

Sailing toward Sustainability

by Integrating Academic and Behavior Support Systems



Grateful acknowledgements to:

- Inspiration
 - Carol Sadler
- Co-author
 - Steve Goodman
- Partnering Districts
 - Bethel School District, OR
 - Tigard-Tualatin School District, OR

Overview

- Define an **integrated** MTSS model
- Show research showing the **benefits** of integrating systems into one MTSS
- Share **strategies** for integrating academic and behavior practices
 - Tier I

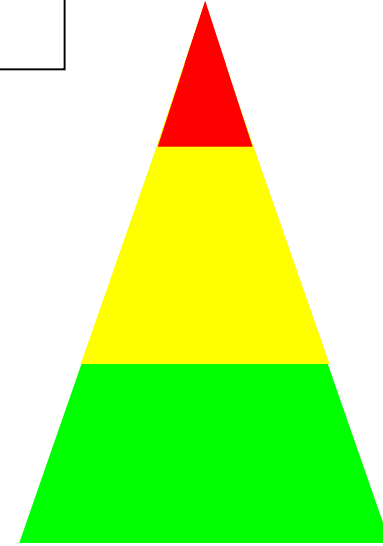
What is **MTSS**?

Multi-Tiered Systems of Support

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Multi-Tiered Systems of Support

CONTINUUM OF
MULTI-TIERED
SYSTEMS
OF SUPPORT

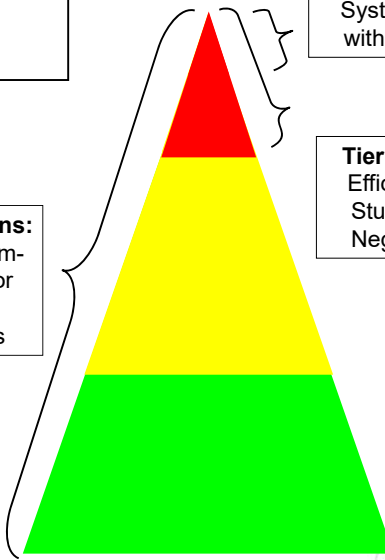


CONTINUUM OF
MULTI-TIERED
SYSTEMS
OF SUPPORT

Tier 1 Interventions:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

Tier 3 Interventions:
Individualized
Systems for Students
with Intensive Needs

Tier 2 Interventions:
Efficient Systems for
Students At Risk for
Negative Outcomes



■ Handwashing compliance drops 8.7% over the course of a 12-hr shift

MTSS in the real world



Keeping Behavior Acceptable

Diagram 3.1: Acceptable Behavior, Levels 1-4



Photo Illustration of Behavior Worsening with Continued Drinking



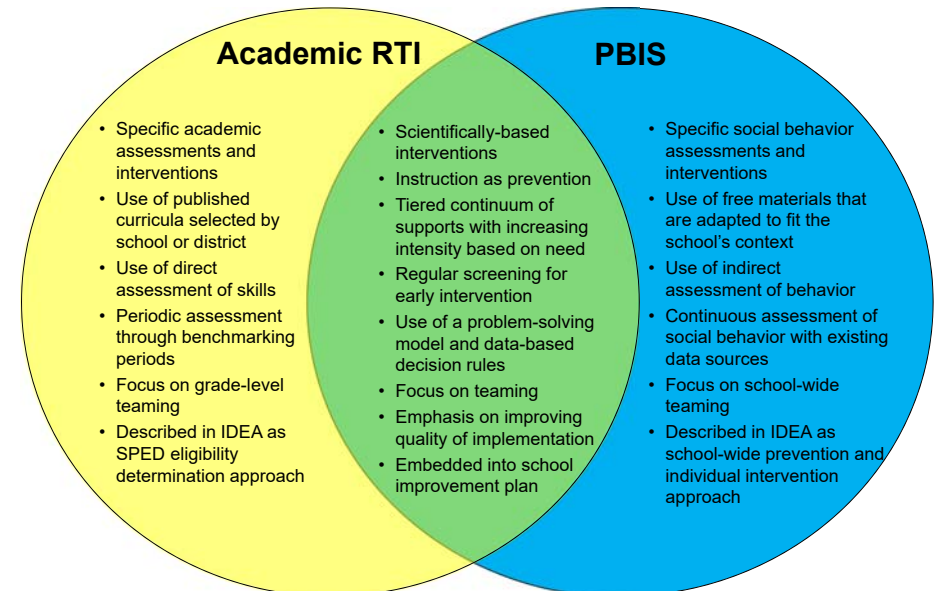
What is **MTSS**?

Multi-Tiered Systems

MTSS Framework



Features of MTSS (McIntosh & Goodman, 2016)



What is **MTSS**?

Multi-Tiered Systems of Support

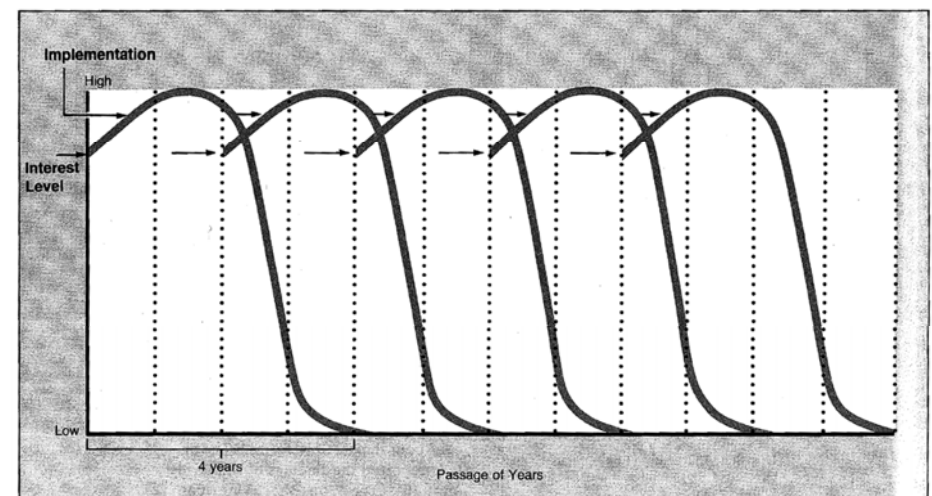


Memo

To: School Administrators
From: District Administrators

In keeping with the new state initiative, this fall we will be implementing an exciting new district initiative of SNI in place of LYI. All Pro-D days previously scheduled for LYI will be rescheduled as staff development for SNI. The \$500 for release time and materials for LYI will be discontinued and provided instead for SNI. By the way, you will need to create local SNI teams that meet weekly. The former members of your LYI team would be perfect for this new team. Your new SNI binders will be coming next week. Have a great year!!!

