Supporting Behavior for School Success:
Teacher-Level Strategies to Manage Behavior and Support Instruction

May 24, 2016
Schenectady, NY

Kathleen Lynne Lane, Ph.D., BCBA-D

Agenda

1. Frame the use of low intensity strategies for increasing student engagement within a Comprehensive, Integrated, Three-tiered (CI3T) model of prevention.

2. Learn about three research-based strategies to improve academic engagement:
   1. incorporating choice into instruction
   2. increasing opportunities to respond
   3. Using precorrections

3. Discuss importance of implementing these low-intensity strategies with integrity and monitoring changes in student performance, with attention to issues of social validity.

Lane and Oakes 2013
Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

Academic Behavioral Social
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
≈ 80%

Secondary Prevention (Tier 2)
≈ 10%

Tertiary Prevention (Tier 3)

PBIS Framework

Validated Curricula

Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk

Primary Intervention Plan

<table>
<thead>
<tr>
<th>Statement</th>
<th>Purpose Statement</th>
<th>School Wide</th>
<th>Expectations</th>
</tr>
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<tr>
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<tr>
<td>Area I: Academic Responsibilities</td>
<td>Students will:</td>
<td>Faculty and Staff will:</td>
<td>Faculty and Staff will:</td>
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<td>Area III: Social Skills</td>
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<td>Parents will:</td>
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<td></td>
<td></td>
<td>Administrators will:</td>
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</tr>
</tbody>
</table>

Lane & Oakes 2012
Faculty and Staff:

Students:

Parents/Community:

Lane & Oakes 2012

https://youtu.be/b4swsa_knYE

Lane and Oakes 2013
Procedures for Reinforcing

Faculty and Staff:

Students:

Parents/ Community:

Ticket Examples

Reactive Plan

All Faculty Will First:
1. Teach, remind, and reteach appropriate behaviors “Teachable Moments” to students
2. Reinforce positive behaviors
3. Problem solve with students “More Teachable Moments”
4. Continue building relationships
5. Communicate with parents and elicit their support
Essential Components of Primary Prevention Efforts

Social Validity

Treatment Integrity

Systematic Screening

Academic Behavior

WHAT SCREENING TOOLS ARE AVAILABLE?

SEE LANE, MENZIES, OAKES, AND KALBERG (2012)
Student Risk Screening Scale
( Drummond, 1994)

The SRSS is a 7-item mass screener used to identify students who are at risk for antisocial behavior.

Uses 4-point Likert-type scale:
none = 0, occasionally = 1, sometimes = 2, frequently = 3

Teachers evaluate each student on the following items:
- Steal
- Lie, Cheat, Sneak
- Behavior Problems
- Peer Rejection

Student Risk is divided into 3 categories:
- Low: 0 – 3
- Moderate: 4 – 8
- High: 9 – 21

Lane, Oakes, Harris, Menzies, Cox, & Lambert (2012)

Original SRSS-IE 14
12 items retained for use at the elementary level
14 items under development in middle and high schools

Lane, Oakes, Harris, Menzies, Cox, & Lambert (2012)
Sample Elementary School ... Fall SRSS-E7 Results – All Students

Sample Elementary School ... Fall 2015 SRSS-E7 Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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<tbody>
<tr>
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<td>7 (10.77%)</td>
<td>4 (6.15%)</td>
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<tr>
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<td>45 (84.91%)</td>
<td>3 (5.66%)</td>
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<td>46</td>
<td>31 (67.39%)</td>
<td>8 (17.39%)</td>
<td>7 (15.22%)</td>
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Sample Elementary School ... Fall 2015 SRSS-E7 Comparison by Grade Level

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<th>Grade Level</th>
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<th>Moderate (4-8)</th>
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</thead>
<tbody>
<tr>
<td>3rd</td>
<td>68</td>
<td>64 (94.12%)</td>
<td>4 (5.88%)</td>
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<tr>
<td>4th</td>
<td>57</td>
<td>52 (91.23%)</td>
<td>5 (8.77%)</td>
<td>0 (0%)</td>
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<tr>
<td>5th</td>
<td>62</td>
<td>54 (87.10%)</td>
<td>8 (12.90%)</td>
<td>0 (0%)</td>
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Sample Elementary School ... Fall 2015
SRSS-I5 Comparison by Grade Level

