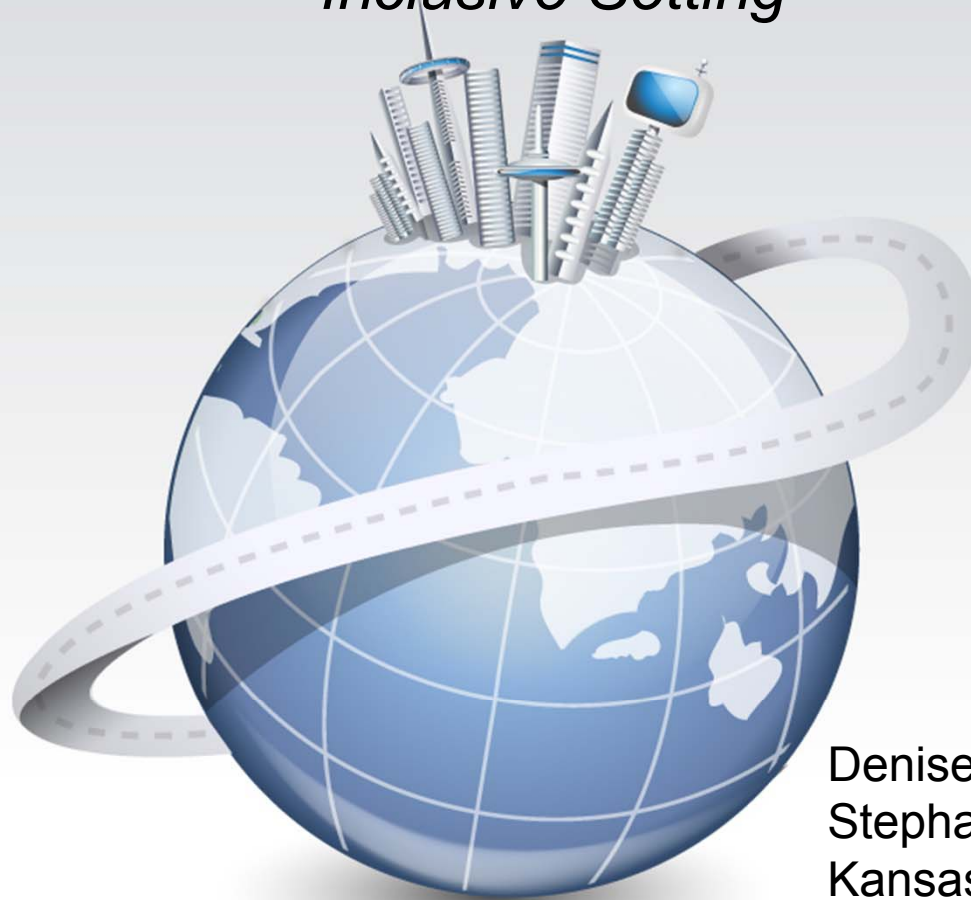


# Brave New World:

*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 3<sup>rd</sup> or 4<sup>th</sup> Grade takes 4 times as long than if delivered at Kindergarten (Lyon, 1998)
- 1 in 6 children not reading proficiently at 3<sup>rd</sup> grade do not graduate from high school on time (Hernandez, 2011)
- 68% of 8<sup>th</sup> 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?

- 8<sup>th</sup> grade behavioral data was predictive of 9<sup>th</sup> grade academic performance
- 8<sup>th</sup> grade academic performance was predictive of 9<sup>th</sup> 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