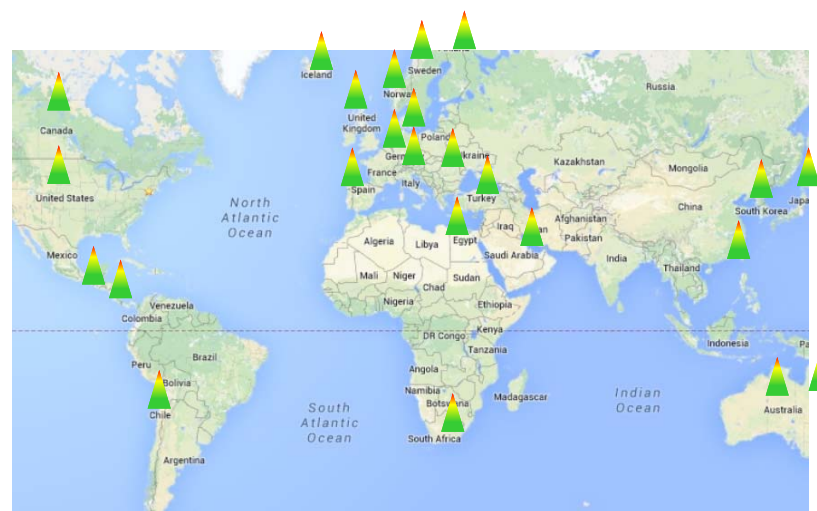
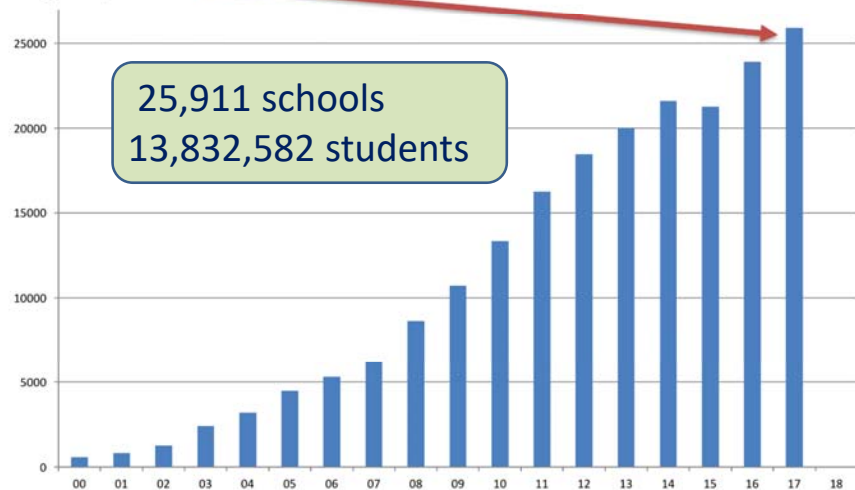
Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

U.S. Schools using PBIS

August, 2017



How is my driving?



What is your **DRIVE LEFT** intervention?

- Define and teach school-wide expectations
 - Regular schedule
 - Booster lessons
- Implement as a team
- Use fidelity of implementation data to guide the work



What is... fidelity of implementation?



What is... fidelity of implementation?

- The extent to which the critical features of MTSS are implemented as intended

Why assess it?

- Helps us improve outcomes for students
- Helps team target next steps and areas for improvement

Can we **align** or **integrate** our initiatives to make them more, feasible, effective, and durable?

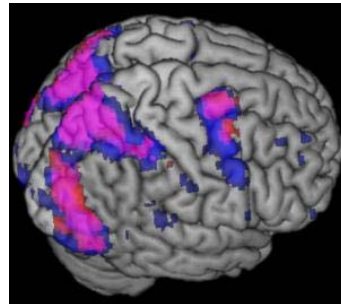
What are we talking about when we talk about **aligned MTSS**?

- Parallel play

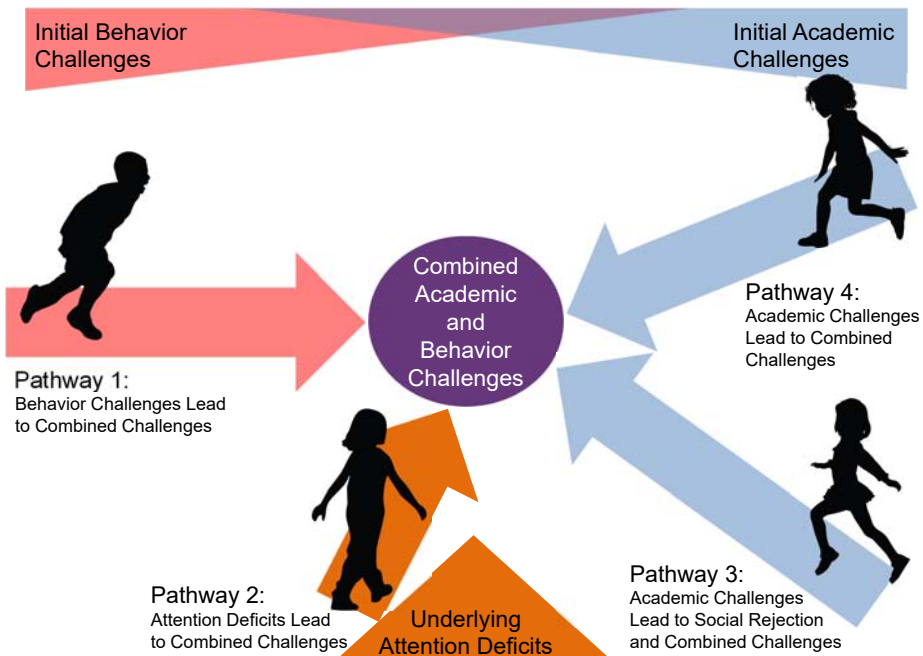
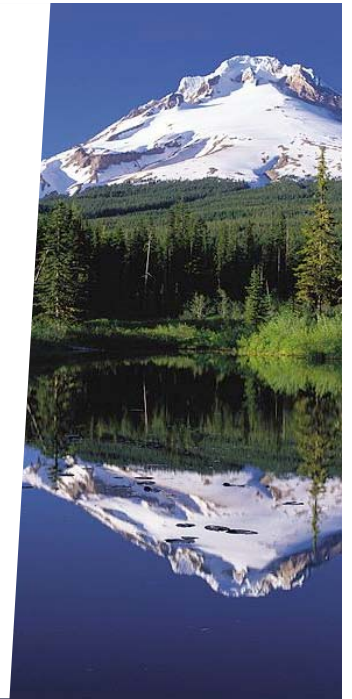


Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work



Is there a link
between
academics and
behavior?



Two Causes, *Two Solutions*

1. **“Chaotic Classroom” Theory**
 - Access to instruction (Levy & Chard, 2001)

Can PBIS lead to improved reading performance?

Kelm, J. L., McIntosh, K., & Cooley, S. (2014). Effects of implementing school-wide positive behaviour support on social and academic outcomes. *Canadian Journal of School Psychology*, 29, 195-212.



