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Professional Learning



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

New York
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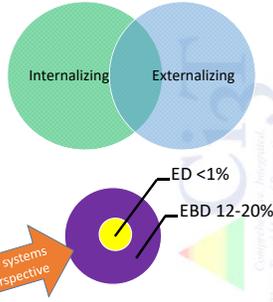
Agenda

- A look at Behavior Specific Praise
- A look at Precorrection
- A look at Active Supervision
- A look at Instructional Feedback



Thank you... For Your Commitment to ALL Students

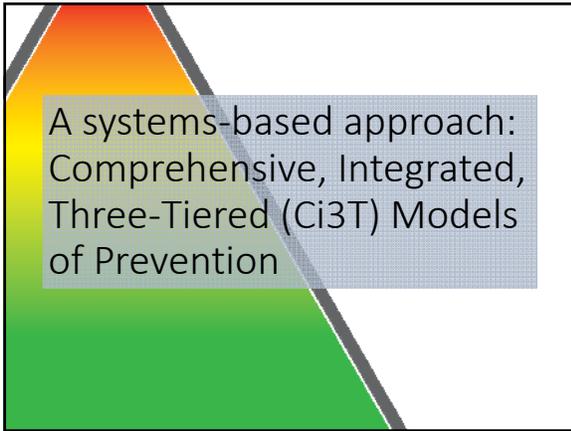
- Students with emotional and behavioral disorders (EBD) represent a diverse and challenging group of students to teach (Forness, Freeman, Paparella, Kauffman, & Walker, 2011)
- Historically as a field we have
 - viewed behavioral and social challenges to be within individual deficits (Landrum & Tankersley,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

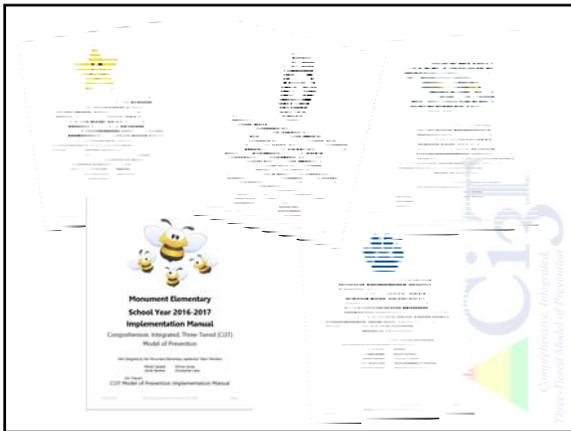


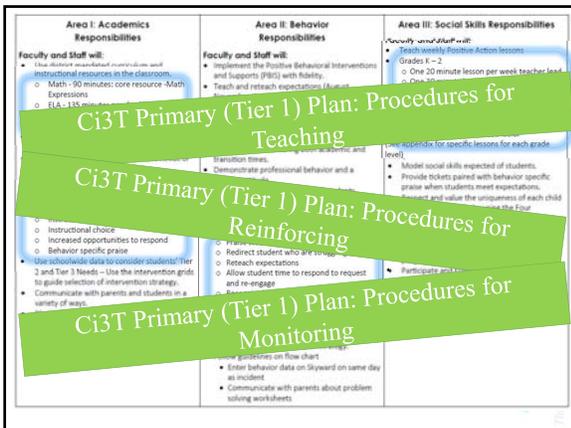
Michael Yudin urged educators and educational system leaders to “pay as much attention to students’ social and behavioral needs as we do academics...”

