

# A School Improvement Framework for Promoting Evidence-Based Academic and Behavior Supports

May 21, 2007  
Closing the Achievement Gap Conference  
University of Connecticut, Storrs



## Agenda



- George – “Warm-up: CBER & Why Academic & Behavior Framework?”
- Mike C. – “Early Literacy”
- Mike F.L. – “Adolescent Literacy”
- Brandi – “Behavior”
- Sandy – “Data Driven Decision Making”



## Session Outcomes



1. Description of **CBER**
2. Descriptions of features of **school-wide framework** for improving academic & behavioral outcomes
3. Sample of current CBER **research & dissemination** efforts
4. Importance of **integrating academic & social behavior efforts within data driven, decision making approach**



## What is CBER?



*Center for Behavioral Education & Research*

### PURPOSE

Work group organized to conduct & disseminate rigorous applied research that promotes academic & social supports for all children & youth in schools.

- Formed in Spring 2005
- Approved by UConn Board of Trustees in Fall 2006

## CBER Research Scientists

**Sandy Chafouleas**  
Assoc. Prof.  
School Psych.

**Mike Coyne**  
Assoc. Prof.  
Spec. Educ.

**Mike Faggella-Luby**  
Assist. Prof.  
Spec. Educ.

**Brandi Simonsen**  
Assist. Prof.  
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**George Sugai**  
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## CBER Goals

- **Conduct, translate, & disseminate academic & social behavior research**
- **Prepare personnel** in application of evidence based practices & systems
- **Prepare leaders** to conduct, translate & disseminate research
- **Establish & evaluate demonstrations & exemplars**
- **Collaborate w/ researchers & practitioners**
- **Establish & sustain Neag School of Education research priority**

## CBER Guiding Principles

Positive & Preventive

Continuum of Support

Instructional Orientation

Academic & Social Behavior

Systems Perspective

Socially Important & Applied

Evidence-based Practices

Typical & Real Implementers

Cognitive-Behavioral Theory

Cultural & Contextual

## Designing School-Wide Systems for Student Success

### Academic Systems

- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

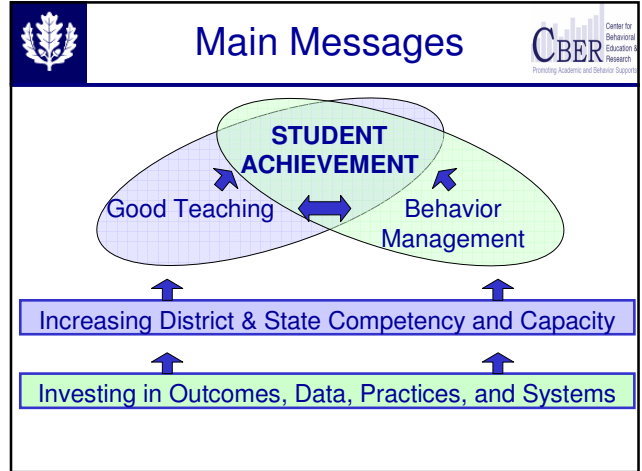
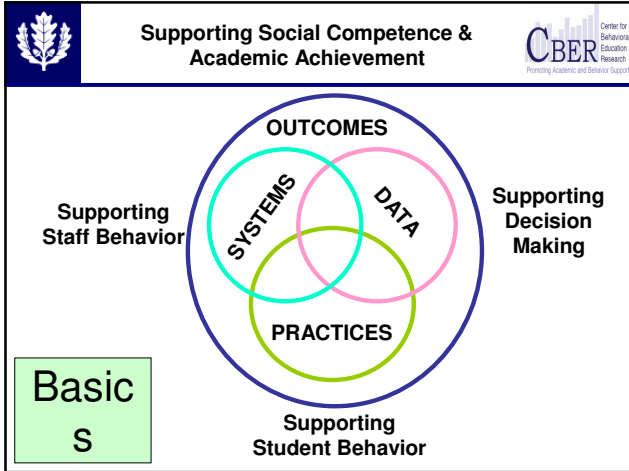
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← 5-10%

← 80-90%

### Behavioral Systems

- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All settings, all students
  - Preventive, proactive

