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Handouts: http://www.pbis.org

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- Inspiration
  - Carol Sadler
- Co-author
  - Steve Goodman
- Partnering Districts
  - Bethel School District, OR
  - Tigard-Tualatin School District, OR

Getting going…

- Turn to a neighbor
  - What is something you already know about MTSS?
  - What do you want to get out of this session?

Overview

- Define an integrated MTSS model
- Show research showing the benefits of integrating systems into one MTSS
- Share strategies for integrating academic and behavior practices
  - Tier I
  - Tier II
What is MTSS?

Multi-Tiered Systems of Support
Tier 1 Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Tier 2 Interventions: Efficient Systems for Students At Risk for Negative Outcomes

Tier 3 Interventions: Individualized Systems for Students with Intensive Needs

CONTINUUM OF MULTI-TIERED SYSTEMS OF SUPPORT

An example
MTSS in the real world

What is **MTSS**?

**Multi-Tiered Systems**

MTSS Framework

School Principal

Implementation

From Don Kincaid

Supporting Decision Making

Supporting Staff Behavior

Supporting Student Behavior

Social, Emotional & Academic Success

PBIS Elements

**4** Outcomes

DATA

PRACTICES

SYSTEMS

Keeping Behavior Acceptable

PBS

School Team

Coaching

Effective Interventions

MTSS Framework

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Features of MTSS (McIntosh & Goodman, 2016)

**Academic RTI**
- Specific academic assessments and interventions
- Use of published curricula selected by school or district
- Use of direct assessment of skills
- Periodic assessment through benchmarking periods
- Focus on grade-level teaming
- Described in IDEA as SPED eligibility determination approach

**PBIS**
- Scientifically-based interventions
- Instruction as prevention
- Tiered continuum of supports with increasing intensity based on need
- Regular screening for early intervention
- Use of a problem-solving model and data-based decision rules
- Focus on teaming
- Emphasis on improving quality of implementation
- Embedded into school improvement plan

**What is MTSS?**

**Multi-Tiered Systems of Support**

There are far more initiatives, programs, and practices than we can possibly implement well, or even at all.

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**Figure 1. Birth and Death Cycles of Educational Innovations**

(Latham, 1988)
Can we align or integrate our initiatives to make them more, feasible, effective, and durable?

What are we talking about when we talk about aligned MTSS?

- Parallel play
What are we talking about when we talk about integrated MTSS?

- Parallel play
- Full integration
Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work

Is there a link between academics and behavior?

yes.

Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   □ Access to instruction (Levy & Chard, 2001)
**MEAP – Grade 4 Reading Assessment**
29 Elementary schools in Michigan
(reading and behavior support)

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(Goodman, 2005)

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**Two Causes, Two Solutions**

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

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**Can PBIS lead to improved reading performance?**


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**BC Elementary School Example: Office Discipline Referrals**
BC Elementary School Example: Out of School Suspensions

Student Satisfaction Survey: Grade 4

At school, are you bullied, teased or picked on?

FSA Results 2007-09: Grade 4

Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

2. Response to Intervention Theory
   - Repeated academic failure leads to a pattern of problem behavior (Patterson, 1982; McIntosh et al., 2008)
Coercive Cycle of Teacher-Student Interactions (McIntosh et al., 2008)

Teacher presents student with grade level academic task

Student’s academic skills do not improve

Student engages in problem behavior

Student escapes academic task

Teacher removes academic task or removes student

Two Causes, Two Solutions

1. “Chaotic Classroom” Theory
   - Access to instruction (Levy & Chard, 2001)
   - Create safe, positive classrooms where instruction can take place

2. Response to Intervention Theory
   - Repeated academic failure leads to a pattern of problem behavior (Patterson, 1982; McIntosh et al., 2008)
   - Provide high-quality academic instruction to prevent failure

Can we alter the academic to behavior challenges pathway? (McIntosh, Sadler, & Brown, 2012)

Research questions:
1. Do pre-reading scores at the start of kindergarten predict problem behavior in 5th grade?
2. Does response to academic instruction change this risk?

