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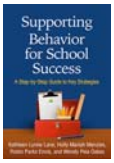
Practical Strategies to Support Success: Low-Intensity Strategies to Manage Behavior and Support Instruction

12th Annual New England PBIS

CI3T

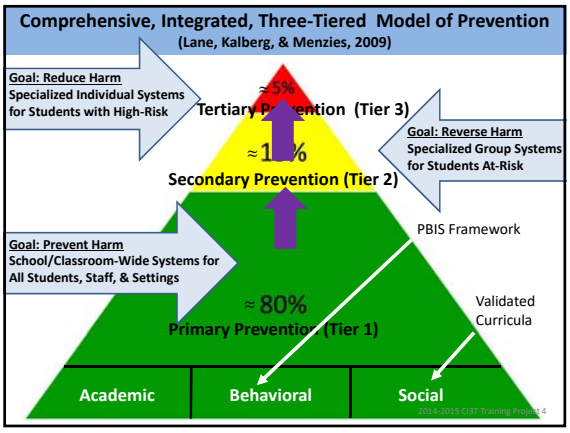
Comprehensive, Integrated Three-Tiered Model of Prevention



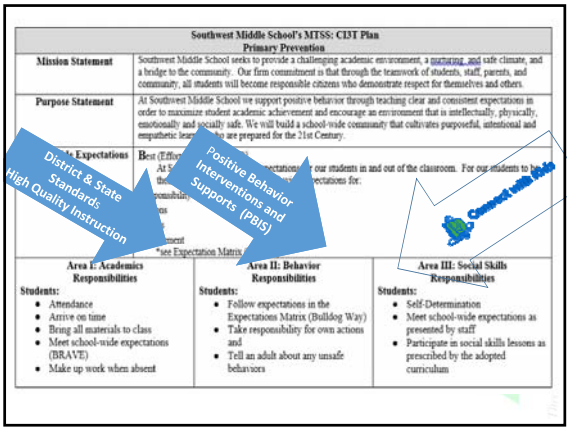
Kathleen Lynne Lane, Ph.D., BCBA-D

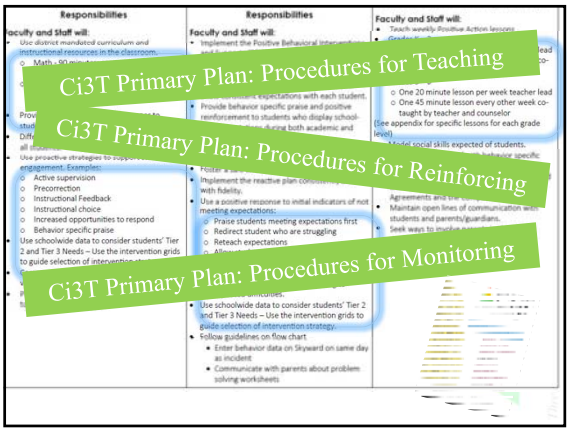
Agenda

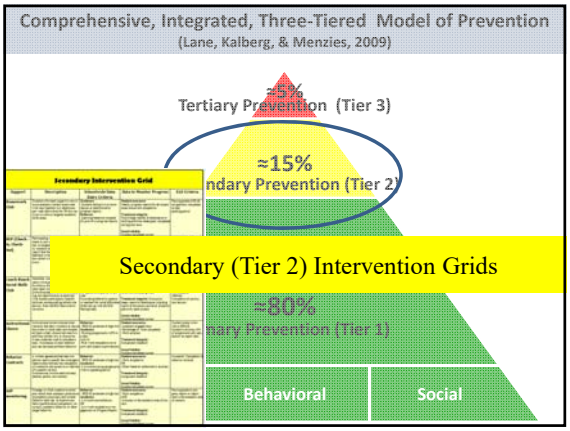
1. Frame the use of low intensity strategies for increasing student engagement within a Comprehensive, Integrated, Three-tiered (CI3T) model of prevention.
2. Learn about two research-based strategies to improve academic engagement:
   1. incorporating choice into instruction
   2. increasing opportunities to respond
3. Discuss importance of implementing these low-intensity strategies with integrity and monitoring changes in student performance, with attention to issues of social validity.

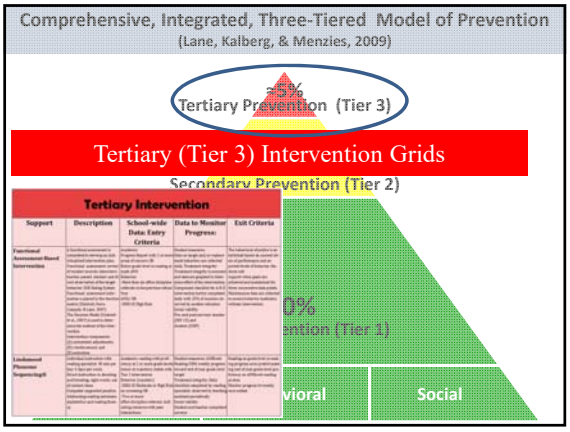

Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Goal: Reduce Harm
Specialized Individual Systems for Students with High-Risk
≈5%
Tertiary Prevention (Tier 3)
≈15%
Secondary Prevention (Tier 2)
Goal: Reverse Harm
Specialized Group Systems for Students At-Risk
PBIS Framework
Goal: Prevent Harm
School/Classroom-Wide Systems for All Students, Staff, & Settings
≈80%
Primary Prevention (Tier 1)
Validated Curricula
Academic
Behavioral
Social
2014-2015 CI3T Training Project 4

