

Classroom Integrated Academics and Behavior Brief

Introduction Teachers have great responsibility to meet the educational needs of all students within the classroom. In addition to academic instruction, educators must also be concerned with students’ behavioral and social needs. Given the educational complexity at the classroom level, it makes sense to streamline and integrate academic and behavior practices to support students in a “whole child” approach. As so many teachers have observed with their students, there is a strong relationship between academic and behavior skills.

Defining Integration Integration of academic and behavior supports within the classroom involves strategically weaving together instruction and content from these two domains into one seamless experience for students. An integrated approach differs from disconnected strategies of separate academic and behavior supports. For example, a nonintegrated approach would involve teaching classroom behavior expectations as an independent learning unit outside of academic instruction.

Rationale Integrating supports within the classroom makes sense for students because we need to promote academic and social behavioral competence. It can be more efficient and effective for instructors to incorporate both academics and the core features of [positive classroom behavior support \(PCBS\)](#). There are many advantages to weaving together both academic and behavior practices for students within the classroom setting. These include:

- Quality instruction reduces the likelihood of students engaging in problem behavior
- Implementation of positive behavior support leads to increased academic engaged time and enhanced academic outcomes
- Both effective academic and behavior practices share elements of quality instruction
- Children who fall behind academically will be more likely to find academic work unpleasant and frustrating and also engage in problem behavior to escape completing academic tasks

Core Features of Integration Core features of effective integration of academic and behavior support include:

- Effective design and delivery of instruction for both academic and behavior lessons.
- Address social, emotional, and behavioral content within academic lessons.
- Differentiated instruction and support matched to student need, with consideration of the potential interaction of academic, social, emotional, and behavioral needs.

Integration Strategies

For all students within the classroom

- Directly connect behavioral and academic expectations. For example, describe that being responsible means engaging in class instruction.
- Directly teach expectations in the context of all academic (and other classroom) routines. For example, explicitly teach (i.e., show, practice, and monitor) students how to attend and actively engage within all types of instructional routines (large group teacher-directed instruction, small collaborative group instruction, independent work).
- Provide effective academic instruction to increase successful responding and reduce behavior problems.
- Incorporate proactive and positive behavior supports into academic programming (e.g., planned prompts and specific praise statements for students for attending, participating and completing academic tasks).
- Prompt and recognize what the student should be doing (academic engagement) rather than not doing (problem behavior).
- Make connections from concepts previously learned in one area (e.g., reading) and draw on this for background knowledge for another area (e.g., behavior). For example, connect behavior expectations to related reading stories that deal with social interactions or values.
- Link instruction in behavioral and academic expectations to additional contexts to highlight the importance of these skills and promote generalization (e.g., college and career readiness skills, team skills, friendship skills, general problem solving).
- Monitor student performance within the instructional setting to identify potential academic and behavioral needs, and use data-driven problem solving to adjust supports as needed.

Resources

- Coyne, M. D., Kame'enui, E. J., & Carnime, D. (2007). *Effective teaching strategies that accommodate diverse learners* (3rd ed.).
- Darch, C. B., & Kame'enui, E.J. (2003). *Instructional classroom management: A proactive approach to behavior management* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W.P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. New York: Guilford Press.
- McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York: Guilford Press.
- Office of Special Education Programs (2015). *Supporting and responding to student behavior: Evidence-based classroom strategies for teachers*. Washington DC: Office of Special Education Programs. Retrieved from <http://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>
- Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*.
- Stormont, M., Reinke, W. M., Herman, K. C, & Lembke, E. S. (2012). *Academic and behavior supports for at-risk students: Tier 2 interventions*. New York: Guilford Press.
-