

Truly Integrated Reading and Behavioral Supports Within an MTSS Framework:

Promising Results and Lessons Learned

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Agenda

- Knowledge check and Introductions
- Overview of Integrated MTSS
- Tier 1 Study
- Lessons learned
- Next Steps



Introductions



Chloe Melton
Former teacher
Fourth year doctoral student
From Bellingham, WA



Jess Bourget
Former teacher
Fifth year doctoral student
From Seattle, Washington



Tobey Duple Moore
BCBA, Former teacher
Fourth year doctoral student
From Massachusetts



Ashley Plumb
Former teacher
fourth year doctoral student
From Connecticut





Classroom
Teacher



Special Education
Teacher



Paraeducator



School
Psychologist



Administrator



Specialist

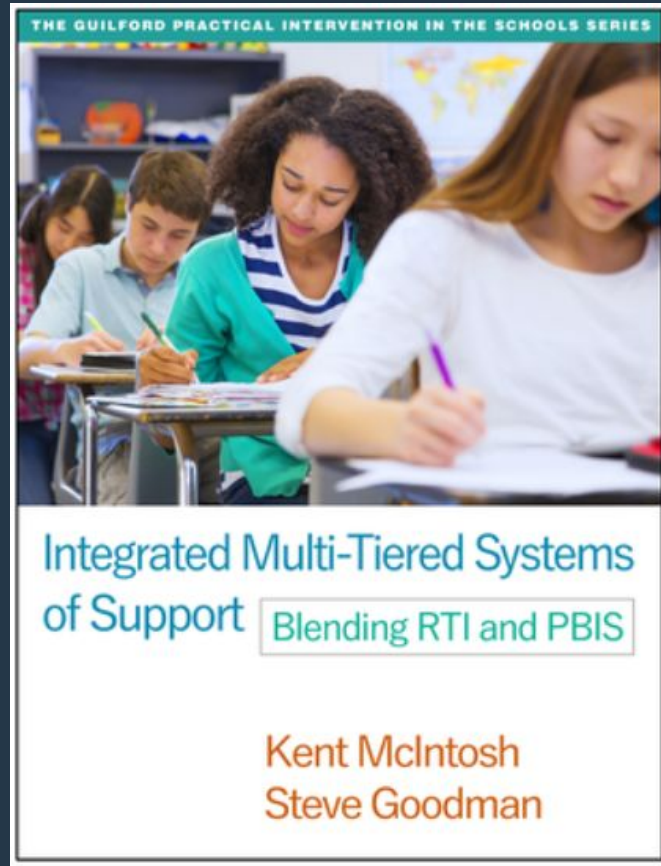


Parent



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I-MTSS Book Raffle



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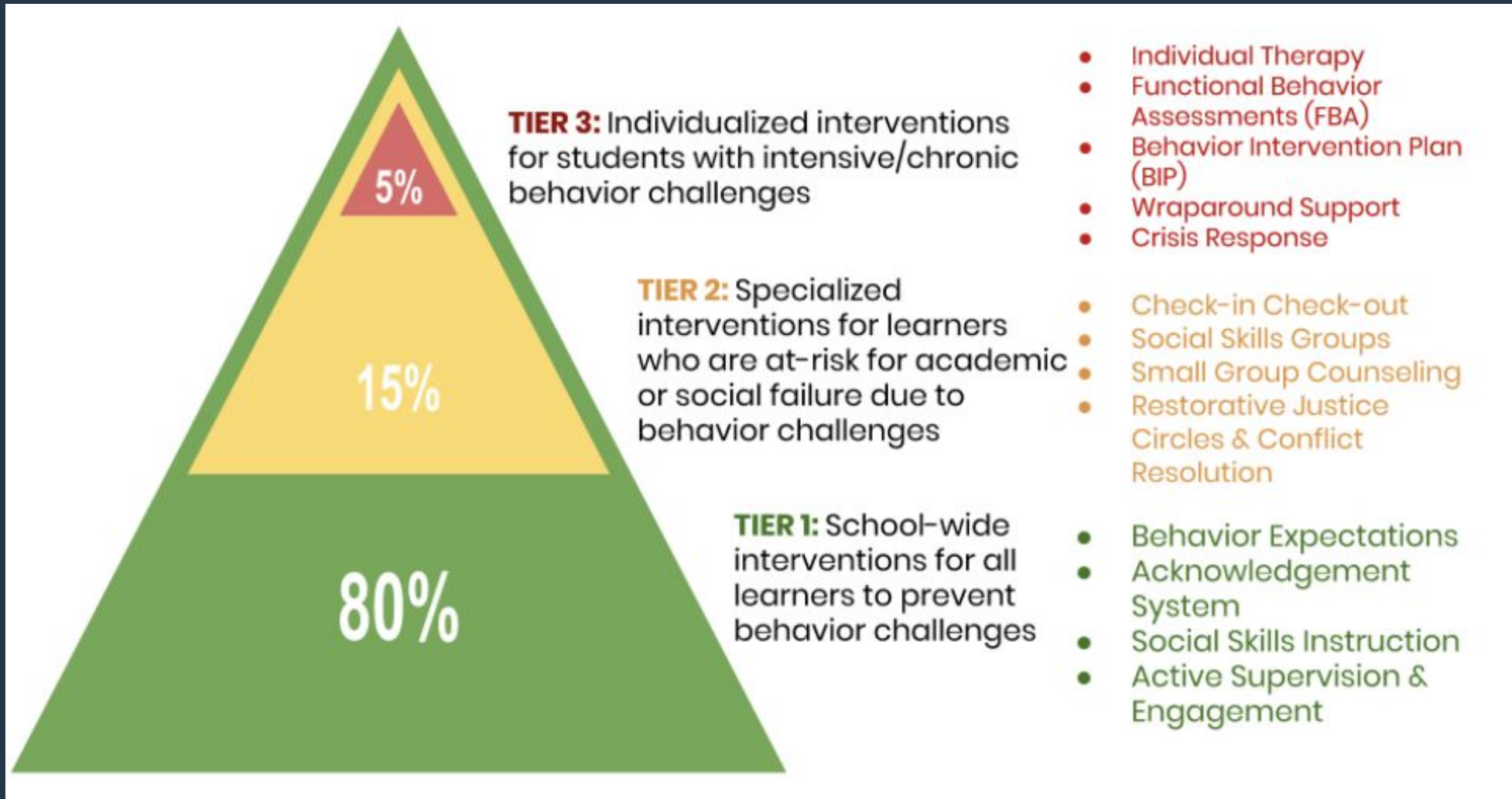
Multi-tiered Systems of Support



- Preventative
- Historically focused on one domain

“Streamlining systems to get students *what* they need
when they need it.”





Integrating Frameworks



INTEGRATED MULTI-TIERED SYSTEM OF SUPPORT

An Integrated Multi-Tiered System of Support (I-MTSS) is a comprehensive and equitable prevention framework for improving the outcomes of all students, including students with or at-risk for disabilities, through integrated academic and behavioral support. Key components of an I-MTSS framework include:

INTEGRATED CONTINUUM OF RESEARCH-INFORMED PRACTICES

COMPREHENSIVE DATA-DRIVEN DECISION MAKING

INTEGRATED TEAMING AND COACHING STRUCTURES

INTEGRATED PROFESSIONAL DEVELOPMENT

ADDITIONAL SYSTEMS TO SUPPORT SUSTAINED AND SCALED IMPLEMENTATION

Click me for
the link!



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Why MTSS?

Schools with strong MTSS implementation experience:



Increased
academic
outcomes*



Decreased
suspensions*

*Scott et al. (2019)



