

A District Model for Integrated MTSS Systems

Dawn Miller and Jamie Wolfe

Shawnee Mission School District

Shawnee Mission, KS

dawnmiller@smsd.org

jamiewolf@smsd.org

Steve Goodman

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

sgoodman@oaisd.org

miblsi.cenmi.org

Our Journey

- SMSD is the third largest district in Kansas providing an education to approximately 26,000 students
- 46 schools – 33 elementary level
- First ring suburb
- Formally started our efforts with MTSS in 2005

Our Path

- Elementary Buildings
 - Addressed infrastructure and implementation for academic system.
 - Added infrastructure for behavior system and implemented Tier I.
 - District focused remaining training from an integrated standpoint.



SMSD Strategic Plan for Student Success

Core Beliefs:

- Every student learns and continually achieves to high and challenging standards.
- Education includes both social and academic competencies.
- The teacher is the most important influence on student achievement.
- Everyone has an individual, collaborative, and collective responsibility for each student.
- Everyone in the educational community continually reflects and learns in an empowering culture.
- Change is inevitable and necessary; our response is intentional.

Mission Statement:

The educational community will relentlessly empower each student to succeed through an intentional multi-tiered system of support



Why Integrate Behavior and Academic MTSS?

- Both are critical for school success
- Share critical feature of data-based decision making
- Both utilize three tiered prevention model
- Both incorporate a team approach at school level, grade level, and individual level
- Models of integrated behavior and reading supports produce larger gains in literacy skills than the reading-only model
 - (Stewart, Benner, Martella, & Marchand-Martella, 2007)



Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing

(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)



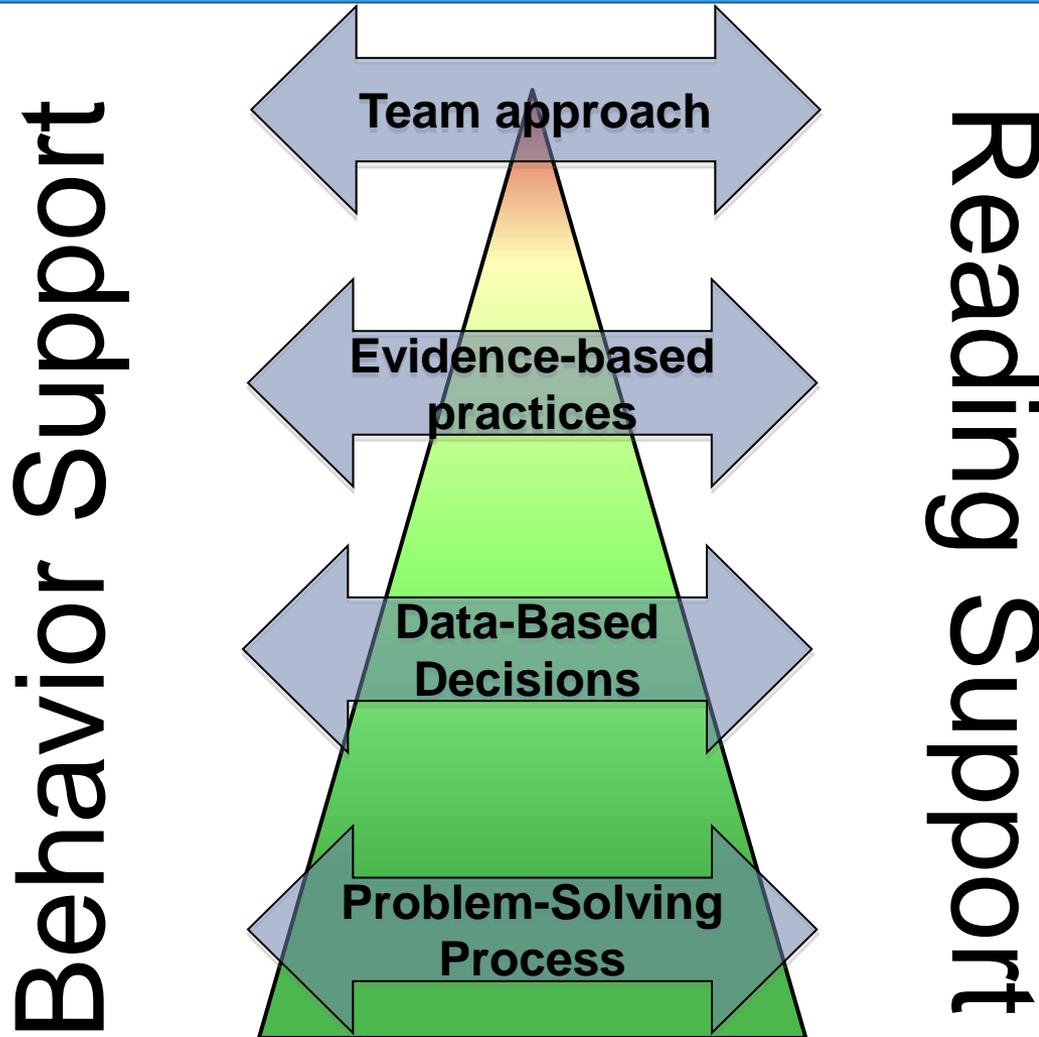
High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior

(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)

