

# Aligning Academic & Behavior Systems

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# Presentation Description

Academic RTI and PBIS systems share many common features. We can be more effective in our outcomes and more efficient with our educational system when we strategically align academics and behavior approaches. This session will provide rationale for aligning systems and strategies for aligning academic and behavior systems.

Information in this presentation comes from:

McIntosh, K., & Goodman, S. (2015). *Integrated Multi-Tiered Systems of Support Blending RTI and PBIS*. New York: Guilford Press.

# Presentation Outcomes

1. Understand the rationale for aligning academic and behavior systems
2. Understand how teams are used in aligned academic and behavior systems
3. Understand how data systems are align in academics and behavior systems

# Why align academic and behavior systems?

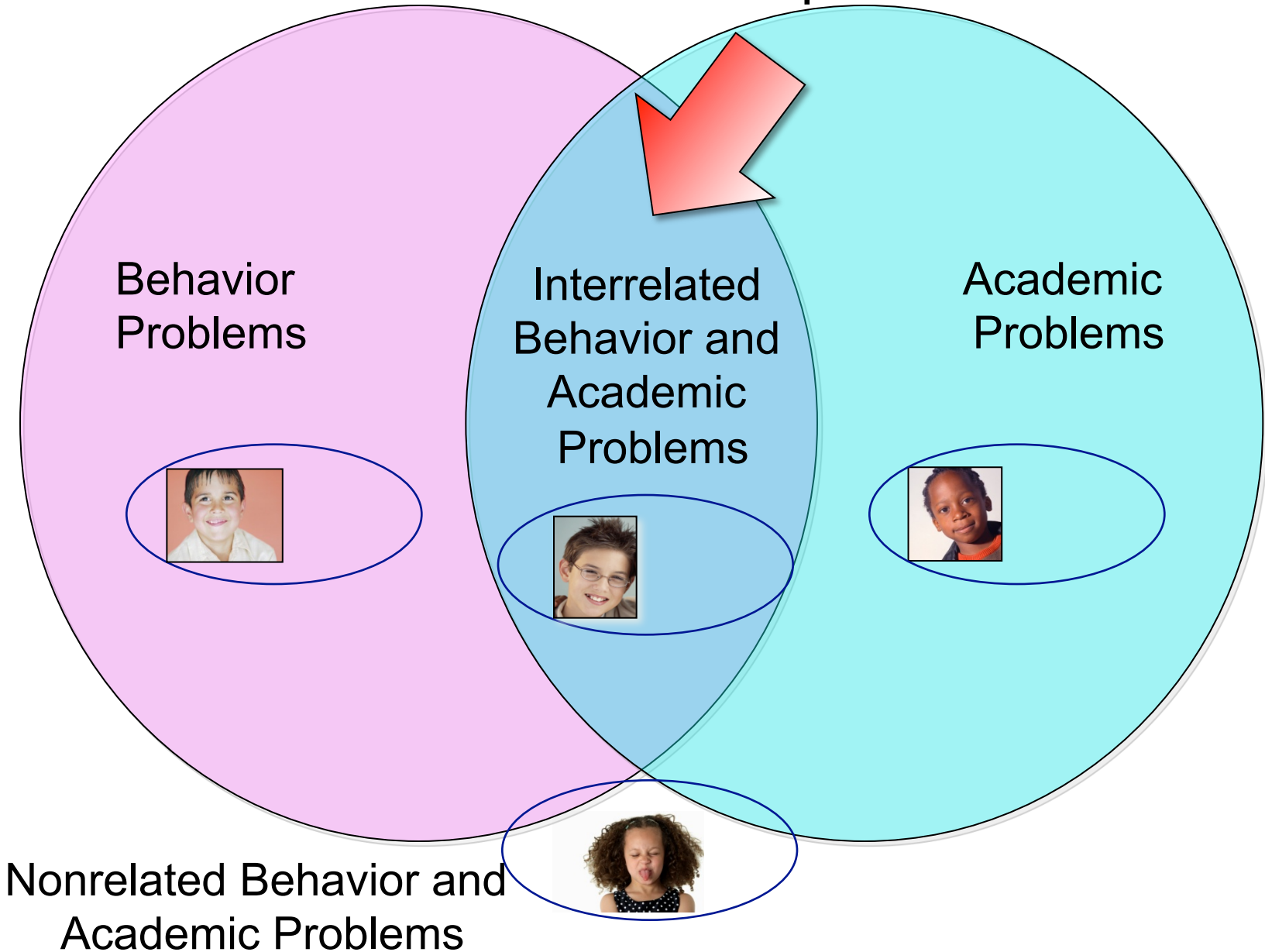
# Academic or Behavior Support Systems

- 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).

# Continuum of Academics and Behavior Connectedness

Parallel	Alignment	Integration
<ul style="list-style-type: none"><li>• Academics and behavior are separate systems, <b>siloed</b> from each other</li><li>• Implementation causes competition for staff attention and resources</li></ul>	<ul style="list-style-type: none"><li>• Academics and behavior are separate systems that are <b>supportive</b> of each other</li><li>• Features of the practices are leveraged to support each other</li><li>• Barriers for implementation resources are minimized cross practices</li></ul>	<ul style="list-style-type: none"><li>• Academics and behavior are one system <b>woven together</b></li><li>• Seamless connections</li><li>• Resources are leveraged to build upon each other</li></ul>

# Possibilities of Behavior/Academic Concerns around function of problem



# 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?

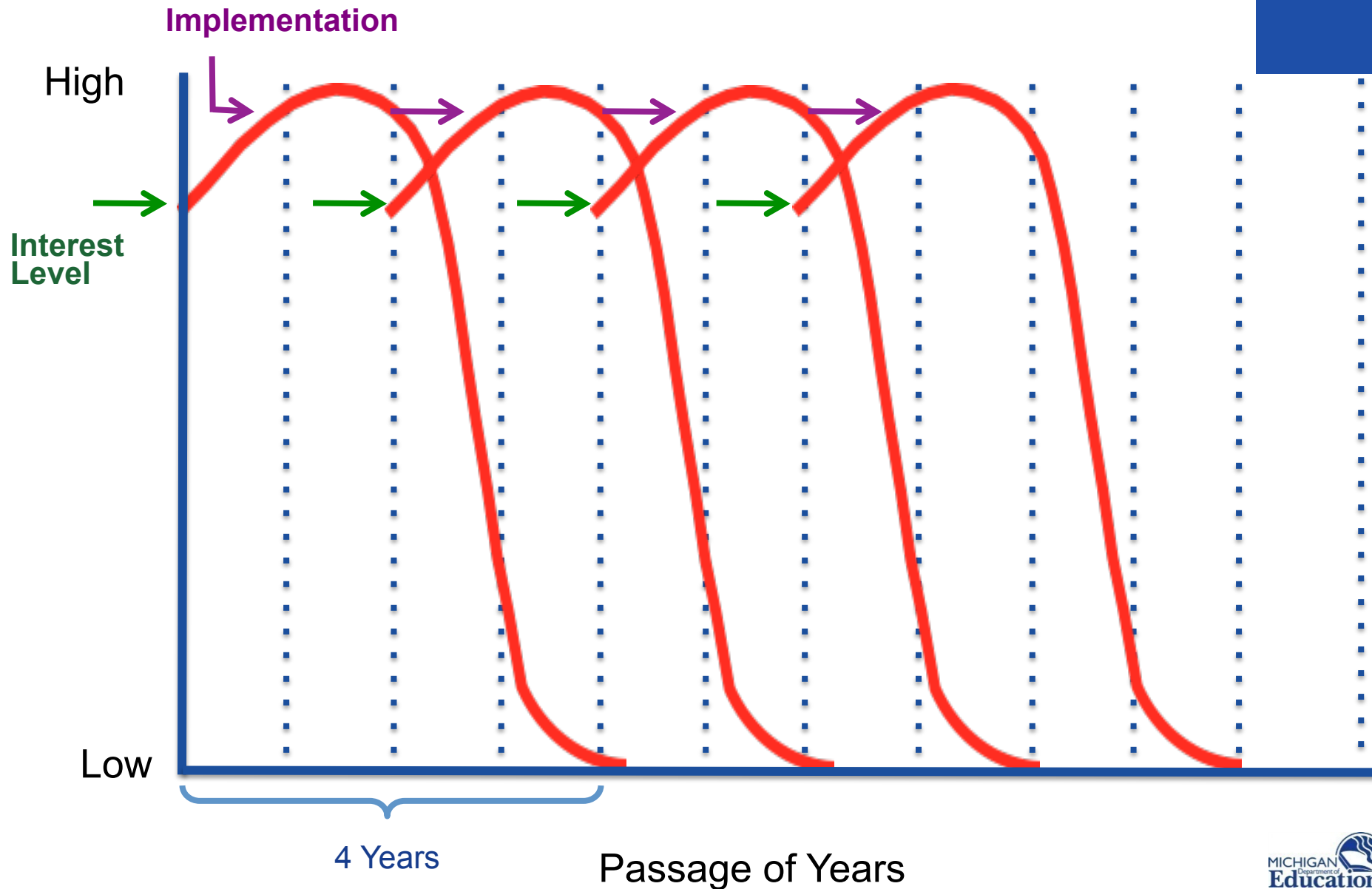
- Integrated approaches may be more sustainable
- Less competition cross content area initiatives
- Capacity building of educator skills in one MTSS area can be applied in other areas of MTSS (data analysis, problem solving, etc.)

