Please log in to Ci3T.org ...

Professional Learning

Supporting Behavior for School Success: Teacher Level Strategies to Manage Behavior and Support Instruction, Part Two

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

Agenda

• A look at Behavior Specific Praise
• A look at Precorrection
• A look at Active Supervision
• A look at Instructional Feedback
Thank you…
For Your Commitment to ALL Students

- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kauffman, & Walker, 2011)
- Historically as a field we have
  - viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley, 2013)
  - relied on reactive approaches to address these challenges (Horner & Sugai, 2015)

Michael Yudin urged educators and educational system leaders to “pay as much attention to students’ social and behavioral needs as we do academics…”

2014 National PBIS Leadership Conference, Michael Yudin, Assistant Secretary for the Office of Special Education and Rehabilitation of the United States Department of Education

Working collaboratively to support learning for all students
A systems-based approach: Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Primary Prevention (Tier 1)
- ≈80%

Secondary Prevention (Tier 2)
- ≈15%

Tertiary Prevention (Tier 3)
- ≈5%

Academic Behavioral Social

Secondary (Tier 2) Intervention Grids

Tertiary (Tier 3) Intervention Grids

Transparency and Access
Benefits of CI3T Models
A Focus on Teacher-Level Strategies

Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

Assess, Design, Implement, and Evaluate

Schoolwide Positive Behavioral Interventions and Supports

- Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention
- Low-Intensity Strategies
- Basic Classroom Management
- Effective Instruction
- Low-Intensity Strategies
- Behavior Contracts
- Self-Monitoring
- Functional Assessment-Based Interventions
- Higher-Intensity Strategies
- Assess, Design, Implement, and Evaluate

Low-Intensity Strategies for Academics and Behavior

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


Opportunities to Respond
- Behavior-Specific Praise
- Active Supervision
- Instructional Feedback
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- Incorporating Choice

ci3t.org

Professional Learning tab

The Behavior Education Program (BEP) Check In/Check Out (CICD) (PILOT) R01 November 11, 2016

A Look at Increasing Opportunities to Respond
A Look at High-Probability Request Sequences
A Look at Instructional Choice

Ci3T.org
Monitoring Progress

- 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?

Explore "Professional Learning" on ci3t.org.
- A look at Behavior Specific Praise
- A look at Pre-correction
- A look at Active Supervision
- A look at Instructional Feedback

Low-Intensity Strategies:
Using **Behavior Specific Praise** to Support Instruction
Low-Intensity Strategies for Academics and Behavior

- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice
- Self-monitoring
- Behavior Contracts

Agenda

- What is behavior specific praise (BSP)?
- Why is BSP effective?
- What does the supporting research for BSP say?
- What are the benefits and challenges?
- How do I implement behavior specific praise in my classroom?
- Checklist for Success
- How well is it working? Examining the Effects

Comprehensive, Integrated, Three-Tiered Model of Prevention

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

Primary Prevention (Tier 1)
=80%

Secondary Prevention (Tier 2)
≈15%

Tertiary Prevention (Tier 3)
≈5%

Validated Curricula
PBS Framework

≈80%
Academic Behavioral Social
What is Behavior Specific Praise?

- Behavior Specific Praise (BSP): Praise statements that include reference to the specific behavior for which the student is being recognized (Brophy, 1981; Sutherland, Wehby, & Copeland, 2000)

- Key Components
  - Praise statement must be linked to a behavior
  - Provide feedback specific to the behavior
  - Be sincere
  - Reflect skill level
  - Evaluate effectiveness
  - Praise effort – not ability

(Haydon, Musti-Rao, 2011, p. 31)

Examples

- “Bob, great job showing your work on your math homework.”
- “I appreciate how you pushed in your chair on the way to line up for lunch. That keeps the walkways safe.”

BSP is a form of positive reinforcement
Why is Behavior Specific Praise effective?