ODRs by K DIBELS ISF Score

(McIntosh, Sadler, & Brown, 2012)
Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work
3. We need to integrate our systems to solve the big problems
**WHAT ARE THEY?**

ACEs are **ADVERSE CHILDHOOD EXPERIENCES**

- Physical
- Emotional
- Sexual
- Mental illness
- Parent treated violently
- Substance abuse
- Divorce
- Incarcerated relative

**Possible Risk Outcomes:**

- **Behavior**
  - Lack of physical activity
  - Smoking
  - Alcoholism
  - Drug use
  - Misdemeanor

- **Physical & Mental Health**
  - Severe obesity
  - Diabetes
  - Depression
  - Suicide attempts
  - STIs
  - Heart disease
  - Cancer
  - Stroke
  - COPD
  - Broken bones

rwjf.org, www.cdc.gov/ace/prevalence
Integrating initiatives example: Trauma-informed Care

- A possible solution:
  - Create a stand-alone program that requires extensive mental health training and becomes one more thing teachers are asked to do

- A Better Solution:
  - Create safe, predictable, and positive learning environments for all students, regardless of need
  - Give students skills to identify and self-regulate their emotions
  - Provide more support to students who need more

Integrating initiatives example: Trauma-informed Care

A 5-point Intervention to Enhance Equity in School Discipline

http://www.pbis.org/school/equity-pbis
5-point Intervention Approach

1. Collect, use, and report **disaggregated** discipline data
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
4. Develop **policies** with accountability for disciplinary equity
5. Teach steps to **neutralize implicit bias**

http://www.pbis.org/school/equity-pbis

Integrated MTSS and the Opportunity Gap

Tigard-Tualatin School District (Chaparro, Helton, & Sadler, 2016)

Integrated MTSS Successes

- California
  - Lane & Menzies (2003)
- Florida
  - Kincaid & Batsche (2016)
- Michigan
- Ohio
- Oregon
  - Chaparro et al. (2016), Sadler & Sugai (2008)

Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work
3. We need to integrate our systems to solve the big problems
4. And it's all worth it
So...how do we integrate our academic and behavior systems?

- Data systems
- Practices
- Teaming
- District Support
  - Training and Professional Development
  - Coaching

What do we integrate?
(McIntosh & Goodman, 2016)

Goal
- Equitable
- Effective
- Sustainable

Is integration our goal?

Enablers
- Systems Features
  - Effective
  - Efficient
  - Equitable
  - Sustainable

Improved Student Outcomes
How to integrate well

- The key to integrated systems is through integrated thinking
  1. Considering the link between academics and social behavior in planning supports
  2. Implementing effective practices for both the academic and social behavior domains
  3. Integrating where it makes the most sense

Considers Tiers of Support when Integrating

1. Because academic RTI and PBIS systems are both organized that way
2. The approach to integrating practices varies based on the specific tier of support

Tiered Logic for Integrating Practices

- Tier I
  - Provide quality instruction in each domain
  - Use the same principles to guide instruction

- Tier II
  - Utilize existing Tier II academic practices that also provide social behavior support (and vice-versa)
  - Differentiate instruction to add efficient intervention across domains

- Tier III
  - Fully integrate support based on individual needs

Tier I

- Aims:
  - Maximize success for all students
  - Prevent challenges in each area that could cross over

- Integration considerations
  - Core instructional principles are shared
  - Efficiency comes from generalization
Principles of effective instruction (academic and social behavior)

1. Focus on Big Ideas

- **Focus on key and critical components**
- **Big Ideas of Early Literacy (NRP)**
  - Phonemic Awareness
  - Alphabetic Principle
  - Fluency with Connected Text
  - Vocabulary
  - Comprehension Strategies

