

# A Behavior and Reading Improvement Center Presentation

*Implementing Academic and Behavior Support  
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**Forum for Change  
School-Wide Positive Behavior Support  
Planning for Systems Change**

**October 12, 2007**

1

## Presentation Objectives

- Describe the specific behavior programs and related supportive interventions that were used in the schools at each tier.
- Describe the specific reading programs and related supportive interventions that were used in the schools at each tier.
- Describe how the school PBS team used the SWIS assessments and other behavioral data-bases to monitor behavioral progress and make instructional decisions.
- Describe how school grade level teams used the DIBELS assessments and other criterion-referenced assessments to monitor reading progress and make instructional decisions.
- Describe major positive outcomes associated with this five-year research effort.

2

## Behavior and Reading Improvement Center Project Goal

- To identify, implement, and evaluate primary, secondary, and tertiary interventions designed to prevent children from experiencing reading and behavior problems in school.

3

## BRIC BEHAVIOR MODEL

4

## BRIC: Primary Level

- Positive Unified Behavior Support (PUBS)
  - Model of School-wide PBIS
  - Implementation and outcomes monitored by School Positive Behavior Support Team

5

## PUBS Components

- School-wide rules and procedures
- Unified K-1 and 2-5 classroom rules
- Explicit professional development for teaching and reinforcing rules and procedures
- Unified school-wide correction procedures for ODR and classroom disruption
- SWIS compliant ODR form across schools

6

### Explicit Fidelity Measures

- Frequency of reinforcement contingent to school rules
- Frequency teaching events (prompts cues, models) related to school rules.
- Corrective teaching procedural reliability
- Voice tone procedural reliability.

7

### BRIC Behavior: Secondary Level

- Phase One: Contracts and/or Monitoring
- Phase Two: Social Skills Instruction
  - Individual (one-on-one)
  - Targeted groups
  - *Boys Town Model* (Dowd & Tierney, 2005)

8

### BRIC Phase I Secondary Interventions

- Contingency contracting
- Teacher Monitoring
- Teacher Evaluation
- Self-Monitoring
- Self-Evaluation

9

### Secondary Intervention Fidelity Criteria

- Uniform fidelity requirements across schools
- Uniform sample recording forms across schools with options

10

11

12

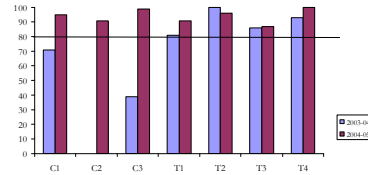


## Behavior and Reading Improvement Center Positive Unified Behavior Support

- Outcome Measures
  - School-wide Evaluation Tool (SET)
  - Frequency and type of office referrals using the School-wide Information System (SWIS).
  - Frequency of class passes.

19

## SET Benchmark Comparison



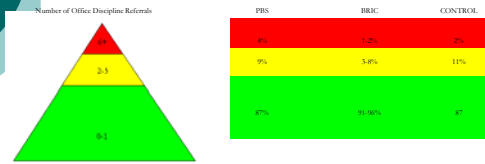
20

## Prevalence of Secondary-Tertiary: All Measures

Schools	A	D	I	M	P	W	Total
Total Enrollment	712	413	685	467	712	409	3398
Total Secondary	126	132	83	73	75	77	566
Total Tertiary	25	15	20	4	16	8	88
	3.5%	3.9%	3%	0.6%	2.2%	1.9%	2.6%

21

## Office Referral Comparisons



22

## BRIC Reading Model

23

## Three-Tier Reading Model

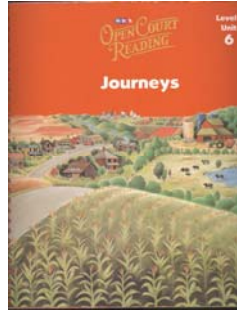
**Tier 1**  
**Core Classroom Instruction**  
All Students

**Tier 2**  
**Supplemental Instruction**  
Minimum of 10+ min/day (+Tier 1)  
Teaching Format: Small group  
Progress Monitoring: Every other week

**Tier 3**  
**Intensive Intervention**  
Minimum of 30+ min/day  
(+Tier 1)  
Teaching Format:  
Small group or 1:1  
Progress Monitoring:  
Every week

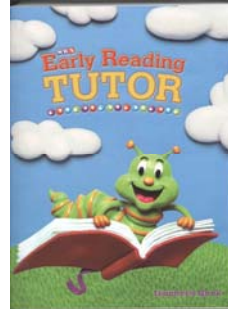
24

## Open Court



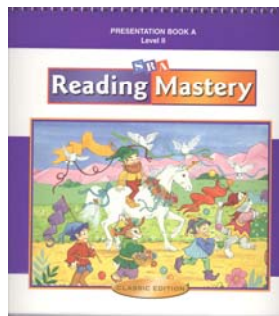
25

## Early Reading Tutor



26

## Reading Mastery



27

## Intervention Programs by Tier and Grade Level

Grade Levels	Decoding		Fluency	
	Secondary	Tertiary	Secondary	Tertiary
K-1	<i>Practice Court</i>	<i>Reading Mastery</i>	<i>Open Court Intervention Kit</i>	
2	<i>RM II</i> (fast cycle) If the student does not place in <i>RM II</i> , do not place him/her in <i>RM I</i> . Instead, place him/her in <i>PC</i>	<i>Practice Court</i>	Peer Coaching (in classroom with teacher)  Small Group (when the school schedule has a special intervention period)	1:1 Fluency Tutoring

