

Sailing toward Sustainability

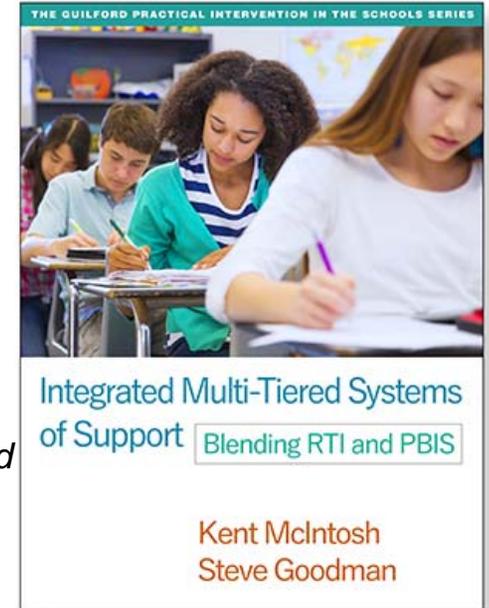
by Integrating Academic and Behavior Support Systems



- Information in this presentation comes from:

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York: Guilford Press.

www.guilford.com



Grateful acknowledgements to:

- Inspiration
 - Carol Sadler
- Co-author
 - Steve Goodman
- Partnering Districts
 - Bethel School District, OR
 - Tigard-Tualatin School District, OR

Getting going...

- Turn to a neighbor
 - What do you want to get out of this session?

Your Background

- Roles

- Levels

- Experience implementing MTSS
 - PBIS
 - Academic RTI
 - SEL
- What systems are you trying to integrate?

Goals for this Session

1. Describe the value of alignment and integration
2. Show how different approaches complement each other
3. Provide a set of key steps of how to integrate these approaches in schools
4. Questions and answers

Handouts:
<http://www.pbis.org>

What is **MTSS**?

Multi-**T**iered
Systems
of **S**upport

MTSS Framework



MTSS in the real world



Keeping Behavior Acceptable

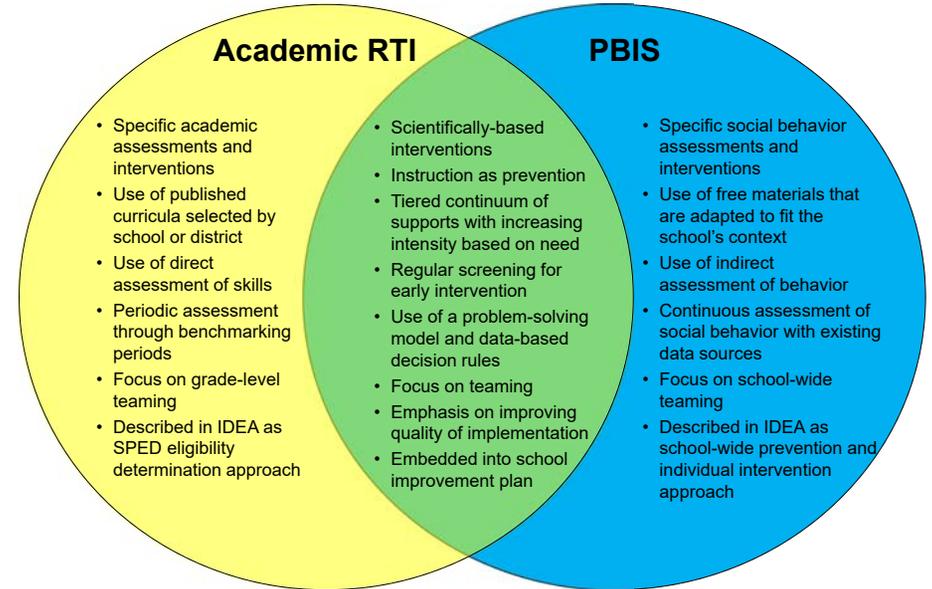
Diagram 3.1: Acceptable Behavior, Levels 1-4



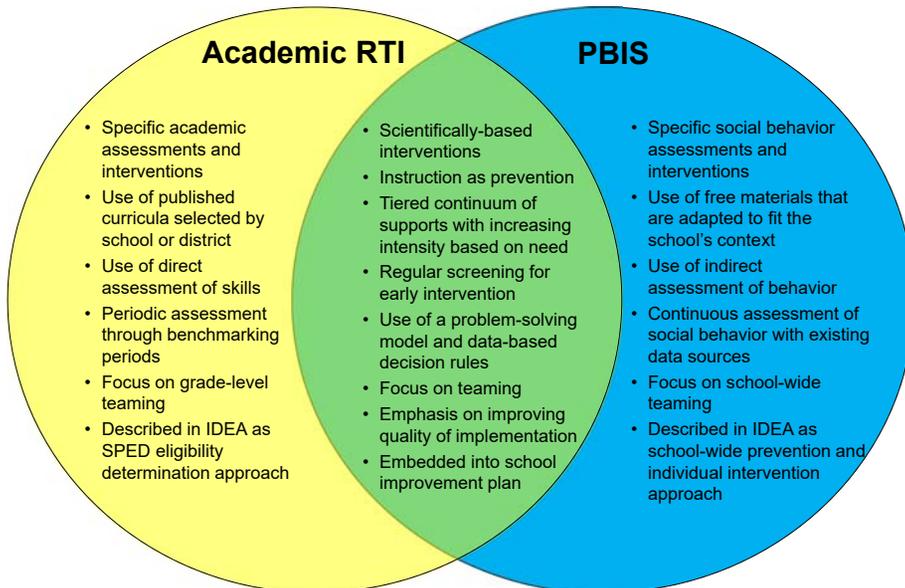
Photo Illustration of Behavior Worsening with Continued Drinking



Features of MTSS (McIntosh & Goodman, 2016)



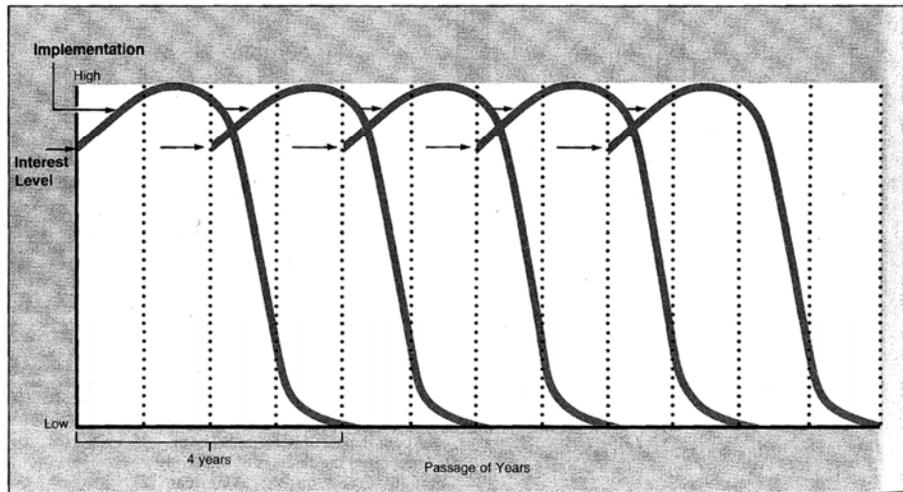
Features of MTSS (McIntosh & Goodman, 2016)



There are far more initiatives, programs, and practices than we can possibly implement well, or even at all.



Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

Can we **align** or **integrate** our initiatives to make them more, feasible, effective, and durable?

What are we talking about when we talk about **alignment**?

- Parallel play



What are we talking about when we talk about **integration**?

- Parallel play
- Full integration



“But these approaches are philosophically opposed to each other!”



When we enter a discussion based on philosophy...

- There are differences that are genuine and potentially incompatible.

Butterfield, Slocum, & Nelson (1992)
Dixon & Carnine (1994)

When do our perspectives become dogma?

- Premise: The research of my philosophy supports instructional practice **X**.
- Premise: Your philosophy differs from mine.
- Illogical Conclusions:
 - a) Your philosophy does not support that practice.
 - b) Your philosophy opposes that practice.
 - c) Your philosophy is wrong and mean-spirited.

(Dixon & Carnine, 1994)

When we enter a discussion based on philosophy and ideology...

- There must be a group that is **wrong** and a group that is **right**.
- And more often than not, students are the ones who lose.

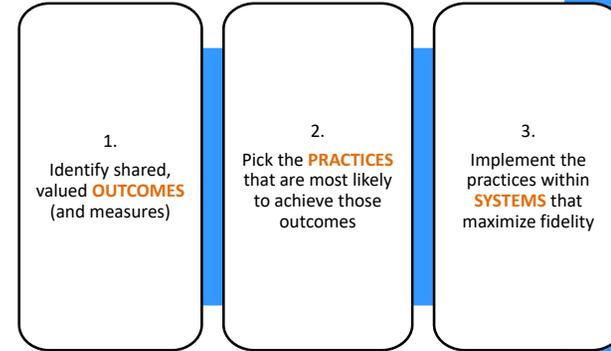
Butterfield, Slocum, & Nelson (1992)
Dixon & Carnine (1994)

But...

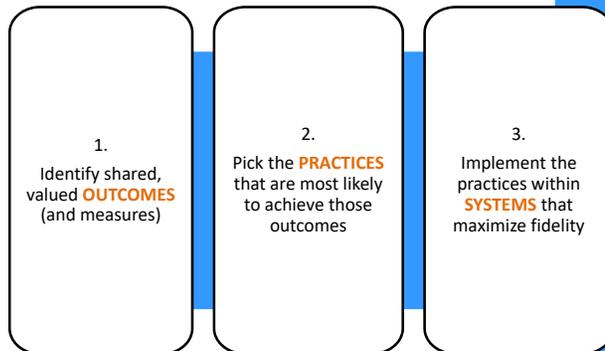
- If we focus on common **practices** instead of **philosophies**...
 - Both groups can be right about many things
 - We can find more commonalities than differences
 - The walls can start to come down!



