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

<table>
<thead>
<tr>
<th>RTI</th>
<th>PBIS</th>
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</table>
| • 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 | • 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 |

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**RTI (Response to Intervention):**
- 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 (Positive Behavioral Interventions and Supports):**
- 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

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**MiMTSS**

**Technical Assistance Center**
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)

Teacher presents student with grade level academic task

Student engages in problem behavior

Teacher removes academic task or removes student

Student escapes academic task

Student's academic skills do not improve

So, which is it…

Academic problems lead to behavior problems?

or

Behavior problems lead to academic problems?

Not sure…

Probably a combination of both
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)

- Intensive: 24%
- Strategic: 33%
- Benchmark: 43%

(n = 4074)
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

- Average Percent of Students at Benchmark on the DIBELS Next Composite
- Average Office Discipline Referrals (ODRs) per 100 Students per Day

Russell & Harms (2016)
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

Universal Intervention
Core Instruction, all students
Preventive

80%

7-15%

1-5%

Intensive Intervention
Individualized, functional assessment, highly specific

Targeted Intervention
Supplemental, some students, reduce risk
Parallel Systems to Integrated Systems of Academic and Behavior Supports

Cir. 2011
## Continuum of Academics and Behavior Connectedness

<table>
<thead>
<tr>
<th>Parallel</th>
<th>Alignment</th>
<th>Integration</th>
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<tbody>
<tr>
<td>• Academics and behavior are separate systems, <strong>siloed</strong> from each other</td>
<td>• Academics and behavior are separate systems that are <strong>supportive</strong> of each other</td>
<td>• Academics and behavior are one system <strong>woven together</strong></td>
</tr>
<tr>
<td>• Implementation causes competition for staff attention and resources</td>
<td>• Features of the practices are leveraged to support each other</td>
<td>• Seamless connections</td>
</tr>
<tr>
<td></td>
<td>• Barriers for implementation resources are minimized cross practices</td>
<td>• Resources are leveraged to build upon each other</td>
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</table>
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

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

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

- Physical environment conditions
- Community and culture
- Geo-political influence
- Economic influences
- Physical and Health Education
  - Literacy
  - Math
- Academic Content
  - Science
  - History
  - Art, Music

Non-Academic Content
- School-Based Mental Health
- Social Emotional Learning
- PBIS

Academic Content

Social/Emotional/Behavioral

Interconnected
• 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 live in caring relationships with others.
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

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Possible Accommodations/Differentiation</th>
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<tbody>
<tr>
<td>1. Student engages in problem behavior to obtain adult attention during instruction</td>
<td>Teach, practice, and acknowledge behavior expectations, with specific focus on appropriate ways to obtain adult attention.</td>
</tr>
<tr>
<td>Scenario</td>
<td>Possible Accommodations/Differentiation</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>2. Student engages in problem behavior to obtain peer attention during instruction</td>
<td>Teach, practice, and acknowledge behavior expectations with peers, with specific focus on appropriate ways to obtain peer attention</td>
</tr>
<tr>
<td></td>
<td>Provide increased opportunities for peer mediated instruction (e.g., peer tutoring, group work)</td>
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<tr>
<td></td>
<td>Teach peers to ignore misbehavior and acknowledge appropriate prosocial behavior</td>
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<tr>
<td></td>
<td>Arrange the instructional environment to minimize peer disruptions (e.g., seating changes)</td>
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## Tier II Accommodations by Function of Problem Behavior

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<th>Scenario</th>
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<tbody>
<tr>
<td>3. Student engages in problem behavior to avoid or escape interactions with adults or peers during instruction</td>
<td></td>
</tr>
<tr>
<td>Scenario</td>
<td>Possible Accommodations/Differentiation</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>4. Student engages in problem behavior to avoid or escape academic tasks</td>
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### Tier II Accommodations by Function of Problem Behavior

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<tr>
<td>5. Student engages in problem behavior due to deficits in academic facilitative behaviors</td>
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</tbody>
</table>
### Alternative Approach

Matching function of problem behavior to reading intervention

<table>
<thead>
<tr>
<th>Function of Behavior</th>
<th>Tier II Reading Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open Court</td>
</tr>
<tr>
<td>Access to adult attention</td>
<td>X</td>
</tr>
<tr>
<td>Access to peer attention</td>
<td></td>
</tr>
<tr>
<td>Options for avoiding aversive activities</td>
<td></td>
</tr>
<tr>
<td>Options for avoiding aversive social attention</td>
<td></td>
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</table>

Miller & Goodman, 2012
Eddie, 3rd Grade Student

Problem: Engages in Behaviors that are disruptive and argumentative
Possibilities of Behavior/Academic Concerns around function of problem

- Behavior Problems
- Academic Problems
- Interrelated Behavior and Academic Problems
- Nonrelated Behavior and Academic Problems
Is initial concern academic, behavior, or both?