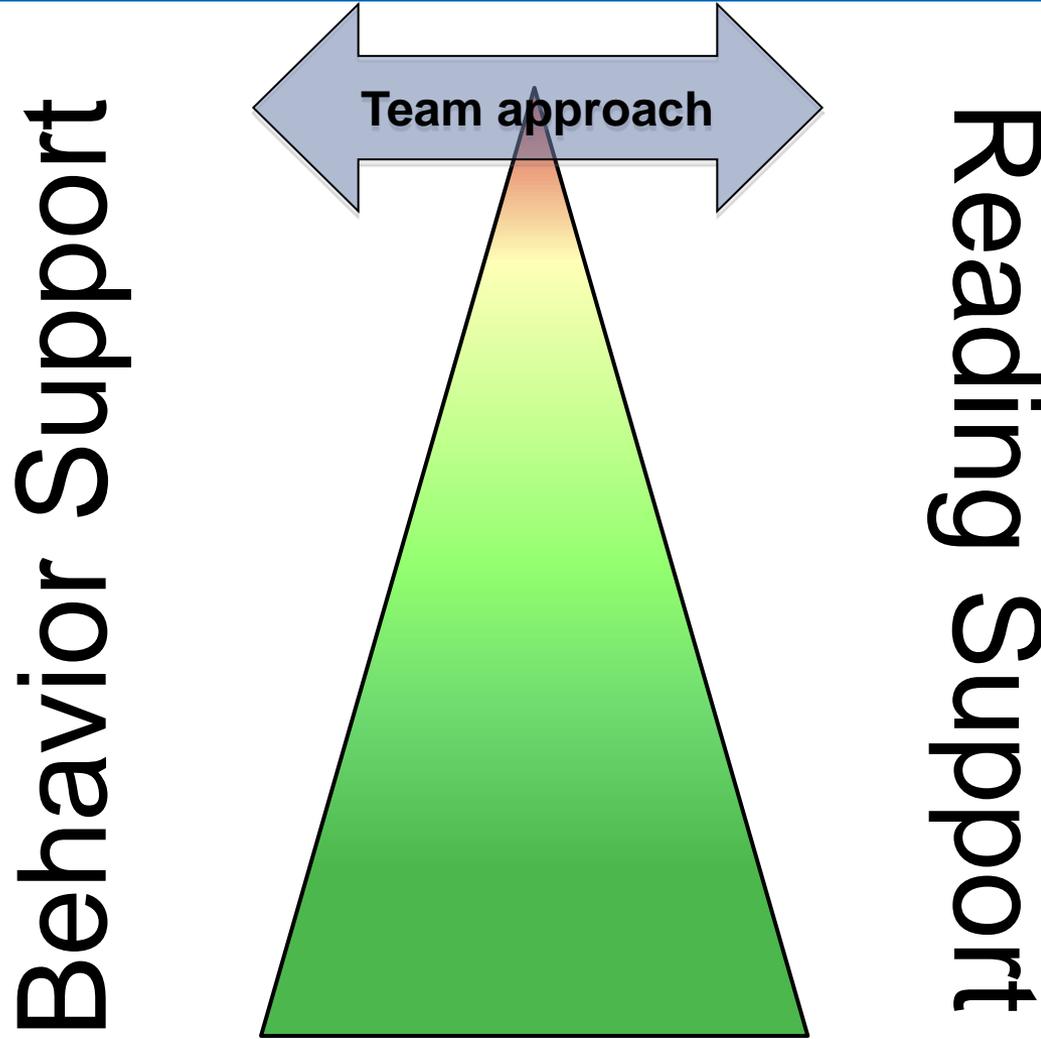
Implementation of schoolwide positive behavior support leads to increased academic engaged time and enhanced academic outcomes

(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)

Integrated Functions Across All Tiers of Support



Integrated Functions Across All Tiers of Support

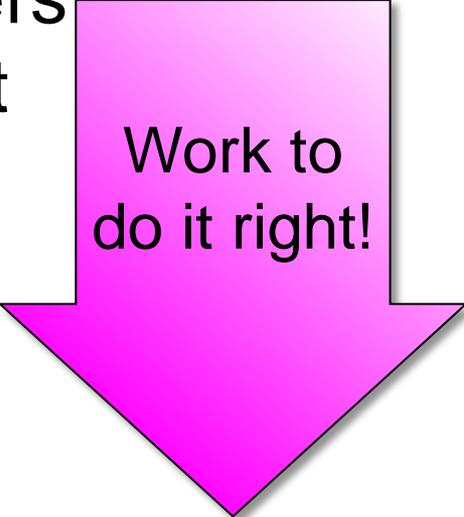


Team Approach

- Serves as the **over-arching management group** for facilitating and evaluating implementation **in a building**.
- Primary roles include **evaluating school achievement and behavior data** to identify **needed changes** in existing tools, training, and support, especially around **fidelity of implementation**.

Growing an Integrated System

- Building Leadership Team includes leaders from academic and behavioral teams that meet monthly.
- Members of the BLT lead school-wide committees.
- All staff are on a committee:
 - Data committee
 - Details committee
 - Engagement committee
- Creation and use of integrated tools



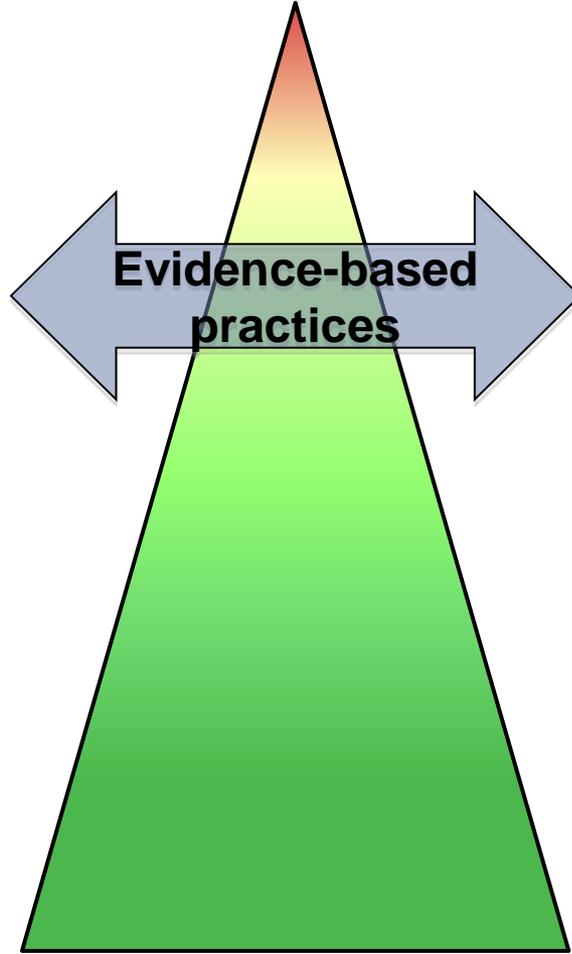
Work to
do it right!



Work to
do it
better!

