A1 - Integrating Behavior & Reading Support to Improve Student Outcomes

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Typhanie Jackson, New Haven Public Schools

- **Topic:** Classroom PBIS
- **Keywords:** Academics, Alignment, Behavior, Research, Social Skills
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Strand Overview

A1 – Integrating Behavior & Reading Support to Improve Student Outcomes
Presenters: Mike Coyne & Brandi Simonsen, University of Connecticut; Typhanie Jackson, New Haven Public Schools, CT

A2 – Planning for Teaching & Learning for All Students, with a Focus on Students with Disabilities
Presenters: Bob Putnam, May Institute (MA); Amber Casavant, Gardner Public School District, MA

A3 – Promoting Positive Classroom Environments Through Effective Instruction
Presenter: Terrance Scott, University of Louisville, KY
Learning Objectives

1. Describe **high leverage practices** in classroom PBIS and reading that result in meaningful positive outcomes

2. Consider **school and district support structures** that may facilitate integrated implementation

3. Discuss **approaches to integrate** PBIS practices and academic support in classrooms

4. Identify **existing resources** to support integration of social-emotional-behavioral and academic support
Overview and Rationale for I-MTSS

Before we dive in...let’s talk about what we mean and why we should care!
Integrated Multi-Tiered System of Support (I•MTSS)
is a comprehensive prevention framework for improving students’ academic and social-emotional-behavioral outcomes.

Key components of an I-MTSS framework include:

- Integrated Continuum of Research-Informed Practices
- Comprehensive Data-Driven Decision Making
- Integrated Teaming and Coaching Structures
- Integrated Professional Development
- Additional Systems to Support Sustained and Scaled Implementation
Integrated Multi-Tiered System of Support (I•MTSS) is a comprehensive prevention framework for improving students’ academic and social-emotional-behavioral outcomes.

Integrated Continuum of Research-Informed Practices

What does this look like?

(Next slides informed by personal communication with Lee Kern, Caitlin Majeika, Joey Staubitz, & Joe Wehby, 2021)
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Why integrate?

Academic & behavioral needs are inter-related

- Create an effective context for learning
- Select appropriate content
- Use data-driven instructional methods
- Support educators with implementation

https://www.pbis.org/resource/effective-instruction-as-a-protective-factor
Effective Instruction as a Protective Factor
Core Features of “Protective Practices”

Create Effective Context for Learning
- Positively greet and welcome students into the lesson
- Establish predictable routines and procedures
- Explicitly teach positive expectations and SEB skills to support learning

Select Appropriate Content
- Set high expectations for all students with encouragement and support to meet them
- Use academic and behavioral data to identify instructional focus, and select culturally, contextually, and instructionally appropriate content
- Make connections between academic and SEB skills

Use Data-Driven...Methods
- Assess, teach connections to prior knowledge, and organize instruction
- Use explicit instruction (I do, we do, you do) and actively engage students in learning
- Use academic and behavioral data to adjust instruction
- Deliver specific and supportive feedback, and provide at least 5 positive statements for 1 every corrective statement

Turn & Talk
What protective practices do you see in classrooms?

https://www.pbis.org/resource/effective-instruction-as-a-protective-factor
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Integrating Positive Behavior Supports within a Whole Child Framework
What are you hoping to take away from today’s session?

What have you found to be the biggest challenge in implementing PBIS?
New Haven Public Schools Metrics
Preparing Students for College and Career
Suspensions by Race/Ethnicity (%)

- Hispanic/Latino of any race
- Black or African American
- White
- Two or More Races

<table>
<thead>
<tr>
<th>Year</th>
<th>Hispanic/Latino</th>
<th>Black or African American</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>5%</td>
<td>10%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>2019-20</td>
<td>4%</td>
<td>9%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>2021-22</td>
<td>5%</td>
<td>10%</td>
<td>3%</td>
<td>2%</td>
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</tbody>
</table>
Institutional Change
- Policies
- School Climate
- Creation of MTSS for SEB

Curricular Change
- Explicit Instruction SEB
- Authentic Integration Academics

Personal Change
- Adult SEL
- Culturally Responsive Teaching

What were we missing?

Our work today Continues!
NHPS Social Emotional Learning

CASEL Framework
Development of the Whole Child

If we create positive school communities that focus on the needs of all stakeholders, then we will assure that the learning needs, social-emotional wellness, and physical wellness of the whole child are met.

