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Practical Strategies to Support Student Success in School: Keeping Students Engaged
Council for Exceptional Children
Boston, MA
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Agenda
• A look at Instructional Choice
• A look at Opportunities to Respond
• A look at Precorrection
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)
- Historically as a field we have:
  - viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley, 2013)
- Historically as a field we have:
  - 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

Comprehensive, Integrated, Three-Tiered Model of Prevention

- Academic
- Behavioral
- Social

Primary Prevention (Tier 1)

- ≈80%
- PBIS Framework
- Validated Curricula
- Goal: Prevent Harm
- School/classroom-wide systems for all students, staff, and settings

Secondary Prevention (Tier 2)

- ≈15%
- Goal: Reverse Harm
- Specialized group systems for students at-risk

Tertiary Prevention (Tier 3)

- ≈5%
- Goal: Reduce Harm
- Specialized individual systems for students with high-risk

Validated Curricula

≈15%

PBIS Framework
Working collaboratively to support learning for all students
Comprehensive, Integrated, Three-Tiered Model of Prevention (Lane, Kalberg, & Menzies, 2009)

- Academic
- Behavioral
- Social

≈80%
≈15%
≈5%

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

Secondary (Tier 2) Intervention Grids

Tertiary Prevention (Tier 3)

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

Basic Classroom Management
Effective Instruction
Low-Intensity Strategies

Behavior Contracts
Self-Monitoring
Functional Assessment-Based Interventions

Schoolwide Positive Behavioral Interventions and Supports

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

Low-Intensity Strategies
Low-Intensity Strategies for Academics and Behavior

Opportunities to Respond
Behavior-Specific Praise
Active Supervision
Incorporating Choice


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

Professional Learning tab
Monitoring Progress

Low Intensity Strategies: A Look at Instructional Choice

Low-Intensity Strategies for Academics and Behavior

Agenda

- Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention
- A Look at Instructional Choice
  - 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?

Implementation Checklist

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-activity choices

Examples of instructional choice

Across-activities 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.
- Think-Tac-Toe Boards

Within-activity 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?

- Increasing Engagement and Decreasing Disruption in Elementary Self-Contained Classrooms (Dunlap et al., 1994)
- Increasing Time On-Task, Task Completion, and Accuracy in Residential Facilities (Ramsey, Jolivette, Patterson, & Kennedy, 2010)
- Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz & Kostweicz, 2013)

Supporting Research

See "Instructional Choice Resource Guide" for additional supporting research and information.
A Systematic Review of the Evidence Base for Instructional Choice in K-12 Settings

David J Royer, M.S., Kathleen Lynne Lane, Ph.D., BCBA-D, Emily D Cantwell, M.Ed., University of Kansas
Mallory L Messenger, M.Ed., Dublin City Schools, Ohio

Search Procedure

Electronic database search
(n = 1,413)
Articles excluded
(n = 1,331)

Titles and abstracts meeting inclusion criteria
(n = 82)
Articles excluded
(n = 45)

Articles read in full meeting inclusion criteria
(n = 37)

Hand search
(n = 1)

Articles included
(n = 25)

Inclusion Criteria

• Independent variable = instructional choice
  – across-task choice
  – within-task choice
  – choice of reinforcement for when task is completed

• Dependent variable(s)
  – behavior (e.g., disruptive behavior, problem behavior, aggression)
  – time on task / academic engaged time
  – academic performance (e.g., task initiation, completion, accuracy, fluency)

• School-age students in traditional school settings
  – excluded: residential treatment centers, home settings, and clinics, as these were highly controlled settings

• Published in a peer-reviewed journal
Coding Procedure

- CEC (2014) Standards for Evidence-Based Practices in Special Education
  - Eight quality indicators

1. Context and setting
2. Participants
3. Intervention agent
4. Description of practice
5. Implementation fidelity
6. Internal validity
7. Outcome measures/dependent variables
8. Data analysis

Research Question 1

1. To what extent do instructional choice studies address CEC (2014) quality indicators?
Research Question 2

2. What is the nature of the evidence base supporting instructional choice according to CEC (2014) guidelines, applying an 80% minimum criterion for methodologically sound studies (Lane et al., 2009)?

Determination of Instructional Choice as an EBP

Insufficient Evidence
at this time to classify instructional choice into a CEC (2014) evidence-based category
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?

**Implementation Checklist**

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

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

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

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

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

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

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

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

Implementation Checklist

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

How do I implement instructional choice in my classroom?

- **Step 1:** Determine which type of choices you would feel comfortable offering to 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.
- **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.

See “Instructional Choice Implementation Checklist”
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

Have structures in place to monitor whether instructional choice is carried out 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 responses.
    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 _______ with the option selected.