Steps for Aligning and Integrating Initiatives

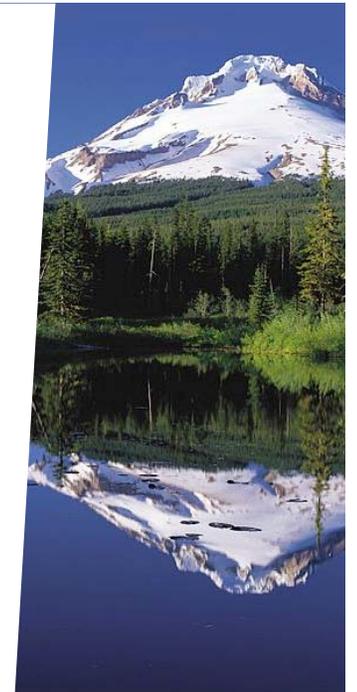


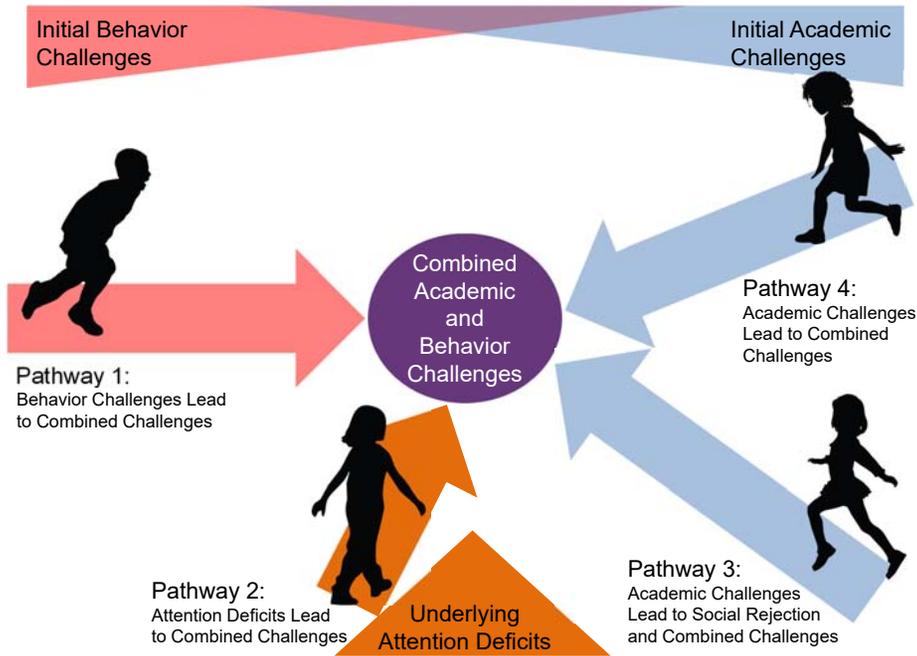
Steps for Aligning and Integrating Initiatives



Is there a link between academics and behavior?

yes.





Two Causes, Two Solutions

1. "Chaotic Classroom" Theory

- Access to instruction (Levy & Chard, 2001)

Two Causes, Two Solutions

1. "Chaotic Classroom" Theory

- Access to instruction (Levy & Chard, 2001)
- Create safe, positive classrooms where instruction can take place

MEAP – Grade 4 Reading Assessment

29 Elementary schools in Michigan
(reading and behavior support)

(Goodman, 2005)



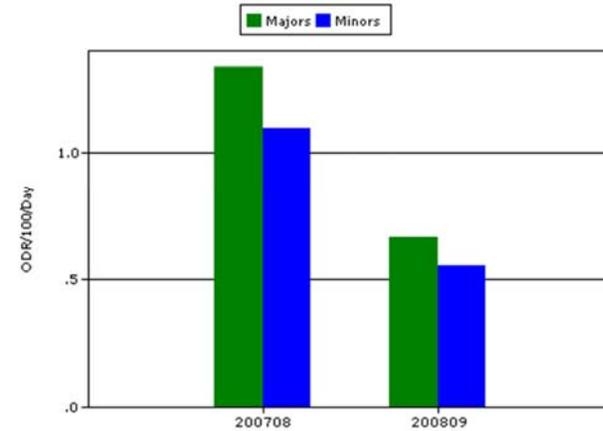
Can PBIS lead to improved reading performance?

Kelm, J. L., McIntosh, K., & Cooley, S. (2014). Effects of implementing school-wide positive behaviour support on social and academic outcomes. *Canadian Journal of School Psychology, 29*, 195-212.



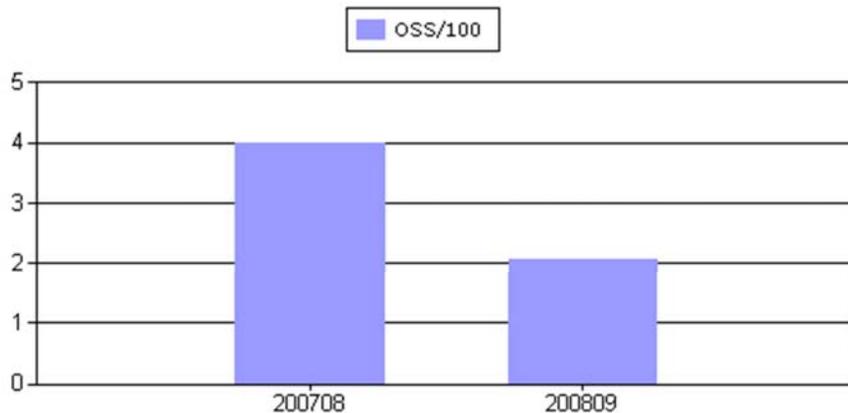
BC Elementary School Example: Office Discipline Referrals

Kay Bingham Elementary School ODR/100/Day 2007-2008



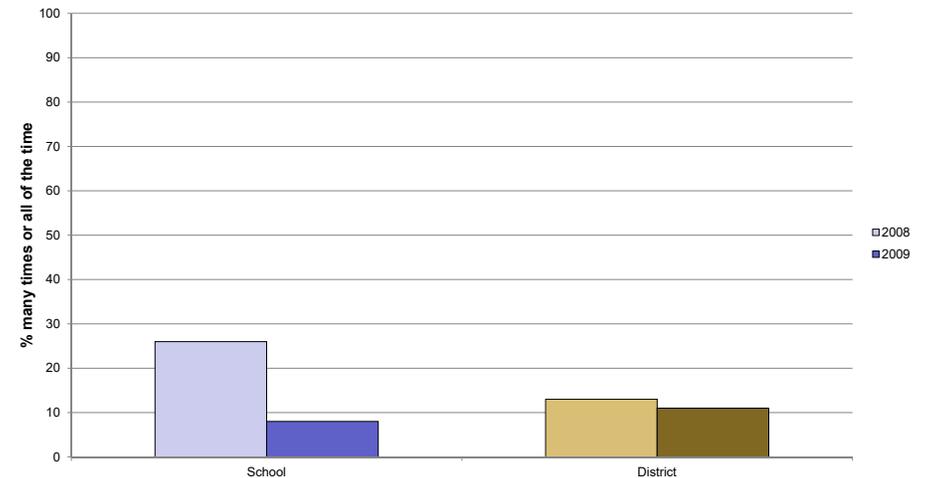
BC Elementary School Example: Out of School Suspensions

Kay Bingham Elementary School : Suspension/Expulsion-OSS/100 2007-2008

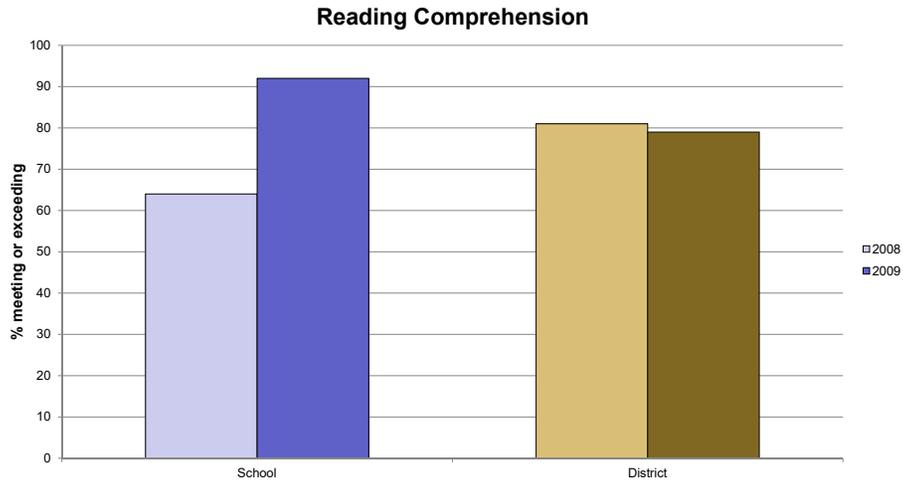


Student Satisfaction Survey: Grade 4

At school, are you bullied, teased or picked on?



FSA Results 2007-09: Grade 4



Can teaching reading lead to improved behavior?

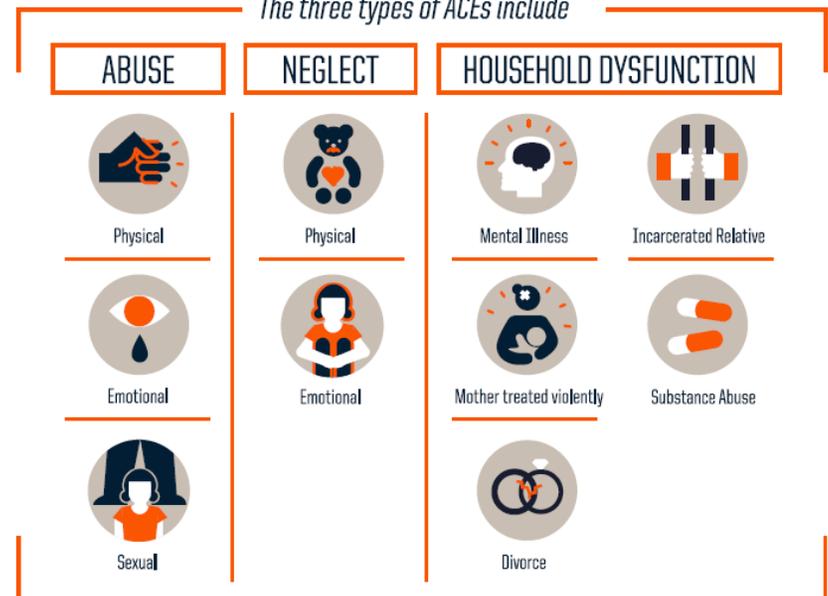
McIntosh, K., Sadler, C., & Brown, J. A. (2012). Kindergarten reading skill level and change as risk factors for chronic problem behavior. *Journal of Positive Behavior Interventions*, 14, 17-28. doi:10.1177/1098300711403153



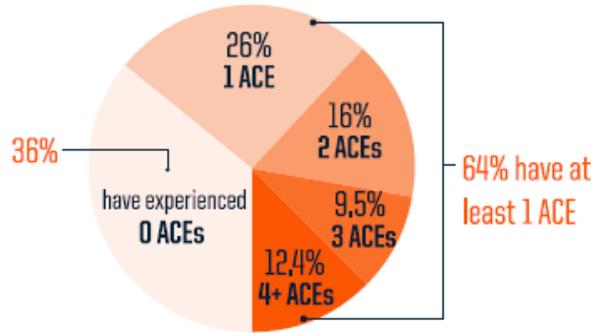
WHAT ARE THEY?