<u>MEAP – Grade 4 Reading Assessment</u>	
29 Elementary schools in Michigan (reading and behavior support)	

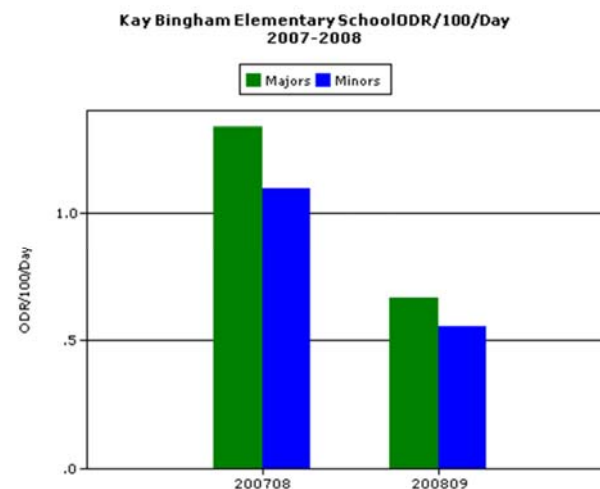
(Goodman, 2005)

Two Causes, *Two Solutions*

1. “Chaotic Classroom” Theory

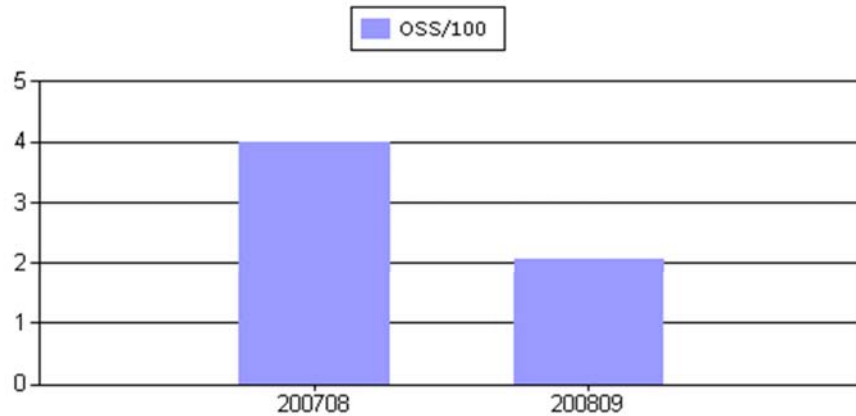
- Access to instruction (Levy & Chard, 2001)
- Create safe, positive classrooms where instruction can take place

BC Elementary School Example: Office Discipline Referrals



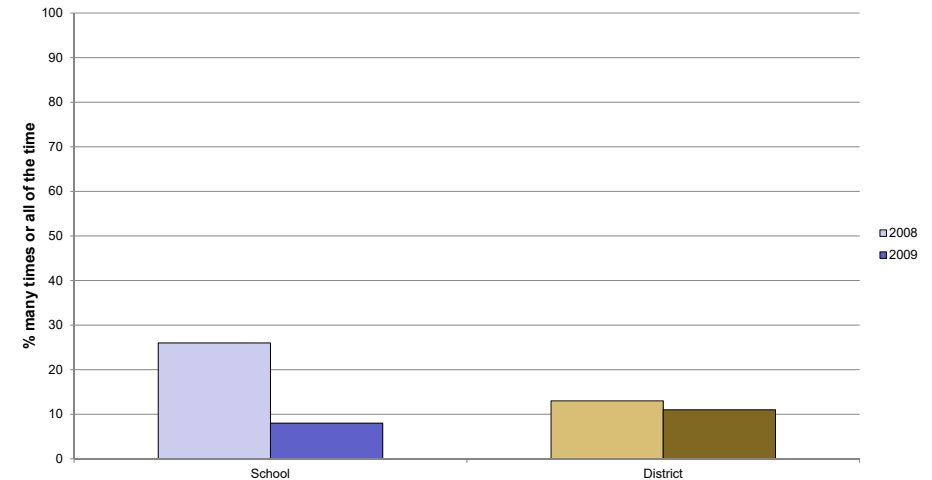
BC Elementary School Example: Out of School Suspensions

Kay Bingham Elementary School : Suspension/Expulsion-OSS/100
2007-2008



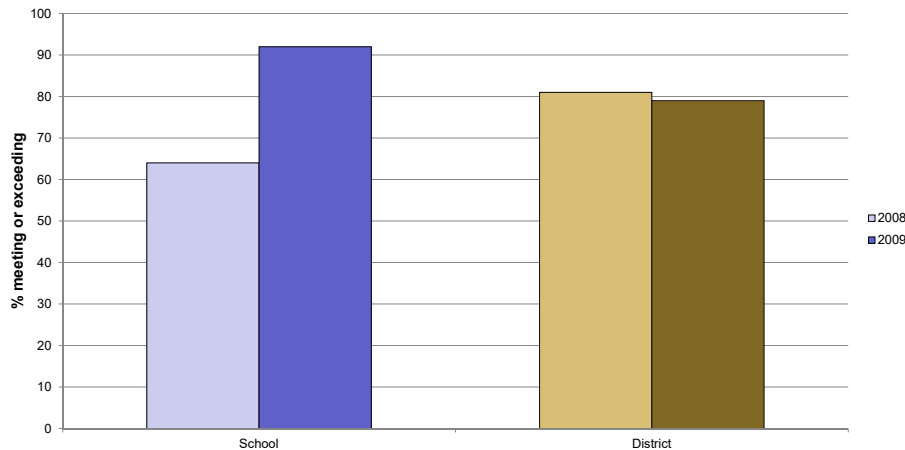
Student Satisfaction Survey: Grade 4

At school, are you bullied, teased or picked on?



FSA Results 2007-09: Grade 4

Reading Comprehension



Two Causes, *Two Solutions*

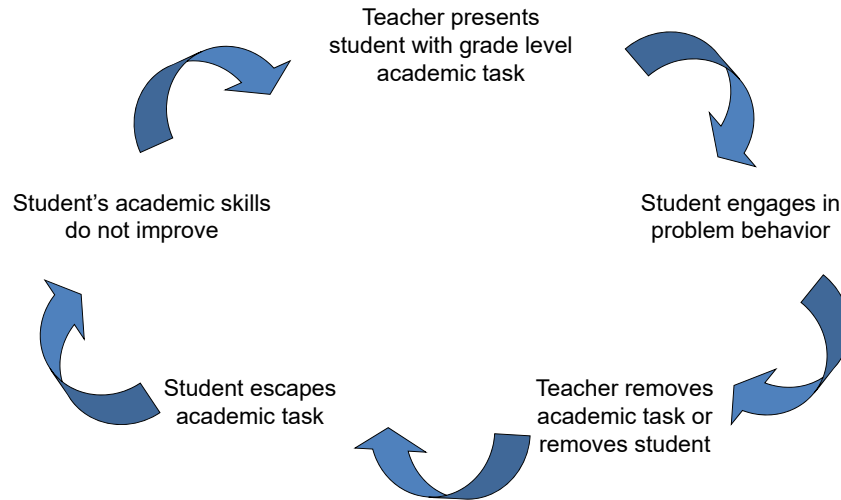
1. "Chaotic Classroom" Theory

- Access to instruction (Levy & Chard, 2001)
- Create safe, positive classrooms where instruction can take place