**By 2024** the number of students who are Chronically Absent from school will decrease to 10%.

**By 2024** 80% of PreK-8 students with 80+ school attendance (uninterrupted learning) will meet or exceed Social Emotional Learning grade level benchmarks.

**By 2024** 60% of Grades 4, 6, 8 and high school students will meet age-appropriate Physical Fitness benchmarks.
## Priority Area: Culture and Climate

### Social and Emotional Growth:
Increase accessibility of social and emotional resources for all families, staff, and other stakeholder groups.

<table>
<thead>
<tr>
<th>2021-2022</th>
<th>2022-2023</th>
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</table>
| - Initial training for all educators on Second Step and School Connect  
- Follow up school based Second Step Trainings  
- Explicit Instruction PreK to 8th  
- Align SEL with PBIS/school motto | - Continue connecting the SEL learning targets into academic day  
- Follow up trainings for explicit instructions and aligning SEL targets into academic learning  
- Meeting with supervisors to continue to embed SEL standards and language across content curriculum |
3-Pronged Approach

Culture and Climate

Explicit Instruction

Academic Integration
Whole Child - Social Emotional Learning

HOW?
Commitment to Whole Child MTSS SEL Alignment
| Addition of SEL Coordinator |
| 2 part time SEL coaches |
| **All Schools** - - 30 minutes or more SEL weekly |
| Recruitment of SEL Ambassadors all 41 schools |
| SEL Virtual Ambassador Academy - Spring- Summer |
| Quarterly Administrator Community-of-Practice SEL Sessions |
| Explicit Instruction Curriculum |
| CALM application- adult and students |
# Culture and Climate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building SEL routines into academic days</td>
<td></td>
</tr>
<tr>
<td>Aligning school PBIS/ motto/ to SEL framework</td>
<td>Sample</td>
</tr>
<tr>
<td>MTSS- that supports whole child-</td>
<td></td>
</tr>
<tr>
<td>Strengthen/ Assess Tier 1 School/ Classroom practices</td>
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<tr>
<td>Adult SEL- Prioritize time and space</td>
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<tr>
<td>Code of Conduct-conversations connected to SEL</td>
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<tr>
<td>Inclusion- Equity - New policies</td>
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</table>
### Explicit Instruction

<table>
<thead>
<tr>
<th>Built in scheduled SEL times</th>
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<tr>
<td>SEL calendar of resources connected to 5 Standards</td>
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<tr>
<td>Second Step Digital in all K to 8 schools</td>
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<tr>
<td>School Connect in all high schools</td>
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<tr>
<td>Creating options for interventions identified through MTSS</td>
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## Academic Integration

<table>
<thead>
<tr>
<th>Everyone is responsible for supporting SEL</th>
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<tr>
<td>Intentional use of planned breaks to support well being and self management</td>
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<tr>
<td>SEL benchmarks incorporated into learning targets</td>
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<tr>
<td>SEL language learned and used across content areas</td>
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<tr>
<td>Using engagement strategies and blended learning to support various styles of learners</td>
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<tr>
<td>Types of Support</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td>Individual</td>
</tr>
<tr>
<td>Grade Level</td>
</tr>
<tr>
<td>School Based</td>
</tr>
<tr>
<td>Meetings</td>
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<tr>
<td>Sel Team Meeting</td>
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<tr>
<td>SSST Team</td>
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<tr>
<td>Culture &amp; Climate</td>
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<tr>
<td>Staff Meetings</td>
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<td>Professional Development</td>
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What do people see when they look at you?

What do people see when they look at our students?
No significant learning occurs without a significant relationship.

Dr. James Comer
How?
We don’t see you as a problem.

We see you as an opportunity.
Second Step - Lesson Completion - November, April, May

- Completed November: 1273 lessons
- Completed April: 3418 lessons
- Completed May: 4059 lessons
School Connect - Explicit SEL Instruction 9-12 - Engagement

Number of teachers using School Connect: 158

Number of views of School Connect lessons: 1,142
Tying it together:

An academic system inclusive of Positive behavioral, SEL & culturally competent practices

- What do you need to do to be more aware about integrating both SEL and culturally responsive practices into your district/school/classroom?