ACEs are
ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include

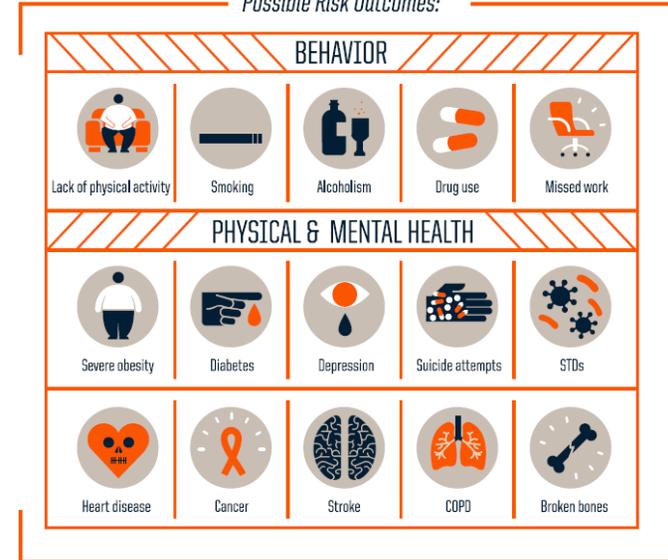


Of 17,000 ACE study participants:



rwjf.org, www.cdc.gov/ace/prevalence

Possible Risk Outcomes:



rwjf.org, www.cdc.gov/ace/prevalence

Integrating initiatives example: Trauma-informed Care

- A possible solution:
 - Create a stand-alone program that requires extensive mental health training and becomes one more thing teachers are asked to do

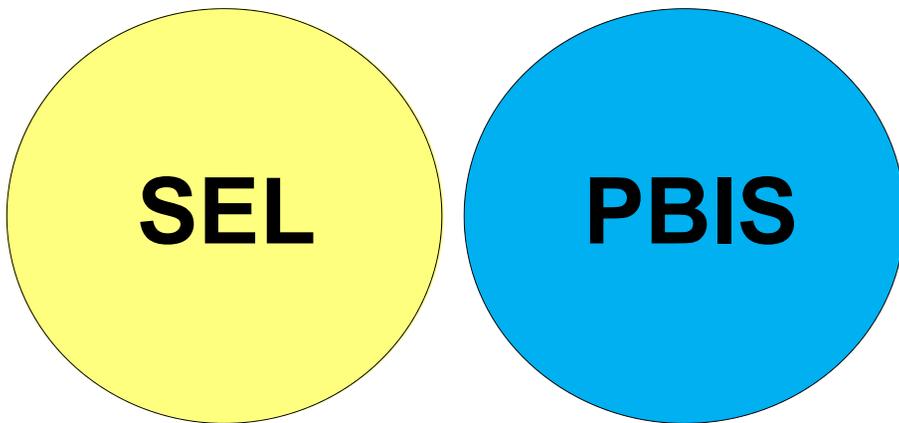
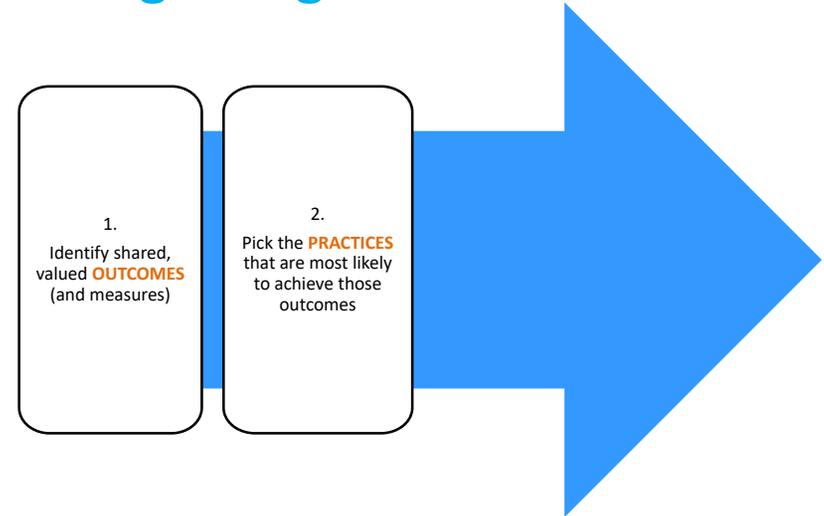
Integrating initiatives example: Trauma-informed Care

- A Better Solution:
 - Create safe, predictable, and positive learning environments for **all students**, regardless of need
 - Give students **skills to identify and self-regulate** their emotions
 - Provide **more support** to students who need more

Examples of How School-wide PBIS Practices are Trauma Informed		
	Strategy	WHY this practice supports students impacted by trauma
Defined School-wide Expectations	<ul style="list-style-type: none"> 3-5 positively stated behavioral expectations (Be Safe, Be Respectful, Be Responsible) Examples by setting/location for student and staff behavior (i.e., school teaching matrix) 	<p>Establishing school-wide expectations creates a safe, predictable, and consistent environment. Having consistent expectations and language for these expectations across school settings allows students to predict what will happen in each setting.</p> <p>All students benefit from high expectations, especially students impacted by trauma. High expectations send a message to students impacted by trauma they are worthy of expectations and others believe they can accomplish those expectations.</p>
Teaching Expectations	<ul style="list-style-type: none"> Direct teaching (teach, model, practice) of social behaviors taught to all students in classroom or other school settings 	<p>Students affected by trauma may have learned inappropriate coping skills. Due to trauma's impact on brain development, respond to developmental level versus chronological age. Some children impacted by trauma have learned to use their behavior as a coping strategy to meet a function. In these instances, we may be re-teaching expected behaviors that become replacement behaviors.</p> <p>Directly re-teaching teaching behavior and social skills provides consistency to ensure staff and students understand and use the same language and skills. Re-teaching is an adult replacement behavior for punishment, which may trigger a student to go into fight, flight or freeze.</p>
Feedback and Acknowledgement	<ul style="list-style-type: none"> Formal system, set of procedures for specific behavior feedback that is linked to school-wide expectations and used across settings 	<p>Receiving positive specific feedback:</p> <ol style="list-style-type: none"> is rewarding to a student supports staff in developing relationships with students establishes a predictable environment provides a more pleasurable and safe environment for students and staff provides adults with procedures for speaking respectfully and empowering students
Problem Behavior Definitions	<ul style="list-style-type: none"> Clear definitions for behaviors that interfere with academic and social success 	<p>Establishing clear definitions and procedures for responding to inappropriate behavior as a system, creates predictability and supports a safe environment.</p>
Discipline Policies	<ul style="list-style-type: none"> Clear policy/procedures for addressing office-managed and staff managed behaviors 	<p>Establishing proactive, instructive and/or restorative procedures and practices:</p> <ol style="list-style-type: none"> create predictable policies adults are more likely to use empower students to feel empowered teach needed skills rather than focusing on punishment
Data based decision making	<ul style="list-style-type: none"> Consider additional data points (e.g., universal screener, visits to nurses office) to ensure safe, predictable, and consistent environment for all students and ID students with internalizing needs 	<p>Traditional data points (e.g.: ODRs, suspension, attendance) increase the development of a safe, predictable and consistent environment for students with externalizing behaviors and may result in the omission of students with internalizing behaviors. Adding additional data such as universal screening data or nurse's office visits to problem solving will increase likelihood of supporting students with internalizing behaviors, some of which may be impacted by trauma.</p>

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Steps for Aligning and Integrating Initiatives

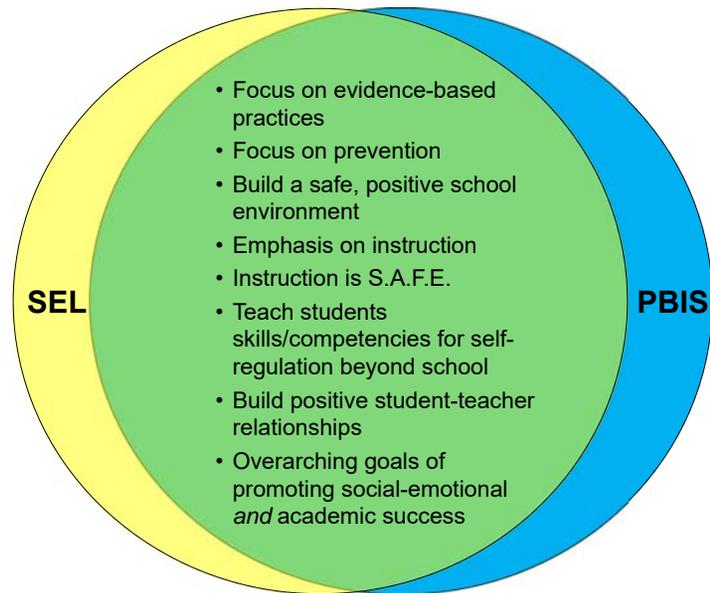


“SAFE” SEL Programs (Durlak et al., 2011)

- SEL programs that are **SAFE**
 - **S**equenced step-by-step training
 - **A**ctive learning
 - **F**ocused on skill development
 - **E**xplicit learning goals

...are more effective in improving social-emotional and academic outcomes

Shared Core Features across Initiatives



Integrating PBIS and SEL

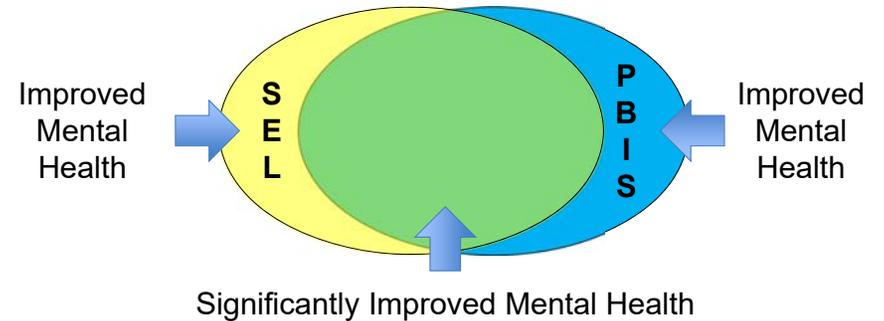
(Cook et al., 2015)

An Integrated Approach to Universal Prevention: Independent and Combined Effects of PBIS and SEL on Youths' Mental Health

Clayton R. Cook, Megan Frye, Tal Stenrod, and Aaron R. Lyon
University of Washington, Seattle

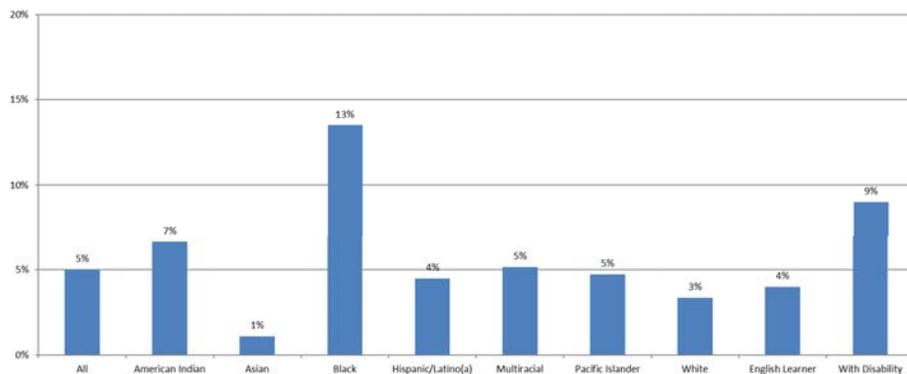
Tyler L. Renshaw
Louisiana State University

