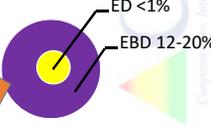


Supporting Behavior for School Success: Three Simple Strategies to Support Academic Engagement

35th Annual Midwest Symposium for Leadership in Behavior Disorders  
February 23-25, 2017

**KU** Kathleen Lynne Lane, Ph.D., BCBA-D  
Eric Alan Common, M.A., BCaBA, LaBA  
David James Royer, M.S.



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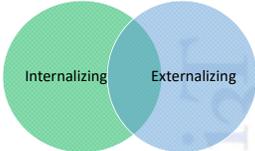
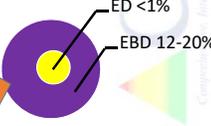
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Thank you...  
For Your Commitment to ALL Students

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



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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

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Working collaboratively  
to support learning for  
*all* students



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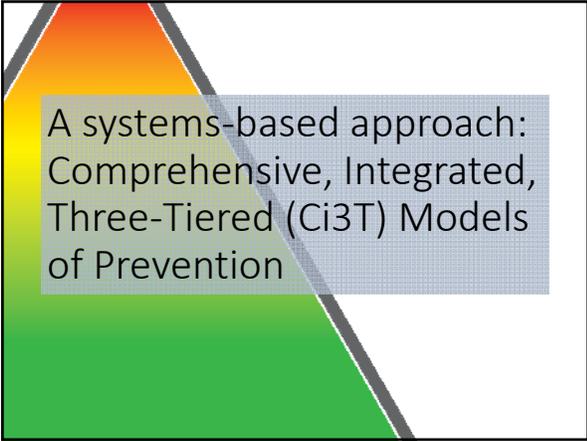
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A systems-based approach:  
Comprehensive, Integrated,  
Three-Tiered (Ci3T) Models  
of Prevention



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# Transparency and Access

Benefits of Ci3T Models




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# A Focus on Teacher-Level Strategies




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Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
<p><b>Faculty and Staff will:</b></p> <ul style="list-style-type: none"> <li>• Use district mandated curriculum and instructional resources in the classroom.                             <ul style="list-style-type: none"> <li>◦ Math - 90 minutes: core resource -Math Expressions</li> <li>◦ ELA - 135 minutes per day (975 per week): core resource - Reading Street &amp; Units of Study</li> </ul> </li> <li>• Providing feedback in a timely manner to students and parents.</li> <li>• Differentiate instruction to meet the needs of all students.</li> <li>• Use proactive strategies to support student engagement. Example:                             <ul style="list-style-type: none"> <li>◦ Active supervision</li> <li>◦ Pre-correction</li> <li>◦ Instructional Feedback</li> <li>◦ Instructional choice</li> <li>◦ Increased opportunities to respond</li> <li>◦ Behavior specific praise</li> </ul> </li> <li>• Use schoolwide data to consider students' Tier 2 and Tier 3 Needs - Use the intervention grids to guide selection of intervention strategy.</li> <li>• Communicate with parents and students in a variety of ways.</li> <li>• Plan and implement effective lessons according to the Danielson Model.</li> </ul>	<p><b>Faculty and Staff will:</b></p> <ul style="list-style-type: none"> <li>• Implement the Positive Behavioral Interventions and Supports (PBIS) with fidelity.                             <ul style="list-style-type: none"> <li>• Teach and re-teach expectations (August, November, January, March)</li> </ul> </li> <li>• Display and model school-wide expectations.</li> <li>• Show consistent expectations with each student.</li> <li>• Provide behavior specific praise and positive reinforcement to students who display school-wide expectations during both academic and transition times.</li> <li>• Demonstrate professional behavior and a positive attitude.</li> <li>• Foster a safe environment for all students</li> <li>• Implement the reactive plan consistently and with fidelity.</li> <li>• Use a positive response to initial indicators of not meeting expectations:                             <ul style="list-style-type: none"> <li>◦ Praise students meeting expectations first</li> <li>◦ Redirect student who are struggling</li> <li>◦ Reteach expectations</li> <li>◦ Allow student time to respond to request and re-engage</li> <li>◦ Recognize/reinforce changed behavior</li> <li>◦ Follow Reactive plan for responding to repeated difficulties.</li> </ul> </li> <li>• Use schoolwide data to consider students' Tier 2 and Tier 3 Needs - Use the intervention grids to guide selection of intervention strategy.</li> <li>• Follow guidelines on flow chart                             <ul style="list-style-type: none"> <li>• Enter behavior data on Skyward on same day as incident</li> <li>• Communicate with parents about problem solving worksheets</li> </ul> </li> </ul>	<p><b>Faculty and Staff will:</b></p> <ul style="list-style-type: none"> <li>• Teach weekly Positive Action lessons                             <ul style="list-style-type: none"> <li>◦ Grades K - 2</li> <li>◦ One 20 minute lesson per week teacher lead</li> <li>◦ One 30 minute lesson every other week co-taught by teacher and counselor</li> <li>◦ Grades 3 - 5</li> <li>◦ One 20 minute lesson per week teacher lead</li> <li>◦ One 45 minute lesson every other week co-taught by teacher and counselor</li> </ul> </li> <li>[See appendix for specific lessons for each grade level]</li> <li>• Model social skills expected of students.</li> <li>• Provide tickets paired with behavior specific praise when students meet expectations.</li> <li>• Respect and value the uniqueness of each child and his or her family by using the Four Agreements and the Compass.</li> <li>• Maintain open lines of communication with students and parents/guardians.</li> <li>• Seek ways to involve parents in the school program.</li> <li>• Participate and Follow Sunflower Bully Prevention Program</li> </ul>