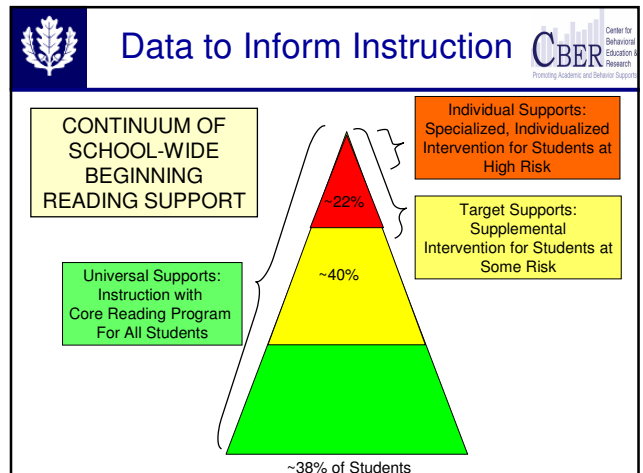
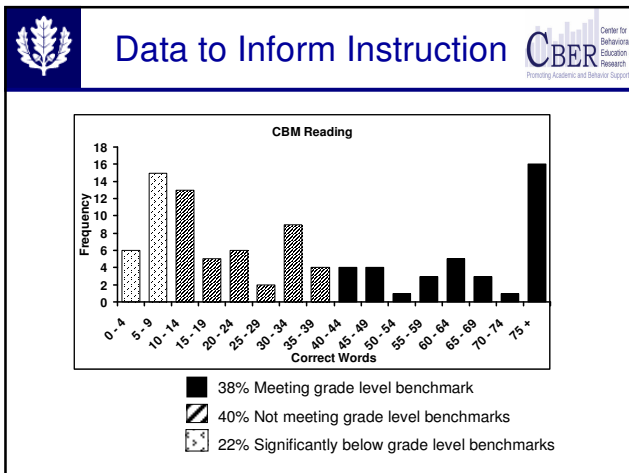
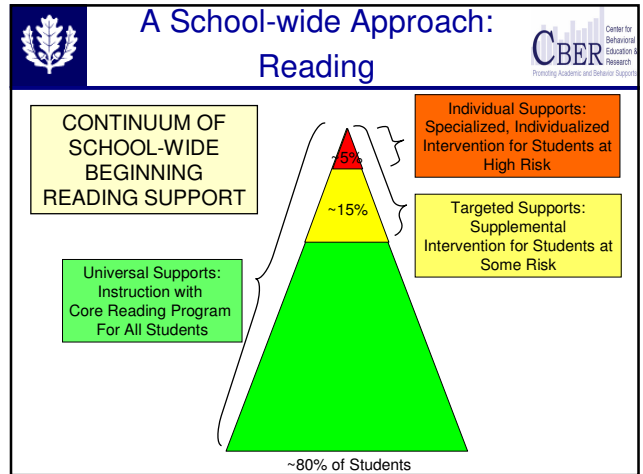
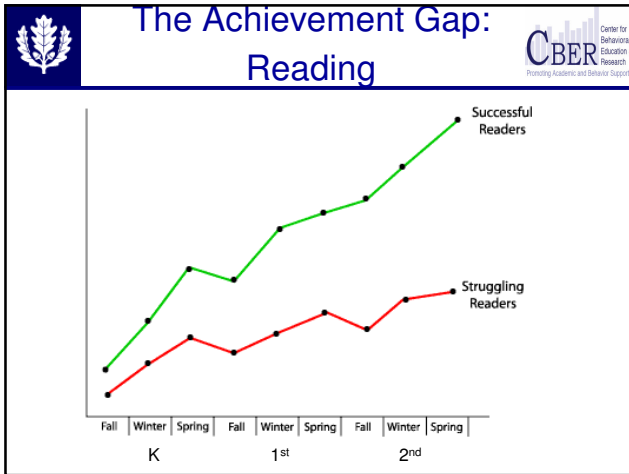



- What Matters!**
- **Contexts** for teaching & learning environments
  - **Interaction** between academic & social behavior instruction
  - **Data** for informed decision making
  - Effective, efficient, durable, & relevant **practices & systems**
- CBER** Center for Behavioral Education & Research  
Promoting Academic and Behavioral Support

**EARLY LITERACY**


Mike Coyne  
Assoc. Prof. Spec.  
Educ.

**CBER** Center for Behavioral Education & Research  
Promoting Academic and Behavioral Support







## Universal Supports: Core Instruction



- Consistent “core” reading instruction of validated efficacy implemented school-wide
- Core instruction focuses on “big ideas” in beginning reading (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension)
- Core instruction implemented with fidelity
- Consistent, prioritized, and protected time allocated to core reading instruction




## Targeted Supports: Intervention




### Examples of ways to intensify instruction


- Increase instructional time**
- Provide instruction in smaller groups or one-on-one**
- Preteach important concepts**
- Modify program to make more explicit and supportive**
- Monitor progress more frequently**
- Provide program specific training or coaching to instructor**
- Meet frequently to monitor instruction, coordinate and plan**
- Give students more opportunities to practice skills**



## Targeted Supports: Intervention Research




**Project ERI:**  
Early Reading Intervention (2006-2010)




### Comparison of 3 Kindergarten Interventions

- 30 minutes of ERI (Early Reading Intervention)
- 15 minutes ERI
- 30 minutes of basal program


**Results:** 30 ERI > 30 Basal & 15 ERI  
15 ERI = 30 Basal



## Targeted Supports: Intervention Research

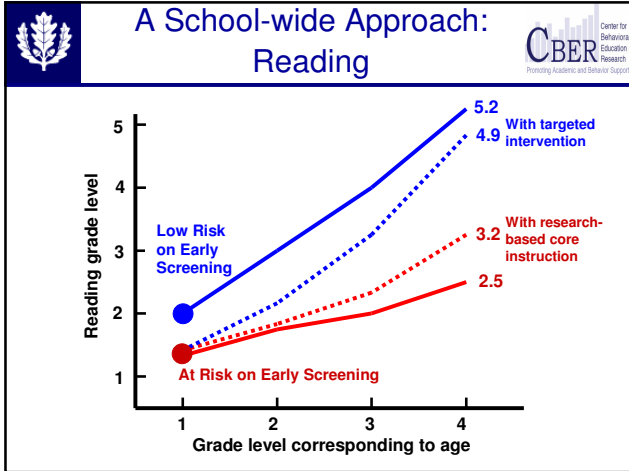


**Project IVI:**  
Intensifying Vocabulary Intervention for Kindergarten Students at Risk of Learning Disabilities (2006-2009)



- All students received classroom vocabulary instruction
- Some at-risk students received targeted vocabulary intervention

**Results:** Intervention > No Intervention  
At-risk students receiving intervention = Typical Students receiving class instruction



# ADOLESCENT LITERACY

Mike Faggella-Luby  
 Assist. Prof.  
 Spec. Educ.

