Using Low-Intensity Supports to Manage Challenging Behavior and Facilitate Instruction: Simple Strategies that Work

Wichita, Kansas September 4, 2014

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University of Kansas

Agenda

1. Frame the use of low intensity strategies for increasing student engagement within a Comprehensive, Integrated, Three-tiered (CI3T) model of prevention.

2. Learn about three research-based strategies to improve academic engagement:
   1. incorporating choice into instruction
   2. increasing opportunities to respond
   3. behavior specific praise

3. Discuss importance of implementing these low-intensity strategies with integrity and monitoring changes in student performance, with attention to issues of social validity.
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

<table>
<thead>
<tr>
<th>Tier</th>
<th>Goal</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary Prevention (Tier 1)</td>
<td>≈ 80% Academic, Behavioral, Social</td>
</tr>
<tr>
<td>2</td>
<td>Secondary Prevention (Tier 2)</td>
<td>≈ 1% Academic, Behavioral, Social</td>
</tr>
<tr>
<td>3</td>
<td>Tertiary Prevention (Tier 3)</td>
<td>≈ 5% Academic, Behavioral, Social</td>
</tr>
</tbody>
</table>

Essential Components of Primary Prevention Efforts

1. Social Validity
2. Treatment Integrity
3. Systematic Screening
   - Academic
   - Behavior
WHAT SCREENING TOOLS ARE AVAILABLE?

See Lane, Menzies, Oakes, and Kalberg (2012)

Student Risk Screening Scale

(SRSS; Drummond, 1994)
The Student Risk Screening Scale (SRSS) is a 7-item mass screener used to identify students who are at risk for antisocial behavior. It uses a 4-point Likert-type scale:

- **never** = 0
- **occasionally** = 1
- **sometimes** = 2
- **frequently** = 3

Teachers evaluate each student on the following items:

- Stealing
- Low Academic Achievement
- Lying, Cheating, Sneaking
- Negative Attitude
- Behavior Problems
- Aggressive Behavior
- Peer Rejection

Student Risk is divided into 3 categories:

- **Low** 0 – 3
- **Moderate** 4 – 8
- **High** 9 – 21

Student Risk Screening Scale-IE

Use the above scale to rate each item for each student.

Original SRSS-IE 14
12 items retained for use at the elementary level
14 items under development in middle and high schools

(Lane, Oakes, Harris, Menzies, Cox, & Lambert, 2012)
How do we score and interpret the SRSS-IE at the Elementary Level?

1. All scores will be automatically calculated.
2. SRSS scores are the sum of items 1 – 7 (range 0 – 21)
3. Internalizing scores are the sum of items 8-12 (range 0-15)

Student Risk Screening Scale
Middle School Fall 2004 - Fall 2011

Percentage of Students

Fall Screeners

Lane and Oakes 2013
### Examining Academic and Behavioral Data

#### Elementary Level

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>AIMSweb Reading</th>
<th>AIMSweb Math</th>
<th>AIMSweb Behavior</th>
<th>ODR</th>
<th>Total Days Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alley, Allison</td>
<td>2310</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Atwell, J'Monte</td>
<td>2013</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bonds, Peter</td>
<td>2031</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Booker, Abbie</td>
<td>2001</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Cartright, Ashley</td>
<td>2152</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cox, Lucille</td>
<td>2002</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Haskins, Erin</td>
<td>2017</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Julius, O'Tam</td>
<td>2132</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Justice, Jesse</td>
<td>2003</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Ochoa, Kelly</td>
<td>2009</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Parker, Stephanie</td>
<td>2004</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Paul, Timothy</td>
<td>2010</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Reed, Kendra</td>
<td>2022</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Toms, Blake</td>
<td>2018</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Wellington, Jasper</td>
<td>2215</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Middle and High School Levels

