



Back to the Classroom Basics 2: Integrating Instructional Supports in the Classroom

GACIS/C&I 10-Part Webinar Series
Addressing Accelerated Learning

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mimtsstac.org



Why Integrated Academics and Behavior?

Aligning Academic and Behavior Supports

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

PBIS

- 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

- 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

Why is Integration Important?

- **Quality instruction can reduce student engagement in problem behaviors** (Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)
- **Implementation of schoolwide positive behavior support leads to increased academic time and enhanced academic outcomes** (Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)
- **Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing** (McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)

One example school from our project...

1,792 referrals =

26,880 min @ 15 min =

448 hrs =

56 days @ 8 hrs

Example School - Time lost in instruction when addressing problem behavior

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



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

Johanna Toth,
6th grade teacher

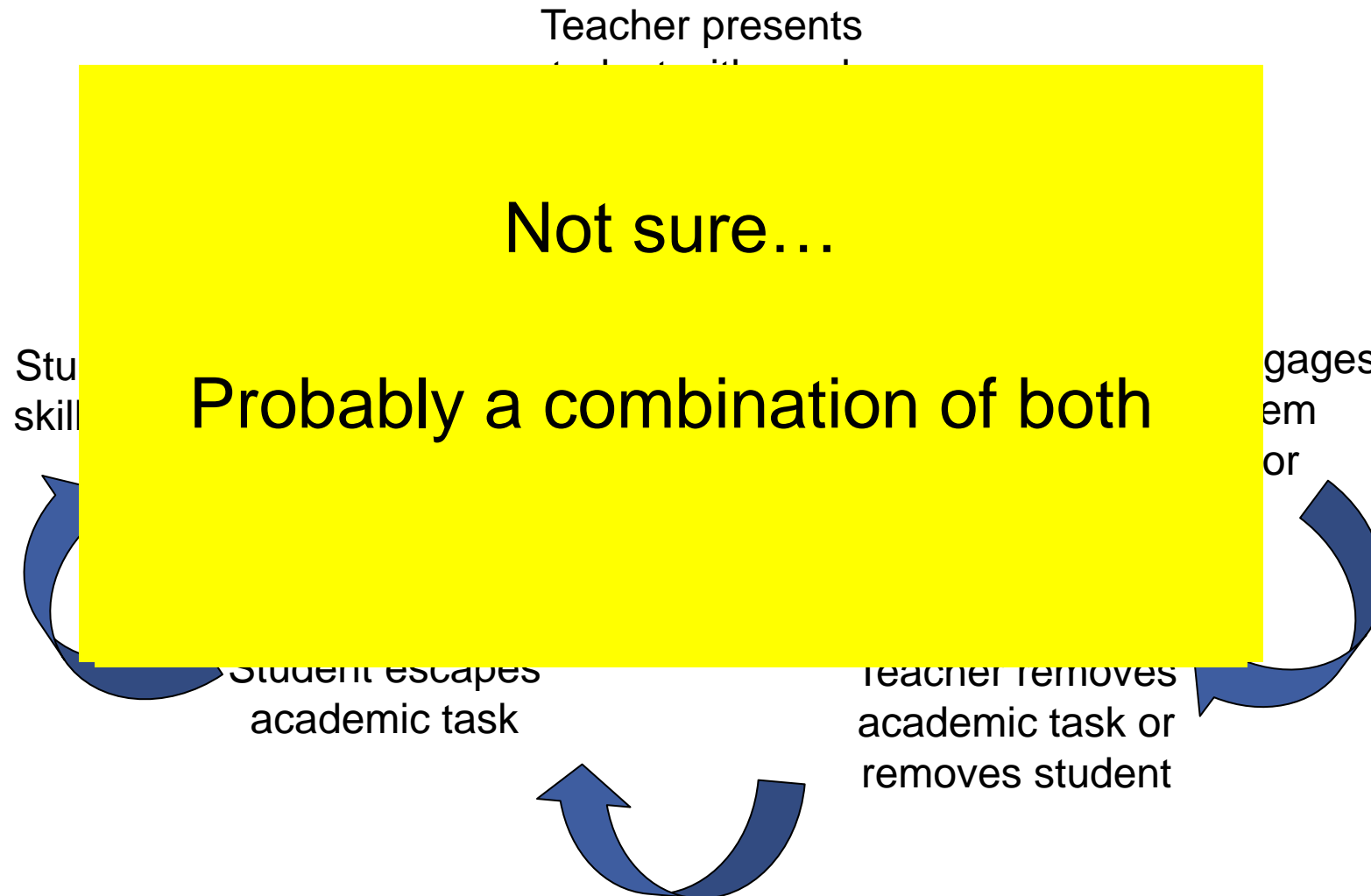


“I see a definite difference! ... I am able to spend more time visiting classrooms.”

Celeste Shelton-Harris,
Principal

Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)



Interaction between instruction and behavior

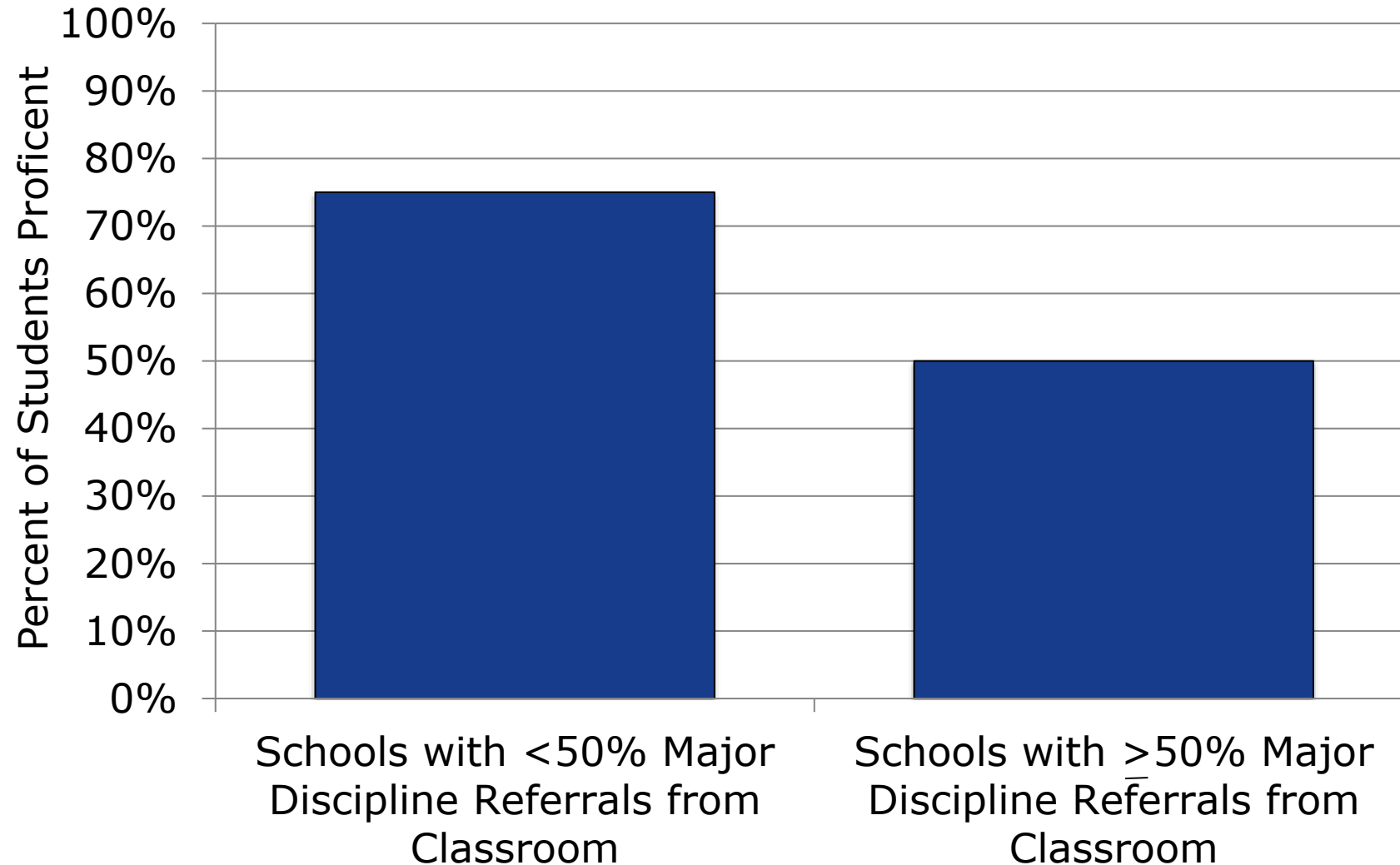
- Increasing rates of effective instruction may decrease rates of inappropriate behavior, especially for students with disabilities

(Sutherland & Wehby, 2001).

