Supporting Behavior for School Success: Three Simple Strategies to Support Academic Engagement

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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
Transparency and Access
Benefits of Ci3T Models

A Focus on Teacher-Level Strategies

<table>
<thead>
<tr>
<th>Area 1: Academics Responsibilities</th>
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<tbody>
<tr>
<td>Literacy and Math</td>
</tr>
<tr>
<td>- Use data-based instructional and intervention programs.</td>
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<td>- Math: Instructional and intervention programs.</td>
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<td>- Instructional goals and strategies.</td>
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<td>- Monitoring and accountability.</td>
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<tr>
<th>Area 2: Behavior Responsibilities</th>
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<tbody>
<tr>
<td>Literacy and Math</td>
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<tr>
<td>- Implement the behavior intervention support (BIS) and workshops.</td>
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<td>- Teach and support interventions (DAG visitor, Paraprofessional, etc.).</td>
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<td>- Use positive behavioral interventions.</td>
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<tr>
<th>Area 3: Social Skills Responsibilities</th>
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<tbody>
<tr>
<td>Literacy and Math</td>
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<tr>
<td>- Social skills training and support.</td>
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<tr>
<td>- Conflict resolution.</td>
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<td>- Communication and collaboration.</td>
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<td>- Peer mediation.</td>
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2/22/2017
Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

Basic Classroom Management
Effective Instruction
Low-Intensity Strategies
Behavior Contracts
Self-Monitoring

Schoolwide Positive Behavioral Interventions and Supports

Assess, Design, Implement, and Evaluate

Low-Intensity Strategies

High-Intensity Strategies


Low-Intensity Strategies for Academics and Behavior

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


ci3t.org
Monitoring Progress

<table>
<thead>
<tr>
<th>Treatment Integrity</th>
<th>Social Validity</th>
<th>Experimental Design</th>
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<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
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Building Your Toolbox

1. Opportunities to respond
2. High-probability request sequences
3. Instructional choice
Explore "Professional Learning" on ci3t.org.
Download Opportunities to Respond
High P Request Sequences
Instructional Choice

Low-Intensity Strategies:
Using Opportunities to Respond
To Support Instruction

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

• Introduction:
  – What is OTR?
  – Why is OTR effective?
  – What does the supporting research for OTR say?
  – What are the benefits and challenges?
  – How do I OTR in my classroom?
  – Implementation Checklist
  – How well is it working? Examining the Effects

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)

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 whiteboards:

- **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 5.”

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)

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.

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

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

**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

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.
How do I implement OTR in my classroom?

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.

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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

Treatmen 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?

See "OTR 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 "OTR SV STUDENT" 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 Adapated- IRP15 Adult" for Pre and Post
Sample Elementary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>School-wide Data</th>
<th>Data to Monitor</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increasing students’ opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and correct information by responding while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategies are designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., oral responding) or unison responding (e.g., choral responding). OTR strategies are designed to help students review material, acquire skill fluency, and correct information by responding while simultaneously increasing on-task behavior and reducing misbehavior._indexed item 1 of 2: increasing students’ opportunities to respond (otr) is a strategy that helps students review material, acquire skill fluency, and correct information by responding while simultaneously increasing on-task behavior and reducing misbehavior. otr strategies are designed to offer students frequent opportunities (i.e., 3 or more otr per min) using either single-student (e.g., oral responding) or unison responding (e.g., choral responding). otr strategies are designed to help students review material, acquire skill fluency, and correct information by responding while simultaneously increasing on-task behavior and reducing misbehavior.</td>
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<td></td>
<td></td>
<td>Entry Criteria</td>
<td>Progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OTR behavior targeted for improvement (e.g., academic engagement, on-task behavior, or reduced misbehavior) in the targeted academic area.</td>
<td>OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., oral responding) or unison responding (e.g., choral responding). OTR strategies are designed to help students review material, acquire skill fluency, and correct information by responding while simultaneously increasing on-task behavior and reducing misbehavior.</td>
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Opportunities to respond
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One or more of the following:
- SRSS-E7: Moderate (4-8)
- SRSS-I5: Moderate (2-3)
- SRSS-E7: High (9-21)
- SRSS-I5: High (4-15)
- 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
- Missing Assignments 2 or more within a grading period
- Progress report: Passing (K-3 Progressing or higher; 4-5 C or higher) in subject area targeted

Student behavior targeted for improvement (e.g., academic engagement, on-task behavior, or reduced misbehavior) in the targeted academic area. This is best done with materials or concepts in which students have basic understanding.

One or more of the following:
- SRSS-E7: Moderate (4-8)
- SRSS-I5: Moderate (2-3)
- SRSS-E7: High (9-21)
- SRSS-I5: High (4-15)
- SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn subscale

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.

Brainstorm with a neighbor!
Work with a neighbor to complete Steps 1-4 for two or three activities. Use the DTR Checklist for Success from ci3T.org.

