Designing Academic Skill Groups for Behavioral Success:

Building Strong Social/Emotional & Academic Skills for Middle Schoolers

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Session Overview

- Features of Tier 2 Group Interventions
- Context: SW-PBIS at Rundlett Middle School
- Overview of Academic Seminar
- Implementation Considerations
- Case Example: Rundlett Middle School
Rundlett Middle School

- Enrollment: 1,010
- 6th, 7th, & 8th Grade
- Race/Ethnicity:
  - White: 85.8%
  - Black: 5.6%
  - Asian: 5.9%
Rundlett Middle School PBIS Implementation

- Began implementation in 2012
  - “PRIDE” Universal System
- Behavior Intervention Team (BIT)
  - Tier 2 Behavior Systems Team:

The mission of the RMS BIT is to provide additional, practical, organized and timely support to students in conjunction with PBIS Universal school-wide systems. This team will also serve as a support system for faculty in guiding these students to make behavioral progress in school-wide settings.
Rundlett Middle School Implementation
Tiered Fidelity Inventory (February 2015)

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Rundlett Middle School
2/3/2015

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
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<tbody>
<tr>
<td>Date Completed</td>
<td>Teams</td>
<td>Implementation</td>
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<tr>
<td>2/3/2015</td>
<td>75%</td>
<td>35%</td>
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The *Need* for Tier 2 Interventions & Supports
Pyramid of Interventions at RMS

**Tier 1: Interventions & Supports - Structured Behavior Interventions for all students**
- PRIDE Expectation Matrix,
- PRIDE Classroom Expectations & PRIDE Classroom Lessons
- Guidance Services,
- Homeroom Guidance
- Continuum of Discipline Responses
- Student/Parent Conferences,
- Before & After School Program (21C)
- Project Success (Substance Use)

**Tier 2: Behavioral Interventions & Supports - Supports for some students who struggle with meeting the expectations**
- Simple Behavior Support Plans
- Simple Functional Behavioral Assessments (FBA)
- Targeted Counseling,
- Coping CAT
- Academic Seminar
- Check In/Check Out,
- Mentoring
- Recovery Room

**Tier 3: Individualized Supports - Structured Interventions for the few students with the greatest need**
- 3 R (Respectful, Relevant, Realistic) Plan(s)
- Enhanced Academic Seminar
- Individualized Family and Youth-Driven Planning and Support
- Community Supports (WRAP, DCYF, Mental Health, and Child and Family Services)
- Complex Functional Behavioral Assessment (FBA) and Behavior Support

**Individualization and Intensity of Interventions Increases**

**A Few Students >5%**

**Some Students >15%**

**ALL Students 100%**
Tier II
Interventions & supports
The 4 E’s of Targeted Group Interventions

- Efficient
- Effective
- Evidence Based
- Early

Ensures efficient and effective supports are made available for students that DO NOT require a lot of time & resources
Effective Practices for Evidence Based Tier II Interventions

- Targeted Skill Instruction
- Acknowledge Appropriate Behavior
- Increased Adult Support
- Increased Performance Feedback
- Plan for Maintenance
Purpose of Tier 2 Interventions

- Prevent or decrease problem behaviors
- Ensures **effective** and **efficient** supports are made available for students who DO NOT require a lot of time & resources
- Group intervention is matched to ‘functions’ of behavior and need
Nomination Criteria for Tier 2 Supports

- Absences- 5 days in a quarter
- Tardy to class - 5 office discipline referrals in a quarter
- Tardy/Dismissed from school - 5 events in a quarter
- Office Discipline referrals - 3 ODRs resulting in 6 days out of class (ISS and/or OSS)
- Nurse Visits - excessive requests when compared to peers
- Academic Failure - not due to lack of ability or skill deficit
- Counselor Visits - frequent and unscheduled
- Out of School issues that impact the student’s ability to “do School”
Spring 2013: Identified Need

- BIT identified a group of students (@ 12) who were failing 2 or more classes
- Students appeared to be acting out to obtain in-school suspension or recovery room time
- Students asking for homework help
- Executive functioning and disorganization presented as of concerns
- Internalizing or externalizing behaviors
- Special education or non-special education

- School psychologist researched interventions
  - identified the Behavior Education Program (BEP) (Swain-Bradway, 2011)
- Adapted the BEP to create the Academic Seminar class
Academic Seminar Nominating Criteria

