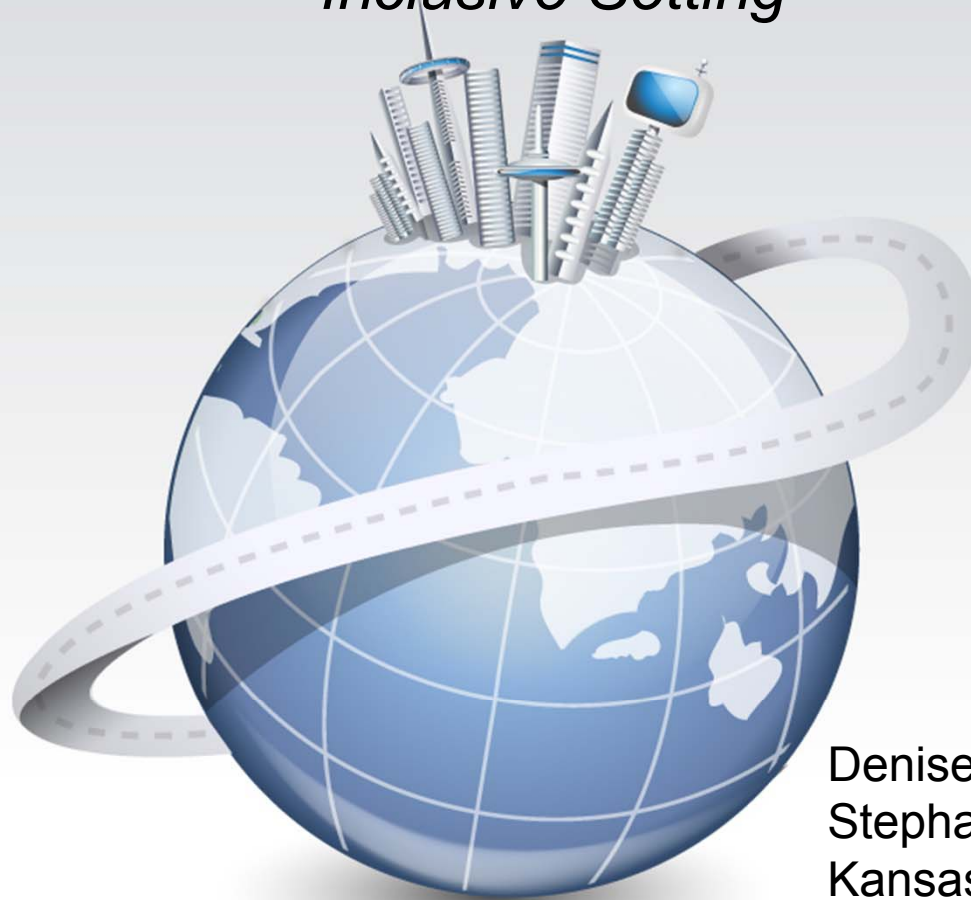


Brave New World:

*Integrating Reading and Behavior Interventions in an
Inclusive Setting*



Denise Brown
Stephanie Stindt,
Kansas MTSS Core Team

Wisdom from one of our favorite researchers.....



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)



From...

To...

Intervention for FEW

Which student
needs help?

Having programs and
people available

PREVENTION
for ALL

What help does each
student need?

Intentional design and
redesign of services
and supports matched
to needs of students.

“One believes things because one has been conditioned to believe them.”

— [Aldous Huxley](#), [Brave New World](#)

(adapted from Dan Reschly, PhD)



Comprehensive, Integrated, Three-tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

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

Tertiary Prevention (Tier 3)

≈ 5%

Goal: Reverse Harm
Specialized Group

Secondary Prevention (Tier 2)

≈ 15%

Systems
for Students At-Risk

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

Primary Prevention (Tier 1)

