Uniting Academic and Behavior Interventions
Solving the Skill/Will Dilemma

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We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us; we already know more than we need to do that; whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

Ron Edmonds, 1979
Why RTI?

“The normal curve is not sacred. It describes the outcome of a random process. Since education is a purposeful activity in which we seek to have the students learn what we teach, the achievement distribution should be very different from the normal curve if our instruction is effective. In fact, our educational efforts may be said to be unsuccessful to the extent that student achievement is normally distributed”.

Why RTI?

“We educators are directly responsible for crucial, life-saving work...a student who graduates from school with a mastery of essential skills and knowledge has a good chance of successfully competing in the global marketplace, with numerous opportunities to lead a rewarding adult life...students who fail in school are at greater risk of poverty, welfare dependency, incarceration, and early death...compelling evidence shows that Response to Intervention (RTI) is our best hope for giving every student the additional time and support needed to learn at high levels” (p. 10).


The why behind RTI. Educational Leadership, 68(2), 10-16.
“The business of schools is to produce learning that is so compelling that students persist when they experience difficulties and that is so challenging that students have a sense of accomplishment, of satisfaction – indeed of delight, when they successfully accomplish the task assigned (learning).”

Phil Schlechty
in H Lynn Erickson’s’ Concept-Based Curriculum and Instruction:
Teaching Beyond the Facts
Big Ideas

- RTI rests on cultures of high expectations and collective responsibility.
- RTI requires leadership, coordination, and communication.
• What if a school committed to intervening as early as possible for students experiencing difficulty in learning and behaving?

• What if schools committed to proactively supporting students in a timely manner with targeted supports?

• What if schools firmly dedicated themselves to building such commitments into the very fabric of schools and the way educators go about their business?
RTI represents our concerted, collective, coordinated efforts to systematize our support for all students. We structure our collaborative time and school schedules to ensure that all students receive the time and support needed to learn at high levels in order to graduate ready for college or a skilled career.
Some Statistics...

- In 2012 about one-third of jobs require postsecondary education for entry.

- By 2020 there will be 55 million new jobs in the US. 23 million will be jobs that don’t currently exist and 65% will require postsecondary.

- Traditional blue-collar trades will demand higher levels of academic preparation.

- And the list grows. We need to keep every student “in the game” until they hit their stride.
WHAT ELSE DO WE KNOW?

1. Behaviour is learned
2. Behaviour is predictable
3. Behaviour can be changed through an instructional approach
We can and must teach behaviors, the habits, attributes, skills, and dispositions that we want emerging scholars, citizens, and people to exhibit.

Talk at your tables about teaching motivation. Is it possible?

Now talk about teaching reading. Is it possible?
If we use motivation as an example, most of our colleagues contend that you can’t teach someone to be motivated.

We suggest that, similarly, you can’t teach someone to read: Reading is a complex set of inter-related skills that converge to allow meaning to be derived from metacognitive interactions with text. Reading, at a minimum, involves developing a facility with phonological awareness, phonics, fluency, vocabulary, and comprehension.

So, while we cannot directly teach motivation or reading, we can teach the elements of each. What are the elements of motivation? What can we teach?
We need to look at academic behaviors - metacognition, self-concept, self-monitoring, motivation, strategy, volition – and social behaviors – responsibility, appropriate language, respect, attendance – as skills to be taught like the foundational skills of reading, writing, or mathematics.

These are not inherent gifts that our students are born with but instead skills that can, and must, be taught.
Behavior occurs everywhere, at all times requiring consistent, collaborative approaches.

We must explicitly model the behaviors that staff want to see from students.
Engaging, well-designed lessons within well-organized, predictable environments = Better student behavior

Better staff-student relationships = Better student behaviors

What changes might we make...
Behavioral RTI

Behavior

- Build in rewarding opportunities for social interaction.
- Provide audiences for student work.
- Connect academic requirements to real-world situations.
Behavioral RTI

**Behavior**

- Offer students meaningful choice
- Minimize pressures on students such as competition or social comparison
- Teach the principles of self-efficacy and self-concept
- Provide timely and specific corrective feedback
Do you watch students enter your school and believe that collectively, WE hold the keys to unlock their learning?
This book was written with an eye towards describing the steps necessary for ALL students to experience academic and behavioral success.
7 KEYS

1. Common Expectations
2. Targeted Instruction
3. Positive Reinforcement
4. Support Strategies and Interventions
5. Collaborative Teams
6. Data-Driven Dialogue
7. School-Wide System Approach
“Behavior and academic achievement are inextricably linked. A student’s academic success in school is directly related to the student’s attention, engagement, and behavior.