What does the student think about it?

Completed by the student participating in the intervention at two time points: Pre and Post Intervention
What does the teacher think about it?

See "Social Validity Adapted-IRPS Adult"

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

Sample Primary Intervention Grid

<table>
<thead>
<tr>
<th>Support Description</th>
<th>Schoolwide Data: Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Choice</td>
<td>Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)</td>
<td>One or more of the following: Behavior: ☐ SRSS-E7 Score: Moderate (4-8) ☐ SRSS-I5 Score: Moderate (2-3) ____ AND ____ OR Academic: ☐ Progress Reports; Successful Learning Behavior - Targeted for growth ☐ Gradebook: 2+ incomplete assignments</td>
<td>Student Performance - Academic engaged time - Percentage of work completed Treatment Integrity - Implementation &amp; TI checklist Social Validity - Student &amp; teacher pre/post survey</td>
</tr>
</tbody>
</table>

Low-Intensity Strategies: Using Opportunities to Respond to Support Instruction
What is OTR?

• Opportunities to respond (OTR) is a strategy for students to:
  - review material, acquire skill fluency,
  - commit information to memory, and
  - increase on-task behavior and reduce misbehavior.
• Allows for frequent opportunities, within a set time period, to respond to teacher questions or prompts about targeted academic materials.
• Best used when material or concepts have been taught... promotes student engagement as they practice the information or skill.
• Students respond individually or in unison (choral)

(Lane, Menzies, Ennis, & Oakes, 2015)
What is OTR? (cont.)

**Verbal Responding**
- Choral 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)

Example

Illustration: Activities to demonstrate knowledge using white boards:

- **Cue:** “Class, please solve for the product of 28 X 4.”
- **Wait:** After 10 seconds: “Hold up your whiteboards.” Prompt “What is the answer?”
- **Feedback:** “I see almost all of you found the correct answer is 112. Nice work!”
- **Next Question:** “This is individual, solve for the product of 32 X 3.”

Why is OTR effective?

- Whole-group OTR allows teacher to quickly determine:
  - students’ proficiency with the material,
  - if more practice is needed, and
  - which students may require more intensive supports.
- Promotes fluency and automaticity, freeing students to tackle more complex concepts.
- Increases active participation, even during whole-group delivery.
- Feedback is rapid and matter-of-fact, which reduces the pressure of answering correctly. “Correct” or “That is not correct, the answer is X” (Haydon et al., 2010)

(Lane, Menyes, Emis, & Oakes, 2015)
What does the supporting research for OTR say?

- Effectiveness demonstrated from preschool (Godfrey et al., 2003) to middle school (Haydon & Hunter, 2011).
- Increasing participation in elementary and secondary classrooms (Haydon & Hunter, 2011; Maheady et al., 2002; Narayan et al., 1990; Wood et al., 2009).
- Decreasing disruptive behavior in elementary classrooms (Haydon et al., 2010; Haydon et al., 2009).
- Improving academic outcomes for students with emotional and behavioral disorders (Sutherland et al., 2003).

Supporting Research

See “OTR Resource Guide” for additional supporting research and information.

Systematic Review: Research Questions

1. To what extent do included studies meet CEC’s (2014) Standards for EBP criteria for being methodologically sound following their absolute coding scheme of QIs?
2. To what extent do included studies meet a weighted coding scheme, following a criterion of meeting 80% or more of CEC’s QIs?
3. Following CEC’s Standards for EBP, are teacher-driven strategies to increase students’ OTR an evidence-based practice for students in traditional school settings across the K-12 continuum?
Search

- Electronic Search
  - Educational Resources Information Center (ERIC), PsycARTICLES, PsychINFO

- Hand Search
  - All journals included two or more articles meeting inclusion criteria
  - Behavioral Disorders, Education & Treatment of Children, Journal of Applied Behavior Analysis, and Journal of Positive Behavior Interventions

- Ancestral Search
  - All included articles

Inclusion Criteria

1. Used experimental or quasi-experimental designs, including single-case designs.
2. Evaluated the effects of a teacher-directed strategies to increase students OTR across the K-12 traditional school setting.
3. Teacher-delivered method of increasing students’ OTR was the independent variable.
4. Examined at least one-student-level academic or behavior outcome measure as a dependent variable.
5. Published in English and in a peer-reviewed journal.