# Initiative Overload...

“The typical school operates 14 different prevention activities concurrently, and the typical activity is implemented with poor quality.”

(Gottfredson et al., 2000)

# Birth and Death Cycles of Educational Innovations (Latham, 1988)



# Is integration our goal?

**Enablers**

**Systems  
Features**

**Goal**

Integration

Effective

Efficient

Equitable

Sustainable

Improved  
Student  
Outcomes

# Systems of Academic and Behavior Practices

# Behavior and Reading 3-Tier Model



## 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%

## Intensive, Individual Interventions

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

→ 1-5%

## Targeted Group Interventions

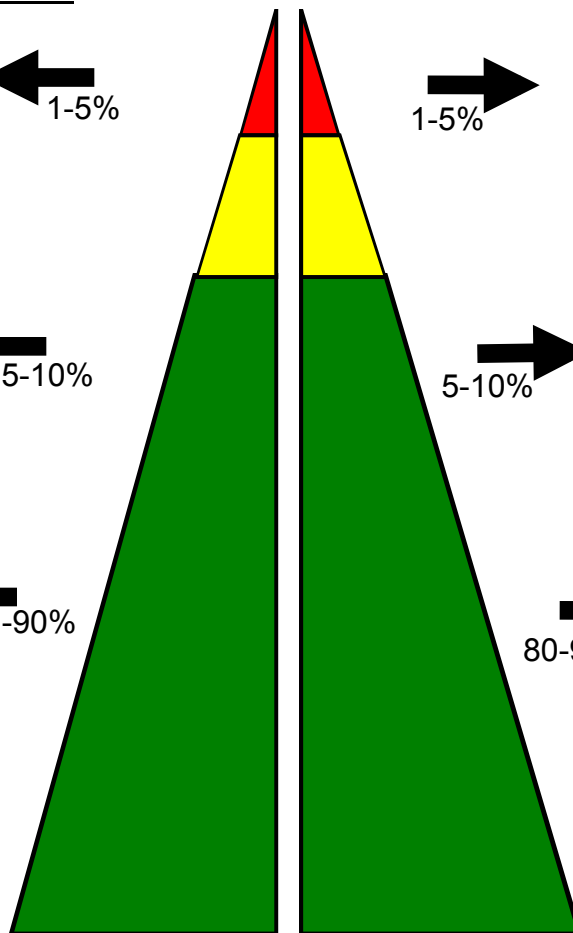
- Some students (at-risk)
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## Universal Interventions

- All settings, all students
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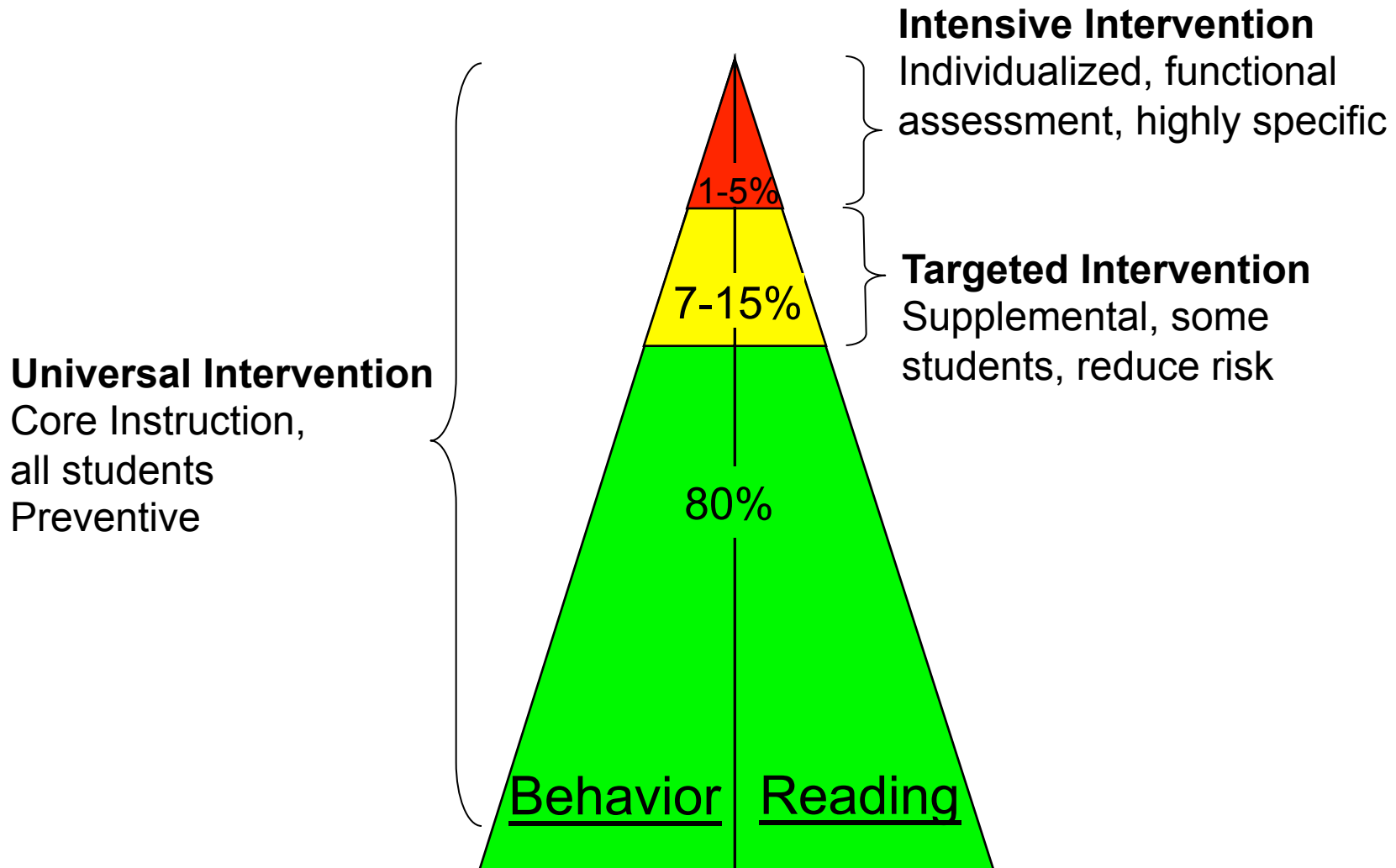