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

Working collaboratively to support learning for *all* students



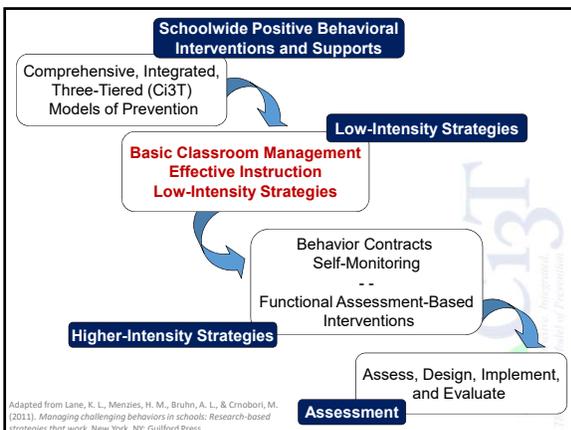


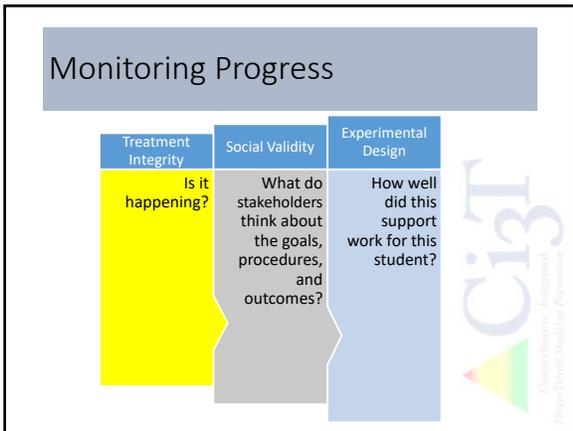


A Focus on Teacher-Level Strategies



Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> Use district mandated curriculum and instructional resources in the classroom. <ul style="list-style-type: none"> Math - 90 minutes; core resource - Math Expressions ELA - 130 minutes per day (575 per week); core resource - Reading Street & Units of Study Providing feedback in a timely manner to students and parents. Differentiate instruction to meet the needs of all students. Use proactive strategies to support student engagement. Examples: <ul style="list-style-type: none"> Active supervision Precorrection Instructional Feedback Instructional choice Increased opportunities to respond Behavior specific praise Use schoolwide data to consider students' Tier 2 and Tier 3 Needs - Use the intervention grids to guide selection of intervention strategy. Communicate with parents and students in a variety of ways. Plan and implement effective lessons according to the Danielson Model. 	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity. Teach and re-teach expectations (August, November, January, March) Display and model school-wide expectations. Show consistent expectations with each student. Provide behavior specific praise and positive reinforcement to students who display school-wide expectations during both academic and transition times. Demonstrate professional behavior and a positive attitude. Foster a safe environment for all students. Implement the reactive plan consistently and with fidelity. Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> Praise students meeting expectations first Redirect student who are struggling Re-teach expectations Allow student time to respond to request and re-engage Recognize/reinforce changed behavior Follow Reactive plan for responding to repeated difficulties. Use schoolwide data to consider students' Tier 2 and Tier 3 Needs - Use the intervention grids to guide selection of intervention strategy. Follow guidelines on flow chart <ul style="list-style-type: none"> Enter behavior data on Skypard on same day as incident Communicate with parents about problem solving worksheets 	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> Teach weekly Positive Action lessons. <ul style="list-style-type: none"> Grades K-2 <ul style="list-style-type: none"> One 10 minute lesson per week teacher lead One 10 minute lesson every other week co-taught by teacher and counselor Grades 3-5 <ul style="list-style-type: none"> One 20 minute lesson per week teacher lead One 45 minute lesson every other week co-taught by teacher and counselor Model social skills expected of students. Provide tickets paired with behavior specific praise when students meet expectations. Respect and value the uniqueness of each child and his or her family by using the Four Agreements and the Compass. Maintain open lines of communication with students and parents/guardians. Seek ways to involve parents in the school program. Participate and follow Sunflower Bully Prevention Program.







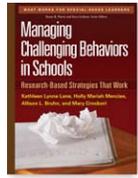
The slide has a white background with a black border. The title is "Low-Intensity Strategies: Using Behavior Specific Praise to Support Instruction". Below the title is the Ci3T logo, which includes a green-to-yellow gradient triangle and the text "Ci3T Comprehensive, Integrated Three-Tiered Model of Prevention".

Low-Intensity Strategies for Academics and Behavior

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



Supporting Behavior for School Success
A Step-by-Step Guide to Key Strategies
Colleen Green Lane, Holly Marshall-Mercer, Robert Parks Emery, and Wendy Patai Green



Managing Challenging Behaviors in Schools
Research-Based Strategies That Work
Jeffrey L. Walker, Kelly Marie Hennessy, Andrew J. Meltz, and Mary Sherry Hennessy

Self-monitoring

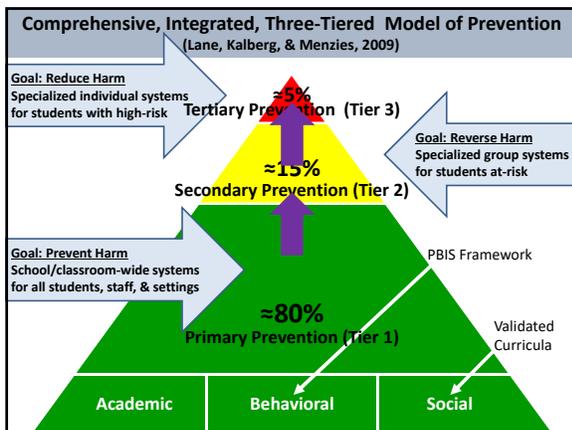
Behavior Contracts

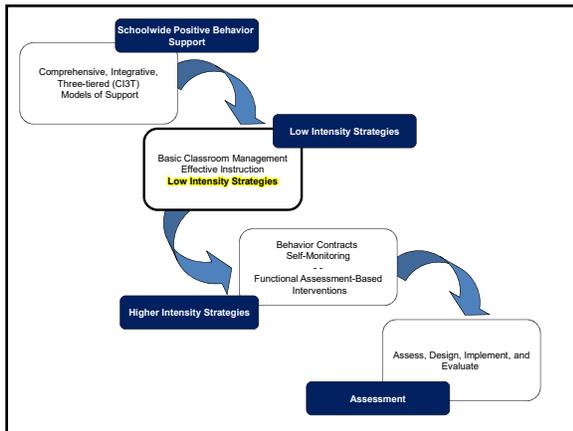


Agenda

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







What is Behavior Specific Praise?