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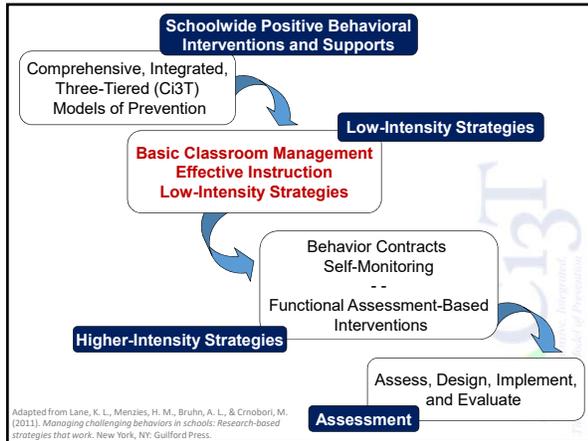
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### Low-Intensity Strategies for Academics and Behavior

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

**Supporting Behavior for School Success**  
A Step-by-Step Guide to Key Strategies

Kathleen Lynn Lane, Holly Marsh Menzies, Robin Parks Ennis, and Wendy Peis Oakes

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.

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**ci3t.org**

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

Ci3T models are data-informed, professional systems of supports contributed to address academic, behavioral, and social domains, with an overarching goal of supporting all learners in inclusive environments by maximizing available expertise through professional collaboration among school personnel. Lane, K. L., Kallberg, J. R., & Menzies, H. M. (2016). Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach. New York, NY: Guilford Press.

Building Your Ci3T Model | Presentations | Professional Learning | Ci3T: FABI | Functional Assessment-Based Interventions

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**TIERED INTERVENTION LIBRARY**

Learn more about Tier 2 and Tier 3 strategies and intervention details for each strategy. Introducing video and downloading supporting documents for those strategies. Just like video, other media can be why it is effective, the research supporting it, and how to implement it. All strategies, the... validity. This includes an IEP of what the intervention would look like as described in a teacher's lesson intervention grid, some of which references, practitioner article references, and more.

More interventions will be added each month during 2015-2016.