- ### Critical RtI Planning Elements
1. Universal Screening
  2. Evidence-based Instruction
    1. Content
    2. Pedagogy
  3. Progress Monitoring
    1. Word Recognition not enough for older students
    2. Comprehension Measures
    3. Process and Knowledge
  4. Fidelity of Implementation

- ### Continuum of Literacy Instruction Content Literacy Continuum -- CLC
- Level 1:** Enhance content instruction (mastery of critical content for *all* regardless of literacy levels)
  - Level 2:** Embedded strategy instruction (routinely weave strategies within *and* across classes using large group instructional methods)
  - Level 3:** Intensive strategy instruction (mastery of specific strategies using intensive-explicit instructional sequences)
  - Level 4:** Intensive basic skill instruction (mastery of entry level literacy skills at the 4th grade level)
  - Level 5:** Therapeutic intervention (mastery of language underpinnings of curriculum content and learning strategies)

**Content of Instruction that builds Comprehension**

1. Vocabulary knowledge
2. Knowledge of text/discourse structures
3. Domain/Background knowledge
4. Cognitive Strategies
5. Increase motivation/engagement

e.g., Gersten et al., 2001; Biancarosa & Snow, 2004; Torgeson et al., 2007

**Intense-Explicit Instruction**

**LEVEL 1**

- Cue
- Do
- Review

**LEVEL 2**

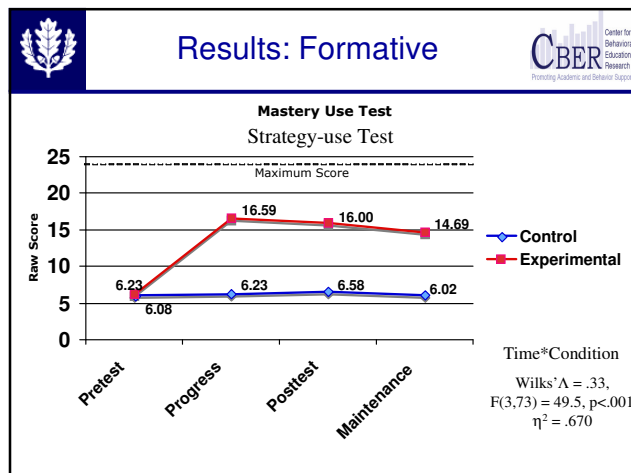
- "I do it!" (Learn by watching)
- "We do it!" (Learn by sharing)
- "Ya'll do it!" (Learn by sharing)
- "You do it!" (Learn by practicing)

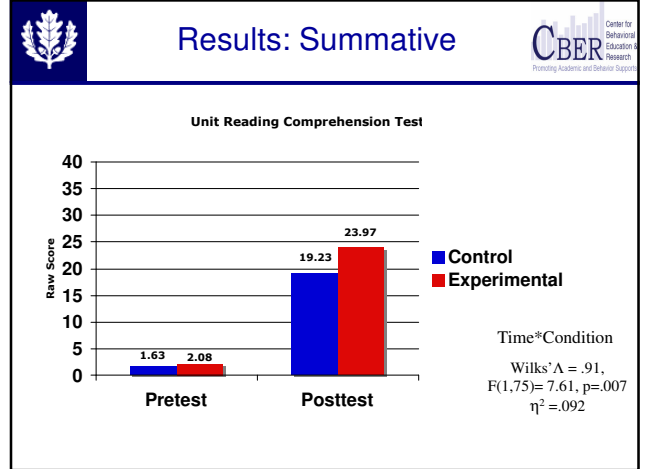
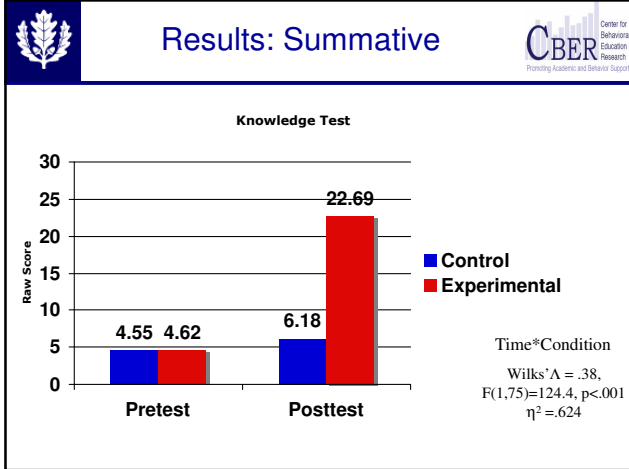
**LEVEL 3/4/5**

- Pretest
- Describe
  - Commitment (student & teacher)
  - Goals
  - High expectations
- Model
- Practice and quality feedback
  - Controlled and advanced
- Posttest & reflect
- Generalize, transfer, apply