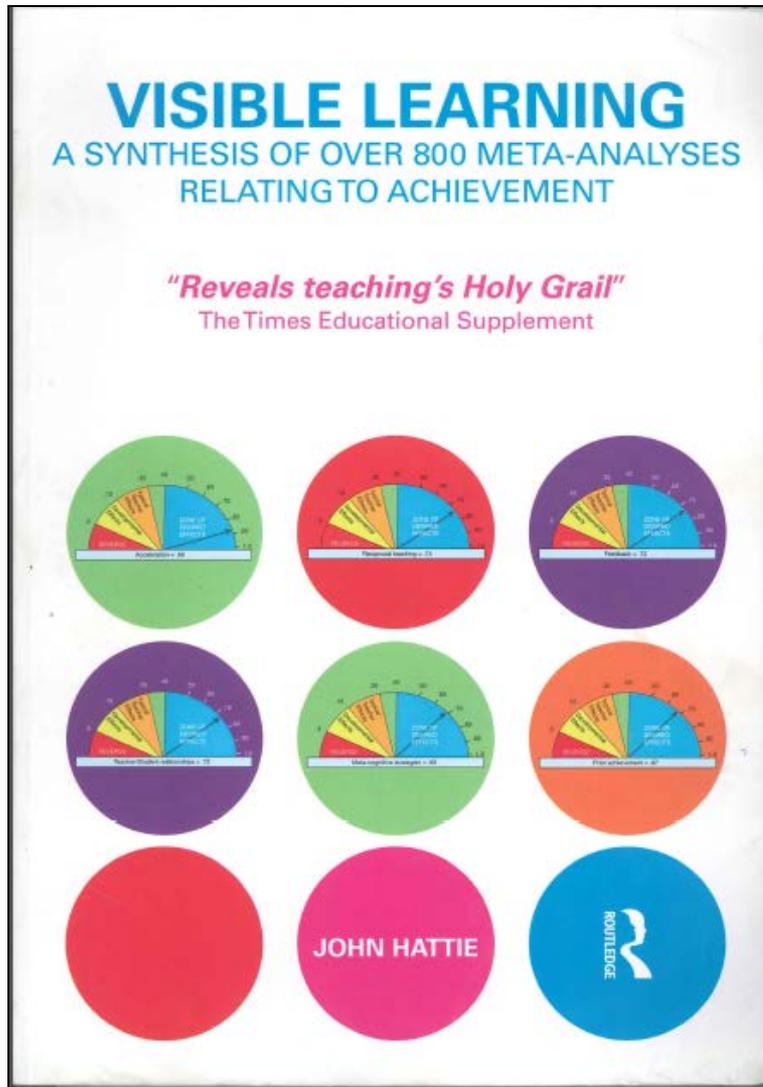
Integrated Functions Across All Tiers of Support