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Grade Level Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angel, Julio</td>
<td>2310</td>
<td>0</td>
</tr>
<tr>
<td>Atkins, Kylee</td>
<td>2013</td>
<td>1</td>
</tr>
<tr>
<td>Baxter, Brent</td>
<td>2031</td>
<td>2</td>
</tr>
<tr>
<td>Bearwell, Kyle</td>
<td>2001</td>
<td>1</td>
</tr>
<tr>
<td>Cartright, Ashley</td>
<td>2152</td>
<td>1</td>
</tr>
<tr>
<td>Cox, Lucille</td>
<td>2002</td>
<td>2</td>
</tr>
<tr>
<td>Haskins, Erin</td>
<td>2017</td>
<td>1</td>
</tr>
<tr>
<td>Ilao, Helen</td>
<td>2132</td>
<td>3</td>
</tr>
<tr>
<td>Jackson, Ronald</td>
<td>2003</td>
<td>2</td>
</tr>
<tr>
<td>Hank, Patrick</td>
<td>2009</td>
<td>1</td>
</tr>
<tr>
<td>Parker, Stephanie</td>
<td>2004</td>
<td>1</td>
</tr>
<tr>
<td>Reed, Kent</td>
<td>2010</td>
<td>1</td>
</tr>
<tr>
<td>Sterling, Michael</td>
<td>2022</td>
<td>1</td>
</tr>
<tr>
<td>Thomas, James</td>
<td>2018</td>
<td>1</td>
</tr>
<tr>
<td>Walsh, Carter</td>
<td>2215</td>
<td>2</td>
</tr>
</tbody>
</table>

**Lane and Oakes 2013**
Will you please ....

Examining your screening data ...

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

See Lane, Menzies, Bruhn, and Crnobori (2011)
Teacher-Level Considerations

1. Instructional Considerations
2. General Classroom Management
3. Low-intensity Strategies
Low-Intensity Strategies for Academics and Behavior

- Active Supervision
- Proximity
- Pacing
- Appropriate use of Praise
- Opportunities to Respond
- Instructive Feedback
- Incorporating Choice

Self-Assessment

• How am I doing with...
  - Basic classroom management strategies?
  - Instructional considerations?
  - Low-intensity strategies?

Consider a book study...build school site capacity
Monitoring Progress

- 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?

Building Your Toolbox

1. Incorporating choice into instruction
2. Increasing opportunities to respond
3. Using behavior specific praise
A Look at Instructional Choice

Agenda

• What is instructional choice?
• Why is instructional choice effective?
• What does the supporting research for instructional choice say?
• What are the benefits and challenges?
• How do I implement instructional choice in my classroom? Yes Checklist for Success
• 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-activities choices

Examples

**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.

**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?
- Typed or handwritten?
- Even or odds?

spanish creme brulee
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, Jolivette, Patterson, & Kennedy, 2010)
- Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz & Kostweicz, 2013)
What are the benefits & challenges?

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

**Challenges**
- challenges in preparing independent tasks for the time provided
- important to think about procedures for collecting and evaluating different types of assignments
### How do I implement instructional choice in my classroom? Checklist for Success

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Determine which type of choices you feel comfortable offering and create a menu of choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Use the menu to determine which type of choice to add to a particular lesson.</td>
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<tr>
<td>Step 3</td>
<td>After choice is built into the lesson, offer the established choices.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Ask the student to make his or her choice.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Provide wait time for the student to select their choice.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Listen to (or observe) the student’s response.</td>
</tr>
<tr>
<td>Step 7</td>
<td>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.</td>
</tr>
<tr>
<td>Step 8</td>
<td>Reinforce the student’s choice, providing them with the option they selected.</td>
</tr>
</tbody>
</table>
How do I implement instructional choice in my classroom?
Checklist for Success

Step 9
Offer students an opportunity to give feedback on the choice they selected.

---

**Table 9.2 Implementation for Success**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Determine which type of choices you would feel comfortable offering to students in your classroom and create a menu of choices.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Use the menu to determine which type of choice to add to a particular lesson.</td>
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(Lane, Menzies, Ennis, & Oakes, 2015)
How well is it working?
Examining the Effects

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

(Kern, Mantegna, Vorndran, Bailin, & Hilt, 2001)
### Making Certain the Strategy is in Place: Treatment Integrity

#### Treatment Integrity Form

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Session 18</th>
<th>Session 19</th>
<th>Session 20</th>
<th>Session 21</th>
<th>Session 22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Thurs</td>
<td>Fri</td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage Total:</th>
<th>100.0%</th>
</tr>
</thead>
</table>