**Academic Systems**

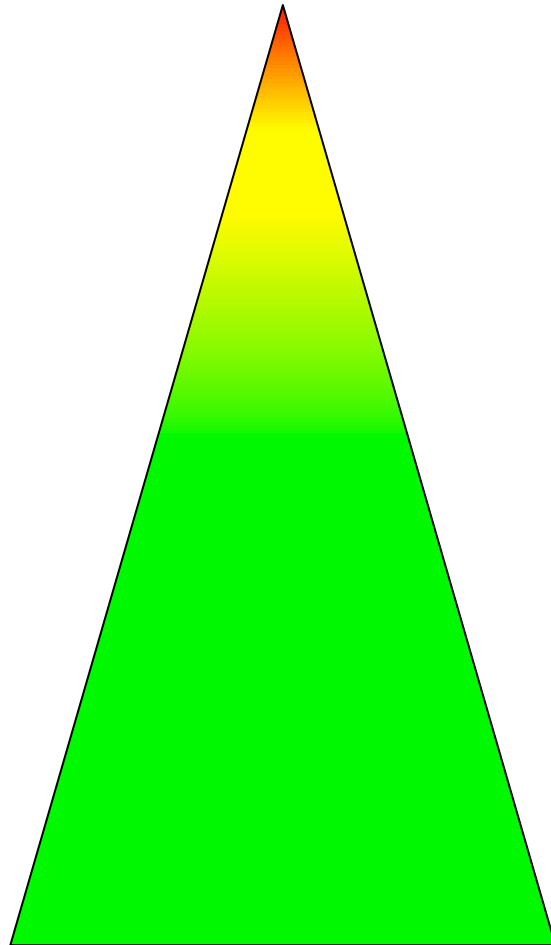
**Behavioral Systems**

***Cir. 2003***

# Behavior and Reading 3-Tier Model



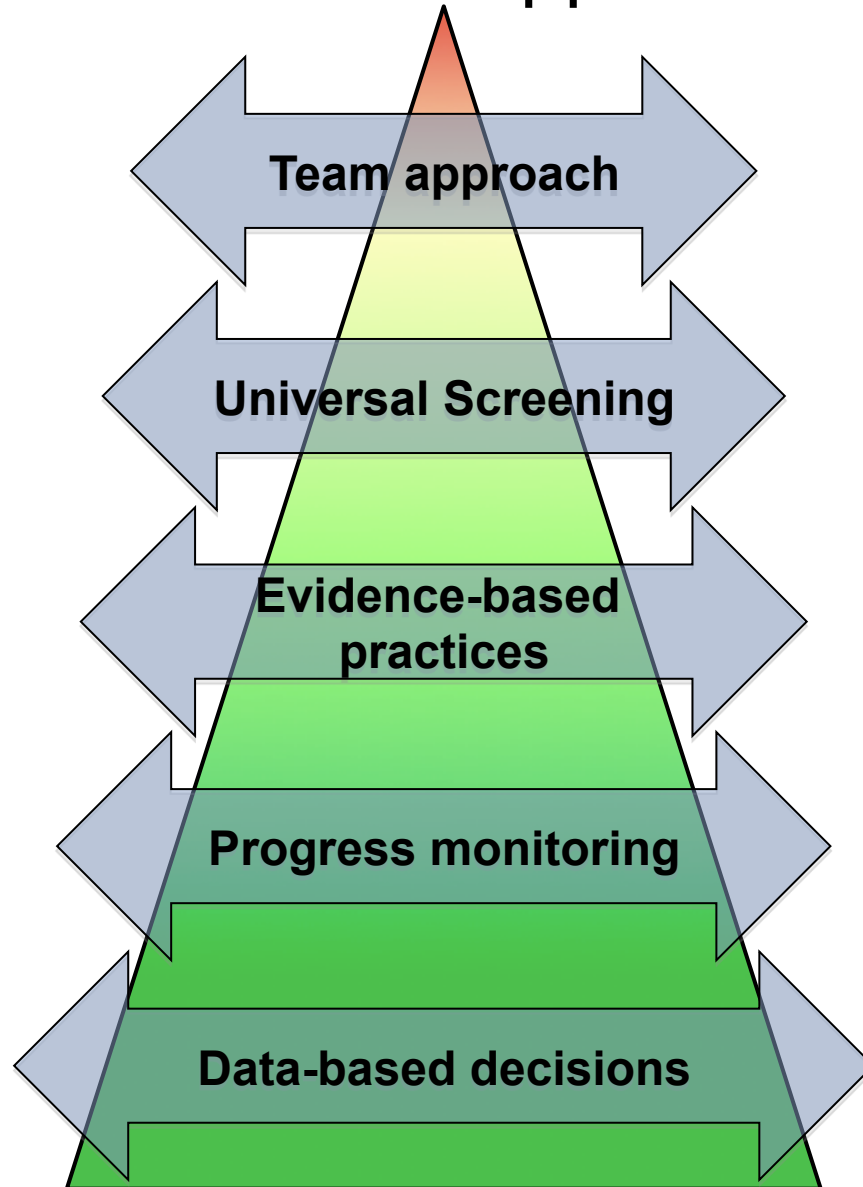
# Parallel Systems to Integrated Systems of Academic and Behavior Supports



Academic Supports Educational Supports Behavior Supports

# Integrated Functions Across Academic and Behavior Supports

Behavior Support



Academic Support

# Difference in Academic or Behavior Approaches to Multi-Tiered Systems

	Academic	Behavior
Terminology	Tier II: Strategic	Tier II: Targeted
Sp. Ed. eligibility determination	Rtl- referenced in IDEA	No
Reference group	Broader Standard	Local Context
Data collection and analysis	<ul style="list-style-type: none"><li>• Direct measurement</li><li>• Benchmarks (increase/ acquisition)</li><li>• Periodic measures</li></ul>	<ul style="list-style-type: none"><li>• Indirect measurement</li><li>• Decrease behavior errors</li><li>• Continuous measures</li></ul>

# 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)

# 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.”

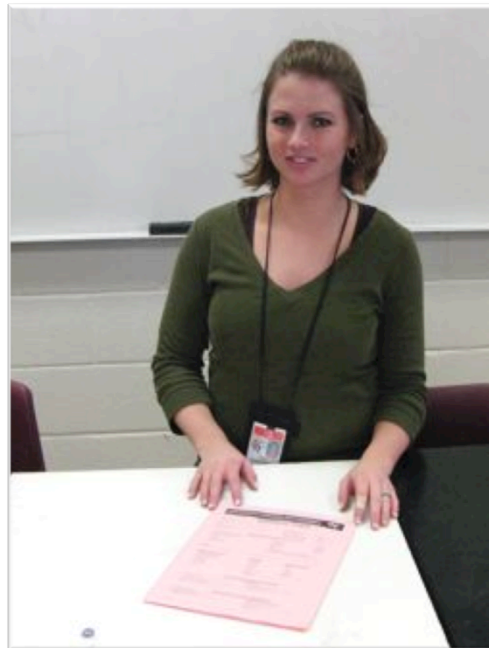
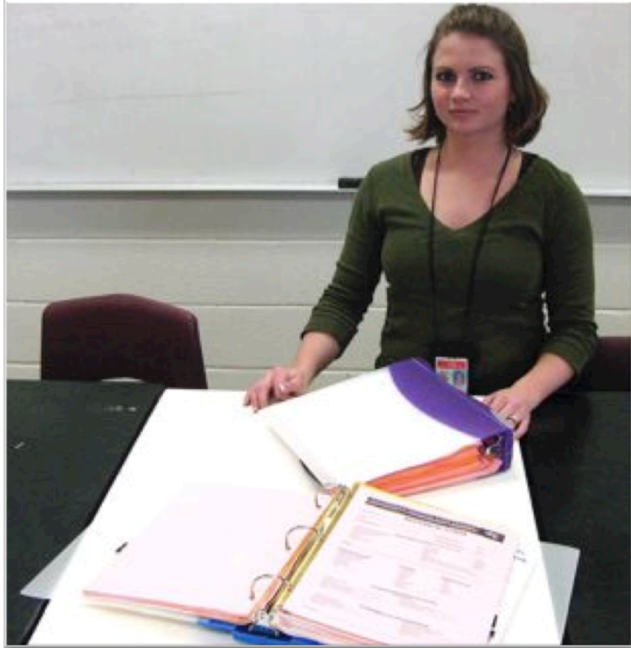
Johanna Toth,  
6th grade teacher