• More effective when
  – it is behavior specific rather than general praise
  – teachers use strategies to intentionally increase their rate of BSP
  – target their delivery of BSP to identified students (Thompson, Marchant, Anderson, Prater, & Gibb, 2012).

• Simple, effective, requires minimal effort

• Instructional feedback delivered at a 4:1 positive ratio (Myers, Simonsen, & Sugai, 2011)

• Most effective when delivered immediately after desired behavior

• Establishes supportive and positive environment
  (Marchant & Anderson, 2012; Kennedy & Jolivette, 2008; Stormont & Renke, 2006)

What does the supporting research for BSP say?

• Increasing preschool student’s on-task behavior during transitions in inclusion classrooms (Fullerton, Conroy, & Correa, 2009)

• Increasing teachers’ use of behavior specific praise in self-contained classrooms (Hawkins & Helfin, 2011)

• Increasing time spent inside the classroom in a residential facility (Kennedy & Jolivette, 2008)

Supporting Research

See “Behavior Specific Praise Resource Guide” for additional supporting research and information.
What are the benefits and challenges?

**Benefits**
- Takes little effort and costs nothing
- Improves student-teacher relationships
- Not time consuming or intrusive
- Increases on-task behavior and reduces problem behavior
- Increases positive social and academic behaviors

**Challenges**
- Determine students' preferred method of praise – public or private
- Consider the needs of students who are more motivated by escaping tasks or activities rather than accessing teacher attention

How do I implement behavior specific praise in my classroom?

**Checklist for Success**

**Step 1**
Evaluate current rates of general and behavior specific praise.

**Step 2**
Identify behaviors to reinforce.

**Step 3**
Practice delivery of BSP.

**Step 4**
Observe student behavior.

**Step 5**
Provide BSP.

**Step 6**
Monitor BSP delivery.

**Step 7**
Seek student input.
How do I increase BSP in my classroom? Checklist for Success

- **Step 1:** Evaluate current rates of general and behavior specific praise
- **Step 2:** Identify behaviors to reinforce
- **Step 3:** Practice delivery of BSP
- **Step 4:** Observe student behavior
- **Step 5:** Provide BSP
- **Step 6:** Monitor BSP delivery
- **Step 7:** Seek student input

See “Behavior Specific Praise Implementation Checklist for Success”

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>

Ensuring the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether behavior specific praise is carried out as intended:

Treatment integrity checklist items:
1. Did I identify target behaviors and/or students to acknowledge using BSP?
2. Did I prepare to deliver BSP prior to the lesson (i.e., scripts complete, deliver practiced, additional reinforcers gathered)?
3. Did I observe students for the target behavior (or a portion / approximation thereof)?
4. Did I provide a praise statement that acknowledged a specific target behavior and was administered immediately following the target behavior?
5. Did I self-monitor my use of BSP?

See “Behavior Specific Praise Treatment Integrity Checklist”
Sample Elementary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor During Intervention</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior specific praise</strong></td>
<td>Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student’s effort and reference specific, desirable behavior being recognized, praising effort (not ability).</td>
<td>See “Behavior Specific Praise Social Validity Student”</td>
<td>Completed by the student(s) participating in the intervention at two time points: Pre and Post Intervention</td>
<td>See “Behavior Specific Praise Social Validity Student”</td>
</tr>
</tbody>
</table>

**Support**

- **Behavior specific praise**
- **Academic**
  - Two or more missing assignments within a grading period
  - AFI-M: intensive or strategic level (math or reading)
  - Progress report: targeted for growth for academic learning behaviors

**Student behavior targeted for improvement (e.g., academic engagement, time % of intervals, assignment completion, ODRs):**

**Treatment integrity:**
- Implementation checklist
- Treatment integrity checklist

**Social validity:**
- IRP-15 (teacher)
- Student-completed survey

**Exit criteria:**

- 0-1 ODRs in a grading period
- Zero missing assignments in a grading period and
- SRSS-E7: Low (0-1)
- SRSS-I5: Low (0-1)
- Ranking of 4 or 5 on the Motivation to Learn subscale of SSiS-PSG