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

### What do they think about it?

#### Before we got started…

<table>
<thead>
<tr>
<th>Option</th>
<th>No, not really</th>
<th>Sometimes</th>
<th>Yes, definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to have choices during reading time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having choices would make reading time more enjoyable.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could get more of my work done if I had choices.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other students in my class would enjoy having choices.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Percentage score:**

<table>
<thead>
<tr>
<th>Total</th>
<th>Total number possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

#### Now that you have tried it…

<table>
<thead>
<tr>
<th>Option</th>
<th>No, not really</th>
<th>Sometimes</th>
<th>Yes, definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>I liked having choices during reading time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having choices made reading time more enjoyable.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I got more of my work done because I had choices.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other students in my class enjoyed having choices.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Percentage score:**

<table>
<thead>
<tr>
<th>Total</th>
<th>Total number possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

(Lane, Menzies, Ennis, & Oakes, 2015)
### Expanding Your Tool Kit ....

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
<th>Entry Criteria</th>
<th>Data to Monitor Progress</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Choice</td>
<td>Within- and across-task choices offered during reading instruction (language arts assignments)</td>
<td>SRSS Moderate Risk and Report Card: Work Completion and Independent Work Habits (needs improvement)</td>
<td>Student Performance:</td>
<td>Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Academic Engaged Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Percentage of work completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Treatment Integrity: component checklist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social Validity: student-completed survey</td>
<td></td>
</tr>
</tbody>
</table>

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

### Questions, thoughts, and considerations ....

Let's talk ...
A Look at Increasing Opportunities to Respond

Agenda

- What are opportunities to respond (OTR)?
- Why is OTR effective?
- What does the supporting research for OTR say?
- What are the benefits and challenges?
- How do I implement increased Opportunities to Respond in my classroom?

☑️ Checklist for Success

- How well is it working? 🕵️‍♂️ Examining the Effects
What is opportunities to respond (OTR)?

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

Opportunities to Respond (OTRs)

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

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents:</td>
<td>Responses can be:</td>
</tr>
<tr>
<td>• instructional information</td>
<td>• verbal</td>
</tr>
<tr>
<td>• ask questions</td>
<td>• written</td>
</tr>
<tr>
<td>• provide wait time</td>
<td>• signal</td>
</tr>
<tr>
<td>• prompt when necessary</td>
<td>• choral</td>
</tr>
<tr>
<td>• cue</td>
<td></td>
</tr>
<tr>
<td>• provide feedback</td>
<td></td>
</tr>
</tbody>
</table>
Examples

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

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

Opportunities to Respond (OTRs)

Teacher presents instruction/demand → Cues students → Fast Paced!
- 3-6/min for new instruction
- 8-12/min for review

Teacher provides feedback
Wait time (prompt)
Students respond
Why is increasing OTRs effective?

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

What does the supporting research for OTR say?

Increased Opportunities to Respond

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

<table>
<thead>
<tr>
<th>Rate of OTR per Minute</th>
<th>Rate of Disruptions/Correct Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Graph" /></td>
<td><img src="image2" alt="Graph" /></td>
</tr>
</tbody>
</table>

Haydon, Mancil, & Van Loan (2009)

Lane, Rogers, Parks et al. (2007)

<table>
<thead>
<tr>
<th>Antecedent Adjustments</th>
<th>Reinforcement</th>
<th>Extinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompted to participate by setting a daily goal for number of times student would participate during each whole-class activity using a graduated criterion design</td>
<td>The student was allowed a break from participation after meeting the daily goal</td>
<td>The student was no longer allowed to escape teacher and peer attention by displaying non-participation behaviors</td>
</tr>
</tbody>
</table>

Lane, Rogers, Parks, Weisenbach, Mau, Merwin, & Bergman (2007)

![Graph](image3)
What are the benefits and challenges?

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

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

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

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

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

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

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

**Step 4**
Determine the modality by which students will respond.
How do I implement increased Opportunities to Respond in my classroom? Checklist for Success

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

Step 6: Conduct the lesson with a minimum of 3 OTRs per min (single-student or unison responding).

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

Step 8: Offer students an opportunity to give feedback.

