Everything You Have Always Wanted to Know About Behavior Supports, But Were Afraid to Ask

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Big Ideas

• Understand interaction between behavior and the teaching environment
• Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
• Create environments to support the use of pro-social behaviors
  1. School-wide
  2. Classroom
  3. Individual student
Starting Point....

• Educators cannot “make” students learn or behave
• Educators can create environments to increase the likelihood students learn and behave
• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
Classroom Supports
Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need
http://pbismissouri.org/educators/effective-class-practice
Typical School Day

17% Direct Instruction
33% Seatwork
20% Transitions
30% Discipline & Other Non-Instructional Activities

Cotton, 1995; Walberg, 1988
Activity: Classroom Rule Writing Activity

Option 1

• List problem behaviors in your classroom
• List replacement behavior (what we want kids to do instead)
• List schoolwide expectations
• Categorize rules within schoolwide expectations
Effective Classroom Practice
Classroom Procedures & Routines
Mini-Module Fact Sheet

- Effective teaching includes teaching functional procedures and routines to students at the beginning of the year and using these routines to efficiently move through the school day (Leinhardt, Weidman, & Hammond, 1987).

- As students become more familiar with classroom procedures and routines, additional instructional formats and more challenging work can be incorporated (Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003).

- Clear procedures, taught and consistently enforced are the most critical tool to create a functional and productive learning environment (Good & Brophy).

- Classroom procedures are patterns for accomplishing classroom tasks. Procedures form routines that help the students meet the expectations stated in the rules. Both rules and routines must be taught, practiced and consistently enforced to be effective in the classroom. It is important that procedures be written in succinct terminology, positively stated, in age-appropriate terms (Newcomer, 2007).

When developing procedures, keep "Why, what, when, where, who, and how" in mind:
WHY is this procedure needed?
WHAT is the procedure?
WHAT are the steps for successful completion of the procedure?
WHEN will the procedure be taught?
WHEN will the procedure be practiced?
WHERE is this procedure needed?
WHO needs to be taught this procedure?
WHO will teach this procedure?
HOW will you recognize procedure compliance?

<table>
<thead>
<tr>
<th>Procedure &amp; Routine Examples</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>•During Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Sit in a learning position</td>
<td></td>
<td>– Class Discussion</td>
</tr>
<tr>
<td>– Raise your hand for a turn to talk, if you have a question or if you need help</td>
<td>– Prepare for discussion by reading the required assignment in advance</td>
<td></td>
</tr>
<tr>
<td>– Wait for the teacher to come to you</td>
<td>– Wait until the other person is finished speaking before you talk</td>
<td></td>
</tr>
<tr>
<td>– Finish all of your work</td>
<td>– Stay on topic</td>
<td></td>
</tr>
<tr>
<td>– Read your book if you finish your work early</td>
<td>– Respect other's opinions and contributions</td>
<td></td>
</tr>
<tr>
<td>– Take restroom or water breaks during independent time</td>
<td>– Use appropriate expressions of disagreement</td>
<td></td>
</tr>
</tbody>
</table>
Classroom Procedures & Routines Self-Assessment

1. What is your attention signal? When do you use it?

2. What is the procedure/routine for entering/exiting the classroom?

3. What is the procedure/routine for personal belongings (e.g. hats, coats)?

4. What is the procedure/routine for obtaining materials/supplies?

5. What is the procedure/routine for the start of class?

6. What is the procedure/routine to gain assistance?

7. What is the procedure/routine for working in groups?

8. What is the procedure/routine for working independently?

9. What is the procedure/routine for meeting personal needs (e.g. restroom)?

10. What is the procedure/routine for turning in homework

11. What is the procedure/routine for making up missed work?
SUPPORTING & RESPONDING TO BEHAVIOR: EVIDENCE-BASED CLASSROOM STRATEGIES FOR TEACHERS


Available at pbis.org
CWPBIS within a Multi-Tiered Behavior Framework (MTBF): Decision-making Guide and Self Assessment

1. Are the foundations of effective CWPBIS in place?
   - Effectively **design** the physical environment of the classroom.
   - Develop & teach predictable classroom **routines**.
   - Post, define, & teach 3-5 positive classroom **expectations**.