≈ 80%

PBIS Framework

Validated
Curricula

Academic

Behavioral

Social

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



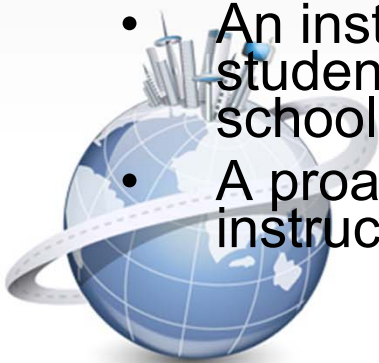
Behavior

- **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**

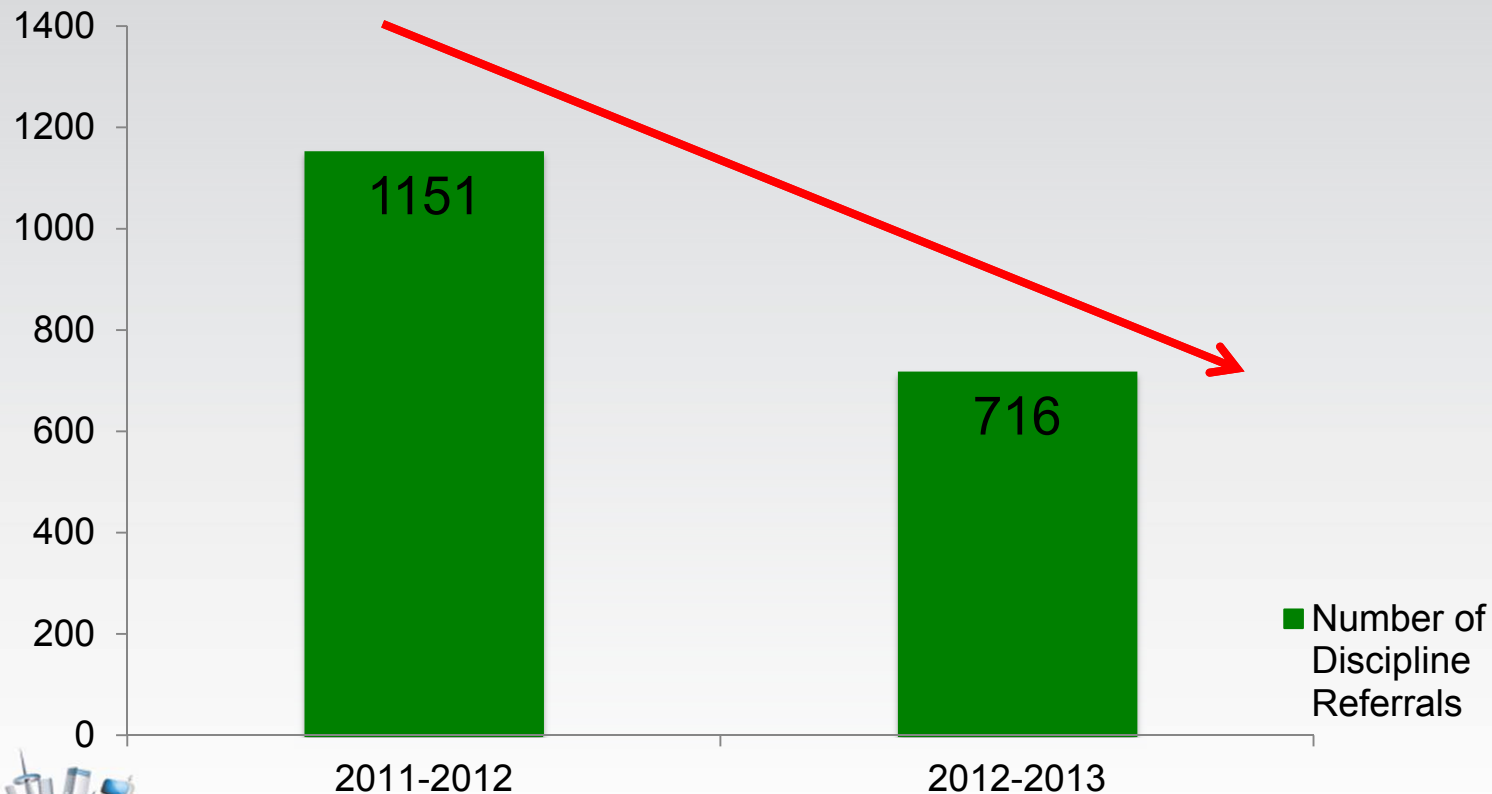
Positive Behavior Interventions & Supports:
a framework, not a curriculum

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



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.



