Hello! Welcome!
Introductions

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From Massachusetts

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Disclosures: The presenters do not have financial interests or conflicts of interest to declare regarding the content of this presentation. There are no foreseeable risks associated with learning about this topic.
Critical Features of MTSS

- Integrated continuum of evidence-based practices
- Focus on prevention and early intervention
- Tiered continuum of supports with increasing intensity based on need
- Universal screening for early intervention
- Use of a problem solving model and data-based decision rules
- Continuous progress monitoring
- Integrated teaming and coaching structures
Student enters school with **reading disability**.

**Student engages in challenging behaviors to escape reading tasks**

Engaging in challenging behaviors during reading is reinforced by leaving the classroom.

**Student works with counselor to address behavior during reading instruction.**

Missing reading instruction exacerbates their reading disability.

**Student avoids reading but also misses critical reading instruction.**
Why integrate reading & behavior support?

- Reinforcing reading performance improved reading achievement and behavior (Allyon et al., 1972; Allyon & Roberts, 1974)
- Positive effects of PBIS on academic achievement for students typically performing and students at risk (Nelson et al., 2002, Horner et al., 2009)
- Integrated interventions improved academic and behavior outcomes
- Efficient way to provide instruction for students when behavioral function is considered
Overview

• Integrated multi-tiered systems of supports
• Collaborative practices across critical components
• Ongoing research within and across tiers
• Shared resources
Integrating Systems

Teaming, Training, and Building Capacity to Support Integration
Integrated Tier 1
Tier 1
Integrated Systems

• Teaming
• Behavioral expectations
  • School-wide
  • Class-wide
  • Small group
  • Individualized
• Professional development
• Coaching
Increased Equity

Knowledgeable and relevant team members

Data-based decisions

Contextually relevant expectations

Positive and supportive environment

Active and explicit teaching
Teaming

Classroom Teachers

Administration

Reading and Behavior Research Team Members

Parents

Coaches

Students

District support is key!
Increased Equity

Knowledgeable and relevant team members

Data-based decisions

Contextually relevant expectations

Positive and supportive environment

Active and explicit teaching

Culturally Responsive Field Guide
Examples of Engaging Instruction to Increase Equity
Tier 1 Integrated Planning Meeting

Teacher Input
Reading Screening Data

Behavior Data
Administrator Input

School and class-wide integrated reading and behavior instructional plan
Increased Equity

- Knowledgeable and relevant team members
- Data-based decisions
- Contextually relevant expectations
- Positive and supportive environment
- Active and explicit teaching

Culturally Responsive Field Guide
Examples of Engaging Instruction to Increase Equity
# School-Wide Expectations

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Hallway</th>
<th>Bathroom</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> Practice Kindness</td>
<td>Use kind words and good manners</td>
<td>Stay on the right side of the hallway</td>
<td>Give others privacy</td>
<td>Take turns, play fairly, and include others</td>
<td>Invite a friend to sit with you</td>
<td>Share your seat, if asked</td>
</tr>
<tr>
<td></td>
<td>Help and support one another</td>
<td>Carefully go around others and give privacy</td>
<td>Wait your turn patiently</td>
<td>Use kind words</td>
<td>Use good manners</td>
<td>Use good manners</td>
</tr>
<tr>
<td></td>
<td>Be an upstander</td>
<td>Be an upstander</td>
<td>Be an upstander</td>
<td>Be an upstander</td>
<td>Be an upstander</td>
<td>Be an upstander</td>
</tr>
<tr>
<td><strong>A</strong> Act Responsibly</td>
<td>Care for the materials and space</td>
<td>Help keep your environment clean</td>
<td>Go flush and wash hands</td>
<td>Seek to solve small problems</td>
<td>Compost and recycle correctly</td>
<td>Check your voice level</td>
</tr>
<tr>
<td></td>
<td>Try your best</td>
<td>Go straight to your class</td>
<td>Keep area clean: toilet, paper towels in trash</td>
<td>Line up promptly</td>
<td>Clean up spills or ask an adult for help with spills</td>
<td>Stay seated with your feet in front of you</td>
</tr>
<tr>
<td></td>
<td>Take responsibility for your actions</td>
<td>Follow directions</td>
<td>Use only what you need</td>
<td>Follow directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W</strong> Work and Play Safety</td>
<td>Safe hands, feet, and words</td>
<td>Be mindful of body and voice</td>
<td>Report problems to an adult</td>
<td>Be careful on equipment</td>
<td>Check your voice level</td>
<td>Wait in a safe place</td>
</tr>
<tr>
<td></td>
<td>Use strategies to calm your body and mind</td>
<td>Keep hands and feet to yourself</td>
<td>Check your voice level</td>
<td>Slide down feet first</td>
<td>Eat only your food</td>
<td>Hands, feet and objects to oneself</td>
</tr>
<tr>
<td></td>
<td>Check your voice level</td>
<td>Follow directions</td>
<td>Keep hands and feet to yourself</td>
<td>Keep hands to yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> Show Respect</td>
<td>Accept and celebrate differences</td>
<td>Check your voice level</td>
<td>Give others privacy</td>
<td>Give personal space</td>
<td>Listen to your bus driver</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use active listening</td>
<td>Take care of our hallway environment</td>
<td>Take care of yourself and the bathroom environment</td>
<td>Care for recess materials</td>
<td>Respect other people’s food choices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow directions</td>
<td>Follow directions</td>
<td>Be a good sport</td>
<td>Be kind to nature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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![I-MTSS Research Network Logo](https://example.com/logo.png)
Increased Equity