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<thead>
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<th>Grade Level</th>
<th>N Screened</th>
<th>Low (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
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</thead>
<tbody>
<tr>
<td>3rd</td>
<td>68</td>
<td>60 (88.24%)</td>
<td>6 (8.82%)</td>
<td>2 (2.94%)</td>
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<tr>
<td>4th</td>
<td>57</td>
<td>51 (89.47%)</td>
<td>5 (8.77%)</td>
<td>1 (1.75%)</td>
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<tr>
<td>5th</td>
<td>62</td>
<td>53 (85.48%)</td>
<td>8 (12.90%)</td>
<td>1 (1.61%)</td>
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Sample Elementary School ... Fall 2015
SRSS-I5 Results – All Students

<table>
<thead>
<tr>
<th>School Year</th>
<th>N Screened</th>
<th>Low Risk (0-1)</th>
<th>Moderate (2-3)</th>
<th>High (4-15)</th>
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<tbody>
<tr>
<td>Fall 2015</td>
<td>204</td>
<td>155 (76.09%)</td>
<td>23 (11.32%)</td>
<td>26 (12.59%)</td>
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<tr>
<td>Fall 2016</td>
<td>85</td>
<td>39 (46.51%)</td>
<td>32 (38.05%)</td>
<td>14 (16.44%)</td>
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<tr>
<td>Fall 2017</td>
<td>72</td>
<td>62 (86.09%)</td>
<td>5 (6.94%)</td>
<td>5 (6.94%)</td>
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</table>
Sample High School ... Fall 2015
SRSS Comparison by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>N = 1197 Screened</th>
<th>Low (0-3)</th>
<th>Moderate (4-8)</th>
<th>High (9-21)</th>
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</thead>
<tbody>
<tr>
<td>9th</td>
<td>327</td>
<td>287 (87.77%)</td>
<td>32 (9.79%)</td>
<td>8 (2.45%)</td>
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<tr>
<td>10th</td>
<td>318</td>
<td>271 (85.22%)</td>
<td>34 (10.69%)</td>
<td>13 (4.09%)</td>
</tr>
<tr>
<td>11th</td>
<td>289</td>
<td>264 (91.35%)</td>
<td>19 (6.57%)</td>
<td>6 (2.08%)</td>
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<tr>
<td>12th</td>
<td>263</td>
<td>250 (95.06%)</td>
<td>11 (4.18%)</td>
<td>2 (0.76%)</td>
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</tbody>
</table>
Examining your screening data ... 

... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

See Lane, Meneses, Bruhn, and Crnobori (2011)
Examining your screening data ...

... implications for primary prevention efforts
... implications for teachers
... implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)

Examining Academic and Behavioral Data: Elementary Level

Teacher-Level Considerations
1. Instructional Considerations
2. General Classroom Management
3. Low-intensity Strategies
Low-Intensity Strategies

- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High P Requests
- Precorrection
- Incorporating Choice

Monitoring Progress

- Treatment Integrity: Is it happening?
- Social Validity: What do stakeholders think about the goals, procedures, and outcomes?
- Experimental Design: How well did this support work for this student?

Building Your Toolbox

1. Increasing opportunities to respond
2. Incorporating choice into instruction
3. Using precorrections
Low-Intensity Strategies

- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High P Requests
- Precorrection
- Incorporating Choice
- Self-monitoring

A Look at Instructional Choice

Lane and Oakes 2013
What is instructional choice?

• Instructional Choice
  – “…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option” (Jolivette, Stichter, & McCormick, 2002, p. 28).
• Types of instructional choices (Rispoli et al., 2013)
  – Across-activity choices
  – Within-activities choices

Examples

Across-task Choices
• Paper, presentation, or YouTube video to show me what you know?
• Which activity would you like to do first?
• Pick a learning center?
• Make your schedule for the day?