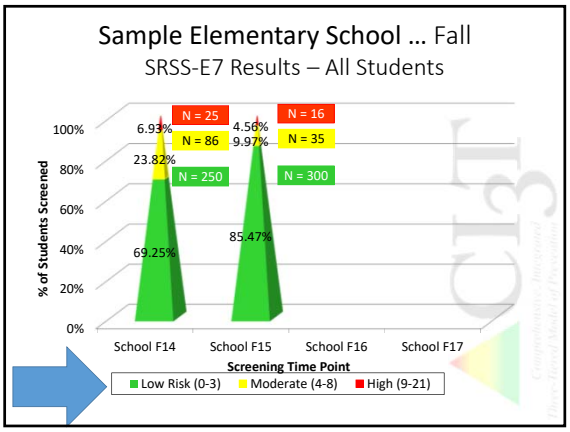
West Middle School
School Year 2015-2016
Implementation Manual
Quail Run Elementary
School Year 2015-2016
Implementation Manual
CI3T

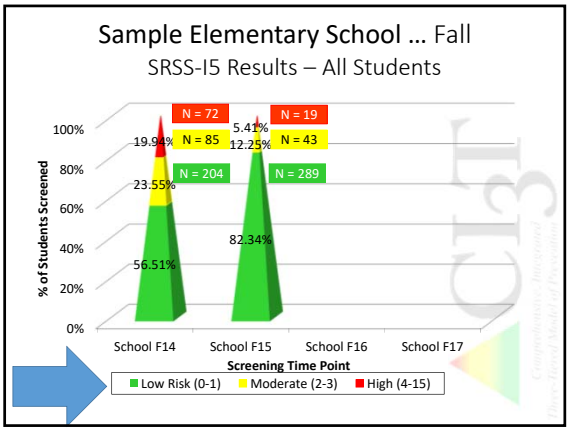

Southwest Middle School's MTSS: CI3T Plan
Primary Prevention
Mission Statement
Purpose Statement
Area I: Academics Responsibilities
Students:
Attendance
Arrive on time
Bring all materials to class
Meet school-wide expectations (BRAVE)
Make up work when absent
Area II: Behavior Responsibilities
Students:
Follow expectations in the Expectations Matrix (Bulldog Way)
Take responsibility for own actions and
Tell an adult about any unsafe behaviors
Area III: Social Skills Responsibilities
Students:
Self-Determination
Meet school-wide expectations as presented by staff
Participate in social skills lessons as prescribed by the adopted curriculum
District & State Standards: High Quality Instruction
Positive Behavior Interventions and Supports (PBIS)
Connect with Kids


Ci3T Primary Plan: Procedures for Teaching
Ci3T Primary Plan: Procedures for Reinforcing
Ci3T Primary Plan: Procedures for Monitoring


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (Tier 3)
≈15%
Secondary (Tier 2) Intervention Grids
≈80%
Behavioral
Social


Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)
Tertiary Prevention (Tier 3)
Tertiary (Tier 3) Intervention Grids
Tertiary Intervention
Social





Sample Elementary School … Fall 2015

SRSS-I5 Comparison by Grade Level

Grade Level	*N* Screened	Low (0-1)	Moderate (2-3)	High (4-15)
3rd	68	60 (88.24%)	6 (8.82%)	2 (2.94%)
4th	57	51 (89.47%)	5 (8.77%)	1 (1.75%)
5th	62	53 (85.48%)	8 (12.90%)	1 (1.61%)

Sample Elementary School … Fall 2015

SRSS-I5 Comparison by Grade Level

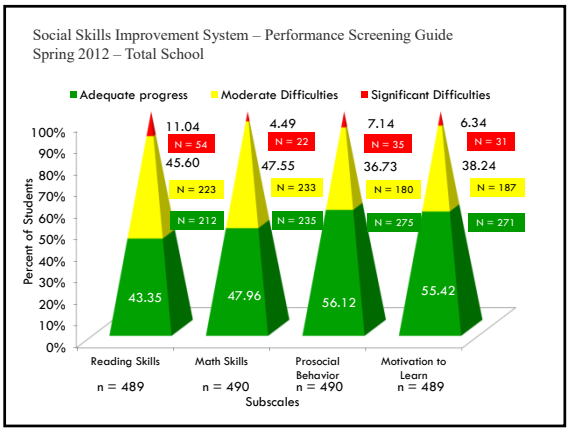
Grade Level	*N* Screened	Low (0-1)	Moderate (2-3)	High (4-15)
K	65	49 (75.38%)	9 (13.85%)	7 (10.77%)
1st	53	40 (75.47%)	9 (16.98%)	4 (7.55%)
2nd	46	36 (78.26%)	6 (13.04%)	4 (8.70%)

