The Integration of Academic and Behavior Supports

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Outcomes

- Describe the importance of an integrated approach for academic and behavior supports

- Summarize the systems components necessary to develop a strong integrated intervention system for academics and behavior

- Identify common concerns to the integration of academic and behavior supports along with possible ways to avoid or overcome these concerns

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Integration of Academic and Behavior Supports

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Multi-Tiered Systems of Support

"…integration of a number of multi-tiered systems into one coherent, strategically combined system meant to address multiple domains or cotnent areas in education."

(McIntosh & Goodman, 2016; p. 5)

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Activity #1

- **Reflect on your experience with MTSS as the integration of academic and behavior supports**
- **Write your name on three post it notes and place each post it note on the continuum on the wall – from "new to the work" to "lots of experience" for each of the following areas:**
  - **Pink – Knowledge of integrated MTSS**
  - **Yellow – Experience with the systems to support integrated MTSS**
  - **Green – Implementation of integrated MTSS with fidelity and sustainability**

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Why Integration? Three Assumptions

1. Strong relationship between academic skills and problem behaviors

2. Academic RTI and PBIS share many common features and underlying research

3. Leads to more efficient use of resources and guards against competing initiatives

(McIntosh & Goodman, 2016)

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Shared Components

- Tiered system
- Elements of quality instruction
- Effective systems change principles
- Prevention focus
- System focus
- Goal of improved outcomes for students
- Commitment to evidence-based practices
- Data driven
- Team driven

(McIntosh & Goodman, 2016)

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Four Integrated Elements

(Positive Behavioral Interventions & Support OSEP Technical Assistance Center)

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Distinctions

Academics
- Specific academic assessments & interventions
- Published curricula
- Direct assessment of skills
- Periodic assessment through benchmarking
- More focus on grade level teaming
- IDEA described as special education eligibility determination approach

Behavior
- Specific social behavior assessments & interventions
- Materials ae adapted to fit the school's context
- Use of indirect assessment of behavior
- Continues assessment of social behavior
- More focus on schoolwide teaming
- IDEA described as schoolwide prevention and individual intervention

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false

9/17/17

Big Ideas for Integration

- Best prevention comes from quality Tier 1 support in both academics and behavior

- Function of behavior is the key to effective integrated support at Tier 2 and 3

- Sum is greater than the parts

(McInstosh & Goodman, p. 32; 2016)

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Misrules

- Each tier is a separate system

- MTSS is specific to certain programs or approaches to learning

- Just another system to label students

(McIntosh & Goodman, 2016)

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Activity #2

- **You have 3 minutes with your (state) superintendent to explain what the integration of academic and behavior supports is and why your state/district should focus or continue to focus on an integrated academic and behavioral MTSS framework**

- **Review the information shared on the previous slides and notes you took to develop your talking points**

- **When prompted, find someone from across the room to take turns sharing your talking points**
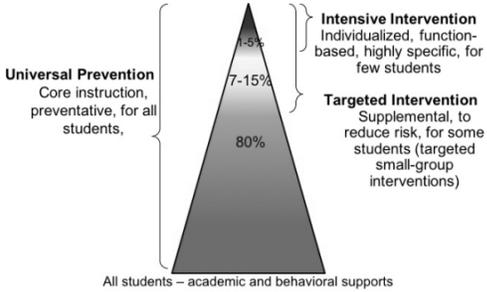
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Universal Supports

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Integrated MTSS Supports

Intensive Intervention
Individualized, function-based, highly specific, for few students

Universal Prevention
Core instruction, preventative, for all students,

1-5%

7-15%

80%

Targeted Intervention
Supplemental, to reduce risk, for some students (targeted small-group interventions)

All students – academic and behavioral supports

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Intentional Integration at the District Level

- District Implementation Team
  - Apply to partner with MIBLSI to install and use an integrated behavior and reading MTSS framework
  - Installation work deliberately focuses on behavior and reading together in one MTSS implementation plan
  - Data review incorporates both behavior and reading data

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Intentional Integration at the School Level

- School Leadership Team
  - One school leadership team to support the installation and use of an integrated behavior and reading MTSS framework
  - Deliberate emphasis on the integration from before the first team training – readiness activities
  - Structured supports to keep the integration at the forefront even though teams begin with behavior at Tier 1

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Intentional Integration at the Grade Level

- Classroom PBIS training added to the scope & sequence
- Grade level team training focuses on both behavior and reading
- Resources for grade level team meetings emphasis the connection and interaction of the problem solving for both behavior and reading

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Examples of Intentional Integration

- Biteable video
- School Level MTSS Implementation Plan
- School Leadership Team meeting example agendas
- Fidelity measures
- MTSS Update slide show template
- Grade-level team problem solving materials

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Activity #3

- **Access the electronic resources for Universal Supports**
- **Review the examples listed on the previous slide and consider how your current Tier 1 / Universal Supports are set up for the integration of academic and behavior supports**
- **Record any ideas about how you could use these or other resources to support the integration of academics and behavior for Tier 1 / Universal Supports**

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Intervention System

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Integration

"…integrated systems invovle integrated thinking, considering the natural link between academics and beahvior, doing good work on both the academic and behavior sides, and integrating where it makes the most sense. This step means resisting the temptation to implement additional, integrated interventiosn and instead thinking about which existing interventions provide both academic and behavior support and differentiating instruction to allow combined support to happen under existing structures and practices."