≈ 5%  
**Tertiary Prevention (Tier 3)**

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

≈ 15%  
**Secondary Prevention (Tier 2)**

PBIS Framework

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

≈ 80%  
**Primary Prevention (Tier 1)**

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



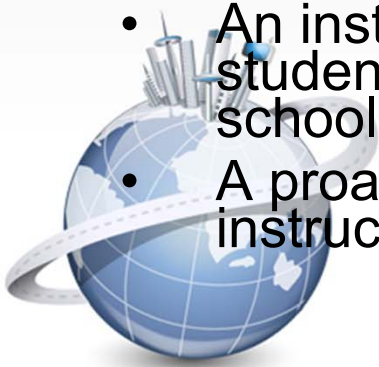
# Behavior

- **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**

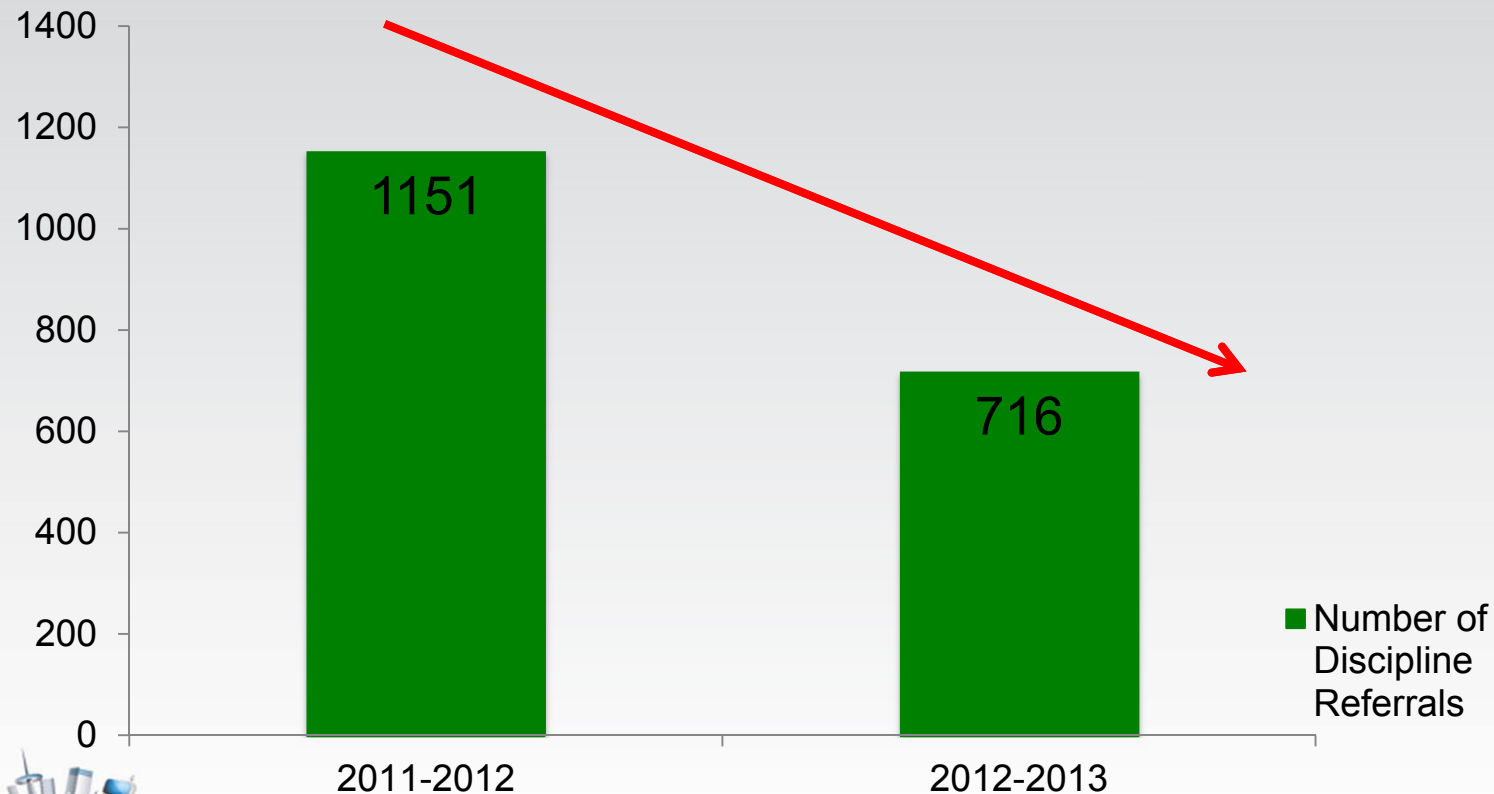
**Positive Behavior Interventions & Supports:**  
a framework, not a curriculum