2. Response to Intervention Theory

- Repeated academic failure leads to a pattern of problem behavior (Patterson, 1982; McIntosh et al., 2008)

Coercive Cycle of Teacher-Student Interactions (McIntosh et al., 2008)



Two Causes, Two Solutions

1. "Chaotic Classroom" Theory

- Access to instruction (Levy & Chard, 2001)
- Create safe, positive classrooms where instruction can take place

2. Response to Intervention Theory

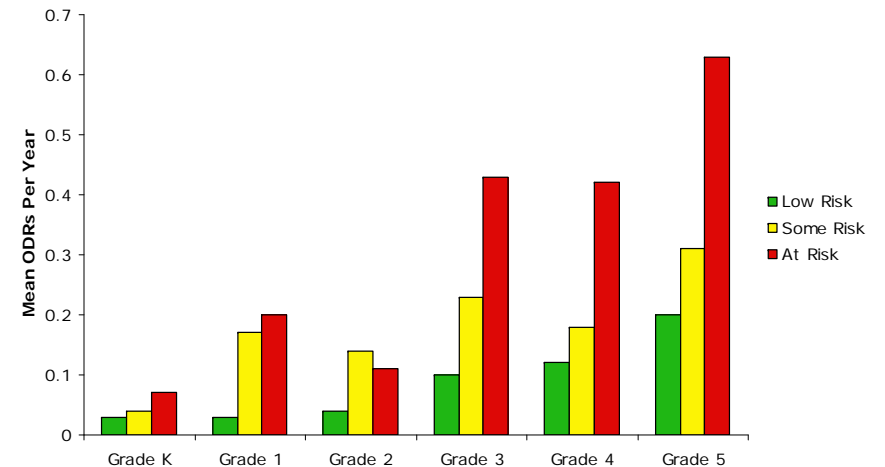
- Repeated academic failure leads to a pattern of problem behavior (Patterson, 1982; McIntosh et al., 2008)
- Provide high-quality academic instruction to prevent failure

Can teaching reading lead to improved behavior?

McIntosh, K., Sadler, C., & Brown, J. A. (2012). Kindergarten reading skill level and change as risk factors for chronic problem behavior. *Journal of Positive Behavior Interventions*, 14, 17-28. doi:10.1177/1098300711403153

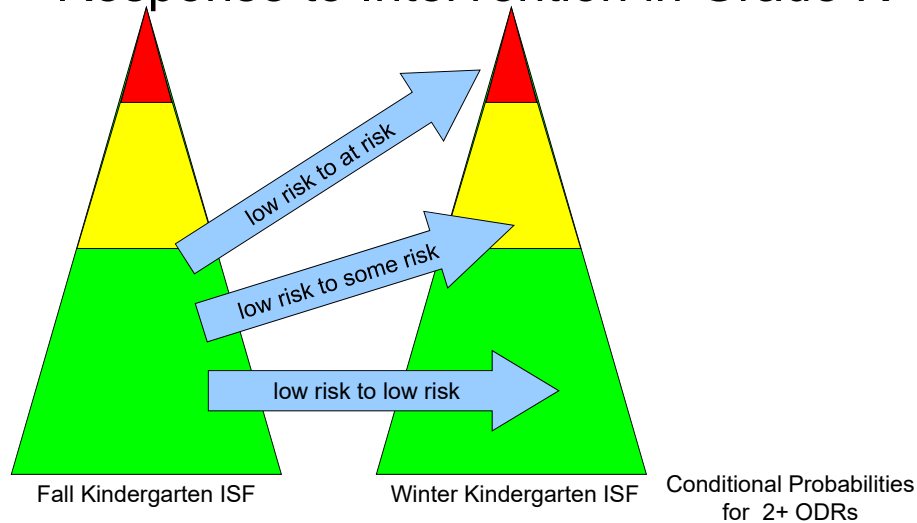


ODRs by K *DIBELS* ISF Score

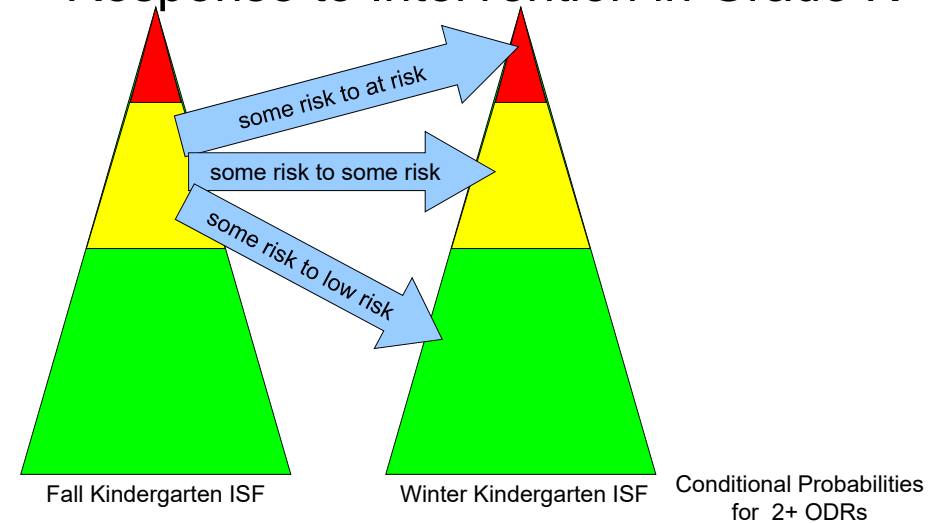


(McIntosh, Sadler, & Brown, 2012)

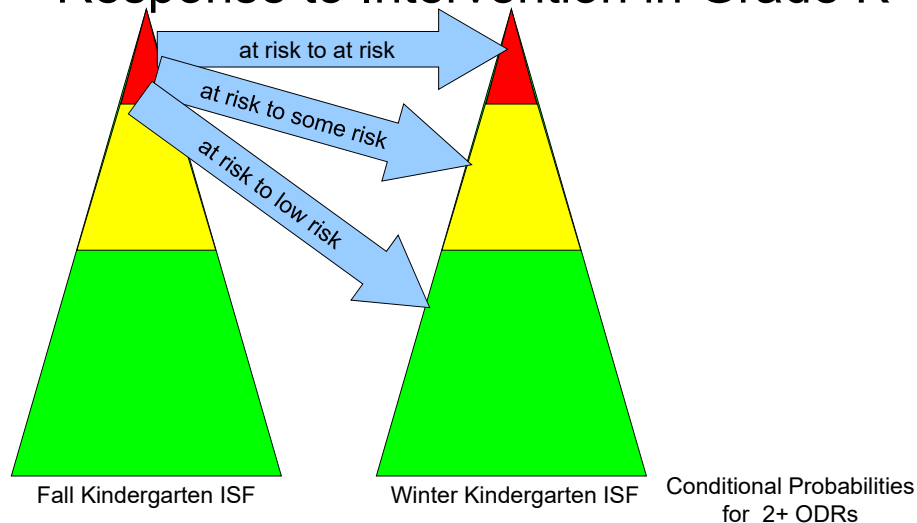
Risk for Problem Behavior Grade 5: Response to Intervention in Grade K