Knowledgeable and relevant team members

Data-based decisions

Contextually relevant expectations

Positive and supportive environment

Active and explicit teaching

Culturally Responsive Field Guide
Examples of Engaging Instruction to Increase Equity
Classroom Expectations

Manchester Tigers

respectful and responsible!

Informed by Schoolwide Positive Behavior Supports
Classroom Expectations

What does it mean?

What does it mean to be **respectful**?

**Respectful** at school means being kind to classmates and grown-ups, taking turns and listening to each other so we all learn.

What does it mean to be **responsible**?

Being **responsible** at school means taking care of my belongings, doing my best work and following directions so we are all safe and ready to learn.
Increased Equity

Knowledgeable and relevant team members

Data-based decisions

Contextually relevant expectations

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Culturally Responsive Field Guide
Examples of Engaging Instruction to Increase Equity
### Professional Development (PD)

<table>
<thead>
<tr>
<th>Initial Trainings</th>
<th>Ongoing Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science of Reading for classroom teachers</td>
<td>• Science of reading training</td>
</tr>
<tr>
<td>• Integrated Reading and Behavior for classroom teachers</td>
<td>• Behavior training and support</td>
</tr>
<tr>
<td></td>
<td>• In-school observations and feedback from coaches</td>
</tr>
</tbody>
</table>
PDF: Ongoing Reading Training

Science of Reading Training

- Comprehension
- Vocabulary
- Oral Language and Literacy
- How the Brain Reads
PD: Ongoing Behavior Training

Critical Behavioral Support Practices

- Teaching Expectations
- Prompting Expected Behaviors
- Specific Praise of Expected Behaviors
- Integrating Behavior Supports into the Curriculum
## Integrated ECRI Focus:

- Opportunities to respond (OTRs)
- Specific praise
- Praise: correction ratios
- Ensuring modeling, practice, and reinforcement of choral response

### Corrective coaching for classroom practices unsupported by research
Integrated Tier 2
Tier 2

- Tier 3: Individual (5%)
- Tier 2: Small group (15%)
- Tier 1: Whole class (80%)

80%
Integrated Systems

• Teaming
• Behavioral expectations
  • School-wide
  • Class-wide
  • Small group
  • Individualized
• Professional development
• Coaching
Tier 2 Integrated Planning Meeting

- Teacher Input
  - Reading Screening & CBM Data
- Behavior Data
- Administrator Input

Small group integrated reading and behavior support
## Professional Development

<table>
<thead>
<tr>
<th>Initial Trainings</th>
<th>Ongoing Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrated, validated <strong>Tier 2 reading intervention</strong></td>
<td>• Review of integrated, validated Tier 2</td>
</tr>
<tr>
<td>• <strong>Social skills</strong> for interventionists or classroom teachers</td>
<td>• <strong>Coaching on integrated routines, in-class supports, and behavior components.</strong></td>
</tr>
<tr>
<td>• <strong>Check-in/Check-out</strong> for interventionists or classroom teachers</td>
<td></td>
</tr>
</tbody>
</table>
Integrated Tier 3
Tier 2
Integrated Systems

• Teaming
• Behavioral expectations
  • School-wide
  • Class-wide
  • Small group
  • Individualized
• Professional development
• Coaching
Teaming

Knowledgeable and relevant team members

Special Education Teacher  Classroom Teachers  Reading and Behavior Team Members  Paraeducators/Interventionists  Parent

Student
Tier 3 Integrated Support Assessment Meeting

- FBA Hypothesis
- Family & Student Input
- Teacher/Interventionist Input
- Reading Needs

Data-based decisions

Integrated Support Assessment

Individualized Reading and Behavior Plan
## Professional Development

<table>
<thead>
<tr>
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<th>Ongoing Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrated, validated Tier 3 intervention</td>
<td>• Behavior training on specific behavior interventions &amp; social skills intervention</td>
</tr>
<tr>
<td>- special education teacher</td>
<td>• Review of Integrated Tier 3 routines</td>
</tr>
<tr>
<td>- paraeducators</td>
<td>• Coaching on integrated routines, in-class supports, and behavior components</td>
</tr>
<tr>
<td>- interventionists</td>
<td></td>
</tr>
</tbody>
</table>
Coaching