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The Case for Integration



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Intensive

Targeted

Universal

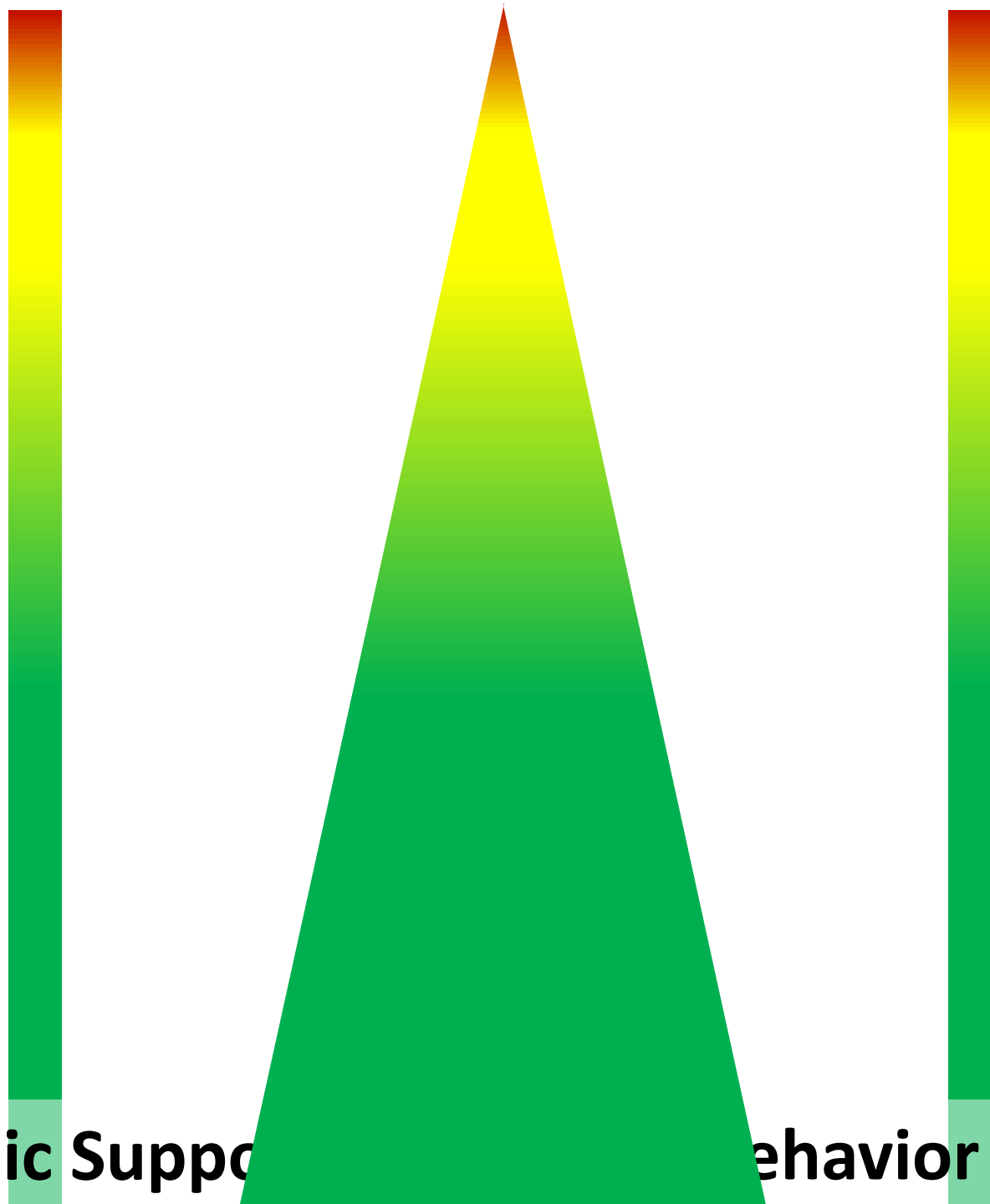
Academic Support

Intensive

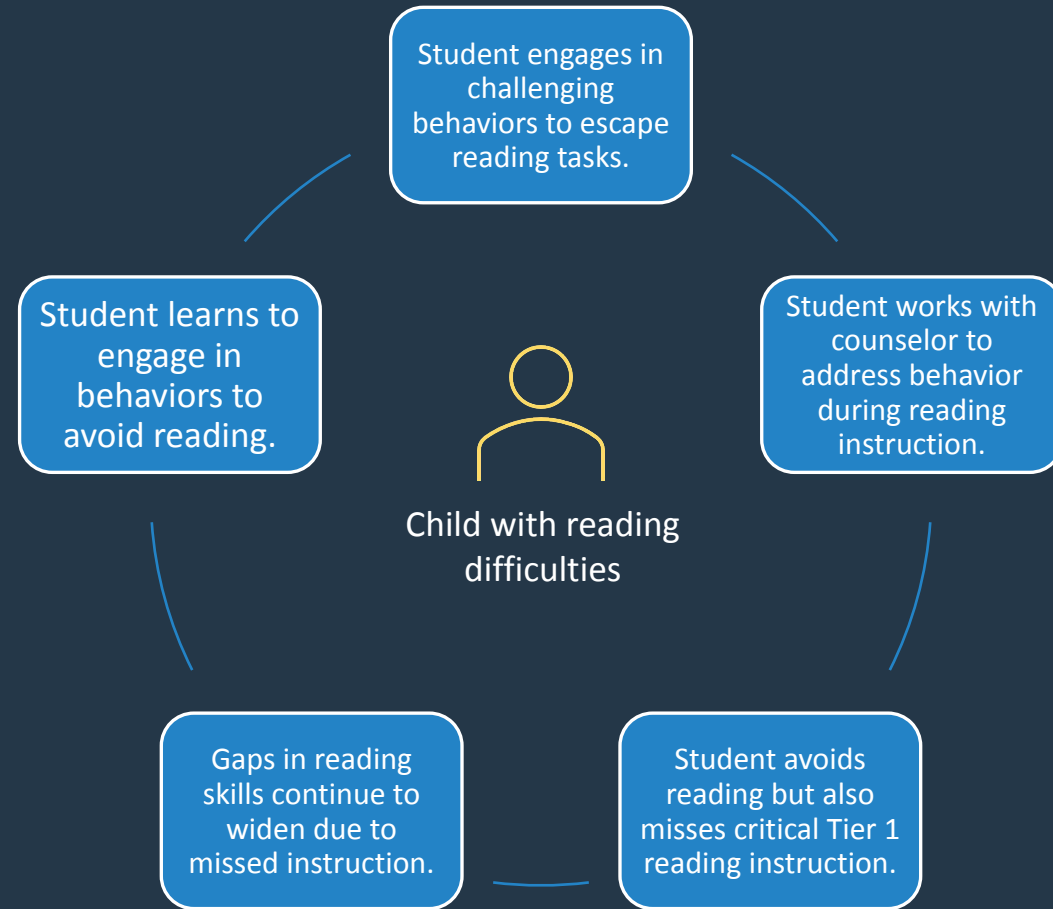
Targeted

Universal

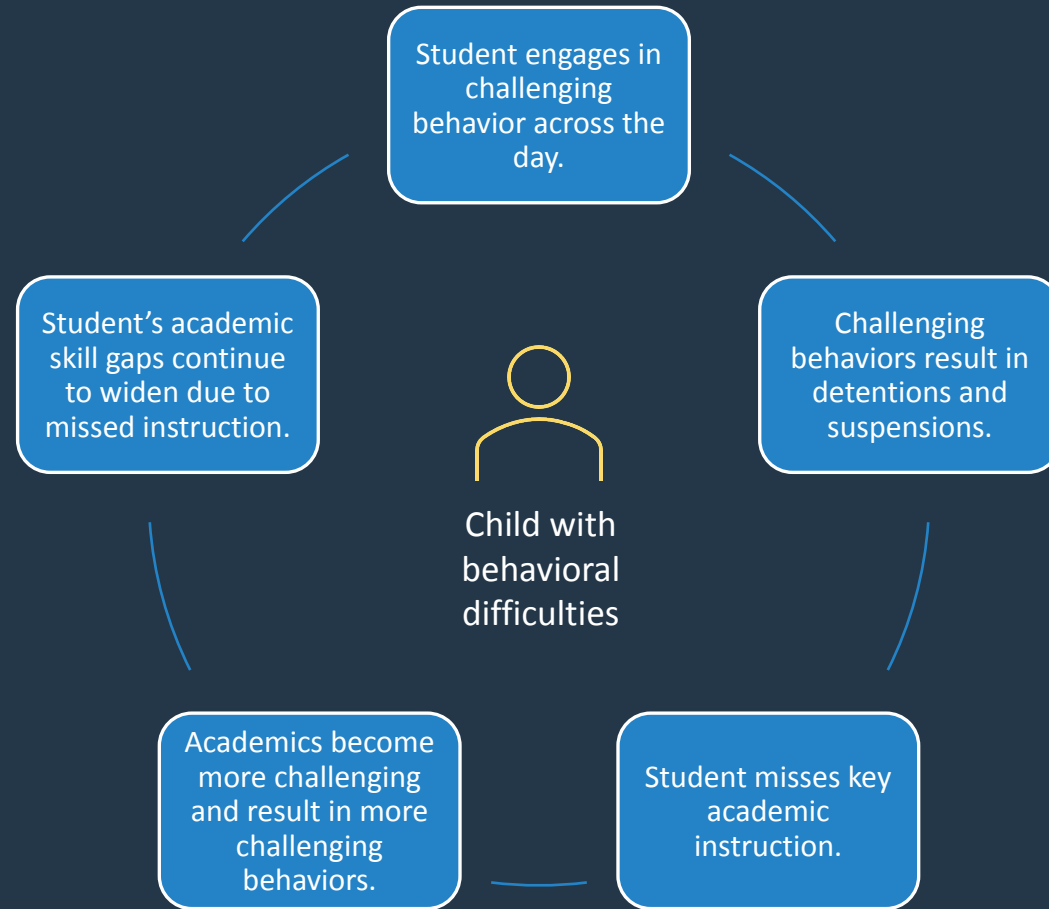
Behavior Support



Co-Occurring Needs



Co-Occurring Needs



Why I-MTSS?

Schools that integrate reading and SEB frameworks experience:



Increased
academic
outcomes*



Increased
behavioral
outcomes*

*I-MTSS Network (2024)

slido

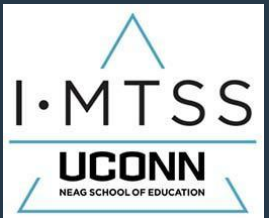
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What questions or thoughts are coming up?

① Start presenting to display the poll results on this slide.