Social



- **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

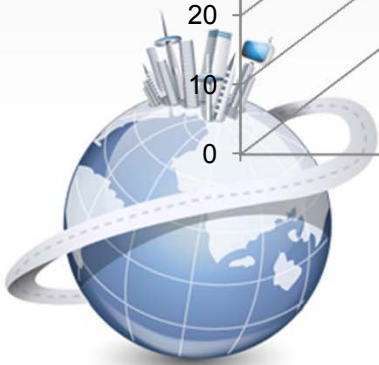
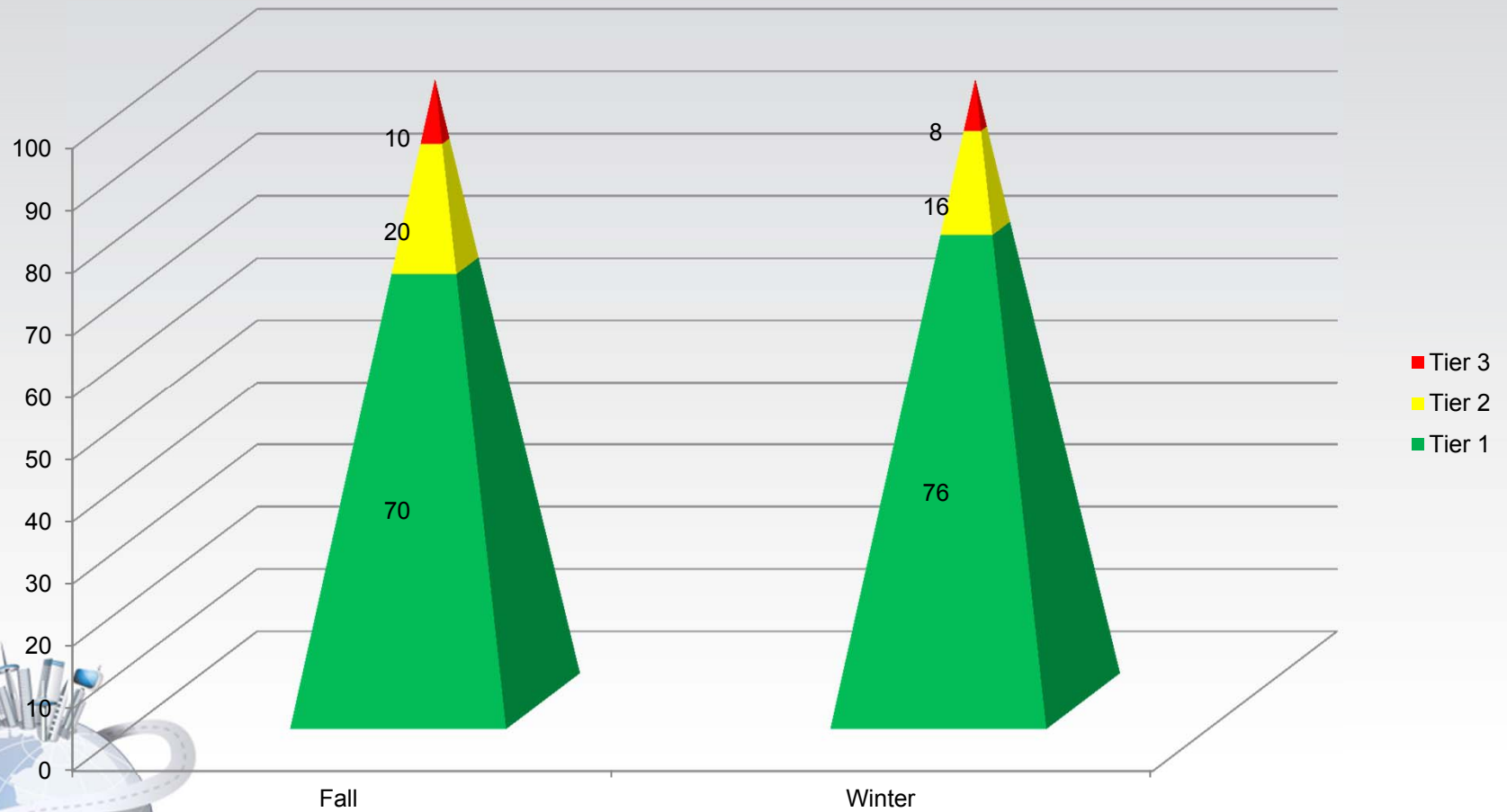