Behavior Support



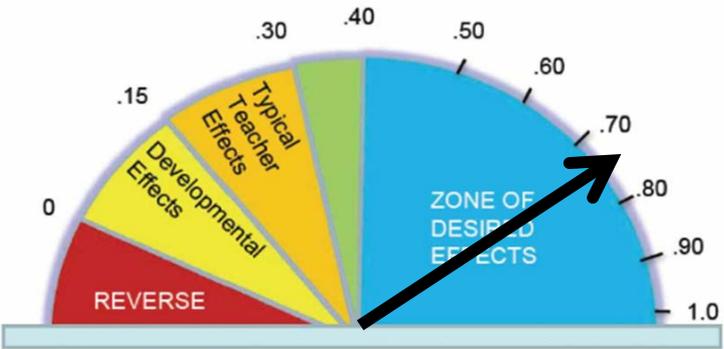
Reading Support

Evidenced-Based Practices

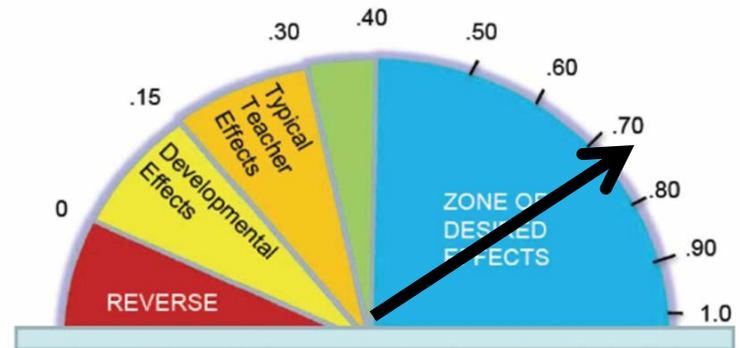


John Hattie

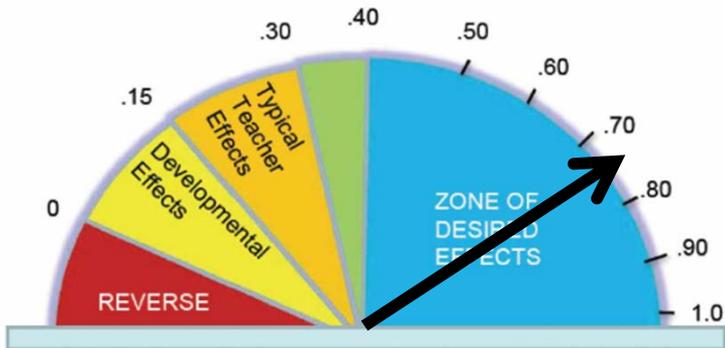
Evidenced-Based Practices



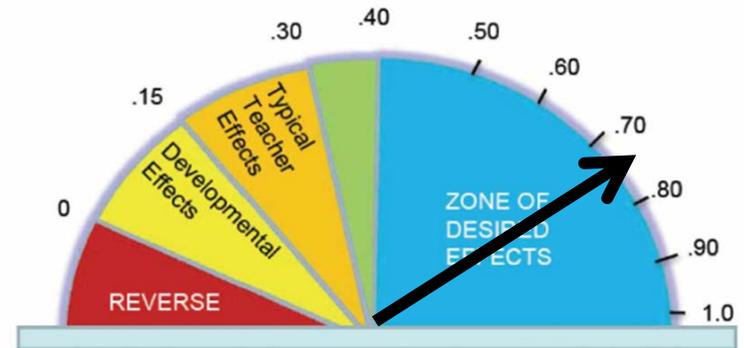
Feedback .75



Teacher-Student Relationships .72

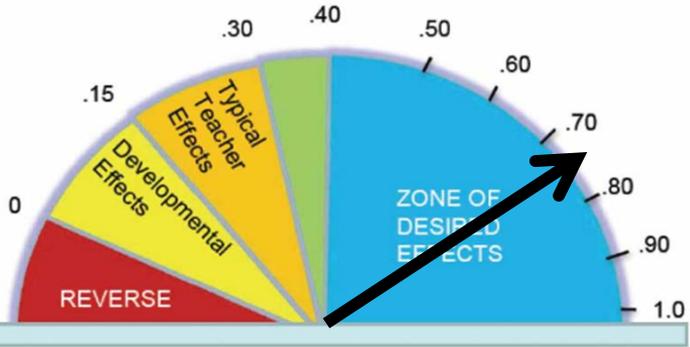


Classroom Management .52

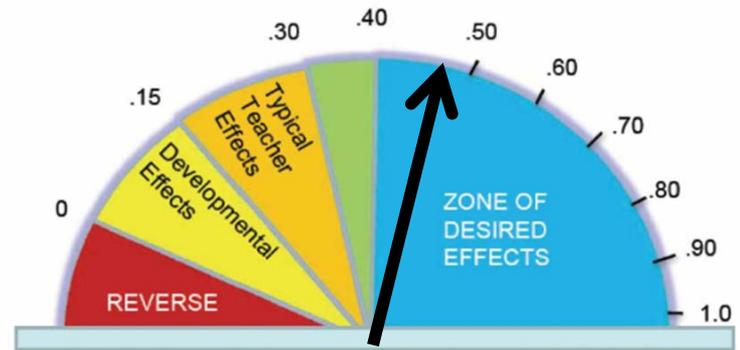


Teacher Clarity .75

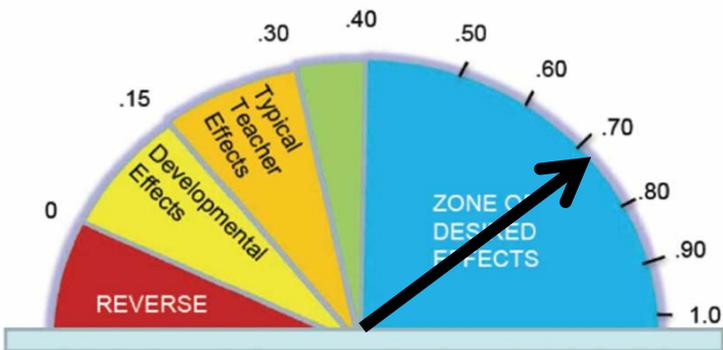
Evidenced-Based Practices



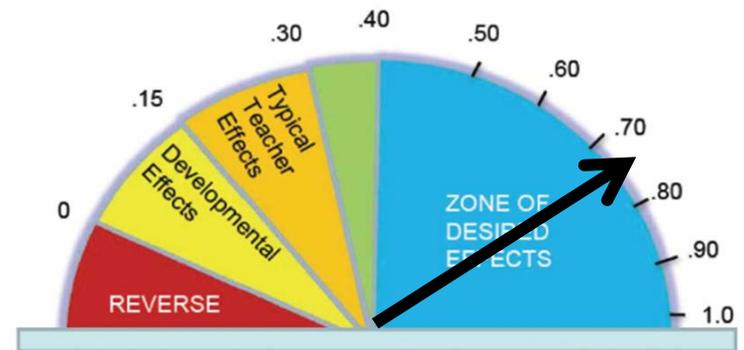
Explicit Instruction .75



Questioning .46



Spaced vs.
Massed Practice .71



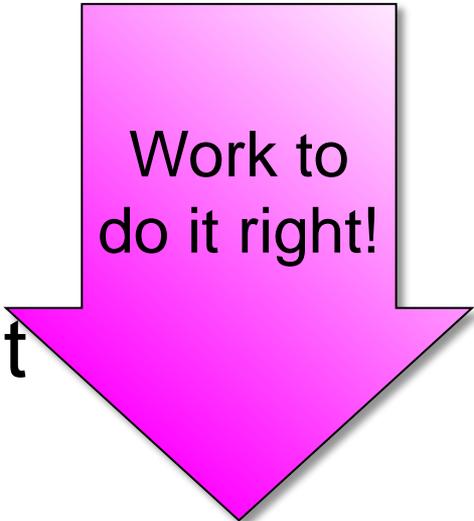
Reciprocal Teaching
.74

Evidenced-Based Practices

- District protocol includes evidence-based:
 - Core materials/programs.
 - Wonders reading series
 - Envision math
 - Second Step social emotional learning
 - Intervention programs
 - Reading: KPALS, PALS, EIR, Read Naturally, Passport, Corrective Reading, REWARDS
 - Math: Math PALS
 - Social Skills: Check in-Check out

Growing an Integrated System

- Maximizing Instructional Time
- Ensuring Academic Engagement
- Integrated curriculum/instructional opportunities



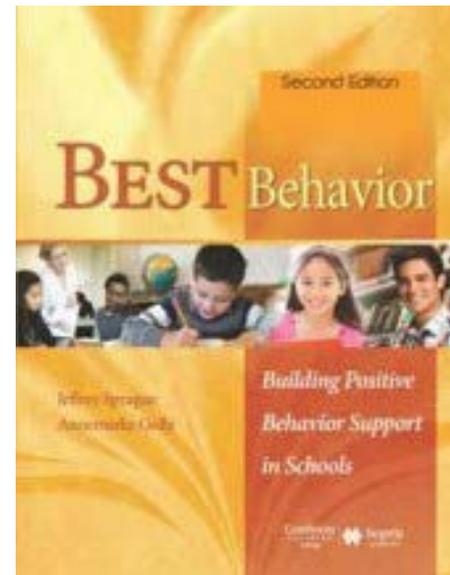
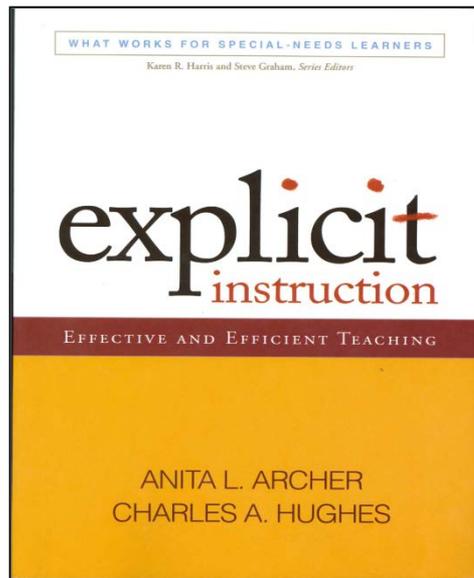
Work to
do it right!



Work to
do it
better!