Hi ________,

I reviewed my notes from your lesson on 5/26/22. You did a great job using the lesson prompts and error correction language throughout. As you mentioned when we spoke, this language not only helps prompt the student for what to do, but the “my turn,” language is a neutral way to provide them with the correct response. I think your idea to move the students towards more independence with the text is a great one. The lesson script details the routines for moving through reading as a whole group, whisper reading on their own for fluency, and partner reading so they should get lots of practice. I also think having students “be the teacher” during the independent turns was a great way to build engagement and help them become more independent with the routines.
Integrating Practices

Using High-Leverage Practices to Support Integration
High Leverage Practices
for Behavioral & Academic Instruction & Support

- **Teach** content and skills explicitly
- **Actively engage** students in relevant learning opportunities
- **Prompt** learners before skills are expected
- **Provide** specific positive to corrective feedback (>5:1)
- **Use data** to monitor and adjust
Enhanced Core Reading Instruction (ECRI)

Explicit
• High level of student-teacher interaction and feedback

Efficient
• Fast-paced group and individual practice opportunities

Effective
• Positive effect on teachers' quality of instruction (Nelson-Walker et al., 2013)
• Closes the gap for readers receiving Tier 2 support (Baker, Smolkowski, Chaparro, Smith & Fien, 2015)
• Improved reading achievement for at-risk readers (Fien et al., 2014; Smith et al., 2016)
Explicitly Taught Skills

- Irregular Word Reading
- Phonemic Awareness
- Sound-Spelling Introduction and Practice
- Blending Sounds
- Regular Word Reading
- Reading in Connected Text
- Fluency
- Encoding Practice
- Vocabulary
- Comprehension
## Reading Routine Examples

### Irregular Word Reading

<table>
<thead>
<tr>
<th>do</th>
<th>you</th>
<th>go</th>
<th>and</th>
</tr>
</thead>
</table>

### Sound-Spelling Review: Advanced

<table>
<thead>
<tr>
<th>ui_</th>
<th>_y</th>
<th>oo</th>
<th>a_e</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>u_e</td>
<td>or</td>
<td>eu</td>
</tr>
<tr>
<td>u</td>
<td>oi</td>
<td>ou</td>
<td>ow</td>
</tr>
<tr>
<td>air</td>
<td>ew</td>
<td>ear</td>
<td>ore</td>
</tr>
</tbody>
</table>
A verbal prompt is a reminder of previously taught behaviors, delivered before the behavior, that explicitly states the expected behavior.

Use prompts strategically to:
• Set all learners up for success
• Differentiate reminders for students who may need more
An *opportunity to respond* is a teacher behavior that prompts or solicits a student response.

Use a variety of **OTRs** including:
- Choral responding
- Individual turns
- Gestures/thumbs up
- Written responses
Reinforce with a higher ratio of praise to corrections

- **Behavior Specific Praise**
  “a **positive statement**, provided by the teacher, when a desired behavior occurs (**contingent**) to inform students **specifically** what they did well.”

- **Specific Error Corrections or Redirections**
  “an **informative statement**, typically provided by the teacher, that is given when an undesired behavior occurs (**contingent**), states the observed behavior, and tells the student exactly what they should do in the future in a **brief, concise** manner.”
Use the game to:

- Award points to student(s) for demonstrating expected behaviors or targeted SEB skills
- Connect to schoolwide and classroom behavior support systems and/or individual needs
- Vary points awarded based on patterns of behavior you see
- Provide effective reinforcers by incorporating student input
Tier 1: Lesson Plan and Script

**Whole Group Instruction**

- **Classroom Teacher** ↔ **Special Ed Teacher** ↔ **Paraprofessionals**

1. **Prompt Expected Behaviors**
2. **Engage with Frequent OTRs**
3. **Provide Specific Praise or Corrections (5:1 Ratio)**
4. **Contingent Reinforcement at End of Lesson**

I-MTSS RESEARCH NETWORK
Tier 1: Lesson Plan, Script, and Slides

**Prompt Expected Behavior**
Provide reminder before behavior is expected.

**Prompt Examples:**
- "When it’s my turn, remember to show respect with eyes on the screen and listening to my directions."
- "Be responsible by reading the word when I slide my finger."
- "Remember, we are respectful and responsible when we wait for my signal and answer all together!"
- "Remember, to be responsible we walk back to our tables/desks."
- "Using kind words and helping to clean up."

**It’s fun to be respectful and responsible!**

**Today’s goal:** [x] points

When we earn [x] points, we can choose (or we’ll add/get):
- A quick game of Simon Says, break, free time, sticker
- Fill in a box on our class chart
- Everyone gets a sticker, sticker (teacher, student)

**Provide specific feedback (≥5:1 ratio)**
Provide specific feedback immediately after students engage in desired SEB skills or make SEB errors.