**ci3t.org Professional Learning tab**

The Behavior Education Program (BEP)/ Check-In-Check-Out (CICO) (POSTED November 11, 2016)

HIGH-PROBABILITY SEQUENCE (HIGH-P) (POSTED November 03, 2016)

INCREASING OPPORTUNITIES TO RESPOND (POSTED DECEMBER 1, 2015)

INSTRUCTIONAL CHOICE (POSTED AUGUST 14, 2015)

**A Look at Check-In-Check-Out**

**A Look at High-probability Request Sequences**

**A Look at Increasing Opportunities to Respond**

**A Look at Instructional Choice**

Check-In/Check-Out also referred to as the Behavior Education Program (BEP). Give the necessary intervention that can be used as a support for students who require and meet school-wide behavior expectations. The intervention consists of three primary scheduled check-out with a school staff member at the beginning of each day. A staff member scheduled check-out with the same staff member at the end of the day. These three designed to provide opportunities for building positive relationships, provide the student instructional feedback on the student's behavior, and provide the student with the behavioral consequences (Barn, Capri).

Download all documents for BEP:

- Introduction
- PowerForm (presentation)
- Sample BEP Daily Progress Report
- Sample BEP Daily Progress Report
- Sample BEP Home Report Form
- BEP Student Data Entry Worksheet
- Intervention grid (PDF or XLS file)
- Treatment Integrity Checklist
- Social validity: student forms
- Social validity: teacher forms
- Social validity: student forms
- Social validity: teacher forms
- Social validity: student forms
- Social validity: teacher forms

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**Monitoring Progress**

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

**Ci3T**  
Comprehensive, Integrated, Tiered, Targeted Model of Interventions

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**Building Your Toolbox**

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



**Ci3T**  
Comprehensive, Integrated, Tiered, Targeted Model of Interventions

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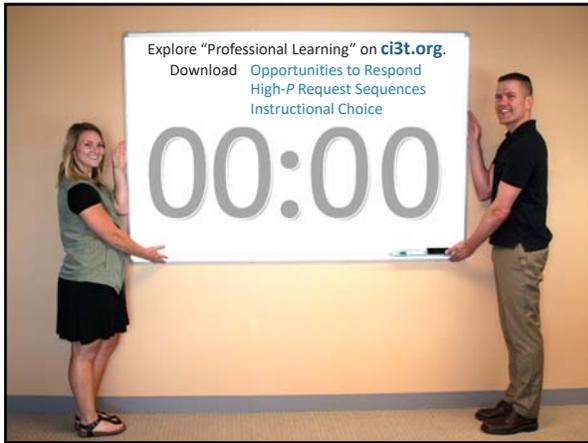
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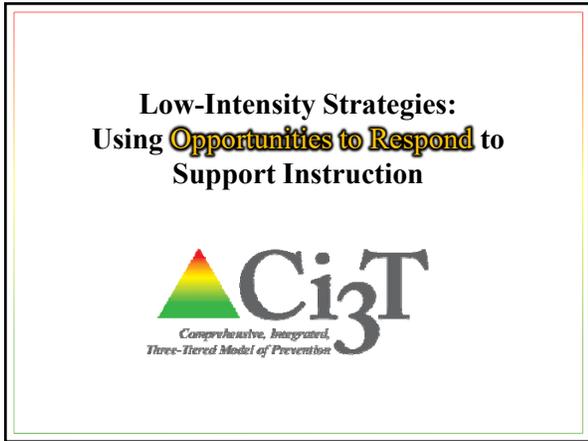
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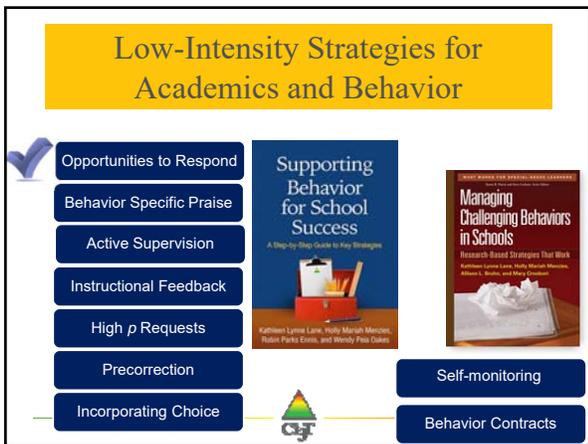
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**Agenda**

- 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



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**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)



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**What is OTR? (cont.)**

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



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## 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)



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## 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)



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## Supporting Research

**OPPORTUNITIES TO RESPOND**

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**What is an Opportunity to Respond?**

Opportunities to Respond (OTR) are short, focused, and targeted questions that are designed to engage students in the learning process. OTRs are used to assess student understanding and to provide immediate feedback. OTRs can be used in a variety of ways, including as a formative assessment, a classroom management tool, or a strategy to increase student participation.

