Integrating Academic and Behavior Supports Within an RTI Framework

Steve Goodman, Ph.D., Hank Bohanon, Ph.D., and Kent McIntosh, Ph.D.

Integrated Academic and Behavior Systems: Universal Supports

Steve Goodman
Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSI)

Why Integrate Academic and Behavior Supports

- Models of integrated behavior and reading supports produce larger gains in literacy skills than the reading-only model
  Stewart, Benner, Martella, & Marchand-Martella, 2007
- Improving social behavior of students results in more minutes spent in academic instruction
  Putman, Handler and O’Leary-Zwirnich, 2003
- Quality instruction can reduce student engagement in problem behavior
  Sentrop, 2006; Piacentino, Hinmer, Baker, 2009
- Children who fall behind academically will be more likely to find academic work aversive and engage in escape behaviors
  McIntosh, 2008
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Universal Supports

• "Core" instruction on academics and behavior
• For all students
• Meets need of most students
• Preventive and proactive

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Implementing an Integrated Model of Supports

• Clear goals and expected outcomes
• Appropriate instruction
• Monitoring of student progress
• Positive feedback and encouragement
• Correcting errors

Slide 6
Use a Team approach to Coordinate and Manage Implementation Efforts

• Coordinate selection of universal practices based on...
  • Need
  • Fit
  • Resource Availability
  • Evidence
  • Capacity to Implement
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**Develop an Infrastructure for Universal Supports**

- Ensuring that the interventions are implemented correctly with the “right people”, at the “right time”, in the “right amounts”
- Provide access to professional development related to academic/behavior
- Provide coaching with “conceptual feedback” on implementation
- Provide materials, procedures, tools, manuals for making it “easy” to implement

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**Activities of Building Leadership Team**

- Communicate with rest of the school staff
- Develop school commitment
- Embed implementation efforts within the School Improvement Process

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**Braiding Initiatives at the Building Level**

[Diagram of initiatives interwoven]
Continuous Improvement

- Periodic measure of overall implementation to evaluate effectiveness of Universal Support
  - Fidelity of Implementation
  - Evaluation of student outcomes
- Use of information to modify and improve outcomes

Tracking Universal Supports

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Data</th>
<th>End of First Semester Data</th>
<th>End of Second Semester Data</th>
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<tbody>
<tr>
<td>attendance</td>
<td>Present</td>
<td>Present</td>
<td>Present</td>
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<tr>
<td>Status of behavior system supports</td>
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<td>Present</td>
<td>Present</td>
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<tr>
<td>Percent of students at each level</td>
<td>Beginning of year data</td>
<td>Beginning of year data</td>
<td>Beginning of year data</td>
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<tr>
<td>Percent of students remaining at grade level performance based on previous assessments, based on academic support system</td>
<td>Beginning of year data</td>
<td>Beginning of year data</td>
<td>Beginning of year data</td>
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Building Staff

- Provide academic and behavior practices as identified for the universal supports
  - For all students, in the right way, across settings
  - Collect information on student success
  - Adjust practices/supports based on outcomes
- Provide feedback on implementation efforts to building leadership team
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Big Ideas

• Embed within existing structures (school improvement process, school improvement team)
• Universal supports are provided to all and should be effective for most

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Integrated Behavior and Academic Data Systems
Hank Bohanon
Loyola University of Chicago

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Qualities of Data System

• Allow easy data entry
• Permit access to graphic displays
• Provide information that is accurate and recent (e.g., within 48 hours)
• Allows for export

(Prater, Sugai, Todd, & Lewis-Palmer, 2009)
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Qualities of Data

- Valid and reliable for screening purposes
- Repeatable
- Sensitive to growth
- Time-efficient
- Indicators of critical developmental skills
- Common student identifier

(Adapted from McIntosh et al., 2009)

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Purpose of Data

- Understand why the problem is happening
- Focus on variables that can be changed

(Christ, 2008; Tilly, 2008)

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Uses for Data Systems

- Focused teaching and acknowledging
- Policy development
- Identifying level intervention
- Progress monitoring
- Evaluation and celebration
- Drive intervention selection
- Priorities and commitments

(Bohanon et al., 2006; Horner, Sugai, Todd & Lewis-Palmer, 2005)
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Use for Data Systems

- Looking for trends and patterns
- Investigating the validity of the data
- Reinforcing accurate and timely data collection
- Sharing a plan for acting on the data

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Types of Existing Data

- Office Discipline Referral Data
- GPA
- Credits toward graduation
- Attendance
- Failing grades
- Statewide assessments
- Existing screening data

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Separate Data Sets
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**Combined Data Using VLookup**

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**Deciding the Level of Intervention**

- % of Students by GPA
- % of Students with DQRs

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**Integrated Behavior and Academic Data Systems**

- Teams should be aware of the key components for the collection uses of data
- Teams should have the ability to combine valid and reliable data for decisions
Contact Information

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References


McIntosh, K., & Herman, K. E. (2009). School-wide analysis of data for social behavior problems: Answering outcomes, selecting targets for intervention, and identifying need for support. In J. E. Horner, & G. Sugai (Eds.), School-wide positive behavior support (pp. 151-180). New York: Guilford Press.

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Training on VLookup

http://www.ozgrid.com/Excel/excel-vlookup-formula.htm

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Teaming and Support for Integrated Secondary and Tertiary Systems

Kent McIntosh
University of British Columbia

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Integrated Secondary and Tertiary Support

• Options for integrating teams
• An introduction to integrated support through a function-based approach
  – Case study data
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**Integrated Secondary-Tertiary Support Teams**

- Options:
  1. Academic support team + combined team
  2. One team with flexible members
- Bring and track both sets of data
  - Students at risk in one area get that support
  - Students at risk in both areas receive more intensive intervention (Sadler & Sugai, 2009)

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**Using Screening to Identify Need for Support**

<table>
<thead>
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<th>High Academic Skills</th>
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**Integrating Academic Data into the FBA Process**

- Use academic screening data to identify whether academic skills play a role
  - Curriculum-Based Measurement (CBM)
  1. Do academic demands trigger problem behaviour?
  2. Is problem behaviour maintained by escape from academic tasks?
Case Studies

- Two students referred to integrated support team for physical aggression
  - "Anthony," grade 4
  - "Terrance," grade 5
- How can both types of screening data help inform secondary and tertiary support?

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Case Study – Anthony
Academic-Behaviour Screening

- Office Discipline Referral Information
  - Problem Behaviour: Physical aggression with peers
  - Location: Playground

- Academic Screening Information
  - Grades are excellent
  - CBM-Math: Student is in the above average range
  - DIBELS: Student is reading far above benchmark
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**Case Study – Terrance**

**Academic-Behaviour Screening**

- **Office Discipline Referral Information**
  - Problem Behaviour: Physical aggression with peers
  - Location: Classroom
- **Academic Screening Information**
  - Grades are poor in all areas
  - CBM-Math: Student is in the average range
  - DIBELS: Student is reading far below benchmark

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**Further Information on Function-based Support**

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Big Ideas

- Integrating academic and behaviour secondary-tertiary support teams can result in more efficient and effective support
- The FBA process provides an excellent framework for addressing combined student challenges

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Questions

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