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Lane and Oakes 2013

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4/2/2017
## Sample Secondary Intervention Grid

<table>
<thead>
<tr>
<th>Behavior Specific Praise</th>
<th>Entry Criteria</th>
<th>Data to Monitor</th>
<th>Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior praise (BSP) refers to sincere praise statements that acknowledge the student and reference specific, desirable behavior being recognized, praising effort (not ability).</td>
<td>One of more of the following: Behavior:</td>
<td>**</td>
<td>Student behavior targeted for improvement (e.g., academic engaged % of intervals, assignment completion, ODRs).</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>SRSS: Moderate (4-8)</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SRSS: High (9-21)</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rating of 3, 2, 3 on the Motivation to Learn subscale of the SSiS-PSG</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 office discipline referrals (ODRs) within a grading period **</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANO/DR</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report card: 1 or more course failures</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two of more missing assignments within a grading period in a class</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic (intensive or strategic level) [math or reading]</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 2.5 GPA</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
</tbody>
</table>

### CI3T Ticket Examples

- Draft a list of behavior specific praise statements you can use...
- In your classroom during various instructional activities.
- In other key areas in your building (see expectation matrices).
- Encourage the use of skills taught during your school-wide social skills program.

### Plan ...

- Implementation Checklist for Success:

| ODRs in a grading period and 2.5 GPA or higher
| Zero missing assignments per class in a grading period and SRSS: Low (0-3)
| Ranking of 4 or 5 on the Motivation to Learn subscale of the SSiS-PSG

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Lane and Oakes 2013
Will you please ....

Low Intensity Strategies: A Look at Precorrection

Comprehensive, Integrated, Three-Tiered Model of Prevention

Lane and Oakes 2013
Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

- Assess, Design, Implement, and Evaluate
- Basic Classroom Management
- Effective Instruction
- Low Intensity Strategies
- Behavior Contracts
- Self-Monitoring
- Functional Assessment-Based Interventions
- Schoolwide Positive Behavior Support
- Low Intensity Strategies
- Higher Intensity Strategies
- Assessment

Low-Intensity Strategies for Academics and Behavior

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

Agenda

- What is a precorrection?
- Why is precorrection effective?
- What does the supporting research for precorrection say?
- What are the benefits and challenges?
- How do I implement precorrection in my classroom?
- Checklist for Success
- How well is it working? Examining the Effects

Lane and Oakes 2013
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.

Antecedent Behavior Consequence

1. What is a Precorrection?
   - Requires waiting until the behavior occurs to respond
   - Example: Creating an action plan for three alternatives to yelling at a peer
   - 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

2. Managing behavior with precorrection:
   - Seven-step precorrection strategy (Colvin, Sugai, & Patching, 1993)
     - Identify the context and predictably challenging behaviors
     - Define the expected behavior
     - Modify the context to support student success
     - Provide students with an opportunity to practice the expected behavior
     - Provide students with strong reinforcement for completing the expected behavior
     - Create a prompting plan to remind students to engage in the expected behavior
     - Develop a monitoring plan to determine the effectiveness of the precorrection plan

3. 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

4. Comparison:
   - Precorrection vs. Managing behavior with consequences
Examples

• "It’s almost time to walk down to PE – who can remind us of one way we show RESPECT in the hallway?"
• "In order to line up for lunch, raise your hand if you can tell us one way to be RESPONSIBLE in the cafeteria?"

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 (Colvin 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

What does the supporting research for precorrection say?

- Decreasing problem behaviors in Head Start classrooms
  - Stormont, Smith, & Lewis, 2007
- Decreasing problem behavior on an elementary school playground
  - Lewis, Colvin, & Sugai, 2000
- Decreasing problem behaviors during morning gym
  - Haydon & Scott, 2008

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?

- **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
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.

How well is it working? Examining the Effects

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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?
What do students think about it?

