Brave New World:

Integrating Reading and Behavior Interventions in an Inclusive Setting

Denise Brown
Stephanie Stindt,
Kansas MTSS Core Team
Wisdom from one of our favorite researchers….

YOU CAN'T MAKE A HALF SANDWICH

IF IT'S NOT HALF OF A WHOLE SANDWICH, IT'S JUST A SMALL SANDWICH
Goals of MTSS

To provide an integrated systemic approach to meeting the needs of all students.

To become the guiding framework for school improvement activities to address the academic and behavioral achievement of all students.
Why Is an MTSS Needed?

• Intervention at 3rd or 4th Grade takes 4 times as long than if delivered at Kindergarten (Lyon, 1998)

• 1 in 6 children not reading proficiently at 3rd grade do not graduate from high school on time (Hernandez, 2011)

• 68% of 8th graders & 64% of high school seniors nationally failed to become proficient readers (Deshler, 2004)

• 97% of teachers confirmed that good discipline and behavior is necessary for school success (Public Agenda, 2004)
Why a Multi-Tier System of Supports?

• lack of appropriate instruction
• the cumulative effect of insufficient learning
• the difficulty of content area work
• excessive absenteeism resulting in splinter skills
• the presence of significant behavior problems that impede student learning

(adapted from Shores, 2008)
Why a Multi-Tier System of Supports?

- 8th grade behavioral data was predictive of 9th grade academic performance
- 8th grade academic performance was predictive of 9th grade behavioral data

(Macintosh and colleagues, 2008)
“One believes things because one has been conditioned to believe them.”
— Aldous Huxley, *Brave New World*
Comprehensive, Integrated, Three-tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk

≈ 5%
Tertiary Prevention (Tier 3)

≈ 15%
Secondary Prevention (Tier 2)

≈ 80%
Primary Prevention (Tier 1)

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

Academic | Behavioral | Social

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

PBIS Framework
Validated Curricula

Lane & Oakes
Academics

• Coordinated instruction within and across grade levels
• Benchmarking student progress to inform instruction
• Progress monitoring for students identified for secondary (Tier 2) and tertiary (Tier 3) supports

The connection:
• Student behavior affects teacher behavior
• Academic and behavioral difficulties often co-occur
• Increasing academic engagement decreases disruptive and off-task behaviors

Lane & Oakes 2012
Behavior

- Establish, clarify, and define expectations
- Teach to students, implement by adults
- Give opportunities to practice
- Reinforce students consistently
- Consider rules, routines, and physical arrangements
- Use school-wide data to monitor and identify students who need more support
- Monitor student progress

The connection:
- Students arrive at school with differing behavioral skill-sets
- An instructional approach to behavior teaches students the behaviors needed to be successful at school
- A proactive approach to behavior increases instructional time

Positive Behavior Interventions & Supports: a framework, not a curriculum

Lane & Oakes 2012
MTSS Impacts K-12 Student Behavioral Outcomes

A decrease in discipline referrals from 1151 to 716 equates to 145 student hours and 181 administrator hours recovered.
Leonard: We need to widen our circle.
Sheldon: I have a very wide circle. I now have 3,362 friends on Facebook.
Leonard: Yes, and you've only met a dozen of them.
Sheldon: That's the beauty of it.
The goal is to create a positive, predictable, and stable environment for all students (Horner et al, 2000).