- Behavior Specific Praise (BSP): Praise statements that include reference to the specific behavior for which the student is being recognized (Brophy, 1981; Sutherland, Wehby, & Copeland, 2000)
- Key Components
 - Praise statement must be linked to a behavior
 - Provide feedback specific to the behavior
 - Be sincere
 - Reflect skill level
 - Evaluate effectiveness
 - Praise effort – not ability

General v. Specific

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



Examples

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



BSP is a form of positive reinforcement



Why is Behavior Specific Praise effective?

- More effective when
 - it is behavior specific rather than general praise
 - teachers use strategies to intentionally and target their delivery of BSP to the student (Marchant, Anderson, Prater, & Giblin, 2000)
 - Simple, effective, requires minimal resources
 - Instructional feedback delivered to one negative (4:1 ratio; Myers, Smith, & Smith, 2003)
 - Most effective when delivered immediately after desired behavior
 - Establishes supportive and positive environment (Rhode, Jenson, & Reavis, 1992)
- (Marchant & Anderson, 2012; Kennedy & Jolivette, 2008 ; Stormont & Reinke, 2009)

IFEED-AV
 Immediately,
 Frequently,
 Enthusiasm,
 Eye Contact,
 Describe,
 Anticipation,
 Variety



What does the supporting research for BSP say?

- Increasing preschool student's on-task behavior during transitions in inclusion classrooms (Fullerton, Conroy, & Correa, 2009)
- Increasing teachers' use of behavior specific praise in self-contained classrooms (Hawkins & Helfin, 2011)
- Increasing time spent inside the classroom in a residential facility (Kennedy & Jolivette, 2008)



Supporting Research



See "Behavior Specific Praise Resource Guide" for additional supporting research and information.



What are the benefits and challenges?

Benefits

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

Challenges

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

(Lampi, Fenty, & Beaunae, 2005; Marchant & Anderson, 2012; Stormont & Reinke, 2009)



How do I implement behavior specific praise in my classroom? Checklist for Success

Step 1

Evaluate current rates of general and behavior specific praise.

Step 2

Identify behaviors to reinforce.

Step 3

Practice delivery of BSP.

Step 4

Observe student behavior.



How do I implement behavior specific praise in my classroom? Checklist for Success

Step 5

Provide BSP.

Step 6

Monitor BSP delivery.

Step 7

Seek student input.



How do I increase BSP in my classroom? Checklist for Success

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

BEHAVIOR SPECIFIC PRAISE
Implementation Checklist for Success

Student: _____ Date: _____
 Room: _____ Block: _____ Teacher: _____
 Week: _____

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

See "Behavior Specific Praise Implementation Checklist for Success"

How well is it working? Examining the Effects

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?





2014-2015 CIST Training Project 35

Ensuring the Strategy is in Place: Treatment Integrity

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

Treatment integrity checklist items:

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

BEHAVIOR SPECIFIC PRAISE
Treatment Integrity Checklist

Student: _____ Date: _____
 Room: _____ Block: _____ Teacher: _____
 Week: _____

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

See "Behavior Specific Praise Treatment Integrity Checklist"

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 "Behavior Specific Praise Social Validity Student"

What does the teacher think about it?

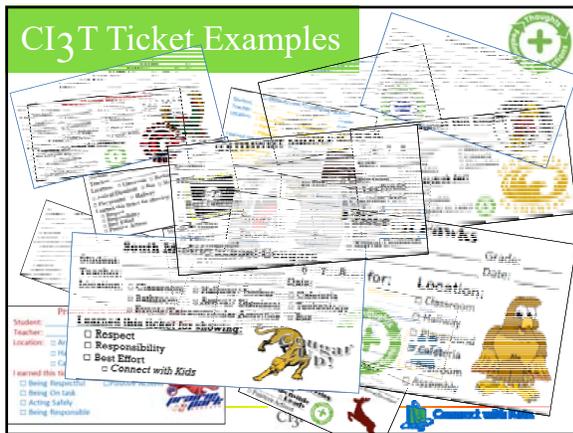
Completed by the teacher(s) and parent(s) involved in the intervention at two time points: Pre and Post Intervention

See "Social Validity Adapted-IRP15 Adult"

Sample Elementary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior specific praise	Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference specific, desirable behavior being recognized, praising effort (not ability).	One or more of the following: Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-IS: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-IS: High (4-15) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of SSIS-PSG <input type="checkbox"/> 2 or more ODRs within a grading period AND/OR Academic: <input type="checkbox"/> Two of more missing assignments within a grading period <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs). Treatment integrity • Implementation checklist • Treatment integrity checklist Social validity • IRP-15 (teacher) • Student-completed survey	<ul style="list-style-type: none"> • 0-1 ODRs in a grading period and • Zero missing assignments in a grading period and • SRSS-E7: Low (0-3) • SRSS-IS: Low (0-1) or • Ranking of 4 or 5 on the Motivation to Learn subscale of SSIS-PSG

Sample Secondary Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Behavior specific praise	Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference specific, desirable behavior being recognized, praising effort (not ability).	<p>One of more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRSS: Moderate (4-8) <input type="checkbox"/> SRSS: High (9-21) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSIS-PSG <input type="checkbox"/> 2 office discipline referrals (ODRs) within a grading period <p>AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report card: 1 or more course failures <input type="checkbox"/> Two of more missing assignments within a grading period in a class <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> Below 2.5 GPA 	<p>Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, ODRs).</p> <p>Treatment integrity</p> <ul style="list-style-type: none"> • Implementation checklist • Treatment integrity checklist <p>Social validity</p> <ul style="list-style-type: none"> • IRP-15 (teacher) • Student-completed survey 	<ul style="list-style-type: none"> • 0-1 ODRs in a grading period and • 2.5 GPA or higher • Zero missing assignments per class in a grading period and • SRSS: Low (0-3) or • Ranking of 4 or 5 on the Motivation to Learn subscale of the SSIS-PSG



Will you please ...