**How to Use OTRs**

OTRs should be used in a variety of ways, including as a formative assessment, a classroom management tool, or a strategy to increase student participation. OTRs should be used in a variety of ways, including as a formative assessment, a classroom management tool, or a strategy to increase student participation.

**OTR Resource Guide**

For more information, visit [www.pearsoned.com/otr](#).

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





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## 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)




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## 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.




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## 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.

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## How do I increase OTR in my classroom? Checklist for Success

See "OTR Implementation Checklist for Success"

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

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

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

**Step 4:** Determine the modality by which students will respond.

**Step 5:** Explain to students how the format works and the rationale for using it.

**Step 6:** Conduct the lesson with a minimum of three opportunities to respond per minute using either single-student or unison responding.

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

**Step 8:** Offer students an opportunity to give feedback.

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## How well is it working? Examining the Effects

Treatment Integrity

Is it happening?

Social Validity

What do stakeholders think about the goals, procedures, and outcomes?

Experimental Design

How well did this support work for this student?

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## 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?

See "OTR Treatment Integrity Checklist"

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## Social Validity: What does the student think about it?

See "OTR SV STUDENT" for Pre and Post

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

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## 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**

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Sample Elementary Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Opportunities to respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.	<p>One or more of the following:</p> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS-E7: Moderate (4-8)</li> <li><input type="checkbox"/> SRSS-IS: Moderate (2-3)</li> <li><input type="checkbox"/> SRSS-E7: High (9-21)</li> <li><input type="checkbox"/> SRSS-IS: High (4-15)</li> <li><input type="checkbox"/> SSI5-PSG Ranking of 1, 2, or 3 on the Motivation to Learn</li> <li><input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period</li> </ul> <p><b>AND/OR</b></p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Missing Assignments: 2 or more within a grading period</li> <li><input type="checkbox"/> Progress report: Passing (K-3 Progressing or higher; 4-5 C or higher) in subject area targeted</li> </ul>	<p>Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score)</p> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• Implementation checklist</li> <li>• Treatment integrity checklist</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• IRP-IS (teacher)</li> <li>• CIRP or OTR Social Validity Form (student)</li> </ul>	<p>ODRs 0-1 in a grading period <b>and</b> No missing assignments in a grading period <b>and</b> SRSS-E7: Low (0-3) SRSS-IS: Low (0-1) <b>or</b> SSI5-PSG Ranking of 4 or 5 on the Motivation to Learn subscale</p>

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Sample Middle/ High Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Opportunities to respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.	<p>One or more of the following:</p> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SRSS - E7: Moderate (4-8)</li> <li><input type="checkbox"/> SRSS - E7: High (9-21)</li> <li><input type="checkbox"/> SSI5 - PSG Ranking of 1, 2, or 3 on the Motivation to Learn subscale</li> <li><input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period</li> </ul> <p><b>AND/OR</b></p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Missing Assignments: 2 or more within a grading period in a class</li> <li><input type="checkbox"/> AIMsweb: intensive or strategic level (math or reading)</li> <li><input type="checkbox"/> GPA Below 2.5</li> <li><input type="checkbox"/> Progress report: C or higher in subject area targeted</li> </ul>	<p>Student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score)</p> <p><b>Treatment integrity</b></p> <ul style="list-style-type: none"> <li>• Implementation checklist</li> <li>• Treatment integrity checklist</li> </ul> <p><b>Social validity</b></p> <ul style="list-style-type: none"> <li>• IRP-IS (teacher)</li> <li>• CIRP or OTR Social Validity Form (student)</li> </ul>	<p>ODRs 0-1 in a grading period <b>and</b> GPA 2.5 or higher <b>and</b> No missing assignments the target class in a grading period <b>and</b> SRSS - E7: Low (0-3) <b>or</b> SSI5-PSG Ranking of 4 or 5 on the Motivation to Learn subscale</p>

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**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.