**Embedded Strategy Study Design**

- Control-group Design with Random Assignment
- 79 students (including 14 SWD)
- Six 9th-grade summer school literature classes (3 Experimental and 3 Control)
- Researcher conducted all instruction
- Embedded Short Story (ESS) vs. Comprehension Skills Instruction (CSI)
- *Time*: 120 minutes per day (9 days total)
- Measures of Knowledge, Use and Comprehension
- *Material*: *The InterActive Reader* (McDougal Little, 2001)

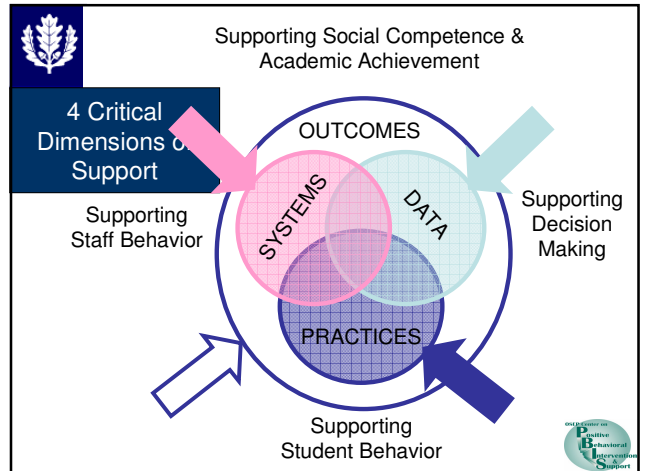





**SOCIAL BEHAVIOR**

Brandi Simonsen  
Assist. Prof.  
Spec. Educ.

Center for Behavioral Education Research  
Promoting Academic and Behavior Support


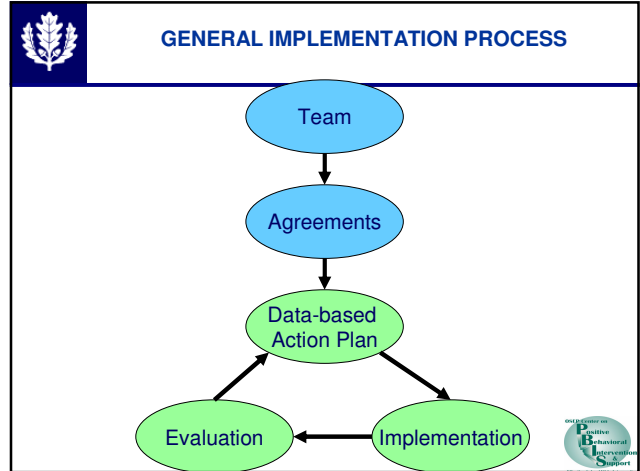





**SYSTEMS**

“supports that are needed to enable the accurate and durable implementation of the practices”



(OSEP Center, 2004, p. 14)

“SW-PBS emphasizes **research-validated practices**, interventions, strategies, curriculum, etc. to achieve goals and outcomes”

(OSEP Center, 2004, p. 11)

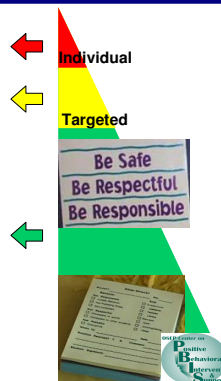

**PRACTICES**

**Examples of PRACTICES in School-Wide Positive Behavior Support**

- Individualized positive behavior support strategies, based on **Functional Behavioral Assessment (FBA)**, and documented in **Behavior Support Plan (BSP)**; e.g., Crone & Horner, 2003; O'Neill et al., 1997
- Wrap-around Process** and comprehensive **Person Centered Planning** (e.g., Eber, Sugai, Smith, & Scott, 2002; Scott & Eber, 2003)

**behavior** (e.g., behavior tickets, positive office referrals, etc.)

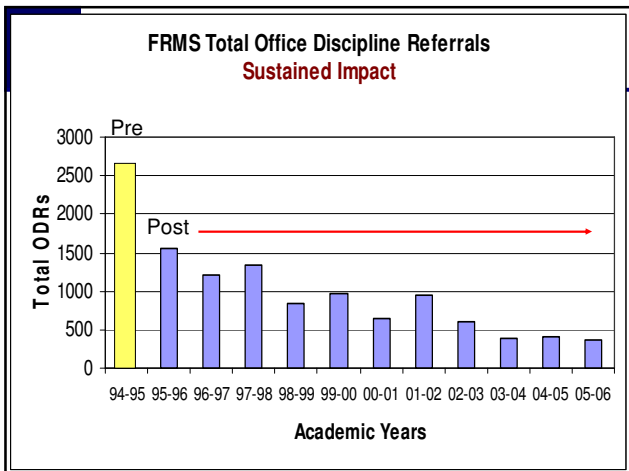
**DATA**

“Data are used to describe, choose, and evaluate goals/outcomes”  
 (OSEP Center on PBIS, 2004, p. 10)

“Data are [also] used to guide which practices should be selected and/or adapted to achieve goals/outcomes” (p. 11)