Search Results

<table>
<thead>
<tr>
<th>Article Selection Process</th>
<th>Screened Possible</th>
<th>Retrieved Articles</th>
<th>Included for review</th>
<th>IRA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Electronic Search</td>
<td>335 (48)</td>
<td>48</td>
<td>15</td>
<td>95.83</td>
</tr>
<tr>
<td>Screened: Full text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2: Ancestral Search</td>
<td>423 (28)</td>
<td>25</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Screened: In-text citations, reference list of included studies/reviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3: Hand Search</td>
<td>525 issues (1)</td>
<td>1</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Screened: Full text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included Articles</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coding Procedure

CEC (2014) Standards for Evidence-Based Practices in Special Education

– Eight quality indicators

1. Context and setting
2. Participants
3. Intervention agent
4. Description of practice
5. Implementation fidelity
6. Internal validity
7. Outcome measures/dependent variables
8. Data analysis

Methodological Quality

- Two raters coded 61.11% of studies.
- Interrater agreement (IRA) = 93.35.

No studies met all eight quality indicators
12 studies (66.66%) met 80% or more

Determination of OTR as an EBP

<table>
<thead>
<tr>
<th>Methodologically Sound</th>
<th>Absolute Coding n (%)</th>
<th>Weighted Coding n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Participants</td>
<td>NA</td>
<td>n = 148</td>
</tr>
<tr>
<td>Study Effect</td>
<td>Number of studies</td>
<td>≥ 3 participants</td>
</tr>
<tr>
<td>≥ 3 participants</td>
<td>NA</td>
<td>n = 52</td>
</tr>
<tr>
<td>Group Design</td>
<td>Positive Effects</td>
<td>Mixed or Neutral Effects</td>
</tr>
<tr>
<td>NA</td>
<td>k = 1</td>
<td>k = 0</td>
</tr>
<tr>
<td>NA</td>
<td>n = 52</td>
<td>n = 0</td>
</tr>
<tr>
<td>Single Case</td>
<td>Positive Effects</td>
<td>Mixed or Neutral Effects</td>
</tr>
<tr>
<td>NA</td>
<td>k = 6</td>
<td>k = 0</td>
</tr>
<tr>
<td>NA</td>
<td>n = 61</td>
<td>n = 2</td>
</tr>
</tbody>
</table>

Note: Absolute coding refers to articles that met all eight quality indicators. Weighted coding refers to articles that met 80% of quality indicator components. IRA = inter-rater agreement. k = number of studies; n = sample size. IRA across 63.63% of articles = 100%
What are the benefits and challenges

**Benefits**
- Instructional format that is efficient and engaging
- Facilitates participation of all students
- Review of material or concepts in promoting fluency and engagement
- Supports teachers in reaching levels of engagement for effective instruction – 75-80% academic engaged time
- Requires relatively little preparation and can be used for a variety of lessons across all grade levels

**Challenges**
- Teacher’s adjustment to the rapid pacing
- Preparation of sufficient number or prompts or questions as part of lesson planning
- Monitoring student performance and adjusting level of difficulty for successful practice

(Kounin, 1970; Lane, Mendes, Ennis, & Oakes, 2015; Sutherland & Wright, 2013; Walker & Severson, 1992)

How do I implement OTR in my classroom?

**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 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 rationale for using it.

**Step 6**
Conduct the lesson with a minimum of three opportunities to respond per minute using either 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 do I increase OTR 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 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 rationale for using it.
Step 6: Conduct the lesson with a minimum of three opportunities to respond per minute using either 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?

Ensuring the Strategy is in Place: Treatment Integrity

Treatment integrity checklist items:
1. Did I identify the instructional objective?
2. Did I prepare a list of questions/prompts in advance?
3. Did I choose an appropriate presentation format?
4. Did I decide on how students will respond and prepare accordingly?
5. Did I explain to students how to respond to the questions/prompts?
6. Did I reach a presentation rate of at least three OTR per minute?
7. Did I respond to student answers with evaluative and encouraging feedback?
8. Did I offer the students an opportunity to give feedback?
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

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

Sample Elementary Intervention Grid

<table>
<thead>
<tr>
<th>Report</th>
<th>Description</th>
<th>School-wide Data: Entry Criteria</th>
<th>Data to Monitor: Pre/post</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to respond</td>
<td>Increasing student opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to give students frequent opportunities (i.e., 3 or more OTR per min) during entire class periods (e.g., oral responding; written responding) within a set time period (e.g., 15 min) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have basic understanding.</td>
<td>Improvement in behavior (e.g., student engaged more, on-task, less disruptive)</td>
<td>ODRs 0-1 in a grading period and No missing assignments in a grading period or</td>
<td>ODRs 0-1 in a grading period and No missing assignments in a grading period and</td>
</tr>
</tbody>
</table>
Opportunities to respond:

Increasing students’ opportunities to respond (OTR) is a strategy that helps students review material, acquire skill, release anxiety, and in the process, eliminates the likelihood of unnecessary increasing off-task behavior and reducing on-task behavior. OTR strategies are designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., school responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.