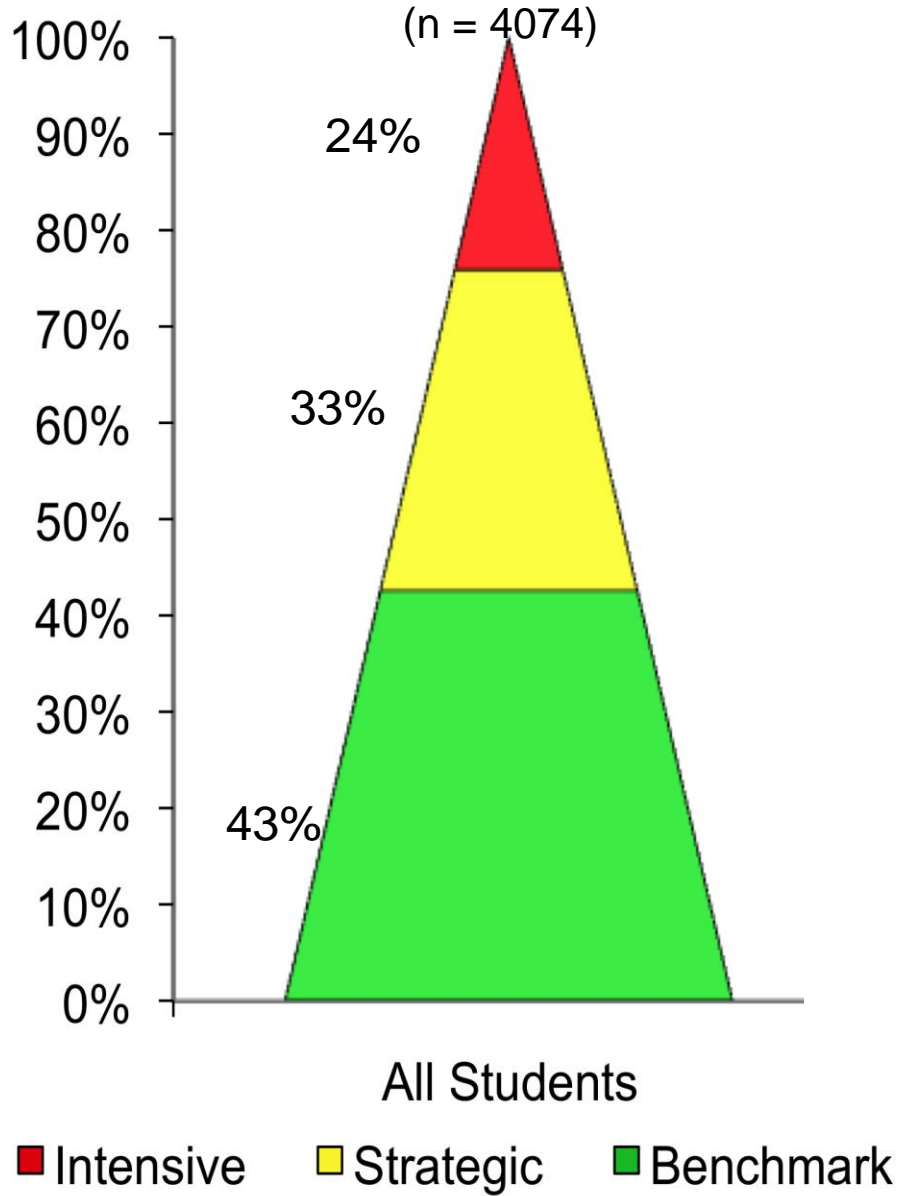
- Models of integrated behavior and reading supports produce larger gains in literacy skills than the reading-only model

(Stewart, Benner, Martella, & Marchand-Martella, 2007)

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



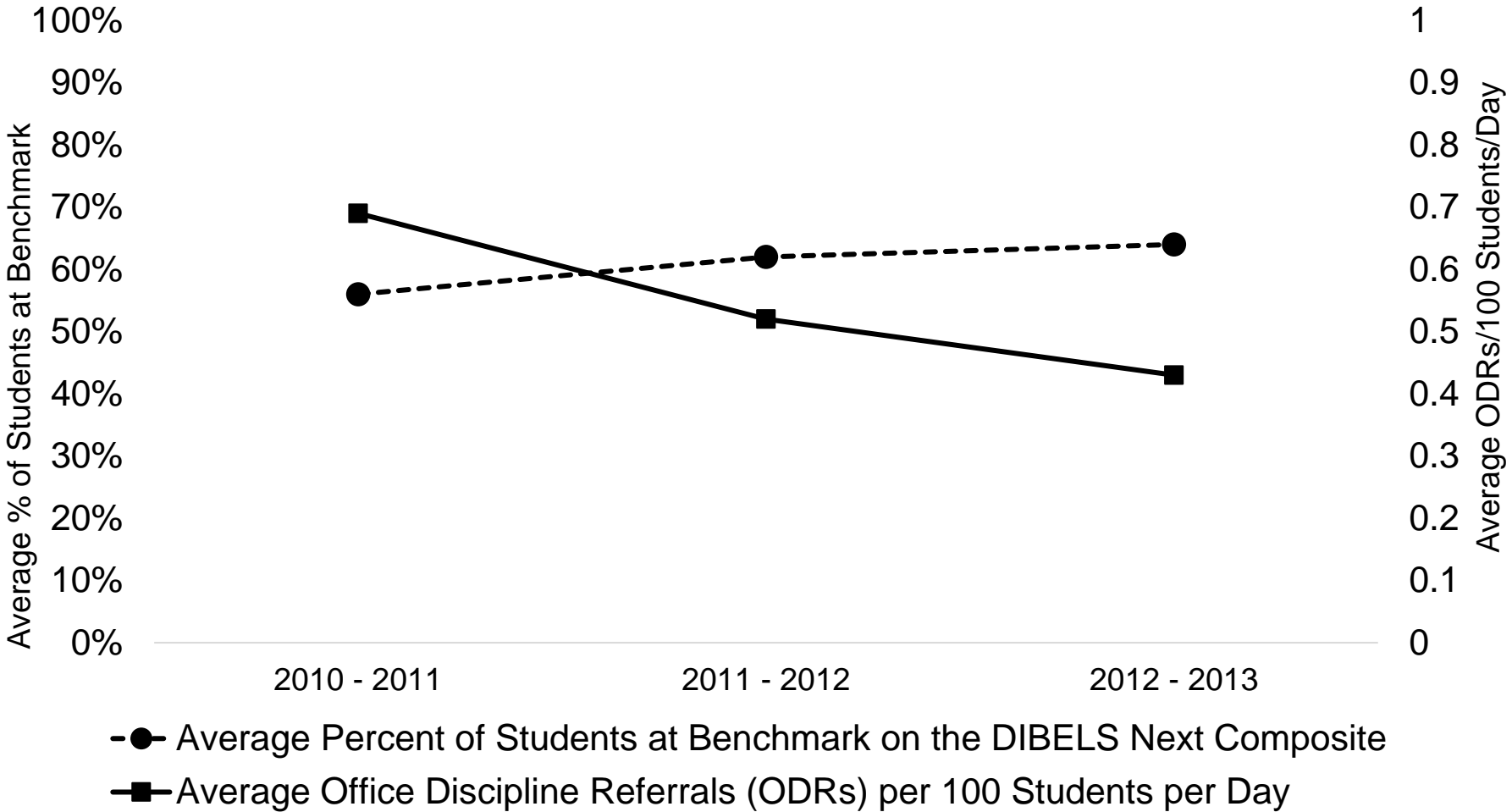
Distribution of Elementary Reading Intervention Level a Michigan Example (based on DIBELS assessment)



- Elementary school students with high levels of risk—especially those with externalizing behaviors—were more likely to have lower oral reading fluency scores, lower Measures of Academic Progress (MAP) reading scores, more nurse visits, and more days spent in in-school suspension compared with students at low risk for externalizing or internalizing behaviors.

Lane et al 2018

Reading Performance Increases as Behavior Problems Decrease



Producing Meaningful Results with an Integrated Approach

Even your very best positive behavior support implementation cannot compensate for poor instructional practices

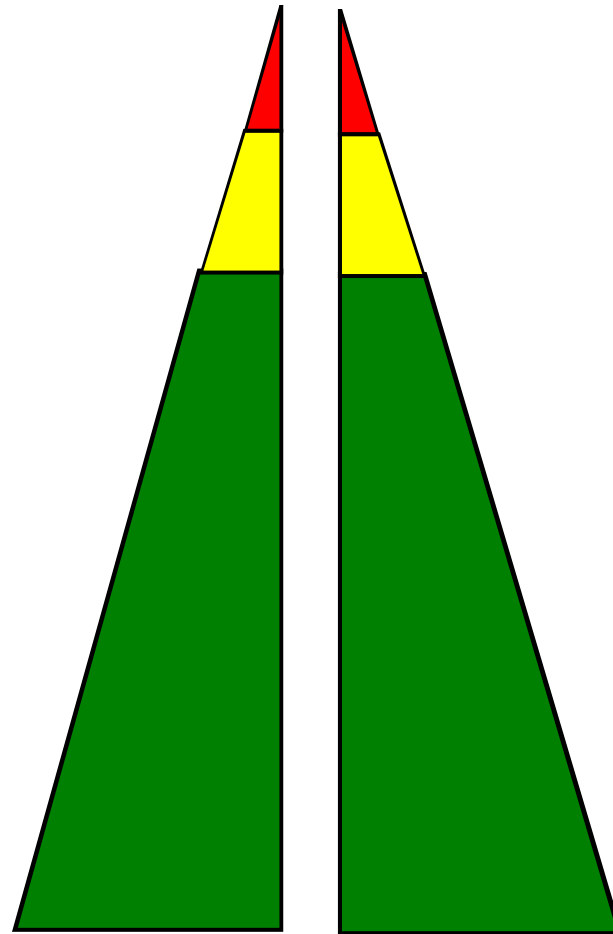
SWPBIS alone does not change school-level academic achievement. Research and practice should work to combine academic and behavioral models to increase the likelihood of increasing school-level academic achievement