See "Precorrection Social Validity Student" Completed by the student(s) participating in the intervention at two time points: Pre and Post Intervention

What does the teacher think about it?

See "Social Validity Adapted IRP Adult" Completed by the teacher(s) and parent(s) involved in the intervention at two time points: Pre and Post Intervention

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

- **Primary Prevention (Tier 1)**
  - Goal: Prevent Harm
  - Specialized group systems for students at-risk
  - =80% Validated Curricula

- **Secondary Prevention (Tier 2)**
  - Goal: Reverse Harm
  - Specialized group systems for students at-risk
  - ~15% PBIS Framework

- **Tertiary Prevention (Tier 3)**
  - Goal: Reduce Harm
  - Specialized individual systems for students with high-risk
  - ~5% Academic Behavioral Social PBIS Framework
Sample Elementary Intervention Grid

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<td>One or more of the following:</td>
<td>Student Performance</td>
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</tr>
<tr>
<td></td>
<td>Behavior:</td>
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<td></td>
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<td></td>
<td>2 or more ODRs per day in a class</td>
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<td>Academic:</td>
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<td></td>
<td>Consistent, predictable pattern of academic errors</td>
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Sample Middle/High School Intervention Grid

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<tr>
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Expanding Your Tool Kit
Office & Oakes 2013

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
Establish 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
Draft the Secondary Intervention Grids
Session 6:
Final revisions of CI3T Plan based on stakeholder feedback
Draft Tertiary Prevention Intervention Grids
Design
Plan … Implementation Checklist for Success: Precorrection
Low-Intensity Strategies:
Using Active Supervision to Support Instruction
Agenda

• Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention
• A Look at Active Supervision
  – What is active supervision?
  – Why is active supervision effective?
  – What does the supporting research for active supervision say?
  – What are the benefits and challenges?
  – How do I active supervision in my classroom?
  – How well is it working?

What is active supervision?

Use of “Specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior” (Colvin, Sugai, Good, & Lee, 1997, p. 346).

Effectiveness is increased when used with precorrections.

Distinct Elements (De Pry & Sugai, 2002; Haydon & Scott, 2008):

• Established expectations
• Frequent scanning of context
• Positive interactions (verbal and nonverbal precorrections and prompts)
• Reinforcement of desired behavior
• When necessary, correction to help success

(Lane, Menzies, Finnis, & Oakes, 2015)
Why is active supervision effective?

- Proactive: It is more efficient to preventing problems from occurring or escalating than addressing after they occurred (Colvin, 2004)
- Provides routines and structures to avoid problem behavior caused by overcrowding and impersonalized learning (Jackson, 1990).
- Systematically averts challenges while using prompting prosocial behaviors- PBIS (Sugai & Homer, 2006)

What does the supporting research for active supervision say?

- Reduces high rates of minor classroom behavior (De Pry & Sugai, 2002)
- Increases time spent learning in middle school (Haydon, DeGreg, Maheady, & Hunter, 2012)
- Improving behaviors during transition (Colvin, Sugai, Good, & Lee, 1997)
- Reduces tardiness to class in middle and high school (Tyre, Feuerborn, & Pierce, 2011)

Supporting Research

See "AS Resource Guide" for additional supporting research and information.
What are the benefits and challenges?

Benefits

- Reduces problem behavior in multiple school contexts
- Improves times spent on-task
- Can target specific behaviors
- Essential part of school safety
- Proactive

Challenges

- Performing consistently is difficult
- Requires some innate ability to monitor student activity
- Requires prerequisite familiarity and fluency of precorrection, prompting, and reinforcement

How do I implement active supervision in my classroom?

Step 1 Identify the activity or transition period that would benefit most from active supervision.

Step 2 Ensure that the routine for the target activity is familiar and understood by students. If not, routines and expectations must be established.

Step 3 Provide the cue or prompt to begin the activity.

Step 4 As the activity unfolds, scan and monitor the area.

Step 5 Signal your awareness of students’ actions through proximity, prompts, and non-verbal communication.

