Keeping Students Engaged: Practical Strategies that Work

Lincoln Public Schools: Supporting Positive Behavior Conference

Lincoln, Nebraska Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2 www.ci3t.org







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Agenda

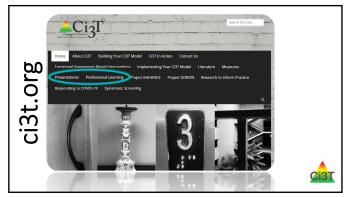
- · Academic, behavioral and social needs: An integrated approach
- Low-intensity, teacher-delivered strategies
 Instructional Choice
 Precorrection
- Behavior Specific Praise

- Moving forward





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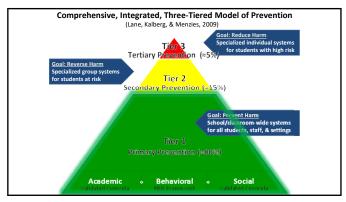
Academic, behavioral and social needs

An integrated approach to working collaboratively to maximize engagement, limit disruption, and create positive environments

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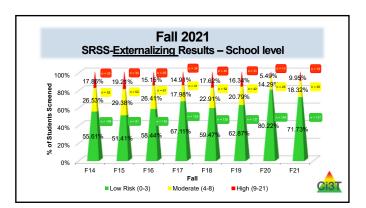


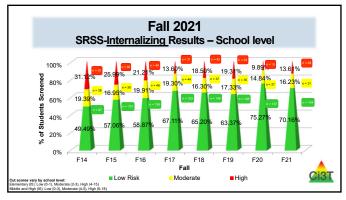
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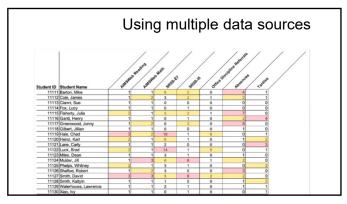


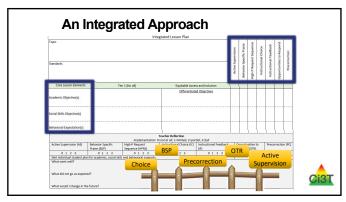


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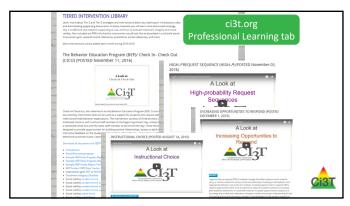


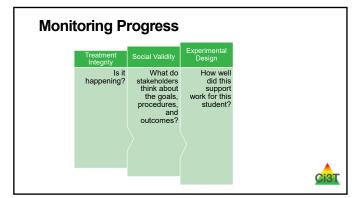














Ci3T_A

Low-intensity, Teacher-delivered Strategies

- Instructional Choice Behavior Specific Praise
- Precorrection

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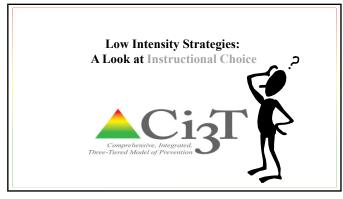
Building Your Toolbox

- 1. Instructional Choice
- 2. Precorrection
- 3. Behavior Specific Praise



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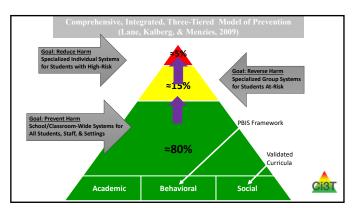
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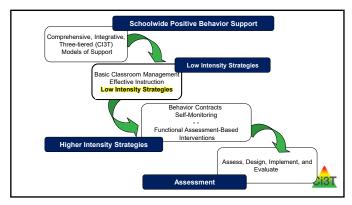
- A Comprehensive, Integrated, Three-Tiered (CI3T) Model of Prevention
- A Look at Instructional Choice
 - $_{\circ}$ What is instructional choice?
 - $_{\circ}$ Why is instructional choice effective?
 - $_{\circ}$ What does the supporting research for instructional choice say?
 - $_{\circ}$ What are the benefits and challenges?
 - o How do I implement instructional choice in my classroom?

✓Implementation Checklist



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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 et al., 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

- · Across-activities Choices
- Paper, presentation, or YouTube video to show me what you know?
- Which activity would you like to do first?
- · Pick a learning center?
- Make your schedule for the day.
- Think-Tac-Toe Boards
- · Within-activity Choices
- Crayons or sparkly markers?At your desk or in the library?
- In the reading corner or at your desk?
- Work independently or with a partner?
- Which book would you like to read?
- Finish in class or at home?
- 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





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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 et al., 2010)
- Increasing task engagement and improving academic performance in an inclusive setting (Skerbetz & Kostweicz, 2013)





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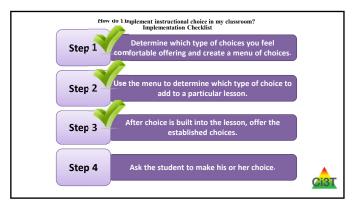
Supporting Research International Choice Resource Guide The control of the Cont

What are the benefits & challenges?