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Brainstorm with a neighbor!

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

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**Agenda**

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

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### What is high-*p* request sequence?

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

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

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### Strategies using Behavioral Momentum

**High-*p* Request Sequence Strategy**

High-*p* High-*p* High-*p* Low-*p* High-*p* High-*p* High-*p* Low-*p*

**Interspersal Technique**

Low-*p* Low-*p* High-*p* Low-*p* Low-*p* High-*p* Low-*p* Low-*p*

**Behavior momentum strategy**

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

(Cooper, Heron, & Heward, 2007)

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### Example

**High-*p* requests**

- 1-digit by 1-digit multiplication problems

**Low-*p* requests**

- 2-digit by 2-digit multiplication problems

Math Facts		
Student Name: _____		
5	7	6
X4	X8	X9
12	3	8
X12	X7	X4
8	13	9
X4	X11	X8

(Cooper, Heron, & Heward, 2007)

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## Why is high-p request sequence effective?

### Takes advantage of behavior momentum

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

### Antecedent-based support

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

### Based on principle of reinforcement

- Offers students opportunities to receive high rates of reinforcement for appropriate responding

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

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## What does the supporting research for high-p request sequence say?

### Successful across settings

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

### Successful across learners

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

### Successful across behaviors

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

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

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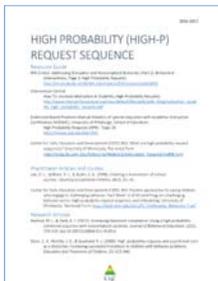
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## Supporting Research



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




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### What are the benefits and challenges?

#### Benefits

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

#### Challenges

- Time to test high-*p*'s (80%+)
- Time for planning or adapting materials

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




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

#### Step 1

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

#### Step 2

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

#### Step 3

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

#### Step 4

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

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




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

#### Step 5

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

#### Step 6

Praise the low-*p* behavior upon compliance or demonstration.

#### Step 7

Offer stakeholders an opportunity to give feedback on the use of the high-*p* strategy.

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




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### How do I increase high-*p* request sequence in my classroom? Checklist for Success



See  
"HPRS Implementation Checklist"  
for Success

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

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

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

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

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

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

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

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

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### How well is it working? Examining the Effects

**Treatment Integrity**

Is it happening?

**Social Validity**

What do stakeholders think about the goals, procedures, and outcomes?

**Experimental Design**

How well did this support work for this student?



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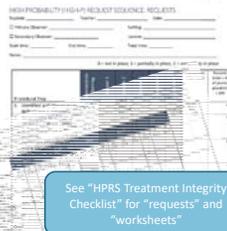
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### Ensuring the Strategy is in Place: Treatment Integrity

Sample Treatment integrity checklist items:

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



See "HPRS Treatment Integrity Checklist" for "requests" and "worksheets"

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### Social Validity: What does the student think about it?

See "HPRS 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

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### 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

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### Sample Elementary Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
High-probability request sequence	Adult requests three to five behaviors student is likely to respond to (high-p) followed by verbal praise for compliance, high-p requests are delivered in quick succession (10 seconds). When student complies with three consecutive high-p requests, adult delivers a low probability (low-p) request (target behavior) in close succession to the previous reinforcement (e.g., within 10 seconds). Praise the low-p behavior upon compliance or demonstration. High-p requests may be verbal or written.	One or more of the following: Behavior (any of the below) <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-IS: Moderate (2-3) <input type="checkbox"/> SSIS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn <input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period (related to non-compliance)  AND/OR Academic <input type="checkbox"/> Progress report: unsatisfactory or progressing in work completion and/or independent work habits	Student Performance • Using direct behavior observation to monitor latency (i.e., time to begin assignment after directions given and a check for understanding) • Percentage of work completed  Treatment Integrity Component checklist  Social Validity Student- and teacher-completed surveys	6 consecutive weeks of average latency at less than 30 seconds and work completion at 90% or better and • SRSS-E7: Low (0-3) • SRSS-IS: Low (0-1) or • SSIS-PSG Ranking of 4 or 5 on the Motivation to Learn subscale