Draft a list of behavior specific praise statements you can use ...

- In your classroom during various instructional activities.
- In other key areas in your building (see expectation matrices).
- Encourage the use of skills taught during your school-wide social skills program.

00:00

Plan ...
Implementation Checklist for Success:
BSP

Let's talk ...

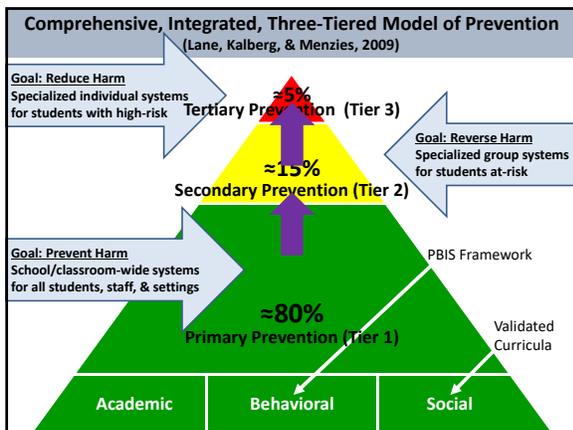
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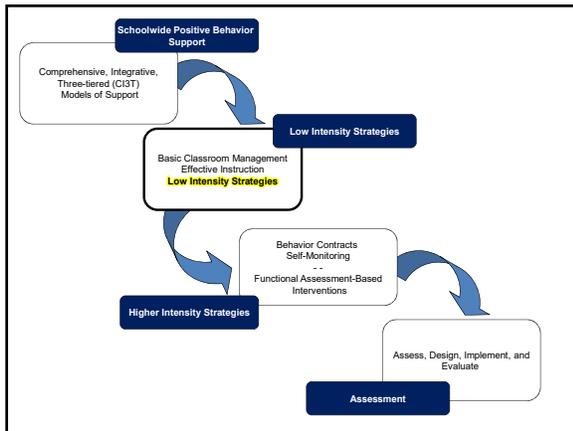
Plan ...
Implementation Checklist for Success: Behavior Specific
praise

CI3T

**Low Intensity Strategies:
A Look at Precorrection**

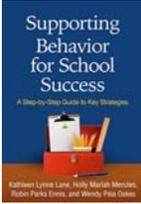
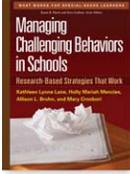
CI3T
Comprehensive, Integrated
Three-Tiered Model of Prevention





Low-Intensity Strategies for Academics and Behavior

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

Self-monitoring

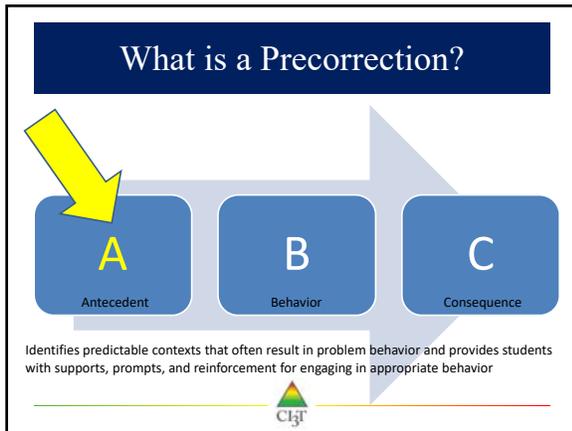
Behavior Contracts

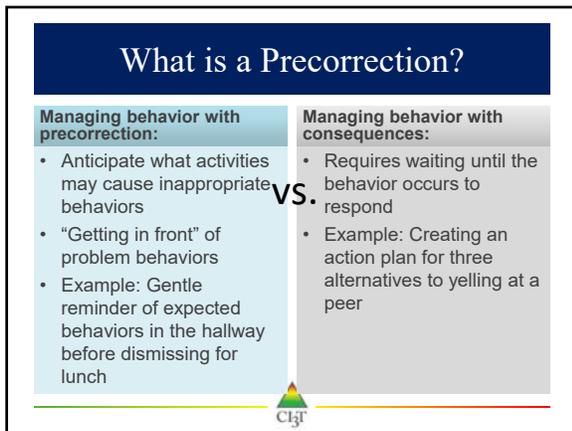


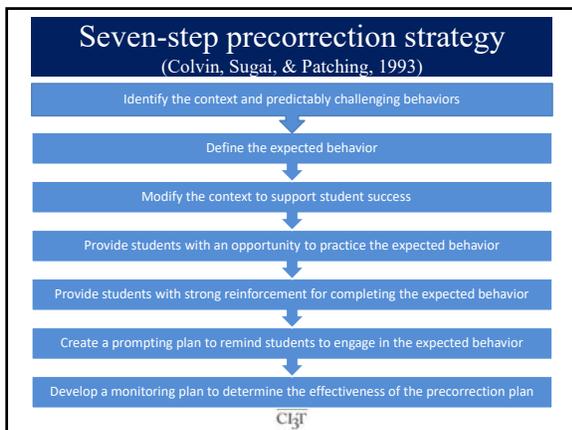
Agenda

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









Examples

McKinley Pledge of Character

Be Respectful

- Keep hands to yourself
- Use a quiet voice
- Be courteous of other classes

Examples

McKinley Elementary

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

Why is Precorrection Effective?