(McIntosh & Goodman, p. 113; 20016)

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Why an Intervention System?

- Sense of urgency to accelerate performance for student who are struggling
- Intervention system provides a means to ensure **efficient**, **effective** and **equitable access** to intervention supports for both academics and behavior

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Intervention System Components

1. Team Structure
2. Process for Identifying Students Needing Intervention
3. Intervention Grid
4. Placement and Grouping Procedures
5. Interventionist Training and Implementation Supports
6. Fidelity
7. Data Use and Analysis
8. Intensifying Interventions
9. Communication Protocols

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1. Team Structure

- A team supporting the system around the intervention is necessary for success
- This team can be:
  - Same membership as the School Leadership Team but with a specific focus on intervention system during specific meetings
  - Intervention System Team with deliberate overlap from the School Leadership Team
  - Intervention System Team with deliberate communication with the School Leadership Team

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What Does the Team Do?

- Establish and maintain intervention systems
- Ensure all staff are trained in the "nuts & bolts" of the intervention system
- Ensure students have access to interventions
- Ensure fidelity of interventions & system
- Track and report on the effectiveness of interventions

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MIBLSI Intervention System Team Training

- Start with the end in mind – installation of an integrated intervention system
- Identify what the team will be able to do as a result of the training sessions
- Develop activities within the sessions that allow teams to practice work associated with the intervention system
- Provide the minimal amount of information to move teams from one activity to the next

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2. Process for Identifying Students Needing Intervention

- Emphasis on data that are collected to determine students at risk
- Ensures timely screening of students in regular intervals of time
- Outlines how data are collected, analyzed, and how intervention placement decisions are made for all students (new students and existing students

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3. Intervention Grid

- Provides an "at-a-glance" view of the interventions accessible to students within the school
- Outlines critical information for each intervention:
  - Description/Purpose of the intervention
  - Entrance criteria (decision rules)
  - Progress monitoring guidelines
  - Exit criteria (decision rules)

(Lane, Menzies, Oaks, & Kalberg, 2012)

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Activity #4

- **Review the blank Intervention Grid and the Worked Example of an Intervention Grid in your "Intervention System" packet**

- **Identify potential benefits for a school of having an Intervention Grid**

- **Discuss the benefits with those at your table**

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4. Placement and Grouping Decisions

- With the system for data collection in place and the development of the Intervention Grid, the next step is to ensure there is training in how to use the data and Intervention Grid to make placement and grouping decisions

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Importance of Placement and Grouping

- Ensuring students are appropriately placed in intervention programs and grouped appropriately is critical
- Failure to appropriately place and group students will lead to minimal or no gains in remediating the skill deficits
- Intervention placement and grouping decisions require multiple steps using specific information and materials

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Defining the Process

- Many evidence-based academic interventions include placement tests
- Intervention System Team will need to define a process that ensures these placement tests are completed in a timely fashion that includes:
  - Who will administer the assessments?
  - When?
 - Who do the results go to? By when?

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Teaching the Process

- Time needs to be allocated for the Intervention System Team to work with staff to understand and apply the intervention grid along with placement and grouping procedures established by the team
- Process should include:
  - Overview of steps – often outlined in a flow chart
  - Modeling
  - Practice

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Example Flowchart

Intervention Program Placement Test Procedures

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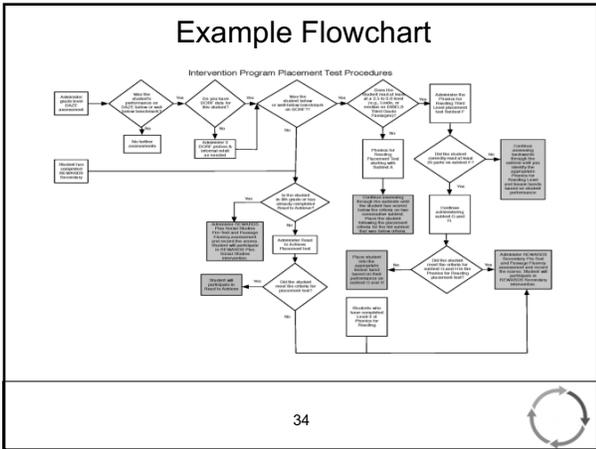
Existing Time & Structure for this Work

- Grade Level Problem Solving Teams
- Professional Learning Communities (PLCs)
- Cross Department Teams
- Staff Meetings
- Others?

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Activity #5

- **Review the example "Intervention Program Placement Test Procedure" flowchart and the "Intervention Grouping Decisions" flowchart**

- **As a table, discuss what specific information would need to be taught if this was part of the placement and grouping process in your school**

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5. Interventionist Training and Implementation Supports – Why?