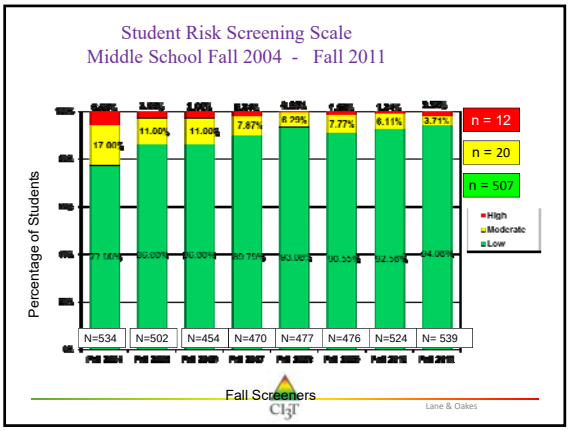
00:00

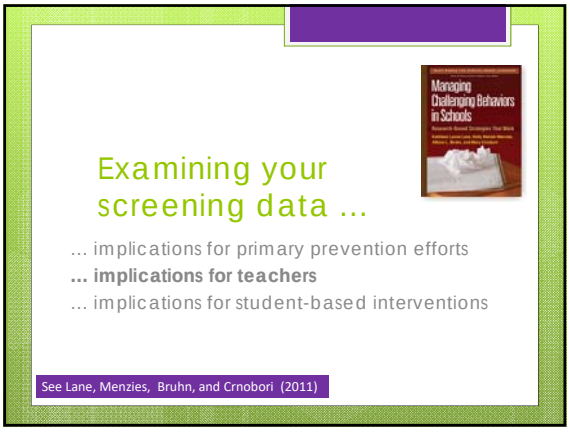
Examining your screening data …

… **implications for primary prevention efforts**
… implications for teachers
… implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)


Social Skills Improvement System – Performance Screening Guide
Spring 2012 – Total School
Adequate progress
Moderate Difficulties
Significant Difficulties
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11.04
N = 54
45.60
N = 223
N = 212
43.35
4.49
N = 22
47.55
N = 233
N = 235
47.96
7.14
N = 35
36.73
N = 180
N = 275
56.12
6.34
N = 31
38.24
N = 187
N = 271
55.42
Reading Skills
n = 489
Math Skills
n = 490
Prosocial Behavior
n = 490
Motivation to Learn
n = 489
Subscales


Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011
Percentage of Students
17.00%
11.00%
11.00%
7.87%
8.99%
7.77%
6.11%
3.71%
n = 12
n = 20
n = 507
High
Moderate
Low
N=534
N=502
N=454
N=470
N=477
N=476
N=524
N= 539
Fall Screeners
Lane & Oakes


Managing Challenging Behaviors in Schools
Examining your screening data …
… implications for primary prevention efforts
… implications for teachers
… implications for student-based interventions
See Lane, Menzies, Bruhn, and Crnobori (2011)

Examining Academic and Behavioral Data: Elementary Level

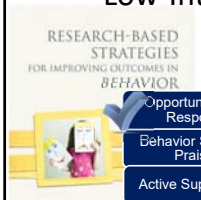
TEACHER NAME	R. Collins							
Date: December 2014								
				1 Average or Above		0-3 Low	0-1 Low	0-1 Low
				2 Below Average		4-8 Moderate	2-3 Moderate	2-5 Moderate
				3 Well Below Average		9-21 High	4-15 High	6+ High
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-I5 Internalizing (Preliminary)	ODR	Total Days Absent
Alley, Allison	2310	1	1	1	1	0	0
Atwell, J'Monte	2013	1	1	0	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	2	0	2	1	3
Cartright, Ashley	2152	1	3	0	6	0	8
Cox, Lucille	2002	2	3	2	10	0	6
Hankins, Erin	2017	1	1	0	0	0	0
Julius, O'Tam	2132	3	2	6	2	3	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	5
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	16	2	23	3
Toms, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	9	0

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. New York, NY: Guilford Press.

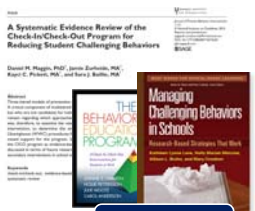
Teacher-Level Considerations

1. Instructional Considerations
2. General Classroom Management
3. Low-intensity Strategies

Low-Intensity Strategies



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



- Self-monitoring
- Behavior Contracts

Monitoring Progress

Treatment Integrity	Social Validity	Experimental Design
Treatment Integrity: Is it happening?	What do stakeholders think about the goals, procedures, and outcomes?	How well did this support work for this student?