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Sample Middle/High Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
<b>High-probability request sequence</b>	Adult requests three to five behaviors student is likely to respond to (high-p) followed by verbal praise for compliance, high-p requests are delivered in quick succession (10 seconds). When student complies with three consecutive high-p requests, adult delivers a low probability (low-p) request (target behavior) in close succession to the previous reinforcement (e.g., within 10 seconds). Praise the low-p behavior upon compliance or demonstration. High-p requests may be verbal or written.	One or more of the following: Behavior: <input type="checkbox"/> SRSS-E7: Moderate (4-8) <input type="checkbox"/> SRSS-I6: Moderate (4-5) <input type="checkbox"/> Office discipline referrals (ODRs) 2 or more within a grading period  AND/OR Academic: <input type="checkbox"/> C or below in subject area due to lack of work completion	Student Performance <ul style="list-style-type: none"> <li>Using direct behavior observation to monitor latency (i.e., time to begin assignment after directions given and a check for understanding)</li> <li>Percentage of work completed</li> </ul> Treatment Integrity Component checklist  Social Validity Student- and teacher-completed surveys	6 consecutive weeks of average latency at less than 30 seconds and work completion at 90% or better and <ul style="list-style-type: none"> <li>SRSS-E7: Low (0-3)</li> <li>SRSS-I6: Low (0-3)</li> </ul>

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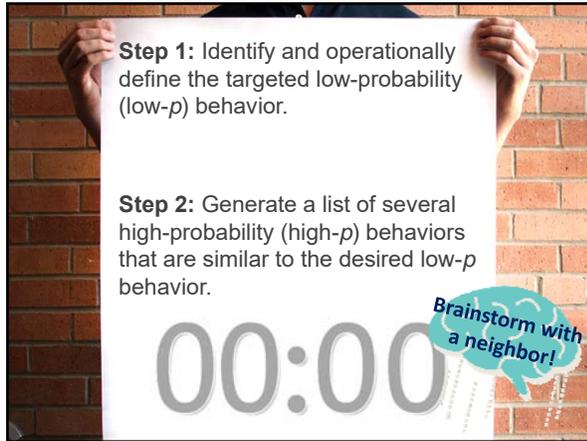
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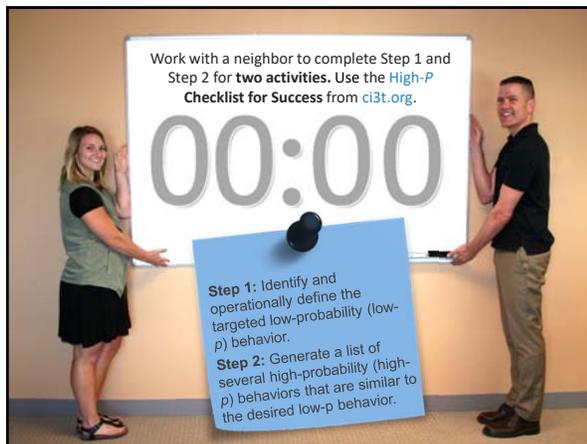
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**Low Intensity Strategies:  
A Look at Instructional Choice**





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**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