<table>
<thead>
<tr>
<th>Give Specific Feedback (praise)</th>
<th>Praise/Correction Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For desired SEB skill</td>
<td>&quot;Wow, I like how you are being respectful by letting friends have their turn.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Great job being responsible by answering all together when I tap.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Nice job blending all the sounds! We are respectful when we follow directions.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Nice job blending all the sounds in the word. We can be respectful by following directions.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;I like how you made a correction! We are responsible when we monitor our own reading.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Wow, everyone is using their whisper voice to read fluently. We show respect using our quiet voices.&quot;</td>
</tr>
<tr>
<td></td>
<td>We are responsible for our learning when we re-read the text. This helps us practice smooth and fluent reading!&quot;</td>
</tr>
</tbody>
</table>

| If students make a SEB error     |                                                                 |
| (correction)                     | "I hear more than one voice. Remember, we show respect with voice off until it is our turn. It is our turn."
|                                 | "Instead of moving around the room, show me how you are responsible by staying in your spot while we practice." |

Teach this lesson prior to the Tier 1 classroom core reading instruction of Unit 6, Lesson 20, Day 5.
Tier 2: Lesson Plan and Script

**Small Group Targeted Instruction**

- **Classroom Teacher**
- **Interventionist**
- **Sped Teacher**
- **Family Members**

- Prompt expected behaviors
- Engage with frequent targeted OTRs that are academic and behavioral
- Provide specific praise or corrections (5:1 Ratio), targeted CICO feedback
- Contingent reinforcement at end of lesson
Skillstreaming

Teaches social skills through modeling, role-playing, performance feedback, and generalization.
Tier 2: Lesson Plan, Script, and Slides

- Replacement behaviors (e.g., asking for break)
- Listening
- Asking for Help
- Using Self-Control
- Following Instructions

PAWS Card

<table>
<thead>
<tr>
<th>Name:</th>
<th>Rating Scale</th>
<th>Points possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>2 = Great</td>
<td>Points Earned:</td>
</tr>
<tr>
<td></td>
<td>1 = So So</td>
<td>% of Points:</td>
</tr>
<tr>
<td></td>
<td>0 = Try again</td>
<td>Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Transition to Group</th>
<th>PAWS Review</th>
<th>Reading</th>
<th>Transition to Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td></td>
<td>2. Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td></td>
<td>3. Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

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Completed job with: ________________________________

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Tier 3: Lesson Plan and Script

**Individualized Intensive Instruction**

- **Classroom Teacher** ↔ **Interventionist** ↔ **Behavior Specialist** ↔ **Sped Teacher** ↔ **Family Members**

1. **Prompt Targeted SEB Skill**
2. Engage with frequent **individualized** OTRs that are academic and behavioral
3. Provide Specific Praise or Corrections (>5:1 Ratio)
4. Contingent Reinforcement at End of Lesson
Individualized Integrated Support Plan Protocol

Competing Pathway Diagram
Replace gray example text with student-specific details throughout the diagram and list of strategies below.

Desired Behavior Skill
- Long-term goal for behavior skill
  - Begin work independently and ask for help if needed
  - Work cooperatively with peer

Typical Consequence
- Typical consequence for desired behavior
  - More work provided
  - Limited access to peer/teacher attention

Desired Reading Skill
- Long-term goal for reading skill
  - Use blending routine
  - Read fluently (ORF = X)

Behavior & Reading Needs
- Observable behavior or reading challenges
  - Student engages in off-task behavior
  - Student puts head down
  - Student makes common reading errors (e.g., rushing, focusing only on beginning letter/sound)

Maintaining Consequences
- Maintaining consequences that maintain challenges
  - Escape activity, attention (peer or adult), or sensory stimuli
  - Get activity, attention (peer or adult), or sensory stimuli

Acceptable Alternatives
- Behaviors that meet the same function
  - Asking for help/break
  - Ask a peer a question

Competing pathway diagram with reading skill adapted from McIntosh & Goodman, 2016, p. 138
### Individualized Integrated Support Plan Protocol

**Strategies**

<table>
<thead>
<tr>
<th>PREVENT</th>
<th>TEACH</th>
<th>RESPOND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting Event Strategies</strong></td>
<td><strong>Antecedent Strategies</strong></td>
<td><strong>Teaching Strategies</strong></td>
</tr>
</tbody>
</table>
| Consider:  
- Minimize the likelihood of setting event  
- Neutralize setting event (e.g., offer snack if hungry)  
- Withhold immediate antecedent that triggers behavior or reading challenge if setting event is affecting ABCs (e.g., avoid aversive activity if student is tired)  
- Increase prompts when setting event has occurred  
- Increase available reinforcers (e.g., increase frequency, dosage, or salience of reinforcers) when setting event has occurred | Consider:  
- Redesign the environment to promote reading & behavioral skills (e.g., minimize distractions)  
- Increase opportunities for predictability (schedule & routines)  
- Increase opportunities for choice  
- Adjust instructional materials to prompt/cue desired reading & behavior skills  
- Provide reminder cards for student, teacher, & family to prompt key reading & behavior skills  
- Provide prompts for desired reading & behavior skills | Consider:  
- Explicitly teach desired reading skills  
  - add  
  - add |
| **Consequence Strategies** |  |  |

### Implementation and Monitoring Plan

Consider strategies to (a) train and coach implementers, (b) monitor fidelity and outcomes, (c) use data-based individualization to further refine intervention and implementation strategies, and (d) fade plan when student has met desired reading and behavior goals.