   If yes, proceed to question 2. If no, review content in Table 1 (hyperlinked above) related to classroom design, routines, and expectations before proceeding to question 2.

2. Are proactive and positive CWPBIS practices implemented consistently?
   - Provide high rates of varied **opportunities to respond**.
   - Use **prompts** and **active supervision**.
   - Acknowledge expected behavior with **specific praise & other strategies**.

   If yes, proceed to question 3. If no, review content in Table 1 (hyperlinked above) related to opportunities to respond, prompts, active supervision, and acknowledgement strategies before proceeding to question 3. If unsure, collect data on implementation (see Table 2 for strategies).

3. Do data indicate that students are still engaging in problem behavior?

   Yes
   - **Determine if behaviors are minor or major** (chronic or serious) violations of classroom expectations.
   - Use brief, specific **error correction** & other consequence strategies.
   - Review, adjust & intensify CWPBIS practices within MTBF. Request additional **support** for students. See additional resources for Tier 2 or Tier 3.

   No
   - **Determine number** of students involved (many or a few).
   - Well done! Continue to monitor outcomes across time and adjust implementation as needed.

   Minor
   - **Many**
   - **Few**

   Major
   - **Many**
   - **Few**

*Note, responses to severe or dangerous problem behavior are outside the scope of this document and should be considered within the context of targeted (tier 2) and intensive (tier 3) behavior supports.*
## Effective Professional Development

### OUTCOMES

(% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Practice and Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Plus</strong> Coaching in the Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002
Classroom Systems

• Teach
  – Brief in-service, single topic focus
• Practice (performance feedback)
  – Peer coaching
  – Principal “walk through”
  – Direct observation / data collection
School-wide Classroom Example
The Beginning – Background Info.

• School used a universal screening instrument in October of 2012.
• Results indicated that 32.3% of students were in the at-risk or high-risk range.
• Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.
Baseline Data Collection

• Classroom-Level Observations of Effective Classroom Practices
  - Expectations & Rules
  - Procedures & Routines
  - Encouraging Expected Behavior
  - Discouraging Inappropriate Behavior
  - Active Supervision
  - Opportunities to Respond

• Based on data, team identified 1 practice to improve upon.

Initial ratio of positive specific feedback to correctives: **1.85:1**
Professional Development Process & Data

October 2012 – Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1

March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1
End of Year Outcomes

• ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.

• Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.

• Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.
Environmental Intervention Example

Study Basics

• Subject:
  – Seven years old
  – Identified with EBD and ADHD

• Setting
  – General education 2\textsuperscript{nd} grade classroom with 19 other students
  – One licensed teacher and one student teacher

• Concern
  – Student exhibits high rates of off-task
  – Student shouts out answers and questions and comments at high rates and often inappropriate
“Function of Behavior”

- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  - Function identified as **Attention**
  - Significant antecedents: **multiple step direction and group settings**
  - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection
“Environment Assessment”

Significant variables:

• clarity of expectations & directions
• consistency of expectations
• accessibility of class schedules
• lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)
Mean Percent of Teacher Behavior

- High Structure
- Material Accessibility
- Rules Visible
- Assistance Consistent
- Answering Consistent

Baseline
Level 1
Level 1 & 2
Level 1, 2 & 3
Follow-Up
Classroom Assessment Targets

• Classroom Structure
  • Rules and routines
• Improving Teacher-Student Interactions
• Evidence-Based Academic Instruction
  • Opportunities to Respond (OTR)
  • Incorporating students’ choice and interests
  • Accommodations
• Responding to problem behavior
# Accommodations Guide Model

## Accommodations Guide Worksheet

1. **Gather materials.**
   - [ ] Three samples of student work demonstrating frequent errors or low grades
   - [ ] Student Individualized Education Program (IEP)

2. **Identify Broad Problem Areas.**
   
   What are the general indicators of concern? Check all that apply.