Building Your Toolbox

1. Incorporating choice into instruction
2. Increasing opportunities to respond

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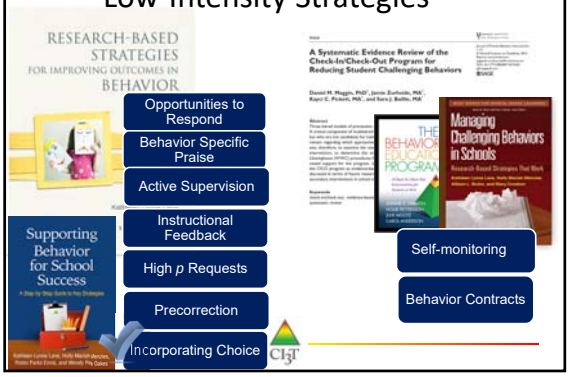
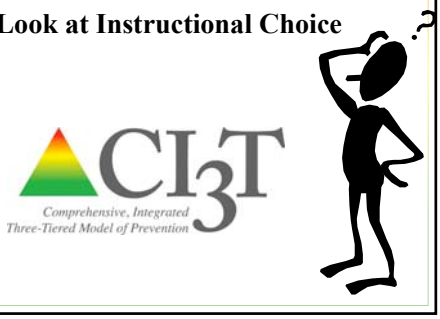
Low-Intensity Strategies



A Look at Instructional Choice



Agenda

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

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What is instructional choice?

- Instructional Choice
  - "…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option" (Jolivette, Stichter, & McCormick, 2002, p. 28).
- Types of instructional choices (Rispoli et al., 2013)
  - Across-activity choices
  - Within-activities choices

Examples

Across-task Choices

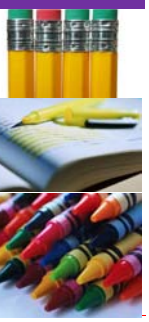
- Paper, presentation, or Youtube video to show me what you know?
- Which activity would you like to do first?
- Pick a learning center?
- Make your schedule for the day?

Within-task Choices

- Crayons or sparkly markers?
- At your desk or in the library?
- In the reading corner or at your desk?
- Work independently or with a partner?
- Which book would you like to read?
- Finish in class or at home?
- Typed or handwritten?
- Even or odds?

Why is instructional choice effective?

- Easy
- Little time
- Offers students control
- Promotes decision making and other self-determined behaviors



What does the supporting research for instructional choice say?

Engagement

Disruption

Self-contained classrooms
(Dunlap et al., 994)

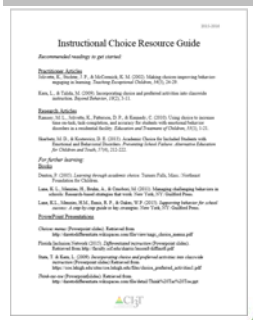
Task engagement
Academic performance

Inclusive Setting
(Skerbetz & Kostweicz, 2013)

Time on task
Task Completion
Accuracy

Residential facilities
(Ramsey, Jolivette, Patterson,& Kennedy, 2010)

Supporting Research



Instructional Choice Resource Guide

See "Instructional Choice Resource Guide" at Ci3t.org for additional supporting research and information.

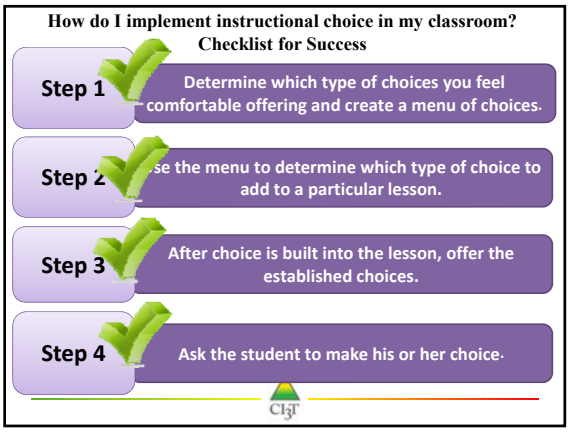
What are the benefits & challenges?

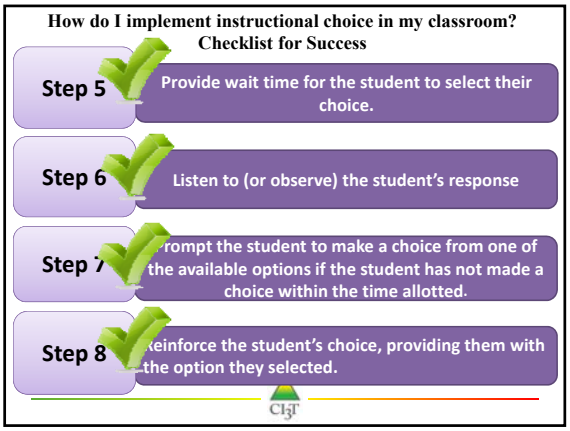
Benefits

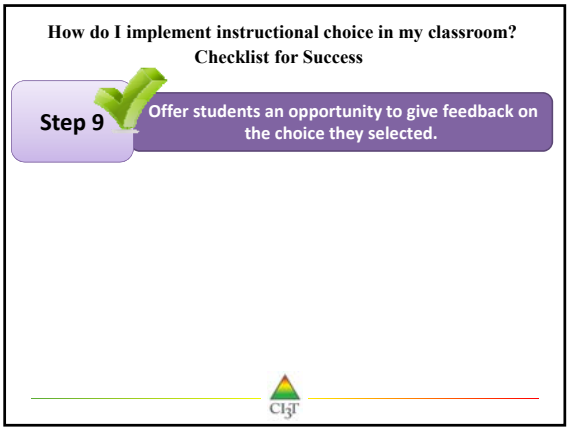
- feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
- teaches self-determined behaviors

Challenges

- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments


How do I implement instructional choice in my classroom?
Checklist for Success
Step 1
Determine which type of choices you feel comfortable offering and create a menu of choices.
Step 2
se 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.