Step 6 Manage infractions and off-task behavior efficiently: privately, businesslike, and with opportunities for positive interactions.

Step 7 At appropriate intervals and at the end of the activity or transition, reinforce students’ good behavior with positive comments and gestures.

Step 8 Provide the students with an opportunity to give feedback.
How do I increase Active Supervision in my classroom? Checklist for Success

(Lane, Menzies, Ennis, & Oakes, 2015)

How well is it working? Examining the Effects

Experimental Design

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

Social Validity

Is it happening?

Treatment Integrity

How well did this support work for this student?

Ensuring the Strategy is in Place: Treatment Integrity

See “AS Treatment Integrity Checklist”
Social Validity: What does the student think about it?

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

See “AS Social Validity Student Survey” for Pre and Post

Social Validity: What does the teacher think about it?

Completed by the teacher and/or parent participating in the intervention at two time points: pre and post intervention

See “Social Validity Adapted IMPS Adult” for Pre and Post

Sample Elementary Grid Illustration

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
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<tbody>
<tr>
<td>Active Supervision</td>
<td>The use of specific and overt behaviors (scanning, monitoring, prompting) designed to prevent problem behavior and promote self-regulation. (Cohn &amp; Kranzler, 1997, p. 34). Teacher may use behavior specific implementation plan in whole class. Following district elements are incorporated (De Pry &amp; Hayes, 2005):</td>
<td>Percentage of students late at the start of the school day exceeding 10% during 2 week period</td>
<td>Treat Integrity</td>
<td>Component Checklist</td>
</tr>
<tr>
<td>Social Validity</td>
<td>Student- and teacher-completed surveys</td>
<td></td>
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<td>Social Validity</td>
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Note: Specific and overt behaviors include: monitoring, prompting, and reinforcing desired behaviors.
Active Supervision

The use of “specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behaviors” (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sugai, 2002; Haydon & Scott, 2008):

- Established expectations
- Frequent scanning of context
- Positive interactions (verbal and nonverbal precorrections and prompts)
- Reinforcement of desired behavior

When necessary, correction to help success.

Entry Criteria

Data to Monitor

Progress

Exit Criteria

Student Performance

Examples:

- Percentage of students late to first period exceeding 10% during a 2-week period
- Students named during lunch for a 2-week period
- More than 20% of students in class are off task during group activities for a 1-week period of time
- More than 20% of students in the school tardy to one or more periods for a 1-week period of time
- More than 20% of students in the school tardy to one or more periods for a 1-week period of time

Treatment Integrity Component Checklist

Social Validity Student- and teacher-completed surveys

Low-Intensity Strategies for Academics and Behavior

Opportunities to Respond

Behavior Specific Phase

Active Supervision

Instructional Feedback

High p Requests

Precorrection

Incorporating Choice

Self-monitoring

Behavior Contracts

Will you please ....
Low-Intensity Strategies: Using **Instructional Feedback** to Support Instruction

**CI3T**

Comprehensive, Integrated Tiered Model of Prevention

---

Low-Intensity Strategies for Academics and Behavior

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

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Agenda

- What is instructional feedback?
- Why is instructional feedback effective?
- What does the supporting research for instructional feedback say?
- What are the benefits and challenges?
- How do I implement instructional feedback in my classroom?
- **Checklist for Success**
- How well is it working? **Examining the Effects**
Comprehensive, Integrated, Three-Tiered Model of Prevention  
(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized individual systems for students with high-risk

Secondary Prevention (Tier 2)
≈15%

Goal: Prevent Harm
School/classroom-wide systems for all students, staff, & settings

Primary Prevention (Tier 1)
≈80%

Tertiary Prevention (Tier 3)
≈5%

Comprehensive, Integrative, Three-tiered (CI3T) Models of Support

Assess, Design, Implement, and Evaluate

Basic Classroom Management  
Effective Instruction  
Low Intensity Strategies

Behavior Contracts  
Self-Monitoring  
Functional Assessment-Based Interventions

School-wide Positive Behavior Support

Low Intensity Strategies

Assessment  

Higher Intensity Strategies

Assess, Design, Implement, and Evaluate

CI3T Primary Plan
What is instructional feedback?