Integrating MTSS: Tier 1 Reading and Behavior



Integrated Tier 1 Instruction

- Study overview
- Reading components
- Behavior components
- Integration
- Professional Development

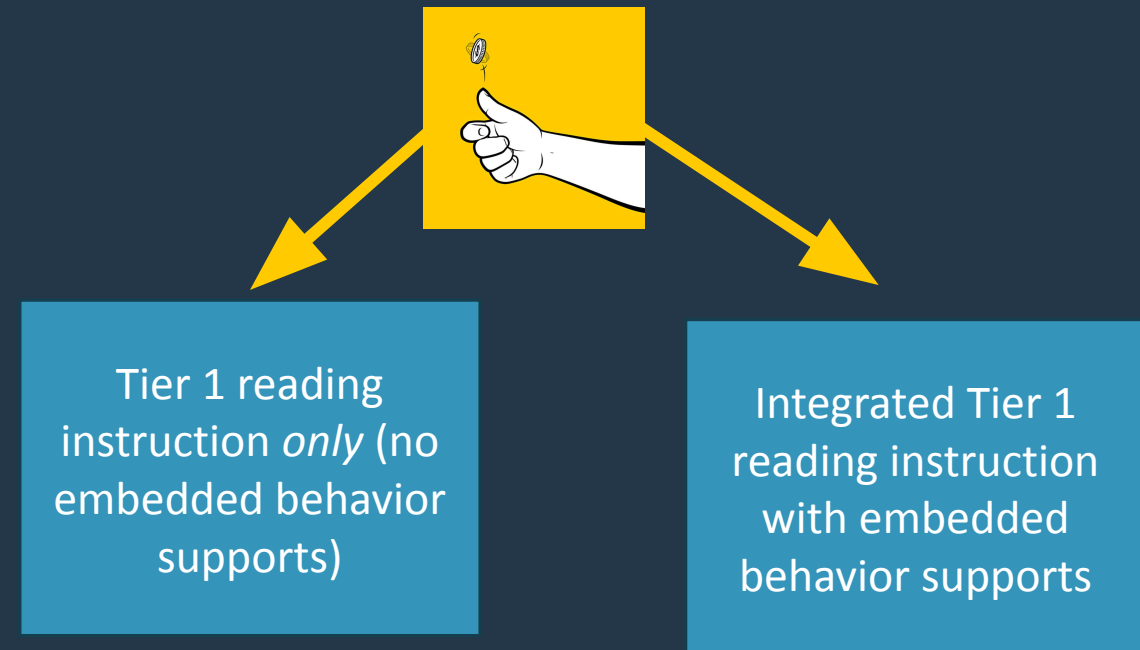


Study Overview

2 districts in the Northeast

- 16 schools
- 88 classrooms
 - 42 classrooms ECRI-only
 - 46 classrooms Integrated Behavior & ECRI

***This is a
federally
funded
research
study.***



High Leverage Practices

Study centered on integrating HLPS for Behavioral & Academic Instruction & Support :

- **Teaching** content and skills explicitly
- **Prompting** learners before skills are expected
- **Actively engaging** students in relevant learning opportunities
- **Providing** specific positive to corrective **feedback** ($\geq 5:1$)

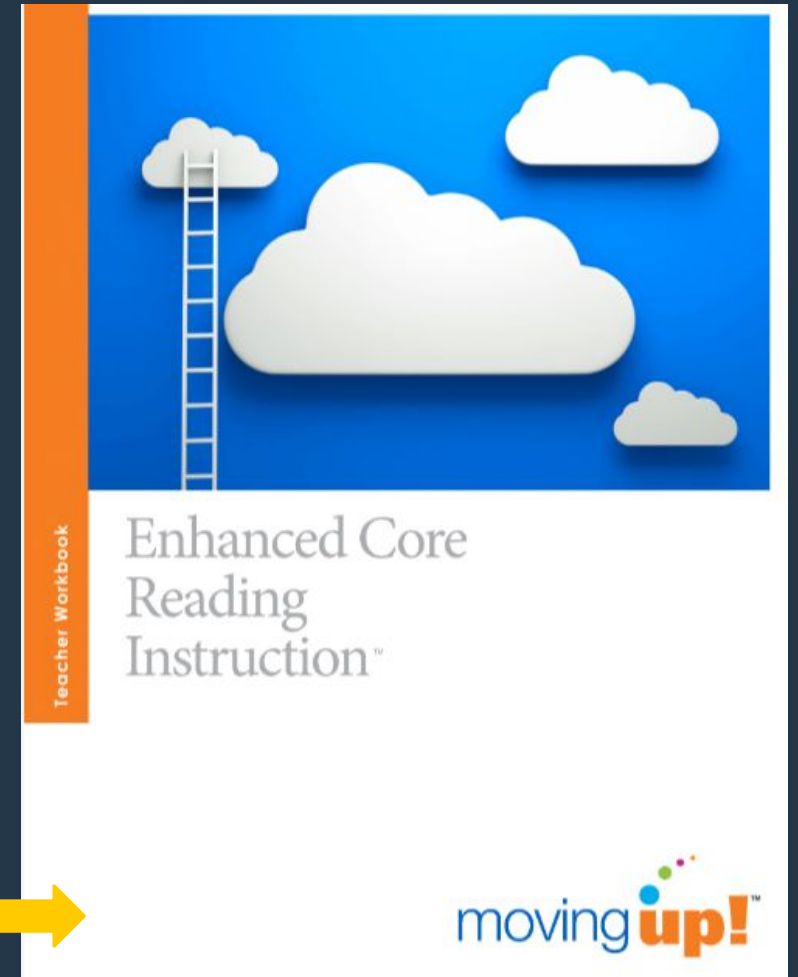


Reading Components

Enhanced Core Reading Instruction (ECRI)

“A multi-tiered program (Tier 1 and Tier 2) featuring a series of teaching routines designed to increase the efficiency and effectiveness of reading instruction in kindergarten, first, and second grade.”

Click
me!



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Enhanced Core Reading Instruction (ECRI)

Explicit

- *Explicitly teaches foundational reading skills*
- *High level of student-teacher interaction and feedback*

Efficient

- *Fast-paced group and individual practice opportunities*

Effective

- *Positive effect on teachers' quality of instruction*
- *Improved reading achievement for at-risk readers*

ECRI Lesson Sequence
Irregular word reading
Phoneme Blending
Sound-spelling Introduction/Practice
Blending Sounds
Regular Word Reading
Reading in Connected Text
Phoneme Segmentation
Spelling (word dictation)



Enhanced Core Reading Instruction

- Consistent Routines
 - *Explain the skill*
 - *Model the skill*
 - *Group responses*
 - *Checks for understanding*
- Clear signals
- Scripted error corrections

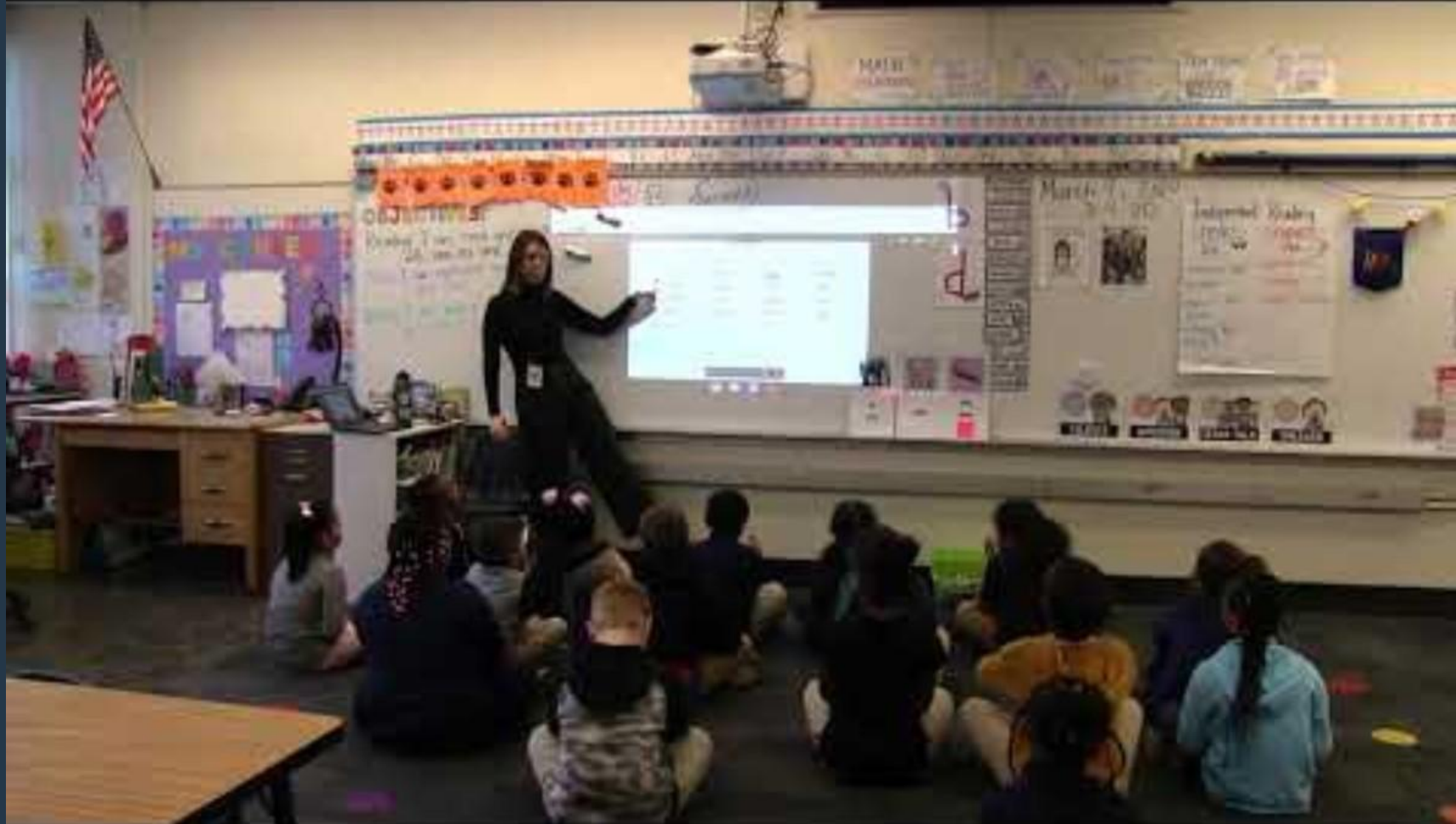
The diagram illustrates a scripted error correction routine. At the top, a hand icon points to a box labeled "*Signal for each word". Below this, a lightning bolt icon is next to a box titled "Correcting Student Errors". This box contains three bullet points:

- Sound Error: **My turn. This sound is [sound]. Your turn. Sound?** Tap under spelling. **Let's start over.** Use the signal for each word and re-present the word. Continue presenting the words on the chart.
- Blending Error: **My turn. Watch me blend this word.** Demonstrate blending. **Your turn. Blend.** Loop finger from letter to letter. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.
- Word Error: **My turn. This word is [word]. Your turn. Word?** Slide finger under the word. **Let's start over.** Use the signal for each word* and re-present the word. Continue presenting the words on the chart.

Below the correction box, the words "man", "sat", "cat", and "stop" are displayed. Under "man", there are three hands with blue arrows pointing to the letters. A speech bubble from the "Students" contains the sound "/mmmmaaaannnn/". To the left of the word chart, the text "Remember refrain fr" is partially visible.



Reading Routine Examples



Behavior Components

Evidence-based behavior practices integrated into ECRI lesson:

- Prompting
- Active engagement
- Specific praise and corrections
- Group contingency plan



Prompt

A *verbal prompt* is a reminder of previously taught behaviors, delivered **before** the behavior, that explicitly states the expected behavior.

Prompting in Practice

Prompt expected behaviors throughout the lesson

Differentiate reminders for students who may need more support



Active Engagement

An *opportunity to respond (OTR)* is a teacher behavior that prompts or solicits a student response.

OTRs in Practice

Provide students many opportunities to practice the skill

Use varied OTRs to meet student needs (choral responding, individual responses, thumbs up/down, written responses, etc.)



Specific Praise and Corrections

- **Behavior Specific Praise**

*“a **positive statement**, provided by the teacher, when a desired behavior occurs (**contingent**) to inform students **specifically** what they did well.”*

- **Specific Error Corrections or Redirections**

*“an **informative statement**, typically provided by the teacher, that is given when an undesired behavior occurs (**contingent**), states the observed behavior, and tells the student exactly what they should do in the future in a **brief, concise** manner.”*

Specific Praise and Corrections in Practice

Try for 5 to 1 ratio of praise to corrections

Avoid general statements (i.e., “good job” or “try again”)

Provide statements immediately after the behavior occurs



Group Contingency Plan

Students work to earn points toward a group reward for engaging in expected behaviors.

Group Contingency Plan in Practice

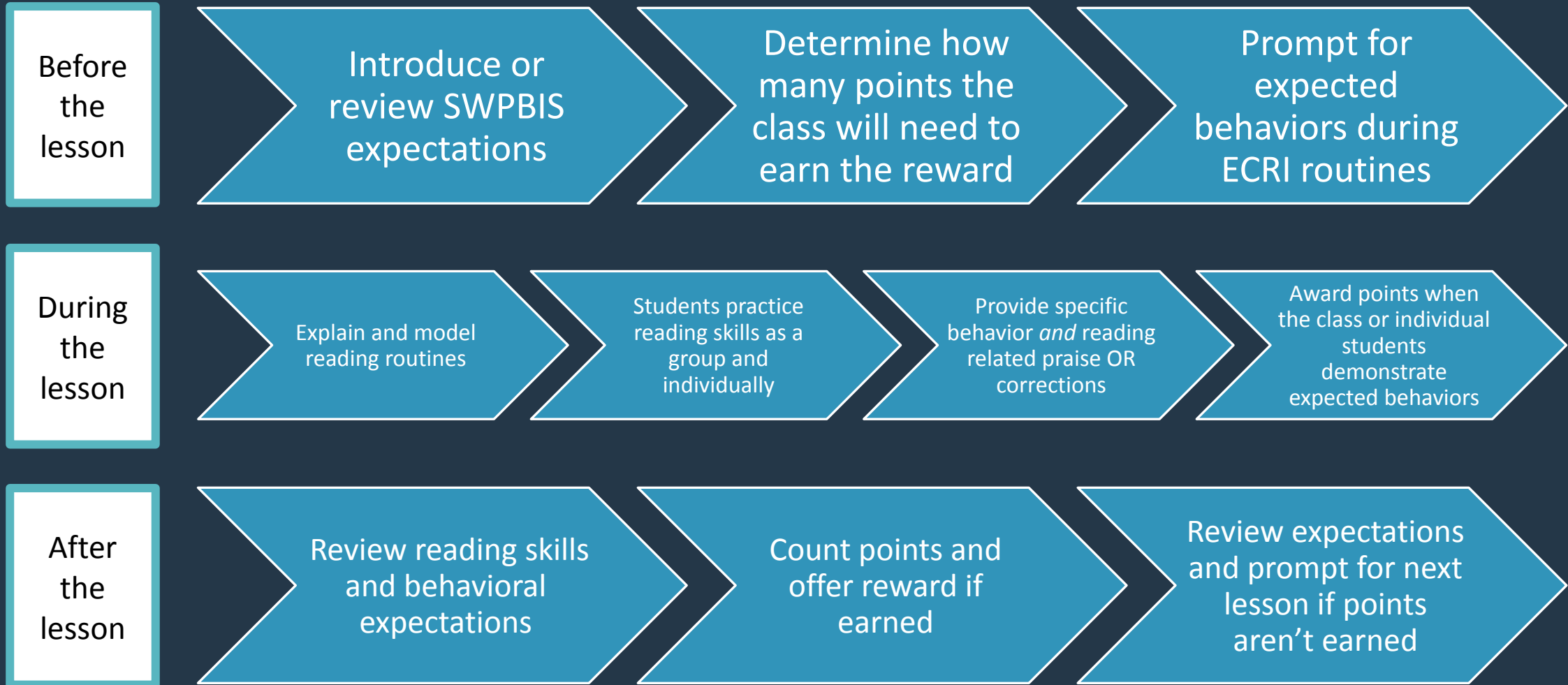
Award points to student(s) for demonstrating expected behaviors or targeted SEB skills

Connect to schoolwide and classroom behavior support systems and/or individual needs

Choose high value reinforcers based on student input



Integrated Tier 1 Reading with SEB Supports




Just like

Jonathan
the UConn Husky



We can be
respectful and responsible!

Classroom Expectations

	Classroom	Hallway	Bathroom	Playground	Cafeteria	Bus
P Practice Kindness	<ul style="list-style-type: none"> Use kind words and good manners Help and support one another Be an upstander 	<ul style="list-style-type: none"> Stay on the right side of the hallway Carefully go around others and give privacy Be an upstander 	<ul style="list-style-type: none"> Give others privacy Wait your turn patiently Be an upstander 	<ul style="list-style-type: none"> Take turns, play fairly, and include others Use kind words Be an upstander 	<ul style="list-style-type: none"> Invite a friend to sit with you Use good manners Be an upstander 	<ul style="list-style-type: none"> Share your seat, if asked Use good manners Be an upstander
A Act Responsibly	<ul style="list-style-type: none"> Care for the materials and space Try your best Take responsibility for your actions 	<ul style="list-style-type: none"> Help keep your environment clean Go straight to your class Follow directions 	<ul style="list-style-type: none"> Go, flush, wash hands Keep area clear: water in sink, paper towels in trash Use only what you need 	<ul style="list-style-type: none"> Seek to solve small problems Line up promptly Follow directions 	<ul style="list-style-type: none"> Compost and recycle correctly Clean up spills or ask an adult for help with spills 	<ul style="list-style-type: none"> Check your voice level Stay seated with your feet in front of you
W Work and Play Safely	<ul style="list-style-type: none"> Safe hands, feet, and words Use strategies to calm your body and mind Check your voice level 	<ul style="list-style-type: none"> Be mindful of body and voice Keep hands and feet to yourself Follow directions 	<ul style="list-style-type: none"> Report problems to an adult Check your voice level 	<ul style="list-style-type: none"> Be careful on equipment Slide down feet first Keep hands and feet to yourself 	<ul style="list-style-type: none"> Check your voice level Eat only your food Keep hands to yourself 	<ul style="list-style-type: none"> Wait in a safe place Hands, feet and objects to oneself Enter and exit quickly and safely
S Show Respect	<ul style="list-style-type: none"> Accept and celebrate differences Use active listening Follow directions 	<ul style="list-style-type: none"> Check your voice level Take care of our hallway environment 	<ul style="list-style-type: none"> Give others privacy Take care of yourself and the bathroom environment 	<ul style="list-style-type: none"> Care for recess materials Be a good sport Be kind to nature 	<ul style="list-style-type: none"> Give personal space Respect other people's food choices 	<ul style="list-style-type: none"> Listen to your bus driver Give personal space



We can be respectful.