How do I implement instructional choice in my classroom?
Checklist for Success
Step 5
Provide wait time for the student to select their choice.
Step 6
Listen to (or observe) the student's response
Step 7
rompt 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
einforce the student's choice, providing them with the option they selected.


How do I implement instructional choice in my classroom?
Checklist for Success
Step 9
Offer students an opportunity to give feedback on the choice they selected.

How well is it working? Examining the Effects

Treatment Integrity	Social Validity	Experimental Design
Treatment Integrity: Is it happening?	What do stakeholders think about the goals, procedures, and outcomes?	How well did this support work for this student?

How do I implement instructional choice in my classroom?

- **Step 1:** Determine which type of choices you feel comfortable offering students in your classroom and create a menu of choices.
  - Consider within activity or across activity choices.
- **Step 2:** Use the menu to determine which type of choices to add to a particular lesson.
- **Step 3:** After choice is built into the lesson, offer the established choices.
- **Step 4:** Ask the student to make his or her choice.

See "Instructional Choice Implementation Checklist" at Ci3t.org

How do I implement instructional choice in my classroom?

- **Step 5:** Provide wait time for the student to select their choice.
- **Step 6:** Listen to (or observe) the student's response.
- **Step 7:** Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.
- **Step 8:** Reinforce the student's choice, providing them with the option they selected.
- **Step 9**: Offer students an opportunity to give feedback on the choice they selected.

How well is it working? Examining the Effects

Treatment Integrity	Social Validity	Experimental Design
Is it happening?	What do stakeholders think about the goals, procedures, and outcomes?	How well did this support work for this student?

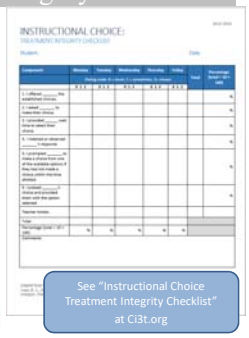
Making Certain the Strategy is in Place: Treatment Integrity

Monitor whether instructional choice is used as intended:

Treatment Integrity Checklist

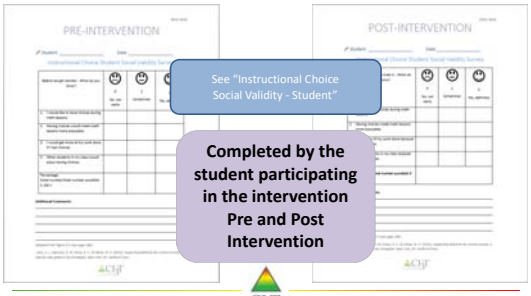
Example items:

1. I offered _____ the established choices.
2. I asked _____ to make their choice.
3. I provided _____ wait time to select their choice.
4. I listened or observed _____'s response.
5. I prompted _____ to make a choice from one of the available options if they had not made a choice within the time allotted.
6. I praised _____'s choice and provided them with the option selected.



See "Instructional Choice Treatment Integrity Checklist" at Ci3t.org

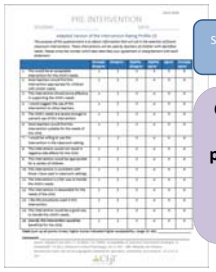
What does the student think about it?



See "Instructional Choice Social Validity - Student"

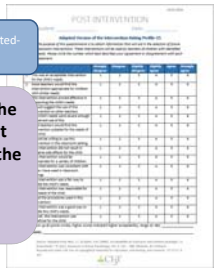
Completed by the student participating in the intervention Pre and Post Intervention

What does the teacher think about it?



See "Social Validity Adapted-IRP15 - Adult"

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



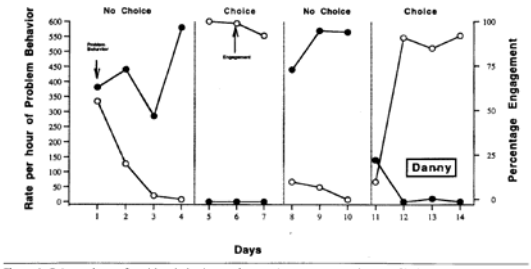


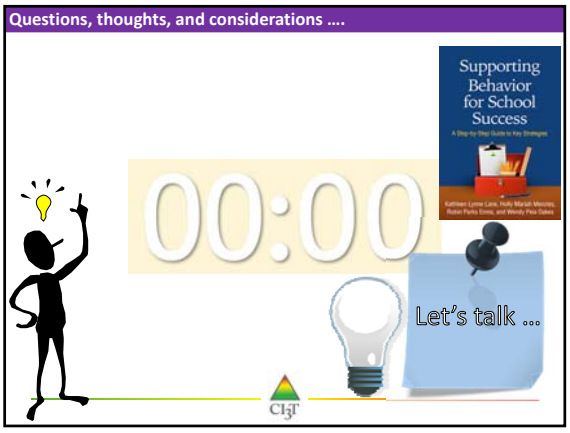
Figure 1. Rate per hour of problem behaviors and percentage engagement across Choice and No Choice conditions for Danny.