Types of Data to Consider in an Integrated MTSS

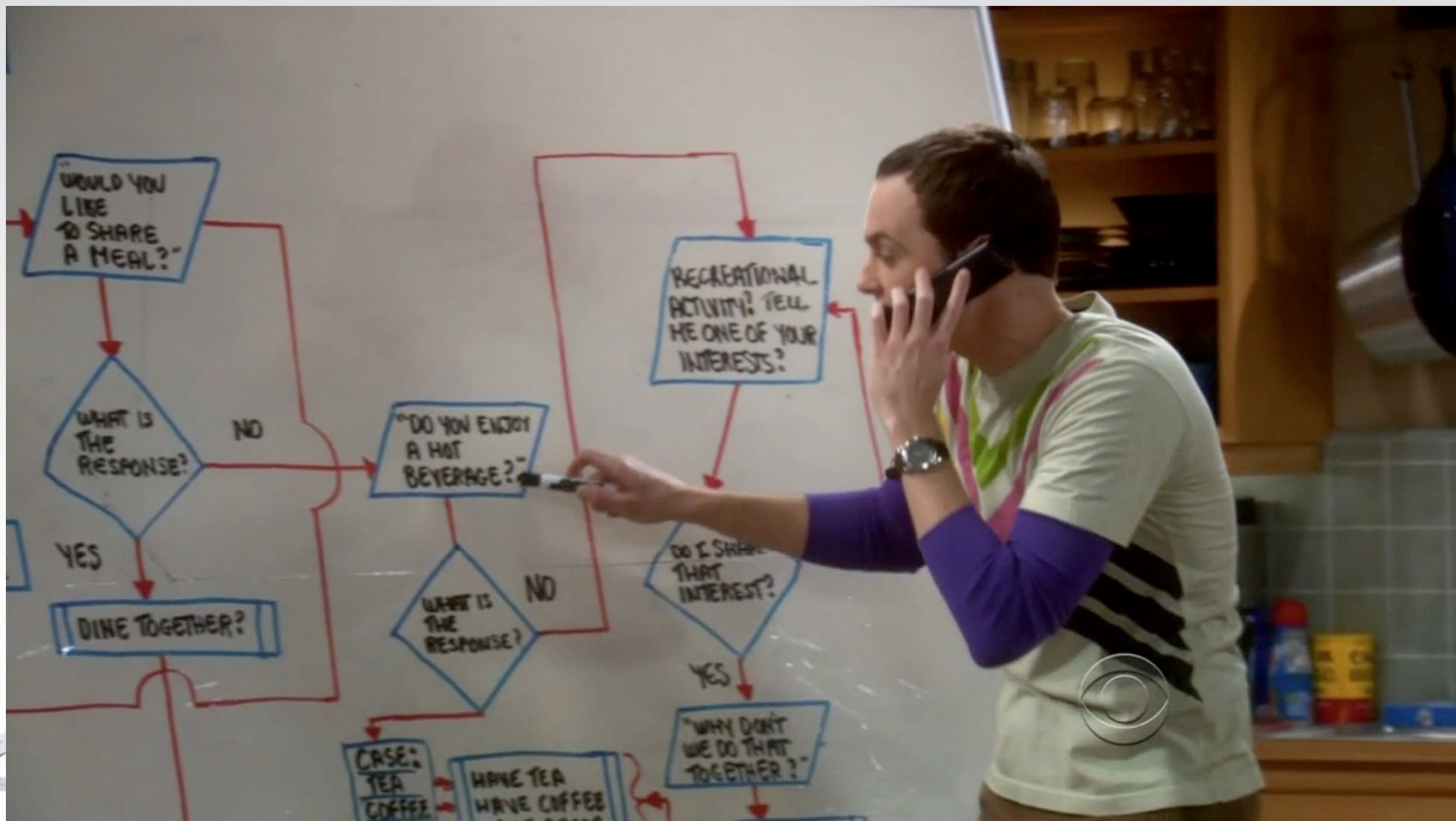
- Universal Screeners
 - Academic
 - Behavioral
- Diagnostic
- Progress Monitoring Data
- SESSS
- SRSS
- ODRs