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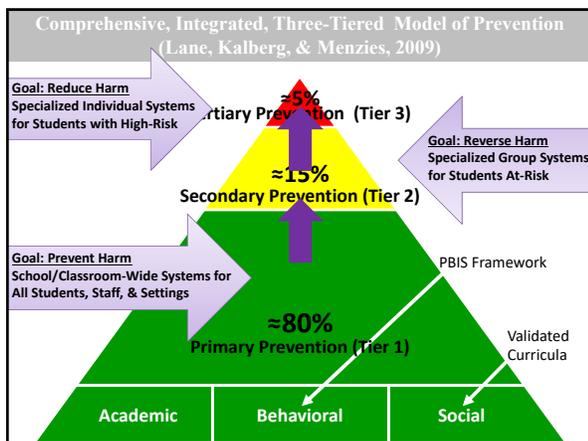
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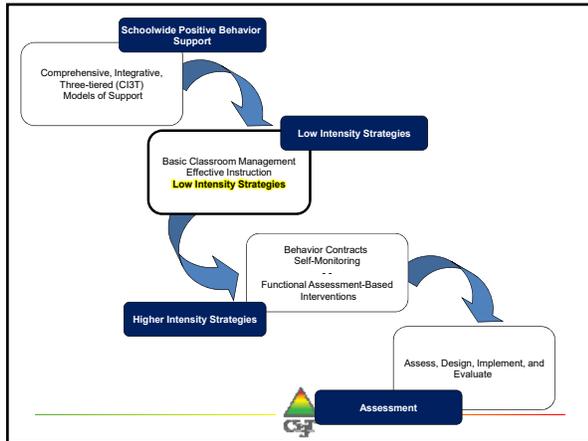
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### What is instructional choice?

- 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-activity choices




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### Examples of instructional choice

<p><b>Across-activities Choices</b></p> <ul style="list-style-type: none"> <li>• Paper, presentation, or YouTube video to show me what you know?</li> <li>• Which activity would you like to do first?</li> <li>• Pick a learning center?</li> <li>• Make your schedule for the day.</li> <li>• Think-Tac-Toe Boards</li> </ul>	<p><b>Within-activity Choices</b></p> <ul style="list-style-type: none"> <li>• Crayons or sparkly markers?</li> <li>• At your desk or in the library?</li> <li>• In the reading corner or at your desk?</li> <li>• Work independently or with a partner?</li> <li>• Which book would you like to read?</li> <li>• Finish in class or at home?</li> <li>• Typed or handwritten?</li> <li>• Even or odds?</li> </ul>
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### Why is instructional choice effective?

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




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### 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)




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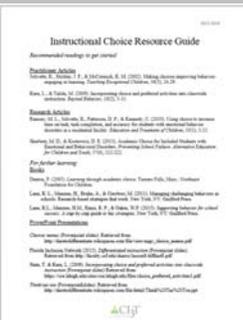
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### Supporting Research



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




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### 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



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### 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.



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### 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.



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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.



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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: ©2015 Pearson Education, Inc. All rights reserved.

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

See "Instructional Choice Implementation Checklist"



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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.



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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**

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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: <b>Behavior:</b> <input type="checkbox"/> SRSS-E7 Score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 Score: Moderate (2-3) ___ AND ___ OR ___ <b>Academic:</b> <input type="checkbox"/> Progress Reports; Successful Learning Behaviors - Targeted for growth <input type="checkbox"/> Gradebook: 2+ incomplete assignments	<b>Student Performance</b> - Academic engaged time - Percentage of work completed  <b>Treatment Integrity</b> - Implementation & TI checklist  <b>Social Validity</b> - 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)

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**Step 1:** Determine which type of choices you would feel comfortable offering to students in your classroom and create a menu of choices.

- Consider **within-activity** and **across-activity** choices.

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Brainstorm with a neighbor!

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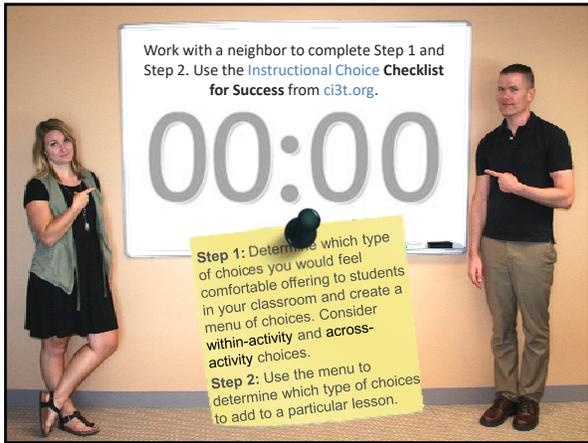
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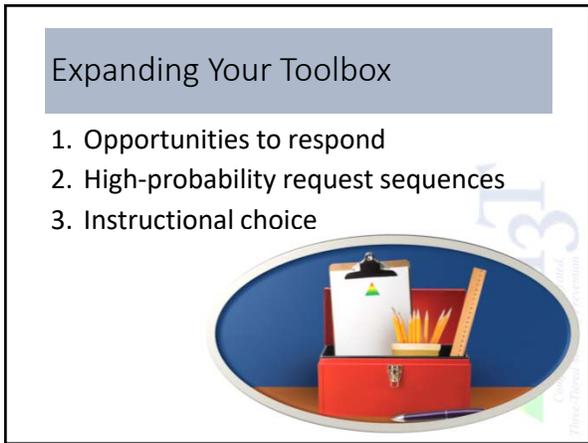
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### 2016-2017 Professional Learning Offerings