Where might students currently have challenges?

Precorrection:
Get in front of problem behavior!

- Manipulation of antecedents and consequences
- Anticipates activities, settings, or time of day that could potentially result in problem behavior
- Proactive
- Focuses on what students **should** do instead of problem behaviors
- Prevents the potential for escalating behavior patterns and allows more time for positive student-teacher interactions

(Colvin et al., 1993)

Why is Precorrection Effective?

- Fits seamlessly in a Ci3T framework
 - Proactive strategy that seeks to *teach*, *monitor*, and *reinforce* appropriate behavior
 - Used to teach behavioral expectations for common areas in the building where problem behaviors occur (e.g. lunchroom)
 - May be used as a Tier 2 intervention
 - Target a group of students



What does the supporting research for precorrection say?

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



Supporting Research



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



What are the benefits and challenges?

Benefits

- Making contextual changes to activities/settings that traditionally occasion problem behaviors
- Proactive
- Varying levels of intensity

Challenges

- Shift in thinking
- Need to reflect on daily schedule and routines to anticipate when problem behaviors may arise
- Must have some knowledge of a given setting



How do I implement a precorrection in my classroom? Checklist for Success

Step 1 Identify contexts and anticipated behaviors

Step 2 Determine the expected behaviors

Step 3 Adjust the environment

Step 4 Provide opportunities for behavioral rehearsal



How do I implement a precorrection in my classroom? Checklist for Success

Step 5 Provide strong reinforcement to students engaging in expected behaviors

Step 6 Develop a prompting plan to remind students about the expected behavior

Step 7 Develop a monitoring plan to determine the effectiveness of the precorrection plan

Step 8 Offer students an opportunity to give feedback on this strategy



What do students think about it?

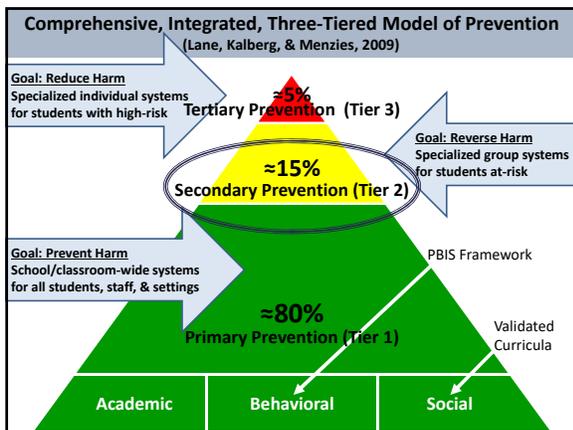
See "Precorrection Social Validity Student"

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

What does the teacher think about it?

See "Social Validity Adapted-IRP15 Adult"

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



Why is active supervision effective?

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

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



What does the supporting research for active supervision say?

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

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



Supporting Research

ACTIVE SUPERVISION
Resource Guide

References:

- Colvin, G. (2004). *The Effect of Proactive and Reactive Supervision on the Problem Behavior of Elementary School Children and Treatment of Offenses*. (ERIC, 2004).
- De Pry, J., & Sugai, G. (2002). *Elementary Intervention to Reduce Problem Behaviors in the Classroom and School Wide*. (Peer Review, 2002). (ERIC, 2002).
- Haydon, T., DeGreg, J., Maheady, L., & Hunter, M. (2012). *Using Active Supervision and Prompting Prosocial Behaviors to Increase Time Spent Learning in Middle School*. (ERIC, 2012).
- Lee, J., Sugai, G., & Colvin, G. (1997). *Using Active Supervision and Prompting Prosocial Behaviors to Reduce Problem Behaviors in the Classroom and School Wide*. (ERIC, 1997).
- Pierce, E., Feuerborn, J., & Tyre, T. (2011). *Using Active Supervision and Prompting Prosocial Behaviors to Reduce Tardiness to Class in Middle and High School*. (ERIC, 2011).

See "AS Resource Guide" for additional supporting research and information.

What are the benefits and challenges?

Benefits	Challenges
<ul style="list-style-type: none">• Reduces problem behavior in multiple school contexts• Improves times spent on-task• Can target specific behaviors• Essential part of school safety• Proactive	<ul style="list-style-type: none">• Performing consistently is difficult• Requires some innate ability to monitor student activity• Requires prerequisite familiarity and fluency of pre-correction, prompting, and reinforcement

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

How do I implement active supervision in my classroom?