---

Strategies informed by Cooper et al., 2021; Coyne et al., 2010; Simonsen & Myers, 2015
Tier 3: Lesson Plan, Script, and Slides

I can earn Tiger PAWS

by setting a goal: (insert number)

so that I can celebrate with:

How do we ask for help?

1. Ask yourself, “Can I do this alone?”
   a. Students should be sure to read directions and try the task on their own (at least one problem or question) before going on to the next skill step.

2. If not, raise your hand.
   a. Discuss that this is appropriate in class, not at home or with friends.

3. Wait. Say to yourself, “I know I can wait without talking.”
   a. Instruct the students to say this to themselves until the desired help is given.

   a. Discuss what constitutes a friendly (kind) manner (tone of voice, facial expression, content).
**In Practice**

**UNIVERSAL**

Reading:
- Grade-level explicit instruction

Behavior:
- Prompt PBIS school-wide behavioral expectations
- Frequent opportunities to respond
- Group contingency plan
- Specific, positive praise, and corrective feedback

**TARGETED**

Reading:
- Targeted explicit instruction

Behavior:
- Prompt PBIS school-wide behavioral expectations applied to group setting
- Frequent opportunities to respond
- Group contingency plan
- Specific, positive praise, and corrective feedback

**INDIVIDUALIZED**

Reading:
- Individualized targeted explicit instruction

Behavior:
- Environmental adaptations and behavior prompts
- Explicitly teach replacement SEB skills
- Functionally equivalent reinforcement for SEB skills
- Remove reinforcement for target behaviors

Equitable Access for all Students
Tier 1 Lesson Demonstration
ECRI Only
ECRI Reading Routines

- Explain/Model
- Practice for students only (group responses)
- Check for understanding (individual turns)
Sound-Spelling Routine - Beginning

<table>
<thead>
<tr>
<th>ee</th>
<th>sh</th>
<th>ai</th>
<th>wh</th>
</tr>
</thead>
<tbody>
<tr>
<td>th</td>
<td>ai</td>
<td>wh</td>
<td>ee</td>
</tr>
<tr>
<td>sh</td>
<td>ee</td>
<td>ai</td>
<td>wh</td>
</tr>
</tbody>
</table>

Explain: Demonstrate the task as you are explaining it.
You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud for as long as I touch under the letter.

Model with Behavior Specific Prompt: Set students up for success during the model and pre-correct any mistakes. Use the signal for each sound-spelling. *Model until students are successful with the routine. I'll show you how to say the sounds for the first two letters. My turn.

*Signal for each sound-spelling
1. Touch to the left of the sound-spelling. Sound?
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.
   - or -
   For continuous sounds, touch under the sound-spelling for 2 seconds.

Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. *
Your turn. When I say “sound,” think of the sound.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say, “Your turn.”
Let's do some individual turns. I will touch next to a letter; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.
Lesson Challenges

- Students not attending to academic instruction
- Teacher not given tools to manage behavior
- Students engaging in challenging behaviors
- Behavior interrupts learning of others
Resources Dropbox Link

Tier 1 Lesson Demonstration Integrated Model
Integrated Reading Routines

Review behavior expectations and set up Student-Teacher Game

Explain/Model with Behavior Specific Prompt

Behavior Specific Praise or Correction

Practice for students only (group responses)

Behavior Specific Praise or Correction

Check for Understanding (individual turns)

Behavior Specific Praise or Correction

Routine Closure & Transition
Just like Jonathan the UConn Husky

We can be *respectful* and *responsible*!
Set Behavioral Expectations: Remind students of the behavioral expectations and set up the student-teacher game.
Today you are working for a dance party! Remember, you will earn points when you are respectful and responsible. When you get 10 points, you will get to vote on which video to dance to.

Explain: Demonstrate the task as you are explaining it.
You’re going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud for as long as I touch under the letter.

Model with Behavior Specific Prompt: Set students up for success during the model and pre-correct any mistakes. Use the signal for each sound-spelling. *Model until students are successful with the routine.
*I’ll show you how to say the sounds for the first two letters. Respectfully listen by waiting your turn. My turn.

*Signal for each sound-spelling
1. Touch to the left of the sound-spelling. Sound?
2. Wait 2 seconds for student to think.
3. For stop sounds, tap finger under the sound-spelling.
   - or -
   For continuous sounds, touch under the sound-spelling for 2 seconds.

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.
Praise: Nice job listening respectfully by waiting for your turn!
Correction: Remember, when it’s my turn, wait for your turn. Let’s try that again. (Repeat model)

Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.
Your turn. When I say “sound,” think of the sound. When I tap, everyone says the sound out loud.