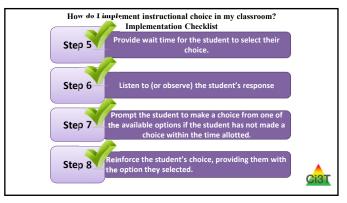
- Benefits
- feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
- teaches self-determined behaviors
- Challenges
- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments

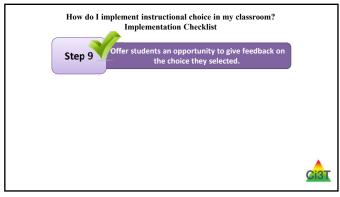


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How do I implement instructional choice in my classroom?

- 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.

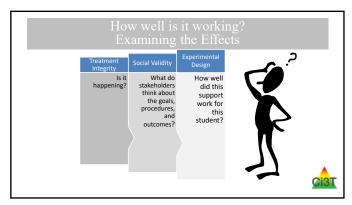


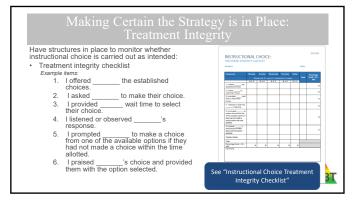
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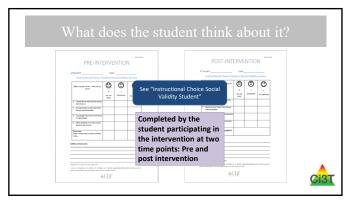
How do I implement instructional choice in my classroom?

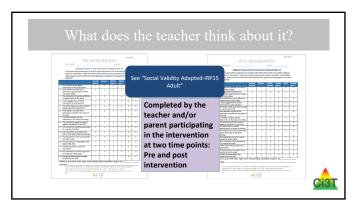
- Step 5: Provide wait time for the student to select their choice.
- Step 6: Listen to (or observe) the student's response.
- Step 7: Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.
- Step 8: Reinforce the student's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



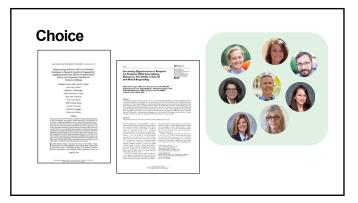




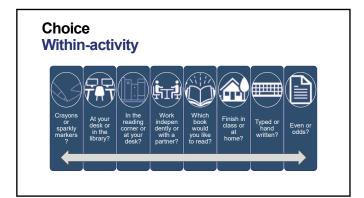


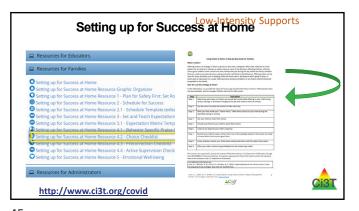


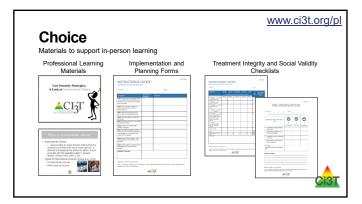
Sample Intervention Grid					
Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria	
Instructional Choice	Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)	One or more of the following: Behavior: SRSS-E7 Score: Moderate (4-8) SRSS-15 Score: Moderate (2-3) AND OR Academic: Progress Reports; Successful Learning Behaviors - Targeted for growth 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.	

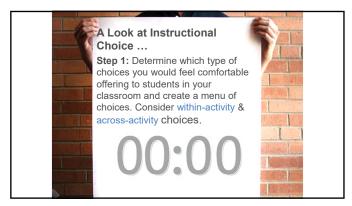












Building Your Toolbox 1. Instructional Choice 2. Precorrection 3. Behavior Specific Praise



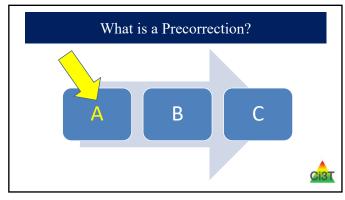


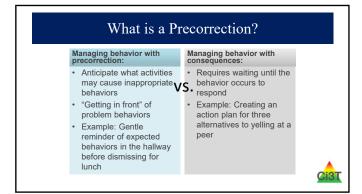
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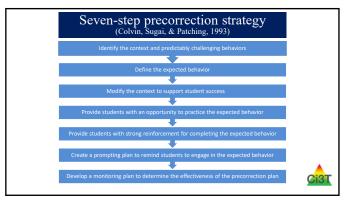
Agenda

- 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?
- V Checklist for Success
- How well is it working? Examining the Effects

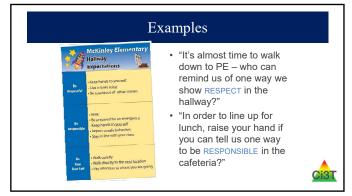


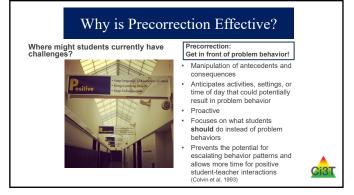












Why is Precorrection Effective?