Yanchen Zhang
University of Washington, Seattle

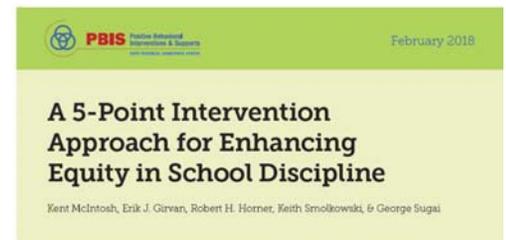


Disproportionality in School Discipline

Out of School Suspension Risk Index
2013-14 US Schools (n = 95,507)



A 5-point Intervention Approach to Enhance Equity in School Discipline



Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & McLaughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race/ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

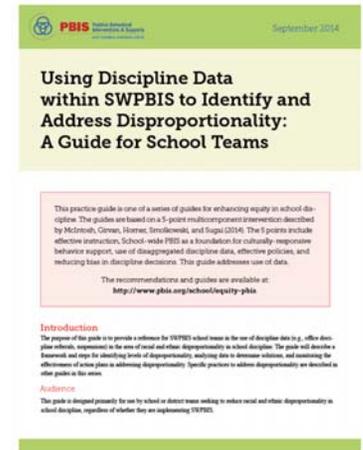
5-point Intervention Approach

1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
4. Develop **policies** with accountability for disciplinary equity
5. Teach strategies to **neutralize implicit bias**

<http://www.pbis.org/school/equity-pbis>

1. Use disaggregated data to assess and address equity

- Disproportionality Data Guide



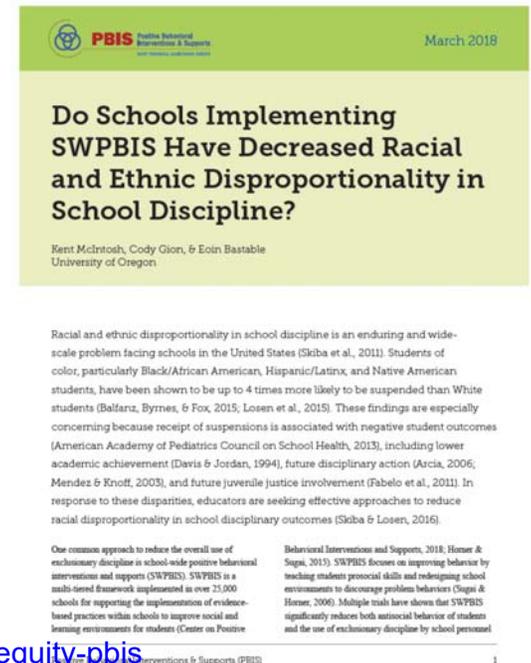
<http://www.pbis.org/school/equity-pbis>

2. Why start with a foundation of SWPBIS?

1. Proactive, instructional approach **may** prevent problem behavior and exposure to biased responses to problem behavior
2. Increasing positive student-teacher interactions **may** enhance relationships to prevent challenges
3. More objective referral and discipline procedures **may** reduce subjectivity and influence of cultural bias
4. Professional development **may** provide teachers with more instructional responses

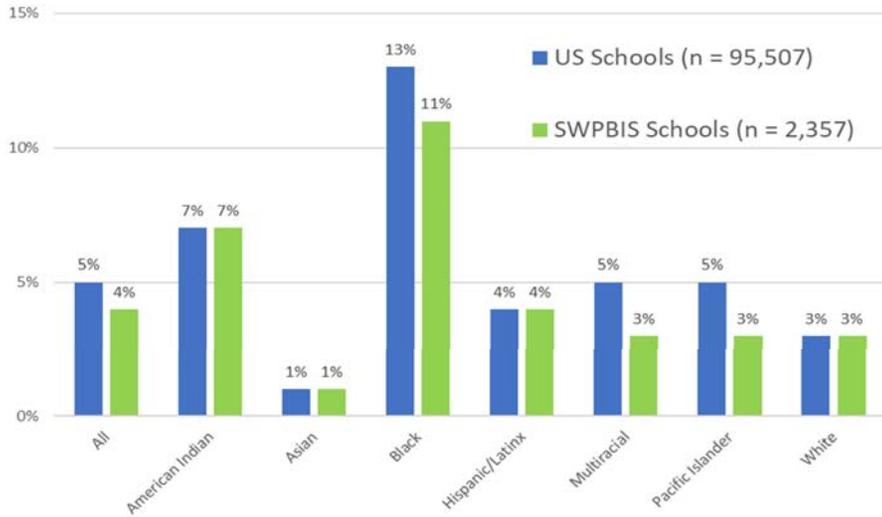
(Greflund et al., 2014)

Effects of PBIS on Disciplinary Equity

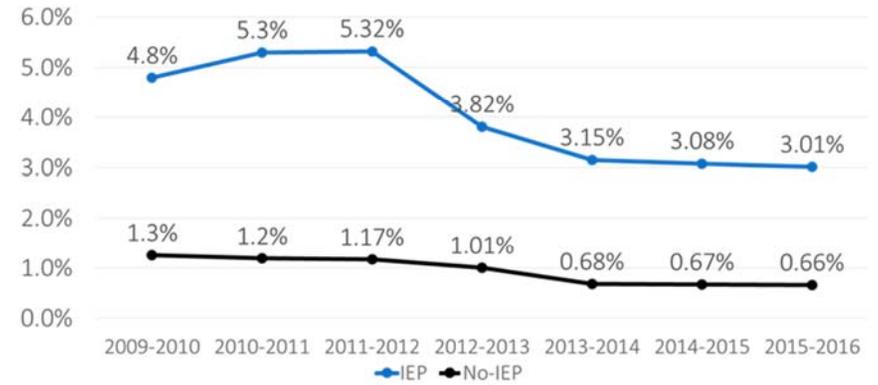


<http://www.pbis.org/school/equity-pbis>

Effects of PBIS on Discipline Disproportionality

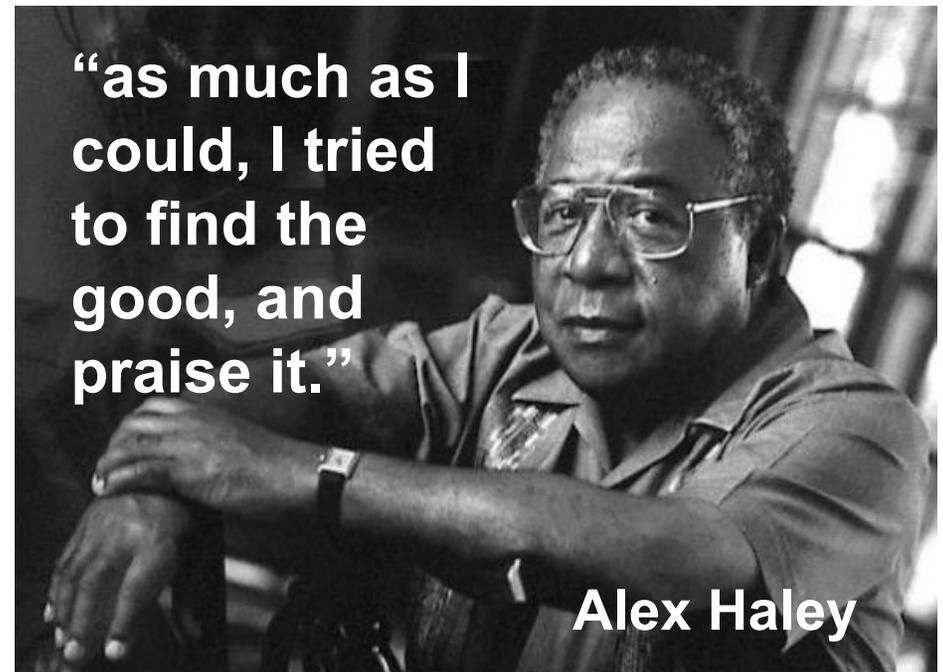


Effects of SWPBIS on Discipline Gap for Students on IEPs (Loudoun County, VA)



Which PBIS Features are Most Predictive of Equity?

- Significant predictors of decreased disproportionality:
 - **Regular use of data for decision making** (Tobin & Vincent, 2011)
 - **Implementation of classroom PBIS systems** (Tobin & Vincent, 2011)
 - **Use of formal reward systems** (Barclay, 2017; Tobin & Vincent, 2011)



“as much as I could, I tried to find the good, and praise it.”

Alex Haley

Introducing the Personal Matrix Activity



Personal Matrix

- A whole-class student activity similar to the existing school-wide behavior matrix
- The tweak:
 - Take school expectations and have students...
 - Add examples at home
 - Add examples in community

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 		
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 		
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 		

Steps for the Activity

1. Ask students about the purpose of expectations.
2. Review the school-wide expectations and specific examples with students.
3. Ask students to write down multiple examples of following each of the expectations at home.
4. Ask students to write down multiple examples of how their friends expect them to behave.
5. Ask students to share similarities and differences in expectations across settings.
6. Have students turn in matrices for staff review.
7. Return the matrices to students for their personal reference.

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> Keep hands and feet to self Tell an adult if there is a problem 	<ul style="list-style-type: none"> Protect your friends and family Don't talk back 	<ul style="list-style-type: none"> Stick up for your friends Don't back down Look the other way
Be Respectful	<ul style="list-style-type: none"> Treat others how you want to be treated Include others Listen to adults 	<ul style="list-style-type: none"> Do exactly what adults tell you to do Don't stand out Don't bring shame 	<ul style="list-style-type: none"> Text back within 30 seconds Be nice to friends' parents Share food
Be Responsible	<ul style="list-style-type: none"> Do my own work Personal best Follow directions Clean up messes 	<ul style="list-style-type: none"> Help your family out first Own your mistakes Share credit for successes 	<ul style="list-style-type: none"> Have each other's backs Own your mistakes Check in about what to do



Discussion Question

- What do you think you might see on students' personal matrices?
 - What might be similar or different from school:
 - at home
 - in their community

Activity: Interpreting the Personal Matrix

- Where are there similarities across school and home/neighborhood?
- Where are there differences?