- Remediating student's skill deficits is very difficult to do at any level but especially at the secondary level
- The intervention programs being used have evidence to demonstrate they are effective for accelerating student's skills
- "Intervention failure should be a rare occurrence"

(VanDerHayden & Tilly, 2010)

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Interventionist Training and Implementation Supports – How?

- Investing the time to provide high-quality professional learning coupled with implementation supports for the interventions will increase the likelihood students will make adequate gains
- The goal is to support interventionists until they can independently use the intervention program

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Interventionist Training and Implementation Supports – What?

- "One and done" professional learning is insufficient for ensuring high-quality use of the intervention programs
- Interventionists also need to be supported as they start to implement the programs
  - Materials / resources
  - Modeling of program components
  - Co-teaching
  - Feedback

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6. Intervention Fidelity

- "Many educators spend a great deal of time focusing on selecting the right intervention. Intervention selection is important, no doubt. However, most interventions fail because they are not implemented well."

- Reasons for why interventions are not implemented well are typically related to the quality of the initial training and a lack of implementation supports

(VanDerHeyden & Tilly, 2010; p. 20)

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Avoiding "Intervention Failure"

- Fidelity to the use of the intervention is one of the easiest variables to review and rule out as a contributing factor to a non-responding student

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Avoiding "Intervention Failure" (cont.)

- Other variables to review and rule out as contributing factors:
  - Appropriate placement
  - Use of error correction procedures
  - Strategies to intensify the instruction within the program
  - Analysis and use of intervention program assessment data
  - Group size (Is the size of the group preventing the teacher from being able to monitor, provided the needed feedback, and adjust instruction in the intervention program accordingly?)

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System Fidelity

- Intervention System Team should be assessing the fidelity of the system at least annually
- Answers the question "Are we doing what we said we would do?"
  - School-wide PBIS Tiered Fidelity Inventory
  - Reading Tiered Fidelity Inventory

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7. Data Use and Analysis

- Data must be used to determine the overall health of your school's Intervention System
- Data will help you determine which component of the Intervention System needs attention

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Levels of Data Analysis

- Intervention in-program assessment data analysis
- School-wide intervention access
- Intervention effectiveness across each grouping

   We provide teams with data analysis questions for each of these levels

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Intervention Access and Effectiveness Monitoring Tool

- Access:
  - Summarizes information about the number and percentage of students who are accessing interventions
  - Reviewed quarterly
- Effectiveness:
  - Summarizes information about how well students are responding to intervention and how well interventions are being implemented
  - Reviewed every 2-4 weeks

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Activity #6

- **Access and review the Intervention Access and Effectiveness Monitoring Tool**

- **As a table, discuss if your school, district, or project currently promotes the collection of these data**

- **How might these data support decision making at the school and/or district level?**

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8. Intensifying Interventions

- As students are engaged in intervention, their response will guide the interventionist to make instructional decisions related to intensifying supports

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Non-Examples of Intensifying Interventions

- Provide instruction in slower manner
- Provide instruction louder
- Provide instruction based on "learning styles"
- Provide instruction in a specific classroom (e.g. special education classroom)
- Just moving into Tier 3 or just for Tier 3

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Why Intensify Academic and Behavioral Supports?

- To improve our efficiency and effectiveness in producing successful outcomes for students

- If we want to close the gap between expected standards and the student's current level of performance, we need to intensify supports!

- We should have a sense of urgency!

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How of Intensifying Academic and Behavioral Supports?

Increasing intensity of supports means increasing the individualization around specific needs:

- Precision in identifying the need
- Increased focus on addressing the identified need
- Increased instruction and engagement
- Increased opportunities for practice
- Increased frequency and immediacy of feedback

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What of Intensifying Academic and Behavioral Supports?

Shifting our thinking around two concepts:

- **Enablers** to intensifying instruction
- **Core Features** to address when intensifying interventions

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9. Communication Protocols

- The importance of communication is a universally agreed upon issue

- Communication typically falls short in knowing **what** to communicate and **who** to communicate to

- Protocols for how to communicate information from your school's intervention system will improve the accessibility of the system, appropriate use of the system, and will help identify and remove barriers within the system

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Communication with Groups

- Staff

- Parents/Guardians

- District Implementation Team (Central Office Administration)

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Activity #7

- **Consider your setting and identify the groups you would need to communicate with about the Intervention System**

- **Once you have a list of who you would communicate with, identify what information you would routinely communicate with each group**

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Common Pitfalls

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Common Concerns

- "I teach science, not behavior"
- "I just don't want to integrate practices"
- "I don't know how to do integration"
- "I will not be adequately supported to integrate"
- "Our policies and procedures don't allow for integration"
- "If we add this new focus, we may stop doing what we do well."
- "There is not enough time to work on integration"

(McIntosh & Goodman, 2016)

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Activity #8

- **Each table will be assigned specific "Common Concerns"**

- **Review your assigned concerns and generate possible solutions as a table**

- **Identify one person from your table to "Stand and Deliver" by sharing your table's responses**

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Closing Thought

"There are really only three types of people:

Those who **make** things happen;

Those who **watch** things happen; and

Those who **ask**, 'What happened?'"

Ann Landers

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Thank You!

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