Mentimeter

- What is one thing you heard today that is new learning or reignites your thinking?
- What are your next steps?
Academic Integration

### Embedded in Lessons & Units
- Lesson design with SEL standards & practices in daily & unit themes.
- Scheduling in time & space for students to discover solutions, ask questions, & reflect.
- Working in groups - all 5 SEL standards!

### Learning Targets/ Objectives
- SEL learning targets, objectives, thoughts of the day, essential questions, etc.
- Example: I can/will be able to express how I am feeling in French.
  Example: I can consider a point of view.

### Content Examples
- Character development
- POGIL science protocol
- Culturally responsive social-awareness discussions
- Figures in history
- Decision-making in math
- Composing statements based on views & responses or others
- Developing arguments
- Learning styles self-awareness for any class

### Learning Targets/Objectives Examples
- I can/will be able to express how I am feeling in French.
- I can consider a point of view.
Curricular Change

- Audit current curricula and resources
- Time management planning to include time for explicit instruction related to social skills
- Support school-wide matrices built into all content areas
- Connect standards that align
Institutional Change

- Data reviews - identify your “what”
- District wide adaptation of structures to support all learners (MTSS)
- Model conversations about implicit bias
- Review and modify policies
- Build supports into your strategic plan
Personal Change

- Build opportunities for adult SEL
- Let the data speak for itself
- Capacity building around culturally relevant practices, trauma informed practices, learning styles
- Build Relationships
- Give it a chance
What’s next?
Revist Frameworks

Connect the School Tier 1 Practices to support mental health
What’s Next?

Back to what we know:

PBIS Systems
- PBIS matrices
- Lesson planning
- Explicit expectations
- System of positive reinforcement

Embedded SEL Practices
- Understanding SEL standards
- Integrating practices with content

Culturally Relevant Pedagogy - Integrate and connect to self-awareness and social awareness:
- Incorporating attributes, characteristics, and knowledge from all students’ backgrounds
- Creating learning environments that allow students to use their diverse, cultural learning experiences in their learning of new content
- Recognizing students’ strengths within their cultures and identities
Learning Objectives

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Integrated Classroom Instruction

Integrated Reading & Behavior Interventions

**Common instructional features** support student learning

**Reading Interventions**
- explicit instruction
- teacher modeling
- opportunities to respond
- corrective feedback

**Behavior Interventions**

**Common outcomes** enable more efficient & effective interventions

**Reading Outcomes**
- Increases in academic engagement and successful learning opportunities
- Decreases in disruptive and off task behaviors

**Behavior Outcomes**

• Effective classroom behavior supports
• Effective classroom reading instruction
Effective Tier 1 Reading Instruction

- Comprehensive coverage of essential reading skills and strategies
  - Foundational skills (phonemic awareness, phonics, reading fluency)
  - Oral language, vocabulary, and comprehension
  - Systematic scope and sequence

- Whole class instruction and differentiated small group instruction
  - Protected time for daily literacy block (e.g., 90 minutes)

- Well designed instructional tools
  - Core reading program and supplemental materials
  - Consistent and coordinated instruction for all students
  - Principles of effective instruction
What’s good about programs?

*We don’t need to reinvent the wheel*
Enhanced Core Reading Instruction (ECRI)

• Series of explicit teaching routines designed to increase the efficiency and effectiveness of core reading programs

• ECRI demonstrates strong evidence of effectiveness under Every Student Succeeds Act (ESSA) for improving student reading outcomes
Integrated Classroom Instruction

• Behavior Prompts

• Integrated Reading Routines
  • ECRI routines with explicit embedded behavior prompts, praise, and corrections

• Student/Teacher Game
Just like

[MASCOT NAME],

We can be respectful and responsible!
We can be respectful.

Examples
We are respectful when we...

[ask students to share examples. Add ones you want to focus on]

Non-examples
We are not respectful when we...

[ask students to share non-examples. Add ones you want to focus on. Elicit more EXAMPLES than NON-EXAMPLES]
We can be **responsible**.

**Examples**

We are responsible when we...

[ask students to share examples. Add ones you want to focus on]

**Non-examples**

We are not responsible when we...