Activity: Interpreting the Personal Matrix

- For the differences between school and other settings:
 1. Are the "different" school rules necessary for positive student development?
 - **NO:** Change the rules to align more with home and neighborhood
 - **YES:** Acknowledge explicitly and provide additional teaching, practice, and acknowledgment

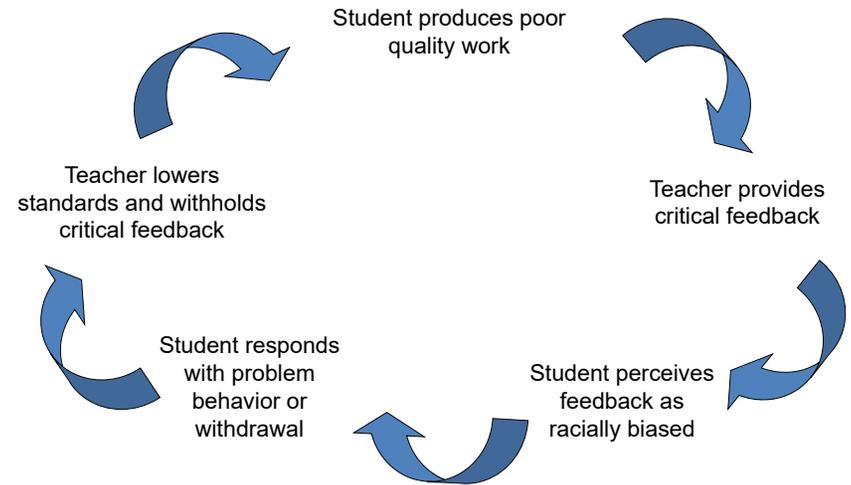
Review your Matrices



- How might you use this information in your instruction?

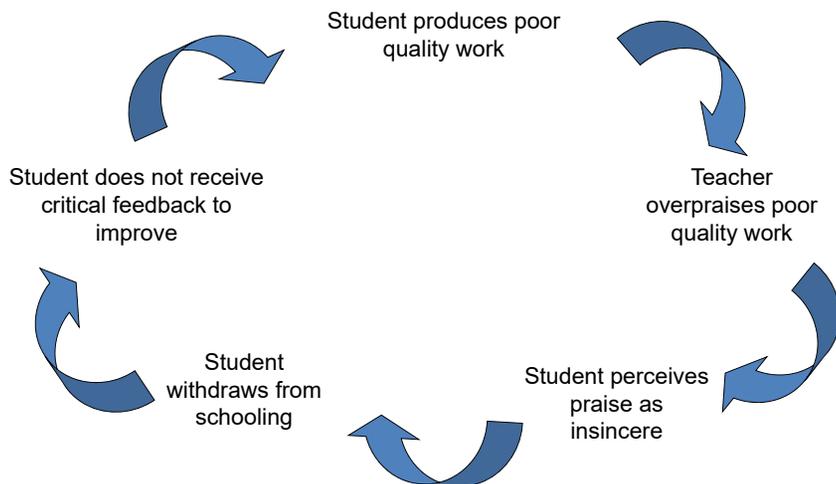
A Cycle of Mistrust

(Yeager et al., 2014)



A Cycle of Mistrust

(Yeager et al., 2014)



Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide

David Scott Yeager
University of Texas at Austin

Valerie Purdie-Vaughns
Columbia University

Julio Garcia
University of Colorado at Boulder

Nancy Apfel
Yale University

Patti Brzustoski
Columbia University

Allison Master
University of Washington

William T. HSSERT
University of Chicago

Matthew E. Williams
Bronx Construction and Design Academy

Geoffrey L. Cohen
Stanford University

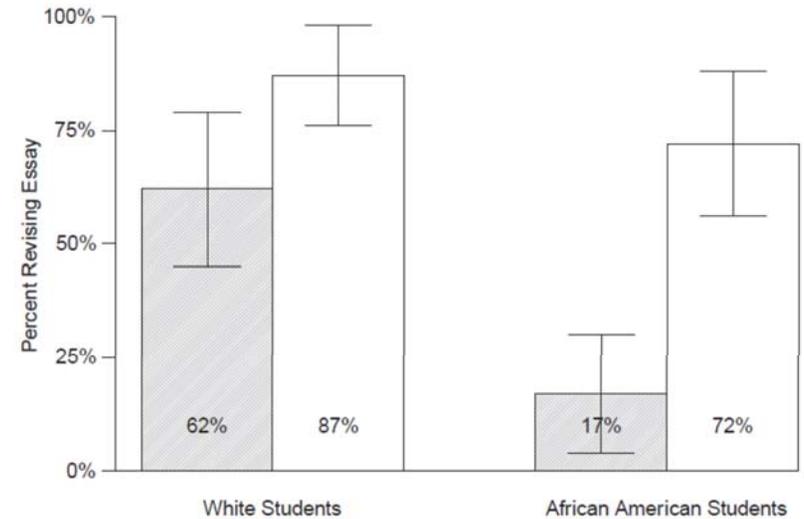
Three double-blind randomized field experiments examined the effects of a strategy to restore trust in minority adolescents' responses to critical feedback. In Studies 1 and 2, 7th-grade students received critical feedback from their teacher that, in the treatment condition, was designed to assuage mistrust by emphasizing the teacher's high standards and belief that the student was capable of meeting those standards—a strategy known as *wise feedback*. Wise feedback increased students' likelihood of submitting a revision of an essay (Study 1) and improved the quality of their final drafts (Study 2). Effects were generally stronger among African American students than among White students, and particularly strong among African Americans who felt more mistrusting of school. Indeed, among this latter group of students, the 2-year decline in trust evident in the control condition was, in the wise feedback condition, halted. Study 3, undertaken in a low-income public high school, used *attributional retraining* to teach students to attribute critical feedback in school to their teachers' high standards and belief in their potential. It raised African Americans' grades, reducing the achievement gap. Discussion centers on the roles of trust and recursive social processes in adolescent development.

Keywords: trust, stereotype threat, critical feedback, stigma, attributional ambiguity

Wise Feedback

(Yeager et al., 2014)

- Middle and high school students were assigned essays to write
- Teachers provided substantial criticism and one of two notes at the end:
 - “I’m giving you these comments because I have very high expectations and I know that you can reach them.”
 - “I’m giving you these comments so that you’ll have feedback on your paper.”



Wise Feedback

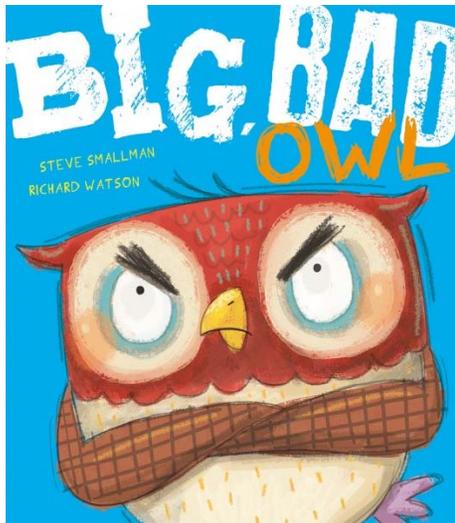
(Yeager et al., 2014)

- 3 parts
 - Critical feedback
 - Communicate high standards
 - Not just “do better”
 - Provide resources (time and feedback)

Think...
OWL

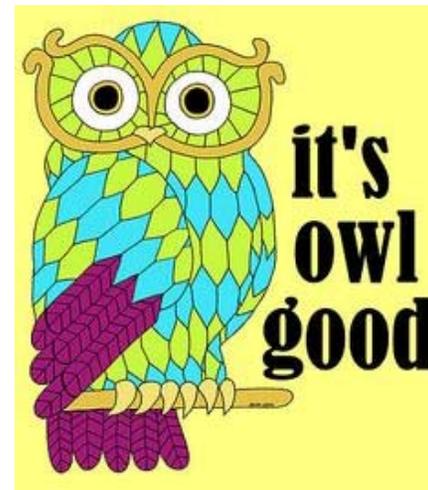


BAD OWL



- **O**verpraise mediocre work
- **W**ithhold constructive feedback
- **L**ow expectations

GOOD OWL



- **O**ffer critical feedback
- **W**ith high expectations
- **L**adder statement

Activity: Wise Feedback

- With a partner, come up with a wise feedback intervention for behavior
 - Academics
 - “I’m giving you these comments because I have very high expectations and I know that you can reach them.”
 - Think OWL
 - Offer critical feedback
 - With high expectations
 - Ladder statement

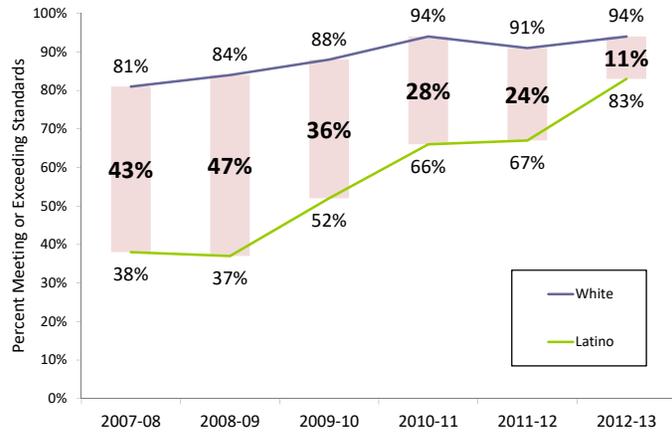
What do we mean by engaging academic instruction?

- Use explicit instruction
- Build and prime background knowledge
- Increase opportunities to respond
- Provide performance feedback



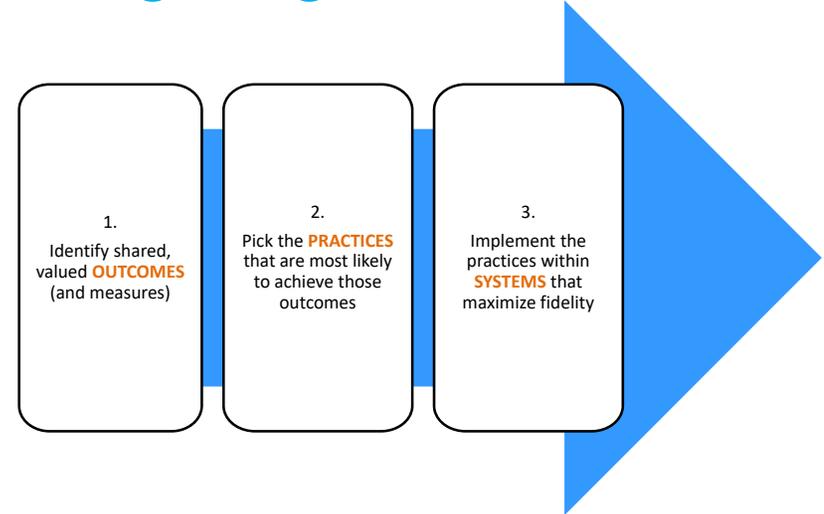
(Chaparro et al., 2015; Hattie, 2009)

Integrated MTSS and the Opportunity Gap



Tigard-Tualatin School District (Chaparro, Helton, & Sadler, 2016)

Steps for Aligning and Integrating Initiatives



“Coming up with an idea is the least important part of creating something great. ... The execution and delivery are what's key..”