Examples

We are respectful when we...

*ask students to share examples.
Add ones you want to focus on]*

Non-examples

We are not respectful when we...

*ask students to share
non-examples. Add ones you want
to focus on. Elicit more EXAMPLES
than NON-EXAMPLES]*



We can be responsible.

Examples

We are responsible when we...

[ask students to share examples.
Add ones you want to focus on]

Non-examples

We are not responsible when we...

[ask students to share
non-examples. Add ones you
want to focus on. Elicit more
EXAMPLES than
NON-EXAMPLES]



It's fun to be respectful and responsible!

Today's goal: [x] points

When we earn [x] points,
we can choose [or we'll add/get]:

An extra movement break	Fill in a box on our class chart	Everyone gets a [token, ticket, sticker tied to system already in place]	A quick game of Simon Says before we start _____[next activity]
-------------------------	----------------------------------	--	---



Tier 1 Lesson Demonstration

ECRI Only






Case Study: Sarah

- First grader
- Struggles with reading
- Often chats with friends or leaves the carpet to draw at her desk during reading

ECRI Reading Routines

- Explain/Model
- Practice for students only (group responses)
- Check for understanding (individual turns)



What potential issues
can you see
happening with
Sarah?



Explain: Demonstrate the task as you are explaining it.
You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud for as long as I touch under the letter.

Model with Behavior Specific Prompt: _____ Model until students are successful with the routine.
I'll show you how to say the sounds for the first two letters. My turn.



- *Signal for each sound-spelling**
1. Touch to the left of the sound-spelling. **Sound?**
 2. Wait 2 seconds for students to think.
 3. For stop sounds, tap finger under the sound-spelling.
– or –
For continuous sounds, touch under the sound-spelling for 2 seconds.

Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. *
Your turn. When I say “sound,” think of the sound.

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say, “Your turn.”
Let's do some individual turns. I will touch next to a letter; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.

Sound-Spelling Routine - Beginning

ee	sh	ai	wh
th	ai	wh	ee
sh	ee	ai	wh

Lesson Demo (not integrated)



Lesson Challenges

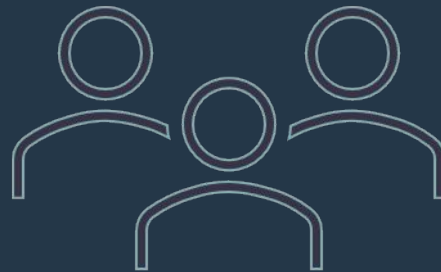


Students not attending to academic instruction

Teacher not given tools to manage behavior

Students aren't prompted for what's expected of them

Behavior interrupts learning of others



Tier 1 Lesson Demonstration

Integrated Model

Integrated Reading Routines

- *Review behavior expectations and set up Student-Teacher Game*
- Explain/Model with Behavior Specific Prompt
- *Behavior Specific Praise or Correction*
- Practice for students only (group responses)
- *Behavior Specific Praise or Correction*
- Check for Understanding (individual turns)
- *Behavior Specific Praise or Correction*
- *Routine Closure & Transition*



Lesson Demo (integrated)




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Set Behavioral Expectations: Remind students of the behavioral expectations and set up the student-teacher game.


Today you are working for a dance party! Remember, you will earn points when you are respectful and responsible. When you get 10 points, you will get to vote on which video to dance to.

Explain: Demonstrate the task as you are explaining it.

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud for as long as I touch under the letter.



Model with Behavior Specific Prompt: Set students up for success during the model and pre-correct any mistakes. Use the signal for each sound-spelling. * Model until students are successful with the routine. I'll show you how to say the sounds for the first two letters. Respectfully listen by waiting your turn. My turn.



*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. For stop sounds, tap finger under the sound-spelling.

– or –

For continuous sounds, touch under the sound-spelling for 2 seconds.

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.

Praise: Nice job listening respectfully by waiting for your turn!

Correction: Remember, when it's my turn, wait for your turn. Let's try that again. (Repeat model)



Practice for students only: Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling. *

Your turn. When I say "sound," think of the sound. When I tap, everyone says the sound out loud.

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.

Praise: Nice job listening respectfully by waiting for your turn!

Correction: Remember, when it's my turn, wait for your turn. Let's try that again. (Repeat model)

Sound-Spelling Routine - Beginning

ee	sh	ai	wh
th	ai	wh	ee
sh	ee	ai	wh

Reward	GoNoodle Dance Party
Goal	10 points
Points	

Check for Understanding: Call on two to three students in an unpredictable order. If an individual student makes an error, you will use the correction procedure with all students responding after you say, "Your turn."
Let's do some individual turns. I will touch next to a letter; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Respectfully listen when it's your friend's turn.

Behavior Specific Praise or Correction: Use brief specific praise statements to reinforce correct reading and behavior skills.
Praise: **Nice respectful listening!**
Correction: **When it's not your turn, please be respectful by actively listening. Let's try again.** (Repeat word with individual student turn)



Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

Routine Closure & Transition: Provide brief specific praise and award a point for the Student/Teacher Game if the most students have met expectations.
Good job saying the sounds! We earned points toward our dance party by being respectful and responsible listeners!

Sound-Spelling Routine - Beginning

ee	sh	ai	wh
th	ai	wh	ee
sh	ee	ai	wh

Reward	GoNoodle Dance Party
Goal	10 points
Points	

Lesson Successes

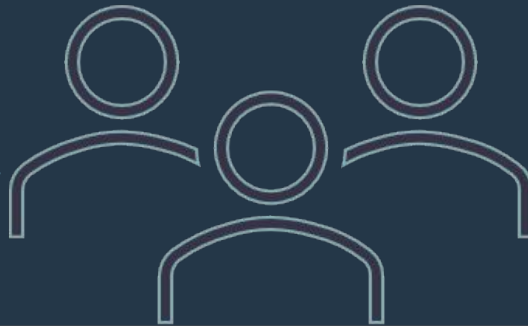


Increased academic
engagement

Teacher given explicit
behavior tools

Students prompted for
behavior

Students motivated to follow
behavioral expectations



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Tailor the behavioral promoting and praise to meet the needs of your students.

Behavior Specific Prompts *Examples* (Before starting Routine to Pre-Correct Behaviors)

1. **We are responsible when we have our voices off when it's my turn.**
2. **We practice being respectful by waiting for my signal to say the sounds.**
3. **Remember, we are being responsible when we have our eyes on the board.**

Behavior Specific Praise *Examples* (During and After Routine to Reinforce Behaviors)

After/During Modeling:

1. **Thank you _____ (student name/whole class) for being respectful by actively listening while I give directions.**
2. **I love how _____ (student name/whole class) is being responsible by having their eyes on the board!**
3. **I can tell _____ (student name/whole class) is being responsible by thinking about the sound before saying it.**

After/During the Routine:

1. **I love how _____ (student name/whole class) is being respectful by waiting for my signal to say the sound.**
2. **I see _____ (student name/whole class) being responsible by having their eyes on the board!**
3. **I appreciate _____ (student name/whole class) being respectful by listening to their friend's turn.**

Behavior Specific Correction *Examples* (During and After Routine to Correct Behavior)

1. **Remember, we're working for _____ (class reward for student/teacher game). You earn points when I see you showing respect and being responsible.**
2. **We show respect by waiting for the signal to say the sound. Let's try that again.**
3. **You show that you are responsible when your eyes are on the board. I'd like to see everyone's eyes on the board.**

Professional Development



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Professional Development

Initial Trainings	Ongoing Trainings
<ul style="list-style-type: none">• ECRI-only for classroom teachers• Integrated ECRI for classroom teachers	<ul style="list-style-type: none">• Science of reading training• Behavior training and support• Review of ECRI routines• In-school coach observations and feedback



PD: Initial Training (all teachers)

Agenda: Day 1	 I-MTSS UCONN HEAD SCHOOL OF EDUCATION	Agenda: Day 2
<p>8:30 Coffee and Welcome 9:00 Introductions 9:30 Project Overview 9:45 Features of Effective Instruction 10:00 ECRI Routines 12:00 Lunch 12:30 ECRI Routines 1:45 Break 2:00 ECRI Routines 3:00 Wrap Up</p>		<p>8:30 Coffee and Welcome 9:00 ECRI Routines 12:00 Lunch 12:30 ECRI Routines 1:45 Break 2:00 Research Study Activities 2:45 Questions and Answers 3:00 Wrap Up</p>



PD: Initial Training (integrated teachers only)

Agenda:

Quick Project Review
Features of Integrated Instruction
Defining & Teaching Expectations
Behavior Prompts
Specific feedback: praise & corrections
Acknowledgement
Practice with integrated routines

LUNCH: 11:30-12:30

Outcomes for today:

- Teachers will have integrated instructional materials that culturally and contextually fit their school
- Teachers will identify high-leverage practices to support expected behavior during ECRI routines



Integrated ECRI Training

4 hours total



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PD: Ongoing Reading Training