CBM Data Comparing Fall to Winter - Reading

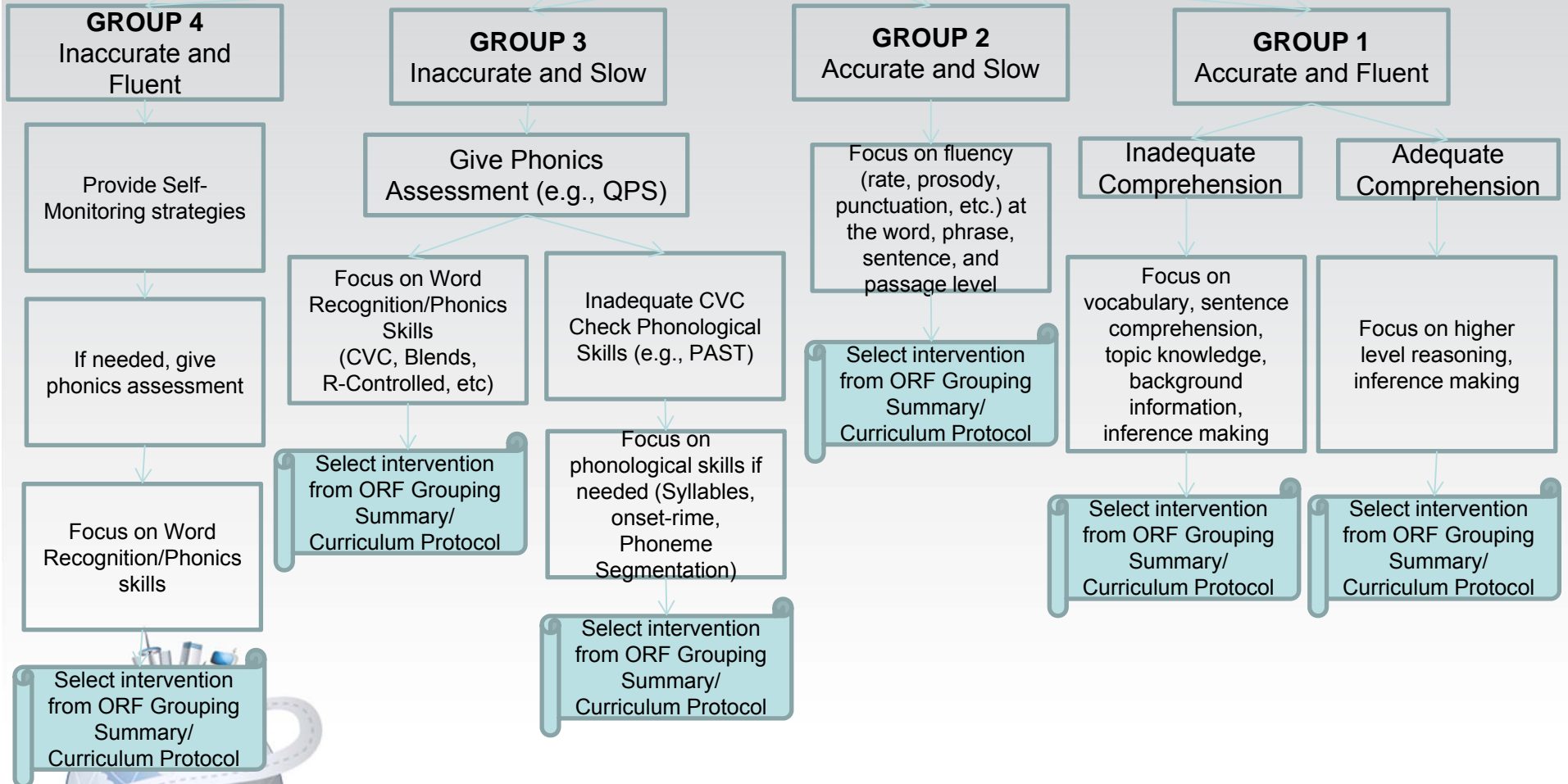



More to the Data than %s at Benchmark



Oral Reading Fluency – Universal Screening Flow Chart

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



 = See Curriculum Protocol