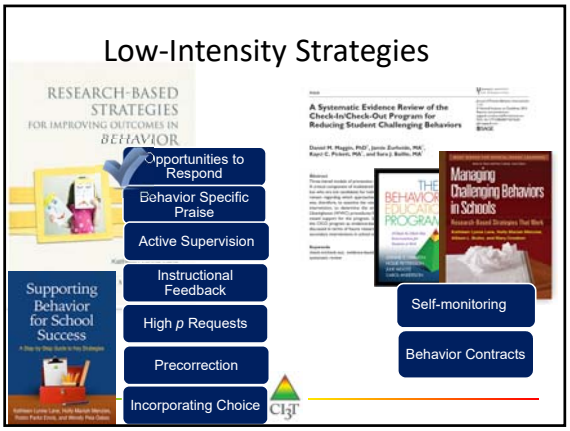
(Kern, Mantegna, Vorndran, Bailin, & Hilt, 2001)

Sample Secondary Intervention Grid

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Choice	Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)	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 Behaviors -Targeted for growth ❑ Skyward: 2+ incomplete assignments	Student Performance: - Academic Engaged Time - Percentage of work completed Treatment Integrity: - Implementation & TI Checklist Social Validity: - Student & Teacher Pre/Post Survey	Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.

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


Questions, thoughts, and considerations ….
Supporting Behavior for School Success
00:00
Let's talk …
CI3T


Low-Intensity Strategies
RESEARCH-BASED STRATEGIES FOR IMPROVING OUTCOMES IN BEHAVIOR
A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors
Supporting Behavior for School Success
Managing Challenging Behaviors in Schools
Opportunities to Respond
Behavior Specific Praise
Active Supervision
Instructional Feedback
High p Requests
Precorrection
Incorporating Choice
Self-monitoring
Behavior Contracts
CI3T

A Look at Increasing Opportunities to Respond
CI3T
Comprehensive, Integrated Three-Tiered Model of Prevention

Agenda

- What are opportunities to respond (OTR)?
- Why is OTR effective?
- What does the supporting research for OTR say?
- What are the benefits and challenges?
- How do I implement increased Opportunities to Respond in my classroom?
  - ✔ Checklist for Success
- How well is it working? 🔍 Examining the Effects

What is opportunities to respond (OTR)?

- Opportunities to Respond (OTR):
  - OTR strategy is designed to offer students frequent opportunities, within a set time period, to respond to teacher questions or prompts about targeted academic material
  - OTR can be conducted so that students respond individually or in unison

Opportunities to Respond (OTRs)

Providing students with a high number of opportunities to answer or actively respond to academic requests promotes good behavior in students with even the most resistant behavior problems.

Teachers	Students
Presents: • instructional information • ask questions • provide wait time • prompt when necessary • cue • provide feedback	Responses can be: • verbal • written • signal • choral

Examples

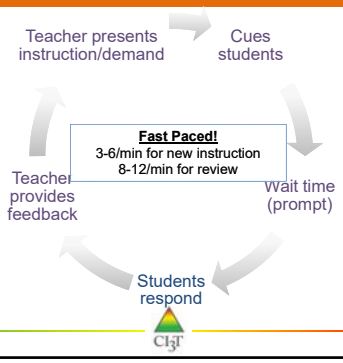
Verbal Responding

- Coral Response (Haydon et al., 2009)
  - Every student answers question/prompt
- Questioning
  - Think, Pair, Share
  - Partners

Non-Verbal Responding

- Signal
  - Thumbs up/down
- Response Card
  - Agree/Disagree, A/B/C/D, True/False
- Individual white boards
- Guided Notes
- Student Response Systems (Clickers; Blood & Gulchak, 2013)

Opportunities to Respond (OTRs)



Why is increasing OTRs effective?

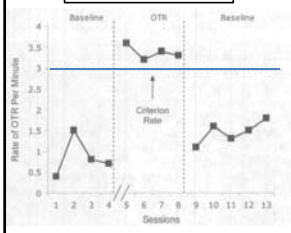
- OTR can greatly increase active participation.
- Fluency and automaticity with the basics of any content or skill frees students to tackle complex and nuanced concepts
- Teachers can quickly determine students' proficiency with the material and to decide whether more practice is needed

What does the supporting research for OTR say? Increased Opportunities to Respond

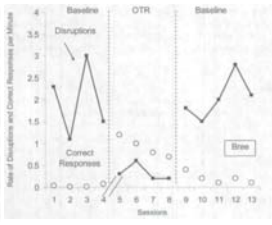
- Decreasing Disruptive Behavior in an Elementary Self-Contained Classroom (Haydon, Mancil, & Van Loan, 2009)
- Improving Academic Outcomes for Students with Behavior Disorders (Sutherland, Alder, & Gunter, 2003)
- Using Choral Responding to Increase Student Participation (Haydon & Hunter, 2011)

Haydon, Mancil, and Van Loan (2009)

Rate of OTR per Minute



Rate of Disruptions/Correct Responses



■ Rate of disruptive behavior
○ Rate of correct responses

(Haydon, Mancil, & Van Loan 2009)

What are the benefits and challenges?

