Supporting Behavior for School Success: Low-Intensity Strategies to Manage Behavior and Support Instruction
June 23, 2016
Killington, Vermont
Keynote Address
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 two research-based strategies to improve academic engagement:
   1. incorporating choice into instruction
   2. increasing opportunities to respond
3. Discuss importance of implementing these low-intensity strategies with integrity and monitoring changes in student performance, with attention to issues of social validity.
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
Secondary Prevention (Tier 2)
Tertiary Prevention (Tier 3)

PBIS Framework
Validated Curricula

Academic
Behavioral
Social

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

≈ 80%

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

≈ 10%

Goal: Reverse Harm
Specialized Group Systems for Students at Risk

Primary Intervention Plan

<table>
<thead>
<tr>
<th>Statement</th>
<th>Purpose Statement</th>
</tr>
</thead>
</table>
| SchoolWide Expectations | Area I: Academics
Responsibilities
Students will: |
| Faculty and Staff will: | Faculty and Staff will: |
| Parents will: | Administrators will: |

Area II: Behavior
Responsibilities
Students will:
Faculty and Staff will: Parents will: Administrators will:

Area III: Social Skills
Responsibilities
Students will:
Faculty and Staff will: Parents will: Administrators will:

Lane & Oakes 2012
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Muenzies, 2009)

Tertiary Prevention (Tier 3) = 15%

Secondary (Tier 2) Intervention Grids

Primary Prevention (Tier 1)

Academic Behavioral Social
≈80%
≈15%
≈5%

Primary (Tier 1) Intervention Grids

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Lane and Oakes 2013 3
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
- Systematic Screening

Secondary Prevention (Tier 2)
- Treatment Integrity
- Social Validity

Tertiary Prevention (Tier 3)
- Systematic Screening

Essential Components of Primary Prevention Efforts

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:
- never = 0, occasionally = 1, sometimes = 2, frequently = 3

Teachers evaluate each student on the following items:
- Steal
- Lie, Cheat, Sneak
- Behavior Problems
- Peer Rejection
- Low Academic Achievement
- Negative Attitude
- Aggressive Behavior

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

How do we score and interpret the SRSS-IE at the Elementary Level?

1. All scores will be automatically calculated.
2. SRSS scores are the sum of items 1 – 7 (range 0 – 21)
3. Internalizing scores are the sum of items 8-12 (range 0-15)
Sample Elementary School ... Fall
SRSS-E7 Results – All Students

Sample Elementary School ... Fall
SRSS-I5 Results – All Students

Sample Elementary School ... Fall 2015
SRSS-I5 Comparison by Grade Level

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>4th</td>
<td>57</td>
<td>51 (89.47%)</td>
<td>5 (8.77%)</td>
<td>1 (1.75%)</td>
</tr>
<tr>
<td>5th</td>
<td>62</td>
<td>53 (85.48%)</td>
<td>8 (12.90%)</td>
<td>1 (1.61%)</td>
</tr>
</tbody>
</table>
### Sample Elementary School ... Fall 2015

#### SRSS-I5 Comparison by Grade Level

<table>
<thead>
<tr>
<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>K</td>
<td>65</td>
<td>49 (75.38%)</td>
<td>9 (13.85%)</td>
<td>7 (10.77%)</td>
</tr>
<tr>
<td>1st</td>
<td>53</td>
<td>40 (75.47%)</td>
<td>9 (16.98%)</td>
<td>4 (7.55%)</td>
</tr>
<tr>
<td>2nd</td>
<td>46</td>
<td>36 (78.26%)</td>
<td>6 (13.04%)</td>
<td>4 (8.70%)</td>
</tr>
</tbody>
</table>

Examining your screening data ...