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.
Praise: Nice job listening respectfully by waiting for your turn!
Correction: Remember, when it’s my turn, wait for your turn. Let’s try that again. (Repeat model)

Sound-Spelling Routine - Beginning

<table>
<thead>
<tr>
<th>ee</th>
<th>sh</th>
<th>ai</th>
<th>wh</th>
</tr>
</thead>
<tbody>
<tr>
<td>th</td>
<td>ai</td>
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<td>ee</td>
</tr>
<tr>
<td>sh</td>
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<td>ai</td>
<td>wh</td>
</tr>
</tbody>
</table>

Reward  | GoNoodle Dance Party
---|---
Goal    | 10 points

Points

<p>| |</p>
<table>
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<th></th>
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</table>
Sound-Spelling Routine - Beginning

<table>
<thead>
<tr>
<th></th>
<th>ee</th>
<th>sh</th>
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<th>wh</th>
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<tbody>
<tr>
<td>th</td>
<td>ai</td>
<td>wh</td>
<td>ee</td>
<td></td>
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<tr>
<td>sh</td>
<td>ee</td>
<td>ai</td>
<td>wh</td>
<td></td>
</tr>
</tbody>
</table>

Reward | GoNoodle Dance Party
---|---
Goal | 10 points
Points | |||
Lesson Successes

- Increased academic engagement
- Teacher given explicit behavior tools
- Students motivated to follow behavioral expectations
- Students prompted for behavior
Tailor the behavioral promoting and praise to meet the needs of your students.

<table>
<thead>
<tr>
<th>Behavior Specific Prompts Examples (Before starting Routine to Pre-Correct Behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We are responsible when we have our voices off when it's my turn.</td>
</tr>
<tr>
<td>2. We practice being respectful by waiting for my signal to say the sounds.</td>
</tr>
<tr>
<td>3. Remember, we are being responsible when we have our eyes on the board.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior Specific Praise Examples (During and After Routine to Reinforce Behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After/During Modeling:</td>
</tr>
<tr>
<td>1. Thank you _____ (student name/whole class) for being respectful by actively listening while I give directions.</td>
</tr>
<tr>
<td>2. I love how _____ (student name/whole class) is being respectful by having their eyes on the board!</td>
</tr>
<tr>
<td>3. I can tell _____ (student name/whole class) is being respectful by thinking about the sound before saying it.</td>
</tr>
<tr>
<td>After/During the Routine:</td>
</tr>
<tr>
<td>1. I love how ____ (student name/whole class) is being respectful by waiting for my signal to say the sound.</td>
</tr>
<tr>
<td>2. I see _____ (student name/whole class) being respectful by having their eyes on the board!</td>
</tr>
<tr>
<td>3. I appreciate _____ (student name/whole class) being respectful by listening to their friend’s turn.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior Specific Correction Examples (During and After Routine to Correct Behavior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remember, we’re working for _____ (class reward for student/teacher game). You earn points when I see you showing respect and being responsible.</td>
</tr>
<tr>
<td>2. We show respect by waiting for the signal to say the sound. Let’s try that again.</td>
</tr>
<tr>
<td>3. You show that you are responsible when your eyes are on the board. I’d like to see everyone’s eyes on the board.</td>
</tr>
</tbody>
</table>
Integrating Data

Assessing Student Need and Making Data-based Decisions to Support Integration
Using Data to Plan for Integration

- Are practices delivered with fidelity?
- What supports do students need?
- Are students learning?
Why Integrate Data?

Academic Data

- Universal Screening
- Diagnostic Assessments
- Classroom Teachers
- Progress Monitoring

Behavioral Data

- Universal Screening
- Administration and Counselor
- Diagnostic Assessments
- Progress Monitoring

Classroom Teachers

Universal Screening

Diagnostic Assessments

Progress Monitoring
Non-integrated Tier 1 Decision-Making Process

### Data Summary
- 70% of kids below benchmark
- NWF and WRF areas of need

### Team Members
- Classroom Teacher

### Decision
- Students pulled for Tier 2 reading supports with reading specialist.
## Non-integrated Tier 1 Decision-Making Process

### Data Summary
- 72% below benchmark

### Team Members
- Principal
- School Counselor

### Decision
- Students pulled for Tier 2 behavior supports with School Counselor

### Table: SAEBRS

<table>
<thead>
<tr>
<th>Student</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica</td>
<td>Red</td>
</tr>
<tr>
<td>Irene</td>
<td>Red</td>
</tr>
<tr>
<td>Lin</td>
<td>Yellow</td>
</tr>
<tr>
<td>Cathy</td>
<td>Green</td>
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<tr>
<td>Anna</td>
<td>Green</td>
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<tr>
<td>Matt</td>
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<tr>
<td>Andrews</td>
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</tr>
<tr>
<td>Leon</td>
<td>Red</td>
</tr>
<tr>
<td>Ira</td>
<td>Red</td>
</tr>
<tr>
<td>Thuy</td>
<td>Red</td>
</tr>
<tr>
<td>Roberta</td>
<td>Red</td>
</tr>
<tr>
<td>John</td>
<td>Purple</td>
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<tr>
<td>Omar</td>
<td>Orange</td>
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<tr>
<td>Irene</td>
<td>Red</td>
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<td>Helen</td>
<td>Red</td>
</tr>
<tr>
<td>Evan</td>
<td>Red</td>
</tr>
<tr>
<td>Irwin</td>
<td>Red</td>
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<tr>
<td>Sean</td>
<td>Red</td>
</tr>
<tr>
<td>Abei</td>
<td>Red</td>
</tr>
<tr>
<td>Allison</td>
<td>Red</td>
</tr>
</tbody>
</table>
What’s the Issue?