   **Academic**
   - [ ] Reading
   - [ ] Math
   - [ ] Writing

   **Attentional/Behavioral**
   - [ ] Following Directions
   - [ ] Easily Distracted
   - [ ] Sustaining Attention/Effort
   - [ ] Attention to Detail
   - [ ] Planning & Time Management
   - [ ] Test Anxiety

Continue on next page ➔
3. Identify accommodations matched to student need.

Based on the broad areas of student need identified in Step 1, choose at least one corresponding accommodation which you are willing and able to implement. A glossary of accommodations can be found on page 6.

### Academic Concerns

#### Reading

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty reading fluently</td>
<td>Read materials aloud</td>
</tr>
<tr>
<td>Difficulty with reading comprehension</td>
<td>Read materials aloud</td>
</tr>
<tr>
<td>Reads slowly</td>
<td>Use highlighted textbook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time</td>
<td></td>
</tr>
</tbody>
</table>

#### Math

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to rapidly access math facts</td>
<td>Calculator</td>
</tr>
<tr>
<td>Difficulty manipulating numbers</td>
<td>Fact table</td>
</tr>
<tr>
<td>Transposes numbers</td>
<td>Extended time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulative devices</td>
<td>Visual organizers (e.g., graph paper)</td>
</tr>
<tr>
<td>Difficulties with converting word problems to mathematical expressions</td>
<td>Self-monitoring list to double check work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading difficulties that impede understanding of word problems</td>
<td>Extended time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimize distracting information in word problems</td>
<td>Read word problems aloud</td>
</tr>
<tr>
<td>Use graphic organizer</td>
<td>Extended time</td>
</tr>
</tbody>
</table>

#### Writing

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor skill deficits</td>
<td>Provide pen/pencil grip</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty with spelling</td>
<td>Use word processor for drafts and final copy</td>
</tr>
<tr>
<td>Difficulty organizing writing</td>
<td>Dictate work into audio recording device</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use spelling and grammar assistive devices (e.g., Spell Check)</td>
<td>Use dictation program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher or peer proofreading</td>
<td>Allow for re-submission of work after feedback</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use graphic organizers</td>
<td>Provide model of completed writing task</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time</td>
<td>Chunk large assignments into smaller tasks</td>
</tr>
</tbody>
</table>
**Behavioral Concerns**

**Following Directions**

- Read directions aloud
- Have student repeat directions back
- Simplify number of instructions on page
- Reword instructions using simpler language
- Highlight or bold font key directions

**Easily Distracted/ Sustaining Effort/Attention to Detail**

- Give short and simple directions
- Highlight key words in directions and text
- Use highlighted textbook
- Check in frequently with the student
- Assign a peer partner
- Use graphic organizers
- Provide guided notes
- Plan hands-on activities
- Frequent breaks (use private signal)
- Cue with a device (e.g., sports watch, timer) to stay on task
- Self-monitoring sheet for on-task behavior
- Self-monitoring sheet/rubric for task completion
- Limit length of sustained effort (e.g., reading, reasoning) by providing breaks or assistance
- Chunk large assignments into smaller tasks
- Change seat to reduce distractions

**Planning and Time Management**

- Provide start-up assistance and frequent feedback
- Chunk large assignments into smaller tasks
- Use graphic organizers
- Use self-monitoring sheet/rubric for task completion
- Use self-monitoring sheets for organization

**Test Anxiety**

- Chunk similar test items together (e.g., chunk all multiple choice together, all true/false together)
- Divide test into smaller segments (e.g., fewer problems per page)
- Use graphic organizers
- Allow student to choose seat where he/she feels most comfortable
- Allow student to choose preferred way to respond to test questions
4. Coordinate accommodations.

List the accommodations selected from pages 2 and 3. Next, review the accommodations listed in the student’s IEP. List accommodations from the IEP. Circle any overlap.