- Evidence-based programs
- Meeting the state’s requirement for character development/education
- Implemented throughout the school/district to facilitate consistency

The connection:
- Establishment of environments where students feel safe physically and instructionally
- Social skills improve peer interactions during instructional activities

Lane & Oakes 2012
Types of Data to Consider in an Integrated MTSS

- Universal Screeners
  - Academic
  - Behavioral
- Diagnostic
- Progress Monitoring Data
- SESSS
- SRSS
- ODRs
CBM Data Comparing Fall to Winter - Reading

Fall: Tier 1 - 70, Tier 2 - 20, Tier 3 - 10
Winter: Tier 1 - 76, Tier 2 - 16, Tier 3 - 8

www.fppt.info
More to the Data than %s at Benchmark
Oral Reading Fluency – Universal Screening Flow Chart

Place students on ORF Grouping Worksheet (% Accuracy & WCPM)

**GROUP 4**
Inaccurate and Fluent

- Provide Self-Monitoring strategies
- If needed, give phonics assessment
- Focus on Word Recognition/Phonics skills
- Select intervention from ORF Grouping Summary/ Curriculum Protocol

**GROUP 3**
Inaccurate and Slow

- Give Phonics Assessment (e.g., QPS)
- Focus on Word Recognition/Phonics Skills (CVC, Blends, R-Controlled, etc)
- Inadequate CVC Check Phonological Skills (e.g., PAST)
- Select intervention from ORF Grouping Summary/ Curriculum Protocol
- Focus on phonological skills if needed (Syllables, onset-rime, Phoneme Segmentation)

**GROUP 2**
Accurate and Slow

- Focus on fluency (rate, prosody, punctuation, etc.) at the word, phrase, sentence, and passage level
- Inadequate CVC
- Check Phonological Skills (e.g., PAST)
- Select intervention from ORF Grouping Summary/ Curriculum Protocol
- Focus on phonological skills if needed (Syllables, onset-rime, Phoneme Segmentation)

**GROUP 1**
Accurate and Fluent

- Inadequate Comprehension
- Focus on vocabulary, sentence comprehension, topic knowledge, background information, inference making
- Select intervention from ORF Grouping Summary/ Curriculum Protocol
- Focus on higher level reasoning, inference making
- Select intervention from ORF Grouping Summary/ Curriculum Protocol

See Curriculum Protocol
### Data around Grouping

**Fall Data**

<table>
<thead>
<tr>
<th>Group</th>
<th>Fall Data</th>
<th>Winter Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Accurate and Fluent</td>
<td>46%</td>
<td>52%</td>
</tr>
<tr>
<td>Group 2: Accurate but Slow</td>
<td>3.5%</td>
<td>29%</td>
</tr>
<tr>
<td>Group 3: Inaccurate and Slow</td>
<td>46%</td>
<td>17%</td>
</tr>
<tr>
<td>Group 4: Inaccurate and Fluent</td>
<td>4.5%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Winter Data**

| Group 1: Accurate and Fluent | 46%        |
| Group 2: Accurate but Slow   | 3.5%       |
| Group 3: Inaccurate and Slow  | 46%        |
| Group 4: Inaccurate and Fluent | 4.5%      |
TYING ACADEMIC RESULTS TO BEHAVIORAL DATA
Students below target with some interfering behaviors
Correlation Between Behavior and Widening the Gap

• % of K’s with interfering behaviors who dropped a tier between fall & winter

50%

• % of 2nd graders with interfering behaviors who dropped a tier between fall and winter

38%
CHANGE IS NEVER FINE
THEY SAY IT IS
BUT... IT'S NOT.
Roadblocks for Integrating

- Knowledge base
- Timelines
- Pre-existing “programming”
- Transitioning schools in various stages of implementation
- “We don’t need________. We just want________.”
- Scheduling
- Capacity
- “Blending families”
What’s next?

• Year 2 expectations
  – Cohorts 1 & 2
  – Cohorts 3 & 4
HOW TO KEEP UP WITH OUR PROJECT....
How to navigate the website

Links to materials and resources

www.kansasmtss.org
Navigating Our Website

Welcome to Kansas Multi-Tier System of Supports

The focus of MTSS is system level change across the classroom, school, district and state.

www.kansasmtss.org
Navigating Our Website
“Like” Us on Facebook
TASN Project
Denise Brown:  denise@kansasasmtss.org
Stephanie Stindt:  stephanie@kansasasmtss.org