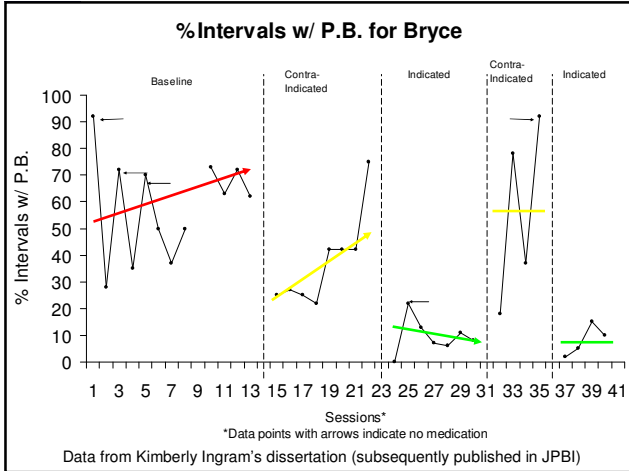
Examples of **DATA** in School-Wide Positive Behavior Support

- Total number of office discipline referrals



Examples of **DATA** in School-Wide Positive Behavior Support

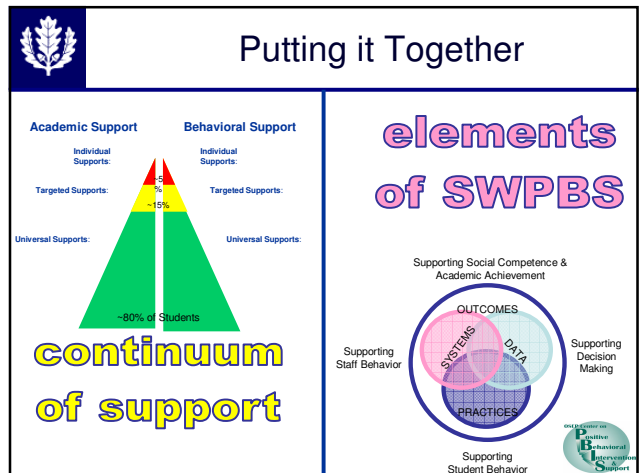
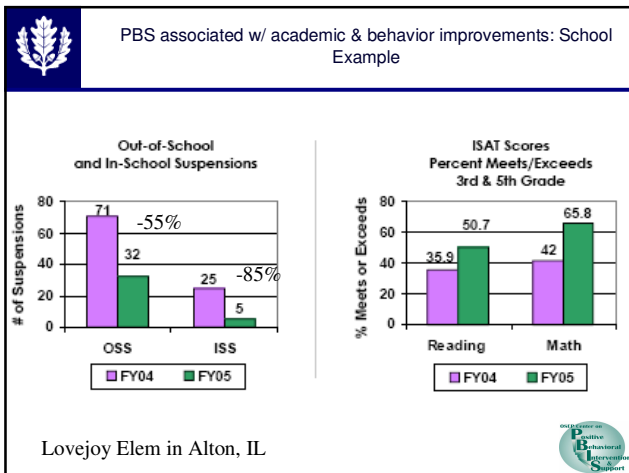
- Records review
- Ratings of the students' **pro-social** behavior
- Number of **office discipline referrals** for students in this group
- Total number of **office discipline referrals**
- Number of students who are **suspended or expelled**
- Number students referred or found **eligible** for special education
- Number of students requiring intensive **mental health** supports
- Number of students referred for an evaluation for **emotional disturbance**



## OUTCOMES


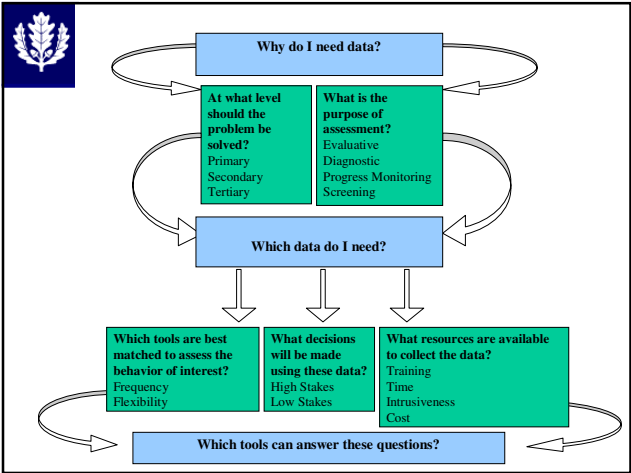
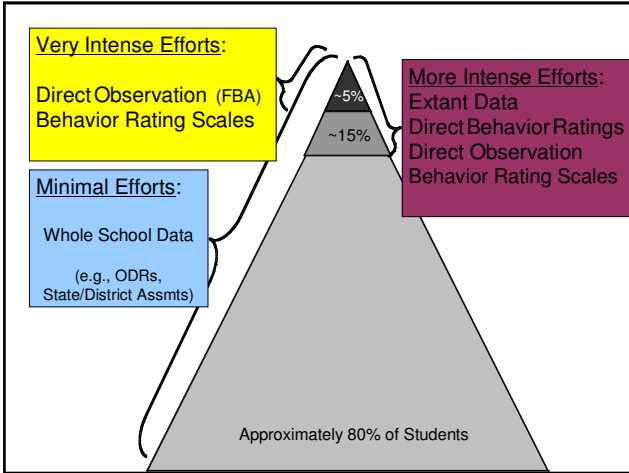
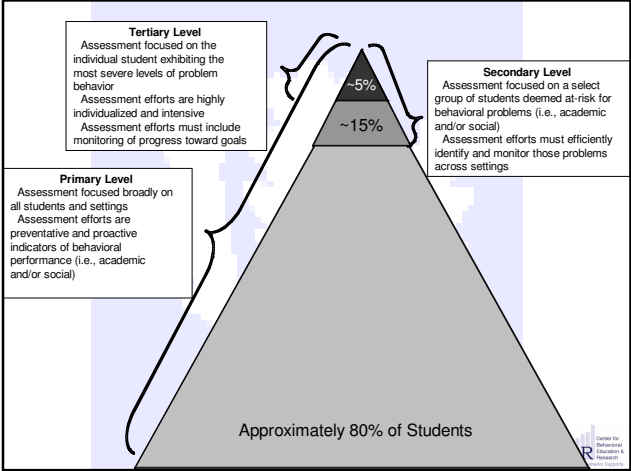
“Specified academic and social behavior outcome indicators are linked to annual school improvement objectives, local and state initiative priorities, and individual academic goals and objectives”