Low-Intensity Strategies:
Using
High Probability Request Sequence
to Support Instruction

Agenda

- What is a high probability (high-p) request sequence?
- Why is high-p request sequence effective?
- What does the supporting research for high-p request sequence say?
- What are the benefits and challenges?
- How do I use high-p request sequence in my classroom?
- Implementation Checklist
- How well is it working? Examining the Effects
What is high-\(p\) request sequence?

High probability (high-\(p\)) request sequence is a strategy to increase the likelihood a student will respond as expected to behaviors currently at a low-level of compliance.

(Cooper, Heron, & Heward, 2007)

Strategies using Behavioral Momentum

**High-\(p\) Request Sequence Strategy**

- High-\(p\) High-\(p\) High-\(p\) Low-\(p\) High-\(p\) High-\(p\) Low-\(p\) High-\(p\)
- Low-\(p\) Low-\(p\) Low-\(p\) High-\(p\) Low-\(p\) Low-\(p\) High-\(p\) Low-\(p\)

**Interspersal Technique**

- Task 1
- Task 2
- Task 3
- Task 4
- Task 5
- Task 6
- Task 7
- Task 8

(Cooper, Heron, & Heward, 2007)

Example

- **High-\(p\) requests**
  - 1-digit by 1-digit multiplication problems
  - Math Facts
    - 5 \(\times\) 4 = 20
    - 7 \(\times\) 3 = 21
    - 6 \(\times\) 8 = 48

- **Low-\(p\) requests**
  - 2-digit by 2-digit multiplication problems
  - Math Facts
    - 12 \(\times\) 11 = 132
    - 3 \(\times\) 13 = 39
    - 8 \(\times\) 14 = 112
Why is high-\(p\) request sequence effective?

**Takes advantage of behavior momentum**
- Responding to high-\(p\) behaviors build momentum to increase likelihood of responding to low-\(p\) behavior.
- Students build momentum to complete more difficult task(s).

**Antecedent-based support**
- Proactive and preventative rather than reactive and reactionary to problem behavior.
- Gives opportunity for greater engagement while reducing chance of reinforcing noncompliant behavior.

**Based on principle of reinforcement**
- Offers students opportunities to receive high rates of reinforcement for appropriate responding.

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

What does the supporting research for high-\(p\) request sequence say?

**Successful across settings**
- Including: general education and self-contained classrooms, in community settings, and at home.

**Successful across learners**
- Including students with: autism, developmental delays, with and at-risk for emotional and behavioral disorders, intellectual disability, and specific learning disability.

**Successful across behaviors**
- Including: peer interactions, classroom transitions, math work completion, journal writing, compliance with parent requests, and feeding.

(Ardoin, Martens, & Wolf, 1999; Belfiore, Lag, Vargas, & Skinner, 1997; Davis, Brady, Hamilton, McEvoy, & Williams; Dawson et al., 2003; Esch & Fryling; Lane, Menzies, Ennis, & Oakes, 2015; Lee & Laspe, 2003)

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

Benefits
• Build on quick successes
• Facilitates success across high-p and low-p behaviors
• Proactive
• Wide application

Challenges
• Time to test high-p’s (80%+)
• Time for planning or adapting materials

How do I implement high-p request sequence in my classroom?

Step 1
Identify and operationally define the targeted low-probability (low-p) behavior.

Step 2
Generate a list of several high-probability (high-p) behaviors that are similar to the desired low-p behavior.

Step 3
Test the high-p behaviors by giving the request 10 times each.

Step 4
Administer three to five high-p requests in succession, followed by praise for demonstrating the requested behavior.

How do I implement high-p request sequence in my classroom?

Step 5
Deliver the low-p request within 10 seconds of the last high-p response.

Step 6
Praise the low-p behavior upon compliance or demonstration.

Step 7
Offer stakeholders an opportunity to give feedback on the use of the high-p strategy.
How do I increase high-\( p \) request sequence in my classroom? Checklist for Success

Step 1: Identify and operationally define the targeted low-probability (low-\( p \)) behavior.

Step 2: Generate a list of several high-probability (high-\( p \)) behaviors that are similar to the desired low-\( p \) behavior.

Step 3: Test the high-\( p \) behaviors by giving the request 10 times each.

Step 4: Administer three to five high-\( p \) requests in succession, followed by praise for demonstrating the requested behavior.

Step 5: Deliver the low-\( p \) request within 10 seconds of the last high-\( p \) response.

Step 6: Praise the low-\( p \) behavior upon compliance or demonstration.

Step 7: Offer stakeholders an opportunity to give feedback on the use of the high-\( p \) strategy.

See “HPRS Implementation Checklist” for Success (Lane, Menzies, Ennis, & Oakes, 2015)

How well is it working?
Examining the Effects

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<td>What do stakeholders think about the goals, procedures, and outcomes?</td>
<td>How well did this support work for this student?</td>
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Experimental Design

How well did this support work for this student?