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

Celeste Shelton-Harris,  
Principal

# Instructional Time Recovered through Positive Behavior Support: One teacher's experience



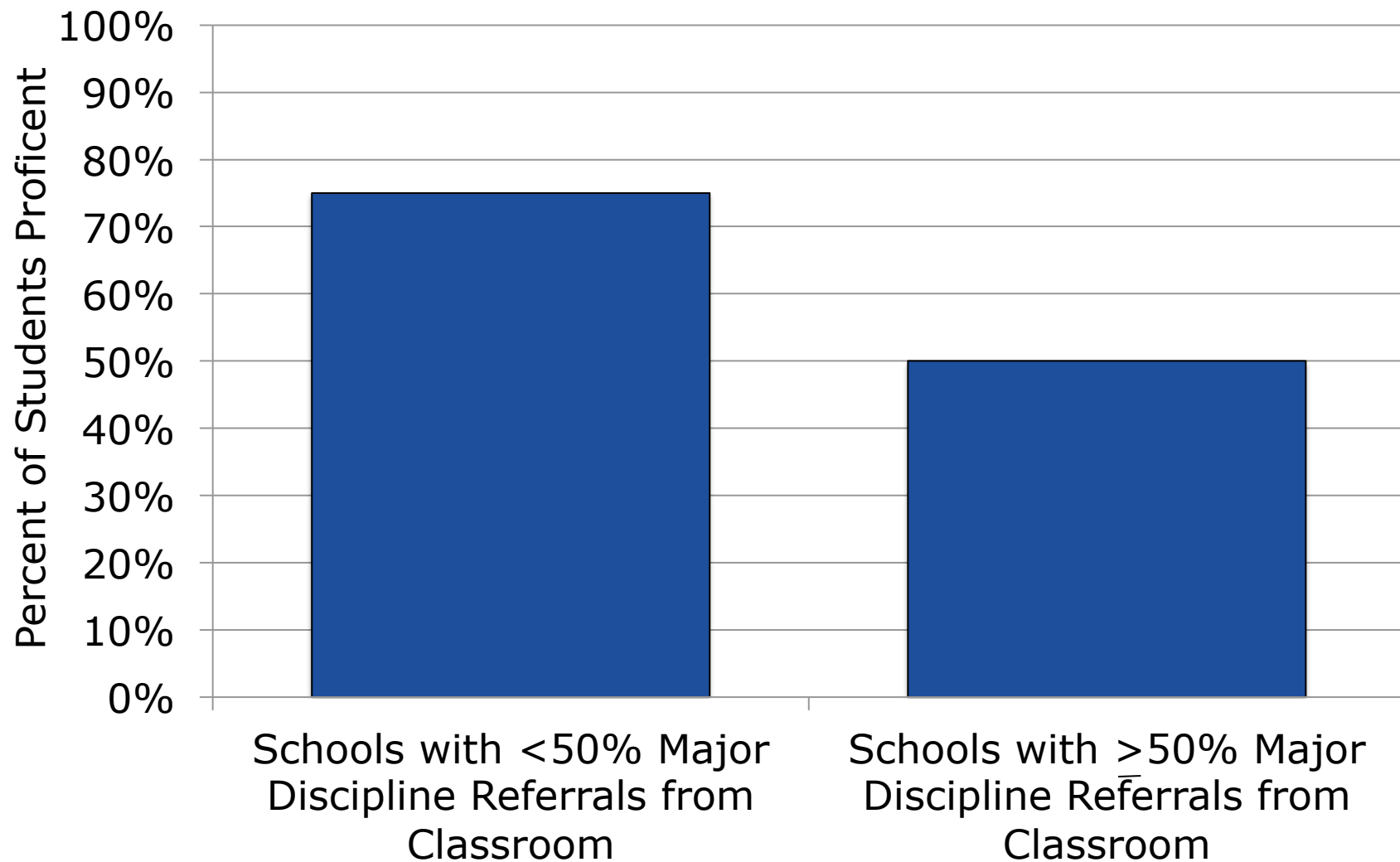
Before:  
2006-2006 school year  
200 discipline referrals

After:  
First semester 2007-2008  
18 discipline referrals



(Kalamazoo Central High School)

# Proficiency on 4<sup>th</sup> Grade and Percent of Major Discipline Referrals from Classroom: 132 Elementary Schools



# Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)

Teacher presents

Not sure...

Probably a combination of both

Student  
skill

Engages  
em  
or

Student escapes  
academic task

Teacher removes  
academic task or  
removes student

# Relationship between behavior and reading



Children of the Code: A Social Education Project  
<http://www.childrenofthecode.org/>

# 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

# Consider Tiers of Support when Integrating

1. Because academic RTI and PBIS systems are both organized that way
2. The approach to integrating practices varies based on the specific tier of support

# Examples of Behavior and Reading Practices

## Universal Prevention

### Behavior

- Identify expectations
- Teach
- Monitor
- Acknowledge
- Correct

### Reading

- Evidence based curriculum focused on:
  - Phonemic Awareness
  - Alphabetic Principal
  - Fluency
  - Vocabulary
  - Comprehension
- Adequate teaching time
- Trained instructors
- Progress monitoring
- Active participation with frequent feedback

## Intensive Intervention

### Behavior

- Individualized, functional assessment based behavior support plan

### Reading

- Scott Foresman Early Reading Intervention
- Reading Mastery
- Corrective Reading

## Targeted Intervention

### Behavior

- Check-in, Checkout
- Social skills training
- Mentoring
- Organizational skills
- Self-monitoring

### Reading

- Teacher-Directed PALS
- K PALS
- First Grade PALS
- Road to the Code
- REWARDS
- Peer Assisted Learning Strategies
- Read Naturally

Continuum of Supports

# How to integrate well

The key to integrated systems is through **integrated thinking**

1. Considering the link between academics and social behavior in planning supports
2. Implementing effective practices for both the academic and social behavior domains
3. Integrating where it makes the most sense

# Practices in aligned academic and behavior systems

# Tiered I Logic for Aligning and Integrating Practices

- Provide quality instruction to all students
- academic achievement

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

engagement

# Tier I Supports in an Integrated Model

Common strategies of good instruction apply to both academic/behavior

- Big Ideas
- Conspicuous Strategies
- Mediated Scaffolding
- Strategic Integration
- Primed Background Knowledge
- Judicious Review

# 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)

# Use materials that focus on social problem solving

- Select content that includes Social Emotional Learning topics in language arts and history
  - Wars and injustices (e.g., slavery, Trail of Tears)
  - Inspiring events (e.g., civil rights movement)
- Use comprehension questions when reading
  - How do you think that made her feel? (empathy)
  - What do you think is going to happen next? (cause and effect)
  - How could he have done things differently? (problem solving)

# Tiered II Logic for Aligning and Integrating Practices

- Utilize existing Tier II academic practices that also provide social behavior support (and vice-versa)
- Differentiate instruction to add efficient intervention across domains

# 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

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

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

- Teach, practice, and acknowledge behavior expectations, with specific focus on appropriate ways to obtain adult attention
- Provide increased opportunities for student responding and feedback from instructor
- Arrange the instructional environment so that appropriate adult seeking attention is easy and not disruptive to others (e.g., seating near teacher, help signal for independent work)
- Enroll in Check-in Check-out (CICO)

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

- Teach, practice, and acknowledge behavior expectations with peers, with specific focus on appropriate ways to obtain peer attention
- Provide increased opportunities for peer mediated instruction (e.g., peer tutoring, group work)
- Teach peers to ignore misbehavior and acknowledge appropriate prosocial behavior
- Arrange the instructional environment to minimize peer disruptions (e.g., seating changes)

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

- Briefly teach and practice behavior expectations, and acknowledge with responses that are reinforcing for the student
- Provide opportunities for independent structured instruction (e.g., programmed instruction, computer-aided instruction)
- Teach needed social and emotional skills

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

- Develop skills in specific deficit areas
  - Provide instruction at student success level
  - Use evidence-based interventions to address deficit areas
- Add reinforcement system to reward engagement
- Enroll in Breaks are Better CICO modification

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

- Briefly teach and practice behavior expectations, and acknowledge with responses that are reinforcing for the student
- Provide opportunities for independent structured instruction (e.g., programmed instruction, computer-aided instruction)
- Teach needed social and emotional skills