## *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



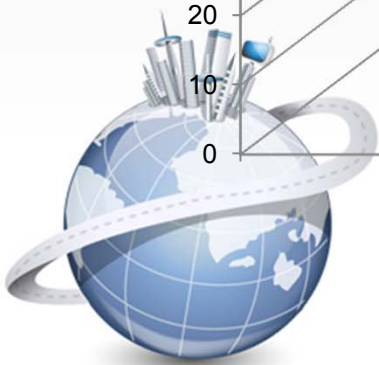
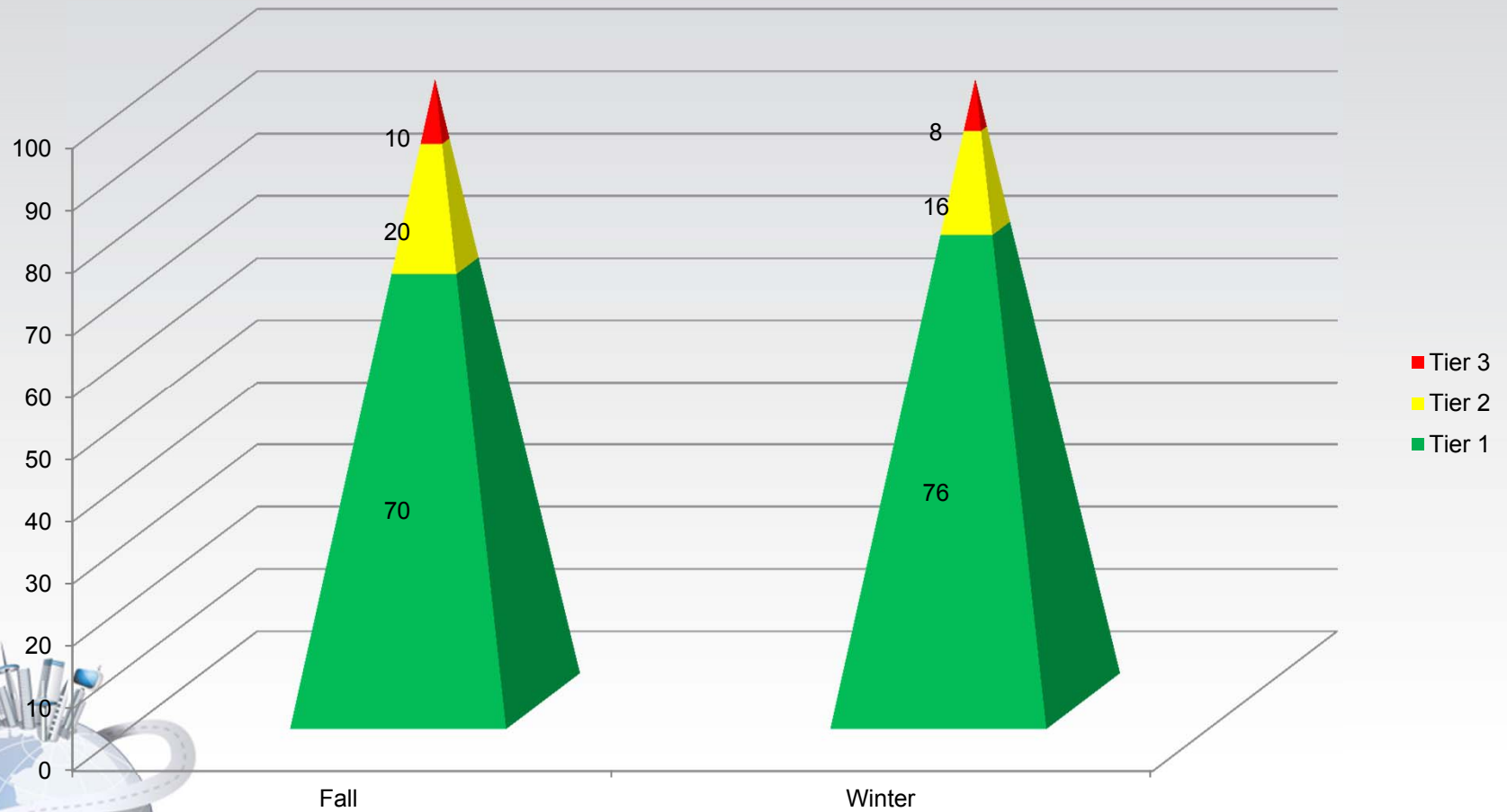
# Types of Data to Consider in an Integrated MTSS