Risk for Problem Behavior Grade 5: Response to Intervention in Grade K

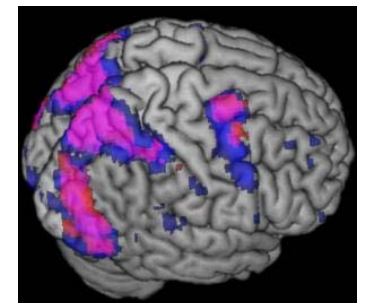


Risk for Problem Behavior Grade 5: Response to Intervention in Grade K



Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work
3. We need to integrate our systems to solve the big problems



WHAT ARE THEY?

ACEs are
ADVERSE
CHILDHOOD
EXPERIENCES

rwjf.org, www.cdc.gov/ace/prevalence

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



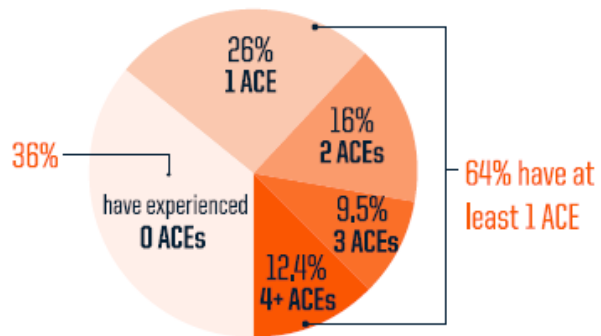
Substance Abuse



Divorce

rwjf.org, www.cdc.gov/ace/prevalence

Of 17,000 ACE
study participants:



rwjf.org, www.cdc.gov/ace/prevalence

Possible Risk Outcomes:

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



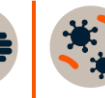
Diabetes



Depression



Suicide attempts



STDs



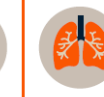
Heart disease



Cancer



Stroke



COPD



Broken bones

rwjf.org, www.cdc.gov/ace/prevalence

Integrating initiatives example: Trauma-informed Care

■ A possible solution:

- Create a stand-alone program that requires extensive mental health training and becomes one more thing teachers are asked to do

Integrating initiatives example: Trauma-informed Care

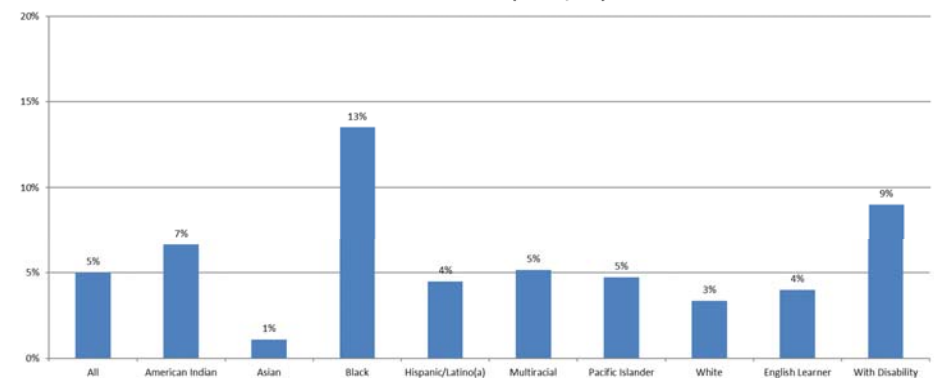
■ A Better Solution:

- Create safe, predictable, and positive learning environments for **all students**, regardless of need
- Give students **skills to identify and self-regulate** their emotions
- Provide **more support** to students who need more

Examples of How School-wide PBIS Practices are Trauma Informed		
	Strategy	WHY this practice supports students impacted by trauma
Defined School-wide Expectations	<ul style="list-style-type: none"> 3-5 positively stated behavioral expectations (Be Safe, Be Respectful, Be Responsible) Examples by setting/location for student and staff behavior (i.e., school teaching matrix) 	<p>Establishing school-wide expectations creates a safe, predictable, and consistent environment. Having consistent expectations and language for these expectations across school settings allows students to predict what will happen in each setting.</p> <p>All students benefit from high expectations, especially students impacted by trauma. High expectations send a message to students impacted by trauma they are worthy of expectations and others believe they can accomplish those expectations.</p>
Teaching Expectations	<ul style="list-style-type: none"> Direct teaching (teach, model, practice) of social behaviors taught to all students in classroom or other school settings 	<p>Students affected by trauma may have learned inappropriate coping skills. Due to trauma's impact on brain development, respond to developmental level versus chronological age. Some children impacted by trauma have learned to use their behavior as a coping strategy to meet a function. In these instances, we may be re-teaching expected behaviors that become replacement behaviors.</p> <p>Directly re-teaching teaching behavior and social skills provides consistency to ensure staff and students understand and use the same language and skills. Re-teaching is an adult replacement behavior for punishment, which may trigger a student to go into fight, flight or freeze.</p>
Feedback and Acknowledgment	<ul style="list-style-type: none"> Formal system, set of procedures for specific behavior feedback that is linked to school-wide expectations and used across settings 	<p>Receiving positive specific feedback:</p> <ol style="list-style-type: none"> is rewarding to a student supports staff in developing relationships with students establishes a predictable environment provides a more pleasurable and safe environment for students and staff provides adults with procedures for speaking respectfully and empowering students
Problem Behavior Definitions	<ul style="list-style-type: none"> Clear definitions for behaviors that interfere with academic and social success 	<p>Establishing clear definitions and procedures for responding to inappropriate behavior as a system, creates predictability and supports a safe environment.</p>
Discipline Policies	<ul style="list-style-type: none"> Clear policy/procedures for addressing office-managed and staff managed behaviors 	<p>Establishing proactive, instructive and/or restorative procedures and practices:</p> <ol style="list-style-type: none"> create predictable policies adults are more likely to use empower students to feel empowered teach needed skills rather than focusing on punishment
Data based decision making	<ul style="list-style-type: none"> Consider additional data points (e.g., universal screener, visits to nurses office) to ensure safe, predictable, and consistent environment for all students and ID students with internalizing needs 	<p>Traditional data points (e.g.: ODRs, suspension, attendance) increase the development of a safe, predictable and consistent environment for students with externalizing behaviors and may result in the omission of students with internalizing behaviors. Adding additional data such as universal screening data or nurse's office visits to problem solving will increase likelihood of supporting students with internalizing behaviors, some of which may be impacted by trauma.</p>

Disproportionality in School Discipline

Out of School Suspension Risk Index
2013-14 US Schools (n = 95,507)



Effects of PBIS on Disciplinary Equity

Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?