Sergei Brin

Common perception



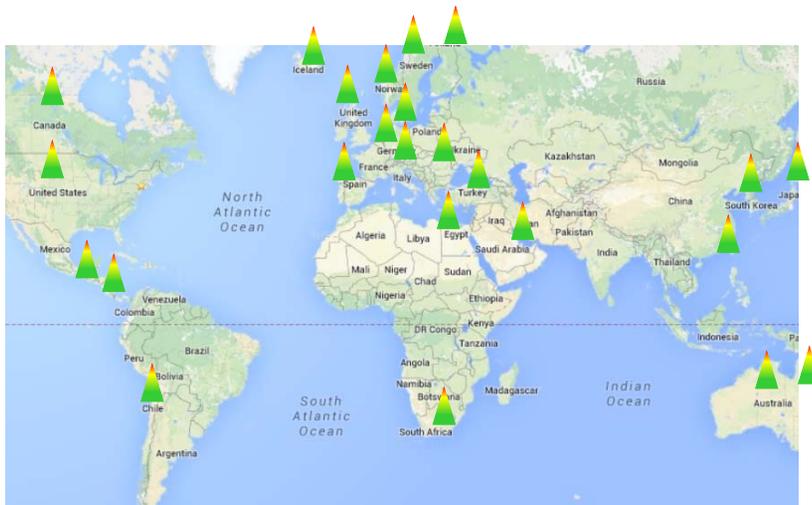
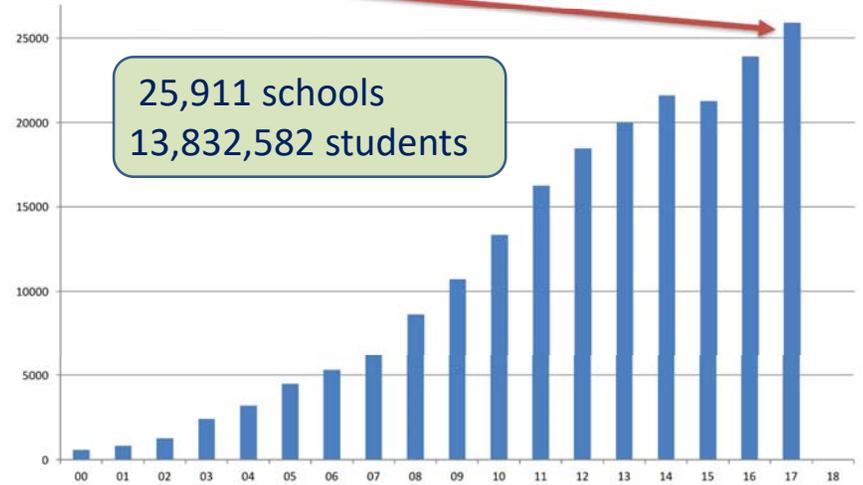
TRAINING ~~≠~~ IMPLEMENTATION

Implementation Equation



U.S. Schools using PBIS

August, 2017



Using the Teaching Matrix to Align Practices

Teaching Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/Computer	Assembly	Bus
Expectations	Respect Ourselves	Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Use appropriate volume.	Watch for your stop.	
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practicing good manners.	Whisper. Return books. Listen/watch. Use appropriate applause.	Get up. Sit on your seat.	
	Respect Property	Recycle. Clean up after self.	Use properly. Put litter in garbage can.	Replace trash & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.	

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

Data Determines Skills

Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day

Specific Behaviors + Pro-Social Skills

Specific Behaviors

- Throw paper in the waste can
- Use the right side of the stairway
- Bring all materials to class
- Keep hands, feet, and other objects to yourself

Pro-Social Skills

- Choose kindness over being right; pick up trash even if it isn't yours
- Encourage others; tell peer they did a good job

Teaching Matrix	INCORPORATE Coping Strategies for Managing Stress						
	All Settings	Halls	Playgrounds	Lunch	Library/Comput	Assembly	Bus
Respectful	Be on time. Organize materials.	Have a plan.		Invite those sitting alone to join in			Watch for your stop.
Achieving & Organized	Be on time. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet or social lunch area. Invite friends to join me	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use appropriate voice. Stay in your seat.
Responsible	Recycle. Organize materials.			Use my breathing technique. Listen to my signals	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

Teaching Matrix	INCORPORATE BULLY PREVENTION / INTERVENTION						
	All Settings	Halls	Playgrounds	If you see Disrespect	Library/Comput	Assembly	Bus
Respectful	Be on time. Organize materials.	Have a plan.		STOP: Interrupt & model respect, rather than watch or join in			Watch for your stop.
Achieving & Organized	Be on time. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	WALK: Invite people who are being disrespected to join you and move away.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use appropriate voice. Stay in your seat.
Responsible	Recycle. Organize materials.			Stop: Interrupt, Say "that's not ok." Walk: Walk away Don't be an audience Talk: REPORT to an adult	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

“Social & Academic Instructional Groups”
(sample coping skills group)

Daily Progress Report (DPR)

NAME: _____ DATE: _____

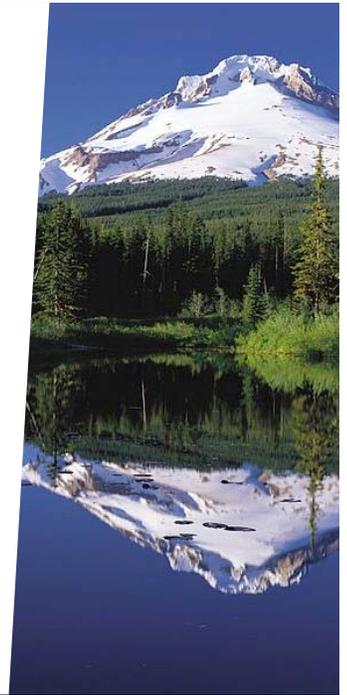
EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe Label feeling Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use calm words with peers	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Let teacher know feeling temperature if above yellow	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							



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Integration Activity

Integrating Separate Initiatives worksheet



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Alignment of Core Features across Initiatives Worksheet

Core Features of Effective Schools	Initiative:	Initiative:	Initiative:
OUTCOMES (Measures)			
Student Outcomes			
Other Outcomes			
PRACTICES			
SYSTEMS			
Teaming			
Training			
Coaching/Support			
DATA			
Fidelity of Implementation			
Impact			



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Activity: Outcomes



- Start by identifying 2 or 3 separate initiatives in your district or school

Alignment of Core Features across Initiatives Worksheet

Core Features of Effective Schools	Initiative:	Initiative:	Initiative:
	OUTCOMES (Measures)		
Student Outcomes			
Other Outcomes			

Activity: Outcomes

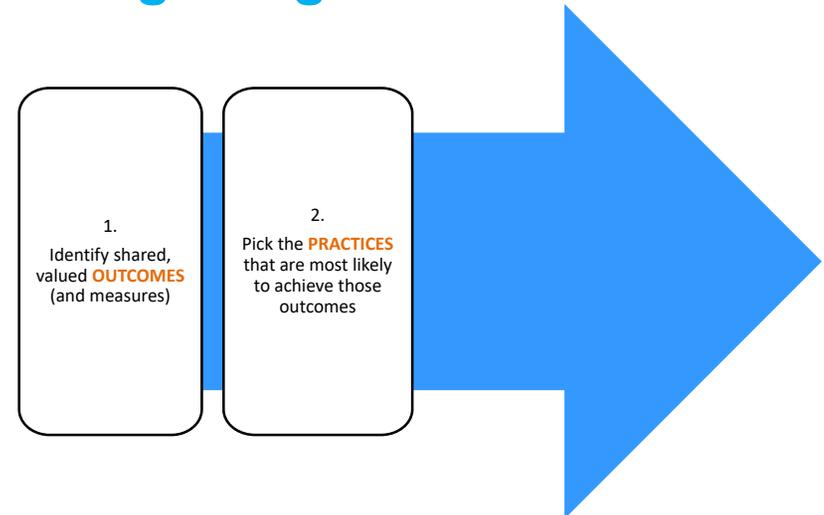


- Start by identifying 2 or 3 separate initiatives in your state, district, or school
- For each initiative:
 1. What are the key outcomes?
 2. What are the measures to assess these outcomes?
 3. Which of these are shared/could be shared in an integrated plan?

Alignment of Core Features across Initiatives Worksheet

Core Features of Effective Schools	Initiative: SEL	Initiative: PBIS	Initiative:
	OUTCOMES (Measures)		
Student Outcomes	<i>Improved school climate (school climate survey)</i>	<i>Improved school climate (school climate survey)</i>	
Other Outcomes	<i>Reduced staff burnout (staff turnover)</i>	<i>Reduced problem behavior (ODRs and suspensions)</i> <i>Reduced staff burnout (staff turnover)</i>	

Steps for Aligning and Integrating Initiatives



Focus on Core Features to Align Practices

- What are the core features of effective social and emotional systems in schools?
 - Build a safe, predictable environment
 - Explicitly teach students skills for life
 - Provide positive feedback
 - Provide corrective feedback
 - Build positive relationships with students
 - Build positive relationships with families

Activity: Practices



- For each of your initiatives:
 1. What are the common practices?
 2. For these practices:
 - What are the common core features (left side)?
 3. Which practices fill needed gaps?
 4. Which practices are synergistic?
 5. Which practices are duplicated?

Alignment of Core Features across Initiatives Worksheet

Core Features of Effective Schools	Initiative:	Initiative:	Initiative:
OUTCOMES (Measures)			
Student Outcomes			
Other Outcomes			
PRACTICES			

Activity: Practices



- For each of your initiatives:
 1. What are the common practices?
 2. For these practices:
 - What are the common core features (left side)?
 3. Which practices fill needed gaps?
 4. Which practices are synergistic?
 5. Which practices are duplicated?