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



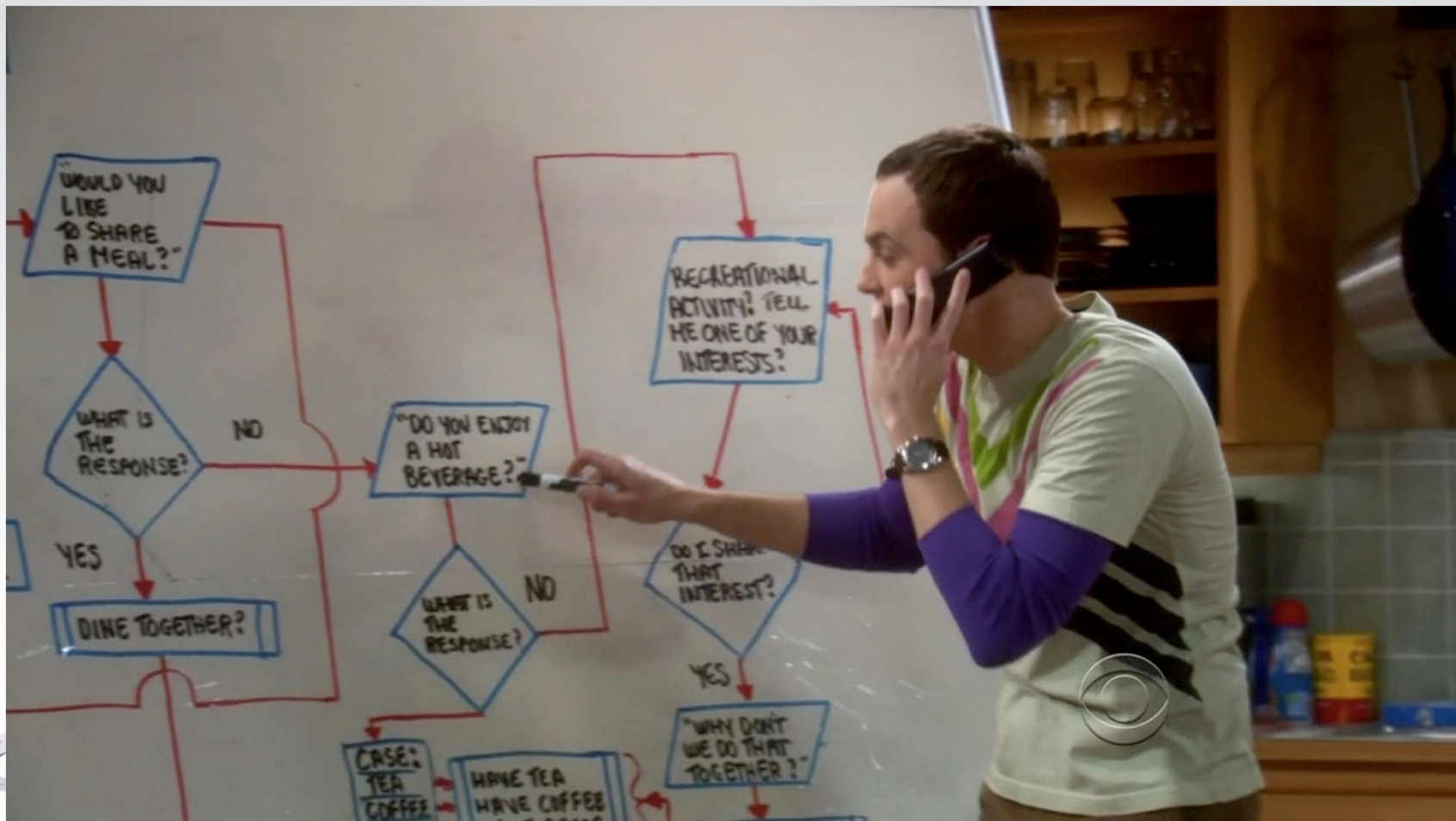


# CBM Data Comparing Fall to Winter - Reading



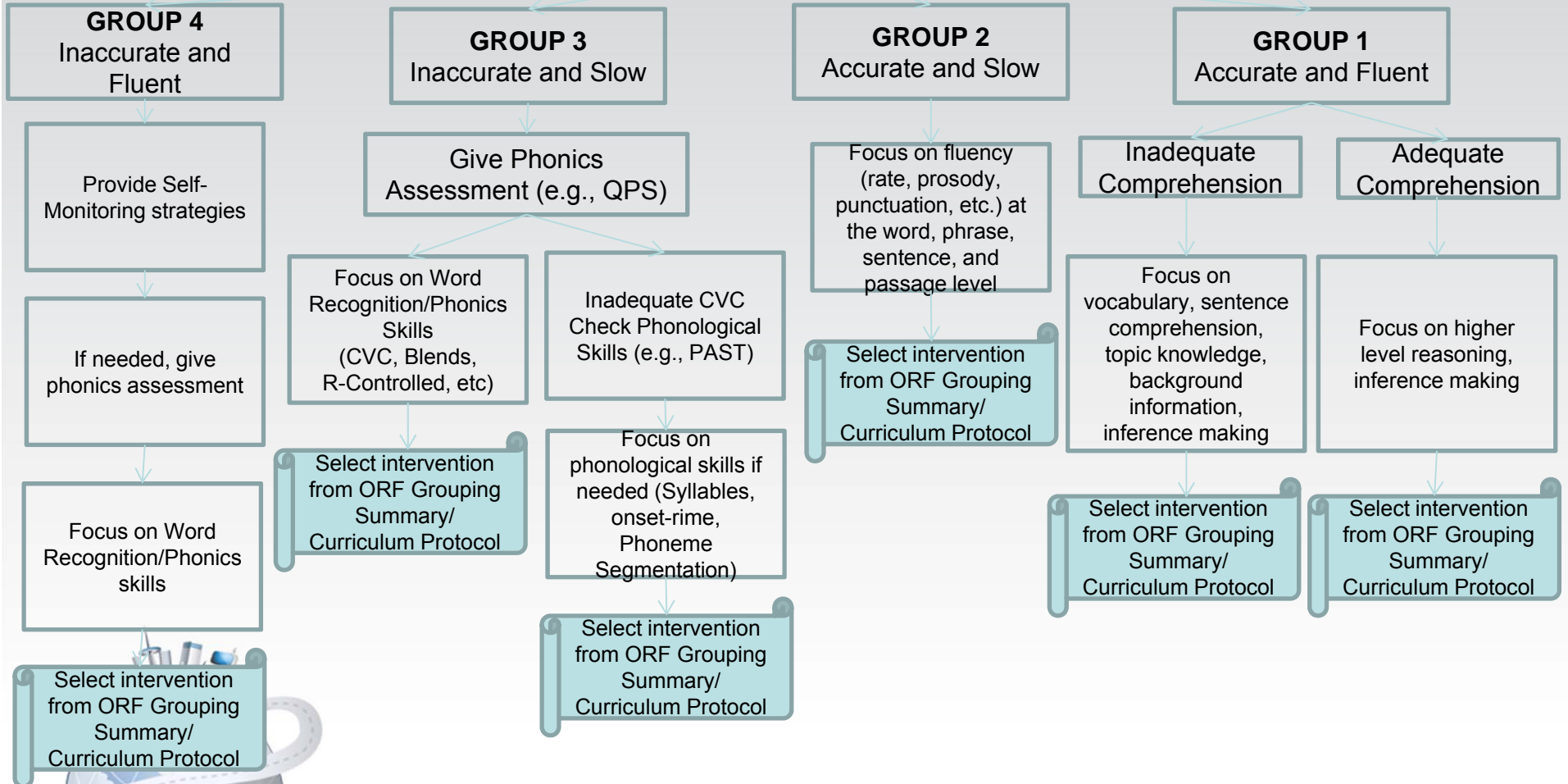



# More to the Data than %s at Benchmark



# 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 <b>46%</b>	Group 2: Accurate but Slow <b>3.5%</b>
Group 3: Inaccurate and Slow <b>46%</b>	Group 4: Inaccurate and Fluent <b>4.5%</b>

## Winter Data

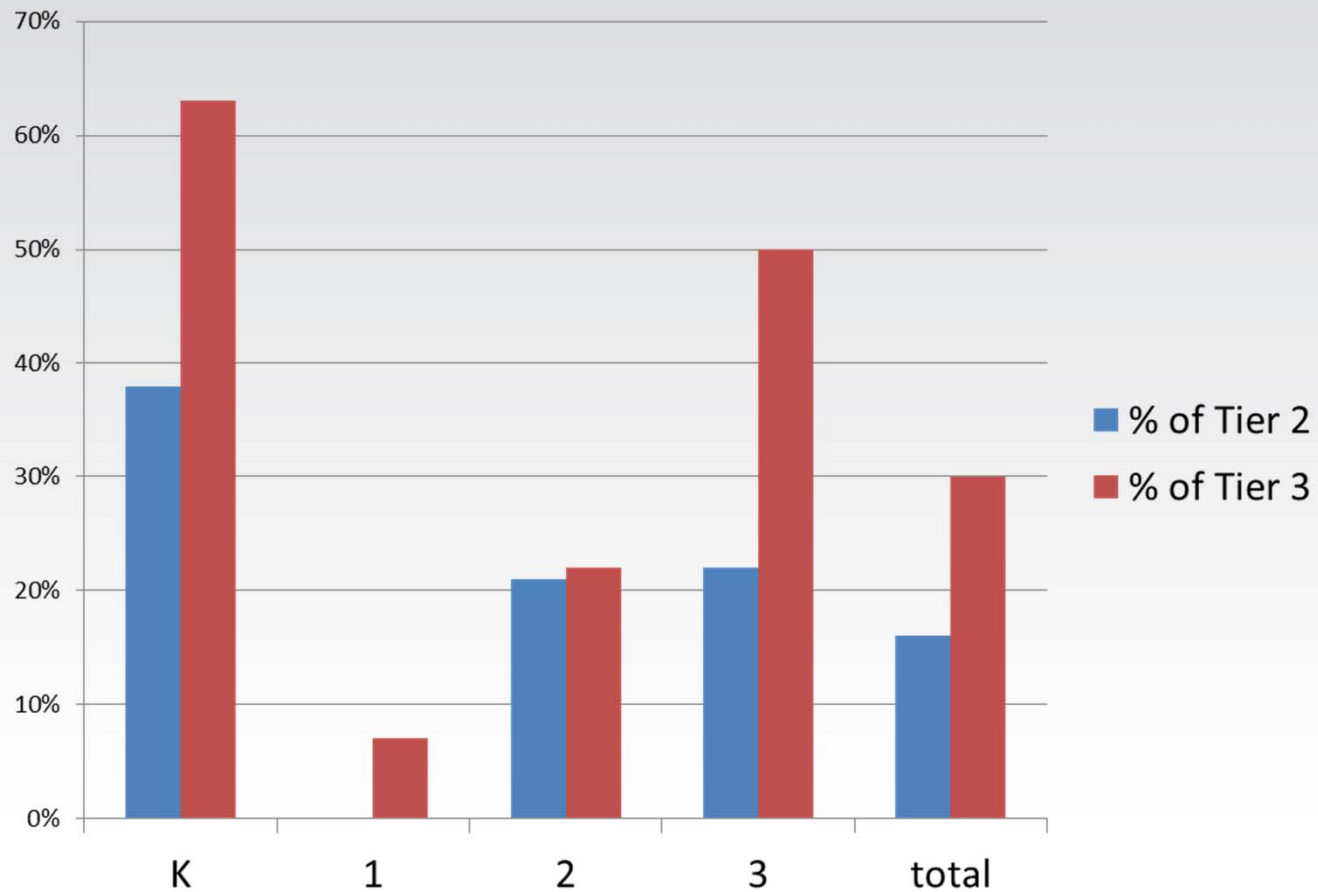
Group 1: Accurate and Fluent <b>52%</b>	Group 2: Accurate but Slow <b><u>29%</u></b>
Group 3: Inaccurate and Slow <b><u>17%</u></b>	Group 4: Inaccurate and Fluent <b>2%</b>