Data around Grouping

Fall 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%

Winter Data

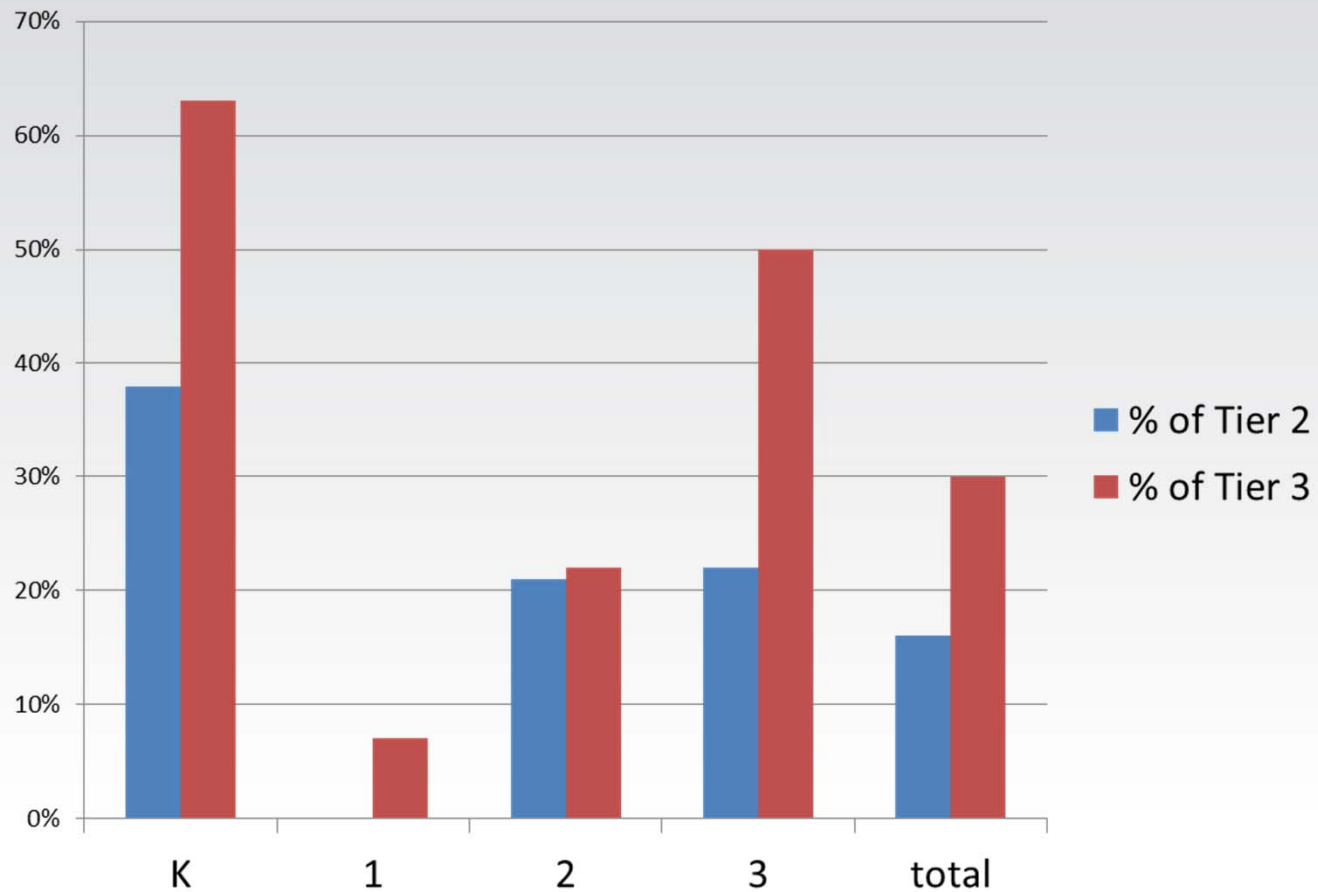
Group 1: Accurate and Fluent 52%	Group 2: Accurate but Slow <u>29%</u>
Group 3: Inaccurate and Slow <u>17%</u>	Group 4: Inaccurate and Fluent 2%



