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Practical Strategies to Support Student Success in School: Keeping Students Engaged

Council for Exceptional Children
Boston, MA

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Agenda

- A look at Instructional Choice
- A look at Opportunities to Respond
- A look at Precorrection



**Thank you...
For Your Commitment to ALL Students**

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

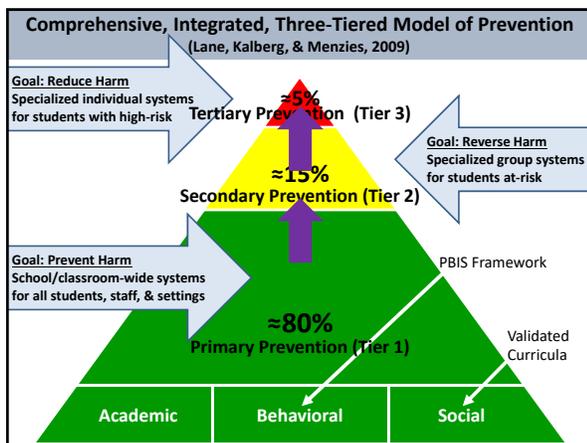
Internalizing Externalizing

ED <1%
EBD 12-20%

Shift to a systems level perspective

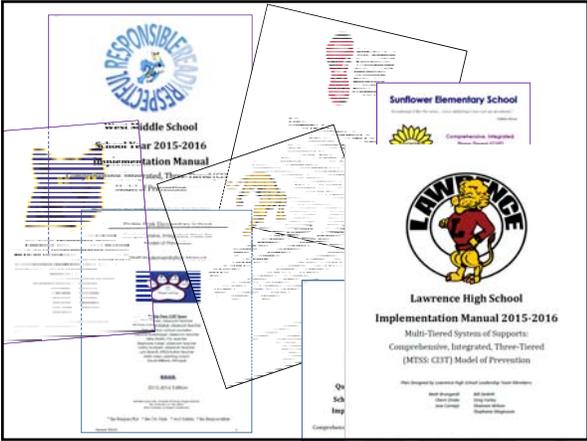
Michael Yudin urged educators and educational system leaders to “pay as much attention to students’ social and behavioral needs as we do academics...”

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



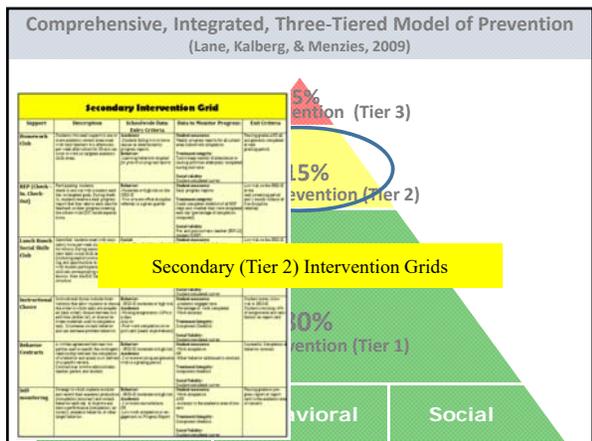


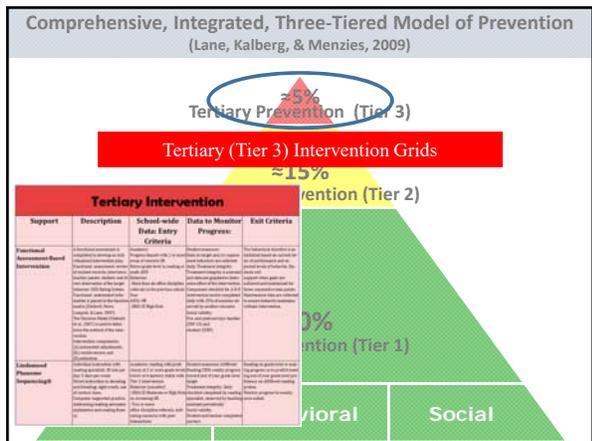
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> Use district mandated curriculum and instructional resources in the classroom. Math - 90 minutes core resource - Math Expressions ELA - 150 minutes 	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity. Teach and research expectations (Student Expectations, Academic Expectations, and Transition Times). Demonstrate professional behavior and a positive attitude. 	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> Teach weekly Positive Action lessons Grades K-2 <ul style="list-style-type: none"> One 20 minute lesson per week teacher lead One 20 minute lesson per week student lead Use appendix for specific lessons for each grade level. Model social skills expected of students. Provide tickets paired with behavior specific praise when students meet expectations. Recognize and value the uniqueness of each child.