Benefits

- efficient,
- engaging
- facilitates participation of all students
- rapid pace of instruction

Challenges

- initially requires advance preparation as a sufficient number of prompts or questions have to be created before beginning the lesson
- shifting to a rapid pace of instruction

a minimum of three opportunities to respond per min so the teacher must practice moving through a lesson quickly to ensure the pace has sufficient momentum, but not so rapid that students are lost

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

- **Step 1** ✓ Identify the lesson content to be taught and the instructional objective.
- **Step 2** ✓ Prepare a list of questions, prompts, or cues related to the content.
- **Step 3** ✓ Determine the modality by which the content will be delivered.
- **Step 4** ✓ Determine the modality by which students will respond.

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

- **Step 5** ✓ Explain to students how the format works and the rational for using it.
- **Step 6** ✓ Conduct the lesson with a minimum of 3 OTRs per min (single-student or unison responding).
- **Step 7** ✓ Respond to student answers with evaluative and encouraging feedback.
- **Step 8** ✓ Offer students an opportunity to give feedback.

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How well is it working? Examining the Effects

Treatment Integrity	Social Validity	Experimental Design
Treatment Integrity: Is it happening?	What do stakeholders think about the goals, procedures, and outcomes?	How well did this support work for this student?

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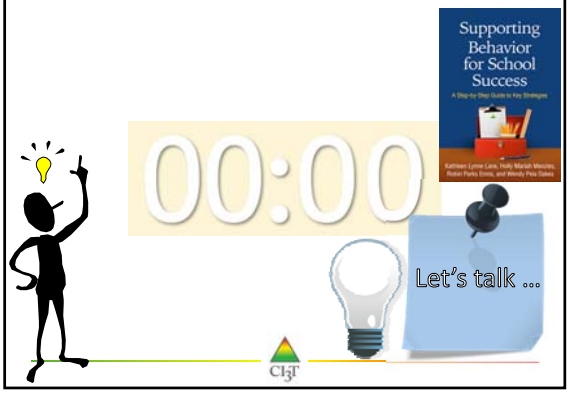
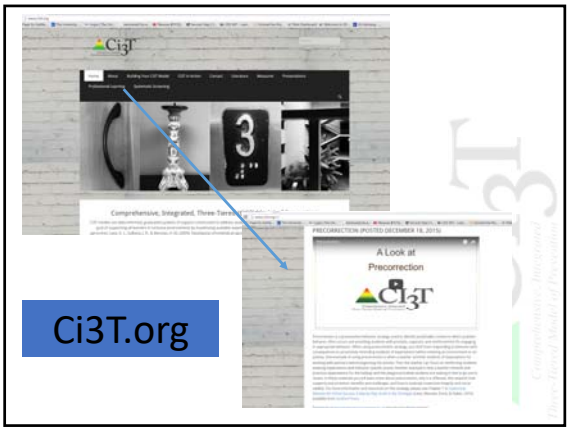
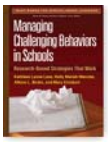
Questions, thoughts, and considerations ….



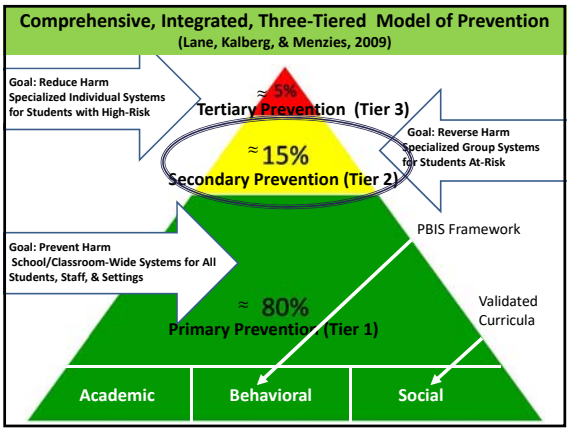


Examining your screening data …



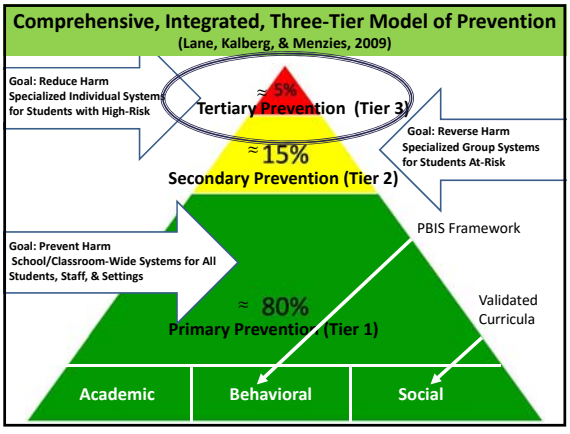
… implications for primary prevention efforts
… implications for teachers
… implications for student-based interventions