Gage, Sugai, & Lewis, 2013; Gage, Sugai, Lewis, & Brzozowy, 2015

Parallel vs. Integrated Systems of Behavior and Reading Support

Behavior and Reading 3-Tier Model

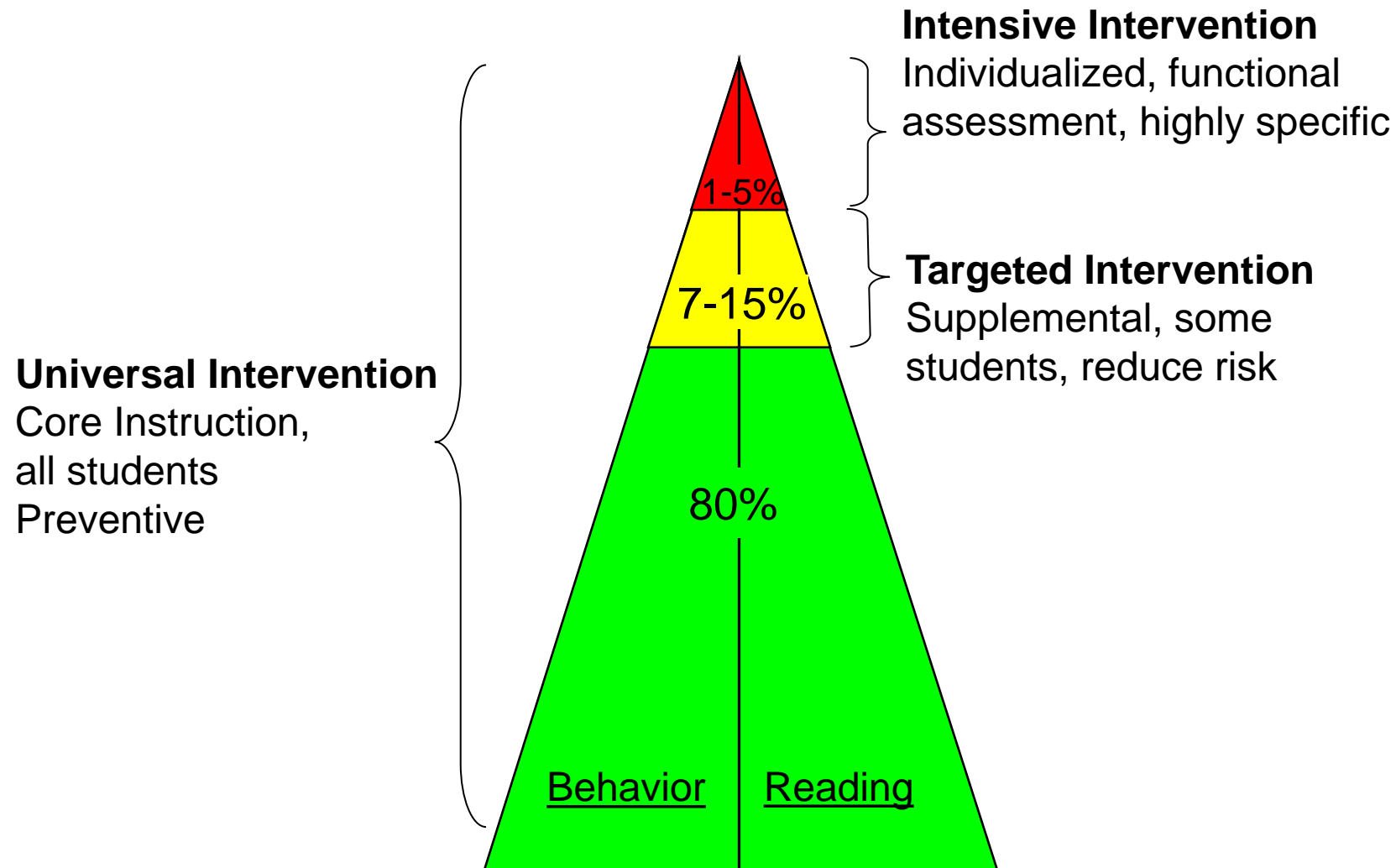


Cir. 2003

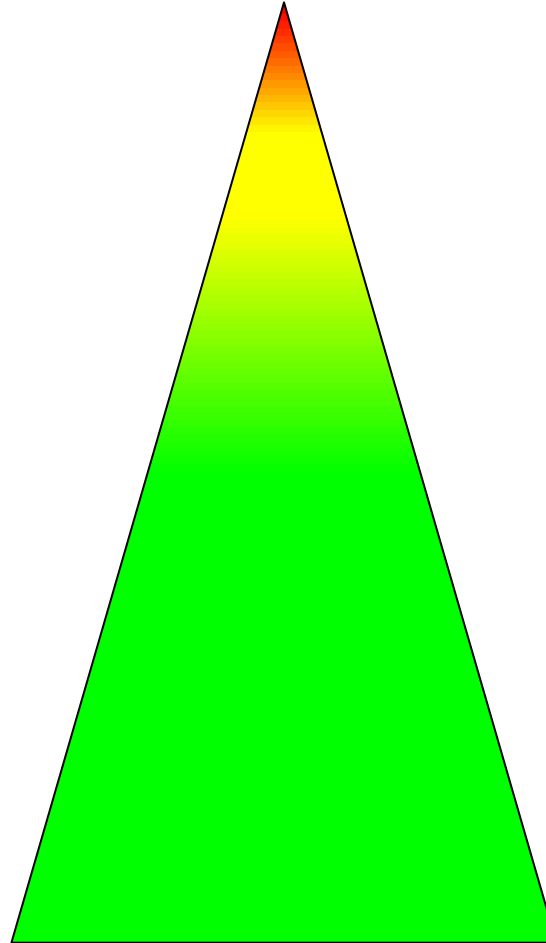
Academic Systems

Behavioral Systems

Behavior and Reading 3-Tier Model



Parallel Systems to Integrated Systems of Academic and Behavior Supports



Academic Supports

Educational Supports

Behavior Supports

Continuum of Academics and Behavior Connectedness

Parallel	Alignment	Integration
<ul style="list-style-type: none">• Academics and behavior are separate systems, siloed from each other• Implementation causes competition for staff attention and resources	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Academics and behavior are one system woven together• Seamless connections• Resources are leveraged to build upon each other

Tier I Logic for Integrating Practices

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

Effective integration instruction for academic and social behavior

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

Effective integration instruction for academic and social behavior (continued)

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

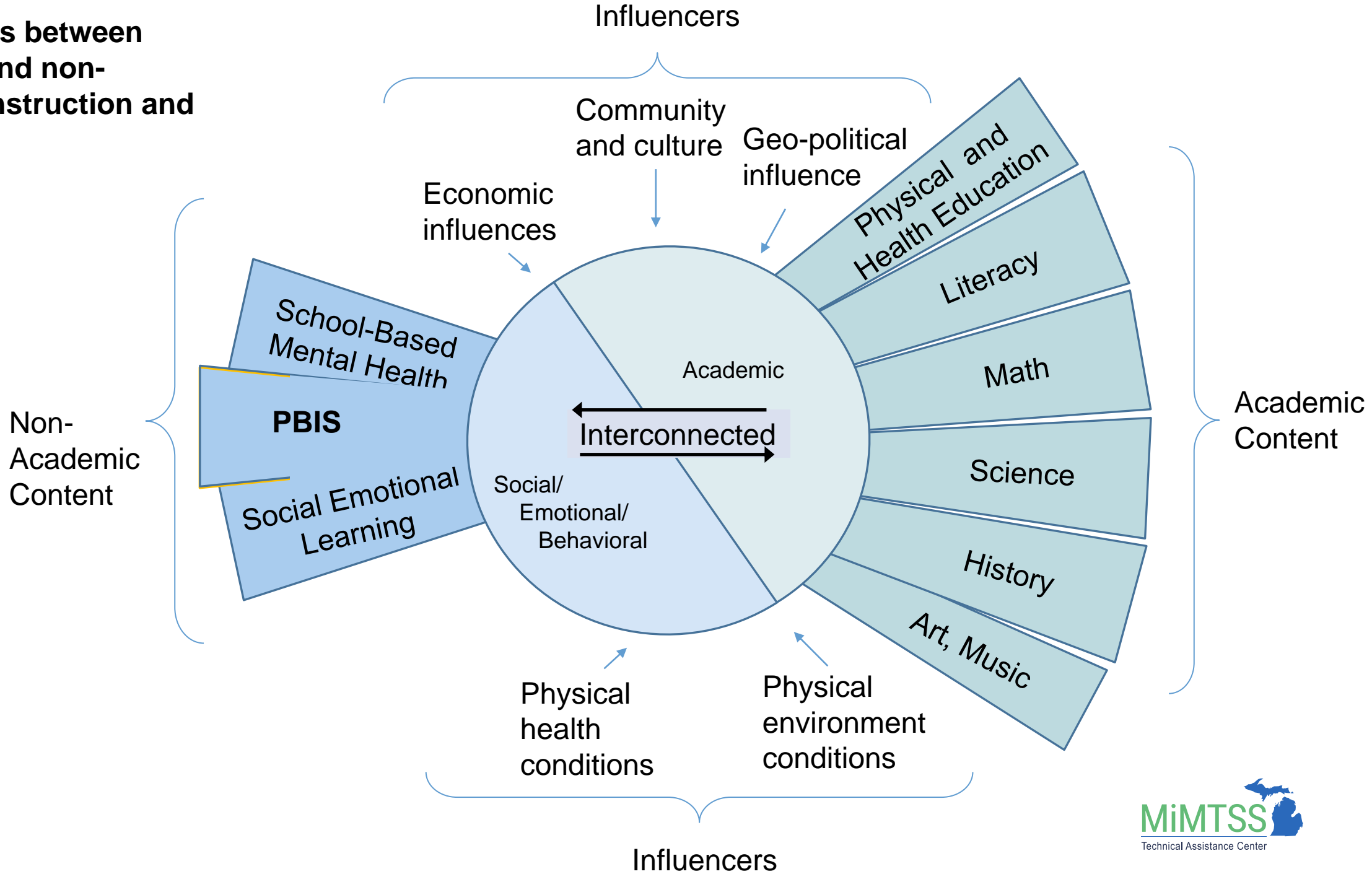
Include Social and Emotional Content in Literacy and Social Studies or History

- Select materials or content that includes social or emotional lessons.
- Use comprehension or discussion questions that focus on social and emotional behavior when reading.
 - “How do you think that made her feel?” (to teach empathy)
 - “What do you think is going to happen next?” (to teach cause and effect)
 - “How could he have done things differently?” (to teach problem solving)

