

A Behavior and Reading Improvement Center Presentation

*Implementing Academic and Behavior Support
Richard White and Bob Algozzine*

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

October 12, 2007

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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.

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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.

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BRIC BEHAVIOR MODEL

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BRIC: Primary Level

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

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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

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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.

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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)

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BRIC Phase I Secondary Interventions

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

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Secondary Intervention Fidelity Criteria

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

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PUBS Teacher Checklist

Pupil: _____ Date: _____

Teacher: _____

| Year | Week | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|------|------|--------|--------|--------|--------|--------|--------|
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| | | | | | | | |

Teacher Checklist Date: _____

Pupil/Tutor: _____

Teacher: _____

Goal: _____

Teacher Checklist Date: _____

Pupil/Tutor: _____

Teacher: _____

Goal: _____

BRIC Behavior Treatment Plans/Checklist

Teacher/Parent/Student/Classroom: _____

Behavior: _____

Teacher/Parent/Student/Classroom

Teacher/Parent/Student/Classroom: _____

| Teacher/Parent/Student/Classroom | Yr | Wk |
|----------------------------------|----|----|
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Teacher/Parent/Student/Classroom

Teacher/Parent/Student/Classroom: _____

Teacher/Parent/Student/Classroom: _____

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Teacher/Parent/Student/Classroom: _____

Teacher/Parent/Student/Classroom: _____

Teacher/Parent/Student/Classroom: _____

Teacher/Parent/Student/Classroom: _____

Teacher/Parent/Student/Classroom: _____

Teacher/Parent/Student/Classroom: _____

By Behavior Graph

Teacher/Parent/Student/Classroom: _____

Teacher/Parent/Student/Classroom: _____

| Week of Behavior | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
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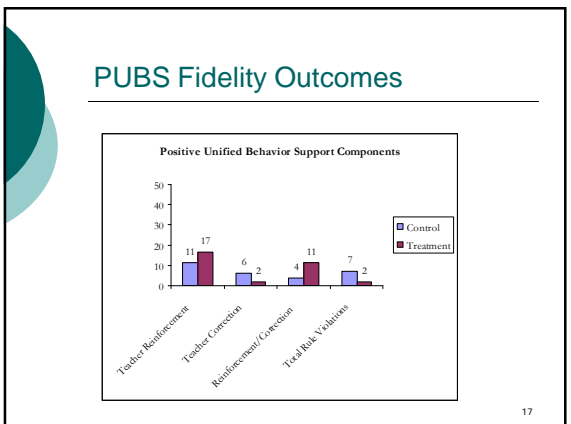
Teacher/Parent/Student/Classroom

Teacher/Parent/Student/Classroom: _____

Teacher/Parent/Student/Classroom: _____

BRIC Behavior: Tertiary Level

- o System of Care
 - Child-Family Team Meetings
 - FBA-BIP
 - Wraparound Planning



Select Secondary Fidelity Outcomes

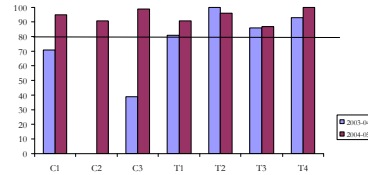
- o Secondary Interventions (Indirect)
 - Teacher Monitoring 0.84
 - Student Contract 0.78
 - Teacher Evaluation 0.98

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.

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SET Benchmark Comparison



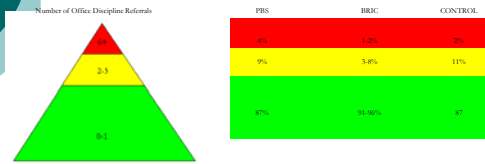
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Prevalence of Secondary-Tertiary: All Measures

| 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% |

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Office Referral Comparisons



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BRIC Reading Model

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Three-Tier Reading Model

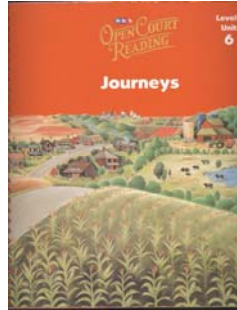
Tier 1
Core Classroom Instruction
All Students

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

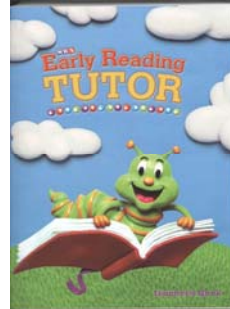
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Open Court



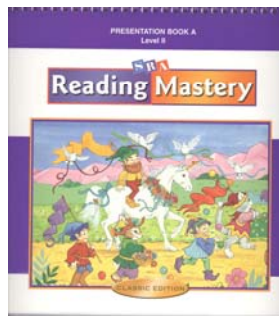
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Early Reading Tutor



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Reading Mastery



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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 |

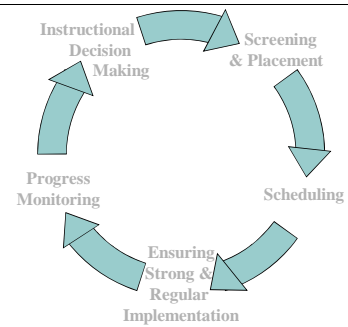
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Intensifying Instruction

- 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

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Comprehensive School Model for Reading



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| 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.

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| BRIC Schoolwide Reading Model Evaluation Tool | | | | | | | | |
|--|---|--|-----|-----|-----|-----|-----|-----|
| Component | Evaluation Question (8-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 |
| School Start-up | 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 |
| 1-a. Screening | 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 |
| 2-a. Scheduling | 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 |
| 3. Placement | Placement decisions are made using project guidelines. | 1/1 | 2/2 | 1/1 | 2/1 | 2/1 | 2/2 | 2/2 |
| 4-a. Ensuring Strong and Regular Implementation | 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 |
| 4-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 |
| 4-d. | 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 |

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| BRIC Schoolwide Reading Model Evaluation Tool | | | | | | | | |
|---|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 5-a. Progress Monitoring | Progress monitoring data for students identified Strategic is collected frequently. | 2/2 | 2/2 | 2/2 | 2/2 | 2/2 | 2/2 | 2/2 |
| 5-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 |
| 6-a. Instructional Decision Making | 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 |
| TOTAL for Final Year (05-06) / Sustainability Year (06-07) (out of 22) | | 18/16 | 22/21 | 18/18 | 22/15 | 22/16 | 22/21 | 19/17 |

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

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Question and Answer

Guidelines

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

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