Within-task Choices
• Crayons or sparkly markers?
• At your desk or in the library?
• In the reading corner or at your desk?
• Work independently or with a partner?
• Which book would you like to read?
• Finish in class or at home?
• Typed or handwritten?
• Even or odds?
Why is instructional choice effective?

- Easy
- Little time
- Offers students control
- Promotes decision making and other self-determined behaviors

What does the supporting research for instructional choice say?

- Engagement
- Disruption
- Self-contained classrooms
  (Dunlap et al., 1994)
- Time on task
- Task Completion
- Accuracy
- Residential facilities
  (Ramsey, Juliette, Patterson, & Kennedy, 2010)
- Task engagement
- Academic performance
- Inclusive Setting
  (Skerbetz & Kostweicz, 2013)

Supporting Research

See “Instructional Choice Resource Guide” at Ci3t.org for additional supporting research and information.
What are the benefits & challenges?

**Benefits**
- feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
- teaches self-determined behaviors

**Challenges**
- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments

How do I implement instructional choice in my classroom?

**Checklist for Success**

**Step 1** Determine which type of choices you feel comfortable offering and create a menu of choices.

**Step 2** Use the menu to determine which type of choice to add to a particular lesson.

**Step 3** After choice is built into the lesson, offer the established choices.

**Step 4** Ask the student to make his or her choice.

**Step 5** Provide wait time for the student to select their choice.

**Step 6** Listen to (or observe) the student’s response.

**Step 7** Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.

**Step 8** Reinforce the student’s choice, providing them with the option they selected.
How do I implement instructional choice in my classroom?

Checklist for Success

Step 1: Determine which type of choices you feel comfortable offering students in your classroom and create a menu of choices.
- Consider within activity or across activity choices.

Step 2: Use the menu to determine which type of choices to add to a particular lesson.

Step 3: After choice is built into the lesson, offer the established choices.

Step 4: Ask the student to make his or her choice.

See "Instructional Choice Implementation Checklist" at CIJ3.org

How do I implement instructional choice in my classroom?

Checklist for Success

Step 9: Offer students an opportunity to give feedback on the choice they selected.

How well is it working?
Examining the Effects

Experimental Design: What do stakeholders think about the goals, procedures, and outcomes?

Social Validity: How well did this support work for this student?

Treatment Integrity: Is it happening?

Lane and Oakes 2013
How do I implement instructional choice in my classroom?

- **Step 5:** Provide wait time for the student to select their choice.
- **Step 6:** Listen to (or observe) the student’s response.
- **Step 7:** Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.
- **Step 8:** Reinforce the student’s choice, providing them with the option they selected.
- **Step 9:** Offer students an opportunity to give feedback on the choice they selected.

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How well is it working?

Examining the Effects

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it happening?</td>
<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
</tr>
</tbody>
</table>

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Making Certain the Strategy is in Place: Treatment Integrity

Monitor whether instructional choice is used as intended:

Treatment Integrity Checklist

- I offered _______ the established choices.
- I asked _______ to make their choice.
- I provided _______ wait time to select their choice.
- I listened or observed _______’s response.
- I prompted _______ to make a choice from one of the available options if they had not made a choice within the time allotted.
- I praised _______’s choice and provided them with the option selected.

See “Instructional Choice Treatment Integrity Checklist” at CI3t.org
What does the student think about it?
See "Instructional Choice Social Validity - Student"
Completed by the student participating in the intervention Pre and Post Intervention

What does the teacher think about it?
See "Social Validity Adapted IRP15 - Adult"
Completed by the teacher/parent participating in the intervention Pre and Post intervention