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

See Lane, Menzies, Bruhn, and Creedon (2011)
Examining your screening data …

... implications for primary prevention efforts

... implications for teachers

... implications for student-based interventions

See Lane, Menzies, Bruhn, and Cronbach (2011)
Teacher-Level Considerations

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

Low-Intensity Strategies
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. Incorporating choice into instruction
2. Increasing opportunities to respond

Ci3T.org
Low-Intensity Strategies

Opportunities to Respond
Behavior Specific Praise
Active Supervision
Incorporating Choice
Self-monitoring
Behavior Contracts
Precorrection
High p Requests
Instructional Feedback
Supporting Behavior for School Success

A Look at Instructional Choice

Agenda

• What is instructional choice?
• Why is instructional choice effective?
• What does the supporting research for instructional choice say?
• What are the benefits and challenges?
• How do I implement instructional choice in my classroom?
• How well is it working?

Examining the Effects

Checklist for Success
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
- Inclusive Setting (Skerbetz & Kostweicz, 2013)
- Residential facilities (Ramsey, Jolivette, Patterson, & Kennedy, 2010)

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.

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

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

Treatment Integrity
- What do stakeholders think about the goals, procedures, and outcomes?

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

Experimental Design

How do I implement instructional choice in my classroom?

- **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 CIc3t.org

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.
How well is it working?
Examining the Effects

Experimental Design

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

How well did this support work for this student?

Making Certain the Strategy is in Place:
Treatment Integrity

Monitor whether instructional choice is used as intended:

Treatment Integrity Checklist

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

What does the student think about it?

Completed by the student participating in the intervention
Pre and Post Intervention

See "Instructional Choice Social Validity - Student" at C3i.org

See "Instructional Choice Treatment Integrity Checklist" at C3i.org
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.

(Kern, Mantegna, Vorndran, Bailin, & Hilt, 2001)

Sample Secondary Intervention Grid

[Lane, Menes, Ennis, & Oakes, 2015]
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

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>present: instructional information</td>
<td>response can be: 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)

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**Haydon, Mancil, and Van Loan (2009)**

- Rate of disruptive behavior
- Rate of correct responses

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**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

A minimum of three opportunities to respond per min so the teacher must practice moving through a lesson quickly to ensure the pace has sufficient momentum, but not so rapid that students are lost.
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

- 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?
Questions, thoughts, and considerations ....

Examining your screening data ...

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

See Lane, Menzies, Bruhn, and Crnobori (2011)
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Tertiary Prevention (Tier 3)

Secondary Prevention (Tier 2)

Primary Prevention (Tier 1)

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

Academic Behavioral Social

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

Support
Description
Schoolwide Data: Entry Criteria
Tie to Monitor Progress
Self-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.

Behavior: SRSS - mod to high risk Academic: 2 or more missing assignments with in a grading period

Work completion, or other behavior addressed in contract Treatment Integrity Social Validity

Successful Completion of behavior contract

Self-Monitoring
Students will monitor and record their academic production (completions/accuracy) and on-task behavior each day.

Students who score in the abnormal range for IT and CP on the SDQ; course failure or at risk on CBM

Work completion and accuracy in the academic area of concern; passing grades Treatment Integrity Social Validity

Passing grade on the report card in the academic area of concern

Lane, Kalberg, & Menzies (2009). pp. 131 – 137, Boxes 6.1 – 6.4

Lane and Oakes 2013

24

Low Intensity Strategies to Support Instruction

Video: https://www.youtube.com/watch?v=d5wHoPFs0x0&list=RDdkHqPFbxmOU
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

**Tertiary Intervention**
- Support
- Functional Assessment-Based Interventions (FABI)
- Lindamood Phoneme Sequencing

**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 Teaching
- Procedures for Reinforcing

**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 Needs for Secondary and Tertiary supports

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

Additional Professional Development on Specific Topics
- Core Content Curriculum
- Teacher Drive Supports: Instructional Techniques to Improve Students' Motivation; General Classroom Management Practices; Low Intensity Behavior Supports
- Functional Assessment-based Interventions
- Reading, Math, Writing Benchmarking and Progress Monitoring Tools
- Student Driven Interventions, Strategies, & Practices
- Additional Tier 3 Supports

Additional Professional Learning
- CI3T.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 two low intensity, teacher-delivered strategies.

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