• Teaching strategy to:
  – Clarify misinformation
  – Confirm understandings
  – Fine-tune understandings
  – Restructure current schemas

• Produces learning by delivering content related information and reinforcement that positively affects

What is instructional feedback?

• Used when students
  – have base of understanding
  – working toward proficiency and fluency

• Two-fold Function
  – Teachers gain students’ perception of instructions
    • adjust instructional planning
  – Students benefit from positive specific feedback
    • increase intrinsic motivation (Deci & Ryan, 2000)
    • increase persistence on future difficult tasks (Kamins & Dweck, 1999)

The Learning Process

(Ford, 1994; Nyquist & Walberg, 1984; Miller & Walberg, 2004)
Purpose

• To close the gap between expected and current performance in academics, behavior, and social skills (Hattie, 2009)

• The learner must have an opportunity to engage in an action in response to the feedback (Gable, Hester, Rock, & Hughes, 2009)

Feedback Model

Where am I going?

What are the goals?

How am I going?

What progress is being made toward the goals?

Where do I go next?

What activities need to be undertaken to make better progress?

Hattie and Timperley (2007)

• Effective instructional feedback provides information on the learning process and content acquisition instead of the correct response

Examples

How am I going?

“Jorge, you are using the 4-step process we learned to accurately complete the problem.”

Where do I go next?

“Celia, please write the acronym for the 4-step process next to the problem and cross off each step as you complete it. That will help you keep the order of the steps.” – Error Correction

“Celia, using the mnemonic helped you apply the process to solve the problem accurately.”

Provide feedback on malleable characteristics such as effort.

“You included all of the elements of the essay; you did a good job using the rubric to write your paper”
Why is Instructional Feedback Effective?

- Serves as a motivator and reinforcer
- Provides instructional information
  - Cues students to focus on key processes, information, and concepts (Butler & Winne, 1995)
  - Specific and offers support to correct content and misunderstandings (Harks et al., 2014)
- Positive, proactive approach for correcting learning errors
- Increases motivation (Kamins & Dweck, 1999)
  - Supports intrinsic motivation

Why is Instructional Feedback Effective?

- Feedback should be related to
  - effort and actions that are malleable, not based upon ability
  - a criterion or the individual’s previous performance
- Negative effects occur when students are compared to peers (Harks et al., 2014)
  - Critical feedback creates doubt, lowers self-confidence, and lowers motivation to attempt difficult tasks
  - Particularly true for students with EBD and LD (Alber, Heward, & Hippler, 1999)

What does the supporting research for instructional feedback say?

- Increased on-task behavior for students with EBD in the general education classroom (Allday et al., 2012)
- Improve students' math outcomes with use of strategy feedback (process) and outcome feedback (accuracy of response) working memory mediated the outcomes (Fyfe, DeCaro, & Rittle-Johnson, 2015)
- Instructional feedback related to schoolwide expectations resulted in reductions in behavioral incidents over two years (Simonsen, Britton, & Young, 2010)
Supporting Research

See "Instructional Feedback Resource Guide" for additional supporting research and information.

What are the benefits and challenges?

Benefits
- Large group
- Targeted small group
- Minimal time
- Creates safe learning environment
- Supports students in demonstrating expected behaviors
- Improves academic outcomes
- Increases engagement

Challenges
- Determining the best type of feedback
- Carefully selecting words to use
  - Students may perceive feedback as critical if care is not taken
- Measuring the effectiveness of feedback

How do I implement instructional feedback in my classroom?

Checklist for Success

Step 1
Identify learning goals

Step 2
Provide instruction to meet established goals

Step 3
Provide clear directions and checks for understanding

Step 4
Opportunities for practice and feedback are planned
How do I implement instructional feedback in my classroom?