(OSEP Center on PBIS, 2004, p. 10)



# DATA DRIVEN DECISION MAKING

Sandy Chafouleas  
Assoc. Prof.  
School Psych.

*Examining the Categories of Behavior Assessment Tools with Regard to Progress Monitoring.*

Guiding Question		Permanent	Behavior	Direct	Direct Behavior
		Products	Rating Scales	Observation	Ratings
At what level do I need progress monitoring data?	<ul style="list-style-type: none"> <li>Primary</li> <li>Secondary</li> <li>Tertiary</li> </ul>	Probably	Maybe	Maybe	Probably
What decisions will be made using these progress monitoring data?	<ul style="list-style-type: none"> <li>High Stakes</li> <li>Low Stakes</li> </ul>	Maybe	Probably	Probably	Probably
Which tools are best matched to monitor the progress of behavior of interest?	<ul style="list-style-type: none"> <li>Frequency</li> <li>Flexibility</li> </ul>	High	Low	High	High



## Case Example

- While reviewing ODR data from the past 3 months, the principal at Pine Grove School notices that Bus #7 has a disproportionate number of ODRs relating to compliance with adult request. The driver reports difficulty maintaining an acceptable level of noise on the bus. Because "all" the students on his bus are much too loud and do not listen to him when asked to lower their voices, he has been handling the problem by writing students ODRs. The principal and bus driver agree this problem should be addressed before it escalates. The student service team is asked to develop a primary intervention plan.

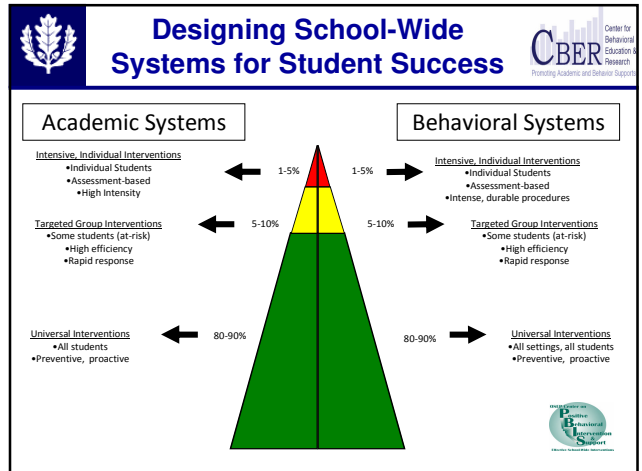
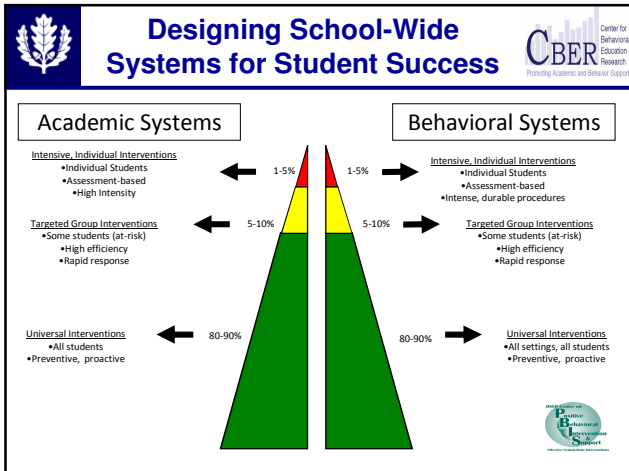
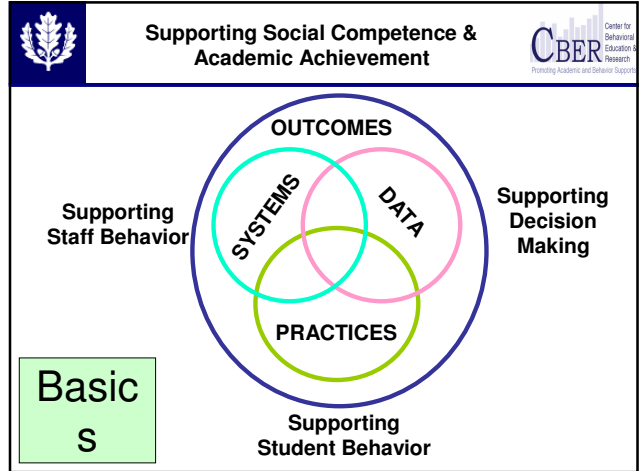
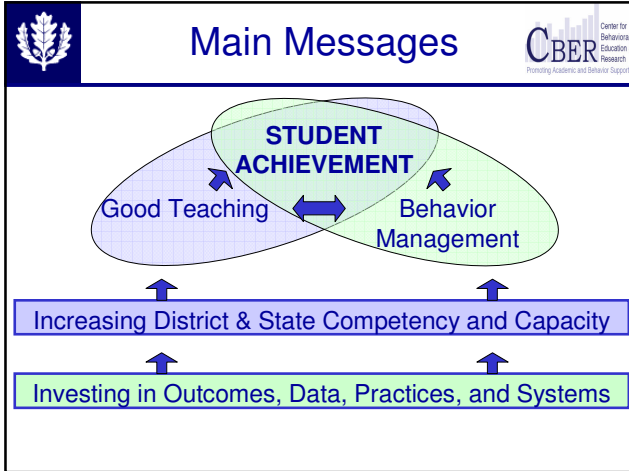