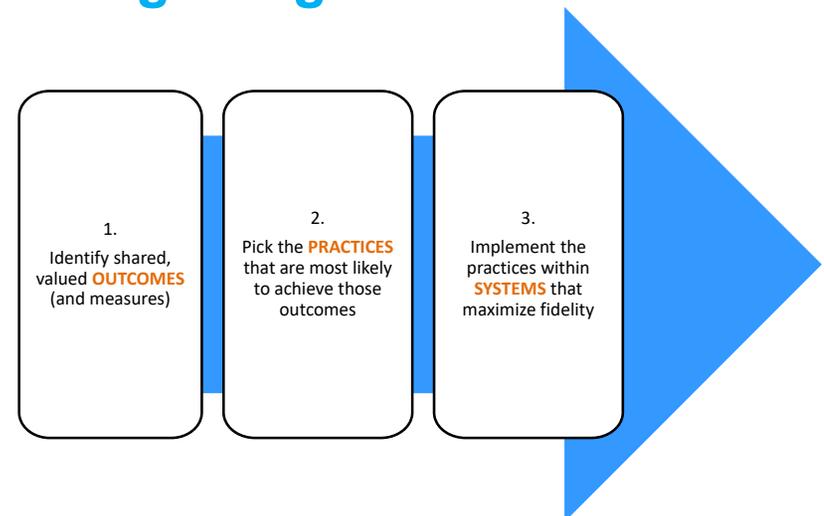
PRACTICES		
Build a safe, predictable environment	Morning circles	Define 3-5 positively stated school-wide expectations
Explicitly teach social and emotional skills	Mind UP lessons	Teach and practice school expectations and class routines
Acknowledge prosocial behavior	Increase use of descriptive feedback	Increase staff use of praise and formal acknowledgement systems
Instructional responses to unwanted behavior		Reteach and practice expected behavior
Provide continuum of support for students	Additional doses of Mind UP	CICO, Function-based support
Bullying prevention	Steps to Respect?	BP-PBIS lessons?
Family engagement	School-home journal	

Prioritizing Practices

- Focus on doing a few things well instead of many things poorly
- Consider what practices are most:
 - **Effective** (evidence-based)
 - **Feasible** (doable)
 - **Flexible** (can be adapted to context)

SYSTEMS		
Teaming	SRLE Team	SRLE Team
Training	SEL Trainer	NV PBIS TA Center
Coaching/Support	AWARE-PBIS Coach	AWARE-PBIS Coach

Steps for Aligning and Integrating Initiatives



A State Planning Tool for Sustainability

■ Leadership Team Self-Assessment

- A self-assessment and action planning tool for district, regional, or state leadership teams
- An integrated action plan for sustainability
- Available for free at: <http://pbis.org>



Positive Behavioral Interventions and Supports Implementation Blueprint:



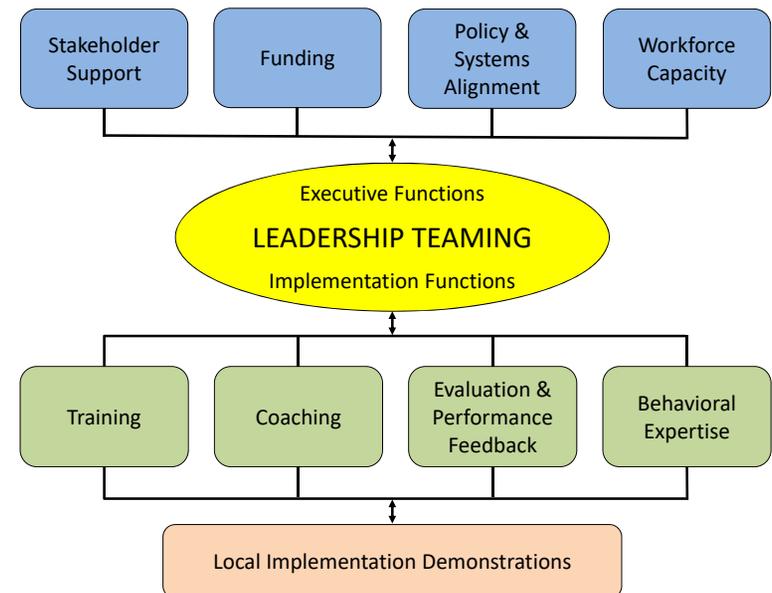
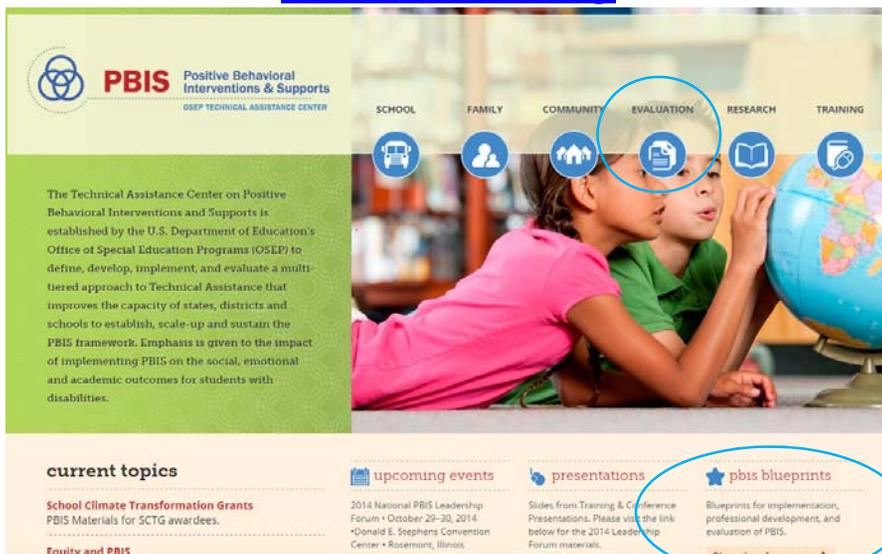
www.pbis.org

Part 1 – Foundations and Supporting Information

Part 2 – Self-Assessment & Action Planning

Technical Assistance Center on Positive Behavioral Interventions and Supports
U. S. Department of Education, Office of Special Education Programs
Version 18 October 2015

www.pbis.org





So...how do we integrate our academic and behavior systems?



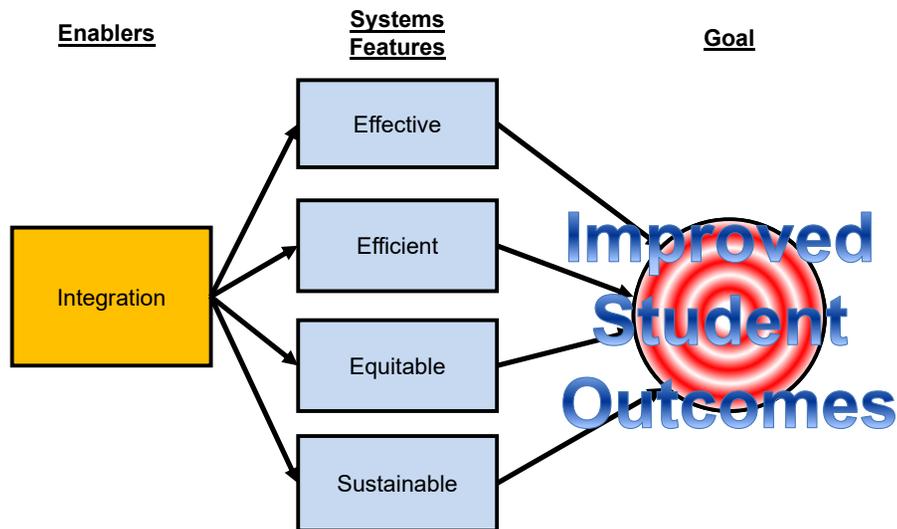
What do we integrate?

(McIntosh & Goodman, 2016)

- Data systems
- Practices
- Teaming
- District Support
 - Training and Professional Development
 - Coaching



Is **integration** our goal?



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

Considers 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



Tiered Logic for Integrating Practices

- Tier I
 - Provide quality instruction in each domain
 - Use the same principles to guide instruction
- Tier II
 - Utilize existing Tier II academic practices that also provide social behavior support (and vice-versa)
 - Differentiate instruction to add efficient intervention across domains
- Tier III
 - Fully integrate support based on individual needs

Tier I

- Aims:
 - Maximize success for all students
 - Prevent challenges in each area that could cross over
- Integration considerations
 - Core instructional principles are shared
 - Efficiency comes from generalization

Principles of effective instruction (academic and social behavior)

1. Focus on big ideas
2. Conspicuous strategies
3. Mediated scaffolding
4. Strategic integration
5. Primed background knowledge
6. Judicious review

1. Focus on Big Ideas

Principle	Description	Reading Example	Behavior Example	Integrated Support Example
Big Ideas	Focus on key and critical components	Big Ideas of Early Literacy (NRP) <ul style="list-style-type: none"> Phonemic Awareness Alphabetic Principle Fluency with Connected Text Vocabulary Comprehension Strategies 	Social and Emotional Learning (CASEL 5) <ul style="list-style-type: none"> Self-awareness Self-management Social awareness Relationship skills Responsible decision-making PBIS Expectations <ul style="list-style-type: none"> Be safe Be responsible Be respectful 	Directly connect behavioral expectations to academic expectations (e.g., be responsible means engaging in class instruction)

2. Conspicuous Strategies

Principle	Description	Reading Example	Behavior Example	Integrated Support Example
Conspicuous Strategies	Directly teaching strategies used by successful learners	Teach sounds of individual letters and then blend the sounds together to say the printed word	Explicitly teach behavior expectations through examples and non-examples connected to context, teach routines for responding to problems (e.g., bullying behavior)	Directly teach academic facilitative behaviors (e.g., attending, engagement responses)

3. Mediated Scaffolding

Principle	Description	Reading Example	Behavior Example	Integrated Support Example
Mediated Scaffolding	Providing guidance through prompting and fading of prompts	Pointing to letters for student to sound out and then slide finger across word to say it fast	Post behavior expectations as prompt, regular use of expectations as labels to describe behavior	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

4. Strategic Integration

Principle	Description	Reading Example	Behavior Example	Integrated Support Example
Strategic Integration	Previous learning applied to new more complex content and contexts	Phonemic awareness is combined with alphabetic principle to promote fluency with connected text	Behavior expectations are selected and taught to transfer to new settings and contexts (e.g., substitute teacher, field trip)	Teach students to use skills learned in reading problem solving to apply to social problem solving (e.g., identifying context cues, understanding meaning)

5. Primed Background Knowledge

Principle	Description	Reading Example	Behavior Example	Integrated Support Example
Primed Background Knowledge	Linking current content to prior knowledge and experiences	Connect vocabulary instruction to student previous vocabulary and understanding	Use student's previous experiences to better understand rationale for using prosocial behavior	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)

6. Judicious Review

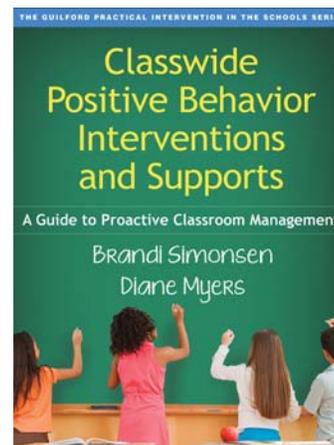
Principle	Description	Reading Example	Behavior Example	Integrated Support Example
Judicious Review	Planful and periodic review of skills and knowledge	Review vocabulary terms at end of initial lesson and also periodically based on student performance	Review behavior expectations after each school vacation period or before common "spikes" in problem behavior, precorrect before challenging settings	Monitor student performance within the instructional setting regarding need for review in both behavior AND academic variables

Integrated Interventions?



Integrated Strategies at Tier I

- Good classroom management



Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. New York: Guilford Press.