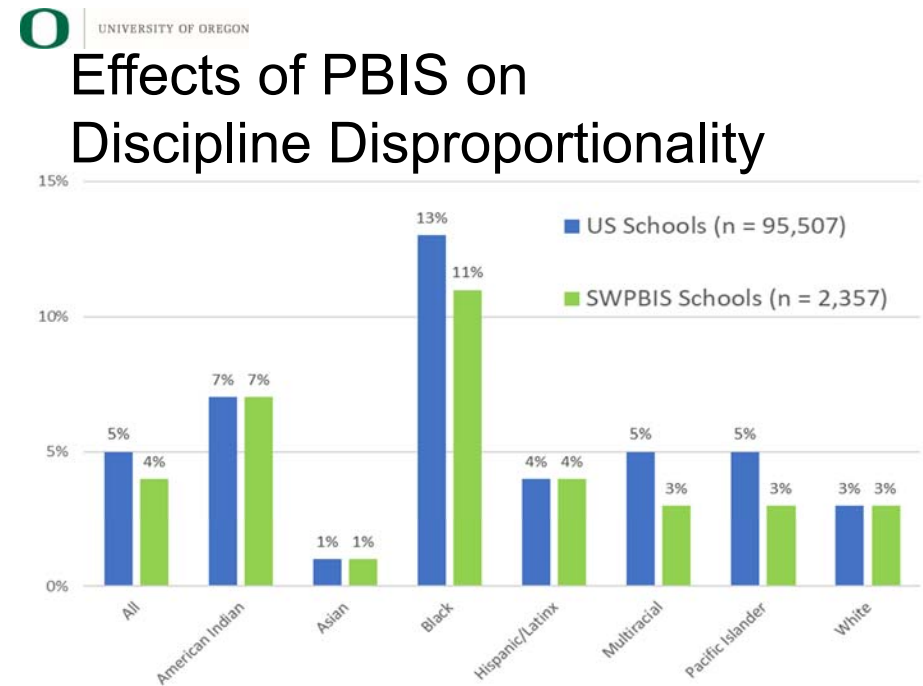
Kent McIntosh, Cody Gion, & Eoin Bastable
University of Oregon

Racial and ethnic disproportionality in school discipline is an enduring and wide-scale problem facing schools in the United States (Skiba et al., 2011). Students of color, particularly Black/African American, Hispanic/Latinx, and Native American students, have been shown to be up to 4 times more likely to be suspended than White students (Balfanz, Byrnes, & Fox, 2015; Losen et al., 2015). These findings are especially concerning because receipt of suspensions is associated with negative student outcomes (American Academy of Pediatrics Council on School Health, 2013), including lower academic achievement (Davis & Jordan, 1994), future disciplinary action (Arcia, 2006; Mendez & Knoff, 2003), and future juvenile justice involvement (Fabelo et al., 2011). In response to these disparities, educators are seeking effective approaches to reduce racial disproportionality in school disciplinary outcomes (Skiba & Losen, 2016).

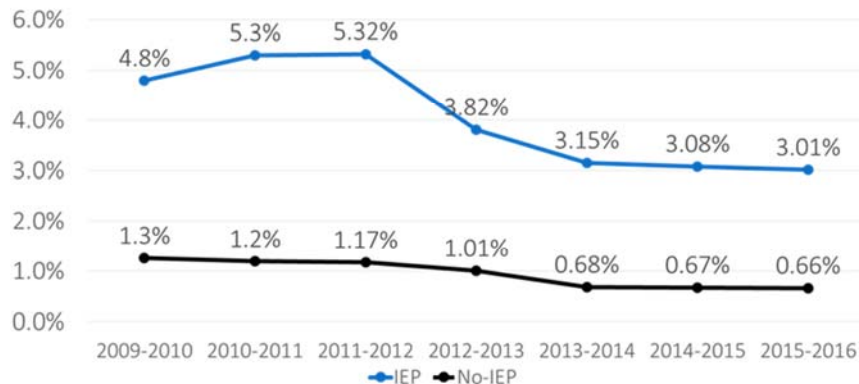
One common approach to reduce the overall use of exclusionary discipline in school-wide positive behavioral interventions and supports (SWPBIS). SWPBIS is a multi-tiered framework implemented in over 25,000 schools for supporting the implementation of evidence-based practices within schools to improve social and learning environments for students (Center on Positive Behavioral Interventions and Supports (PBIS)).

Behavioral Interventions and Supports, 2018; Horner & Sugai, 2015). SWPBIS focuses on improving behavior by teaching students prosocial skills and redesigning school environments to discourage problem behaviors (Gage & Horner, 2006). Multiple trials have shown that SWPBIS significantly reduces both antisocial behavior of students and the use of exclusionary discipline by school personnel.

<http://www.pbis.org/school/equity-pbis>



Effects of SWPBIS on Discipline Gap for Students on IEPs (Loudoun County, VA)



A 5-point Intervention Approach to Enhance Equity in School Discipline

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & McLaughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

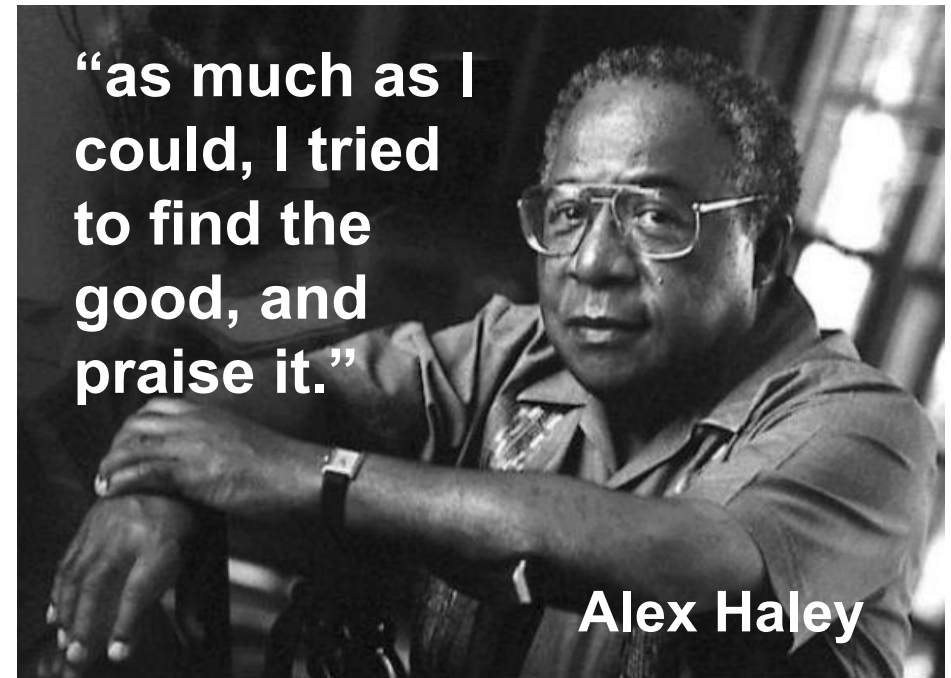
1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race/ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals.