Figure 1. Rate per hour of problem behavior and percentage engagement across Choice and No Choice conditions for Danny.
(Kemp, Mantagana, Vondran, Bailin, & Hilt, 2001)
Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Instructional Choice</th>
<th>Support</th>
<th>Description</th>
<th>Entrance Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>One or more of the following:</td>
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<tr>
<td></td>
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<td>Behavior:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>1. MINISAT Score: Moderate (4-6)</td>
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<td></td>
<td></td>
<td></td>
<td>2. MINISAT Score: Moderate (3-5)</td>
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<td></td>
<td></td>
<td></td>
<td>AND OR</td>
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<td></td>
<td></td>
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<td>Academic:</td>
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<td></td>
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<td>1. Progress Reports: Successful Learning Behaviors: Increased for growth</td>
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<td>2. Identifiable incomplete assignments</td>
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<td>Student Performance:</td>
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<td>- Academic Standard Time</td>
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<td></td>
<td></td>
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<td>- Percentage of work completed</td>
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<td>- Behavioral Intensity:</td>
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<td>1. Checklist Social Validation</td>
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<td>2. Teacher Pre-Post Survey</td>
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<tr>
<td></td>
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<td></td>
<td>Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 80% or better</td>
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</tr>
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</table>

Questions, thoughts, and considerations

Low-Intensity Strategies

Lane and Oakes 2013
A Look at Increasing Opportunities to Respond

Agenda

- What are opportunities to respond (OTR)?
- Why is OTR effective?
- What does the supporting research for OTR say?
- What are the benefits and challenges?
- How do I implement increased Opportunities to Respond in my classroom?
  - Checklist for Success
- How well is it working? Examining the Effects

What is opportunities to respond (OTR)?

- Opportunities to Respond (OTR):
  - OTR strategy is designed to offer students frequent opportunities, within a set time period, to respond to teacher questions or prompts about targeted academic material
  - OTR can be conducted so that students respond individually or in unison
Opportunities to Respond (OTRs)

Providing students with a high number of opportunities to answer or actively respond to academic requests promotes good behavior in students with even the most resistant behavior problems.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents:</td>
<td>Responses can be:</td>
</tr>
<tr>
<td>• instructional information</td>
<td>• verbal</td>
</tr>
<tr>
<td>• ask questions</td>
<td>• written</td>
</tr>
<tr>
<td>• provide wait time</td>
<td>• signal</td>
</tr>
<tr>
<td>• prompt when necessary</td>
<td>• choral</td>
</tr>
<tr>
<td>• cue</td>
<td></td>
</tr>
<tr>
<td>• provide feedback</td>
<td></td>
</tr>
</tbody>
</table>

Examples

Verbal Responding
- Coral Response (Haydon et al., 2009)
  - Every student answers question/prompt
- Questioning
  - Think, Pair, Share
  - Partners

Non-Verbal Responding
- Signal
  - Thumbs up/down
- Response Card
  - Agree/Disagree, A/B/C/D, True/False
- Individual white boards
- Guided Notes
- Student Response Systems (Clickers; Blood & Gulchak, 2013)

Opportunities to Respond (OTRs)

Teacher presents instruction/demand → Cues students → Wait time (prompt) → Students respond → Teacher provides feedback

Fast Paced!
3-6/min for new instruction
8-12/min for review
Why is increasing OTRs effective?

- OTR can greatly increase active participation.
- Fluency and automaticity with the basics of any content or skill frees students to tackle complex and nuanced concepts.
- Teachers can quickly determine students’ proficiency with the material and to decide whether more practice is needed.

What does the supporting research for OTR say?

Increased Opportunities to Respond

- Decreasing Disruptive Behavior in an Elementary Self-Contained Classroom (Haydon, Mancil, & Van Loan, 2009)
- Improving Academic Outcomes for Students with Behavior Disorders (Sutherland, Alder, & Gunter, 2003)
- Using Choral Responding to Increase Student Participation (Haydon & Hunter, 2011)

Haydon, Mancil, and Van Loan (2009)

Rate of OTR per Minute

<table>
<thead>
<tr>
<th>Session</th>
<th>Baseline</th>
<th>OTR</th>
<th>Correct Rate</th>
<th>Baseline</th>
<th>OTR</th>
<th>Correct Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Rate of Disruptions/Correct Responses

<table>
<thead>
<tr>
<th>Session</th>
<th>Baseline</th>
<th>OTR</th>
<th>Disruptions</th>
<th>Correct Responses</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Rate of disruptive behavior and Rate of correct responses.
What are the benefits and challenges?