Table 3.2 Implementation for Success

<table>
<thead>
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<td>Step 2</td>
<td>Prepare a list of questions, prompts, or cues related to the content.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Determine the modality by which the content will be delivered.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Determine the modality by which students will respond.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Explain to students how the format works and the rationale for using it.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Conduct the lesson with a minimum of 3 opportunities to respond per minute using either single-student or unison responding.</td>
</tr>
<tr>
<td>Step 7</td>
<td>Respond to student answers with evaluative and encouraging feedback.</td>
</tr>
<tr>
<td>Step 8</td>
<td>Offer students an opportunity to give feedback.</td>
</tr>
</tbody>
</table>
How well is it working?
Examining the Effects

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

Making Certain the Strategy is in Place: Treatment Integrity

Opportunity to Respond Treatment Integrity Checklist

Ms. Garcia’s Read Alouds

Date: __________ Start time: __________ End time: __________ Total time: __________

Notes: __________

0 = not in place, 1 = partially in place, or 2 = completely in place.

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did I prepare a list of questions about the story’s characters in advance?</td>
<td>0 1 2</td>
</tr>
<tr>
<td>2. Did I use my list of questions during the lesson?</td>
<td>0 1 2</td>
</tr>
<tr>
<td>3. Did I reach a presentation rate of at least 3 CTR per min?</td>
<td>0 1 2</td>
</tr>
<tr>
<td>4. Did my students understand how to use the response cards?</td>
<td>0 1 2</td>
</tr>
<tr>
<td>5. Did I respond to student answers with evaluative and encouraging feedback?</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>

TOTAL

(N = [10]) X 100 = __________

(Lane, Menzies, Ennis, & Oakes, 2015)
What do they think about it?

<table>
<thead>
<tr>
<th>Now that you have tried it … What do you think?</th>
<th>😊 No, not really</th>
<th>😊 Yes, definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you enjoy using the character card during Read Aloud time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you feel more comfortable participating when you got to use these cards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Would you like to use the character cards again?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Expanding Your Tool Kit ....
Questions, thoughts, and considerations....

00:00

Let's talk...

Using Behavior Specific Praise Statements

Comprehensive, Integrated Three-Tiered Model of Prevention
What are Behavior Specific Praise Statements?

- The teacher praises a specific behavior with a comment.
- Key Components
  - Praise statement must be linked to a behavior
  - Provide feedback specific to the behavior
  - Be sincere
  - Reflect skill level
  - Evaluate effectiveness
  - Praise effort – not ability

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

What are Behavior Specific Praise Statements? Examples

- “John, I like the way you are working on your math assignment.”
- “Susan, thank you for following directions and getting out your textbook!”

Also consider “noticing”
- “Juan, you showed respect for your friends today by taking turns on the swing at recess.”
- “Paola, you gave your best effort by completing all of your math work during class today.”
- "You followed directions right away, so our class can move on to a special activity." (Marchant & Anderson, 2012, p. 24)
Behavior Specific Praise Statements: Considerations

- Most effective when delivered consistently and immediately after desired behavior
- Should be used 4 to 1 ratio with negative/corrective feedback
- Determine students’ preferred method of praise – public or private
- Establishes supportive and positive classroom environment

(Marchant & Anderson, 2012; Kennedy & Jolivette, 2008; Stormont & Reinke, 2009)

Behavior Specific Praise Statements: Benefits

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

(Lampi, Fenty, & Beaunae, 2005; Marchant & Anderson, 2012; Stormont & Reinke, 2009)
Increasing the Use of Behavior Specific Praise Statements

- Teacher have shown increased use of BSPS when
  - Setting goals for number of praise statements
  - Self-monitoring use of BSPS
  - Video self-modeling of BSPS
  - Performance feedback
  - Using a BSPS Script
  - Observations with a peer or instructional coach

(Haydon & Musti-Rao, 2011; Hawkins & Heflin, 2010; Sutherland et al., 2000)
Low-Intensity Strategies for Academics and Behavior

- Active Supervision
- Proximity
- Pacing
- Appropriate use of Praise
- Opportunities to Respond
- Instructive Feedback
- Incorporating Choice
Self-Assessment

• How am I doing with...
  – Basic classroom management strategies?
  – Instructional considerations?
  – Low-intensity strategies?

Consider a book study...build school site capacity

Will you please ....