- **Social and Emotional Learning (CASEL 5)**
  - Self-awareness
  - Self-management
  - Social awareness
  - Relationship skills
  - Responsible decision-making

- **PBIS Expectations**
  - Be safe
  - Be responsible
  - Be respectful

2. Conspicuous Strategies

3. Mediated Scaffolding
4. Strategic Integration

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
<th>Reading Example</th>
<th>Behavior Example</th>
<th>Integrated Support Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Integration</td>
<td>Previous learning applied to new more complex content and contexts</td>
<td>Phonemic awareness is combined with alphabetic principle to promote fluency with connected text</td>
<td>Behavior expectations are selected and taught to transfer to new settings and contexts (e.g., substitute teacher, field trip)</td>
<td>Teach students to use skills learned in reading problem solving to apply to social problem solving (e.g., identifying context cues, understanding meaning)</td>
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5. Primed Background Knowledge

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<tr>
<td>Primed Background Knowledge</td>
<td>Linking current content to prior knowledge and experiences</td>
<td>Connect vocabulary instruction to student previous vocabulary and understanding</td>
<td>Use student's previous experiences to better understand rationale for using prosocial behavior</td>
<td>Make connections from concepts previously learned in one area (e.g., content from story) as background knowledge for another area (e.g., importance of responsibility)</td>
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</table>

6. Judicious Review

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</thead>
<tbody>
<tr>
<td>Judicious Review</td>
<td>Planful and periodic review of skills and knowledge</td>
<td>Review vocabulary terms at end of initial lesson and also periodically based on student performance</td>
<td>Review behavior expectations after each school vacation period or before common “spikes” in problem behavior, precorrect before challenging settings</td>
<td>Monitor student performance within the instructional setting regarding need for review in both behavior AND academic variables</td>
</tr>
</tbody>
</table>
Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines

Evidence-based Classroom Strategies Guide

- Guide for implementing effective classroom systems
  - Elementary
  - Secondary


www.guilford.com

http://www.pbis.org
### Sample Lesson Plan

| Skill Name | Getting Help  
<table>
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<tr>
<td></td>
<td>(How to ask for assistance for difficult tasks)</td>
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</table>

#### Teaching Examples

1. When you’re working on a math problem that you can’t figure out, raise your hand and wait until the teacher can help you.  
   NEGATIVE: raise hand and wave it around or call out.
2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, ask the teacher for the missing equipment.  
   NEGATIVE: skip steps that use this equipment.
3. You are reading a passage and don’t know the meaning of a word, ask your neighbor.  
   NEGATIVE: ask your neighbor for the word and then keep talking.

#### Student Activity

1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could get help.
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

#### After the Lesson  
(During the Day)

1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could get help if they have difficulty (precorrection).
2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they need help (reminder).
3. Whenever a student gets help the correct way, provide specific praise to the student.

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### Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction

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### Peer-mediated Intervention

(aka Peer Tutoring)

- Students teach each other
  - Students are paired and take turns as “coach” and “player”
- Effective on a range of outcomes
  - Barton-Árwood et al., 2005; Fuchs et al., 2002; Locke & Fuchs, 1995; Sutherland & Snyder, 2007
  - Academic skills
  - Academic engagement
  - Problem behavior
  - Social standing

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### Peer-mediated Intervention Resources

- Peer Assisted Learning Strategies  
  - [http://kc.vanderbilt.edu/pals](http://kc.vanderbilt.edu/pals)
- Free peer tutoring manual (reading fluency)  
Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction
- Include social and emotional content in academic lessons

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction
- Include social and emotional content in academic lessons
- Arrange the classroom environment to maximize academic engagement

Use materials that focus on social problem solving

- Select content that includes SEL topics in language arts and history
  - Wars and injustices (e.g., The Trail of Tears)
  - Inspiring events (e.g., We’ve Got a Job)
- Use comprehension questions when reading
  - How do you think that made her feel?
  - What do you think is going to happen next?
  - How could he have done things differently?