Benefits
• efficient,
• engaging
• facilitates participation of all students
• rapid pace of instruction

Challenges
• initially requires advance preparation as a sufficient number of prompts or questions have to be created before beginning the lesson
• shifting to a rapid pace of instruction

How do I implement increased Opportunities to Respond in my classroom? Checklist for Success

Step 1 Identify the lesson content to be taught and the instructional objective.

Step 2 Prepare a list of questions, prompts, or cues related to the content.

Step 3 Determine the modality by which the content will be delivered.

Step 4 Determine the modality by which students will respond.

Step 5 Explain to students how the format works and the rational for using it.

Step 6 Conduct the lesson with a minimum of 3 OTRs per min (single-student or unison responding).

Step 7 Respond to student answers with evaluative and encouraging feedback.

Step 8 Offer students an opportunity to give feedback.
How well is it working? Examining the Effects

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment Integrity: Is it happening?</td>
<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
</tr>
</tbody>
</table>

Questions, thoughts, and considerations ...

Low Intensity Strategies: A Look at Precorrection
What is a Precorrection?

Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior.

A / Antecedent
B / Behavior
C / Consequence

What is a Precorrection?

Managing behavior with precorrection:
• Anticipate what activities may cause inappropriate behaviors
• “Getting in front” of problem behaviors
• Example: Gentle reminder of expected behaviors in the hallway before dismissing for lunch

Managing behavior with consequences:
• Requires waiting until the behavior occurs to respond
• Example: Creating an action plan for three alternatives to yelling at a peer

Why is Precorrection Effective?

Where might students currently have challenges?

Precorrection: Get in front of problem behavior!
• Manipulation of antecedents and consequences
• Anticipates activities, settings, or time of day that could potentially result in problem behavior
• Proactive
• Focuses on what students should do instead of problem behaviors
• Prevents the potential for escalating behavior patterns and allows more time for positive student-teacher interactions
(Colin et al, 1993)
Why is Precorrection Effective?

- Fits seamlessly in a Ci3T framework
  - Proactive strategy that seeks to teach, monitor, and reinforce appropriate behavior
  - Used to teach behavioral expectations for common areas in the building where problem behaviors occur (e.g. lunchroom)
  - May be used as a Tier 2 intervention
    - Target a group of students

Supporting Research

See "Precorrection Resource Guide" for additional supporting research and information.

What are the benefits and challenges?

**Benefits**
- Making contextual changes to activities/settings that traditionally occasion problem behaviors
- Proactive
- Varying levels of intensity

**Challenges**
- Shift in thinking
- Need to reflect on daily schedule and routines to anticipate when problem behaviors may arise
- Must have some knowledge of a given setting
How do I implement a precorrection in my classroom?

**Checklist for Success**

**Step 1**  
Identify contexts and anticipated behaviors

**Step 2**  
Determine the expected behaviors

**Step 3**  
Adjust the environment

**Step 4**  
Provide opportunities for behavioral rehearsal

---

**Step 5**  
Provide strong reinforcement to students engaging in expected behaviors

**Step 6**  
Develop a prompting plan to remind students about the expected behavior

**Step 7**  
Develop a monitoring plan to determine the effectiveness of the precorrection plan

**Step 8**  
Offer students an opportunity to give feedback on this strategy

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**SMS Expectations Matrix**

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Lane and Oakes 2013
How well is it working?
Examining the Effects

- Treatment Integrity
  - Is it happening?

- Social Validity
  - What do stakeholders think about the goals, procedures, and outcomes?

- Experimental Design
  - How well did this support work for this student?

How do I implement precorrection in my classroom?