<table>
<thead>
<tr>
<th>Accommodations Suggested by the Guide</th>
<th>Accommodations on IEP</th>
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</thead>
<tbody>
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</tbody>
</table>

5. Meet with the student for input and preferences. Write any notes in the box below.

- Meet with the student to discuss the academic or behavioral concerns. Examine the permanent products during the discussion, if helpful.
- Describe the accommodations that were recommended by the Accommodations Guide and those currently identified in the IEP.
- Ask the student for his/her input regarding accommodations he/she thinks may be helpful.
- Discuss specific assignments, conditions (e.g., independent work), and frequency of the accommodations. Some accommodations may not be necessary for all circumstances.
- Encourage the student to share his/her thoughts about the accommodation.
6. List accommodations to be implemented and evaluated.

- Create a single list of accommodations to be evaluated for effectiveness. Prioritize based on student input and teacher preference. List in the order accommodations will be tested.*
- Determine if the accommodation will be used during instruction for classroom teaching activities and assignments or for testing. It is possible to use an accommodation for both purposes.
- Define and describe the conditions under which the accommodation will be provided for the student (see below).

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Instruction or Testing</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX. Extended Time</td>
<td>☑ Instruction</td>
<td>Independent seat work</td>
<td>Time and a half</td>
</tr>
<tr>
<td></td>
<td>☑ Testing</td>
<td>Unit tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quizzes requiring</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>written responses</td>
<td></td>
</tr>
<tr>
<td>EX. Graphic Organizer</td>
<td>☑ Instruction</td>
<td>Group, pair, or</td>
<td>Teacher-created or pre-made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>independent writing</td>
<td>organizers (e.g., story maps,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tasks</td>
<td>writing scaffolds)</td>
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</tbody>
</table>

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*Plan to evaluate the effectiveness of each accommodation one at a time to determine the most beneficial accommodations for the student. If specific accommodations are already in place and effective, continue providing the accommodation as usual and test additional accommodations one at a time to determine if student outcomes are enhanced.
7. Teach the accommodation(s).

- Teach the student how to access and use the accommodation using curricular materials and in authentic settings, if possible. Ensure the student understands how to use the accommodation correctly.
- Revere the student has a clear understanding of how to request the accommodation if it is not provided. Model and role-play how to appropriately request the accommodation.
- Multiple opportunities for practice may be necessary.

8. Examine at least three samples of student work/tests to determine if there is change in performance trend:
- after the student can use the accommodation independently, or
- within 4 – 6 weeks of implementation

(Assignments should be comparable in quantity, level of difficulty, and type as the initial assignments in Step 1.)

<table>
<thead>
<tr>
<th>Determine improvement in any of the following (circle all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Quality of work</td>
</tr>
<tr>
<td>Work completion</td>
</tr>
<tr>
<td>Academic engagement</td>
</tr>
</tbody>
</table>

No

1. Continue using the accommodation.
2. Determine whether additional indicated accommodations would further improve performance (Step 6). Repeat steps 7-8.

☐ 1. Select another accommodation from within the problem area (Step 3) and repeat Steps 7-8.

☐ 2. Determine if problem area was misidentified. Select an accommodation from another problem area (Step 2). For example, a student who was thought to have difficulty with math calculation may actually be struggling with sustaining attention. Repeat Steps 3-8.

☐ 3. Determine if alternative interventions are needed (e.g., Missing Assignment Tracking, Organizational Skills).