Tier I academic supports implemented with fidelity?

Tier I behavior supports implemented with fidelity?

Document previous strategies implemented to address problem

Document previous strategies implemented to address problem

Conduct functional academic assessment

Conduct functional behavioral assessment

Conduct integrated functional assessment

Develop integrated support plan and monitor progress

Develop behavior support plan and monitor progress

Does student’s behavior interfere with learning?

Is function to escape/avoid academic tasks?

Develop academic support plan and monitor progress

Develop behavior support plan and monitor progress

Improve fidelity of Tier I academic supports and monitor progress

Improve fidelity of Tier I behavior supports and monitor progress

Yes

No

Yes

No
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

Number of Referrals

Problem Behavior
Demonstration Behavior Data from School-Wide Information System: Eddie

Referrals by Perceived Motivation

Drill Down

Motivation

- Avoid Adult
- Avoid Task

MTSS Assistance Center
Demonstration Behavior Data from School-Wide Information System: Eddie

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

Problems in Classroom
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

Legend
- Benchmark Goal
  123 at End of Third Grade
- Scores per period
  - Beginning
  - Middle
  - End
  - Above Graph Bounds

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Raising a Calf

So those goats fish answer pretty rise. Other. I'm child come cats come.

Some of your friends probably have pet dogs or cats. Others might have gerbils or goldfish. But do you know anyone who has a baby cow? It might astonish you to know that many children do! Every year, thousands of young people raise baby cows, or calves, to compete in livestock shows.

Imagine that you are going to raise a calf for a livestock competition. Get ready to work hard! First, you must prepare a place for your calf. It needs a clean, dry pen that is roomy enough to run around. The enclosure should have a good fence so the calf can’t escape and get injured or lost.

Before you put the calf in its new home, check to make sure there is nothing sharp or dangerous. Calves like to explore and put everything in their mouth. It is your responsibility to watch out for them and protect them.
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

- Desired Alternative
  - Do work successfully w/o complaints

- Strengthened through Core Program

- Consequences strengthened through Universal Supports

What we want
The Competing Pathways chart for our friend Eddie

**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

**What we got**

- Desired Alternative
  - Do work successfully w/o complaints

- Typical Consequence
  - Told “good job” Grades
The Competing Pathways chart for our friend Eddie

Setting Events: Reading curriculum that is at frustration level

Desired Alternative: Do work successfully w/o complaints

Typical Consequence: Told “good job” Grades

Problem Behavior: Argues, threatens uses profanity

Maintaining Consequences: Remove from class

Function: Avoid task

Acceptable Alternative: Ask for break, ask for help

What we could put up with (for now)
The Competing Pathways chart for our friend Eddie

Setting Events
Reading curriculum that is at frustration level

Triggering Antecedents
Asked to complete reading assignment

Academic Skill Development
Reading: decoding skills

Problem Behavior
Argues, threatens uses profanity

Maintaining Consequences
Remove from class

Typical Consequence
Told “good job” Grades

Acceptable Alternative
Ask for break, ask for help

What we need to do

Function
Avoid task

What we need to do

What we need to do
### Brainstorm Possible Interventions for Eddie

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Teaching Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess if reading curriculum is at appropriate level-place in appropriate level</td>
<td>Prompt task completion</td>
<td>Behavior Skills Strategies</td>
<td>Provide reward within 1 min. of starting task</td>
</tr>
<tr>
<td>Use an intensive – evidence-based reading program (e.g., Reading Mastery, Corrective Reading, REWARDS)</td>
<td>Make task less difficult</td>
<td>Teach alternatives to problem behavior: 1. Ask for break 2. Ask for help</td>
<td>Give break &amp; help when requested</td>
</tr>
<tr>
<td>Remove peer audience during reading time</td>
<td>Do first activity together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide goal setting</td>
<td>Provide different tasks</td>
<td></td>
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<tr>
<td></td>
<td>Present “forced” choice of which reading items to complete on worksheet</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Academic Skills Strategies</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Teach general academic skill development</td>
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<tr>
<td></td>
<td>Teach problem-solving skills</td>
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</tbody>
</table>

| Reward following behavior expectations |
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.

https://www.pbis.org/resource/effective-instruction-as-a-protective-factor
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.