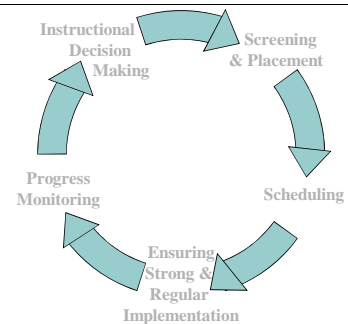
28

## Intensifying Instruction

- Regroup students
- Provide instruction 1:1
- Provide 2 lessons/day
- Preteach/reteach before/after lessons
- Program modifications
  - Building frequent reviews into the intervention
  - Incorporating multi-sensory strategies

29

## Comprehensive School Model for Reading



30

Roles of School Staff in BRIC Reading Model				
	Who?	How?	When?	Professional Development Provided by
Conducting Screening (and Benchmark Assessments)	Assessment Team	Using DIBELS Assessment Materials	Fall, Winter, Spring	School System, Literacy Facilitator
Planning and Scheduling of Students	Administration, Literacy Facilitator	Meet to Discuss School Schedule	Fall (Review after Winter Benchmark Assessment)	n/a
Ensuring Strong and Regular Implementation	Literacy Facilitator/Lead Teachers	Training, Using Fidelity Checklists	On-going**	School System & Literacy Facilitator/Lead Teachers
Progress Monitoring	Assessment Team and/or Classroom Teachers	Using DIBELS Assessment Materials	For students identified "Strategic": every 2 weeks For students identified "Intensive": every week	Literacy Facilitator
Instructional Decision-Making	Literacy Facilitator, Classroom Teachers (and Intervention Team)	Review Student Progress, Frequency of Implementation, Fidelity of Implementation	During Grade Level Meetings, Monthly Meetings with Principal, & Intervention Team Meetings	Literacy Facilitator

\*\*The Literacy Facilitator/Lead Teacher conducting fidelity observation provides feedback to the tutor at the end of the session and provides instructional support such as modeling a lesson for the tutor, providing side-by-side coaching on specific components, or answering questions regarding implementation.

31

BRIC Schoolwide Reading Model Evaluation Tool								
Component	Evaluation Question (#=not at all 1=some degree 2= as defined by BRIC)	Score by School						
		Final Year (05-06) / Sustainability Year (06-07)						
		1	2	3	4	5	6	7
<b>School Start-up</b>	A school-wide assessment system (e.g., DIBELS) and database are established and maintained for documenting student performance.	2/2	2/2	2/2	2/2	2/2	2/2	2/2
<b>1-a. Screening</b>	All students are assessed at the beginning of each school year and these measures are used to determine appropriate instructional placements.	2/2	2/2	2/2	2/2	2/2	2/2	2/2
<b>2-a. Scheduling</b>	Supplemental instruction is provided for students identified at risk (i.e., students who fail to make adequate progress).	2/2	2/2	2/2	2/2	2/2	2/2	2/2
<b>3. Placement</b>	Placement decisions are made using project guidelines.	1/1	2/2	1/1	2/1	2/1	2/2	2/2
<b>4-a. Ensuring Strong and Regular Implementation</b>	Fidelity observations have been conducted for staff providing secondary level interventions.	1/1	2/2	2/2	2/1	2/1	2/2	1/1
<b>4-b.</b>	Fidelity observations have been conducted for staff providing tertiary level interventions.	1/1	2/2	2/2	2/1	2/1	2/2	1/1
<b>4-d.</b>	The literacy facilitator monitors tutors to make sure groups are meeting regularly.	2/1	2/1	1/1	2/1	2/1	2/2	2/1

32

BRIC Schoolwide Reading Model Evaluation Tool								
<b>5-a. Progress Monitoring</b>	Progress monitoring data for students identified Strategic is collected frequently.	2/2	2/2	2/2	2/2	2/2	2/2	2/2
<b>5-b.</b>	Progress monitoring data for students identified Intensive is collected frequently.	2/2	2/2	2/2	2/1	2/2	2/2	2/2
<b>6-a. Instructional Decision Making</b>	The literacy leader is involved in meeting to discuss data (e.g., progress monitoring, tutor records) and other information to make instructional decisions	2/1	2/2	1/1	2/1	2/1	2/2	2/1
<b>TOTAL for Final Year (05-06) / Sustainability Year (06-07) (out of 22)</b>		<b>18/16</b>	<b>22/21</b>	<b>18/18</b>	<b>22/15</b>	<b>22/16</b>	<b>22/21</b>	<b>19/17</b>

33

**Behavior and Reading Improvement Center  
For More Information...**

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34

**Question and Answer**

**Guidelines**

Leave Firearms at the Door  
Focus on What We Know  
Don't Worry...Be Happy!

35