Science of Reading Training

Comprehension

Vocabulary

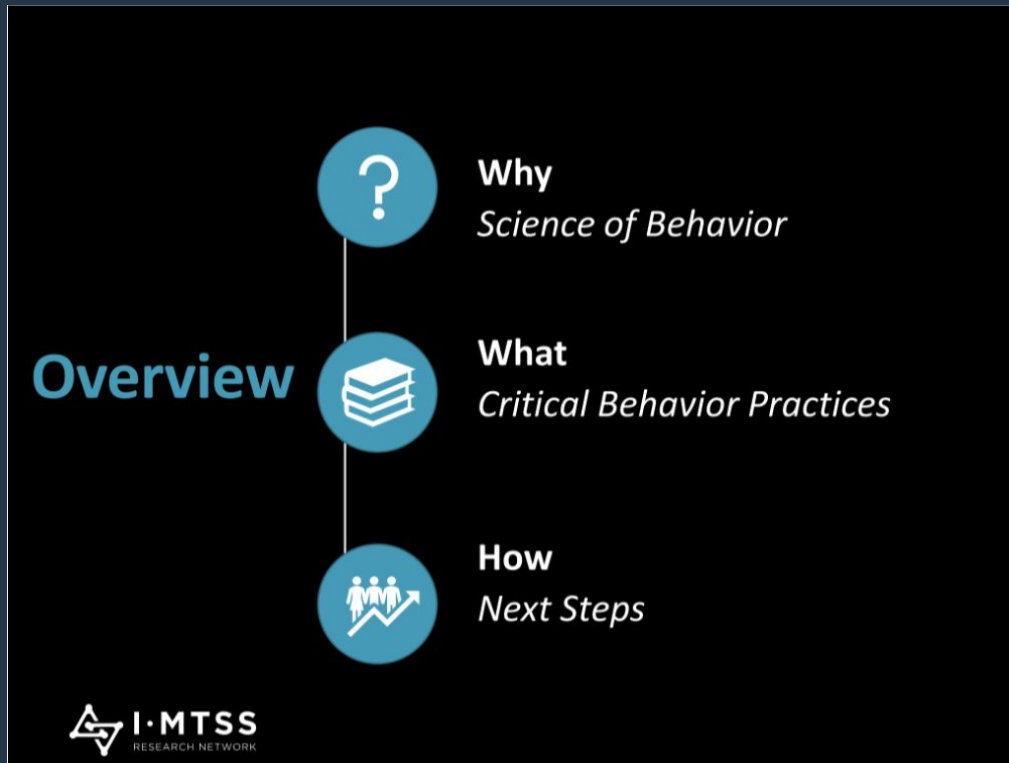
Oral Language and Literacy

How the Brain Reads

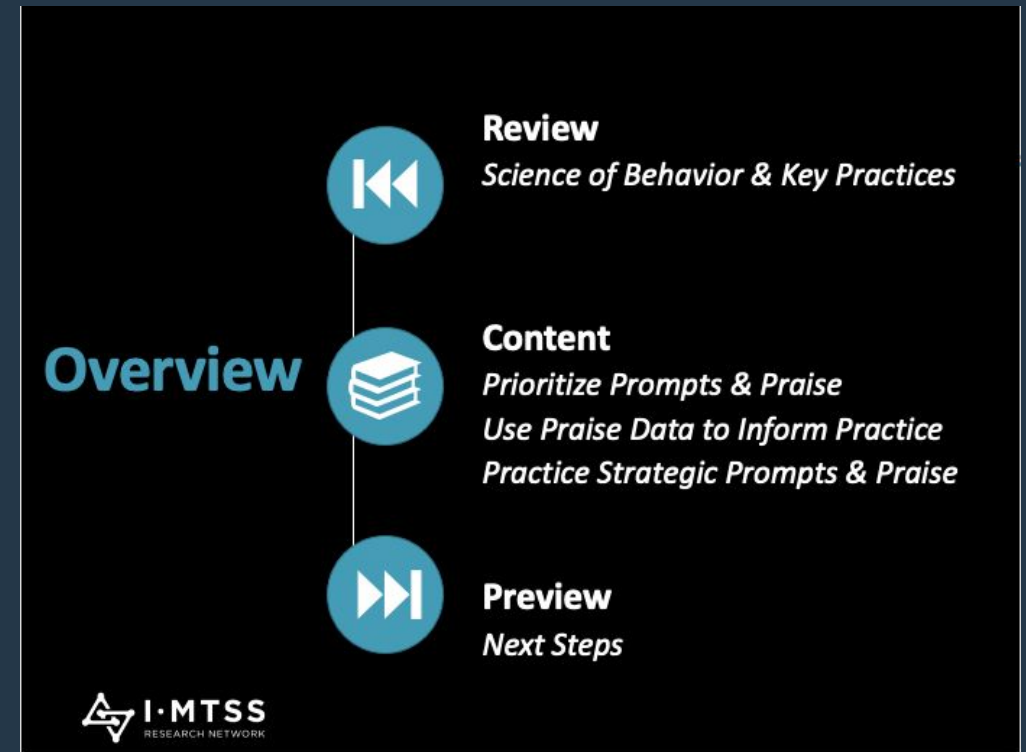


PD: Ongoing Behavior Training

Winter



Spring



2 hours each

Coaching

2x per month

Enhanced Core Reading Instruction- ECRI

Foundational Skills Routines

Teacher:		Date:	Unit__ Week/Lesson__ Day__	Grade:			
ECRI Routine	Focus	Model Cue	Think Time	Group Responses Signal	Error Correction	Individual Turns	Pace/Engagement
Irregular Word Reading Routine Part 1 (say-it, spell-it, say-it)	Touch to the LEFT of the word.	<i>My turn. Word?</i> <i>Your turn. Word?</i> <i>Spell ----- (word). Word?</i>	none	Slide finger under word. Tap finger under letters to spell word. Slide finger under word.	<i>My turn. Word?</i> <i>Your turn. Word?</i> <i>Spell _____ (word). Word?</i> Back up two words.		
Irregular Word Reading Routine Part 2	Touch to the LEFT of the word.	<i>(Model, as needed.)</i> <i>Word?</i>	2 sec	Slide finger under word.	<i>My turn. Word?</i> <i>Your turn. Word?</i> <i>Spell _____ (word). Word?</i> Back up two words		
Phoneme Blending Routine	Tap one cube as you say each sound from right to left (left to right from the student perspective).	<i>(Model, as needed.)</i> <i>/r/ /a/ /t/</i>	None	Tap finger above cubes from right to left (left to right from the student perspective).	<i>My turn. /r /a/ /t/ rat</i> <i>Your turn. /r/ /a/ /t/</i> Back up two items.		
Sound-Spelling Card Routine Introduction	<ul style="list-style-type: none"> Touch to the LEFT of the picture for card and sound Touch to the LEFT of the spelling for spelling 	<i>The card is Apple. Card?</i> <i>The sound is /a/. Sound?</i> <i>The Spelling is A. Spelling?</i>	Pause	Tap to the side of the picture for card and sound. Tap to the side of the spelling for spelling.			
Sound-Spelling Card Routine Practice	<ul style="list-style-type: none"> Touch to the LEFT of the card picture for card and sound practice. Touch to the LEFT of the spelling for spelling practice. 	<i>(Model, as needed.)</i> <i>Card?</i> <i>Sound?</i> <i>Spelling?</i>	Pause	Tap to the side of the picture for card and sound. Tap to the side of the spelling for spelling.	<i>Let's practice this one together.</i> <i>Follow the signal to introduce a new Sound-Spelling card.</i> <i>Practice 2 other sound-spelling cards.</i> <i>Then, represent the missed card.</i>		
Letter Name Routine	Touch to the LEFT of the letter.	<i>(Model, as needed.)</i> <i>Name?</i>	2 sec	Tap under letter	<i>My turn. Your turn.</i> Back up two items.		



Integrated ECRI Focus:

- Opportunities to respond (OTRs)
- Specific praise
- Praise: correction ratios
- Ensuring modeling, practice, and reinforcement of choral response