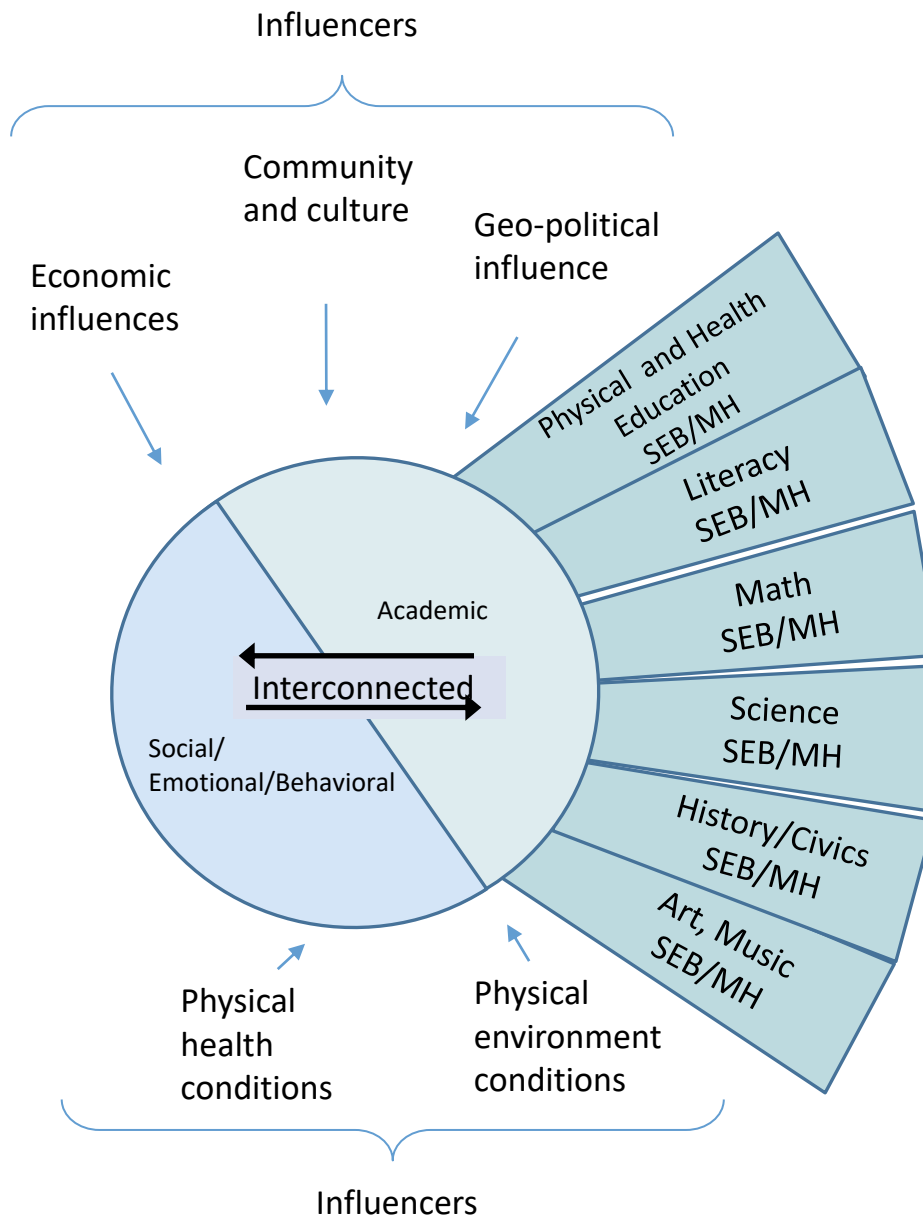
Final Thoughts on Tier 1

- Teach and manage social behaviors directly and proactively (positively and preventively)...like teaching reading, math, physics, music, etc.
- Integrate social and academic management strategies within and across curricula.
- Maximize academic success to increase social behavior success.

Connections between academic and non-academic instruction and supports



- How do we invest in one framework and commit to one equitable way of work?
- From Separating out Academic and Non-academic indicators to Indicators of Success.
- How does equal priority and alignment for academic and wellness show up in Mission, Budget and Accountability System?
- For Professional Development, Coaching Supports?



Portrait of a Healthy Citizen

Create a society in which young people arrive at adulthood with the skills, interests, assets, and health habits needed to live healthy, happy, and productive lives in caring relationships with others.

Tier 2 Logic for Integrating Practices

Smarter Integration

Two step process:

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

Tier II Accommodations by Function of Problem Behavior

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

Tier II Accommodations by Function of Problem Behavior

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

Tier II Accommodations by Function of Problem Behavior

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

Tier II Accommodations by Function of Problem Behavior

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

Tier II Accommodations by Function of Problem Behavior

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

Alternative Approach

Matching function of problem behavior to reading intervention

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

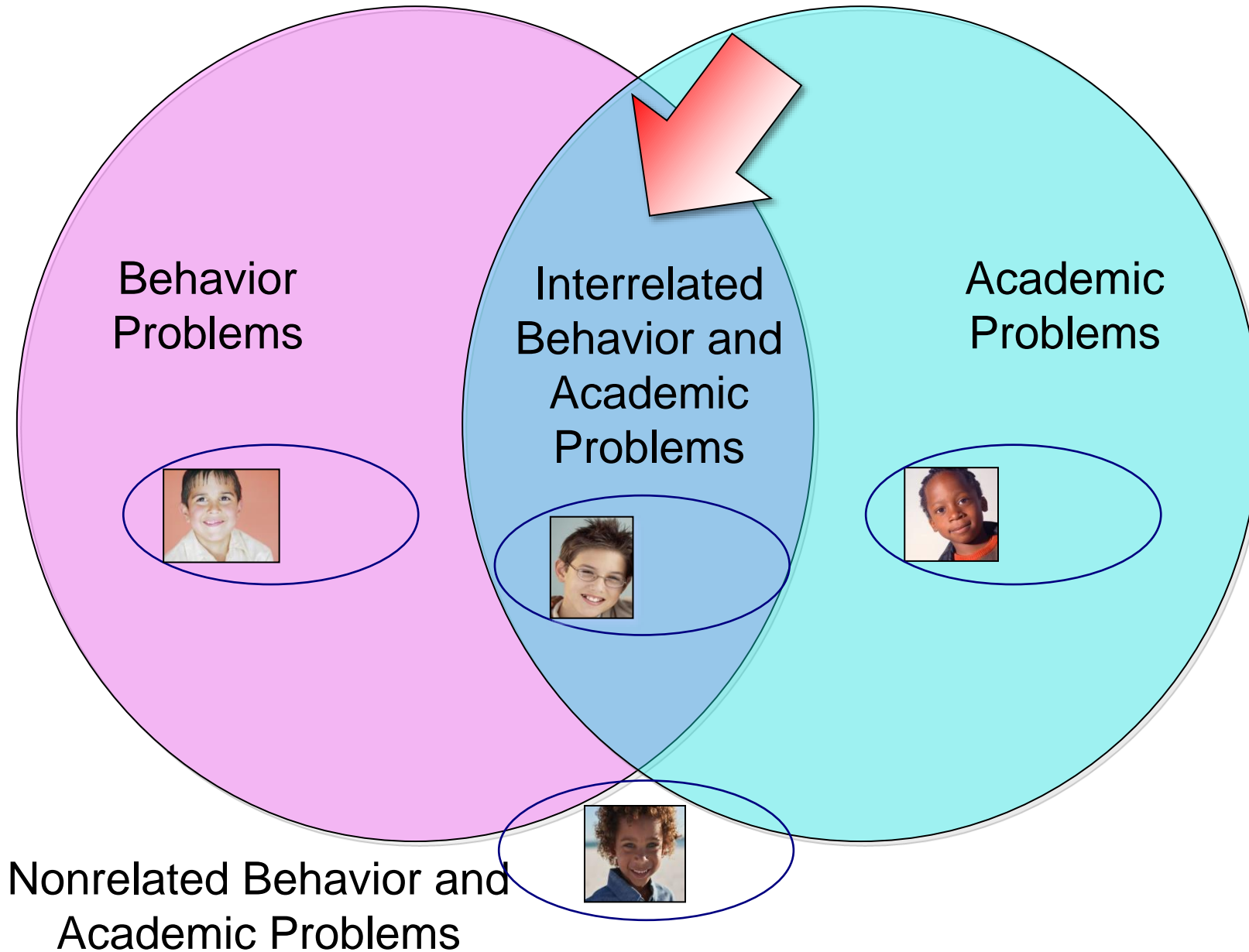
Tier 3 Support Case Example

Eddie, 3rd Grade Student

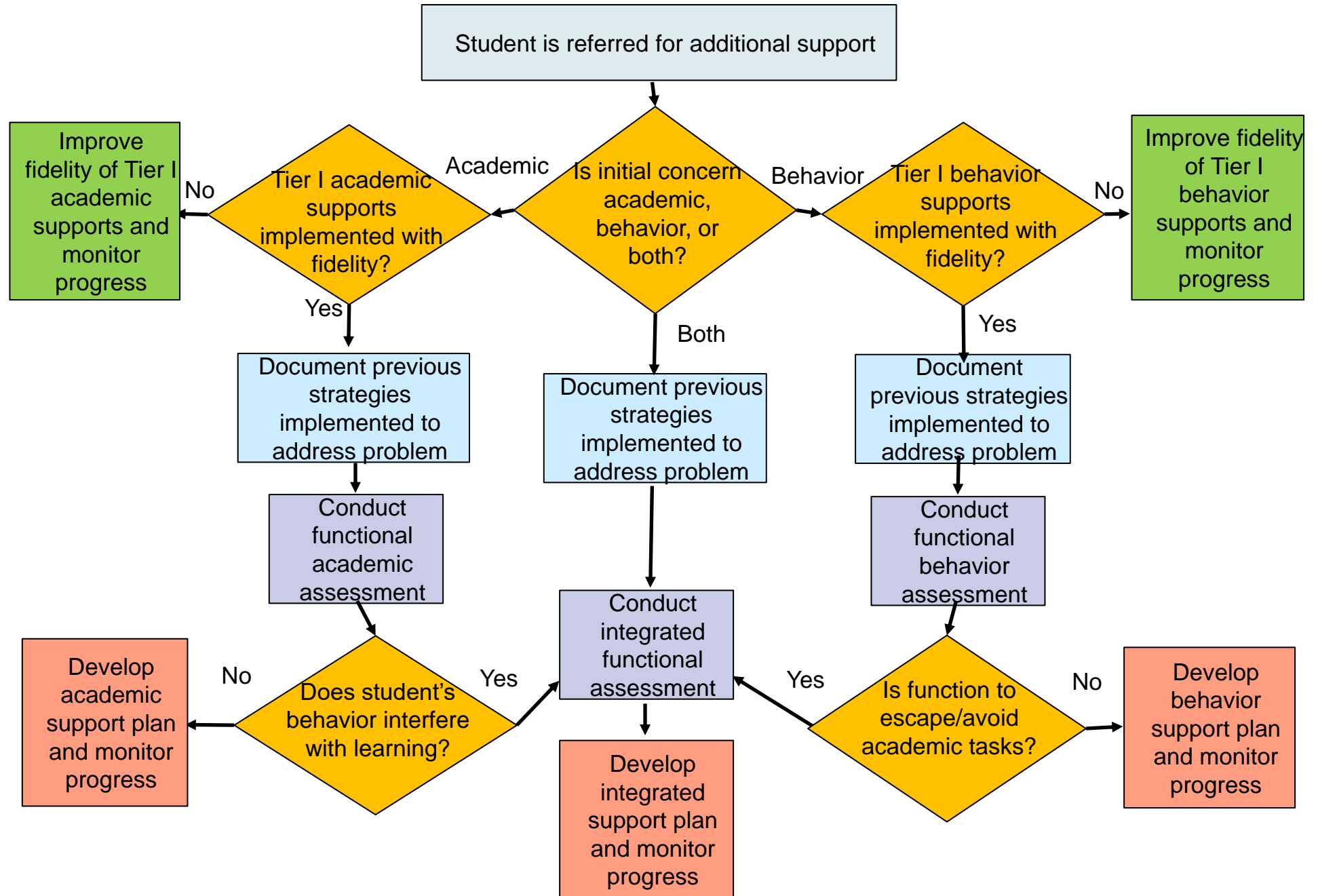
Problem: Engages in Behaviors that are disruptive
and argumentative



Possibilities of Behavior/Academic Concerns around function of problem



Integrated Process Referral



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 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)