- Students being pulled from Tier 1 instruction.
- Students' specific needs not identified or addressed.
- Gaps in my instruction not being addressed.
Assessment: Where do we begin?

- Fidelity of Implementation
- Universal Screening
- Diagnostics
- Progress Monitoring
Fidelity of Implementation

How consistently are teachers implementing practices as intended?

Academic & Behavior

- Instructional coaching
- Curriculum Implementation or Classroom Management Checklists
- Tiered Fidelity Inventory (TFI)
- Reading Tiered Fidelity Inventory (RTFI)
- Self - monitoring
Integrating Data: Tier 1

Universal Screening

Academic & Behavior
- Given 3 times a year
- Brief
- Identifying students in need of additional supports
Integrating Data: Tier 1

Data Teams

- Administration
- Classroom Teachers
- Reading and Behavior Specialists
- Multi-lingual Learner Specialist

Academic & Behavior
- Look at academic and behavioral screening data at the same time
- Include Foi data
- Identify students in need of additional supports
- Look at subgroup data to highlight patterns
Academic and behavior data is recorded **together**.

### Table: Academic and Behavior Data

<table>
<thead>
<tr>
<th>Student</th>
<th>DIBELS Composite</th>
<th>DIBELS Total</th>
<th>SAEBRS Total</th>
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<tbody>
<tr>
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<td>Red</td>
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<tr>
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<tr>
<td>Aura</td>
<td>Yellow</td>
<td>Yellow</td>
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</tbody>
</table>

### R-TPI Item 1.9

**Teachers provide daily instruction in foundational word-reading skills to address the needs of all learners.**

- Grade-level teachers report providing daily instruction in foundational word-reading skills:
  1. Developing awareness of speech sounds (phonemes) and how the speech sounds connect to letters (graphemes) represented in print (K-1).
  2. Basic phonics/multi-syllabic: decoding accuracy, encoding (spelling), and morphology (all grade levels).
  3. Developing automatically with word-reading skills (K-2).
  4. Reading text to support accuracy, fluency, and comprehension (all grade levels).

**AND:** Teachers’ daily instruction in foundational word-reading skills is evident when reviewing aggregate grade-level screening assessment measures. This includes measuring phonemic awareness, phonics/decoding, and oral reading fluency.

### Suggested Data Sources

- Teacher self-report or Grade-Level Team reflection and discussion
- Teacher lesson plans
- Aggregate grade-level screening assessments for foundational word reading skills

### 1 and 4 points

- **1 point:** At least 2 of the criteria for the 2-point response are in place.
- **4 points:** The criteria from the 2-point or 1-point response are not in place.

---

**Not hitting the magic ratio**

---
Over half of class below benchmark in reading and behavior
- Missing instruction in foundational reading skills
- Magic ratio not being achieved

Reading and Behavior Tier 1 Instruction

Team Members
- Classroom Teacher
- Principal
- School Counselor
- Behavior and Reading Specialists
- Multi-Lingual Learner Specialist

Decision
- Increase Tier 1 reading and behavior supports
- Provide instruction in foundational reading skills
- Prompt students for expected behaviors
- Increase rates of specific positive praise.
Integrating Data: Tiers 2 & 3

Diagnostic Data

Academic & Behavior

- Identifies *specific* skills
- Used to inform levels of support and interventions
- Sometimes part of universal screeners
  - DIBELS
  - iReady
  - DESSA
Tier 2 Diagnostics and Planning

<table>
<thead>
<tr>
<th>Student</th>
<th>DIBELS</th>
<th>Social</th>
<th>Academic</th>
<th>Emotional</th>
<th>Total</th>
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<td>Helen</td>
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</tbody>
</table>

School Counselor
Classroom Teachers
Reading and Behavior Specialists
Multi-lingual Learner Specialist
Admin

[Graph showing student data]
Integrated Tier 2 Decision-Making Process

Diagnostic Reading and Behavior Data

- Large portion of students need explicit instruction in decoding and irregular word reading
- Most students need behavioral support across all three subskills

Team Members
- Classroom Teacher
- Principal
- School Counselor
- Behavior and Reading Specialists
- Multi-Lingual Learner Specialist

Decision
- Pull small groups targeting:
  - Blending
  - Irregular word reading
- Pre-teach expected behaviors from classroom matrix
- Use group contingency plan and reinforce expected behaviors during reading group
- Provide specific praise and corrective reading and behavior feedback

I-MTSS Research Network
Integrating Data: Tiers 2 & 3

Progress Monitoring

Academic & Behavior

- Given frequently (monthly/bi-weekly)
- Identify students in need of more or less support
- Used to inform special education referral process
Integrating Data: Tier 3

Data Teams

- Administration
- Classroom Teachers
- Reading and Behavior Specialists
- Multi-lingual Learner Specialist
- Special Education Teacher
- School Counselor
- BCBA