☐ 4. Suggest the IEP team consider modifications to the general education curriculum.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculator</td>
<td>Calculation devices (e.g., calculators) may be appropriate to compensate for a student’s disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning problem solving skills (e.g., bargain shopping for items of a better value), then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.</td>
</tr>
<tr>
<td>Extended time</td>
<td>Extended time is a specific, pre-determined amount of extra time to complete assignments, projects, and assessments with no grading penalty. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. The amount of extended time may be determined on a case-by-case basis by a student’s IEP team. Usually, “unlimited” time is not appropriate or feasible. Students who have too much time may lose interest and motivation to do their best work.</td>
</tr>
<tr>
<td>Fact table</td>
<td>Multiplication fact grid or other tool to help students readily access basic computation facts.</td>
</tr>
<tr>
<td>Graphic organizers</td>
<td>Graphic organizers help students arrange information in order to organize their work, stay focused on the content, and recognize connections and patterns. Venn diagrams, story maps, and time lines are examples of graphic organizers. A wide variety of organizers are available for free download from the internet at <a href="http://freeology.com/graphicorgs/">http://freeology.com/graphicorgs/</a>. Teachers can make their own organizers to meet specific instructional needs. Students should be encouraged to create their own graphic organizers or re-create organizers they find helpful.</td>
</tr>
<tr>
<td>Guided notes</td>
<td>Handout that outlines the lecture with blanks for important ideas (e.g., key concepts, definitions, facts). Student fills in the blanks as the lecture is presented. See CARS Opportunities to Respond Teacher Handout.</td>
</tr>
<tr>
<td>Highlighted Textbook</td>
<td>Textbook with key words and information pre-highlighted by a teacher or student with good study skills. Highlighted texts can be provided to the student for use during class or at home.</td>
</tr>
<tr>
<td>Manipulative Devices</td>
<td>Physical objects (e.g., counters, blocks, paper chips, buttons, play money) students can arrange to better understand 1:1 correspondence, ratios, or other relationships.</td>
</tr>
<tr>
<td>Multiple or Frequent breaks</td>
<td>Breaks given at pre-determined intervals or after completion of assignment, tests, or activities. Sometimes a student may be allowed to take breaks when individually needed. For example, the student becomes angry or frustrated and asks to leave the classroom, or the teacher recognizes cues in the student’s behavior that signals a need for time away from the assignment or classroom.</td>
</tr>
<tr>
<td>Read materials aloud</td>
<td>Teacher or other qualified person reads text word-for-word orally to students. This may also include the use of books on tape and audio versions of written materials. During testing, readers should use an even inflection so that the student does not receive any clues by the way information is read. Furthermore, readers may not clarify, elaborate, or provide assistance to students during testing situations. A student should have the option of asking a reader to slow down or repeat text; therefore, readers should orally present text to one student at a time rather than in a group format.</td>
</tr>
<tr>
<td>Self-monitoring checklist</td>
<td>Student follows a sequential checklist to complete a task or follow a strategy. The checklist may also be paired with a rubric for self-evaluation of task completion against teacher expectations. RubiStar is a free tool to create rubrics, <a href="http://rubistar4teachers.org/">http://rubistar4teachers.org/</a>.</td>
</tr>
<tr>
<td>Spelling and grammar assistive devices</td>
<td>Pocket spell checkers or word processor spelling and grammar check programs may be an appropriate accommodation to help students communicate more effectively during writing assignments.</td>
</tr>
<tr>
<td>Visual organizers</td>
<td>Graph paper, highlighters, place markers, scratch paper, and templates.</td>
</tr>
</tbody>
</table>
Adapting Evidence-Based Practices
Overview

- The need for intensive intervention
- Data based decision making (DBI)
- Using an adaptive intervention framework (AIF) to provide intensive intervention in behavior
- AIF example using CW-FIT
• **Intensive interventions** are designed to address severe and persistent learning or behavior difficulties. These interventions should be data driven and are characterized by increased intensity (e.g. smaller group, expanded time) and individualization of academic instruction and/or behavioral supports.
The Need for Intensive Intervention

• Not all students respond to standardized, evidence-based interventions...

• Analysis of student response data from controlled studies suggests that approximately 5-10% of students do not respond to standard, evidence-based intervention programs.

• Despite interventions being *generally* effective for students demonstrating difficulty

• Categorization of ‘risk’ may be too broadly defined in these studies to generalize to students with the most intensive needs
What does this suggest?

- Although standardized, evidence-based (i.e., secondary or Tier 2) interventions are effective for many students, they may be insufficient for those with the most intensive needs.

- There is no single intervention program(s) that will meet the needs of all students who have significant and persistent behavior challenges.