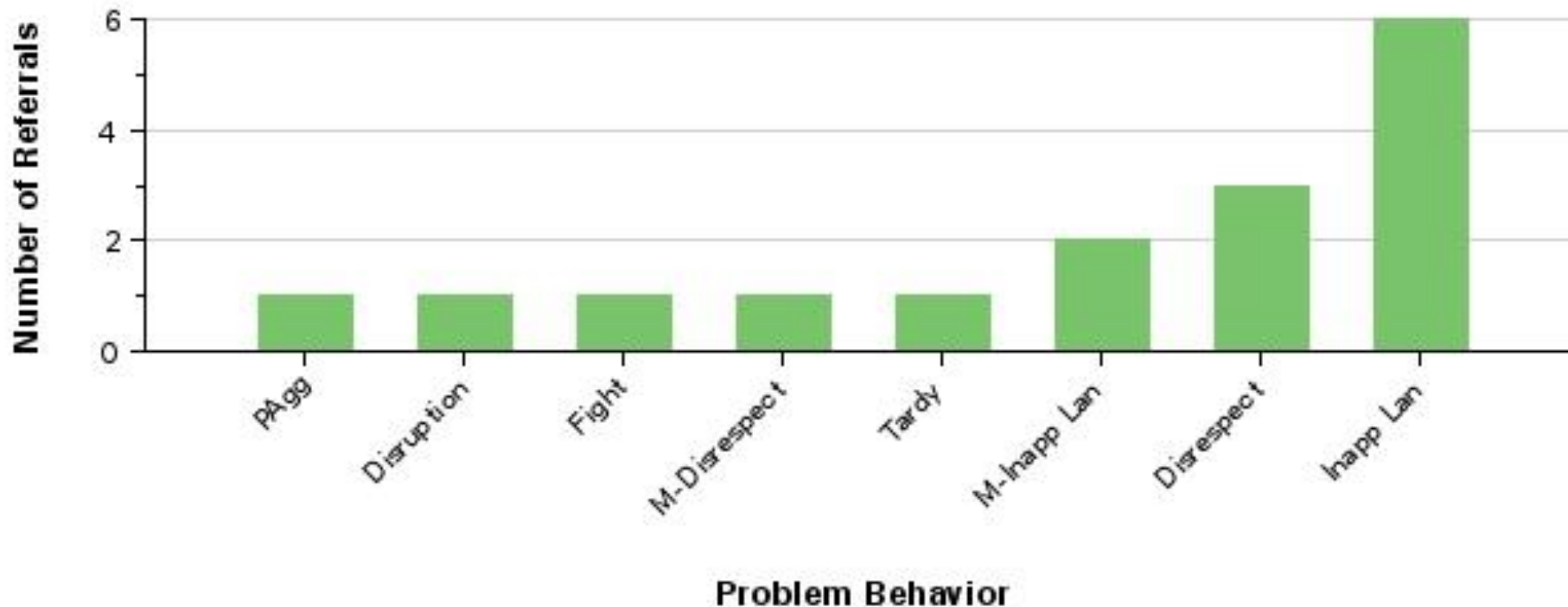
Won't do

- Motivational issue

Demonstration Behavior Data from School-Wide Information System: Eddie

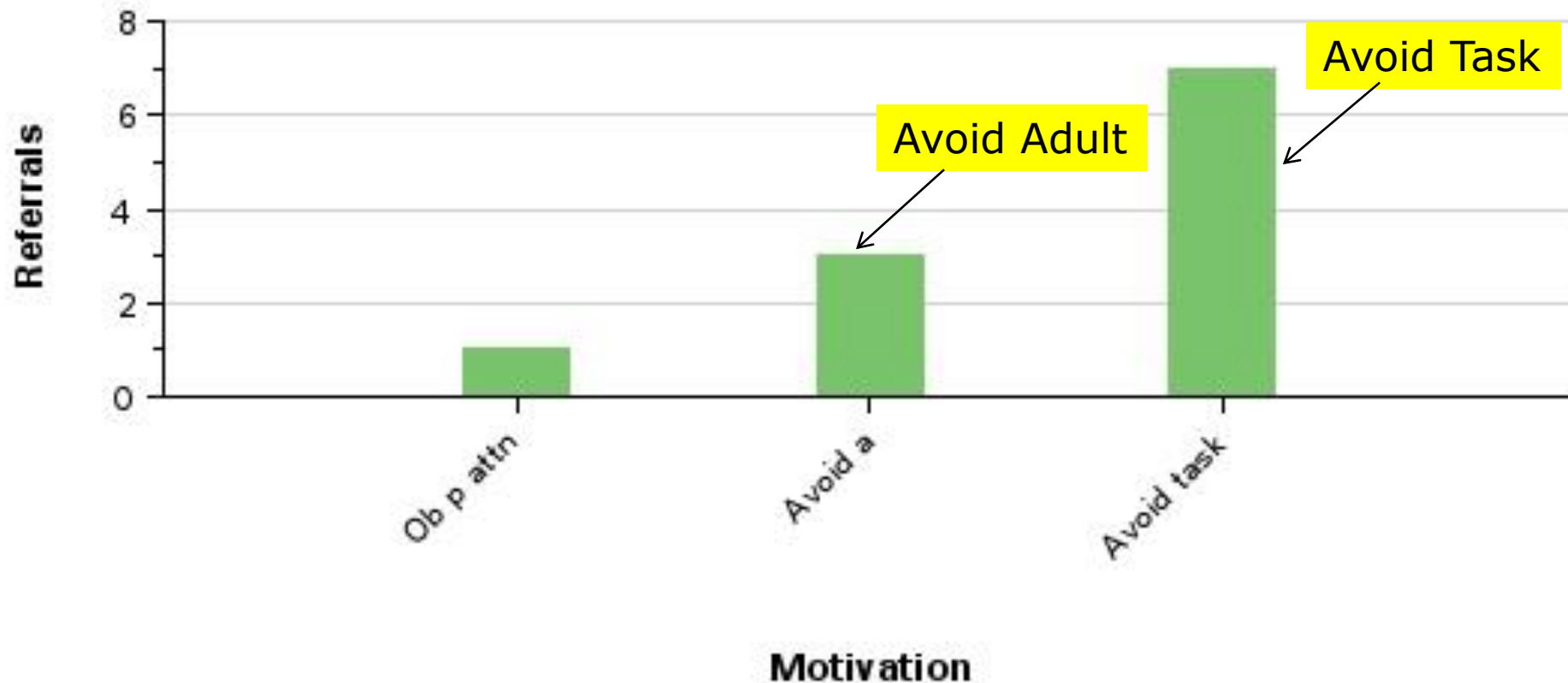
Referrals by Problem Behavior

All, Aug 1, 2013 - Apr 19, 2014



Demonstration Behavior Data from School-Wide Information System: Eddie

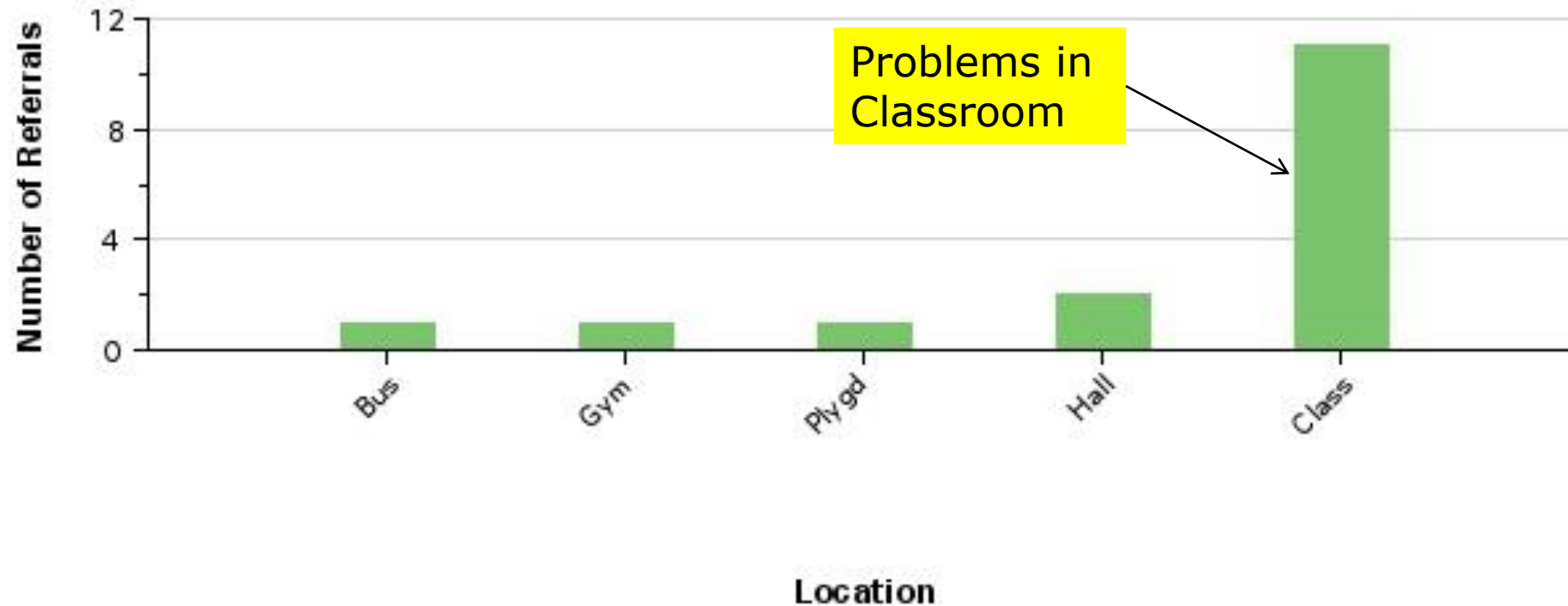
Referrals by Perceived Motivation Drill Down



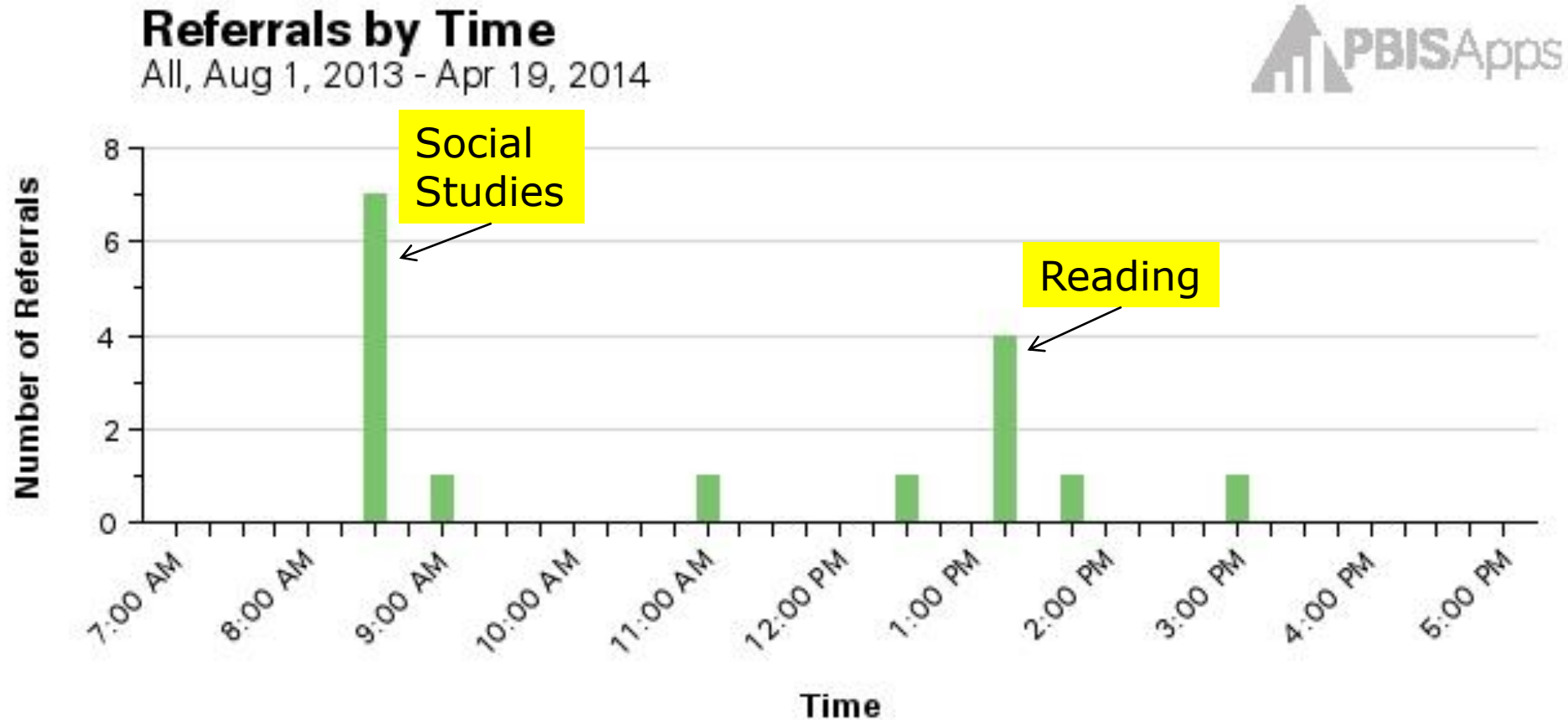
Demonstration Behavior Data from School-Wide Information System: Eddie

Referrals by Location

All, Aug 1, 2013 - Apr 19, 2014



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



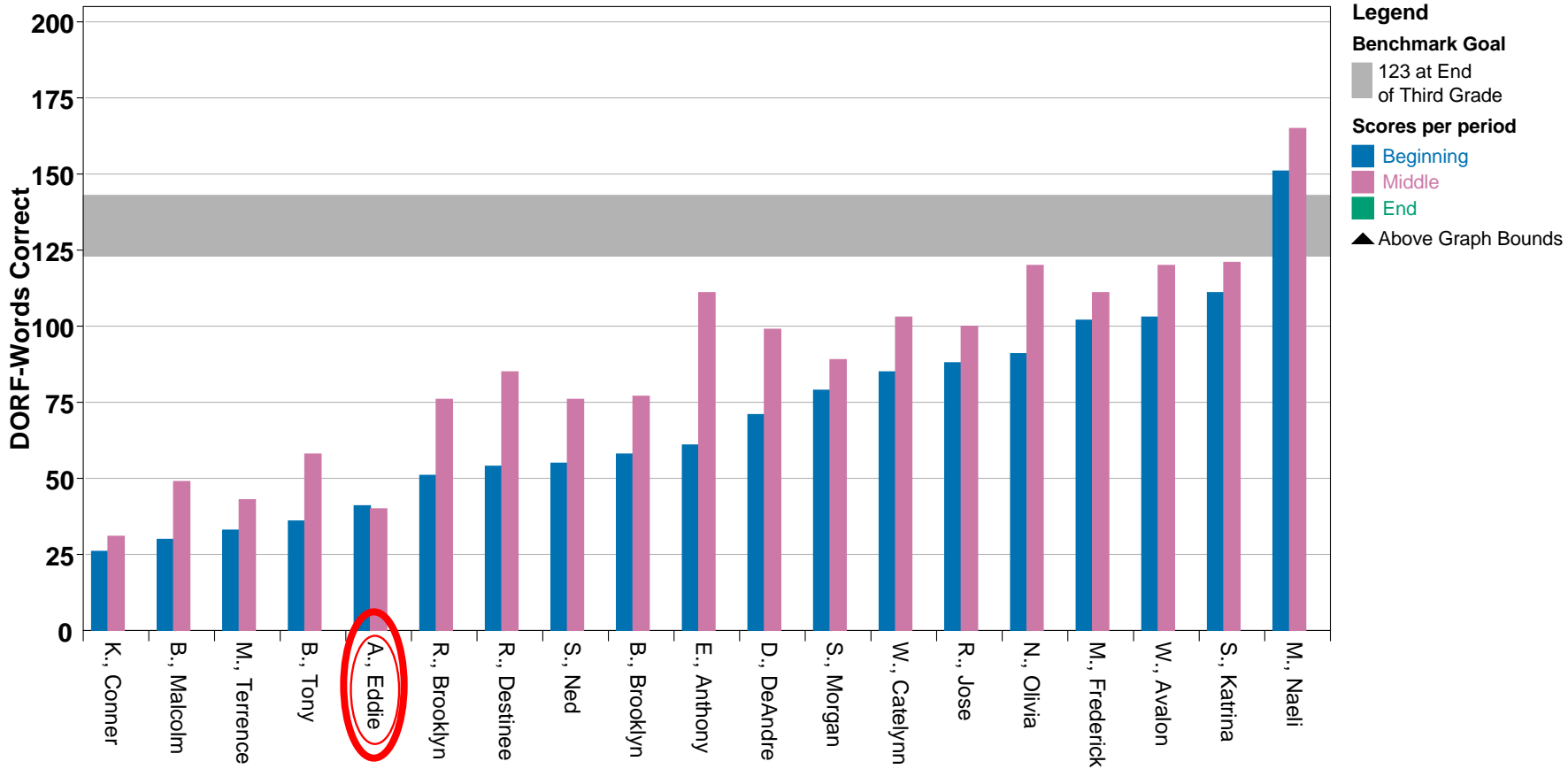
Demonstration Reading Data: DIBELS Class Progress Report

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



DIBELS Oral Reading Fluency - Words Correct



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

Total words:	<u>57</u>
Errors (include skipped words):	– <u>16</u>
Words correct:	= <u>41</u>

Raising a Calf

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

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

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

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

50 ~~live~~ livestock shows. 52

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

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

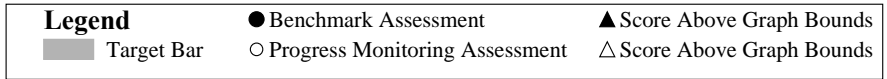
136 their mouth. It is your responsibility to watch out for them and protect 149