Ensuring the Strategy is in Place: Treatment Integrity

Sample Treatment integrity checklist items:
1. Identified and operationally defined low-\( p \) behavior
2. Generated a list of high-\( p \) behaviors that are similar to the desired low-\( p \) behavior
3. Tested the high-\( p \) behaviors by giving the requests (10 times each; retain those as ≥80%)
4. Administered 3 to 5 high-\( p \) requests
5. Praised expected response
6. Delivered low-\( p \) requests within 10 seconds of the last high-\( p \) response
7. Praised expected low-\( p \) behavior upon compliance or demonstration
8. Assessed social validity from stakeholders

See “HPRS Treatment Integrity Checklist” for “requests” and “worksheets”
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 "HPRS 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‐IRP15 Adult" for Pre and Post

Sample Elementary Intervention Grid

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<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
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<tr>
<td>Student: Performance</td>
<td>Using direct observation to monitor latency (i.e., time to begin assignment after directions given and a check for understanding)</td>
<td>Percentage of work completed</td>
<td>6 consecutive weeks of average latency at less than 30 seconds and work completion at 90% or better and SRRS‐E7: Low or SRRS‐I5: Low or SRRS‐PSG: Ranking of 4 or 5 on the Motivation to Learn subscale</td>
</tr>
<tr>
<td>Academic: Progress report: unsatisfactory or progressing in work completion and/or independent work habits</td>
<td>Component checklist of Social Validity Student and teacher-completed surveys</td>
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Sample Middle/High Intervention Grid

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<th>Exit Criteria</th>
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| **High-probability request sequence** | Adult requests three to five behaviors student is likely to respond to (high-p) followed by verbal praise for compliance; high-p requests are delivered in quick succession (30 seconds). When student complies with three consecutive high-p requests, adult delivers a low-probability (low-p) request (target behavior) in close succession to the previous reinforcement (e.g., within 30 seconds). Praise the low-p behavior upon compliance or demonstration. High-p requests may be verbal or written. | One or more of the following: | Student performance: 
- Using direct behavior observation to monitor latency (i.e., time to begin assignment after directions given and a check for understanding) 
- Percentage of work completed 
- Treatment integrity: Component checklist 
- Social validity: Students and teacher-completed surveys | 6 consecutive weeks of average latency at less than 30 seconds and work completion at 90% or better and 
- SRSS-E7: Low (0-3) 
- SRSS-I6: Low (0-3) |

**Step 1:** Identify and operationally define the targeted low-probability (low-p) behavior.

**Step 2:** Generate a list of several high-probability (high-p) behaviors that are similar to the desired low-p behavior.

**Brainstorm with a neighbor!**

Work with a neighbor to complete Step 1 and Step 2 for two activities. Use the High-P Checklist for Success from CI3T.org.
Low Intensity Strategies: A Look at Instructional Choice

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
  - 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
- Goal: Prevent Harm
  - School/Classroom-Wide Systems for All Students, Staff, & Settings
- Goal: Reverse Harm
  - Specialized Group Systems for Students At-Risk

Primary Prevention (Tier 1)

- =80%
- Academic, Behavioral, Social

Secondary Prevention (Tier 2)

- =15%
- PBIS Framework

Tertiary Prevention (Tier 3)

- =5%
- Validated Curricula

PBIS Framework

≈80%
≈15%
≈5%
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,  

• 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.
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.
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?

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 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 _____ with the option selected.

What does the student think about it?

See "Instructional Choice Social Validity Student"

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

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Sample Primary Intervention Grid

<table>
<thead>
<tr>
<th>Support</th>
<th>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-E7 Score: Moderate (2-3) ___ AND ___ OR Academic: — Progress Reports; Successful Learning Behaviors - 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>
<td>Progress Reports: Five consecutive weeks of daily academic engagement: 80% or better and work completion at 90% or better.</td>
</tr>
</tbody>
</table>

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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 and across-activity choices.

Brainstorm with a neighbor!
Work with a neighbor to complete Step 1 and Step 2. Use the Instructional Choice Checklist for Success from ci3t.org.

Expanding Your Toolbox

1. Opportunities to respond
2. High-probability request sequences
3. Instructional choice

2016-2017 Professional Learning Offerings
Monthly Faculty Presentations

MARCH 2017

- 3 PM: Behavior-Specific Praise for faculty & staff during contract hours

See also: change for online registration and new professional learning resources.
Consider a Book Study

Connect it to your Primary Plan

Include teacher-delivered strategies for teaching, reinforcing, and monitoring across academic, behavior, and social responsibilities.
Building a Ci3T Tier Library

Consider Teacher-Delivered Strategies Across Tiers

Opportunities to Respond
Behavior-Specific Praise
Active Supervision
Instructional Feedback

High-Probability Requests
Precorrection
Instructional Choice

Ci3t.org

- 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