- Student demonstrates mild to moderate risk for social and/or academic disengagement or failure as demonstrated by inconsistent academic performance and frequent minor behavioral concerns.
  - The reason for risk is NOT primarily due to a skill deficit that would require remediation in order to expect better performance
  - Student is not at high risk for disengagement or failure and/or is not engaging in severe or dangerous behaviors
  - Student is not diagnosed with a serious emotional disturbance
  - Student is not diagnosed with a behavioral disorder (e.g., oppositional-defiant disorder)
- There is reason to expect that the student will be responsive to positive adult attention
  - Check In/Check Out has been implemented
  - Student continues to present with at-risk concerns
The purpose of Academic Seminar

To ensure academic and social/emotional success of students by providing

a. organizational instruction and support
b. academic support (homework and assignment completion)
c. instruction to develop self-determination skills
d. support students to take ownership of their learning

(Derived from Swain-Bradway, Behavior Education Program, 2011)
Academic Seminar Components

- **Organizational Skills**
  - Academic self-monitoring/goal setting/assignment tracking
  - Problem-solving
  - Development of self-awareness (understanding one’s strengths and needs)
  - Self-advocacy

- **Behavior**
  - Check In/Check Out Point Sheet (Improvement)
  - Self-Monitor
  - Goal Setting and development of skills necessary to become an engaged learner

- **Community Project**
  - Student Driven
  - Can be provided through 21C
  - Based on Student Interest
  - Includes a demonstration of knowledge gained
Academic Seminar

- Scheduled semester long course that meets daily
- Pass/Fail
- Open to 7th and 8th graders only
- Check In/Check Out is a prerequisite to receiving this intervention and is an integral part in the program
Academic Seminar Structure

Academic Seminar Manual
- Curriculum Scope & Sequence
  - Daily Entry Tasks
  - Lesson Plan Format
- Classroom Guidelines
Academic Seminar Responsibilities

- Regular Classroom Teacher responsibilities include
  - communicating with students and academic seminar instructors on a regular basis and providing necessary materials and instructions for the students to be successful
  - Following through with implementation of Check In/Check Out

- Student responsibilities include
  - seeking feedback from the teachers on a weekly basis related to academic performance
  - creating plans for work completion
  - setting goals for academic success
  - Following through with Check In/Check Out responsibilities

- Academic Seminar Instructor responsibilities include
  - facilitating communication between student and cluster teachers
  - implementation (with fidelity) of the Academic Seminar curriculum
7th grade students (n=12) (Quarter grades pre/At one quarter of intervention)
7th grade students (n=12)
(ODR referrals: 1 quarter pre/during 1st quarter of intervention/4 weeks of 2nd quarter [prorated])

At 4 weeks, total of 7 ODR
Example of Individual Student’s Progress (Student A)
Student A

- 7th grade male student. Presenting concerns at *universal screening* were identified by teachers as:
  - Does not complete classwork and homework assignments
  - Prefers to work alone
  - Presents as shy, timid
  - Does not engage in his learning
  - At time of *universal screening*, a pattern of skipping classes, defying teachers/staff, and disruptive behavior started emerging
- Met criteria for Tier II based on ODRs & class failure
Example of Individual Student’s Progress (Student A) cont.

# of ODRs

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<th>Time</th>
<th># of ODRs</th>
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<tr>
<td>Pre</td>
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<tr>
<td>1st Quarter</td>
<td>4</td>
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<tr>
<td>2nd Quarter</td>
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8th grade students (n=13)
(Quarter grades pre/At one quarter of intervention)
8th grade students (n=13)

(ODR referrals: 1 quarter pre/during 1st quarter of intervention/4 weeks of 2nd quarter [prorated])

At 4 weeks, total of 2 ODR
Student B

- 8th grade male student. Receiving Special Education services; coding of Other Health Impairment. Presenting concerns at universal screening were identified by teachers as:
  - Does not complete classwork and homework assignments for 2 out of 4 core classes
  - Selective in which classes he engages (teacher relationship is very important)
  - At time of universal screening and historical data, a pattern of skipping classes, defying teachers/staff, noncompliance, and disruptive behavior was present
- Met criteria for Tier II based on ODRs & class failure
Example of Individual Student’s Progress (Student B)

Grades

- F: Pre
- D: Pre
- C: Post
- B: Post
- A: Post

Pre - Blue
Post - White
Example of Individual Student’s Progress (Student B) cont.

# of ODRs

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<tr>
<th></th>
<th>Pre</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
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<tbody>
<tr>
<td># of ODRs</td>
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<td>3</td>
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Failure Rate
(Rate of F’s per grade & combined)
Thank you!

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