# Tiered III Logic for Aligning and Integrating Practices

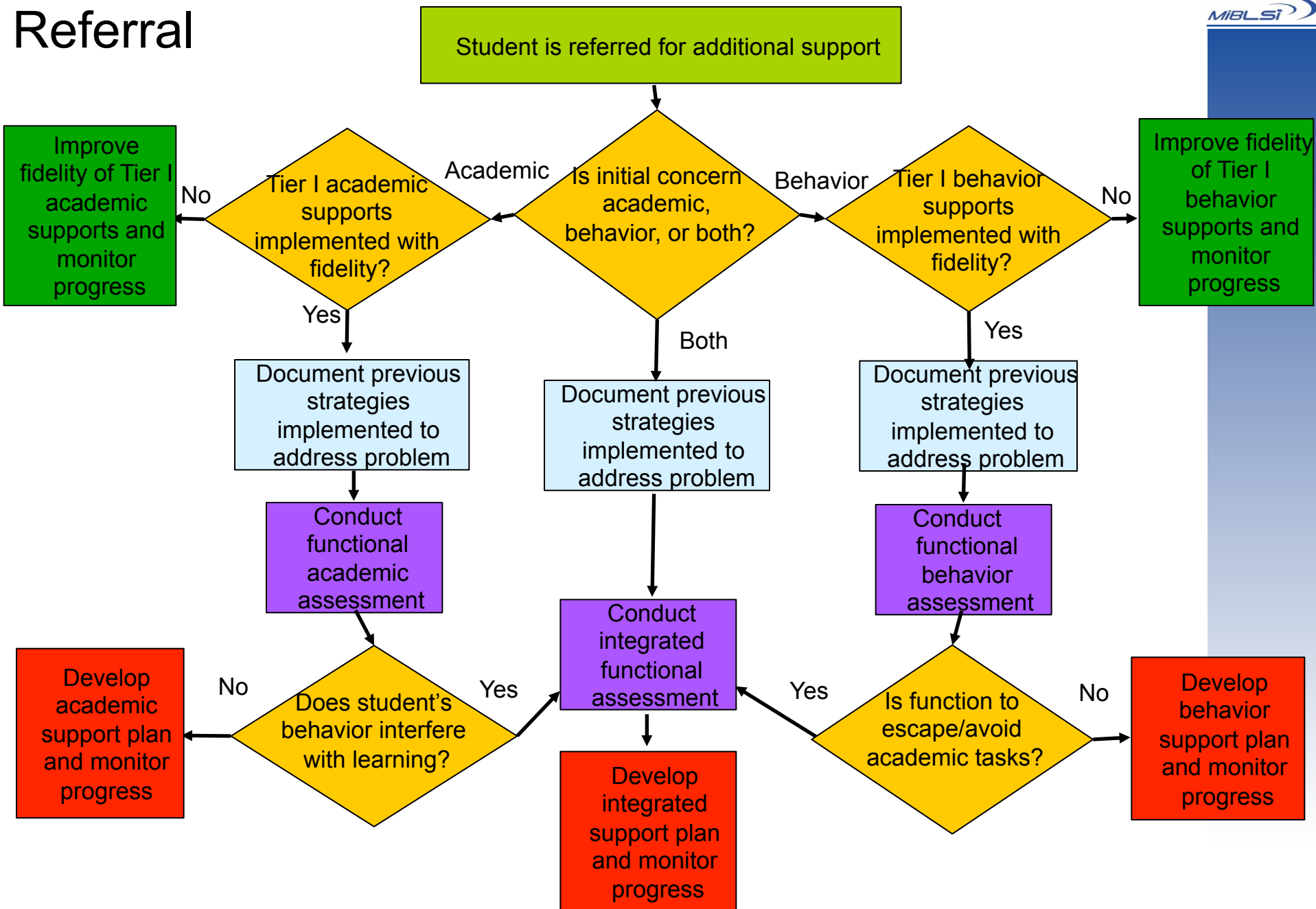
- Fully integrate support based on individual needs

# 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

<b>Functional Behavior Assessment</b>
<b>To Obtain:</b>
<ul style="list-style-type: none"><li>• Objects or activities</li><li>• Attention from peers</li><li>• Attention from adults</li><li>• Sensory stimulation</li></ul>

# Integrated Process Referral



# 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

*Corrected for reading error earlier in period*

## Triggering Antecedents

*Asked to complete reading assignment*

## Problem Behavior

*Argues, threatens, uses profanity*

## Maintaining Consequences

*Removed from class*

## Function

*Escape academic task*

## Acceptable Alternative

*Ask for break, ask for help*

## Setting Event Strategies

*Assess if reading curriculum is at appropriate level-place in appropriate level*

*Use an intensive, evidence-based reading program (e.g., Reading Mastery, Corrective Reading)*

*Remove peer audience during reading time*

## Antecedent Strategies

*Prompt task completion*

*Make task less difficult*

*Do first activity together*

*Provide different tasks*

*Present choice of which reading items to complete on worksheet*

## Teaching Strategies

### Behavior Skills Strategies

*Teach and practice alternatives to problem behavior:*

- 1. Ask for break*
- 2. Ask for help*

### Academic Skills Strategies

*Teach and practice specific academic skills:*

- 1. Decoding skills*

## Consequence Strategies

*Give break & help when requested*

*Provide reward within 1 min. of starting task (& thin to 3 min., 5 min., 10 min.)*

*Minimize rewards for problem behavior (don't send to timeout without work)*

*Reward desired behavior*

# 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

# Teams in aligned academic and behavior systems

- Distribute the workload across multiple individuals
  - It can reduce the stress (or reliance) on any single person in the initiative.
  - we make work efficient
- Teams have continuity and resists diminishment through staff turnover.
- Enhanced collaboration
- Improved problem solving due to the variety of skill sets, experience, and expertise of the team members