1. Identify context and anticipated behaviors.
2. Determine the expected behaviors.
3. Adjust the environment.
4. Provide opportunities for behavioral rehearsal.
5. Provide strong reinforcement to students engaging in expected behavior.
6. Develop a prompting plan to remind students about the expected behavior.
7. Develop a monitoring plan to determine the effectiveness of the precorrection plan.
8. Offer students an opportunity to give feedback on this strategy.
Ensuring the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether precorrection is carried out as intended:

Treatment integrity checklist

Example items:
1. Did I identify the context and determine the expected behavior?
2. Did I modify the environment to promote student success?
3. Did I provide students with an opportunity to practice the expected behavior?
4. Did I provide students with strong reinforcement for completing the expected behavior?
5. Did I prompt students to remind them to engage in the expected behavior?
6. Did I monitor student behavior?

See "Precorrection Treatment Integrity Checklist"

What do students think about it?

Completed by the student(s) participating in the intervention at two time points:
Pre and Post Intervention

See "Precorrection Social Validity Student"

What does the teacher think about it?

Completed by the teacher(s) and parent(s) involved in the intervention at two time points:
Pre and Post

See "Social Validity Adapted IRP15 Adult"
Questions, thoughts, and considerations...

Examining your screening data...

...implications for primary prevention efforts
...implications for teachers
...implications for student-based interventions

See Lane, Menasian, Bruhn, and Crnobori (2011)
Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk

Goal: Reverse Harm
Specialized Group Systems for Students At-Risk

Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)
≈ 15%

Secondary Prevention (Tier 2)
≈ 80%

Primary Prevention (Tier 1)

Academic Behavioral Social

PBIS Framework

Validated Curricula

Support | Description | Households/Every Family | How to monitor Progress | All Criteria
---|---|---|---|---
Behavior Contract | A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student. | Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM | Work completion, or other behavior addressed in contract; Treatment Integrity; Social Validity | Successful Completion of behavior contract; Passing grade on the report card in the academic area of concern |

Self-monitoring | Students will monitor and record their academic production (completion/accuracy) and on-task behavior each day. | Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM | Work completion, or other behavior addressed in contract; Treatment Integrity; Social Validity | Successful Completion of behavior contract; Passing grade on the report card in the academic area of concern |

Lane, Kalberg, & Menzies (2009). pp. 136-137, Boxes 6.1 - 6.4

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Changes in Harry's Behavior

Percentage of AET

Date of Session

Baseline 1 Baseline 2 Intervention 1 Intervention 2


Low Intensity Strategies to Support Instruction

Comprehensive, Integrated
Three-Tiered Model of Prevention
Building a CI3T Tier Library

Consider Teacher-Delivered Strategies Across the Tiers

Connect your library to your Secondary Intervention Grid
Connect your library to your Tertiary Intervention Grid

Session 1: Overview of CI3T
- Prevention Models
- Setting a Purpose
- Establish team meetings and roles

Session 2: Mission and Purpose
- Establish roles and responsibilities
- Procedures for tracking and monitoring

Session 3: Procedures for Monitoring

Session 4: Revise Primary Plan using Stakeholder feedback
- Prepare presentation

Session 5: Overview of Teacher-focused Strategies
- Overview of Student-focused Strategies
- Using data to determine Tier
- Develop secondary and tertiary interventions

Session 6: Final revisions of CI3T Plan based on stakeholder feedback
- Draft Tertiary Prevention Intervention Grids
- Design Implementation Manual and Plan for roll out to faculty, students, and parents

MTSS: CI3T Training Series

Additional Professional Development on Specific Topics
- Core Content Curriculum
- Supporting Tier 2 Supports Instructional Techniques to Improve Students’ Motivation, General Classroom Management Practices, Low Intensity Behavior Supports
- Functional Assessment-based Interventions
- Reading, Math, Writing
- Program Monitoring Tools
- Student-driven Interventions, Strategies, and Practices
- Additional Tier 3 Supports

C3T.org

Professional Learning Resources:
- Overview Presentation
- Intervention Grid
- Implementation checklist
- Treatment integrity checklist
- Social validity surveys
- Resource guide
- Examples
Moving Forward … thank you!

Learning outcomes:
Participants will learn about three low intensity, teacher-delivered strategies

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