“The higher the expectation for scholarly behaviors and the better the supports for students experiencing difficulties—whether mild, moderate, or severe—the more academic success can be achieved.”

Common school-wide expectations are taught directly by all staff, in a variety of ways and in various specific settings (class, library, assembly, bus, etc.) to all students. Students are given opportunities to develop, practice and demonstrate these appropriate social and academic skills.
WHO OWNS IT?

One of the ways we can achieve a common understanding and support each other is through determining who manages what behavior.

What are the differences between classroom-managed and office-managed behaviors?
All adults working with all students make a conscious effort to “catch kids being good”. Timely and specific feedback is critical to improved learning. We should agree to reinforce behaviors that we wish to see more commonly displayed – behaviors that contribute to positive learning environments in which all students learn at the very highest levels.
4:1 POSITIVES

The 4:1 positives challenge encourages the adults in the building to provide at least four positive interactions to a student for any one negative interaction they have with that student. These interactions range from small and informal to large and formal. There is no single correct way to do it, but it is critical to provide more positive than negative interactions.
Avoid using negative phrasing whenever possible, (e.g., "If you don't return to your seat, I can’t help you with your assignment").

When a request has a positive spin, a power struggle is less likely and students are more likely to comply. Instead, restate requests in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat").
Hamre and Pianta’s 2005 study of students identified as being at risk, cited in Daniel Goleman’s *Social Intelligence: The New Science of Human Relationships* (2006), found that those placed with cold or controlling teachers struggled academically—regardless of whether their teachers followed pedagogic guidelines for good instruction.

But if these students had a warm and responsive teacher, they flourished and learned as well as other kids. These results show that quality of relationship, above all else, is the springboard to success.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade Level</th>
<th>Tiers of Support (1, 2, or 3) Student Is Receiving</th>
<th>School Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armando</td>
<td>1</td>
<td>1, 2, and 3</td>
<td>1, 2, and 3</td>
</tr>
<tr>
<td>Katie</td>
<td>4</td>
<td>1 and 2</td>
<td>1</td>
</tr>
<tr>
<td>Holly</td>
<td>6</td>
<td>1, 2, and 3 with modified curriculum</td>
<td>1, 2, and 3 with modified curriculum</td>
</tr>
<tr>
<td>Franklin</td>
<td>8</td>
<td>1</td>
<td>1, 2, and 3</td>
</tr>
<tr>
<td>Anna</td>
<td>10</td>
<td>1, 2, and 3</td>
<td>1, 2, and 3</td>
</tr>
</tbody>
</table>
YOUR TASK...

Using the thumbnail sketches of one of the students and the Tier 1 and 2 Pro-Solve Intervention Targeting Process and the Tier 1 and 2 Pro-Solve Monitoring Process worksheets, complete as many of the areas as your student’s needs indicate for Tier 1 and 2.
Students can move from red-zone behavior to green-zone behavior.

Our role as educators is to support and facilitate that transition.
SUPPORT STRATEGIES AND INTERVENTIONS

We can teach the repertoire of skills required between stimulus and response:

Stimulus

Choice

Response
There is a choice you have to make,
In everything you do.
So keep in mind that in the end,
The choice you make, makes you.

John Wooden
HABITS - TOUGH TO BREAK, TOUGHER TO FORM.

In 2009, researchers at the University College of London asked the question, “How long does it take to establish a new habit?” The results suggest that it takes an average of 66 days; the full range was 18 to 254 days, but 66 represented a sweet spot — with easier behaviors taking fewer days and tough ones taking longer.
Tier 2 interventions (more time...alternative approaches to master Tier 1 prioritized learning outcomes) are informed through the evidence gathered within the Tier 1 instructional process.

