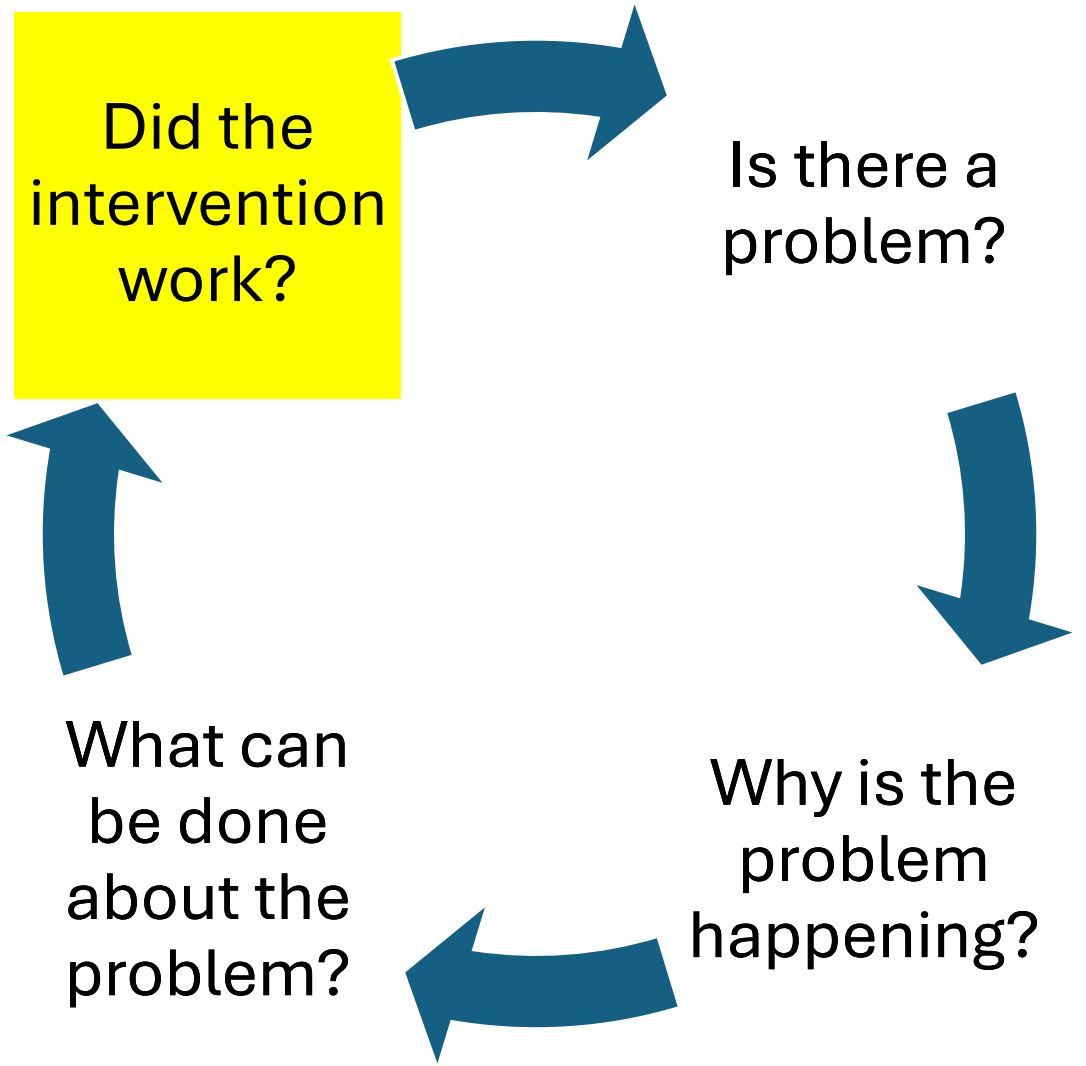
Are we making adequate progress?

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.

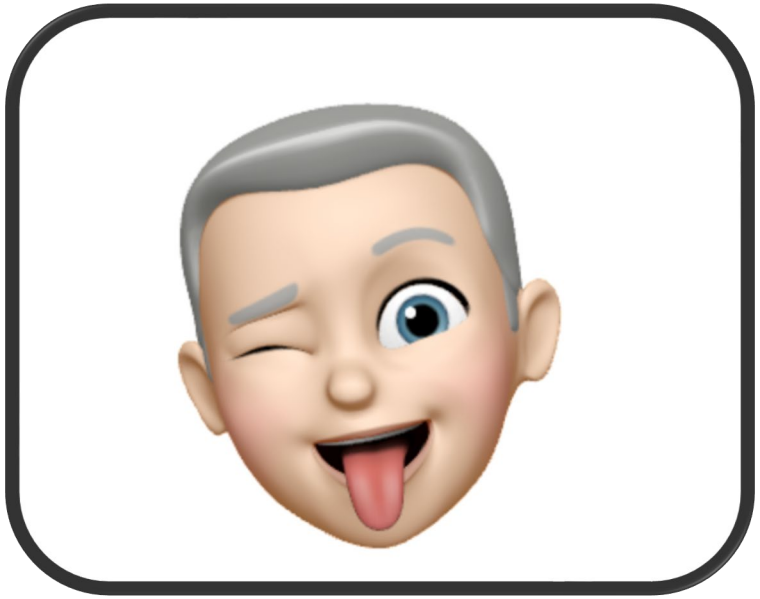
Then we systematically repeat…

- Creating cycles of continuous improvement.

Make a Commitment

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

Questions?!?



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