TYING ACADEMIC RESULTS TO BEHAVIORAL DATA



Students below target with some interfering behaviors



Correlation Between Behavior and Widening the Gap

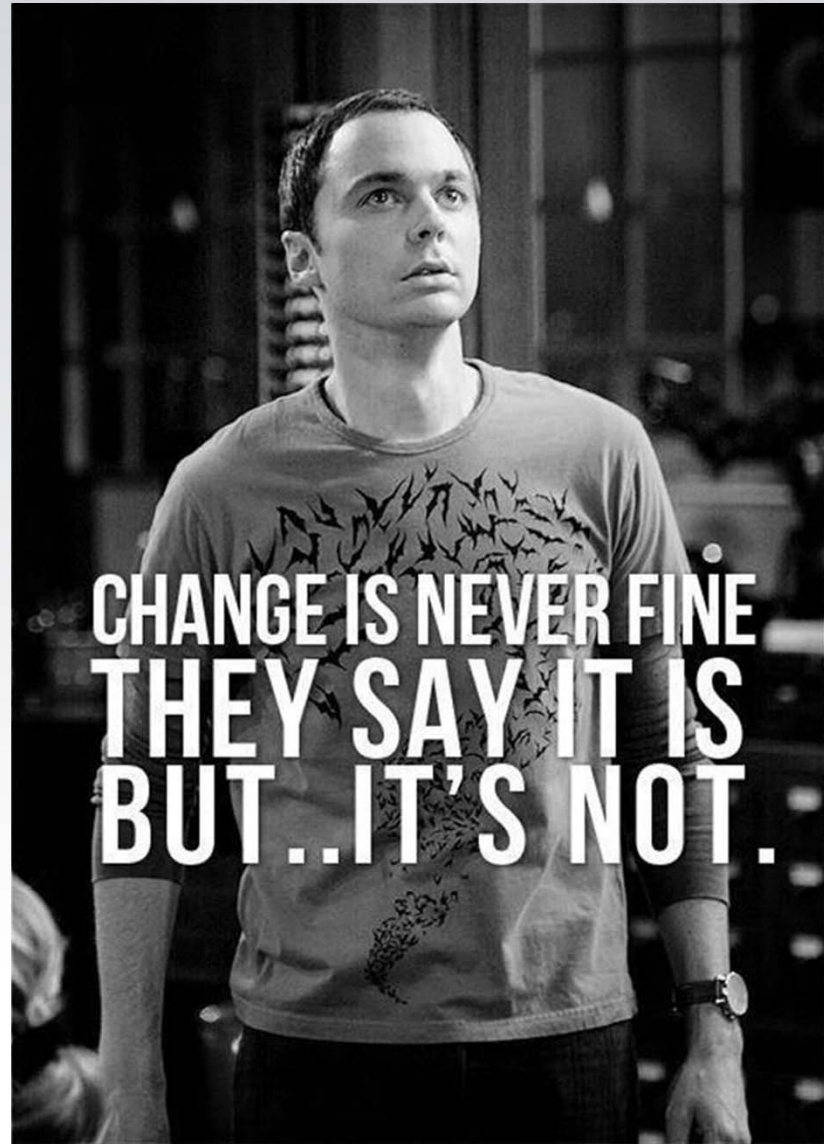
- % of K's with interfering behaviors who dropped a tier between fall & winter

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



The screenshot shows the homepage of the Kansas Multi-Tier System of Supports website. The browser address bar displays <http://www.kansasmtss.org/index.html>. The navigation menu includes links for Home, Overview, Faq, Presentations, Resources, and Training. The 'Presentations' link is circled in red. The main content area features a photograph of a teacher and students working at a table, with a text overlay stating: "The focus of MTSS is system level change across the classroom, school, district and state." Below the photo, the text "Welcome to Kansas Multi-Tier System of Supports" is displayed.

www.kansasmtss.org

Navigating Our Website

The screenshot displays the website for the Kansas Multi-Tier System of Supports. The browser address bar shows the URL <http://kansasmtns.org/resources.html>. The page features a blue header with the organization's logo, which includes a circular emblem with the text "Professional Development", "Instruction", "Assessment", and "Empowering Culture" around a central triangle containing the words "FEW", "SOME", and "ALL". The main navigation menu includes links for Home, Overview, Faq, Presentations, Resources, and Training. The "Resources" section is active, showing a list of documents and structuring guides. A "Quick Links" sidebar on the right provides direct access to KSDE, TASN, Book Studies, and other resources. The Windows taskbar at the bottom shows various application icons and the system clock indicating 11:05 AM on 4/3/2014.

http://kansasmtns.org/resources.html

info@kansasmtns.org Find Us On Facebook

Kansas Multi-Tier System of Supports

Home Overview Faq Presentations Resources Training

Resources

Kansas MTSS Documents

- Kansas MTSS Innovation Configuration Matrix (ICM)
- Kansas MTSS Research Base
- Timeline to Kansas MTSS

Structuring Guides

- Structuring Guide: Module 1
- Structuring Guide: Module 2 Behavior
- Structuring Guide: Module 2 Math

Quick Links

- KSDE
- TASN
- Book Studies

Page Links

- Structuring Guides
- Implementation Guides
- External Evaluation of MTSS
- Kansas MTSS Resources
- Other State MTSS Websites