149 them. 150

Individual Student Performance Profile

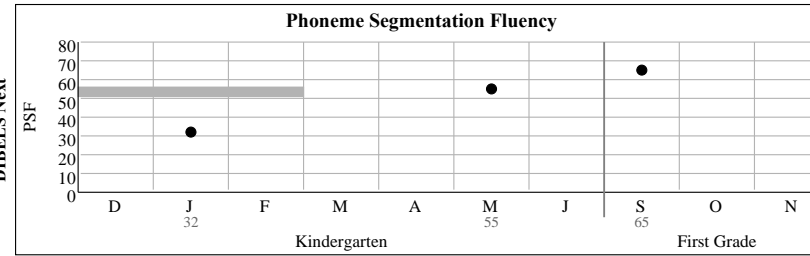
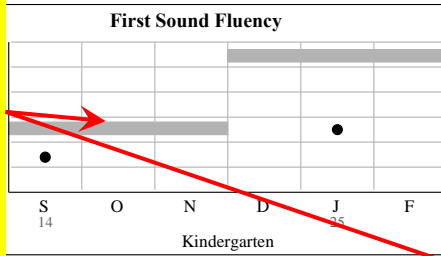
DIBELS Next

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

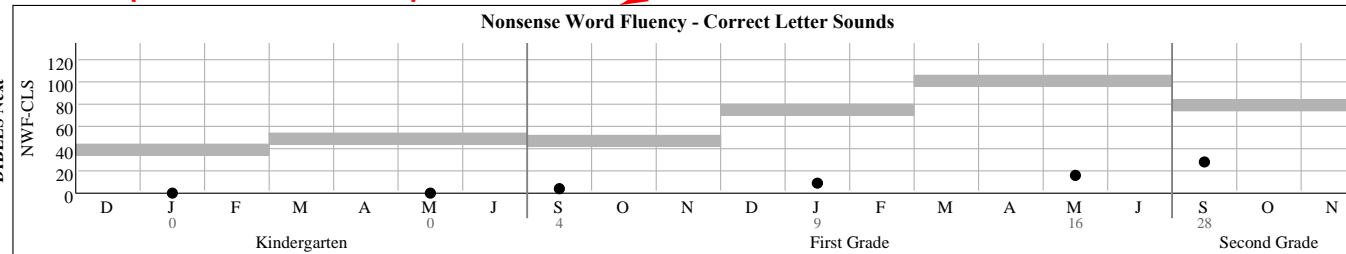


Issue in Prerequisite Skills (below goal)

Phonemic Awareness

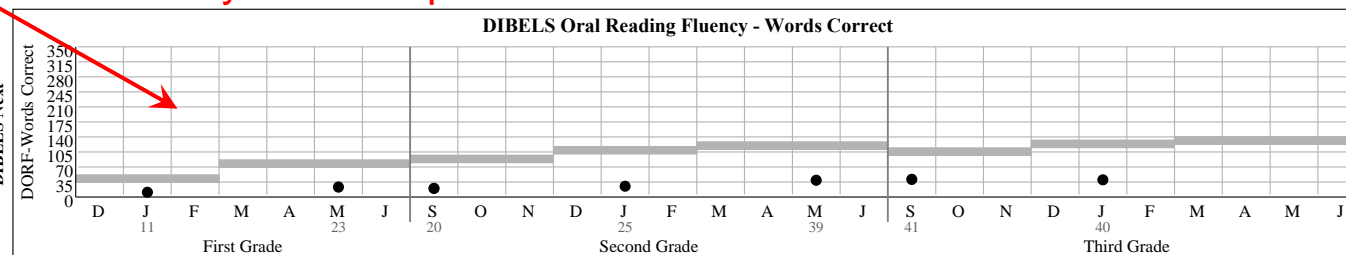


Alphabetic Principal

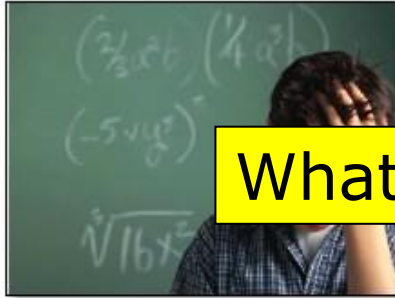


Issue in Target Skills (below goal)

Fluency and Comprehension



The Competing Pathways chart for our friend Eddie



What we want

Desired Alternative

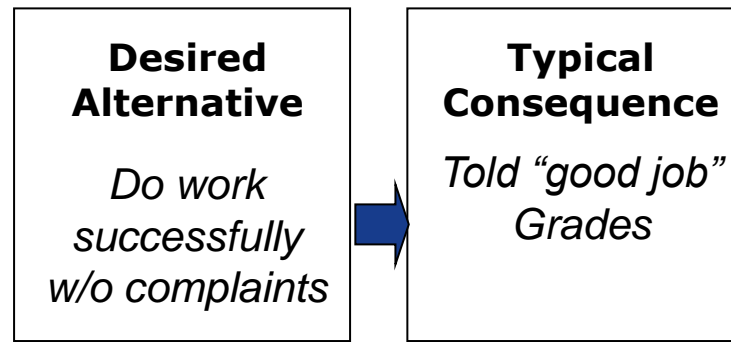
Do work successfully w/o complaints

Strengthened through Core Program

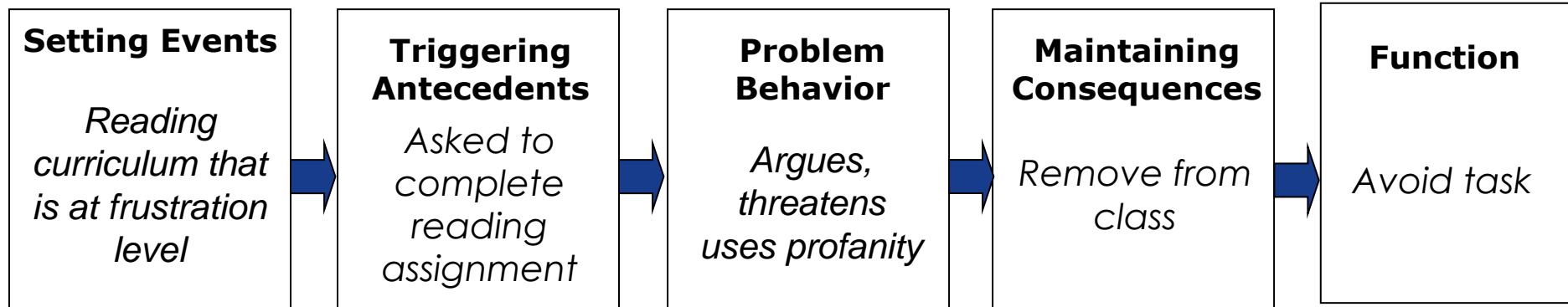


Consequences strengthened through Universal Supports

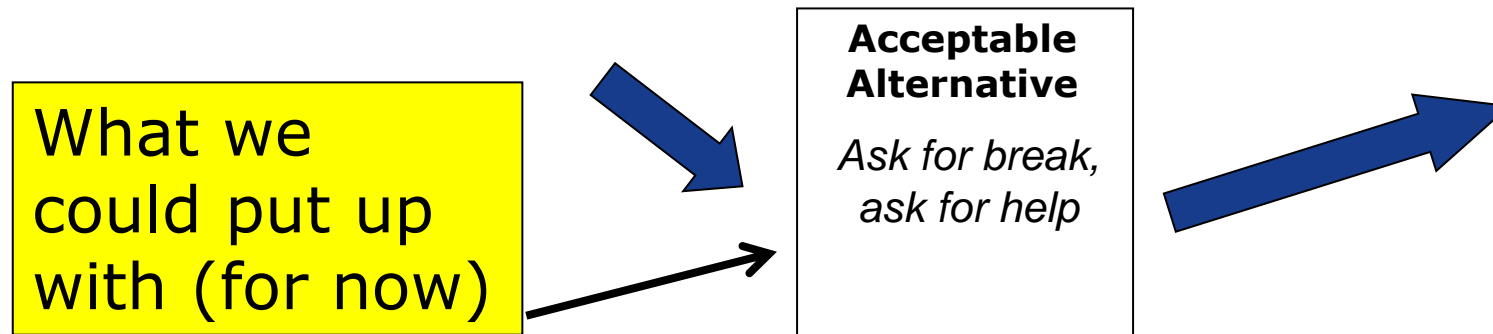
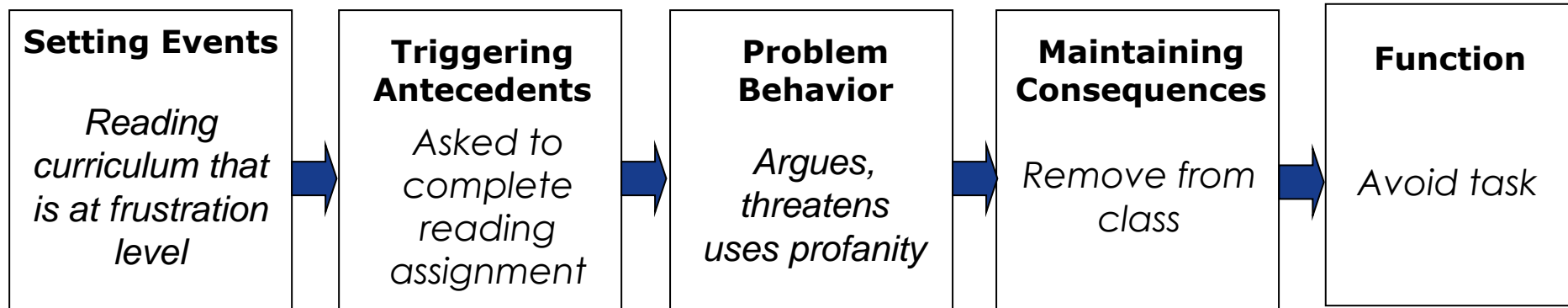
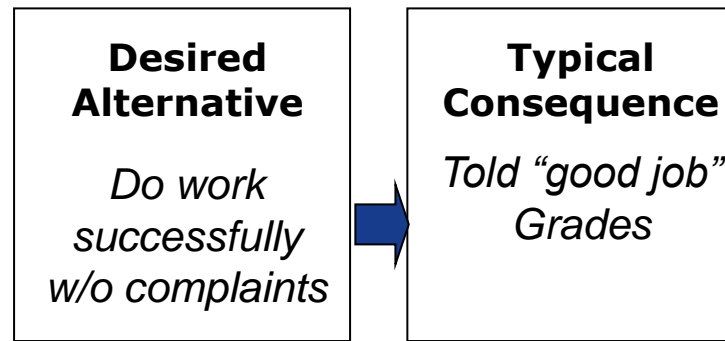
The Competing Pathways chart for our friend Eddie