# **TYING ACADEMIC RESULTS TO BEHAVIORAL DATA**



# Students below target with some interfering behaviors



# Correlation Between Behavior and Widening the Gap

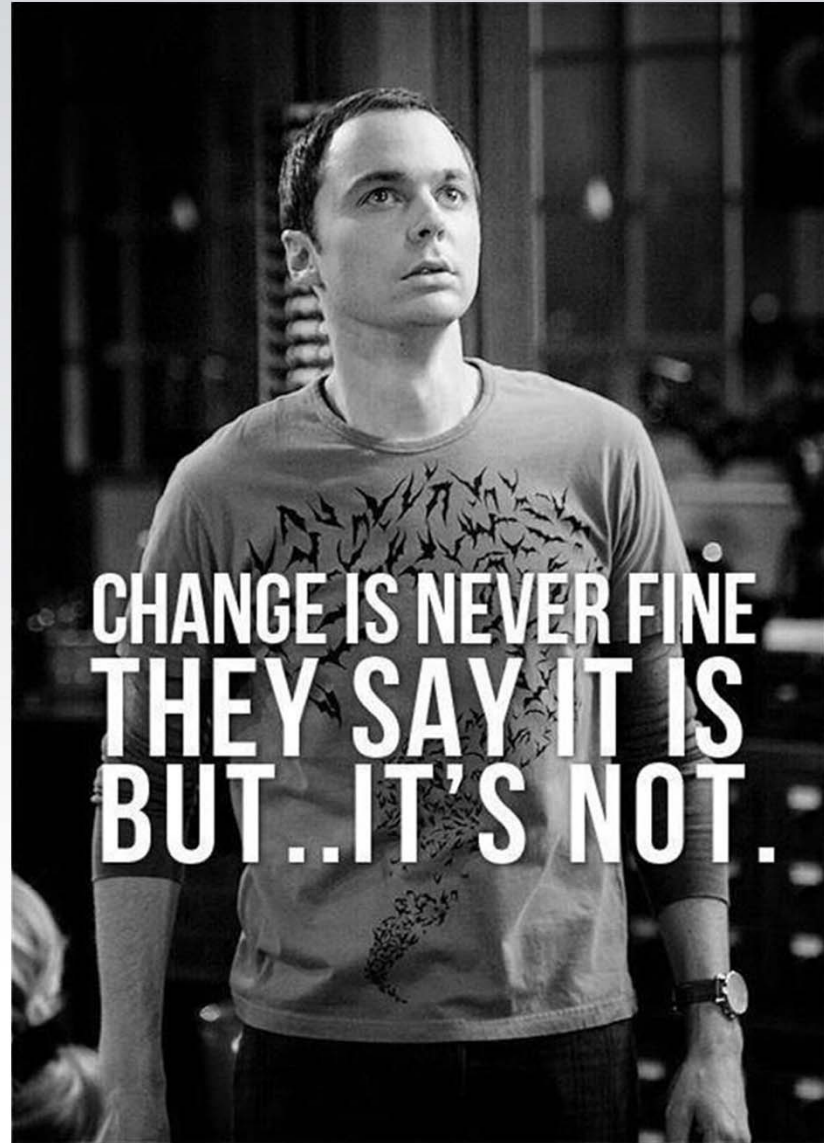
- % of K's with interfering behaviors who dropped a tier between fall & winter