Maximizing Instructional Time

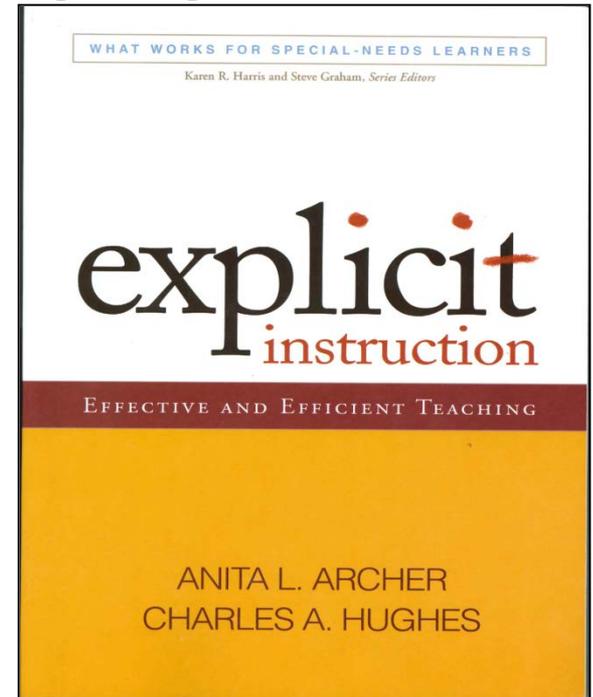
- PBIS Classroom
 - Routines, acknowledgments



- Delayed major – no sending to office (OP)

Ensuring Academic Engagement

- Anita Archer
- “Kevin Feldman’s Law”
 - Every 2-10 seconds students are doing, saying, writing something.....



Active Teaching Active Learning



Intentional Planning for Core

- Our focus on Tier I for all students has changed some historical practices.
- Including students with disabilities in core does not mean being present – expectation is for meaningful participation.



Work to
do it right!



Work to
do it
better!

Integrated Curriculum/Instructional Opportunities

- Looked for alignment between KCCR standards and Second Step Scope and Sequence
- Annual Calendar of Implementation assigns Second Step lessons to aligned subjects
 - Communications: Empathy, Communication and Bullying Prevention
 - Social Worker/Counselor: Emotion Management & Problem Solving
 - Science: Substance Abuse Prevention

Integrated Curriculum/Instructional Opportunities

Second Step

Sample Lesson for Communications

Lesson 5: Responding to Bullying Part 1

Lesson Outline:

1. Preview the DVD, Lesson 5 segment with handout 5A.
2. Ask students to *Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation* SL 8.2 – students should verbally or in writing analyze the situation described in the video evaluating the feelings of the individuals involved. Discuss the purpose of the video in reference to its message, targeted audience, and motives behind the presentation.
3. Share the definition of bullying. Pick the important words within the definition and clarify their meaning. Example: harm, harass, intimidate...L.8.4 *Determine or clarify the meaning of unknown and multiple-meaning words or phrases...*
4. Evaluate whether the events in Emily's story were fair. Collaborate with peers to generate one assertive statement Emily could use with her friends who are excluding her. Brainstorm two positive qualities she should look for in a group of friends. SL 8.1 *Engage effectively in a range of collaborative discussions with diverse partners*
5. Predict what might happen if circumstances of Emily's story were different.
6. Analyze the feelings you might have when telling a friend to stop bullying.
7. Read the informational article from the National Health Services website entitled, *My Daughter was Bullied.* Students should *analyze the central theme of the article by identifying what the text states explicitly about bullying behaviors.* RI 8.2 Ask students for a written response comparing the article written from the parent's perspective to that of the video illustrating the student's perspective. Utilize a Venn Diagram as a whole-class brainstorming tool to help students understand how to compare and contrast multiple sources. W. 8.9 *Draw evidence from informational text to support analysis, reflection, and research.*

Alignment with KCCR
Speaking and Listening

Alignment with KCCR
Reading Literature

Alignment with KCCR
Writing

Homework: Reflect on the content of both the bullying video and article, what questions do you have about bullying?

Integrated Curriculum/Instructional Opportunities

Wonders and Second Step

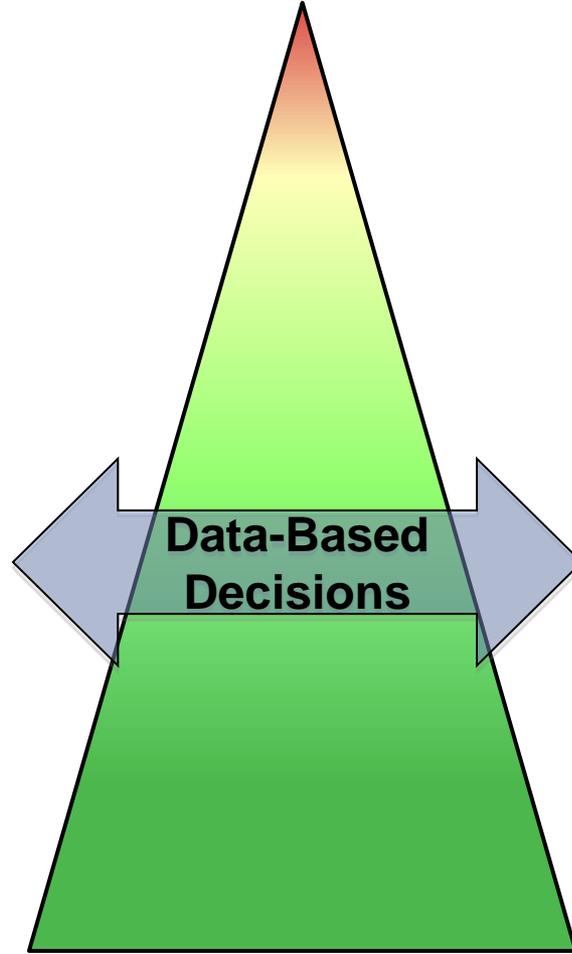
Ancillary lessons address the following KCCR benchmarks:

- ELA-Literacy RL 2.2 or 3.2 (3.2 listed here)
 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
 - ELA-Literacy RL 3.5
 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
 - ELA-Literacy RL 3.9
 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

 - **For 2nd grade:**
 - Students will have read “Help! A Story of Friendship” by Holly Keller from their WONDERS anthology.
 - Teacher-led discussion questions:
 - How is what Mouse’s friends did in “Help” similar to what Jack and Jill’s friends did in “Ogre”?
 - How is what Snake did similar to what the Ogre and Witch did? How is it similar to what Carter and Marissa did?
 - How is what Mouse did similar to what Jack and Jill did? To what Zach and Lilly did?
 - What lesson did Mouse learn in “Help!” What lesson did Zach and Lilly learn from Gran in “Ogre”?
 - Students can create a Shutterfold “Foldable” with Mouse on one side and Jack/Jill on the other. They can list similarities and differences between the characters inside.
- Alignment with KCCR Speaking and Listening
- Alignment with KCCR Reading Literature
- Alignment with KCCR Writing

Integrated Functions Across All Tiers of Support

Behavior Support



Reading Support

Data-Based Decisions

- Early identification and response.
- Intervention matched to need/function.
- Progress monitoring frequency matches level of concern.
- Data are reviewed and decision rules applied to keep or change the intervention.