We can predict that some students will require Tier 2 support at the conclusion of a unit of study. We can also plan for “enrichment” to extend the learning of a preceding unit’s prioritized learning outcomes.

We use evidence gathered throughout the unit (quizzes, work completion, observations of “behaviors” such as organization and motivation) and through end-of-unit assessments to determine which type of Tier 2 support would best serve a student’s needs:
Skill or Will?

- Tier 2 intervention (lack of skill) - the primary cause of lack of adequate mastery is a deficit in academic skills
- Tier 2 intervention (lack of will) - the primary cause of lack of adequate mastery is behavioral in nature
- Tier 2 enrichment – the student has demonstrated mastery of prioritized outcomes and would most benefit from explorations of greater depth and complexity
Tier 2

- How do you determine the specific needs of students who are not responding to Tier 1 behavioral supports?
- How do you match a research-based strategy to the determined need as part of providing Tier 2 intervention?
Tier 3

Individually, think of a student you’ve known with a significant deficit in a foundational behavioral skill

- Select one student from your team
- Create a multi-flow map that defines what it would require to put positive, productive, intensive support in place and what benefits would result
- Conclude by creating an action plan to make the requirements a reality
Healthy cultures have an unwavering belief in the ability of each student to achieve success and they pass that belief on to others in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the ability of every student (Cromwell, 2002).
The current circumstances a student faces do not determine where they end up. They just determine the starting point. Collectively, we help them plot the course.
Toxic cultures believe that student success is based solely upon a students’ level of concern, attentiveness, prior knowledge, and willingness to comply with the demands of the school, and they articulate that belief in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the impossibility of universal achievement (Cromwell, 2002).
CRITICAL CONSIDERATIONS

1. Retention is NOT a viable option
2. Master Schedule as a Resource NOT an Obstacle
3. Intervention does NOT preclude elective or enrichment
4. Resources allotted by need NOT label
RETENTION

Retention does NOT promote higher levels of learning, close achievement gaps, or increase an at-risk student’s odds of future success in school.

Hattie found being retained once doubled the likelihood of dropping out, while twice almost guaranteed it.

If a student never gets back to grade-level curriculum, we are not intervening but just tracking to substandard curriculum thereby never catching up and eliminating any realistic chance to succeed in school and beyond.
Our traditional schedule was not designed to ensure ALL students learn at a high level, but instead to create a bell-shaped curve of student results.

Schedules are altered for events, testing protocols, enrichment/extension activities, or extracurricular. Why not for interventions?

Numerous examples exist (latest BM books include many).
INTERVENTION AND ENRICHMENT

Too often a student receives intervention at the cost of an elective or enrichment opportunity as these are viewed as non-essential.

However, there are universal skills being taught, often through different modalities. Fractions occur in music and home economics and these may be the high interest for a student.
What is YOUR Level?

I’m good at challenges!
I want something more challenging!
I’m going to perfect this!
I’m good, but still need practice!
I want to do this on my own.
I can do it if you help me.
I know where to start, but that’s all.
I can’t do it yet, but I want to learn.

What can YOU do to move to the NEXT level?

@teachheath
If we had no labels how would we group students for interventions? Probably by similar needs like:

- struggles with consonant-vowel-consonant blending
- difficulty with multiplying exponents
- lacking organizational skills to keep track of work

Adults would be assigned based on their training and expertise in these areas of need.
WHY START SMALL?

It encourages you to get started. Expertise develops from the accumulation of simple lessons learned over the course of time.

It allows you to prioritize and concentrate. The human mind can only handle so much information at once.

It provides the necessary step to reach the next level. Starting small qualifies you for bigger and better things. If you can’t successfully lead one person, who is going to entrust you with an entire team?
Relationships, then Content
Both Matter
So Does the Order!
Goals

• What are your goals for improved student behavior?
• How will you measure progress towards these goals?
• What academic, engagement, and classroom outcomes will you expect to improve? How can you measure these?
“To succeed as a team is to hold all of the members accountable for their expertise.”

—Mitchell Caplan
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Thanks for the gift of your time!