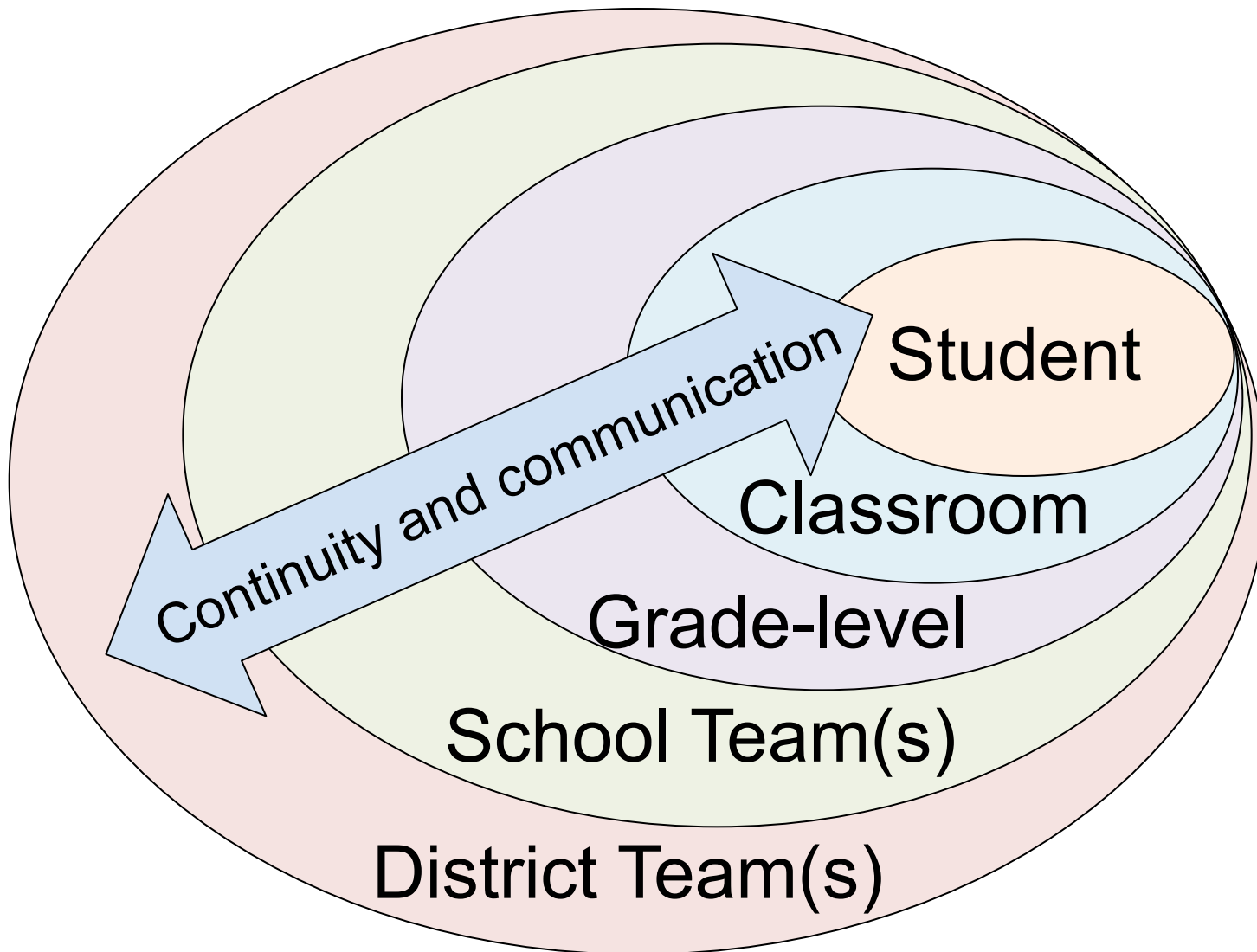
# Team Membership

- Not everyone on the team needs to be experts in both academics AND behavior
- There should be individuals on the team with skills/expertise in:
  - Academics
  - Behavior
  - Understanding the school system,
  - Knowing the staff/students
  - Team needs administrator or designee so that decisions can be made that effect allocation of resources, priority, policy, etc.

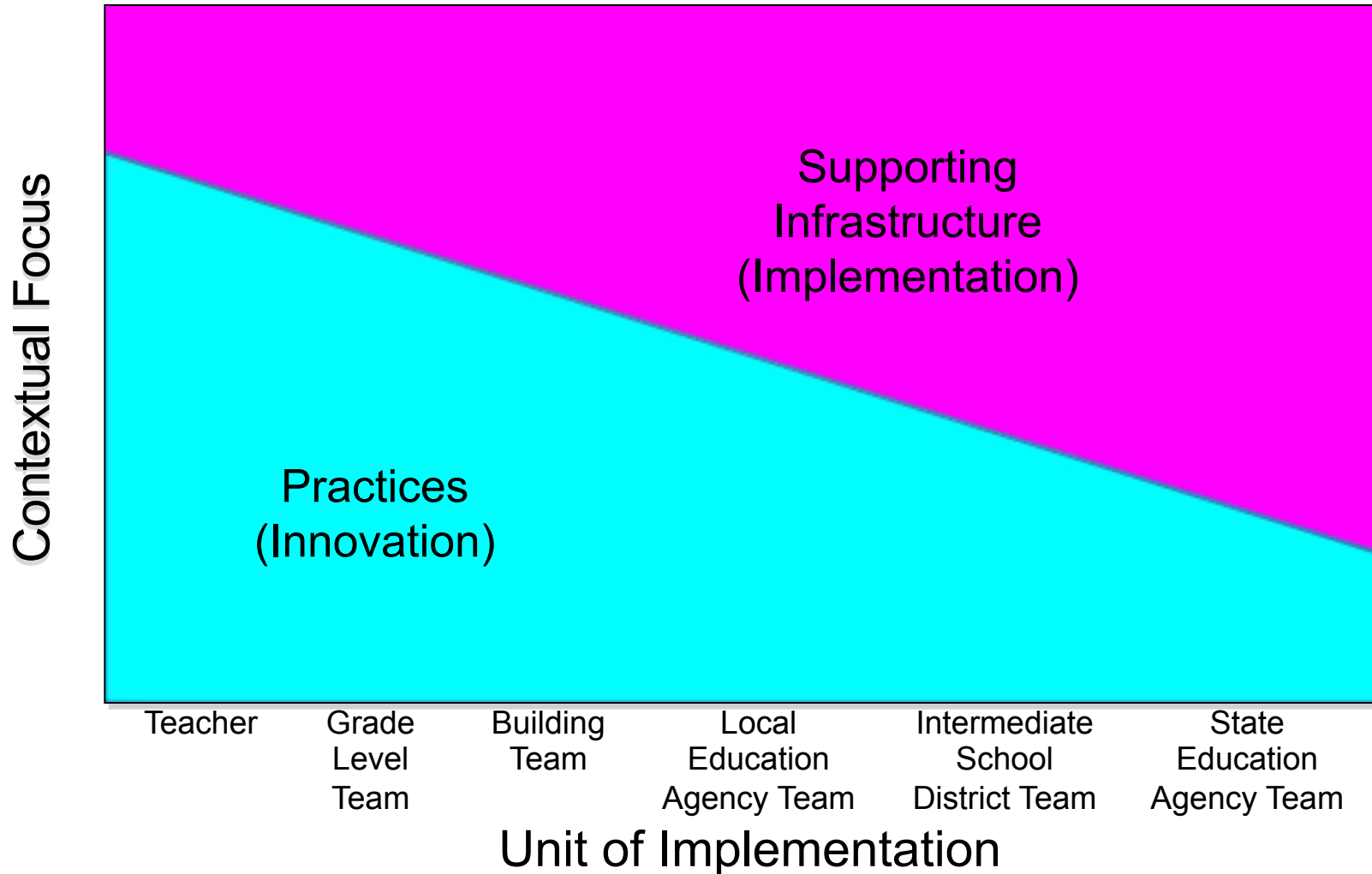
# Team Activities

- Reviewing both academic and behavior data
- Linking data to an academic/behavior action plan
- Monitoring implementation of the action plan and problem-solving
- Helping to support staff in aligning academic and behavior practices through training, coaching, technical assistance
- Evaluating action plan for success

# Nesting of Common Teaming Structures in Schools



# Framework for Addressing Practice and Supports



**Focus on Practices**

**Focus on Support**



# Data systems in aligned academic and behavior systems

# Big Ideas in Data Alignment

- Tools for collecting the data and the type of data collect is specific to the domain (e.g., academic or behavior)
- The categories of data assessment is similar across both academics and behavior

# Shared categories of purpose for data collection

1. Fidelity of implementation (i.e., are we doing what we said we'd do?),
2. Screening (i.e., who needs additional support?),
3. Diagnostic assessment (i.e., what specific supports are needed?),
4. Progress monitoring (i.e., are the supports changing student trajectories?),
5. General outcomes measurement (i.e., are students doing better overall?)

Integrating aligned assessment involves examining both academic and behavior data at the same time for team decisions