Growing an Integrated System: Early Identification and Response

- Strengthening our data sort process.
 - Talking student behavior/emotional needs when selecting interventions
- Review frequency of acknowledgements for incoming ODR's by principal.
- Combining data sources as they become available.



Work to
do it right!



Work to
do it
better!

Growing an Integrated System: Intervention Matched to Needs

	Wonders Intervention	KPALS	PALS	REWARDS	Passport	Read Naturally	EIR
Adult attention	X		X	X	X		X
Peer attention		X	X	X			

Growing an Integrated System

Data Decision Rules Applied

- Progress formally reviewed no less frequently than every 6 weeks.
 - Students receiving behavioral support may be reviewed by building team and flagged for discussion
 - OR
 - Academic and behavioral data reviewed together at meeting



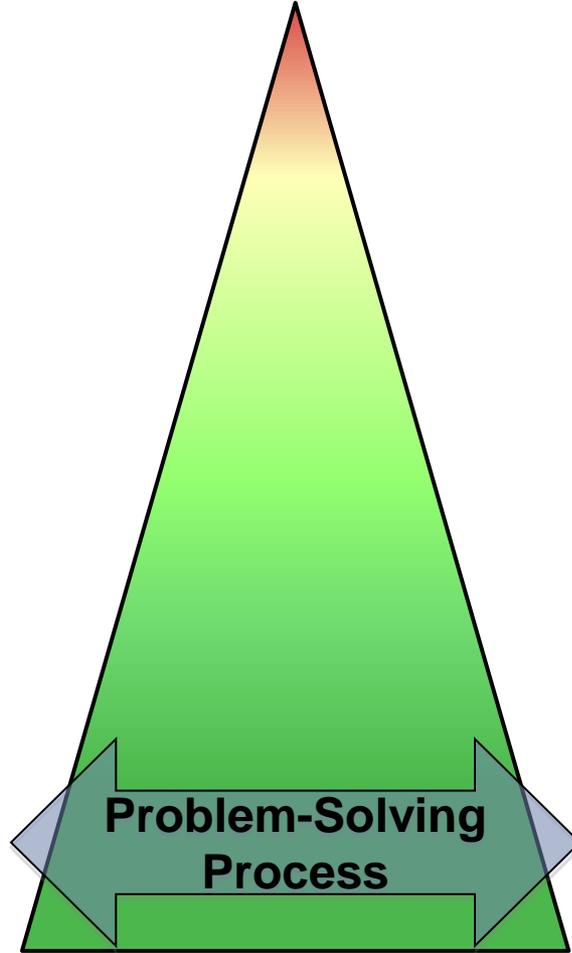
Work to
do it right!



Work to
do it
better!

Integrated Functions Across All Tiers of Support

Behavior Support

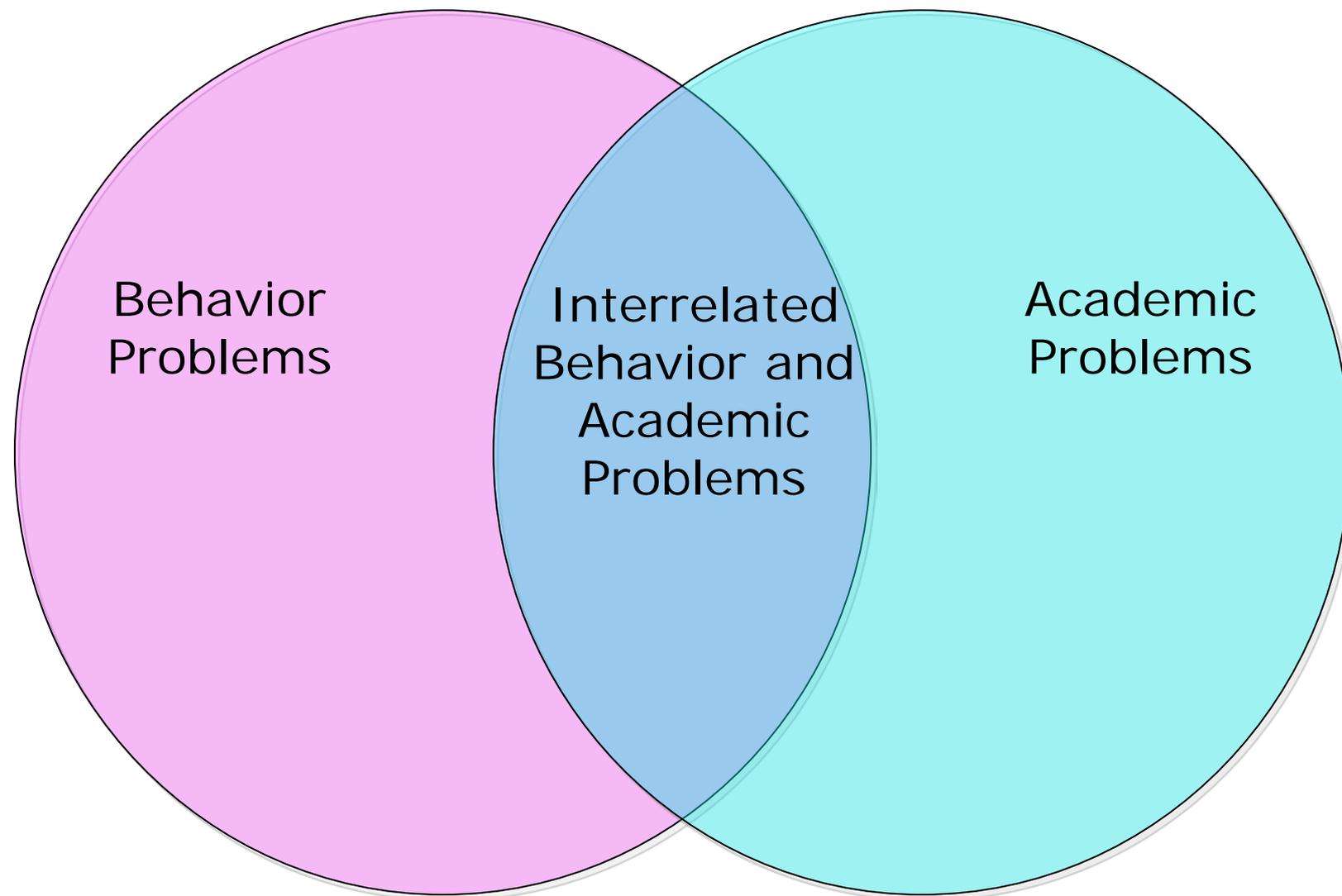


Reading Support

Problem-Solving Process



Maturing our Data-Review Process



Nonrelated Behavior
and Academic Problems

Growing an Integrated System

- Problem-Solving Routines
- Data Analysis Safety Nets



Work to
do it right!