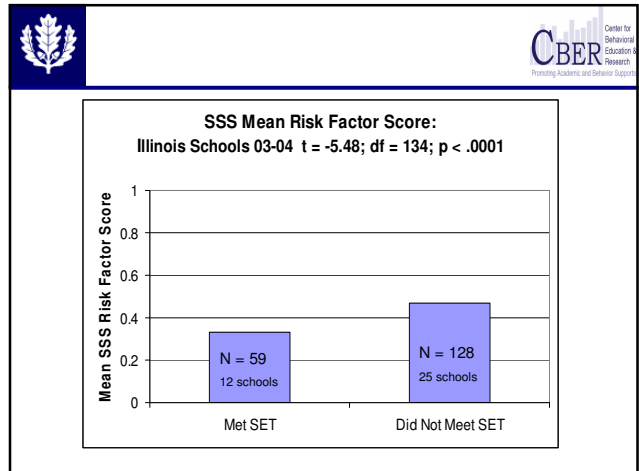
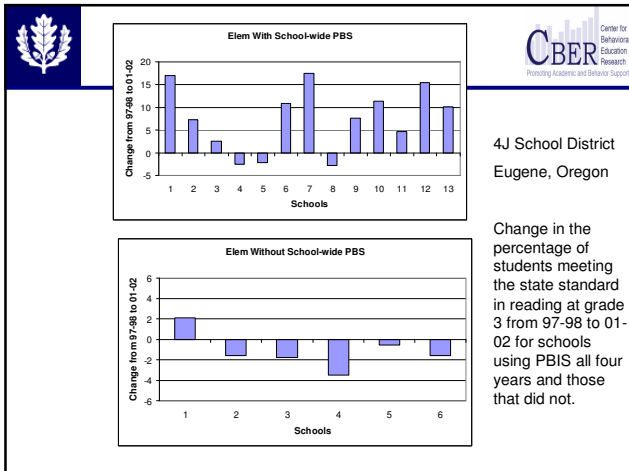
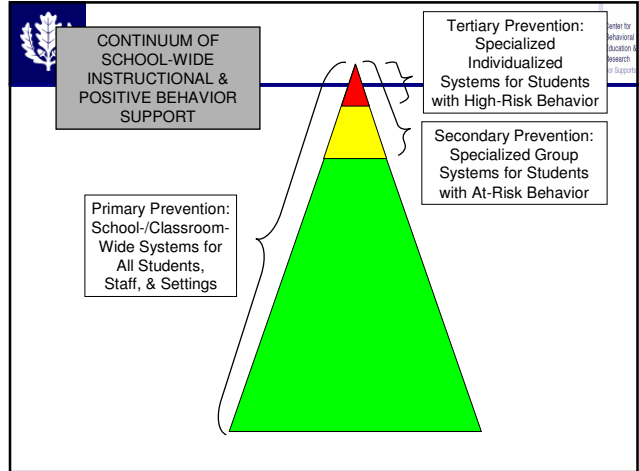
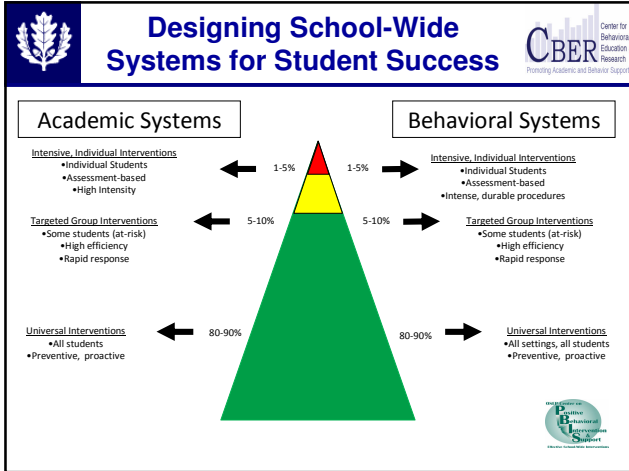
## Selection of appropriate data collection tools