- 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



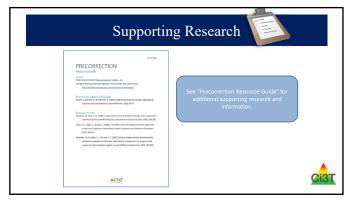
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What does the supporting research for precorrection say?

- 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



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What are the benefits and challenges?

Benefits

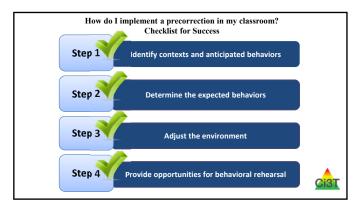
- Making contextual changes to activities/settings that traditionally occasion problem behaviors
- Proactive
- Varying levels of intensity

Challenges

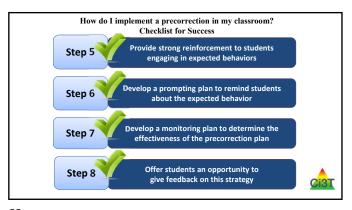
- · Shift in thinking
- Need to reflect on daily schedule and routines to anticipate when problem behaviors may arise
- Must have some knowledge of a given setting



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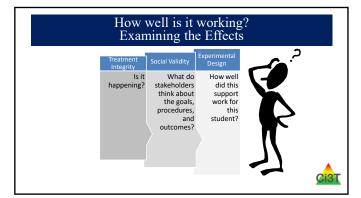


How do I implement precorrection in my classroom? 1. Identify context and anticipated behaviors. 2. Determine the expected behaviors. 3. Adjust the environment. 4. Provide opportunities for behavioral rehearsal. 5. Provide strong reinforcement to students engaging in expected behavior. 6. Develop a prompting plan to remind students about the expected behavior. 7. Develop a monitoring plan to determine the effectiveness of the precorrection

Offer students an opportunity to give feedback on this strategy.

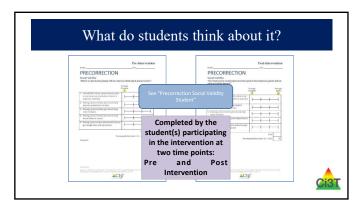
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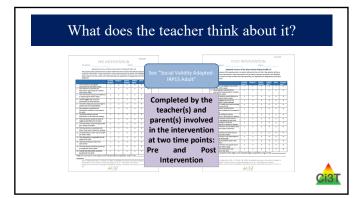
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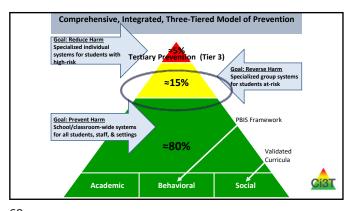


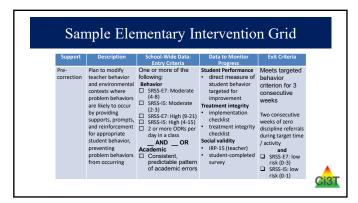
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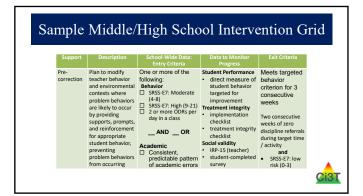
Have structures in place to monitor whether precorrection is carried out as intended: Treatment integrity checklist Example items: 1. Did I identify the context and determine the expected behavior? 2. Did I modify the environment to promote students with an opportunity to practice the expected behavior? 4. Did I provide students with an opportunity to practice the expected behavior? 5. Did I prompt students to remind them to engage in the expected behavior? 6. Did I monitor student behavior?

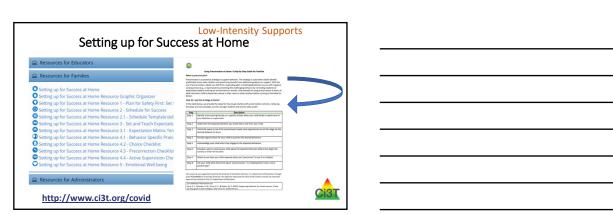










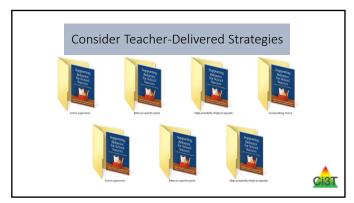












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Evaluating and integrating low-intensity strategies

- Is it working?Integrated lesson planning
- School and home collaboration