Work to
do it
better!

Tools Help Facilitate the Process

Grades K-2

Question: What is our current grade level status and end of the year goal?

	Intensive	Strategic	Benchmark
Fall			
Winter			
Spring			

* Use information from the Instructional Recommendation column of the DIBELS Distribution Report to fill in the table on the worksheet.

Grade Goal:
By Spring, we want _____% to be at benchmark with their literacy skills.

Facilitator Tips



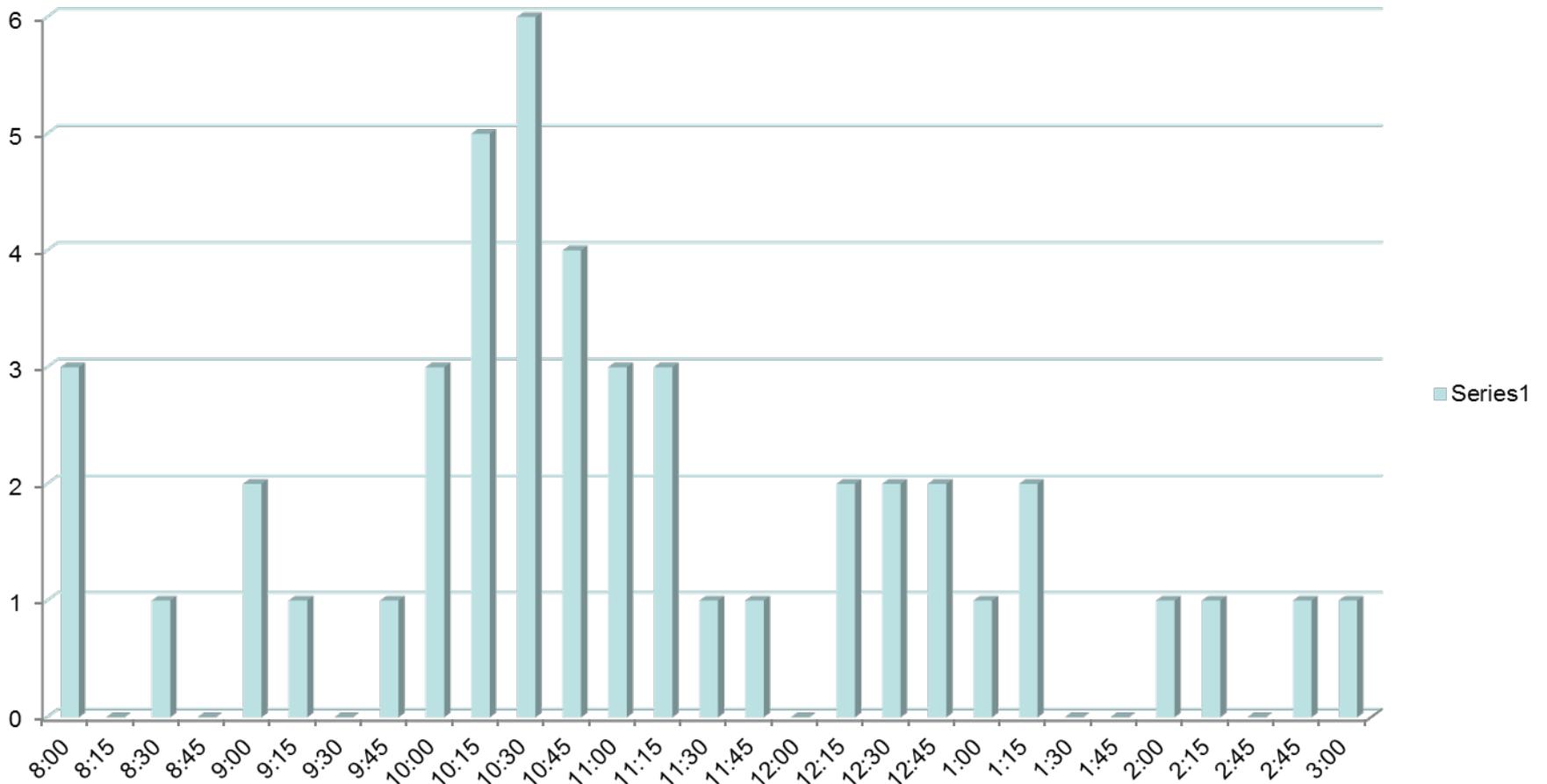
- Use DIBELS Distribution Report to transfer percentages on the
- **Boundaries for Goal Setting**
 - Don't get bogged down. Limit time to no more than 5 minutes.
 - Unless the building has determined otherwise, this goal is for the grade level team.
 - Refrain from being involved in the goal setting, but you may need to negotiate suggestions on the table to move the meeting forward.
- Facilitate a compromise. Use "silence for 20 sec. is agreement"
- These points may help a stuck team:
 - When setting the goal, think about the goal you want the previous year's team to write.
 - Remember that a goal is an ideal you strive to achieve
 - There are no sanctions for not reaching a goal.

Learning Technology

Referrals by Time

First Grade

Third Quarter



Integrated Grade-Level Data Review

Question: What is our current status of office referrals by time?

	<u>10:00-11:30</u> Time	<u>12:15-1:30</u> Time	<u>8:00-8:15</u> Time
Fall	15	6	2
Winter,	24	9	3
Spring			

Provide a Summary of Data by Time:

- The most frequent time(s) for referrals are 10:30 and 10:15
- Compared to the previous month(s), this represents a increase trend for time.
- Are there other times that warrant analysis?