	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
C3T Training			NU C3T Day 1: C3T Overview	NU C3T Day 2: Facilitating C3T Day 3	NU C3T Day 3: Selecting, Screening, Measuring	NU C3T Day 4: Building Team 2		NU C3T Day 5: Building Team 3	NU C3T Day 6: Planning for Implementation	
			STL C3T Day 1: C3T Overview	STL C3T Day 2: Facilitating C3T Day 3	STL C3T Day 3: Selecting, Screening, Measuring	STL C3T Day 4: Building Team 2		STL C3T Day 5: Building Team 3	STL C3T Day 6: Planning for Implementation	
			UAB C3T Day 1: C3T Overview	UAB C3T Day 2: Facilitating C3T Day 3	UAB C3T Day 3: Selecting, Screening, Measuring	UAB C3T Day 4: Building Team 2		UAB C3T Day 5: Building Team 3		UAB C3T Day 6: Planning for Implementation
C3T Implementation			VT C3T IMP Day 1	VT C3T IMP Day 2	VT C3T IMP Day 3		VT C3T IMP Day 4		VT C3T IMP Day 5	
			NU C3T IMP Day 1	NU C3T IMP Day 2	NU C3T IMP Day 3		NU C3T IMP Day 4		NU C3T IMP Day 5	
			STL C3T IMP Day 1	STL C3T IMP Day 2	STL C3T IMP Day 3		STL C3T IMP Day 4		STL C3T IMP Day 5	
EMPOWER Professional Learning			HS C3T ES Day 1	HS C3T ES Day 2		HS C3T ES Day 3		HS C3T ES Day 4	HS C3T ES Day 5	
			HS C3T MLWS Day 1	HS C3T MLWS Day 2		HS C3T MLWS Day 3		HS C3T MLWS Day 4	HS C3T MLWS Day 5	
			HS Project EMPOWER Session 1	HS Project EMPOWER Session 2	HS Project EMPOWER Session 3	HS Project EMPOWER Session 4	HS Project EMPOWER Session 5	HS Project EMPOWER Session 6	HS Project EMPOWER Session 7	HS Project EMPOWER Session 8
		NU C3T EMPOWER Session 1	NU C3T EMPOWER Session 2		NU C3T EMPOWER Session 3		NU C3T EMPOWER Session 4		NU C3T EMPOWER Session 5	

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### Building a Ci3T Tier Library

Teacher Delivered Strategies (T1 T2)    Tier 1    Tier 2    Tertiary Tier 3

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### Consider Teacher-Delivered Strategies Across Tiers

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

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**ci3t.org**    On Demand Resources

**Professional Learning**

**Comprehensive, Integrated, Three-Tiered Model of Prevention**  
(Dunn, Kolberg, & Nozick, 2010)

**Tertiary Prevention (Tier III)**  
+15%  
Targeted interventions for students with significant needs

**Secondary Prevention (Tier II)**  
+30%  
Targeted interventions for students at risk

**Primary Prevention (Tier I)**  
+80%  
Universal interventions for all students, staff, & settings

**Academic    Behavioral    Social**

- Professional Learning: PowerPoints, literature, professional learning resources, measures
- Systematic Screening: instructional videos, PowerPoint presentations, resources
- Access to tools and measures available for viewing and downloading

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