**50%**

- % of 2<sup>nd</sup> 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](http://www.kansasmtss.org)



# Navigating Our Website

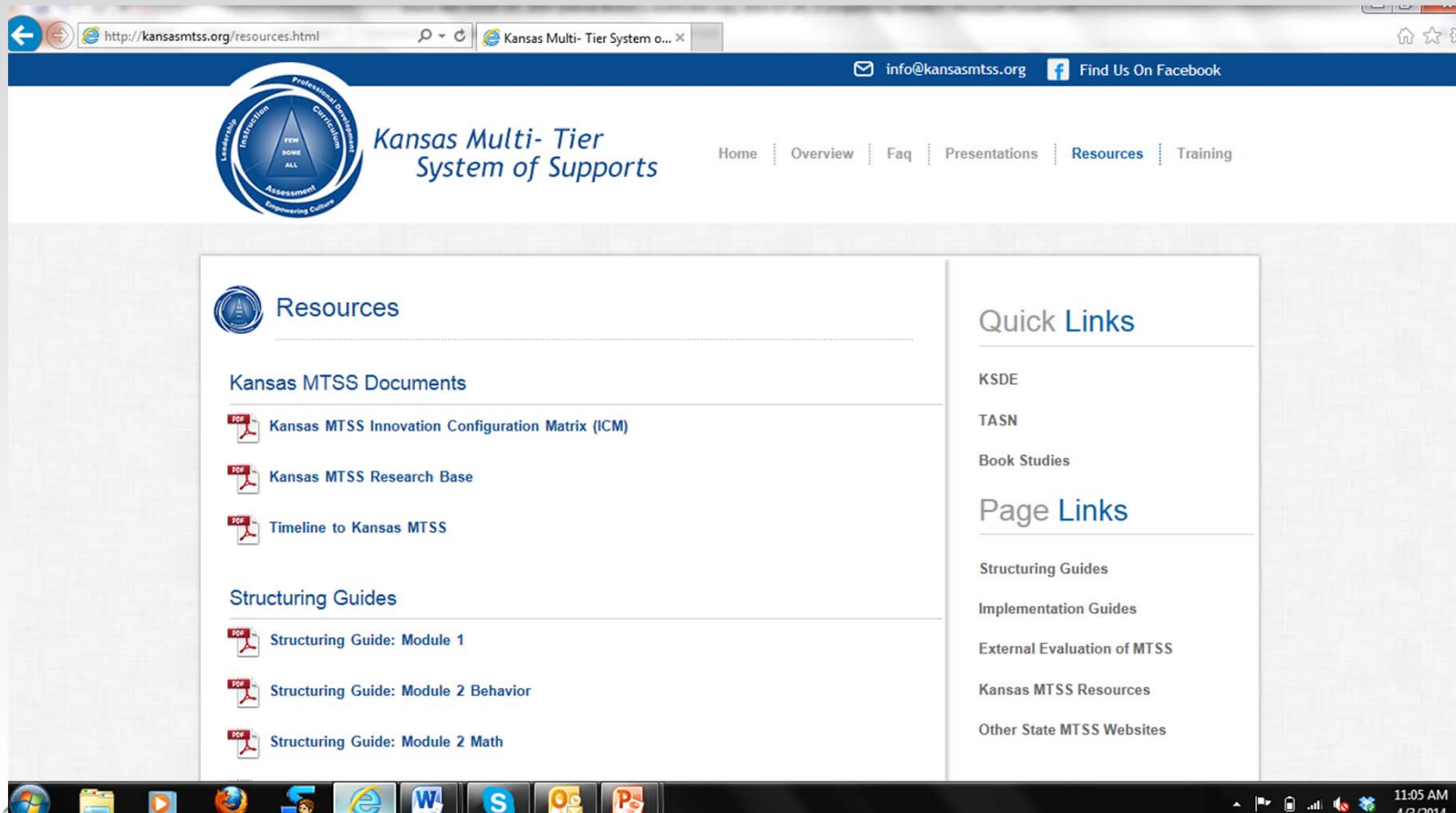


The screenshot shows the homepage of the Kansas Multi-Tier System of Supports website. The browser address bar displays <http://www.kansasmtss.org/index.html>. The navigation menu includes links for Home, Overview, Faq, Presentations, Resources, and Training. The 'Presentations' link is circled in red. 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](http://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 on the left, which includes the text "Professional Development", "Instruction", "Assessment", and "Empowering Culture". To the right of the logo is the text "Kansas Multi-Tier System of Supports". A navigation menu in the header includes links for Home, Overview, Faq, Presentations, Resources, and Training. Below the header, the main content area is divided into two columns. The left column is titled "Resources" and contains three sections: "Kansas MTSS Documents" with links to "Kansas MTSS Innovation Configuration Matrix (ICM)", "Kansas MTSS Research Base", and "Timeline to Kansas MTSS"; "Structuring Guides" with links to "Structuring Guide: Module 1", "Structuring Guide: Module 2 Behavior", and "Structuring Guide: Module 2 Math". The right column contains two sections: "Quick Links" with links to "KSDE", "TASN", and "Book Studies"; and "Page Links" with links to "Structuring Guides", "Implementation Guides", "External Evaluation of MTSS", "Kansas MTSS Resources", and "Other State MTSS Websites". The bottom of the screenshot shows a Windows taskbar with various application icons and a system tray displaying the time as 11:05 AM on 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 list on the right shows a post from Denise Dolloff Brown: "How was your spring break? Hope you