11:05 AM 4/3/2014



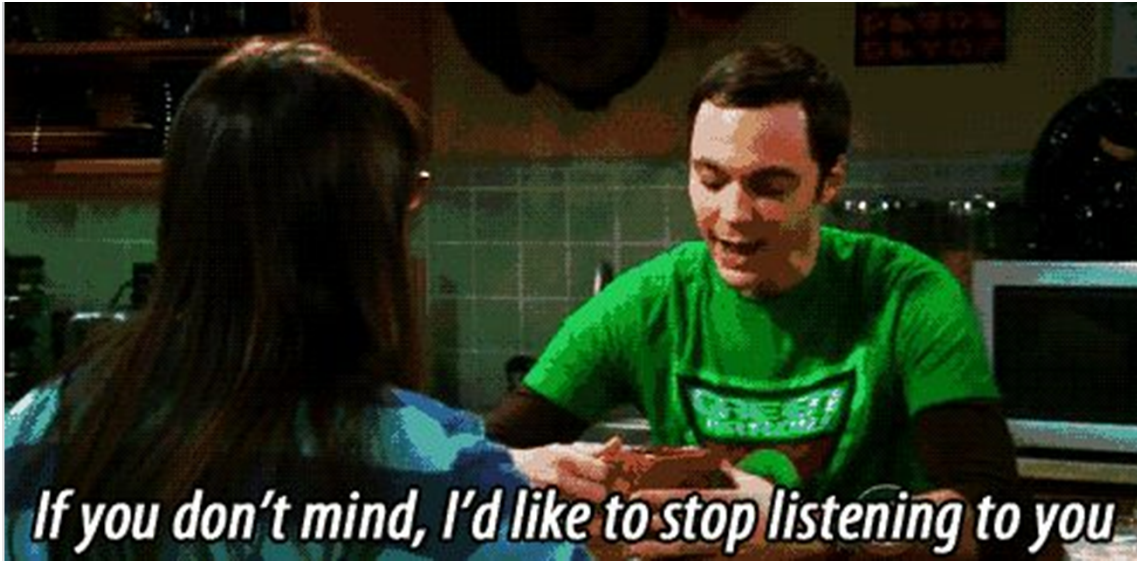
“Like” Us on Facebook

The screenshot shows the Facebook page for Kansas MTSS. At the top, the browser address bar displays the URL <https://www.facebook.com/TasnKansasMtss?ref=fb>. The page header includes the Kansas MTSS logo, a search bar, and navigation links for Denise, Home, and other user options. Below the header, a status bar indicates the user is logged in as Kansas MTSS. The main content area features the Kansas MTSS profile picture, a cover photo, and a bio: "Education. This Facebook page is designed to keep teams up to date on resources and opportunities available to support your MTSS." The page shows 211 likes and a "Follow" button. A "Recent" activity section on the right lists posts from 2013 and 2012. The bottom section includes a "Status" update box with the text "What have you been up to?", a "Friends" section showing 31 friends, and an "Invite Your Friends to Like This Page" section with a search bar and an "Invite" button. A "Chat (Off)" button is visible in the bottom right corner.



TASN Project

The screenshot shows a web browser window displaying the TASN website. The address bar shows the URL <http://www.ksdetasn.org/cms/>. The browser's search bar contains the text "two little boys". The website header features the TASN logo, which includes a sunflower icon and the text "TASN KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK". To the right of the logo is a search bar with the placeholder text "search...". Below the header is a navigation menu with the following items: Home, About TASN, Request Assistance, Current Providers, Calendar, Conference Materials, and Contact Us. The main content area is divided into three columns. The left column is titled "Quick Links" and contains a list of links with right-pointing arrows: KSDE SES, Kansas Learning Network (KLN), IEP/Training/Coaching Resources, Kansas LETRS Training Information, Kansas Multi-Tier System of Supports (MTSS), SISEP/NIRN, Evaluation and Eligibility Resources, and Kansas Common Core Standards. The middle column has the heading "Making connections to improve outcomes." and contains the text: "Kansas' Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices." Below this text is a blue button labeled "Request Assistance". The right column is titled "Upcoming Conferences" and features a yellow banner for the "2013 Winter Leadership Conference" with the TASN logo. The banner text includes: "February 20, 2013", "Hyatt Regency", "Wichita, Kansas", and "Click for more information". Below the banner is the heading "Professional Development Calendar". At the bottom of the page, there is a section titled "Upcoming Professional Development Opportunities". The browser's taskbar at the bottom shows various application icons and the system clock indicating the time is 2:27 PM on 3/11/2013.



Denise Brown: denise@kansasmtss.org

Stephanie Stindt: stephanie@kansasmtss.org