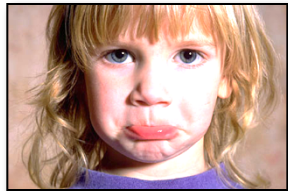
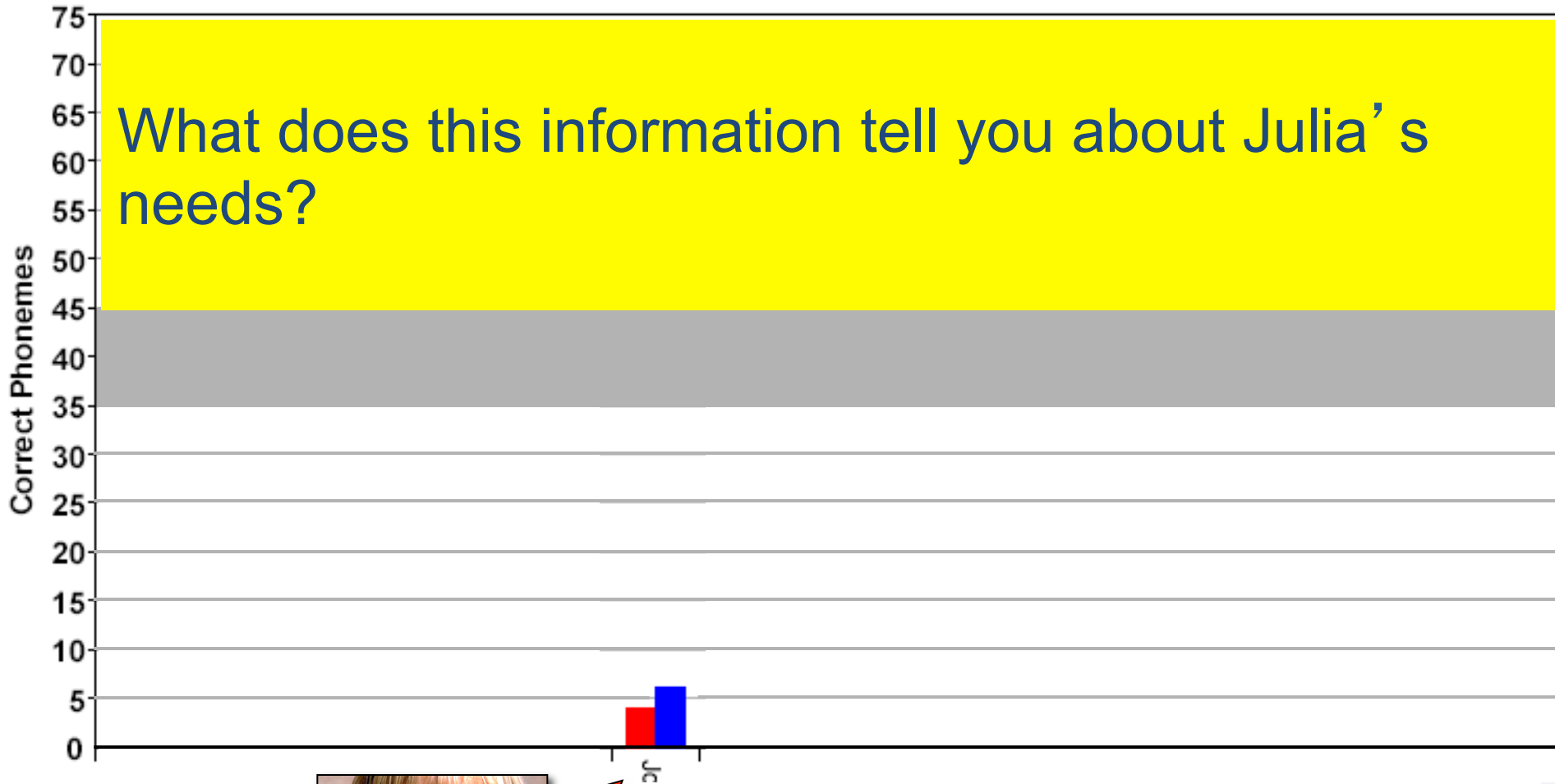
# Looking at Julia's data

*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)

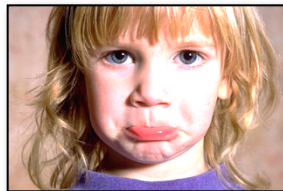
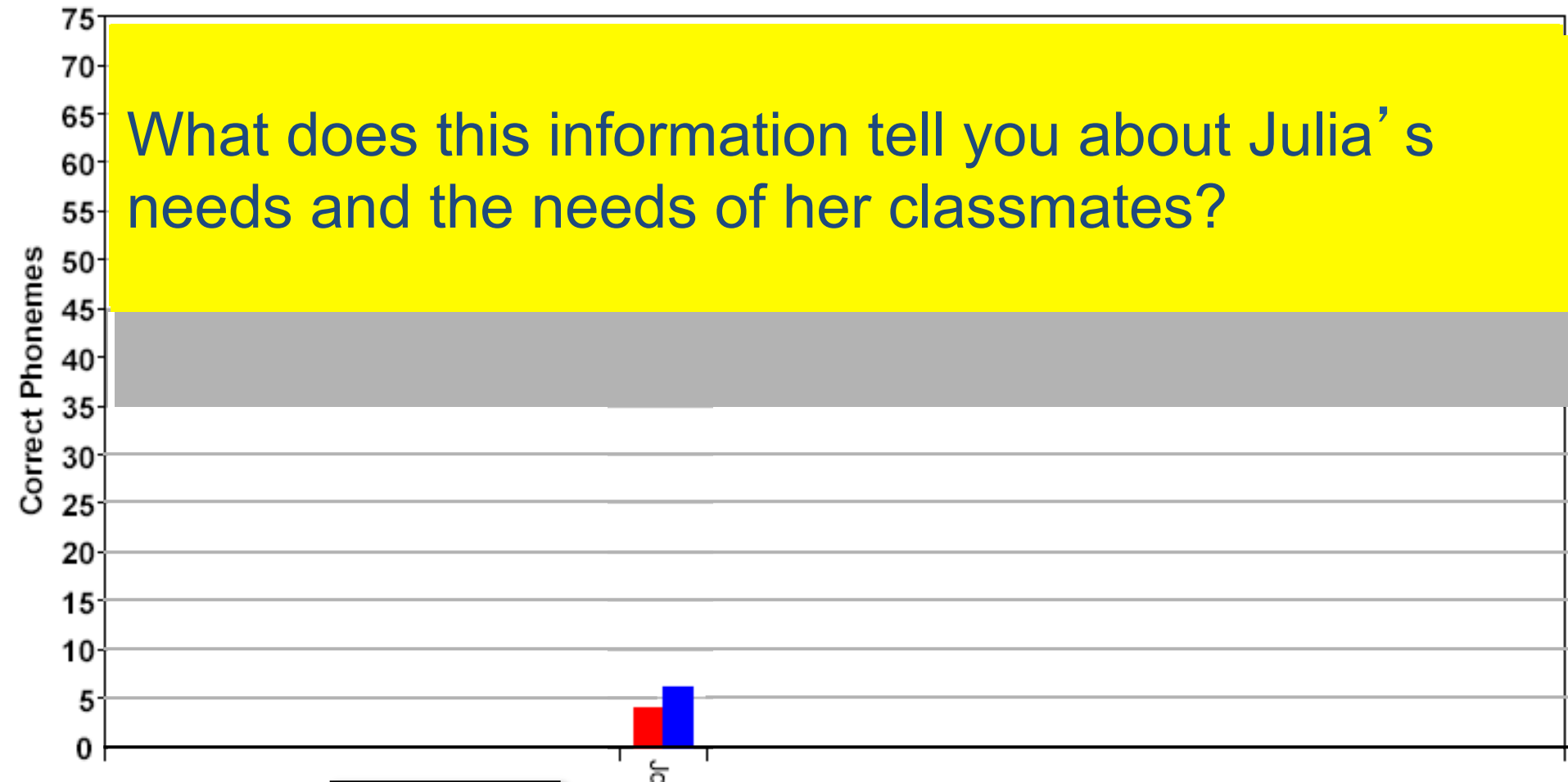
Phoneme Segmentation Fluency