Ci3T Primary (Tier 1) Plan: Procedures for Teaching

Ci3T Primary (Tier 1) Plan: Procedures for Reinforcing

Ci3T Primary (Tier 1) Plan: Procedures for Monitoring



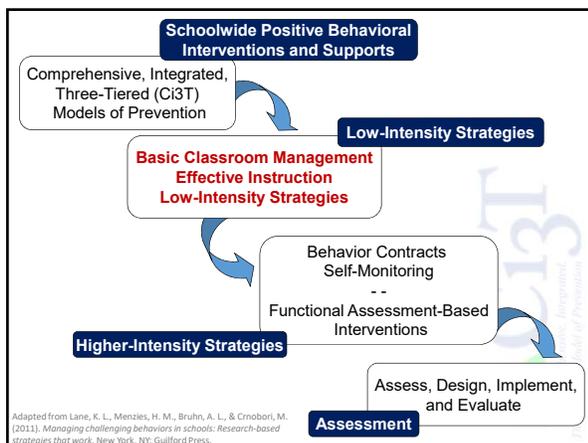


Transparency and Access

Benefits of Ci3T Models

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 - 135 minutes per day (875 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 Pre-correction 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 Danvers Model. 	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity. <ul style="list-style-type: none"> Teach and reteach 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 Reteach 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 Skyward 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 4 - 2 <ul style="list-style-type: none"> One 20 minute lesson per week teacher lead One 30 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 (See appendix for specific lessons for each grade level) 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



Monitoring Progress

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

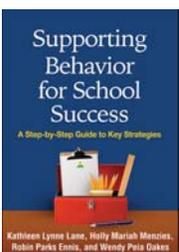


Low Intensity Strategies: A Look at Instructional Choice



Low-Intensity Strategies for Academics and Behavior

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



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.

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



What is instructional choice?

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




Examples of instructional choice

Across-activities Choices	Within-activity Choices
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

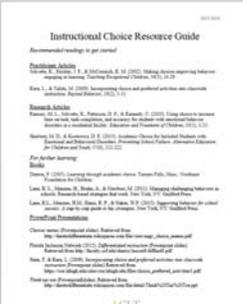


What does the supporting research for instructional choice say?

- 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, Jolivet, 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.

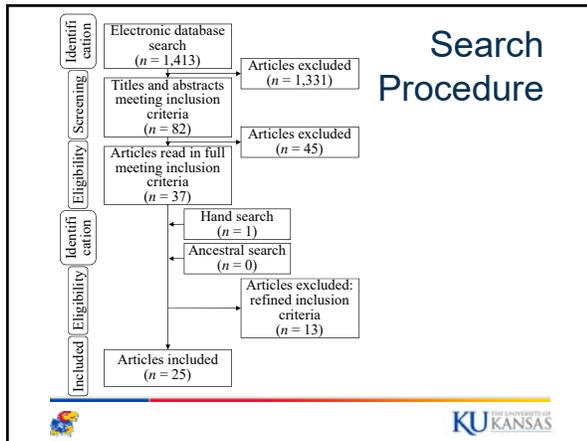


KU THE UNIVERSITY OF KANSAS

A Systematic Review of the Evidence Base for Instructional Choice in K-12 Settings

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Inclusion Criteria

- Independent variable = instructional choice
 - across-task choice
 - within-task choice
 - choice of reinforcement for when task is completed
- Dependent variable(s)
 - behavior (e.g., disruptive behavior, problem behavior, aggression)
 - time on task / academic engaged time
 - academic performance (e.g., task initiation, completion, accuracy, fluency)
- School-age students in traditional school settings
 - excluded: residential treatment centers, home settings, and clinics, as these were highly controlled settings
- Published in a peer-reviewed journal