00:00

Let's talk ...
Comprehensive, Integrated, Three-Tiered Model of Prevention
(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized Individual Systems
for Students with High-Risk
≈ 5%
Tertiary Prevention (Tier 3)

Goal: Prevent Harm
School/Classroom-Wide Systems for
All Students, Staff, & Settings
≈ 80%
Primary Prevention (Tier 1)

Goal: Reverse Harm
Specialized Group Systems
for Students At-Risk
≈ 15%
Secondary Prevention (Tier 2)

Academic Behavioral Social

PBIS Framework
Validated Curricula

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Academic Behavioral Social

PBIS Framework
Validated Curricula

Lane and Oakes 2013
### Behavior Contract

A written agreement between two parties used to specify the contingent relationship between the completion of a behavior and access to or delivery of a specific reward. Contract may involve administrator, teacher, parent, and student.

### Self-Monitoring

Students will monitor and record their academic production (completion/accuracy) and on-task behavior each day.

### Behavior: SRSS - mod to high risk

Academic: 2 or more missing assignments with in a grading period

### Data to Monitor Progress

Work completion, or other behavior addressed in contract

### Exit Criteria

Successful Completion of behavior contract

---

**Comprehensive, Integrated, Three-Tier Model of Prevention**

(Lane, Kalberg, & Menzies, 2009)

- **Primary Prevention (Tier 1)**: Approximately 80%
  - Goal: Prevent Harm
  - School/Classroom-Wide Systems for All Students, Staff, & Settings

- **Secondary Prevention (Tier 2)**: Approximately 15%
  - Goal: Reverse Harm
  - Specialized Group Systems for Students At-Risk

- **Tertiary Prevention (Tier 3)**: Approximately 5%
  - Goal: Reduce Harm
  - Specialized Individual Systems for Students with High-Risk

---

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

Lane and Oakes 2013
Will you please ....

00:00

Let’s talk ...

Professional Learning

• Faculty and staff participate in the development and selection of new programs – based on evidence
• Feedback loops
• Participate in professional learning across all areas

<table>
<thead>
<tr>
<th>School Goal or Priority to Address</th>
<th>Focus Skill / Practice and Tier Addressed</th>
<th>Faculty or Staff Members to Lead</th>
<th>Type of PD (if outside training list provider, time, and cost) – include plan to share with all faculty and staff</th>
<th>Timeline</th>
<th>Monitoring Fidelity — who and how?</th>
</tr>
</thead>
<tbody>
<tr>
<td>R5: PD Plan</td>
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</tbody>
</table>
The Professional Development Training Series

- **November**: 1: Two-Hour After School
- **December**: 2: Full Day
- **January**: 3: Two-Hour After School
- **February**: 4: Full Day
- **March**: 5: Two-Hour After School
- **April**: 6: Full Day

**Primary Prevention Series**
- November
- January
- May

**Secondary Prevention Stand Alone Sessions**
- February
- March

**Tertiary Prevention Series**
- Tertiary
- Tertiary
- Tertiary
- Tertiary


---

**Districtwide Training Model**

<table>
<thead>
<tr>
<th>Phase and Task</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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</thead>
<tbody>
<tr>
<td><strong>Phase 1: Prepare Cohorts 1 and 2</strong></td>
<td>F</td>
<td>F</td>
<td>Sp</td>
<td>Sp</td>
<td>Su</td>
<td>F</td>
<td>F</td>
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<tr>
<td>Project Staff and District Coaches: Establish Training Module, Develop Non-negotiable Practices for Implementation</td>
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<tr>
<td>Project staff: Train Cohorts 1-2 (or ≈ 11 schools)</td>
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<tr>
<td>Project staff and District Coaches: Implement: Cohorts 1-2 (or ≈ 11)</td>
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<td>District Coaches: Sustain practices with Technical Assistance from Project</td>
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<td><strong>Phase 2: Prepare Cohorts 3 and 4</strong></td>
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<td>F</td>
<td>Sp</td>
<td>Sp</td>
<td>Su</td>
<td>F</td>
<td>F</td>
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<tr>
<td>Project Staff: Train Cohorts 3-4 (or ≈ 11 schools)</td>
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<td>Project Staff and District Coaches: Implement: Cohorts 3-4 (or ≈ 11)</td>
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<tr>
<td><strong>Phase 3: Prepare Cohorts 5 and 6</strong></td>
<td>F</td>
<td>F</td>
<td>Sp</td>
<td>Sp</td>
<td>Su</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Project Staff: Train Cohorts 5-6 (or ≈ 11 schools)</td>
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<tr>
<td>Project Staff and District Coaches: Implement: Clusters 5-6 (or ≈ 11)</td>
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<tr>
<td><strong>Phase 4: Prepare Cohorts 7 and 8</strong></td>
<td>F</td>
<td>F</td>
<td>Sp</td>
<td>Sp</td>
<td>Su</td>
<td>F</td>
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</tr>
<tr>
<td>Project Staff: Train Cohorts 7-8 (or ≈ 11 schools)</td>
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<tr>
<td>Project Staff and District Coaches: Implement: Clusters 7-8 (or ≈ 11)</td>
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</tbody>
</table>
Session 1:
- Overview of CI3T
- Prevention Models
- Setting a Purpose
- Establish team meetings and roles