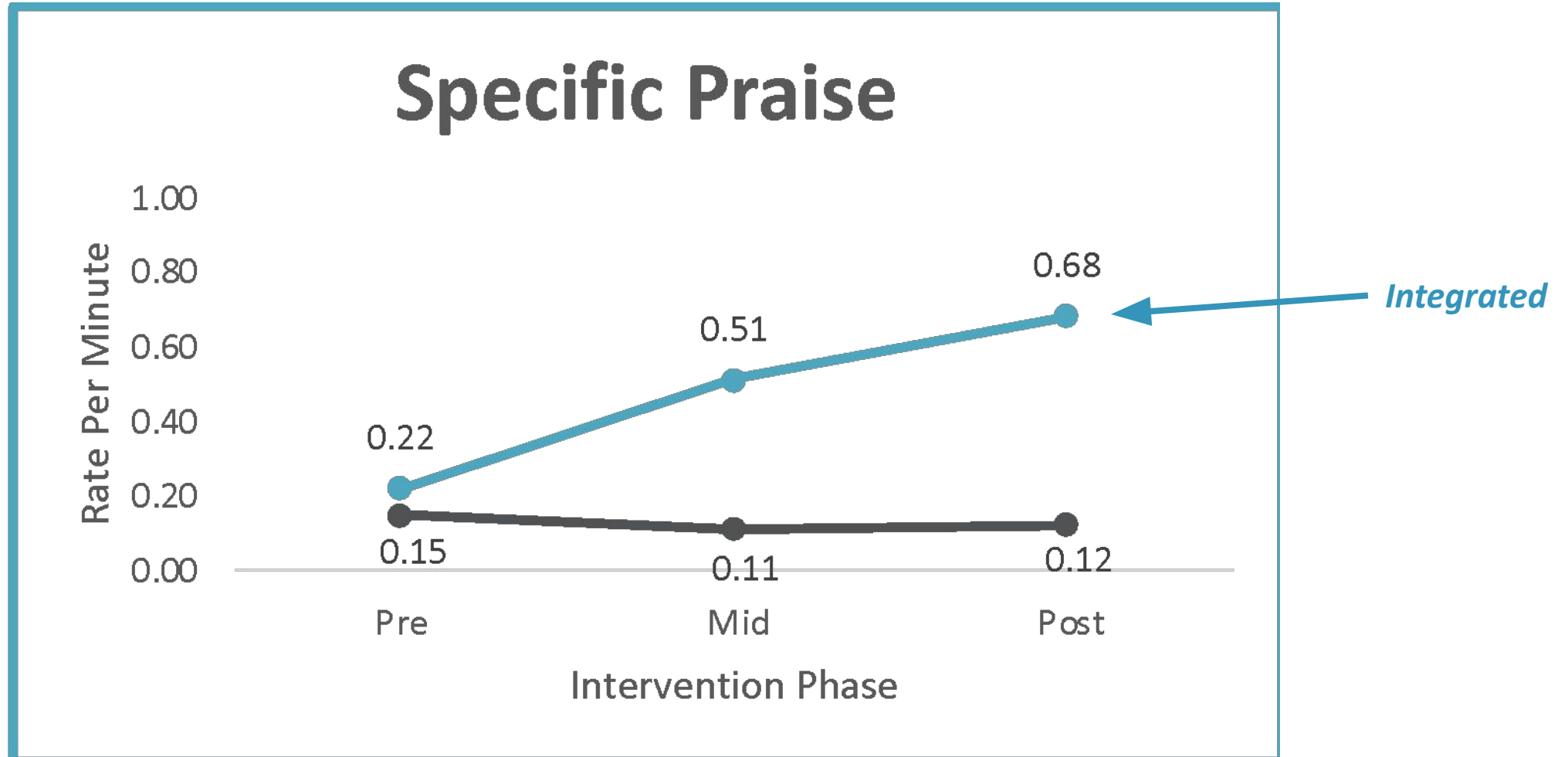
Corrective coaching for classroom practices unsupported by research