Coding Procedure

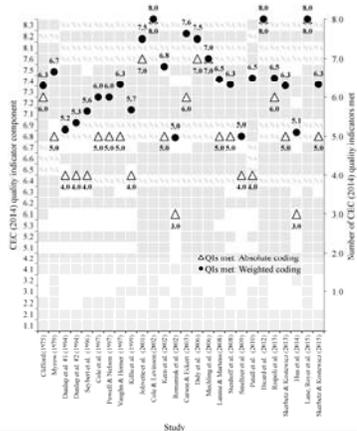
- CEC (2014) *Standards for Evidence-Based Practices in Special Education*
 - Eight quality indicators
1. Context and setting
 2. Participants
 3. Intervention agent
 4. Description of practice
 5. Implementation fidelity
 6. Internal validity
 7. Outcome measures/dependent variables
 8. Data analysis



Research Question 1

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





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.

How do I implement instructional choice in my classroom? Implementation Checklist

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.

INSTRUCTIONAL CHOICE:
Instructional Choice Implementation Checklist

Item	Yes	No
Step 1: Determine which type of choices you would feel comfortable offering to students in your classroom and create a menu of 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"

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

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:

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

INSTRUCTIONAL CHOICE: INSTRUCTIONAL CHOICE CHECKLIST

Item	Observed	Done	Not Done	Not Done	Not Done	Not Done
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"



What does the student think about it?

PRE-INTERVENTION

Item	Observed	Done	Not Done	Not Done	Not Done
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.					

POST-INTERVENTION

Item	Observed	Done	Not Done	Not Done	Not Done
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 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?

See "Social Validity Adapted: IRP15 Adult"

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

Sample Primary Intervention Grid

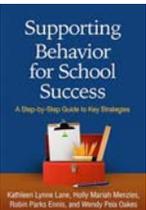
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Choice	Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)	One or more of the following: Behavior: <input type="checkbox"/> SRSS-E7 Score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 Score: Moderate (2-3) ___ AND ___ OR ___ Academic: <input type="checkbox"/> Progress Reports; Successful Learning Behaviors - Targeted for growth <input type="checkbox"/> Gradebook: 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, Emms, & Oakes, 2015)

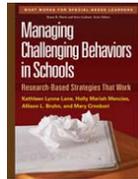
**Low-Intensity Strategies:
Using Opportunities to Respond to Support Instruction**

Low-Intensity Strategies for Academics and Behavior

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



Supporting Behavior for School Success
A Step-by-Step Guide to Key Strategies
Kathleen Lynne Lane, Holly Marsh Menzies, Robert Parks Ennis, and Wendy Piza Oakes



Managing Challenging Behaviors in Schools
Research-Based Strategies That Work
Kathleen Lynne Lane, Holly Marsh Menzies, Allison L. Wark, and Mary Gormon

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)

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



What is OTR? (cont.)

<p>Verbal Responding</p> <ul style="list-style-type: none"> • Choral Response (Haydon et al., 2009) <ul style="list-style-type: none"> – Every student answers question/prompt • Questioning <ul style="list-style-type: none"> – Think, Pair, Share – Partners 	<p>Non-Verbal Responding</p> <ul style="list-style-type: none"> • Signal <ul style="list-style-type: none"> – Thumbs up/down • Response Card <ul style="list-style-type: none"> – Agree/Disagree, A/B/C/D, True/False • Individual white boards • Guided Notes • Student Response Systems (Clickers; Blood & Gulchak, 2013)
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Example

Illustration: Activities to demonstrate knowledge using white boards:

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



Why is OTR effective?

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



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

What does the supporting research for OTR say?