<http://www.pbis.org/school/equity-pbis>

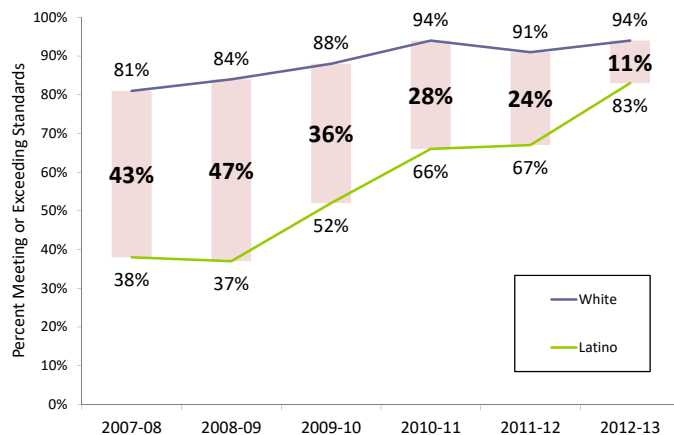
Which PBIS Features are Most Predictive of Equity?

- Significant predictors of decreased disproportionality:
 - **Regular use of data for decision making** (Tobin & Vincent, 2011)
 - **Implementation of classroom PBIS systems** (Tobin & Vincent, 2011)
 - **Use of formal reward systems** (Barclay, 2017; Tobin & Vincent, 2011)



Alex Haley

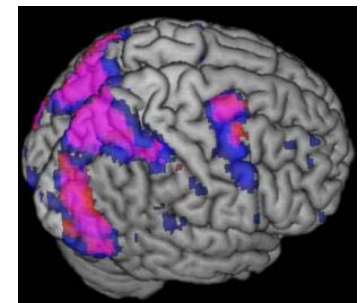
Integrated MTSS and the Opportunity Gap



Tigard-Tualatin School District (Chaparro, Helton, & Sadler, 2016)

Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work
3. We need to integrate our systems to solve the big problems
4. And it's all worth it





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So...how do we integrate our academic and behavior systems?



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What do we integrate?

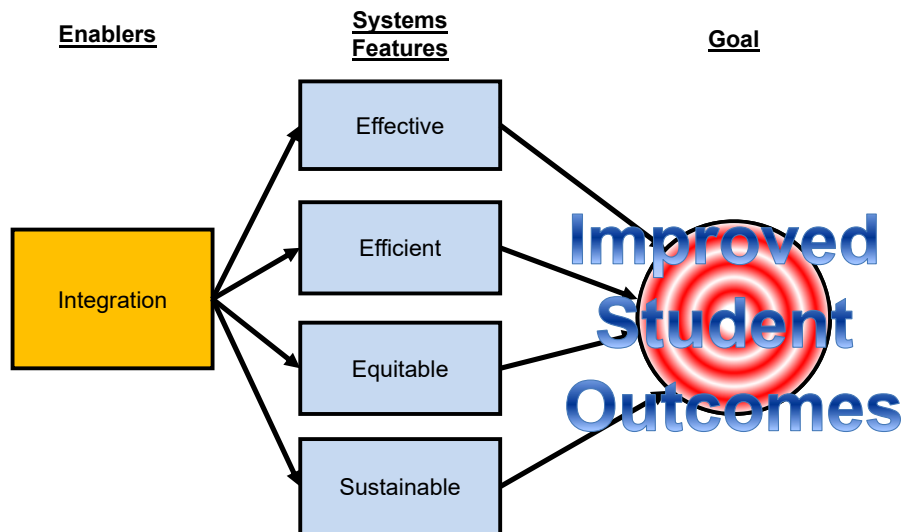
(McIntosh & Goodman, 2016)

- Data systems
- Practices
- Teaming
- District Support
 - Training and Professional Development
 - Coaching



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Is **integration** our goal?



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Considers Tiers of Support when Integrating

1. Because academic RTI and PBIS systems are both organized that way
2. The approach to integrating practices varies based on the specific tier of support

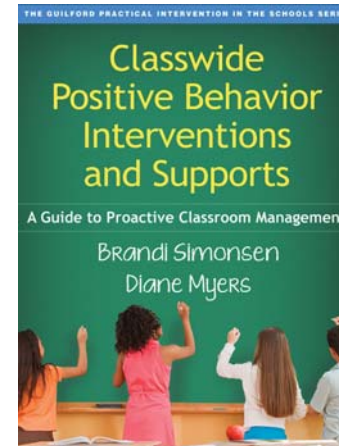


Tiered Logic for Integrating Practices

- Tier I
 - Provide **quality instruction** in each domain
 - Use the same principles to guide instruction
- Tier II
 - Place students into instructional groups based on their primary **academic** needs
 - Add accommodations and differentiation of instruction for **social behavior**
- Tier III
 - **Fully integrate** support based on individual needs

Integrated Strategies at Tier I

- Good classroom management

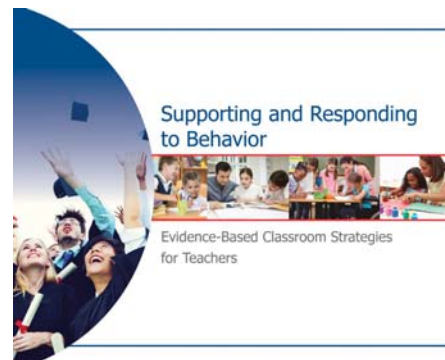


Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports : A guide to proactive classroom management*. New York: Guilford Press.

www.guilford.com

Evidence-based Classroom Strategies Guide

- Guide for implementing effective classroom systems
 - Elementary
 - Secondary



<http://www.pbis.org>

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines

Fəlv# Urxwghv	Wudqvlwrg	Iqghs1 VhdwZ run	Vp dæ# J urxs# Dfwylwlv	Whdfkhu0 dng# Iqvwxfwlrg
Vfkrq#Uxdv	Ɔvñz#kivshu# yr1fh Nñhs# #qfkhv# ehvz hñg# rxvhd# dgg#rvkhw#q#qñh	ƆUdlñ#kdgg# ehiruh#donlgj Wxug#qñz run# rx# duñ#surxg#ri	ƆH hv#q#vshdnhu ƆLwñg#w#ñdfk# rvkhu Ɔffhsw#ñdfk# rvkhufv#qgvzhw	ƆH hv#q#ñdfkhu ƆUdlñ#kdgg# ehiruh#donlgj
Eh Uhvshfwx0	Ɔvñz#kivshu# yr1fh Nñhs# #qfkhv# ehvz hñg# rxvhd# dgg#rvkhw#q#qñh	ƆUdlñ#kdgg# ehiruh#donlgj Wxug#qñz run# rx# duñ#surxg#ri	ƆH hv#q#vshdnhu ƆLwñg#w#ñdfk# rvkhu Ɔffhsw#ñdfk# rvkhufv#qgvzhw	ƆH hv#q#ñdfkhu ƆUdlñ#kdgg# ehiruh#donlgj
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Eh Uhvshfwx0	Ɔvñz#kivshu# yr1fh Nñhs# #qfkhv# ehvz hñg# rxvhd# dgg#rvkhw#q#qñh	ƆUdlñ#kdgg# ehiruh#donlgj Wxug#qñz run# rx# duñ#surxg#ri	ƆH hv#q#vshdnhu ƆLwñg#w#ñdfk# rvkhu Ɔffhsw#ñdfk# rvkhufv#qgvzhw	ƆH hv#q#ñdfkhu ƆUdlñ#kdgg# ehiruh#donlgj