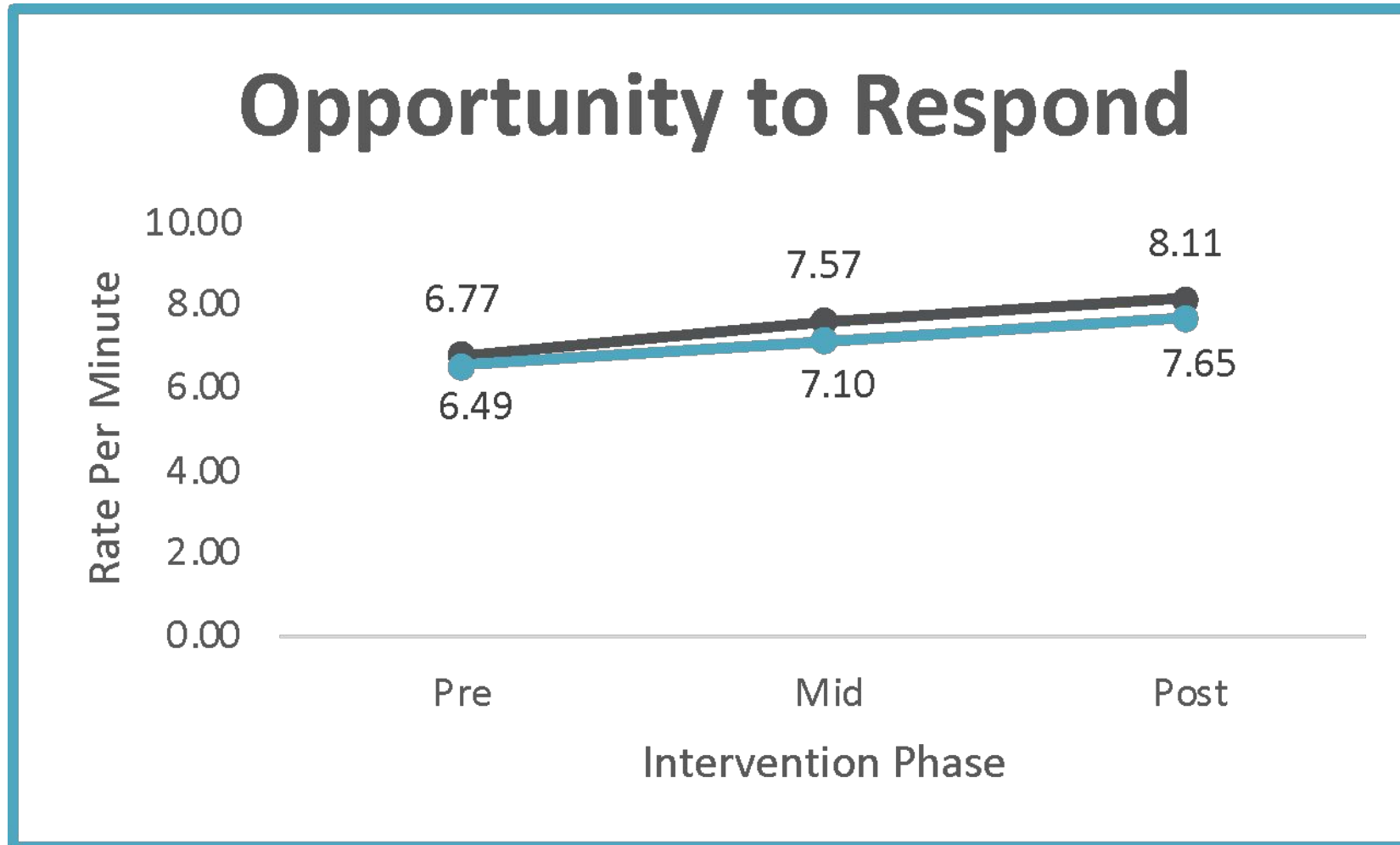
Study Results and Next Steps



Results: Teacher behaviors

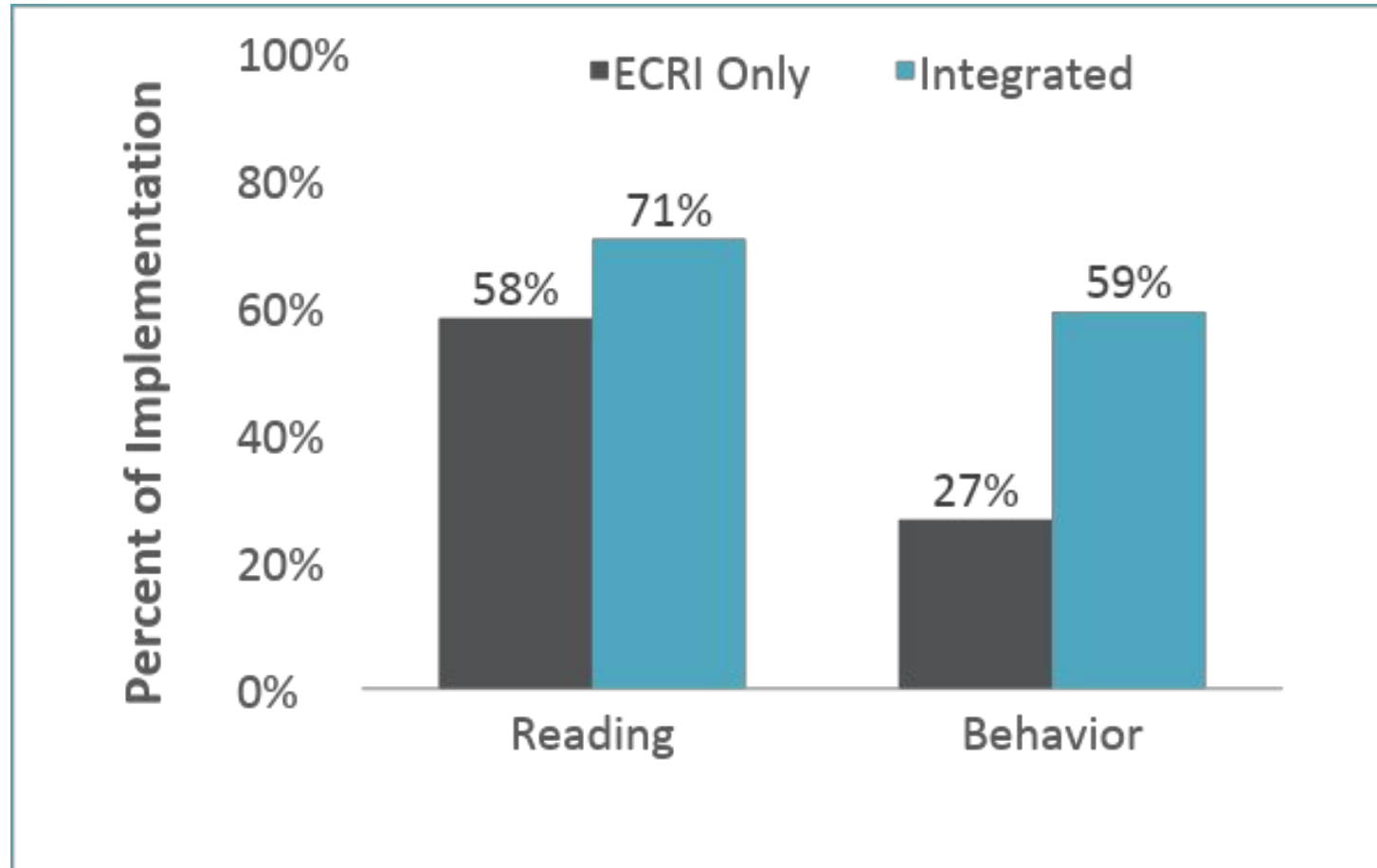


Results: Teacher behaviors

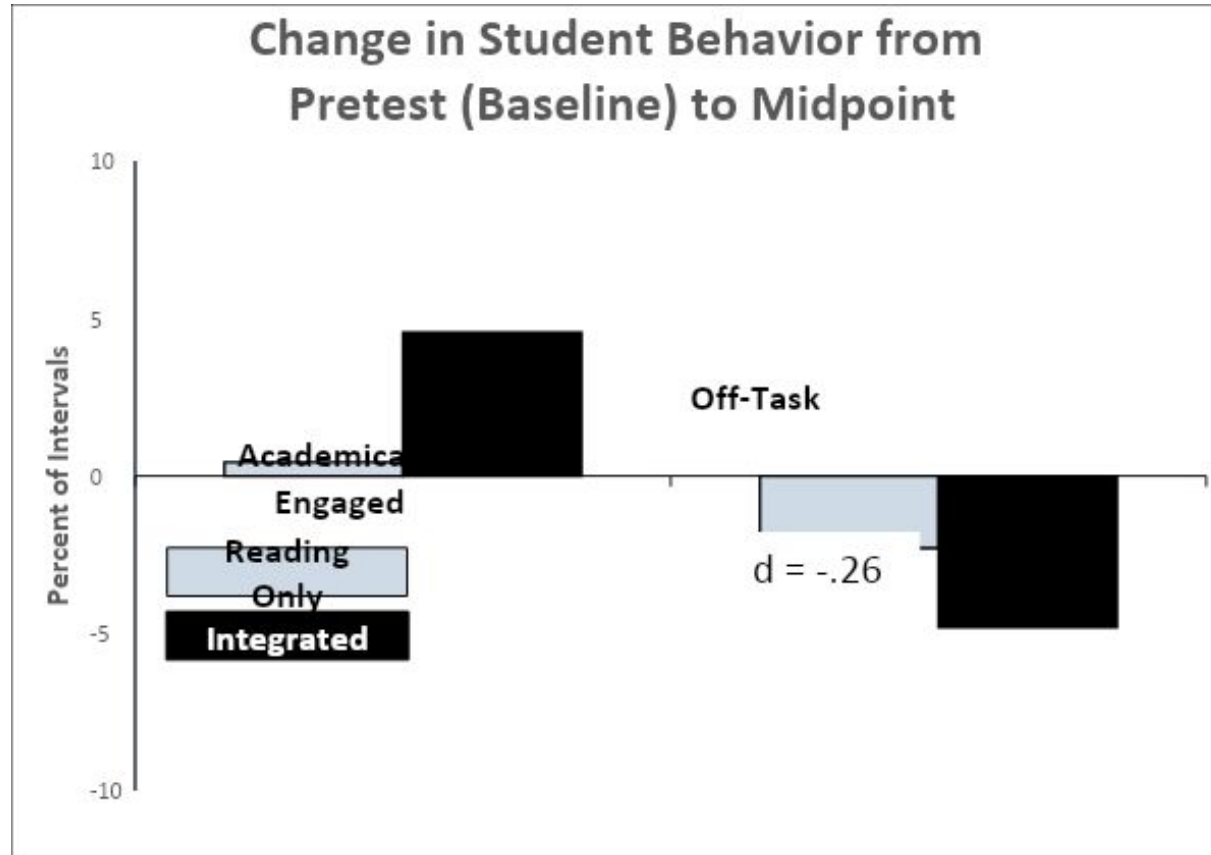


Fidelity

All teachers were observed using the same fidelity tool that detailed components of the reading and behavior interventions



Student Behavioral Outcomes



Cohort 1 Initial Findings

Integrated classroom instruction

- Equivalent or better fidelity of Tier 1 reading instruction
- Positive differences in effective teaching behaviors during Tier 1 reading instruction
- Improved student engagement and behaviors during Tier 1 reading instruction
- Improved teacher perceptions of overall student behavior
- Reading outcomes?



Teacher Perspectives

I love this program!

Students' comprehension is improving.

I'm able to generalize behavioral strategies to other content areas.

My students' confidence in reading has increased.

I'm seeing more success with ECRI than with what we used in the past.



Lessons Learned

Challenges

- Complex intervention
- Isolated training alone was insufficient
- Ongoing coaching necessary to promote fidelity of implementation

Celebrations

- After initial skepticism, several teachers reported improved perceptions
- Improved student outcomes
- Room for improvement with coaching



Can this happen in your school?

Integrated instruction

- Start with an evidence-based academic program
 - Make sure it includes explicit high leverage practices (modeling, group/individual opportunities to practice, specific corrective feedback)
- Develop a process to define, teach, and prompt positive expectations before instruction (align with schoolwide expectations)
- Embed behavior prompts, praise, and corrections into each academic routine
- Consider a group contingency at the beginning/end of instruction



Other Work

- Tier 2 Study
- Tier 3 Study
- I-MTSS Research Network
 - Integrated MTSS Fidelity Rubric

The IMFR contains **14 items**—the components of I-MTSS implementation that receive a rating on the IMFR—organized into **four domains** of I-MTSS.

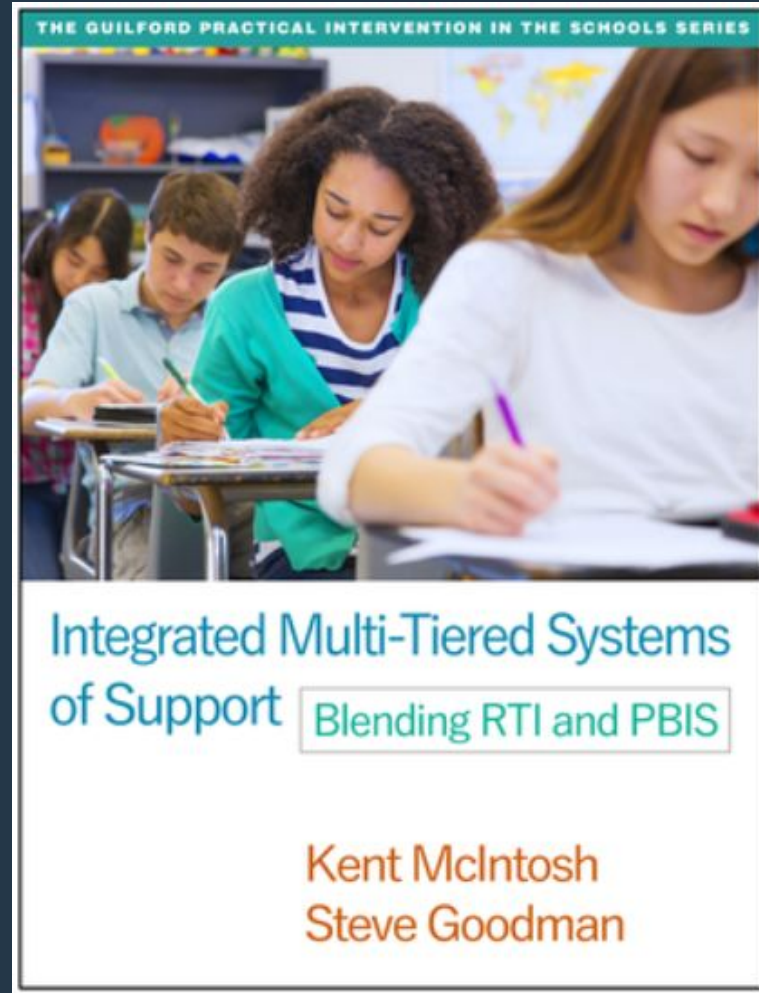
Domains	Items
1. Instruction and Intervention	1.1 Tier 1 1.2 Tier 2 1.3 Tier 3
2. Assessment	2.1 Universal Screening 2.2 Diagnostic Assessment 2.3 Progress Monitoring
3. Data-based Decisionmaking (DBDM)	3.1 Universal DBDM 3.2 Targeted DBDM 3.3 Intensive DBDM 3.4 Continuous Improvement
4. Infrastructure	4.1 District Leadership 4.2 School Leadership 4.3 Schoolwide Culture 4.4 Professional Learning

Next Steps

- Look at student reading outcomes
- Formally write up the study
- Learn more about teachers' perspectives of the integrated approach



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Questions and Comments



Resources



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Thank you for coming!



References

Scott, T. M., Gage, N. A., Hirn, R. G., Lingo, A. S., & Burt, J. (2019). An examination of the association between MTSS implementation fidelity measures and student outcomes. *Preventing School Failure: Alternative Education for Children and Youth*, 63(4), 308–316.
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