Evidence-based Classroom Strategies Guide

■ Guide for implementing effective classroom systems

- Elementary
- Secondary



<http://www.pbis.org>

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines

F@lv# Urxwqhv	Wudqvlwrg	Iqghs1 Vhdw#Z run	Vp dæ# J urxs# D fwylwlv	Whd.fkhu0 dng# Iqvwxfwrg
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	<p>ƒ vñ# klvshu# yr lfñ</p> <p>ñ hñs# #q fkhv# ehvz hñq# r xuvhd# dgg# r wkhuv# #q #dñh</p>	<p>ƒ dlvñ# kdgg# ehñrh# dñlqj</p> <p>ƒ w xq# #q #z run# r x# dñh# s u x g # # r i</p>	<p>ƒ hv# q# vshdñhu</p> <p>ƒ lvñq# w# #ñd f k # r wkh</p> <p>ƒ f fñs# #ñd f k # r wkh f i # #q v z h w</p>	<p>ƒ hv# q# #ñd f k h u</p> <p>ƒ dlvñ# kdgg# ehñrh# dñlqj</p>
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Sample Lesson Plan

Skill Name
Getting Help (How to ask for assistance for difficult tasks)
Teaching Examples
<ol style="list-style-type: none"> When you're working on a math problem that you can't figure out, <i>raise your hand and wait until the teacher can help you.</i> NEGATIVE: raise hand and wave it around or call out You and a friend are working together on a science experiment but you are missing a piece of lab equipment, <i>ask the teacher for the missing equipment.</i> NEGATIVE: skip steps that use this equipment You are reading a passage and don't know the meaning of a word, <i>ask your neighbor.</i> NEGATIVE: ask your neighbor for the word and then keep talking
Student Activity
<ol style="list-style-type: none"> Ask 2-3 students to give an <u>example of a situation</u> in which they needed help to complete a task, activity, or direction. Ask students to <u>indicate or show</u> how they could <i>get help</i>. <u>Encourage</u> and support appropriate discussion/responses. Minimize attention for inappropriate responses.
After the Lesson (During the Day)
<ol style="list-style-type: none"> Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could <i>get help</i> if they have difficulty (<u>precorrection</u>). When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they <i>need help</i> (<u>reminder</u>). Whenever a student <i>gets help</i> the correct way, provide <u>specific praise</u> to the student.

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction

Peer-mediated Intervention (aka Peer Tutoring)

- Students teach each other
 - Students are paired and take turns as “coach” and “player”
- Effective on a range of outcomes
(Barton-Arwood et al., 2005; Fuchs et al., 2002; Locke & Fuchs, 1995; Sutherland & Snyder, 2007)
 - Academic skills
 - Academic engagement
 - Problem behavior
 - Social standing

Peer-mediated Intervention Resources

- Peer Assisted Learning Strategies
 - <http://kc.vanderbilt.edu/pals>
- Free peer tutoring manual (reading fluency)
 - <http://interventioncentral.com/htmldocs/interventions/rdngfluency/prtutor.php>

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction
- Include social and emotional content in academic lessons

Use materials that focus on social problem solving

- Select content that includes SEL topics in language arts and history
 - Wars and injustices (e.g., *The Trail of Tears*)
 - Inspiring events (e.g., *We've Got a Job*)
- Use comprehension questions when reading
 - How do you think that made her feel?
 - What do you think is going to happen next?

 - How could he have done things differently?

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction
- Include social and emotional content in academic lessons
- Arrange the classroom environment to maximize academic engagement

Classroom Decorations



Fig. 1. Panoramic view of the laboratory classroom in (a) the decorated-classroom condition and (b) the sparse-classroom condition.

(Fisher, Godwin, & Seltman, 2014)

Classroom Decorations

- Children in the highly decorated room...
 - Spent significantly more time off-task
 - Had significantly smaller learning gains

(Fisher, Godwin, & Seltman, 2014)

Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
1. Student engages in problem behavior to obtain adult attention during instruction	<ul style="list-style-type: none"> • 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)

Check-in Check-out (CICO)

- A program to add:
 - Mentoring by an adult in the school who looks out for the student
 - Structured process of feedback and recognition to a school day
 - Instruction in needed skills
 - School-home communication
 - Built-in monitoring of student progress

Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
2. Student engages in problem behavior to obtain peer attention during instruction	<ul style="list-style-type: none"> • 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)

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	<ul style="list-style-type: none"> • 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

Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
4. Student engages in problem behavior to avoid or escape academic tasks	<ul style="list-style-type: none"> • Develop skills in specific deficit areas <ul style="list-style-type: none"> ○ 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

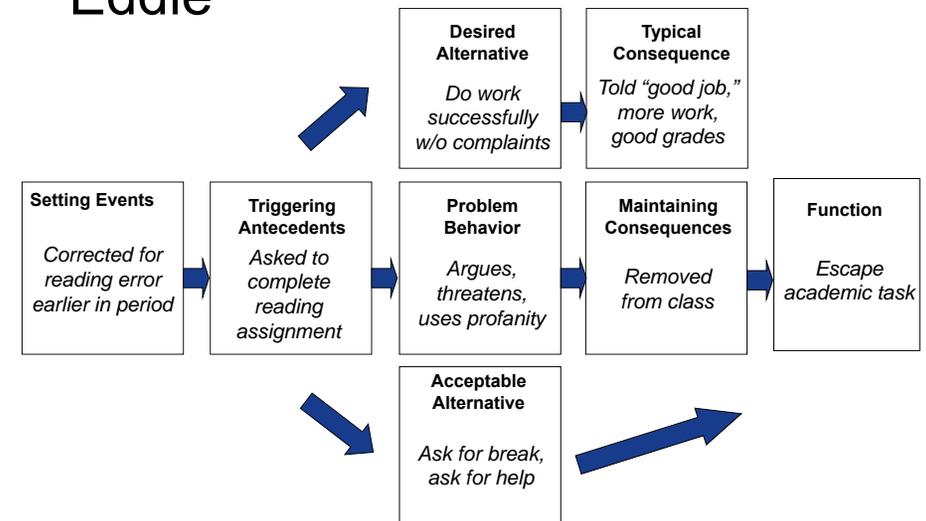
Tier II Accommodations by Function of Problem Behavior

Scenario	Possible Accommodations/Differentiation
5. Student engages in problem behavior due to deficits in academic facilitative behaviors	<ul style="list-style-type: none"> • Teach, practice, and acknowledge behavior expectations, with specific focus on appropriate classroom behavior • Teach specific academic facilitative skills (e.g., attending, organization, engagement) • Enroll in Check-in Check-out (CICO)

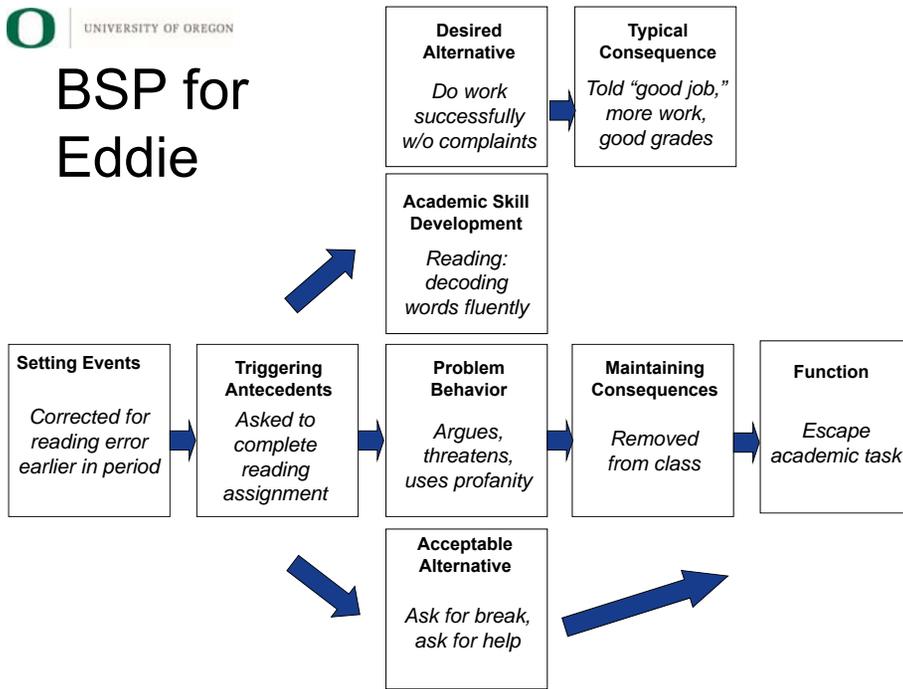
Tier III

- Aims:
 - Individualized support
 - Fully integrated intervention plans
- Integration considerations
 - Integrate support to maximize effectiveness
 - Function-based support is a critical driver of intervention selection
 - Take care to consider both sets of challenges at the same time

BSP for Eddie

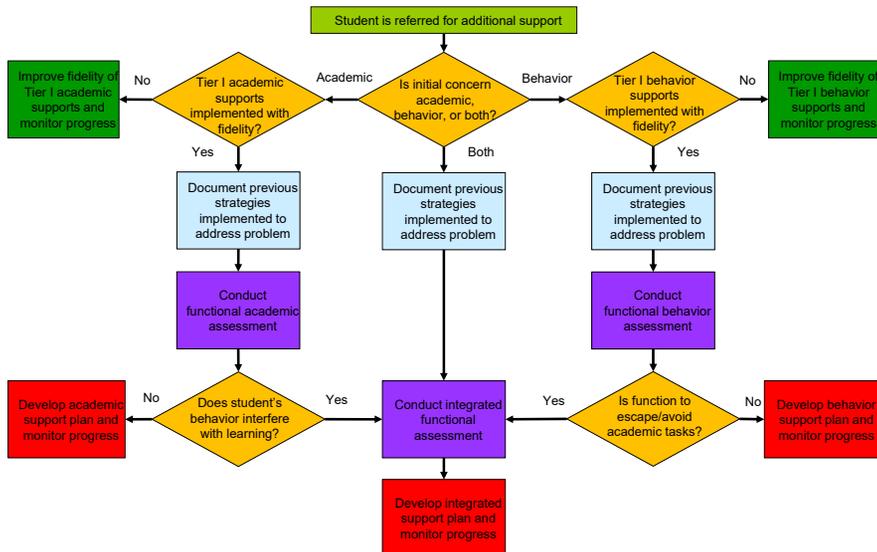


BSP for Eddie



Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
<p>Assess if reading curriculum is at appropriate level-place in appropriate level</p> <p>Use an intensive, evidence-based reading program (e.g., Reading Mastery, Corrective Reading)</p> <p>Remove peer audience during reading time</p>	<p>Prompt task completion</p> <p>Make task less difficult</p> <p>Do first activity together</p> <p>Provide different tasks</p> <p>Present choice of which reading items to complete on worksheet</p>	<p>Behavior Skills Strategies</p> <p>Teach and practice alternatives to problem behavior:</p> <ol style="list-style-type: none"> 1. Ask for break 2. Ask for help <p>Academic Skills Strategies</p> <p>Teach and practice specific academic skills:</p> <ol style="list-style-type: none"> 1. Decoding skills 	<p>Give break & help when requested</p> <p>Provide reward within 1 min. of starting task (& thin to 3 min., 5 min., 10 min.)</p> <p>Minimize rewards for problem behavior (don't send to timeout without work)</p> <p>Reward desired behavior</p>

Integrated Referral Process



Contact Information

■ Kent McIntosh
 Special Education Program
 University of Oregon
kentm@uoregon.edu

@_kentmc



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Handouts: <http://www.pbis.com>