See Lane, Menzies, Bruhn, and Crnobori (2011)

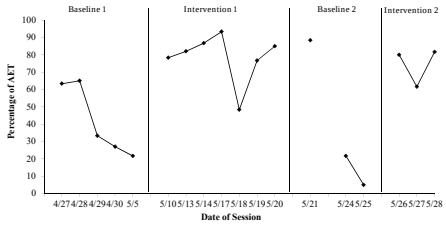


Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior Contract	A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.	**Behavior:** SRSS - mod to high risk **Academic:** 2 or more missing assignments with in a grading period	Work completion, or other behavior addressed in contract Treatment Integrity Social Validity	Successful Completion of behavior contract
Self-monitoring	Students will monitor and record their academic production (completion/ accuracy) and on-task behavior each day.	Students who score in the abnormal range for H and CP on the SDQ; course failure or at risk on CBM	Work completion and accuracy in the academic area of concern; passing grades Treatment	Passing grade on the report card in the academic area of concern

Lane, Kalberg, & Menzies (2009). pp. 131 - 137, Boxes 6.1 - 6.4



Changes in Harry's Behavior



Cox, M., Griffin, M. M., Hall, R., Oakes, W. P., & Lane, K. L. (2012). Using a functional assessment-based intervention to increase academic engaged time in an inclusive middle school setting. *Beyond Behavior*, 2, 44 – 54.

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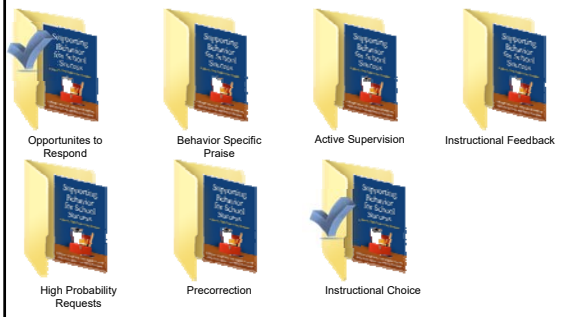
Low Intensity Strategies to Support Instruction

CI3T
Comprehensive, Integrated Three-Tiered Model of Prevention

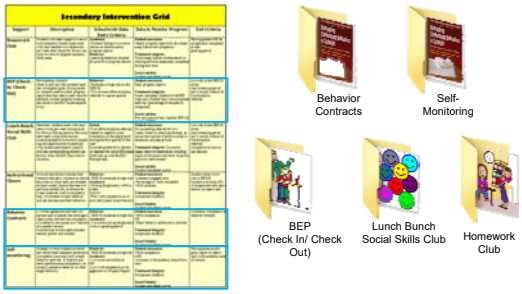
Video:
https://www.youtube.com/watch?v=dkHqPFbxmOU&list=RDdkHqPFbxmOU

Building a CI3T Tier Library

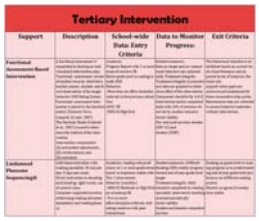
Consider Teacher-Delivered Strategies Across the Tiers



Connect your library to your Secondary Intervention Grid

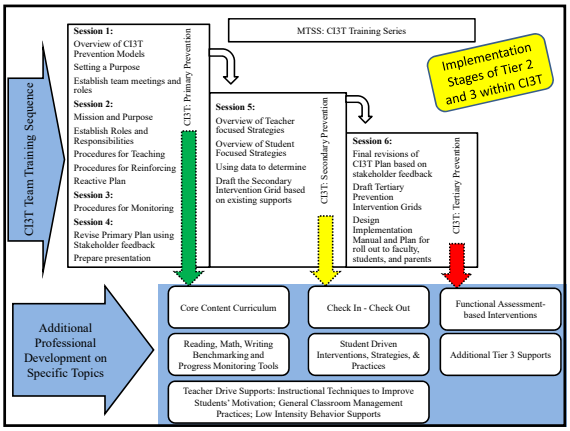


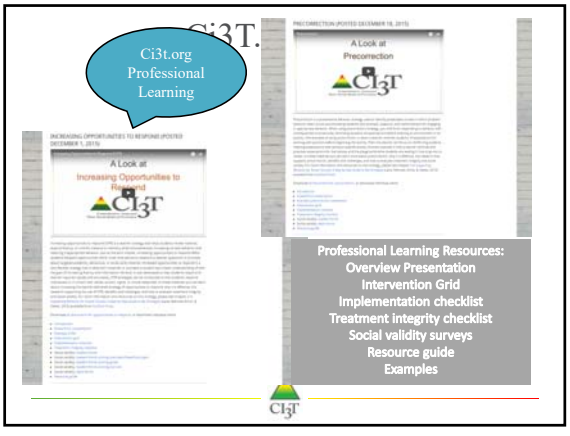
Connect your library to your Tertiary Intervention Grid



Functional Assessment-Based Interventions (FABI)

Lindamood Phoneme Sequencing





Moving Forward … thank you!

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