Checklist for Success

Step 5: Implement active supervision and provide instructional feedback

Step 6: Provide time and direction for students to review work or have additional opportunities to practice

Step 7: Evaluate instructional practices

Step 8: Offer students an opportunity to give feedback on how instructional feedback is being offered

How do I increase Instructional Feedback in my classroom?

Implementation checklist for success

• Step 1: Identify learning goals.
• Step 2: Provide instruction to meet established goals.
• Step 3: Provide clear directions and checks for understanding.
• Step 4: Opportunities for practice and feedback are planned.
• Step 5: Implement active supervision and provide instructional feedback.
• Step 6: Provide time and direction for students to review work or have additional opportunities to practice.
• Step 7: Evaluate instructional practices.
• Step 8: Offer students an opportunity to give feedback on how instructional feedback is being offered.

How well is it working?

Examining the Effects

Experimental Design

Social Validity

Treatment Integrity

How well did this support work for this student?

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

Is it happening?
Instructional Feedback
Student Outcomes

Panel B. Paola’s Academic Engagement and Spanish Assignment Accuracy

Figure 5.1 Examining the effects: Students’ academic engagement and assignment accuracy: Percentage during Spanish class.

Ensuring the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether instructional feedback is carried out as intended.

Treatment integrity checklist items:
1. I identified and shared learning goals.
2. I provided instruction to meet the established goals.
3. I provided clear directions and checked for understanding.
4. Students had opportunities to practice.
5. I used active supervision and provided instructional feedback.
6. I provided time, direction for students to review work or have additional opportunities to practice.
7. I evaluated instruction based on student response.

What does the student think about it?

Completed by the student(s) participating in the intervention at two time points: Pre and Post Intervention.
### Sample Elementary Intervention Grid

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<th>Data to Monitor</th>
<th>Progress</th>
<th>Exit Criteria</th>
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<tbody>
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<td>Instructional feedback</td>
<td>Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, refine, clarify, and structure current schemes: verbal, written, or technology based specific feedback on processes and programs.</td>
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<td>One of more of the following:</td>
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<td>Behavior:</td>
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<td></td>
<td>SRSS-E7: Moderate (4-8)</td>
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<td>SRSS-I5: Moderate (2-3)</td>
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<td>SRSS-E7: High (9-21)</td>
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<td>SRSS-I5: High (4-15)</td>
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<td>Ranking of 1, 2, or 3 on the Motivation to Learn subscale of SSiS-PSG</td>
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<td>Two or more office discipline referrals (ODRs) within a grading period _ AND _ OR</td>
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<td>Academic:</td>
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<td>Three or more assignments scoring 79% or below within a grading period</td>
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<td>AIMSweb: intensive or strategic level (math or reading)</td>
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<td>Student performance targeted for improvement (e.g., homework grades, test grades, lost grades, % of work completed, academic engaged time % of intervals)</td>
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<td>Treatment integrity: implementation checklist</td>
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### Sample Middle/High School Intervention Grid

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<td>SRSS-I7: Moderate (2-3) _ OR (cut scores coming soon)</td>
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<td>Three or more missing assignments in any class</td>
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<td>Three or more assignments in any class at C or below</td>
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### Social Validity Adapted-IRP15 Adult

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

See "Social Validity Adapted-IRP15 Adult" Completed by the teacher(s) and parent(s) involved in the intervention at two time points: Pre and Post Intervention.

Lane and Oakes 2013
Will you please...

Determine when you will use instructional feedback.
Make a list of instructional feedback statements you can use:
- In your classroom during various instructional activities.
- In other key areas in your building (use school expectation matrix).

Plan: Implementation Checklist for Success: Instructional Feedback
On Demand Resources

- Professional Learning: PowerPoints, literature, professional learning resources, measures
- Systematic Screening: instructional videos, PowerPoint presentations, resources
- Access to tools and measures available for viewing and downloading