- Step 1**  Identify the activity or transition period that would benefit most from active supervision.
- Step 2**  Ensure that the routine for the target activity is familiar and understood by students. If not, routines and expectations must be established.
- Step 3**  Provide the cue or prompt to begin the activity.
- Step 4**  As the activity unfolds, scan and monitor the area.

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

How do I implement active supervision in my classroom?

- Step 5**  Signal your awareness of students' actions through proximity, prompts, and non-verbal communication.
- Step 6**  Manage infractions and off-task behavior efficiently: privately, businesslike, and with opportunities for positive interactions.
- Step 7**  At appropriate intervals and at the end of the activity or transition, reinforce students' good behavior with positive comments and gestures.
- Step 8**  Provide the students with an opportunity to give feedback.

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

How do I increase Active Supervision in my classroom? Checklist for Success

ACTIVE SUPERVISION IMPLEMENTATION CHECKLIST

See "AS Implementation Checklist"

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

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

ACTIVE SUPERVISION TREATMENT INTEGRITY CHECKLIST

See "AS Treatment Integrity Checklist"

Social Validity: What does the student think about it?

See "AS Social Validity Student Survey" for Pre and Post

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?

See "Social Validity Adapted-IRP15 Adult" for Pre and Post

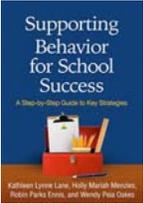
Completed by the teacher and/or parent participating in the intervention at two time points: pre and post intervention

Sample Elementary Grid Illustration

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Active Supervision	The use of "specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior" (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Puy & Sugai, 2002; Haydon & Scott, 2008): <ul style="list-style-type: none"> • Established expectations • Frequent scanning of context • Positive interactions (verbal and nonverbal precorrections and prompts) • Reinforcement of desired behavior • When necessary, correction to help success. 	One or more of the following: Examples: Percentage of students late to class at the onset of the school day exceeding 10% during a 2 week period 3+ ODRs earned during lunch for a 2 week period More than 20% of students in a class are off task during center time for a 1 week period of time More than 20% of students in a class exceed allotted time for transitions	Student Performance <ul style="list-style-type: none"> - Data on target behavior monitored - On time arrival - On task - Time to transition Treatment Integrity <ul style="list-style-type: none"> - Component checklist Social Validity <ul style="list-style-type: none"> - Student- and teacher-completed surveys 	<ul style="list-style-type: none"> • No planned exit criteria; • New procedure to remain in place for the balance of the school year

Sample Middle/ High Grid Illustration				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Active Supervision	The use of "specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior" (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sugai, 2002; Haydon & Scott, 2008): <ul style="list-style-type: none"> Established expectations Frequent scanning of context Positive interactions (verbal and nonverbal precorrections and prompts) Reinforcement of desired behavior When necessary, correction to help success.	One or more of the following: Examples: Percentage of students late to first period exceeding 10% during a 2 week period 5+ ODRs earned during lunch for a 2 week period More than 20% of students in a class are off task during group activities for a 1 week period of time More than 20% of students in the school tardy to one or more periods for a 1 week period of time	Student Performance Data on target behavior monitored - On time arrival - On task - Tardies Treatment Integrity Component checklist Social Validity Student- and teacher-completed surveys	<ul style="list-style-type: none"> No planned exit criteria. New procedure to remain in place for the balance of the school year

Low-Intensity Strategies for Academics and Behavior



Supporting Behavior for School Success

Opportunities to Respond

Behavior Specific Praise

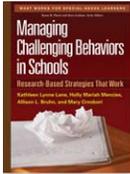
Active Supervision

Instructional Feedback

High ρ Requests

Precorrection

Incorporating Choice



Managing Challenging Behaviors in Schools

Self-monitoring

Behavior Contracts

Will you please ...



00:00

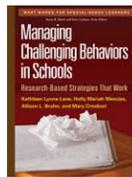
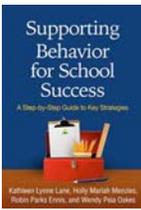
Plan ...
 Implementation Checklist for Success: Active Supervision

Low-Intensity Strategies: Using **Instructional Feedback** 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