- For some students, individualized, intensive intervention will be necessary to facilitate progress. Student data and guiding principles for intensifying intervention should drive these decisions.
Data-Based Individualization (DBI) is a systematic method for using data to determine when and how to provide more intensive intervention:

– Origins in data-based program modification first developed at the University of Minnesota (Deno & Mirkin, 1977)
– DBI is a process, not a single intervention program or strategy
– Not a one-time fix—Ongoing process comprised of assessment-linked interventions.
– Good DBI also incorporates clinical expertise
Data-Based Decision Making

- DBI is best accomplished in the context of systems with these components.
- DBI is designed to work in concert with these systems. Despite the existence of these systems, students with the most intensive needs continue to struggle academically and behaviorally.
- DBI addresses non-responsiveness in RTI and special education.
- One important aspect of DBI is adaptation.
Adaptive Intervention Framework

• In theory, an adaptive intervention framework varies different aspects of the standard based on the needs of the individual. These modifications (or adaptations) include the traditional intensification of dosage, but may also include structural and content changes as well.

• An adaptive intervention framework advances the approach to identifying optimal intervention by involving the use of explicit decision rules a priori, and a menu of adaptations whose implementation is dictated by a number of specified variables
Guidelines for Adapted Interventions (August et al., 2010)

• Identify which components of the program are ‘core’ and which are ‘optional’.

• Preserve the core components but permit adaptations in delivery procedures.

• Assess the capacity of the adopting site to support implementation of the evidence-based program.

• Collaborate with the adopting site regarding local conditions that may require adaptations to be made to the program.

• Provide implementation support services (e.g., technical assistance) that assure quality implementation of the adapted intervention model.

• Conduct fidelity checks on a continuous basis to maintain integrity of the adapted intervention model.
Key Features of Adaptation

- **Critical Factors**: a) response patterns to the Tier 1 intervention; b) identification of student characteristics that might predict responsiveness; and c) hypothesis of behavioral function.

- **Adaptations**: These modifications might involve, dosage and intensity, but would also include content modifications to the initial intervention protocol (e.g., adding a brief academic review to mentoring sessions).

- **Tailoring Variables**: Factors such as early patterns of non-response, level of implementation adherence, teacher preference, and contextual variables (school, classroom) may be the type of tailoring variables that are used within the adaptive framework.

- **Decision Rules**: Good decision rules accurately reflect the relation between tailoring variables, intervention component, and outcome. Also, decision rules objectively describe the adaptation(s), and attempt to anticipate situations that might arise in implementation.
Before starting DBI within an adaptive framework...

- Has the student been receiving an evidence-based primary or secondary behavioral intervention that has a standard protocol to follow?

- Has the behavioral intervention been implemented with fidelity?
  - Content
  - Dosage/schedule
  - Group size

- Has the program been implemented for a sufficient amount of time to determine response?
Check In/Check Out

- Dedicated staff person “checks in” with the student to get ready for the day
- Teachers provide feedback on student goals (aligned to school-wide expectations) throughout the day
- Dedicated staff person “checks out” with the student to reflect on the day
- Student accumulates points that can be traded at pre-determined times for activities, prizes, or free time
- Staff collect data daily and review student progress weekly
Adaptive Intervention Progression

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<th>Steps</th>
<th>Intervention Progression</th>
<th>Progress Monitoring Tools</th>
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<td>CICO Card</td>
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<td>Step 2: Problem Solving</td>
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<td>Does student need additional mentoring?</td>
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<td>CICO with...</td>
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<td>and/or</td>
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<td>CBT (if needed)</td>
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Class-Wide Function Intervention
Teams CW-FIT

• Group Contingency
  – Teams
  – Daily point goal set
  – Points awarded every 2-5 minutes to groups in which all students are displaying behavioral skills at the beep
  – Reward given at end of class to all groups who met goal

• Teacher Praise
Adapting CW-FIT

- Critical Factors:
  - Behavior Function
  - Team Participation
  - Teacher Implementation

- Possible Adaptations
  - Help cards or Self-Management
  - Adjust Team Membership
  - Change Implementation Schedule
Adaptations to Address Function

**Help Cards**
- Escape/Avoidance
- For students who need additional help with work
- Taught in small group booster session
- Peer or teacher help