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

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



Supporting Research



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



Systematic Review: Research Questions

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



Search

- Electronic Search
 - Educational Resources Information Center (ERIC), PsycARTICLES, PsychINFO
- Hand Search
 - All journals included two or more articles meeting inclusion criteria
 - *Behavioral Disorders, Education & Treatment of Children, Journal of Applied Behavior Analysis, and Journal of Positive Behavior Interventions*
- Ancestral Search
 - All included articles







Inclusion Criteria

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



Search Results

Article Selection Process	Screened		Included for review	Reliability IRA (%)
	Possible	Articles Retained		
Steps				
Step 1: Electronic Search				
Screened: Titles/Abstract	335	(48)		85.07
Screened: Full text	48		15	95.83
Step 2: Ancestral				
Screened: In-text citations, reference list of included studies/reviews	423	(28)		100%
Second Pass	25	3	3	
Step 3: Hand Search				
Screened: Titles/Abstract	525 issues	(1)	0	
Screened: Full text	1		0	100%
Included Articles			18	

Coding Procedure

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

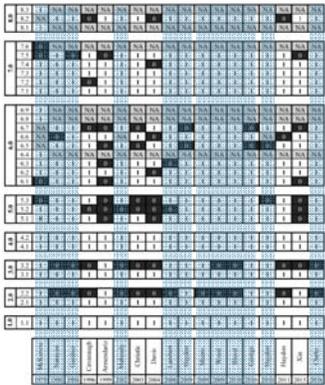
– Eight quality indicators



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



Methodological Quality



✓ No studies met all eight quality indicators

✓ 12 studies (66.66%) met 80% or more

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

Determination of OTR as an EBP

Methodologically Sound						
Step Process	Absolute Coding n (%)			Weighted Coding n (%)		
Methodologically Sound	k = 0 (0%)			k = 12 (66.66%)		
Number Participants	NA			n = 148		
Study Effect	NA			k = 11		
Number of studies ≥ 3 participants	NA			k = 11		
Classification	Positive Effects	Mixed or Neutral Effects	Negative Effects	Positive Effects	Mixed or Neutral Effects	Negative Effects
Group Design	NA	NA	NA	k = 1 n = 52	k = 0 n = 0	k = n =
Single Case	NA	NA	NA	k = 8 n = 61	k = 2 n = 34	k = n =

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

What are the benefits and challenges

Benefits

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

Challenges

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

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



How do I implement OTR in my classroom?

Step 1 Identify the lesson content to be taught and the instructional objective.

Step 2 Prepare a list of questions, prompts, or cues related to the content.

Step 3 Determine the modality by which content will be delivered.

Step 4 Determine the modality by which students will respond.



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

OPPORTUNITIES TO RESPOND
Implementation Checklist for Success

Name: _____ Date: _____

Observer Name: _____

Observer: _____

Observer: _____

Item	Yes	No	Not Done
1. Identify the lesson content to be taught and the instructional objective.			
2. Prepare a list of questions, prompts, or cues related to the content.			
3. Determine the modality by which content will be delivered.			
4. Determine the modality by which students will respond.			
5. Explain to students how the format works and the rationale for using it.			
6. Conduct the lesson with a minimum of three opportunities to respond per minute using either single-student or unison responding.			
7. Respond to student answers with evaluative and encouraging feedback.			
8. Offer students an opportunity to give feedback.			

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Step 7: Respond to student answers with evaluative and encouraging feedback.

Step 8: Offer students an opportunity to give feedback.

See "OTR 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?

See "OTR Treatment Integrity Checklist"

Ensuring the Strategy is in Place: Treatment Integrity

Treatment integrity checklist items:

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

OPPORTUNITIES TO RESPOND
Treatment Integrity Checklist

Name: _____ Date: _____

Observer Name: _____

Observer: _____

Observer: _____

Item	Yes	No	Not Done
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"

Agenda

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

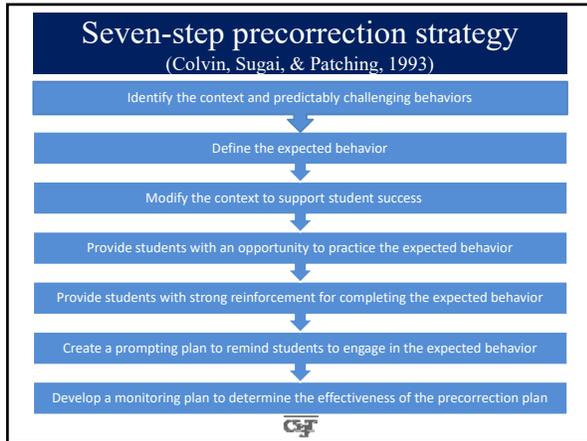
What is a Precorrection?

Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior

What is a Precorrection?

Managing behavior with precorrection:	Managing behavior with consequences:
<ul style="list-style-type: none"> • Anticipate what activities may cause inappropriate behaviors • "Getting in front" of problem behaviors • Example: Gentle reminder of expected behaviors in the hallway before dismissing for lunch 	<ul style="list-style-type: none"> • Requires waiting until the behavior occurs to respond • Example: Creating an action plan for three alternatives to yelling at a peer

vs.





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.

Systematic Review Research Questions

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



Search

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



Inclusion Criteria

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



Coding Procedure

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



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



Evaluation Procedures for Determining EBP

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



Determination of Precorrection as an EBP

80% criterion method (Lane et al., 2009)

- 7 single-case studies qualify for consideration, but do they have:
 - minimum of 3 total cases
 - 75% of cases demonstrating a meaningful, therapeutic change as a result of a functional relation between the IV and DVs
 - direction of the functional relation is not countertherapeutic



Determination of Precorrection as an EBP

80% criterion method (Lane et al., 2009)

1. Colvin, Sugai, & Good (1997)
2. De Pry & Sugai (2002)
3. Stormont, Smith, & Lewis (2007)
4. Smith, Lewis, & Stormont (2011)
5. Faul, Stepansky, & Simonsen (2012)
 - Only two participants
6. Haydon & DeGreg (2012)
7. Haydon & Kroeger (2016)
 - No functional relation



Determination of Precorrection as an EBP

Evidenced-Based Practice



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

How do I implement precorrection in my classroom?

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

PRECORRECTION
Implementation Checklist for Success

Name: _____

Step	Completed	Date
1		
2		
3		
4		
5		
6		
7		
8		

See "Precorrection 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?



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Ensuring the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether precorrection is carried out as intended:
Treatment integrity checklist

Example items:

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

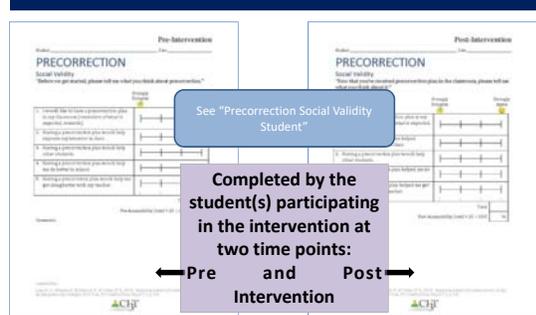
See "Precorrection Treatment Integrity Checklist"



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



Sample Elementary Intervention Grid

Support	Description	School-Wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Pre-correction	Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring	One or more of the following: Behavior <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"/> 2 or more ODRs per day in a class __ AND __ OR Academic <input type="checkbox"/> Consistent, predictable pattern of academic errors	Student Performance <ul style="list-style-type: none"> direct measure of student behavior targeted for improvement Treatment integrity <ul style="list-style-type: none"> implementation checklist treatment integrity checklist Social validity <ul style="list-style-type: none"> IRP-15 (teacher) student-completed survey 	Meets targeted behavior criterion for 3 consecutive weeks Two consecutive weeks of zero discipline referrals during target time / activity and <input type="checkbox"/> SRSS-E7: low risk (0-3) <input type="checkbox"/> SRSS-15: low risk (0-1)



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

Sample Middle/High School Intervention Grid

Support	Description	School-Wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Pre-correction	Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing supports, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring	One or more of the following: Behavior <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> 2 or more ODRs per day in a class __ AND __ OR Academic <input type="checkbox"/> Consistent, predictable pattern of academic errors	Student Performance <ul style="list-style-type: none"> direct measure of student behavior targeted for improvement Treatment integrity <ul style="list-style-type: none"> implementation checklist treatment integrity checklist Social validity <ul style="list-style-type: none"> IRP-15 (teacher) student-completed survey 	Meets targeted behavior criterion for 3 consecutive weeks Two consecutive weeks of zero discipline referrals during target time / activity and <input type="checkbox"/> SRSS-E7: low risk (0-3)



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