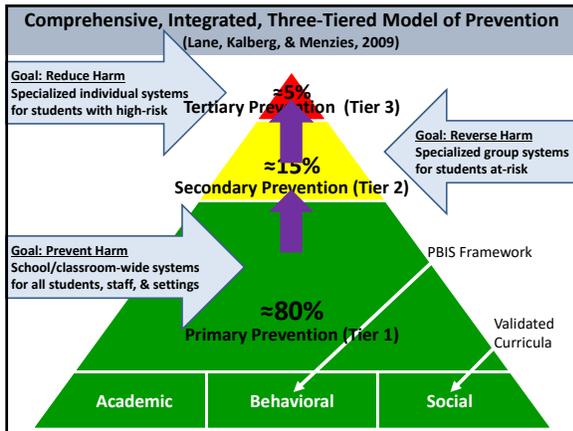
- Self-Monitoring
- Behavior Contracts

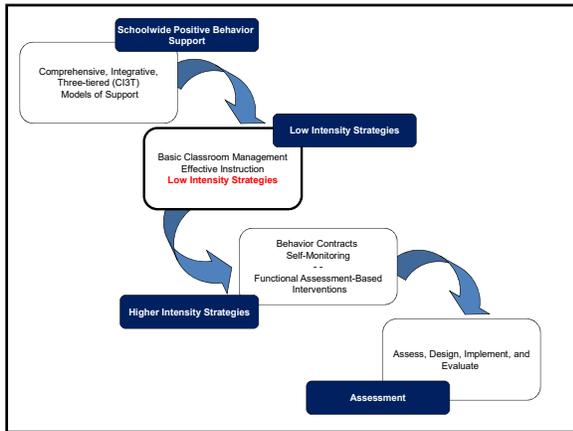


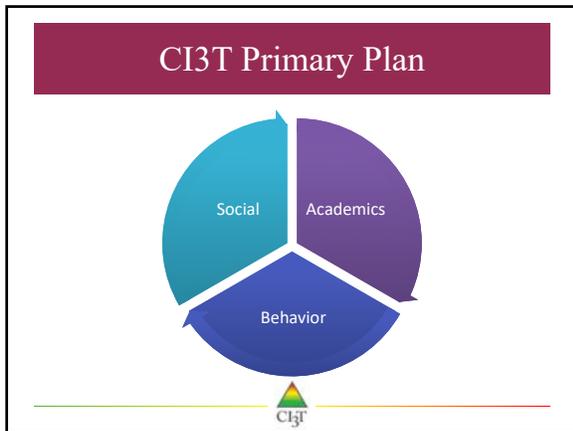
Agenda

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









What is instructional feedback?

- Teaching strategy to:
 - Clarify misinformation
 - Confirm understandings
 - Fine-tune understandings
 - Restructure current schemas
- Produces learning by delivering content related information and reinforcement that positively affects



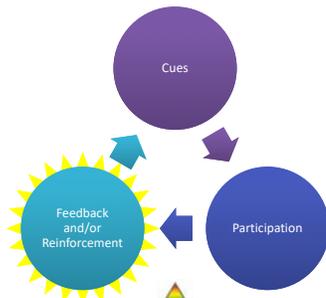
 (Butler & Winne, 1995; Kulhavy & Wagner, 1993)

What is instructional feedback?

- Used when students
 - have base of understanding
 - working toward proficiency and fluency
- Two-fold Function
 - Teachers gain students' perception of instructions
 - adjust instructional planning
 - Students benefit from positive specific feedback
 - increase intrinsic motivation (Deci & Ryan, 2000)
 - increase persistence on future difficult tasks (Kamins & Dweck, 1999)



The Learning Process



 (Heward, 1994; Lysakowski & Walberg, 1982; Miller & Dollard, 1941)

Purpose

- To close the gap between expected and current performance in academics, behavior, and social skills (Hattie, 2009)
- The learner must have an opportunity to engage in an action in response to the feedback (Gable, Hester, Rock, & Hughes, 2009)



Feedback Model

Where am I going?
What are the goals?

How am I going?
What progress is being made toward the goals?

Where do I go next?
What activities need to be undertaken to make better progress?

Hattie and Timperley (2007)

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



Examples

How am I going?
"Jorge, you are using the 4-step process we learned to accurately complete the problem."

Where do I go next?
"Celia, please write the acronym for the 4-step process next to the problem and cross off each step as you complete it. That will help you keep the order of the steps." – Error Correction
"Celia, using the mnemonic helped you apply the process to solve the problem accurately."

Provide feedback on malleable characteristics such as effort.
"You included all of the elements of the essay; you did a good job using the rubric to write your paper"



Why is Instructional Feedback Effective?

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



Why is Instructional Feedback Effective?

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



(Alber, Heward, & Hippler, 1999)

What does the supporting research for instructional feedback say?



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



Supporting Research



INSTRUCTIONAL FEEDBACK
Resource Guide

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What is Instructional Feedback? [https://www.ccsd.edu/~/media/2013/08/08/What-is-Instructional-Feedback-2013-08-08.pdf](#)

Effective Student Feedback: Theory and Research, 2011 [https://www.ccsd.edu/~/media/2011/08/08/Effective-Student-Feedback-Theory-and-Research-2011-08-08.pdf](#)

The Importance of Good Student Feedback [https://www.ccsd.edu/~/media/2013/08/08/The-Importance-of-Good-Student-Feedback-2013-08-08.pdf](#)

Feedback for Success
Korvetz, M., Miller, S. K., & Kessler, A. A. (2010). Using student feedback to enhance student learning. *Teaching Excellence in Learning, 18*(2), 94.

Research in Action
Korvetz, M., & Miller, S. K. (2010). The Impact of Feedback. *Journal of Instructional Research, 17*(2), 10-12.

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



What are the benefits and challenges?