Sample Lesson Plan

Skill Name
Getting Help (How to ask for assistance for difficult tasks)
Teaching Examples
<ol style="list-style-type: none"> When you're working on a math problem that you can't figure out, <i>raise your hand and wait until the teacher can help you.</i> NEGATIVE: raise hand and wave it around or call out You and a friend are working together on a science experiment but you are missing a piece of lab equipment, <i>ask the teacher for the missing equipment.</i> NEGATIVE: skip steps that use this equipment You are reading a passage and don't know the meaning of a word, <i>ask your neighbor.</i> NEGATIVE: ask your neighbor for the word and then keep talking
Student Activity
<ol style="list-style-type: none"> Ask 2-3 students to give an <u>example of a situation</u> in which they needed help to complete a task, activity, or direction. Ask students to <u>indicate or show</u> how they could <i>get help</i>. <u>Encourage</u> and support appropriate discussion/responses. Minimize attention for inappropriate responses.
After the Lesson (During the Day)
<ol style="list-style-type: none"> Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could <i>get help</i> if they have difficulty (<u>precorrection</u>). When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they <i>need help</i> (<u>reminder</u>). Whenever a student <i>gets help</i> the correct way, provide <u>specific praise</u> to the student.

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction

Peer-mediated Intervention (aka Peer Tutoring)

- Students teach each other
 - Students are paired and take turns as “coach” and “player”
- Effective on a range of outcomes
(Barton-Arwood et al., 2005; Fuchs et al., 2002; Locke & Fuchs, 1995; Sutherland & Snyder, 2007)
 - Academic skills
 - Academic engagement
 - Problem behavior
 - Social standing

Peer-mediated Intervention Resources

- Peer Assisted Learning Strategies
 - <http://kc.vanderbilt.edu/pals>
- Free peer tutoring manual (reading fluency)
 - <http://interventioncentral.com/html/docs/interventions/rdngfluency/prtutor.php>

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction
- Include social and emotional content in academic lessons

Use materials that focus on social problem solving

- Select content that includes SEL topics in language arts and history
 - Wars and injustices (e.g., *The Trail of Tears*)
 - Inspiring events (e.g., *We've Got a Job*)
- Use comprehension questions when reading
 - How do you think that made her feel?
 - What do you think is going to happen next?
 - How could he have done things differently?

Integrated Strategies at Tier I

- Good classroom management
- Teach classroom routines
- Use peer-mediated instruction
- Include social and emotional content in academic lessons
- Arrange the classroom environment to maximize academic engagement

Classroom Decorations



Fig. 1. Panoramic view of the laboratory classroom in (a) the decorated-classroom condition and (b) the sparse-classroom condition.

(Fisher, Godwin, & Seltman, 2014)

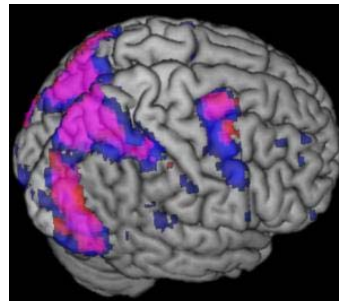
Classroom Decorations

- Children in the highly decorated room...
 - Spent significantly more time off-task
 - Had significantly smaller learning gains

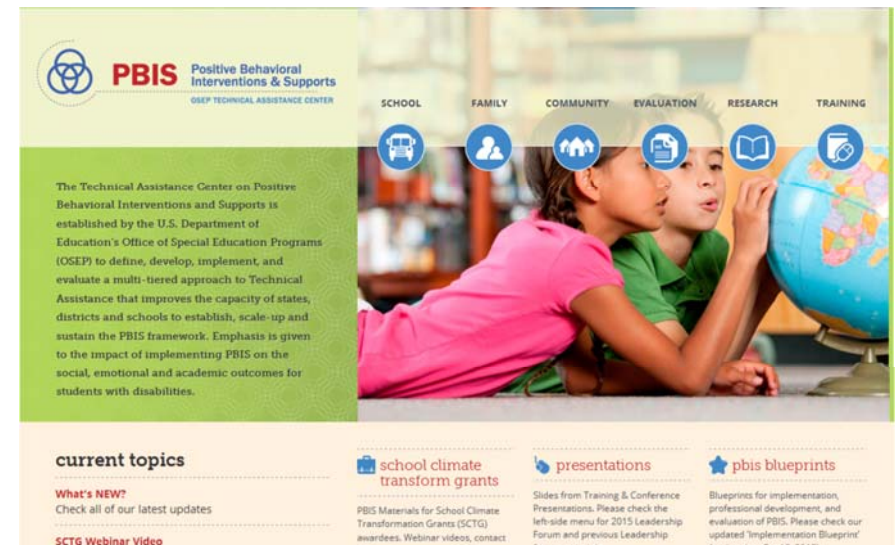
(Fisher, Godwin, & Seltman, 2014)

Some Big Ideas about MTSS

1. Integration can be hard
2. But we're all doing the same work
3. We need to integrate our systems to solve the big problems
4. And it's all worth it



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PBIS: Celebrating Positive & Safe Learning Environments

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Registration opens April 3rd.
For more information, visit the Upcoming Events page at www.pbis.org in March.

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.



SAVE THE DATE

October 4-5, 2018

OSEP Technical Assistance Center on PBIS | 2018 PBIS Leadership Forum | Chicago, IL



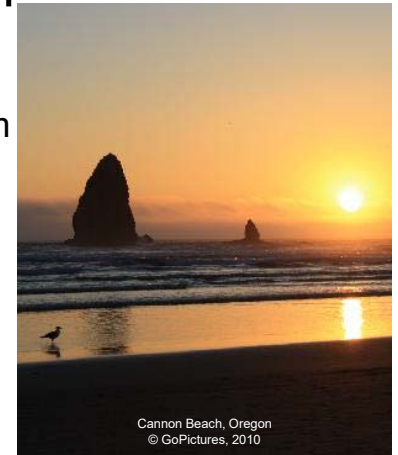
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