[ask students to share non-examples. Add ones you want to focus on. Elicit more EXAMPLES than NON-EXAMPLES]
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]:**

| An extra movement break | Fill in a box on our class chart | Everyone gets a [token, ticket, sticker tied to system already in place] | A quick game of Simon Says before we start _____[next activity] |
Integrated Reading Routines

• Explain/Model

• Practice for students only (group responses)

• Check for Understanding (individual turns)
Integrated Reading Routines

• 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*
Sound-Spelling Review: Beginning Routine

Materials: Chart of sound-spellings to review

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 as long as I touch under the letter.

Model with Behavior Specific Prompt: Let 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 when it’s my turn. My turn.

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.

*Signal for each sound-spelling

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.

Praise: Nice job listening respectfully with voices off! Correction: Remember, when it’s my turn voices are all. Let’s try that again. (Repeat model)

Practice for students: 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: I love how I heard everyone say the sounds together! Correction: Remember, I want everyone to say the sounds together. Let’s try that again. (Repeat word)

Check for Understanding: Call on two or 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 point 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. Respectfully listen when it’s your friend’s turn.

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.

Praise: Nice respectful listening! Correction: When it’s not your turn, please be respectful by actively listening. Let’s try again. (Repeat word with individual student turn)

Correcting Student Errors

1. My turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. Your turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Continued on back ▶

Routine Closure & Transition: Provide brief specific praise and award a point for the Student/Teacher game if the most students have met expectations.

Good job saying the sounds! We earned a point toward _____ (name chosen reinforcer) in our Student/Teacher game for being respectful listeners.

*Students have met expectations, do not award a point and prompt expected behavior for the next routine. We didn’t earn a point for this routine, let’s try again by being active listeners.

Behavior Specific Feedback: Below are examples of behavior specific prompts, praise, and feedback. This is not an exhaustive list rather a lot of suggestions. When providing feedback, be clear, specific, and concise. Pair with specific praise with prompting points on the Student/Teacher game.

Behavior Specific Praise Examples (During and After Routine to Reinforce Behaviors)

1. We are responsible when we have our voices off when it’s my turn.
2. We practice being respectful by waiting for my signal to say the sounds.
3. Remember, we are being respectful when we have our eyes on the board.

Behavior Specific Praise Examples (During and After Routine to Reinforce Behaviors)

After/During Modeling:
1. Thank you _____ (student name/whole class) for being respectful by actively listening while I give directions.
2. I know how _____ (student name/whole class) is being respectful by having their eyes on the board.
3. I can tell _____ (student name/whole class) is being respectful by thinking about the sound before saying it.

After/During the Routine:
1. I know how _____ (student name/whole class) is being respectful by waiting for my signal to say the sound.
2. I see _____ (student name/whole class) being respectful by having their eyes on the board.
3. I appreciate _____ (student name/whole class) being respectful by listening to their friend’s turn.

Behavior Specific Correction Examples (During and After Routine to Correct Behavior)

1. Remember, we’re working for _____ (class reward for student/teacher game). You earn points when you show respect and being responsible.
2. We show respect by waiting for the signal to say the sound. Let’s try that again.
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.
It’s fun to be **respectful** and **responsible**!

**Today’s goal:** [x] points

We earned [x] points,
If we met or goal, we choose/earned

| An extra movement break | Fill in a box on our class chart | Everyone gets a [token, ticket, sticker tied to system already in place] | A quick game of Simon Says before we start [next activity] |
Research Study

• What are the effects of integrated whole class reading and behavior supports?
  • More effective
  • More efficient
  • Value added
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Effective Instruction as a Protective Factor

During the COVID-19 pandemic, educational and mental health leaders have expressed growing concern about academic learning loss and the effects of public health mandates and social isolation on social, emotional, and behavioral (SEB) well-being. The most supportive approach to addressing these concerns recognizes the reciprocal relationship between effective instructional practices and SEB supports, as illustrated by the figure to the right.

Effective academic instruction and SEB supports (a) create positive, predictable, and safe learning environments and (b) facilitate growth in key academic and SEB skills—important protective factors for wellness. This practice brief (a) describes how effective instruction may function as protection to mitigate risk and (b) provides implementation tips for school leaders, coaches, and educators.
Please Complete this Session’s Evaluation

10/27/22

1A—Integrating Behavior & Reading Support to Improve Student Outcomes

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
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3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
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THANK YOU!!!!

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