Classroom Decorations

Fig. 1. Panoramic view of the laboratory classroom in (a) the decorated-classroom condition and (b) the sparse-classroom condition. (Fisher, Godwin, & Seltman, 2014)
Classroom Decorations

- Children in the highly decorated room...
  - Spent significantly more time off-task
  - Had significantly smaller learning gains

(Fisher, Godwin, & Seltman, 2014)

Tier II

- Aims:
  - Provide supplemental (not supplantive) support
  - Can rely on quality Tier I practices for some integrated support

- Integration considerations
  - What is needed to maximize existing Tier I supports?
  - Efficiency comes from thoughtful selection

Types of Student Problems

Academic Problems

Interrelated Academic and Behavior Problems

Behavior Problems

Nonrelated Academic and Behavior Problems

Reasons Not to Implement New Integrated Tier II Practices

1. More time learning with peers in the general education setting
2. Avoids adding more and more interventions to a fully loaded school
3. Eliminates need to scheduling another set of groups!
**Smarter Integration**

- Two step process:
  1. Place students into instructional groups based on their primary **academic** needs
  2. Add accommodations and differentiation of instruction for **social behavior**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Possible Accommodations/Differentiation</th>
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</table>
| 1. Student engages in problem behavior to obtain adult attention during instruction | - Teach, practice, and acknowledge behavior expectations, with specific focus on appropriate ways to obtain adult attention
- Provide increased opportunities for student responding and feedback from instructor
- Arrange the instructional environment so that appropriate adult seeking attention is easy and not disruptive to others (e.g., seating near teacher, help signal for independent work)
- Enroll in Check-in Check-out (CICO) |

**Tier II Accommodations by Function of Problem Behavior**

- **Check-in Check-out (CICO)**
  - Mentoring by an adult in the school who looks out for the student
  - Structured process of feedback and recognition to a school day
  - Instruction in needed skills
  - School-home communication
  - Built-in monitoring

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</table>
| 2. Student engages in problem behavior to obtain peer attention during instruction | - Teach, practice, and acknowledge behavior expectations with peers, with specific focus on appropriate ways to obtain peer attention
- Provide increased opportunities for peer mediated instruction (e.g., peer tutoring, group work)
- Teach peers to ignore misbehavior and acknowledge appropriate prosocial behavior
- Arrange the instructional environment to minimize peer disruptions (e.g., seating changes) |
### Tier II Accommodations by Function of Problem Behavior

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</table>
| 3. Student engages in problem behavior to avoid or escape interactions with adults or peers during instruction | • Briefly teach and practice behavior expectations, and acknowledge with responses that are reinforcing for the student  
  • Provide opportunities for independent structured instruction (e.g., programmed instruction, computer-aided instruction)  
  • Teach needed social and emotional skills                                                                 |

<table>
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</table>
| 4. Student engages in problem behavior to avoid or escape academic tasks  | • Develop skills in specific deficit areas  
  o Provide instruction at student success level  
  o Use evidence-based interventions to address deficit areas  
  • Add reinforcement system to reward engagement  
  • Enroll in Breaks are Better CICO modification |

### Tier II Accommodations by Function of Problem Behavior

<table>
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<tr>
<th>Scenario</th>
<th>Possible Accommodations/Differentiation</th>
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</table>
| 5. Student engages in problem behavior due to deficits in academic facilitative behaviors | • Teach, practice, and acknowledge behavior expectations, with specific focus on appropriate classroom behavior  
  • Teach specific academic facilitative skills (e.g., attending, organization, engagement)  
  • Enroll in Check-in Check-out (CICO) |

### Some Big Ideas about MTSS

1. Integration can be hard  
2. But we're all doing the same work  
3. We need to integrate our systems to solve the big problems  
4. And it's all worth it
Blended families...

Will there be challenges down the road?

My advice for you?

- Focus on the TV!

Contact Information

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Handouts: http://kentmcintosh.wordpress.com
**Selected References**


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