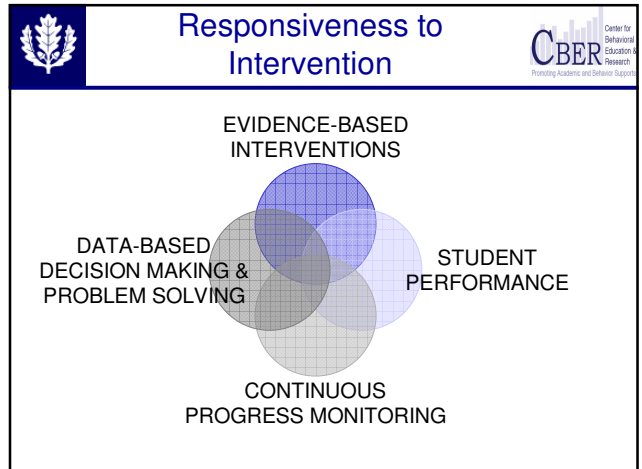
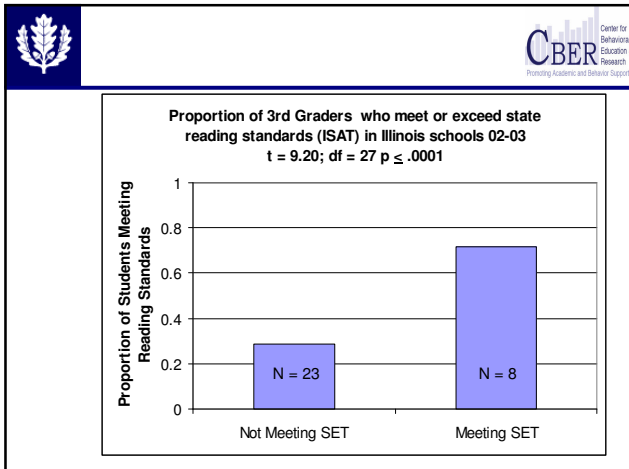
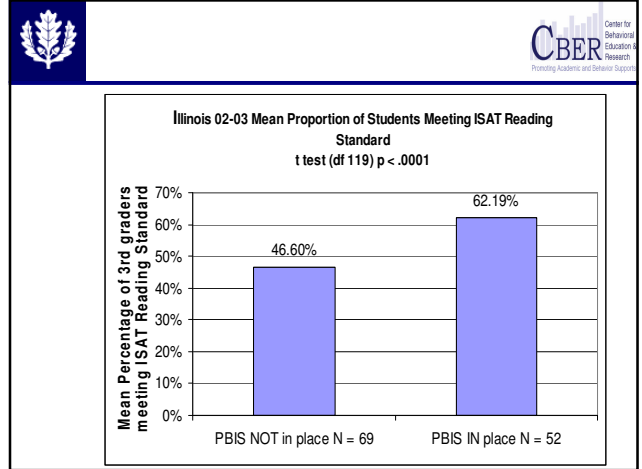
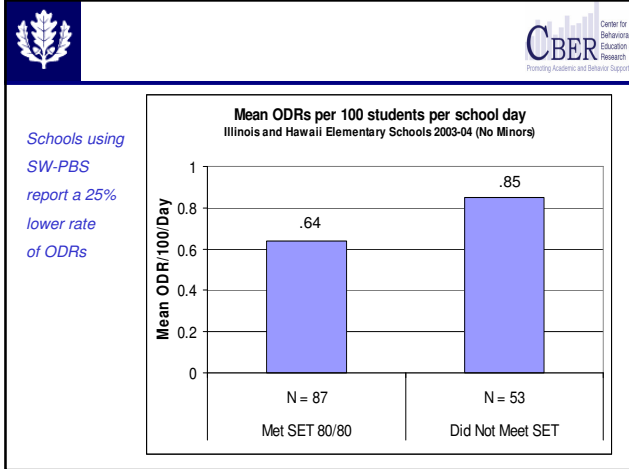
- Although ODR data will continue to be used, ODRs do not reflect the behavior that is less intense (i.e., annoying to the driver)
- The team asks the bus driver to use direct observation by counting the number of reprimands given over each bus ride when students have excessively loud voices. (SDO in this case allows for high flexibility and frequency)
- A golf counter is used to make data collection easier for the driver to manage
- When intervention plan is determined to be successful, SDO is discontinued. ODR data continue to be reviewed periodically to ensure the problem has been resolved.

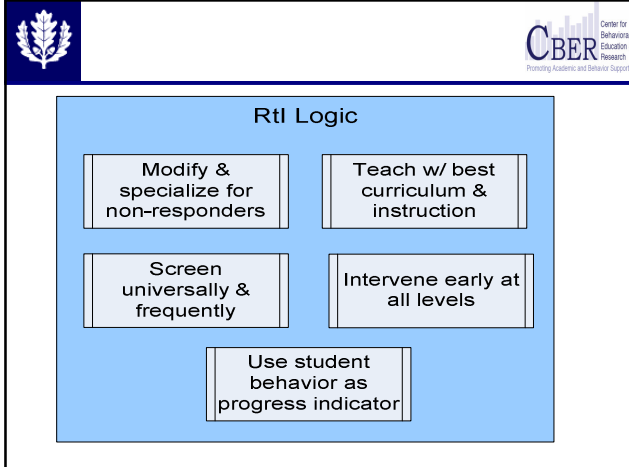
## CONCLUDING COMMENTS

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[www.education.uconn.edu](http://www.education.uconn.edu)  
[www.pbis.org](http://www.pbis.org)  
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*School Improvement Framework for Promoting Evidence-Based Academic & Behavior Supports*

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