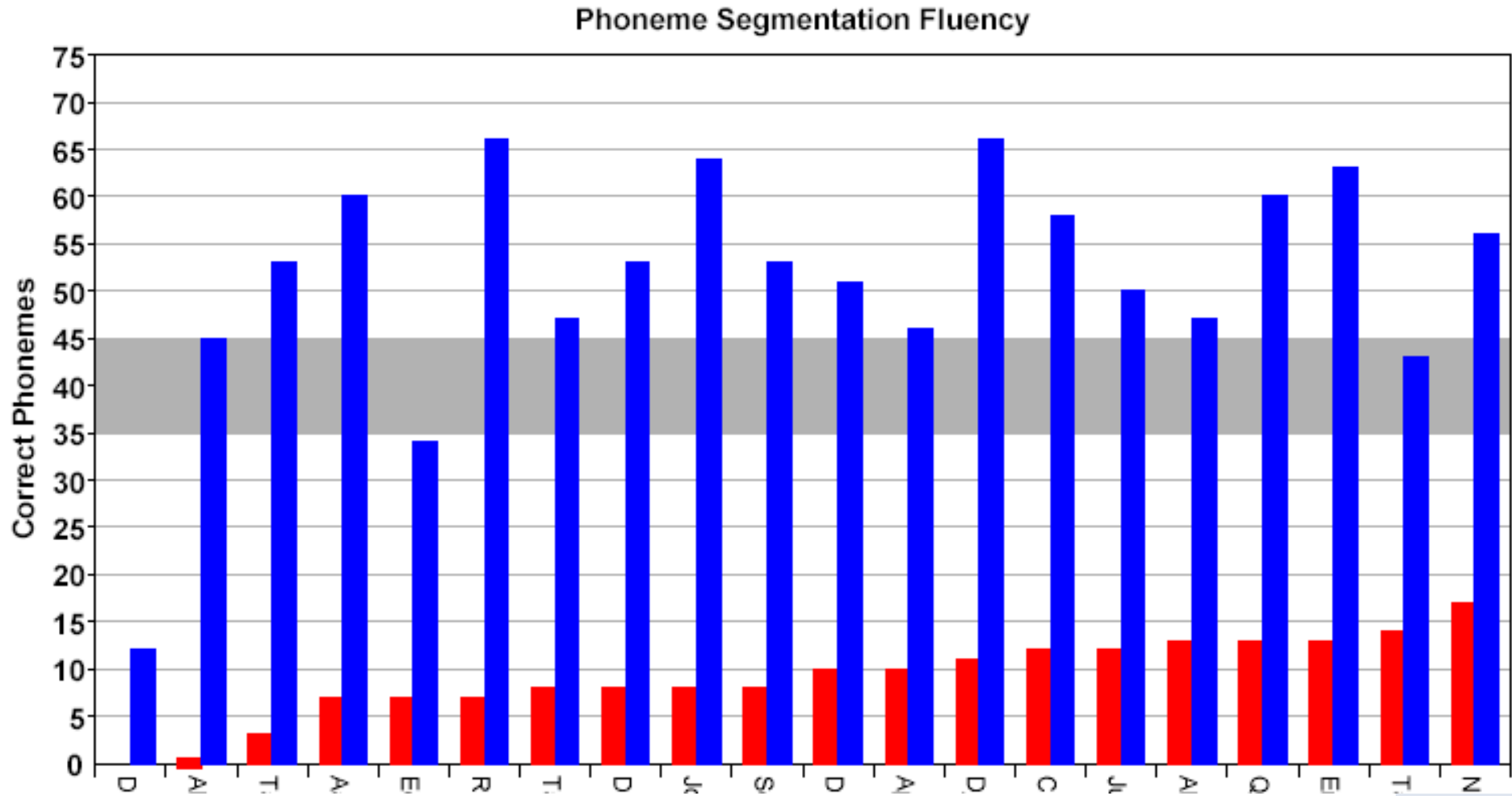
End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

Phoneme Segmentation Fluency

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



# Same building, same grade, different teacher

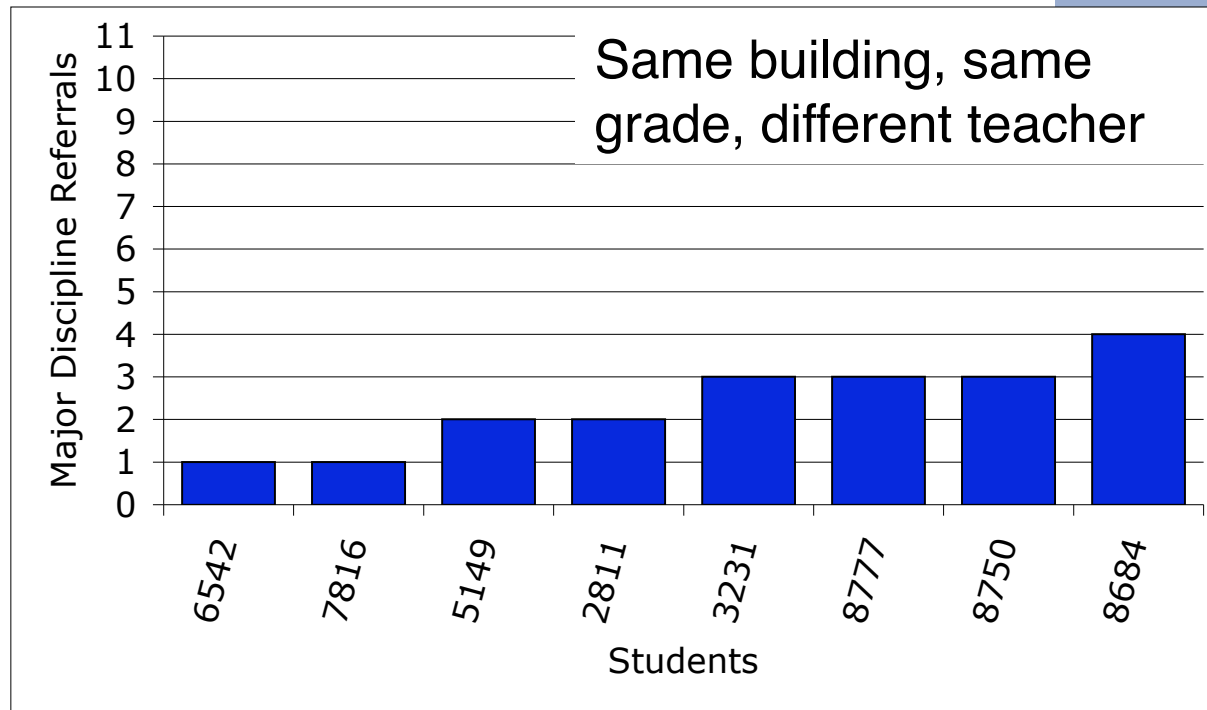
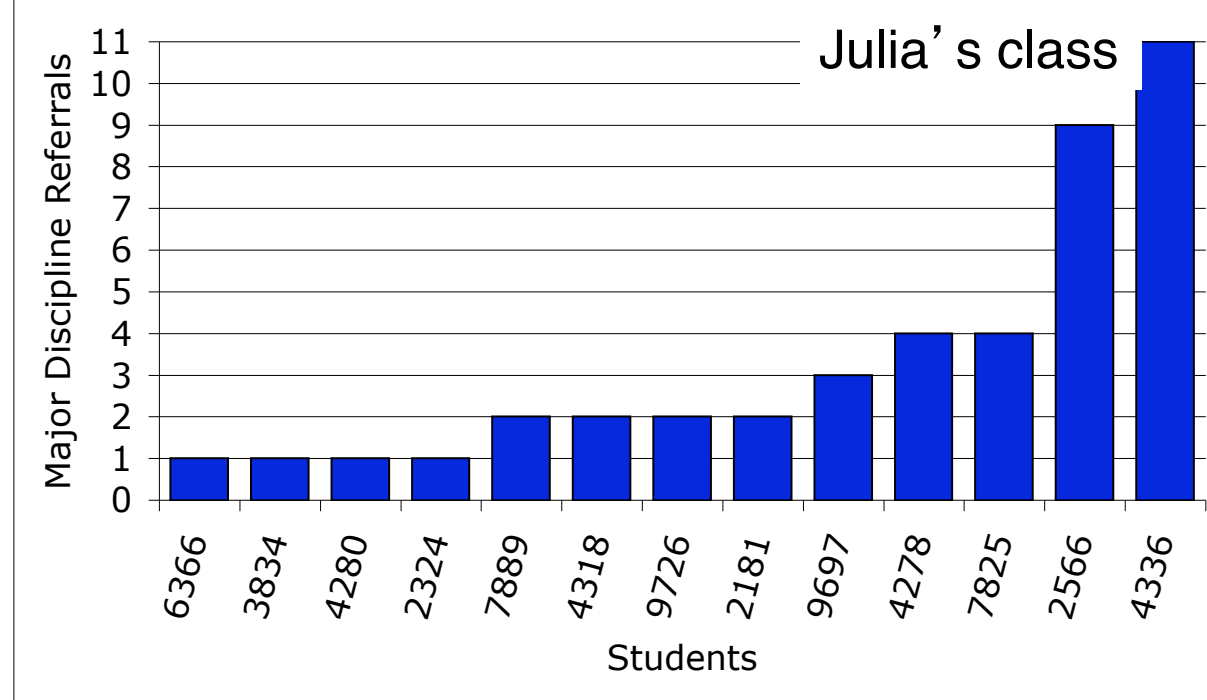


Does this information change how you might support Julia? Her classmates?

# 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?



# Aligned Multi-Tiered System of Supports

Provide all students with the best opportunities to succeed academically and behaviorally in school. Focus is on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.

# 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