Sailing toward Sustainability
by Integrating Academic and Behavior Support Systems

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

Overview

- Define an integrated MTSS model
- Show research showing the benefits of integrating systems into one MTSS
- Share strategies for integrating academic and behavior practices
  - Tier I

What is MTSS?

Multi-Tiered Systems of Support
What is **MTSS**?

**Multi-Tiered Systems of Support**

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**Tier 1 Interventions:**
- School-/Classroom-Wide Systems for All Students, Staff, & Settings

**Tier 2 Interventions:**
- Efficient Systems for Students At Risk for Negative Outcomes

**Tier 3 Interventions:**
- Individualized Systems for Students with Intensive Needs

- Handwashing compliance drops 8.7% over the course of a 12-hr shift
MTSS in the real world

What is MTSS?

Multi-Tiered Systems

MTSS Framework

Features of MTSS (McIntosh & Goodman, 2016)

Academic RTI

- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as SPED eligibility determination approach

PBIS

- Scientifically-based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

Specific social behavior assessments and interventions
- Use of free materials that are adapted to fit the school’s context
- Use of indirect assessment of behavior
- Continuous assessment of social behavior with existing data sources
- Focus on school-wide teaming
- Described in IDEA as school-wide prevention and individual intervention approach
What is **MTSS**?

**Multi-Tiered Systems of Support**

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

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**Memo**

To: School Administrators  
From: District Administrators

In keeping with the new state initiative, this fall we will be implementing an exciting new district initiative of SNI in place of LYI. All Pro-D days previously scheduled for LYI will be rescheduled as staff development for SNI. The $500 for release time and materials for LYI will be discontinued and provided instead for SNI. By the way, you will need to create local SNI teams that meet weekly. The former members of your LYI team would be perfect for this new team. Your new SNI binders will be coming next week. Have a great year!!!
25,911 schools
13,832,582 students

How is my driving?

What is your DRIVE LEFT intervention?

- Define and teach school-wide expectations
  - Regular schedule
  - Booster lessons
- Implement as a team
- Use fidelity of implementation data to guide the work
What is... 
fidelity of implementation?

- The extent to which the critical features of MTSS are implemented as intended

Why assess it?

- Helps us improve outcomes for students
- Helps team target next steps and areas for improvement

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

What are we talking about when we talk about aligned MTSS?

- Parallel play
Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work

Is there a link between academics and behavior?

Pathway 1: Behavior Challenges Lead to Combined Challenges
Pathway 2: Attention Deficits Lead to Combined Challenges
Pathway 3: Academic Challenges Lead to Social Rejection and Combined Challenges
Pathway 4: Academic Challenges Lead to Combined Challenges

Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
MEAP – Grade 4 Reading Assessment
29 Elementary schools in Michigan (reading and behavior support)

<table>
<thead>
<tr>
<th>Over 55% of major ODRs from classroom</th>
</tr>
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<tbody>
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(Goodman, 2005)

**Two Causes, Two Solutions**

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

**Can PBIS lead to improved reading performance?**


**BC Elementary School Example: Office Discipline Referrals**
BC Elementary School Example: Out of School Suspensions

Student Satisfaction Survey: Grade 4

FSA Results 2007-09: Grade 4

Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

2. Response to Intervention Theory
   - Repeated academic failure leads to a pattern of problem behavior (Patterson, 1982; McIntosh et al., 2008)
Coercive Cycle of Teacher-Student Interactions (McIntosh et al., 2008)

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

2. Response to Intervention Theory
   - Repeated academic failure leads to a pattern of problem behavior (Patterson, 1982; McIntosh et al., 2008)
   - Provide high-quality academic instruction to prevent failure

Can teaching reading lead to improved behavior?


ODRs by K DIBELS ISF Score

(McIntosh, Sadler, & Brown, 2012)
Risk for Problem Behavior Grade 5: Response to Intervention in Grade K

- Fall Kindergarten ISF
- Winter Kindergarten ISF

Conditional Probabilities for 2+ ODRs

- Low risk to low risk
- Low risk to some risk
- Low risk to at risk

Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work
3. We need to integrate our systems to solve the big problems
WHAT ARE THEY?

ACEs are ADVERSE CHILDHOOD EXPERIENCES

Of 17,000 ACE study participants:

- 26% have 1 ACE
- 16% have 2 ACEs
- 9.5% have 3 ACEs
- 12.4% have 4+ ACEs
- 36% have experienced 0 ACEs
- 64% have at least 1 ACE

The three types of ACEs include:

- ABUSE
  - Physical
  - Emotional
  - Sexual

- NEGLECT
  - Physical
  - Emotional

- HOUSEHOLD DYSFUNCTION
  - Mental Illness
  - Incarcerated Relative
  - Mother treated violently
  - Substance Abuse
  - Divorce

Possible Risk Outcomes:

BEHAVIOR
- Lack of physical activity
- Smoking
- Alcoholism
- Drug use
- Misdemeanor