Reading Core needs problem analysis
Reflection for Later Analysis:

- Be **thinking** about why the referrals are happening at these times...activities...transitions... engagement

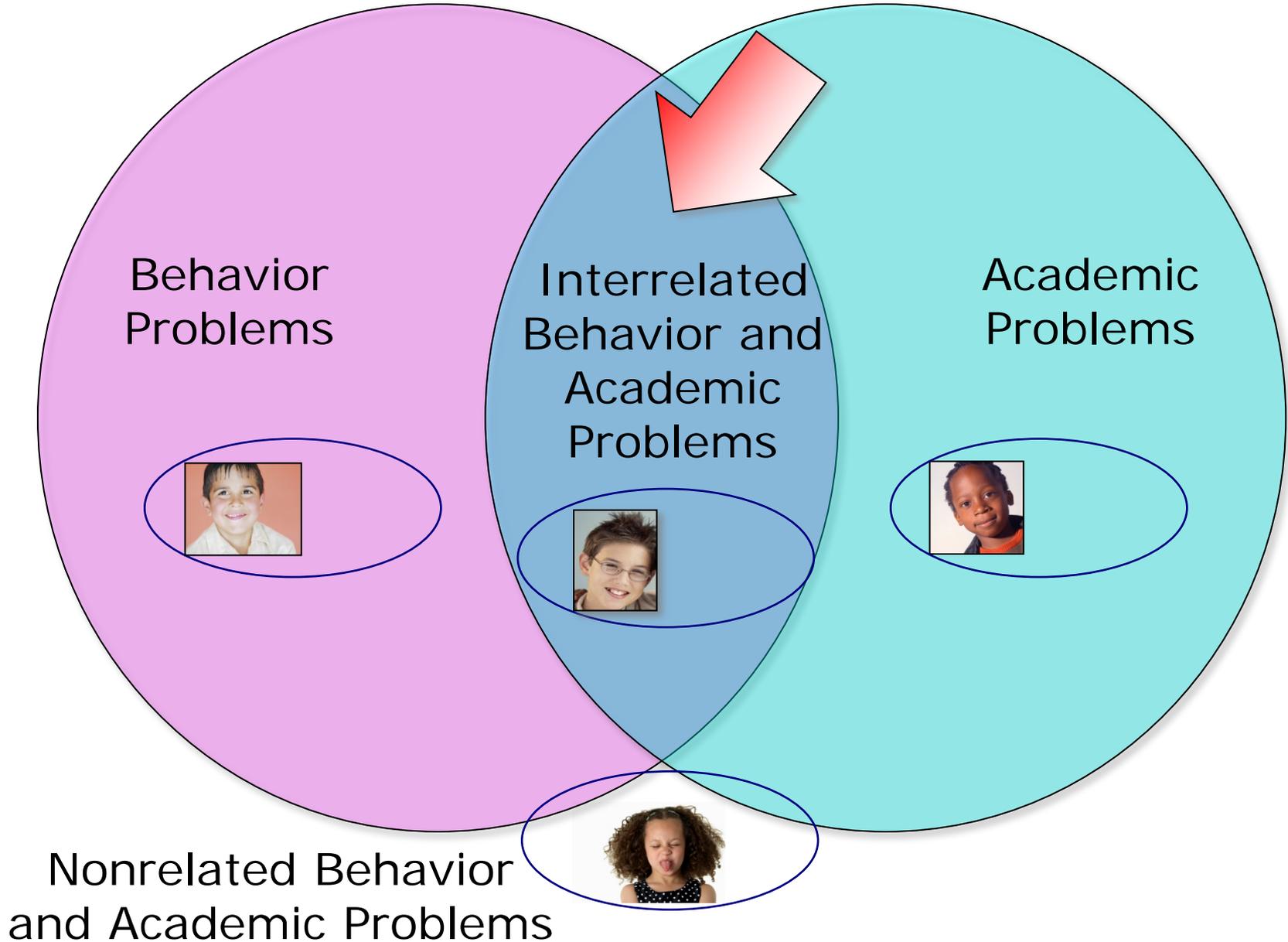
1st Grade Precision Statement

- From January to March, we had 24 incidence of disruptive behavior occurring in the classroom between the times of 10:00-11:30 – during core reading time. This involved 8 students. Motivation of the behaviors were marked as task avoidance or obtaining attention.

1st Grade Response Plan

Setting Event Strategies	Antecedent Strategies	Teaching Behavior Strategies	Consequence Strategies
<ul style="list-style-type: none">• Review expectations• Check and connect with students• “I’ ve been impressed with _____”	<ul style="list-style-type: none">• Plan out a scaffolded 5-day plan for Wonders.• Cue and reinforcement of Second Step Skills for Learning• Provide choices in response strategies.• Visual prompts for replacement behaviors.• Pull in scaffolds from EIR.	<ul style="list-style-type: none">• Replacement behaviors: Asking for help and implementing strategy to keep working while waiting for help.• Reteaching “Attentoscope” behavior.	<ul style="list-style-type: none">• Higher rate of acknowledgement – esp. for replacement behaviors• Eagle Game?• Earning peer academic game time

Possibilities of Behavior/Academic Concerns around function of problem



Customizing Intervention

Phonemic Awareness			
Day 1	Hearing Sounds (Activity 2)		Day 5
Paired Ava and Co	Say-it-move-it mat		
Alphabetic Principle			
Green Band – review	Letter-Sounds (Activity 1)		codable – Spice
“i_e”, introduce “a_” and “ay”	Have student highlight Reinforce with Sound	part of review	g
Dictation – from sa word work words			ite sentences about picture
Decodable – S Cake from EIR			
Vocab Focus – marvelous and magnificent	Passage Reading (Activity 1)		
	Periodic use of “ extra practice	on and	
Fluency and Comprehension			
	Story Sharing Routine		
	Pretend-Read: Making predictions		

Setting
Event
Strategies

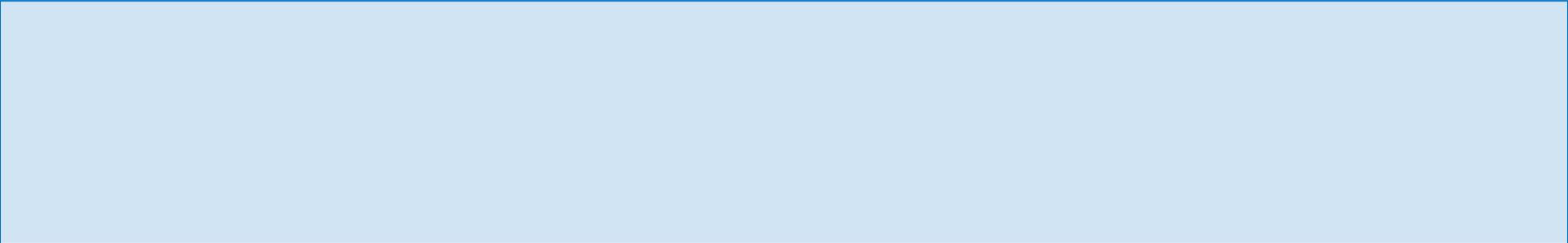
Antecedent
Strategies

Teaching
Behavior
Strategies

Consequence
Strategies

We've Learned A Lot.....

We're Optimistic.....



We Have a Long Way to Go.....