One or more of the following:

Behavior:
- SRSS – E7: Moderate (4-8)
- SRSS – E7: High (9-21)
- SSiS – PSG Ranking of 1, 2, or 3 on the Motivation to Learn subscale
- Office discipline referrals (ODRs) 2 or more within a grading period AND/OR

Academic:
- Missing Assignments: 2 or more within a grading period in a class
- AIMSweb: intensive or strategic level (math or reading)
- GPA Below 2.5
- Progress report: C or higher in subject area targeted

...and...
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

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

What is a Precorrection?

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

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

VS.
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

Examples

Why is Precorrection Effective?

Where might students currently have challenges?

- 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

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**Supporting Research**

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

Research Questions

1. To what extent did precorrection intervention studies address CEC (2014) quality indicators?
2. To what extent can precorrection be considered an evidence-based practice according to CEC (2014) guidelines?

Search

- Electronic Search
  - Academic Search Complete, Educational Resources Information Center (ERIC), Professional Development Collection, and PsychINFO
- Hand Search
  - All journals where precorrection articles from electronic search were found, beginning in 1997
- Ancestral Search
  - All included articles

Inclusion Criteria

- (a) evaluated the effects of a precorrection intervention, including precorrection paired with other interventions
- (b) took place in a PK-12 traditional school setting
- (c) used experimental or quasi-experimental designs, including single-case designs
- (d) published in a peer-reviewed journal
Coding Procedure

- CEC (2014) Standards for Evidence-Based Practices in Special Education
  - Eight quality indicators
    1. Context and setting
    2. Participants
    3. Intervention agent
    4. Description of practice
    5. Implementation fidelity
    6. Internal validity
    7. Outcome measures/dependent variables
    8. Data analysis

Evaluation Procedures for Determining EBP

- CEC (2014) categories
  1. Evidence-based practice
  2. Potentially evidence-based practice
  3. Mixed effects
  4. Insufficient evidence
  5. Negative effects

Determination of Precorrection as an EBP

80% criterion method (Lane et al., 2009)
- 7 single-case studies qualify for consideration, but do they have:
  - minimum of 3 total cases
  - 75% of cases demonstrating a meaningful, therapeutic change as a result of a functional relation between the IV and DVs
  - direction of the functional relation is not countertherapeutic
Determination of Precorrection as an EBP

80% criterion method (Lane et al., 2009)
1. Colvin, Sugai, & Good (1997)
4. Smith, Lewis, & Stormont (2011)
5. Faul, Stepansky, & Simonsen (2012)
   - Only two participants
   - No functional relation

Evidenced-Based Practice

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

What are the benefits and challenges?
# How do I implement precorrection in my classroom?

**Checklist for Success**

1. *Step 1* ✓ Identify contexts and anticipated behaviors.
2. *Step 2* ✓ Determine the expected behaviors.
3. *Step 3* ✓ Adjust the environment.
5. *Step 5* ✓ Provide strong reinforcement to students engaging in expected behaviors.
6. *Step 6* ✓ Develop a prompting plan to remind students about the expected behavior.
7. *Step 7* ✓ Develop a monitoring plan to determine the effectiveness of the precorrection plan.
8. *Step 8* ✓ Offer students an opportunity to give feedback on this strategy.

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See “P precorrection 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 precorrection is carried out as intended:

Treatment Integrity checklist

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

See "Precorrection Treatment Integrity Checklist".

What do students think about it?

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

See "Precorrection Social Validity Student".
What does the teacher think about it?

See "Social Validity Adapted-IRP's Adult"

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

Sample Elementary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data</th>
<th>Entry Criteria</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| Pre-correction | Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring | One or more of the following: Behavior | □ SRSS-E7: Moderate (4-8) □ SRSS-I5: Moderate (2-3) □ SRSS-E7: High (9-21) □ SRSS-I5: High (4-15) □ 2 or more ODRs per day in a class AND ___ OR Academic □ Consistent, predictable pattern of academic errors | Student Performance • direct measure of student behavior targeted for improvement Treatment integrity • implementation checklist | Meets targeted behavior criterion for 3 consecutive weeks Two consecutive weeks of zero discipline referrals during target time / activity and □ SRSS-E7: low risk (0-3) □ SRSS-I5: low risk (0-3) | Social validity • IRP-15 (teacher) |}

Sample Middle/High School Intervention Grid

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<tr>
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<th>Description</th>
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(Lane, Menzies, Ennis, & Oakes, 2015)
Low-Intensity Strategies for Academics and Behavior

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


- 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