Academic & Behavior
- Look at academic and behavioral data at the same time
- Include FoI data
- Identify students in need of more or less support
- Refer for special education
## Integrating Data: Tier 3

### Making a plan for Jessica

<table>
<thead>
<tr>
<th>Student</th>
<th>OBEELS</th>
<th>SAEBRS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completes</td>
<td>Total</td>
</tr>
<tr>
<td>Jessica</td>
<td></td>
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</tr>
<tr>
<td>Irene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lin</td>
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<td>Andreas</td>
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<tr>
<td>Evin</td>
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<td>Irini</td>
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<td>Allison</td>
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<tr>
<td>Anea</td>
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</table>
Integrating Data: Tier 3
**Integrating Data: Tier 3**

**Don’t forget FoI!**

<table>
<thead>
<tr>
<th>Week</th>
<th>Routines Observed</th>
<th>Fidelity (%)</th>
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<tbody>
<tr>
<td>1</td>
<td>Phoneme Blending, Irregular Word Reading</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Regular word reading, dictation</td>
<td>95%</td>
</tr>
<tr>
<td>3</td>
<td>All</td>
<td>95%</td>
</tr>
<tr>
<td>4</td>
<td>Phoneme Blending, New Sound Routine, Word Blending</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>All</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>All</td>
<td>95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Positive</th>
<th>General Positive</th>
<th>Specific Corrective</th>
<th>General Corrective</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
<td>![Symbol]</td>
</tr>
</tbody>
</table>
Integrated Tier 3 Decision-Making Process

Data Summary
- Jessica is making slow progress in CVC word decoding
- CICO is not an effective support
- Fidelity and magic ratio is being met – not due to lack of instructional fidelity

Team Members
- Classroom Teacher
- Principal
- School Counselor
- Behavior and Reading Specialists
- Special education teacher
- Parents

Decision
- Develop more intensive behavior plan with token economy
- Move to Tier 3 reading intervention
  - Smaller group
  - More frequency
- Begin individualized SEB instruction from school counselor
- Inform parents of changes and consider special education referral if data continue to trend down
Integrated Tier 1 Study
PRELIMINARY DATA
Tier 1 Study: Participants

2 districts in the Northeast
District A = 6 schools
District B = 4 schools

88 classrooms total
Control: 42 classrooms ECRI-only
Treatment: 46 classrooms Integrated Behavior & ECRI
# Tier 1 Study: Year 1 Outcomes

<table>
<thead>
<tr>
<th>Teaching Behaviors</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompts</td>
<td>.85</td>
</tr>
<tr>
<td>Specific Praise</td>
<td>2.07</td>
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<tr>
<td>General Negative</td>
<td>-.54</td>
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<tr>
<td>Opportunities to Respond</td>
<td>.20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Behaviors</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Engaged</td>
<td>.31</td>
</tr>
<tr>
<td>% Off Task</td>
<td>-.34</td>
</tr>
</tbody>
</table>
Student Behavioral Outcomes

Change in Student Behavior from Pretest (Baseline) to Midpoint

Percent of Intervals

-10
-5
0
5
10

Academically Engaged

Off-Task

Reading Only

Integrated

\( d = -0.26 \)
Tier 1 Study

Cohort 1 initial findings

Positive differences in effective teaching and student behaviors

Effective teaching behaviors

• Large increase in teacher prompts and specific praise
• Decrease in teacher general negative statements

Student behaviors

• Increase in time engaged with reading instruction
• Decrease in off task behaviors
Tier 1 Study

Fidelity

- Teachers are able to implement ECRI with sustained fidelity even when behavior supports are integrated into the lesson plan. This is possible with supportive training, coaching, and feedback.
Limitations

• Study was conducted at two schools in the Northeast so may not generalize across the country

• Districts received support funded by federal grants and coaching was used to maximize fidelity which may not be feasible with typical district funding

• Data are preliminary and outcomes may change as more data are collected
Teacher Perspective

I love this program!

I'm seeing more success with ECRI than with what we used in the past.

My students' confidence in reading has increased.

Students' comprehension is improving.

I'm able to generalize behavioral strategies to other content areas.

I'm seeing more success with ECRI than with what we used in the past.
Questions?

katherine.meyer@uconn.edu  jessica.bourget@uconn.edu  tobey.duble@uconn.edu  ashley.plumb@uconn.edu
I-MTSS Research Network

This project involves a related set of investigations that evaluate whether self-regulation strategies, embedded within reading and math interventions, have positive effects on academic and behavioral skills.

In Project ENHANCE, we partner with districts to develop professional learning structures to install Comprehensive, Integrated, Three-tiered (Ci3T) models to meet students’ academic, behavioral, and social well-being needs.

This project aims to develop a fully validated rubric for schools to use as a self-assessment and researchers to use in studies about integrated MTSS.

The UConn I-MTSS Project evaluates the effects of three tiers of integrated reading and behavior support on student outcomes in K-2 classrooms.