Supporting Behavior for School Success: Low-Intensity Strategies to Manage Behavior and Support Instruction

Glendale, AZ

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.

Please log in to Ci3T.org … Professional Learning
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

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

Tertiary Prevention (Tier 3)

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

Secondary Prevention (Tier 2)

PBIS Framework

Validated Curricula

≈ 10%

≈ 80%

Primary Prevention (Tier 1)

Academic Behavioral Social

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

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

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

Validated Curricula

Primary Intervention Plan

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

Tertiary Prevention (Tier 3)
- 15%

Secondary (Tier 2) Intervention Grids
- 80%

Primary (Tier 1) Prevention
- 80%
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Tertiary (Tier 3) Intervention Grids

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

Essential Components of Primary Prevention Efforts

Social Validity
Treatment Integrity
Systematic Screening

WHAT SCREENING TOOLS ARE AVAILABLE?

See Lane, Menzies, Oakes, and Kalberg (2012)
The Student Risk Screening Scale (Drummond, 1994) is a 7-item mass screener used to identify students who are at risk for antisocial behavior. It uses a 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
- Low Academic Achievement
- Negative Attitude
- Behavior Problems
- Aggressive Behavior
- Peer Rejection

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

Teachers rate each student on the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steal</td>
<td>0 - 3</td>
</tr>
<tr>
<td>Lie, Cheat, Sneak</td>
<td>0 - 3</td>
</tr>
<tr>
<td>Low Academic Achievement</td>
<td>0 - 3</td>
</tr>
<tr>
<td>Negative Attitude</td>
<td>0 - 3</td>
</tr>
<tr>
<td>Behavior Problems</td>
<td>0 - 3</td>
</tr>
<tr>
<td>Aggressive Behavior</td>
<td>0 - 3</td>
</tr>
<tr>
<td>Peer Rejection</td>
<td>0 - 3</td>
</tr>
</tbody>
</table>

12 items retained for use at the elementary level;
14 items under development in middle and high schools.

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>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>65</td>
<td>49 (75.38%)</td>
<td>9 (13.65%)</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 Crnobori (2011)
Examining your screening data …

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

See Lane, Menias, Bruhn, and Chesbrough (2011)
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
- Self-monitoring
- Behavior Contracts
Monitoring Progress

- Treatment Integrity: What is 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
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice

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? ✔ Checklist for Success
- How well is it working? Examining the Effects
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)

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

Supporting Research

See "Instructional Choice Resource Guide" at Cilt.org for additional supporting research and information.
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.
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 instructional choice in my classroom?

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.
2. Use the menu to determine which type of choices to add to a particular lesson.
3. After choice is built into the lesson, offer the established choices.
4. Ask the student to make his or her choice.

See “Instructional Choice Implementation Checklist” at Clp.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

Treatment Integrity | Social Validity | Experimental Design
---|---|---
Is it happening? | 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 choice.
  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.

See “Instructional Choice: Treatment Integrity Checklist” at Ci3t.org

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”
What does the teacher think about it?

See "Social Validity Adapted IRP: Adult"

Completed by the teacher/parent participating in the intervention
Pre and Post intervention

Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Baseline Data Entry Criteria</th>
<th>Data in Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Choice</td>
<td>Within and across-risk domains, offer structured instruction (e.g., language arts assignments, math lessons, etc.):</td>
<td>One or more of the following:</td>
<td>Student Progress: Academic</td>
<td>Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 80% or better</td>
</tr>
<tr>
<td>Academic</td>
<td>Progress Reports, Successful Learning Behaviors, Integrated Enrichment:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Figure 1: Rate per hour of problem behavior and percentage engagement across Choice and No Choice conditions for Donna.

(Lane, Menzies, Ennis, & Oakes, 2015)
Questions, thoughts, and considerations ….

Low-Intensity Strategies

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 \rightarrow \textbf{Cues students}

- Fast Paced! 3-6/min for new instruction
- Wait time (prompt) 8-12/min for review

Teacher provides feedback \rightarrow \textbf{Students respond}

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)

<table>
<thead>
<tr>
<th>Rate of OTR per Minute</th>
<th>Rate of Disruptions/Correct Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of disruptive behavior</td>
<td>Rate of correct responses</td>
</tr>
</tbody>
</table>

**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.

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

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, Menias, Bruhn, and Cniobori (2011)
**Comprehensive, Integrated, Three-Tiered Model of Prevention**

(Lane, Kalberg, & Menzies, 2009)

- **Primary Prevention (Tier 1)**
  - Goal: Prevent Harm
  - Specialized Individual Systems for Students with High-Risk
  - Academic
  - Behavioral
  - Social
  - ≈ 80%

- **Secondary Prevention (Tier 2)**
  - Goal: Reduce Harm
  - Specialized Individual Systems for Students with High-Risk
  - PBIS Framework
  - Tertiary Prevention (Tier 3)
  - Goal: Reverse Harm
  - Specialized Group Systems for Students at Risk

- **Tertiary Prevention (Tier 3)**
  - Goal: Prevent Harm
  - School/Classroom-Wide Systems for All Students, Staff, & Settings
  - Validated Curricula

---

**Support**

- **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.

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

---

**Description**

- **Behavior Contract**
  - Behavior: SESS-mod to high risk Academic: 2 or more missing assignments within a grading period
  - Work completion or other behavior addressed in contract

---

**Entry Criteria**

- **Behavior Contract**
  - Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM

---

**Data to monitor Progress**

- **Behavior Contract**
  - Work completion and accuracy in the academic area of concern; passing grades/treatment

---

**Exit Criteria**

- **Behavior Contract**
  - Passing grade on the report card in the academic area of concern

---

**Self-Monitoring**

- **Behavior Contract**
  - Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM

---

**Sample Secondary Intervention Grid**

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Household Data Every Day</th>
<th>Data to monitor Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>Monitoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Comprehensive, Integrated, Three-Tier Model of Prevention**

(Lane, Kalberg, & Menzies, 2009)

---

**Comprehensive, Integrated, Three-Tier Model of Prevention**

(Lane, Kalberg, & Menzies, 2009)

---

**Comprehensive, Integrated, Three-Tier Model of Prevention**

(Lane, Kalberg, & Menzies, 2009)

Video: https://www.youtube.com/watch?v=dkHqPFbxmOU&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

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
- Reactive Plan

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 1 for secondary
- Using data to determineTier 1 for tertiary

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
Moving Forward … thank you!

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

Kathleen.Lane@ku.edu