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

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

Primary Prevention (Tier 1)  
80% Validated Curricula

Secondary Prevention (Tier 2)  
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
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)

Secondary Prevention (Tier 2)

Tertiary Prevention (Tier 3)

Tertiary (Tier 3) Intervention Grids

Secondary (Tier 2) Intervention Grids

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

Lane and Oakes 2013
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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<tbody>
<tr>
<td>3rd</td>
<td>68</td>
<td>60</td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td>(88.24%)</td>
<td>(8.82%)</td>
<td>(2.94%)</td>
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<tr>
<td>4th</td>
<td>57</td>
<td>51</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(89.47%)</td>
<td>(8.77%)</td>
<td>(1.75%)</td>
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<tr>
<td>5th</td>
<td>62</td>
<td>53</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td>(85.48%)</td>
<td>(12.90%)</td>
<td>(1.61%)</td>
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</tbody>
</table>
### 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 Credoni (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)
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: 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
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice
- Self-monitoring
- Behavior Contracts

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., 994)
- Time on task
- Task Completion
- Accuracy
- Residential facilities (Ramsey, Jolivette, Patterson, & Kennedy, 2010)
- 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.

Step 9: Offer students an opportunity to give feedback on the choice they selected.
How well is it working?
Examining the Effects

Treatment Integrity: How well 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?

- **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 CI3t.org

- **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

<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>

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 Ci3.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”

Lane and Oakes 2013
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

Sample Secondary Intervention Grid

Lane and Oakes 2013
Questions, thoughts, and considerations ...

Let's talk ...

Low-Intensity Strategies

Supporting Behavior for School Success

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

Self-monitoring
Behavior Contracts

A Look at Increasing
Opportunities to Respond

CI3T
Comprehensive, Integrated, Three-Tiered Model of Prevention
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

<table>
<thead>
<tr>
<th>Verbal Responding</th>
<th>Non-Verbal Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coral Response (Haydon et al., 2009)</td>
<td>Signal</td>
</tr>
<tr>
<td>Every student answers question/prompt</td>
<td>– Thumbs up/down</td>
</tr>
<tr>
<td>Questioning</td>
<td>Response Card</td>
</tr>
<tr>
<td>– Think, Pair, Share</td>
<td>– Agree/Disagree, A/B/C/D, True/False</td>
</tr>
<tr>
<td>– Partners</td>
<td>Individual white boards</td>
</tr>
<tr>
<td></td>
<td>Guided Notes</td>
</tr>
<tr>
<td></td>
<td>Student Response Systems (Clickers; Blood &amp; Gulchak, 2013)</td>
</tr>
</tbody>
</table>

Opportunities to Respond (OTRs)

- Teacher presents instruction/demand
- Cues students
- Fast Paced!
  - 3-6/min for new instruction
  - 8-12/min for review
- Wait time (prompt)
- Teacher provides feedback
- 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)

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

- Rate of disruptive behavior
- 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

A minimum of three opportunities to respond per minute 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

**Experimental Design**

- What do stakeholders think about the goals, procedures, and outcomes?
- How well did this support work for this student?

**Social Validity**

- How well is it working?

---

Lane and Oakes 2013
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 Crook (2011)

Ci3T.org
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

- **Tertiary Prevention (Tier 3)**: Approximately 15%
  - Goal: Reverse Harm
  - Specialized Group Systems for Students At-Risk

- **Secondary Prevention (Tier 2)**: Approximately 80%
  - Goal: Prevent Harm
  - School/Classroom-Wide Systems for All Students, Staff, & Settings

- **Primary Prevention (Tier 1)**: Approximately 80%
  - Goal: Reduce Harm
  - Specialized Individual Systems for Students with High-Risk

Support | Description | Schoolwide Criteria | Side to Monitor Progress | Exit 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 IT and CP on the SDQ; course failure or at risk on CBM | Work completion, or other behavior addressed in contract | Successful completion of behavior contract

Self-Monitoring | Students will monitor and record their academic production (completeness/accuracy) and on-task behavior each day. | Students will monitor and record their academic production (completeness/accuracy) and on-task behavior each day. | 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
Changes in Harry's Behavior


Video: https://www.youtube.com/watch?v=d6QpPBHm0UI&list=RDBdQrPPFmY

Low Intensity Strategies to Support Instruction

ACI3T

Comprehensive, Balanced, Three-Tiered Model of Prevention

Lane and Oakes 2013
Building a CI3T Tier Library

Teacher Delivered Strategies (T1 T2) Tier 1 Tier 2 Tier 3

Consider Teacher-Delivered Strategies Across the Tiers

Opportunities to Respond Behavior Specific Praise Active Supervision Instructional Feedback

High Probability Requests Precorrection Instructional Choice

Connect your library to your Secondary Intervention Grid

Behavior Contracts Self-Monitoring

SEP (Check In/Check Out) Lunch Bunch Social Skills Club Homework Club

Lane and Oakes 2013
Connect your library to your Tertiary Intervention Grid
Moving Forward … thank you!

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