**Self-Management**
- Addresses students with attention seeking behaviors
- Presented as a “privilege”
- Taught in small group booster session
Individual Student Example with Help Cards
Jason-1st Grade

**Total Engagement**

**Disruptive Behavior**
Frequency of Disruptives

Session

BL  CW-FIT  CW-FIT + SM  CW-FIT  CW-FIT + SM

0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23

Frequency of Disruptives

Session
In Summary

- An adaptive intervention framework may be one approach for increasing the effectiveness of evidenced-based standard protocols.
- Adaptations may not look the same for all students, but the process for making adaptations should look the same.
- More research is needed on effective adaptations and the development of decision rules that will indicate adaptation is warranted.
Integration of Academic and Behavioral Interventions
Rationale

• Existing body of literature suggesting that academic and behavioral problems are related.
  – Students with challenging behavior have pervasive and poor academic outcomes.
    – Data from the National Longitudinal Transition Study -2 (NLTS-2) indicate that (a) students with SBD have the lowest grade point average of all disability categories, (b) approximately 50% have failed one or more courses in their most recent school year, (c) over 66% have failed the competency exam for their grade level, and (d) only 1/3 of students with SBD have completed high school. In addition, students with SBD have the highest drop-out rate of any disability category.

  – Students with significant learning needs at higher risk for showing behavioral difficulties.
    – Moreover, recent investigations reveal that slightly more than half of special education students identified as having problem behavior may also be classified as having learning disabilities or learning problems.
Instructional Practices

• Although it certainly is not true of all classrooms, a significant proportion of classrooms are structured in ways that actually may exacerbate students’ difficulties rather than reducing them. The more notable of these maladaptive characteristics include:
  – Overemphasis on behavior control.
  – Teacher reliance on ineffective strategies.
  – Inadequate teacher preparation
  – Lack of an effective focus on academic instruction
Integrated or Supplemental

• Prior research looking at the integration of academic and behavioral interventions fall into 4 main categories:
  – Intense academic interventions with students identified as having behavioral challenges
  – Behavioral interventions with the addition of supplemental academic instruction
  – Supplemental academic instruction with embedded behavioral supports
  – Interventions that focus on improving those teaching behaviors related to both academic and behavioral progress.
Intensive Academic Interventions Only

• Primary purpose of these studies focused on providing supplemental academic interventions to populations of students with identified emotional/behavioral challenges.
  – Direct Instruction (Horizons, Corrective Reading)
  – PALS
  – Open Court
  – Wilson Reading

• General findings across studies; general improvement in basic reading skills, increased engagement during instruction. Inconclusive impact on problem behavior.
Focus on Instructional Behavior

• Increases in certain instructional behaviors have resulted in improved behavior
  – Teacher Praise
  – Opportunities to Respond
  – Instructional Talk

• General findings indicate increased levels of student engagement and active responding. No direct measures of academic achievement.
Behavioral Interventions with Supplemental Instruction

• There have been some recent work looking at the addition of supplemental reading instruction to evidence-based behavioral interventions.

• These studies often take components of the behavioral intervention and embed them within the supplemental program.
  – Good Behavior Game or other peer contingency programs
  – RECap
Tutoring Horizons and Corrective Reading

Basics of the reading programs:
• Carefully sequenced fast paced instruction
• Scripted lessons
• High levels of OTRs
• Signaled responding

Tutors were graduate level students trained on how to implement the program with fidelity. Tutors used point systems during tutoring sessions to reinforce positive student behavior.
Possible Pathways for Integration

• Should we integrate or supplement or both?
• Can we think about shared properties of intensive academic and behavior intervention as a means to combine the two?
• How do we promote the importance of including active and accurate monitoring of academic progress and achievement?
• Do we need to understand how much of behavior improvement can be accounted by academic performance?
For More Information

OSEP Center for Positive Behavioral Interventions and Supports
pbis.org
Missouri School-wide Positive Behavior Support
pbismissouri.org
IDEAS that Work
osepideasthatwork.org
What Works Clearinghouse
ies.ed.gov/ncee/wwc
National Center on Intensive Intervention
www.intensiveintervention.org