<p>Benefits</p> <ul style="list-style-type: none">• Large group• Targeted small group• Minimal time• Creates safe learning environment• Supports students in demonstrating expected behaviors• Improves academic outcomes• Increases engagement	<p>Challenges</p> <ul style="list-style-type: none">• Determining the best type of feedback• Carefully selecting words to use<ul style="list-style-type: none">– Students may perceive feedback as critical if care is not taken• Measuring the effectiveness of feedback
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How do I implement instructional feedback in my classroom? Checklist for Success

- Step 1**  Identify learning goals
- Step 2**  Provide instruction to meet established goals
- Step 3**  Provide clear directions and checks for understanding
- Step 4**  Opportunities for practice and feedback are planned



How do I implement instructional feedback in my classroom? Checklist for Success

- Step 5**  Implement active supervision and provide instructional feedback
- Step 6**  Provide time and direction for students to review work or have additional opportunities to practice
- Step 7**  Evaluate instructional practices
- Step 8**  Offer students an opportunity to give feedback on how instructional feedback is being offered



How do I increase Instructional Feedback in my classroom?

Implementation checklist for success

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

INSTRUCTIONAL FEEDBACK
Implementation Checklist for Success

Number _____ Name _____

Start Date _____ End Date _____ Total Score _____

Step	Item	Yes	No
Step 1	Identify learning goals.		
Step 2	Provide instruction to meet established goals.		
Step 3	Provide clear directions and checks for understanding.		
Step 4	Opportunities for practice and feedback are planned.		
Step 5	Implement active supervision and provide instructional feedback.		
Step 6	Provide time and direction for students to review work or have additional opportunities to practice.		
Step 7	Evaluate instructional practices.		
Step 8	Offer students an opportunity to give feedback on how instructional feedback is being offered.		

See "Instructional Feedback Implementation Checklist for Success"





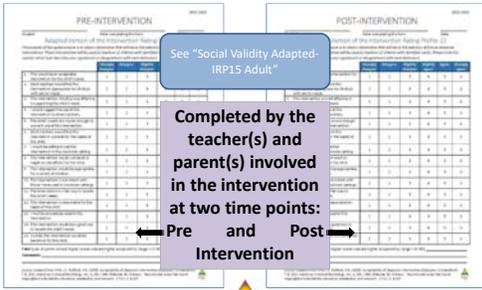
How well is it working? Examining the Effects

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?





What does the teacher think about it?

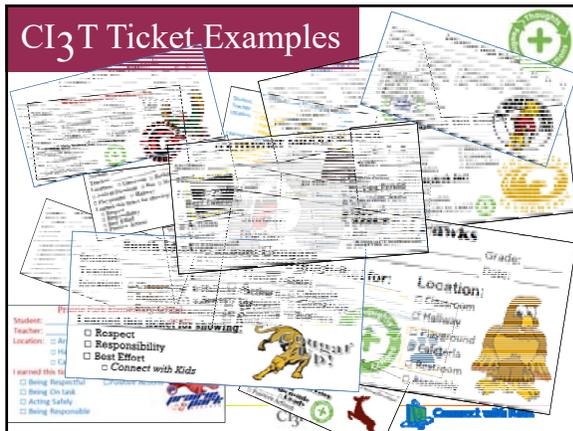


Sample Elementary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Feedback	Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or technology based specific feedback on processes and progress.	One of more of the following: Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-15: Moderate (2-3) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-15: High (4-15) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSIS-PSG <input type="checkbox"/> Two or more office discipline referrals (ODRs) within a grading period ___ AND ___ OR Academic: <input type="checkbox"/> Three or more assignments scoring 79% or below within a grading period <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student performance targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals). Treatment integrity • Implementation checklist • Treatment integrity checklist Social validity • IRP-15 (teacher) • Student-completed survey	• Zero missing assignments in a grading period • All assignments scoring 80% or higher in a grading period and • SRSS-E7: Low (0-3) • SRSS-15: Low (0-1) or • Ranking of 4 or 5 on the Motivation to Learn subscale of SSIS-PSG

Sample Middle/High School Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Feedback	Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas. Verbal, written, or technology based specific feedback on processes and progress.	One of more of the following: Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-17: Moderate (cut scores coming soon) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> SRSS-17: High (cut scores coming soon) <input type="checkbox"/> Ranking of 1, 2, or 3 on the Motivation to Learn subscale of the SSIS-PSG <input type="checkbox"/> Two or more office discipline referrals within a grading period ___ AND ___ OR Academic: <input type="checkbox"/> Two or more missing assignments in any class <input type="checkbox"/> Three or more assignments in any class at C or below <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Student performance targeted for improvement (e.g., homework grades, quiz grades, test grades, % of work completed, academic engaged time % of intervals). Treatment integrity • Implementation checklist • Treatment integrity checklist Social validity • IRP-15 (teacher) • Student-completed survey	• Zero missing assignments in target class(es) for a grading period • 2.5 GPA or higher in a grading period and • SRSS-E7: Low (0-3) • SRSS-15: Low (0-1) or • Ranking of 4 or 5 on the Motivation to Learn subscale of SSIS-PSG



Will you please...

Determine when you will use instructional feedback.
Make a list of instructional feedback statements you can use:

- In your classroom during various instructional activities.
- In other key areas in your building (use school expectation matrix).



00:00

Let's talk ...

Plan:
Implementation Checklist for Success
Instructional Feedback



Will you please ...



00:00

Plan ...
Implementation Checklist for Success: Instructional Feedback