PHYSICAL & MENTAL HEALTH
- Severe obesity
- Diabetes
- Depression
- Suicide attempts
- STIs
- Heart disease
- Cancer
- Stroke
- COPD
- Broken bones
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

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

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### Examples of How School-wide PBIS Practices are Trauma Informed

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Why this practice supports students impacted by trauma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined School-wide Expectations</td>
<td>Establishing school-wide expectations creates a safe, predictable, and consistent environment. By having consistent expectations and language for these expectations across school settings allows students to predict what will happen in each setting. 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 these expectations.</td>
</tr>
<tr>
<td>Teaching Expectations</td>
<td>Direct teaching (teach, model, practice) of social behaviors taught to all students in classroom or other school settings. 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. Directly re-teaching teaching behavior and social skills provides consistency to ensure staff and students understand 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.</td>
</tr>
<tr>
<td>Feedback and Acknowledgement</td>
<td>Formal system, set of procedures for specific behavior feedback that is linked to school-wide expectations and used across settings. Receiving positive specific feedback: a. is rewarding to a student, b. supports staff in developing relationships with students, c. establishes a predictable environment, d. provides a more pleasurable and safe environment for students and staff, e. provides adults with procedures for speaking respectfully and empowering students.</td>
</tr>
<tr>
<td>Problem Behavior Definitions</td>
<td>Clear definitions for behaviors that interfere with academic and social success. Establishing clear definitions and procedures for responding to inappropriate behavior as a system, creates predictability and supports a safe environment.</td>
</tr>
<tr>
<td>Discipline Policies</td>
<td>Clear policy/procedures for addressing office-managed and staff managed behaviors. Establishing proactive, instructive and/or restorative procedures and practices: a. create predictable policies adults more likely to use, b. empower students to feel empowered, c. teach needed skills rather than focusing on punishment.</td>
</tr>
<tr>
<td>Data based decision making</td>
<td>Consider additional data points (e.g., universal screening, visits to nurse’s office) to ensure safe, predictable, and consistent environment for all students and students with internalizing needs. 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 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.</td>
</tr>
</tbody>
</table>

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### Disproportionality in School Discipline

**Out of School Suspension Risk Index 2013-14 US Schools (n = 95,507)**
Effects of PBIS on Disciplinary Equity

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

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

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

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

http://www.pbis.org/school/equity-pbis
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)

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

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Integrated MTSS and the Opportunity Gap

Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work
3. We need to integrate our systems to solve the big problems
4. And it's all worth it

Tigard-Tualatin School District (Chaparro, Helton, & Sadler, 2016)
So...how do we integrate our academic and behavior systems?

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

What do we integrate?

(McIntosh & Goodman, 2016)

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

Is integration our goal?

Considers Tiers of Support when Integrating

Enablers

- Effective
- Efficient
- Equitable
- Sustainable

Goal

Improved Student Outcomes
Tiered Logic for Integrating Practices

- **Tier I**
  - Provide *quality instruction* in each domain
  - Use the same principles to guide instruction

- **Tier II**
  - Place students into instructional groups based on their primary *academic* needs
  - Add accommodations and differentiation of instruction for *social behavior*

- **Tier III**
  - *Fully integrate* support based on individual needs


www.guilford.com

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
Sample Lesson Plan

<table>
<thead>
<tr>
<th>Skill Name</th>
<th>Getting Help (How to ask for assistance for difficult tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Examples</td>
</tr>
<tr>
<td></td>
<td>1. When you're working on a math problem that you can't figure out, raise your hand and wait until the teacher can help you. NEGATIVE: raise hand and wave it around or call out.</td>
</tr>
<tr>
<td></td>
<td>2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, ask the teacher for the missing equipment. NEGATIVE: skip steps that use this equipment.</td>
</tr>
<tr>
<td></td>
<td>3. You are reading a passage and don't know the meaning of a word, ask your neighbor. NEGATIVE: ask your neighbor for the word and then keep talking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Activity</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.</td>
</tr>
<tr>
<td></td>
<td>2. Ask students to indicate or show how they could get help.</td>
</tr>
<tr>
<td></td>
<td>3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.</td>
</tr>
</tbody>
</table>

After the Lesson (During the Day)

|                  | 1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could get help if they have difficulty (precorrection). |
|                  | 2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they need help (reminder). |
|                  | 3. Whenever a student gets help the correct way, provide specific praise to the student. |

Integrated Strategies at Tier I

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

Peer-mediated Intervention

- 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](http://kc.vanderbilt.edu/pals)
- Free peer tutoring manual (reading fluency)

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

(Fisher, Godwin, & Seltman, 2014)

Children in the highly decorated room…

- Spent significantly more time off-task
- Had significantly smaller learning gains

(Fisher, Godwin, & Seltman, 2014)

Some Big Ideas about MTSS

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www.PBIS.org
This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

October 4-5, 2018

PBIS: Celebrating Positive & Safe Learning Environments

Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd. For more information, visit the Upcoming Events page at www.pbis.org in March.

SAVE THE DATE

October 4-5, 2018

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Handouts: http://kentmcintosh.wordpress.com

Selected References


Selected References (cont.)