Session 2:
- Mission and Purpose
- Establish Roles and Responsibilities
- Procedures for Teaching
- Procedures for Reinforcing
- Reactive Plan

Session 3:
- Procedures for Monitoring
- Revise Primary Plan using Stakeholder feedback

Session 4:
- Final revisions of CI3T Plan based on stakeholder feedback
- Draft Tertiary Prevention Intervention Grids
- Design Implementation Manual and Plan for roll out to faculty, students, and parents

Session 5:
- Overview of Teacher Focused Strategies
- Overview of Student Focused Strategies
- Using data to determine Draft the Secondary Intervention Grid based on existing supports

Session 6:
- Functional Assessment-based Interventions
- Teacher Drive Supports: Instructional Techniques to Improve Students' Motivation; General Classroom Management Practices; Low Intensity Behavior Supports

Session 7:
- Additional Tier 3 Supports

MTSS: CI3T Training Series

Implementation Stages of Tier 2 and 3 within CI3T

Professional Development to Support You in Lawrence!

8/20/14 5-7PM
- Getting Started with MTSS:CI3T-What do we need to know about screening?

9/17/14 5-7PM
- Using Your Screening Data: Building Your Tier 2 and Tier 3 Grids

10/8/14 5-7PM
- Using Instructional Techniques to Improve Students' Motivation and Engagement

11/4/14 5-7PM
- Positive Action: Getting Started at My School

12/2/14 5-7PM
- Low Intensity Strategies: Using Behavior Specific Praise and Opportunities to Respond to Support Instruction

1/15/15 5-7PM
- Low Intensity Strategies: Using Instruction Choice and Instructional Feedback to Support Instruction

Check the TASN website ksdetasn.org for registration links coming soon!
Professional Development to Support You this spring!

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topeka</td>
<td>2/12/15</td>
<td>5-7PM</td>
<td>A Look at Systematic Screenings within Comprehensive, Integrated, Three-tiered Models of Prevention</td>
</tr>
<tr>
<td>Ottawa</td>
<td>2/18/15</td>
<td>4:30-6:30PM</td>
<td>A Look at Systematic Screenings within Comprehensive, Integrated, Three-tiered Models of Prevention</td>
</tr>
<tr>
<td>Newton</td>
<td>2/20/15</td>
<td>4:30-6:30PM</td>
<td>A Look at Systematic Screenings within Comprehensive, Integrated, Three-tiered Models of Prevention</td>
</tr>
<tr>
<td>Topeka</td>
<td>3/10/15</td>
<td>5-7PM</td>
<td>A Look at Systematic Screenings within Comprehensive, Integrated, Three-tiered Models of Prevention</td>
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<tr>
<td>Topeka</td>
<td>4/23/15</td>
<td>5-7PM</td>
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<td>Ottawa</td>
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<td>Using School-wide Data to Identify Students for Tier 2 and Tier 3 Supports</td>
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</table>

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Moving Forward

Questions:
Kathleen.Lane@ku.edu
Recommended Resources


http://www.tandfonline.com/toc/ypsf20/current#.U4zbm6ROVD8


Recommended Resources