are ready to finish this". Below the post, there is a "Friends" section with 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 with the URL <http://www.ksdetasn.org/cms/>. The browser's address bar also shows a tab for "CEC Presentation - Dropbox" and another for "ksdetasn.org". The browser's search bar contains the text "two little boys".

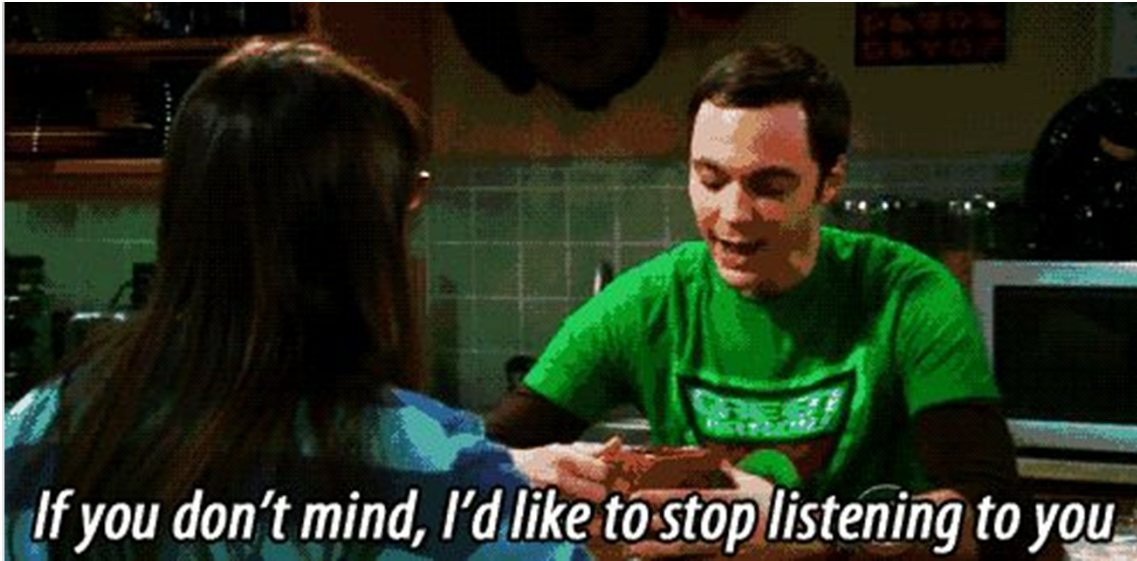
The website header features the TASN logo, which consists of a sunflower icon and the text "TASN KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK". To the right of the logo is a search bar with the text "search...". Below the header is a navigation menu with the following items: Home, About TASN, Request Assistance, Current Providers, Calendar, Conference Materials, and Contact Us.

The main content area is divided into three columns:

- Quick Links:** 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.
- Making connections to improve outcomes:** A section with the heading "Making connections to improve outcomes." and the text "Kansas' Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices." Below this is a blue button labeled "Request Assistance".
- Upcoming Conferences:** A section with the heading "Upcoming Conferences" and a graphic for the "2013 Winter Leadership Conference" held on February 20, 2013, at the Hyatt Regency in Wichita, Kansas. The graphic includes the TASN logo and a link for "Click for more information".

At the bottom of the page, there is a section for "Upcoming Professional Development Opportunities" and a "Professional Development Calendar".

The Windows taskbar at the bottom of the screenshot shows various application icons, including Internet Explorer, File Explorer, and several office applications. The system tray in the bottom right corner displays the time as 2:27 PM and the date as 3/11/2013.



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