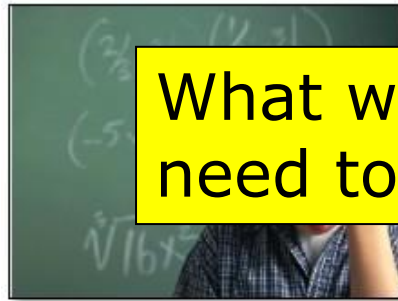
What we got



The Competing Pathways chart for our friend Eddie



The Competing Pathways chart for our friend Eddie



What we need to do

Desired Alternative
Do work successfully w/o complaints

Typical Consequence
Told "good job" Grades

Academic Skill Development
Reading: decoding skills

Setting Events
Reading curriculum that is at frustration level

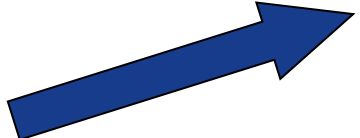
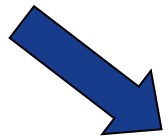
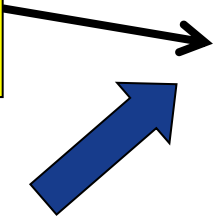
Triggering Antecedents
Asked to complete reading assignment

Problem Behavior
Argues, threatens uses profanity

Maintaining Consequences
Remove from class

Function
Avoid task

Acceptable Alternative
Ask for break, ask for help



Brainstorm Possible Interventions for Eddie

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
<p><i>Assess if reading curriculum is at appropriate level-place in appropriate level</i></p> <p><i>Use an intensive – evidence-based reading program (e.g., Reading Mastery, Corrective Reading, REWARDS)</i></p> <p><i>Remove peer audience during reading time</i></p> <p><i>Provide goal setting</i></p>	<p><i>Prompt task completion</i></p> <p><i>Make task less difficult</i></p> <p><i>Do first activity together</i></p> <p><i>Provide different tasks</i></p> <p><i>Present “forced” choice of which reading items to complete on worksheet</i></p>	<p>Behavior Skills Strategies</p> <p><i>Teach alternatives to problem behavior:</i></p> <ol style="list-style-type: none"> <i>1. Ask for break</i> <i>2. Ask for help</i> <p>Academic Skills Strategies</p> <p><i>Teach general academic skill development</i></p> <p><i>Teach problem-solving skills</i></p>	<p><i>Provide reward within 1 min. of starting task</i></p> <p><i>Give break & help when requested</i></p> <p><i>Minimize rewards for problem behavior (don’t remove student to a nicer area)</i></p> <p><i>Reward following behavior expectations</i></p>

Narrowing down the strategies

Consider:

- Likelihood of successful outcome
- Resources available? (cost, time, materials, staff)
- Smallest change to create the biggest change
- Likelihood of plan being implemented

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

Case Study

- A behavior intervention plan was developed to address escape motivated behavior through integrated behavior and academic supports that included:
 - A Check In Check Out program with "Breaks are Better" modification
 - Explicit instruction in reading skill deficit areas
 - Provide more frequent opportunities to respond in content at level of success

Case Study

- Explicitly teach the appropriate behaviors (expectations) of being safe, responsible, and respectful. Identify the context of when these behavior occur and triggers for behavior challenges with alternative behavior
- Develop skills in specific reading deficit areas
 - Provide instruction at student success level in reading content
 - Use an intensive reading instructional program
 - Use explicit instruction (involving “I do”, “we do”, “you do”) and actively engage students in learning
- Teach how the Check In Check Out (with Breaks are Better) program works

Case Study

- Specific monitoring questions include:
 - Are reading skills improving?
 - Data were collecting using Curriculum-Based Measures (i.e., DIBELS)
 - Is appropriate behavior increasing?
 - Data were collected using points recorded on Daily Progress Report sheet
 - Is problem behavior decreasing?
 - Data were collected using discipline referrals

The data are reviewed and the support plan adjusted accordingly.

Summary

Interaction between instruction and behavior

Summary

- A student that struggles in academics is at risk for behavior challenges
- A student that engages in problem problem is likely to have academic problems
- A student that historically has used problem behavior to escape academic tasks, even when academic skills are improved, the student may still use behavior for escaping other aversive events

(Wehby, 2019)

Lessons Learned

- Educators have been and continue to work hard to provide quality supports for their students
 - Providing effective integrated supports is difficult pre-pandemic and these challenges have been greatly heightened
 - Students need to access high impact supports matched to individual need and are implemented correctly and consistently
 - Educators need supports to do this well
 - Training, Coaching, Technical assistance

“It’s not going to be like it was, It’s going to be more supportive. It’s going to be more engaging for kids.”


Pedro Noguera, the dean of the University of Southern California's Rossier School of Education

Effective Instruction as a Protective Factor

Effective academic instruction can be a protective factor for student wellness, mitigating competing risk factors by

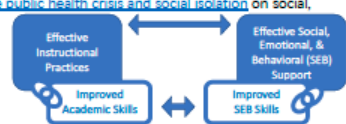
- creating an effective context for learning
- emphasizing appropriate content
- using data-driven instructional practices, all students are likely to experience academic and social emotional behavioral benefit, which contribute to wellness.

In contrast, ineffective instruction may exacerbate competing risk factors.

 CENTER ON **PBIS** Positive Behavioral Interventions & Supports

Effective Instruction as a Protective Factor

During the COVID-19 pandemic, educational and mental health leaders have expressed growing concern about [academic learning loss](#) and the [effects of the public health crisis and social isolation](#) on social, emotional, and behavioral (SEB) wellness. The most supportive approach to addressing these concerns recognizes the reciprocal relationship between effective instructional practices and SEB supports, as illustrated by the figure to the right.



Effective academic instruction and SEB supports (a) create positive, predictable, and safe learning environments and (b) facilitate growth in key academic and SEB skills—important protective factors for wellness. This practice brief (a) describes how effective instruction may function as protection to mitigate risk and (b) provides implementation tips for school leaders, coaches, and educators.

How is Academic Instruction a *Protective Factor* for Wellness?

Effective academic instruction can be a protective factor for student wellness, mitigating competing risk factors. In contrast, ineffective instruction may exacerbate competing risk factors. When educators (a) create an effective context for learning, (b) emphasize appropriate content, and (c) use data-driven instructional practices, all students are likely to experience academic and SEB benefit, which contribute to wellness.

Create Effective *Context* for Learning

Creating an effective context for learning sets the stage for effective instruction, positive academic outcomes, and positive health outcomes (CDC, 2009). Positive, safe, predictable, and welcoming environments enable educators to teach and students to be better prepared to learn. Effective educators engage in the following protective practices to address competing risk factors.

Protective Practices	Competing Risk Factors
<ul style="list-style-type: none">• Positively greet and welcome students into the lesson (learn more¹)	<ul style="list-style-type: none">• Unwelcoming environments where students lack positive relationships with teachers are risk factors for poor outcomes (Gubbles et al., 2019)
<ul style="list-style-type: none">• Establish predictable routines (learn more²) and procedures (learn more³)	<ul style="list-style-type: none">• Unpredictable environments may increase stress (Peters et al., 2017; Rimm-Kaufman et al., 2005)
<ul style="list-style-type: none">• Explicitly teach positive expectations and SEB skills to support learning (learn more⁴)	<ul style="list-style-type: none">• Chaotic or disruptive learning environments interfere with learning, and negative climate is a risk factor for dropout (Day et al., 2015; DiPietro, 2018)

Classroom Integrated Academics and Behavior Brief

Core Feature of Integration

- Effective design and delivery of instruction for both academic and behavior lessons.
- Address social, emotional, and behavioral content within academic lessons.
- Differentiated instruction and support matched to student need, with consideration of the potential interaction of academic, social, emotional, and behavioral needs.

Classroom Integrated Academics and Behavior Brief

Introduction	Teachers have great responsibility to meet the educational needs of all students within the classroom. In addition to academic instruction, educators must also be concerned with students' behavioral and social needs. Given the educational complexity at the classroom level, it makes sense to streamline and integrate academic and behavior practices to support students in a "whole child" approach. As so many teachers have observed with their students, there is a strong relationship between academic and behavior skills.
Defining Integration	Integration of academic and behavior supports within the classroom involves strategically weaving together instruction and content from these two domains into one seamless experience for students. An integrated approach differs from disconnected strategies of separate academic and behavior supports. For example, a nonintegrated approach would involve teaching classroom behavior expectations as an independent learning unit outside of academic instruction.
Rationale	Integrating supports within the classroom makes sense for students because we need to promote academic and social behavioral competence. It can be more efficient and effective for instructors to incorporate both academics and the core features of positive classroom behavior support (PCBS) . There are many advantages to weaving together both academic and behavior practices for students within the classroom setting. These include: <ul style="list-style-type: none">• Quality instruction reduces the likelihood of students engaging in problem behavior• Implementation of positive behavior support leads to increased academic engaged time and enhanced academic outcomes• Both effective academic and behavior practices share elements of quality instruction• Children who fall behind academically will be more likely to find academic work unpleasant and frustrating and also engage in problem behavior to escape completing academic tasks